

Dimensions of Civic Education in Greek Primary Schools In era of social and economic crisis

full paper

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ABSTRACT

It is a fact that the impact of both economic and social crisis that we are living in affects significantly both the collective and the individual level of citizens' lives. Dealing with it requires a high degree of awareness that must be combined with the necessary knowledge, skills, abilities and attitudes. To overcome the crisis, beyond the institutional and structural changes, the individual effort and the formation of active citizens through education are considered significant, as they support students to develop their knowledge and cultivate their skills, values and abilities for an active and responsible participation.

Concepts related to social and civic formation are found in almost all subjects in compulsory education. It is argued that, among others, the subject which helps students understand their roles, rights and obligations as citizens and ultimately shapes the citizen who is able to "address" the social and economic crisis is primarily that of "Social and Civic Education". That is why we consider as important the views of teachers who teach this particular subject.

In the above context with this article, we attempt to evaluate the use of the textbook "Social and Civic Education" of 6th grade of Primary School in Greece, according to the views and assessments of teachers who teach the specific subject. Specifically, in the theoretical part of the article we briefly approach the institution and the role of education, curricula and textbooks, as an essential dimension of the educational process together with a brief historical review of the subject in primary education. In the research part we present the results of the related survey. Finally, the discussion of the results follows, in the light of the contribution of courses of social sciences to the social and economic crisis.

1. Education, Curricula and textbooks

Education is one of the fundamental institutions of Greek society (Veltsos, 1997, 68). Basic functions of this institution are to provide to young people citizenship formation, education, learning and ownership of the culture and values related with it. According to Th. Tassios, "The Education is the gigantic breath of society, as it inhales the cumulated culture and guides the younger generations" (Reble, 1992, 26)

The education follows the changes in the social, economic, and political environment, which affect the policies to be followed. As "institutionalized educational process", it is an act of politics and forms the *dominant ideological apparatus* of the state (Bouzakis, 1989). It is internationally believed that the education system contributes to the promotion of social justice and the development of creative skills of young people and their integration in the social structure (Kontogiannopoulou-Polydoridi, 1999)

The values embodied in the educational system, the content of curricula, the textbooks and teachers, are the subject of educational policy but also areas where political influence (Thomas, 1983) is exercised. In school the educational acts are scientifically founded, the objectives are specific and expressed through the Curricula, while instructional materials and teaching methods that organize the teaching are preselected (Flouris, 1995).

School education constitutes a field of identity formation for student beneficiaries and therefore is associated with "power" (Lacleau, 1997). According to Tsoukalas, "*The ideal educational system is equally inaccessible, as it is the ideal society*".

The 'Curricula' are an essential dimension of the educational process and have been subject of various theoretical approaches (Connely & Lant, 1991). The 'Curriculum', as a mechanism for dissemination of valid and legitimate knowledge in school reality, in fact, is related with the general plan of the course (Kavvoura, 2002).

The curriculum is directly affected by the political, ideological and institutional framework of the period to which it belongs and expresses the relationship between power-knowledge which define the broader social area in this specific period (Flouris & Pasias, 2004).

At the same time, it is considered as a carrier of economic development and social modernization, ideological control, social and cultural reproduction (Apple, 1986). National Curricula and corresponding textbooks, with which they are implemented, express the educational policy of a state. They are linked to the respective "political and institutional content of the education system" (Flouris, Ivrintelli, 2002).

For a group of scholars like Huebner and later Apple, creating a curriculum is a political act and the curriculum is a political text (Uebner, 1966). Through the Curricula development, we seek to meet the educational needs and priorities set by the state. Therefore, the Curricula constitute the core of any educational reform.

Since the school year 1998-1999 and in accordance with Law no. 2525/97, the Curricula were integrated into a single concept, which was implemented by the establishment of the Primary and Secondary Education Curriculum Framework. In 2003 the Interdisciplinary Common Curriculum Framework (DEPPS) for compulsory

education was designed and the new Curricula for each academic field (A.P.S.) were developed adopting a multidisciplinary approach of knowledge.

The new Curricula are 'open' in terms of their characteristics, since they define the objectives, goals and themes, calculate the estimated time needed for each theme, suggest indicative activities and finally include indicative interdisciplinary work projects (Veikou, Varesi, & Patouna, 2008). According to scholars, the general characteristics of the Curricula of this period are the "communitarisation" of educational design and the European orientation (Flouris, Pasias, 2004).

The textbook is the medium by which the requirements of the curriculum are implemented in school practice and it constitutes the main source of knowledge and information for teachers and students (Bonidis, K, 2003). Textbooks contain every subject or course as defined in the official curriculum, corresponding in this way to the needs of the educational process (Xochellis, 2005).

Concerning the socialization aspect of textbook, it is alleged to be a "channel for the internalization of values and learning social roles" on the part of students, who will assimilate and adopt attitudes and behaviors (Bontila, 2002). Furthermore, the result of socialization function is the political socialization through which the student's identity is formed.

It is also argued that the influence exerted on attitudes, orientation and values through the textbook is not scientifically proved and it must be taken into account that the text of a textbook is part of a broader educational and pedagogical context with the teacher playing a major role (Fritzsche, 1992). Finally, the texts of textbooks

should be approached in multiple ways, because they are not only "material", but they also constitute reason (discourse), they are ambiguous and have multiple meanings (Hodolidou, 1995).

The history of the textbook in Greece is directly connected to the history of education and the reforms undertaken (Argyropoulou, 2005). The textbook is not only an informative and educational but also a political medium, a product and a factor of social processes (Bonidis, 2003), an indicator of current ideological developments which affect the education system. (Papadopoulos, 2005).

