

UNIVERSITY OF GRONINGEN

Educational crisis: The case of Greece through the OECD

Submitted By –Maria Tsirakidou

Student Number – S4880773

Program – MSc. Ethics of Education: Philosophy, History, And Law, Faculty of Behavioural and Social Sciences, University of Groningen

First Assessor/ Supervisor –Dr. Lourens van Haaften

Second Assessor – Dr. Sanne te Meerman

Date of Submission – 24/07/2023

Total word count – 12063

Table of Contents

Acknowledgement	3
List of Abbreviations.....	Error! Bookmark not defined.
Abstract	4
Chapter 1: Introduction.....	5
Research Statement and research question.....	08
Methodology.....	09
Method Justification.....	09
Research Method.....	
.....	Error! Bookmark not defined.
Data Collection.....	11
Data Analysis.....	Error! Bookmark not defined.
CHAPTER 2: Theoretical exploration	14
CHAPTER 3: Findings and analysis	18
Urgent Calls for the Reform of Greece's Education System: From Ineffective Centralization to Effective Decentralization	18
Education under Crisis: The Critical Need for Reliable Data and Effective Leadership in Greece	23
Challenges and Solutions: Addressing the Educational Crisis in Greece Through Leadership, Organization, and School Clusters.....	29
CHAPTER 4: Conclusion	35
Epilog	35
Limitations.....	36
Conclusion	36
Bibliography:.....	38

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude and appreciation to everyone who helped me finish my thesis. First and foremost, I would want to express my gratitude to my supervisor, Dr. Lourens van Haaften, for his advice, knowledge, and continuous support during this research journey. His great thoughts, critical input, and support helped shape this thesis.

I am particularly thankful to the University of Groningen faculty members for their dedication to educational quality and for providing me with a vibrant academic environment to conduct my research. In addition, I am grateful to my friends and family for their continual support, understanding, and belief in my abilities. Their unfailing affection and encouragement have been a continual source of inspiration.

Last but not least, I would also like to acknowledge the researchers and authors whose work served as the foundation for this research. Their knowledge and ideas have impacted my understanding and served as an outlet of inspiration for me.

Finally, this thesis would not have been feasible without the assistance and participation of everyone addressed above. I am extremely appreciative for their participation and conviction in the importance of this research.

ABSTRACT

This research investigates the formation of educational crises via the prism of an OECD report, emphasizing the impact on the Greek educational system. The problem statement stresses the influence of reports on policy decisions, resource allocation, and public opinion, underlining the necessity of being conscious of and skeptical of these narratives. The main research question is concerned with how the OECD research frames the narrative of Greece's crisis and its ramifications. The research's approach includes a qualitative examination of the report's wording, framing, and emphasis. According to the findings, reports are interpretations that are subjective and formed by certain viewpoints, procedures, and purposes instead of objective representations of reality. Overall, this study is an encouragement for intervention, urging active participation in constructing educational narratives and establishing an improved and fair educational system.

CHAPTER 1

INTRODUCTION

Following the failure of the private bank Lehman Brothers in the United States of America in 2008, the global recession began to have an impact in Greece a year later, in 2009 (Kantzara, 2016). The crisis has had an impact on education, as well as other institutions, both directly and indirectly. The administration's principal response to the crisis was to implement 'austerity' measures, which meant drastic 'cutbacks' in government spending. This, along with growing unemployment, massive 'cuts' in pay and retirement, and higher taxation, has had a significant impact on people's living standards. Since 2009, Greek administrations have responded to the crisis and its consequences by implementing 'austerity' policies and aiming to restructure both governmental and private institutions, ranging from labor to retirement, and from schooling to local administration (Kantzara, 2016).

Throughout 2010 and 2016, there have been significant modifications in Greece's educational institutions. There have been governmental cutbacks (European Commission, 2016), a decline in state school spending, classroom amalgamations and shutdowns, the procrastination of meetings, staff transfers, an increase in the number of students per classroom and an increment in the number of temporary teachers. Lastly, there has also been a decline in founding school establishments as a result of substantial pedagogical changes (Vergeti, 2014).

It is unquestionable that the financial downturn had an impact on the operation of educational facilities, as the OECD (2013) reported a decrease in education spending between 2009 and 2010 and in educator wages in 12 of the 25 countries-members between 2009 and 2011. Specifically, studies revealed that among the issues that teachers faced as a result of the financial recession included a decline in vacancies (Alexiou, 2012, Ziontakh, 2014) and teachers' wages (Doliopoulou, 2015, Karkkainen, 2010, OECD, 2013), a rise in working hours, and an absence of adequate constructing, hardware, and office equipment (Alexiou, 2012). Galanaki (2015) identified similar issues, stressing that a substantial number of institutions confront a shortage of personnel, technical gear, and remedial instruction, as well as a rise in the total number of pupils per classroom due to school mergers. Furthermore, Mouza and Souchamvali (2015) discovered that primary school

instructors are stressed as a result of income declines, occupational ambiguity, and the possibility of assessment. Economic crisis brought many social changes worldwide as well as in Greece. Social change can be used as a term to indicate change or adaptations of, any aspect of social procedures, social norms, social involvement, social contact or social association (Jones, 1949).

The notion of a crisis is always presented as an inescapable affair, or natural disaster. But recent literature has looked into crises as a social construction phenomenon. To examine how crises are constructed socially, Spector (2019) proposed the crisis-as-claim model, which may be supplemented by concepts from the securitization theory. Both methods are interested in crisis claims actors, the motives underlying these statements, and the public's judgments of such statements. Furthermore, securitization theory may assist us in comprehending how different stakeholders arbitrate crisis declaration, how particular behaviors might form a crisis actuality, and how crisis conceptions allow for the adoption of unusual crisis intervention tactics. Spector views crises as leader assertions that provide significance to uncertain situations. Leaders wield authority by creating crisis claims for a variety of reasons. Finally, the validity of these statements may be judged based on their correctness and believability (Spector, 2019).

Financial, political, environmental, social, and agricultural crises seem to be everywhere, regardless of whether they are connected to power, healthcare, welfare care, safety, migration, or the environment. (Aguiton, Cabane& Cornilleau, 2019). Numerous financial, governmental, and societal organizations tend to be disrupted, feeding a pervasive sense of anxiety. In order to comprehend the nature of such crises, there is a profusion of language, pictures, information, and ideas in the media and general populace domain, in the academic and governmental realms, and also in global organizations (Aguiton, Cabane& Cornilleau, 2019). Many regard the condition of "endless crisis" as an inherent feature of our era, whereas alarmist discussions demand a wide range of actions to help us adjust to the problems we confront presently as well as in the future (d'Allonnes, 2012).

The term "crisis" regarding economy, refers to a global phenomenon caused by globalization and the interconnection of systems and marketplaces, which generate an inherent fragility in creative and banking institutions (Beck,2009). This transnational component may be observed in the manner crises are handled, with the fostering of worldwide governmental action. Numerous specialties arise, adding to the institutionalization and expansion of crisis as a persistent danger,

necessitating specialized expertise and eroding the distinction between urgent events and everyday activities (Aguiton, Cabane& Cornilleau, 2019). The identification of a crisis is based on a worldview wherein societal difficulties are believed to be the product of mistake, malfunction, or inadequate governance (Roitman,2013). History is depicted as a series of crises, all of which is an abnormality in comparison to a conventional, "normal" condition of circumstances. That adds to the perception of a perpetual sense of emergency. However, the notion that such crises occur repeatedly over time causes rapid a contradiction that calls the concept of a crisis into question (Aguiton, Cabane& Cornilleau, 2019).

Roitman asks us to understand how crisis is constrained as research object and raises questions such us, what is at stake in the leadership of crises, and what policies emerge from them? How does the identification of a crisis and the condition of normality that it suggests and executes, influence to the visibility and obscurity of specific components of a national matter? (Roitman, 2013). Answering such questions entails recording both the application of a "state of crisis," i.e., the procedure that occurs when a circumstance or sector is deemed to be in crisis, along with the accompanying procedures and tools used to regulate a particular scenario. Raising questions over what is considered a crisis leads to debates on the impacts of exposure and misinformation caused by this procedure. Taking this approach allows us to record interactions that are frequently overlooked in particular social scientific disciplines (Aguiton, Cabane& Cornilleau, 2019). Michel Dobry invites us to examine the mechanisms of branding and the cognitive and material toolbox of the individuals engaged, the spread of crisis control modifies the parameters of the research. In order to further proceed Dobry's understanding of the political mechanics of crises, it is necessary to decipher how crises are manufactured and what unique governance solutions emerge in the modern age (Dobry, 1985).

