Monographs on Higher Education

HIGHER EDUCATION IN GREECE

by

Athanasios KYRIAZIS and Foteini ASDERAKI

Bucharest
2008
UNESCO-CEPES
Monographs on Higher Education

Editor of the Series:
Melanie Seto

Assistants to the Editor:
Viorica Popa
Cecilia Preda

Translation and proof reading
Anastasia Gouseti
Eirini Ageli

© UNESCO 2008
## Contents

PREFACE ........................................................................................................................11

THE AUTHORS ..........................................................................................................13

CHAPTER 1. THE HISTORY OF GREEK HIGHER EDUCATION .................................................................15

1.1. COUNTRY PROFILE .....................................................................................15

1.1.1. The Education System of Greece .................................................................16

1.2. BRIEF HISTORY OF GREEK HIGHER EDUCATION ..................18

1.2.1. Ancient Years: Greece Has a Long Tradition in “Paideia”...........................18

1.2.2. Early Christianity and the Byzantine Period ..............................................21

1.2.3. The Foundation of Greek Higher Education ............................................22

CHAPTER 2. CONTEMPORARY GREEK HIGHER EDUCATION, THE BOLOGNA PROCESS REFORMS AND CURRENT CHALLENGES .................................................................39

2.1. NATIONAL LEGISLATION .......................................................................39

2.1.1. The Legislative Framework and the New Reforms ....................................39

2.2. THE STRUCTURE OF GREEK HIGHER EDUCATION .................44

2.2.1. Typology of Greek Higher Education Institutions ...............................46

2.2.2. The University Sector .............................................................................47

2.2.3. The Technological Sector ........................................................................49

2.3. NATIONAL LEGISLATION AND THE BOLOGNA PROCESS ..........51

2.3.1. Quality Assurance, ECTS, Diploma Supplement ..................................51

2.3.2. Recognition of Degrees ............................................................................52

2.3.3. The European Dimension, Recognition of Joint Study Programmes and Mobility of Students and Staff ..........................................................52

2.3.4. Lifelong Learning .....................................................................................53

2.3.5. The External Dimension of the Bologna Process ....................................53
2.3.6. Mobility through Cycles, Access and the Removal of Obstacles ............... 54
2.3.7. Student Participation ............................................................................. 55

2.4. RECENT CHALLENGES IN HIGHER EDUCATION ......................... 55

2.4.1. The Modernization of the Legal Framework ......................................... 55
2.4.2. Quality Assurance ............................................................................... 56
2.4.3. The Modernization of Study Programmes ........................................... 56
2.4.4. Research ............................................................................................... 57
2.4.5. Attractiveness and Internationalization ............................................... 58

CHAPTER 3. GOVERNANCE OF THE GREEK HIGHER EDUCATION SYSTEM .......................................................... 59

3.1. DEVELOPMENT OF NATIONAL HIGHER EDUCATION POLICIES ................................................................. 59

3.1.1. The Ministry of National Education and Religious Affairs ................. 59
3.1.2. The National Education Council ......................................................... 60
3.1.3. The Hellenic Quality Assurance Agency ............................................. 62
3.1.4. The National Academic Recognition and Information Centre (Hellenic NARIC – DOATAP) ......................................................... 62
3.1.5. The General Secretariat for Adult Education .................................... 63
3.1.6. Other Consultative Agencies ............................................................... 63

3.2. ADMINISTRATION AND FUNDING .................................................. 65

3.2.1. Administration ..................................................................................... 65
3.2.2. The Secretariat for the University Sector ........................................... 66
3.2.3. The Secretariat for the Technological Sector ...................................... 66
3.2.4. Funding ............................................................................................... 67

3.3. ACCREDITATION, QUALITY CONTROL AND EVALUATION ......................................................................... 69

3.3.1. The Hellenic Quality Assurance Agency ............................................. 69
3.3.2. The Evaluation Process ...................................................................... 70
3.3.3. Evaluation Criteria and Indices ............................................................. 71
3.3.4. Procedures and Bodies of Internal Evaluation ................................................. 71
3.3.5. Procedures and Bodies of External Evaluation ........................................... 71

3.4. LIFELONG LEARNING ............................................................................. 72
   3.4.1. The Institutional Framework .................................................................. 72
   3.4.2. Structure and Operational Framework ................................................. 73
   3.4.3. Citizens' Participation in Lifelong Learning ........................................ 74
   3.4.4. The Hellenic Open University .............................................................. 77
       3.4.4.1. Scholarships ............................................................................... 78
       3.4.4.2. Hellenic Open University's Current Developments ................. 78

3.5. THE ROLE AND CONTRIBUTION OF HIGHER EDUCATION TO ECONOMIC AND SOCIAL DEVELOPMENT AT REGIONAL AND NATIONAL LEVEL........ 79
   3.5.1. Administrative Division of Greece ..................................................... 79
   3.5.2. Planning of Higher Education .............................................................. 80

CHAPTER 4. INSTITUTIONAL PATTERNS AND QUANTITATIVE DEVELOPMENTS ..................... 83

4.1. NUMBER AND TYPES OF HIGHER EDUCATION INSTITUTIONS (PUBLIC AND PRIVATE) ................................................................. 83
   4.1.1. Number and Types of Higher Education Institutions ....................... 83
   4.1.2. Size of Universities and Technological Education Institutions .......... 84

4.2 ACCESS AND ADMISSION ........................................................................ 85
   4.2.1. Access and Admission to Higher Education Institutions .................. 85
   4.2.2. Access and Admission for a Second Degree ....................................... 88
   4.2.3. Transferring Students from one Higher Education Institution to Another ...... 89

4.3. ACCESS TO HIGHER EDUCATION AND PARTICIPATION RATES ................................................................................................................. 92
   4.3.1. The Expansion of Greek Higher Education ........................................ 92
   4.3.2. Greek Students Abroad ...................................................................... 94
CHAPTER 4. ORGANIZATION OF STUDIES AND STUDENT GUIDANCE (INCLUDING LIFELONG LEARNING) .................................................................................. 94

4.4.1. Study Programmes and Degrees in Greece .......................................................................................................................... 94

4.4.1.1. Undergraduate Studies .......................................................................................................................... 95
4.4.1.2. Postgraduate Studies .......................................................................................................................... 98
4.4.1.3. Doctoral Study Programmes ............................................................................................................... 100
4.4.1.4. Access to the next cycle ..................................................................................................................... 101
4.4.1.5. Joint Study Programmes ................................................................................................................... 102
4.4.1.6. Joint Degrees .................................................................................................................................. 102

4.4.2. Student Support Services and Guidance ..................................................................................................................... 103

4.4.3. International Relations and Academic Mobility ........................................................................................................... 104

4.4.3.1. Inter-governmental Cooperation .................................................................................................. 104
4.4.3.2. Inter-university Cooperation .......................................................................................................... 104
4.4.3.3. Academic Mobility .......................................................................................................................... 105

CHAPTER 5. INSTITUTIONAL GOVERNANCE AND ADMINISTRATION .................................................................................................................. 107

5.1. INSTITUTIONAL GOVERNANCE ..................................................................................................................... 107

5.2. INSTITUTIONAL AUTONOMY AND ACADEMIC FREEDOM ............................................................................................................. 108

5.3. INTERNAL REGULATIONS .......................................................................................................................... 109

5.4. INSTITUTIONAL MANAGEMENT BODIES .................................................................................................................. 111

5.4.1. The Institutional Structure of the Universities ...................................................................................... 111

5.4.2. Institutional Management of the Universities ............................................................................................. 111

5.4.2.1. The University .................................................................................................................................. 111
5.4.2.2. The Faculty ........................................................................................................................................ 115
5.4.2.3. The Department ................................................................................................................................ 116
5.4.2.4. The Section ........................................................................................................................................ 117
5.4.2.5. Laboratories, Clinics and University Museums .............................................................................. 118

5.4.3. The Institutional Structure of Technological Education Institutions .................................................. 118
5.4.4. Institutional Management of the Technological Education Institutions .......... 118
   5.4.4.1 The Bodies of a Technological Education Institution .......... 118
   5.4.4.2 The Bodies of a School ...................................................... 121
   5.4.4.3 The Bodies of a Department ............................................ 122
   5.4.4.4 The Section ....................................................................... 123
5.4.5. The Deontology Committee ........................................................................ 123
5.4.6. Participation of Students ........................................................................... 123

5.5. ADMINISTRATION SYSTEM AND INSTITUTIONAL LEVELS .................................................. 125
   5.5.1. Administration System at Institutional Level ..................................... 125
   5.5.2. The Secretary of Higher Education Institutions ................................. 126

5.6. BUFFER ORGANIZATIONS, COLLECTIVE REPRESENTATION OF HIGHER EDUCATION .................. 127
   5.6.1. The Rectors’ Conference .................................................................. 127
   5.6.2. The Technical Education Institutions Presidents’ Conference ............. 128
   5.6.3. Educational Staff Associations ....................................................... 128
   5.6.4. The National Student Association ..................................................... 129

5.7. FINANCING OF HIGHER EDUCATION INSTITUTIONS .... 129
   5.7.1. The Funding Mechanism .................................................................. 129
   5.7.2. Institutional Management of Funding .............................................. 133
   5.7.3. Accountability ............................................................................... 133
   5.7.4. Economic Contributions from Students ......................................... 134
   5.7.5. Special Research Account ............................................................... 134

5.8. THE NEW LEGISLATIVE FRAMEWORK AND THE FOUR-YEAR ACADEMIC DEVELOPMENT PROGRAMS ..................................................................................... 136

5.9. TRANSPARENCY AND PUBLICITY ........................................................................ 138
CHAPTER 6. FACULTY STRUCTURE AND ACADEMIC WORK........................................................................................................................................... 139

6.1. ACADEMIC STAFF, PROMOTION AND EMPLOYMENT ...... 139

6.1.1. University Teaching and Research Staff Members ................................................................................................................................. 140

6.1.2. Academic Work and Mission ..................................................................................................................................................................................... 141

6.1.3. Employment and Career Development ........................................................................................................................................................................... 141

6.1.4. Transfer of Teaching and Research Staff Members ....................................................................................................................................... 143

6.1.5. Sabbatical Leaves ................................................................................................................................................................................................. 144

6.2. EDUCATIONAL STAFF OF TECHNOLOGICAL EDUCATION INSTITUTIONS .................................................................................................. 144

6.2.1. Academic Work: Teaching and Research ................................................................................................................................................................. 146

6.2.2. Promotion and Career Development for the Technical Education Institutions Educational Staff ................................................................................................. 147

6.2.3. Sabbatical Leaves ................................................................................................................................................................................................. 148

6.3. THE ROLE OF HIGHER EDUCATION IN THE NATIONAL RESEARCH SYSTEM .................................................................................................. 148

6.3.1. Research Centres and Institutions under the Supervision of the Ministry of National Education and Religious Affairs – The Academy of Athens ......................................................................................................................................................................................... 150

6.3.2. Technology Parks ................................................................................................................................................................................................. 151

6.3.2. Greek Participation in the EU Framework Programme ................................................................................................................................................. 152

6.3.3. Regional Distribution of Research and Development ................................................................................................................................................. 155

6.3.4. Future Challenges in the Field of Research ................................................................................................................................................................. 157

CHAPTER 7. STUDENTS AND GRADUATES ................................................................................................................................. 159

7.1. TRENDS IN STUDENT ENROLLMENTS ................................................................................................................................................................. 159

7.1.1. Students’ Enrolment at Universities and Technical Education Institutions ................................................................................................................................................................................................. 159

7.1.2. Students’ Preferences ................................................................................................................................................................................................. 161

7.1.3. Undergraduate Students per Field of Studies ......................................................................................................................................................................................... 162

7.1.4. Graduation of Students ................................................................................................................................................................................................. 163
7.2 FOREIGN STUDENTS ENROLLMENTS ........................................... 164
  7.2.1. Scholarships for Foreign Students.............................................166
7.3. STUDENT AND RESEARCH MOBILITY ........................................ 167
  7.3.1. Student Mobility within the Erasmus Programme ......................167
  7.3.2. Researchers’ Mobility...............................................................168
    7.3.2.1 The Greek Network of Mobility Centres ......................... 168
    7.3.2.2. Praxis Portal for Researchers’ Mobility..............................169
7.4. STUDENTS’ SOCIAL BACKGROUNDS ......................................... 170
7.5. SOCIAL ASSISTANCE AND FINANCIAL SUPPORT FOR STUDENTS ................................................................. 172
  7.5.1. Student Care and Benefits......................................................172
  7.5.2. Financial Support – Housing Grants.......................................173
  7.5.3. Scholarships.............................................................................173
  7.5.4. Endowments............................................................................173
  7.5.5. Compensatory Scholarships ..................................................174
  7.5.6. Interest-free Loans.................................................................174
  7.5.7. Student Support for Access to New Technologies..................175
7.6. GRADUATES AND THE LABOUR MARKET ............................. 175
  7.6.1. General Figures of the Greek Labour Market.........................175
  7.6.2. Unemployment According to the Level of Education............178
  7.6.3. Youth Employment.................................................................180
  7.6.4 Unemployment and Employability per Scientific Field ...........182
BIBLIOGRAPHIC REFERENCES ......................................................... 183
ORGANIZATIONS AND AGENCIES .................................................. 191
And what, Socrates, is the food of the soul?
Surely, I said, knowledge is the food of the soul.
Plato

In 387 BC it was Plato who founded one of the earliest known organized schools in Western civilization when he was 40 years old, on a plot of land in the Grove of Academe. Against such a foundation of education and intellectual achievement and a rich history having fundamentally shaped the cultural and educational landscape of Europe, Greece presents perhaps the most fitting example of the new development in higher education.

This volume of the UNESCO-CEPES monograph series on Higher Education in Greece comes at a time of much movement and new developments in higher education systems across Europe, including Greece.

The Greek constitution stipulates that “education constitutes a basic mission of the state and all Greeks are entitled to free education at all levels at state educational institutions”. The authors show that this conviction was already present in ancient Greece, with science, education and culture being at the centre of society, and the existence of libraries dating back to the sixth century BC, and that it has remained as strong throughout history. Today the Greek higher education system includes twenty-three universities and sixteen technical education institutions.

Greece is a founding member of the Bologna Process since 1999, and has, after some initial delays, since 2004 seen intensive reform efforts. A 2007 statute on “The Reform of the Institutional Framework for the Structure and Operation of Higher Education Institutions”, which aims at the modernization of the legislative framework of higher education, is just one example of these endeavours. Other elements of the country’s involvement in the Bologna Process include membership in the Bologna Follow-up Group (BFUG), participation in the Stocktaking Group between 2005 and 2007, as well as in the External Dimension Group, and membership on the board from 2005 to 2006.

Another important milestone in the Greek reform efforts in the context of the Bologna Process is the “National Strategic Development Plan” covering the period from 2007 to 2013, which defines goals and actions concerning the
overall improvement of education, including higher education, and with a particular view to lifelong learning. In order to implement the goals of the Bologna Process Greece has at present passed new laws regulating issues relevant to a number of Bologna goals, including one law regulating quality assurance, the European Credit Transfer System (ECTS), and the Diploma Supplement, as well as strategies concerning the recognition of degrees, student and faculty mobility, joint study programmes and lifelong learning initiatives.

This volume gives a detailed and comprehensive overview of the Greek higher education systems ranging from the early history of higher education in Greece, over the country’s active involvement in the Bologna Process, to a detailed description of the current status of the governance and administration of higher education institutions, and the challenges that still lie ahead.

We would like to express our thanks to the authors Professor Athanasios Kyriazis, Secretary for Higher Education, and Dr. Foteini Asderaki from the Secretariat for Higher Education of the Hellenic Ministry of National Education and Religious Affairs for undertaking the research and the writing of this comprehensive analysis of the Greek higher education system. We also gratefully acknowledge the assistance of Anastasia Gouseti and Eirini Ageli in Greece and Cecilia Preda and Viorica Popa at UNESCO-CEPES in the production of this monograph.

Melanie Seto
Publications Editor
UNESCO-CEPES
The Authors

Athanasios KYRIAZIS

Professor Athanasios Kyriazis works at the Department of Statistics and Insurance Science at the University of Piraeus. Since 2004 he is the Secretary for Higher Education at the Hellenic Ministry of National Education and Religious Affairs. He has been a member of the Bologna Follow-up Group (BFUG) since 2004, a member of the BFUG Board (2005-2006) and he also participates in the External Dimension Group. During his term at the Secretariat, a great number of reforms have been launched promoting the renovation of the national Higher Education System. Professor Kyriazis is also a visiting researcher at universities and research centres in the USA, the United Kingdom and Italy, the author of several books and scientific publications, and he has participated in and contributed to numerous conferences and research programmes worldwide. His fields of interest include Theoretical Mathematics, Technology in Education and Human Resource Development.

Foteini ASDERAKI

Dr. Foteini Asderaki works at the Secretariat for Higher Education at the Hellenic Ministry of National Education and Religious Affairs. She has studied Pedagogics and Political Sciences. She holds an MA in International and European Studies and a PhD in Political Sciences from the Department of Political Sciences and Public Administration (Law School) at the National & Kapodistrian University of Athens. Her Thesis title was: “The Formation of an International Regime: The European Higher Education Area”. She has been a member of the Bologna Follow-up Group (BFUG) since 2004. She is also a member of the Stocktaking Group and a deputy member of the BFUG Board (2005-2006) and the External Dimension Group (2005-2007).
Chapter 1

THE HISTORY OF GREEK HIGHER EDUCATION

1.1. COUNTRY PROFILE

Greece is situated in South-eastern Europe with a total area of 131,957 km² and has a population of almost 11 million inhabitants. It shares borders to the north with Albania, the Former Yugoslav Republic of Macedonia (FYROM), and Bulgaria and to the east with Turkey. The Ionian Sea lies to the west, while the Aegean Sea lies to the east and south of mainland Greece. Both Seas are part of the eastern Mediterranean basin and feature a number of islands. Greece is divided into thirteen Regions. Athens is the capital, with a population of over four million. Piraeus is the main port. The second largest city is Thessaloniki, with a population of nearly 1.5 million. It is an important seaport functioning as the gateway to the Balkans and a major economic and cultural centre for the whole of northern Greece.

The Greek revolution against the Ottoman Empire began in 1821 and by 1830 the new state was declared. However, only a small part of the country comprised the new state and the struggle for liberation continued. The Ionian Islands were added to Greece in 1864 and parts of Epirus and Thessaly in 1881. In 1913 Crete, the islands of the Eastern Aegean, Epirus and Macedonia became a part of the Greek state and so did Western Thrace in 1919. After the Second World War the Dodecanese islands joined the Greek state which finally took its current form. Greece is a presidential parliamentary democracy. Its parliament consists of 300 members elected for a four-year mandate.

Greece has been a member of the European Union since 1981 and is also a member of the Economic and Monetary Union and the currency used is Euro. It is also a member of various international organisations (e.g., United Nations, UNESCO, and WTO) and other major Western and European institutions like NATO, OECD, IMF, OSCE, Western European Union, Council of Europe etc. In 2005 the growth rate was of 3.7 percent, whereas in the first quarter of 2007 it increased to 4.6 percent. The total employment rate in 2005 increased by
1.3 percent and the unemployment rate decreased from 10.5 percent in 2004 to 9.9 percent in 2005 and 8.4 percent in the second quarter of 2007, which is the lowest rate since 1998.

1.1.1. The Education System of Greece

Education in Greece is under the jurisdiction of the Ministry of National Education and Religious Affairs and is provided on successive levels:

i. Primary education which includes Nipiagogeio (Kindergarten), where children aged 3-6 years attend, and Demotiko Scholeio (Primary School) where children attend from 6-12 year of age. Moreover, public pre-school education includes nursery schools under the jurisdiction of municipalities.

ii. Secondary education is divided into:

a) Lower secondary education which includes Gymnasio (High School) and lasts three years.

b) Upper secondary education which includes:
General secondary education provided in Geniko Lykeio (the General Lyceum) and lasts three years.

c) Vocational secondary education provided in Epaggelmatiko Lykeio-EPAL (Vocational Lyceums) which lasts three years and in Epaggelmatiki Scholi –EPAS (Vocational Education and Training Schools) which lasts two years.

iii. Post-compulsory or post-secondary education which is provided by Institouta Epagelmatikis Katartisis – IEK (Vocational Training Institutes). These institutes provide either Post-compulsory secondary education, as they accept graduates from Gymnasio or Post-secondary education since they accept graduates from Lykeio, (Geniko Lykeio, EPAL, EPAS), depending on the offered specialisations.

iv. Higher education which consists of two parallel sectors: the university sector, which includes the Panepistimia (universities), the technical universities and the School of Fine Arts and the technological sector, which includes the Technologika Ekteisitika Idrymata (Technological Education Institutions) and the School of Pedagogical and Technological Education.

According to the Greek constitution (Article 16) “Education constitutes a basic mission of the state and all Greeks are entitled to free education at all levels at state educational institutions.” During the academic year 2004/2005,
95.7 percent of pupils attended public-sector schools and 4.3 percent private schools of primary or secondary education. The establishment of private higher education institutions (HEIs) is strictly forbidden by the constitution and all undergraduate programmes as well as most of the postgraduate programmes provided by public HEIs, with the exception of the Hellenic Open University, are free of charge. The school teachers are civil servants and all of them hold a university degree while higher education professors are public functionaries.

Diagram 1. Structure of the Greek education system from pre-primary to tertiary education (ISCED 0 to 5)

Explanatory notes

Compulsory education

ISCED 0: Pre-primary education / ages 4 to 6 responsibility of the Ministry of National Education and Religious Affairs

ISCED 1: Primary education / ages 6 to 12

ISCED 2: Lower secondary education / ages 12 to 15

ISCED 3: Upper secondary general education / Gymnasio

ISCED 4: Upper secondary vocational education (non compulsory)

ISCED 5: Post secondary non-tertiary education (non compulsory)

ISCED 5: Tertiary Education / ages 18 to 24 depending on the type of studies


Ten-year education is compulsory for all children aged 5-15, namely, studying in Nipiaggeoio (Pre-Primary), Dimotiko (Primary) and Gymnasio (Lower Secondary School). After the completion of the compulsory period, pupils who acquire a school-leaving certificate from a lower secondary school may register at a general or vocational upper secondary school, without entry exams or any other
restrictions. Apart from mainstream Gymnasio and general or vocational Lykeia, there are also alternative public schools: Evening, Music, Sport, Art, Ecclesiastic, Experimental, Minority, Inter-cultural Education Gymnasia and Lykeia, as well as Scholeia Deferis Efkeirias (‘Second Chance Schools’) for students over eighteen years of age who have not completed the ten-year compulsory education cycle.

Higher education is mainly offered at universities and technological education institutions (TEIs). Admission to universities and TEIs depends on the results obtained in the national exams, at the end of the third grade of upper high school, in combination with the total mark of achievement (oral and written performance at a school level) appearing on the leaving certificate awarded by the upper secondary school.

1.2. BRIEF HISTORY OF GREEK HIGHER EDUCATION

1.2.1. Ancient Years: Greece Has a Long Tradition in “Paideia”

“Hellenes are those who participate in our Paideia”
Isocrates (436-338 BC)

Since Antiquity science, education and culture have been in the centre of Greek societies.¹ Several public libraries that exist at least from the sixth century BC in various cities reveal the love of Greeks for education (Semertzaki, 2006). Philosophy², poetry³, theatre⁴, rhetoric⁵, science⁶ and the arts⁷ have flourished

¹ The writers would like to point out that the following references are only a brief summary of higher education in Ancient Greece since it is almost impossible to describe in only a few lines the wide development of education, science and schools during antiquity.

² Philosophy was developed in the early antiquity by various schools, the most important of which were the following: the Pre-Socratic philosophy (Leucippus, Empedocles, Thales, Anaximander, Parmenides, Heraclitus, Pythagoras), the Socratic philosophy (Socrates, Xenophon), the Platonic philosophy (Plato, Xenophon), the Peripatetic philosophy (Aristotle, Theophrastus, Straton), the Cynicism (Antisthenes, Diogenes, Crates), the Stoicism (Chrysippus, Zeno), the Epicureanism etc.

³ The two main forms of ancient poetry were the Epic Poetry, mainly represented by Hesiodus and Homer and the Lyric Poetry, expressed by Sappho, Pindar, Anacreon, Archilochus and Alcaeus.

⁴ Some of the most influential theater authors were Aeschylus, Sophocles, Euripides (tragedies), and Aristophanes (comedies).
and seen great development, as shown by the first written sources of the eighth century BC.

*Paideia* (educating the whole) was connected with knowledge as well as physical health and moral values such as truth, *ethos* (beliefs or moral nature of a person) and *arete* (virtue) (Jaeger, 1967). In particular, during the classical years, education aimed at cultivating active citizens with *ethos* and *arete* for the welfare of the city. During the classical era, the era of Pericles’ Democracy when the Parthenon was built, Athens became the centre of literature, philosophy and the arts. During this period, Athens had some private teachers, the Sophists (Protagoras, Gorgias, Prodicus, Hippias etc), who taught rhetoric, politics, grammar, etymology, history, physics, and mathematics and charged fees to an audience of students from wealthy families. However, the Greek philosophers never accepted payment for their teaching of philosophy in their schools.

The most famous school of the Antiquity is *Plato’s Academy* founded in 385 BC. It operated for almost 900 years and was closed by the Byzantine emperor Justinian in AD 529 because it was considered a threat against Christianity. Plato, Socrates’ student, owned his own collection of books to be used by his pupils. In 335 BC, Aristotle, the most famous of Plato’s students, founded the *Lyceum*, a centre of study and research, whose ruins have been recently discovered in Athens. After Aristotle’s death this school was renamed *Peripatos* (the Peripatetic School). The *Lyceum* had many books and a collection of almost 160 constitutions of various cities of the Greek world, as well as a collection of numerous species of plants and animals for empirical research. It was also during the classical years that Hippocrates of Kos (460-360 BC), who was considered ‘the father of Medicine’, founded the most famous School of Medicine of the ancient world, in Kos, an island of Dodecanese. He also developed an Oath of Medical Ethics that is still taken by doctors today as soon as they begin their medical practice.

5 The most important Attic orators included in the *Alexandrian Canon* compiled by Aristophanes and Aristarchus were Antiphon, Andocides, Lysias, Isocrates, Isaeus, Aeschines, Lycurgus, Demosthenes, Hypereides, Dinarchus.

6 Distinguished in the field of science were Anaxagoras, Archimedes, Aristarchus, Eratosthenes, Eudoxus, Heraclides, Herophilus, Hipparchus, Hippocrates, Pythagoras.

7 Phidias is considered the greatest of all Classical sculptors. Other fields of art were also widely developed such as architecture (Aristainetos), painting (Polygnotus) and vase painting (Euphronios, Lydos).

8 The *Lyceum* was a school located on the banks of the Ilissus River in ancient Athens and probably took its name from the neighbouring temple of Lycian Apollo.
After the death of Alexander the Great, the pupil of Aristotle, whose conquests reached as far as India, his descendants were the Macedonians’ dynasties: the Ptolemies in Egypt, the Seleucids in Syria and Mesopotamia, the Antigonids in Macedonia, the Attalids in Pergamon, etc. They were at the head of political and military developments during the Hellenistic period (331-31 BC) and tried to develop new cultural centers in Alexandria, Antioch, and Pergamon.

However, Athens still was the cultural and philosophical centre of Greece. Epicurus of Samos founded “The Garden” in Athens in 301 BC (Furley, 1996), where he developed “an unsparring materialistic metaphysics, empiricist epistemology, and hedonistic ethics”.9 Epicurus, in contrast to the other philosophers, claimed that men and women were socially equal and accepted female students in his school.

Zeno of Citium (334-262 BC), who studied under Crates the Cynic, Xenocrates and Polemon, created his own school named Stoa Poecile or “Painted Porch” and founded Stoicism, which was later introduced to Rome and influenced early Christianity. Among the most known personalities who followed Stoicism were Cicero, Seneca, Epictetus of Phrygia and the emperor Marcus Aurelius.10 One of the main characteristics of these schools and others that followed was that, apart from Greeks from all over the world, they also attracted foreign students such as Phoenicians, Chalcedonies and even Romans. Holy Augustine named Athens as “holy city” and “midwife of all the liberal arts”.11

During the Hellenistic and Roman period in various Greek cities famous higher education institutions, such as the Philosophical and Science Schools in Rhodes were still in operation. This was also the case of the famous Mouseion (Seat of the Muses) in Alexandria, Egypt, founded in the third century BC, was organized in faculties where philosophy, mathematics and medicine were taught. According to Stravon (63 BC – AD 24), a Greek geographer and historian, the Mouseion was also a research institute (Encyclopaedia Britannica online).12 Under

---

the generous financial support of the Ptolemaic dynasty, mathematics, engineering, astronomy and medicine made a tremendous progress.

1.2.2. Early Christianity and the Byzantine Period

During the first three centuries after Christ, when most of the territories around the Mediterranean Basin were under the Roman Empire, several significant higher education institutions existed in the Greek cities. This was the case of Beirut, which the orator Livanius called Nutris Legum (The Mother of Law), where a famous Law School operated for three centuries (AD 250-550). Theological schools were located in Antiocheia and Edessa and the famous School of Orators and Poets in Gaza, Palestine. A Christian center for higher education was also established in Alexandria in the third century AD, while a Christian Academy was operating in Caesarea at the same time (Rice, 1990, p. 266).

Constantinos the Great, the first emperor of the (later called) Byzantine Empire, just after the establishment of his new capital, Constantinople, showed a great concern for education the main reason being that he needed well-educated officers in order to staff the Empire’s administration. Therefore, he founded many schools and an academy in Constantinople. It was Thedodosius II that, under the influence of his wife Athinados-Evdocias, daughter of Leontios, who was a professor of philosophy in Athens, upgraded the academy to university in AD 425. This institution was named Pandidaktirio and later ‘the Ecumenical School’. Pandidaktirio, which means the place where everything is taught, is the first known state-funded university of Modern European History where Greek, Latin, philosophy, rhetoric and law were taught (Browning, 1989). The Emperor appointed the professors, who formed the Senate, which administered the institution and awarded degrees (Matthaiou, 2001, p. 22). The professors were mainly priests and civilians rather than monks and taught in Greek and Latin. The Emperor used to supervise their teaching while, in certain cases, he used the professors as ambassadors, to serve the Empire’s welfare (Rice, 1990, p. 267).

In AD 856, Prime Minister Vardas, uncle of the Emperor Michael III, founded the University of the Palace Hall of Magnaura, the second university in Constantinople. During the reign of Constantine Porphyrogenitus, (AD 913-959) the university comprised four chairs: philosophy, rhetoric, geometry and

---

13 According to Hellen Ahrweiler-Glykatzi the term “Byzantine Empire” was introduced by historians in the seventeenth century. Constantinos the Great and all his successors considered themselves Roman Emperors and called their Empire ‘Roman’. (Ahrweiler- Glykatzi, 1998, p.14)
astronomy. Additionally, arithmetic, music, grammar, law and medicine were taught. However, this institution was closed down, probably during the reign of Vasileios II (AD 976-1025).

Emperor Constantine IX, Monomachus (1042-1055) reformed the Pandidaktirio with an Emperor’s Decree and established two separate schools: the Didaskalio ton Nomon (School of Law), so that the science of law could be systematically taught and graduates would become efficient judges and civil servants, and the Gymnasion (School of Philosophy) directed by Mihail Pselos, where classical writers, rhetoric, dialectics, mathematics, astronomy, theoretical music and theology were taught. Lastly, in the reign of Ioannis VIII the Palaiologos (1425-1448) the last university of Constantinople named Katholikon Mouseion (the Universal Museum) was established by Ioannis Argyropoylos, a scholar and a priest, as well as a distinguished Greek who contributed to the revival of classical studies in Italy after the fall of the Byzantine Empire. However, according to various sources, the most famous school of that era was situated in the Peloponnesian Mistras, where Georgios Gemistos Plethon taught Neo-Platonism. With the assistance of Cosimo di Medici, Plethon Gemistos founded the Accademia Platonica in Florence.14

Higher education in the Byzantine was rather pioneering and, although driven by spirituality and morality, it was also of a secular character, and completely different from the theological schools, which were controlled by the church. The Emperor was responsible for the smooth operation of the institutions whose main objective was to the education of the leading classes and to the production of educated employees for the state administration. Concurrently, despite the occasional conflicts between the ancient and the Byzantine world, a number of books by classical Greek writers were saved thanks to the Byzantine copyists who worked at the scriptoria (writing rooms) while ancient Greek poets and historians, such as Homer, Hesiodus, Pindar, Zenophon, Thoukidides etc., were taught at schools.

1.2.3. The Foundation of Greek Higher Education

a) The Period of the Ottoman Empire period (1453-1821)

After the downfall of Constantinople (1453) and the collapse of the Byzantine Empire, the Greek territory remained under the rule of the Ottoman Empire for

almost 400 years. During this period noblemen and scholars took refuge in western centres like Venice, Trieste, Bologna and Vienna or in centres developed in the Danubian hegemones (Moldavia, Romania), in Russia and around the Black Sea, in cities like Varna, Constantza, Odessa and Sevastopol. From these centres and from others that emerged after the French Revolution, such as Paris, scholars from Greece (Evgenios Voulgaris 1716-1806, Iosipos Moisiodax 1730-1800, Theophilos Kairis 1784-1853, etc) were mainly concerned with diffusing Greek literature and preserving the Greek language among the enslaved Greeks until the Greek Revolution of Independence in 1821 when Greek populations were liberated.

‘Greeks of Diaspora’ (namely Greeks living abroad) followed the ideals of the European Enlightenment in order to educate the Greek nation since they considered that only through education they could fight for their national independence. The main supporter of this view was the humanist scholar Adamantios Korais who encouraged wealthy Greeks to open libraries and schools in Greece and envisioned the transfer and transmission of knowledge, of philosophical and educational beliefs from Europe to the Greek people. These educational efforts resulted in the Greek Enlightenment within the framework of which various higher education schools operated. These were similar to the European universities and were established in Ioannina (3 schools), Thessaly (6), Macedonia (7), Thrace (3) etc. A school named Μεγάλη του Εθνικού Σχολής (Great School of the Nation) also operated in Constantinople and so did Ζωσιμαία Σχολή in Ioannina.

These scholars together with wealthy merchants who prospered in Alexandria, Egypt and in the various other cities mentioned above contributed to the revival of the Greek education and in particular to the creation of the first Greek universities, since the establishment of the Greek state in 1830, and until the Second World War. What is interesting is that a kind of ‘competition’ developed between the wealthy Greeks and the Greek communities abroad in raising money for funding schools and institutions (Tsoukalas, 1987).

The raising of funds did not continue after the Second World War, on the one hand because these Greek communities fell into financial decline and on the other hand due to the strict state framework which was not in favour of private funding. Nowadays, there has been an effort to reactivate funding for higher education, a tradition that wealthy families (e.g. Niarchos Foundation, Onassis Foundation, etc.) keep doing in the area of culture, something that is, after all, in accordance with the Greek mentality and tradition of χορεύτης (sponsoring of art performances) since Antiquity (Avlonas, 2004).
The presence in Greece of various philhellenes (Lord Byron, Bruno, Sophie de Marbois-Lebrun, François-René de Chateaubriand, Santorre Di Santa Rosa, etc.) was particularly dominant and played a key role in the continuity of the Greek education during the Ottoman occupation. Therefore, it is not surprising that the first higher education institution established in Greece was the vision of a British philhellene. The Ionian Academy was the first higher education institution that operated in Corfu for almost forty years (1824-1864), until the union of the Ionian islands, which were under British rule, with the Greek state (Agelomatis-Tsougarakis, 2006). The Academy was founded by the philhellene Frederic North, Count of Guilford, whose vision was “to provide an institution of higher education for all the young Greek scholars who had to travel abroad in order to attend European universities” and its location was intended to be the island of Ithaca (ibid). Due to the Greek Revolution (1821), the location was transferred to Corfu and its official opening took place on 29 May 1824 (ibid). The formation of four faculties is mentioned in its Legislative Decree: Theology, Law, Medicine and Philosophy (ibid).

b) The Instauration of the Greek State (1830) and the First Higher Education Institutions

The first university of Greece was founded in Athens on 3 May 1837, a few years after the proclamation of independence of the Greek state (1830) and the arrival of the first King of Greece, the Bavarian Othon (Otto), in 1833. It was called the “University of Othon” (The National and Kapodistrian University, 2004, p.15). It was temporarily situated on the northeast side of Acropolis, in the residence of the architect Stamatis Kleanthis.° A few years later the university was relocated to a beautiful edifice built by the Danish Architect Christian Hansen in 1839. The foundation stone read: “Greek University, erected with the contributions of Greeks and philhellenes, in the seventh year of the reign of King Otto the First, on the second of July 1839” (ibid). It consisted of four faculties: Theology, Law, Medicine, and Philosophy, which included the Schools of Mathematics and Physics according to the German system. The concept of ‘chair’, the appointment of professors, deans and rectors by the King, as well as the legislative control and the financial dependence on the state were some more features of the German system adopted by the university (Matthaiou, 2001, p...
The academic staff consisted of twenty-seven Greek professors who had studied at universities in Germany and France, and six Bavarian professors (The National and Kapodistrian University, 2004, p. 15). Fifty-two students and an audience of seventy-five listeners attended the lessons. Among the latter, there was the hero of the Greek Revolution, Theodoros Kolokotronis (Historical Archive of the University of Athens). After the expulsion of King Otto in 1862, the university was renamed The National University, as it was an institution for the entire nation.

In 1911, the Kapodistrian University was founded, with the financial support of the great benefactor Ioannis Dombolis (1769-1850), who, in his will, had also chosen its name in honour of the first governor of Greece, Ioannis Kapodistrias. The university consisted of the Faculties of Theology, Law and Philosophy (The National and Kapodistrian University, 2004, p. 15).

In 1932, the two institutions merged into a new university named the National and Kapodistrian University of Athens, which for many years was the largest Greek university (Historical Archive of the University of Athens).  