2. The status of citizen - The content of civic education

The term "citizen" is a concept particularly important for the subject of Social and Civic Policy. Specifically, citizenship is a delicate concept, regarding its conceptual content, and it is ambiguous and difficult to define. It is linked to the formation of two traditions: political-democratic with "city" and democracy ('demos', democracy) and the liberal-cosmopolitan with "world", liberalism and cosmopolitanism, acting as pivots (Delanty, 2007).

The concept of "citizen" and thus of "active citizenship", was born in ancient Greece under the frame of "city". Citizen in ancient Greece, mainly in classical Athens, was the one who had the right and obligation to participate in public affairs,

participated in power and in the administration of justice, elected and could be elected in turn, and who knew how to govern and how to be governed.

In ancient Greece, every citizen exercised policy, actively participated, delivered a public speech, affected political developments. The "citizenship" was a title of honor, office for an unlimited period (Aristoteles, *POLITICS*, book c1, 235). For this reason, the civic education was of great importance, i.e. the creation of free and responsible citizens. Aristotle argued that civic education should be consistent with the political system. So if the democratic regime is desired, civic education should be democratic, in other words, the state should educate free and responsible citizens (Marantos & Oikonomou, 2004).

In French Revolution the citizen was associated with a certain nation-state, entailing certain rights and duties. The citizen sacrificed a part of their personal liberty for the sake of national unity (social contract). Of course, the difference in civic education between the city-state and the nation-state (Kazamias, Petronikolos, 2003) is important. In the city-state democracy is direct and citizens are socialized to participate themselves "in common".

Citizenship is determined by participation in the governance of the state. In the nation-state, democracy is indirect, citizens are socialized to participate indirectly in public affairs through representatives (Kontogiorgis, 2003). The citizen is "subject" of the state and not a citizen of the State. Citizenship is determined by the relationship, the bond connecting the citizen with the state. In other words, citizenship is mainly determined by specific civil rights and freedoms (Karnavas, 2016).

In modern times, we need to distinguish citizenship in formal-legal and substantive-political terms. Specifically, (Karakatsani, 2004): from a formal-legal point of view, citizenship is determined by domestic and international law. From a substantive-political view, citizenship refers to the "behavior" of the citizen towards the state and other citizens, including the views and perceptions, principles and values, attitudes and citizenship practices over the social and political events.

In a globalized society, citizenship acquires a universal dimension (Balias, 2008). In a society with supranational characteristics, the concept of citizenship is linked to new 'critical' concepts such as post-national citizenship, European governance, the global civil society, and cosmopolitanism (Habermas, 2001).

So what should be the content of civic education, in order to create free, responsible and active citizens with critical thinking and consciousness? The answer to this question is a matter of political judgment. A basic criterion of any political decision is its intended purpose and effectiveness. Of course, the civic education is an issue of political decision itself, namely the provision, or not, of such education at school (Marantos & Oikonomou, 2010).

As Karakatsani argues, the desired social and civic education must include citizenship education. An education i.e. which not only aims to formulate an updated and informed citizen-student, but also helps the student to develop knowledge and understanding tools and cultivate the skills, abilities and values that enable active and responsible participation (Balias, 2008).

As for when the teaching of civic education should begin, according to Evangelos Papanoutsos, "the teaching of the "Civics" course should start from the

upper classes of the primary school, all the way through the middle school, and continue even in Higher Education". This is because "it is a debt of true democracy to educate politically the youth from their tender years and to consider seriously and consistently the civic education as part of their general education" (Papanoutsos, 1976).

Taking into account the above, could the civic education operate as an agent to prevent and combat the crisis? School's subject "Social and Civic Education" aims at civic education, which seeks to create free, responsible and active citizens. The question is whether and to what extent this is achieved. Taking into consideration the "ideal type" of Max Weber, it may be argued that an "ideal type" of "Civic Education" could operate as an agent to prevent and combat the social-political crisis. If it is accepted that the current economic crisis is primarily a political crisis, then the "operation" of the "Civics" course becomes essential and necessary.

3. History of Social and Civic Education Course of Elementary School in Greece

The course of Social and Civic Education, was first introduced in the Greek Primary School after 1957. Until then, elements of the issue were contained in the material of other subjects. Chelmis defines three periods of Civic Education in the Modern Greek state. The first period is extended from the foundation of the Greek State (1827) up to the 1880s, when the first curriculum was designed and civics elements appeared in textbooks. This period is called "the latent character of civic education." The second period starts from the 1880 and reaches 1957 (first social and

civic education curriculum design phase). This period is called fermentation time. Finally, the third period extends from 1957 to 1977. This period is called the "period of civic education curricula" (Helmis, 1995).

In 1956, Article 5 of Royal Decree 3628, which was published in the Official Gazette Issue 278 / Decision / 11.16.1956, provided that "civic education and *Patridognosia* (knowledge of one's homeland)" were added in the courses of the Elementary School. Then, with a new Royal Decree titled "On the curriculum and scheduling of *Patridogonosia* courses in Elementary Schools", which was published in the Official Gazette Issue 14 / Decision / 01.30.1957, the "civic education" was included in the category of "knowledge of one's homeland" along with the subjects of *Patridognosia*, History and Geography, with issues of Tourism. (Ekonomopoulos, 2009).

Also, the same decree provided for teaching of the course in the last two grades of primary school. The aim of the "civic education" was defined as "the development of students so that they can be considered as good Greek citizens as individuals and in their relationships with others and the State."

The modules scheduled to be taught per class were as follows.