OECD's part in modern politics is crucial and it plays a significant role in shaping educational policies and reforms across its member countries. Several scholars such as Ydesen, C. and Grek, S. have acknowledged the OECD's importance as a key player in educational politics. With this research I aim to understand the narrative behind the policies during the economic crisis. Announcing a crisis, like announcing "fallibility," helps to describe a scenario, a segment, or an organization that seems to be "on the verge" of an unmanageable circumstance, on the verge of anarchy, requiring the involvement of a greater supervision (Juven & Lemoine, 2018). Announcing

a crisis entails creating a political structure for what is reliable and what is not, paving the way for particular decisions previously, throughout, and upon crises: urgent structures for controlling humanitarian crises or outbreaks, the economic troika, the construction of preventative facilities, the European Central Bank's "stress tests," acts against youth unemployment rate, and a rise in the quantity of crisis organizations (Aguiton, Cabane& Cornilleau, 2019). The consequences of such measures extend across crisis management and reshape the character of governmental authority.

Research Statement and research question

The utilization of narratives as powerful instruments in the process of formulating educational policy has seen a recent uptick across the educational landscape of the entire planet. As a leading international organization devoted to the promotion of economic expansion and development, OECD has been actively engaged in the process of producing narratives to support the implementation of policy changes in a number of different nations. In 2011, the OECD produced a key report that indicated a relationship between Greece's economic crisis and educational problems. This research project is to explore and analyze the crucial role that the OECD played in translating Greece's economic crisis into an educational crisis.

The main research question for this study is as follows: How did the OECD contribute to the transformation of the economic crisis in Greece into an educational crisis through its publication *Education Policy Advice for Greece, Strong Performers and Successful Reformers in Education*, OECD Publishing in 2011?

This research initiative, aims to accomplish an investigation of the narrative that the OECD produced in its paper addressing the educational situation that occurred in Greece in 2011. In order to accomplish this goal, an examination of the particular story that was offered by the OECD in its publication over the allotted time period is required. The OECD's portrayal of the educational crisis in Greece will be the subject of scrutiny in this research, as will the organization's use of terminology and framing. The purpose of this study is to unearth the underpinning narrative techniques that were utilized by the OECD in order to shape and impact the perception of the educational crisis that was occurring in Greece at a time when the economy was in a state of turmoil.

Methodology

This research is a narrative analysis of the OECD report ‘Education Policy Advice for Greece: Strong Performers and Successful Reformers in Education’ which examines a number of facets of the Greek educational system. The OECD report provides policy advice and recommendations based on the experiences of high-performing and reformed education systems around the world.

In an effort to investigate the part that the OECD played in the process of developing the narrative of the educational crisis in Greece, this research project will employ the narrative analysis method (Barkhuizen, 2014). This research intends to uncover the narrative decisions made by the OECD through the utilization of narrative analysis, as well as the ramifications of these judgments for comprehending the relationship that exists between Greece's continuous economic crisis and its ongoing educational difficulty.

The findings of this research will contribute to a better understanding of how international organizations employ narratives to influence policy discussion, particularly in the setting of an educational crisis. In summary, the purpose of this research is to enlighten the audience regarding the impact that story building has on the formulation of educational policy and the decision-making process.

Method Justification

The purpose of qualitative research is to gain comprehensive knowledge of a certain phenomenon by delving into its complexity, meanings, and contexts. It aims to uncover insights, perspectives, and subjective experiences through methods such as interviews, observations, focus groups, and textual analysis (Busetto, Wick & Gumbinger, 2020). In this research, the objective is to study how the OECD turned the economic crisis in an educational crisis for Greece, through their report. This research project's selection of narrative analysis as its method of inquiry is validated for multiple reasons. The narrative analysis framework provides a comprehensive framework for evaluating the narrative components, rhetorical approaches, and discursive methods used by the OECD in constructing the story of the Greek educational crisis.

Initially, narrative analysis permits an examination of the OECD publication's implicit meanings. This approach seeks to discover the underpinning ideas that underlie stories. By analysing the story, the language, and the framing, this method clarifies how the narrative builds and portrays

the educational crisis in Greece. It enables to dive into the details of how the OECD report reveals hidden messages, assumptions, and viewpoints.

Barkhuizen mentions that narrative frameworks served their research objectives by collecting readily analysed data and generating useful perspectives on the subject of their inquiry (Barkhuizen, 2014). This approach permits to make more accessible the unspoken, implicit understandings that underlay people's experiences (Feldman et al., 2004). It also serves to reveal patterns, themes, and narrative methods used to influence the convincing impact of the narrative. This method of analysis permits a thorough investigation of how the OECD frames the educational crisis in Greece and establishes its connection with the economic downturn. Moreover, it helps to assess critically the function of the OECD as a powerful international organization in the construction and dissemination of narratives. Lastly, by focusing on narrative components, this method offers an understanding of the OECD's contribution to narrative construction and its implications for educational decisions and policies in Greece.

Research Method

I have selected narrative analysis as the research method since the main objective of the research is to study how the OECD turned the economic crisis in an educational crisis through their report. By examining the language, framing, and overall narrative structure of the OECD in the report, it was feasible to uncover underlying messages, generate insights, and draw conclusions about the report's intentions and recommendations. The narrative structure of the report follows a pattern of highlighting deficiencies, proposing solutions, and emphasizing the need for immediate action. This structure reinforces the urgency and seriousness of the issues discussed.

The narrative analysis method allowed for these findings by providing an approach to identify and analyse narrative devices and rhetorical strategies used in the OECD report. The analysis was not a one-time pass but rather an iterative process. Multiple readings of the report were conducted, allowing for a deeper understanding of the narrative's nuances and the identification of additional narrative elements. This iterative approach guaranteed thoroughness and helped convey the complexity of the narrative. The narrative analysis involved comparing different sections of the report, identifying connections, and cross-referencing information. This comparison enabled the identification of consistencies or discrepancies in the narrative, enhancing the overall analysis.

Narrative analysis involves an examination of various elements within the text to uncover underlying messages and generate insights. In this analysis, I explored several narrative elements, including narrative framing, linguistic choices, comparisons and contrasts, and rhetorical devices. These elements were examined within the context of the identified themes to gain a comprehensive understanding of the narrative construction.

The analysis focused on narrative framing, which delved into how the OECD report framed the educational crisis in Greece as a direct consequence of the economic downturn. The examination of linguistic choices closely analysed specific phrases used in the report to highlight deficiencies within the education system and convey the necessity for significant changes. Comparisons and contrasts were explored to highlight the underperformance of Greek students in PISA assessments compared to the OECD average, emphasizing the urgency of educational reforms. Rhetorical devices, such as repetition and contrast, were also analysed to reinforce the need for reform and create a sense of urgency.

Data collection

The data collection for this research project will comprise an assessment of primary and secondary sources connected to the 2011 publication by the OECD on the educational crisis in Greece. The OECD report itself, which is titled “Education Policy Advice for Greece: Strong Performers and Successful Reformers in Education” will serve as the primary source of data used in this analysis. The report was selected based on its relevance to the research topic and its significance as a key document in understanding the narrative surrounding the crisis.

As supplemental primary sources, relevant policy papers, studies and other players involved in the Greek educational crisis will also be included. These sources will serve as a foundation for the investigation of the narrative and its effects by providing more background information, conceptual frameworks, and insights.

Data analysis

The data analysis process involved a close reading of the OECD report on the Greek educational crisis, focusing on three identified themes: the urgency of reforming, challenges in the Greek education system, and the crisis in education. To identify these themes, an initial step was taken to gather all the sentences in the report that conveyed a sense of crisis. These sentences were then

analysed and categorized into coherent themes, leading to the emergence of the three identified themes. Key observations, recurring ideas, and patterns were noted during the analysis, and these elements guided the interpretation of the themes.

