

**NATIONAL REPORTS 2004 – 2005**

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<b>Responsible member of the BFUG (one name only):</b>	Athanasios Kyriazis
<b>Official position:</b>	
	<b>Email address:</b> euhead@ypepth.gr
<b>Contributors to the report:</b>	EU Directorate, Greek Ministry of Education

**1. Main achievements since Berlin*****1.1. Give a brief description of important developments, including legislative reforms***

There was a legislative reform for joint post graduate studies by law 3255/22.7.04, which reforms law 2083/1992 and sets up a Specific Programme on inter-state co-operation in the field of postgraduate studies.

Top priority has been given to establishing a national HE quality evaluation system and the new law is before parliament.

Similarly, reforming legislation on the establishment of the Institutes of Lifelong Learning in all Universities and Technological Education Institutes (TEIs) on one hand, and on the reorganisation and functioning concerning the Recognition of Foreign Academic Titles on the other, is also under way.

Under the supervision of the Ministry of Education, HE institutes' and stakeholders' active participation in the preparation for the implementation process of the Bologna targets has been secured with encouraging results.

**2. National organisation*****2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies (For example, do higher education institutions report to different ministries?)***

Higher Education Institutions are legal entities under public law, with full self-administration under the supervision of the Ministry of Education, in accordance with article 16 of the Constitution.

The initial planning and application of government policy in the field of education, as well as the responsibility for administering the education system in all its sectors, services and levels, is held by the Minister of National Education and Religious Affairs (YPEPTH). Through the Ministry's services and advisors, the bills and Presidential Decrees on educational issues are drawn up and the relevant ministerial decisions are published. It is common one of the 2 deputy ministers to be assigned the field of Higher education.

The administration of Higher Education at the level of the Ministry of Education is divided into two sectors:

1. The Administrative Sector for University Education to whose Directorates and Sections the following duties have been assigned:

- The Directorate of Studies, Statistics and Organization
  - The Directorate of University Personnel
  - The Directorate of Studies and Student Care
  - The Directorate of Post-graduate Studies and Research
  - The Section of Inter-University Relations
  - The Higher Education Financial Affairs Section of the Financial Affairs Directorate
2. The Administrative Sector for Higher Technological Education where various sections are engaged in the following activities:
- The Faculty Section
  - The Administrative and other Personnel Section
  - The Programmes and Studies Section
  - The Administrative Support and Student Care Section
  - The Planning and Post Graduate Development Studies and Research Section
  - The Economic Section of Higher Technological Education at the Financial Affairs Directorates.

In addition, the law has initiated the operation of the National Education Council (Ethniko Symvoulío Paideias - ESYP) that is an advisory and introductory body on education related issues, with a task to promote the educational policy that is to be applied by the Ministry.

The academic structure of each University has 3 distinctive levels: the Faculties, with no coordinating competencies, the Departments, which are the main functional academic units covering the full scope of the discipline in question and the General Assembly of the Department as the main administrative body, and finally the Sections that correspond to smaller and distinct parts of the Departments' full scope discipline.

Technological Education Institutes' operation and organisation is governed by law, while more specific issues are regulated by the internal rules of each TEI. In addition to the above, other Higher, non University level, Institutes fall under the competence of the following Ministries:

- Higher Ecclesiastical Schools are under the supervision of the Ministry of Education and Religious Affairs
- Merchant Marine Academies are under the supervision of the Ministry of Mercantile Marine
- Higher Schools of Dance and Drama are under the supervision of the Ministry of Culture
- Higher Schools of Tourist Professions are under the supervision of the Ministry of Development
- Higher Military Education Institutes (ASEI) are under the supervision of the Ministry of Defence
- Higher Police Academies are under the supervision of the Ministry of Public Order

## **2.2. Give a short description of the institutional structure**

*(For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)*

There are twenty-two (22) public universities, including the School of Fine Arts and the Hellenic Open University (EAP), whereas the technological sector comprises sixteen (16) public Technological Education Institutes (TEI) including the Higher School of Pedagogical Technological Education. The total number of active students in Greece is estimated to 366.806 (206.806 in the Universities and 160.000 in the TEIs).