In January 1837, the Royal School of Arts was also founded by Royal Decree, and later renamed the National Technical University of Athens (1917) from which the Athens School of Fine Arts separated in 1930. At first, the National Technical University of Athens was just a part time vocational school established to train craftsmen, builders and master craftsmen. In 1873, it moved to Patission Street (then considered the outskirts of the capital) and was renamed, at first unofficially and later on in 1914 officially, as Ethnicon Metsovion Polytechnion (from the name of the birthplace of its benefactors G. Averof, N. Stournaris and E. Tositsas) that financed the construction of this historical campus. It was in 1917 that, with a special law, it was made the Higher School of Civil Engineers, Mechanical and Electrical Engineers, Chemical Engineers, Surveying Engineers and Architecture, and, into the 1950s, was the only Greek

---

16 Istoriko Arxeio [Historical Archive]. Panepistimio Athinon [University of Athens] (http://www.archive.uoa.gr/)

17 “In 1843 the School for the Arts was organized into three divisions under a single director: First: a part-time school providing supplementary education to craftsmen, second: a full-time school for young people intending to work as industrial craftsmen and third: a full-time higher educational school for teaching the fine arts. In 1910 the School of Fine Art was separated from the Technical University and provided with its own director. Finally, in 1930, the school was renamed the Athens School of Fine Arts and established as an independent institution.”. (http://www.asfa.gr/greek/erasmus/index.htm)

18 Information retrieved from http://www.ntua.gr/en_ntua/more_history.htm
university in Greece offering engineering degrees. Since then, a number of faculties of engineering have been founded at the Universities of Thessaloniki, Patras, Thessaly and Thrace, Ioannina and elsewhere and another technical university was established at Chania in Crete.

The first Greek university was supported by the Greek Enlightenment and the rich colonies of Greeks abroad. Its aim was not only concerned with the national edification and the creation of efficient state employees but also with the integration of other national territories since the Greek state which was created in 1830 was only a part of the Greek territory and did not yet house the entire nation (Dimaras, 1987). Thus, the newly established institutions were attended not only by Greeks who lived in the Greek state, but also by Greeks from the regions occupied by the Ottoman Empire. (Matthaiou, 2001, p. 239).

A great demand for higher education has become a long-standing tradition since this early period of the Greek state and it continues until today. In 1885, the ratio of students per 10,000 inhabitants was very high compared to other European countries at that period but also in the years that followed (Tsoukalas, 1987, p. 232). Acquiring higher education was linked to the strengthening of national identity and the improvement of the labour force and was a determinant of social mobility. In the following years, even when fees were introduced in 1892, families, mainly in agricultural areas, made sacrifices in order to send their children to university and ensure a better social status and future for them.

Table 1. Number of students in 1885 in various countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of students</th>
<th>Students per 10,000 inhabitants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>2,400</td>
<td>10.9</td>
</tr>
<tr>
<td>Belgium</td>
<td>5,900</td>
<td>9.6</td>
</tr>
<tr>
<td>Germany</td>
<td>26,700</td>
<td>5.6</td>
</tr>
<tr>
<td>UK</td>
<td>13,400</td>
<td>4.0</td>
</tr>
<tr>
<td>Italy</td>
<td>9,000</td>
<td>3.0</td>
</tr>
<tr>
<td>France</td>
<td>10,300</td>
<td>2.7</td>
</tr>
</tbody>
</table>


---

19 Information retrieved from [http://www.ntua.gr/en_ntua/more_history.htm](http://www.ntua.gr/en_ntua/more_history.htm)

20 For example during the academic year 1852-1853 the number of newly registered students that lived in Greece was 281 and the Greek students from other countries were 309.

21 For further information see Psacharopoulos, G. and Soumelis, C (1979), “A quantitative analysis of the demand for higher education”, *Higher Education*, vol. 8, pp. 159-177.
According to the following table the demand for higher education during the first century of the establishment of the Greek state showed a tremendous increase.

<table>
<thead>
<tr>
<th></th>
<th>1837</th>
<th>1840</th>
<th>1866</th>
<th>1912</th>
<th>1922</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>52</td>
<td>159</td>
<td>1,182</td>
<td>3,358</td>
<td>9,788</td>
</tr>
</tbody>
</table>


These numbers do not include students attending universities abroad mainly in Italy, France and Germany. The demand was so high that new schools were created with the contribution of benefactors and entry examinations are also established by the institutions from the academic year 1927-1928 onwards. Since 1954, the number of admitted students is defined by the Ministry of National Education and Religious Affairs based on proposals from the schools. 22

c) The First Half of the Twentieth Century

The first half of the twentieth century was a disorderly and difficult period for Greece as the country took part in three wars (the Balkan Wars, 1912-1913, the First World War and the Second World War) as well as in a civil war (1945-1949). Nevertheless, following the Second World War (1940-1945) the Greek state took its current form while the interest of the society in education had not decreased in the slightest.

Two years before the Asia Minor Catastrophe (1922) 23, Prime Minister Eleftherios Venizelos founded the Higher Agricultural School of Athens (Law 1844/1920) under the supervision of the Ministry of Agriculture, renamed Agricultural University in 1989 24 and finally the Geponico Panepistimio of Athens, in 1995. 25 Initially, the studies lasted three and a half years and in 1930 were increased to four years. In 1947 the years of study increased to five and this applies until today. The awarded qualification is a Diploma. Since 1934 the

---

22 Panepistimio Athinon [University of Athens] Istoriko Arxio [Historical Archive]. (http://www.archive.uoa.gr/)
23 The destructive outcome of the Greek crusade in Asia Minor (1919-1922) was the defeat of the Greek army by the troops of Kemal Atatürk which led to the expulsion of about a million and a half Greeks from the regions of Ancient Ionia and Pontus.
24 Presidential Decree 377/1989
25 Presidential Decree 226/1995
School is equivalent to the University of Athens and from 1959 it is under the supervision of the Ministry of National Education. During the same period, the Higher School of Business was established under the supervision of the Ministry of Economy and Finance and in 1926 was renamed the Higher School of Economic and Business. However, the last wave of refugees from Asia Minor and the problems the Greek economy was facing because of the catastrophe resulted in turning the building that would house the School into a hospital (Hippokrateion Hospital). Almost a decade later, with the funding of the national benefactor Maraslis, the School was housed in a different building in Patission Street where it remains until today. In 1939 the School came under the supervision of the Ministry of National Education and Religious Affairs and its status was upgraded to the same standard as the University of Athens. In 1989 the School became the Athens University of Economics and Business.

In 1926, a new university, Aristotle University of Thessaloniki, was established in order to provide higher education to the newly integrated regions of Greece, like Epirus, Macedonia (after the Balkans War, 1912-1913), and Thrace (after the Treaty of Lausanne, 1923) but also to cover the educational needs of the thousands of refugees from Asia Minor (Ionia) that settled in the northern part of Greece.

Before the Asia Minor Catastrophe the establishment of the University of Smyrna was scheduled. The establishment of this new university was carried out by Professor Konstantinos Karatheodoris, a well-known Greek, mathematician of international reputation and also the professor of Einstein. Karatheodoris was called again to Greece in 1930 so as to contribute to the reorganization of the universities of both Athens and Thessaloniki and he was the main author of the “University of Athens Regulation” (Law 5343/1932) that codified all issues.

26 Law 6263/1934.
27 Law Decree 3973/1959. All the information retrieved from the Historical Archive of the Agricultural University of Athens.
28 Law 2191/1920.
29 Law 1622/1939.
30 Historical Notes, Athens University of Economics and Business. (http://www.aueb.gr/about_aueb/history.htm.)
31 Law 3341/14.06.1925, OJ, 154.
concerning the organization and the administration of HEIs, defined the relation between the state and HEIs, a regulation remained valid for almost fifty years.

In the years between the two world wars, the School of Political, Economic and Social Sciences, which was the vision of the Cypriot George Fragoudis, was founded in Athens (1927) with the financial support of Alexandros Pandos who belonged to the wealthy family of Volos. The courses officially began in November 1930 in the presence of Prime Minister Eleftherios Venizelos. In 1939, the School was renamed as Panteios Higher School of Political Sciences and Civil Servants and in 1989\(^{33}\) became the Panteion University of Social and Political Sciences\(^{34}\).

The vast number of refugees gathered in the big urban centres (Athens, Piraeus, Thessaloniki) gave a fresh impetus to the development of the Greek industry during the years between the two world wars. In this context, the School of Industrial Studies was established in 1938 by the Federation of Industries and Tradesmen\(^{35}\). This federation, together with the federation of the Greek Limited Liability Companies, aimed at upgrading the economic, legal and technical education of executive staff. In 1958 the School of Industrial Studies, located in Piraeus, was renamed the Higher School of Industrial Studies\(^{36}\). The duration of studies was four years and the degrees awarded were equal to the degrees of other HEIs. In June 1989, this School became the University of Piraeus\(^{37}\).

Shortly after the end of the Second World War, the Graduate School of Industrial Studies was founded in Thessaloniki in 1948\(^{38}\) as a legal entity under the supervision of the Ministry of National Economy. The school began operating during the academic year 1957-1958 and it was also in 1958 that it was renamed the Higher School of Industrial Studies of Thessaloniki and became equivalent to other similar university schools, the years of study increasing from three to four. In 1966, its name was changed to Higher Industrial School of

---

34 Panteion Panepistimion [Panteion University], Istoria tou Panepistimiou [History of the University], [http://www.panteion.gr](http://www.panteion.gr)
38 Article 5, Decree No 800/1948.
Thessaloniki and became a legal entity of public law. In 1990, with Law Decree 147/1990, it was finally renamed University of Macedonia, Economic and Social Sciences.

d) University Education Development after the Second World War

During the 1950s, the pressing need for an overall revision of the educational system in Greece arose, as problems in the field of education accumulated. In the field of higher education it was necessary to establish a third university as well as to increase schools and departments and to create study programmes in new scientific areas since a large number of Greek students attended foreign institutions. Thus, the Faculty of Engineering was founded in 1955 at the Aristotle University of Thessaloniki. In addition, there was a pressing need to restructure vocational and technological education to meet the needs of economy and industry. Therefore, on these grounds, a special study and coordination service was established within the Ministry of National Education in order to coordinate general and vocational education.

The government of K. Karamanlis set up the Committee of Education which after fifty three meetings handed in its proposals (Dimaras, 1974, p. 229). Eight draft laws followed, two of them concerning higher education (Law Decrees 3837/1958 and 3974/1959). These draft laws allowed for the increase of the number of chairs at both the universities of Athens and Thessaloniki as well as the Technical University of Athens, the creation of chairs in new scientific fields, such as nuclear physics, and the staffing of institutions with technical and administrative personnel. With regards to technological education, the schools for assistant engineers created after the Second World War were abolished and technical schools attached to the Technical University of Athens and the Faculty of Engineering of the University of Thessaloniki were established. The duration of studies in these schools was of four years. However, it is not clear what their status was or at which level of education they belonged to (Papatheodosiou, 1998).

Moreover, SELETE (the School for Educators of Professional and Vocational Education) is established for the systematic training of teachers of technical and vocational subjects. The School is today known as ASPAITE (the

---

40 Law Decree 3439/1955.
41 Law Decree 3422/1955.
School of Pedagogical and Technological Education) and it is included in the technological higher education sector.\textsuperscript{42}

In 1964, a new educational reform was attempted by Prime Minister Georgios Papandreou, who also held the portfolio of the Minister of Education, and Evagelos Papanoutsos, who became the General Secretary for Education. Some of the measures taken for education concerned the establishment of the compulsory nine-year education, the abolition of tuition fees\textsuperscript{43}, the establishment of a degree (Academic \textit{Apolytirion}) whose theoretical or applied dimension would lead students from upper secondary to the relevant HEI and finally, the establishment of various institutions.

The University of Patras was established in 1964 within the framework of the Programme for Greek Administrative Development and its operation began in 1966-1967.\textsuperscript{44} It is the third largest Greek HEI. The School of Philosophy in Ioannina and the Department of Mathematics were also established in 1964 in 1966 respectively, both as part of the Aristotle University of Thessaloniki.

In the meantime, Greece came under the military rule of the dictatorship that lasted from 1967 to 1974. However, the expansion of Higher Education continued. The University of Ioannina became an independent institution in 1970, and at the same time the Department of Physics was founded. Moreover, the University of Patras was expanded with the establishment of the School of Engineering. Demokritos University of Thrace was also established in July 1973\textsuperscript{45} as well as the University of Crete, situated in the cities of Rethymnon and Heraklion which started to operate during the academic year 1977-1978.

Moreover, higher technical institutions (KATE) were established with a loan taken from the World Bank and several new departments were founded within universities. The free distribution of books was also established.\textsuperscript{46} On the other hand, state control became onerous for the academic staff and leadership as well as for the students. The students’ protests at the Law School of Athens in February 1973 and especially the student strike and the tanks’ foray into the Technical University of Athens on 17 November 1973 led to the fall of the

\textsuperscript{42} School of Pedagogical and Technological Education. Historic Review. (http://www.aspete.gr/istorikh_anadromh_en.aspx)
\textsuperscript{43} Law Decree 4379/1964 .
\textsuperscript{44} Established by Law Decree 4425/1964 .
\textsuperscript{45} It was named after the ancient Greek philosopher Demokritos who was born in Avdira.
\textsuperscript{46} Law Decree 95/1969, Of 25 A’. 
dictatorship. As many historians have mentioned, it is a tragic irony that, during the dictatorship, the number of students showed a dramatic increase (Anderson and Malikiosi-Loizou, 1980, p. 32).

The Third Greek Democracy was instituted after the fall of the dictatorship and a new constitution was introduced in 1975 which established Greece as a Parliamentary Republic. Article 16 of the Constitution, as amended (in 1986 and 2001) refers to HEIs and the academic staff in paragraphs 5 and 6 respectively. The Constitution considers the provision of education as the basic mission of the state and establishes the freedom of research, science and teaching, the academic freedom and free access to education at all levels. The Constitution defines that HEIs are fully self-administered legal entities of public law (Article 16, paragraph 5) and explicitly forbids the establishment of private (non-public) HEIs (Article 16, paragraph 8). In 1977 the Technical University of Crete was founded in Chania and in 1984 the first students were admitted to the institution.

In 1982, the Law Framework 1268 regarding “The Structure and Operation of Higher Education Institutions” was adopted and remained valid for almost 25 years, namely until March 2007. Through this law the concept of ‘chair’ was abolished whereas departments were defined as independent university units which may award degrees and the participation of students and other bodies in HEIs administration was ensured.

In 1984 three more universities were founded: the University of Aegean, situated in Mytilini and operating in several cities of the islands of the Aegean Sea, the Ionian University, located in Corfu, and the University of Thessaly located in Volos and operating in all of the capitals of the prefectures of Thessaly (Volos, Larissa, Karditsa, and Trikala). Since then, with the exception of the Harokopio University (1990) which is located in Athens, several regional universities have been founded, which are named after the region of their location, and their faculties and departments operate in the capitals or in different cities of the prefectures. Thus, the University of Peloponnese situated in Tripolis was founded later on in 2000 and operates in various cities (see Table 3).

---

47 Presidential Decision 83/1984, which was modified in 1985 through Presidential Decision 302/1985.

48 Harokopio University was founded on the basis of Article 9 of the 1894/1990 Law as it was later modified with the Article 17 of the 1966/1991 Law after making full use of the legacy of the benefactor Panagis Harokopos.

49 The University of the Peloponnese was founded by the Presidential Decree 13/2000.
Table 3. Universities presented according to date of foundation

<table>
<thead>
<tr>
<th>University</th>
<th>Foundation date</th>
<th>Location</th>
<th>Web-site</th>
</tr>
</thead>
<tbody>
<tr>
<td>National and Kapodistrian University of Athens</td>
<td>1837</td>
<td>Athens</td>
<td><a href="http://www.uoa.gr">www.uoa.gr</a></td>
</tr>
<tr>
<td>National Technical University of Athens</td>
<td>1837/1917</td>
<td>Athens</td>
<td><a href="http://www.emp.gr">www.emp.gr</a></td>
</tr>
<tr>
<td>Athens School of Fine Arts</td>
<td>1837/1930</td>
<td>Athens</td>
<td><a href="http://www.asfa.gr">www.asfa.gr</a></td>
</tr>
<tr>
<td>Aristotles’ University of Thessaloniki</td>
<td>1926</td>
<td>Thessaloniki</td>
<td><a href="http://www.auth.gr">www.auth.gr</a></td>
</tr>
<tr>
<td>University of Patras</td>
<td>1964</td>
<td>Patras</td>
<td><a href="http://www.upatras.gr">www.upatras.gr</a></td>
</tr>
<tr>
<td>University of Ioannina</td>
<td>1964/1970</td>
<td>Ioannina</td>
<td><a href="http://www.uoi.gr">www.uoi.gr</a></td>
</tr>
<tr>
<td>Demosthenes University of Thrace</td>
<td>1973</td>
<td>Komotini</td>
<td><a href="http://www.duth.gr">www.duth.gr</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Xanthi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alexandroupoli</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orestiada</td>
<td></td>
</tr>
<tr>
<td>University of Crete</td>
<td>1973</td>
<td>Rethymnon</td>
<td><a href="http://www.uoc.gr">www.uoc.gr</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heraklion</td>
<td></td>
</tr>
<tr>
<td>Technical University of Crete</td>
<td>1977</td>
<td>Chania</td>
<td><a href="http://www.tuc.gr">www.tuc.gr</a></td>
</tr>
<tr>
<td>University of Aegean</td>
<td>1984</td>
<td>Mytilini</td>
<td><a href="http://www.aegean.gr">www.aegean.gr</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chios</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rodos</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karlovasi-Samos</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ermoupoli-Syros</td>
<td></td>
</tr>
<tr>
<td>University of Thessaly</td>
<td>1984</td>
<td>Volos</td>
<td><a href="http://www.uth.gr">www.uth.gr</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Larissa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trikala</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Karditsa</td>
<td></td>
</tr>
<tr>
<td>Ionian University</td>
<td>1984</td>
<td>Corfu</td>
<td><a href="http://www.ionian.gr">www.ionian.gr</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Athens University of Economics and Business</td>
<td>1920/1989</td>
<td>Athens</td>
<td><a href="http://www.aueb.gr">www.aueb.gr</a></td>
</tr>
<tr>
<td>Panteion University</td>
<td>1927/1989</td>
<td>Athens</td>
<td><a href="http://www.panteion.gr">www.panteion.gr</a></td>
</tr>
<tr>
<td>University of Piraeus</td>
<td>1938/1989</td>
<td>Piraeus</td>
<td><a href="http://www.unipi.gr">www.unipi.gr</a></td>
</tr>
<tr>
<td>University of Macedonia, Economic and Social</td>
<td>1948/1990</td>
<td>Thessaloniki</td>
<td><a href="http://www.uom.gr">www.uom.gr</a></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td>Edessa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Naoussa</td>
<td></td>
</tr>
<tr>
<td>Harokopeion University of Athens</td>
<td>1990</td>
<td>Athens</td>
<td><a href="http://www.hua.gr">www.hua.gr</a></td>
</tr>
<tr>
<td>University of Peloponnesus</td>
<td>2000</td>
<td>Tripoli</td>
<td><a href="http://www.oup.gr">www.oup.gr</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kalamata</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sparti</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nauplia</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korinthos</td>
<td></td>
</tr>
<tr>
<td>University of Western Macedonia</td>
<td>2003</td>
<td>Kozani</td>
<td><a href="http://www.uowm.gr">www.uowm.gr</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Florina</td>
<td></td>
</tr>
<tr>
<td>University of Central Greece</td>
<td>2003</td>
<td>Lamia</td>
<td><a href="http://www.uog.gr">www.uog.gr</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livadia</td>
<td></td>
</tr>
<tr>
<td>International Hellenic University</td>
<td>2005</td>
<td>Thessaloniki</td>
<td><a href="http://www.ihu.edu.gr">www.ihu.edu.gr</a></td>
</tr>
</tbody>
</table>

_Source:_ Ministry of National Education and Religious Affairs, Secretariat for Higher Education.
The University of Western Macedonia\textsuperscript{53} and the University of Central Greece were founded more recently, in 2003. It is believed on one hand that this fragmentation contributes to the development of the different cities within a region, while, on the other hand there is the perception, that this dispersion of faculties and departments causes a series of financial and operational problems, while the lack of cohesion can cause inability to coordinate and carry out their educational, administrative and other kinds of tasks.

In 1992, while attempting to reform the institutional framework of higher education the establishment of the Hellenic Open University (HOU) was decided. HOU is the only HEI that providing distance education at all three levels (undergraduate, postgraduate and doctorate) as well as training courses. It was finally established in 1997 and began operating in 1998\textsuperscript{54}. Like all the other public universities in Greece, the Open University is a legal entity of public law, completely independent and autonomous.

Law 2083/1992\textsuperscript{55} regulated postgraduate studies and allowed the introduction of fees to some postgraduate courses based on the decision of the institutions’ collective bodies. Although in 1992 an attempt was made, through legislative procedures, to establish a national quality assurance system, which was not implemented until 2005. Officially, the National Education Council was established in 1995 and was authorised to perform the evaluation process; however, its existed only on paper. In reality, this never took place. In 1997, another reform was attempted. The focus was on secondary education and in particular on the upgrading of vocational secondary education. The system of admission to HEIs changed and state examinations were carried out at the last two grades of Lykeio while an attempt to introduce skill tests, similar to the American ones, (e.g. SAT) was also made. (Psacharopoulos 2003, p. 68). As far as higher education is concerned, flexible study programmes were created, named Programmat\textsuperscript{e} Spoudon Epilogis (Selection Study Programmes), in areas that did until then not exist in the current HEIs. The admission of students for these programmes would be mainly based on social criteria and students would

\textsuperscript{53} University of Western Macedonia, is founded under the Decree-Law No. 92/11.04.2003.

\textsuperscript{54} Act 2552/1997 as amended.

\textsuperscript{55} Law 2083/92. Official Journal 159 A
choose if they wanted to obtain a degree or a certificate of attendance. However, the legislative base of these programmes was considered to be contrary to the Constitution by the Greek Supreme Court.

Finally, in 2005 within the framework of enhancing the attractiveness and internationalization of higher education, the International Hellenic University (IHU) was established. It is a public university located in Thessalonica and comprises three educational levels (undergraduate, postgraduate and doctoral). The IHU began operating in 2007-2008.

e) The Higher Technological Education

During the years between the two world wars the Greek economy was developing at a fast pace (the average GNP increase between 1948 and 1970 was seven percent per year) and the need to hire specialized and technically skilled staff in various areas of economy arose (Papatheodosiou, 1998). Therefore, in 1970 the Centres for Higher Technical Education (KATE) were established and they began operating in 1973-1974. After the political change-over, they were renamed Centres for Higher Technical and Vocational Education (KATEE). With the same law a new institutional framework was created for Higher Technological Education (ibid). However, these Centres were not self-administered and their staff was not as qualified as university academic staff.

56 The Law 3391/2005 (Official Journal 240, A) regulates the establishment of the International Hellenic University and aims at enhancing student mobility.
57 Law Decree 652/27.08.1970.
<table>
<thead>
<tr>
<th>Name of the institution</th>
<th>Foundation Year</th>
<th>Seat and branches</th>
<th>Web-site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Branch: Kilkis,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moudania, Katerini</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branches: Aigio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Amaliada, Pyrgos</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branches: Chania,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rethymno,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lasithi (Ag. Nikolaos,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ierapetra, Siteia)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branch: Karditsa</td>
<td></td>
</tr>
<tr>
<td>7. TEI of Western</td>
<td>1976/1999</td>
<td>Kozani</td>
<td><a href="http://osrv1.teikoz.gr/">http://osrv1.teikoz.gr/</a></td>
</tr>
<tr>
<td>Macedonia</td>
<td></td>
<td>Branches: Florina,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kastoria, Grevena</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branch: Drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branch: Naupaktos</td>
<td></td>
</tr>
<tr>
<td>11. TEI of Chalkida</td>
<td>1986</td>
<td>Chalkida</td>
<td><a href="http://www.teihal.gr/">http://www.teihal.gr/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branches: Ioannina,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preveza, Igoumeni</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tsitsa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branch: Sparti</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branch: Karpenissi</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Amfissa</td>
<td></td>
</tr>
<tr>
<td>15. TEI of Ionian Islands</td>
<td>2003</td>
<td>Lefkada</td>
<td><a href="http://www.teion.gr/">http://www.teion.gr/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Branches: Kefalonia (Lixouri,Argostoli)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zakynthos</td>
<td></td>
</tr>
</tbody>
</table>

*Source:* Ministry of National Education and Religious Affairs, Secretariat for Higher Education.
Law 1404/1983 on “Structure and Operation of Technological Education Institutions and other Provisions”\[^{59}\] defined the institutional framework according to which TEIs operated until 2001. Law 1404/1983 elevated TEIs to the level of higher education. However, their status was not clear enough as they were not fully equivalent to universities. Additionally, the same Law established the Institute of Technological Education (ITE) that also acted as a consultative body to the Ministry of National Education for TEIs’ issues, and the Council of Technological Education (CTE). The competences of the above bodies have been transferred to the Hellenic Naric (DOATAP) and to the Council of Higher Technological Education. With Law 2916/2001\[^{60}\] TEIs are upgraded and they comprise the technological sector which, together with the university sector, constitutes the Greek Higher Education Area. Although TEIs cannot offer postgraduate study programmes yet, the degrees they award provide graduate students with access to both postgraduate and doctoral study cycles.

The new Law 3549/2007\[^{61}\] (Article 2) clarifies that Greek higher education consists of the university and the technological sectors, which are two parallel sectors.

\[^{59}\] Official Journal 173/A/24.11.83.


Chapter 2

Contemporary Greek Higher Education, the Bologna Process Reforms and Current Challenges

2.1. NATIONAL LEGISLATION

2.1.1. The Legislative Framework and the New Reforms

The legal basis for the operation of higher education is Article 16 of the Greek Constitution, which declares that education constitutes a basic mission for the state. It also declares that higher education shall be provided exclusively by institutions which are fully self-governed legal entities of public law and forbids the establishment and operation of private institutions. At this moment a number of debates are taking place in the Greek Parliament concerning the amendment of this article which will allow the activation of non-state, not for profit HEIs under certain quality prerequisites.

According to Article 16 of the Greek Constitution1:

1. Art and science, research and teaching shall be free and their development and promotion shall be an obligation of the state. Academic freedom and freedom of teaching shall not exempt anyone from his duty of allegiance to the Constitution.

2. Education constitutes a basic mission for the state and shall aim at the moral, intellectual, professional and physical training of Greeks, the development of national and religious consciousness and at their formation as free and responsible citizens.

3. The number of years of compulsory education shall be no less than nine.

1 (http://www.parliament.gr/english/politeuma/default.asp)
4. All Greeks are entitled to free education on all levels at state educational institutions. The state shall provide financial assistance to those who distinguish themselves, as well as to students in need of assistance or special protection, in accordance with their abilities.

5. Education at university level is provided exclusively by institutions which are fully self-governed public law legal entities. These institutions shall operate under the supervision of the state and are entitled to financial assistance from it; they shall operate on the basis of statutory enactments by-laws. Merging or splitting of university level institutions may take place notwithstanding any contrary provisions, as a law shall provide. A special law shall define all matters pertaining to student associations and the participation of students therein.

6. Professors of university level institutions shall be public functionaries. The remaining teaching personnel likewise perform a public function, under the conditions specified by law. The statutes of respective institutions shall define matters relating to the status of all the above. Professors of university level institutions shall not be dismissed prior to the lawful termination of their term of service, except in the cases of the substantive conditions provided by article 88 paragraph 4 and following a decision by a council constituted in its majority of highest judicial functionaries, as specified by law. The retirement age of professors of university level institutions shall be determined by law; until such law is issued, professors on active service shall retire ipso jure at the end of the academic year at which they have reached the age of sixty-seven.

7. Professional and any other form of special education shall be provided by the state, through schools of a higher level and for a time period not exceeding three years, as specifically provided by law which also defines the professional rights of the graduates of such schools.

8. The conditions and terms for granting a license for the establishment and operation of schools not owned by the state, the supervision of such and the professional status of teaching personnel therein shall be specified by law. The establishment of university level institutions by private persons is prohibited.

9. Athletics shall be under the protection and the ultimate supervision of the state. The state shall make grants to and shall control all types of athletic associations, as specified by law. The use of grants in accordance with the purpose of the associations receiving them shall also be specified by law.

---

1 At that time universities were the only HEIs. In 2001 TEIs were included in higher education.

Law 1268/1982, as amended, was the main legal instrument that regulated the higher education sector for almost 25 years. Law 1268/1982 was considerably innovative during those years. However, its fragmentary modifications and its validity for such a long period of time caused problems in the higher education area. At the same time, a large number of presidential decrees and ministerial decisions led to the formation of a complex educational acquis. This was the reason why, beyond any kind of corrective intervention, the need to simplify and set the legislative framework on a new basis became imperative. Thus, a new Law-Framework on The Reform of the Institutional Framework for the Structure and Operation of Higher Education Institutions was submitted to the Plenary of the Greek Parliament and was approved on 8 March 2007.

The legal framework regulating higher education was based on Law 1268/1982 and concerned only the university sector. The technological sector had a distinctive legislative framework (Law 1404/1983) and until 2001, TEIs were not considered HEIs. The new Law 3549/2007 clarifies this issue by mentioning that higher education consists of two parallel sectors, the university and the technological sector and applies to both universities and TEIs.

Although Law 1268/1982 was called ‘the law-framework’, this legal framework was very detailed and established a system with a certain particularity. It abolished the chair and followed the Anglo-American model which was based on the reinforcement of the department as an autonomous educational unit of a university which could award degrees. The collective bodies in which a large number of students participated had most of the power. However, they were not in a position to ensure HEIs’ full autonomy since they were still much dependent on the Ministry of Education. For example the universities’ internal regulations, which were the basis for the operation of an institution, were supposed to pass through the Symplegades, that is, through the approval of three ministries and of the Supreme (Administrative) Court as well.

---


3 The Symplegades (Clashing Islands), according to the Greek Mythology, were huge rock cliffs that came together and crushed anything that traveled between them.
Moreover, many of the competencies that in the Anglo-American system belonged to the HEIs, were among the competencies of the Ministry, for example the approval of the curricula (from a point onwards, only at postgraduate level) or the time-consuming legal control on the procedure for the election of the academic staff. In addition, the leadership of an institution was not given the appropriate competences so as to be flexible enough to manage financial issues as effectively as possible.

Furthermore, few HEIs had their own internal regulations. Therefore, many legislative issues had to be regulated by the Ministry of National Education and Religious Affairs. Additionally, HEIs were fully dependent financially on the state due to the lack of an efficient legislative framework which would attract private investments and would utilize the university’s property. In other words, in reality the system had many elements taken from the Napoleonic state-centered model.

Law 1268/1982 established the academic immunity \((\text{asylum})\) in the HEIs’ areas and this resulted from the violent incidents of the 1973 student uprising that took place at the Law School and the Technical University of Athens. However, the academic immunity was later encroached, which resulted in serious damage to the institutions as well as in a number of other unlawful actions. In addition, the system which allowed students to participate in exams as many times as they wished during the semesters led to a high percentage of students who were out of the proper semester, the so-called 'eternal' students. Moreover, the prohibition of all languages other than Greek in the curricula exacerbated even more the state of alienation and the exclusion of the Greek HEIs from international co-operation.

Additionally, HEIs, which were already overburdened with problems, actually operated as if detached from the real needs of society and of economy and they had little if no connection with production and the business world. This introversion often led to problematic situations, becoming even worse due to the lack of transparency that characterized many internal acts of the institutions. As a result, the qualified services of the Ministry of Education had to deal with continuous denunciations.

As far as the structure of the study programme is concerned, Law 1268/1982 regulated mainly the Bachelor level. Ten years later, Law 2083/1992 regulated the postgraduate tier of studies. Thus, the study programmes were structured according to the B.A./M.A. system. Studies were structured in two levels, the undergraduate and the postgraduate, which contained the Master and the Doctoral cycles. The first cycle is of four-year duration for most scientific fields, except from engineering, architecture and some others which are of five-year
duration, and medicine which is of six-year duration. First cycle graduates can continue their studies at postgraduate level with a Master’s programme (of one or two year duration) and can then follow a Doctoral programme or they may directly attend a Doctoral programme.

However, Greek HEIs face a crucial problem with the ‘eternal students’, that remain at HEIs much longer than their proper years of study, usually during the undergraduate cycle. This occurs because either the undergraduate programmes are very demanding (or include a large number of modules) and students take advantage of the flexible system of exams, which allows for unlimited opportunities to participate in exams, or because, even if they dropped out, there was no process of deleting them from the students’ register as the Law 1268/1982 (Article 29, par. 1) defined “the capacity of university student is gained through enrolment at a higher education institution and is lost with the issuing of a degree.” Therefore, a large number of students (see Table 5) is up in the institutions’ register, which not only creates problems in the operation of HEIs but also deprives them of any potential to plan ahead.

<table>
<thead>
<tr>
<th>Total number of enrolled students</th>
<th>Students in the proper semester</th>
<th>Students outside the proper period of studies (“eternal students”)</th>
<th>Percentage of “eternal students”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled in four year studies (law, teaching, mathematics, physics, etc)</td>
<td>307,311</td>
<td>168,253</td>
<td>139,058</td>
</tr>
<tr>
<td>Number of students enrolled in five year studies (engineering, architecture, veterinary, agriculture, etc)</td>
<td>62,433</td>
<td>44,257</td>
<td>18,176</td>
</tr>
<tr>
<td>Number of students enrolled in six year studies (medical studies)</td>
<td>12,096</td>
<td>8,834</td>
<td>3,262</td>
</tr>
<tr>
<td>Total</td>
<td>381,840</td>
<td>221,344</td>
<td>160,496</td>
</tr>
</tbody>
</table>


The new Law 3549/2007 attempts to heal these weaknesses and to transfer to HEIs’ bodies more responsibilities, set by their internal regulations. With the new law, the status of the Rector is enhanced; he will be elected by the total number of staff and students, and he will have the power to exercise legality control and appoint academic staff members. In addition, the position of HEI Secretary is established and it will be filled after being announced. Moreover, many financial processes, including the audit, are simplified. Finally, through the ‘Four-year Development–Academic Planning’ established HEIs will be able to handle their finance more effectively and to plan ahead their teaching and research activity according to their mission, their special goals and profile.
The most important innovations introduced by the new Law 3549/2007 obligate HEIs:

- to compile internal regulations in order to ensure their even operation and enhance their autonomy;
- to compile a four-year academic-development programme, where their mid-term and long-term goals will be defined and their strategy will be planned;
- to elect their leadership through immediate and collective participation of the academic community groups in the election procedure. The position of HEI Secretary has been introduced for the better management of administrative and financial matters;
- to redefine the concept of academic immunity (asylum);
- to enhance student support services and assign tutors to students;
- to adopt measures in support of students from weaker financial classes such as: compensative scholarships, interest-free educational loans as well as support provided to disabled students;
- to enhance their libraries;
- to establish social accountability and transparency procedures;
- to enhance the European and international dimension of Greek higher education.

2.2. THE STRUCTURE OF GREEK HIGHER EDUCATION

The Greek higher education system comprises two parallel sectors (Law 3549/2007, Article 2): the university sector, which consists of universities, technical universities and the School of Fine Arts, and the technological sector, which consists of technological education institutions and the School of Pedagogical and Technological Education. Higher education institutions are self-administered legal entities under public law, and are financed and supervised by the Greek Ministry of National Education and Religious Affairs in accordance with Article 16 of the Constitution.

The mission of HEIs is:

- To produce and transmit knowledge through research and teaching as well as to cultivate arts and civilization.
To contribute to the formation of responsible citizens, capable of facing the requirements of all the facets of human activities with scientific, professional and cultural efficiency as well as respect towards the worldwide values of justice, freedom, democracy and solidarity.

To respond to the social, cultural, educational and development needs of society with devotion to the principles of viable development and social cohesion.

To set the ground for promoting collaboration with other domestic and foreign HEIs and research organizations, for the quest and diffusion of new knowledge, as well as, the formation and emergence of new researchers. In addition, to participate in the exploitation of knowledge and workforce for the benefit of the country and of the international community.

To contribute to the consolidation of the equality of sexes and promote equal opportunities for women and men.

Diagram 2. Greek higher education structure

The universities consist of schools/faculties and departments, which include the following scientific fields: humanities, law, political and social sciences, sciences and information and communication technologies, medical sciences, engineering, agricultural and environmental studies, economic and administration sciences, arts.
The technological education institutions consist of schools, which include the following scientific fields: arts, journalism and information, business and administration, computing, technical studies and technology, engineering and engineering trades (applied sciences), manufacturing and processing (industrial sciences), architecture and building, agriculture, health, social services, personal services, environmental protection.

2.2.1. Typology of Greek Higher Education Institutions

In Greece there are eighteen universities, two technical universities, one open university, one international university and one school of fine arts. There are also fifteen technological education institutions and one school of pedagogical and technological education. All the above HEIs are under the supervision of the Ministry of National Education and Religious Affairs.

Table 6. The typology of Greek higher education institutions

<table>
<thead>
<tr>
<th>Public University Sector</th>
<th>18 Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Technical Universities (Athens, Crete)</td>
<td></td>
</tr>
<tr>
<td>1 Open University</td>
<td></td>
</tr>
<tr>
<td>1 International University</td>
<td></td>
</tr>
<tr>
<td>1 School of Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Technological Sector</td>
<td></td>
</tr>
<tr>
<td>15 Technological Education Institutions</td>
<td></td>
</tr>
<tr>
<td>1 School of Pedagogical and Technological Education</td>
<td></td>
</tr>
<tr>
<td>Public Non-university Sector</td>
<td></td>
</tr>
<tr>
<td>Higher Ecclesiastical Academies</td>
<td></td>
</tr>
<tr>
<td>Higher Tourism Schools (Ministry of Tourism)</td>
<td></td>
</tr>
<tr>
<td>Higher Military Education Schools (Ministry of National Defense)</td>
<td></td>
</tr>
<tr>
<td>Higher Police Academies (Ministry of Public Order)</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
</tr>
<tr>
<td>Higher Ecclesiastical Academies</td>
<td></td>
</tr>
<tr>
<td>Higher Tourism Schools (Ministry of Tourism)</td>
<td></td>
</tr>
<tr>
<td>Higher Military Education Schools (Ministry of National Defense)</td>
<td></td>
</tr>
<tr>
<td>Higher Police Academies (Ministry of Public Order)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Ministry of National Education and Religious Affairs, Secretariat for Higher Education.