While coding is a commonly used approach in data analysis, it was not employed in this study due to its potential limitations in decontextualizing phrases and texts. Instead, an inductive approach was followed throughout the data analysis process, allowing the themes to emerge organically from the text rather than imposing predefined categories. This approach facilitated a deep exploration of the narrative, enabling me to stay open to the nuances and complexities present within the OECD report. By engaging in a close reading of the text and noting recurring ideas, concepts, and patterns, the themes gradually surfaced and gained prominence. This inductive approach allowed for a more holistic and comprehensive understanding of the narrative construction, as it allowed me to remain receptive to the unique insights and connections that emerged from the data. By embracing this approach, the analysis was able to capture the richness of the narrative and shed light on the underlying messages and implications within the OECD report.

The selection of these specific themes was based on their relevance and prominence within the narrative, as well as their alignment with the research objectives. They reflect key aspects of the educational crisis in Greece that were highlighted and addressed in the OECD report. While the themes do not directly correspond to chapters in the OECD report, they capture recurring issues, challenges, and recommendations discussed throughout the report.

The urgency of reforming theme was characterized by the report's emphasis on the need for immediate action and the shift towards a decentralized education system. Phrases like "ineffective centralized education system" conveyed a sense of crisis and urgency, highlighting the need for change. This theme is essential for the results as it allows for an examination of the recommendations and proposed solutions provided in the report, shedding light on the urgency of implementing reforms to address the identified issues.

The challenges in the Greek education system theme encompassed various deficiencies and obstacles within the system, such as the lack of trustworthy data, organizational and functional issues within the Ministry of Education, limitations in implementing reforms, and discrepancies between student demand and tertiary education admissions. These challenges formed a significant

part of the report's analysis and recommendations. This theme is crucial as it highlights the specific obstacles that need to be addressed for effective educational reform.

Lastly, the crisis in education theme captured the difficulties faced by the Greek education system, including the lack of strong leadership, inadequate teacher supply, ineffective policy-making frameworks, geographic diversity, and disparities in educational achievement. These elements contributed to the narrative of a crisis in education, emphasizing the severity of the situation and the need for immediate attention. This theme is important for the results as it allows for a deeper exploration of the portrayal of the crisis and its implications within the report. It sheds light on the urgency of addressing the identified challenges and provides insights into the consequences of the crisis on the education system.

These three themes were identified as consistent and significant patterns within the report, providing a conceptual framework for organizing the analysis. They allowed for an exploration of the narrative elements, framing techniques, and rhetorical strategies employed by the OECD.

The thesis will be structured around these three themes, dedicating a section to each theme in Chapter Three. It is important to note that these themes represent my interpretation of the data and serve as a framework for organizing the analysis. By adopting this structured approach, a clear understanding of the narrative construction and its implications can be achieved.

CHAPTER 2

THEORETICAL EXPLORATION

This chapter digs into the notion of social constructionism in the context of the Greek education system and its relationship with the OECD. Social constructionism emphasizes how cultural, linguistic, and historical settings impact our views and experiences, shaping our understanding of reality through discourses.

The theory of social constructionism is an academic perspective that holds that our perceptions and experiences of our surroundings are not absolute, but rather are molded by how the world is represented and created through cultural, linguistic, and historical contexts. Our understanding and knowledge, according to this viewpoint, do not come from absolute or ultimate truths, but rather are formed via discourses, which are created through cultural and social systems of meaning and interpretation (Burr & Dick, 2017).

Discourses are collections of ideas, beliefs, and behaviors that affect our perceptions of the world (Gill, 1995). Therefore, are affected by dominant groups' prevailing views, attitudes, and interests, and they frequently reinforce existing power structures and hierarchies in this case the OECD. This means that particular discourses can marginalize the viewpoints and experiences of disadvantaged groups and people.

However, because discourse is dynamic, it may alter over time. Discourses can be questioned, modified, or replaced as society changes and new ideas arise. When oppressed groups question dominant discourses and generate new narratives that challenge current power systems, social revolutions can occur.

Crisis narratives can be used to legitimate specific governmental decisions, rationalize resource allocation, and change public opinion. It is crucial to critically examine the discourses and power dynamics that are involved in the production of crises in order to comprehend how they may disadvantage particular groups and impact policy decisions.

In their seminal work "The Social Construction of Reality: A Treatise in the Sociology of Knowledge," Peter L. Berger and Thomas Luckmann investigate how society creates and sustains

a common understanding of reality via relationships and language. They contend that our understanding and perception of our surroundings are influenced by social processes and institutions rather than being innate or objective. They examine the idea of “socially constructed knowledge” which proposes that the meanings and interpretations that we collectively ascribe to objects, events, and ideas impact our perception of reality.

By adapting the theories from Berger and Luckmann's book to the setting of the OECD and Greece, we can understand how the socially constructed view of reality influences the development of crises in the Greek education system.

The report contributes to the building of a crisis narrative in the Greek education system through the selection and organization of facts, narratives, and suggestions. It depicts Greece's educational difficulties as critical, requiring immediate attention and transformation. This framing is consistent with socially constructed knowledge, which stresses the relevance of education as a predictor of a country's economic success and societal well-being. The OECD report's effect on policy actions and the general public underscores the influence of dynamics and discourses that occur in crisis building. The study bears weight and is regarded as a reliable source of information, helping to shape Greece's educational reform agenda. However, it is crucial to critically scrutinize the report's underlying assumptions, interests, and prejudices, as these might impact the creation of the issue and its offered remedies.

Moreover, Christian Ydesen's work examines the OECD historical history and expanding influence in the field of education. He offers unique insights into the OECD's role in defining global education policy, as well as its influence on the Greek education system.

Ydesen investigates how the OECD has grown into a strong global governing complex with great power and influence over education policy in both member and non-member nations. In his book “The OECD’s Historical Rise in Education: The Formation of a Global Governing Complex,” he describes the OECD's emergence in the field of education over time, stressing the procedures and methods by which it has proven itself as a prominent player. He provides a detailed investigation of the OECD's role and effect on the building of educational crises. Ydesen dives into how the OECD's publications, recommendations, and policy actions have shaped the narrative of several nations' educational issues.

The OECD's participation in the Greek educational system has assisted to frame and define the perceived difficulties inside the institution. The OECD has played a crucial role in influencing awareness of the difficulties and weaknesses in the Greek education system through its evaluations, data gathering, and policy guidance. We acquire a better grasp of how the OECD's participation and initiatives have affected the perception and framing of educational crises by relating the book to the building of crises in Greece. The book allows us to critically examine the OECD's involvement in influencing policy objectives, promoting certain narratives, and driving reform initiatives in Greece's education system.

Ydesen's results show the OECD's complicated power relations, giving insight into how international organizations may contribute to the building of crises in national education systems. It calls into question the assumptions and prejudices that underpin the OECD's assessments and recommendations. Overall, Ydesen gives a thorough examination of the OECD's educational ascent and its influence. He provides crucial insights that are helpful to understand the building of educational crises in Greece and raises critical concerns regarding the role of international organizations such as the OECD in monitoring national education policies.

Another scholar that helped me to delve more in the idea of the crisis construction was Sotiria Grek, her research frequently focuses on education policy, governance, and international organizations' roles in creating education systems. Although, the link among Grek's article and the OECD's construction of crises in the Greek educational system is not obvious, her examination of the impact of PISA and standardized examinations provides an important viewpoint on how data and rankings can shape perceptions of crises and influence responses from policymakers. In her article "Governing by Numbers: The PISA 'Effect' in Europe," Grek investigates the impact of PISA on European education governance. While the article does not particularly address the OECD's crisis construction in the Greek educational system, it does give useful insights into how the use of standardized exams such as PISA may contribute to crisis perception and drive responses to it. Grek contends that PISA and other comparable exams have evolved into significant tools for school governance, pushing policy agendas and influencing national educational systems. These exams provide numeric rankings and ratings that are frequently used to compare nations and build educational hierarchies. As a result, by emphasizing discrepancies and weaknesses in educational institutions, they can generate a sense of crisis.

In conclusion, understanding the socially constructed character of reality offers a more comprehensive view of Greece's educational difficulties. By questioning dominant narratives and critically evaluating discourses surrounding OECD reports, we encourage inclusive and holistic educational changes that prioritize student needs and achievements. This approach has the potential to result in more successful educational changes that emphasize student needs and develop a holistic perspective of educational achievement.

