

T.A.C.K.E.D. “Traditional Arts and Crafts to Keep away Early Drop-Out”.

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ERASMUS +

"Traditional Arts and Crafts to Prevent Early School Dropout".

In the framework of the Erasmus + program, entitled "Traditional Art and crafts to keep away early Dropout", the cultural organization "RICHeS", developed a research project entitled:



“Study of School Dropout in primary and secondary education in Greece and Europe”.

Traditional arts and professions to prevent early school dropout.

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FIRST PART: HISTORICAL OVERVIEW

INTRODUCTION

The phenomenon of school dropouts is global, as many young people do not complete their compulsory school attendance.

According to surveys, one of the main factors contributing to school dropout is the family, when family problems or lack of strong ties (children of separated parents, extended or foster families), low socioeconomic and educational level are observed.

If we add to the above factors as poverty, unemployment and poor school preparation, the chances of students dropping out of compulsory education are increased.

The consequences of early school leaving are both for individuals themselves and for society at large. Unemployment, youth crime, subculture are some of the negative effects of the phenomenon.

These people lack professional skills and knowledge, cannot enter the labor market and face the risk of social exclusion. Failure to find a job and financial difficulties lead to social exclusion resulting in abusive behaviors such as youth crime.

(Lada, 2012).

1. The concept of school drop-out

The term "school dropout" from a sociological point of view is directly related to the way a particular society perceives and regulates issues related to its educational system at a given time.

It is not only determined by the content that is attributed each time to the concept of education and early school leaving, but also by the policies that are designed and implemented according to the aspirations and expectations that surround the education system. However, there is no commonly accepted definition or model for accurately measuring school drop-out (Janosz M, Le Blanc M, Boulerice B, Richard E., 2000).

In educational terminology, "school drop-out" is defined as the interruption of studies prior to obtaining an official certificate of knowledge.

However, school dropout can be attributed to a number of different definitions depending on the intensity of the phenomenon (permanent or temporary stoppage), the level of education in which the phenomenon is observed (eg lower, compulsory, etc.) , the time of departure (eg at the beginning or during the school year), the causes of the dropout (eg social exclusion, school failure, etc.).

Given that compulsory education in Greece is compulsory, 9 years starting in the first grade of primary school and ending with graduation from the 3rd High School – Lyceum (Constitution of Greece, 1975, Article 16, para. 3), it is defined as a school dropout. leaving school before completing compulsory education.

According to the prevailing definition, however, the concept of school dropout refers to the eventual abandonment of school before the completion of the educational level which is generally considered necessary for the pupil and society as a whole (Viadero, 2001)

Most community institutions and the majority of national competent bodies for education in the European Union adopt the definition of EUROSTAT, which refers to the benchmark of the EU Council of Education Ministers. (3/2003), according to which school dropout is defined as the percentage of young people aged 18-24 who have completed at least the lower secondary education cycle and do not attend any other education or training program.

The disadvantage of this definition is that it calculates dropout only when the young person has reached the age of 18 and consequently, many years after leaving school. However, despite the deficiencies of this definition, at technical and theoretical level, it forms the basis for the periodic measurements of the phenomenon by EUROSTAT (Statistical Office of the European Communities) and offers the benefit of a common approach by all Member States of the Union and therefore, it provides the opportunity for continuous and comparative monitoring of the phenomenon of school dropout.

In all of the dropout surveys, the dimensions of the problem under consideration are: the level of school the type of dropout (did not even start studying or stopped and returned or stopped permanently) the causes of the dropout (low performance, involvement with labor market, health reasons, personal or social problems, etc.).

EUROSTAT uses the Early School Leaving Rate as a method of measuring school dropout, expressed as a numerical fraction whose denominator is a composite of the following parameters:

18-24 year age population.

Certificate of completion of upper secondary education.

Non-participation in education or training activities during the 4 weeks preceding the Labor Force Survey, with the denominator representing the entire EU population belonging to the above age group.

2. School dropout factors

According to the Ministry of Education and Religious Affairs, dropout factors could be grouped into four categories:

- a) social factors such as the social value system, depreciation of the labor market, different race and ethnic origin
- b) family factors such as low socioeconomic status of the family, low educational attainment of parents, family mobility, lack of support from parents, reduced educational expectations of parents, negative attitudes or parental neglect, environment,
- c) personal factors such as low self-esteem, lack of interest, learning difficulties, many absences, conflicts with students and professors, stress , school failure, and finally
- d) educational factors such as poor quality teaching, unsuitable curricula, the examination system, the lack of adequate teaching staff to address social phenomena (psychologists, social workers).

Other factors that play a decisive role in early school leaving, with the possibility of not even completing compulsory education are:

Children in remote villages, deprived urban areas, families with no or low income, with illiterate parents, Children of special categories such as Gypsy children, Muslim children of Thrace, children of economic immigrants who do not speak the language well, children of former immigrants from the former USSR, children of other groups of foreigners at 6.7% 2003, (Skourtou, Vratsalis, Govaris 2004).

Child labor, which has a high dropout rate before completing compulsory schooling, is also another factor. Many young people work in some jobs as high school students, while others work in homework or elsewhere. Almost half of them help their parents work. School dropout is mainly found in many agricultural areas but also in areas of Greece with strong tourism development, due to the students' employment in various agricultural and tourism activities "beyond due". They are mainly children of economically weaker families, illiterate and refugees, economic migrants and returnees, children from racial and religious minorities (eg Roma) (Pedagogical Institute 2006).

The magnitude of the dropout is also linked to various characteristics of the schools themselves:

The organizational model that does not favor students with learning disabilities, as it does not have the necessary flexibility and adaptability to be able to personalize the curriculum or integrate the student into a group with homogeneous abilities, etc. thus making the educational process less effective.

General characteristics such as: teacher / pupil ratio, discipline and student evaluation systems, quality of the school environment, school climate that favors or discourages the appearance of antisocial behavior accordingly, the degree to which the school cares for and supports its pupils, concerns academic and behavioral problems.

School failure at a social level means that the student will not have the resources needed to evolve socially in an environment in which knowledge and training play a key role.

At the individual-family level, school failure is treated as a personal failure of the child and rarely does the family seek its own responsibilities. This attitude can cause the child to feel insecure, low self-esteem, dependency or even indifference.

At a political level, school failure is expressed as a failure of the school's social mission, namely, the failure of educational institutions to implement students' equal access to

knowledge, to develop a minimum cultural level that will not be affected by social, ethnic or religious beliefs. to form a common framework for the general education of the citizen. In this sense, school failure is a deterrent to social mobility. (Roussos et al., 2007).

3. Typology of early school leavers

It is generally accepted that a successful policy to tackle school dropout is to design and undertake actions targeting groups of people with psychosocial characteristics that are particularly conducive to early school leaving. Based on this multiplicity of threatened groups with a dropout, Janosz developed a general typology of students who discontinue their studies early.

group	Percentage of total group (estimation)	Special features
Distinctive	40%	This category does not differ substantially from the profile of students who complete school. These are pupils who love school and are eager to finish their studies. But unlike those who finish school, they have comparatively low school performance and come from a disadvantaged socio-economic environment.
Inappropriate	40%	Population category with a strongly negative school and psychological profile: multiple experiences of school failure, behavioral problems, delinquency, difficult family environment etc.
Offline	≈10%	Young people with no behavioral problems and relatively good school performance but still maintaining particularly loose ties with school (frequent absences, inability to attend school, etc.).
Sub-efficient	≈10%	Young people in a delusional state of disconnection from school and with many school failures although without behavior

		problems. Their schooling is dominated by learning problems.
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Source: Janosz, 1996

Based on the Janosz typology, young people who are primarily at risk of early school leaving belong to one or more of the following special student population groups:

Students with health problems (physically, mentally, mentally)

Students who are , children of immigrants, gypsy children, children of ethnic groups.

Students living in a disadvantaged family environment (poverty, social exclusion, single parenting, etc.).

Children who are pushed or opted for early employment.

The above groups are de facto unable to meet the requirements of the educational curriculum and, therefore, their stay within the educational system depends on the design of appropriate training programs that take into account the particular needs and capabilities of those groups. Planet (2007)

4. Impacts of school dropout

The consequences of school dropout are multifaceted, have long-term effects and affect both early school leavers and society at large.

At both the personal and social levels the impacts are:

lower wages,

higher unemployment rates,jobs

Limited choice of professions due to lack of specialization.

increased crime, abusive behavior etc.

Inadequate medical coverage

is a cheap and unskilled workforce,

performing the toughest jobs with negative impacts on both their physical fitness and personality development, as well as their mental health (depression, panic attacks, etc.).

5. THE SCHOOL DROPOUT IN EUROPE

Although formal equality of opportunity has been legislated in Western societies, there is a large gap between those who successfully pass the educational career stages and those where the doors of the education system are permanently closed.

This phenomenon is called Neets (Not in Education, Employment or Training) since in England alone it is estimated that over 200,000 adolescents aged 16-18 are outside the formal education, training or employment system. They are essentially the modern outsiders of life, since these young people appear to be 'absent' from these foundational constitutional areas.

Evidence from various European research organizations (eg OECD, EUROSTAT etc.) shows that in the European Union (EU) young people compared to older people:

have higher unemployment

are particularly at risk of poverty

face age-related discrimination and lack of professional experience.

Young people in the EU generally face integration difficulties, a problem that is particularly acute in those who have not completed their school education. The proportion of the EU population who had left school early in 2000 was about 20%.

'Early school leaving' in the 2000s is a matter that has to be addressed at European level already in the text of the conclusions of the European Council's special meeting on 23 and 24 March 2000 in Lisbon.

The European Union's strategic goal for the first decade of the 21st century set at the Lisbon European Council and the European Education Council (Brussels 2003) was: "To make Europe by 2010 the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion. " (European Council, 2000)

In paragraph 26 of the Conclusions, the European Council calls on the Member States, the Council and the Commission to take, within the scope of their responsibilities, the measures necessary to achieve, inter alia, the following objective: "the number of 18 to 24 year olds who have completed only the lower secondary education cycle and do not continue their education and training should double by 2010" <http://iep.edu.gr/images>

Those aged 18-24 are those who have completed lower secondary education or lower levels of education and have ceased to attend any education or training program. As a result, unskilled people are at risk of being marginalized in today's increasingly competitive societies. Therefore, reducing the number of people leaving early education is essential for creating greater social cohesion. So the target was set by 2010, for the average European proportion of early school leavers to be below 10%. European Commission 2004.