Moreover, there are higher ecclesiastical academies, supervised by the Ministry of Education. There are also other higher education institutions mainly supervised by other ministries, e.g., the merchant marine academies that are under the supervision of the Ministry of Mercantile Marine, the higher military education schools that are under the supervision of the Ministry of Defense, the higher police academies that are under the supervision of the Ministry of Public
Order,\(^4\) the higher schools of tourism professions that are under the supervision of the Ministry of Tourism. Almost all of them fall under the competence of the Ministry of National Education only for particular issues. Recently, through relevant laws, these HEIs have been upgraded and their undergraduate programmes lead to a Bachelor’s degree. Thus, their graduates may continue with postgraduate study programmes or Doctoral programmes at universities. There is also the possibility for these kind of HEIs to participate in consortia with universities and co-organise postgraduate study programmes, but the degrees are awarded only by universities.

2.2.2. The University Sector

Universities consist of schools/faculties and the faculties are divided into departments and the departments into sections. However, in some cases there are independent departments that do not belong to any faculty. Universities can run clinics, laboratories, and museums that are under the authority of a department or of a section. In each university there is a central library but also other libraries that belong to the departments.

Diagram 3. Possible university structure

\(^4\) Ministry of Public Order. Police Academy. (http://www.ydt.gr/main/Section.jsp?SectionID=1008andLanguageID=2)
Table 7. General figures for the University Sector 2006-2007

<table>
<thead>
<tr>
<th>Universities (established)</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculties</td>
<td>47</td>
</tr>
<tr>
<td>Departments</td>
<td>286</td>
</tr>
<tr>
<td>Departments in operation</td>
<td>272</td>
</tr>
<tr>
<td>Departments that belong to the Faculties</td>
<td>163</td>
</tr>
<tr>
<td>Independent Departments</td>
<td>123</td>
</tr>
<tr>
<td>Sections</td>
<td>532</td>
</tr>
<tr>
<td>Clinics</td>
<td>278</td>
</tr>
<tr>
<td>Laboratories</td>
<td>1,267</td>
</tr>
<tr>
<td>Museums</td>
<td>27</td>
</tr>
</tbody>
</table>


Universities employ teaching and research staff members, and other categories of teaching staff such as special teaching and laboratory staff, teaching staff under contract (P.D. 407/1980), visiting professors etc. Technical and administrative staff is also employed. The administrative staff of HEIs are civil servants except for some of them who are under contract or hired for particular projects and research programmes.

Table 8. General figures of the university staff (2004-2005)

<table>
<thead>
<tr>
<th>UNIVERSITY STAFF (2004-2005)</th>
<th>TEACHING STAFF</th>
<th>TECHNICAL and ADMINISTRATIVE STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Research Members</td>
<td>9,048</td>
<td>Number of Special Technical and Laboratory Staff 2,409</td>
</tr>
<tr>
<td>Other Teaching Staff</td>
<td>4,342</td>
<td>Number of Administrative Staff 4,936</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
<td>13,390</td>
<td>Total number of non-teaching staff 7,445</td>
</tr>
</tbody>
</table>


Universities offer all three cycles of studies that is, undergraduate, postgraduate and doctoral study programmes. During the academic year 2004-2005 there were 192,913 students who were within their regular duration of studies and 171,132 who had exceeded their regular duration of studies. The ratio of active students per teacher in 2004-2005 is of 14.4 percent.5

5 Ministry of National Education and Religious Affairs, Directorate of Programming and Corporate Research (www.ypepth.gr)

<table>
<thead>
<tr>
<th>Active students 2003-04</th>
<th>Teaching Staff 2003-04</th>
<th>Ratio of active students per teacher</th>
<th>Active students 2004-05</th>
<th>Teaching Staff 2004-05</th>
<th>Ratio of active students per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>187,913</td>
<td>13,645</td>
<td>13.77</td>
<td>192,913</td>
<td>13,390</td>
<td>14.4</td>
</tr>
</tbody>
</table>


2.2.3. The Technological Sector

The technological sector consists of fifteen technological education institutions (TEIs) and one school of pedagogical and technological education. Several TEIs have branches that operate in cities located at more than thirty kilometres from the seat of the institution. TEIs may consist of schools and departments. In order to coordinate the teaching of courses taught at more than one department of one or more TEI schools, it is possible to establish a general department which, however, does not award degrees. These departments have their own educational staff.

TEIs employ permanent and non-permanent educational staff members. According to the table below the number of non-permanent educational staff is much bigger than that of permanent ones. This is mainly due to the fact that the technological sector has been rapidly developing during the last years and also because the upgrade of TEIs in 2001 set as a prerequisite that permanent educational staff should hold qualifications similar to the ones required in the university sector. Many new permanent positions are constantly advertised and their number has reached 714 since 2004.

During the academic year 2004-2005 the number of active students in TEIs was 159,177. Another 65,638 students were out of the proper semester of studies. The ratio of active students per teacher was of 12.12 percent.

TEIs offer undergraduate programmes and award Bachelor’s degrees. For the time being, they can participate in consortia with Greek or foreign universities and co-organise postgraduate programmes. However, postgraduate degrees are awarded by universities only. The legal framework that regulates the operation of TEIs is Article 16 of the Constitution, and Law 1404/1983, as amended.6

6 The main amendments are Laws 2621/98, 2916/2001, 3404/2005 and 3549/2007
Table 10. General features of the technological sector 2006-2007

<table>
<thead>
<tr>
<th>A/A</th>
<th>TEI of Athens</th>
<th>TEI of Piraeus</th>
<th>TEI of Western Macedonia</th>
<th>TEI of Epirus</th>
<th>TEI of Thessaloniki</th>
<th>TEI of Ionian Islands</th>
<th>TEI of Kavala</th>
<th>TEI of Kalamata</th>
<th>TEI of Crete</th>
<th>TEI of Lamia</th>
<th>TEI of Larissa</th>
<th>TEI of Messologi</th>
<th>TEI of Patras</th>
<th>TEI of Serres</th>
<th>TEI of Chalkida School of Pedagogical and Technological Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Br</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Schools</td>
<td>33</td>
<td>2</td>
<td>10</td>
<td>15</td>
<td>13</td>
<td>23</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Departments</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total number of Departments</td>
<td>35</td>
<td>12</td>
<td>16</td>
<td>13</td>
<td>24</td>
<td>6</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>18</td>
<td>7</td>
<td>14</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Ministry of National Education and Religious Affairs, Directorate for Higher Technological Sector, 2006

Table 11. TEIs’ staff (2004-2005)

<table>
<thead>
<tr>
<th>TEIs STAFF (2004-2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent Teaching Staff</td>
</tr>
<tr>
<td>Non-Permanent Teaching Staff</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
</tr>
<tr>
<td>Administrative and other Staff</td>
</tr>
</tbody>
</table>


Table 12. Ratio of TEIs’active students per teacher (2004-05)

<table>
<thead>
<tr>
<th>Active TEIs’ students</th>
<th>Total Teaching Staff</th>
<th>Ratio of active student per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>159,177</td>
<td>13,132</td>
<td>12.12</td>
</tr>
</tbody>
</table>

2.3. NATIONAL LEGISLATION AND THE BOLOGNA PROCESS

Greece is a founding member of the Bologna Process (1999). Beginning with 2004 intensive efforts have been made in order to implement everything agreed within the framework of the Bologna Process since. While in all the other European countries reforms were rapidly implemented, in Greece delays occurred. Today, 46 countries, including Greece, actively participate in the creation and establishment of the European Higher Education Area; Greece is a member of the Bologna Follow-Up Group and was a member of the Board during 2005-2006. Greece also takes part in the Stocktaking Group and in the External Dimension Group (2005-2007). As a member of the European Union, Greece participates, within the framework of the Lisbon Strategy, in the effort to “make Europe the most dynamic Knowledge Society worldwide” and can only go along with the decision of the heads of states and governments made in Barcelona in 2002, which sets the Bologna Process as the basis for cooperation in higher education.\footnote{Presidency Conclusions, Barcelona European Council, 15 and 16 March 2002, point 44, SN/100/1/02/REV}

Moreover, within the National Strategic Development Plan (2007-2013), Greece has set concrete goals and actions as far as the improvement of the quality of education at all levels is concerned and in particular the establishment of an effective structure for lifelong learning. These actions concern the increase of expenditure on education, the enhancement and improvement of quality in both education and vocational training, the facilitation of access to higher education and mobility between cycles, the enhancement of research and innovation.

The most important legislative reforms and developments relating to the Bologna Process since Bergen are the following:

2.3.1. Quality Assurance, ECTS, Diploma Supplement

Law 3374/2005\footnote{Official Journal 61, A/2.8.2005.} regulates quality assurance in higher education, the establishment of the European Credit Transfer and Accumulation System and the Diploma Supplement. The law establishes for the first time a national system of quality assurance in Greek higher education, which addresses both universities and TEIs. It also realizes the commitments undertaken by the Ministers of Education in Berlin (2003), complies with the European Standards
and Guidelines suggested by ENQA and its partners (EUA, EURASHE, ESIB) and adopted by the Ministers of Education in Bergen (2005), fully respects the autonomy of the institutions and ensures student participation.

The above law determined the obligatory application of a credit system, fully compatible with the European Credit Transfer and Accumulation System (ECTS), for all undergraduate and postgraduate study programmes. It also determined the issuing of a Diploma Supplement, based on the model developed by the European Commission, Council of Europe and UNESCO/CEPES, automatically and free of charge, both in Greek and in English.

Moreover, Law 3404/2005, which regulates operational and study issues, further contributed to the improvement of the quality of TEIs and established new permanent positions for the educational staff.

2.3.2. Recognition of Degrees

Law 3328/2005 for the establishment of a new Agency for Degree Recognition (DOATAP) was created in order to simplify the procedures for recognition of degrees and study periods. DOATAP is a member of the NARIC network.

2.3.3. The European Dimension, Recognition of Joint Study Programmes and Mobility of Students and Staff

Law 3404/2005, Article 23 on Joint Postgraduate Study Programmes and Joint Doctorates, gives universities the possibility to award double, multiple and joint degrees and allows the use of a language other than Greek in postgraduate study programmes. Thus, it enhances the cooperation between Greek and European HEIs, the mobility of students and academic staff and the European dimension of Higher Education. Moreover, Law 3549/2007 also stipulates the possibility to organize undergraduate study programmes in languages other than Greek.

---

2.3.4. Lifelong Learning

Within the National Strategic Development Plan (2007-2013), an integrated lifelong learning policy has been planned because Greece has significantly fallen behind compared to the other European countries. Thus, with the cooperation of the Ministers of Education and Employment, the National System of Connecting Vocational Education and Training was established and the framework for the organization of lifelong learning was created with Law 3369/2005. This law was recently supplemented with Law 3577/2007.

As far as higher education is concerned, Law 3369/2005 on Lifelong Learning enables the universities to establish and run lifelong learning institutes and have additional revenues, since they can charge fees for training courses. The substantial participation of HEIs in lifelong learning places universities at the centre of the social and financial life of the country and of the region where they are located. They provide citizens with new and often innovative and flexible opportunities for regular and distance-learning and, at the same time, they assume a key role for the adaptation of the workforce to the structural and technological changes rapidly taking place in the professional fields today.

Moreover, the Hellenic Open University, whose study programmes are mainly addressed to the working population, has been facing a rapid development as new programmes were added in all three cycles and new training programmes were created.

2.3.5. The External Dimension of the Bologna Process

Law 3391/2005 regulates the establishment of the International Hellenic University and aims at enhancing student mobility (see below). Moreover, as a member of the External Dimension Group of the Bologna Process, Greece organized a Bologna Seminar on “Putting European Higher Education Area on the Map: Developing Strategies for Attractiveness”; which took place in Athens, on 24-26 June 2006. The participants were mainly higher education stakeholders from the countries participating in the Bologna Process, but representatives of OECD non-European and Mediterranean countries, representatives of the European Commission, consultative members of the Bologna Process as well as

---

representatives of international and student organisations (ESIB and AEGEE) were also present. The Bologna Seminar meant another step forward in defining the external dimension of the Bologna Process, stressed the need to enhance and bring out the quality of the European Higher Education Area and the need for adopting a concrete strategy on the attractiveness of the European Higher Education Area, which will be the European answer to global challenges.

2.3.6. Mobility through Cycles, Access and the Removal of Obstacles

A series of legislations resulted in the upgrading of those institutions belonging to the non-university sector and, with the exception of the higher ecclesiastical academies, are under the main supervision of other ministries. Thus, these institutions will issue Bachelor’s degrees and their graduates will be able to continue studying in the two next cycles at universities.

- Law 3432/2006\(^9\) upgrades the status of the higher ecclesiastical academies supervised by the Ministry of National Education and their degrees become equivalent with those of the higher education institutions.

- Law 3413/2005\(^10\) allows higher military schools (supervised by the Ministry of Defense) to participate in consortia with universities for the establishment of postgraduate study programmes and research programmes (degrees are awarded by universities).

- Law 3450/2006\(^11\) upgrades the status of the merchant maritime academies (supervised by the Ministry of Mercantile Marine) which are currently able to participate in consortia with universities for the establishment of postgraduate study programmes and research programmes (degrees are awarded by universities).

Moreover, Law 3475/2006\(^12\) regulates, among others, the access of secondary vocational education students to the higher technological sector.

\(^11\) Official Journal, 64 A/30.03.2006.
2.3.7. Student Participation

As also explained later on (see Chapter 5, Table 31), full participation of students in the governance bodies of HEIs has been ensured. Moreover, student unions participate in the National Council of Education, while Law 3374/2005 on quality assurance has also ensured students’ participation in quality assurance procedures. In addition, the Minister of Education and Religious Affairs has signed Law 3443/2006, which enacts local youth councils and their participation in local governance, so that young people can become active citizens.

2.4. RECENT CHALLENGES IN HIGHER EDUCATION

2.4.1. The Modernization of the Legal Framework

After almost twenty-five years, the perception that Law 1268/82 no longer corresponds neither to internal social and financial needs nor to the contemporary international and European developments within the framework of the Lisbon Strategy and the Bologna Process, has matured enough to determine a series of legislative reforms, having begun in March 2004, in order to remedy the weaknesses of the system immediately. However, it became obvious that a total revision of the legal framework was necessary. In January 2005, the Minister of Education established a dialogue within the framework of the National Education Council to which representatives of HEIs and their staff as well as student representatives, representatives of political parties and social partners were invited to participate. The final report of this dialogue was published in April 2006. On 21 June 2006, the proposals for the legal framework were published by the Ministry of National Education. Following, a public consultation via internet was carried out in July and August 2006 and several discussions have taken place in the plenary of the Greek Parliament and in the Parliamentary Standing Committee on Cultural and Educational Affairs. In addition, the Economic and Social Council of Greece expressed its views in November 2006. The Minister of National Education made an announcement

HIGHER EDUCATION IN GREECE

on 22 February 2007 and the new legal framework was introduced before the plenary in Parliament on 6 March 2007. The law was approved on 8 March and published on 20 March 2007\textsuperscript{16}.

The revision of Article 16 of the Greek Constitution, a matter which the government had pledged before the elections, was placed at the centre of the reforms. The revision will allow the establishment of non-state, not for-profit HEIs. The present Parliament decided on 28 March 2007 that the next Parliament will revise the Article 16 if the required voting majority is reached.

2.4.2. Quality Assurance

There was no quality assurance system in Greece until 2005. However, Greece committed, within the Bologna Process, in Berlin in 2003 to develop a Quality Assurance system according to standards and guidelines that ENQA and its partners (EUA, ESIB, EURASHE) would elaborate. Therefore, just before Bergen, a draft law was submitted to Parliament and finally adopted in July 2005. An independent agency, the Hellenic Quality Assurance Agency\textsuperscript{17}, has been established and the main challenge now is to make the system fully operational. For the time being, many faculties and departments have contacted HQAA and have been planning how to carry out their internal evaluation. For this purpose HQAA published a model of organizing internal evaluation and accepted the institutions’ suggestions (by 16 April 2007). TEIs are eager to be assessed since the government has accepted their request to be allowed, after the internal assessment process is concluded, to organize and run their own postgraduate study programmes.

2.4.3. The Modernization of Study Programmes

The Ministry of National Education is positive, as far as the effort to reorganize and modernize postgraduate courses is concerned, and encourages the creation of new postgraduate study programmes in the field of new technologies as well as the creation of more interdisciplinary cross-scientific postgraduate courses. In addition, the Ministry is elaborating a new law that will regulate issues linked with the postgraduate study programmes. This new law is going to be introduced before the Parliament in 2008. According to the draft law, the constitutional framework will grant HEIs greater room for autonomy in order

\textsuperscript{16} Official Journal, 69 A’.

\textsuperscript{17} Arche Diasfalisis tis Piotitats [Hellenic Quality Assurance Agency] (www.hqaa.gr/).
to organize postgraduate study programmes. Internal regulations will be established for every postgraduate study programme according to which every study programme will be regularly assessed. In addition, the financial resources of postgraduate study programmes will increase not only through state budget funding but also through private funding after these are approved by the collective bodies of a university. Cooperation between Greek and foreign universities and research institutions as well as inter-university study programmes are enhanced and part of the postgraduate study programmes can take place in research centres.

According to the new framework, apart from teaching and research staff members, researchers and other members of the teaching staff will have the right to teach or cooperate in a postgraduate study programme. Postgraduate studies will be of at least one-year duration and will lead to M.A. or M.Sc. degrees. It will also be possible to study part-time, and in this case, the duration of studies will be at least double compared to the regular one. PhD programmes that do not set the prerequisite of a Master degree will have two obligatory semesters of structured study programmes and will be of a minimum of four-year duration. Finally, TEIs will be given the right to organize independent postgraduate study programmes, after the process of their internal evaluation is completed.

2.4.4. Research

With the aim of developing a National Strategy for Research and Technology an inter-ministerial committee between the Ministry of National Education and the Ministry of Development planned a new legal framework which, after consultation with all the relevant stakeholders, was publicized on 16 November 2006 and remained under public consultation until 15 January 2007. The draft proposal includes: a) the establishment of an inter-ministerial committee, comprised of ten ministers\(^{18}\) that will be responsible for policy planning and allocation of funds; b) the foundation of an independent National Council for Research and Technology which will consult the Government on the planning of a research policy; and c) the establishment of the National Organization of Research and Technology which will manage research programmes and their funds. Moreover, a new assessment system will be introduced involving international experts. In addition, all research institutions and centres will be

---

\(^{18}\) This committee is comprised of the Ministers of Finance, Development, Defense, Environment Education, Employment, Health, Agricultural Development, Culture and Public Order.
self-evaluated annually and evaluated by an external group of international experts every five years.

The Ministry of National Education considers the development of research in HEIs of great importance. Therefore, it has committed 420,000,000 Euro from the next Community Support Framework 2007-2013 for research at HEIs.

2.4.3. Attractiveness and Internationalization

The establishment of the International Hellenic University constitutes the first systematic step towards the opening of Greek higher education abroad, and consists of an initiative integrated into the general aim of internationalizing the Greek system of higher education. It is addressed to anybody interested, from any country of the world and in particular to the youth of the closer and wider neighbouring areas, such as countries of the Balkan area as well as countries of the Black Sea, the Middle East, and the Mediterranean.

The International Hellenic University is located in Thessaloniki and includes three levels of education (undergraduate, postgraduate and doctoral). It consists of three faculties, the Faculty of Humanities, the Faculty of Economics and Business Administration and the Faculty of Sciences and Technology, which issue degrees at all the above levels. In the future, more faculties will operate while students will be able to complete a small part of the study programmes through distance education. Courses are offered in English, but some courses will be available in other languages, including Greek. The selection of students will take place after an international invitation of interest.

Other measures taken in the same direction are: the laws on joint postgraduate degrees which regulate the recognition of double and multiple joint degrees and of Joint PhDs (Law 3255/2004, Article 4 and Law 4340/2005 Article 23), and which make it possible to use a study language other than Greek; and Article 17 of Law 3549/2007, which allows, based on the decision of the General Assembly of a department, the organization of the entire or of a part of an undergraduate or postgraduate study programme in a foreign language.
Chapter 3

GOVERNANCE OF THE GREEK HIGHER EDUCATION SYSTEM

3.1. DEVELOPMENT OF NATIONAL HIGHER EDUCATION POLICIES

The Ministry of National Education and Religious Affairs is responsible for the development and the implementation of the national higher education policies. The Ministry takes into consideration the proposals of the National Council for Education in which the Council of University Education and the Council of Technological Education participate concerning issues related to higher education. The Ministry also takes into consideration the annual review and the proposals concerning quality assurance made by the Hellenic Quality Assurance Agency as well as the suggestions of the Rectors’ Conference and of the TEI Presidents’ Conference. Law 3549/2007 established a procedure of ‘social accountability’, according to which the Ministry of National Education reports annually to the Parliament, based on the HEI’s reports concerning the progress of higher education. An annual report is also submitted to the Parliament by the Hellenic Quality Assurance Agency as far as the quality of higher education is concerned. Therefore, higher education is brought into the focus of the public and political interest.

3.1.1. The Ministry of National Education and Religious Affairs

The Ministry of National Education and Religious Affairs is responsible for the planning and development of education as well as for supervision the educational system in all its sectors, services and levels. The Ministry also draws up higher education acts and presidential decrees on educational issues which are then introduced in Parliament for approval. Higher Education Acts, presidential Decrees and Ministerial Decisions come into force after their publication in the Official Journal.
3.1.2. The National Education Council

The National Education Council (Εθνικό Συμβούλιο Παιδείας – ESYP) is an advisory and introductory body addressing issues of educational planning and policy which are then submitted to the Minister of Education.

It consists of:

i. The Council of University Education

ii. The Council of Higher Technological Education

iii. The Council of Primary and Secondary Education

The above Councils form consultative bodies to the Minister of Education and Religious Affairs as far as the equivalent sections are concerned. The
meeting of all or even two of the Councils of National Education Council for the discussion of issues of mutual interest is possible. The bodies of the National Education Council are the president and its plenary. The bodies of the two other Councils which regard higher education are the president, the secretariat and their plenary.  

The Plenary of the National Education Council consists of the presidents of its councils and of representatives of the parliamentary political parties, several ministries and public sectors, the Rectors’ Conference and the TEI Presidents’ Conference, students and pupils, the teaching staff of all levels, parents, employees and employers, as well as representatives of several professional unions and of the regional and local governments. Decisions are taken by the absolute majority of the present members.

The Council of University Education consists of a plenary, a secretariat and a president. The plenary is formed by the president of the Council of University Education, one representative of the Ministry of National Education, one of the Ministry of Financial Affairs, and one of the General Secretariat for Research and Technology, the rectors of all universities, three student representatives who are appointed by the National Student Association of Greece, a representative of the Teaching and Research Staff and a representative of the other university staff, a TEI president, representatives of the employers’ associations, representatives of various professional unions and social partners, one representative of each parliamentary political party, or of any Greek political party that participates in the European Parliament, and representatives of the regional and local governments. The Council of Higher Technological Education also consists of the plenary, the secretariat and the president. Its plenary, apart from all the TEIs’ presidents and the three representatives of TEIs’ students, has a similar structure as the Council of University Education.

The above two Councils convene regularly and usually comment on the establishment, abolition, merging or division or renaming of universities and TEIs or of faculties/schools or departments according to the national and regional needs, the specification or the review of the content of studies of every scientific field or specialty, the professional rights of the graduates etc.

---

3.1.3. The Hellenic Quality Assurance Agency

The Hellenic Quality Assurance Agency (HQAA), established by Law 3374/2005, has also a consultancy role since it keeps the competent bodies of the state and the higher education institutions informed on current international developments and trends in the relevant issues. Moreover, the HQAA resolutions are notified to the Minister of National Education and Religious Affairs, while at the end of each year a Higher Education Quality Report is submitted to the Parliament and the Minister of National Education and Religious Affairs.

3.1.4. The National Academic Recognition and Information Centre (Hellenic NARIC – DOATAP)

Until 1979, universities were exclusively responsible for recognizing higher education study titles in Greece. However, with Law 741/1977 an independent Agency called Inter-University Centre for Recognition of Foreign Study Titles (DI.K.A.T.S.A) was established and was responsible for the recognition of foreign higher education degrees. A few years later, Law 1404/1983 established the Institute of Technological Research whose task was to recognise foreign degrees in the field of technological education.

However, both of these bodies were abolished in 2005 with Law 3328/2005 which established a new agency for degree recognition. Therefore, today there is only one body with the task of the recognition of foreign degrees and periods of study: the National Academic Recognition and Information Center (Hellenic NARIC – DOATAP). The National Academic Recognition and Information Center is a legal entity of public law responsible for the recognition of study titles issued by foreign higher education institutions, both universities and foreign technological institutions and for providing information on studying in Greek HEIs. The Hellenic NARIC is located in Athens and is supervised by the Ministry of National Education and Religious Affairs. The Hellenic NARIC also has a consultancy role on issues concerning the recognition of foreign degrees and is the responsible body for the elaboration of the Action Plan for Recognition submitted in the London Ministerial Conference.

---

3 Greek Action Plan for Recognition.
3.1.5. The General Secretariat for Adult Education

The General Secretariat for Adult Education is a body supervised by the Ministry of National Education, which coordinates and materializes actions that involve lifelong learning both at national level and within the expatriate Greek community and consults the Ministry on issues related to lifelong learning.

The Secretariat carries out several activities such as:

- Basic adult education, which aims at the eradication of illiteracy and the completion of obligatory education.
- General education and training of adults, i.e., continuing training, training and education of special groups which are at risk of social exclusion, implementation of learning programmes for the acquisition of Greek as a second language as well as education in the area of new technologies.
- Socio-cultural education and training addressing issues of culture, health and environment as well as information on social, cultural and European issues.
- Open and distance learning and training as well as the connection and cooperation with modern systems of open and distance learning.
- Education of adult trainers.

3.1.6. Other Consultative Agencies

There are also various agencies, which are supervised by the Ministry of National Education and Religious Affairs and make recommendations to the Ministry while carrying out relevant activities and policies in higher education. Some of these agencies are:

- The General Secretariat for Youth, which plays a crucial role in the making, the follow-up and the coordination of the national policy for youth and its linkage with society. The Secretariat is the responsible body for the European Youth Programme and for various educational, cultural, mobility, participation, as well as employment and training programmes.

- The State Scholarships Foundation (IKY), which is the responsible body for mobility and scholarships for studies in Greece or abroad. The

\[^{4}\text{General Secretariat for Youth (http://www.neagenia.gr/frontoffice/portal.asp?cpage=NODE\ andenode=1\landclang=1)}\]
Foundation was until recently the national authority for the European Programmes Erasmus, Lingua and Socrates (I and II)\(^5\).

- The Organization for Vocational Education and Training (OEEK), whose task is to submit proposals to the Minister of National Education and Religious Affairs for planning, designing and bringing into effect the policy for initial and continuous vocational training as well as for supervising, organizing and running the institutes of vocational training (IEK) which are usually part of post-secondary or vocational education. In addition, the Organization for Vocational Education and Training is responsible for all issues regarding the definition of professional rights at all levels of vocational training and for the recognition of certificates awarded by other Greek agencies of vocational training, and for issues regarding the equivalence of relevant foreign vocational study titles\(^6\).

- The National Resource Centre for Vocational Guidance – Euroguidance Centre of Greece (EKEP-NRCVG) established in 2000, under the supervision of the Ministry of National Education and Religious Affairs and the Ministry of Employment, Labour and Social Protection. The aims of the Euroguidance Network are to promote communication, production and dissemination of information, training, employment, vocational guidance and certification of qualifications in order to enhance mobility and promote the European dimension in the national structures of education and in the vocational guidance services.

- The Research Academic Computer Technology Institute (RA-CTI) is supervised by the Ministry of National Education and Religious Affairs, enjoying administrative, financial and scientific independence. The RA-CTI’s main task is to support all kinds of ICT education and training in relation to the Information Society and to provide the Ministry of National Education and Religious Affairs and the public sector in general, as well as the natural and legal entities and the social institutions with consultancy, design and administrative services concerning the Information Society. In order to attain its goals, the RA-CTI collaborates

\(^5\) Idryma Kratikon Ypotrofion [State Scholarships Foundation]. (www.iky.gr)

\(^6\) Organismos Epaggelmatikis Ekpaidefsis kai Katartisis [Organization for Vocational Education and Training]. (www.oeeck.gr)
with public and private institutions, universities and national and foreign research centres.\(^7\)

### 3.2. ADMINISTRATION AND FUNDING

#### 3.2.1. Administration

Higher education falls under the jurisdiction of the Minister of Education. Usually, the Minister may assign some duties concerning higher education to a vice-minister and to the secretaries responsible for the university and the technological sector. Until 2007 two Secretariats for Higher Education existed, \(i.e.,\) one for the university sector and the other for the technological sector under whose jurisdiction various directorates and sections fall. However, after the establishment of Law 3549/2007 the Ministry of National Education and Religious Affairs is planning the merger of the two Secretariats into a single Secretariat for Higher Education.

Diagram 5. Structure of Higher Education Administrative Sector

\[\text{Source: The authors.}\]

---

3.2.2. The Secretariat for the University Sector

The secretariat for the university sector is administered by the Secretary for Higher Education. Four directorates and one independent section are under his authority. In particular, the Secretariat consists of the Directorate of University Personnel, the Directorate of Studies, Statistics and Organization, the Directorate of Studies and Student Care, the Directorate of Postgraduate Studies and Research and the Section of Inter-University Relations.

Diagram 6. Administrative Structure of the University Sector

Source: The authors.

3.2.3. The Secretariat for the Technological Sector

The secretariat for the technological sector is administered by the competent Secretary and it consists of the relevant directorate and five sections: the Section of Educational Staff, the Section of Administrative and other Personnel, the Section of Programmes and Studies, the Student Care Section, the Development, Planning and Postgraduate Studies and Research Section.
3.2.4. Funding

The main sources of funding of the higher education sector are the regular state budget and the Program of Public Investment which includes national and European funds. The Ministry of Economy and Finance, the Ministry of National Education and Religious Affairs and the universities and TEIs as well are involved in the process of allocating funds. The expenditure and budget of education are increasing year by year and a satisfactory percentage is directed to higher education. According to OECD, higher education expenditure for 2003 amounts to 1.3 percent of the GDP, therefore it has outgrown the grade point average of other European countries which is 1.1 percent.

Diagram 7. Administrative structure of the Technological Sector

\[\text{Diagram image}\]

Source: The authors.

According to Eurostat data, Greece is the country with the highest participation of public funding in higher education, with a percentage of over 98 percent (EU average: 82.8 percent), whereas household contribution is almost minimal (EU average: 12.1 percent) and private funding is below one percent (EU average: 5.1 percent).\(^8\) Greece is one of the six EU member-states that do

not charge fees for higher education. Moreover, from 2000 to 2006, funds from the Community Support Framework were directed towards higher education. According to the Minister of Education, these funds will double during the 2007-2013 period.

Funding for universities and TEIs from the regular state budget is mainly directed to operational expenditures, which include the payment of teaching and research staff members, expenditures for additional staff payments, free board for a number of students, free textbooks, etc. According to the figures of the Regular Budget for 2007, almost 1.5 billion Euro will be provided to universities, TEIs and the Academy of Athens, while 832,000 Euro will be allocated to the Hellenic Quality Assurance Agency. The funds from the Programme of Public Investment are mainly directed towards infrastructure, studies and equipment. Through a decision of the Ministers of Economy and Finance and of Education, the sum allocated to universities for 2005-2008 reaches 420 million Euro.

More than 950 million Euro is directed towards higher education through the Operational Programme for Education and Initial Vocational Training, which is a part of the Community Support Framework, 2000-2006. This amount is allocated to a number of activities, as shown in Table 13.

Table 13. Operational Programme for Education and Initial Vocational Training (Community Support Framework, 2000-2006)

<table>
<thead>
<tr>
<th>Projects and Activities (universities and TEIs)</th>
<th>Amount (in Euro)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Programmes</td>
<td>123,342,000</td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>29,175,000</td>
</tr>
<tr>
<td>Enhancement of Informatics Studies</td>
<td>16,845,000</td>
</tr>
<tr>
<td>Postgraduate Studies</td>
<td>59,896,000</td>
</tr>
<tr>
<td>Development of Academic Libraries</td>
<td>51,888,000</td>
</tr>
<tr>
<td>Practical Training</td>
<td>51,700,000</td>
</tr>
<tr>
<td>Liaison Offices</td>
<td>22,545,000</td>
</tr>
<tr>
<td>Higher Education Expansion</td>
<td>67,875,000</td>
</tr>
<tr>
<td>Quality Assurance in Higher Education</td>
<td>4,275,000</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>42,869,000</td>
</tr>
<tr>
<td>Building Infrastructure and Equipment</td>
<td>273,770,000</td>
</tr>
<tr>
<td>Various Programmes (e.g. intercultural activities, entrepreneurship and equality projects)</td>
<td>110,000,000</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>954,720,000</td>
</tr>
</tbody>
</table>

3.3. ACCREDITATION, QUALITY CONTROL AND EVALUATION

There was no quality assurance system in Greece until 2005 when Law 3374/2005\(^1\) was adopted. The new law established a quality assurance system for the entire higher education sector, which includes both the university and the technological sector. This law complies with the European standards and guidelines, suggested by the European Association of Quality Assurance (ENQA) and its partners (EUA, EURASHE, ESIB/ESU) which were adopted by the Ministers of Education in Bergen, and fully respects the autonomy of the institutions.

The Greek Quality Assurance system includes:

- internal assessment
- external review
- publication of results
- participation of students
- peer review

The Hellenic Quality Assurance Agency organized seminars for the rectors and the presidents of TEIs to which the president of ENQA was invited to speak and also provided HEIs with relevant information, in order for the quality assurance process to begin in 2007.

3.3.1. The Hellenic Quality Assurance Agency

The Hellenic Quality Assurance Agency (HQAA) is located in Athens and consists of fifteen members appointed by decision of the Minister of National Education and Religious Affairs. The Chairman and the other members of HQAA serve a four-year term of office and they may not be appointed for more than two terms, whether consecutive or not, while foreign experts can also participate in the HQAA. The Chairman is a scientist with internationally recognized authority and significant research activity, preferably with experience in issues regarding quality assurance and improvement of higher education. The other members of the HQAA are representatives of academic staff from universities and technological institutions, students, researchers and social partners (such as the Central Union of Chambers).

---

\(^1\) *Official Journal, 61 A/ 2.8.2005.*
The HQAA guarantees the transparency of the evaluation procedures and its mission is to support higher education institutions in the implementation of the procedures which aim at safeguarding and improving the quality of higher education, keeping the state and HEIs informed on current international developments and trends in the relevant issues and promoting research in this area. In particular, some of the most important responsibilities of the HQAA are as follows:

- The HQAA plans, coordinates and supports HEIs’ evaluation procedures;
- Employs guidelines and standards to specify and review the form of HEIs’ evaluation reports, as well as the evaluation criteria and indices;
- Compiles, keeps and revises the Register of independent Greek and international experts and specialists in the area of Quality Assurance;
- Collects information and maintains a database with data from the evaluation reports of all Greek HEIs;
- Performs studies and carries out research in order to develop the methodology, techniques and applications of quality assurance and keeps all competent bodies of the state and the Greek HEIs up-to-date;
- Maintains mutual cooperation with corresponding foreign organizations and represents Greece in international quality assurance networks;
- Publishes the evaluation results and the measures adopted for quality assurance and improvement of higher education.

3.3.2. The Evaluation Process

The law establishes two stages of the evaluation process: the internal and the external evaluation. The internal evaluation constitutes the first stage of an evaluation process. It is carried out by each academic unit which is subject to evaluation, and consists in the systematic assessment and recording of tuition, research or other activity completed by the academic units of HEIs, in correspondence with their profile, objectives and mission. Members of the teaching and research staff, scientific and administrative staff and student representatives take part in the internal evaluation which lasts two semesters and results in an internal evaluation report.
3.3.3. Evaluation Criteria and Indices

The evaluation criteria and indices concern the quality of the teaching and research activities, the quality of studies and study programmes and of the other services provided by HEIs. The evaluation criteria and indices are standardized, supplemented and further specified on the basis of the HQAA guidelines and standards, and depend on the study field of each academic unit. The revision of the evaluation criteria and indices follows the same procedure each time, should this be deemed necessary.

3.3.4. Procedures and Bodies of Internal Evaluation

- A ‘Quality Assurance Unit’ (QAU) is established, by resolution of the relevant supreme administrative body, in every HEI in order to coordinate and support evaluation procedures. QAU meetings are chaired by the Vice-Rector or Vice-President of Academic Affairs of the relevant institution and representatives of the academic and administrative staff and students take part in the QAU.

The internal evaluation is carried out with the responsibility of each academic unit (faculty or department) in cooperation with the Quality Assurance Unit. The academic units appoint Internal Evaluation Groups or Special Evaluation Groups (if undergraduate or postgraduate programmes are separately evaluated) by resolution of their General Assemblies and these Groups compile the Internal Evaluation Report and submit it to the Quality Assurance Unit of the institution.

An internal evaluation report contains cumulative information with quantitative data on students, teaching-research staff, educational and other scientific staff, administrative staff, infrastructure, student welfare etc. The HEI’s Internal Evaluation Report is compiled every two years by the QAU and sent to the HQAA.

3.3.5. Procedures and Bodies of External Evaluation

- The external evaluation process is repeated every four years at the latest with the cooperation of HEIs and the HQAA. The external evaluation is carried out by the External Evaluation Committee (EEC), which consists of five members from the register of independent experts kept at the HQAA. One of the members of the EEC may be nominated by the academic unit under evaluation but the remaining members are elected by
Higher Education in Greece

lot by the HQAA. The participation of at least one foreign expert and one representative from a professional or other scientific union in the External Evaluation Committee is also desirable.

The EEC takes into consideration the self-evaluation report and makes an in situ visit to the evaluated academic unit which has to facilitate as much as possible the committee’s work with supplementary information, discussions and contacts with the members of the academic unit. The EEC compiles the draft external evaluation report with the secretarial and administrative support of the HQAA and this draft report is then notified to the academic unit under evaluation, which then has to submit its remarks within a fifteen-day time limit from the date of the notification of the draft.

