



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Greece**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Greece

### Name(s) of the responsible BFUG member(s)

Christos Skouras (on behalf of Athina Plessa Papadaki)

### Email address of the responsible BFUG member(s)

xskouras@minedu.gov.gr  
eudir@minedu.gov.gr

### Contributors to the report:

- Government representatives ""

### Contributors to the report:

- Employer representatives "yes"

### Contributors to the report:

- Student representatives ""

### Contributors to the report:

- Academic and other staff representatives ""

### Contributors to the report:

- Other representatives (please specify) ""

## Data entry: (I\_Degrees\_qualifications)

Welcome to the first part of the data collection for the Bologna Implementation report 2015 on degrees and qualifications. Please note that the reference year for this questionnaire is the academic year 2013/14. With regard to changes in legislation or higher education organisation and administration, the date of 30 April 2014 will be considered as the final cut-off point. Any changes that are planned to occur after this date will not be considered in the report. Please consult the guide to answering the questionnaire, as well as the glossary. If you have any questions, please send an email to [data.collectors@ehea.info](mailto:data.collectors@ehea.info). In urgent cases you can also call Eurydice at +32 2 299 5024.

### I.1. Do your higher education steering documents address demographic projections for your country?

No

#### I.1.1. How do these projections affect higher education policy planning?

### I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities  
 Higher education institutions other than universities

#### I.2.1. Please specify

In Greece, the national higher education system is structured as follows:

University sector: - Universities

- Technical Universities

- The School of Fine Arts

Technological sector: - Technological Education Institutions (TEIs)

- School of Pedagogical and Technological Education (ASPETE)

Higher Military Education Institutes, Mercantile Marine Academies, Higher Ecclesiastical Academies also award higher education degrees, but institutionally wise, do not belong to either the University or the Technological sector of higher education. Furthermore, according to the Greek constitution, higher education is provided exclusively by public institutions.

### I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes  
(Please specify in the text field on the right!)
- None of the above

#### I.3.1. What is the number of institutions in the categories identified?

### I.4. Comments

Law 4009/2011 "Structure, operation, quality assurance and internationalisation of higher education institutions": "...The institutions of the two sectors of higher education operate in parallel, with distinct character, purpose and mission, which vary according to the provisions applicable to Universities and TEIs, respectively".

I.3.1a If distinctions are made between the types of higher education institutions, what is the number of institutions in the categories?

There are twenty-two (22) University Sector Institutions (Universities, Technical Universities, the Higher School of Fine Arts) in the country, including the Hellenic Open University and the International Hellenic University. Moreover, there are 14 TEIs throughout the country including ASPETE.

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS ""

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS ""

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "100"

#### I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

We have no information on statistical data. The number is not right

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS ""

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS ""

### I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "100"

**I.6.1. Please specify**

We have no information on statistical data. The number is not right

**I.7. Please note that short cycle programmes are treated in a separate section below.**

**I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?**

No  
They are all academically oriented.

**I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?**

Yes ▾

**I.9.1. In which study fields do these study programmes exist?**

Engineering Schools, Medical Schools, Fine Arts

**I.9.2. What is the typical duration of these degree programmes outside the Bologna model?**

5 years, 6 years

**I.9.3. What percentage of first cycle students is enrolled in these programmes?**

We have no information on statistical data. The number is not right

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS "0"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS "0"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "0"

**I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration "100"

**I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

We have no information on statistical data. The number is not right

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS "0"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS "0"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "0"

**I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration "100"

**I.11.1. Please specify**

We have no information on statistical data. The number is not right

**I.12. Do integrated/long programmes leading to a second cycle degree exist?**

No ▾

**I.12.1. Is the duration of the above programmes calculated in...**

Please choose

**I.12.2. What is the typical duration of these degree programmes?**

**I.12.3. In which study fields do these study programmes exist?**

**I.12.4. What percentage of first cycle students is enrolled in these programmes?**

**I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

No ▾

**I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**

**I.13.2. What percentage of second cycle students is enrolled in these programmes?**

**I.13.3. In which study fields do these study programmes exist?**

**I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

Yes ▾



**I.14.1. What is the minimum duration of the Bachelor & Master together?**

180+60=240

**I.15. Comments**

Law 4009/2011 “the first cycle of studies relates to the attendance of a study programme, includes courses corresponding to a minimum of 180 credits and is concluded with the awarding of a title”. However, this provision is not in effect.

