Greece

Country Report on ICT in Education

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1 THE EDUCATION CONTEXT

1.1 EDUCATION REFORM

“New School: Student First” – “Digital School” – Seven Operational Axes

The aim of the Digital School is to ensure better educational outcomes by creating a single digital environment for students and teachers based on an upgraded existing network. In detail, it has seven operational axes:

1. Broadband everywhere and equipment in each classroom to ensure internet access as a basic right and an essential asset for every student and teacher.
2. Teacher support
3. Digital educational content
4. New instruments – new programmes
5. Strengthening the role of special needs education.

Greece is rapidly moving towards modernising its education system, not only as a response to the common strategic European goals set in March 2001, but also because of the government’s wider modernisation policy. Aiming at continuous improvement in the quality of education, the Hellenic Ministry for Education, Lifelong Learning and Religious Affairs (MoELL&RA) has significantly increased the expenditure for education.

In parallel, many actions have been initiated at all educational levels by the MoE, aiming to improve education and training for teachers and trainers, developing students’ skills within the knowledge society, ensuring access to ICT for everyone, increasing recruitment to scientific and technical studies, and making the best use of resources.

One of the strategic objectives that the MoE promotes is to encourage the development of students’ basic competences to enable them to participate dynamically in the knowledge society. The need for reorientation of the educational process from traditional teacher-centred learning procedures towards student-centred, autonomous, innovative and creative learning is perceived as a strategic goal for Greek education.

The Hellenic Pedagogical Institute under the authorisation of the MoE has developed and published a new national curriculum and student textbooks, which encourage interdisciplinary learning approaches and open methods of teaching and learning. The “Flexible Zone” (two to four teaching hours in the basic school schedule) was introduced into primary education and in the lower-secondary school (Gymnasiō), dedicated to students’ interdisciplinary project work. The Flexible Zone is expected to enrich the school programme and encourage students’ active, autonomous and collaborative learning, as well as the implementation of innovative projects. It is also expected to encourage teachers’ collaboration and professional development. Moreover, new subjects have been included in the national curriculum to familiarise students with new concepts and issues, as briefly presented below.

Environmental education: This aims to enhance values and attitudes towards environmental protection, sustainable development and quality of life. For this purpose Environment Education centres have been established aiming to support the design of school projects related to environmental education, encourage participation and communication within the educational community, help the organisation of presentations and symposiums, organise in-service training, and follow up and evaluate school projects. Teacher training has been organised whilst, simultaneously, educational material has been developed and distributed to regional Education Offices and school libraries.

Health education: The subject aims to foster students’ responsibility and confidence as well as positive attitudes related to human relationships and health.

Career Guidance: School Bureaux of Educational and Career Counselling (GraSEP) have been established within the respective school units, while Regional Educational and Career Counselling Centres (KeSyP) have also been established in Prefectures across Greece.

Cultural affairs and art competitions: Personnel responsible for cultural affairs and art competitions

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1(Anna Diamantopoulou, Minister for Education, Lifelong Learning and Religious Affairs
www.yepth.gr/docs/neo_sxoleio_brochure_100305.pdf)
2 Former Ministry of National Education and Religious Affairs.
visit, advise and support schools in their participation in cultural affairs and in the organisation of cultural and art workshops, exhibitions and events.

**Youth business expertise:** aims to enhance students’ understanding and familiarisation with concepts and issues related to economics and finance, as well as enhancing students’ business skills. In this school year (2009-2010), 60 schools (19 lower-secondary, 33 upper-secondary and 8 vocational institutions) are involved.

At the same time, the MoE gives high priority to the development of science education not only in higher education, but also at secondary level. In this framework Science Laboratory Centres (SLCs) have been established with the objective of fulfilling several tasks, such as carrying out research on issues related to science and laboratory teaching, and making suggestions to the Pedagogical Institute for the science curriculum. At least one Science Laboratory Centre has been established in every prefecture of the country.