The external evaluation is completed within four months with the External Evaluation Report which is submitted to the HQAA. After the evaluation processes have been completed the HQAA makes the External Evaluation Report public. The External Evaluation Report includes the independent experts’ analyses, findings, and recommendations for the measures that need to be taken in order to improve the quality of the task of the institution.

3.4. Lifelong Learning

Greece faced important shortcomings and an institutional, structural, operational and financial deficit in the field of lifelong learning (LLL) and until recently, it was the last one in terms of performance (Tsamadias, 2007). However, during the last years there has been great effort to develop lifelong learning in Greece, since it serves not only social and financial purposes but also personal development goals (Asderaki, 2006c). Ancient Greeks recognized the value of lifelong learning and used to say “you live and learn”.

3.4.1. The Institutional Framework

The National Committee for Lifelong Learning is established by Law 3369/2005 for the Institutionalization of Lifelong Learning. The committee consists of fifteen members, representatives of three ministries (the Ministry of National Education and Religious Affairs, the Ministry of Employment and Social Protection and the Ministry of Internal Affairs, Public Administration and Decentralization), representatives of vocational training agencies, representatives from the Rectors’ Conference and the presidents of TEIs’ Conference and representatives of trade unions. At the same time, regional committees for lifelong learning can be established for the better coordination of lifelong learning (LLL) programmes in the thirteen Greek regions according to their needs.
The law allows universities and TEIs to establish institutes of lifelong learning (Article 9) with the decision of the Senate or the Assembly respectively and also allows them to charge fees. According to the law, there is only one exception from the rule, namely the Hellenic Open University which has the right to offer lifelong learning programmes without having established an institute. Until March 2007, a number of fifteen TEIs and five universities submitted proposals for the establishment of LLL institutes.

3.4.2. Structure and Operational Framework

According to the General Secretariat for Adult Education, up to date the following institutions have been established and are operating (Tsamadias, 2007):

- Forty-eight second chance schools addressed to those who have not attended or completed obligatory education;
- Fifty-eight centres for adult education that offer various educational programmes;
- The Centre of Distant Adult Education and Training (‘Archimedes’) with a central unit in Athens and thirteen regional units in the capital city of each region;
- Fifty-four schools for parent education;
- Fifty-four prefectorial committees of popular training;
- The Centre of Distant Adult Education and Training – ‘ARISTOTLE’;
- The Centre of Adult Trainers’ Education and Training – ‘PLATO’.

In addition, various autonomous programmes are carried out in sectors in which Greek society has insufficiencies such as:

- Adult education for the acquisition of basic skills in the field of new technologies – ‘Programme HERO’2 for facing digital illiteracy;

---

2 ‘Hero (or Heron) of Alexandria (A.D. 10-70) was a Greek engineer and geometer in Alexandria, Egypt. Among his most famous inventions were the first documented steam engine (pelapile) and a wind wheel, constituting probably the first instance of wind harnessing in history. He is said to have been a follower of the Atomists’ See: Hero of Alexandria. Wikipedia, The Free Encyclopedia (http://en.wikipedia.org/wiki/Heron_of_Alexandria)
- Farmers’ training for taking action in the secondary and tertiary sector of economy – “HESIODUS3 Programme”;
- Teaching Greek as a second language to immigrants;
- Training in handling crisis and in facing natural disasters;
- Training and Advisory Support of sensitive social groups (Roma, refugees, etc.);
- Health training;
- Thirteen intergovernmental pilot programmes.

According to Law 3369/2005 graduates of 25-75 hour programmes receive a ‘Certificate of Training’ whereas graduates of programmes that last 100 to 250 hours are awarded a ‘Certificate of Lifelong Learning’. 635 municipalities and 27 prisons take part in the above programmes.

3.4.3. Citizens’ Participation in Lifelong Learning

During 2003-2004, 36,513 citizens took part in LLL programmes, during 2004-2005 this number raised to 65,480 citizens, during 2005-2006 the number was 208,808 and during 2006-2007 the total number of citizens who participated to LLL programmes reached 235,000.


---

3 “Hesiodus (or Hesiod) was a poet who lived in the 8th century BC. Works and Days and the Theogony are the most famous of his writings.”
The percentage of citizens that took part in LLL programmes reached 0.50 percent in 2003-2004, 0.90 percent in 2004-2005, 2.80 percent in 2005-2006 and 3.20 percent in 2006-2007.

Trainees are mostly part of the working population (53.9 percent) and most of them belong to the 30-44 age group (41 percent). 14.3 percent are youths up to 19 years old, 13.2 percent are 20-24 years old, 14.1 percent are 25-29 years old, 16.2 percent belong to the 45-64 age group and 2.1 percent are over 65 years old.

Graph 2. Citizens’ participation as a percentage of the population (2003-2007)


Graph 3. Distribution of trainees per age group in LLL programmes

It is also clear from the graph below that the largest percentage of trainees are employed (53.9 percent), 17.8 percent are unemployed whereas only 2.4 percent are pupils or students.

According to the relevant data from the 2005-2006 period concerning the educational level of the trainees, higher education graduates outnumber the rest (38.40 percent) whereas upper-secondary education graduates follow (37.70 percent). The next group are primary education graduates (12.40 percent) and finally graduates of lower secondary education (10.40 percent) and the illiterate (1.10 percent).

Graph 4. Distribution of trainees per employment status (2005-2006)

Graph 5. Distribution of Trainees per Level of Education (2005-2006)
3.4.4. The Hellenic Open University

The Hellenic Open University (HOU) was founded in 1992\textsuperscript{1} and began operating in 1997 with the funding of the second Community Support Framework. HOU, as a Greek public university, is a legal entity of public law under the supervision of the Ministry of National Education and Religious Affairs and it is the only institution that provides distance education in both undergraduate and postgraduate level and charges fees. It is seated in Patras but various activities such as consultative meetings and exams are organized in eight Greek cities (Athens, Thessaloniki, Patras, Heraklio, Ioannina, Xanthi, Piraeus and Larissa).

HOU’s mission is to provide distance higher education and training and to promote scientific research in a flexible and innovative way. During the process of student selection, priority is given to applicants who are over twenty-three years of age, therefore, most of the students are employed and their average age is of 30-40 years old. Moreover, students with special needs are admitted to the Hellenic Open University and the available places for them amount to an additional three percent of the set number of places for undergraduate study programmes. For admission to an undergraduate programme a high school degree is necessary. The number of applicants is usually much greater than the number of offered places and this why candidates are selected by electronic lot in the presence of a district attorney for ensuring transparency.

HOU has introduced some innovations in the Greek higher education system. These are:

1. Studying exclusively through distance learning.

2. The application of a modular system and the replacement of courses by the flexible form of modular courses, which can be easily altered, according to the social and educational needs at the time.

3. Introduction of a five-level educational system that covers all levels from post-secondary vocational training to doctorate level.

4. Foundation of a University Laboratory for Educational Material and Methodology Research.

5. Foundation of a University Evaluation Unit.

\textsuperscript{1} Law 2083/1992, Article 27, par. 1.
6. The simplification of governance structures with the abolition of the Rectors' Council and the establishment of a flexible Senate.

7. The introduction of HOU's basic functional unit, the Course Modules that cover a specific study field at undergraduate or postgraduate level. Each course module is equivalent to three semesters in a Greek university.

3.4.4.1. Scholarships

Student scholarships are offered on the provision that certain economic, social and academic criteria are met. The scholarships awarded by HOU cover either the full amount or part of the fees.

3.4.4.2. Hellenic Open University’s Current Developments

HOU consists of four schools: the School of Humanities, the School of Social Science, the School of Science and Technology and the School of Applied Arts. These schools award Bachelor, Master and PhD degrees and certificates of training or of attendance. The average time for studies is six or seven years for the undergraduate studies and four years for the postgraduate studies.

HOU is a rapidly developing higher education institution. Only two study programmes in 1998 compare to the thirty-one that operate today (2006-2007). At the same time, there is a rapid yearly increase in the number of students, and the number of applicants exceeds the offered places of study. In 2004 5,160 places were available; in 2006 they increased to 6,660, i.e., 1,500 additional places, whereas the number of applications for the academic year 2006-2007 reached 65,572.

Graph 6. Number of HOU students (2000-2007)

Source: Hellenic Open University, 2007
HOU offers great distance tutoring services while studying takes place through learning material adapted to meet the needs and standards of distance education. The teacher per student ratio is 1/17 and the average percentage of drop-out rates is 25 percent in all study programmes.

Table 14. HOU in Figures (2006-2007)

<table>
<thead>
<tr>
<th>Numbers of students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate students</td>
<td>15,026</td>
</tr>
<tr>
<td>Postgraduate students</td>
<td>8,624</td>
</tr>
<tr>
<td>Candidate doctorate students</td>
<td>45</td>
</tr>
<tr>
<td>Admission figures for 2007-08</td>
<td></td>
</tr>
<tr>
<td>Number of candidates students</td>
<td>65,572</td>
</tr>
<tr>
<td>Number of places</td>
<td>6,660</td>
</tr>
<tr>
<td>Number of graduates</td>
<td></td>
</tr>
<tr>
<td>Total number of graduates</td>
<td>5,895</td>
</tr>
<tr>
<td>Number of Study Programmes and Modular Courses</td>
<td></td>
</tr>
<tr>
<td>Modular courses</td>
<td>184</td>
</tr>
<tr>
<td>Study programmes</td>
<td>30</td>
</tr>
<tr>
<td>Scholarships</td>
<td></td>
</tr>
<tr>
<td>Number of scholarships from 1998-2007</td>
<td>2,206</td>
</tr>
<tr>
<td>Teaching and Administrative Staff</td>
<td></td>
</tr>
<tr>
<td>Teaching and research staff members</td>
<td>25</td>
</tr>
<tr>
<td>Additional teaching staff</td>
<td>1,242</td>
</tr>
<tr>
<td>Detached teachers from secondary education</td>
<td>15</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>110</td>
</tr>
<tr>
<td>Publications</td>
<td></td>
</tr>
<tr>
<td>Books publicised by HOU</td>
<td>550</td>
</tr>
</tbody>
</table>

Source: Hellenic Open University, 2007

3.5. THE ROLE AND CONTRIBUTION OF HIGHER EDUCATION TO ECONOMIC AND SOCIAL DEVELOPMENT AT REGIONAL AND NATIONAL LEVEL

3.5.1. Administrative Division of Greece

Greece is divided into thirteen regions and fifty-one prefectures. The regions are (from North to South): Eastern Macedonia and Thrace, Central Macedonia, West Macedonia, Thessaly, Epirus, Ionian Islands, Central Greece, West Greece, Peloponneseus, Attica, North Aegean, South Aegean and Crete. The most densely populated region is the Region of Attica with the Region of Central Macedonia following.
Diagram 8. The regions of Greece

3.5.2. Planning of Higher Education

International data reveal that higher education plays an important and vital role in the development of the local and regional economies. The economy and financial life of an area is instantly enhanced by the activities and the presence of a higher education institution, e.g., by the additional financial activity caused by each unit of expenditure of the institution, by the accommodation and board expenses of the staff and the students, by the new job opportunities it creates, by the institution’s connection with the region’s small and medium business, the knowledge transfer to the society and the economy of the region, etc. (Kyriazis, 2005).

In Greece many reasons existed for developing a plan for regional development of higher education. The high degree of urbanization that took place after the Second World War with the majority of population gathered in Athens and Thessaloniki, the industrial decline during the 1980s and the abandonment of traditional fields such as agriculture and farming caused many Greek regions to decline while notable regional inequalities appeared (see Table 15). Thus, the need arose to support local economies and local administrative organizations. Moreover, the long history of many regions along with their archaeological and historical monuments, their cultural heritage, the utilization of their natural resources and the need to avoid the ‘drain’ of youth to the big urban centres created the prerequisites for planning of higher education.
Table 15. Gross Domestic Product and Per Capita Gross Domestic Product by regions, 2004

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In million euro. At current prices</td>
<td>In euro. At current prices</td>
</tr>
<tr>
<td>East Macedonia and Thrace</td>
<td>7,798</td>
<td>12,853</td>
</tr>
<tr>
<td>Central Macedonia</td>
<td>29,522</td>
<td>15,453</td>
</tr>
<tr>
<td>West Macedonia</td>
<td>4,185</td>
<td>14,211</td>
</tr>
<tr>
<td>Thessaly</td>
<td>11,088</td>
<td>15,035</td>
</tr>
<tr>
<td>Epirus</td>
<td>5,225</td>
<td>15,807</td>
</tr>
<tr>
<td>Ionian Islands</td>
<td>3,816</td>
<td>17,384</td>
</tr>
<tr>
<td>West Greece</td>
<td>9,030</td>
<td>12,348</td>
</tr>
<tr>
<td>Central Greece</td>
<td>10,906</td>
<td>19,513</td>
</tr>
<tr>
<td>Peloponnesus</td>
<td>9,369</td>
<td>15,650</td>
</tr>
<tr>
<td>Attica</td>
<td>101,059</td>
<td>25,541</td>
</tr>
<tr>
<td>North Aegean</td>
<td>2,783</td>
<td>13,724</td>
</tr>
<tr>
<td>South Aegean</td>
<td>6,992</td>
<td>23,088</td>
</tr>
<tr>
<td>Crete</td>
<td>10,961</td>
<td>18,249</td>
</tr>
<tr>
<td>Greece</td>
<td>212,734</td>
<td>19,232</td>
</tr>
</tbody>
</table>

Source: General Secretariat of the National Statistical Service of Greece, 2007.

*Provisional data; ** http://www.statistics.gr/gr_tables/S900_SEL_11_TS_AN_00_04_2_Y.pdf; *** http://www.statistics.gr/gr_tables/S900_SEL_11_TS_AN_00_04_3_Y.pdf

The need for decentralization combined with the need for regional development comprised the basis of the National Planning for the Development of Higher Education. While carrying out the Plan, the Region was considered a geographical, social, financial, and administrative point of reference for the development of the Greek system of Higher education. Therefore, the emphasis was placed on the multiple importance that the establishment of HEIs had for the region and also on the responsibilities of this region and of the local societies towards the HEIs of their area, so that a two-way relationship can be developed in order to enhance the dynamics of both sides.

According to the Table 16 by the end of 2006 all Greek regions had at least one higher education institution with departments operating in almost every capital city of each Prefecture. In 2003 the University of Western Macedonia and the University of Central Greece were established and many departments of the University of Peloponnesus began operating in most of the big cities as well as in other towns of the Peloponnesus. Recently, the Prime Minister announced the establishment of a new department on the island of Lemnos, situated in the North-East Aegean Sea.

Table 16. Distribution of HEIs throughout the Greek regions

<table>
<thead>
<tr>
<th>Regions</th>
<th>Population (in sq km)</th>
<th>Area (in sq km)</th>
<th>Density of population (number of inhabitants/sq km)</th>
<th>HEIs Universities and TEIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Macedonia and Thrace</td>
<td>611,067</td>
<td>14,157</td>
<td>43,2</td>
<td>Demokritos University of Thrace, TEI of Kavala</td>
</tr>
<tr>
<td>Central Macedonia</td>
<td>1,874,632</td>
<td>19,147</td>
<td>97,9</td>
<td>Aristotle’s University of Thessaloniki, University of Macedonia, Economic and Social Sciences, International Hellenic University, TEI of Thessaloniki, TEI of Serres</td>
</tr>
<tr>
<td>West Macedonia</td>
<td>301,539</td>
<td>9,451</td>
<td>31,9</td>
<td>University of Western Macedonia, TEI of Western Macedonia, TEI of Serres</td>
</tr>
<tr>
<td>Thessaly</td>
<td>753,848</td>
<td>14,037</td>
<td>53,7</td>
<td>University of Thessaly, TEI of Larissa</td>
</tr>
<tr>
<td>Epirus</td>
<td>353,820</td>
<td>9,203</td>
<td>38,4</td>
<td>University of Ioannina, TEI of Epirus, Ionian University</td>
</tr>
<tr>
<td>Ionian Islands</td>
<td>212,984</td>
<td>2,307</td>
<td>92,3</td>
<td>TEI of Ionian Islands, Branch of the University of Ioannina</td>
</tr>
<tr>
<td>West Greece</td>
<td>740,351</td>
<td>11,350</td>
<td>65,2</td>
<td>TEI of Messolonghi, University of Central Greece, TEI of Chalkida</td>
</tr>
<tr>
<td>Central Greece</td>
<td>605,254</td>
<td>15,549</td>
<td>38,9</td>
<td>TEI of Lamia, TEI of Patras, University of Patras</td>
</tr>
<tr>
<td>Peloponnese</td>
<td>638,942</td>
<td>15,490</td>
<td>41,2</td>
<td>University of Patras, University of Peloponnese, Hellenic Open University, TEI of Patras, TEI of Kalamata</td>
</tr>
<tr>
<td>Attica</td>
<td>3,761,810</td>
<td>3,808</td>
<td>987,9</td>
<td>National and Kapodistrian University of Athens, National Technical University of Athens, Agricultural University of Athens, Athens University of Economics and Business, Panteion University, Harokopio University of Athens, Athens School of Fine Arts, University of Piraeus, TEI of Athens, TEI of Piraeus, School of Pedagogical and Technological Education, University of Aegina, Faculty of the University of Aegina, University of Crete, Technical University of Crete, TEI of Crete</td>
</tr>
<tr>
<td>North Aegean</td>
<td>206,016</td>
<td>3,836</td>
<td>53,7</td>
<td>University of Aegina</td>
</tr>
<tr>
<td>South Aegean</td>
<td>302,686</td>
<td>5,286</td>
<td>57,3</td>
<td>Faculties of the University of Aegina, University of Crete</td>
</tr>
<tr>
<td>Crete</td>
<td>601,131</td>
<td>8,336</td>
<td>72,1</td>
<td>Technical University of Crete, TEI of Crete</td>
</tr>
<tr>
<td>Greece</td>
<td>10,964,080</td>
<td>131,957</td>
<td>83,1</td>
<td>23+16=39 HEIs</td>
</tr>
</tbody>
</table>

Source: Figures from the General Secretariat of the National Statistical Service of Greece.
Chapter 4

INSTITUTIONAL PATTERNS AND QUANTITATIVE DEVELOPMENTS

4.1. NUMBER AND TYPES OF HIGHER EDUCATION INSTITUTIONS (PUBLIC AND PRIVATE)

4.1.1. Number and Types of Higher Education Institutions

Thirty-nine higher education institutions belong to the formal higher education system and award recognized degrees. All of them are public institutions and operate under the supervision of the Ministry of National Education and Religious Affairs. However, there are some private institutions which operate in Greece autonomously or as franchised institutions. These institutions have been functioning on licenses similar to those issued by the prefectures for a simple business and their degrees are not recognized as to their academic or vocational rights.

There are also other public or state higher education institutions supervised by different ministries that fall under the competence of the Ministry of National Education only for particular issues (see Chapter 2). Some of them admit students through the national annual state exams, they award Bachelor's degrees and their graduates can follow a Master or a Doctoral study programme at a university. There is also the possibility for this kind of HEIs to participate in consortia with universities and co-organise postgraduate study programmes, but the degrees are awarded by the universities. This is the case for the higher military education schools that are under the supervision of the Ministry of Defence, the higher police academies that are under the supervision of the Ministry of Public Order and the merchant marine academies that fall under the supervision of the Ministry of Mercantile Marine.

Institutions that belong to an unclassified level between post-secondary and higher education admit students that may have taken the national state exams (or after special exams and requirements) and they usually offer three-year study programmes. Such schools are, for example, the public and private: higher
Higher Education in Greece

schools of dance and drama; schools of cinema and television; conservatories and music schools which are supervised by the Ministry of Culture; as well as the higher schools of tourist professions that fall under the supervision of the Ministry of Tourism.

4.1.2 Size of Universities and Technological Education Institutions

The two largest universities in Greece are the National and Kapodistrian University of Athens and the Aristotle University of Thessaloniki followed by the University of Patras as shown in the table below. The largest TEI is the TEI of Athens followed by the TEIs of Thessaloniki, Larisa, Western Macedonia, Patras, Crete and Piraeus.

Table 17. Size of universities ranked by number of students registered in proper semester, academic year 2004-2005

<table>
<thead>
<tr>
<th>University</th>
<th>Registered in proper semester</th>
<th>Enrolled students</th>
<th>Registered in the first study semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>National and Kapodistrian University of Athens</td>
<td>38,116</td>
<td>95,626</td>
<td>8,618</td>
</tr>
<tr>
<td>Aristotle University of Thessaloniki</td>
<td>36,408</td>
<td>67,479</td>
<td>8,130</td>
</tr>
<tr>
<td>Hellenic Open University</td>
<td>16,525</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of Patras</td>
<td>21,417</td>
<td>3,241</td>
<td>-</td>
</tr>
<tr>
<td>Democritus University of Thrace</td>
<td>17,935</td>
<td>3,121</td>
<td>-</td>
</tr>
<tr>
<td>National Technical University of Athens</td>
<td>16,224</td>
<td>1,863</td>
<td>-</td>
</tr>
<tr>
<td>University of Ioannina</td>
<td>10,142</td>
<td>1,922</td>
<td>-</td>
</tr>
<tr>
<td>Panteion University of Social and Political Sciences</td>
<td>18,847</td>
<td>2,122</td>
<td>-</td>
</tr>
<tr>
<td>University of Piraeus</td>
<td>20,221</td>
<td>2,044</td>
<td>-</td>
</tr>
<tr>
<td>University of Crete</td>
<td>10,142</td>
<td>1,922</td>
<td>-</td>
</tr>
<tr>
<td>Athens University of Economics and Business</td>
<td>25,454</td>
<td>1716</td>
<td>-</td>
</tr>
<tr>
<td>University of Aegean</td>
<td>7,052</td>
<td>1,571</td>
<td>-</td>
</tr>
<tr>
<td>University of Thessaly</td>
<td>6,346</td>
<td>1,269</td>
<td>-</td>
</tr>
<tr>
<td>University of Macedonia, Economic and Social Sciences</td>
<td>12,025</td>
<td>1,438</td>
<td>-</td>
</tr>
<tr>
<td>Agricultural University of Athens</td>
<td>3,820</td>
<td>505</td>
<td>-</td>
</tr>
<tr>
<td>Technical University of Crete</td>
<td>2,304</td>
<td>428</td>
<td>-</td>
</tr>
<tr>
<td>Ionian University</td>
<td>2,948</td>
<td>465</td>
<td>-</td>
</tr>
<tr>
<td>University of Western Macedonia</td>
<td>1,848</td>
<td>469</td>
<td>-</td>
</tr>
<tr>
<td>University of Peloponnesus</td>
<td>812</td>
<td>383</td>
<td>-</td>
</tr>
<tr>
<td>Athens School of Fine Arts</td>
<td>2,363</td>
<td>164</td>
<td>-</td>
</tr>
<tr>
<td>Harokopeion University of Athens</td>
<td>827</td>
<td>171</td>
<td>-</td>
</tr>
<tr>
<td>University of Central Greece</td>
<td>203</td>
<td>137</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>192,913</td>
<td>364,045</td>
<td>42,470</td>
</tr>
</tbody>
</table>

Table 18. Size of TEIs ranked by number of students registered in proper semester, academic year 2004-2005

<table>
<thead>
<tr>
<th>TEIs</th>
<th>Registered in proper semester</th>
<th>Enrolled students</th>
<th>Registered in the first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEI of Athens</td>
<td>23,608</td>
<td>34,820</td>
<td>3,521</td>
</tr>
<tr>
<td>TEI of Thessaloniki</td>
<td>17,884</td>
<td>24,810</td>
<td>4,210</td>
</tr>
<tr>
<td>TEI of Larissa</td>
<td>14,484</td>
<td>21,076</td>
<td>3,603</td>
</tr>
<tr>
<td>TEI of Western Macedonia</td>
<td>14,444</td>
<td>21,893</td>
<td>3,924</td>
</tr>
<tr>
<td>TEI of Patras</td>
<td>13,477</td>
<td>19,204</td>
<td>2,970</td>
</tr>
<tr>
<td>TEI of Crete</td>
<td>13,381</td>
<td>18,437</td>
<td>3,388</td>
</tr>
<tr>
<td>TEI of Piraeus</td>
<td>9,898</td>
<td>15,453</td>
<td>1,564</td>
</tr>
<tr>
<td>TEI of Epirus</td>
<td>9,277</td>
<td>11,510</td>
<td>2,253</td>
</tr>
<tr>
<td>TEI of Kavala</td>
<td>8,488</td>
<td>11,380</td>
<td>2,058</td>
</tr>
<tr>
<td>TEI of Serres</td>
<td>7,479</td>
<td>10,578</td>
<td>1,750</td>
</tr>
<tr>
<td>TEI of Chalkida</td>
<td>6,689</td>
<td>10,644</td>
<td>1,591</td>
</tr>
<tr>
<td>TEI of Kalamata</td>
<td>5,712</td>
<td>7,207</td>
<td>1,593</td>
</tr>
<tr>
<td>TEI of Messologi</td>
<td>5,691</td>
<td>7,224</td>
<td>1,607</td>
</tr>
<tr>
<td>TEI of Lamia</td>
<td>5,520</td>
<td>7,003</td>
<td>1,359</td>
</tr>
<tr>
<td>TEI of Ionian Islands</td>
<td>1,728</td>
<td>1,948</td>
<td>768</td>
</tr>
<tr>
<td>School of Pedagogical and</td>
<td>1,417</td>
<td>1,628</td>
<td>383</td>
</tr>
<tr>
<td>Technological Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>159,177</td>
<td>224,815</td>
<td>38,044</td>
</tr>
</tbody>
</table>


4.2 ACCESS AND ADMISSION

4.2.1. Access and Admission to Higher Education Institutions

All upper-secondary education graduates have access to higher education. General Lykeia graduates can access both the university and the technological sector after completing the national state examination. Graduates of the second cycle of the vocational Lykeia (TEE) could take exams for three subjects according to their chosen field of studies thus having easier access to TEIs, to higher schools of tourist professions, to certain military schools, higher police academies and merchant and maritime academies. However, from the academic year 2007-2008 onwards, TEE were replaced by the new vocational Schools, EPAL and EPAS (see chapter 1.1.1). The graduates of the new EPAL have the right to participate in the national state exams and have access to both the university and the technological sector. Evening Lykeia graduates, who are usually employed, have special privileges as they take different examinations with a different examination syllabus and are admitted additionally to the
number of the regular number of admitted students in all HEIs, except for the military schools. Ecclesiastical Lykeia graduates participate in the national state exams but are entitled to access higher ecclesiastical academies at an additional ten percent to the regular number of admitted students.

Table 19. Areas of study and relevant type of HEIs

<table>
<thead>
<tr>
<th>Scientific Fields</th>
<th>Access to HEIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities, Law and Social Sciences</td>
<td>Universities, TEIs, Higher Ecclesiastical Academies, Military Schools</td>
</tr>
<tr>
<td>Applied Sciences (Mathematics, Physics, Chemistry, Biology, etc)</td>
<td>Universities, TEIs, Higher Military Schools, Merchant and Maritime Academies</td>
</tr>
<tr>
<td>Health Sciences (Medicine, Veterinary, Biology, Pharmacy etc)</td>
<td>Universities, TEIs, Military (Medical) Schools</td>
</tr>
<tr>
<td>Technological Sciences (Engineering, Architecture, Environmental Studies, Computer Sciences etc)</td>
<td>Universities, TEIs, ASPAITE, Higher Ecclesiastical Academies, Military Academies</td>
</tr>
<tr>
<td>Sciences of Economics and Business and Administration</td>
<td>Universities, TEIs, Military Schools, Higher Police Academies, Higher Schools of Tourist Professions, Firefighting Academies</td>
</tr>
</tbody>
</table>

Source: Ministry of National Education and Religious Affairs.

The national state exams are organized every year by the Ministry of National Education in order to ensure transparency and objectivity. In general, the pupils of the third grade or the graduates of a Lykeio are examined in six subjects, depending on their chosen scientific field, and they fill in a computerized form based on their preferences. Beginning with the academic year 2006-2007, the minimum score necessary to enter HEIs has to be at least fifty percent of the highest possible passing grade. In order to achieve admission to certain schools, faculties or departments, the students sit for special exams on one or more subjects, as for example sketching for architecture, English for English literature etc. or athletic trials for military schools and the physical education departments.

The success of the candidates and their admission to a department of a HEI is generally the result of the grade they have been awarded for the exam subjects, of their preference for the different departments and of the number of available places existing in each department. At present, the number of available places is specified by the Ministry of National Education. From 2008 onwards, these will be included in the four-year academic and development programme, after an agreement between the Ministry and HEIs.

Available positions have been ensured for every category of upper secondary education graduates. Graduates of Genika Lykeia of the current year take up ninety percent of the available places for Genika Lykeia. The remaining ten percent is taken up by Lykeia graduates of previous years who have a certificate
of access, that is, they have already taken the exams before, so they simply resubmit their application and keep their previous score.

Table 20. Number of study places in HEIs for the academic year 2007-2008 (apart from expatriate Greeks and special categories)

<table>
<thead>
<tr>
<th></th>
<th>Total number of entrants</th>
<th>Genika Lykeia (90)</th>
<th>Genika Lykeia (10)</th>
<th>Daytime Vocational School (TEE)</th>
<th>Evening Vocational School (TEE)</th>
<th>Evening Genika Lykeia (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>37,200</td>
<td>33,196</td>
<td>3,724</td>
<td>401</td>
<td>436</td>
<td>436</td>
</tr>
<tr>
<td>TEIs, ASPAITE, Higher Schools of Tourist Professions</td>
<td>41,430</td>
<td>30,829</td>
<td>4,158</td>
<td>6,007</td>
<td>436</td>
<td>436</td>
</tr>
<tr>
<td>Higher Ecclesiastical Academies</td>
<td>510</td>
<td>458</td>
<td>52</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79,140</td>
<td>64,483</td>
<td>7,934</td>
<td>6,007</td>
<td>436</td>
<td>845</td>
</tr>
<tr>
<td>General Expected total including the Military Schools and other Schools.</td>
<td>82,394</td>
<td>67,102</td>
<td>8,231</td>
<td>6,342</td>
<td>439</td>
<td>849</td>
</tr>
</tbody>
</table>

Source: Ministry of National Education and Religious Affairs, Directorate of Organizing and Conducting Examinations.

There are also special categories of candidates who have the right to be admitted to a higher education institution either by sitting special exams or under certain conditions. These categories include children of Greeks living abroad who have graduated from Greek upper secondary schools, children of Greek employees working for Greek public services abroad or for international organizations, of which Greece is a member, who have graduated from Greek or foreign upper secondary schools, foreign citizens who have received a scholarship from the Greek State and European Union citizens and other foreign citizens. A ministerial decision of the Minister of Education and Religious Affairs determines every year the criteria for admission of these special categories, the percentage of admission per category, the necessary supporting documents, the selection processes, the mode of examination and the relevant procedures in case of special entry examinations.

Moreover, there are special provisions that concern the admission to higher education for people with special needs or people who suffer from chronic diseases. These can be admitted as additional students to any faculty or department of any HEI they wish up to 3 percent in addition to the total number of the newly admitted students for each faculty or department.

In order to be admitted to the Hellenic Open University the candidates, who should have a Lykeia Certificate (Apolytirion), submit an application form for the
programmes and are selected through a public computerized draw. This takes place after an invitation of interest is published on the website of the Ministry of National Education and Religious Affairs and is promulgated by the Greek embassies internationally.

4.2.2. Access and Admission for a Second Degree

Table 21. Figures of Second Degree Students during the academic year 2004-2005

<table>
<thead>
<tr>
<th>University</th>
<th>Enrolled students</th>
<th>Registered in proper semester</th>
<th>Students from Universities for a second degree</th>
<th>Students from TEIs or other Schools for a second degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>National and Kapodistrian University of Athens</td>
<td>95,626</td>
<td>38,116</td>
<td>1,551</td>
<td>292</td>
</tr>
<tr>
<td>Aristotle University of Thessaloniki</td>
<td>67,479</td>
<td>36,408</td>
<td>379</td>
<td>265</td>
</tr>
<tr>
<td>Hellenic Open University</td>
<td>16,525</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of Patras</td>
<td>21,417</td>
<td>13,735</td>
<td>136</td>
<td>59</td>
</tr>
<tr>
<td>Demokritos University of Thrace</td>
<td>17,935</td>
<td>11,755</td>
<td>197</td>
<td>52</td>
</tr>
<tr>
<td>National Technical University of Athens</td>
<td>16,224</td>
<td>11,731</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>University of Ioannina</td>
<td>13,274</td>
<td>9,113</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td>Panteion University of Social and Political Sciences</td>
<td>18,847</td>
<td>8,196</td>
<td>54</td>
<td>64</td>
</tr>
<tr>
<td>University of Piraeus</td>
<td>20,221</td>
<td>7,923</td>
<td>29</td>
<td>180</td>
</tr>
<tr>
<td>University of Crete</td>
<td>10,142</td>
<td>7,052</td>
<td>64</td>
<td>114</td>
</tr>
<tr>
<td>Athens University of Economics and Business</td>
<td>25,454</td>
<td>6,655</td>
<td>30</td>
<td>56</td>
</tr>
<tr>
<td>University of Aegean</td>
<td>7,205</td>
<td>5,449</td>
<td>57</td>
<td>34</td>
</tr>
<tr>
<td>University of Thessaly</td>
<td>6,546</td>
<td>5,501</td>
<td>62</td>
<td>33</td>
</tr>
<tr>
<td>University of Macedonia, Economic and Social Sciences</td>
<td>12,025</td>
<td>5,146</td>
<td>44</td>
<td>43</td>
</tr>
<tr>
<td>Agricultural University of Athens</td>
<td>3,820</td>
<td>2,202</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Technical University of Crete</td>
<td>2,304</td>
<td>1,859</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Ionian University</td>
<td>2,948</td>
<td>1,369</td>
<td>39</td>
<td>4</td>
</tr>
<tr>
<td>University of Western Macedonia</td>
<td>1848</td>
<td>1676</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>University of Peloponnesia</td>
<td>812</td>
<td>812</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Athens School of Fine Arts</td>
<td>2,363</td>
<td>817</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>Harokopeion University of Athens</td>
<td>827</td>
<td>670</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>University of Central Greece</td>
<td>203</td>
<td>203</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>364,045</td>
<td>192,913</td>
<td>2,823</td>
<td>1,277</td>
</tr>
</tbody>
</table>


The graduates of universities, TEIs and other schools with study programmes of a duration of two or three years, as the law prescribes,² who

² According to Article 6 of the Ministerial Decision 141.4/ B3/2274/30.06.84 the graduates of the pedagogical academies (2 years) that have been replaced by the pedagogical faculties and departments, of the 2-year schools of the early childhood education, the nursery schools, the higher ecclesiastical academies and higher ecclesiastical schools, and the schools of home economics are included.
STUDENTS AND GRADUATES

wish to attend an undergraduate study programme of another department, usually take special entry exams after a decision of the General Assembly of the receiving department. The law stipulates the admission percentage of entrants which ranges between two and five percent, whereas the decision of the collective bodies of every department determines the study semester in which the successful applicants will be placed. They are usually placed in the third semester (second year).

4.2.3. Transferring Students from one Higher Education Institution to Another

For many years, the Greek system allowed students’ transferring from Greek or foreign universities under certain conditions or after exams or without exams because of health or other problems. The transfers from Greek or foreign HEIs constituted a rather negative innovation of the Greek system which led to a massive concentration of students to the already overburdened and big HEIs of Athens and Thessaloniki. The transfers from abroad were abolished by law in 2002.³

Beginning with the academic year 2004-2005, with Law 3282/2004⁴ the transfers of students inside the country have been reduced to exceptional cases due to social reasons. The law, without any quantitative restriction, allows the transfers of students who are either parents or children from families with at least three children, children of victims of terrorism, orphans of one or both parents whose average total family income over the past three years does not exceed the amount of 35,000 Euro, as well as the students who during their studies have achieved excellence in sports. In these cases, only those in the first semester of their studies have the right to submit an application for a transfer, regardless of the allowed percentage of transfer.

The law also permits, under quantitative limitation, the transfer of the children whose average total family income over the past three years does not exceed the amount of 35,000 Euro and of the students who facing health problems (either themselves or their parents)⁵. These students have the right to request a transfer

⁵ After the common decision of the Minister of Education and Religious Affairs and the Minister of Health and Social Welfare, the terms and the requirements are stipulated for transferring students who have health problems either themselves or their parents.
to a higher education institution closer to their family’s residence. In these cases, only third semester students have the right to request a transfer and as long as they have successfully completed all courses of the first two semesters of the curriculum of the department they leave. The transfers take place on the decision of the General Assembly of the receiving department.

The above regulations reinforce the social dimension of higher education so as to facilitate the studies of students with special needs or from weaker financial or family background.

Table 22. Transfers from/to other HEIs (2003-2005)

<table>
<thead>
<tr>
<th>University</th>
<th>2003-2004</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Transfer from other HEI</td>
<td>Transfer to other HEI</td>
</tr>
<tr>
<td>National and Kapodistrian University of Athens</td>
<td>3,929</td>
<td>464</td>
</tr>
<tr>
<td>Aristotle University of Thessaloniki</td>
<td>2,525</td>
<td>1,328</td>
</tr>
<tr>
<td>Hellenic Open University</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>University of Patras</td>
<td>895</td>
<td>891</td>
</tr>
<tr>
<td>Democritus University of Thrace</td>
<td>84</td>
<td>1,246</td>
</tr>
<tr>
<td>National Technical University of Athens</td>
<td>166</td>
<td>25</td>
</tr>
<tr>
<td>University of Ioannina</td>
<td>175</td>
<td>1,017</td>
</tr>
<tr>
<td>Panteion University of Social and Political Sciences</td>
<td>168</td>
<td>44</td>
</tr>
<tr>
<td>University of Piraeus</td>
<td>260</td>
<td>110</td>
</tr>
<tr>
<td>University of Crete</td>
<td>194</td>
<td>1018</td>
</tr>
<tr>
<td>Athens University of Economics and Business</td>
<td>78</td>
<td>53</td>
</tr>
<tr>
<td>University of Aegean</td>
<td>65</td>
<td>653</td>
</tr>
<tr>
<td>University of Thessaly</td>
<td>383</td>
<td>348</td>
</tr>
<tr>
<td>University of Macedonia, Economic and Social Sciences</td>
<td>113</td>
<td>63</td>
</tr>
<tr>
<td>Agricultural University of Athens</td>
<td>35</td>
<td>3</td>
</tr>
<tr>
<td>Technical University of Crete</td>
<td>61</td>
<td>72</td>
</tr>
<tr>
<td>Ionian University</td>
<td>12</td>
<td>69</td>
</tr>
<tr>
<td>University of Western Macedonia</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>University of Peloponneseus</td>
<td>18</td>
<td>126</td>
</tr>
<tr>
<td>Athens School of Fine Arts</td>
<td>29</td>
<td>0</td>
</tr>
<tr>
<td>Harokopeion University of Athens</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>University of Central Greece</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL | 9,173 | 7,704 | 7,406 | 6,079 |


4.2.4. The Weaknesses of the Admission System

The admission system to HEIs has been reformed several times since 1964 and was altered almost every time the Minister of Education changed. However, it has not been possible to find the “happy medium” satisfying all stakeholders. In conclusion, one may say that although the system, through the national exams, is
objective and transparent, there still is a number of students who are “unsatisfied successful candidates” as Psacharopoulos (2003, p. 65) calls them, meaning students who are admitted into a department which is placed very low on their list of preferences and finally end up studying something they do not really want. This situation has in turn a serious consequence on the students’ performance and this is part of the reason for the existence of so many “eternal” students. Moreover, another side effect of the admission system is the high percentage of students’ immigrating abroad. For this reason, the Ministry has announced the beginning of a national dialogue with all higher education stakeholders on issues related to the admission system in 2008.

