

## **Educational Transformation: Curriculum Reform, Digital Innovation, and Inclusive Education in a Changing Sociocultural Landscape**

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### **Abstract**

*The Greek educational system has experienced significant transformation in response to globalization, technological advancement, and evolving societal needs. This study examines the contemporary educational landscape of Greece by analyzing its institutional structures, curriculum reforms, digital transformation initiatives, inclusive education policies, and teacher professional development within the broader framework of international educational theories and practices. Employing a qualitative-descriptive and comparative research design, the study utilizes secondary data from academic literature, policy documents, government reports, and international educational databases to explore the multidimensional nature of educational change in Greece. The findings reveal that Greece is progressively transitioning from traditional teacher-centered approaches toward more student-centered and competency-based educational models that emphasize critical thinking, collaboration, creativity, and lifelong learning. Digital transformation has expanded access to educational resources and learning opportunities through online platforms and technology-enhanced instruction. However, disparities in technological infrastructure and digital literacy remain evident, particularly between urban and geographically isolated regions. Inclusive education has also emerged as a major policy priority, with schools increasingly adopting differentiated instruction and support services for diverse student populations. Nevertheless, challenges related to regional inequalities, resource allocation, and institutional capacity continue to affect educational equity. The study further highlights the critical role of teacher education and professional development in sustaining educational reforms and promoting innovation. Overall, the findings demonstrate that the interaction of global educational trends and local sociocultural realities shapes educational transformation in Greece. The study contributes to the growing literature on international and comparative education by providing a*

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*comprehensive analysis of how educational systems adapt to changing social, technological, and policy environments while striving to achieve quality, equity, and inclusion.*

**Keywords:** *Greek education, Educational reform, Digital transformation, Inclusive education, Curriculum innovation, Comparative education*

## 1. Introduction

Education in Greece has undergone substantial transformation over the last decade as policymakers, educators, and institutions attempt to reconcile long-standing structural challenges with the demands of globalization, digitalization, and social inclusion. The Greek educational system, historically characterized by centralized governance and strong state oversight, has recently been shaped by reforms addressing curriculum modernization, teacher professional development, digital learning, and equitable access to quality education. These reforms gained additional urgency following the COVID-19 pandemic, which exposed disparities in educational access and accelerated the integration of digital technologies across all educational levels [1].

The Greek educational system is organized into three major levels: primary education, secondary education, and higher education. Public education is predominantly funded and administered by the Ministry of Education, Religious Affairs and Sports, which establishes national curriculum frameworks, teacher appointment policies, and quality assurance mechanisms. Higher education institutions consist primarily of universities and technical institutions distributed across mainland Greece and island regions, including prominent institutions such as the National and Kapodistrian University of Athens, Aristotle University of Thessaloniki, University of Patras, and the Hellenic Open University. Teacher preparation and continuing professional development are supported by university faculties of education, regional training centers, and national lifelong learning initiatives, all designed to improve pedagogical competencies and digital literacy [2]. The overall organization of the Greek educational system, from early childhood education to lifelong learning, is illustrated in Figure 1.

Despite considerable progress, Greece continues to face significant educational challenges. Persistent regional disparities between urban centers and remote islands affect educational opportunities, infrastructure availability, and access to specialized educational services. Schools in geographically isolated areas frequently encounter shortages of qualified teachers, inadequate technological resources, and limited opportunities for professional development. Moreover, socioeconomic inequalities influence educational attainment and participation rates among vulnerable populations, including migrant communities, refugees, and students with disabilities [3]. These challenges underscore the need for policies that emphasize educational equity, inclusive practices, and sustainable investments in educational infrastructure. Table 1 summarizes the principal characteristics of the Greek educational system, including governance structures, curriculum frameworks, teacher education, and recent reform initiatives.

The digital transformation of education has emerged as one of the most significant developments in Greece during the post-pandemic period. The rapid expansion of digital learning platforms, blended learning environments, and online teacher training programs has reshaped educational delivery across the country. Government initiatives, such as the Digital Transformation Strategy 2020–2025, and investments supported by the European Union's Recovery and Resilience Facility have strengthened digital infrastructure and promoted the

adoption of innovative teaching methods [4]. However, the effectiveness of these initiatives remains uneven due to variations in digital readiness, institutional capacity, and geographic accessibility.

