Insights into eTwinning Quality Label Awards 2020: Greece

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Abstract: The influence of the eTwinning program is reflected in the number of the participants and the awarded Quality Labels each year. The European Quality Labels awarded to Greek teacher in 2020 in the focus of the present study. Some basic information about the winning teacher and their school tagged in the awards serve as the basis of the analysis. In particular, the educational level, teacher gender, school sector and type, along with the type of area and the location of the school are all examined for correlation with the distribution of the EQLs. The results suggest that such a correlation exists for all the factors under analysis, ranging from very strong (i.e., school type), to rather weak (i.e., school sector).

Keywords: Etwinning, European Quality Label, Awards, Greece, factorial analysis

1. Introduction

Undergoing rapid expansion in the past years, the eTwinning network has reached 892,515 teacher memberships by the end of year 2020. Etwinning has functioned as an incubator of genuinely innovative educational practices across Europe, and not just "a fashionable practice", as Velea (2011) puts it. This expansion has largely to do with the progress in technology and the integration of ICT technologies in the classroom. Despite the different approaches from country to country, teachers are increasingly involved in in-service training on ICT technologies (European Schoolnet Observatory, 2013). This process has been in place for around 3 decades in Greece, with the issue attracting increasing attention since then (e.g., Vosniadou, 2002).Etwinning, however, is not all about ICT technologies; it is also about professional development (e.g., Vuorikari et al., 2011), strengthening the European citizenship and the intercultural awareness (Camilleri, 2016), as well asthe pursue of quality and excellence in education (Kyriakodi&Tzimogiannis, 2015).The European Quality Label (EQL) aims exactly at certifying the achievements made within an eTwinning project. Each project is assessed for its quality under specific criteria, first, at national level (National Support Service), and then at European level (Central Support Service - CSS). Qualitative assessment is anupcoming trend and can be found in the form of labels, badges, or seals, all certifying outstanding performance in terms of educational product quality (Young, 2012;Papadimitriou, &Niari, 2017). The eTwinning

Central Support Service announces the EQL winners every school year, withthe results uploaded on the CSS portal (www.etwinning.net).

This study focuses on the results regarding Greece,expands on the metadata of the EQLs,and attempts to draw some conclusions regarding Greek teachers and the Greek educational system in general. Each EQL contains the following fixed information tagged to it: the name and surname of the winner teacher, and the name and location of the school. Thisinformation can also exclusively state orimply a series of other information, such as teacher gender, educational level, type of school, or type of area the school is located. Exploiting all this information, this study has devised six factors of examining the sample of the 390 EQLs awarded to Greek teachers in 2020.The first is the educational level, since there is a number of elements that differentiate one level from another, including the curricula, pupils' age, or teachers' specialization. In addition, it has been documented that teachers of different educational levels in Greece acquire different stances against various issues of school life (Ratkidou, 2019).

The second factor examined for a correlation with the number of awarded EQLs is teacher gender, as it has been found to induce significantdivision in the results of several educational or socio-educational studies (e.g.,Hopf&Hatzichristou, 1999). For example, it has been found that female teachers undergo higher levels of classroom stress than male teachers, resulting in lower self-efficacy and job satisfaction (Klassen& Chiu, 2010).Evidence from Greece show that female teachers fail to climb the educational hierarchy as easily as men, due to social or other settings (e.g., family) (Frossi et al., 2001).Furthermore, teacher gender has been found to correlate with factors such as teacher age, educational experience, level of studies (academic achievements), expertise in ICT technologies, or specialization (Arabatzis, 2020). Lastly, it has been found that participation in eTwinning has a much more positive impact on female teachers (Arabatzis, 2020).

The next factor under analysis is the school sector,which reflects whether the awarded teacherteaches in a government (i.e., public) or a private school. Given that the pupil populations of the two kinds of schools have different socio-economic profiles, the recruitment of teachers follows different criteria, and the fact that private schools are more flexible in terms of organization and more target-oriented (i.e., exams, certifications, etc.), one would expect a substantial difference in teacher performance in the EQL awards. It would be rather reasonable to expect that teachers of private schools perform better, since winning an EQL entails competition, achievement and recognition, elements very relevant for private schools. However, the literature provides evidence that government schools are not outperformed by private schools, often providing more benefits to pupils. The evidence comes from both international and Greek studies (Tokman, 2002; Vandenberghe& Robin, 2004;Konstantinidou, 2010).Then, there is another distinction for Greek schools: a relatively small number of selective-entry schools (no more than 3 dozengovernment run school units, known as "Protypa/Peiramatika" – Model/Experimental

schools) against the vast majority of Greek schools, effectively including the rest of the schools (henceforth "general" schools). Selective-entry schools are inherently open to educational innovation and achievement (Poulos, 2010), therefore participation in eTwinning projects and competing for EQLawards seems to be perfectly compatible with their mission. As a result, it has to be expected that teachers ofthis type of schools will perform better in the awards.

The type of area of the school is also expected to beimportant for the distribution of the EQLs. The distinction between rural and urban areas employed here is the one employed by the Hellenic Statistical Authority (ELSTAT, 2011) in its official datasets. Teachers teaching in rural areas are expected to fare better in the awards, as they are younger in age and more enthusiastic to engage in innovative programs. On the other hand, they are less experienced and, generally, the pupil population of rural areas seems to lack the cognitive background pupils in urban areas display (Danassis-Afendakis et al., 2002). As a result, a mixed picture is formed, making the formulation of any hypothesis a risky task.The final factor of analysis is based on the geographical stratification of the sample. The diverse Greek geography, with the mild and harsh landscape from place to place, the large number of islands, and the various climatic conditions, dictate that differences between the Greek prefectures are to be expected. A glimpse is given by Kalavassis et al. (2008), who describe the educational difficulties pupils face in the cluster of the Dodecanese islands in southern Aegean. Moreover, the geographical unit of prefecture has been consistently used in several kinds of studies in Greece, thus facilitating meta-analysis.