Table 1

Fifth grade E	Sixth Grade
<i>1st section: The Motherland</i>	<i>1st section: Country - Nation</i>
<i>2nd section: Religion</i>	<i>2nd section: Church</i>
<i>3rd section: Family</i>	<i>3rd Section: Constitution of Greece</i>
<i>4th section: Education</i>	<i>4th section: The three authorities of the State</i>
<i>5th section: National Symbols and Monuments</i>	<i>5th Section: Government</i>
<i>6th section: National feasts, and Anniversaries</i>	<i>6th section: Regime</i>
<i>7th section: National Anthem</i>	<i>7th section: Duties and Rights of Citizens</i>
<i>8th section: Economy and Saving</i>	<i>8th section: International Relations</i>
<i>9th Section: Modern Major Events</i>	<i>9th Section: Modern Major Events</i>
<i>10th section: The Life and Works of the Great Men of Greece</i>	

With regard to textbooks, which were used during this period, Karakatsani notes that "During the period 1957-1963 manuals were not published by the public Agency of Publication of School Books, but by various private publishing houses. Specifically, during the period of 1957-1963 a total of 16 civics textbooks had been published from private publishing houses and only 4 of them had the official approval of the Ministry of Education. Of the total of 16 textbooks, 8 were destined for the sixth grade of primary school and 5 for the fifth grade (KARAKATSANI, 1998).

Next stage was the Legislative Decree no. 4379/1964 on "About organization and Administration of General Education (Elementary and Secondary)", also known as the "Reform Act Papandreou - Papanoutsos". In paragraph 2 of Article 7, the subjects taught in elementary school were defined. These did not include the "Civics", which

was apparently abolished. Instead, the course "Democratic Regime Elements" (paragraph 2, Article 8) was included in the secondary school.

It is surprising that the abolition of the course at the primary education was implemented by a government that introduced free education, extended compulsory education from six to nine years, established the demotic language in primary schools, founded the Pedagogical Institute and was accused by the opposition and the oppositional press as "leftist". It is most likely that the abolition was implemented in the context of a broader reorganization of education with the addition of three mandatory years.

So, given that attendance became mandatory for both the primary and the three classes of high school, all students would have the opportunity to be taught "Elements of the democratic system" in high school. A similar explanation for the abolition of the course in primary school is given by Zeylas (Zeylas, 1999).

During the 1967-1974 dictatorship, the course of "Elements of Democratic Regime" was removed directly from High school, and it was replaced by the "Civic Education" in 1969, reflecting the views of the regime. Andreou states that the program of 1969 provided for the teaching of "civic education" in the sixth grade one (1) hour per week (Andreou, 2009).

The first years of the new regime, the course of Social and Civic Education returned in the Primary school and was taught with the manual of Agni Rousopoulou "Civics", which was written before the dictatorship and was now reprinted. The Curriculum of 1997 (Official Gazette 347 / A / 1977) provided for the teaching of the

"Civics" course as part of the Environmental Study for grades A to D and as an independent course for fifth and sixth grades. The following modules were included:

Table 2

Fifth Grade	Sixth Grade
<i>1st section: Man as an individual and as social being</i>	<i>1st section: The professions</i>
<i>2nd section: Family</i>	<i>2nd section: The State</i>
<i>3rd section: The school</i>	<i>3rd section: The Nation</i>
<i>4th section: The community</i>	<i>4th section: The Motherland</i>
<i>5th section: Society</i>	<i>5th Section: People</i>
<i>6th section: Traffic Education</i>	<i>6th section: The Church</i>
	<i>7th section: International Relations</i>
	<i>8th section: Greek as a citizen of united Europe</i>
	<i>9th section: Traffic Education</i>

With the political change taking place in 1981, changes were initiated. This process led, inter alia, to the establishment of the course of Social and Civic Education which is taught one hour per week in sixth and fifth grade of primary school (GG 185 / Decision 28.11.1984). In 2003 the Government Gazette Issue 303 / B introduced new curricula in education, and in Social and Civic Education as well (Kouloumparitsi, 2009). The topics to be taught were as follows:

Table 3

Fifth Grade	Sixth grade
<p><i>1st section: The individual and society</i> <i>Social groups (family, clubs, etc. roles and their importance). Institutions (church, school, community)</i></p> <p><i>2nd section: The individual and the state</i> <i>The individual and the state. The concept of state</i> <i>The Greek state. The Greek citizen. Rights and obligations.</i></p> <p><i>3rd section: The Man and the European Union</i> <i>The person and the European Union The EU: historical founding - member states The European citizen</i></p> <p><i>4th section: The Man and the International community</i> <i>The person and the international community World International organizations Human rights</i></p>	<p><i>1st section: The individual and society</i> <i>Social groups, Institutions, Special groups, Social problems The role of the media</i></p> <p><i>2nd section: The Man and the State The concept of the state and the nation. regimes Items The Greek state. State functions, Elections, Rights and Obligations The international community Relations Between States</i></p> <p><i>3rd section: The Man and the European Union</i> <i>The EU: concept - organization - Greek institutions as a European citizen</i></p> <p><i>4th section: The Man and the International Community</i> <i>World International organizations and Greece's human rights and the international community's social problems in the international dimension.</i></p>

The corresponding manuals were written based on the above modules. Oikonomou states that "the concept of citizenship is crucial" in these manuals (Oikonomou, 2009).

4. Survey

4.1. Methodological description

After several years of use of the book "Social and Civic Education" in the 6th grade of primary school, a survey is conducted concerning the opinions of teachers who teach the material about the field and the respective student book. In this paper, we present some of the results of the first stage of this survey.

In addition to the reasoned judgment of teachers in terms of usability, we collect their suggestions for improving modifications some of which are presented here (chapters to be added/removed). The information analyzed and presented here should be useful for future writers, reformers and current teachers of the item of Social and Civic Education. Furthermore, this research could be an opportunity for an evaluation of the book, due to the fact that evaluation is an integral part of the use and control of school materials and methods.

The main title of the research is: *Opinions of teachers on the subject of "Social and Civic Education" and assessment of the book of the sixth grade of primary school"* and the part which is presented here is *Dimensions of Civic Education in Greek Primary Schools in era of social and economic crisis*.