CHAPTER 3

FINDINGS AND ANALYSIS

Urgent Calls for the Reform of Greece's Education System: From Ineffective Centralization to Effective Decentralization

The OECD report highlighted the significance of Greece's educational system, particularly its curriculum, as a key area that required improvement. The OECD has issued scathing criticism of the educational system in the nation, claiming that it is unable to produce exceptional performers and effective learners because there is insufficient monetary investment in education as well as weak policies and procedures.

One of the most significant recommendations for change that this report makes is to switch from a centralized education system to a decentralized education system. This is regarded as one of the most critical changes that should be implemented. The assertion that a decentralized system would offer greater degree of flexibility and adaptability to local demands and contexts is made by the OECD. The OECD encourages Greece to move from what they define as “ineffective centralized education system”(OECD 2011, p.15) to a “successful decentralization” (OECD, 2011, p30) or “effective decentralization” (OECD,2011 p.45), in the same way, that “other countries have moved dramatically to decentralize their education system” (OECD, 2011, p.14). The expression “dramatically” gives the impression that other countries have made significant and rapid progress towards decentralizing their educational institutions, whereas Greece has not. This creates a sense of urgency and transmits a signal that Greece is slipping behind in a critical area of educational policy. It also suggests that the education system in Greece is not adequately catering to the needs of its pupils, which may be perceived as an error of the educational system.

According to the OECD, a decentralized system would “increase the flexibility and responsiveness of schools and tertiary institutions to the needs of their students, and improve the working conditions of their teachers, faculty members, and researchers”(OECD, 2011, p.14). According to the report, the curriculum is “highly centralized” (OECD, 2011, p.54), and there is a need for “increased flexibility and responsiveness” (OECD, 2011, p.61). These statements can

be understood to indicate an absence of flexibility and responsiveness owing to the centralized educational system. On the other hand, historically speaking, the educational system in Greece has been quite centralized, placing a significant amount of stress on conformity and standardization. In spite of the possibility that these worries might have been justified, the report's emphasis on the insufficiency of the already implemented curriculum can result in generating a feeling of crisis and urgency over the requirement for reform.

The concentration on market-oriented procedures, which can lead to rising inequality and a loss of social cohesiveness (Moisio, 2018), is one of the potential difficulties that could arise as a result of both the educational reforms and the proposed decentralization of the educational system in Greece. In the instance of Greece, the OECD suggested implementing measures that would strengthen school independence, encourage healthy competitiveness between schools, and tie school financing directly to students' academic accomplishments. However, the economic downturn that began in Greece in the early 2010s has been one of the most significant obstacles that the Greek educational system needed to overcome. This recession led to considerable cutbacks in education funding, which made it difficult for schools to run successfully and adopt the required changes. The OECD also recognizes these problems by saying that “the economic crisis is accelerating the process of change” (OECD, 2011, p.16). Furthermore, the required administrative frameworks to enable these reforms have not been completely built, which has led to confusion and inefficiency. The OECD mentions that “Decentralization and increased institutional autonomy must be balanced by accountability” (OECD, 2011, p.80).

The inadequacies of the centralized system in Greece's education system are the primary impetus behind the suggestions made by the OECD to decentralize the education system. These recommendations are also driven by the desire to generate greater versatility and adaptation. However, this has placed considerable obstacles in Greece's path, notably in regards to the limitations placed on available resources and the inequities that already existed. According to the OECD “While it is critical that Greece develops strong, globally competitive institutions, the aggregation of the interests and aspirations of these individual institutions will not necessarily lead to an effective and efficient system acting in the public interest” (OECD, 2011, p.80), it is implied that Greece is lacking strong globally competitive institutions and that this is vital to the educational system in the nation. By making this assumption, the OECD is implying that there is

a flaw in the current condition of the education system in Greece, which indicates that there is a need for major change. It is also hypothesized that the accumulation of the goals and objectives of the many organizations that make up the educational system in Greece would not necessarily result in a school system that is efficient as well as effective and that serves the general public interest meaning that there is a substantial need for reforms to be implemented as soon as possible. This is suggested by stressing the weaknesses that are currently present in the educational system. When implementing reforms in education in the midst of the crisis, policymakers need to approach with prudence. They need to establish a balance between the demands for innovation and resilience and the need for an equal and fair educational system.

We can feel an atmosphere of an educational emergency based on the report since it demonstrates a need for immediate shift and frames the current system as insufficient, using phrases like “inadequate student support services and systems” (OECD,2011, p.68). In the report, there is a consistent comparison between Greece and other European countries in regards to achievement. The report points out numerous times how Greek students perform considerably below the OECD average in the majority of the PISA domains, stating that “Greece lags behind many OECD countries in performance on PISA” (OECD, 2011, p.14). This framing of the situation as a crisis of underperformance contributed to heightening the urgency of the suggested reforms and generated a sense of pressure to take quick action.

Furthermore, the OECD highlights the necessity for those working in the education system to continuously update their abilities and methods of teaching according to developments in educational studies, fresh methods of instruction and goals, and developing conditions. This is done in order to ensure that students receive the best possible education. While this may seem like a logical and important claim, it also has the potential to generate an impression of urgency since it implies that the current understanding and strategies employed by teachers are inadequate or have become obsolete. By using expressions like “modernize individuals' skills and approaches in light of the development of new teaching techniques and objectives, new circumstances, and new educational research” (OECD, 2011, p.31). The words “modernize” and “new,” demonstrate that there is a gap among the current state of education and what is needed for success in the years to come. Statements like this that require the need for ongoing change and adaptation within the educational system may also serve as the foundation of a sense of urgency. The usage of the term

“light” refers to the fact that there are always shifting conditions, which require alterations to be made to the educational strategies and goals that are being pursued. This results in a feeling of pressure and urgency among educators, as they may have the impression that they constantly falling behind and are required to make constant modifications to their methodology in order to keep up with the most recent findings of study.

Additionally, we are able to acknowledge the frequent usage of the word “must” throughout the report, which might generate a feeling of immediacy and the need to take action right away. For instance, in the sentence “Greece must take even more dramatic actions to address the unsustainable cost-structure of the system and the inefficiencies that are inherent in an outdated, ineffective centralized education system” (OECD, 2011, p.15), the phrase “must take even more dramatic actions” creates a sense of urgency and suggests that previous efforts at reform have proven to be insufficient. According to the way that this sentence is stated, if Greece does not take early and major action, the education system will continue to degrade, which will make an already terrible situation much worse. Following this, the statement highlights two particular concerns contributing to the crisis. These are the “unsustainable cost-structure” and the “inefficiencies that are inherent in an outdated, ineffective centralized education system.” Both of these problems are described as “inefficiencies.” The remark underlines that the cost structure of the education system is not just problematic but also cannot be maintained over the long run by using the word “unsustainable”. This expression instils a sense of urgency and conveys the message that the problem requires considerable and urgent adjustments in order to be resolved. The statement “inefficiencies that are inherent in an outdated, ineffective centralized education system” creates a feeling of crisis by drawing attention to the basic defects that are present in the education system that is in place in Greece. The word “inherent” is utilized, giving the impression that the issues are deeply ingrained and difficult to fix. Furthermore, the education system is described as being “outdated” and “ineffective,” which gives the impression that it is no longer adequate for its intended function. The OECD gives the impression that the situation is very serious and that Greece's educational system needs a significant overhaul to function properly.