2. Method

The six factors of anticipated variation are examined in the analysis that follows. The distribution of the total number of 390 EQLs awarded to Greek teachers is reflected in the categories within each factor. For example, the number of EQLs awarded to male and female teachers is first counted, so a first comparison for the two genders can be performed. Then, in order to make the comparison meaningful, the percentages attributed to the EQLs are correlated with the ones expressing the real population of male and female teachers in Greek schools. In that manner, what can be determined is whether the EQL awards represent the actual teacher populations or they set some trend in favor of one of the genders. This process is facilitated by the calculation of a ratio between the EQL distribution and the teacher distribution in each of the categories. Moreover, the ratios normalize the results, so a cross-factor comparison can be also performed, allowing, for example, to determine whether teaching in a Kindergarten means you have more possibilities of winning an EQL than teaching in a rural area. Lastly, there are a few missing values in the sample, regarding specific factors (e.g., type of area: 6 missing cases). In those cases, the calculations are corrected accordingly.

3. The breakdown of the EQL awards
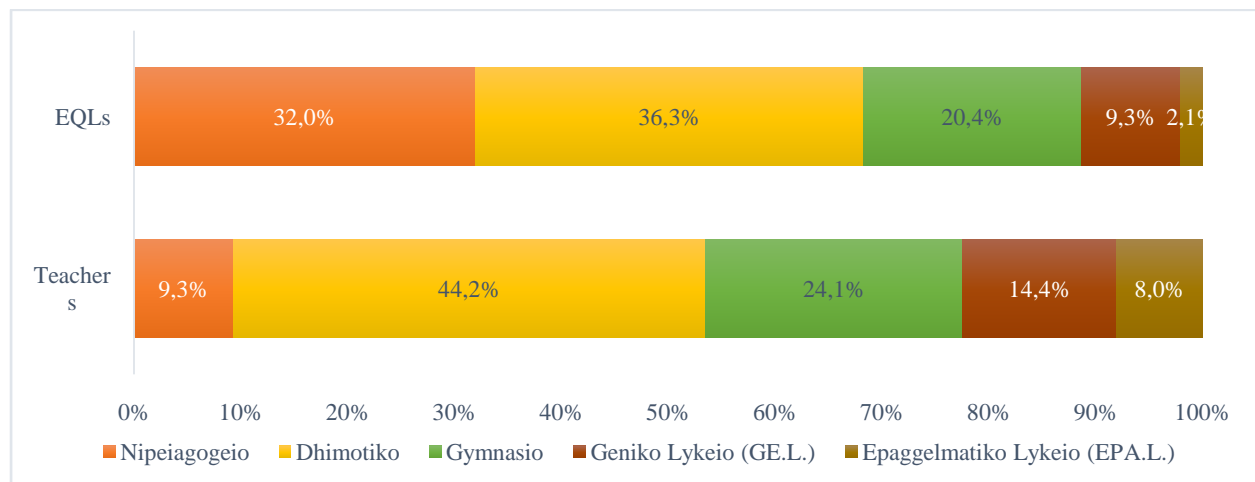
3.1. Educational level

Nipeiagogeio (Kindergarten) is the first compulsory educational level in Greece. Administratively, it is the first level of primary education corresponding to early childhood education andaccepting 4- and 5-year-old children. Dhimotiko is the second level of primary (elementary) education, and accepts children from 6 to 11 years old, featuring 6 grades. Gymnasio is the first (or lower) level of secondary education, with pupil ages ranging from 12 to 14 years (3 grades). These three levels consist compulsory education in Greece. Then, there is the upper level ofsecondary education, which is non-compulsory, including different types of schools. The most popular is the GenikoLykeio (GE.L.) (General High School), which provides general education and accepts pupils from 15 to 17 years old (3 grades). The next most popular type is the EpaggelmatikoLykeio (EPA.L.) (Vocational High School), which accepts pupils from 15 to 17 years old or older (3 grades). Table 1 presents the EQLs corresponding to each educational level, along with the number of teachers serving in these schools. Moreover, the relevant percentages, as well as the ratio between them are presented.

Table 1. Awarded EQLs (N=388*) and teachers: educational level.

Educational level	EQLs (%)	Teachers (%)	Ratio of % (x:1)
Nipeiagogeio	124 (32%)	15248 (9.3%)	3.44
Dhimotiko	141 (36.3%)	72561 (44.2%)	0.85
Gymnasio	79 (20.4%)	39470 (24.1%)	0.82
GenikoLykeio (GE.L.)	36 (9.3%)	23652 (14.4%)	0.64
EpaggelmatikoLykeio (EPA.L.)	8 (2.1%)	13151 (8%)	0.26

* The Educational Level could not be retrieved for 2 out of 390 EQLs.

The data show that the Dhimotiko is the level with highest numbers of both awarded EQLs and serving teachers.However, the Nipeiagogeio is awarded the second highest number of EQLs, although it features far less than half the teachers serving inthe Gymnasio (15248 vs. 39470 teachers). The GE.L., which also employs more teachers than the Nipeiagogeio, follows the same trend, as it is awarded with far less EQLs. Lastly, the EPA.L. features a similar number of teachers to the Nipeiagogeio, but massively less EQLs. Picture 1 shows the distribution of the awarded EQLs in the 5 educational levels. To correlate with the number of teachers serving in each level, it juxtaposes the relevant percentages.

Picture 1. Distribution of awarded EQLs and number of teachers (percentage): educational level.