The research is approved by the Institute of Educational Policy (IEP, 5249/22-12-2015) which is part of the Ministry of Education of Greece.

4.1.1. Research tool

A questionnaire is used which is drawn up and eventually adjusted by the investigators, depending on the results of the pilot stage¹. The main survey has two stages. Results from the first are presented here. The reliability is ensured by the use of the index *Cronbach A* that appears higher than 0.70 level which is accepted in Social Sciences².

RELIABILITY ANALYSIS - SCALE (ALPHA)					
Topics that are considered appropriate to the subject of Social and Civic Education					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha if Item Deleted
A1. Family definition-functioning	28,1722	23,517	,310	,348	,790
A2. Educational system	28,3245	22,367	,469	,297	,769
A3. Definition- role of the church	29,1060	22,989	,321	,288	,791
A4. Local governments	28,5166	21,585	,556	,396	,757
A5. State - Political System	27,7748	23,576	,511	,516	,767
A6. State - Citizen	27,6490	23,723	,584	,570	,764
A7. EU and Greece	28,3046	20,773	,627	,741	,747
A8. European citizens	28,3907	21,226	,532	,717	,760
A9. International organizations	28,4636	22,530	,450	,360	,771
A10. Human Rights	27,5762	25,259	,387	,307	,781
Alpha = 0,788- Standardized Alfa = 0,804					

¹ For the design of the questionnaire, beyond the general methodological tools, specifications for issuing and writing instructional books (PI, 1999), evaluation criteria and educational material utilization, (EURICON OP .E.) were included, Athens, 2008, *Evaluation and Selection of Learning Resources: A Guide*, Charlottetown, Canada, 2008, *Training and Assessment in the field of Education*, Katsarou Eleni & Marina Dedousi, Ministry of Education - Pedagogical Institute, Athens, 2008

² 0.70 is accepted as a satisfactory level for the Alpha in the social sciences, although sometimes, more strictly, 0.75 or 0.80 is used, while in other cases 0.60 or 0.65. Here an adequate average level around 0.70 was accepted.

4.1.2. Population-sampling

The survey is planned to take place in a nationwide representative sample. After a prior two-step pilot study, the main survey was conducted. The sampling unit is the school unit and the sample size is being calculated (Cochran, 1977) by the respective equation.

To test the validity, assessment of comprehension and difficulty was carried out. The results were enriched with information from semi-structured interviews with teachers during the pilot stage and throughout the course of the main study³.

The methods of data collection will be mixed, mainly by digital questionnaires and some additional printed. The data will be presented first in a descriptive form and then in quantitative process. The collection and analysis of all primary data would be completed by the end of the school year of 2015-2016.

4.1.3 Type of analysis

First we provide a descriptive presentation of the results and then we investigate correlations with the variables of the **years of experience** and **level of education** of the participants. We combine research findings with theoretical data.

³A three-stepped difficulty / comprehension scale was used, along with the completed questionnaire in the early stages of the pilot study, so in addition to the results of the answers we had the opinion of the respondents about their quality. Taking the results into account, we removed questions difficult to understand. From the different dimensions of validity that could be controlled (content, predictive, meaning construction, discriminant), discriminant validity was satisfactory. To strengthen the validity of the research tool, the research tool was developed in cooperation with experienced teachers.

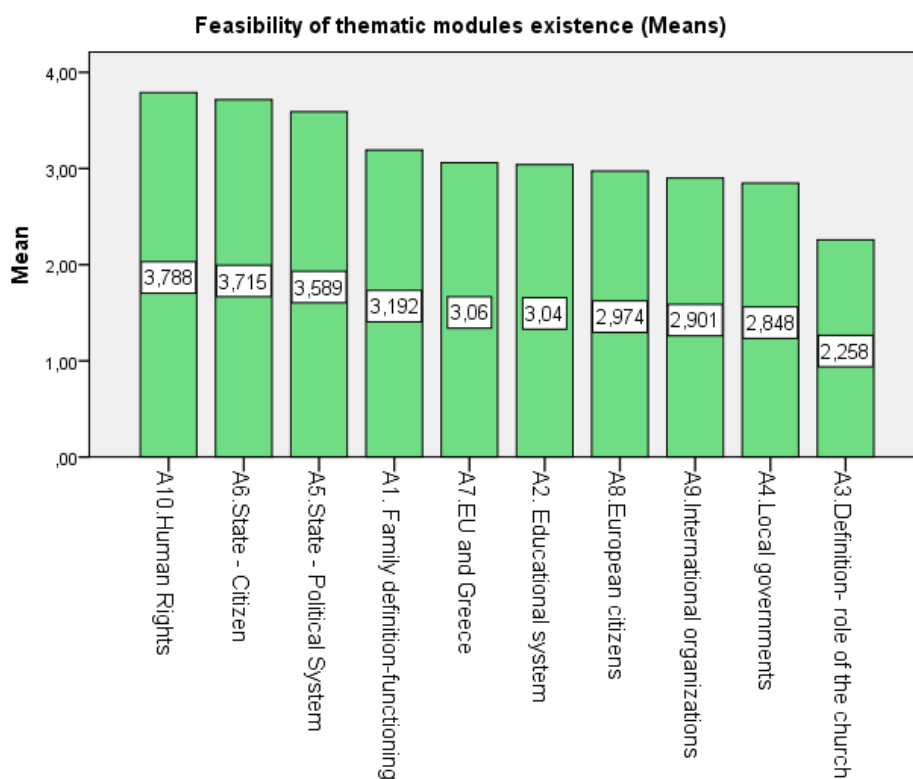
4.1.4 Results Use

The results should be useful:

- *For future authors-reformers of the books and / or possible future improvements of the existing curriculum*
- *to provide documented information about possible corrective interventions in the use of this book*
- *as pilot, with its research methodology that will be used for the expansion of research in other books of Civic Education in Primary and Secondary Schools in Greece.*

4.2. Survey Results

4.2.1 How useful do you consider the existence of the following topics in the subject of Social and Civic Education?



Evaluating the feasibility of the 10 areas, which correspond to the areas usually contained in books of social and civic education, we see that teachers who teach the subject consider as most appropriate the modules *Human Rights* and the *State-Citizen*. The module that refers to the *Organization and role of the church* is considered by them as less important.