In furtherance of this, the OECD notes that there is a “Misalignment of tertiary education provision with the needs of the labor market.” (OECD,2011, p.63). It is noted in the report that there is an impression of segregation among the labor market and the educational system. In this sense, the

report develops an idea of crisis in the educational system by indicating that it is not adequate enough for preparing students in order to enable them to be successful in today's job market, and that a number of reforms needs to take place. This mismatch has led to a waste of assets, which is a result for both students who are making investments in their education but may not be able to find appropriate employment and for the economic system as a whole, which is missing out on the potential earnings of talented employees. In addition, the OECD describes the organizations as being “unresponsive” by using the phrase “The institutions are unresponsive to needs and expectations of the broader society for education, production and dissemination of knowledge and qualitative research with relevance, not only locally but also internationally.”(OECD, 2011, p.78) Because it implies a total absence of engagement with society standards, the word "unresponsive" is used to underline how serious the issue is. This draws attention to the gravity of the situation. In addition, the statement brings to light the fact that the institutions are not succeeding in producing and disseminating information that is not merely relevant in a local context but also in a worldwide one. This points towards a lack of competitiveness as well as an inability to reach global standards, which creates a sense of crisis over Greece's standing in the global knowledge economy. The expression also emphasizes the significance of qualitative research that is pertinent, which hints that the existing system is lacking in this regard. Because of this, the gravity of the problem is once again brought into sharper focus, as qualitative research is widely seen as being essential for increasing knowledge and generating innovation in a variety of sectors.

To conclude, the OECD’s report on Greece's educational system frames the urgent need for considerable change in order to transition from an inefficient centralized education system to an effective decentralized educational system. The report places an emphasis on the deficiencies of the existing curriculum, as well as the inflexibility and lack of response that are caused by the centralized structure. On the other hand, the planned decentralization might result in a worsening of inequality and a breakdown of social cohesion. The ongoing economic downturn in combination with the existing disparities poses significant challenges for Greece as it moves forward with the implementation of these changes. It is imperative that policymakers address the essential reforms with caution and strike a balance between the competing demands for an innovative and resilient educational system and the requirement for one that is equitable and fair to all students. In the end, the report emphasizes the need for immediate action to reform Greece's educational system and

guarantees that it can generate outstanding performers and effective learners to satisfy the requirements of its students and serve the public interest.

Education under Crisis: The Critical Need for Reliable Data and Effective Leadership in Greece

The report strongly condemned the Ministry of Education and Religious Affairs, as well as the Greek government as a whole, for lack of both organization and function. It stated that their policies and practices contributed to the country's poor educational performance. One of the OECD's criticisms in its report was that the Greek educational system had a significant problem with data accessibility and accuracy.

The Ministry of Education's ability to properly oversee the educational system is hampered by a lack of data, which is considered as a severe hindrance to successful national decision-making. "The Ministry still lacks a sound information base for national decision making. The development of an accurate and manageable data system is an essential requirement for managing the education system at all levels and for formulating and implementing the envisaged reforms." (OECD, 2011, p.50). The phrase "lack" is used by the OECD to underline the fact that something is lacking or defective, in this case, the "sound of information base," where the OECD argues that the data already accessible is insufficient or untrustworthy, producing a sense of crisis in the mind of the reader. It is impossible to detect and address issues in the field of education or to make meaningful policy and practice decisions without precise and trustworthy data. The absence of data puts additional hurdles in the way of monitoring progress and evaluating the efficacy of policies and procedures in education.

Aside from hampering decision-making, the lack of data limits the Ministry of Education's ability to implement the suggested reforms. "National decision making" means that a lack of information influences national decisions, indicating that the problem is systematic. Sonia Grek emphasizes the significance of facts and statistics in influencing policy choices and guiding educational changes (Grek, 2009). The emphasis she places on evidence-based policymaking is consistent with the notion that a lack of knowledge may stymie successful decision-making in the field of education. The phrase "accurate and managed data system" highlights the need for data correctness and reliability while implying that the current system is unmanageable or inadequate,

implying that the crisis is ongoing. The creation of a controllable data system is seen as a necessary prerequisite for administering the education system at all levels, as well as for planning and implementing changes. It is impossible to tell which reforms are required and where resources should be invested to have the maximum impact without trustworthy data.

Finally, the term “Formulating and implementing the envisaged reforms” emphasizes that the existing lack of information is impeding progress or change, underlining the urgency of the problem. This argument emphasizes the significance of having precise and trustworthy data for successful decision-making and the formulation and implementation of educational policies.

According to the OECD, the absence of data in the setting of learning in Greece leads to the building of an educational crisis by limiting the ability to effectively monitor and manage educational difficulties. Data is critical in offering insights into the functioning of the educational system, finding areas for improvement, and driving evidence-based policy decisions. Without comprehensive and trustworthy data, effectively assessing the situation of education in Greece, including student results, school performance, and resource allocation, becomes impossible. The inability to identify issues, design focused actions, and assess the impact of policy improvements is hampered by a lack of information. As a result, the lack of data exacerbates already-existing educational challenges, extending the crisis and impeding movement toward reform. The justification for data's usefulness is that it provides as a platform for understanding, monitoring, and successfully addressing the difficulties confronting Greece's education system.

The OECD emphasizes that the Ministry of Education has complete control over the number of students who are permitted to attend tertiary education, which can be seen as challenging given the possibility of a discrepancy among demand for higher education and the actual number of students admitted to higher education institutions. According to the OECD, “The demand for tertiary education has risen as reflected in the number of students taking the university entrance examinations, but the actual numbers entering the system in any year is determined by the Ministry of Education. The Ministry determines the numbers of students actually given places and the departments to which they are admitted (within numerous clauses set by the ministry). Therefore, the number of new entrants to the system each year is determined by Ministerial decision, not directly by student demand” (OECD, 2011, p.64). Because the Ministry of Education establishes the numerous clauses or the maximum number of applicants who may be accepted to each

department, not all students who complete the university admission tests are assured a spot in their selected faculty or university. This may cause learners who are incapable to secure a place in their chosen field of study to feel unsure and frustrated, and it could also have wider consequences for the development of the nation's economy and society if there is an inconsistency between the abilities and expertise sought after and the number of graduates that graduate from those fields.

Moreover, the OECD emphasizes the issue of erroneous information within the higher education system, which might lead to an educational failure. The OECD states that there was a rise in student admissions to Greek universities from 1999 to 2005, with Greece having one of the highest higher education enrolments worldwide in 2007 with a 52.5% increase over the years prior. However, after those years, the OECD states that there was an absence of precise information regarding higher learning education in Greece. “One of the most important misleading data points concerns the number of students actively enrolled. Because there has been essentially no incentive for university students to complete degrees and limited – if any – requirements at universities that students actually attend lectures, or sit for examinations, thousands of students remain technically “registered” but are basically not in attendance.” (OECD, 2011, p.66). The statement “one of the most important misleading data points” implies that this is a critical issue that must be addressed. The statement goes on to describe that there is little or no motivation for undergraduates to obtain their degrees, and there are few or no prerequisites for attending lectures or exams. This means that the existing educational system may be failing to motivate individuals to stay focused on their education and may be failing to provide adequate structure to assure their attendance. The OECD also notes that hundreds of thousands of students are nominally enrolled but are not attending classes. “The Ministry’s analysis led to the conclusion that only approximately 240 000 students are actively enrolled in comparison to the much larger number of approximately 350 000 who are registered” (OECD, 2011, p.66). This rise in the value of the actual number of active students, which is considerably lower, could have major consequences for the allocation of resources and instructional planning. At last, the OECD highlights worries regarding the veracity of data submitted to international bodies and emphasizes the issue of deceptive data points in student enrolment. They remark “This discrepancy between the number of students who are admitted to departments and those who register and are active students raises a question about the accuracy of the data reported to international organizations and used in international comparisons such as cited above on gross enrolment rates.” (OECD, 2011, p.66). According to the phrase, the disparity

between the number of learners accepted to departments and those who enroll and are active students calls into doubt the authenticity of statistics supplied to international agencies. Furthermore, erroneous data reporting may provide difficulties for international organizations that utilize this information to compare countries or regions. Grek highlights in her article regarding the Pisa test that false or inadequate data reporting has a tendency to undermine the accuracy and effectiveness of such evaluations, as well as have a detrimental influence on policy decisions (Grek,2009).