Within this evolving context, global educational theories provide useful frameworks for understanding and improving educational practices in Greece. Constructivist learning theory emphasizes active knowledge construction through social interaction and experiential learning, offering valuable insights for the design of student-centered pedagogies and technology-enhanced learning environments. Contemporary Greek educational reforms increasingly incorporate constructivist principles through project-based learning, collaborative inquiry, and interdisciplinary curricula to foster critical thinking and creativity [5]. Nevertheless, successful implementation requires adaptation to local sociocultural conditions, institutional structures, and resource constraints.

Critical pedagogy likewise offers an important perspective for addressing issues of equity and social justice in Greek education. Rooted in the work of Paulo Freire, critical pedagogy encourages learners to question social inequalities and engage actively in democratic participation. In Greece, this framework has gained relevance in initiatives promoting intercultural education, refugee education, and inclusive classroom practices. Schools serving migrant and refugee populations have implemented culturally responsive pedagogies intended to foster social integration, mutual understanding, and educational participation among diverse student groups [6].

Inclusive education has become another major policy priority. Greece has increasingly aligned its educational policies with international frameworks such as the United Nations Sustainable Development Goal 4 (SDG 4), which advocates equitable and inclusive quality education for all. National reforms have expanded support services for students with disabilities, strengthened differentiated instruction, and promoted inclusive school environments. Nonetheless, challenges remain regarding teacher preparedness, resource allocation, and the effective implementation of inclusive practices, particularly in remote regions and underserved communities [7].

Several localized innovations illustrate the dynamic nature of educational change in Greece. Rural schools in island regions have experimented with hybrid and distance-learning models to overcome geographic isolation and teacher shortages. Universities have expanded digital education platforms and open educational resources to improve accessibility and lifelong learning opportunities. Public health education campaigns implemented through schools have also played a critical role in promoting health literacy, particularly during the COVID-19 pandemic.

Against this backdrop, examining the Greek educational landscape provides valuable insights into how educational systems navigate the intersection of global educational paradigms and local sociocultural realities. Understanding the interplay between policy reforms, institutional structures, pedagogical innovations, and social challenges is essential for developing sustainable and equitable educational strategies. Therefore, this study aims to explore the contemporary educational landscape of Greece by examining its institutional frameworks, pedagogical developments, digital transformation initiatives, and persistent challenges while situating these developments within broader international educational theories and practices.

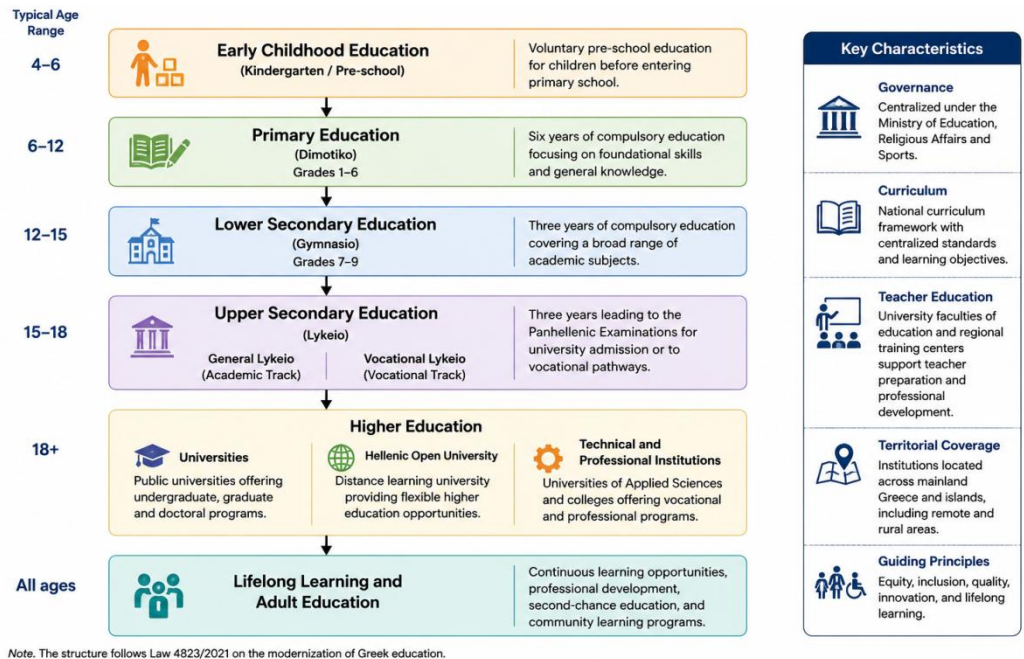


Figure 1. Structure of the Greek educational system

Table 1. Key characteristics of the Greek educational system

| Dimension               | Characteristics                                                       |
|-------------------------|-----------------------------------------------------------------------|
| Governance              | Centralized under the Ministry of Education                           |
| Curriculum              | National curriculum framework                                         |
| Teacher Education       | University faculties and professional development centers             |
| Major Challenges        | Regional disparities, digital divide, inclusion                       |
| Recent Reforms          | Digital transformation, inclusive education, curriculum modernization |
| International Alignment | SDG 4, European Education Area                                        |

