

Policy and curriculum development in Greece. The case of secondary school curriculum

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Abstract

This paper examines the politics and values of the secondary school curriculum in Greece and attempts to find out the influences of cultural tradition and centralized control on curriculum development. In particular, it studies the decision-making process and the politics of educational control, employing some theoretical elements from centralist and corporatist literature, and presents the valued knowledge of the curriculum through a historical perspective. Additionally, it investigates the politics of curriculum change taking into account the tradition of curriculum content and the power of central control on education. In conclusion, it is pointed out that in the current context of social flexibility Greek secondary school curriculum must aim at the development of a culture of learning and reflect on values and visions.