However, this objective has not been achieved and updated in view of the strategic framework for European cooperation in education and training ("EC 2020"). Proposed interventions highlight the need for Member States to gain knowledge of groups at risk of abandoning education at local, regional and national level (eg immigrant children, Roma children), the need to develop early detection systems those at risk and the need to implement integrated and cross-sectoral strategies that include a range of school and systemic policies to address the various factors leading to early school leaving.

One of the primary objectives of the Europe 2020 strategy formulated by the European Commission in 2010 was to reduce the rate of early school drop-outs and increase the rate of completion of higher education, reducing them to 10% from 15%. 2010.

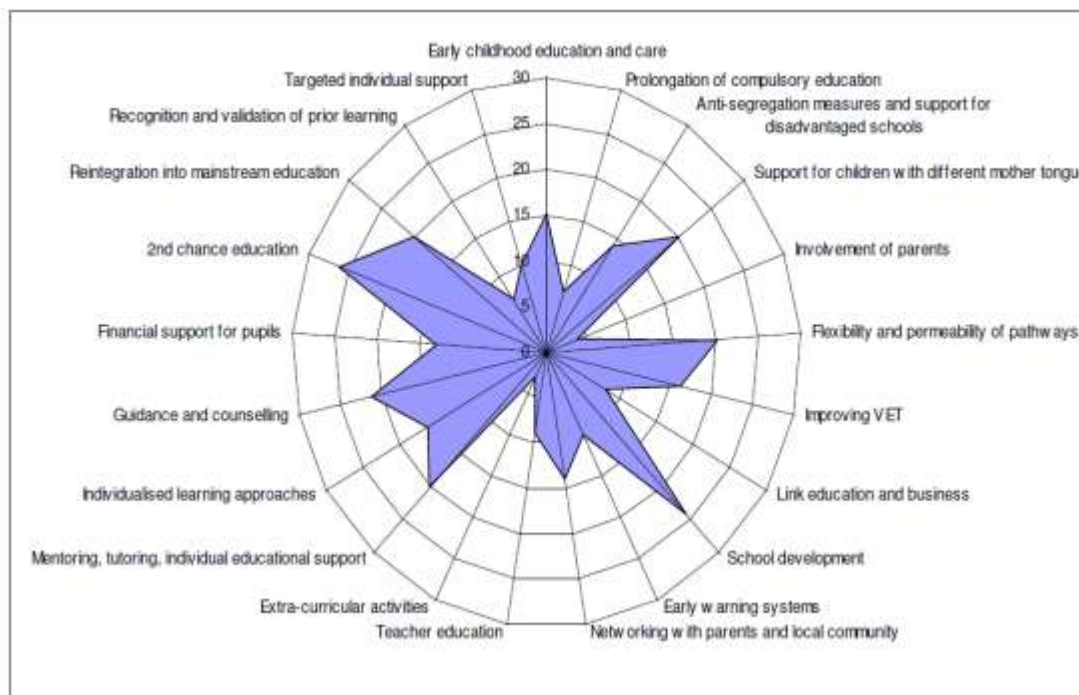
Obviously, better education levels contribute to employability, and therefore an increase in employment rates contributes to poverty reduction. At the same time, equal opportunities in education contribute to achieving economic and social cohesion and inclusive smart and sustainable development.

Targets for education in EU countries were set because the findings were negative, with one quarter of pupils experiencing reading difficulties and one in seven young people leaving education and training too early. Also, about 50%, which reaches a medium level of skills, does not adequately respond to labor market needs.

The 2011 Council Recommendation refers to the obligation of Member States to implement an integrated strategy to reduce early school leaving, which should include clear, specific and measurable goals and benchmarks for each education level and age group, with implementation schedules and tools to track progress. A meeting organized by the European Commission in June 2012 presented the following graphiv, which outlines the areas in which interventions can help reduce school dropout .

<http://www.eippe.eu>.

Graph 1: Areas that can help reduce school dropout.



Source: Conze, s. (2012). "The European Commission and early school leaving (ESL) policy". EIPPEE Conference 2012: Advancing the use of research in education across Europe.

Interventions in these areas can have significant effects both in reducing early school leaving and in improving education, which means that they will help reduce the impact of school dropout factors. Many of these areas are already national priorities and subject to action plans in Greece and it is therefore important to continue these programs.

The Department of Economics at the University of Munich and the Ifo Institute have listed a number of specific European countries' national policies aimed at tackling the problem of school dropout. (See table 1) The Report argues that 'based on the existing literature on the effectiveness of the various measures, successful measures are characterized by a multi-layered approach to the issue (combining in-school, out-of-school and systemic factors) CESifo, 2012: 81

Table 2: Examples of School Policies for Preventive Measures

Country	Preventive	Description
Austria	Families and Schools Together	Family and Parental Involvement Program to Help Children Help go to school. Identifying and integrating parents through home visits. Family group sessions and follow-up by FAST
Denmark staff	Decrease in number of pupils in class	Decrease in ratio of teachers / pupils in 8th grade
	Coaching Centers Youth	Provide guidance to young people under 24 as they transition to the labor market
	Production Schools (Production Schools)	Provide young people under 25 who have not completed circular education with a different experience through internships in a connected, real community working
Estonia	KU Program TSE	Seeks to Attract Students Who Have dropped out Vocational Training to Complete Their Studies by Creating Additional Campaign That Seeks to Attract
France	Courses, Promoting Education Zones d'Education Priority	Areas the number of pupils from disadvantaged backgrounds.
	Micro-Schools (Micro Lycées)	Permanent structures connected to the secondary schools which offer opportunities to people who have left school early to finish secondary school
Finland	Early placement into educational path (Early Tracking)	students Mounting defined separate parts in the educational process which usually specialize in either general or vocational training, prior to upper

		secondary education
Germany	Participation in sports	Participation in sports activity reactions
	Early Placement in educational path (Early Tracking)	As above
	Bildungsketten	Improving the transition between school and vocational education through individual mentoring and assistance.
Hungary	Life Course Survey	Held annually since 2006, it follows the 10,000-student course. The survey collects information on socio-economic status, ethnicity / citizenship, family background and reasons for leakage.
	Tanoda Centers	Extra support for disadvantaged children (mainly, but not exclusively Roma) and young people with the goal of completing school.
Ireland	School Completion Program	The program is implemented in partnership with schools, parents and local communities, targeting each individual individually and providing support as early as possible.
	YouthReach	Promotes personal and social development and increases the self-esteem, independence, and active citizenship of people aged 15-20 who have left mainstream school with poor or no qualifications.
Italy	Early Tracking	As above
Luxembourg	Action Locale Pour Les Jeunes	Meetings with young people who have left school and support to improve their educational prospects.
Netherlands	Families and Schools Together	As above
	Early placement into educational path (Early	As above

	Tracking)	
	Accord dropout (Dropout Covenants)	Financial incentives to regions to reduce the number of dropout: The Ministry of Education offered to specific local governments 2000 € for each person reduces dropout
	Dropout Explorer (or School Early Abandonment Observatory	Based), which allows to monitor the educational development of all students, statutory school dropout data at all levels Individual data at the aggregate level are linked to socio-economic data by region, city or department
Norway	Evidence Practical	2-year program based on upper secondary practice Enables students Senior them return to higher education early on with the opportunity to return.
Russia	Families and Schools Together	As above
Spain	PROA	Program The Program provides additional resources to educational institutions to help address inequalities in education and prevent social exclusion.
Sweden	Early Tracking	As mentioned above
	Single Technical Vocational	Reform of the Single TEE in the 1990s to reduce the differences between academic and professional direction. Extend and substantially increase the academic content of the TE direction.
Switzerland	Early placement into educational path (Early Tracking)	As above
United Kingdom	Families and Schools Together	As above
	Early placement into	As above

	educational path (Early Tracking)	
	Personal Number Student	similar action with the Dutch
	EMA - Educational Support Allowance (Educational Maintenance Allowance)	Trial conditional cash payments to young people 16-18 years old to stay in full-time education.

5.1 Indicators of early school dropout in Europe

At 14.8% there is a European average of early school leavers, and the countries that far exceed it are Turkey (47.6%), Malta (37.6%) , Portugal (36.3%), Spain (31%) and Iceland (29.8%).

The lowest positions with rates well below the European average are countries such as Slovenia (4.3%), Poland (5%), Czech Republic (5.5%), Slovakia (7.2%), and Finland (7.9%).

It should also be noted that countries with strong education systems such as Germany, France, Sweden, Denmark and the United Kingdom in the seven years 2000-2007 appear to be stabilizing between 12% and 13%. (See table 2)

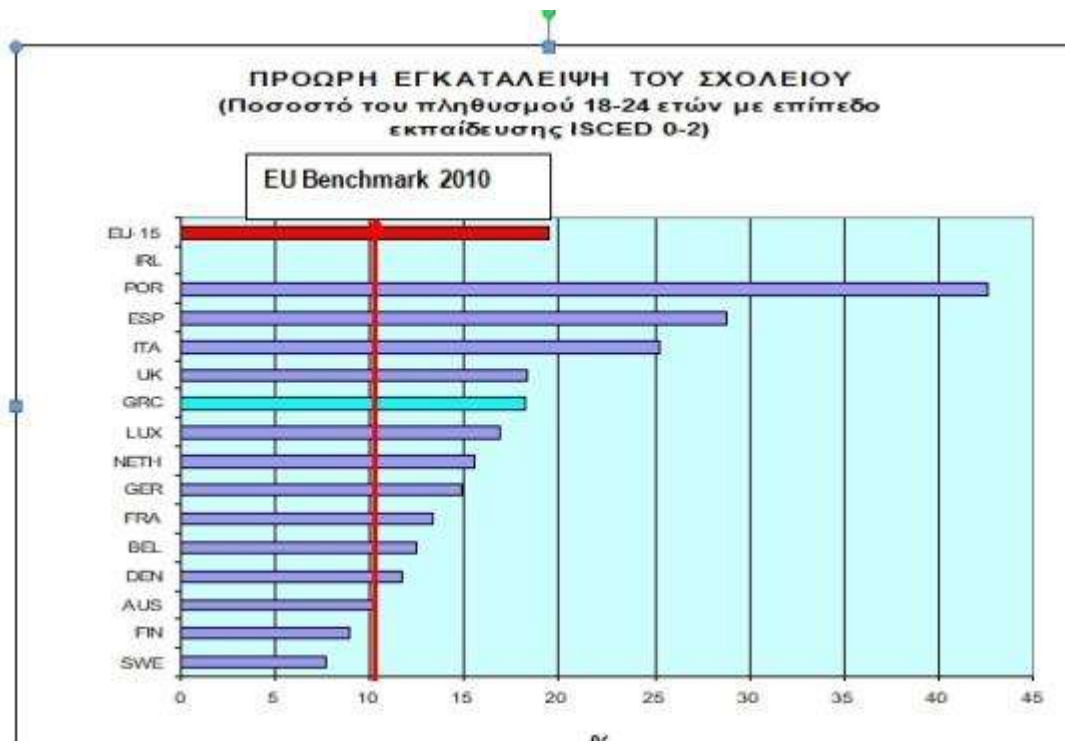
Nevertheless, the EU is concerned about the early departure of young people from education, since the whole Lisbon Treaty reform project is based on promoting competitiveness through a knowledge society.