## 2. Literature review

### 2.1. Educational reforms and the Greek educational context

The Greek educational system has undergone extensive reforms during the last decade in response to socioeconomic changes, European Union policies, and technological developments. Recent reforms have focused on curriculum modernization, school evaluation, teacher professional development, and digital transformation. Despite these efforts, Greece remains one of the most centralized educational systems in Europe, with major decisions concerning curriculum, staffing, and funding controlled by the Ministry of Education, Religious Affairs and Sports [8]. Recent policy reviews indicate that the country has made progress in expanding access and promoting educational equity. Yet challenges related to regional disparities, demographic decline, and educational outcomes persist.

Studies examining educational reforms in Greece suggest that policy initiatives have improved school efficiency and accountability while also generating debates regarding institutional autonomy and teacher participation in decision-making [9]. The literature emphasizes that sustainable educational reform requires balancing centralized governance

with greater flexibility at the local level. Recent reforms therefore increasingly seek to empower schools and educators while maintaining national educational standards.

## **2.2. Constructivism and student-centered learning**

Constructivism remains one of the dominant theoretical perspectives influencing contemporary education. According to constructivist theory, learners actively construct knowledge through experience, social interaction, and reflection rather than passively receiving information. This approach encourages collaborative learning, inquiry-based activities, and problem-solving.

In Greece, constructivist principles have increasingly influenced curriculum reforms and classroom practices. Project-based learning, collaborative inquiry, and interdisciplinary instruction have become more common, particularly in primary and secondary education. Research indicates that Greek teachers generally recognize the benefits of student-centered approaches in improving engagement and critical thinking skills, although implementation varies with institutional resources and regional contexts [10].

The expansion of digital technologies has further reinforced constructivist approaches. Online learning platforms, interactive educational resources, and blended learning environments provide opportunities for students to engage actively in the learning process. Recent scholarship argues that constructivist and constructionist theories continue to provide an essential foundation for smart learning ecosystems and AI-supported education, emphasizing learner autonomy and collaborative knowledge creation [11].

However, the literature also highlights persistent barriers. Schools in rural and island regions often face shortages of technological infrastructure and qualified personnel, limiting the effective implementation of student-centered pedagogies. Consequently, researchers argue that constructivist education in Greece requires sustained investments in teacher training and educational resources to ensure equitable access to innovative learning environments [12].

## **2.3. Critical pedagogy and intercultural education**

Critical pedagogy has become increasingly relevant in Greece because of demographic changes, migration flows, and growing cultural diversity. Drawing on the work of Paulo Freire, critical pedagogy emphasizes dialogue, empowerment, and social justice, encouraging learners to examine social inequalities and participate actively in democratic society.

The influx of migrant and refugee populations during the past decade has transformed the educational landscape of Greece. Schools increasingly serve students from diverse linguistic and cultural backgrounds, requiring new pedagogical approaches that promote inclusion and social integration. Intercultural education policies have therefore become an important component of national educational reforms.

Research demonstrates that culturally responsive teaching practices improve student participation and foster social cohesion among diverse student populations. Nevertheless, challenges remain regarding language support, teacher preparedness, and institutional resources. Critical pedagogy provides a valuable framework for addressing these issues because it encourages educators to recognize students' diverse experiences and promote equitable participation in learning [13].

Community engagement has also emerged as a crucial factor in promoting educational equity. Partnerships among schools, families, and local organizations contribute to more inclusive educational environments and support vulnerable student populations. Such

initiatives align with broader European goals emphasizing democratic citizenship, intercultural understanding, and social inclusion.

## **2.4. Inclusive education and educational equity**

Inclusive education has become a major priority in educational policy worldwide, including in Greece. International organizations such as UNESCO and the OECD advocate educational systems that provide equal opportunities for all learners regardless of disability, socioeconomic status, ethnicity, or geographic location.