All higher education institutions are state run. According to the Greek Constitution, higher education is offered exclusively by the state and hence, it is prohibited for higher education

services to be offered on a private basis.

**2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country**

*(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)*

Implementation of the Bologna Process in Greece is overseen by the competent administrative divisions of the Ministry, namely:

- the Sector of European Union and Community Support Framework Issues,
- the Directorate of European Union Issues,
- the Department of European Programmes of the Ministry ( Section B'),
- the Sector of University Education,
- the Sector of Higher Technological Education,
- the State Scholarships Foundation (IKY),

The above mentioned Ministry divisions have been holding working meetings with the National Bologna Group of Promoters in order to schedule a number of activities with an aim to disseminate information and to promote the Bologna targets, such as organising open seminars and lectures addressed to all partners, drawing up of questionnaires concerning Bologna Process among the Higher Education institutes and the students, and so on..

Finally, there are working groups at the Ministry specializing on the various aspects of the Bologna Approach working under the supervision of the Directorate of European Union Issues at the Ministry of National Education and Religious Affairs.

### 3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

**3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.**

*Please specify the responsibilities of the bodies and institutions involved.*

The Greek Government has committed itself to establishing a national system for quality assurance in higher education. The framework for operating such a system is prescribed by legislation, which is under consultation before the Greek parliament. Based on the national dialogue within the Bologna Process requirements the legislative framework aspires to the following commonly shared principles.

The quality assurance system is certain to be composed of two levels : a) internal assessment and b) external evaluation and review schemes.

A) Higher education institutions are encouraged to set up their own internal quality assurance mechanisms to provide a sound basis for external evaluation. The aim is to effectively combine institutional autonomy and accountability within the national quality regulations framework. Each institution has the right to independent decision making and therefore is responsible for devising its own QA system for assessing the education, administrative and research functions. However, general provisions are provided by law. Furthermore, teaching staff, administration personnel and students are foreseen as the main participants and contributors to this process.

B) A single national agency in charge of quality assurance is an essential feature of our

Higher education system. It will aim at quality improvement through external evaluation. Here are some of the responsibilities of the national agency which are incorporated into a legal provision framework.

- Its main responsibilities will be the evaluation of study programmes and institutions as well as organizational audit.
- Autonomy and independence of the body responsible for QA as regards to procedures, methods and the personalities in charge will be safeguarded by the law, in order to secure the effectiveness and validity of the process as well as the fairness, transparency and acceptance of results
- Both the governing body of the agency and the external evaluation panels will be composed of distinguished members of academia and experts from the world of education respectively. Certified experts will be selected to perform evaluations from a registration list compiled for this purpose.
- The agency will be in close cooperation with the higher education communities and take into account the needs of society in general, and particularly the public and private stakeholders, students, parents and the labour market in the formulation of its strategies.
- One of the main tasks of the agency will be to develop a set of standards, procedures and guidelines on quality assurance. In order to define objective external criteria and methodologies, the mission and aims assigned to each institution will be taken into account as well as its specific characteristic and orientations. The standards employed can not only be the minimum ones but could aspire to higher levels in order to reward excellence. In this sense, the work of ENQA in the field of shared criteria and methodologies can be a potent guide.
- In terms of the evaluation process, site visits will be a standard element, as well as meetings and interviews tours of the facilities and the examination of documentary evidence.
- A major facet will be reporting to the general public. However, reports to be published will be subjected to a beforehand consultation with all the participant parties.
- Finally, since the whole process is aiming at enhancing the quality of services in higher education, recommendations are crucial and can be put forward so that institutions and the government will share the organizational and financial responsibility for following them up within a specific framework of time.

***3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.***

***Describe the system of accreditation, certification or comparable procedures, if any.***

As to the form and scope of accreditation mechanisms, this issue has yet not been resolved since it has been put under the negotiating agenda of the national dialogue. Matters of national legislation, having to do with the autonomy of universities, need to be addressed first.

The same applies to the demand for programme and subject benchmarking which is also a sensitive matter for consultation.