Already in April 2008, at a meeting of the European Commission on Indicators and Statistical Objectives of the European Union (SCIB), the issue of extending a category of adolescents outside the institutional framework of education and training or employment had been widely discussed..

The fact is, this tactic is not a personal 'choice' of young people at the age of 15 refusing education and training to enjoy the 'right to laziness', but the inability of the dominant values system to contain and inspire their social path, showing them early exit to the harsh reality.

Undoubtedly, this fragile social status is led to a modern social margin, next to the other groups of socially excluded, who create social, economic and cultural inequalities on a daily basis. <http://2gym-zefyr.att.sch.gr>

Graph 2: Early school leaving



(Source: EUROSTAT, 2008, Processing of INE / GSEE-ADEDY data).

The table shows that school dropout rates are well off target, as in Portugal, Spain and Italy the rate is over 40%.

However, according to EUROSTAT data, at both Community and national level, the dropout rate is declining. (table 3)

Table 3: Figures: Education participation rates (%) Age group: 15-24

COUNTRY / YEAR	2004	2005	2006	2007
EU (27 countries)	59.3	60.2	59.4	59.5
Belgium	68.3	68.2	69.4	68.6
Bulgaria	48.9	50.8	51.5	52.4
Czech Republic	59.2	60.8	60.9	62.1
Denmark	66.0	67.5	66.7	66.9
Germany	64 , 4	64.9	65.4	65.4
Estonia	63.0	63.7	63.0	62.1
Ireland	58.5	58.3	57.4	58.1
Greece	61.6	65.2	66.8	60.1
Spain	54.6	55.0	55.1	55.4
France	59.8	59.1	59.4	59.2
Italy	54.0	55.0	56.0	56.3
Cyprus	42.3	40.2	39.8	41 , 2
Latvia	64.8	64.8	64.4	62.5
Lithuania	69.1	70.4	69.5	68.7
Luxembourg	43.6	40.4	44.5	41.8
Hungary	59.7	61.6	62, 6	63.7
Malta	42.7	39.7	43.4	44.5
Country	63.5	63.7	66.3	67.5
Austria	51.9	52.5	53.7	53.8
Poland	68.6	69 , 8	70.0	70.3
Portugal	51.8	51.6	51.0	53.0
Romania	47 , 4	49.2	51.7	53.6
Slovenia	67.6	68.8	69.7	70.1
Slovakia	52.1	53.9	55.0	56.3
Finland	69.8	70.8	71.0	70.9
Sweden	67.5	68.0	68.1	66.6
United Kingdom	57.7	57.9	47.0	47.3
Croatia	48.3	49.4	49.9	50.8

Iceland	66,4	66,9	67,0	66,6
Liechtenstein		50,3	54,0	54,4
Norway	63,8	64,2	65,3	66,1
Sweden	56,7	56,8	57,3	58,2

(Source: EUROSTAT)

From the study of its data The table from 2004 to 2007 shows that the rates of participation in education are on the rise, but with no spectacular differences.

Table 4: Percentage of early school leavers have completed the High School Age Group: 18-24 Years

	2009	2010
EU (27 countries)	14.4	14.1
EU (25 countries)	14.3	13.9
EU (15 countries)	15, 9	15.5
Euro area (17 countries)	15.9	15.6
Euro area (16 countries)	15.9	15.6
Belgium	11.1	11.9
Bulgaria	14.7	13.9
Czech Republic	5.4	4.9
Denmark	10.6	10.7
Germany	11.1	11.9
Estonia	13.9	11.6
Ireland	11.3	10.5
Greece	14.5	13.7
Spain	31.2	28.4
France	12.4	12.8
Italy	19 , 2	18,8
Cyprus	11,7	12,6
Latvia	13,9	13,3

Lithuania	8,7	8,1
Luxembourg	7,7	7,1
Hungary	11,2	10,5
Malta	36,8	36,9
The Netherlands	10, 9	10.1
Austria	8.7	8.3
Poland	5.3	5.4
Portugal	31.2	28.7
Romania	16.6	18.4
Slovenia	5.3	5
Slovakia	4.9	4.7
Finland	9.9	10, 3
Sweden	10.7	9.7
United Kingdom	15.7	14.9
Iceland	21.3	22.6
Norway	17.6	17.4
Switzerland	9.1	6.6
Croatia	3.9	3.9
Former Yugoslav Republic of Macedonia	16.2	15.5
Turkey	44.3	43.1

(Source: European commission)

From the data presented in the European Union, it can be concluded that in most EU countries both compulsory and secondary education, the overall average of early school leavers is decreasing. However, in several countries the school dropout rate is still high.

6. Measures to prevent school dropout in Europe

Several researchers have referred to specific programs implemented in European countries to deal with school dropout which include:

Complementary services for people leaving school such as counseling, social services support and study guides.

Different types of alternative education, either by creating low-performing groups, working at a different time than the regular program, or by establishing a regular alternative school.

In schools with high dropout rates, restructuring programs are implemented, which include dividing the school into smaller schools, changing administration, dividing students into groups, hiring counselors and other alternatives as appropriate.

<https://schoolinclusion.pixel-online.org>

7. SCHOOL DROPOUT IN GREECE

A large number of bibliographic sources illustrate the serious problems that the Greek education system presents, as it is characterized by inequality, with the result that often its depreciation and lack of interest in studies are often identified, resulting in school dropout. (Fotopoulos, 2013).

The reason is not just for education, but mainly for the humanitarian crisis, and this situation illustrates the failure of the country's social policy, as well as the failure of the education system to provide equal opportunities for access and participation for all students, regardless of gender, age and nationality. Under these circumstances, the education system is unreliable, as thousands of young people are displaced on the social margins. (Fotopoulos, 2013).

This phenomenon is a major social scourge, as in addition to its effects at the individual level, it has a direct impact on the community as well, as the smooth development and development of society is affected.

8. The Student DROPOUT in Compulsory Primary Education

8.1 Student dropout at Public Primary School in Greece

Regarding the phenomenon of student dropout in Greece, the course of three-year in-depth study of 103.429 students enrolled in the first grade and 99.648 students enrolled in the 4th grade during the 2015-2016 school year in a total of 4,304 Primary Schools for classes first up to third grade and 4,305 respectively for grades 4 through 5 and coverage above 99%.

As shown in Table 5 of the 103.429 2015-2016 Student Generation students who enrolled normally in 1st Grade, 101.719 (98.3%) attended normal, while 1.710 students dropped out (1.7%). Correspondingly, of the 99,648 students of the 2015-2016 Student Generation who enrolled normally in 4th grade, 98,273 (98.6%) attended normal, while 1,375 students dropped (1.4%).

These percentages can be characterized as relatively low, but without questioning their need to scale.

The following tables illustrate the phenomenon of student leakage in compulsory primary education in the period 2015-2016.

TABLE 5: BRIEF ILLUSTRATION of STUDENT DROPOUTS AT PUBLIC PRIMARY SCHOOLS (school year: 2015-16)						
	written NORMAL		Studied NORMAL (with transfers)		dropout	
		N%		N%		N%
CLASSE S A-B-C	103 429	100	101 719	98.3	1.710	1.7
		N%		N%		N%
CLASSE S D-E-F	99 648	100	98 273	98.6	1.375	1.4
Source: Information myschool system (November 2018), processing of: Office Investigation and valuation Educational Work PSE						

TABLE 6: BRIEF ILLUSTRATION of STUDENTS dropouts IN PUBLIC PRIMARY SCHOOL (school year 2015-16)						

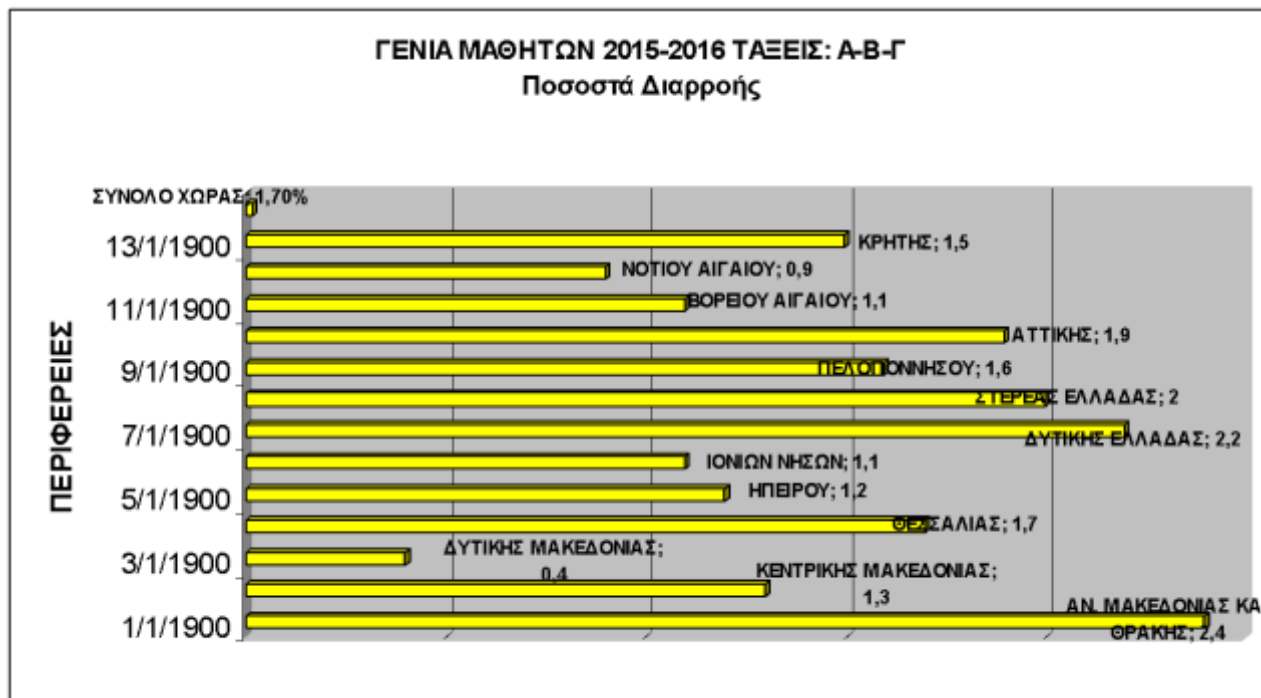
			NORMAL STUDY		student DI FROM
CLASSES A-B-C			101,719	98,3	1,710 1,7
CLASSES D-E-F			98,273	98,6	1,375 1,4
Source: myschool information system (Nov 2018), edited by: Research Bureau and IEP Educational Project Evaluation					