4.2.1. a. Comparison per pair of adjacent distributions

Sequential comparison of distributions per pair of adjacent variables - topics that are considered useful to the subject of Social and Civic Education	
Topics	Wilcoxon Z p value
A10 Human Rights vs A6 State - Citizen	0,88
A6 State-Citizen vs A5 State-Political System	0,003
A5 State-Political System vs A1 Family definition-functioning	<0,001
A1 Family definition-functioning vs A7 EU and Greece	0,99
A7 EU and Greece vs A2 Educational System	0,70
A2 Educational System vs A8 European Citizens	0,332
A8 European Citizens vs A9 International Organizations	0,225
A9 International Organizations vs A4 Local governments	0,295
A4 Local governments vs A3 Definition-role of the Church	<0,001

Furthermore, a sequential comparison of distributions per pair of adjacent variables shows that the first two categories, in terms of statistical significance, compose a

distinct category. The same applies for the following modules State-Citizen and Family. All the other categories are in the same level with exception of *The role of the Church*. So in fact there are five distinct categories.

4.2.1. b Topics that are considered useful to the subject of Social and Civic Education vs. Years of teaching

Topics that are considered appropriate to the subject of Social and Civic Education * Years of Teaching				
	Asymp. Sig (2-sided)	df	Cramers V (value)	Cont. Coeff. (value)
A1. Family definition-functioning * Years of Teaching	0,033	4	0,175	0,240
A2. Educational system* Years of Teaching	1,00	4	0,012	0,017
A3.Definition- role of the church* Years of Teaching	0,846	6	0,090	0,126
A4.Local governments* Years of Teaching	0,015	4	0,192	0,262
A5.State - Political System* Years of Teaching	0,259	2	0,128	0,127
A6.State - Citizen* Years of Teaching	0,596	2	0,078	0,078
A7.EU and Greece* Years of Teaching	0,404	4	0,109	0,152
A8.European citizens* Years of Teaching	0,164	6	0,165	0,228
A9.International organizations* Years of Teaching	0,785	4	0,071	0,100
A10.Human Rights* Years of Teaching	0,964	2	0,021	0,021

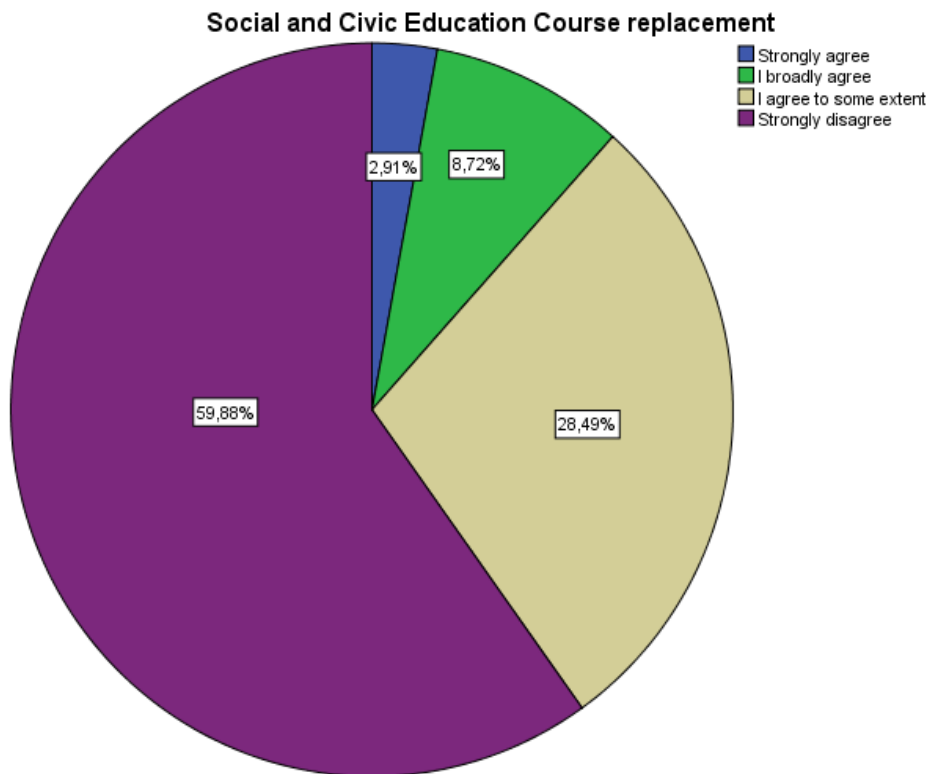
From the table above, it's obvious that the years of teaching (experience) affect only two of ten topics of the subject of Social and Civic Education. So, practically, we can say that the experience of teachers doesn't affect their opinion about the usefulness of the examined topics.