**Foreign language learning** is being improved. English is a compulsory curriculum subject from the third grade of primary school, while a second foreign language (French or German) is a compulsory curriculum subject from the fifth grade in primary education: [www.pi-schools.gr](http://www.pi-schools.gr).

Finally, the MoE gives special attention to the most vulnerable groups in society (Repatrated students from the former USSR, foreign students, Roma students, Moslem students, and students with special educational needs). The MoE has established by law cross-cultural schools designed to meet the educational needs of social groups with a particular linguistic, social, cultural or religious identity.

### 1.2 KEY CHALLENGES /PRIORITIES FOR EDUCATION

In the last few months a “National Conference on Education” has taken place in Greece to discuss educational reforms in all three levels of the Greek educational system (Primary – Secondary – Higher) in order to enable Greece to meet the 21st century educational challenges.

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**The National Conference on Education**

The National Conference on Education discussed the educational system (reform of school curricula starting from the nursery school up to Lyceum (High School)), assessment and teacher training procedures. The main focus was the reform of the university entrance examinations as well as a radical reform of the educational system, especially secondary education.

### 2. ICT POLICY

#### 2.1. RESPONSIBILITIES

The Ministry of Education is responsible for education in Greek schools. The national curriculum and school schedule for all school subjects is formulated by the Hellenic Pedagogical Institute under the authority of the Ministry of Education. It is published in a Presidential Decree and implemented by all public and private schools. The Ministry of Education is also responsible for the provision of the necessary human and technical resources for the implementation of the national curriculum in all public schools. The MoE is also responsible for the provision of technical infrastructure and resources (computer labs) as well as the necessary software.

Twenty-five ICT school advisors are responsible for the scientific and pedagogical guidance of ICT teachers. The Greek School Network ([www.sch.gr](http://www.sch.gr)) interlinks all schools and provides basic and advanced telematic services as well as an educational portal of the Ministry of Education ([www.e-yliko.gr](http://www.e-yliko.gr)) which provides educational and training material, suggestions for lesson planning, informative articles, etc. to school teachers and students. More information is available on the Information Society Office website: [www.yepeth.gr/ktpe](http://www.yepeth.gr/ktpe), and on the Observatory for the Greek Information Society website: [www.observatory.gr](http://www.observatory.gr).

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3 Ministry of Education: [www.yepeth.gr/en_ec_home.htm](http://www.yepeth.gr/en_ec_home.htm)

2.2. ICT POLICIES FOR SCHOOLS

1. Overall ICT policy

ICT use has been integrated into all levels of education through the National Curriculum for Information Technology, aiming mainly to familiarise students with basic ICT tools, basic computer science concepts and social issues related to the integration of new technologies in modern society. In parallel, teachers are encouraged to use educational software or collaborative software tools and platforms in their teaching.

Policies to promote digital literacy

Promoting “Course without frontiers” in digital educational content, the following issues have been introduced:

- Development of an integrated educational environment in the form of a single educational digital library.
- All existing textbooks, lesson plans for teachers and digital educational applications for students for each course in each class in school are digitised.
- Access to digitised learning materials in school and at home, so that students learn to develop and deliver their work electronically.
- Integrating the best lessons of each course in digital libraries and educational television.
- Similarly, the teacher can assign digital work on the subject, assess knowledge in examinations, monitor and grade the work of students and keep a logbook of the course.
- The aim, starting in 2010, is to allow access to digital educational material that will be posted, gradually covering all grades of school.
- Planned and gradual integration of the material for primary education and the purpose of using alternative instruments and pilot use of the e-book.

New instruments – new programmes:

- Creating examples of educational scenarios and providing tools for the construction of learning activities for all courses in high school.
- Strengthening the role of special education by developing and ensuring access to digital educational materials and infrastructure regardless of difficulty in mobility, hearing or other form of difficulty (e.g. dyslexia, autism) in learning.
- The aim is the digital upgrade of infrastructure in all Special Educational Schools by 2013 and continuing training of teachers starting in 2010.