Table 23. Number of students that succeeded in the national exams for the academic year 2006-2007 (successful candidates from special categories are not included.)

<table>
<thead>
<tr>
<th>Type of HEI</th>
<th>Universities</th>
<th>TEIs</th>
<th>Other Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new students</td>
<td>35,974</td>
<td>25,696</td>
<td>2,722</td>
<td>64,392</td>
</tr>
<tr>
<td>Percentage</td>
<td>55.86</td>
<td>39.90</td>
<td>4.24</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Ministry of National Education and Religious Affairs, Directorate of Organizing and Conducting Examinations.

In the meantime, it has been noticed that students who are admitted to several departments placed low on the list of candidates’ preferences with grades below the passing grade faced in turn great difficulties in finishing their studies. That is the reason why it was considered absolutely necessary to reform and upgrade the entry requirements for all HEIs in order to enhance quality in higher education. Thus, according to Law 3404/2005, from the school year 2005-2006 the minimum score necessary for entrance to HEIs has to be at least 50 percent of the highest possible passing grade. This situation has led to a decrease in the number of successful candidates through the national exams system. The problem mainly involved the TEI sector since the number of available positions was of 42,390; however, only 25,696 from these have been covered for the academic year 2006-2007 (see Table 23). As universities are students’ first preference, they did not face such a problem.

---

6 Law 3404/2005, Article 13, OJ 260 A’ which was added to Law 2525/1997 (Article 2a)
4.3. ACCESS TO HIGHER EDUCATION AND PARTICIPATION RATES

4.3.1. The Expansion of Greek Higher Education

Greek higher education has met a great expansion over the past fifteen years. The number of HEI and TEI entrants per year has almost doubled and reached 80,514 in the academic year 2004-2005 from 42,000 in 1993 (Table 24). Moreover, during the period 2004-2006, thirteen new departments were established in various universities and four new departments were established in four TEIs, whereas three more departments will operate in 2007-2008 in order to cover new disciplines and the strong demand for higher education.

<table>
<thead>
<tr>
<th>Universities</th>
<th>TEIs</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolled in the 1st semester</td>
<td>Students enrolled in the first year of study</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>42,470</td>
<td>25,586</td>
<td>38,044</td>
</tr>
</tbody>
</table>


This doubling of the number of students has placed Greece in one of the first positions in Europe as far as the index of the percentage of participation in higher education for the population group aged 18 to 21 is concerned, taking into consideration the demographic decrease that the country is currently facing. This indicator has reached a percentage of almost sixty percent which is one of the highest in Europe. Moreover, we should also consider the great number of young people who study abroad and which exceeds by far the one of other European countries, a number which has not been taken into account when calculating the percentage above. As far as sex distribution is concerned, according to Table 24, girls who have better performance in the national exams in recent years take up 60.24 percent of the positions of the university sector and 50.23 percent of the positions of TEIs in the undergraduate study programmes. The percentage of girls is equally important in postgraduate studies but decreases substantially in doctoral studies.

---

In addition, during the fifteen-year period there was a significant increase in the number of postgraduate study programmes, from fifty-one in 1993 to 233 in 2002. This number nearly doubled over the following five years, and today (2006-2007), 432 postgraduate study programmes operate while proposals for new programmes are submitted by HEIs to the Ministry for approval. The number of postgraduate students in Greek universities reached 63,872 in 2004-2005 from around 12,000 in 2001-2002. In 2005-2006 the number of postgraduate students including the doctoral students exceeded 68,597. The number of third cycle students following doctoral programmes during the academic year 2005-2006 is of 32,627, which means 47.56 percent of the total number of postgraduate students. However, many of them have exceeded the three year (normal) duration.

---

4.3.2. Greek Students Abroad

The demand for higher education is so high in Greece that most of those who do not succeed in entering a Greek HEI are led to countries abroad such as the United Kingdom, Germany, Italy, France, the United States of America and recently Bulgaria, Rumania and the countries of the former Federal Republic of Yugoslavia because of their proximity as well as the cheap cost of living. Foreign institution graduates, in order to receive academic recognition, must submit their degrees to DOATAP (Hellenic NARIC). Due to the great demand for postgraduate studies the current trend is that students go abroad to attend postgraduate courses after they have completed the first study cycle.

Formerly, the system allowed the transfer of students attending HEIs abroad to Greek universities and, even though the number was limited, this constituted a means of skirting round the failure in the national entrance exams, especially for faculties that had a great level of difficulty such as Medicine or Architecture and as a result this situation developed into a powerful incentive for transferring.

Graph 8. Number of Greek students studying in foreign HEIs (2003)

![Graph showing the number of Greek students studying in foreign HEIs (2003)]


4.4. ORGANIZATION OF STUDIES AND STUDENT GUIDANCE (INCLUDING LIFELONG LEARNING)

4.4.1. Study Programmes and Degrees in Greece

Since 1982, the Greek higher education system is organized in two-tier levels: undergraduate and postgraduate. However, the institutional framework for postgraduate and doctoral studies was established with Law 2083/92 and successfully regulated this section for almost fifteen years. Today, a new law updating the postgraduate and doctoral cycle regulations is under discussion within the National Council for Education and is expected to be submitted to
the Parliament over the following months (see Chapter 2). Moreover, the new Law on Higher Education (3549/2007) allows the organization of the undergraduate or postgraduate programmes of studies or the preparation of the doctoral thesis partly or entirely in a foreign language.\footnote{Law 3549/2007, Article 17.}

Greek higher education institutions award a Bachelor’s degree at the end of the first cycle (\textit{Ptychio} or \textit{Diploma}), a postgraduate degree (\textit{Diploma Eidikefsis}) and a doctoral title (\textit{Didaktoriko Diploma}) at the end of postgraduate and doctoral studies respectively. Universities award Bachelor’s, postgraduate and doctoral titles, while technological education institutions award Bachelor’s degrees.

Table 26. Cycles of studies, normal duration, ECTS credits and degrees

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Semesters</th>
<th>ECTS credits</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Undergraduate cycle</td>
<td>8</td>
<td>240</td>
<td>\textit{Ptychio} or \textit{Diploma}</td>
</tr>
<tr>
<td>Law, Political and Social Sciences, Sciences (Mathematics, Physics, Chemistry etc) Humanities, Economic and Administration Sciences, Information and Communication, and all TEIs programmes</td>
<td>10</td>
<td>300</td>
<td>\textit{Diploma Eidikefsis}</td>
</tr>
<tr>
<td>2. Postgraduate cycle</td>
<td>2/3-4</td>
<td>360</td>
<td>\textit{Diploma Eidikefsis}</td>
</tr>
<tr>
<td>3. Doctoral cycle</td>
<td>Minimum 3 years/6 semesters</td>
<td></td>
<td>\textit{Didaktoriko Diploma}</td>
</tr>
</tbody>
</table>

Source: Ministry of National Education and Religious Affairs.

4.4.1.1. Undergraduate Studies

\textit{i) University Undergraduate Study Programmes}

The undergraduate programmes are structured in semesters and include the attendance of obligatory and optional courses, seminars, tutorials, laboratory or clinical exercises or on-the-job training for the students as well as a dissertation. Until 2005, there was a credit system in universities, according to which every course corresponded to a number of credits depending on the number teaching
hours. TEIs have implemented ECTS to all their study programmes since 2004. With Law 3374/2005 the implementation of ECTS is obligatory for all HEIs.

Most of the undergraduate university programmes are structured in eight semesters (four years and 240 ECTS credits) which are fully compatible with the European Qualification Framework as adopted in the Bergen Ministerial Conference (2005). The exception from this rule applies to the studies for the so-called regulated professions, like engineering, architecture, agriculture and environmental studies, the arts, veterinary, dentistry, and pharmacy, where the first cycle lasts ten semesters (300 ECTS credits) and medicine, where the first cycle lasts twelve semesters (360 ECTS credits). The new law, however, allows students who fulfil the prerequisites to acquire a degree within seven, nine or eleven semesters according to the study programme they attend. Therefore, they are awarded their degree a semester earlier, but without any change of the corresponding ECTS credits.

Every semester includes at least thirteen full teaching weeks and a relevant number of weeks for exams. The exam periods are three, January-February for the winter semester, June for the summer semester and September when students may be examined in all the semesters’ subjects. The examination marks in all subjects are represented by the arithmetical scale from zero to ten, the passing grade being five (5).

ii) TEI Undergraduate Study Programmes

TEIs run four-year undergraduate programmes structured in eight semesters. Every semester is structured according to the workload which equals to 30 ECTS11 credits and comprises at least 15 teaching weeks12. The teaching work is usually divided into semester courses and includes: theoretical teaching, on-the-job training, either in the form of tutorials or in laboratories, which aim at the consolidation and application of theory and the acquisition of vocational skills, seminars, visits to productive units and other similar activities, a dissertation and professional practice.

---

10 Law 3549/2007, Article 16.
During the final semester the dissertation and the on-the-job training takes place.\textsuperscript{13} Students need to complete successfully up to 40 courses including the degree assignment in order to obtain the degree and 240 ECTS credits are accumulated in total. Law 3549/2007 allows students to be awarded a degree at the end of their seventh semester as long as they have completed the required workload.

All programmes include the teaching of at least one foreign language which aims at enabling students to become fluent or acquire a level necessary for understanding texts of their expertise. If a student has already acquired a good knowledge of the foreign language which can be certified she/he may ask to be exempted from it.

\textbf{iii) The Duration of Undergraduate Studies}

The new Law on Higher Education regulates the duration of the undergraduate studies in an attempt to resolve the problem of the ‘eternal students’.\textsuperscript{14} Thus, from the academic year (2007-2008), the maximum duration of undergraduate studies should not exceed the minimum number of semesters required for the receipt of the degree, according to the indicatory syllabus of the department, increased by 100 percent. The extension of the maximum duration of studies up to two (2) semesters, at most, is possible only in exceptional cases on condition that the Senate of the university or the Assembly of the TEI decide about it, after having a fully justified proposal of the General Assembly of the department and the relevant application of the student. At the end of the maximum duration of studies, the student is \textit{de jure} considered to have lost the student status\textsuperscript{15}.

The law also gives students the right to interrupt their studies for as many semesters, as they wish, but not more than the minimum number of semesters required for the receipt of the degree, according to the indicatory syllabus. These semesters will not be added to the above maximum duration of studies. The students who interrupt their studies also lose their student status. After completing the interruption of studies they may re-acquire the student status and return to the department.

\textsuperscript{13} Law 3374/2005, Article 14; Ministerial Decision, No 46350/E5, \textit{Official Journal} 625, B’/18.05.2006.

\textsuperscript{14} Law 3549/2007, Article 14.

\textsuperscript{15} Law 3549/2007, Article 14, par. 1.
The students who, during the enforcement of the law, are already enrolled in a HEI and have not yet completed the minimum number of semesters required for the receipt of their degree according to the indicatory syllabus of the department are able to continue their studies up to the completion of the minimum number of semesters and beyond that, five (5) more academic years. The students, who, during the enforcement of the law, have already completed the minimum number of semesters required for the receipt of the degree according to the indicatory syllabus, are able to continue their studies for five more academic years beginning from the following academic year since the enforcement of the present law.

Students, who during the enforcement of the present law, have already exceeded the above mentioned higher limit of studies, are asked in writing by the relevant HEI to state also in writing if they wish to continue their studies. In case they decide to continue, they may carry on with their studies for five more academic years, beginning with the academic year following the enforcement of Law 3549/2007. Otherwise, they are erased from the registered of the relevant HEI and are deprived of their student status. To confirm the loss of the student status, a relevant accredited act is issued by the Secretariat of the relevant department which confirms the courses the student has been tested successfully at.

4.4.1.2. Postgraduate Studies

4.4.1.2.1. Operation and Organization

The operation of postgraduate programmes is regulated by Law 2083/92\textsuperscript{16}. According to this law, universities bear full responsibility for the organization and operation of postgraduate programmes. However, all TEIs can participate in consortia with Greek and foreign universities and organise postgraduate programmes but the degrees are awarded by the universities. This will no longer be the case after the completion of the internal evaluation of TEIs following the procedures described by Law 3374/2005. After their evaluation, TEIs that have all the prerequisites will also have the opportunity to run postgraduate programmes. TEI graduates can apply for any relevant postgraduate or doctoral study programme at any university.

The postgraduate tier includes Master’s programmes and doctoral programmes. The Master’s programmes last one to two years, meaning two or three, up to four semesters and lead to an M.A. or M.Sc. . After completing the

postgraduate programme students can apply for a doctoral programme. Moreover, there are postgraduate study programmes that lead to a doctoral degree after at least 6 semesters.

The postgraduate study programmes are designed by the General Assembly of *Special Composition* of the department and are approved by the Senate of the university. In the proposal, the following are mentioned: the field of study and the objectives of the programme, the type of the awarded postgraduate titles, the categories of the admitted graduates, the duration of the programme, the courses, the teaching, the research or any other activities of the postgraduate students, the number of postgraduate students, the prospects and the needs of the relevant university in staff and infrastructure, the operational cost and the financial resources. The Minister of Education gives the final approval of the postgraduate study programmes, issuing a decision published in the Official Journal.

For the organization and the operation of a postgraduate study programme the competent bodies are the following: the Senate of a *Special Composition*, the Committee for Postgraduate Study Programmes which operates at HEI level, the General Assembly of a *Special Composition*, the Co-ordinative Committee of the postgraduate study programmes and the Director of Postgraduate Studies.

### 4.4.1.2.2. Selection Criteria

HEIs’ graduates or graduates from congener recognized foreign HEIs can be admitted to postgraduate study programmes. Greek graduates should have a certificate that proves their fluency or very good knowledge of at least one foreign language. On the other hand, overseas students should be competent users of the Greek language. The postgraduate students’ selection is achieved following certain criteria, such as: their degree grade; the grades of the undergraduate modules relevant to the postgraduate study programmes; the performance in the dissertation of undergraduate level and any kind of research activity of the candidate. The General Assembly of the department may define other criteria or specify the ones above.

Upon the General Assembly’s proposal and the decision of the Senate, the introduction of fees for postgraduate study programmes is possible.\(^{17}\)

---

\(^{17}\) Law 2083/92 Article 12, par 7.
4.4.1.2.3. Current Postgraduate Study Programmes

During the academic year 2006-2007, the approved postgraduate study programmes which operated in Greek universities reached 432 out of which 107 had been approved after March 2005. Some of these programmes are the result of the cooperation between Greek and foreign universities. Thirty-two from the above postgraduate programmes operate in consortia between technological education institutions and Greek universities. In addition, there are twenty-two postgraduate study programmes from consortia between TEIs and foreign universities. The majority of them (70 percent) are financed by the regular state budget and some of them from the Operational Programme for Education and Initial Vocational Training and they are free of charge. The latter spent 59,896,000 Euro during 2000-2006 for the creation and reform of postgraduate studies. Few programmes function based on their own resources, namely fees.

Table 27. Postgraduate study programmes (2006-2007)

<table>
<thead>
<tr>
<th>Postgraduate study programmes (2006-2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>— 182 are financed by the regular state budget with the total amount of 3,577,000 €;</td>
</tr>
<tr>
<td>— 120 are financed by the Operational Programme for Education and Initial Vocational Training (Community Support Framework, 2000-2006);</td>
</tr>
<tr>
<td>— 117 operate on fees or their own resources;</td>
</tr>
<tr>
<td>— 3 operate within the framework of Erasmus Mundus;</td>
</tr>
<tr>
<td>— 10 intergovernmental programmes operate on their own resources;</td>
</tr>
<tr>
<td>— 22 operate from consortia between TEIs and foreign Universities.</td>
</tr>
</tbody>
</table>


4.4.1.3. Doctoral Study Programmes

Doctoral programmes last for a minimum of three years, as defined by law. Some doctoral programmes are structured while others are based only on research. There has been an increase in the number of structured PhD programmes due to the interdisciplinary nature of the subject under research. Structured programmes include taught courses and research. Doctoral programmes may include some other activities such as tutorials, workshop presentations, publications, seminar participation, etc. The law gives students the possibility to start directly a doctoral programme only in those faculties that do

---

18 All the above information has been included in the 2007 National Report within the Bologna Process.
not run postgraduate study programmes (Law 2083/92, Article 13). All doctoral programmes include a written thesis that is publicly defended in front of a committee that consists of seven academic professors.

After a PhD candidate submits his/her application, the General Assembly of the department decides if the candidate meets the prerequisites and then appoints the supervisor and the other two members of the advisory committee. The advisory committee in cooperation with the candidate submits an annual progress report and after at least a three-year period, assesses the originality of the candidate’s scientific work and requires the General Assembly to establish the date for the viva (oral defence). In the case of joint doctoral programmes, there are two supervisors – one from each participating university.

All doctoral programmes include a written thesis that is publicly defended in front of an assessment committee that consists of seven academics. Some of these academics may come from another department of the same university or from another Greek or foreign university, following the decision of the General Assembly of the department. The approval of the PhD thesis requires the consent of at least five from the seven members of the assessment committee. The student is proclaimed Doctor by the General Assembly of the department.

Doctoral studies are included in the Greek qualifications framework and are linked to learning outcomes. ECTS credits are not obligatory in measuring workload in doctoral studies.

4.4.1.4. Access to the next cycle

All first cycle qualifications from universities and TEIs give access to the second cycle. They can also give access directly to the third cycle, after the decision of the General Assembly of the university department, in case there is no relevant Master Programme within the university. All second cycle qualifications give access to the third cycle. Moreover, there are flexible paths for access to the first cycle for graduates of shorter study programmes (see 4.2.1).

There are occasions when bridging courses are necessary in order to move between cycles in the same or in other subject area but this mainly depends on the specific prerequisites defined by each department in order to accept students to a postgraduate study programme. This is a rare case but it may happen for degrees from another department of the same university or from another higher education institution.  

4.4.1.5. Joint Study Programmes

On the Senate’s decision, the organization of interdepartmental undergraduate study programmes in the same HEI either in the same school/faculty or on an interschool basis is possible.20

Since 2004, the Greek legislation (Law 3255/04, Article 4) offered the potential for the establishment of common postgraduate study programmes between Greek and foreign universities so as to enhance the participation of Greek HEIs in the Erasmus Mundus programme. The previous legislation has recently been completed with the institutionalization of Joint Doctorates (Law 3405/2005, Article 23).

4.4.1.6. Joint Degrees

The law allows the issuing of double, multiple or joint degrees for relevant curricula. The use of a language other than Greek, which was not possible up until 2005, is now allowed in the joint study programmes. This paved the way for the organization of common postgraduate and doctoral study programmes and facilitated the participation of Greek HEIs in the Erasmus Mundus programme and the reinforcement of bilateral or multilateral collaborations as well.

Table 28. Joint postgraduate programmes between Greek and foreign institutions (2006-2007)

<table>
<thead>
<tr>
<th>Joint postgraduate programmes between Greek and foreign institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erasmus Mundus Programme</td>
</tr>
<tr>
<td>Greek-French intergovernmental cooperation</td>
</tr>
<tr>
<td>Other Joint Postgraduate Programmes between Greek and foreign Universities</td>
</tr>
<tr>
<td>Joint Postgraduate Programmes between TEIs and foreign institutions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3 Universities participate in relevant postgraduate programmes and one TEI</td>
</tr>
<tr>
<td>7 postgraduate programmes</td>
</tr>
<tr>
<td>3 postgraduate programmes</td>
</tr>
<tr>
<td>22 postgraduate programmes</td>
</tr>
</tbody>
</table>

*Source: Ministry of National Education and Religious Affairs, Directorate of Postgraduate Studies and Research, 2006.*

4.4.1.6.1 Organization of Joint Study Programmes

According to this law, Greek universities can cooperate with foreign HEIs for the organization and operation of joint postgraduate study programmes or for the delivery of a doctoral thesis. For these joint postgraduate study programmes a Special Cooperation Protocol (S.C.P.) is compiled between the cooperating

---

20 Law 1268/82 Article 24 as amended by Article 1, par 5 of the Law 2188/94.
Institutions. This protocol determines the subject of the programme and, as the case may be, the scientific fields of the doctoral thesis; the financial resources; the obligations and rights of the participants in the programme; the mobility of academic staff or students; the award of a joint degree or a separate degree from each institution; the type of the awarded degree; the formation of a Coordinating Body; the language or languages of teaching and writing the dissertation or the doctoral thesis; and any other matter considered necessary, according to the standing legislative framework concerning postgraduate studies of each cooperating country.

In cases of writing a doctoral thesis a supervisor is set by each cooperating institution. The co-supervisors participate in the statutory trilateral advisory committee. The administrative and organizational responsibility of writing the doctoral thesis is undertaken by one of the cooperating institutions, determined in the Special Cooperation Protocol. The procedure of writing a doctorate thesis takes place under the prerequisites defined in the country’s legislation and by the institution of which has the administrative and organizational responsibility. The final assessment of the doctoral thesis takes place in the same institution and is made by the seven-member assessment committee, as stipulated by Law 2083/1992, or by the corresponding foreign institution committee, in which all the co-supervisors participate. In the seven-member assessment committee, apart from the foreign co-supervisors, one or more members of the teaching and research staff can also participate and they are appointed by the cooperating foreign Institution, if allowed by the Special Cooperation Protocol. In these cases, a joint PhD degree can be awarded which mentions the cooperating institutions or a separate PhD Degree for the candidates of each country, which also mentions the cooperating institutions according to the specific terms of the Special Cooperation Protocol.

4.4.2. Student Support Services and Guidance

In the Ministry of National Education there is a special Directorate for Studies and Students’ Care under the competence of the Secretariat for Higher Education and the Section for Student Care under the Technological Sector. There are respective services in all HEIs since students in Greece enjoy various privileges such as free text-books, medical care, reduced board prices at student campus, reduced transport rates for all, free board and accommodation for some students depending on the family income etc (see Chapter 7).

However, the new Law 3549/2007 further enhanced the institutional framework of student support services and guidance. Article 12 defines that in every department, a student support service must be established that aims at
providing advisory services towards students for their smooth transition from secondary to higher education, as well as, at supporting students who face difficulties and assisting them with the successful completion of their studies.

Upon decision of the department’s General Assembly, tutoring duties are assigned by rotation to teaching and research staff members for one academic year. The tutors’ mission is to guide and provide directions and advice to students on the progress and the successful completion of their studies. The teaching and research staff members are obliged to help tutors in their work. During their tenure, tutors are supported in exercising their duties by dismissal or restriction from administrative tasks.

Moreover, funding for establishing Liaison Offices is provided to HEIs through the Operational Programme for Education and Initial Vocational Training (Community Support Framework, 2000-2006) (see Table 13 Chapter 3). Liaison Offices provide students with all relevant information about postgraduate and doctoral study programmes, scholarships, loans, and opportunities they have for a job or a stage in the internal and the European labour market.

4.4.3. International Relations and Academic Mobility

4.4.3.1. Inter-governmental Cooperation

Greece has signed bilateral inter-governmental cultural and educational agreements with several countries. These agreements include educational programmes which, among other activities, involve exchanges and mobility of the research staff members of the academy of Athens, the teaching and research staff members as well as the educational staff of TEIs, and other HEIs’ additional teaching staff, researchers and doctoral students and senior administrative staff of HEIs.

4.4.3.2. Inter-university Cooperation

Greek HEIs are very active in developing inter-university cooperation with foreign institutions. The Directorate for International Relations for Education of the Ministry of National Education in cooperation with the Secretariat for

21Azerbaijan, Egypt, Albania, Algeria, Belgium, Bulgaria, Germany, Serbia, Montenegro, Denmark, Estonia, India, Jordan, Iran, Spain, Israel, Italy, Ireland, India, China, Colombia, Cuba, Croatia, Latvia, Luxembourg, Morocco, UK, Norway, South Korea, Netherlands, Hungary, Ukraine, Poland, Portugal, Romania, Russia, Slovakia, Slovenia, Syria, Czech Republic, Finland and Chile.
Higher Education has recently written down all international co-operations between HEIs and has published a relevant guide.\(^22\)

4.4.3.3. Academic Mobility

International mobility of academic staff is increased through bilateral and multilateral international relations of HEIs and their participation in various European projects and programmes, such as Erasmus (see Table 29) and other EU programmes, OECD programmes and regional cooperation programmes. In addition, the academic staff members are entitled to sabbaticals. The Ministry of National Education is also promoting staff mobility within the framework of intergovernmental agreements. Last but not least, the ministry keeps the academic staff up-to-date on international conferences and other academic or scientific activities and encourages and funds their active participation.

Table 29. Greece: Teaching staff mobility through the Erasmus programme

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Incoming</th>
<th>Outcoming</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 – 2001</td>
<td>302</td>
<td>543</td>
</tr>
<tr>
<td>2001 – 2002</td>
<td>279</td>
<td>537</td>
</tr>
<tr>
<td>2002 – 2003</td>
<td>296</td>
<td>558</td>
</tr>
<tr>
<td>2003 – 2004</td>
<td>337</td>
<td>549</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>416</td>
<td>613</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>479</td>
<td>(not available)</td>
</tr>
</tbody>
</table>

\(^{22}\) Greek Higher Education Institutions – International Cooperation, Directorate of International Relations In Education, Greek Ministry of National Education and Religious Affairs (Athens, 2007).
Chapter 5

INSTITUTIONAL GOVERNANCE AND ADMINISTRATION

5.1. INSTITUTIONAL GOVERNANCE

The governance and the administration of HEIs are regulated by law and by their own internal regulations. HEIs, faculties, departments, sections, laboratories and clinics are governed and administered by a wide number of bodies as shown in Table 30. There are also some other bodies which are responsible for particular issues, such as the Committee for Research Training, which is responsible for the Special Research Account, the Senate of a Special Composition or the General Assembly of a Special Composition, that is responsible for postgraduate studies and a number of other issues, the Coordinative Committee of postgraduate studies, that is responsible for the postgraduate programs of studies, the Deontology Committee and others. This self-governing structure is particularly complex and constitutes a great burden on the teaching and research staff members who are often not particularly familiar with the administrative work. Moreover, good organization and co-ordination is necessary for the governance of the institution and its effective administration, which is not always feasible (Koutsibou, 2006, p.91).

This is a bottom-up system which giving emphasis to the decision-making process at the lowest level and particularly at department level, which causes problems concerning the administration and the design of the development of the institution as a whole. The new law attempts to balance this situation. On the one hand, it strengthens the autonomy of the institution by making the elaboration of internal regulations obligatory and it enhances the profile of the institution and its leadership. The institution should design a four-year strategic plan with concrete goals and it is accountable for its academic, economic and administrative work. The law also increases the legitimacy and the power of the rector who is now directly elected by all staff and students and has the right to exercise the legitimacy control of the election procedure of the teaching and research staff members and to appoint them, something which, so far, was done by the Ministry of National Education through a time-consuming procedure that required several months. In addition, the new law introduces the position of
the Secretary of the HEI, after advertising for the most effective co-ordination of the financial and administrative work of the Institution.

On the other hand, the new law establishes presumptive evidence of competence in favour of the General Assembly of the department for issues that involve the departments of the HEI. Moreover, it establishes an accountability procedure, since the leadership of the department are obliged to submit, upon completion of their tenure, an account of their work, which is to be published on the web page of the department/institution.

Table 30. Institutional Governance at all levels

<table>
<thead>
<tr>
<th>University</th>
<th>TEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Senate</td>
<td>The Assembly</td>
</tr>
<tr>
<td>The Rector's Council</td>
<td>The TEI Council</td>
</tr>
<tr>
<td>The Rector</td>
<td>The president</td>
</tr>
<tr>
<td>Faculty</td>
<td>School</td>
</tr>
<tr>
<td>The General Assembly</td>
<td>The Council of School</td>
</tr>
<tr>
<td>The Deans' Council</td>
<td>The Principal</td>
</tr>
<tr>
<td>The Dean</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Department</td>
</tr>
<tr>
<td>The General Assembly</td>
<td>The General Assembly</td>
</tr>
<tr>
<td>The Board</td>
<td>The Council</td>
</tr>
<tr>
<td>The President</td>
<td>The Head</td>
</tr>
<tr>
<td>Section</td>
<td>Section</td>
</tr>
<tr>
<td>The General Assembly</td>
<td>The General Assembly</td>
</tr>
<tr>
<td>The Director</td>
<td>The Supervisor</td>
</tr>
<tr>
<td>Laboratories, Clinics,</td>
<td>Laboratories</td>
</tr>
<tr>
<td>University Museums</td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>Director</td>
</tr>
</tbody>
</table>

Source: The authors.

5.2. INSTITUTIONAL AUTONOMY AND ACADEMIC FREEDOM

Higher education institutions, universities and technical education institutions are legal entities under public law, with full self-administration under the supervision of the Ministry of National Education, in accordance with Article 16, paragraph 5 of the Constitution. Particular issues concerning the operation of HEIs are defined by their internal regulations.

Academic freedom in teaching and research as well as the free circulation of ideas is established by law but under no circumstances is anyone exempted from his duty of allegiance to the Constitution. All HEIs’ staff members as well as students are also free to express themselves collectively through their collective bodies facilitated by HEIs authorities.
After unfortunate incidents during the dictatorship (1967-1974) higher education immunity was established by law in order to ensure academic freedom, free scientific discussion and free ideas circulation in HEIs (academic asylum). According to the new law, academic asylum is recognized for the protection of academic rights, for the right to knowledge, learning and employment that all the members of a HEI have and covers all the areas of the HEI where education and research takes place. These areas are designated by the Senate for universities and by the Assembly for TEIs. The intervention of any kind of public force without the permission of a relevant body of the HEI, which is the Rector’s Council for universities or the Council for TEIs, and the presence of a judicial authority is prohibited except in the case of crime felony.

5.3. INTERNAL REGULATIONS

Every HEI is obliged by law to draw up their own internal regulations that will regulate the HEI’s internal issues concerning its operation. However, until March 2007 only twelve out of the twenty-three universities had their own internal regulations. For this reason, the new law stipulates that it is obligatory for every HEI to draw up their internal regulations within a year from the publication of the law. In order to aid HEIs, the National Education Council will design a model of internal regulations which will be temporarily used by HEIs, until they draw up or adjust their own. If, for any reason, a HEI does not adhere to the above, the legislator forbids, through a strict statement, the issuing of any kind of administrative or other prescriptive act (Article 4, Law 3549/2007).

Internal regulations should address the following issues: the organization of the academic, administrative and financial operation of the HEI; the operation rules of the bodies and committees of the HEI; the election of the teaching and research staff members; the duties, rights and obligations of the members of the university; the students’ duties, obligations and their rights; the procedures and the competences of the control bodies responsible for the observance of the statutory rules; the regulation of undergraduate and postgraduate studies; the further educational development of the HEI’s staff members; the procedures for providing benefits to students.
Other issues, which should be defined by the internal regulations, are added in the new Law 3549/2007:

a) the deontological rules for all the members of the academic community as well as the procedures and the control bodies established for their observance;

b) the operation rules of the collective bodies and the obstacles to the participation in those bodies;

c) the participation in research or other programmes;

d) the operation of the student support services and the exercise of a tutor’s duties by teaching and research staff members;

e) the general rules for operating libraries, study and reading rooms of an institution;

f) the extent, procedures and requirements for awarding exchange scholarships to students;

g) the procedures and requirements for ensuring the safeguarding of the institution and its property in the most efficient way;

h) the proportion between obligatory and optional courses of the syllabus and the necessary requirements for students’ participation in all exams;

i) the procedure for designing and revising the four-year academic and development program as well as the annual report;

j) the specialization of the prerequisites and procedures for the election, advancement or permanent appointment of teaching and research staff members or research staff members;

k) the way representatives of the teaching and research staff members or of research staff members from every section are appointed in the General Assembly of a department;

l) the composition of the support secretariat for the Secretary of the institution, the qualifications, the selection procedures and the competencies of the Secretary of the institution;

m) the way the electoral procedures are conducted for the emergence of the collective bodies of the institution; and

n) the integration of the decision made by the qualified body of the HEI with regard to the designation of the HEI’s areas covered by academic asylum.
5.4. INSTITUTIONAL MANAGEMENT BODIES

5.4.1. The Institutional Structure of the Universities

The structure of each university has three distinct levels: faculties, departments and sections. The faculties consist of departments of cognate sciences. The departments are the main functional academic units covering a discipline. The completion of their programmes leads to the relevant degree which is awarded by the department. The departments are divided into sections that correspond to smaller parts of the departments' discipline. Usually faculties, departments or sections own laboratories, clinics, libraries or university museums.

5.4.2. Institutional Management of the Universities

5.4.2.1. The University

Diagram 9. University Governance

Source: The authors.
The main university bodies are the Senate, the Rector’s Council and the rector (Law 2083/92, Article 2). The new law stipulates a new mode concerning the rector’s election; it has defined new competencies for the bodies and has established the accountability of the bodies of the institution and the department. In this way, after completing their tenure, the bodies of the institution or department are obliged to compile a review of their work (academic, financial, administrative) and to publish this review on the webpage of the institution.

i) The Senate

ia) Composition

The Senate consists of the rector, the vice-rectors, the deans of the faculties, and the presidents of the departments. Elected representatives of the university’s teaching and research staff members, one representative of the under-graduate students per department, two representatives of the postgraduate students, one representative of other teaching and research staff, one representative of the Special Teaching and Technical Staff (EEDIP), one representative of the Special Technical Laboratory Staff (ETEP) and one representative of the administrative staff participate in the Senate. In addition, representatives of associate professors, assistant professors and lecturers participate in the Senate in a number equal to one third of the number of the university departments. These professors are appointed by the respective General Assemblies. The Secretary of the university attends the sessions of the Senate without the right of voting.

ib) Competences

The Senate supervises the good operation of the HEI. It is responsible for the application of the laws and of the internal regulations. It also compiles and modifies the internal regulations. It determines the academic and research policy of the university, the planning and the strategy of its development and reports regularly for the relevant activities. It proposes and takes initiatives for the linkage of the university with its social environment and its contribution to the regional development, lifelong learning and the cooperation with other Greek and foreign HEIs or other research institutions or social organizations.

The Senate expresses its opinion for the division, merger or re-naming of the university, faculties or departments. The new Law 3549/2007 stipulates that the Senate’s proposal over the division, merger or re-naming of faculties and departments should necessarily be accompanied by special feasibility and viability reports as well as by viability reports over financial and technical aspects that respond to the standards set by the National Education Council. This
proposal, as far as the establishment of a new faculty or department is concerned, also refers to the specialization of their study fields, the indicatory curricula and the perspectives of vocational rehabilitation of their graduates. The Senate is also responsible for the approval of joint study programmes between the faculties or departments of the same or other HEIs.

After the approval of the number of the academic staff by the Ministry of National Education and Religious Affairs within the four-year planning, the Senate distributes the staff to departments. It also decides on the composition and the competences of the other collective bodies and the establishment of various councils and committees of the university.

The Senate makes and amends the regular annual budget and the programme of public investments and approves the annual account. It manages the property of the university and makes proposals to the Ministry of National Education for the establishment of legal entities that will utilize it.

Finally, the Senate of Special Composition, which consists of the elected representatives of the university's teaching and research staff members and two representatives of the post-graduate students, is responsible for any operational issue concerning post-graduate studies.

\[\textit{\textbf{ii)} \textit{The Rectors’ Council}}\]

The Rector’s Council consists of the rector, the vice-rectors, a representative of the students that participate in the Senate and the Secretary of the university with the right to vote, provided that administrative, technical or financial issues are discussed. The Council introduces the annual budget as well as various projects in the Senate and supervises the implementation of the relevant decisions. It also decides, upon suggestions made by faculties, about new appointments of staff and submits its proposal to both the Council of University Education and the Ministry of National Education and Religious Affairs. It takes care of the good organization of the administrative services and the appointment of administrative as well as the technical and laboratory staff.

\[\textit{\textbf{iii)} \textit{The Rector}}\]

The rector is a professor or an associate professor of the university elected for a four-year tenure. There is a possibility of a second election of the same person as a rector but not in two consecutive tenures.\(^1\) The previous law (1268/1982) stipulated that the rector was simultaneously elected with the two (maximum

\[^1\text{Law 3443, Article 9. \textit{Official Journal,} 41, A/27.02.2006.}\]
three) vice-rectors by an electoral body which consisted of the academic staff, under-graduate students representatives up to eighty percent of the teaching and research staff members, postgraduate students representatives up to five percent of the teaching and research staff members and representatives of all the other staff of the university including administrative staff.

The new Law 3549/2007 stipulates that the rector and the vice-rectors are directly elected by the total of the : a) teaching and research staff members of the university; b) undergraduate and postgraduate students and; c) other additional staff of the university, including the administrative staff. The percentage of votes that each candidate received is calculated by adding the total of the preferences of the three categories after these are multiplied by an indicator of importance which is 0,50 0,40 and 0,10 respectively. In this way, the high representation of the students is preserved and the direct democratic election of the leadership of the universities is established.