**I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

We have no information on statistical data. The number is not right.

**I.16.1. Please provide a source for this information.**

We have no information on statistical data. The number is not right

**I.17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**

100%

We have no information on statistical data. The number is not right

**I.17.1. Please provide a source for this information.**

We have no information on statistical data. The number is not right

**I.18. What are the requirements for holders of a first cycle degree to access a second cycle programme?****I.18.1. All students...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

We have no information.

**I.18.3. Holders of a first cycle degree from a different study field...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

We have no information on statistical data. The number is not right

**I.18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

We have no information on statistical data. The number is not right

**I.18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**I.18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

We have no information on statistical data. The number is not right

**I.19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

100%

We have no information on statistical data. The number is not right

**I.19.1. Please provide a source for this information.**

We have no information on statistical data. The number is not right

**I.20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

100.000000000

**I.20.1. Please provide a source for this information.**

We have no information on statistical data. The number is not right

**I.21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

Yes, for some graduates

**I.21.1. Please specify the criteria**

In exceptional cases, which are defined in the Masters programme regulation and upon decision of the Departments Special General Assembly, may a non-holder of a 2nd cycle degree be admitted as a doctoral candidate.

**I.21.2. What percentage of third cycle students enter without a second cycle qualification?**

100%

**I.22. If you would like to make any additional comments on the progression between cycles, please provide them here**

We have no information on statistical data. The number is not right.

**I.23. Do higher education steering documents mention doctoral education/training?**

No

**I.23.1. Please provide a reference to the relevant steering document(s):**

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

**I.24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "100"

**I.24.1. Please specify which other types of doctoral programmes exist**

We have no information on statistical data. The number is not right

**I.25. Do doctoral and/or graduate schools exist in your higher education system?**

Yes

**I.25.1. What are the main features of these schools and how many doctoral schools are there?**

minimum 3 years

**I.25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

100%

**I.26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3"

**I.26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "4"

**I.27. Are doctoral studies included in your country's qualifications framework?**

No

**I.28. Apart from doctoral degrees, are there other degrees/qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

No NQF

**I.28.1. Please specify**

What are the names of such degrees? ""

**I.28.1. Please specify**

What is the typical duration of programmes leading to such degrees? ""

**I.28.1. Please specify**

What is the purpose/function of those degrees? ""

**I.29. Are ECTS credits used in doctoral programmes?**

No

**I.30. Comments**

**I.31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

No

**I.31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

**I.32. How are short cycle HE programmes linked to the Bachelor-Master structure?**

**Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...**

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

**I.33. Are short cycle programmes legally considered to be an integral part of your higher education system?**

Yes, part of higher education

**I.34. Comments**

Not applicable

**I.35. Do your steering documents mention the concept of student-centred learning?**

Yes

**I.35.1. How do steering documents in your country define student-centred learning in higher education?**

Law 4009/2011 (article 4):

The Higher Education Institutions' mission is to:

- “... a) develop and transmit knowledge through research and teaching, prepare students to apply this knowledge in the professional field and cultivate the arts and culture,
- b) provide higher education and contribute to lifelong learning with modern teaching methods, including distance learning, based on scientific and technological research at the highest quality level of internationally recognized criteria,
- c) develop the critical capacity and skills of students, ensure the employability of graduates to formulate the necessary conditions for the emergence of new researchers ,
- d) meet the needs of the labour market and professional fields, and the development needs of the country and promote the diffusion of knowledge, the utilization of research results and innovation, with commitment to the principles of research ethics, sustainable development and social cohesion,
- e) promote cooperation with other educational and research institutions within the country and abroad, the effective mobility of teachers, students and graduates, contributing in the construction of the European Higher Education and Research
- f) help develop responsible citizens, able to meet the requirements of all fields of human activities, with scientific, professional and cultural competence and responsibility and with respect to the values of justice, freedom, democracy and social solidarity. ...”