The MoE has set future citizens’ digital literacy as a high priority. Responding to this aim, all students are to acquire the necessary ICT skills to be able to participate actively in the Information Society through the compulsory “Information Technology” studies which are part of the school curriculum.

Infrastructure policy

Within the framework of the “Information Society Operational Programme”, computer labs have been established in primary and secondary schools, while more hardware is being currently provided to more schools. During the school year 2009-2010 the following measures have been taken in order to support the implementation of ICT in class, as an important step in the development of a modern “Digital Classroom”:

- 113,226 students attending the 1st Grade of lower secondary school have been given a voucher worth €450 to buy their own school netbook.
- 9,157 educators teaching Philology, Mathematics and Physical Sciences have been given a voucher worth €450 to buy their own school netbook.
- Modern Greek Language, Mathematics, Geography and Biology will be taught using ICT in class in lower secondary school.

For the school year 2010-2011, the MoE is planning to equip every classroom in lower secondary school (Gymnasio) with an interactive whiteboard, a video projector, etc., so that teaching procedures will be applied in a well-equipped classroom environment and will reinforce the use of students’ netbooks in class.

Greek School Network
The MoE (www.yepeth.gr) has launched the Greek School Network (GSN, www.sch.gr) which interlinks all schools and provides basic and advanced IT services (see also section 4.2).

**Broadband connections**

Broadband everywhere and equipment in every classroom to ensure internet access as a basic right and an essential asset for every student and teacher is among the top priorities of the "New School". Concerning the ability to support the educational process both at school and at home, the goal is to upgrade to a 24 Mbps broadband for all schools starting 2010, and by the end of this year the connection of 1,350 schools to the fibre optic network. Within this framework, the GSN is being updated with broadband connections using:

- high speed wireless networks with regional access
- ADSL lines
- optical lines (Metropolitan Area Networks) and
- satellite connections

Within the next two years: 12% of schools will have broadband connections through optical lines (schools in rural areas); 50% of schools will have broadband connections through high speed wireless networks; 10% of schools (mainly in remote areas) will have broadband connections through satellite connections (HellasSat). So far, 69% in all levels of education and type of schools already have broadband connections, connected by broadband to the GSN, using mostly ADSL lines\(^5\).

**Thin Client architecture**

A pilot project has been implemented aiming to develop and test an “ideal” school ICT lab, using Thin Client Architecture. The project aims to develop a central Server Farms-Thin Client architecture, acquiring at the same time all the necessary software for servers, as well as to “recycle” old computer infrastructure (moving computers from secondary education to primary education or vocational schools).

**Laptops for students**

The MoE in cooperation with the Ministry of Economy and Finance has integrated a programme for the provision of laptops for students. During school year 2009-2010, 12,000 students attending the 1st Grade of Lower Secondary School have been given a voucher worth €450 to buy their own school netbook in which school books and supporting software, produced by the Pedagogical Institute, have been installed. Working groups have been appointed with the task of looking at legal issues, necessary technical characteristics, compatible educational software, teacher training and support services, virtual community development, as well as pilot implementation and evaluation.

**Special needs and disabled students**

Computer labs and special equipment are also being provided for all Diagnosis, Evaluation and Support Centres (KDAYS) for special education students and for a number of special education school units.

**Policies to promote new learning environments**

- Digitisation of resources of public libraries: the programme aims to digitise the materials in public libraries, as a means to improve the quality of education at all levels, and to develop culture. A central digital library will be developed including a digital catalogue of all public libraries which can be accessed by the Web.
- Laptops for students.
- eTwinning: for the encouragement and support of the programme, the MoE has formed a special Office for the continuous supply of information through seminars all over the country
- VLE in education: the following organisations are responsible for the adaptation and application of the VLE in education in Greece:
  - Pedagogical Institute www.pi-schools.gr
  - Greek School Network www.sch.gr
  - e-yliko www.e-yliko.gr
  - Gunet (The Greek Universities Network) www.gunet.gr