The data reveal that primary education accounts for almost 2/3 of the awarded EQLs (68%). The rest 1/3 of the EQLs is unevenly distributed between the lower and upper levels of secondary education, at a ratio of roughly 2:1.Comparing with the numberof teachers in the 5 educational levels, the following trends emerge. First, the Nipeiagogeio and the EPA.L. show the widest divergence of percentages. More specifically, less than 1/10 of the total number of teachers(Nipeiagogeio) are awarded more than 3/10 of the EQLs, while a similar number of teachers(EPA.L.) are awarded almost proportionately 4 times less EQLs. Second, the other 3 levels (Dhimotiko, Gymnasio, and GE.L) feature a much narrower difference between the percentages, suggesting a relatively "fair" distribution of EQLs in these levels. At the same time, these 3 cases feature slightly lower EQLpercentages, suggesting that the Dhimotiko, Gymnasio, and GE.L. are underrepresented in the EQLs, even at a relatively small extent. The results are better illustrated through the ratios between the percentage of EQLs against the percentage of teachers in every educational level (see table 1).In all,the Nipeiagogeio seems to be the "champion"among the 5 levels, while the EPA.L. stands on the opposite side of the scale.
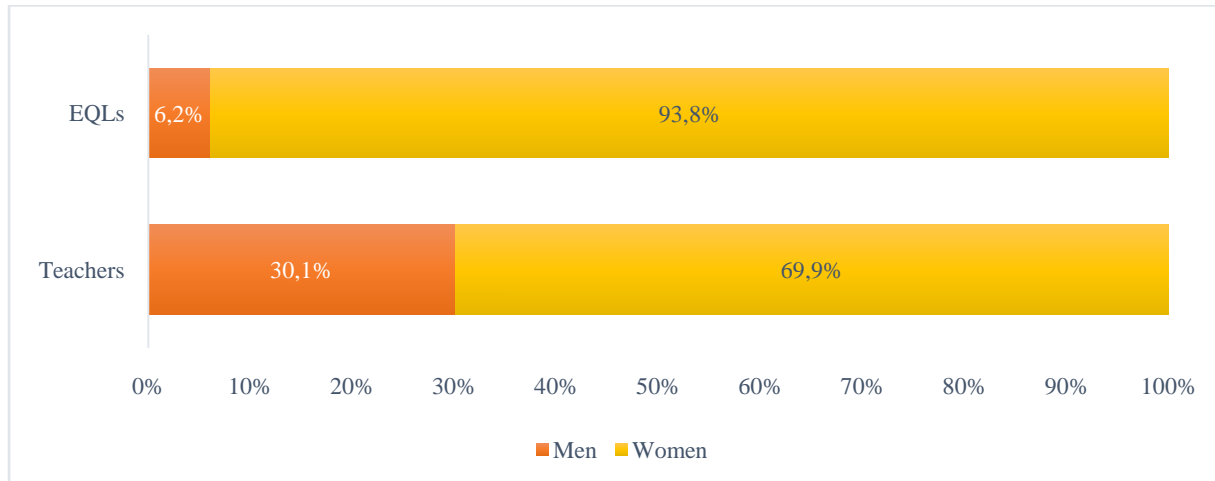
3.2. Teacher gender

The factor of teacher gender is quite straightforward for the analysis.

Table 2. Awarded EQLs and teachers: teacher gender.

Gender	EQLs (%)	Teachers (%)	Ratio of % (x:1)
Men	24 (6.2%)	49359 (30.1%)	1.34
Women	366 (93.8%)	114723 (69.9%)	0.20

Thus, male teachers are awarded only 24 EQLs (see table 2), which accounts for only 6.2% of the total number of EQLs (see picture 2).At the same time, the percentage of the population of male teachers in Greek education is greater almost fivefold. That is, across the 5 educational levelsmale teachersaccount for 30.1% of the total number of teachers (49359 teachers), when women account for 69.9% (114723 teachers).

Picture 2. Distribution of awarded EQLs and number of teachers (percentage): teacher gender.

As table 2 shows, the ratio of the awarded EQLs against the number of teachers is only 0.20:1 for men, while it reaches as high as1.34:1 for women.This means that the probability of a male teacher in Greece to be awarded with an EQL is more than 6 times lower than that for a female teacher.

3.3. School sector (Government/Private)

The third factor examined is the sector of Greek schools, namely government (public)against private schools. Table 3 presents the number of the awarded EQLs and the teacher populationineach sector.

Table 3. Awarded EQLs and teachers: school sector.

School sector	EQLs (%)	Teachers (%)	Ratio of % (x:1)
Government	374 (95.9%)	155141 (94.6%)	1.01
Private	16 (4.1%)	8941 (5.4%)	0.75

According to the data, government schools are awarded an overwhelmingly greater number of EQLs than private schools (374 vs. 16). However, the population of teachers in the private sector is also overwhelmingly lower (8941 vs. 155141). Picture 3 presents the percentages for the two sectors.
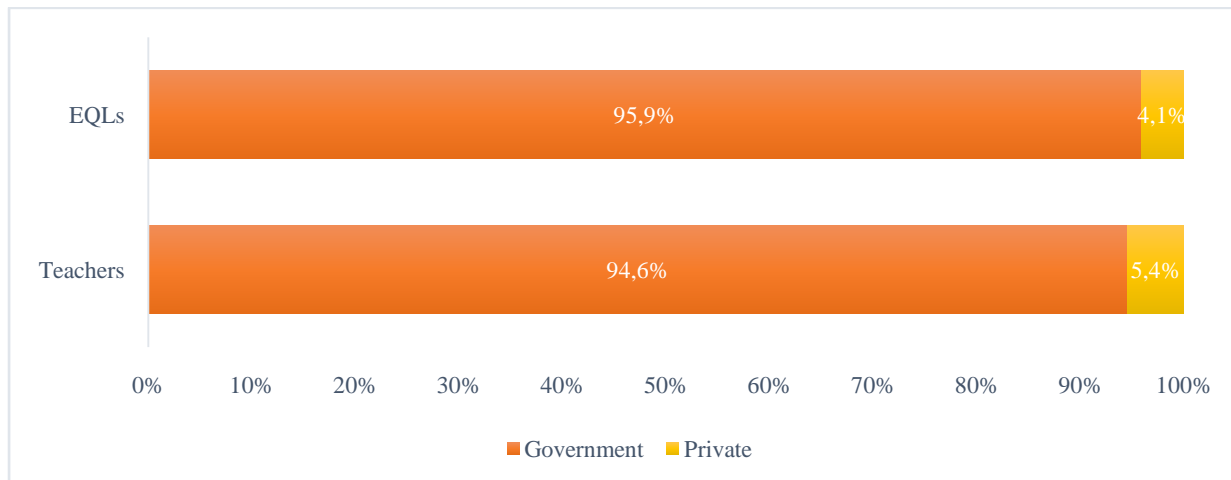
Picture 3. Distribution of awarded EQLs and number of teachers (percentage): school sector.