The rector supervises the whole operation of the university, the application of the law and internal regulations and represents it in and out of court. The rector is accountable for HEIs’ expenses and takes care of the cooperation and the coordination of all the collective bodies of the university, the academic staff and the students, sets up the agenda and chairs the meetings of the Senate and the Rectors’ Council, and takes care of the implementation of their decisions. The rector also convenes for the elections of the deans and the presidents of department, advertises the academic posts, performs the legitimacy control and gives a decision on the appointment of the Teaching and Research Staff and licenses the academic leaves. Moreover, the rector may upon the decision of the Senate take specific measures in order to deal with urgent matters, in case the competent collective administrative bodies are not able to function or take decision. The positions of rector and vice-rectors are incompatible with any other non university professional activity.

At the end of their tenure the HEI governance bodies submit a detailed report of their financial and governing/administrative activity and this report is published on the website of the relevant HEI.

---

2 The two Vice Rectors are: the Vice Rector for Academic Affairs and the Vice Rector for Financial Planning and Development. A third Vice-Rector is elected in the Universities that have more than 20 Departments or are located in three different cities.
5.4.2.2. The Faculty

i) The General Assembly

The General Assembly of a faculty consists of all members of the general assemblies of all departments.

ii) The Dean’s Council

The Dean’s Council consists of the dean, the presidents of departments and one student representative per department. The Dean’s Council submits to the General Assembly of the faculty the budget allocation for the faculty’s departments, laboratories and clinics; it processes the proposals of the departments for the introduction of the new academic and research positions and submits them to the Rectors’ Council. It also takes care of positioning the special teaching and laboratory staff.

According to the new Law 3540/2007, Article 20, the Dean’s Council: i) comments on the four year academic-development program of the institution, concerning the part that involves the faculty; ii) approves and co-ordinates the joint study programs between departments, while the Senate approves the joint study programmes between schools or other HEIs; iii) processes the departments’ proposals for the creation of new positions for teaching and research staff members and submits them to the Rector’s Council; iv) decides on the organization of the Dean’s Council services as well as on the placement of the special technical staff in the laboratories or the clinics of the faculty.

III) The Dean

The dean is an elected professor or an associate professor on four year tenure. The election procedure is similar to the one of the President of Department. The respective electoral body consists of the total of the electoral bodies responsible for the election of presidents of the school’s departments. The dean chairs and sets the agenda at the meetings of the General Assembly of the faculty and the Dean’s Council, supervises the good operation of the Dean’s Council and takes care of the implementation of its decisions as well as of those made by the General Assembly of the faculty. Moreover, the dean sets committees or working groups in order to handle various issues. The Secretariat of the faculty is also under his authority.
5.4.2.3. The Department

i) The General Assembly

The General Assembly of a department consists of the president of the department, the Directors of sections and all teaching and research staff members. It is also comprised of the representatives of different groups in the following percentages which are added in proportion to the total number of teaching and research staff members: student representatives – up to 50 percent; representatives of the postgraduate students – up to 15 percent; and representatives of other additional staff – up to 5 percent.

The president convenes the General Assembly regularly, four times a year, or ad-hoc, for various issues or upon demand of one third of its members.

The new law establishes the evidence of competence in favor of the General Assembly of the department for issues that concern the departments of a HEIs, which makes it the most important and powerful body of a department. The General Assembly has the general supervision of the application of the law and internal regulations in a department. It sets the education and research policy, the planning and the development of the department and compiles the department’s regular review which is published on the department’s website. It proposes to the Senate the renaming of the department, its merger or its division into sections. It allocates the funds; plans and declares the academic positions; forms electoral bodies for electing academic staff; establishes the study programmes; sets up the committee for postgraduate study programmes; appoints the directors of sections; selects the PhD students and announces the PhD degrees; invites visiting professors or researchers and has many other competences. Finally, it reports about its activities to the Senate.

Moreover, the General Assembly of Special Composition, which consists of the president of the department, teaching and research staff members and two postgraduate students of the department, is responsible for scientific and research issues as well as for: introducing and structuring postgraduate study programmes; appointing the Advisory Committee and the Assessment Committee; awarding postgraduate degrees, etc.

---

3 If the teaching and research staff members are more than thirty, then only thirty of them who are elected for a year by the Sections of the Department, participate in the General Assembly.
ii) The Board

The Board operates in a department which includes at least three sections. Otherwise, the General Assembly holds the competencies of the Board. The Board consists of the president and the deputy president of the department, the heads of section, two representatives of the undergraduate students and one representative of the postgraduate students and, optionally, representatives of the other staff, when an issue relevant for them is discussed. The Board is responsible for the constant supervision and smooth operation of the department as well as the application of the laws and internal regulations of the HEI at the departmental level.

iii) The President

The president of a department is an elected full time professor or an associate professor, elected by the total number of the: a) the teaching and research staff members; b) undergraduates and postgraduate students of the department and; c) other additional staff of the department. The percentage of the votes received by each candidate is calculated by adding the total number of preferences of the three categories after they have been multiplied with an indicator of importance which is 0.55, 0.40 and 0.05 respectively. The presidents’ tenure is two years and can be renewed only once.

The president convenes the bodies of the department (the General Assembly and the Board), sets up the agenda, presides over and offers his suggestions during their sessions. He keeps the register of the scientific activity of every teaching and research staff member, procures for the application of the General Assembly’s decisions, forms committees and supervises the services of the department.

5.4.2.4. The Section

Each department is divided into sections which concern a specific study field of the discipline of the department. The Bodies of a section are:

i) The General Assembly

The General Assembly of a section consists of the teaching and research staff, two to five student representatives and one representative of the special postgraduate scholars or the postgraduate students of the section. The General Assembly of the section: a) elects the Director of the section; b) co-ordinates the work of the section; c) submits proposals to the General Assembly of the department related to the curriculum; d) allocates the funds of the section to the various teaching and research activities; e) assigns duties to the Director of a
laboratory or a clinic and decides on the distribution of the teaching work to the teaching and research staff members of the section.

**ii) The Director**

The Director of a section, who is elected by the General Assembly of the section for a one-year tenure, belongs to one of the two highest levels (professor, associate professor) of the teaching and research staff members. The Director of a section sets up the agenda and calls the General Assembly of the section and attends to the application of its decisions.

### 5.4.2.5. Laboratories, Clinics and University Museums

Any faculty, department, or section may establish laboratories, clinics or university museums, which operate according to the internal regulations of the institution and are administered by an elected director.

### 5.4.3. The Institutional Structure of Technological Education Institutions

Each TEI comprises at least two schools, each school at least two departments and each department is divided into two or maximum three sections which correspond to concrete technological areas. There is also the possibility of establishing a branch of a TEI at a distance of more than thirty kilometers from the central location of the TEI.

### 5.4.4. Institutional Management of the Technological Education Institutions

#### 5.4.4.1 The Bodies of a Technological Education Institution

**i) The Assembly**

The Assembly is the central body of a TEI. It comprises the president, the vice-presidents and the secretary of the TEI, the principals of the schools, the heads of departments, one representative of the administrative staff, one representative of the technical staff and the students. The proportion of student representatives in the composition of the Assembly is of almost 50 percent. The Assembly is called regularly, once a semester, or ad hoc by the president or upon the official (written) request of at least one third of its members.

---

4 The proportion of student participants is calculated according to the number of educational staff, however, without counting in the President, the Vice President(s) and the Secretary.
The Assembly has the general supervision of the TEI operation and application of the law and its internal regulations. It decides on the schools’ suggestions with regard to the establishment of new departments and makes proposals to the Council of Higher Technological Education and to the Minister of National Education. It coordinates the schools’ activities related to teaching, studies, examinations etc. It designs or amends, after consulting the councils of the schools, the internal regulations of the TEI and submits them for approval to the Minister of National Education. It selects the Secretary of the TEI and it also votes for the annual budget of the TEI.

ii) The TEI Council

The Council consists of the president, the vice-presidents, the principals of the schools and one student representative. The secretary also participates in the TEI Council but has a vote only for administrative and technical issues.

The TEI Council is the main governance body which facilitates the smooth operation of the TEI within the framework of the Assembly’s decisions, the internal regulations and the law and it exercises all of the duties that the Assembly delegates to it. It introduces the annual budget and the infrastructure planning to the Assembly and carries out its decisions. It distributes the relevant budget credits and it approves the institution’s expenditure. In addition, it decides about the schools’ suggestions regarding the introduction of new academic staff positions and sends these proposals to the Minister for approval. It is in charge of the organisation and operation of the administrative services of the TEI. It refers back the schools’ or departments’ decisions or forwards them to the Assembly. It awards moral rewards to the academic staff or it can function as a disciplinary board. It forms working groups and committees for various issues and takes decisions on all the current issues which do not fall under the authority of other bodies.

iii) The President

The president represents the institution and is responsible for its management in cooperation with the TEI Council. The president and the vice-presidents are elected for a four-year tenure, in the same way as the rectors of the universities but the indicators of importance are 0.625 for the educational staff, 0.3125 for the students and 0.03125 for the technical staff and 0.03125 for the administrative staff of the TEI. The president is responsible for calling the TEI Council and the Assembly, setting their agenda and chairs both bodies and various committees of the institution. He also guides and supervises the administrative services of the institution, signs graduates’ degrees and has
disciplinary authority. Moreover, the president submits to the Assembly the annual report of the institution concerning the educational and administrative work of the TEI.

iv) The Vice-Presidents

The president of the TEI is supported by two or three vice-presidents depending on the size of the institution. The distribution of their authorities is defined by the internal regulations of the TEI. The authorized vice-president substitutes the president of the TEI.

Diagram 10. TEI governance

Source: The authors.
5.4.4.2. The Bodies of a School
A school is administered by the Council and the principal.

i) The Council

The Council of a school consists of the principal of the school, the heads of departments and the representatives of the students, in a proportion of 40 percent of the members of the Council. Moreover, a representative of the special teaching and technical staff or a representative of the administrative staff can participate if relevant issues are discussed. The Council of the school holds all the competencies that the law assigns to the school except for those that are strictly assigned to the principal.

In particular, the Council of the school:

1) Allocates the funds to the departments and the laboratories of the school;

2) Examines the proposals of the departments for the creation of new positions of educational or technical staff and submits them to the TEI Council;

3) Decides in collaboration with the Secretary of the TEI on the organization of the school’s services as well as on the placement of the administrative staff and the technical staff to the departments, the services and the school’s laboratories;

4) Co-ordinates mutual educational activities between the departments of the school.

II) The Principal

The principal of a school is elected in the same way as the president of the TEI, for a four-year tenure. The principal is in charge with the school’s services, convenes the school’s Council, chairs its sessions, sets up and introduces the issues of the agenda and takes care of the execution of the decisions the school’s Council takes. The principal: forms committees for the study and the execution of specific issues; co-ordinates and modulates the activities of the school’s departments; has disciplinary competences, according to the standing

---

5 The proportion of student participants is calculated according to the number of Educational Staff, however, without counting in the principal of the school.
regulations; and is substituted in his duties by the head of department who is appointed deputy by the school’s Council, for one academic year.

5.4.4.3. The Bodies of a Department

1) The General Assembly

The General Assembly is the highest governance body of a department. It consists of the Educational Staff of the department as well as representatives of the students, in a proportion of 40 percent of the total number of Educational Staff members. The General Assembly has all the competencies of the department, which are stipulated by the law and the TEI’s internal regulations except for those which are assigned to other bodies. It convenes regularly, twice per semester, or ad-hoc, when requested by the head of department or by one third of the total number of its members after an official request.

ii) The Council

The Council of the department consists of the head, the supervisors of the sections, one representative of the students and a representative of the technical staff, if relevant issues are discussed. The Council coordinates the educational and administrative affairs of the department, decides on the allocation of funds to the different activities of the department as well as the distribution of vacant positions of the educational staff per section and per levels of educational staff, according to the department’s needs. It submits proposals, through the school, to the TEI’s Council concerning the creation of new positions for educational staff members, or other staff. It holds the disciplinary authority according to TEI’s internal regulations. It decides on all individual administrative affairs of the students as well as on the placement of the special technical staff. It has all the competencies that are assigned by the General Assembly’s ad hoc decision. It compiles assessment reports for all the members of the educational staff of the department.

1) The Head

The head of department is elected for a two-year tenure, supervises all the department’s services, coordinates and is responsible for the operation of the sections in collaboration with the educational staff of the department. The head sets up and introduces the agenda of the General Assembly and of the Council, convenes these bodies and presides over their work. He also procures for the executions of their decisions. The head keeps the scientific and educational register of every member of the educational staff and holds the disciplinary authority, according to the internal regulations. The head also forms committees
for the study and of certain issues, and supervises the department’s services. The head is substituted in his duties by a supervisor of a section of the department who is appointed as the deputy head for one academic year by the Council of the department.

5.4.4.4. The Section

A department may be divided into two or three to the maximum sections which correspond to a specific scientific and technological field. The bodies of a section are the General Assembly and the supervisor of the section.

I) The General Assembly

The General Assembly consists of the academic staff and two representatives of the students. The General Assembly elects the supervisor and his substitute, assigns the duties of the supervisor of the laboratory, distributes the teaching work, submits proposals relevant to the curriculum to the General Assembly of the department.

ii) The Supervisor

The supervisor of the section coordinates, in general, the work of the section, convenes the General Assembly of the section, sets up the agenda, proposes issues to the General Assembly, presides over its works and procures for the execution of its decisions.

5.4.5. The Deontology Committee

The new law introduces in all HEIs the Deontology Committee in order to preserve and apply deontology regulations according to their internal regulations (Law 3549/2007, Article 11). The committee comprises the Vice-Rector for Academic Affairs, who is the president of the committee, and the deans of the faculties for universities or the Vice-President for Academic Affairs (as president) and the schools’ principals for TEIs. The way of operation, the process and the responsibilities of the Deontology Committee are defined by each institution’s internal regulations.

5.4.6. Participation of Students

The law establishes the students’ right to express themselves through corporate bodies and to form labour bodies (Law 3549/2007, Article 22), namely students’ associations. The students’ associations are legal entities of private law and are administered by the relevant board. The board of every student association
recommends the students’ representatives to the administrative bodies of the HEI. The students’ representatives to the universities’ bodies hold a one-year tenure. The representation of the students in each body is referred to in the composition of the bodies (see Table 31).

Table 31. Participation of students to institutional governance

<table>
<thead>
<tr>
<th>University</th>
<th>Assembly of TEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate</td>
<td>1 undergraduate student per Department/ 2 postgraduate students</td>
</tr>
<tr>
<td>Rector’s Council</td>
<td>1 representative of the students</td>
</tr>
<tr>
<td>Rector’s Election</td>
<td>The percentage of votes each candidate receives multiplied by an indicator of importance which is 0.40</td>
</tr>
<tr>
<td>Rector’s Election</td>
<td>President’s Election</td>
</tr>
<tr>
<td>The student percentage is almost 50 in comparison to the other members of the Assembly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Assembly</td>
<td>All the students who participate in the General Assemblies of all the departments</td>
</tr>
<tr>
<td>Council of School</td>
<td>Representatives of the students in a percentage of 40 percent of the members of the Council</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Assembly</td>
<td>The representatives of the students up to 50 percent of the academic staff, the representatives of the postgraduate students up to 15 percent</td>
</tr>
<tr>
<td>General Assembly</td>
<td>Representatives of the students in a number equal to 40 percent of the number of the members of the Educational Staff</td>
</tr>
<tr>
<td>Board</td>
<td>2 undergraduates, 1 representative of the postgraduate students</td>
</tr>
<tr>
<td>Council</td>
<td>1 representative of the students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Assembly</td>
<td>2 to 5 representatives of the students, 1 representative of the Special Postgraduate Scholars, or the postgraduate students of the Section</td>
</tr>
<tr>
<td>General Assembly</td>
<td>2 representatives of the students</td>
</tr>
</tbody>
</table>


6 The participation of each student (political) group is defined according to the percentage of votes they received in the annual students’ election.
5.5. ADMINISTRATION SYSTEM AND INSTITUTIONAL LEVELS

5.5.1. Administration System at Institutional Level

For every HEI as well as for all legal entities of public law, the establishment of the administrative system is regulated by presidential decrees issued at the proposal of the Minister of Internal Affairs, of the Minister of Education and Religious Affairs and of the Minister of Financial Affairs. In this way, directorates, departments and self-contained offices are formed and issues relevant to the qualifications for the appointment of employees are regulated. Over recent years, liaison offices and career offices have been established which link the institutions to the labour market financed by the Operational Programme for Education and Initial Vocational Training.

In each TEI an Administrative Service which is responsible for the smooth operation of the institution. It consists of the following departments, services and offices:

a) Department of Administrative Affairs
b) Department of Financial Affairs
c) Secretariat of Department
d) Department of Publications and Library
e) Office of Information and Public and International Relations
f) Technical Service
g) Sanitation Service
h) Computerization and Statistics Service
i) Schools’ and Departments’ Secretariats

Depending on the relevant TEI department, there can be an office which links the department with factories, farms, enterprises etc. in order to facilitate the training period of the students and the applied research.
5.5.2. The Secretary of Higher Education Institutions

There was a long discussion concerning the introduction of the position of the Manager of HEIs as far as the effective coordination and management of the financial services of the HEI are concerned. However, because there were reactions from HEIs against the introduction of a term of the market and businesses, the new law introduces a permanent position for a HEI Secretary (Law 3549/2007, Article 6). The procedure for the appointment of the HEI Secretary is the following: first, there must be a public announcement; second, after an election procedure by the Senate of the relevant university or the Assembly of the TEI, the HEI’s Secretary is appointed on the rector’s or on the president’s of TEI act. The Secretary of the HEI is appointed on a four-year tenure which can be renewed only once.

The Secretary of the institution is assisted by a Secretariat, the composition and organization of which is defined by the institution’s internal regulations and the standing legislation. The Secretariat is comprised by three to five scientists, experts in accountancy affairs and two to three members of the administrative staff that are able to be employed or transferred to other services of the
The competencies of the Secretary of the institution include especially:

a) The administrative supervision and the co-ordination of the administrative, financial and technical services of the relevant HEI as well as the responsibility for their smooth functioning according to the internal regulations and the standing legislation;

b) The participation in the Senate, without having the right to vote as well as in the Rector’s Council for the university or in the Assembly and the Council of the TEI;

c) The procuration over the execution of the decisions of the HEI collective bodies and the application of the HEI’s internal regulations;

d) The competencies assigned by other administration bodies of the HEI according to the standing legislation and the internal regulations of the HEI.

The Secretary of the institution answers to the Senate of the relevant university or the Assembly of the relevant TEI, and is supervised by and is accountable to the rector of the university or the president of the TEI.

5.6. BUFFER ORGANIZATIONS, COLLECTIVE REPRESENTATION OF HIGHER EDUCATION

5.6.1. The Rectors’ Conference

Although the Rector’s Conference is a non formal collective body, it expresses the official “voice” of the Greek universities and plays, nowadays, a major role in the higher education area. It was established at the universities’ initiative in 1987 and, since 1990, it has a permanent Secretariat. The rectors, the vice-rectors of the Greek universities and the presidents of the administrative committees participate in the Rectors’ Conference. The decisions are usually taken, unanimously. However, the decisions are not binding for the Senates of the universities.

The Conference has regular and unscheduled sessions. The regular sessions take place three times a year (mainly in January, May, and October) each time at a different university and it is common for the Ministry of National Education and Religious Affairs and the Secretary for Higher Education to participate in these meetings. Since 1992, a three-member chair operates unofficially to ensure the effective operation of the Conference, the president of which is the rector who has organized the last regular session and members, the rector who had
organized the previous one as well as the rector who will organize the next one. The organizer, after consulting the other rectors, sets up the agenda of the Conference.

The main objectives of the Rectors’ Conference are: to promote the dialogue between the universities of the country; to identify the problems and establish a common ground for issues concerning academic planning and policy; to reinforce and present the educational and research work of the universities; to submit to the Ministry of National Education and Religious Affairs proposals on issues regarding the organization, infrastructure and effective operation of higher education. The Rectors’ Conference has been an active participant in the National Dialogue for Education during the last two years and its suggestions were seriously taken into account. The Rectors’ Conference of the Greek universities is a member of the European University Association.

5.6.2. The Technical Education Institutions Presidents’ Conference

Similarly, the presidents of TEIs organize regular and unscheduled Conferences forming this way the collective views of TEIs. The TEI Presidents’ Conference has been greatly active during the last years and has accomplished to upgrade TEIs so that the technological sector is recognized as equivalent to the university sector. During a recent meeting with the Prime Minister, it was agreed that TEIs, after going through a quality assurance process, will be able to organize self-contained postgraduate study programmes, which is an important step towards their complete integration into the higher education area.

5.6.3. Educational Staff Associations

The main associations of the academic and other teaching staff are the Greek Federation of University Teachers’ Associations (POSDEP)\(^7\), the Federation of the Educational Staff of TEI (OSEP-TEI)\(^8\), the Pan-Hellenic Federation of the Special Laboratory Teaching and Technical Staff (POSEDIP)\(^9\), the Federation of the Special Teaching Staff and the various associations of non permanent teaching staff.

\(^7\) Hellenic Federation of University Teachers' Associations (http://www.ntua.gr/posdep/index_en.htm).
\(^8\) Federation of the Educational Staff of TEI (http://osep.teipir.gr).
\(^9\) Pan-Hellenic Federation of the Special Laboratory Teaching and Technical Staff (http://www.ntua.gr/poseedip/).
5.6.4. The National Student Association

The National Student Association was created in the early sixties and was connected with the struggle of students against dictatorship. However, since 1995, it has not been possible to be reorganized into a unified body because student parties usually disagree about the outcome of student elections. As a result, there is a problem concerning student representation at a national level and therefore there are no student representatives from Greece in ESIB (from 2007 ESU).

5.7. FINANCING OF HIGHER EDUCATION INSTITUTIONS

5.7.1. The Funding Mechanism

The main sources of funding of the Greek HEIs are the regular state budget and the Program of Public Investment which has two levels: the national one, financed by national funds, and the community one in which the European funds are included (Operational Programme for Education and Initial Vocational Training – O.P. “EDUCATION”, 2000-2006). The latter concerns the modernization of the higher education system and the creation of new infrastructures, studies and equipment and research funding.

The Ministry of Economy and Finance, the Ministry of National Education and Religious Affairs, the universities and the TEIs are involved in the process of allocating funds from the regular state budget and the Program of Public Investment. Although it is an informal process, as a good practice, the Minister of Education along with the Rectors’ Conference and the Conference of the TEIs’ presidents agree upon the total amount and the allocation of funds. Then, each individual HEI cooperates with the Ministry of National Education in order to define the annual amount based on the Unified System of Allocation Criteria of the regular state budget (algorithm). HEIs have the potential to be additionally funded by the budget for ‘special or unscheduled funding’.

This system of allocation of the Regular Budget is actually a formula funding system which is mostly connected with the operational expenditures and until 2007 it was not connected with any performance indicator. The first allocation criterion concerns the operational educational expenditure. It is based on a rather complicated calculation/estimation according to the number of active students of each institution multiplied by the studies’ indicator for the various fields of study.

The second allocation criterion concerns the research operational expenditure and is actually the number of teaching staff, which includes the
previous years’ permanent teaching staff and the number of credits for the additional staff under annual contract of the current year. Despite the title, these funds are not directed to research which in Greece is carried out mainly through national or European research programmes.

The third allocation criterion concerns the administrative operational expenditure and is defined according to the number of university departments.

The amounts that match the above criteria are calculated according to a special coefficient indicator (0.6, 0.25, and 0.15 respectively).

Table 32. Allocation criteria of the regular budget

<table>
<thead>
<tr>
<th>Allocation criteria</th>
<th>Coefficient indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational expenditure</td>
<td>Number of theoretically newly admitted students multiplied by the cost of studies indicator</td>
</tr>
<tr>
<td>Research operational expenditure</td>
<td>Related to the number of permanent and under annual contract teaching staff</td>
</tr>
<tr>
<td>Administrative operational expenditure</td>
<td>Related to the number of departments</td>
</tr>
</tbody>
</table>

Apart from the above, HEIs receive ‘special or unscheduled financing’. Special financing includes:

— Financing of postgraduate study programmes;
— Financing of teaching institutions;
— Financing of university hospitals and clinics;
— Unscheduled financing concerns HEI expenditures that cannot be planned ahead.

Table 33. Higher education payments in 2003-2007 from the regular state budget (in million Euro)

<table>
<thead>
<tr>
<th>Year</th>
<th>Universities Budget</th>
<th>TEIs Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>731,10</td>
<td>247,91</td>
</tr>
<tr>
<td>2004</td>
<td>826,80</td>
<td>279,30</td>
</tr>
<tr>
<td>2005</td>
<td>869,80</td>
<td>313,30</td>
</tr>
<tr>
<td>2006</td>
<td>928,50</td>
<td>344,70</td>
</tr>
<tr>
<td>2007</td>
<td>1,036,35</td>
<td>376,10</td>
</tr>
</tbody>
</table>


Thus, it is quite common, as the Table 34 indicates that universities and TEIs receive additional payments from the State Regular Budget. Moreover, there is actually substantial increase in the funds allocated to HEIs. However, the above
system is expected to be slightly changed from 2008 as the new four-year academic HEI planning will be implemented.
Table 34. Higher education projects and activities funded by the operational programme for education and initial vocational training (2000-2006)

<table>
<thead>
<tr>
<th>PROJECTS/ACTIVITIES</th>
<th>AMOUNT (in Euro)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Programmes</td>
<td></td>
</tr>
<tr>
<td>“Pythagoras” (post-doctorate research at Universities)</td>
<td>74,165,000</td>
</tr>
<tr>
<td>“Archimedes” (post-doctorate research at TEIs)</td>
<td>24,677,000</td>
</tr>
<tr>
<td>“Heraclitus” (doctorate research at Universities)</td>
<td>24,500,000</td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td></td>
</tr>
<tr>
<td>Reformation of Study Programmes at Universities</td>
<td>20,940,000</td>
</tr>
<tr>
<td>Reformation of Study Programmes at TEIs</td>
<td>8,775,000</td>
</tr>
<tr>
<td>Enhancement of Informatics Studies</td>
<td>Informatics Studies at Universities</td>
</tr>
<tr>
<td></td>
<td>Informatics Studies at TEIs</td>
</tr>
<tr>
<td>Postgraduate Studies</td>
<td>Creation and reformation of Postgraduate Studies</td>
</tr>
<tr>
<td>Development of Academic University Libraries</td>
<td>Libraries</td>
</tr>
<tr>
<td></td>
<td>TEI Libraries</td>
</tr>
<tr>
<td>Practical Training</td>
<td>Practical Training at Universities</td>
</tr>
<tr>
<td></td>
<td>Practical Training at TEIs</td>
</tr>
<tr>
<td>Liaison Offices</td>
<td>University Liaison Offices</td>
</tr>
<tr>
<td></td>
<td>TEI Liaison Offices</td>
</tr>
<tr>
<td>Higher Education Expansion</td>
<td>New University Departments</td>
</tr>
<tr>
<td></td>
<td>New TEI Departments</td>
</tr>
<tr>
<td>Quality Assurance of Higher Education</td>
<td>Support of the Hellenic Quality Assurance Agency</td>
</tr>
<tr>
<td></td>
<td>Regional Planning of Higher Education</td>
</tr>
<tr>
<td>Life Long Learning</td>
<td>Creation of University LLI Institutions</td>
</tr>
<tr>
<td></td>
<td>Creation of TEI LLI Institutions</td>
</tr>
<tr>
<td></td>
<td>Operation of Selection Study Programmes in Universities</td>
</tr>
<tr>
<td></td>
<td>Operation of Selection Study Programmes in TEIs</td>
</tr>
<tr>
<td></td>
<td>Organization and Operation of the Hellenic Open University</td>
</tr>
<tr>
<td>Building Infrastructure and University Equipment</td>
<td>Building Infrastructure</td>
</tr>
<tr>
<td></td>
<td>TEI Building Infrastructure</td>
</tr>
<tr>
<td></td>
<td>University Equipment</td>
</tr>
<tr>
<td></td>
<td>TEI Equipment</td>
</tr>
<tr>
<td>Various Programmes (e.g., intercultural activities, entrepreneurship and equality projects)</td>
<td>110,000,000</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>954,720,000</td>
</tr>
</tbody>
</table>


The amounts concern exclusively HEI funding and do not include funding from the Ministry of National Education that concerns other aspects of higher education, such as the operation of the Quality Assurance System, the Academy of Athens, the expenditure for carrying out the national entry examinations for higher education, adult education etc.
Additionally, a series of actions illustrated in the table below are funded by the Operational Programme for Education and Initial Vocational Training (Community Support Framework III). Universities and TEIs receive the relevant funds after a call of proposals.

5.7.2. Institutional Management of Funding

A vice-rector or a vice-president responsible for financial affairs is appointed in each HEI. The university Senate or the TEI Assembly is the body that decides on compiling and amending the annual regular budget of the institution\(^\text{10}\) as well as on approving the annual budget. The Senate also manages the institution’s property. The credit allocation at faculty and department level is carried out by their General Assembly.

HEIs receive state funding per expenditure category and until today it was not possible to transfer amounts across the budget lines or to exceed these lines. The transfer involved a complicated procedure of approval both by the Minister of Education and the Accounting Office of the state. With the new Law 3549/2007, Article 7, par. 3 it is possible to transfer revenues from one year to another within the framework of the HEIs’ four-year planning and also through the budget lines up to 20 percent of the annual budget.

5.7.3. Accountability

As legal entities of public law HEIs have to submit a yearly report to the Court of Auditors. The Court of Auditors exercised legality and functionality control, that is, if the expenditure was really utilitarian. This often created bureaucratic problems in HEIs since they had to justify this expenditure. With the new law this procedure has been simplified and the functionality control has been abolished (Law 3549/2007, Article 7, par. 1). However, with the new law HEIs have to create a system of Internal Fiscal Control (Law 3549/2007, Article 7, par. 6) and to publicize their yearly financial report on their website (Law 3549/2007, Article 5, par. 4).

Moreover, a process of social accountability of HEIs has been introduced. According to Article 19 of Law 3549/2007, by the end of April every year, the Minister of National Education and Religious Affairs presents for discussion in

---

\(^{10}\) After the suggestion of the HEIs’ Rector’s Council and the TEIs’ Council that collect the proposals from all Faculties and Departments.
the Parliament, the annual report on the state of the higher education in the country based on statements of accounts submitted by HEIs.

In particular this report includes:

a) Comments on the planning and the statements of HEIs accounts;

b) Total assessment of the situation in higher education, estimation of further prospects and relevant suggestions;

c) Assessment of the efficiency of higher education state funding, taking into consideration its goals and perspectives.

During the parliamentary discussion, representatives from HEIs and other bodies of the academic community are called.

5.7.4. Economic Contributions from Students

With the exception of the Open University, for the time being, all undergraduate study programmes are free of charge. With Law 2083/1992 universities were given the opportunity to charge fees for postgraduate study programmes at the suggestion of the General Assembly of Special Composition and on the Senate's decision. The revenues from fees are deposited into the Special Research Account of HEIs.

5.7.5. Special Research Account

At the beginning of the 1980s a 'Special Research Account' was created for every HEI with a special law. The purpose of the Special Research Account is to distribute and manage funds that derive from any source with the aim of covering any kind of expenditure necessary in order to carry out research, educational, developmental projects as well as projects of staff continuous education. In the case that academic staff or researchers or students take part in research or other projects their remuneration is defined by special provisions.

1. The sources of funding for the activities of the Special Account are:

11 Presidential Decree 432/81 “About the creation of Special Accounts for making use of the funding for carrying out research projects in the country's HEIs”, Law 1514/85 “Development of scientific and technological research”, Ministerial Decision B1/819/88 “Creation of Special Accounts for funding research projects and relevant services of activities in the country's HEIs or TEIs”, Ministerial Decision KA/679/96 “Modification and replacement of the Ministerial Decision B1/819/88”, Law 3027/2002, Article 3, paragraph 2 about “Compiling a Guide for Financing and Managing the Special Account”.
1. Funds that concern Vocational Training, European Programmes (Socrates, Leonardo, Lingua, Tempus, etc) and programmes financed by the Community Support Framework also fall under the jurisdiction of the Special Account unless otherwise stated by the law.

3. It is possible for the bodies that contribute to the Special Account to define: (a) the type of expenditures to be covered with the available funds and (b) the time during which the funds should be spent.

The committee, among others, processes suggestions to the Senate or the Assembly and proposes ways of evaluating, selecting, funding and paying for the expenditures and receiving the results of the educational, research and technological activities. The committee compiles an annual scientific and financial budget and a review of the Account’s activity and provides any necessary information to the HEI head bodies and to the Ministries of National
Education and Religious Affairs, Development and Economy and Finance and anyone else interested. It accepts any kind of financing, donations and contributions of third parties and seeks new resources for funding the account. It keeps the scientific society of HEIs informed about programmes and activities and it grants scholarships within the framework of the Financing Guide.

5.8. THE NEW LEGISLATIVE FRAMEWORK. AND THE FOUR-YEAR ACADEMIC DEVELOPMENT PROGRAMS

The complex annually funding mechanism encumbered the activity of HEIs. For this reason, the 52nd Rectors’ Conference (5-7 May 2006) requested the Minister of Education a plan of how to make use of resources (financial, material/technical and human), the ability to handle these on a four-year agreement between an institution and the state and the definition of the obligation of both parties. This proposal has been included in the new law on higher education (Law 3549/2007, Article 5).

Indeed the four-year development programmes provide greater autonomy to HEIs which are activated and plan their strategy by defining their goals and the feasible results according to their mission, their profile, their size and special characteristics. Thus, a greater flexibility and effectiveness is provided and HEIs can plan and secure funding in a long-term context for their basic needs such as the creation of new infrastructures and the increase of their staff.

According to the law every HEI from 2008 onwards designs a four-year academic development programme which runs within the predicted limits of the state’s budget and the program of public investments for higher education in order to fulfil its mission and its special goals. This program is designed by the Senate of every university or the Assembly of every TEI after the General Assemblies’ of the departments opinion. The compilation of the four-year academic development programme is done in collaboration with all the academic units of the institution.

The four-year academic development programmes are a component of the general development of higher education of the country and are related to the following issues:

a) Specification, order and pursuit of the aims of every academic unit according to priority;

b) Designation, planning and measures for the development and support of the educational and research activities of every HEI;
c) Infrastructure and equipment development;
d) Improvement of the offered services;
e) Co-ordination of academic, educational and research activities of HEI with the corresponding advancements in HEIs abroad and especially with the advancements and perspectives within the European Union;
f) Number of new students of the departments, which means that universities will have a saying along with the Ministry for the number of students they can educate.

As far as the financial side is concerned, the four-year academic development programme of every HEI is specialized in:

i. operational expenditure;

ii. investments;

iii. all staff members of every category;

iv. the complete record and utilization of the HEI possessions;

v. the planning of the financing from sources other than the state budget.

Every year, institutions re-examine the course of the four-year programme in their annual report which they submit to the Ministry of National Education and Religious Affairs, by the end of January of the following year, at the latest, and is publicized via internet on the HEIs’ web-pages.12

The proposal for the four-year academic and development programme is submitted by every HEI to the Minister of Education and Religious Affairs by the end of February of the previous year from which the programme begins. During the assessment process the Ministry of National Education takes into consideration the External Evaluation Report for the relevant HEI compiled by the Hellenic Quality Assurance Agency. If the four-year academic development programme is approved, as far as the financial side is concerned, by a common decision between the Minister of Education and Religious Affairs and the Minister of Financial Affairs, then a binding planning agreement is signed between the Ministry of National Education and Religious Affairs and the relevant HEI which involves the realization of the goals of the four-year academic development programme and which is published in the Official

---

12 The procedure for the report’s approval is completed within two months since its submission. If this deadline passes and no further action has taken place then the report is considered approved.
Journal of the state. If, under an HEI’s responsibility, the goals are not defined, state financing towards the HEI is suspended except for the resources for the payment of all staff categories concerning the coverage of functional expenditure and the student provision.

5.9. TRANSPARENCY AND PUBLICITY

According to the new law, all HEIs have to meet the obligation of publicity and transparency, providing through their website or in any other way, any possible information about their administrative bodies and their decisions, the resources and the management of resources, the study structure, the number of registered students, the infrastructure and all services provided (Law 3549/2007, Article 18).

Faculties or departments must give full information on their website at least in Greek and English. The website should contain information about the administrative bodies and the administrative acts regarding their members, the infrastructure, the financial resources and their yearly management, their study programmes (undergraduate and postgraduate), the total of provided services, the catalogue of their research and teaching during the academic year.

As far as the educational staff is concerned faculties or departments must make sure that each member of the teaching staff, with personal responsibility, keeps informed his/her webpage (on the institution’s website). The webpage includes the days and hours of teaching and meeting the students, the taught subjects, their content and the distributed books as well as their Curricula Vitae. The Curricula Vitae should contain information about their studies, scientific experience, research and main scientific publications, with the reservation of the provisions of current legislation on personal data protection.
Chapter 6

FACULTY STRUCTURE AND ACADEMIC WORK

6.1. ACADEMIC STAFF, PROMOTION AND EMPLOYMENT

According to the Article 16 of the Greek Constitution, “professors of university level institutions shall be public functionaries. The remaining teaching personnel likewise perform a public function, under the conditions specified by law”. The academic staff consists of the teaching and research staff members for the universities and the educational staff members for the TEIs which are the main teaching bodies. The academic staff of universities and TEIs holds various grades: they are selected after the announcement of the position and must have a PhD degree.

Additionally, HEIs employ special teaching and technical staff (EEDIP) for carrying out special and/or laboratory teaching tasks, divided into two branches: a) special teaching staff for foreign languages, design, music, dance, physical education etc. and; b) technical teaching staff for carrying out laboratory and clinical activities as well as tutorials. Moreover, in order to cover special or unexpected educational needs HEIs employ on a contractual basis, after announcement, special scientists who may hold a PhD degree or have exceptional technical expertise but they do not take part in the collective academic bodies. Finally, at the decision of the General Assembly, Greek and foreign visiting professors are called for one year and they should hold a position and qualifications equivalent with professor or associate professor. In addition, postgraduate students can be hired by universities and they are paid on an hourly basis in order to assist academic staff with their various tasks.