4.2.1. c. Topics that are considered useful to the subject of Social and Civic Education vs Level of Education

Topics that are considered appropriate to the subject of Social and Civic Education * Level of Education				
	Asymp. Sig (2-sided)	df	Cramers V (value)	Cont. Coeff. (value)
A1. Family definition-functioning * Level of Education	0,982	2	0,014	0,014
A2. Educational system* Level of Education	0,504	2	0,089	0,089
A3.Definition- role of the church* Level of Education	0,011	3	0,256	0,248
A4.Local governments* Level of Education	0,203	2	0,137	0,136
A5.State - Political System* Level of Education	0,350	1	0,072	0,072
A6.State - Citizen* Level of Education	1,00	1	0,00	0,00
A7.EU and Greece* Level of Education	0,913	2	0,033	0,033
A8.European citizens* Level of Education	0,992	3	0,024	0,024
A9.International organizations* Level of Education	0,977	2	0,016	0,016
A10.Human Rights* Level of Education	0,195	1	0,1	0,195

From the table above, it's obvious that the level of education of the teachers affects only one of ten topics of the subject of Social and Civic Education. So, practically, we can say that the level of education of teachers doesn't affect their opinion about the usefulness of the examined topics. As a note, we mention that the level of education is negatively related with the opinion that the chapter about the *Definition- role of the church is very purposeful - necessary*.

4.3 Is the course of Social and Civic Education sometimes replaced for another course?



From the diagram above we can see that the teachers who totally disagree almost reach 60% and if we sum the percentage of those who partially disagree, they exceed 85%. So we can say here that teachers rarely replace the course of Social and Civic Education, which indicates the importance given to this course.

4.3.1 The possibility of replacement of the course of Social and Civic Education for another course vs. Years of teaching / Level of Education

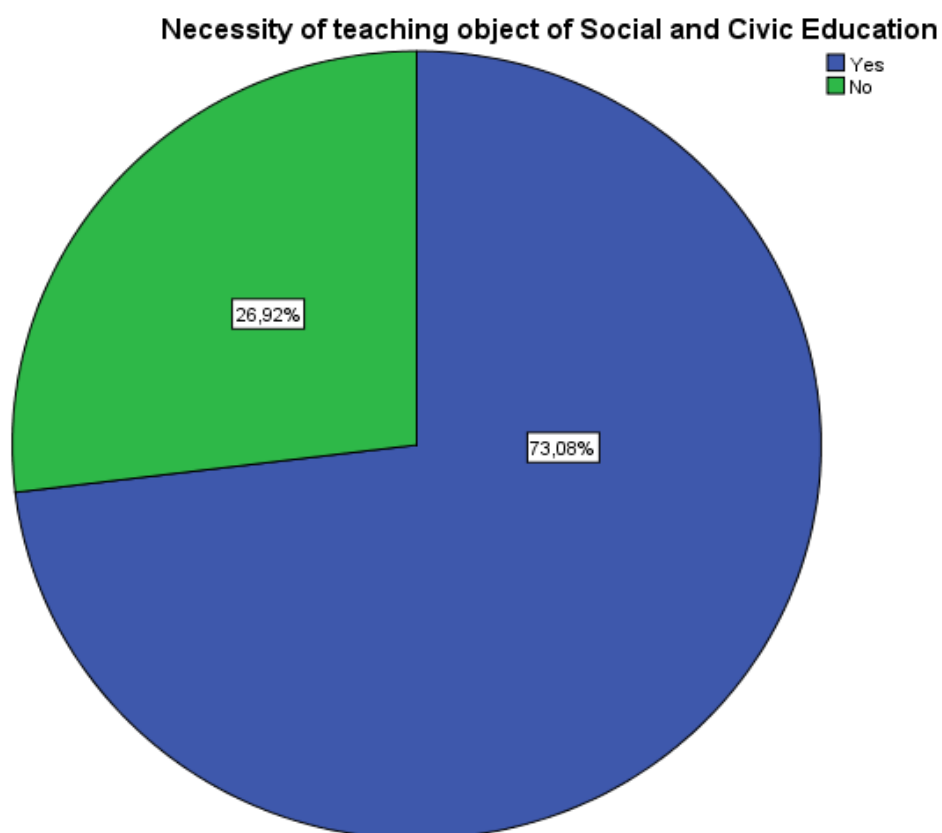
The possibility of replacement of the course of Social and Civic Education for another course vs Years of Teaching / Level of Education				
	Asymp. Sig (2-sided)	df	Cramers V (value)	Cont. Coeff. (value)
B1. Social and Civic Education course replacement * Years of teaching	0,003	4	0,217	0,293
B1. Social and Civic Education course replacement * Level of Education	0,011	2	0,230	0,224

From the above table we can see that the experience of teachers (years of teaching) and their studies (level of education) affect their opinion about the replacement of the course of Social and Civic Education.

More specifically, the years of experience correlated negatively with the opinion that there is replacement of the course. This finding shows that the younger (less experienced) teachers believe that there is no frequent replacement of this course. Similarly, the more educated teachers consider that the course is rarely replaced, compared with others.

The results indicate that the younger (less experienced) teachers and teachers with the highest educational level consider the subject of Social and Civic Education as more important.

4.4 The necessity of teaching the object “Social and Civic Education”



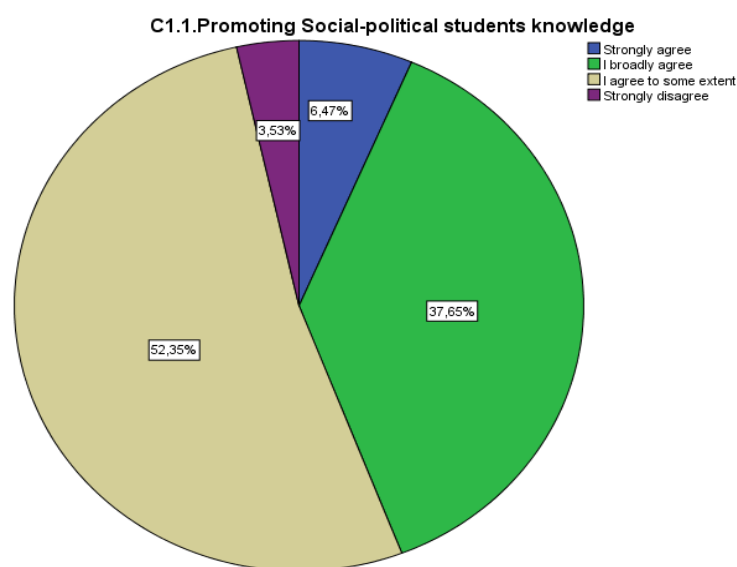
As we can see in the diagram above, the majority of teachers believe that teaching the specific course is necessary.