The percentages reveal a very balanced picture between awarded EQLs and number of teachers in each sector. More specifically, 95.9% of the awarded EQLs go to government schools, which employ 94.6% of the teachers, with the difference between the two percentages being statistically non-significant ($p>.05$). At the same time, the corresponding difference for the private sector is statistically significant ($p<.05$), with 4.1% of the EQLs awarded to 5.4% of the teachers, something also expressed by the corresponding ratio (0.75:1) in table 3. Overall, it seems that a teacher in the private sector has slightly lower probabilities of obtaining an EQL. than a teacher in the public sector.

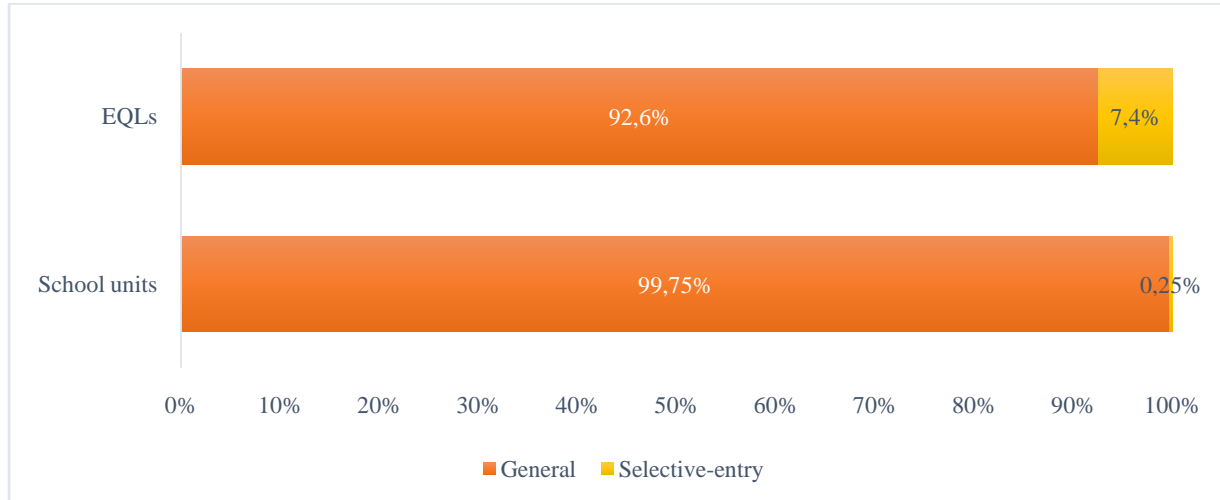## 3.4. School type (General/Selective-entry)

Another distinction of schools in Greece has to do with their type. Apart from the general schools, which represent the vast majority of school units, there are several other types, including minority schools, inter-cultural schools, or selective-entry schools. Only the last type is included in the present analysis, and this, for 2 reasons. First, it is the only type of school represented in the EQL awards. Second, it represents a popular type of school among the educational community, with a relatively high number of candidate students taking part in the entry tests conducted every year. These schools are also called "experimental", are affiliated to university departments, and follow the newest curricula. Table 4 presents the number of EQLs and the number of school units that correspond to the 2 school types. This time, the number of school units replace the number of teachers, as the latter has not been available for the selective-entry schools.

Table 4. Awarded EQLs and teachers: school type.

School type	EQLs (%)	School units (%)	Ratio of % (x:1)

General	361 (92.6%)	13682 (99.75%)	30
Selective-entry	29 (7.4%)	34 (0.25%)	0.93

The figures are revealing. The EQLs awarded to the selective-entry schools are a small portion (around 1/12) of those awarded to the general schools. At a first glance, the same trend applies to the school units, but at closer inspection, the scale is vastly larger, as the number of selective-entry schools in Greece accounts for as low as around 1/400 of the general schools.

Picture 4. Distribution of awarded EQLs and number of teachers (percentage): school type.

In other terms, selective entry schools, which account for only 0.25% of Greek schools, claim as much as 7.4% of the awarded EQLs, which constitutes a massive difference. The difference is better expressed through the ratios presented in table 4.While the ratio attributed to general schools is close to neutral (0.93:1), suggesting that general schools obtain almost as many EQLs as corresponds to their number, the ratio attributed to the selective-entry schools climbs to 30:1, suggesting that this type of school can expect 30 times more EQLs than those corresponding to its school units. As a result, teachers of selective-entry schools are much more probable to obtain an EQL than their colleagues in general schools.