***3.3. National quality assurance systems should include international participation, co-operation and networking.***

***Are international peers included in the governing board(s) of the quality assurance agency(ies)?***

The overarching goal of the Greek QA agency is to join ENQA as a full member and even to proceed with other agencies to a multilateral European cooperation on quality assurance and

accreditation in order to learn from best practices and methodologies. This will assist in securing its credibility and recognition within the developing European Higher Education Area.

Universities are also urged to seek network cooperation and be attentive to the best practices developed across a variety of institutions in Europe in the field of quality assurance.

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

Establishing the National Quality System has become a self-evident necessity; during the last few years a considerable number of Universities and Technological Education Institutes (TEI) in the country have participated in quality evaluation procedures, which have been held under the supervision of the Organisation for Economic Cooperation and Development (OECD), the Organisation of European Universities (CRE) and the European University Association (EUA).

What we can certainly assert today is that the conditions in Greece are more mature than ever for activating quality evaluation procedures on a systematic basis through the appropriate institutional organisation.

#### **4. The two-cycle degree system**

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

- Ptychio is the Greek name for the bachelor-level degree. It normally takes four year of full-time study programme which carries 240 ECTS credits.
- Programmes at master level are also fully functional in many university departments. However, the second cycle for postgraduate studies is not universally applicable and since there is not yet legislation to make it mandatory, the responsibility for establishing such programmes rests within the universities themselves. In general terms, the entry to the second cycle requires a completed bachelor degree at a recognized higher education institution.
- It should be noted that the postgraduate cycle because of its different learning and skills outcomes has claimed already in the mind of the public its own specific characteristics, orientation and value in the labour market.
- Finally, the Greek authorities acknowledge that the two-tier degree structure is a necessity to increase quality and transparency of higher education and take seriously the obligation to provide for the universal applicability of this type of degree structure and its requirements.
- A great number of higher education institutes are employing the ECTS system as a means for credit accumulation. Others are lagging behind, but a concerted effort is being made for a universal adoption. The same applies to the diploma supplement which will be issued apart from the Greek language in a widely spoken European language and will describe the profile of studies, workloads, level, competences, learning outcomes etc.

#### **5. Recognition of degrees and periods of study**

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

In order to avoid burdensome administrative arrangements which have been a prominent

feature in the old system for recognition of degrees the Greek ministry of education has established a new organization.

The new organization (OATAP) is equipped with the professional background and resources to provide for speedier degree recognition –within a time frame of 60 days - and greater transparency. Flexibility and openness has prompted for a new approach where the rule is to look not for identical but similar courses.

It is also catering for the provision of accurate, reliable and up to date a) information on higher education options abroad that correspond to the needs of learners and b) advice as to the requirements for future recognition in order for the prospective students to make informed study and career choices.

On the other hand, we emphasise that the recognition of periods of studies is the responsibility of the Higher Education Institutes in which the applicant wishes to further his/her studies. Fair procedures are followed in good faith and in an effort to remove barriers to study mobility.

The Section of Recognition of Professional Qualifications - SAEI has been set up for the professional recognition of higher education titles obtained abroad. SAEI is responsible for the application in Greece of the community directives on tertiary education diplomas certifying a professional education of a minimum duration of three years. Greece participates in all international networks dealing with the recognition of higher education degrees, such as NARIC and ENIC networks.

Furthermore, with the adoption at a European level of a system of easily readable and comparable degrees and the establishment of a European System of Credit all the major difficulties with recognition will be overcome.

## 6. Doctoral studies and research

### **6.1. Give a short description of the organisation of third cycle studies**

*(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)*

The degree structure is based on two main cycles, the first cycle leading to the first degree ("ptychio" or "diploma") and the second cycle leading to the second degree ("postgraduate specialisation diploma"), and to the third degree ("doctorate diploma").

Given the autonomy of the Universities, there is a variety of organisational structures concerning the studies for a doctoral degree and the balance between organised courses, independent study and thesis.

In general, though, as regards organisational structure of the second-level postgraduate studies leading to the granting of a doctoral degree (Didaktoriki Diatrivi), each doctoral candidate is guided by a three - academic member advisory committee (comprising two members and the main supervisor), which is appointed by the Special General Assembly of the Department.