**I.35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?**

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer
- Other** 0 1 2 3 4 5 No answer

**I.35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)**

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer

Student/staff ratio 0 1 2 3 4 5 No answer

Student evaluation of teaching 0 1 2 3 4 5 No answer

**I.35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**

**I.35.4. Please provide a reference for your steering documents on student-centred learning**

Law 4009/2011 'Structure, operation, quality assurance of studies and internationalisation of higher education institutions', article 4 as above (V.1.1.).

**I.36. Comments**

**I.37. In your country, do you use...**

ECTS

**I.37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)**

**I.37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)**

**I.38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?**

Percentage of higher education institutions 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

Percentage of programmes 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

**I.39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?**

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**I.39.1. Please specify**

**I.40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?**

Other

**I.40.1. Please specify**

The workload required by a student during one full academic year that includes an average of thirty-six (36) to forty (40) full weeks of teaching, preparation and tests, is valued between 1500 and 1,800 hours of work, corresponding to 60 ECTS credits. The workload is measured by semester between 750 and 900 hours of work, corresponding to 30 credits and per term between 500 and 600 hours of work, corresponding to 20 credits. In these cases, one 1 credit unit corresponds to 25-30 working hours.

**I.41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?**

Not applicable  
not applicable

**I.41.1. What is the number of hours per credit?**

**I.42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)**

Yes, in the majority (50-99%) of programmes

**I.43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?**

Yes, this is done through compulsory measures (law, regulations, etc.)

**I.43.1. Does your country take specific support measures on the national level?**

Ministerial Decisions have been issued describing in detail the use of learning outcomes in developing curricula.  
Also the Bologna Experts Group provides support and guidance to HEIs

**I.44. Does national policy steer student assessment procedures to focus on learning outcomes?**

Yes, this is done through compulsory measures (law, regulations, etc.)

**I.45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?**

**Compulsory** Yes, for all academic staff Yes, for some academic staff No No answer

**Voluntary** Yes, for all academic staff Yes, for some academic staff No No answer

**I.45.1. Please indicate the approximate percentage that participate**

**I.45.2. Please specify for which members of academic staff training programmes are offered**

**I.46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

**I.46.1. Please explain how, and provide a reference to further information**

not applicable

**I.47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here**

**I.48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued...

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

**I.48.1. Please specify to which students**

data not available. wrong numbers

**I.48.2. Please identify the fields of study in which the Diploma Supplement is issued**

data not available. wrong numbers

**I.49. Is the Diploma Supplement issued to graduates in the third cycle?**

No

**I.49.1. Please specify**

**I.50. Is there any monitoring of how employers use the Diploma Supplement?**

No

**I.50.1. Please provide the most recent results regarding the level of satisfaction of employers:**

**I.50.2. Please provide a reference to the source of this information:**

**I.51. Is there any monitoring of how higher education institutions use the Diploma Supplement?**

No

**I.51.1. Please provide the most recent results regarding the level of satisfaction of institutions:**

**I.52. In what language(s) is the Diploma Supplement issued?**

Greek / English

**I.53. The Diploma Supplement is issued...**

free of charge

**I.53.1. Please specify the categories of students**

**I.53.2. Please provide the amount and the reason for the fee**

**I.54. Comments**

**I.55. Do national higher education steering documents mention joint or double degrees?**

Yes

**I.55.1 Please provide a reference to the legislation and/or cite the relevant articles**

Law 4009/2011, article 41: Greek HEIs may organise and jointly offer study programmes with peer institutions abroad, which lead to the awarding of corresponding qualifications. In the collaboration protocol, the awarding of a single (joint) or separate title is stipulated.

**I.56. Does higher education legislation explicitly allow:**

**Establishing joint programmes**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

**Awarding joint degrees**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

**Recognition of QA decisions on joint degrees**  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

**I.57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.**

**Award joint degrees**  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

**Participate in joint programmes**  100 %  76-99 %  51-75 %  26-50 %  11-25 %  6-10 %  1-5 %  0 %  No answer

**I.58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...**

**...with a joint degree**  >10 %  >7.5-10 %  >5-7.5 %  >2.5-5 %  >0-2.5 %  0 %  No answer

**...from a joint programme**  >10 %  >7.5-10 %  >5-7.5 %  >2.5-5 %  >0-2.5 %  0 %  No answer

**I.59. Please estimate the share of joint programmes in the three cycles**

First cycle (%) "0"

**I.59. Please estimate the share of joint programmes in the three cycles**

Second cycle (%) "100"

**I.59. Please estimate the share of joint programmes in the three cycles**

Third cycle (%) "0"

**I.60. Do you have information about study fields in which joint programmes / joint degrees are most common?**

No

**I.60.1. Please explain briefly and mention/link to the source of this information**

**I.61. Comments**

**I.62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

8: Study programmes have been re-designed on the basis of the Learning Outcomes included in the NQF  
Not the case. The other fields are all applicable. The date below is not applicable.