8.2 Student dropout at Public Primary School by Administrative Region

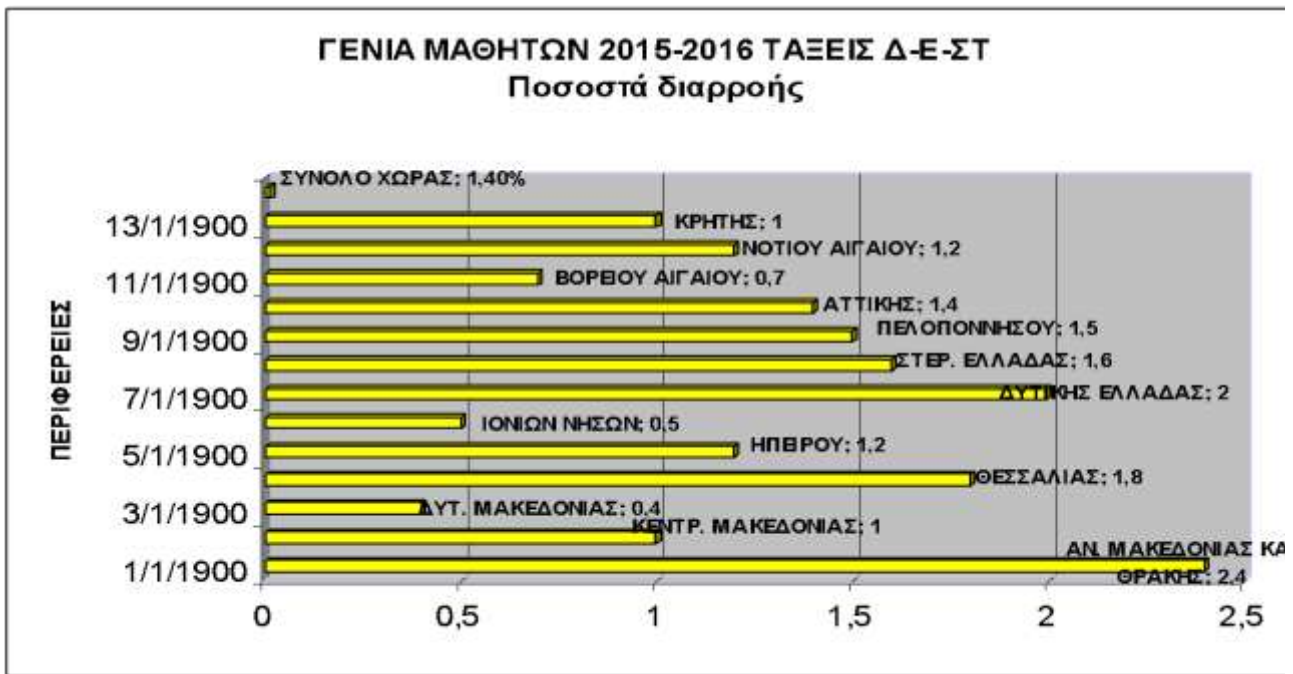
By looking at student dropout rates by administrative region (Graphs 2 and 3), differences are observed. Specifically, in the three-year period A-C, while the general leakage rate in the territory is 1.7%, in the Region of Eastern Macedonia and Thrace it is 2.4%.

At the same time, in Western Macedonia, the dropout rate in the two three years does not exceed 0.4%. Overall, the regions with the highest dropout in grades A-C are those of Eastern Macedonia-Thrace and Western Greece, while those with the lowest dropout in Western Macedonia and Southern Aegean. Similar is the picture in grades D - F, with higher dropout here and in the Regions of Eastern Macedonia-Thrace and Western Greece and lower in the Regions of Western Macedonia and the Ionian Islands.

Graph 3: Student leakage at public primary school by district



Graph 4: Student dropout at public primary school by district



Source: myschool information system (Nov 2018), edited by Educational Research and Evaluation Bureau

8.3 Student dropout in Public Primary School by Prefecture

The highest dropout in grades A - C and grades D - F, occurs in the western Attica and Xanthi counties, while high dropout is recorded in the prefectures of Ilia and Fokida in three years A-C and in the prefectures of Ilia and Rodopi for three years D-F.

The lowest rates of dropout in the territory are observed in the prefectures of Evritania, Kastoria, Kozani, Halkidiki, Preveza and Chios for the first three years, with zero in the case of Evritania, and respectively in Evritania and Lefkada showing zero. - Fth, followed by the prefectures of Imathias, Zakynthos, Kastoria, Preveza, Chalkidiki and Chios.

TABLE 7: STUDENT dropout IN PRIMARY SCHOOL

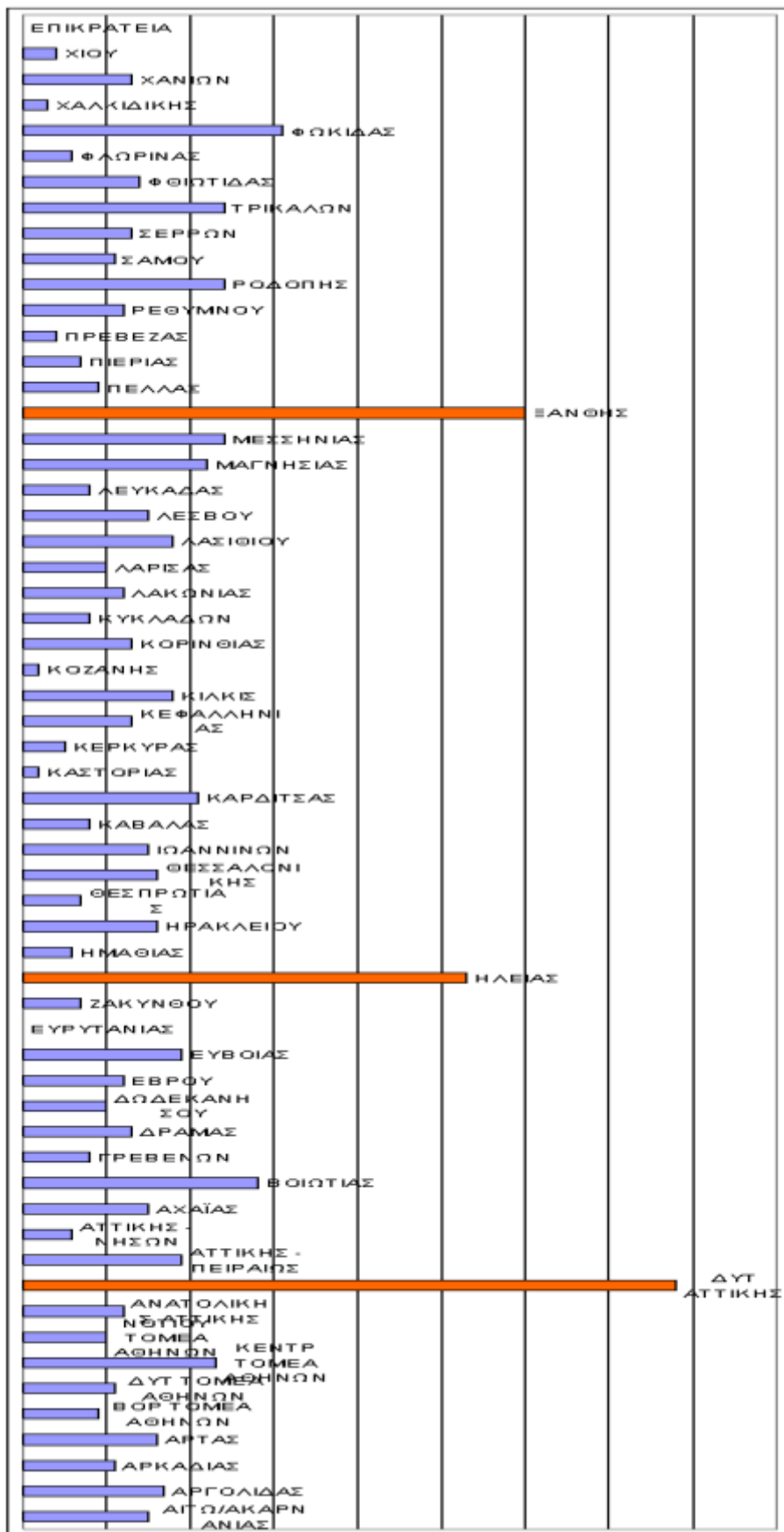
(school year: 2015-2016)

A	province	%dropout ON A-B- C	% D	A / A	dropout	% dropout IN A-B- C-C CLASSES	% dropout IN A- B-E-
1	CLASS CLAIMS AYOTOL / AKARNANIA	1,5	1,4	30	KASTORIA	0,2	0,2
2	ARGOLIDAS	1,7	1,7	31	CORFU	0,5	0,5
3	ARKADIAS	1,1	2,0	32	KEFALONIA	1,3	1,4
4	ARTAS	1,6	2,9	33	KILKIS	1,8	0,4
5	ATTICA - NORTH ATHENS	0,9	0,5	34	KOZANIS	0,2	0,4
6	ATTICA - WEST SECTOR ATHENS	1,1	0,7	35	CORINTH	1,3	1,0
7	ATTICA - CENTRAL ATHENS SECTOR	2,3	2,2	36	CYCLADES	0,8	0,7
8	ATTICA - ATHENS NOT SECTOR	1,0	0,7	37	LAKONIAS	1,2	1,4
9	ATTICA - EAST ATTICA	1,2	1,4	38	LARISSA	1,0	2,3
10	ATTICA - WEST ATTICA	7,8	4,9	39	LASITHIOU	1,8	1,2
11	ATTICA - PIRAEUS	1,9	0,9	40	LESVOU	1,5	0,9
12	ATTICA - ISLANDS	0,6	1,7	41	LEFKADAS	0,8	0,0