An issue related to the degree structure is the one concerning the reform of the existing legislative framework for the postgraduate studies in Greece, covering both the master's level and the doctorate level. This reform aims on the one hand at the rationalisation of the master's courses and the conceptualisation of the master's degrees and on the other hand at the introduction of structured advanced courses at the doctoral level, thus introducing the concept of the "doctoral studies".

## **6.2. What are the links between HE and research in your country?**

*(For example, what percentage of publicly-funded research is conducted within HE institutions?)*

There is a budget at the Ministry of Education for the financial support of the "Research Plan" (as it is defined in Article 16 of the law 2083/1992) that comprises research programmes implemented by Universities or University Research Institutes under the supervision of the Ministry of Education.

State Scholarships Foundation (IKY) grants scholarships to Greek students for post-graduate studies (259 scholarships for 2004-2005) and post-PhD research (80 scholarships in 16 scientific fields for 2004-05) in Greece. It also grants scholarships for postgraduate and post-PhD studies to foreigners.

The scholarship programmes are announced every year and regard foreigners (of foreign or Greek origin) from a) Western Europe, USA, Canada, Australia, New Zealand, Japan. 40 scholarships are going to be granted to this group of countries in 2004-2005 b) Balkan countries, countries of Central and Eastern Europe, Asia, Africa and Latin America. 90 scholarships are going to be granted to this group of countries in 2004-05.

Also, in the context of the Operational Programme for Education and Initial Vocational Training II (EPEAEK II), postgraduate research and, in general, research work by Universities and Technological Education Institutes (TEIs) is financed by the Ministry of Education in sectors of top priority for Greece ("Heraclitus" and "Pythagoras" Programmes for Universities, and "Archimedes" programme for TEIs).

The Ministry for Foreign Affairs also grants scholarships to Greeks for studies abroad and to foreigners (of Greek or foreign origin) by other public organisations and agencies, such as the Ministry of National Economy and the Ministry for National Defence, the Ministry of Mercantile Marine, and the General Secretariat of Greeks abroad.

The Institute of Byzantine and Post - Byzantine Studies of Venice and the Institute of Human Studies in Florence, which are financed by the Ministry of Education and the ministry for Foreign Affairs, also host researchers-scientists working on their dissertations.

Similar scholarships are granted by Universities, public welfare institutions and private organisations.

## **7. Mobility of students and staff**

**7.1. Describe the main factors influencing mobility of students from as well as to your country** *(For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)*

Mobility of Greeks students is supported either by European Programmes (SOCRATES, LEONARDO) or various scholarship programmes funded by the State Scholarships Foundation (IKY) and other agencies (Ministries, Foundations and Private Enterprises). In certain cases, students who move through the Erasmus programme receive a supplementary grant by their university. However, such funding is not often enough to cover the travel and accommodation expenses so the financial factor remains the main obstacle to mobility, followed by problems at the recognition of studies abroad and language issues.

Concerning the foreign students mobility the main factors that hinder mobility are language,

visa and accommodation issues.

**7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country**

The Ministry of National Education and Religious Affairs provides funding to universities in order to organise summer languages courses for foreign students. In addition, most Greek universities offer a wide range of language courses free of charge to both Greek and foreign students. Recently, postgraduate programmes have been conducted in languages other than Greek.

Attempts are also made by Higher Education Institutions to provide accommodation facilities to foreign students.

**7.3. Describe the main factors influencing mobility of teachers and staff from as well as to your country (For instance tenure of appointment, grant schemes, social security, visa problems)**

Mobility of teachers and staff, not considering the European Programmes, is dependant upon inter-university cooperation and bilateral or multilateral inter-governmental agreements. Language issues and personal/family reasons constitute the main obstacles to mobility.

**7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country**

Academic and staff mobility is mainly funded by the Budget of the Greek Ministry of National Education and Religious Affairs or by the HEIs. According to the Law 3027/2002 academics are allowed to leave for a two-year period in order to teach at foreign institutions. Every three academic years they can also take a six-month sabbatical to travel or to study. The Greek Ministry of Education awards grants for post-Doctoral research to foreign academics and researchers (3-6 months). Moreover, within the framework of bilateral inter-governmental agreements, exchanges of academic teachers and staff for short study visits are financially supported and visa issues are facilitated. During the academic year 2003-2004, 43 academics visited Greek Universities, 35 from EU member-states and 8 from third countries.