Greece has made notable progress in aligning its policies with these principles. Legislative reforms have expanded support services for students with disabilities, promoted differentiated instruction, and encouraged inclusive school environments. Inclusive education is increasingly viewed not only as a legal requirement but also as a pedagogical commitment to diversity and equal participation [14].

Despite these advances, several obstacles remain. Teachers frequently report limited training in inclusive pedagogies, while schools in rural and island regions often face shortages of specialized personnel and educational resources. Recent studies examining Greek primary education reveal that many teachers continue to face challenges in effectively implementing inclusive practices and require additional institutional support.

Digital technologies have emerged as an important mechanism for improving educational inclusion. Assistive technologies, adaptive learning systems, and online educational platforms provide opportunities to personalize instruction and reduce barriers to participation. However, the literature emphasizes that technological adoption must be accompanied by appropriate teacher training and policy support to ensure equitable outcomes across diverse educational contexts.

## **2.5. Digital transformation and educational innovation**

Digital transformation has become one of the defining features of contemporary educational reform in Greece. The COVID-19 pandemic accelerated the adoption of digital technologies and highlighted the importance of resilient educational infrastructures. Consequently, Greece introduced the Digital Transformation Strategy 2020–2025, which aims to modernize educational governance, strengthen digital literacy, and improve access to technology-enhanced learning environments [15].

Recent studies report increased use of digital learning platforms, virtual classrooms, and blended learning approaches across all educational levels. These technologies have improved communication between teachers and students, expanded access to educational resources, and facilitated lifelong learning opportunities. However, disparities in access to technology and digital competencies remain significant, particularly in geographically isolated regions.

The OECD argues that digital transformation should not merely involve the introduction of technology but should also promote meaningful pedagogical change and continuous professional development for educators. Effective digital education requires coherent governance structures, sustainable investments, and evaluation mechanisms that measure educational outcomes and equity [16].

The emergence of Artificial Intelligence (AI) presents additional opportunities and challenges. AI-supported educational systems can facilitate personalized learning, automate assessment, and enhance administrative efficiency. Nevertheless, researchers emphasize concerns related to ethics, privacy, transparency, and human oversight. Human-centered

approaches to AI in education emphasize balancing technological innovation with teacher agency, learner autonomy, and trustworthiness [17].

## 2.6. Synthesis and research gap

The literature demonstrates that the interplay between global educational theories and local sociocultural realities shapes contemporary educational reform in Greece. Constructivism encourages learner-centered approaches; critical pedagogy emphasizes social justice and intercultural understanding; inclusive education promotes equitable participation; and digital transformation introduces new opportunities for innovation and accessibility.

Although substantial research exists on these individual themes, relatively few studies examine how they interact within the Greek educational context. Existing literature often focuses on isolated dimensions of educational reform rather than investigating the relationships among pedagogical innovation, digital transformation, and educational equity. Figure 2 illustrates the conceptual framework adopted in this study, demonstrating how global educational theories inform Greek educational reforms and contribute to educational quality and equity through curriculum innovation, teacher development, and technology integration.

Therefore, this study seeks to address this gap by examining the Greek educational landscape holistically. By integrating perspectives from constructivism, critical pedagogy, inclusive education, and digital transformation, the study aims to provide a comprehensive understanding of how educational reforms are reshaping learning opportunities and educational outcomes in Greece.