**I.62.1. Please provide the date when the step was completed.**

07-31-2014

...

**I.62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

No

**I.62.3. Please provide the link to the website:**

**I.63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

Other (please specify)

EQF has not been fully operational yet (provisionally EQF:4)

**I.64. Have you referenced your higher education qualifications against EQF levels?**

No: the process of referencing qualifications against EQF levels has not yet taken place (provisionally EQF: 6,7,8)

**I.64.1. Please provide a reference to official documents**

**I.65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

No: there are no short-cycle qualifications in our system

**I.65.1. Please provide a reference to official documents**

**I.66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

National ENIC/NARIC centre

**I.67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Central (or regional) government authority (e.g. ministry) whose decision is made without ENIC/NARIC centre advice

**I.68. Which of the following statements is specified in national legislation?**

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above not applicable

**I.68.1. Please provide a reference to the relevant legislation**

**I.68.2. What measures exist to ensure that these legal statements are implemented in practice?**

**I.69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

The qualification is considered in a different way to the national qualification

**I.69.1. Please specify**

Grades appearing on the foreign qualification are translated into the Greek metric system.

**I.70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in a different way to the national qualification

**I.70.1. Please specify**

ENIC / NARIC recognition comes first

**I.71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

The qualification is considered in a different way to the national qualification

**I.71.1. Please specify**

ENIC / NARIC recognition comes first

**I.72. Do higher education institutions typically:**

Other

**I.72.1. Please explain**

Recognition decisions are not taken at HEI level, rather than at central level (ENIC / NARIC)

**I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

**I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

not applicable

**I.74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

#### II.1.1. Please specify

### II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

#### II.3.1. Please specify the normal impact of an external review

Additional funding is distributed to HEIs based on quality and achievement indicators

### II.4. Does the agency cover:

Public higher education institutions only

#### II.4.1. Considered together, do the agencies cover:

#### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

Yes

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                                     |  |                                 |
|--|--------------------------------------|-------------------------------------|--|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases            | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases            | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases            | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases            | <input type="radio"/> No answer |
| Admissions processes                           | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases            | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input type="radio"/> Yes            | <input type="radio"/> No            | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases            | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases            | <input type="radio"/> No answer |
| Recognition policy and practice                | <input type="radio"/> Yes            | <input type="radio"/> No            | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

#### II.8.3. Additional comments

### II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as



part of the initial and/or periodic external QA review?

No

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA).  
not applicable

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
  - No not applicable

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the preparation of self evaluation reports**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
  - In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As full members in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- As observers in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
  - In follow-up procedures**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
  - In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
  - In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.18.1. Please specify****II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**II.20.1. Please specify these requirements and the relevant source**

Pursuant to the provisions of Law 3374/2005, internal evaluation is performed every four years by the academic units, on the decision of the relevant General Assembly, on the responsibility of the corresponding Internal Evaluation Group (OMEA); for this evaluation, the academic unit cooperates with all members of the academic community, teaching staff, administrative and technical personnel as well as undergraduate and postgraduate students. Evaluation lasts two consecutive teaching semesters and should correspond to the evaluation criteria and indicators stipulated by Law 3374/2005 (article 1, par. 3), as these are specified on the basis of the guidelines and the standards issued by ADIP (Quality Assurance and Accreditation in Higher Education). The objective of the process is to:

- Highlight the academic unit's achievements in a documented way,
- Identify the points requiring improvement,
- Determine and implement improvement actions within the unit or the institution.

The internal evaluation process is completed with the drafting of the Internal Evaluation Report, which is approved by the academic unit and is subsequently forwarded to the Quality Assurance and Accreditation Agency in Higher Education (ADIP), through MODIP (Quality Assurance Unit).