4.4.1. The necessity of teaching the object “Social and Civic Education” vs Years of teaching / Level of Education

The necessity of teaching object of Social and Civic Education vs Years of Teaching / Level of Education				
	Asymp. Sig (2-sided)	df	Cramers V (value)	Cont. Coeff. (value)
B2. The necessity of teaching object of Social and Civic Education* Years of teaching	0,720	2	0,61	0,61
B2. The necessity of teaching object of Social and Civic Education * Level of Education	0,048	1	0,148	0,147

From the above table we can see that the years of experience do not affect the opinion of the teachers about the necessity of the object of Social and Civic Education. The level of their education is positively correlated with the opinion that the specific object is necessary.

4.5. Does the content of the book promote the social and political knowledge of students?



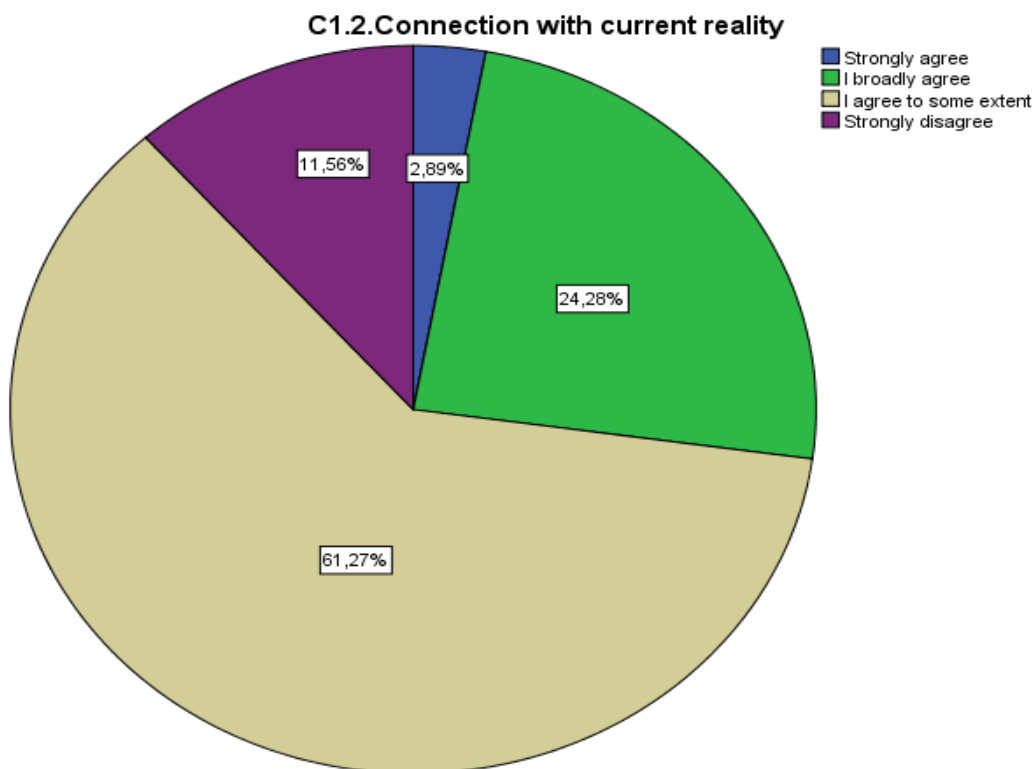
On the above diagram we can see that the opinions of the teachers are divided between those who **strongly or broadly** believe that the content of the book promotes the political-social knowledge of students compared with those who believe that this is achieved to **some extent or not at all**.

4.5.1. Promotion by the book content of the social and civic knowledge of students vs. Years of teaching / Level of Education.

Promotion by the book content of the social and political knowledge of students' vs Years of Teaching / Level of Education				
	Asymp. Sig (2-sided)	df	Cramers V (value)	Cont. Coeff. (value)
C1.1. The promotion by the content of the social and political knowledge of students * Years of teaching	0,939	2	0,027	0,27
C1.1. The promotion by the content of the social and political knowledge of students * Level of Education	0,910	1	0,009	0,009

The opinions of teachers about the promotion of the social and civic knowledge of the students by the content of the specific book are not affected by their level of education and years of experience.

4.6. Are the topics of the book associated with the current reality?



As we can see on the above diagram, most teachers ($61,27\%+11,56\%=72,83\%$) believe that the specific book is a little or not at all connected with the current reality.

4.6.1. Association of the topics of the book with the current reality vs Years of teaching / Level of Education

Association of the topics of the book with the current reality vs Years of Teaching / Level of Education				
	Asymp. Sig (2-sided)	df	Cramers V (value)	Cont. Coeff. (value)
The topics of the book association with the current reality * Years of teaching	0,466	2	0,094	0,094
The topics of the book association with the current reality * Level of Education	0,956	1	0,004	0,004