## **8. Higher education institutions and students**

**8.1. Describe aspects of autonomy of higher education institutions**

*Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?*

Autonomy is determined by article 16 of the Constitution, in accordance with which Universities are legal entities under public law, with full self-administration under the supervision of the Ministry of National Education and Religious Affairs. The academic structure of each University is composed of faculties divided into various departments covering relative disciplines and actually has co-ordinating competencies. Departments are the main functional academic units covering the full scope of the discipline in question, and lead to a single degree. The General Assembly of each department is the primary administrative body through which teaching and research policy is charted and democratic control is exercised. Departments are then divided into Sections which correspond to smaller and distinct parts of the Department's full scope discipline, under the condition that the discipline is especially broad and that the number of main teaching and research activities



is sufficient. It should be noted that the teaching and research activities of a Department or a Section can be grouped and shaped into even smaller operational (not academic) units, the Laboratories or Clinics in Medical Schools. Universities are responsible for managing the revenues derived from state grants and from their own assets. By Presidential Decree, with the assent of the Senate, it is possible to establish a special legal entity under public law to utilise and manage University property.

Technological Education Institutes (TEIs) belong to Higher Education, under law 1404/83. They are also legal entities under public law, fully self-governed, under the supervision of the Ministry of Education, too, and their operation and organisation is governed by law, while more specific issues are regulated by the internal rules of each TEI.

In Higher Education Institutes legality inspection is the responsibility of the Minister of Education. In practice, this inspection is conducted only in respect of the institutions' administrative acts in the issuing of which the Minister co-operates. The courts or public administration auditors judge the legality of other actions by Universities and TEI - if requested. The Minister of Education can call upon the conference of the university rectors and the presidents of the TEIs to discuss matters within the scope of their competence.

### ***8.2. Describe actions taken to ensure active participation from all partners in the process***

It is established that in the field of University Education students (over 30% rate), as well as representatives for all branches of the faculty and employees participate in the administrative bodies of University faculties, departments and sections. In the field of Higher Technological Education, provisions have been made also for the participation of representatives of students and employees from all sectors in the bodies of the Schools and Departments of each TEI (Technological Education Institute). In the location of each TEI there is a Peripheriako Symvoulío Technologikis Ekpaidefsis - PSTE, translated as Regional Technological Education Council which consists of the Prefect, the TEI Board, a representative of the local union of municipalities and communities, representatives of professional, labour, agrarian and trade union organisations, representatives of the students and of the TEI faculty. The PSTE makes recommendations to the TEI on matters related in particular to the establishment of Departments, determining the needs for particular specialisations or skills, further education, and the employment of TEI graduates.

### ***8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?***

*(For example, participation in University Governing Bodies, Academic Councils etc)*

University law 1268/1982 provides for one of the strongest participatory roles of the students as compared to other countries, allowing students to have an active participatory role in HE institutions, concerning decision-making, governance, strategic planning and quality assessment

## **9. The social dimension of the Bologna Process**

### ***9.1. Describe measures which promote equality of access to higher education***

The social dimension of the Greek public educational system. is prominent. All students completing their studies at upper secondary school have the right to continue their studies in Higher Education depending on their results in the Panhellenic Examination

they take once a year. The examination is organised and conducted by the Ministry of Education in order to ensure its validity. However, there is a strong demand on the part of HEIs to assume responsibility for entrance exams and criteria, which is under discussion within the framework of the National Dialogue.

Individuals with special needs are especially catered for since they cover the 3% of all students enrolled without taking an examination. The criterion for their entrance is the grade on the upper secondary school certificate.

A number of measures have been taken by the Ministry in order to support students during their studies. Undergraduate studies are free of charge for everyone in Greece and textbooks are also provided free of charge by the universities. Low-income students are offered free accommodation and feeding within the campus facilities while others receive once for all the sum of a thousand euros or more as a rent subsidy. Furthermore, low-income students are given the opportunity to study at the university nearest to the town of their residence in case they apply for it. All students are entitled to a discount card valid at public means of transport, cinemas, theatres, and so on. Moreover all students qualify for free social security services. All the above are offered for the normal duration of studies plus two extra years.