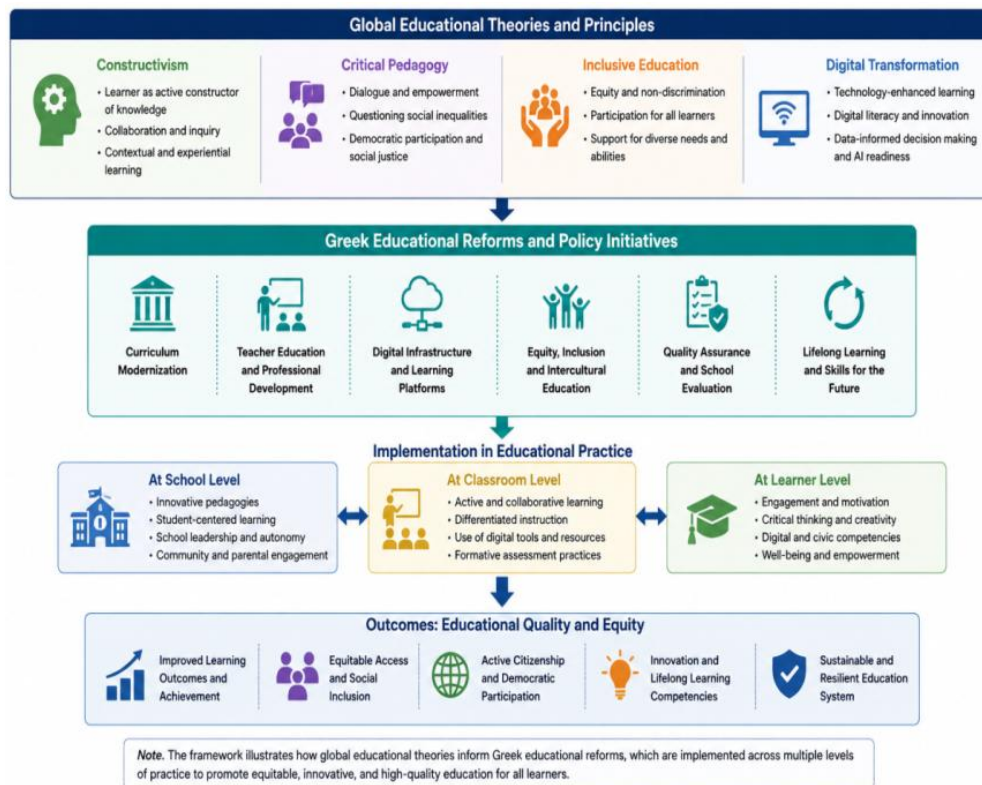


Figure 2. Conceptual framework of educational transformation in Greece

### **3. Methodology**

#### **3.1. Research design**

This study employed a qualitative-descriptive and comparative research design to examine the contemporary educational landscape of Greece. The study focused on educational structures, pedagogical developments, digital transformation initiatives, and inclusive education policies within the broader framework of international educational theories and practices. A qualitative approach was selected because it enables a comprehensive understanding of educational systems within their social, cultural, and institutional contexts.

#### **3.2. Research context**

The study focuses on Greece, whose educational system is centrally administered by the Ministry of Education, Religious Affairs and Sports. The system comprises primary, secondary, and higher education, including universities and open-distance learning institutions. Particular attention was given to curriculum reforms, teacher education, digital learning initiatives, and policies addressing equity and regional disparities.

#### **3.3. Data sources and collection**

The study utilized secondary data from academic literature, government reports, policy documents, and international educational databases. Relevant materials were identified, screened, and organized by major themes, including educational governance, pedagogy, digital transformation, and inclusive education.

The data collection process involved four steps:

1. Identification of relevant sources;
2. Selection and screening of documents;
3. Extraction of information related to key educational themes; and
4. Comparative and thematic analysis of findings.

The methodological process is summarized in Figure 3.

#### **3.4. Analytical framework**

Four complementary perspectives guided the analysis:

- Constructivism, focusing on student-centered and active learning;
- Critical Pedagogy, emphasizing equity, diversity, and democratic participation;
- Inclusive Education, examining policies and practices that support diverse learners; and
- Digital Transformation, exploring the integration of technology in teaching and learning.

These perspectives provided a holistic framework for understanding educational transformation in Greece.

#### **3.5. Ethical considerations and limitations**

The study relied exclusively on publicly available secondary sources and therefore did not involve human participants or require ethical approval. All information was presented objectively and with appropriate academic attribution.

The study is limited by its reliance on secondary data and may not fully capture local variations in educational experiences across different regions of Greece. Furthermore, educational policies continue to evolve, and future developments may influence some of the findings presented in this study.