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\(^5\) http://www.observatory.gr/files/meletes/Y14_EM_TX_EL_TTE\%202\%20\%3C\%3E.pdf
2.3. ICT PRIORITIES

3. THE CURRICULUM AND ICT

3.1. THE CURRICULUM FRAMEWORK

The Cross-Thematic Curriculum is drawn up the Pedagogical Institute, approved by the Minister of Education and published in the Gazette. Specially appointed working groups work out the Cross-Thematic Curriculum separately for each school subject and education level, under the authorisation of the MoE and the Pedagogical Institute (PI). The Cross-Thematic Curriculum is differentiated for each school subject, while it comprises the general aims and sub-aims which are to be attained in any specific subject, as well as detailed curricula and school schedule. The syllabus is directly linked to a specific textbook written by individuals or teams following specific guidelines, under the authority of the Ministry of Education and the Pedagogical Institute. The book is published and distributed to all schools across Greece. All students in public education receive the standard student textbooks free of charge. Along with the student textbooks, a teacher’s book is also written at a national level for each subject. This book suggests ways of conducting lessons for specific contents at every grade. The relevant teacher book, which explains the aims of the subject and provides some teaching guidance based on the specific student textbook, is distributed to each teacher.

3.2. ICT IN THE CURRICULUM

ICT has been integrated into all levels of education, first of all through the subject of Informatics. ICT is introduced into both levels of compulsory education (primary and lower-secondary). According to the ICT National Curriculum, ICT aims to provide pupils with opportunities to develop basic computer literacy as well as creative thinking and skills and to enhance their motivation for creative action at a personal and social level. Moreover, ICT aims to help pupils develop the skills and attitudes which are necessary for positive interpersonal and group relationships and recognise their importance as well as the need for ethical standards of behaviour. Pupils should become familiar with the use of the computer as a tool that can enhance their learning and help them explore, develop, interpret and communicate information (using appropriate software) in the context of everyday school practice. Developing understanding of the use of ICT in major areas of social activity, including information processing in school and professional settings, communications, entertainment and computer-based learning, can facilitate student-centred teaching practices and provide opportunities for individualised learning. Finally, it can help pupils acquire the necessary creative thinking and cooperation skills that will provide equal opportunities for access to knowledge and life-long learning.

In Primary education, there is no specific time allocated in the school timetable for the implementation of the Informatics National Curriculum since the implementation of ICT aims is expected to be realised within school subjects. Three models can be used for the integration of computers into school: computer
corner in the classroom; computer lab; and a combination of the two.

In **Lower-Secondary Education** (Gymnasio), Informatics has been introduced as a separate curriculum subject which is taught once a week by specialist IT teachers. During the first two years pupils get to know the basic operations of a computer, its peripheral devices and the operating system. At the same time, they develop their skills and abilities as regards software programs covering graphics, word processing, spreadsheets, presentations and databases. In the third year, pupils are introduced to programming through the use of the LOGO language and they work on team projects, using the Office software package productivity tools they were taught in the previous years.

In **Upper-Secondary Education** (Lyceum), ICT has been introduced in two optional separate forms, “Information Technology Applications” and “Computer Applications”. In particular, during the 3rd grade of Lyceum, all pupils who wish to be accepted into Computers Science Departments or Technical Universities have to study “Development of Applications in Computer Environments”.

According to the National Curriculum, ICT aims at: cultivation of students’ general knowledge on Informatics, use of ICT as a means of thinking and learning, familiarisation with Informatics applications in the modern world and their potential in the labour market and, finally, development of critical understanding of the integration of Informatics in society and human activity.

The subject “Information Technology” is also taught in all branches of **Vocational Lyceums**, in the form of two separate subjects, “Use of Computers” and “Computer Applications”, as general education subjects. “Information Technology” is also taught in the form of specialisation subjects in the branches that offer a level 3 diploma in Informatics (Computer support, Network support).