University and TEI teaching staff can be employed on a full-time or part-time basis. Special laws regulate the working time and the duties, the salaries, and the advancement of HEIs’ teaching staff.

---

Table 35. HEIs’ teaching staff (2004-2005)

<table>
<thead>
<tr>
<th>Universities’ Teaching Staff</th>
<th>TEIs’ teaching staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and research staff members</td>
<td>9,048</td>
</tr>
<tr>
<td>Other teaching staff</td>
<td>4,342</td>
</tr>
<tr>
<td>Total teaching staff</td>
<td>13,390</td>
</tr>
</tbody>
</table>


6.1.1. University Teaching and Research Staff Members

Principal teaching and research tasks are carried out by teaching and research staff members belonging to one of the following grades: professor, associate professor, assistant professor and lecturer. Professors and associate professors are elected as regular staff whereas lecturers and assistant professors are elected for a particular tenure. After a three-year period in the same position the associate professors have the right to apply and become regular staff members after an assessment. University academic staff can be employed on a full-time or part-time basis; however, it is compulsory for every member appointed to a HEI to be employed full-time for the first three years.

Table 36. Number of Teaching and research staff per grade (academic year 2004-2005)

<table>
<thead>
<tr>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Female</td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>2,367</td>
<td>370</td>
<td>2,289</td>
<td>616</td>
</tr>
</tbody>
</table>


Research and teaching staff members have the right to teach and conduct research independently and without any restrictions as long as this is within their department’s relevant framework. They can also participate in the administration of HEIs. Teaching and research staff members have to leave their position de jure at the end of the academic year when they reach the age of 67.

---

2 Law 3549/2007, Article 27
6.1.2. Academic Work and Mission

University academic staff members are public functionaries and they have various duties. They teach undergraduate and postgraduate students, organize, supervise and run laboratories and clinics, take part in seminars and tutorials, write books, cooperate with undergraduate and postgraduate students and carry out exams, invigilate and assess students. They conduct research, supervise undergraduate essays, dissertations and doctorate theses and take part in research seminars. Last but not least, they take part in the governance bodies, committees and boards of the university, in electoral bodies and recommendatory committees, and they can hold, after election, the chair of Director of Sector, President of Department, Dean of Faculty, Vice-Rector and Rector.

6.1.3. Employment and Career Development

The rector announces an academic staff position upon the relevant department’s decision in the framework of the four-year academic developmental programme. The public announcement has to be published in daily newspapers and in the official publication of the HEI as well as on the websites of the HEI, of the Ministry of National Education and Religious Affairs, the Ministry of Foreign Affairs and the Ministry for the Interior, Public Administration and Decentralization. The announcement has to provide details about the grade, the field of studies and scientific field of the position.

Other common procedures are the election as a permanent staff member and advancement to the next grade, the latter after the position was publicly announced. The new law (3549/2007) stipulates that for all the above procedures two thirds of the electorate body has to derive from the teaching and research staff of the same department and one third from teaching and research staff from other departments of the same HEI or other HEIs. The appointment after election or grade changing as well as the election as permanent staff member takes place upon the Rector’s Act, which is then published in the Official Journal and notified to the Minister of Education. With the new law on higher education, the rector also carries out the legality control,

---

3 Law 3549/2007, Article 23.
which until now was carried out by the Minister of Education.\(^5\) This constitutes one more major step towards university autonomy.

In order to be elected as a member of the academic staff it is necessary to have a PhD degree and research and scientific activities relevant to the academic position offered.\(^6\) The electorate body, which consists of eleven to thirty members depending on the number of the teaching and research staff members of the department which hold the right to vote, assigns a three-member recommendatory committee, in order to recommend for the appropriateness of the candidates. Then, during a special sitting of the electoral body, and after the students of the department express their opinion, the electoral body appoints the new staff member by majority vote.

The required qualifications for each grade are the following:

\textit{a. Lecturer}

\begin{itemize}
  \item[i)] At least two years of relevant teaching experience at Greek HEIs or congener foreign institutions or recognized relevant professional work or two years of experience in Greek or foreign research centres of a combination of the above;
  \item[ii)] At least two publications in scientific journals other than the PhD thesis either written by the candidate on his/her own or in cooperation with others or at least one publication of the same quality and either at least a year of teaching or a year of research.
\end{itemize}

\textit{b. Assistant Professor}

\begin{itemize}
  \item[i)] At least two years of relevant teaching experience after acquiring the PhD or recognized relevant professional work or two years of experience in Greek or foreign research centres or a combination of the above;
  \item[ii)] Publications in scientific journals other than the PhD thesis either written by the candidate on his/her own or in cooperation with others or an original scientific monograph other than the PhD thesis or a combination of the above.
\end{itemize}

\(^5\) Law 3549/2007, Article 25

\(^6\) At very special occasions, teaching and research staff members can be elected even if they do not hold a PhD degree, such as in the case of the School of Fine Arts (Theatre and Cinema, Music etc) and Architecture.
c. Associate Professor

i) At least four years of relevant teaching experience after acquiring the PhD or recognized relevant professional work or four years of experience in Greek or foreign research centres or a combination of the above;

ii) Publications in scientific journals, a number of which should be written by the candidate on his/her own, or original scientific monographs.

d. Professor

i) At least six years of relevant teaching experience after acquiring the PhD and contribution to the design and teaching of at least two modules or recognized relevant professional work or six years of experience in Greek or foreign research centres or a combination of the above;

ii) Publications in scientific journals, a number of which should be written by the candidate on his/her own or original scientific monographs;

iii) At least three years of teaching experience at postgraduate study programmes.

iv) Supervision of at least one doctoral thesis or participation in three member advisory committees or management of prestigious research institutes for at least three years or a three year tenure as a manager in European or international organizations.

Judging whether a teaching and research staff member is qualified for advancement or appointment is based on the total of their scientific and research activity, and on the degree that this has been recognized by other researchers (citations). Additionally, the assessment of the candidate’s teaching activity by students, their personality and their social contribution is taken into consideration.

6.1.4. Transfer of Teaching and Research Staff Members

Teaching and research staff members that have completed at least three years of tenure at a particular department can be transferred to a different department of the same or other university holding the same academic grade after they submit their request and with the concurrent opinion of the General Assemblies of both departments.
6.1.5. Sabbatical Leaves

Each teaching and research staff member is entitled to a twelve-month sabbatical with full pay after they complete six years of tenure or a six-month sabbatical after they complete three years. The sabbatical is approved by the General Assembly of the department at the staff member’s request. The aim of the sabbatical is the participation in educational or research activities of a different Greek or foreign HEI or research centre or another agency. In the case of staying abroad and if there is no additional pay by the foreign agency or institution, staff members are paid double salaries up to the period of eight months.

6.2. EDUCATIONAL STAFF OF TECHNOLOGICAL EDUCATIONAL INSTITUTIONS

In 2001 the Law 2916/2001 upgraded the status of TEIs and regulated various issues concerning the educational staff. This law was supplemented and improved by Law 3404/2005 and most recently by Law 3549/2007. The educational staff of the TEIs are public functionaries, they enjoy academic freedom and the guarantees of Article 16, paragraph 6 of the Constitution and can be employed full time or part-time, under special circumstances. The educational staff provides teaching, research and administrative services on a full time or a part-time basis. In addition, mainly the special teaching and technical staff and other additional teaching staff, which can be hired under contract to cover temporary needs, constitute the teaching staff of TEIs.

Table 37. Number of teaching staff of TEIs 2004-05 (including educational and other additional staff)

<table>
<thead>
<tr>
<th>Permanent Educational Staff</th>
<th>Additional Teaching Staff</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2873 Total</td>
<td>923 Female</td>
<td>4,240 Total</td>
</tr>
<tr>
<td>10,259</td>
<td>4,240 Female</td>
<td>13,132 5,163</td>
</tr>
</tbody>
</table>


Teaching and research are carried out by the Educational Staff belonging to one of the following grades: professor of TEI, associate professor, assistant

---

In order to be elected as a professor, associate professor, and assistant professor it is essential to possess a PhD in a relevant cognitive area or specialization field whereas a laboratory instructor can be elected with the qualification of a Master’s degree. However, when a laboratory instructor acquires the essential qualifications she/he can request to be elected to an upper grade (Law 3404/2005, Article 8). The total teaching and research experience and their scientific and research activity of the candidates are taken into consideration before their election. All these professors are chosen by an electoral body nominated by the Assembly and appointed by the president of the TEI. The required qualifications for each grade in detail are:

**a. Laboratory Instructor**

  i) At least five years of professional experience relevant to the subject area of the announced teaching position. This professional experience can include up to three years of teaching experience at universities or TEIs or congener foreign institutions;
  
  ii) The ability to apply scientific knowledge and technological skills or to carry out research at a level relevant to the announced teaching position.

**b. Assistant Professor**

  i) At least four years of professional experience or, depending on the nature of the announced position, four years of experience in distinguished research centres or stipendiary participation in research programmes or a combination of all the above. Two years of relevant teaching experience at Universities or TEIs or congener foreign institutions can also be counted in;
  
  ii) Relevant scientific and research activity with at least three publications in distinguished scientific journals.

**c. Associate Professor**

  i) At least five years of professional experience or, depending on the nature of the announced position, five years of experience in distinguished research centres or stipendiary participation in research programmes or a combination of all the above. Two years of relevant teaching experience

---

(acquired after the PhD award) at universities or TEIs or congener foreign institutions can also be counted in;

ii) Publications in distinguished scientific journals, in a number of which the candidate should be the only author or an original scientific monograph other than the doctoral thesis as well as international scientific recognition. A part of these publications can be replaced by an international patent certificate or by applied innovations – this depends on the discretion of the electoral body.

d. Professor

i) At least seven years of professional experience, two of which acquired at managerial posts of big productive units or, depending on the nature of the announced position, seven years of experience in distinguished research centres or stipendiary participation in research programmes or a combination of all the above. Three years of relevant teaching experience (which encompasses contribution to the design of at least two modules) at universities or TEIs or congener foreign institutions can also be counted in;

ii) Publications in distinguished scientific journals, in a number of which the candidate should be the only author or original scientific monographs other than the doctorate thesis. A part of these publications can be replaced by an international patent certificate or by applied innovations – this depends on the discretion of the electorate body. The total research activity of the candidate should be internationally recognized for its scientific contribution or his/her applied activity recognized in the production process.

6.2.1. Academic Work: Teaching and Research

Educational staff of TEIs have teaching, research-scientific and administrative duties exactly like the teaching-research staff of universities. Their teaching duties mainly include:\footnote{L. 2530/97. Official Journal, 218 A/23.10.1997}

---

- Teaching undergraduate and postgraduate courses.
- Organizing, supervising and running laboratories and conducting experiments and other activities.
- Taking part in tutorials and seminars.
– Writing teaching companions.
– Cooperating with undergraduate and postgraduate students.
– Conducting exams and evaluating students as well as invigilating during the exam period.

The research and scientific duties of the Educational Staff mainly include:
– Basic or applied research.
– Supervision of dissertations at undergraduate and postgraduate level.
– Participation as paid members in committees and boards of the public and the private sector, as members of independent administrative authorities, HEIs’ committees, as members of the Academy of Athens, of the Scientific Board and the committees of the Greek Parliament.

6.2.2. Promotion and Career Development for the Technical Education Institutions Educational Staff

Within the four-year academic-development programme, TEIs request a number of academic posts from the Ministry of National Education. In some cases the academic posts can be announced in addition to this programme. The relevant budget provided by the Ministry of National Education and the Ministry of Finance is distributed by the Board of TEI to the departments and by the General Assemblies of the departments to the sections. The Council of the department announces the vacant posts, at the proposition of the General Assembly of the section. The announcement is signed by the president of the TEI and then a particular procedure of publicizing is followed. Then, according to the new Law on Higher Education, an electoral procedure similar to the one that applies for universities is followed. After the election, the president of TEI initially and the Ministry of National Education later on carry out the legality control and, after its completion, the president of the TEI appoints the new member and the Act of Nomination is published in the Official Journal. At least three years are required so that one can apply for a higher grade. It is possible for educational staff to move from one institution to another in a vacant post of the same grade, under a certain procedure.

---

11 Law 3549/2007, Article 24
6.2.3. Sabbatical Leaves

The permanent Educational Staff and the Special Teaching and Technical Staff who do not exceed 55 years of age have the possibility to take a sabbatical for career and personal development as follows:

a) To follow a doctoral or a postgraduate programme in order to acquire a doctoral or a postgraduate degree respectively, in a Greek or a recognized foreign HEI, provided that they do not already hold such a degree. The duration of the leave is three years in the first case and up to two years in the second case and cannot exceed four years.

b) To be employed or to participate in educational or research activities at a Greek or foreign HEI or research centre or institute for up to a three-year period, at the most.

6.3. THE ROLE OF HIGHER EDUCATION IN THE NATIONAL RESEARCH SYSTEM

According to the Greek Constitution (Article 1, par. 1) “research shall be free and its development and promotion shall be an obligation of the state” and therefore an individual right. Research is largely carried out at universities as they have a great number of laboratories and clinics, at research university institutions and also at public research centres and institutes. The new Law on Higher Education (3549/2007) has placed emphasis on research development. In Article 1 there is particular reference to research: “Higher education is provided by higher education institutions, whose role is to produce and transmit knowledge through research and teaching as well as cultivate arts and civilization”. Moreover, HEIs have the mission, “to set the ground, promoting collaboration with other HEIs and research organizations, domestic and abroad, for the quest and diffusion of new knowledge, as well as, the creation and emergence of new researchers. In addition they participate in the exploitation of knowledge and work force for the benefit of the country and the international community”.

Research funding mainly takes place through the General Secretariat for Research and Technology (GSRT), which belongs to the Ministry of Development. The GSRT is the central agency for the administration of the

---


13 The most known Research Centers and Institutions are the National Greek Research Foundation (1958) see http://www.eic.gr/index-en.html, the National Centre of Scientific Research "DEMOKRITOS" (http://www.demokritos.gr/index_muk.asp), the Foundation for Research and Technology –GREECE (FORTH) (http://www.forth.gr/).
Greek Research and Development (R&D) and Innovation system and it is responsible for drawing up and implementing a national R&D and Innovation strategy.

### Table 38. Sources of funding for research activity (2003)

<table>
<thead>
<tr>
<th>Sources of Research Funding</th>
<th>of the Gross Domestic Expenditure for R&amp;D</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>48.97</td>
</tr>
<tr>
<td>Business sector</td>
<td>28.23</td>
</tr>
<tr>
<td>Foreign sources (mainly the EU)</td>
<td>21.58</td>
</tr>
<tr>
<td>Not-for-profit organizations</td>
<td>1.22</td>
</tr>
</tbody>
</table>


The national research programmes implemented by the GSRT, together with the EU R&D programmes (which it coordinates at national level) are the main sources of funding for R&D in Greece. However, part of the funding derives from other ministries, regions, local governance organizations, the European Union, and other international organizations (UNESCO, FAO, etc.). The largest funding percentage derives from public and European sources (70.55 percent) while the funding from the business sector is one of the lowest in the EU (28.23 percent).

Almost half of the research activity in Greece is carried out by HEIs (Table 39). The participation of the productive sector is low and it seems to be stabilizing around 30 percent over the last years. The contribution of public Research Centres and Institutes rises to approximately 20 percent while that of the not-for-profit organizations is almost negligible.

### Table 39. Main bodies of research activity

<table>
<thead>
<tr>
<th>Bodies of research activity</th>
<th>of the Gross Domestic Expenditure for R&amp;D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Research Centres</td>
<td>20.29</td>
</tr>
<tr>
<td>Business sector</td>
<td>32.06</td>
</tr>
<tr>
<td>HEI</td>
<td>46.72</td>
</tr>
<tr>
<td>Not-for-profit organizations</td>
<td>0.93</td>
</tr>
</tbody>
</table>

As to the allocation of research funds, the lion’s share goes to universities, followed by research centres and businesses. For this purpose, HEIs have established research committees that handle the funds of the Special Research Accounts (see Chapter 5) while many young researchers (doctors, candidate doctors, postgraduate students and administrative staff) are employed in research programmes.

6.3.1. Research Centres and Institutions under the Supervision of the Ministry of National Education and Religious Affairs – The Academy of Athens

Table 40. Academy of Athens – Research centres

<table>
<thead>
<tr>
<th>Academy of Athens – Research Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Centre for Modern Greek Dialects</td>
</tr>
<tr>
<td>Greek Folklore Research Centre</td>
</tr>
<tr>
<td>Centre of Research for Medieval and Modern Hellenism</td>
</tr>
<tr>
<td>Research Centre for the History of Greek Law</td>
</tr>
<tr>
<td>Research Centre for the Study of Modern Greek History</td>
</tr>
<tr>
<td>Research Centre for Greek and Latin Literature</td>
</tr>
<tr>
<td>Research Centre for Astronomy and Applied Mathematics</td>
</tr>
<tr>
<td>Research Centre for Greek Philosophy</td>
</tr>
<tr>
<td>Research Centre for Atmospheric Physics and Climatology</td>
</tr>
<tr>
<td>Research Centre for Antiquity</td>
</tr>
<tr>
<td>Research Centre for Greek Society</td>
</tr>
<tr>
<td>Research Centre for Byzantine and Post-Byzantine Art</td>
</tr>
<tr>
<td>Research Centre for Scientific Terms and Neologisms</td>
</tr>
<tr>
<td>Research Centre of Pure and Applied Mathematics</td>
</tr>
</tbody>
</table>

Source: http://www.academyofathens.gr/.

The Academy of Athens has the status of a legal entity of public law and is supervised by the Ministry of National Education and Religious Affairs. The Academy is composed of three sections: the Sciences, Humanities and Fine Arts and Ethical and Political Sciences and its main purpose is to contribute to the cultivation and advancement of these knowledge fields. The Academy of Athens conducts scientific research, participates in international scientific organisations, carries out publications, grants, scholarships, and confers awards and honorary distinctions. Currently there are thirteen research centres and ten research offices in operation, all with specialized libraries, as well as a central library.

---

15 Founding Charter 4398/1929, which ratified the Constitutional Decree of March 18th 1926 concerning the Regulations of the Academy of Athens.
named the “Ioannis Sykoutris Library”. Since 2002, the Academy has supervised
the Foundation of Medical and Biological Research\textsuperscript{17}.

Moreover, the Ministry of National Education supervises and funds the
research university institutes. Research university institutes are not-for-profit,
legal entities of private law and are established by one or more departments of
the same or a different HEI through a presidential Decree. They are
administered by an Executive Board, a Director, who is a professor or an
associate professor, and a deputy director. The funding allocated to each
institute by the Ministry of National Education reached 48,865 Euro in 2004
and 49,326 Euro in 2005 but they also receive various other additional funds.

Table 41. Research university institutes

<table>
<thead>
<tr>
<th>RESEARCH UNIVERSITY INSTITUTES</th>
<th>UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Institute of Procedural Studies</td>
<td>National and Kapodistrian University of Athens</td>
</tr>
<tr>
<td>1. Research Institute of Constitutional Research</td>
<td>National and Kapodistrian University of Athens</td>
</tr>
<tr>
<td>2. Research Institute of Mental Health</td>
<td>National and Kapodistrian University of Athens</td>
</tr>
<tr>
<td>3. Research Institute of the Physics of the Earth’s Crust</td>
<td>National and Kapodistrian University of Athens</td>
</tr>
<tr>
<td>4. Research Institute of Speeding Systems and Applications</td>
<td>National and Kapodistrian University of Athens</td>
</tr>
<tr>
<td>5. Research Institute of Applied Communications</td>
<td>National and Kapodistrian University of Athens</td>
</tr>
<tr>
<td>6. Research Institute of Studying and Treating Genetic Malignant Diseases of Childhood</td>
<td>National and Kapodistrian University of Athens</td>
</tr>
<tr>
<td>7. Research Institute of Statistical Validation, Analysis and Research</td>
<td>Athens University of Economics and Business</td>
</tr>
<tr>
<td>8. Research Institute of Communication and Computer Science Systems</td>
<td>National Technical University of Athens</td>
</tr>
<tr>
<td>9. Research Institute of International Relations</td>
<td>Panteion University</td>
</tr>
<tr>
<td>10. Research Institute of Regional Development</td>
<td>Panteion University</td>
</tr>
<tr>
<td>11. Research Institute of Urban Environment and Human Resources</td>
<td>Panteion University</td>
</tr>
<tr>
<td>12. Research Institute of Plasma Physics</td>
<td>University of Crete</td>
</tr>
<tr>
<td>13. Research Institute of Telecommunications</td>
<td>Technical University of Crete</td>
</tr>
<tr>
<td>14. Research Institute of Neurosurgery</td>
<td>University of Ioannina</td>
</tr>
<tr>
<td>15. Research Institute of Applied Economic and Social Sciences</td>
<td>University of Macedonia</td>
</tr>
</tbody>
</table>


\textsuperscript{17} Biomedical Research Foundation. The Academy of Athens (http://www.bioacademy.gr/).
6.3.2. Technology Parks

Technology parks have also been established and operate, in cooperation with local universities, in Thessaloniki, in Ioannina (Technology Park of Epirus), in Patras (Patras Science Park) and in Heraklion-Crete (Science and Technology Park of Crete) which are centres for research, innovation and for transferring knowledge and technology throughout the Greek regions. Therefore, the enhancement of local businesses as well as the creation of spin-off companies in these parks is achieved.

Table 42. Technology parks

<table>
<thead>
<tr>
<th>Technology Parks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patras Science Park: <a href="http://www.psp.org.gr">http://www.psp.org.gr</a></td>
</tr>
<tr>
<td>Science and Technology Park of Crete (STEP-C): <a href="http://www.stepc.gr">http://www.stepc.gr</a></td>
</tr>
<tr>
<td>Thessaloniki Technology Park: <a href="http://www.techpath.gr/gr/">http://www.techpath.gr/gr/</a></td>
</tr>
<tr>
<td>Technology Park of Epirus: <a href="http://www.step-epirus.gr/">http://www.step-epirus.gr/</a></td>
</tr>
</tbody>
</table>

Source: The authors.

In addition, the Ministry of National Education, through the Operational Programme for Education and Initial Vocational Training (Community Support Framework, 2000-2006) funds several research programmes. From the total amount of 954,720,000 Euro given up to now, about 15 percent (123,342,000 €) is addressed to research programmes. The Minister of Education has committed in front of the 54th Rector’s Conference that universities will receive 420,000,000 Euro through the Fourth Community Support Framework (2007-2013) for research activities.

Table 43. Funding of research programmes by the operational programme for education and initial vocational training (Community Support Framework, 2000-2006)

<table>
<thead>
<tr>
<th>Projects-Activities</th>
<th>Amount (in Euro)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Programmes</td>
<td></td>
</tr>
<tr>
<td>“Pythagoras” (post-doctorate research at Universities)</td>
<td>74,165,000</td>
</tr>
<tr>
<td>“Archimedes” (post-doctorate research at TEIs)</td>
<td>24,677,000</td>
</tr>
<tr>
<td>“Heracleitus” (doctorate research at Universities)</td>
<td>24,500,000</td>
</tr>
</tbody>
</table>


6.3.2. Greek Participation in the EU Framework Programme

Greece, as a member state of the EU also takes part in the Framework Programme for Research. According to the statistical analysis of the Sixth Framework Programme most suggestions submitted by universities concerned
the Information Society Technology (25.95 percent) followed by Marie Curie Actions (14.14 percent).\textsuperscript{18}

Table 44. Programmes and university participation in the 6\textsuperscript{th} Framework-Programme for Research

<table>
<thead>
<tr>
<th>Action Areas</th>
<th>Universities-Participation</th>
<th>Universities - Percentage of the total participation of the Universities</th>
<th>Universities - Economic contribution EU (in million Euro)</th>
<th>Percentage of the total economic contribution in Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Sciences</td>
<td>16</td>
<td>3.38</td>
<td>3.999</td>
<td>4.34</td>
</tr>
<tr>
<td>Information Society Technology</td>
<td>123</td>
<td>25.95</td>
<td>29.819</td>
<td>32.39</td>
</tr>
<tr>
<td>Nanotechnologies</td>
<td>21</td>
<td>4.43</td>
<td>6.138</td>
<td>6.67</td>
</tr>
<tr>
<td>Aeronautics and Space</td>
<td>30</td>
<td>6.33</td>
<td>7.306</td>
<td>7.93</td>
</tr>
<tr>
<td>Food Quality and Safety</td>
<td>17</td>
<td>3.59</td>
<td>4.012</td>
<td>4.36</td>
</tr>
<tr>
<td>Sustainable Energy Systems</td>
<td>27</td>
<td>5.70</td>
<td>5.571</td>
<td>6.05</td>
</tr>
<tr>
<td>Sustainable Surface Transport</td>
<td>21</td>
<td>4.43</td>
<td>5.924</td>
<td>6.43</td>
</tr>
<tr>
<td>Global change and ecosystems</td>
<td>35</td>
<td>7.38</td>
<td>5.637</td>
<td>6.12</td>
</tr>
<tr>
<td>Citizens and Governance</td>
<td>21</td>
<td>4.43</td>
<td>2.522</td>
<td>2.74</td>
</tr>
<tr>
<td>Policy support and anticipating scientific and technological needs – NEST</td>
<td>30</td>
<td>6.33</td>
<td>3.419</td>
<td>3.71</td>
</tr>
<tr>
<td>Horizontal research activities involving SMEs</td>
<td>16</td>
<td>3.38</td>
<td>2.938</td>
<td>3.19</td>
</tr>
<tr>
<td>Specific measures in support of international cooperation</td>
<td>26</td>
<td>5.49</td>
<td>3.441</td>
<td>3.74</td>
</tr>
<tr>
<td>Support for the coordination of activities</td>
<td>0</td>
<td>0.00</td>
<td>0.000</td>
<td>0.00</td>
</tr>
<tr>
<td>Research and Innovation</td>
<td>5</td>
<td>1.05</td>
<td>0.274</td>
<td>0.30</td>
</tr>
<tr>
<td>Marie Curie Actions</td>
<td>67</td>
<td>14.14</td>
<td>9.489</td>
<td>10.31</td>
</tr>
<tr>
<td>Research Infrastructures</td>
<td>8</td>
<td>1.69</td>
<td>0.943</td>
<td>1.02</td>
</tr>
<tr>
<td>Sciences and Society</td>
<td>6</td>
<td>1.27</td>
<td>0.245</td>
<td>0.27</td>
</tr>
<tr>
<td>EURATOM</td>
<td>5</td>
<td>1.05</td>
<td>0.397</td>
<td>0.43</td>
</tr>
<tr>
<td>TOTAL</td>
<td>474</td>
<td>100.00</td>
<td>92.075</td>
<td>100.00</td>
</tr>
</tbody>
</table>


\textsuperscript{18} Geniki Grammateia Erevenas kai Teknologias [General Secretariat for Research and Technology] (http://www.gsrtp.gr/default.asp?V_ITEM_ID=5116)
Graph 9. Programmes allocation of the Sixth Framework Programme

Source: General Secretariat for Research and Technology, 2007.

Graph 10. Researchers’ employment


According to the graph below the largest percentage of researchers is employed in HEIs (71 percent in 2001 and approximately 60 percent in 2003) and a smaller percentage in businesses and research institutes. However, the tendency for increasing the participation of researchers in the business sector is clear, since the percentage has raised from 15.2 percent in 2001 to 26.4 percent
in 2003. Researchers’ employment in public research centres has been stable (approximately 14 percent).19

6.3.3. Regional Distribution of Research and Development

However, according to the analysis of the data of the Sixth Framework it is clear that research varies significantly over regions. From the graph below it is evident that the Region of Attica plays the central role since there are many HEIs located there and then follows the Region of Central Macedonia where the Aristotle University of Thessaloniki is located. Crete, where the very active Foundation for Research and Technology operates, comes third and the Region of Western Greece follows where the University of Patras and the Research Academic Computer Technology Institute are located.


Source: General Secretariat for Research and Technology, 2007.

Since research is mainly carried out by HEIs it is only natural to get exactly the same results as far as the regional distribution of R&D expenditure is concerned (see Table 45).

Table 45. Regional distribution of the total expenditure for R&D per field

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage of the Gross Domestic Expenditure for R&amp;D (percent)</th>
<th>Business (percent)</th>
<th>Public Research Centres (percent)</th>
<th>HEIs (percent)</th>
<th>Not-for-profit organizations (percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>East Macedonia – Thrace</td>
<td>2.57</td>
<td>1.22</td>
<td>1.41</td>
<td>4.04</td>
<td>0.00</td>
</tr>
<tr>
<td>Central Macedonia</td>
<td>14.52</td>
<td>10.53</td>
<td>10.98</td>
<td>18.78</td>
<td>15.44</td>
</tr>
<tr>
<td>West Macedonia</td>
<td>0.58</td>
<td>0.00</td>
<td>0.76</td>
<td>0.91</td>
<td>0.00</td>
</tr>
<tr>
<td>Thessaly</td>
<td>2.32</td>
<td>0.52</td>
<td>1.05</td>
<td>4.15</td>
<td>0.00</td>
</tr>
<tr>
<td>Epirus</td>
<td>2.47</td>
<td>0.04</td>
<td>0.82</td>
<td>4.91</td>
<td>0.00</td>
</tr>
<tr>
<td>Ionian Islands</td>
<td>0.29</td>
<td>0.00</td>
<td>0.11</td>
<td>0.58</td>
<td>0.00</td>
</tr>
<tr>
<td>West Greece</td>
<td>6.94</td>
<td>2.48</td>
<td>2.84</td>
<td>11.92</td>
<td>0.00</td>
</tr>
<tr>
<td>Central Greece</td>
<td>1.15</td>
<td>3.15</td>
<td>0.58</td>
<td>0.04</td>
<td>0.00</td>
</tr>
<tr>
<td>Peloponnesus</td>
<td>1.87</td>
<td>5.07</td>
<td>0.74</td>
<td>0.09</td>
<td>6.24</td>
</tr>
<tr>
<td>Attica</td>
<td>58.21</td>
<td>76.16</td>
<td>62.39</td>
<td>43.66</td>
<td>78.31</td>
</tr>
<tr>
<td>North Aegean</td>
<td>0.99</td>
<td>0.00</td>
<td>0.23</td>
<td>2.01</td>
<td>0.00</td>
</tr>
<tr>
<td>South Aegean</td>
<td>0.53</td>
<td>0.18</td>
<td>0.33</td>
<td>0.87</td>
<td>0.00</td>
</tr>
<tr>
<td>Crete</td>
<td>7.58</td>
<td>0.66</td>
<td>17.75</td>
<td>8.06</td>
<td>0.00</td>
</tr>
</tbody>
</table>


This has led many regions to plan and fund autonomous research programmes and projects and thus deploy in the most effective way the operation of HEIs located in the region. For example, the Region of Western Greece has undertaken to materialize a pilot project (Archimedes) for connecting small-medium businesses, the basis for financial activity in Greek Regions\(^{20}\). The partnership includes the University of Patras, the Research Academic Computer Technology Institute, the Hellenic Open University, the

---

\(^{20}\) Archimedes Project: Integrated Environment for the support, promotion and dissemination of innovation in the Region of Western Greece.

http://www.innovationpde.gr/index.php?module_name=whatproject
Regional Innovation Offices (such as the Department for Innovation at University of Patras) and the Greek Intellectual Property Organization. The coordinator of this project is the University of Patras and it aims mainly at linking innovation produced by research institutions with regional small-medium business units.

6.3.4. Future Challenges in the Field of Research

Research upgrade in Greece constitutes a fundamental priority of the state. A National Strategic Plan as well as a new legal framework for research has been under preparation with the participation of the Ministry of Development and the Ministry of National Education and Religious Affairs (see Chapter 2). The aim is to coordinate research activity through various ministries, to establish a quality assurance system for research programmes and research agencies, to promote excellence, to enhance the country’s competitiveness and presence at international level, and to strengthen research co-operation between HEIs and research institutes and centres, as well as with business and industry.

Moreover, the new legal framework intends to provide incentives to attract the best researchers who work in international research centres abroad, to strengthen technology transfer and the creation of technology parks and spin-off companies, to establish joint research, between higher education institutions, research centres and institutes and business.

A more particular aim is to enhance the up to now downgraded basic research and to support it with national funding, so that it will contribute to the transition of the Knowledge Society. The gross domestic expenditure for Research and Development as to the GDP is at 0.7 percent – rather low compared to the EU average of 1.9 percent. This expenditure derives mostly from state funding since business participation reaches only twenty-five percent while the aim is to reach forty percent.

Table 46. Expenditure for Research and Development as to the GDP

<table>
<thead>
<tr>
<th>Index</th>
<th>Date</th>
<th>EU Average</th>
<th>Greece</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Domestic Expenditure for Research and Development as to the GDP</td>
<td>2006</td>
<td>1.9</td>
<td>0.7(1)</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>3.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Business participation in the Gross Domestic Expenditure for R&amp;D</td>
<td>2006</td>
<td>55.0</td>
<td>25.0(1)</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>65</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: General Secretariat for Research and Technology, 2007.

The main aim of the new regulations is to promote HEIs cooperation with research centres and businesses in issues of research, technology and education.
In addition, there is the possibility to create consortia between HEIs and research centres for materializing programmes for continuing education and postgraduate programmes.

Law 3549/2007 on higher education has also provided researchers the opportunity of recognized Greek research centres where they can be employed as visiting professors in order to teach at undergraduate or postgraduate programmes and to participate in the three-member advisory committees and in the seven-member evaluating committees for candidate doctors. Moreover, the Ministry of National Education has been planning a new draft law for the modernization of the legal framework for the postgraduate study programmes, which, among other things, will enhance the status and will give more motivation to young researchers.
Chapter 7

STUDENTS AND GRADUATES

7.1. TRENDS IN STUDENT ENROLLMENTS

7.1.1. Students’ Enrolment at Universities and Technical Education Institutions

There is a stable high demand for higher education in Greece. Participation percentages for the age group of 18-21 years rise to sixty percent and this does not include the number of students that study abroad.

Table 47. Estimation of the Participation Rate for the Age Group 18-21 in the Greek Higher Education

<table>
<thead>
<tr>
<th></th>
<th>1993</th>
<th>1997</th>
<th>2002</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated number of active student for the age of 18-21</td>
<td>166,800</td>
<td>190,800</td>
<td>320,700</td>
<td>320,900</td>
</tr>
<tr>
<td>Greek population at the age of 18-21 (according to the General Secretariat of National Statistical Service of Greece)</td>
<td>624,000</td>
<td>617,000</td>
<td>560,000</td>
<td>532,000</td>
</tr>
<tr>
<td>Participation percentage in Higher Education for the ages of 18-21</td>
<td>26.7</td>
<td>30.9</td>
<td>57.3</td>
<td>60.3</td>
</tr>
</tbody>
</table>


Most of the new entrants are students having have participated in the national state examinations through General Lykeia and a smaller number has taken part in special examinations or is selected through different procedures for which specific criteria apply (See Chapter 4.3). The national examinations begin at the end of May and results are announced by the end of August. Admission to universities usually requires higher grades than admission to TEIs. The success percentage ranges around sixty-three percent with the exception of the year 2006 when the parameter of “minimum admission score” was introduced.
for the first time. The introduction of this parameter was considered necessary in order to upgrade the quality of the provided secondary education and also in order to reduce the drop-out rate and thephenomenon of the so called ‘eternal students’ at Greek HEIs. However, this measure resulted in almost 15,000 vacant places for the academic year 2006-2007 mainly at regional TEIs which did not draw students’ interest. This led to relevant discussions for modernizing the study programmes of these institutions within the Working Group for the Regional Planning of the TEIs.

Table 48. Candidates and Entrants during 2003-2006 (special categories of admission are not included)

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates</th>
<th>Entrants in universities</th>
<th>Entrants in TEIs</th>
<th>TOTAL</th>
<th>Entry Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>125,982</td>
<td>39,354</td>
<td>40,237</td>
<td>79,591</td>
<td>63,18</td>
</tr>
<tr>
<td>2004</td>
<td>127,584</td>
<td>39,948</td>
<td>41,398</td>
<td>81,346</td>
<td>63,76</td>
</tr>
<tr>
<td>2005</td>
<td>129,380</td>
<td>40,103</td>
<td>40,918</td>
<td>81,021</td>
<td>62,62</td>
</tr>
<tr>
<td>2006</td>
<td>119,471</td>
<td>38,514</td>
<td>25,878</td>
<td>64,392</td>
<td>53,90</td>
</tr>
</tbody>
</table>


The number of students who took the national state examinations through General 
Lykeia (admission proportion ninety percent) was 85,038 in 2003, 83,249 in 2004, 83,602 in 2005 and 79,748 in 2006. The slight decrease in the number of participants mainly results from the problem of low birth rates and not from drop-out rates which is relevantly low for General 
Lykeia and reaches only 3.32 percent according to a research by the Greek Pedagogical Institute. In contrast there is a high drop-out rate reaching 20.28 percent at TEEs, (the

1 Pedagogiko Institutou [Pedagogical Institute], (http://www.pi-schools.gr/)
2 The total drop-out rate for youths aged 13-18 is 14.14. The total drop-out rate for Gymnasium pupils reaches 6.09 (for students who were admitted in the first grade of Gymnasium in 2000-2001). Attiki, where 1/3 of the student population in secondary education is located, has a drop-out rate almost equal to the total average rate whereas the highest number of drop-outs can be found in Crete and the Aegean Islands, areas with developed tourism which means that many children drop out of school to work at family tourist business. High drop-out rates can also be found in Eastern Macedonia and Thrace, regions with peculiarities. In order to reduce these drop-out numbers the Ministry of National Education has taken a series of measures such as additional teaching outside the school curriculum, enhancement of the Vocational Guidance school subject and the introduction of “Pilot Programmes” for dealing with psychological or learning difficulties.
vocational Lykeia which from 2007-2008 will be replaced by the new Vocational Lykeia- EPAL and EPAS).

Graph 12. Number of General Lyceum graduates and Success Percentage in Higher Education, 2003-2006


The success rate in higher education for General Lykeia graduates is quite high and was 77.51 percent in 2003, 81.03 percent in 2004, 80.71 percent in 2005 and 65.36 percent in 2006 for the above mentioned reasons. On the contrary, Vocational Lykeia (TEE) have very low success rates in higher education (18.45, 19.92, 19.64, and 20.8 percent in the years 2003-2006 respectively) although the entry examinations differ from the ones of General Lykeia and are of lower level of difficulty.