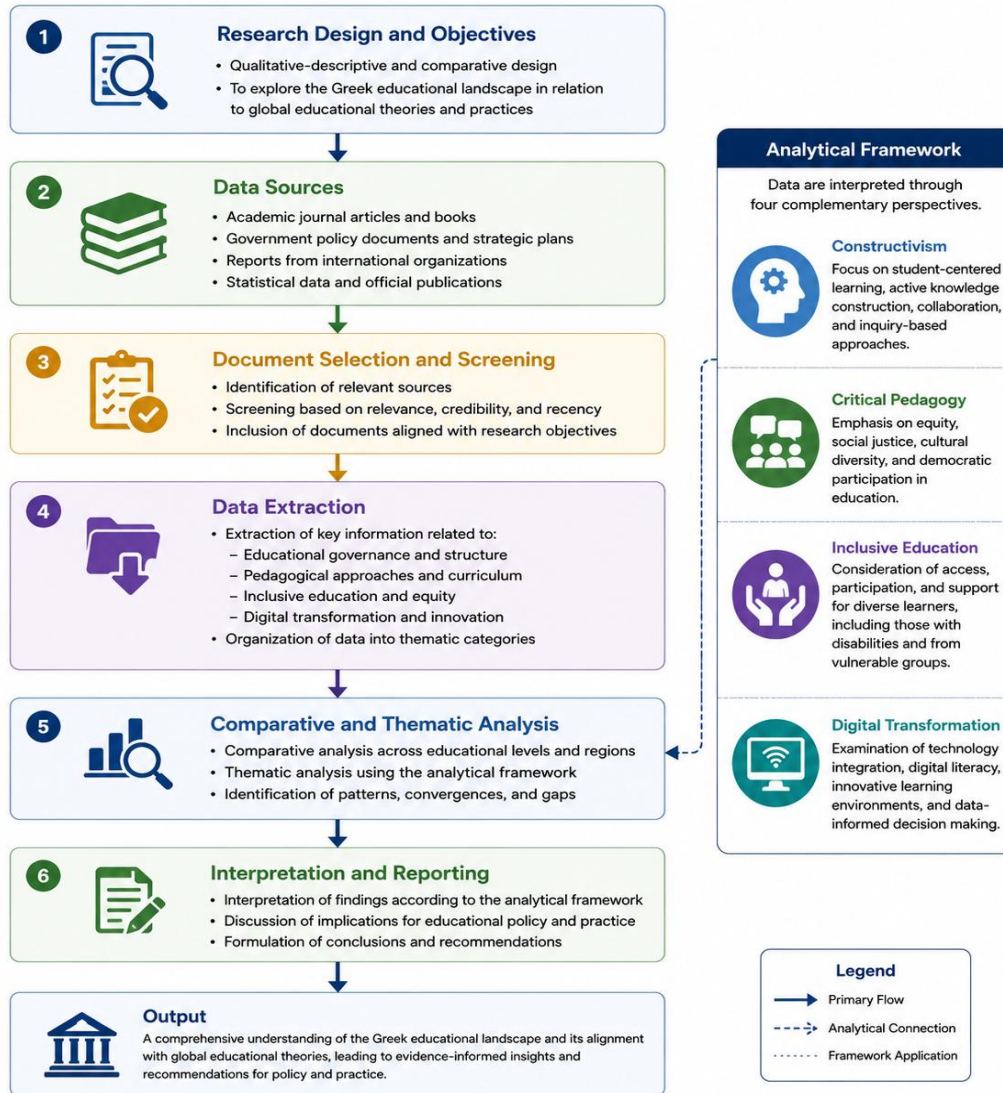


Figure 3. Research methodology framework

Table 2. Summary of the methodology

| Component            | Description                                                                    |
|----------------------|--------------------------------------------------------------------------------|
| Research Design      | Qualitative-descriptive and comparative                                        |
| Research Context     | Greek educational system                                                       |
| Data Sources         | Literature, policy documents, reports                                          |
| Analysis Method      | Comparative and thematic analysis                                              |
| Analytical Framework | Constructivism, Critical Pedagogy, Inclusive Education, Digital Transformation |
| Limitations          | Secondary data and evolving policies                                           |

## 4. Results and discussion

### 4.1. Educational landscape and system governance

The findings indicate that the Greek educational system has undergone significant transformation in recent years through reforms emphasizing quality, equity, digitalization, and lifelong learning. The system remains highly centralized, with the Ministry of Education, Religious Affairs and Sports responsible for curriculum development, teacher appointments, and institutional governance.

The centralized structure provides consistency in educational standards and ensures nationwide implementation of policies and curricula. However, it also limits institutional flexibility and local decision-making. Schools and universities often struggle to adapt educational practices to local socioeconomic and cultural contexts, particularly in geographically isolated areas. This finding suggests that while centralized governance promotes national coherence, greater institutional autonomy may enhance responsiveness to local educational needs.

Furthermore, regional disparities continue to shape educational experiences. Schools located in urban centers generally possess better infrastructure, greater access to technological resources, and more professional development opportunities than schools in rural and island communities. These differences highlight the importance of balancing national educational objectives with policies that address regional inequalities.

### 4.2. Curriculum reform and pedagogical innovation

The analysis demonstrates a growing emphasis on student-centered and competency-based education within Greece. Curriculum reforms increasingly promote critical thinking, creativity, collaboration, and problem-solving skills rather than relying exclusively on traditional content-based instruction.