13	Achaia	1,5	1,6	42	MAGNESIAS	2,2	1,3
14	VIOTIA	2,8	2,3	43	MESSINIA	2,4	1,7
15	GREVENONS	0,8	0,5	44	XANTHIS	6,0	4,5
16	DRAMA	1,3	0,8	45	PELLA	0,9	0,4
17	DODECANESE	1, 0	1,5	46	PIERIAS	0,7	0,5
18	EVROS	1,2	2,7	47	PREVESAS	0,4	0,2
19	EVIA	1,9	1,5	48	RETHYMNOS	1,2	0,6
20	EURITANIANS	0,0	0 , 0	49	RHODOPIS	2,4	3,3
21	ZAKYNTHOU	0,7	0,2	50	SAMOS	1.1	1,1
22	ELIAS	5,3	4,0	51	SERIES	1,3	1,0
23	HEMATHIAS	0,6	0,1	52	TRIKALON	2,4	1,6
24	HERAKLION	1,6	1,0	53	FTHIOTIDAS	1,4	1,4
25	THESPROTI AS	0,7	0,3	54	FLORINAS	0.6	0,7
26	THESSALONIKI	1,6	1,4	55	FOKIDAS	3.1	2,1
27	IOANNINA	1.5	1,2	56	CHALKIDIKI	0.3	0,2
28	KAVALAS	0 , 8	0.6	57	CHANIA	1,3	1,0
29	KARDITSAS	2.1	1,2	58	CHIOU	0.4	0,2
	TOTAL					1.7%	1.4%

Source: myschool information system (Nov. 2018), edited: IEP Educational Project Evaluation and Assessment Office

Graph 5: Student dropout at Public Primary School by Prefecture (2015-16 Generation)



9. Student dropout in compulsory secondary education

The following Tables show the quantities of student population reflecting attendance and dropout for the 2015-2016 Student Generation in the public high school. The analysis of the tables illustrates the current situation with regard to the phenomenon of student dropout in compulsory secondary education.

The presentation of student dropout in the Gymnasium follows this sequence: first the current situation is described throughout the country, then in the narrower geographical scope of the district, followed by the even narrower framework of the county.

9.1 The dropout of Students in the Public Gymnasium on the Territory

This record took into account data from 1,647 public Gymnasiums in the 2015-2016 school year and involved 112,275 first-year enrollments for Student Generation 2015-2016.

TABLE 8: SUMMARY OF THE DATA LEARNING DISTRICT TABLE IN PUBLIC DAY GYMNASISTICS (FROM 1,647 SCHOOLS / YEARS) 2016					
Register	TRANSFERS			Dropout	NORMAL STUDY (without transfers)
A.	B.	C.	D.	E + F + G + H	I.
Enrolled in the Register Student (A graders grade)	was transferred into other high schools in the beginning of the first time	were rejected in the first or B grade and been transferred to other secondary schools	promoted in the second or third class and been transferred to other Gymnasiums	dropout (a, B, C class) they studied at all or discontinued attendance	took the baccalaureate or even attending a class
112.275	11.151	1.252	3.949	4.794	91.129myschool
Source: information system (Jun 2019), edited by: Bureau of Investigation and Evaluation of an IEP Educational Project					

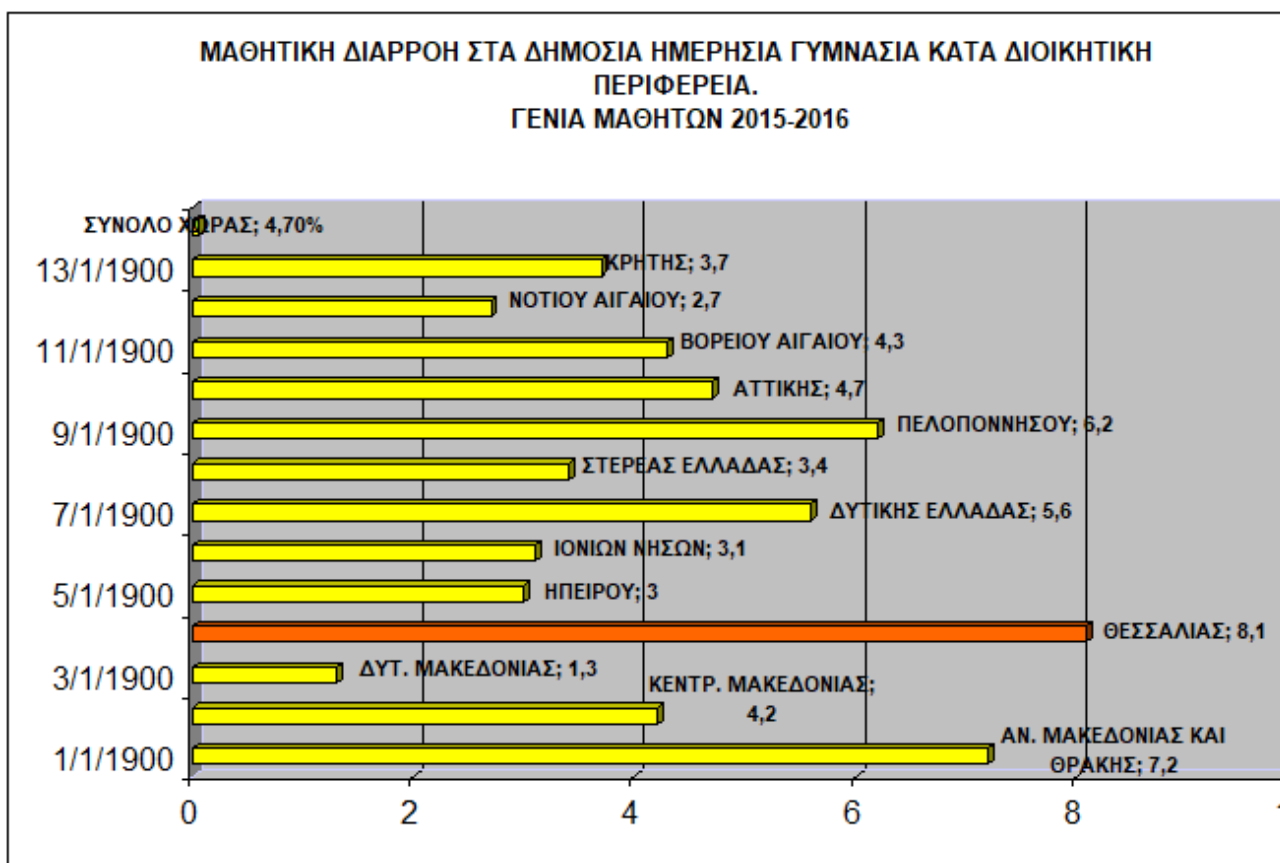
9.2 The Student dropout in the Public Gymnasium by Administrative Region

Graph B.1 shows that there is a discrepancy between the various administrative districts of the Greek territory in terms of student dropout rate at the Gymnasium. In total, four out of the thirteen Regions are above the National Leakage Index for the Gymnasium, one is above the national Leakage Index and eight are below it for the 2015-16 Student Generation.

The highest dropout rate was found in Thessaly (8.1%), Eastern Macedonia and Thrace (7.2%) and Peloponnese (6.2%). By contrast, the lowest rates of school leakage are reported in Western Macedonia (1.3%) and in the Southern Aegean (2.7%). In the Attica Region, the dropout rate is 4.7%, at the height of the overall index of the country (4.7%).

Graph

6:



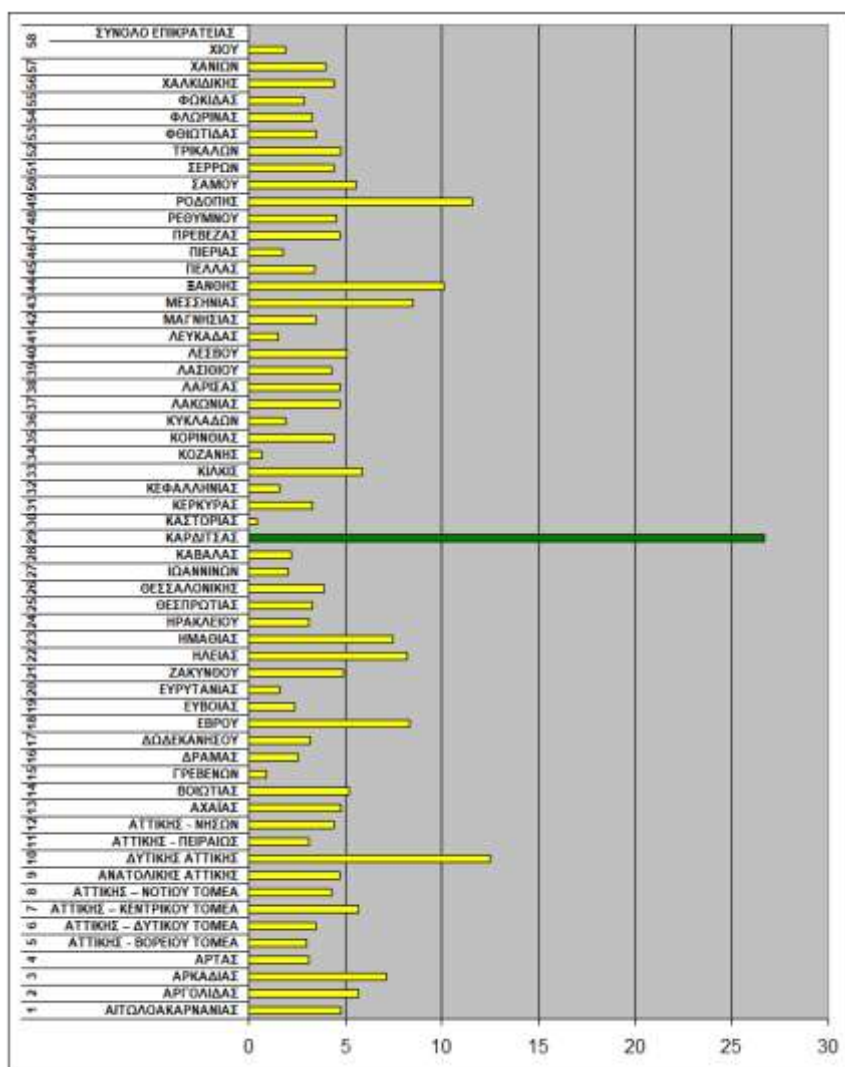
Source: myschool information system (Jun 2019), edited by: IEP Educational Research and Evaluation Office

9.3 Student dropout in Public High School by Prefecture

Student dropout by Prefecture is shown in Graph B.2. The data show that: In all 58 Prefectures, thirty-five (35) have a student dropout below the national high school dropout rate. Twenty (20) counties have a higher percentage than the national high school dropout rate and three (3) percent equal to the national rate.