3.5 Type of area (Rural/Urban)

The type of area a teacher serves in is also examined for an effect on the distribution of EQLs. According to the Hellenic Statistical Authority (ELSTAT), the Greek residential areas are divided into rural and urban ones. Rural areas include communities with small populations, not only in remote places in continental Greece, but also in the abundance of islands in the Greek seas. Those islands, especially the smaller ones, have special demographic characteristics, as a consequence

of the harsh living conditions and the relative isolation from the rest of the country. Table 5presents the figures for the 2 types of area.

Table 5. Awarded EQLs (N=384*) and teachers: type of area.

Type of area	EQLs (%)	Teachers (%)	Ratio of % (x:1)
Rural	58 (15.1%)	34045** (20.7%)	1.07
Urban	326 (84.9%)	130037** (79.3%)	0.73

* The Type of Area could not be retrieved for 6 out of 390 EQLs.

** These numbers are a projection of the available data, since not all educational levels provided relevant data.

Teachers in rural areas are not a small population in Greece (34045 teachers), whilethe population of teachers in urban areas (130037) is almost 4 times bigger.The difference is not as large as the figures suggest, given the Greek geography and the fact that more than 1/3 of the Greek population is found in a single urban area, thatof metropolitan Athens. With such a distribution of teachers, a"fair" distribution of EQLs would require that 80 out of 384 EQLs go to rural areas. However, relatively less EQLs (58) go to these areas.Picture 5 presents the relevant percentages.
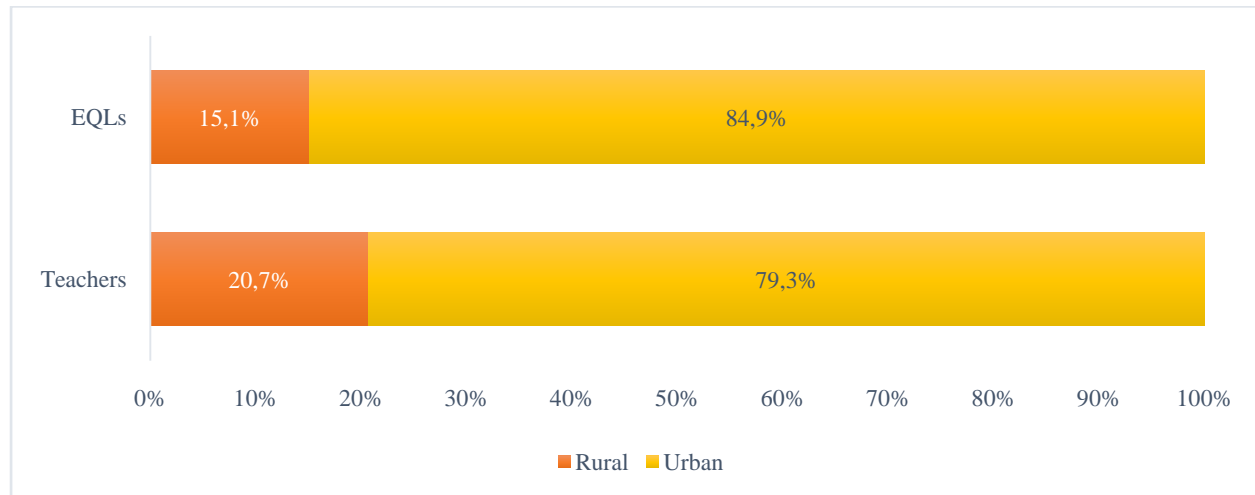
Picture 5. Distribution of awarded EQLs and number of teachers (percentage): type of area.

That is, instead of 20.7%, only 15.1% of the EQLs are awarded to the teachers of rural areas. The difference is not vast, butit is statistically significant (percentage difference: 31.3%).According to the EQLs-to-teachers ratios in table 5, teachers of rural areas have lower probability of obtaining an EQL, which corresponds to around 3/4 of their relative population (0.73:1).On the other hand, the probability for teachers of urban areas is slightly higher than their relative population (1.07:1).

3.6. Geographical distribution: prefecture

The geographical distribution of the EQLs is also part of the present analysis. It shows how the geographical units of prefectures are represented in the awards. The prefecture is a historical and administrative unit of Greece, used in various kinds of studies and providing a solid basis for comparison and meta-analysis.Thus, table 6 provides the followingdata stratified by prefecture: numbers and percentages of EQLs and teachers, as well as the ratio of the percentages.Eleven prefectures of Greece are not included in the sample, as they feature no awarded teachers. These prefectures are Argolida, Florina, Fokida, Fthiotida, Kastoria, Kefalonia, Lakonia, Lefkada, Samos, Thesprotia, and Zakynthos, and account for 6.6% of the total population of Greek teachers (10764 teachers).For the 40 prefectures represented in the EQL awards, the frequency (i.e., absolute number) of the awarded EQLs ranges from 1 (Arcadia, Arta, Chios, and the Dodecanese) to 92 (Attica).The corresponding percentages range from 0.26% to 23.96%. With Attica being a very densely populated prefecture, its second largest sub-prefecture, Peiraeus, is presented separately in table 6, for a clearer picture of the results.

Table 6. Awarded EQLs and teachers: prefecture.