Some universities charge fees for their postgraduate programmes. However, postgraduate students can get student loans at low rate.

There are no fees imposed on doctoral studies.

## **10. Developments in lifelong learning**

### ***10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?***

The Hellenic Open University (EAP), established by law 3027/2002, constitutes an independent and fully-administered University in the form of a legal entity under public law. Based in Patras, it may establish branches throughout the country or abroad, and organises both undergraduate and postgraduate study programmes leading to degrees, or to certifications of training, professional development degrees and PhDs.

The Hellenic Open University addresses a great number of candidates, covering a very large spectrum of ages, wishing to follow undergraduate or postgraduate studies. Specifically, the H.O.U. pursues to offer a second opportunity to adults for undergraduate studies. Moreover, it seeks to provide postgraduate curricula to graduates who wish to extend or upgrade their studies to subjects related to their work position.

Lifelong Learning Institutes in Universities and TEIs that are to function in all Universities and TEIs implement educational programmes addressed to either Higher Education or Secondary Education graduates, of over 25 years of age, aiming at providing knowledge to broaden their educational and professional skills and prospects.

Optional Programmes of Studies (PSE) in Universities constitute a flexible framework enabling students to combine various programmes of studies.

### ***10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths***

## 11. Contribution to the European dimension in higher education

### ***11.1 Describe any legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes***

Law 2083/1992 on post graduate studies provided that a necessary prerequisite was efficiency in the Greek language (article 12). This, identified as a legal obstacle to the establishment of joint study programmes, was removed by article 4 of law 3255/22.7.2004 on joint post graduate studies. The same Law has set the general framework that resolved prior issues concerning the recognition of joint degrees.

#### ***11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees***

Universities in Greece, according to the Law 2083/92 (Art. 10) had the right to cooperate with foreign HEIs. Several co operations, including integrated study programmes at post graduate level, were developed but faced numerous difficulties such as the mandatory use of the Greek language and the recognition of those degrees. However, the activation of the Law 3255/22.7.2004. for the universities and the Ministerial Decision 60671/E5 (21.06.2002) for the Technological Education Institutes (TEIs) gave impetus to international cooperation. At the moment several integrated study programmes at postgraduate level are in progress within Greek and European HEIs mostly (see 11.2)

#### ***11.1.2. How have these programmes been organised? (joint admissions, mobility of students, joint exams, etc.)***

The organisation of these programmes is specified in the Cooperation Agreement between the HEIs, which is approved by the General Assembly of the Greek HEI

### ***11.2. Describe any transnational co-operation that contributes to the European dimension in higher education***

Five Greek HEIs participate in 5 joint Erasmus Mundus Master Courses, namely the University of Patras, the Aristotle University of Thessalonica, the Aegean University, the TEI of Athens and the TEI of Crete.

After Prague in 2001, there was a Greek-French inter-university co-operation, undertaken between the Greek and the French Ministries of Education and between the Greek and the French Rectors' Conferences. Within the framework of this cooperation, the Ionian University and the University of Thessaly participate in joint postgraduate programs, soon to be followed by the University of Crete.

A similar Greek-German cooperation is expected to be realised shortly.

Moreover, 14 integrated study programmes at postgraduate level of Greek Technological Education Institutions (TEI) and European HEIs have been approved and scheduled to function this year.

### ***11.3. Describe how curriculum development reflects the European dimension (For instance foreign language courses, European themes, orientation towards the European***

### *labour market)*

Universities are entitled to define their curricula autonomously. Technological Education Institutes (TEI) determine their curricula, which are thereafter checked and assessed by the Institute of Technological Education under the Ministry of Education. The curricula of most University departments include subject fields referring to the European and World History, Economy, Geography, International Relations, topics on European Culture, Philosophy, Arts and Foreign Languages. International and European Studies (Economic and Political Integration of the European Union, European Law). Comparative studies and the interdisciplinary study of the areas with particular focus on the Balkans and the Mediterranean countries have been particularly developed over the last few years.

The curricula of the Technological Education Institutes include teaching of international economic and commercial subjects, and applications of foreign languages and vocational training for jobs in sector of tourism.