Graph

7:



Student dropout recorded in the Gymnasium for pupils' generation in 2013-2016 is 4.2%, in 2014-2017 it is 4.6%, while in the three-year course in the educational system the school years 2015 -18 is 4.7%. That is to say an increase in school dropouts.

TABLE 9: COMPARATIVE BRIEF SUMMARY OF STUDENTS AND STUDENT dropout IN PUBLIC Gymnasium

	WRITTEN		STUDENTS REGULAR (with transfers)		LEARNING dropout	
	N	%	N	%	N	%
2013-2016	102.447	100	98.109	95.8	4.338	4.2
2014-2017	102.650	100	97.910	95.4	4.740	4.6
2015-2018	101.124	100	96.330	95.3	4.794	4.7

Source: myschool information system (Jun. 2019), edited by: IEP Training Project Evaluation and Evaluation Bureau

Based on the annual report of KANEP / GSEE on education in the period 2002-2007, we will find that the level of technical and vocational education is even more problematic, as the dropout reached 101,744 pupils in the same period - ie the dropout throughout compulsory education - demonstrating the complete depreciation of a type of education that could help to reduce the burden of general education while promoting the technical and professional development of the country's workforce.

10. Where are people who dropout of school directed to?

In Greece compulsory education is up to 15, but to date both our formal education system and the self-management mechanisms have failed to develop a specific policy of student retention in order to cope with early school leaving.

At the same time, there is a significant gap in the mapping of the social paths that all early school leavers follow, so that no one knows exactly where these children are going. Traditionally, school dropouts have been directed to rural areas for agricultural and livestock activities, to island tourism services and to technical employment through apprenticeships next to an expert in the cities.

But today things get even more complicated, given the high degree of multiculturalism in the big urban centers, as the most abhorrent image of adult society is seen: lantern children, trafficking victims, child sex offenders. It is clear to all that school, together with the family, is the safest environment for children to reach adulthood.

11. Measures to prevent school dropout in Greece

The Ministry of National Education and Religious Affairs takes specific measures to tackle the problem of school dropout, such as:

The "Transition Observatory" with the aim of researching, collecting and processing data on pupil dropout; and identifying its underlying causes.

Pedagogical interventions to tackle school failure, with better programs and textbooks, limiting the curriculum, introducing innovative actions (such as implementing a flexible zone), etc.

Supportive teaching for "weak" students.

Independent Reception Classes, Tutorials and Intercultural Schools Work for the integration and integration of foreign students.

special programs for the education of gypsy children and their integration into the school.

Second Chance Schools for the return of schoolchildren who drop out early.

These measures place the country in the middle position compared to the rest of the European Union, which proves to some extent their effectiveness, but also underlines the need for more and more drastic measures to substantially reduce the percentage of young people leaving the education.

12. Proposed measures to prevent school dropout in Greece

Several measures have been proposed in order to reduce or to prevent school dropout

12.1 Implementation of preventive measures in the early stages of school life

It is well known that the phenomenon of school dropout, regardless of its occurrence, is slowly evolving and usually has its roots in the early years of school life. Early detection of the risk of early school leaving significantly facilitates the student's reintegration into the system both on the student's own and the State's part. Planet (2007)

For the future development of the individual within the school, it is particularly important to introduce into the learning process the development of one's knowledge and skills from the early years of school life. It seeks to identify and develop the child's abilities in a timely manner.

In preschool education at the same time, empirical knowledge should be transmitted in a wide range of fields such as nature, the world, the arts, where each can contribute to the development of the child's personality. Empfehlungen gegen Schulschwäche - Schulmüdigkeit - Schulverweigerung - Schulabbruch, Gemeinnützige Hertie-Stiftung, Frankfurt, 2002, pp. 1-2 "Recommendations against school weakness - school fatigue - school refusal - early school leaving, non-profit Hertie Foundation, Frankfurt, 2002, pp. 1-2"

12.2 Connecting theory and practice

The school should seek to systematically link education with the experiential process, while teaching, other than classroom, should be complemented by other teaching methods that are more interesting and attractive to young people, such as teaching communication, experience and experimentation; and introducing new educational tools.

To provide children new incentives and the ability to detect specific aptitudes and skills, should be introduced in schools and other learning areas such as technological applications, arts, music, design, sport etc.

Enriching practices It is necessary to systematically organize the lesson outside of the classroom, and education can take the form of work, business visits, institutions, museums, farms, etc. as this helps to avoid boredom of school - a phenomenon directly linked to school failure and ultimately the dropout - - while it is scientifically accepted that the degree of knowledge assimilation is improved.

In many European countries, in addition to other measures to prevent school leakage, such as participating in sports, families and schools together, reducing the number of pupils in the classroom, they apply pupil placement in designated separate departments in the educational process, which usually specialize in either in general or vocational education, prior to upper secondary education. They therefore understand the students' interests and inclinations in a timely manner. Finland, Italy, the Netherlands, Sweden, Switzerland and the United Kingdom apply such a precautionary measure.

12.3 Personalization of education

The central objective of the education system should be to acquire effective knowledge and education should be tailored to the personal situation and level of knowledge of the learner. The teacher must take into account the pupil's mental / emotional needs and be able to identify the particular weaknesses or inclinations of his pupils. For this reason, the education system should provide comprehensive support and guidance services by specialized scientists (social workers, psychologists, occupational therapists, etc.). The redefinition of the education system, based on a new concept, will also look to the student's motivation and continued promotion. A prerequisite for such an educational system to work is to design a more flexible school curriculum and to develop closer cooperation among all involved, including teachers.

13. Traditional arts against student dropout

The concept of art means the skill acquired in a field that serves some practical purposes while at the same time having a certain artistic form (carpentry, basketwork, etc.).

(Hetzler, 1989). The object of art is aesthetically pleasing, and for primitives, fine is related to daily needs or religious mystery. At first it was a daily necessity to cover the many hours of solitude and later it became a desire to decorate everyday objects. (Croce, 1976)

14. Traditional Professions and Their Causes

The various professions of humans were created to meet certain needs that existed at different times. For example, in antiquity the craftsman who made bows and arrows was very important, but in today's times it would be totally useless since no one needs arrows and bows. The occupations therefore depend on the season and its needs.

Over time and because of technological advancements, machines replaced labor hands, resulting in many of the traditional occupations being either lost or practiced by few craftsmen.

Industrialized products, because of their low production costs and their mass market availability, are much more competitive than hand-made ones that require more time, effort and money to manufacture.

However, there are also cases of traditional occupations that have not been lost over the years, but have retained some of their essential features and have evolved and adapted to the conditions of modern times, such as the profession of mason and butcher. Others, such as potter and tanner, are still practiced in some areas of our country. But the number of craftsmen is very small.

14.1 Impact on Local Communities

The disappearance of traditional occupations is followed by a number of changes in local communities, as these occupations were not only the main source of income for many families, but were also part of the culture and history of many areas of Greece. As a result, their abandonment has led to financial strain as well as to the elimination of part of the tradition of the site. Entire villages and settlements where various types of craftsmen were employed have become deserted and few residents have the opportunity to impart knowledge and art to future generations.

15. Traditional professions

Traditional professions are divided into rural such as agriculture, animal husbandry, hunting and fishing and the cities like, potters, painters, tanners etc. The most famous traditional professions

Were: carpet makers



The creation of traditional products such as slabs, rugs and other weavers was a simple craft, over time it took the form of craftsmanship. The dyes were natural from onions, apple and walnut leaves or from acorns.

Pottery



Pottery were from the ancient arts and pottery makers made clay objects for the needs of households (plates, baking sheets, pitchers, cups, pots, cakes, etc.) as well as pitchers that carried water, jars of different sizes, breadbaskets, water containers, chimneys and much more. Pottery flourished in areas that had proper soil. Such areas were Athens, Crete, the Cyclades and the Dodecanese.

The Barrel maker



was an artisan skilled in manufacturing barrels and vessels of chestnut or oak wood. The old warehouses were full of barrels used for oil, wine, etc.

The sharpener



could sharpen household knives and scissors, axes of lumberjacks, and any sharp objects that needed sharpening to be sharpened. The main tool of the sharpener was the wheel. The painters dyed cotton and woolen yarn, bandages, rugs and more. The colors they used were natural but they also bought colors commercially. Especially for red they used root and for more durable oak mops.

The Basket maker



was the craftsman who made baskets. As raw material they had oleander and various trees such as myrtle, wicker and cane. An indispensable tool in his work was a special knife, with which he made the skeletons on which the torn reeds were knit, making baskets, coffins and fishing tackles.

The Farrier,

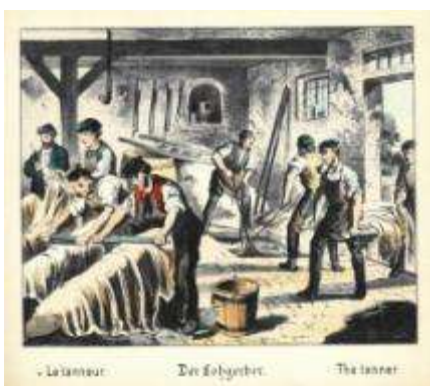


profession whose it was necessary once every home had an animal for his work, mule or donkey. The job of the Farrier was to put petals on their shoes. The tools he used were the horseshoe, the hammer, the paws, the satraps and the nails.



was mostly farmer in the winter and in the summer engaged in the milling of wheat and flour production. Until the mid-20th century most families kneaded the bread on their own..<https://www.fonitisparou.gr/parapolitiki/114-apopseis/20621-paradosiaka-epaggelmata-pou-xanontai-tou-p-dimopoulou>

The Tanner - Tambakis,



was specialized in leather processing and made clothes, shoes, mattresses, and other necessary equipment

The chairmaker



used wood from various trees, cut them to the desired dimensions of the chairs and perfected them with various tools. In the old days, the chair was made of ropes or special reeds. The chairs also adorned the old and damaged chairs.