Educational institutions have gradually incorporated innovative pedagogical approaches, including project-based learning, interdisciplinary teaching, and collaborative classroom activities. These reforms reflect a broader shift toward active learning environments where students participate more meaningfully in the educational process.

However, the implementation of these innovations remains uneven across regions and institutions. Schools with stronger technological infrastructures and greater institutional support are generally more successful in adopting learner-centered pedagogies. In contrast, schools in remote areas may face challenges with staffing, resources, and professional development.

The findings suggest that curriculum reform should be accompanied by investments in teacher training and institutional capacity to ensure that pedagogical innovations are implemented consistently across diverse educational settings.

Table 3. Major curriculum reforms and pedagogical developments in Greece

| Area              | Major Developments                                     |
|-------------------|--------------------------------------------------------|
| Curriculum        | Competency-based and student-centered approaches       |
| Teaching Methods  | Project-based learning and collaborative activities    |
| Assessment        | Greater emphasis on formative assessment               |
| Learning Outcomes | Critical thinking, creativity, and problem-solving     |
| Challenges        | Regional disparities and unequal resource distribution |

### 4.3. Digital transformation and educational technology

Digital transformation emerged as one of the most important developments within the Greek educational system. The expansion of digital platforms, online learning environments, and educational management systems has significantly altered teaching and learning practices across educational levels.

The findings reveal that digital technologies have enhanced access to educational resources, increased learning flexibility, and improved communication between educators and learners. Universities and lifelong learning institutions, in particular, have expanded their capacity to provide educational opportunities beyond traditional classroom settings.

At the same time, digital transformation has exposed persistent inequalities. Access to reliable internet connectivity, digital devices, and technical support varies considerably across regions. Schools in rural and island communities often experience limitations that hinder the effective implementation of technology-enhanced learning.

These findings indicate that digital transformation should be understood not merely as a technological change but as a systemic process requiring investments in infrastructure, human resources, and institutional support. Addressing digital inequalities remains essential for ensuring equitable educational opportunities throughout the country.

Table 4. Benefits and challenges of digital transformation in Greek education

| Benefits                                    | Challenges                                |
|---------------------------------------------|-------------------------------------------|
| Increased access to learning resources      | Unequal technological infrastructure      |
| Flexible and blended learning opportunities | Regional digital divide                   |
| Improved communication and collaboration    | Variations in digital literacy            |
| Expansion of lifelong learning              | Limited technical support in remote areas |
| Enhanced digital competencies               | Differences in institutional readiness    |

### 4.4. Inclusive education and educational equity

The findings demonstrate that inclusive education has become a central objective of educational development in Greece. Educational institutions increasingly seek to provide equitable learning opportunities for students with diverse social, cultural, and educational backgrounds.

Schools have expanded support services for students with disabilities, migrant learners, and socially disadvantaged groups. Inclusive classroom practices and differentiated instruction are becoming more common as educators seek to address diverse learning needs and reduce barriers to participation.

Nevertheless, disparities remain evident. Students living in remote regions continue to face limited access to specialized educational services and technological resources. Likewise, schools serving culturally diverse populations may face challenges related to language support and teacher preparedness.

The results suggest that inclusive education in Greece is gradually evolving from a policy initiative into a broader educational philosophy emphasizing diversity, participation, and social cohesion. However, achieving educational equity requires continued investments in resources, teacher preparation, and community engagement.

Table 5. Dimensions of inclusive education in Greece

| Dimension                    | Current Status                                        |
|------------------------------|-------------------------------------------------------|
| Students with Disabilities   | Expanded support services and inclusive policies      |
| Migrant and Refugee Students | Intercultural and language support programs           |
| Differentiated Instruction   | Increasingly adopted in schools                       |
| Regional Equity              | Persistent disparities between urban and remote areas |
| Main Challenge               | Unequal access to resources and specialized services  |

#### 4.5. Teacher education and professional development

Teacher education and professional development represent another important dimension of educational transformation in Greece. Universities and teacher-training institutions are increasingly expected to prepare educators for classrooms characterized by technological innovation, cultural diversity, and evolving pedagogical approaches.

Professional development initiatives now focus on digital literacy, student-centered learning, inclusive education, and curriculum innovation. Teachers are expected not only to transmit knowledge but also to facilitate learning, integrate technology, and support diverse student populations.