Prefecture	EQLs		Teachers		Ratio of % (x:1)
	N*	%	N	%	
Achaia	4	1.04%	4768	3.1%	0.33
Aitoloakarnania	4	1.04%	3460	2.3%	0.46
Arcadia	1	0.26%	1114	0.7%	0.36
Arta	1	0.26%	1117	0.7%	0.36
Attica	92	23.96%	44651	29.1%	0.82
Boeotia	7	1.82%	1929	1.3%	1.45
Chalkidiki	3	0.78%	1763	1.1%	0.68
Chania	2	0.52%	3074	2.0%	0.26
Chios	1	0.26%	1207	0.8%	0.33
Corfu	6	1.56%	1889	1.2%	1.27
Corinthia	2	0.52%	2261	1.5%	0.35
Cyclades	4	1.04%	2496	1.6%	0.64
Dodecanese	1	0.26%	3784	2.5%	0.11

Drama	5	1.30%	1570	1.0%	1.27
Ileia	9	2.34%	2244	1.5%	1.60
Evia	21	5.47%	3155	2.1%	2.66
Evros	11	2.86%	2076	1.4%	2.12
Evrytania	2	0.52%	297	0.2%	2.69
Grevena	3	0.78%	511	0.3%	2.34
Heraklio	4	1.04%	5398	3.5%	0.30
Imathia	4	1.04%	2343	1.5%	0.68
Ioannina	30	7.81%	2594	1.7%	4.62
Karditsa	3	0.78%	1739	1.1%	0.69
Kavala	3	0.78%	2129	1.4%	0.56
Kilkis	3	0.78%	1247	0.8%	0.96
Kozani	8	2.08%	2564	1.7%	1.25
Larissa	19	4.95%	4351	2.8%	1.74
Lassithi	6	1.56%	1324	0.9%	1.81
Lesbos	8	2.08%	2032	1.3%	1.57
Magnesia	6	1.56%	3178	2.1%	0.75
Messinia	8	2.08%	2201	1.4%	1.45
Peiraeus	17	4.43%	7392	4.8%	0.92
Pella	4	1.04%	2403	1.6%	0.66
Pieria	11	2.86%	2127	1.4%	2.06
Preveza	4	1.04%	1007	0.7%	1.59
Rethymno	9	2.34%	1873	1.2%	1.92
Rhodopi	2	0.52%	1471	1.0%	0.54
Serres	14	3.65%	2498	1.6%	2.24
Thessaloniki	36	9.38%	16126	10.5%	0.89
Trikala	4	1.04%	2103	1.4%	0.76

Xanthi	2	0.52%	1852	1.2%	0.43

* N(EQL)=384: Prefecture data could not be retrieved for 6 out of 390 EQLs.

Picture 6 shows the frequencies of the EQLs in the prefectures of Greece.

EQLs
- 1-2
- 3-5
- 6-10
- 11-15
- 16-20
- 21-30
- 31-50
- 51-110
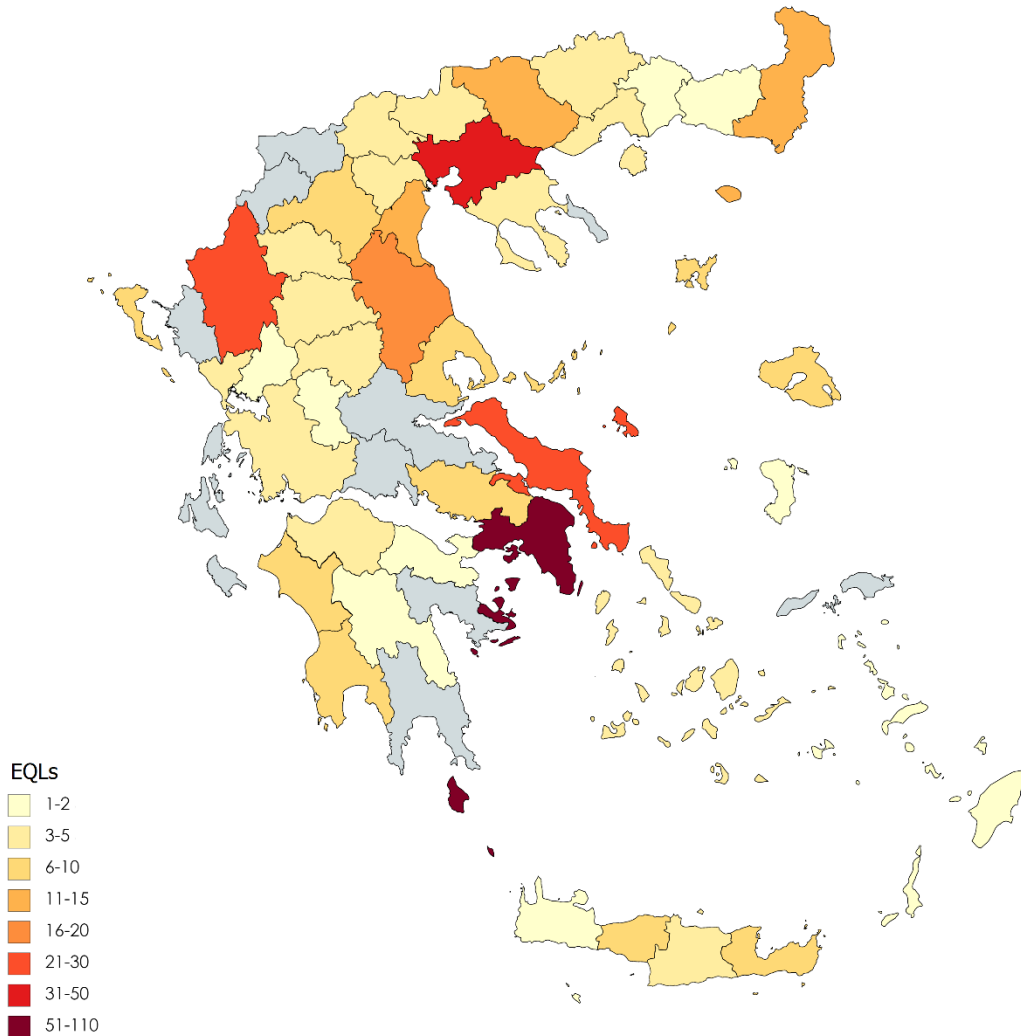
Picture 6. Frequency of awarded EQLs (N=384): prefecture (Attica and Peiraeus are combined).