According to the report, while the Ministry of Education made significant progress in delivering basic information about students, staff, and other areas of the educational system throughout those years, there was still a significant lack of reliable and timely data on critical aspects of the system. “The Ministry has made great strides in addressing this gap, and for the first time can provide basic information about students, staff, and other dimensions of the system. In the past, the extreme autonomy of the institutions often used to bar access from the Ministry to essential information, and the highly fragmented state budget and other structures described earlier, have hindered development of reliable and timely data. That Greece has not reported data on expenditures to the OECD and other international statistical agencies since 2005 is just one indicator of a severely dysfunctional data collection, analysis and reporting capacity”(OECD,2011, p.80). The phrases “gap,” “essential,” “hinder,” “reliable,” “timely,” “not reported,” “indicator,” and “dysfunctional” all have negative connotations and imply a feeling of urgency in resolving the difficulties. In the past, institutional “extreme autonomy” hampered access to critical information, and the widely fractured state budget and other structures also led to a lack of trustworthy data, collaboration, and coordination. In the absence of reliable data, it is impossible to measure progress and assess the effectiveness of educational policies and practices. The expression “great strides” suggests that a significant amount of effort was necessary to bridge the knowledge gap, implying a major problem. They emphasize the issue of Greece's education system's “severely dysfunctional data” collecting, processing, and reporting capabilities, which is a serious difficulty in addressing educational policy and reform. This absence of information can generate a sense of emergency inside the school system, making informed judgments and developing effective policies difficult.

Greece's failure to provide expenditure information to the OECD and other international statistical organizations since 2005 illustrates the depth of the problem.

In addition, a lack of trustworthy data limits the Ministry of Education's capacity to make informed policy and practice decisions, as well as the Ministry's capacity to effectively carry out improvements. It is difficult to identify where funds should be invested to have the greatest impact lacking adequate information.

The absence of trustworthy data is an important component of how the OECD structures the crisis in education in its study, emphasizing the major challenges that have hampered the establishment of a controllable data system, and the severity of the situation is demonstrated by Greece's failure to provide expenditure statistics to international statistical agencies for many years.

The OECD further condemns the Greek educational system's lack of a reliable records and vital details on students, schools, and instructors. "Development of a high-quality database is a matter of great urgency. Currently, the Greek Ministry of Education has no reliable data on pupils, schools and teachers. The Ministry lacks critical information on the number of students, enrolment in schools, age, grade, field of study and other background information." (OECD, 2011, p.51). This lack of data is described as a matter of "great urgency," implying that the situation is critical and urgent attention is needed. The term "no reliable data" implies that there is a total lack of precise and dependable information, which is reason for alarm. Additionally, the Ministry's absence of essential information on the number of students, school enrolment, age, grade, field of study, and other background details points out the magnitude and severity of the circumstance. This knowledge is vital for effectively administering the education system and its absence is seen as a serious obstacle to change and progress. By highlighting the pressing need for an outstanding database and the seriousness of the situation created by the Ministry's lack of essential information, the OECD generates a feeling of emergency. The absence of trustworthy data is cited as a barrier to efficient administration and reform of the educational system, which is reason for concern.

The OECD highlights the dearth of trustworthy data in the Greek educational system as well as the critical need for a successful information-management system. "As noted earlier, the Greek Ministry has only recently begun developing an effective information-management system. Critical data on the education system is either lacking or unreliable" (OECD, 2011, p.51). The term "only recently begun" implies that progress in resolving the lack of data has been gradual and

that more effort has to be done. The expression “critical data” highlights the need for accurate and trustworthy information in effectively administering the educational institutions. The statement implies that the Ministry is hampered in its efforts to make up-to-date judgments regarding the educational system as well as pinpoint areas for improvement in the absence of this crucial data. The appearance of untrustworthy data emphasizes the gravity of the situation. Untrustworthy data might be more severe than no data at all, leading to inaccurate assumptions and ineffective policies. The above argument implies that a lack of trustworthy data is a severe impediment to strengthening the Greek education system and that immediate action is required to remedy this problem. By highlighting the sluggish progress towards building an efficient information-management system, the necessity of key data, and the inaccuracy of existing data, the OECD generates a feeling of crisis. All of these reasons lead to a sense of urgency and the need for quick action to solve the Greek education system's lack of trustworthy data.

Lastly, OECD argues in their report that the Ministry is unable of leading and maintaining change by using the phrase “lack of capacity,” which might be interpreted as a leadership crisis. As stated in the study, “Perhaps the most serious problem is the lack of capacity to lead and sustain reform across changes in political leadership of the Ministry of Education. The current reforms are being led by a small, highly motivated and competent core of senior policy advisors to the Minister. There appears to be a wide gap between this leadership team and the large core of public servants who have been, and will continue to be, the ongoing capacity of the Ministry” (OECD, 2011, p.56). Furthermore, the OECD stresses “changes in political leadership,” highlighting the insecurity and unpredictability of political leadership, which can lead to a crisis of continuity and consistency in policy-making. The usage of the term “small” when referring to a “small team” suggests that the leadership team is not large enough to properly manage and lead the reform effort, which might be seen as a resource crisis. “Wide gap” implies a major separation between the leadership team and the public employees who would be in charge of executing the reforms, which might lead to a communication and coordination problem. Finally, the phrase “ongoing” implies that the Ministry is not prepared for the long-term implementation and sustainability of the changes, which might be seen as a crisis of planning and foresight. This statement in the report implies that the Ministry is experiencing a leadership, continuity, resource, communication, and planning crisis, which might jeopardize the effectiveness of the reform effort.

In short, the Greek educational system encountered a number of significant issues in the early 2010s, including a leadership and management crisis within the Ministry of Education due to a lack of trustworthy data and information management, as well as trouble in maintaining reforms across changes in political leadership. Additionally, the Greek economic crisis at the time resulted in significant reductions in the number of elementary and secondary school teachers which will be discussed later in this research study.

Challenges and Solutions: Addressing the Educational Crisis in Greece Through Leadership, Organization, and School Clusters

The OECD outlines a variety of difficulties and crises confronting the Greek education system in their study, including worries concerning school leadership and structure. The paper emphasizes the need of strong leadership and efficient organizational frameworks in attaining excellent educational outcomes, and it provides multiple suggestions to improve these components of the Greek educational system.

One of the significant difficulties cited by the OECD in its assessment is the Ministry of Education's lack of ability for leadership and sustained transformation throughout changes in political leadership. As mentioned before the OECD states that “Perhaps the most serious problem is the lack of capacity to lead and sustain reform across changes in political leadership of the Ministry of Education. The current reforms are being led by a small, highly motivated and competent core of senior policy advisors to the Minister. There appears to be a wide gap between this leadership team and the large core of public servants who have been, and will continue to be, the ongoing capacity of the Ministry” (OECD,2011, p.56). This illustrates a key flaw in Greece's school system, which is causing an upsurge in education. The issue is the absence of competence to lead and maintain transformation when the Ministry of Education's power structure shifts. This means that, while initiatives to improve education are continuing, they are not viable over time because of the changes in political leadership. A lack of consistency and continuity in educational policies can lead to turbulence and unpredictability, making it difficult to properly execute changes. Furthermore, they imply that this year's changes have been guided by a small group of highly driven and skilled senior policy advisors to the Minister. This suggests that there were just a few individuals in charge of creating and executing reforms, which might cause obstacles in the

entire procedure. If the small pool of policy advisers is insufficient to oversee Greece's complicated education system, the changes may not be implemented effectively. They additionally emphasize the difference between the leadership team and the huge core of government employees who have been and will continue to be in the Ministry's continuing capacity. The OECD demonstrates that the leadership team is not communicating effectively with the public employees in charge of executing the reforms. Inconsistencies and a lack of understanding on the changes might come from a lack of communication and collaboration, which can lead to disputes and delays in implementation. These challenges can lead to a lack of continuity and consistency in educational policy, an impediment in the reform implementation process, resulting in disputes and delays.

As previously stated, the report addresses issues concerning the supply and demand for teachers in Greece, pointing out that the economic crisis and actions taken by the Ministry of Education have resulted in a substantial decrease in the number of educators employed in primary and secondary education. "The conditions affecting the supply and demand for teachers in Greece are changing rapidly, in ways that should help improve educational efficiency. The economic crisis and the actions taken by the Ministry of Education are leading to a significant reduction in the numbers of teachers in primary and secondary education" (OECD, 2011, p.21). By citing "economic crisis," "reduction," and "changing rapidly" OECD convey a feeling of crisis in this statement, the OECD emphasizes the severity of the situation and generates a sense of crisis, indicating a sense of urgency and difficulty, producing a negative atmosphere. They claim that present circumstances in Greece are causing a major decline in the amount of elementary and secondary school instructors.