The Stone Masters were traditional craftsmen organized in boulevards traveling from place to place building buildings, bridges, fountains and more. The fact that they worked in various areas of Greek space explains the common features of traditional architecture.

The seamstress



She was involved in women's clothing and her main tool was the sewing machine, and she had schoolgirls to help her sew. The first sewing machines were manually operated and later manufactured.

The tools of her job were scissors, wood, thread, the pin, the small needles, the cleats and the thimble. Today, the job of the seamstress has been reduced, due to the boom in the garment industry and the increase in commercial stores.

The woodcarver

engaged in the development and repair of shows sculptures on wood. They mainly made chests - chests and mirrors, while for the more affluent customers they also made bedside

tables, sinks, armchairs, dining rooms and any type of furniture a household needed. At the same time, wood-carving art featured elaborate ecclesiastical works such as iconostasis, pilgrimages, stables, icons and more. The designs that adorn most objects are mostly traditional.

Shoemaker



was a craftsman who made shoes from scratch and the shoe workplace was open from morning

until night. On his bench were needles, sack cloths, skewers, hammers, blades, tinsel pins, which he put into the shoe.

The farmer



had large flocks of sheep, used for its meat, milk to produce cheese and yogurt, as well as wool that was formerly used by

local artisans for textiles. Cheese making is still booming today

The Cheesemaker



There were 3-4 open-air dairies in each village, where the cheese makers made cheese, butter and banjo. Many families preferred to make their own cheese.

The Glazier



The glass has been known to humans for a very long time. The craftsman was collecting the pulp at the end of an iron pipe, the reed.

He put it on a special table, the marble, and turned it around to give it a ball shape. When he did so, he was blowing through the reed with force. The glass ball was inflated like a ball so it could be molded into a carafe or jar. At work, the craftsman wore an apron so as not to be burnt by hot material. His tools were: overalls, scissors and pliers.

The weavers



are the women who made the woven fabrics on the loom. Weaving was highly developed in the North Aegean from the mid-18th to the early 20th century. This art was

developed (especially after the mid-20th century) not only as a household necessity for the creation of decorative weavers and clothing, but also as a craftsmanship that provided additional income such as at Agiassos in Lesvos. Loom woven fabrics show great diversity in the way we weave and decorate.

The Copperworker



Until modern times there were many copperworks in many cities where they manufactured household items, tools and decorative items.

A similar art to the traditional basket weaving was the making of mats. The mistresses made handmade "vourla" mats that they used in the living rooms, especially in the houses where the floor was earthen.

<https://www.slideshare.net/ntinapapi/ss-60004304>

16. Traditional arts schools in Greece

Some traditional arts that would help reduce school dropout are the ceramics, viticulture, beekeeping, dairying, horticulture, hagiography, woodcarving, carpentry, textiles.

However, some of them are taught in public IEKs and in a few areas of Greece. This means that it relates to post-secondary education, since studying at IEK requires a high school diploma and therefore does not contribute to the containment of school dropout that is observed during compulsory education (primary, secondary).

At the EPAL (Professional High School) level, only the specialty of dairying in Ioannina operates.

PART TWO: STYDY AREA RHODES

2.1 Rhodes Arts and Traditions - Historical Background

Various professions are created to meet some of the needs that exist in different eras. So in ancient times it might have been important for a craftsman to make bows and arrows, but in today's age it would be totally useless since no one needs them. Occupations depend on the era and its needs. (Tsiаметros Giannis, 2016)

Greek traditional professions are many, but here we will mention the most famous ones regarding Rhodes and still are important today. Rhodes since ancient times has developed a rich cultural activity. As the cultural life develops, the arts (sculpture, ceramics, painting) develop and Rhodes becomes an important artistic center.

Ceramic



Successor of ancient ceramic art is the Rhodian ceramic pottery, which evolves into a local craft and is lost in the depths of centuries. During the Middle Ages, ceramic art developed in Lindos. It is said that the Knights captured a ship with Persian ceramics and installed them in Lindos to teach the art to the natives. The tradition of ceramics and especially in the manufacture of decorative dishes has survived to this day.

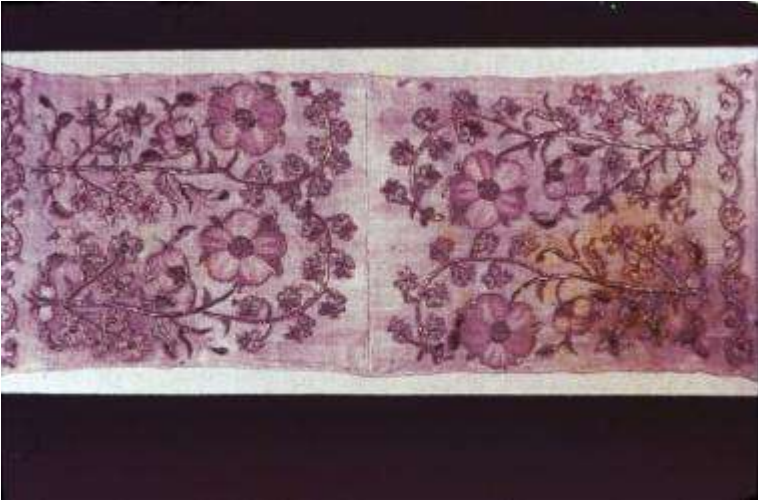
The famous Rhodian dishes, jugs, mugs, decorative plates, etc. are mentioned and according to tradition, Rhodes also supplied the European markets.

Later, pottery crafts were created, which mimicked ancient Rhodian art and, using special soil and corals, made masterpieces that adorned the region's richest mansions. The famous Rhodian dishes, the Known worldwide as the "plats de Rhodes", they were a source of wealth for the island. One of the most famous pottery crafts was "Icarus", created during the Italian occupation.

In the late 1980s, pottery was "enjoying" the last period of its great prosperity in Rhodes. The Icaro factory, which had made the island's pottery famous all over the world, was finally shut down in 1988, just 60 years after it was founded. Along with its great story, first written by Italians and then by Greek owners, it closed a significant chapter of the island's economic

activity. <https://www.kathimerini.gr/927600/article/epikairothta/ellada/h-keramikh-proika-ths-rodoy>

Embroidery



Famous were the embroidery of Rhodian folk crafts, which keep their tradition from ancient times. In the old, famous Rhodian embroidery, they used red and green silk thread, thick and twisted to make motifs with people, two headed eagles , garlands, boats, flowers, laurels projecting on the cloth. The famous laminate or inflatable stitch is used on both sides of the cloth, with no upside. These are masterpieces of world-wide embroidery crafts and were very heavy because of their dense and rich embroidery.

https://www.searchculture.gr/aggregator/edm/TAPA/000054-11631_18063

Pebbles



Pebbles and by extension the traditional pebble floors that we find in courtyards, trails and gardens in Rhodes. We will see pebbles in many public buildings such as churches, etc. Shape themes include patterns from nature or simple geometric shapes that are usually depicted with black and white (or light colored) pebbles.

<http://www.aegeanislands.gr/en/islands/people-projects-rodos>

Loom



The loom has always been one of the main occupations of women. In Rhodes in all the villages, it existed in every household. Until the beginning of the 20th century, they were engaged in the loom professionally and financially assisting their families. In addition, they took care of their families' clothing and the young girls made their own dowries on the loom (sheets, sandals, rags, etc.). Most people in Rhodes do not exercise the art of looming, some looms exist in the village of Archangelos, but also in other houses of our grandmothers in various villages, but they are neglected in a corner.

<http://secretrhodes.gr/argalios-kritinia-rodos/>

2.2 Traditional arts and crafts in Rhodes today

From the beginning of the program we have collected information about both artists and craftsmen in the traditional professions and folklore of Rhodes in order to see what is happening in this field today. The research findings will help school teachers be inspired by how these arts and craftsmen can be involved in the implementation of the program. The project aims to propose solutions to the problems associated with early school leaving, which hampers adolescents' full and effective integration into education systems. As a powerful tool we will use traditional professions and their techniques.

2.2.1 Tradition - Folklore

The history of the revival of any traditional art, material or tool began with the passion of individuals and communities. For the transfer of this legacy, important parameters are: to preserve both the quality materials and tools necessary for their survival, and to support the next generation of artisans.

The skills defined by the framework of reference are: learning, social and political skills, a sense of initiative and entrepreneurship, and cultural awareness and expression.

We had a plan of questions before proceeding to gather information.

What are traditional arts and crafts?

what are the traditional arts and crafts in your area?

Do you all have the same arts and crafts?

how, why and how do they differ?

How many of these arts and crafts are mainly folklore, compared to everyday use and participation in your community?

The information we received about these questions was more detailed, that there are many traditional arts and crafts. In the schools, however, their pupils are mainly present for the two major celebrations, October 28 on NO Day and March 25, the day of liberation by the Turks. These days are celebrated with theatrical performances, traditional poems, songs and folk dances.

There are also large parades, and in addition to the army and schools, many groups of citizens dressed in local costumes participate in the parade.

In Rhodes there are many different cultural associations that deal with the preservation of local traditions. These clubs organize events and teach courses in local folk dances, cooking for local cuisine and traditional music.

Almost all villages, especially during the summer months, have their own festivals that either present local produce and traditions, or celebrate their patron. For example, some of them include:

Watermelon Feast at Apollakia

Strawberry Feast at Paradisi

Wine Feast at Embona

Suma and Honey Feast at Sianna

Fair of Saint Soulas in Soroni

Many interesting activities take place at the festivals and many people from both the village community and the whole island participate.

Traditional associations are involved in the preservation of traditions such as:

Women's groups : XEN and Hellenic Lyceum

Village associations

The associations of other islands and mainland Greece

Some villages have a traditional home, with historical collections.

At this local level, schools could easily leverage the knowledge of these associations to create an interesting educational program.

The information we received about folklore and traditional arts from the cultural association of the village of Embona was that in order to preserve the arts some things had to be done.

- Costumes need to be created and maintained.
- Dancers need training
- The choir needs a conductor and a repertoire
- Musicians need repertoire and traditional instruments
- Local products need farmers
- Local production needs processing
- And so on.