Nevertheless, internal evaluation constitutes an ongoing process being depicted every year on annual internal reports with aggregated data on students, scientific personnel, student welfare and any other issue pertaining to academic units' operation. The annual internal reports of all academic units in the respective HEI (Higher Education Institution) are submitted every year to each institution's Quality Assurance Unit (MODIP); the latter, on the basis of these reports submits biannually the corresponding internal report to the superior collective body of each institution for feedback and improvement of the education provided.

The Internal Evaluation Group (OMEA), appointed by the academic unit, is in charge of internal evaluation coordination and of drafting the Internal Evaluation Report. OMEA does not constitute a permanent body of the academic unit. Its tenure is fixed and valid for as long as internal and external evaluation last.

In accordance with Law 4009/2011, the institution's internal quality assurance system is determined by the Board's decision, issued following a proposal by the Rector; this decision is published in the Government Gazette and is uploaded on the institution's website. All above aspects are revisited at least every six years.

**II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?**

Other

**II.21.1. Please specify**

Law 3374/2005

**II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**II.22.1. Please specify****II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes  
 No  
 In some cases

**II.23.1. Please specify****II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

In some cases

**II.24.1. Please specify**

not applicable

**II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**100%  
not applicable**II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

100%

**II.26.1. Please describe what kind of arrangements are in place.**

not applicable

**II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**100%  
not applicable**II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**100%  
not applicable**II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**Yes  
not applicable**II.29.1. Please explain**

## Data entry: (III\_Social\_dimension)

**III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).**

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

#### III.1.1. Please indicate these measures in the form of bullet points:

If it is reflected through a set of concrete measures, please indicate these measures in the form of bullet points:

- provision for admission to HEIs regarding specific candidate categories
- different access routes to Higher Education
- professional advice about further studies and careers, career guidance
- part-time studies
- different student statuses
- provision of financial and non financial incentives to students
- operation of Innovation and Liaison offices at HEIs
- work placements / internships as part of the curriculum

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.)

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of..

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

#### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

**Students with disabilities:Objective set and period covered**

Admission of a specific additional number of candidates to HEIs

**Students with disabilities:Policy document (reference and link)**

Law 3794/2009 (Government Gazette 156/issue A/4-9-2009): 'Regulation of issues regarding the university and technological sector of high education and other provisions', as amended

**Adults/mature students:Objective set and period covered**

**Adults/mature students:Policy document (reference and link)**

**Students from lower socio-economic background/lower socio-economic group:Objective set and period covered**

Single-parent families with children out of wedlock, orphans, siblings studying in a different city, parents or siblings who suffer from serious diseases, families with three children, with many children, twins or multiple births. Admission of a specific additional number of candidates to HEIs

**Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)**

Law 4071/2012 (Government Gazette 85/issue A/11-4-2012) arrangements for local development, local government and decentralized administration. Integration of directive 2009/50/EC.

**Male/female (gender groups):Objective set and period covered**

**Male/female (gender groups):Policy document (reference and link)**

**Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered**

Please specify the objective set and the policy document in which it is stipulated: Muslim minority in Thrace Admission of a specific additional number of candidates to HEIs

**Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)**

Φ. 151/20049/B6 (Government Gazette 272/issue B/1-3-2007) "Access to tertiary education of secondary education graduates that belong to special categories of point a. of paragraph 4, article 2 of Law 2525/1997, as amended by paragraph 2, article 1 of Law 2909/2001 (Government Gazette 90/issue A) and paragraphs 1,2 and 3 of article 13 of law 3404/2005 (Government Gazette 260/issue A)", as amended

**Students living in specific geographical areas (e.g. rural areas):Objective set and period covered**

**Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)**

**Migrants:Objective set and period covered**

Admission of a specific additional number of candidates to HEIs (expatriates / repatriates)

**Migrants:Policy document (reference and link)**

Φ. 151/20049/B6 (Government Gazette 272/issue B/1-3-2007) "Access to tertiary education of secondary education graduates that belong to special categories of point a. of paragraph 4, article 2 of Law 2525/1997, as amended by paragraph 2, article 1 of Law 2909/2001 (Government Gazette 90/issue A) and paragraphs 1,2 and 3 of article 13 of law 3404/2005 (Government Gazette 260/issue A)", as amended