The findings indicate that continuous professional development is essential for sustaining educational reforms. However, disparities in access to training opportunities persist. Educators in metropolitan areas generally have greater access to professional development programs and institutional support than those working in remote regions.

Strengthening teacher education systems and ensuring equitable access to professional development opportunities will therefore remain crucial for the long-term success of educational reforms in Greece.

#### 4.6. Overall discussion

Overall, the results indicate that the Greek educational system is undergoing a multidimensional transformation characterized by curriculum modernization, digital innovation, inclusive education, and enhanced teacher professional development.

The analysis reveals that these reforms are interconnected. Curriculum innovation requires competent teachers; digital transformation depends on infrastructure and digital literacy; and inclusive education necessitates equitable access to resources and institutional support. Consequently, educational improvement cannot be achieved through isolated interventions but rather through coordinated strategies that address pedagogical, technological, and social dimensions simultaneously.

Although Greece has made substantial progress toward more flexible, inclusive, and technology-enhanced educational system, challenges associated with regional disparities, unequal access to resources, and institutional capacity remain significant. Addressing these issues will be essential for ensuring that future educational reforms contribute not only to academic excellence but also to educational equity and social inclusion.

### 5. Conclusion

This study examined the contemporary educational landscape of Greece by analyzing its educational structures, curriculum reforms, digital transformation initiatives, inclusive education policies, and teacher professional development within the broader context of global educational theories and practices.

The findings reveal that Greece is undergoing a multidimensional educational transformation characterized by curriculum modernization, increasing adoption of digital technologies, stronger commitments to educational equity, and continuous investment in teacher education. Educational institutions are increasingly shifting from traditional teacher-centered approaches to more student-centered, competency-based learning environments that emphasize critical thinking, collaboration, creativity, and lifelong learning.

Digital transformation has emerged as a major driver of educational change. The expansion of digital learning platforms and technology-enhanced teaching practices has increased flexibility and accessibility across educational levels. However, the study also demonstrates that technological advancements have not eliminated disparities in educational opportunities. Differences in infrastructure, digital literacy, and access to educational resources remain evident, particularly between urban centers and geographically isolated regions.

Inclusive education has likewise become a fundamental priority within the Greek educational system. Schools increasingly promote equitable access to education through differentiated instruction, support services, and intercultural initiatives designed to address the needs of diverse student populations. Nevertheless, regional inequalities and disparities in specialized educational services continue to present challenges to the realization of fully inclusive educational environments.

Teacher education and professional development were identified as essential components of sustainable educational reform. As educational environments become increasingly complex and technology-driven, educators are required to possess not only subject expertise but also digital competencies, inclusive pedagogical skills, and the ability to facilitate student-centered learning. Continuous professional development is therefore indispensable for ensuring the successful implementation of educational innovations.

Overall, the study demonstrates that the interaction of global educational trends and local sociocultural realities shapes educational transformation in Greece. While substantial progress has been made toward creating a more flexible, inclusive, and technologically advanced educational system, important challenges remain regarding regional disparities, institutional capacity, and equitable access to educational opportunities.

### **5.1. Implications for policy and practice**

The findings of this study have several implications for educational policy and practice:

1. Strengthening regional educational equity. Policymakers should continue investing in educational infrastructure and support services in rural and island communities to reduce disparities in access and educational quality.
2. Promoting sustainable digital transformation. Educational institutions should ensure that investments in digital literacy, technical support, and teacher training accompany technological innovations.
3. Expanding inclusive educational practices. Schools should further develop support systems and inclusive pedagogies that address the needs of students from diverse social, cultural, and educational backgrounds.
4. Enhancing teacher professional development. Continuous training programs should be strengthened to equip educators with the competencies needed for technology-enhanced, student-centered learning environments.

## 5.2. Future research directions

Future studies may extend the present work in several ways. First, empirical investigations involving students, teachers, and educational administrators could provide deeper insights into the effectiveness of recent educational reforms. Second, comparative studies examining Greece alongside other European educational systems may offer a broader understanding of how different countries address challenges related to digital transformation, inclusion, and educational equity. Finally, longitudinal research could examine how current reforms influence educational outcomes and institutional development over time.

In conclusion, Greece represents an important case of educational transformation in which global educational theories and national priorities converge to shape contemporary educational policies and practices. The continued pursuit of innovation, equity, and quality will remain essential for ensuring that the Greek educational system can respond effectively to future social, technological, and economic challenges.

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