4.7. Topics that could be added /removed of the book contents (representative)

4.7.1. Topics which are proposed to be added are related to:

- AA 1 Qid13. diversity and relationships to cultivate students together at school and in their social activities outside of school
- AA 26 - Qid59 Racism
- AA 44 – Qid92 Refugees, internal-international immigration
- AA65 – Qid65 Racism, diversity, School violence
- AA 86 – Qid173 Problems of contemporary society
- AA 111 – Qid214 promote the democratic consciousness of children, with the aim to eliminate the racism and fascism that appears in modern Greek society.
- AA 133 – Quid254 International organizations
- AA157 – Qid292 Human Rights
- AA 164 – Qid306 the rights and obligations of citizens to the state and of the state to its citizens
Also section that refers to the catalytic effects of Media's information/misinformation on citizens encouraging them to search for more valid sources of information
- AA 178 – Qid 332 Population movements

4.7.2. Topics which are proposed to be removed are related to:

- *AA1 – Qid13 None to be removed*
- *AA11 – Qid31 organization and role of the Church / organization and role of local governments*
- *AA29 – Qid63 role of Church – local governments*
- *AA51 – Qid109 organization and role of the Church*
- *AA72 – Qid146 organization and role of the Church in Greece – Family*
- *AA95 – Qid188 organization and role of the Church*
- *AA111 – Qid214 organization and role of the Church*
- *AA131 – Qid246 Local Governments*
- *AA153 – Qid288 organization and role of the Church*
- *AA171 – Qid319 organization and role of the Church*

We chose ten representative opinions of teachers about what topics should be added in the specific course and which ones to remove. The general conclusion from their choices is that they are asking for more topics related to modern issues and current social problems and consider the topic referred to the church as not so necessary.

5. Conclusions

Curricula include the syllabus of courses, which is structured in Objectives-Content-Exercises/Activities and constitutes an essential dimension of the educational process. The corresponding textbooks are written based on the curricula, through which the educational policy of the state is expressed and implemented. Specifically, through the Curricula development and textbook writing, we seek to meet the educational needs and priorities set by the state. In the above context, the content of curricula and textbooks is affected by the social-political-economic and institutional frame.

In 2003 new curricula are introduced in education and the writing of textbooks for compulsory education is decided, which will include the syllabus of every subject. Teachers are called to help students to understand the corresponding concepts, to develop skills and cultivate attitudes, as they are defined and described in the Curricula.

With regard to Social and Civic Education subject, according to DEPPS, social and civic education of students in 5th and 6th grades are mainly formed through the subject of "Social and Civic Education", since it helps students to understand their roles, rights and obligations as citizens in a coherent and systematic way. With this article, we attempt to evaluate the use of Social and Civic Education textbook of the 6th grade, written by Nikolaou Souzanna, Vatsitsi Asimina, Danielidou Daisy-Margarita and Pasxaliori Vassiliki, according to the opinions and evaluations of teachers who teach this subject. Based on the results of the research conducted in a

representative Panhellenic sample of teachers who teach the specific textbook, we reached the following conclusions:

With regard to feasibility and usefulness of modules-chapters of the subject, as included in the textbook "Social and Civic Education" and taught to the students, teachers consider the module "Human Rights" as the most appropriate for students among the 10 areas. The two other modules which are listed high are: "State-Citizen" and "State-political system". We should note that the years of teaching experience and the level of education of teachers do not seem to affect significantly the result. In the above context, teachers' preference in the chapter of human rights indicates that this area is considered as particularly important by teachers for their students' social and civic formation, provided that learning of human rights is related to the development of skills and attitudes that will allow students to create and participate in a democratic society. Also the fact that teachers consider the chapters related to the relation of the citizen with the state and the political system as the most useful for teaching indicates the importance they give to the "preparation" of students for active citizenship.

With regard to the question of replacement of teaching hours of the "Social and Civic Education" course with other courses, even though in the school reality of primary education it is a fact that one teaching hour can be replaced by one other more "difficult" subject because of limited time, the findings of the research showed that about 88% of teachers don't agree, while only 12% agree with that statement. Taking into account that teachers are obliged to comply with the schedule of one teaching hour per week for "Social and Civic Education" and that this obligation might affect their answer, the high percentage of 88% advocates the importance and

usefulness given to this subject. To the question, if "Social and Civic Education" offers knowledge, attitudes and skills which are not achieved through other subjects' teaching, teachers responded positively in a percentage of 73% and negatively in a percentage of 27%. It seems, therefore, that teachers consider in their wide majority that the distinct subject of Social and Civic Education is necessary and its interdisciplinary approach through other subjects is not sufficient.

With regard to the promotion of social and civic knowledge through the content of the specific book about 44% strongly or broadly agree, while about 56% agree to some extent or strongly disagree. As we can see from the above, teachers' opinions are divided regarding the potential of the specific book to promote sufficiently the social and civic knowledge of students. Taking into account the previous answer related to the feasibility and usefulness of "Social and Civic Education", in which teachers in their wide majority considered the distinct subject of Social and Civic Education as necessary, we are led to the assumption that teachers believe that modules are not presented in the appropriate way for students and thus the specific book needs to be updated or re-written.

With regard to the connection of modules-chapters of the book with the current reality, 73% of teachers strongly or broadly agree that the topics of the Social and Civic Education textbook are not connected with the current social reality, while only 27% think that that they are. These answers about non-connection of book content to current reality are in accordance with the answers of the previous question that the book doesn't provide sufficient social and civic knowledge of students. Furthermore, teachers' suggested topics include racism, refugees, diversity,

population movements etc., namely topics related to current social problems, which have not been included in the textbook. Their suggested topics for removal include topics related to church organization and the function of local governments.

In conclusion and in accordance with research results, it seems that teachers consider the subject of Social and Civic Education as very important for students of the 6th year of primary school and think that it offers knowledge, attitudes and skills which are not achieved by other subjects' teaching. At the same time, they do not seem convinced that the specific book has the potential to promote sufficiently the social and civic knowledge of students and believe that topics covered in it should be enriched. We believe that the results of the research should be taken into consideration in a potential update or re-writing of the curriculum and the corresponding textbook, so that the objectives of the subject are fulfilled.

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