A visual inspection of the map does not bring up any immediate trend. However, taking into account the special geographical and demographic characteristics of the Greek prefectures, an existing trend seems to be related to the prefectures without an EQL.These 11 prefectures share two characteristics. First, they are geographically remote, located far from major Greek cities (perhaps, with the exception of Argolida), surrounded by sea (partly or totally), being mountainous, or bordering another country. Second, they have relatively small populations, in

average almost threefold below the median of the 40 prefectures represented in the EQL awards. A possible second trend emerging from the data has to do with the geographical size of the prefecture. In this context, and excluding Attica and Thessaloniki due to their disproportionately large populations, Ioannina, Larissa, Evia, Serres, and Evros, some of the largest prefectures in Greece, stand out in the map with relatively high numbers of awarded EQLs. A final geographical trend that seems to be present in the data, has to do with the underrepresentation in the EQL awards of 2 geographical clusters. The first is Peloponnisos, which includes 7 prefectures (Achaia, Arcadia, Argolida, Corinthia, Ileia, Lakonia, and Messinia), andthe second includes the Greek islands, with the exception of the large islands of Kriti and Evia. These 2 clustersare associated with relatively small numbers of awarded EQLs.

Taking into account the populations of teachers, this ranges from 297 (Evrytania) to 44651 (Attica), with the corresponding percentages ranging from 0.2% to 29.1%. In order to gainbetter insight into the EQL awards, the two sets of values are correlated. The ratio between the percentage of the awarded EQLs against the percentage of the teachers in each prefecture (see table 6) is depicted in picture 7.

Ratio (x:1)

- 0-0.49
- 0.5-0.99
- 1-1.49
- 1.5-1.99
- 2-2.49
- 2.5-2.99
- >4
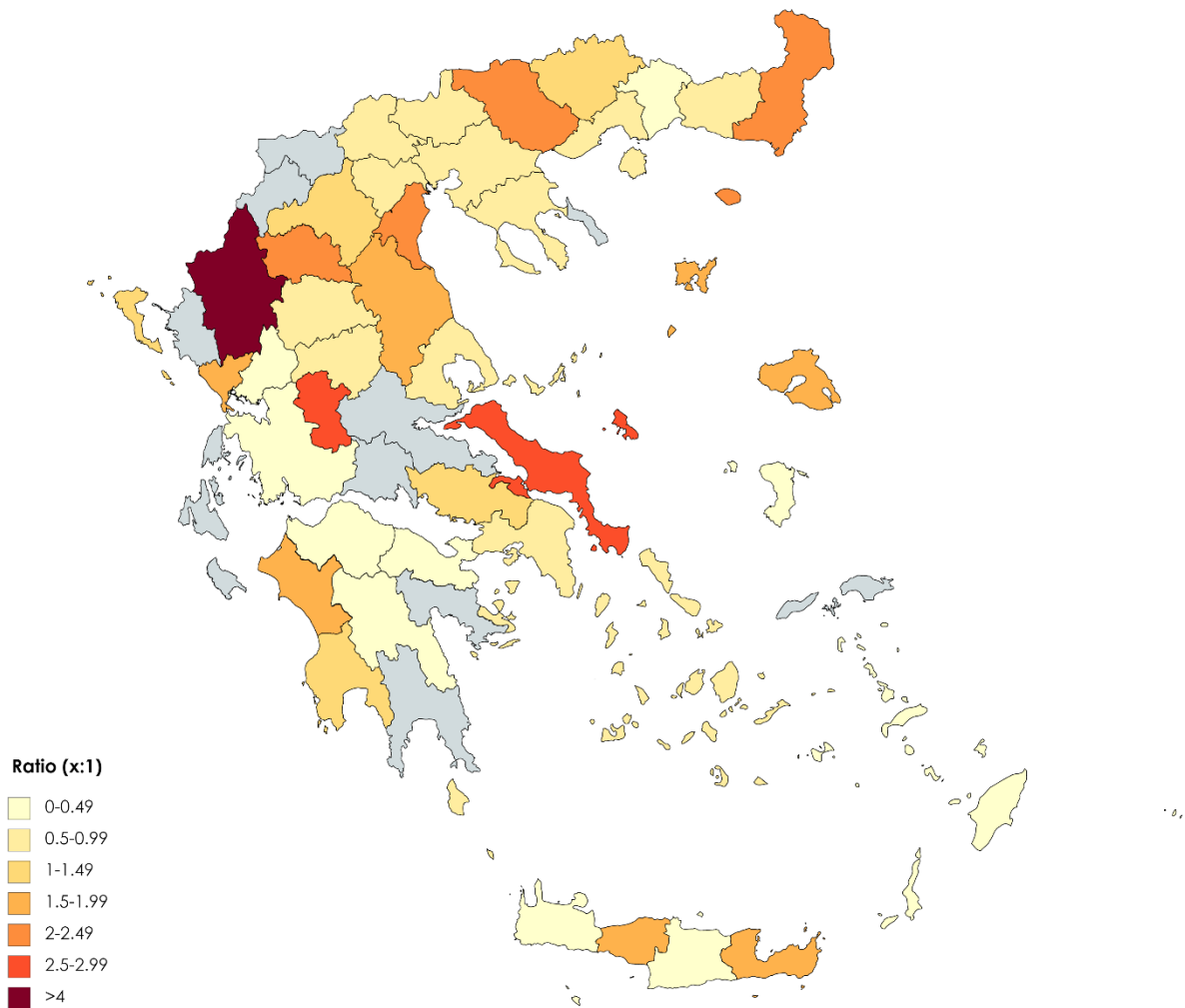
Picture 7. EQLs-to-teachers ratio (x:1): prefecture(Attica and Peiraeus are combined).