Vocational Lyceum (Epagelmatiko Lykeio or EPAL in Greek) attendance lasts three years for students who have successfully completed Lower Secondary school (Gymnasio). During the first year of vocational education there are three separate fields: technology, services, and maritime shipping. In the second and third grades, there are eight fields, including “information services”.

**Organisation of ICT in schools**

**School autonomy**

All schools must follow the National Curriculum. In this sense all schools must offer the “Information Technology” subject and make sure that targets which are set in the ICT National Curriculum in each level of education have been achieved. Schools have the flexibility to offer additional Informatics sessions, provided they cover the cost of possible human and technical resources from the school budget or in collaboration with parents’ associations. These additional programmes also need to be authorised by the MoE. Private schools also follow the National Curriculum and cover all the necessary costs.

**ICT support**

In order to meet the increasing needs for educational and technical support in primary and secondary education, fifty-eight regional support centres (KEPLINET), have been established at regional level. The IT coordinators (PLINETs) who have been based in KEPLINETs since the mid-1990s provide educational support and advice to secondary teachers for the Informatics subject. New personnel with technical expertise are now being assigned to KEPLINETs in order to provide technical support for computer labs and networks established in both primary and secondary schools.

There are no IT coordinators at the school level. Information Technology teachers receive educational support from the PLINET in their school region. Secondary school teachers in other subjects or primary school teachers receive general educational support and advice from the appointed School Advisor depending on their specialisation. One of the Informatics teachers (if more than one has been appointed) has the responsibility of maintaining the computer lab, and for this reason he/she has three fewer teaching hours on his/her timetable.

**Guidance for schools**

Since the school year 2007-2008, twenty-five ICT school advisors, each supervising specific areas of the country, have been responsible for the scientific and pedagogical guidance of ICT teachers, as well as for
provision of necessary consultancy/guidance and problem solving in the school environment, and run seminars for ICT teachers.

3.3. STUDENTS’ ICT COMPETENCE

Specific attainment targets are set for students according to the Informatics National Curriculum for each educational level and grade. Students are evaluated by their teachers on the basis of fulfilment of these specific ICT attainment targets, as in all other curriculum subjects in secondary education. Primary education students are not evaluated on ICT skills (see National Curriculum document). ICT is not tested in any way at a national or a regional level.

3.4. ASSESSMENT SCHEME

There are no such schemes at national level.

3.5. ICT BASED ASSESSMENT

There are no such schemes at national level.

3.6. QUALITY ASSURANCE OF THE USE OF ICT IN SCHOOLS

As in all other curriculum subjects, IT Teachers in secondary education must complete a “diary” on taught units in their subject. According to the Informatics National Curriculum, School Advisors have the responsibility of supporting teachers in primary and secondary education on pedagogical issues. However, their role is to advise and not assess teachers’ work or the school’s progress. A mechanism for teacher evaluation is under development by the Ministry of Education.

Surveys on ICT in schools: monitoring of the education system at the level of the school unit

The project was launched by the Education Research Centre (www.ke.gr) in March 2001 and is jointly financed by the 3rd Community Support Framework and national funds. The main activities involved in the project relate to the development and standardisation of a set of indicators for producing and providing comprehensive, up-to-date and reliable information about the prerequisites, performance, results and impact of the school system on national, regional and local levels; and to the monitoring by means of the developed indicator system and through the communication channels which will be gradually established in all school units across the country. The first part, entitled ‘School Identity/Description’, includes questions related to ICT laboratories and equipment.

Observatory for the Greek Information Society

This is a non-profit organisation under the supervision of the Ministry for the Economy and Finance and the Ministry of the Interior, Public Administration and Decentralisation. The vision of the Observatory is to become the key point of reference for accurate and up-to-date information on Information Society indicators, as well as one of the main institutions that contribute to the ICT policy formulation processes. The mission of the Observatory is to measure and evaluate the national progress made towards the Information Society as well as to contribute to the accomplishment of the IS strategic goals at national level.