Furthermore, the European dimension is promoted in Higher Education curricula through a) related initiatives developed at the level of the institutes themselves,

b) the participation of the education institutes in European educational co-operation programmes (SOCRATES, LEONARDO DA VINCI, e.t.c.),

c) activities stemming from initiatives undertaken at national level, as well as common projects developed with equivalent institutes of other European countries (e.g. France),

d) post-graduate studies offered in a foreign language.

e) Greek universities have a number of Jean Monnet Chairs and Jean Monnet Modules which also contribute to the European dimension.

## **12. Promoting the attractiveness of the European Higher Education Area**

### ***12.1. Describe actions taken by your country to promote the attractiveness of the EHEA***

Greece promotes and takes initiatives, actions and national measures regarding the promotion of the attractiveness of the European Higher Education Area.

1. Greek HEIs are involved in various European projects and programmes (ASEM, Tuning Project, Erasmus Mundus, Tempus Tacis, etc) which link Europe with other continents such as Asia and Latin America promoting EHEA.

2. Greece actively takes part in international organisations (OECD, CoE, UNESCO/CEPES), in regional co operations (Stability Pact/Graz Process, Black Sea Economic Cooperation, Adriatic Ionian Cooperation, South East Europe Cooperation) and their educational projects and networks.

3. Greece is planning the implementation of ECTS and the Diploma Supplement

4. Greek is no longer the only language of instruction at post-graduate courses

5. The legal framework for the recognition of degrees has been simplified and a new Law for Joint Masters has been established

## **13. Concluding comments**

### ***13.1. Give a description of your national Bologna strategies***

Apart from setting up quality assurance mechanisms, two cycle periods of study and efficient degree recognition procedures, which have been described in the previous 3-5 sections, our Bologna strategic aims to encompass on the following :

- International academic exchange and joint curriculum development. This will entail well thought out partnerships with other European institutions in teaching and research

activities.

- Attracting foreign students to Greek universities on the basis of joint degrees institutional cooperation. Initiatives of this kind will promote the exchange of academic staff, ideas and good practices which can provide a major impetus to the quality development and opening of our tertiary education sector. For this purpose, the Greek government has passed law providing for the legal framework to issue joint diplomas thus safeguarding participating institutions as well as student's rights. Students aiming at a joint degree are guaranteed that their degree will be recognized. In such a framework to facilitate co-operation and mobility in the HE field and to promote attractiveness of European HE around the world, programmes, such as Erasmus Mundus, will be supported.
- Integrate life long learning into the structure of tertiary education, in order to provide flexible learning paths supported by e-learning and other non-classical learning and teaching forms. This is done within the context of widening access for university graduates for the continuous updating of knowledge and skills and to acquire qualifications that will match the ever increasing demands of the labor market.
- In cooperation with all relevant social partners to develop National qualifications and competences framework for higher education graduates at different levels closely associated with the European Qualification framework.

A general remark

- The Greek government has expressed time and again its commitment to promptly enact legislative reform in accordance with the Bologna process on the basis of effectively combining two principles : European convergence and national / institutional diversity. This means that while it appreciates the need for common goals, structures, practices, standards and guidelines toward a European Higher Education Area, at the same time it wants to emphasize that a) the national agenda with its constraints and priorities and b) the institutional policies developed within the context of the diverse and political sensitive higher education need also to be articulated in the national Bologna strategies.

Therefore for reasons of flexibility, it is conceivable that the Greek government intention is to implement a general legislation framework for higher education instead of detailed regulatory legislation regarding the issues pertaining to the Bologna process.

### ***13.2. Give an indication of the main challenges ahead for your country***

Some of the major challenges are as follow:

- How to bring Higher Education Institutions into a collaborative networking with the world of work for to stimulate responsive and effective contributions to the needs of the employment market and the dynamic trends of the Greek economy.
- A renewed emphasis to be placed on academic research through institutional restructuring and by increasing the resources provided while at the same time taking into serious consideration the quality and the applicability of the research outcomes.
- To ensure that research and teaching activities in universities are of relevance also to local and regional developmental needs. This will mean putting forward the necessary arrangements and resources in order to create a leading academic force that will enhance through synergies the economic, social and cultural development in almost every region of Greece.