The map shows how teachers in each prefecture fare in the awards, taking into account their population. One result (ratio) stands out: the score of the teachers in Ioannina (4.62:1), which is the highest in Greece (country average, 1.18:1) and with a good clearance from the secondprefecture (Evrytania, 2.69:1). Evia follows close (2.66:1), with the next cluster of prefectures,including Grevena, Serres, Evros, and Pieria,faring from 2:1 to 2.49:1. So far, the prefectures that fare higher than 2:1represent only central and northern Greece. Peloponnisos and the vast majority of the islands not only feature low numbers of EQLs (see picture 6), but also low teacher scores, namely weaker probability ofobtaining an EQL. Another trend emerging from the data has to do with the metropolitan areas of Athens, Peiraeus, and Thessaloniki, which constitute a different cluster, due to their relatively large populations. Hence, this cluster exhibits

a rather uniform performance, with the ratios in Attica, Peiraeus, and Thessaloniki reaching 0.82:1, 0.92:1, and 0.89:1 respectively. This is slightly lower than the country's average, suggesting that teachers in those metropolitan areas have slightly lower probabilities of obtaining an EQL.

4. Discussion and conclusions

The present study investigates the properties of the eTwinning European Quality Labels awarded to Greece in 2020. These properties are related both to the holders of the labels, i.e., the teachers that actually worked in the winning projects, and their schools. The first such property, the educational level, confirms the hypothesis that different levels yield different results. Therefore, the Nipeiagogeio (Kindergarten) seems to be the most "productive" level in terms of awarded EQLs. Why this happens, could be explained by the fact that the mode of learning in the Nipeiagogeio is highly experiential (Fromberg, 1995), something greatly matching the format and objectives of eTwinning. This should also mean that the higher the level, the lower the score in the awards, as the curriculum in higher educational levels becomes more formal, demanding, or competitive (e.g., school exams). Indeed, the data suggests that there is a linearity in the performance of teachers. Therefore, the EQLs-to-teachers ratios constantly drop from the Nipeiagogeio all the way up to the EPA.L., although this drop is not incremental, making the overall trend relatively robust. As a concluding remark, it could be argued that the implementation of an eTwinning project is less compatible with higher educational levels. The second property examined, i.e., teacher gender, reveals a very pronounced split in the data, as female teachers seem to fare way better than male teachers. This profound difference has rather clear socio-educational connotations. Women seem to take eTwinning more seriously for reasons that cannot relate to any official configuration within the educational system. However, they could relate to communicative reasons, with women tending to be more open to communication, cooperation and interaction through a project, as well as the reasons dictated by the relevant literature, namely lower professional targets but stronger commitment to classroom management. In all, the results suggest that the two genders display clearly different professional profiles. The third factor examined for an association with the performance in the EQL awards is school sector. The analysis reveals that teachers in the public sector (government schools) fare better in the awards, even though the difference with the teachers of the private sector is not very wide. As for why teachers in private schools are not so committed to eTwinning as their colleagues in government schools, it is possibly because private schools are more market oriented, whether this entails a push for more compensatory-and not voluntary-activities, or a more intense implementation of the curriculum (e.g., Urquiola, 2016). As for the second division of Greek schools used in the analysis, the results seem very robust. Thus, teachers in selective-entry schools fare extremely better in the awards than teachers in general schools. This shows that eTwinning is extremely

popular among selective-entry schools, for reasons that can be attributed to the pursue of excellence in these schools (e.g., Droggitis, 2020). Whether this pursue is genuine or fabricated, namely, whether the qualitative or the quantitative dimension prevails, has to be further investigated. The fifth factor under analysis is the type of area of the schools awarded with EQLs. The analysis reveals that teachers in rural areas are not as successful in obtaining an EQL as their colleagues in urban areas. The difference is not very pronounced, however, it is indicative of an existing tendency.The reason why this happens possibly relates to the professional status of teachers in rural areas, who are very often newly appointed or stay in the area for a limited number of years, as there is always higher demand for urban Greek schools, often leaving rural schools short-staffed and struggling to catch up with the curriculum.Additional reasons, such as the cognitive level of pupils cannot be excluded. The final parameter of the analysis, namely the geographical distribution of the awards, also brings up some trends, as there areprofound differences between the Greek prefectures. For example, neighboring prefectures within the same region of Greece are associated with fundamentally different scores, as in the case of Ioannina and Thesprotia in Epiros. Moreover, there is a low linear correlation between the size of a prefecture, as expressed through the number of teachers, and the number of the awarded EQLs. Another trend has to do withthe relative underperformance of teachers in Peloponnisos and the Greek islands –excluding Kriti and Evia. Also, a slight underperformance of teachers in the metropolitan areas of Attica and Thessaloniki is observed. These are areas of "destination" for Greek teachers, meaning that once they manage to settle in Athens or Thessaloniki, they are not expected to leave for another area.For this reason, they could serve in the same school for several years. This reality suggeststhat the relative age of these teachers is higher than average, with negative implications for their adaptability and skill in digital technologies and communication, which are indispensable to eTwinning.Lastly, there are some highlights on the map, such as the very high scores of teachers in Ioannina and –to a lesser extent- in Evrytania and Evia, withthe results possibly attributed to the special characteristics of these areas. More contributing factors at the geographical level, such as the effectiveness of the support provided to teachers by the local eTwinning ambassadors, should be alsoinvestigated.As an overall concluding remark, the highest probability of obtaining an EQL is to be attributed to a female teacher of the Dhimotiko or the Gymnasio, serving in a government selective-entry school in the city of Ioannina. On the opposite side, the lowest probability is to be attributed to a male teacher of EPA.L., serving in a remote, rural area of Greece.All in all, the eTwinning European Quality Label awards seem to serve as a tool for an insightful examination of various aspects of Greek education, focusing on teacher achievement and extending to the educational demographics.

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