4. DIGITAL LEARNING RESOURCES AND SERVICE

4.1. CONTENT DEVELOPMENT STRATEGIES

The MoE is responsible for the provision and maintenance of necessary teaching and learning resources in all state schools. Within this framework, MoE coordinates many actions related to the development of educational software and digital educational materials as well as free online access to the already developed materials. As for educational software, MoE continues its effort to develop more educational software for all levels of education and for all curricular subjects. Within this framework, either licence agreements for existing educational software are provided for all Greek schools, or new educational software is developed and distributed to Greek schools. A scheme for distribution of educational software and educational activities into more primary and secondary schools is currently being set up. Educational software packages have already

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6 www.observatory.gr/page/default.asp?id=4
been developed and distributed in Greek secondary schools.

Within the framework of the Information Society programme, the University of Macedonia has developed a web page [http://opensoft.sch.gr](http://opensoft.sch.gr) to inform the educational community about open source software that can be used in education. Through the Educational Portal, the educational community can access and download open source educational software under thematic categories. Teachers can also participate in the already created forum, exchange ideas and propose new open resources.

The Ministry of Education is also responsible for maintenance of technical resources for public schools. Maintenance of computer labs and networks is organised on two levels. At the first level, that is the school level, one of the Informatics teachers (if more than one has been appointed) is responsible for maintaining the computer lab. If he/she cannot solve the problem, he/she reports damage or needs to an on-line Help Desk. Then, at this second level of technical support, the problem is solved either remotely or by sending guidelines for action to the Informatics teacher. If the problem is still not resolved, a specialist who is positioned at a regional level in the KEPLINET offices visits the school.

4.2. E-CONTENT DEVELOPMENT

Educational Portal

Part of the "New School" programme is to establish a portal that will provide updated information for each parent, student and teacher. The MoE is creating an e-government portal for the administration of the ministry and its peripherals, providing personalised digital information services, information and administrative service to parents, staff and school teachers, without requiring physical presence. Digital applications such as e-school, survey, e-data, etc. will be aggregated. For the first time, the assessment and evaluation of education services is being introduced through the processing of data collected by the system. The aim is to complete the project in the next three years.

The already established educational portal [www.e-yliko.sch.gr](http://www.e-yliko.sch.gr) is relied on by teachers as a source of educational software, ICT-based teaching scenarios, resources, links and further educational support.

Aiming to extend the portal’s functions and services, a new more dynamic platform has been developed to encourage the growth of asychronic education as well as communication within the educational community. Today the portal provides innovative educational activities adapted for distance education and professional development, especially for teachers in remote and isolated areas. Two more educational portals are being developed and are currently at a stage of completion: one for the Greek language [www.greek-language.gr](http://www.greek-language.gr) and one for youth [www.neagenia.gr](http://www.neagenia.gr).

The Greek School Network focuses on providing services to all members of the educational community, fulfilling – among others – the following goals:

- to provide access to telecommunication and informatics services;
- to provide access to digitised educational material;
- to facilitate distance learning, e-learning;
- to encourage collaboration;
- to facilitate information and opinion exchange;
- to conduct thematic discussions, seminars, lectures, etc.;
- to provide access to digital library services;
- to facilitate communication and cooperation between all educational networks;
- to facilitate complementary educational programmes;
- to provide education to individuals with special needs or disabilities;
- to inform, educate, and entertain.

Currently, 14,845 schools, 3,129 administration units, 74,576 teachers and 26,184 secondary education students have access to the Greek School Network.