The next step was to get information on the situation in Rhodes, looking for answers to the following questions:

- Where do we find traditional Arts and Crafts?
- where are they used;
- who uses and needs them and works with the craftsmen?
- Is there a future for them?

2.2.2 Traditional arts and crafts

Many of the traditional arts and crafts are still practiced on the island of Rhodes following its history. Rhodes is an island with 43 villages scattered along both the coastline and the mountainous parts. The main source of income from tradition is agricultural activities. Rhodes, from ancient times onwards, because of its geographical location and natural harbors, was trade-oriented. At the moment most of the income as a whole comes from the tourism industry.

2.2.3 Traditions and Religion

Some of the arts are still practiced and based on village life, either because traditions are still alive or because tourists value authenticity. Folklore is found in traditional dresses, music, food and accommodation. Religion is also important because it provides jobs that maintain, decorate and build churches and chapels.

2.2.4 Architecture

Some of the arts and techniques that are still practiced come from the fact that Rhodes has an interesting history and a great variety of architectural style of buildings.

To safeguard this heritage, there is a need to know the traditional building techniques necessary to maintain the original style and atmosphere of the historic center of villages, traditional neighborhoods such as the Marasia and what remains of 18th-century houses in it, and of course the medieval town with the walls.

2.2.5 Traditional professions

The professions based on tradition, agriculture and architecture include:

- Ceramics
- Sandals and boots
- Traditional costumes
- Gold and silverware
- Musical Instruments
- Beekeeping
- Processing of coffee
- Carving
- Carpenter
- Iron
- Iconography
- Tea with floor pebbles
- wineries
- mills

2.3 Traditional artisans in Rhodes today

There are currently active artisans on the island who work and live from their traditional art. Skilled craftsmen learn their profession, not from school but from the many hours they have been practicing for years. This is a practical education as opposed to a theoretical one and is a food for thought, how this can be translated into school education against student dropout. During the program we visited some of them to get useful information on the profession and the art they practice.

Lefteris Skarpetis – Gold Smith

Lefteris was at his father's workshop from an early age. He learned the art by observing his father, where at first he did easy things like polishing jewelry for many hours.

Today he has all the skills he needs, feels free and is creative using the materials of the trade. His creations have their own style, but based on the traditions of the Rhodian arts. He is currently active in the old town of Rhodes

Diagoras Pampidis and Michalis Sahpazis - Musical Instrument Manufacturers.

Although both have a university degree, they have decided to switch to musical instruments related to traditional folk music. They have traveled abroad to visit related crafts and to be trained by experienced manufacturers.

Today, they have reached the point of making their own workshop, and living from it, making Greek instruments, bouzouki, lute and baglama.

Stefanos Yassirani - Ceramics

He has one of the oldest pottery workshops on the island where his ancestors started as artisans from the ICAROS ceramics factory built by the Italians in 1928. This workshop is based in Archangelos, the traditionally connected village of pottery, starting from the production of local clay to the finished product.

There were 11 more workshops on the island, but today there are only a few prosperous.

Savvas Tamvakas - Traditional Shoe Sandals

Savvas is the classic example of a son taking over his father's business and art. Being next to him learned the art almost without knowing it, as he said.

His is a professional musician, but when his father aged he needed more help in the shop. Gradually, Savvas took over and is now full-time in charge of the business, using all the techniques and knowledge he learned from his father

Marios Tsimpidakis - Silversmith

Marios learned the art from his father George who had the workshop since 1958 and is proud of it. His main activity is the repairs needed by many jewelry stores in the old town, but he also creates his own designs.

Stavros Segounas - Wood Sculpture

From a young age Stavros was always with his father watching his work and helping him. He then attended courses in Athens to learn more techniques and later specialized in ecclesiastical woodcarving. Unfortunately his 3 children are not interested in continuing.

Mustafa - Blacksmith

Mustafa, too, knows everything he learned from his father. He uses only traditional techniques to ensure the original look of old city buildings, doors, lamps, fences, etc. As he told us, it is hard work and no one is interested in learning it.

Areteios Moraitis and Tota Salpigidis - NASSOS Ceramics

Areteios Moraitis works in the family business, his father's factory, Nassos Ceramics. This name is equivalent to quality products and pride. Tota began her career as a painter when she was 12 years old and stopped just 5 years ago. During the winter there is a workshop that teaches students the sophisticated techniques needed to decorate the various ceramic objects (plates, vases, etc.) with the classic designs of Rhodes.

With the workshop they hope to revive their interest in ceramic art and decoration which is a famous brand in Rhodes history.

Savvas Savoulis - Beekeeper

Savvas is the <outsider> in this list. He is from the village of Kallithies, and worked by renting sunbeds on the beach for tourists while also owning a bar. As a hobby he started with a bee hive and after 10 years of self-study and classes in Athens, he now owns 400 bee hives. He has a lot of honey production and is a full-time beekeeper. His son Timos has decided that beekeeping will be his profession.

Anna Kamberi -

Coffee Shop Anna Kamberi is the third generation in the coffee shop that her grandfather started in 1920. Coffee is traditionally roasted on her grandfather's own machine, using the finest fresh beans imported straight from the old business connections.

The store is also known for its wide variety of local and imported herbs and spices.

The business is located in the old town and after nearly 100 years it still operates in the same location.

Stelios Greco - maker of pebble floor

Stelios Greco is one of the few craftsmen left and uses traditional techniques and materials to create a floor that is timeless. In addition to his technique, he is also a very creative person who turns a floor into a work of art.

He is also highly sought after for the construction of floors for gardens, traditional houses, courtyards and church interiors.

Although he would love to, he can't find people who are interested in learning this artform. In this modern age, it is difficult to find willing people to learn as it is a heavy job and requires a lot of patience.

George Triantafyllou - Hagiographer

George learned to paint pictures by members of his family. To improve his techniques, he traveled to Mount Athos and visited the monasteries to observe the style closely.

His main job is to paint the walls and ceilings of the island's churches with hagiographies. A lonely job, he said as he works alone.

In the corner of the old town near the red gate, he tries to persuade other craftsmen to open workshops, hoping to stimulate the artistic atmosphere in the area.

Despina Papatheodorakis - weaver

We discovered the last loom in the village of Kritinia and had the pleasure of chatting with the woman handling it. In the past years loom was probably the main occupation of women in Kritinia. Unfortunately, however, as time went on, interest in using it began to wane. So the last loom in the village is still handled by Mrs. Despina, who gladly opens up and welcomes in her home anyone who wants to know more about the art of loom, even how to weave. Mrs Despina, clearly excited, explained the importance of loom in her life.

Fotoula Mylonas

For nearly three decades, pottery has given work to hundreds of families. But when Icarus was closed and imports of pottery from Turkey and China began, things changed and most of the factories on the island were locked, "says Fotoula, who along with her husband maintain one of the few. - more - pottery workshops on the island. Despite the downturn in the industry over the past few decades, the company remained open and now employs ten people.

2.3.1. LEROS

As part of our research and in order to have a broader understanding of traditional arts and their role, we considered it will be useful and beneficial to visit an island of our wider neighborhood, Leros. Leros is a middle scale island in the Dodecanese with about 8,000 inhabitants and with mild tourist development.

Traditional professions that are "alive" are:

Shop builder: an ancient art that forms an integral part of our country's island heritage. Representative of this art is Nikolas Spyrou who has been working professionally for twenty years having established a reputation in the other islands. He said that young people are not interested in art although there is work.

The winemaker: the family-owned business of George Hatzidakis, which combines traditional art with modern equipment and produces four varieties.

Cheese maker: There are small family businesses that produce special kind of cheeses that are difficult to find elsewhere in the country.

Emphasis has been placed on the agricultural - agricultural - fishing sector and on gastronomy from local products.

2.4 Conclusions

From the literature research hitherto shown, it is clear that early school leaving is not interpreted as "freedom of choice" but that the decision to drop out at age 15 or earlier has social, class differences, cultural as well as pedagogical extensions.

The negative background for school attendance is due to factors such as poverty, financial coercion, lack of basic means of decent living, etc.

However, a number of factors such as school failure, poor performance and poor performance are also affected by school leaving. difficulties, the impersonal reality of the education system, the educational level of the family, the social environment, the degree of cultural and intellectual development of an area, the habits and customs that characterize it they root for specific groups, social stereotypes, and even gender discrimination.

However, the causes of the pupil dropout phenomenon include the inability of our educational model to intervene in its treatment and contain the 'dropout' pupil population. The effective link between theory (school) and practice (life) is achieved only when the social reality in which one develops is taken into account in the educational process. A prerequisite is the networking of school units (at all levels of education) with local and regional structures.

2.5. Suggestions

It is obvious that educational planning should take the issue of school dropout seriously, not only in the arithmetic of the indicators but in its social dimension. The creative development of children and adolescents in a trusted Public School is an issue of fundamental importance to society itself.

To drum up its roots, in addition to the national education strategy, a school dropout must develop a social protection network for vulnerable and high-risk groups in educational and social exclusion.

Otherwise, school dropout will create vulnerable groups that, in the majority, will constantly feed on child and adolescent exploitation, juvenile delinquency, marginalization and exclusion. </Portal/index.php/joomla-overview/kathignotes/418-abandon>

For this reason, the educational process followed should:

be based on learning practices that will encourage the child to discover the world energetically.

close parent - school cooperation as well as providing scientific and counseling support to parents on any matter related to the child's education.

the school, with the help of local and social actors, to move beyond the narrow bounds of education and provide additional educational support to students.

to follow the example of other European countries towards personalized education by detecting the special inclinations of children and enabling them to be educated in the subjects of interest.

to introduce traditional arts education, giving way to professional rehabilitation. To this end, workshops should be created to integrate into the curriculum, with specializations of interest to students.

It is good to take into account the tradition and culture of each region, and children to learn the arts that have flourished in the past in order to contribute to their revival, such as the pebbles and ceramics of Rhodes.

2.6 Conclusions - Suggestions for Rhodes

As we have seen from our research, in Rhodes today there is still a category of people practicing traditional arts and techniques. This knowledge was passed down from the older generations to the younger ones. Rhodes, as an almost exclusively tourist area, offers the opportunity to promote traditional products to tourists, thus ensuring a satisfactory income. Towards this end, the school can incorporate the teaching and learning of traditional arts into its programs so that weak pupils can turn to a lucrative profession, thereby preventing school dropout. Clearly, experts need to be careful to identify the students' talents and choose the art that suits them.

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