The term "crisis" is not utilized directly, but the statement indicates a serious situation as a result of teacher shortages. The OECD emphasizes that the Ministry of Education's activities in reaction to the economic crisis are having a direct influence on the education sector. They emphasize the gravity of the problem, implying a considerable influence on the educational system; by citing "significant reduction" in the number of instructors is viewed as a direct result of the economic crisis and is, therefore, part of the educational crisis that is being manufactured; it suggests a major decline in numbers, signaling a problem. By mentioning the number of teachers "180,000 teachers" the OECD quantifies the magnitude of the reduction the usage of the word "were" suggests that these teachers may no longer be employed as a result of the downsizing. The OECD

generates a feeling of crisis by emphasizing the large drop in the number of teachers in elementary and secondary school as a result of the economic crisis and Ministry of school initiatives. It stresses the extent of the cut and the possibility of job loss for a big number of instructors. The OECD contends that the circumstances affecting the supply and demand for teachers in Greece are shifting “rapidly,” and that this is both a reaction to the economic crisis and an indicator that could help enhance educational efficiency. They claim that developments are occurring “rapidly,” which might lead to uncertainty and instability. They use the term “economic crisis” to indicate that the situation is critical and will have serious ramifications for the school system. According to the OECD, the modifications are meant to “improve educational efficiency,” although the phrase “should” imply ambiguity regarding whether the adjustments will truly result in greater efficiency. However, fewer instructors could result in bigger class sizes and less personalized care for students, which may result in worse academic attainment and fewer chances for the students. In addition, the report shows that the drop in teacher numbers may have long-term ramifications for Greece's educational system. If the number of instructors continues to decline, the education system may find it increasingly difficult to provide children with a high-quality education. By addressing the decline in teacher numbers, the report demonstrates how the economic crisis is directly hurting the educational system and emphasizes the dire need for intervention to solve the system's difficulties.

According to the report there is a constant need to improve its capacity for leadership and providing more effective training for both school directors and teaching staff, as mentioned in the report “strengthening school leadership is one of the most crucial challenges for education reform” (OECD,2011, p.24) or “providing training for teams from schools e.g., several teachers, the school director, school advisors, etc.). The chances that teachers will be able to adapt knowledge and skills gained in the training are likely to increase if there is a support network when they return to their schools; “ (OECD,2011, p. 32) and several other expressions like these. Later on, the OECD also mentions that “fragmentation of responsibilities hinders effective policy making and does not enhance commitment and ownership of policies among those who have ultimate responsibility for high-quality teaching and learning: teachers and school directors” (OECD,2011, p. 55). The lack of strong school leadership is identified as one of the most crucial challenges facing education reform. The provision of training for teams from schools, including teachers and school directors, is viewed as a viable answer to this problem. However, the usefulness of such training may be

hampered in the absence of a network of support. Together, these issues mentioned by the OECD suggest that the education system is in crisis, since there is a lack of strong leadership, weak teacher preparation, and insufficient policy-making frameworks. These problems may hinder schools' capacity to deliver high-quality education, thereby harming students' development and well-being.

Furthermore, the OECD cites Greece's geographic diversity as a barrier to improving the functionality and performance of the educational system “The geographic diversity of Greece presents major challenges to any effort to improve the efficiency and effectiveness of the school network” (OECD, 2011, p.36). According to the OECD, Greece's geographic variety provides considerable hurdles to enhancing the efficiency and effectiveness of the school network, and there are substantial impediments to overcome in resolving these concerns. They suggest that the existing system is not operating as effectively as it should in terms of the country's geographic variety, causing a sense of crisis in the education system, because this difficulty is not simply addressed and may need large resources and strategic planning to change.

We notice in the report that the OECD suggested the formation of school units or school clusters in order to assist with both inefficient school staff training “Funding should be allocated to school units or school clusters to ensure that training is accessible to all teachers” (OECD, 2011, p.33) and the challenges created by geographical diversity. The OECD attempted to connect the idea of the establishment of these school clusters with the idea of “The Student First - New School”, which is a program created by the Greek government in pursuing significant changes that include extensive reforms of compulsory upper-secondary education (OECD, 2011, p.54). This school cluster, according to the OECD, will promote professional development for school directors since school administrators must be given the credibility and power to operate their institutions (OECD, 2011, p.35). The OECD states in its reform notes that “School clusters are an important alternative for improving services and efficiencies in cases where it is necessary to maintain some small school units. The recently announced reforms in the administrative structure envision such multi-school units. School clusters should group a set of schools (within a geographical perimeter that allows for frequent meetings between teachers and managers for all schools) under the supervision of one school, which becomes the cluster center, where the school leader and the managing bodies are located” (OECD, 2011, p.42). This implies that Greece's existing school system is in crisis because it is inefficient and ineffective in meeting the demands of students and the education

system. The paragraph cited above recognizes the difficulties of maintaining small school units and recommends that creating school clusters might be a solution for boosting services and efficiency. This means that the existing system is inefficient and needs to be improved. Furthermore, the OECD emphasizes the necessity for a geographical boundary that allows for regular meetings between teachers and management for all schools, showing that communication and cooperation are currently issues within the education system.

“School clusters can have a range of dimensions, according to their geographical setting, but concentration should be kept within limits that allow for effective and efficient school management (maximum size/capacity could be determined at around 2 500 students)” (OECD, 2011, p.42). The usage of the phrases "effective" and "efficient" implies that there are existing issues with school administration in Greece, and that the establishment of school clusters is viewed as a potential solution to these issues.

According to the OECD, there are considerable gaps in educational achievement in Greece, and this is an emergency in education, since “School clusters could also be the appropriate answer for differences in school performance” (OECD,2011, p.42). Underprivileged schools which serve underprivileged students and failing schools stand to benefit greatly from joining bigger management units, such as school clusters, where their issues may be addressed more efficiently. “Both disadvantaged schools, which are especially deleterious to disadvantaged students, and generally underperforming schools have much to gain from becoming integrated in larger management units, where their problems may find better chances of being adequately addressed” (OECD,2011, p.42). The fact that certain schools are failing and disadvantaged indicates that Greece is experiencing an education crisis that must be addressed.

“School clusters should therefore form the basis of a new system of school governance, underpinned by stronger leaderships entrusted with greater autonomy and supported by intermediate managers and school advisors” (OECD,2011, p.42). The absence of strong leadership, autonomy, and support has most certainly contributed to Greece's educational collapse. To address these difficulties, the idea to construct school clusters as the foundation of a new system of school governance requires a considerable reorganization of the present system.

The OECD report on the Greek educational system overall highlights the country's many problems in terms of enhancing efficiency and effectiveness. The economic downturn, regional variety, and

the presence of several tiny institutions are among the problems. To address these issues, the report recommends that school clusters be implemented as a critical method of increasing services and efficiency while keeping certain local school units. School clusters can also aid in the resolution of disparities in school performance, particularly in underprivileged and failing schools. While these recommendations provide possible remedies, it is apparent that the Greek educational system is in crisis, which must be addressed in order to enhance educational outcomes for children.

CHAPTER 4

CONCLUSION

Epilog

Following the findings of this study, it is critical to consider how studies like the OECD's impact our perceptions and educational realities. This epilogue serves as a reminder of the continual need for reporting awareness and critical involvement.

Reports have a large impact on policy choices, resource allocation, and public opinion. They have the ability to establish the narrative and instill a sense of urgency or crisis. However, keep in mind that these accounts just reflect one point of view and should not be accepted as absolute reality. They are built interpretations based on certain approaches and goals

Raising awareness of this crisis construction allows us to think about educational materials with a critical mindset. It allows us to challenge the fundamental presumptions, biases, and limits of these reports. By doing so, we may protect ourselves from the potentially detrimental effects of approving and executing policies simply based on these conceptions.

It is critical to develop a climate that supports debate, cooperation, and varied viewpoints in order to effectively navigate the effects of reports. We may widen our awareness of educational difficulties and discover new solutions that meet the intricacies of the issues at hand by engaging in open debates and considering various opinions.

Finally, I want this research to serve as a call to action, encouraging readers to take an active role in developing our educational reality. It stresses the significance of raising awareness of the strength and effect of reports, promoting critical thinking, and pursuing a balanced knowledge of the educational scene.