Table 49. Entry Success Rate in Higher Education in all types of Lykeia, 2003-06

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Lykeia (10)</td>
<td>69.52</td>
<td>47.89</td>
<td>39.32</td>
<td>40.11</td>
</tr>
<tr>
<td>General Lykeia (90)</td>
<td>77.51</td>
<td>81.03</td>
<td>80.71</td>
<td>65.36</td>
</tr>
<tr>
<td>Evening General Lykeia</td>
<td>67.39</td>
<td>61.90</td>
<td>91.17</td>
<td>46.72</td>
</tr>
<tr>
<td>Daytime TEE</td>
<td>18.45</td>
<td>19.92</td>
<td>19.64</td>
<td>20.80</td>
</tr>
<tr>
<td>Evening TEE</td>
<td>25.92</td>
<td>29.67</td>
<td>25.44</td>
<td>31.84</td>
</tr>
</tbody>
</table>


7.1.2. Students’ Preferences

Over the last years it has become clear that the candidates’ preferences are formed according to the professional opportunities and employability ensured by their Bachelor degree. Thus, after introducing and applying the all-day primary school and nursery that has led to the employment of a great number of
school teachers and pre-school teachers, all pedagogical departments and the departments for pre-school education in universities and the relevant departments for early childhood education in TEIs require very high admission grades and they take up high positions in the list of the candidates’ preferences. Military schools are also very popular since they can ensure immediate professional opportunities and employability. Departments of both universities and TEIs related to sciences, such as ICTs, engineering, architecture, medicine, economics, business and administration and law are also very popular. However, as shown in the research conducted by the University of Patras, seventy-three percent of the students have reported that they attend a department which was not their first choice and forty-five percent that they were admitted to a department which was almost last in their list of preferences.

7.1.3. Undergraduate Students per Field of Studies

From the total number of registered undergraduate students for the academic year 2004-2005, 35 percent of them studies social sciences, business administration, economics and law, 16.9 percent human sciences and arts, 21.1 percent scientific disciplines, 10.7 percent engineering and ten percent education.

Graph 13. Percentage of Undergraduate Students in Universities per Scientific Field (2004-05)

Source: Ministry of National Education and Religious Affairs, Directorate of Programming and Corporate Research, 2007
In more detail, most of the students who succeeded in exams at both universities and TEIs in the academic year 2005-2006 will attend economic and business administration, technology and mechanic engineering, human sciences, agricultural studies, medical and health sciences, computer sciences, education science etc. (see Table 51).

Table 50. Students Admitted in Universities and TEIs (2005-2006) per Field of Study
(Some special admission categories are not included.)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Universities</th>
<th>TEIs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Sciences</td>
<td>6,024</td>
<td></td>
<td>6,024</td>
</tr>
<tr>
<td>Arts</td>
<td>885</td>
<td>640</td>
<td>1,525</td>
</tr>
<tr>
<td>Law</td>
<td>1,290</td>
<td></td>
<td>1,290</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3,485</td>
<td></td>
<td>3,485</td>
</tr>
<tr>
<td>Public Relations and Librarians</td>
<td>485</td>
<td>690</td>
<td>1,175</td>
</tr>
<tr>
<td>Economic and Business Administration</td>
<td>5,639</td>
<td>11,250</td>
<td>16,889</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>728</td>
<td></td>
<td>728</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>1,680</td>
<td></td>
<td>1,680</td>
</tr>
<tr>
<td>Earth and Environmental Studies</td>
<td>788</td>
<td>150</td>
<td>938</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>1,530</td>
<td></td>
<td>1,530</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>2,203</td>
<td>2,125</td>
<td>4,328</td>
</tr>
<tr>
<td>Agricultural Studies</td>
<td>1,188</td>
<td>6,505</td>
<td>7,693</td>
</tr>
<tr>
<td>Technology and Mechanic Engineering</td>
<td>3,471</td>
<td>11,170</td>
<td>14,641</td>
</tr>
<tr>
<td>Architecture and Civil Engineering</td>
<td>575</td>
<td>330</td>
<td>905</td>
</tr>
<tr>
<td>Medical and Health Sciences</td>
<td>1,523</td>
<td>4,230</td>
<td>5,753</td>
</tr>
<tr>
<td>Education Science</td>
<td>3,419</td>
<td>380</td>
<td>3,799</td>
</tr>
<tr>
<td>Physical Education Science</td>
<td>1,000</td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Social Services</td>
<td>27</td>
<td>2,255</td>
<td>2,282</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>965</td>
<td></td>
<td>965</td>
</tr>
<tr>
<td>Combine Courses</td>
<td>105</td>
<td></td>
<td>105</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36,045</strong></td>
<td><strong>40,690</strong></td>
<td><strong>76,735</strong></td>
</tr>
</tbody>
</table>

*Source: Ministry of National Education and Religious Affairs, 2006*

7.1.4. Graduation of Students

As mentioned earlier, one of the main problems of the Greek higher education so far is the high number of “eternal students”, namely, all those who face difficulties in completing their studies and graduating. According to the tables below, the graduate rate is higher at universities compared to TEIs. The most recent measures adopted by the Ministry of National Education and Religious Affairs, which are ‘the minimum admission score’ in combination with setting a maximum study duration (see Chapter 4), are expected to improve graduation
rates and ‘decongest’ the Greek HEIs. As for gender distribution, the tables below show that female graduates of the first cycle were 64.2 percent at universities and 60.42 percent from TEIs in the academic year 2004-2005.

Table 51. New Entrants and Graduate Students in Universities in 2004-2005.

<table>
<thead>
<tr>
<th>Universities</th>
<th>Students enrolled in the first semester</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>Universities</td>
<td>42,470</td>
<td>25,586</td>
</tr>
</tbody>
</table>

*Source: Ministry of National Education and Religious Affairs, Directorate of Programming and Corporate Research, 2007*

Table 52. New entrants and Graduate students in TEIs in 2004-05

<table>
<thead>
<tr>
<th>TEIs</th>
<th>Students enrolled in the first year of study</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>TEIs</td>
<td>38,044</td>
<td>19,110</td>
</tr>
</tbody>
</table>

*Source: Ministry of National Education and Religious Affairs, Directorate of Programming and Corporate Research, 2007*

7.2 FOREIGN STUDENTS ENROLLMENTS

Under special provisions, foreign candidates can be admitted to a Greek higher education institution on the condition that neither they nor their parents have the Greek citizenship. The selection of the candidates is carried out by decision of the Minister of National Education after the candidates submit the required documents to the relevant directorate of the Ministry. It is necessary for the candidate students to hold a certificate denoting command of the Greek language. All privileges that apply to students from Greece also apply to all EU students and, at present, non-EU students do not pay fees either.

From the total number of registered students in undergraduate and postgraduate courses in the Greek universities during the academic year 2004-2005, 10,730, meaning 2.9 percent, represent foreign students. The country with the highest participation rate is Cyprus because of the use of a common language (Greek).
Graph 14. Foreign Students at Greek Universities, 2004-2005

Source: Ministry of National Education and Religious Affairs, Directorate of Programming and Corporate Research, 2007

Table 53. Foreign students at Greek universities

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyprus</td>
<td>8,794</td>
</tr>
<tr>
<td>Europe</td>
<td>968</td>
</tr>
<tr>
<td>Asian countries</td>
<td>498</td>
</tr>
<tr>
<td>Albania</td>
<td>454</td>
</tr>
<tr>
<td>Former countries of the Soviet Union (Russia 112, Ukraine 81, Belarus 3, Moldavia 29)</td>
<td>225</td>
</tr>
<tr>
<td>African countries</td>
<td>201</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>176</td>
</tr>
<tr>
<td>Romania</td>
<td>60</td>
</tr>
<tr>
<td>Serbia and Montenegro</td>
<td>59</td>
</tr>
<tr>
<td>Latin American countries</td>
<td>40</td>
</tr>
<tr>
<td>FYROM</td>
<td>13</td>
</tr>
<tr>
<td>Bosnia – Herzegovina</td>
<td>9</td>
</tr>
<tr>
<td>Croatia</td>
<td>5</td>
</tr>
</tbody>
</table>


7.2.1. Scholarships for Foreign Students

The Ministry of National Education and Religious Affairs offers, within the framework of bilateral cultural agreements, various scholarships to foreign
citizens, who wish to attend undergraduate, postgraduate, doctoral or post-
doctoral studies at Greek universities or a research project at universities or research centres as well as the summer seminars on Greek Language and Civilization.3

The scholars enjoy benefits such as:

- Monthly subsidy: 500 Euro to undergraduate scholars and 550 Euro to postgraduate or research scholars;
- Lump sum for establishment expenses: 500 Euro for scholars who will reside in Athens and 550 Euro for those who will reside in the province;
- A lump sum of 150 Euro for transport expenses within the country to scholars who have to travel from their place of residence in order to perform the research program approved by the Ministry, provided that there is a justified proposal of the supervising professor;
- Exemption from tuition fees;
- Gratis medical care in the event of emergency, only in public hospitals.

Moreover, the State Scholarships Foundation (I.K.Y.) grants scholarships for postgraduate or doctoral studies in Greece to all foreigners as well as scholarships for studies of the Greek language and culture4. The programmes for postgraduate/postdoctoral studies are announced every year and concern foreigners or foreign nationals of Greek origin from:

a) Member-states of the EU, countries of Western Europe, U.S.A., Canada, Australia, New Zealand, Japan, and

b) Countries of the Balkans, Central or Eastern Europe (which are member-states of EU), Asia, Africa and Latin America.

---

3 During the academic year 2007-2008 candidates for scholarships are comprised of citizens from 45 countries: Azerbaijan, Ethiopia, Egypt, Albania, Armenia, Belgium, Bulgaria, France, Germany, Georgia, Denmark, Estonia, India, Jordan, Iraq, Iran, Ireland, Israel, Italy, China, Croatia, Cyprus, Latvia, Lebanon, Luxembourg, Malta, Mexico, Norway, S. Korea, Netherlands, Hungary, Uzbekistan, Pakistan, Palestine, Peru, Poland, Rumania, Russia, Serbia and Montenegro, Slovakia, Slovenia, Syria, Turkey, Czech Republic, Tunisia. For more details see: http://www.ypepth.gr/en_ec_category1127.htm.

4 Scholarships for foreigners. State Scholarships Foundation. (http://www.iky.gr/scholarships/allodapoi/default.htm)
In particular, for the academic year 2007-2008 a programme of scholarships was launched for postgraduate studies (Master's degree) in Greece for foreigners from Argentina, Chile, Uruguay, Cuba, Algeria, Libya, Morocco and Tunisia.

The courses on ‘Greek Language and Culture’ are addressed to foreigners (or foreign nationals of Greek origin) from Asia, Africa, North and South America, Oceania and Europe who hold a graduate degree in humanities from a foreign university and wish to study the Greek language and culture.

There are also scholarships for six-week summer courses on the Greek language at the Universities of Athens and Thessaloniki. These are partly funded by IKY and are addressed to foreign students (undergraduate or postgraduate) or graduates or members of the teaching staff of departments of Modern Greek studies in foreign universities.

In addition, the Aristotle University of Thessaloniki carries out the research educational Programme “IASON” (JASON) for the support and revival of Greek studies in universities of the Black Sea countries. The programme aims at supporting Greek studies in sixteen universities of the Black Sea countries. Scholarships for studying the Greek Language in Greece are awarded only to students of these universities.

Scholarships to foreign students are also provided by other Greek ministries, such as the Ministry of Foreign Affairs, the Ministry of Economy and Finance etc.

7.3. STUDENT AND RESEARCH MOBILITY

7.3.1. Student Mobility within the Erasmus Programme

Student mobility for a period of study in a foreign HEI mainly takes place through the Erasmus Programme, within the framework of joint study programmes (see Chapter 4) and in the framework of bilateral cultural

---

5 “M. Lomonosov” State University of Moscow (Russia), State University of Saint Petersburg (Russia), “Kuban” State University of Krasnodar (Russia), State University of International Relations of Moscow (Russia), “T. Shevchenko” National University of Kiev (Ukraine), “I. Mechnikov” National University of Odessa (Ukraine), “V. Vernadsky” National Tauric University of Simferopol (Ukraine), “I. Franko” National University of Lviv (Ukraine), National University of Humanities of Mariupol (Ukraine), “I. Javakhishvili” State University of Tbilisi (Georgia), State University of Akhaltsikhe (Georgia), “Sh. Rustaveli” State University of Batumi (Georgia), State University of Yerevan (Armenia), “Al. Cuza” State University of Iasi (Romania), University of Bucharest (Romania), Moldova State University of Kisinau (Moldavia).
agreements between Greece and foreign countries. According to the table below, the number of incoming students within Erasmus Programme is increasing year by year whereas the implementation of ECTS and the use of a language other than Greek in study programmes are expected to affect positively the number of incoming students.

Table 54. Students’ Mobility (Erasmus), 2000-2006

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Outgoing</th>
<th>Incoming</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 – 2001</td>
<td>1.922</td>
<td>1.298</td>
</tr>
<tr>
<td>2001 – 2002</td>
<td>1.974</td>
<td>1.410</td>
</tr>
<tr>
<td>2002 – 2003</td>
<td>2.115</td>
<td>1.545</td>
</tr>
<tr>
<td>2003 – 2004</td>
<td>2.385</td>
<td>1.593</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>2.491</td>
<td>1.658</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>2.714</td>
<td>(not available)</td>
</tr>
</tbody>
</table>


7.3.2. Researchers’ Mobility

7.3.2.1 The Greek Network of Mobility Centres

In 2004 the Greek Network of Mobility Centres (PYTHEAS project) was established and operates within the framework of establishing a European Network of Mobility Centres (ERA-MORE) which aims at offering personalized help to mobile researchers and their families for problems arising in both their professional and everyday life. The Greek Network of Mobility Centres aims at helping out incoming and outgoing young researchers and consists of universities, research bodies and business organizations, which provide researchers with information and assistance in matters relating to their professional and daily lives such as entry conditions, work permits, research opportunities, housing and schooling.

In particular, the Aristotle University is active in the regions of Central and Western Macedonia\(^6\) along with the Centre for Research and Technology Greece (CE.R.T.H.)\(^7\) and the Federation of Industries of Northern Greece

---

\(^6\)Mobility Centre's Reception Office. Aristotle University of Thessaloniki. [http://mobility.rc.auth.gr/](http://mobility.rc.auth.gr/)
\(^7\)Centre for Research and Technology Hellas. [http://www.certh.gr/3DA02C98.en.aspx](http://www.certh.gr/3DA02C98.en.aspx)
The Demokritos University of Thrace covers the regions of Eastern Macedonia and Thrace, the University of Thessaly the regions of Thessaly, Central Greece and the Aegean Islands, the University of Patras the regions of the Peloponnese, Western Greece, Epirus and the Ionian Islands. The University of Crete and the Foundation for Research and Technology-FORTH are responsible for researchers’ mobility in the region of Crete. The National Hellenic Research Foundation along with the Industrial Property Organisation covers the region of Attica respectively. The National Hellenic Research Foundation also acts as a link between the Network and the various Ministries or state organizations, etc. The contribution of the Industrial Property Organisation is also important as information is provided about the copyright protection of the researchers results.

7.3.2.2. Praxis Portal for Researchers’ Mobility

The Greek Project for Wider Application of RandD (Praxis in Greek) was created to provide bridges between research and industry in Greece.

Praxis Network has created a Portal for Researchers’ Mobility offering support in matters that concern:

- The submission of proposals for Marie-Curie scholarships;
- The employment of Researchers in Industry;
- The employment of researchers in research and technological institutions;
- The promotion of the network’s actions to the industrial world;
- Practical matters about settling down.

---

8 Federation of Industries of Northern Greece. (http://www.sbbe.gr/en/01.asp)
9 Democritus University of Thrace. The Researchers’ Mobility Portal. (http://mobility.duth.gr/)
10 University of Thessaly. Mobility Portal, ERA-MORE. (http://liaison.uth.gr/mobility/index.htm)
11 Foundation for Research and Technology – Hellas. (http://www.forth.gr/)
12 University of Crete. Mobility Portal (http://www.forth.gr/mobility/)
14 Hellenic Industrial Property Organization (http://www.obi.gr/online/)
7.4. STUDENTS’ SOCIAL BACKGROUNDS

In Greece, traditionally, families support students in order to complete their studies and parents often have to make substantial economic sacrifices. Since there are no fees, the expenditure that burdens the family budget is mainly on accommodation, board and transportation.

There are no available data as to the social background of the students. However, the graphs and the table below help us comprehend that most students come from families of middle or lower-middle social classes, with parents that are Lykeio or higher education graduates. A research made by the Centre for the Development of Educational Policies of the General Confederation of Workers in Greece showed that the profile of the average Greek family that support the children during their studies is a family with two working parents and two children.  

Graph 15. University Students According to Father’s Profession 2003/2004  


Table 55. University Students According to Parents’ Educational Level 2003/2004

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, MA, MSc</td>
<td>2,282</td>
<td>1,072</td>
</tr>
<tr>
<td>University</td>
<td>11,540</td>
<td>9,373</td>
</tr>
<tr>
<td>Technological Education Institution</td>
<td>4,180</td>
<td>3,910</td>
</tr>
<tr>
<td>Lyceum</td>
<td>12,395</td>
<td>16,637</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>4,549</td>
<td>3,709</td>
</tr>
<tr>
<td>Primary School</td>
<td>5,492</td>
<td>5,763</td>
</tr>
<tr>
<td>Primary School not completed</td>
<td>4,133</td>
<td>372</td>
</tr>
<tr>
<td>Illiterate</td>
<td>23</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40,874</td>
<td></td>
</tr>
</tbody>
</table>


Graph 16. University Students According To Parents' Educational Level


17 Scholarships and Endowments Guide of Greece, Aristotle University of Thessaloniki, Career Services Office. (http://www.cso.auth.gr/English/English.br.htm)
According to the same research, the largest percentage of expenditure for educational services per inhabitant does not seem to be spent in the two largest urban centres as it used to happen in the past, but in the semi-urban and small urban areas outside Attiki and Thessaloniki, such as Thessaly, Central Greece, Northern Aegean and the Ionian Islands.

7.5. SOCIAL ASSISTANCE AND FINANCIAL SUPPORT FOR STUDENTS

7.5.1. Student Care and Benefits

There are several benefits for students. Some of these benefits apply to all of them and some others are linked to the annual family or personal income. The most important benefit is that there are no fees for any undergraduate and most of the postgraduate and doctoral programmes. Moreover, with the decision of the Minister of Education and other competent ministers, the obligatory leave off work is established for all employed students during their examinations. All these privileges apply to Greek and other EU students.

All undergraduate study programmes are free of charge. Other benefits that apply for the minimum duration of undergraduate studies (which is the regular number of semesters plus half their total) are:

- Healthcare, which includes medical, hospital and paramedical examinations, pharmaceutical care, home examination, labour, physiotherapy, dental care, orthopaedic equipment, etc.;
- Accommodation and board free of charge, depending on the family income, or board at reduced cost in students’ hall of residence;
- Scholarships, interest-free loans;
- Free textbooks, meaning that all students are entitled to a free textbook from a catalogue compiled by the general assembly of the department as well as a study guide for each academic module they take;
- Student tickets: every year, students receive a Special Student Card valid for 12 months that provides cheaper tickets for means of transport, theatres, cinemas, etc.

Most of these benefits apply to postgraduate and doctorate students.
7.5.2. Financial Support – Housing Grants

From 2003-2004 onwards undergraduate students, depending on their family income, have been receiving a housing grant of 1,000 Euro per year or free accommodation and board (Law 3220/2004). This grant is provided to all undergraduate students of the family as long as they live in a city other than their family’s permanent residence and they attend a HEI. Students from EU state-members are also entitled to this grant. 62,200 students have received this credit for 2005 and 67,800 for 2006.

7.5.3. Scholarships

Greek students are entitled to a number of scholarships. Students admitted with grades of excellence but also those who excel every year and those who graduate with distinction receive scholarships from State Scholarship’s Foundation. The number of students entitled to a scholarship per department is defined according to the number of students per year. Scholarships are also given by various social bodies, local authorities, enterprises or individuals, to undergraduate or postgraduate students who have excellent grades or for the best dissertation.

The State Scholarship’s Foundation as well as a large number of other donors also provides scholarships to postgraduate, doctoral and post-doctoral studies in Greece and abroad.

7.5.4. Endowments

The tradition of social choregy has deep roots in Greece since antiquity. Therefore, there are some affluent individuals who offer part of or their entire property for the construction of HEIs and also for the financial support of pupils and students. Endowments are available for all levels of education, from primary school up to the preparation of a doctoral thesis. The majority of endowments are usually provided for undergraduate and postgraduate studies. In most cases the place of origin and the financial situation of the candidate play an important role.

The Ministry of Economy and Finance, the Ministry of National Education and Religious Affairs, most Greek HEIs and the Academy of Athens manage endowments as scholarships for undergraduate and postgraduate studies.
Many of the beneficiary institutions, among their other activities, handle the endowments of their benefactors such as John Latsis Ileian’s Scholarships Foundation\(^\text{18}\), Alexander Onassis Foundation\(^\text{19}\), Bodossaki Foundation\(^\text{20}\) etc.

7.5.5. Compensatory Scholarships

Law 3549/2007 enhances student care by a series of measures. According to Article 13, compensatory scholarships are offered to undergraduate students by the institutions in which they study, with the obligation on their part to work part-time, at a maximum of forty hours per month, in various services of the university or TEI. This was the case until recently for only a number of postgraduate students called ‘special postgraduate scholars’.

7.5.6. Interest-free Loans

Students who are faced with serious financial problems have the right to receive interest-free education loans from the credit institutions they wish and the interest charges are covered by the Ministry of National Education, on condition that they have successfully completed all the obligatory modules of the previous semester and have not exceeded the maximum period of study (Law 3549/2007, Article 13). The loan will be granted to the holders partially in installments at the end of each semester depending on the progress of their studies per semester. The payment of the loans will take place partially on friendly terms after a period of five years during which the holder should have practiced his/her profession and in any case in fifteen years at most from the receipt of the total amount of the loan. The procedure and the details required for the education loans to be granted are determined by a common decision of the Ministers of Financial Affairs and of National Education and Religious Affairs.

Moreover, postgraduate students can be granted a loan with pre-emptive interest rate. This means that they only have to pay 50 percent of the interest amount – the other 50 percent is covered by the Ministry of National Education and Religious Affairs.

\(^{18}\) John S. Latsis Ileians’ Scholarships Foundation. (http://www.latsis-scholarships.gr/home.asp?lan=2)

\(^{19}\) Alexander S. Onassis Public Benefit Foundation. (http://www.onassis.gr/index.php)

7.5.7. Student Support for Access to New Technologies

The Ministry of National Education, within the framework of Digital Strategy 2006-2013 and with the contribution of the European Union\textsuperscript{21}, rewards 12,584 freshman students from the 2006 entry exams who were admitted to the faculty/school or department of their choice in a very high order of admission. For this purpose and through the action “Let’s Go Digital”, these students are entitled to a subsidy that covers 80 percent of the cost of buying a new laptop, 500 Euro being the maximum amount of the subsidy.

In addition, the Ministry of National Education and the Ministry of Development took the decision and, on 27 March 2007, started the final application of the “Diodos Programme” which concerns access to Wireless and Broadband Internet for students and the university community. The trial period of the programme had begun in November 2006. The final objective is fast access and cheap Internet for all students.

7.6. GRADUATES AND THE LABOUR MARKET

7.6.1. General Figures of the Greek Labour Market

The total number of employed people in Greece for the third semester of 2006 reached 4,493,700. Unemployment has decreased significantly over the last years – during the third trimester of 2006 it reached 8.3 percent compared to 9.7 percent in 2005 and 10.8 percent in 2001.

In Greece sixty-six percent of the employed persons work in the tertiary sector, 22 percent in the secondary sector and only 11.8 percent in the primary sector.

\textsuperscript{21} The action is co-financed at 80 by the European Regional Development Fund (ERDF) and at 20 by national revenues through the Operational Programme “Information Society”.
The greatest percentage of the working population are stipendiary employees (63.8 percent), although this category is still of lower percentage compared to the EU average (80 percent of the total of employed), 22 percent are self-employed entrepreneurs, eight percent are entrepreneurs which employ staff and seven percent are employed in the family business.
The age group mostly affected by unemployment, according to the data from the General Secretariat of National Statistical Service of Greece, is the one of younger people aged 15-29. Even though their unemployment rate has decreased compared to 2005, it still is rather high (17.6 percent). It is also characteristic that the percentage of unemployed women is double the percentage of the male age group of 15-29.

Table 56. Unemployment According to Sex and Age Groups (Third trimester 2005-2006)

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>2005 (third trimester)</th>
<th>2006 (third trimester)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Males</td>
<td>Females</td>
</tr>
<tr>
<td>15-29</td>
<td>13.5</td>
<td>26.2</td>
</tr>
<tr>
<td>30-44</td>
<td>4.9</td>
<td>14.0</td>
</tr>
<tr>
<td>45-64</td>
<td>3.3</td>
<td>7.7</td>
</tr>
<tr>
<td>65+</td>
<td>0.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Total</td>
<td>6.0</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Source: General Secretariat of National Statistical Service of Greece, 2006
7.6.2. Unemployment According to the Level of Education

As to their educational level, higher education Bachelor graduates and in particular male graduates are at a lower percentage (3.9 percent) than the average unemployment percentage and at the lowest compared to graduates of other educational levels (8.3 percent). As for postgraduate and doctorate graduates, the percentage is satisfactory as far as men are concerned (5.6 percent) but over the average as to women (9.8 percent). However, new employment opportunities are offered to postgraduate and doctorate graduates with a new draft law for research which is currently under discussion. What is worth noticing is the very high percentage of unemployed higher education female graduates which leads to increase of the total unemployment rates of this group.

Table 57. Unemployment according to sex and level of Education 2005-2006

<table>
<thead>
<tr>
<th>Level of education</th>
<th>2005 third trimester</th>
<th>2006 third trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>PhD, MA, MSc</td>
<td>5.8</td>
<td>10.9</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>4.7</td>
<td>11.0</td>
</tr>
<tr>
<td>Post-Secondary Vocational Degree</td>
<td>7.0</td>
<td>17.8</td>
</tr>
<tr>
<td>Lyceum Degree</td>
<td>6.8</td>
<td>17.9</td>
</tr>
<tr>
<td>Gymnasium Degree</td>
<td>6.9</td>
<td>16.3</td>
</tr>
<tr>
<td>Primary School Degree</td>
<td>4.5</td>
<td>11.6</td>
</tr>
<tr>
<td>Some Grades of Primary School</td>
<td>4.0</td>
<td>7.1</td>
</tr>
<tr>
<td>Not attended School</td>
<td>6.9</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>6.0</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Source: General Secretariat of National Statistical Service of Greece, 2006
Moreover, according to the following table there is a constant upgrade of the total active population (work force) as the older generations retire and the younger and more educated generations enter the labour market. According to the Table 58, higher education degrees constitute the most important employability qualification.

Table 58. Employment capacity according to the level of education (4th trimester of each year)

<table>
<thead>
<tr>
<th>Employment capacity according to the level of education (4th trimester of each year)</th>
<th>1998</th>
<th>2000</th>
<th>2002</th>
<th>2004</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>52.2</td>
<td>52.0</td>
<td>52.2</td>
<td>53.2</td>
<td>53.3</td>
</tr>
<tr>
<td>PhD, MA, MSc.</td>
<td>88.4</td>
<td>86.6</td>
<td>92.5</td>
<td>90.7</td>
<td>91.3</td>
</tr>
<tr>
<td>Bachelor</td>
<td>80.1</td>
<td>79.9</td>
<td>79.2</td>
<td>78.5</td>
<td>80.0</td>
</tr>
<tr>
<td>Post-Secondary Vocational Degree</td>
<td>82.3</td>
<td>82.6</td>
<td>82.4</td>
<td>84.1</td>
<td>82.9</td>
</tr>
<tr>
<td>Lyceum Degree</td>
<td>59.9</td>
<td>59.0</td>
<td>58.7</td>
<td>60.3</td>
<td>60.2</td>
</tr>
<tr>
<td>Gymnasium Degree</td>
<td>44.9</td>
<td>45.0</td>
<td>46.8</td>
<td>46.7</td>
<td>46.7</td>
</tr>
<tr>
<td>Primary School Degree</td>
<td>45.4</td>
<td>43.6</td>
<td>42.7</td>
<td>39.5</td>
<td>36.7</td>
</tr>
<tr>
<td>Some Grades of Primary School</td>
<td>18.2</td>
<td>14.2</td>
<td>13.0</td>
<td>9.7</td>
<td>9.4</td>
</tr>
<tr>
<td>Not attended School</td>
<td>12.4</td>
<td>11.4</td>
<td>9.0</td>
<td>8.5</td>
<td>8.3</td>
</tr>
</tbody>
</table>

7.6.3. Youth Employment

The Research for Employment carried out by the National Statistical Service in 2005\textsuperscript{22} and processed by the Institute of Employment (INE)\textsuperscript{23} states that seventy percent of the Youths aged 15-29 are secondary education graduates, twenty-one percent higher education graduates and nine percent primary education graduates\textsuperscript{24}. More than half out of those who are employed are secondary education graduates (56 percent), 35.1 percent have graduated from HEIs and 8.6 percent from primary education. Out of unemployed youths, the largest percentage is secondary education graduates, 8.7 percent primary education and 4.7 percent higher education graduates.

\textsuperscript{22} Second trimester data, 2005.
\textsuperscript{24} This research concerns the sample of the second trimester of 2005. Young people aged 15-29 are 2.03 million, so they are the one fifth of the total population and out of these 1.09 million are part of the labor force (53.6). The rest continue their studies, serve the military etc. Out of those who are part of the labor market, the employed reach 882,000, therefore, unemployment is 18.8.
According to data from the same research, ninety percent of the youths who are part of the labour force have a higher education degree, 43 percent have completed secondary education and 53.4 percent primary education. This shows that higher education qualifications facilitate the integration to the labour market and this justifies the high demand for higher education in Greece (Graph 24).

Graph 24. Youth Population According to Level of Education

Source: General Secretariat of National Statistical Service of Greece, 2005, processed by the Institute for Employment.
Various researches carried out by social bodies and professional societies indicate that graduates of particular faculties or departments have easier access to the labour market whereas others face more difficulties.

As far as the graduates of pedagogical departments and departments for pre-school education are concerned the unemployment rate is minimal since they are directly employed in the public or private sector. The demand is so great that the 2006 graduates have been fully ‘absorbed’ and the same is expected for the 2007 graduates. This does not apply, however, to graduates of faculties of philosophy and other scientific fields such as mathematics and physics who can become secondary education teachers since, according to a research by the Greek Manpower Organization, unemployment reaches twenty-five to forty percent.

Similar problems exist for law school graduates who face unemployment rates of twenty-five percent according to the Athens Bar Association while those employed receive very low fees whereas the proportion of lawyers per inhabitant is the highest in the EU (1/353). Graduates from faculties of medicine, dentistry, pharmacy and biology also face unemployment problems according to a research by the Greek Medical Network. On the other hand, graduates of technical universities and in particular of departments of informatics and computer studies as well as graduates from the field of economics are more favoured.
Bibliographic References


185


KYRIAZIS, A. 2006. Anotati ekpaidefsi: diachronikes aksies kai sychrones prokliseis, [Higher Education: Diachronic Values and Current Challenges]. [Speech delivered in Constantinople], 23 March. (In Greek)


OTHER ELECTRONIC RESOURCES

Alexander, S. *Onassis Public Benefit Foundation*


Archimedes Project: Integrated Environment for the support, promotion and dissemination of innovation in the Region of Western Greece.


Aristotle University of Thessaloniki. Mobility Centre's Reception Office.


Athens University of Economics and Business. Historical Notes.


Ethnikos Dialogos [National Dialogue]


Foundation of the Hellenic World. The Hellenic Culture. (In Greek)


Ministry of Public Order. *Police Academy*.


Panteion Panepistimion. [Panteion University]. Istoria tou Panepistimiou [History of the University]. (In Greek)


School of Pedagogical and Technological Education. Historic Review.

University of Athens. The Historical Archives of the University of Athens.  

University of Piraeus. Short Historical Note.  
Organizations and Agencies

The Academy of Athens
  http://www.academyofathens.gr/

Biomedical Research Foundation
  http://www.bioacademy.gr/

Centre for Research and Technology Hellas
  http://www.certh.gr/

Centre for the Greek Language
  http://www.greeklanguage.gr/

The Education Research Centre of Greece

Foundation for Research and Technology – Hellas
  http://www.forth.gr/

Federation of Industries of Northern Greece
  http://www.sbbe.gr/

General Secretariat for Adult Training
  http://www.gsae.edu.gr/

General Secretariat for Research and Technology
  http://www.gsrt.gr/

General Secretariat for Youth
  http://www.neagenia.gr/

General Secretariat of National Statistical Service of Greece
  http://www.statistics.gr/

Hellenic Industrial Property Organization
  http://www.obi.gr/online/

Hellenic Ministry of National Education and Religious Affairs
  http://www.ypepth.gr/

Hellenic National Academic Recognition Centre
  http://www.doatap.gr/

Hellenic Quality Assurance Agency
  http://www.hqaa.gr/

Institute of Employment
  http://www.inegsee.gr/
The National Centre of Scientific Research “DEMOKRITOS”
http://www.demokritos.gr/

The National Greek Research Foundation
http://www.eie.gr/

National Hellenic Research Foundation
http://www.eie.gr/

National Library of Greece
http://www.nlg.gr/

National Resource Centre for Vocational Guidance
http://www.ekip.gr/

National Youth Foundation
http://www.ein.gr/

Organization for Vocational Education and Training
www.ocek.gr/

Pedagogical Institute
http://www.pi-schools.gr/

Research Academic Computer Technology Institute
http://www.cti.gr/

State Scholarships Foundation
www.iky.gr/
UNESCO-CEPES PUBLICATIONS

The UNESCO - European Centre for Higher Education (UNESCO-CEPES) produces five series of publications:
- The quarterly review Higher Education in Europe, appears in three language versions: English, French, and Russian;
- Higher Education for a Knowledge Society, a new series of UNESCO-CEPES publications addresses academic analyses on current issues of higher education in the context of the knowledge society;
- Studies on Higher Education, which presents comprehensive reports on and analyses of major issues in higher education;
- Papers on Higher Education, which presents shorter studies and occasional papers;
- Monographs on Higher Education, which presents national systems of higher education written according to a common outline;
- Studies on Science and Culture, which publishes the findings of research undertaken by UNESCO Chair holders collaborating with UNESCO-CEPES.

HOW TO ORDER

Subscriptions to the European version of Higher Education in Europe which is published by Routledge Journals, must be purchased from Routledge: Taylor & Francis Ltd., Customer Services Department, Rankine Road, Basingstoke, Hants RG24 8PR, United Kingdom. Telephone: +44 1256 813 002; Fax: +44 1256 330 245; e-mail: enquiry@tandf.co.uk.

The French- and Russian-language versions can be accessed free of charge through the UNESCO-CEPES website: <http://www.cepes.ro>.

To purchase volumes in other UNESCO-CEPES series, please check off the titles overleaf. The price for volumes in the Studies, the Monographs, and the Studies on Science and Culture series are US$20.00/EUR 15.00 each, for volumes in the Papers series US$15.00/EUR 10.00 each. Orders can be made by e-mail at publications@cepes.ro, or by post: Editor, UNESCO-CEPES, 39, Știrbei-Vodă Street, RO-010102 Bucharest, Romania

Pre-payment is required. Please provide with your order your full name, institution, postal address, telephone, fax and e-mail address.

Prices:

<table>
<thead>
<tr>
<th>Series</th>
<th>US$</th>
<th>EUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education for a Knowledge Society</td>
<td>80.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Studies on Higher Education</td>
<td>40.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Monographs on Higher Education</td>
<td>40.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Studies on Science and Culture</td>
<td>40.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Papers on Higher Education</td>
<td>30.00</td>
<td>20.00</td>
</tr>
<tr>
<td>Quality Assurance and Accreditation: Glossary of Basic Terms and Definitions</td>
<td>30.00</td>
<td>20.00</td>
</tr>
</tbody>
</table>
List of most recent publications:

**Higher Education for a Knowledge Society**
*The World-Class University and Ranking: Aiming Beyond Status (English, 2007, 378 pp.)*
*The Rising Role and Relevance of Private Higher Education in Europe (English, 2007, 664 pp.)*

**Monographs on Higher Education**
*Ukraine (2006)*
*Turkey (2006)*
*Moldova (2003)*
*Bulgaria (2002)*

**Studies on Higher Education**
*Rediscovering Higher Education in Europe (English, 2004, 148 pp.)*
*Indicators for Institutional and Programme Accreditation in Higher/Tertiary Education (English, 2003, 215 pp.)*
*Institutional Approaches to Teacher Education in Europe: Current Models and New Developments (English, 2003, 344 pp.)*
*System-Level and Strategic Indicators for Monitoring Higher Education in the Twenty-First Century (English, 2003, 238 pp.)*
*Good Practice in Promoting Gender Equality in Higher Education in Central and Eastern Europe (English, 2001, 160 pp.)*
*Transnational Education and the New Economy: Delivery and Quality (English, 2001, 172 pp.)*

**Papers on Higher Education**
*Legislative Initiatives in the Context of the Bologna Process: A Comparative Perspective (English, 2005, 72 pp.)*
*Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions (English, 2004, 84 pp.)*
*Guidelines for Promoting Gender Equity in Higher Education in Central and Eastern Europe (English, 2003, 110 pp.)*
*Quality Assurance and the Development of Course Programmes (English, 2002, 224 pp.)*
*From Words to Action: Approaches to a Programme (English, 2002, 240 pp.)*

**Studies on Science and Culture**
*The Double Helix of Learning and Work (English, 2003, 178 pp.)*
*Sustainable Development: Theory and Practice Regarding the Transition of Socio-Economic Systems towards Sustainability (English, 2001, 306 pp.)*
*Politics and Culture in Southeastern Europe (English, 2001, 335 pp.)*

June 2008

For additional information about UNESCO-CEPES publications and activities, please, visit our website at <http://www.cepes.ro>.