The School network has developed an educational portal especially for students [http://students.sch.gr](http://students.sch.gr). Through the portal, students can find news and information about educational, cultural and athletic events and activities, access educational materials (European Space Agency, Hellenic Centre for marine research, National Observatory of Athens, Weather Forecast, Hellenic Military Geographical Service), find information about examinations and higher education, and access educational games. Finally, students have access to telematic services, such as email, forums and e-cards which allow them to communicate with their peers. A special procedure for secure service has
been developed at a top level, while schools have the flexibility to implement more specific access and security policy, such as restricting access to specific communication groups. Gradually, all secondary students will acquire a personal account in the School Network. The Greek School Network and educational portal encourage the development of a new educational community that shares educational resources and ideas and works together. Subject to continuous modifications and improvement, both the Greek School Network and the Educational Portal are broadly accepted by the educational community. An indication of this broad acceptance lies in the number of the visitors to the web portal. There is not, however, any information regarding the ways teachers use the resources submitted on the site.

4.3. USER - GENERATED CONTENT

No information available.

4.4. WEB 2.0

See sections 4.2. and 4.6.

4.5. CONTENT SHARING

Within the process of developing educational software coordinated by the MoE, efforts have been made to use existing good quality educational software which has been developed internationally. Thus, sixteen internationally developed educational software packages have been already localised in Greek and have been distributed to Greek secondary schools. Furthermore, Greek schools are encouraged to participate in the EU’s eTwinning action, in which two schools from different European countries use ICT tools to work together in order to reap pedagogical, social and cultural benefits.

4.6. LEARNING PLATFORMS

Three educational portals are being developed and are currently at completion stage: one for educational issues and resources (www.e-yilo.sch.gr), providing ICT-based teaching scenarios, educational software, resources, links and further educational support material, one for the Greek language (www.greek-language.gr) and one for youth (www.neagenia.gr), while telematic services are being developed for the school and academic networks. Moreover, a students’ portal has been developed, aiming to encourage students’ collaboration. Finally, many library resources have already been digitised.

5. TEACHER EDUCATION FOR ICT

5.1. ICT COMPETENCE TARGETS

Phase 1 of ICT basic skills training programmes (initial training) consisted of the following units:

- basic concepts of Informatics
- the use of a PC: word processing, spreadsheets, presentation and database applications.

The subject of the second phase of teachers’ training programmes is the professional development of teachers in ICT exploitation in school practice, aiming:

- to familiarise them with the use of the basic computer applications,
- to enable them to exploit the new technologies in class and
- to support the educational process.

5.2. ASSESSMENT SCHEMES

After completing the first phase of teacher training, teachers are given the opportunity to sit examinations for a certification, as referred to above. However, certification is not compulsory for teachers, even if they have attended the first phase of in-service training on ICT. Teachers who have not attended the in-service course also have the right to sit the examinations for the ICT 1st level certificate. As mentioned in previous sections, 80,500 teachers have already been certified. During the second phase of the ICT programme teachers are obliged to implement their projects in situ, which will be assessed by their ICT trainers in class.

5.3. ICT IN TEACHER EDUCATION

Concerning initial training, university programmes are laid down by Higher Education Institutions; however, there is no uniformity in the integration of ICT. During 2002-2004, from a total number of 145,000 school teachers, 108,500 attended a teacher ICT basic skills
training programme (Phase 1) and 80,500 of them have already been successfully certified.\(^7\)

Continuous professional development of teachers on the exploitation of ICT in educational practice has been planned. Within this framework, it is expected that:

- 15,000 primary/secondary school teachers and 10,000 vocational school teachers will be trained in the educational use of ICT;
- Information Technology teachers will be trained in the latest developments in ICT, maintenance of computer labs and Informatics education;
- 2,500 special education teachers will be trained in the use of special education software.

### 5.4. TRAINING THE TEACHER TRAINERS

No information available.

### 5.5. INCENTIVES

The Ministry of Education recently announced a new ordinance entitled “Excellence and Innovation”. It highlights revealing the importance of innovation and educational management, providing incentives and credits, awarding prizes not only to schools but also to teachers and students. Innovation may be rewarded and funded within the framework of research proposals or European projects.

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\(^7\) [www.hellenicpi.eu/special_education_new/index_en.htm](http://www.hellenicpi.eu/special_education_new/index_en.htm)