We may move toward a more nuanced and fair educational system by keeping watchful, challenging the fabrication of crises, and actively creating educational narratives. We can work collaboratively to ensure that reports become instruments for informed choice-making rather than sources of restricted perspective, paving the way for a future in which education really enables and allows all learners to attain their maximum potential.

Limitations

While this research project aims to provide valuable insights into the narrative analysis of the OECD report on Greece's educational crisis, it is important to acknowledge its limitations. These limitations primarily arise from the nature of the research methodology and the subjective aspects involved in the analysis.

Narrative analysis, by its nature, involves interpretation and subjective judgment. Different researchers may identify different narrative elements or attach different meanings to them. This subjectivity could limit the reliability and generalizability of the findings. It is crucial to acknowledge that alternative interpretations may exist, and that my perspective may not capture all possible nuances.

In regards to the research strategy of this study it relies primarily on document analysis, focusing on the selected OECD report and supplementary materials. This strategy limits the scope of data collection and analysis, potentially missing out on other relevant perspectives or alternative narratives. Incorporating other research methods, such as interviews or observations, could provide a more comprehensive understanding of the narrative construction and its impact.

Lastly, this research explicitly acknowledges its interpretative character as it aims to uncover the narrative decisions made by the OECD and their consequences. However, this interpretative approach may introduce limitations in terms of potential alternative interpretations or conflicting viewpoints. My interpretation may be influenced by my perspective and may not encompass all possible interpretations or perspectives.

Conclusion

The research on the OECD's crisis manufacturing in regards to the Greek education system shed light on the important effect of reports on our views and the formation of educational reality. It has highlighted how studies like these may help to frame issues and create a crisis narrative, which influences governmental choices, resource allocation, and public discussion.

The findings emphasize the need of raising awareness about the construction of crisis in educational reporting. It is critical to understand that these reports are not objective portrayals of reality, but rather subjective interpretations shaped by certain viewpoints, methodology, and goals. Understanding this natural prejudice allows us to critically assess the information supplied to us and challenge the assumptions, prejudices, and any drawback that may exist.

It is critical to raise awareness about the possible detrimental consequences of such narratives. We may view them with a critical eye if we recognize their significance in creating our perspective and educational reality. We must emphasize the power dynamics inside the organization, the potential effects of the crisis narrative, and the unforeseen repercussions of basing policies and actions exclusively on these reports.

The study emphasizes the significance of developing a culture of critical thinking and participation with educational reports. We must promote open conversation, various opinions, rather than taking information at face value thorough analysis. Seeking alternate perspectives, reviewing numerous sources, and participating in informed debates are all part of gaining a fuller awareness of the complicated educational landscape.

BIBLIOGRAPHY:

- Aguiton, S. A., Cabane, L., & Cornilleau, L. (Eds.). (2019). *The Politics of Crisis Claims, special issue, Critique Internationale, n. 85 Shaping and Governing Crises*.
- Alexiou, S. (2012). *Staseis kai pepoithhseis tw'n Kyprion ekpaideytikwn sto thema tis oikonomikhs krishs. Mia poiotikh proseggish* [Cypriot teachers' attitudes and beliefs regarding economic crisis]. Paper presented at the 12o Synedrio Paidagwigkhs Etaireias, Leykwsia, Kypros.
- Antoniadis, A., Miskimmon, A., & O'Loughlin, B. (2010). *Great Power Politics and Strategic Narratives*. doi:10.4324/9781315770734
- Barkhuizen, G. (2014). Revisiting narrative frames: An instrument for investigating language teaching and learning. *System, 47*, 12-27.
- Beck, U. (2009). *World at Risk*. Cambridge: Polity Press.
- Berger, P. L., & Luckmann, T. (1991). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Penguin Books.
- Burr, V., & Dick, P. (2017). Social Constructionism. In B. Gough (Ed.), *The Palgrave Handbook of Critical Social Psychology*. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-51018-1_4
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurol. Res. Pract.*, 2, 14. <https://doi.org/10.1186/s42466-020-00059-z>
- Diken, B. (2009). Radical Critique as the Paradox of Post-Political Society. *Third Text, 23*(5), 579-586. DOI: 10.1080/09528820903184815.
- Doliopoulou, E. (2015). *Oi epiptwseis ths ftwxeias genikotera kai sta paidia eidikotera kai pithanoi tropoi paremvasewn gia thn prolhpsh kai th meiwsh ths* [The consequences of poverty, particularly, on children and possible ways to intervene and reduce it]. *Ereyna sthn Ekpaideysh, 3*, 97-125.
- Feldman, M. S., Sköldbberg, K., Brown, R. N., & Horner, D. (2004). Making Sense of Stories: A Rhetorical Approach to Narrative Analysis. *Journal of Public Administration Research and Theory, 14*(2), 147-170. <https://doi.org/10.1093/jopart/muh010>
- Freedman, D. (2008). *The Politics of Media Policy*. Polity.

- Galanaki, E. (2015). *Psychokoinwnikh yposthrixh paidiwn kai efhvwn se synthykes oikonomikhs krishs: Odhgies gia ekpaideytikous* [Psycho-social support to children and adolescents during economic crisis: Instructions for teachers]. EKPA: PTDE, Ergasthrio Psychologias.
- Gill, S. (1995). Globalization, Market Civilisation and Disciplinary Neoliberalism. *Millennium – Journal of International Studies*, 24(3), 399-402.
- Grek, S. (2009). Governing by numbers: The PISA "effect" in Europe. *Journal of Education Policy*, 24(1), 23-37.
- Jones, M. E. (1949). *Basic Sociological Principles*. Boston: Green and Company.
- Kantzara, V. (2016). Education in Conditions of Crisis in Greece: An Empirical Exploration (2000-2013). *Social Cohesion and Development*, 11(1), 45–66. <https://doi.org/10.12681/scad.10854>.
- Karkkainen, K. (2010). Summary of the initial education today crisis survey, June 2009: Initial reflections on the impact of the economic crisis on education. *OECD Education Working Papers No. 43*. OECD Publishing.
- Dobry, M. (1985). *Sociologie des crises politiques: La dynamique des mobilisations multisectorielles*. Paris: Presses de Sciences Po, 2009.
- Moio, S. (2018). *Geopolitics of the Knowledge-Based Economy* (1st ed.). Routledge. <https://doi.org/10.4324/9781315742984>
- Mouza, A. M., & Souchamvali, D. (2015). Effect of Greece's new reforms and unplanned organizational changes on the stress levels of primary school teachers. *Social Indicators Research*, 1-14.
- Revault d'Allonnes, M. (2012). *La crise sans fin: Essai sur l'expérience moderne du temps*. Paris: Le Seuil.
- OECD. (2011). *Education Policy Advice for Greece: Strong Performers and Successful Reformers in Education*. OECD Publishing. <http://dx.doi.org/10.1787/9789264119581-en>
- OECD. (2013). What is the impact of the economic crisis on public education spending? *Education Indicators in Focus*, 18, 1-4.
- Roitman, J. (2013). *Anti-Crisis*. Durham: Duke University Press.

- Spector, B. (2019). There is no such thing as a crisis: A critique of and alternative to the dominant crisis management model. *Journal of Contingencies and Crisis Management*, 27(3), 274–279. <https://doi.org/10.1111/1468-5973.12268>
- Juven, P. A., & Lemoine, B. (2018). "Politiques du faillible. Autonomie et fragilisation financière des services publics." *Actes de la recherche en sciences sociales*.
- Vergeti, M. (2014). The effects of the 21st century depression on the positive achievements of 20th century educational reforms in Greece. *Mare Ponticum*, 4, 76-83.
- Ydesen, C. (2019). *The OECD's Historical Rise in Education: The Formation of a Global Governing Complex (Global Histories of Education)* (1st ed.). Routledge.
- Ziontakh, Z. (2014). *Oi apopseis tw n ekpaideytikwn sxetika me tis epiptwseis ths dhmosionomikhs krishs sto ekapideytiko ergo kai sthn ekpaideytikh diadikasia* [Teachers' views on the effects of economic crisis on education and educational process]. Paper presented at the 9o Panellhnio Synedrio ths Ellhnikhs Paidagwgikhs kai Ekpaideytikhs Ereynas, Flwrina.