

The OECD's recommendations for Greek schools' evaluation and autonomy (2013-2017): A critical assessment

In our globalization era International Organizations have undertaken a very important role in influencing national policies. In Greece during the last debt crisis the Organisation for Economic Co-operation and Development's (OECD) influence in educational policy is considered very important. Its recommendations are included in the austerity memoranda which the Greek governments are obliged to implement. This paper is based on two reports of the OECD on the Greek educational system, that of 2013 and 2017. Our prime aim is to focus on specific OECD's recommendations on the autonomy and evaluation of Greek school units and educators vis a vis the OECD's global education policy. Also we will estimate how these global policies are 'translated' into different contexts, and how policy ideas are received and interpreted differently within different political architectures in Greece.

To this end we will make a comparison of the above OECD's recommendations with the educational reform policies of the last governments of New Democracy and SYRIZA in Greece. Our aim is to examine how the international discourse on school autonomy and evaluation have influenced national policy documents over the last years.

We intend to enquire whether these last reforms on Greek education are in accordance with the general austerity policy and its repercussions on basic welfare employment rights in Greece, like the educators' tenure and salary system, as well as the central state funding of public education.

Key words: OECD education reports, Greek education, Greek Educational reforms