**Migrants' children:Objective set and period covered**

**Migrants' children:Policy document (reference and link)**

**Other groups:Objective set and period covered**

(Foreigners, Athletes) Admission of a specific additional number of candidates to HEIs

**Other groups:Policy document (reference and link)**

• Law 2525/1997 (Government Gazette 188/issue A/23-9-1997): 'Unified Upper-Secondary School, access of its graduates to tertiary education, assessment of educational work and other provisions', as amended • Φ. 151/20049/B6 (Government Gazette 272/issue B/1-3-2007) "Access to tertiary education of secondary education graduates that belong to special categories of point a. of paragraph 4, article 2 of Law 2525/1997, as amended by paragraph 2, article 1 of Law 2909/2001 (Government Gazette 90/issue A) and paragraphs 1,2 and 3 of article 13 of law 3404/2005 (Government Gazette 260/issue A)", as amended • Law 4115/2013 (Government Gazette 24/issue A/30-1-2013): 'Organisation and operation of the Institute for Youth and Lifelong Learning and of the National Organisation for the Certification of Qualifications and Vocational Guidance and other provisions'

### III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

Yes, there are mechanism encouraging/obliging HE institutions to participate in a systematic monitoring of the composition of the student body

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="text" value="0"/>
Disability:During HE studies	<input type="text" value="0"/>
Disability:At graduation	<input type="text" value="0"/>
Disability:After graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="text" value="1"/>
Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="1"/>
Age:At graduation	<input type="text" value="1"/>
Age:After graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="0"/>
Socio-economic background:During HE studies	<input type="text" value="0"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="1"/>
Gender:At graduation	<input type="text" value="1"/>
Gender:After graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="1"/>
Other characteristics:During HE studies	<input type="text" value="1"/>
Other characteristics:At graduation	<input type="text" value="1"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

This is combined answer by the Hellenic Statistical Authority (\*) and the Directorate for Operational Research and Statistics of the Ministry of Education and Religious Affairs(\*\*). Nationality is also available.

Hellenic Statistical Authority: in the surveys (end of the academic year) conducted by ELSTAT (Education Section), data is collected by country of citizenship and sex. Also, Regarding the Labour

market status, please note that the relevant question in the survey's questionnaire is the following: Are you employed? Yes or No

In addition to the above, the Directorate of Studies, Statistics and Organization of Universities of the Ministry of Education\*\*\* collects data annually from each University Department on the following criteria: number of 1st cycle students enrolled by duration of studies (regular programme duration, regular duration+2years, over +2 years), number of 1st cycle students graduating by duration of studies (as previously noted), no. of 2nd cycle students enrolled, no. of new 2nd cycle enrolments, no. of 2nd cycle graduates, total no. of 3rd cycle students, no. of new 3rd cycle enrolments and no. of 3rd cycle graduates. As of the 2011-2012 academic year, data on no. of new 1st cycle enrolments is also collected. The above data is also available by ISCFD Field of Education and Training.

### III.4.3. Comments

### III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="0"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="0"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

### III.5.1. Please specify which other organisation monitors the composition of the student body

### III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

This is combined answer by the Hellenic Statistical Authority (\*) and the Directorate for Operational Research and Statistics of the Ministry of Education and Religious Affairs (\*\*). For more information on the role of ELSTAT, please see the Regulation on the Statistical Obligations of the Agencies of the Hellenic Statistical System (ELSS) (chapter 2: articles 5, 7 and 8) at the following link: <http://www.statistics.gr/portal/page/portal/ESYE/PAGE-codepractice>  
The Department of Studies, Statistics and Organization of Universities\*\*\* of the Ministry of Education and Religious Affairs collects data annually from each University Department on the criteria described above.

### III.5.3. Comments

### III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics	<input checked="" type="radio"/> No legal restrictions apply to...	<input type="radio"/> Some legal restrictions apply to...	<input type="radio"/> No answer
...publish data on certain student characteristics	<input checked="" type="radio"/> No legal restrictions apply to...	<input type="radio"/> Some legal restrictions apply to...	<input type="radio"/> No answer

### III.6.1. Please specify which data cannot be collected or published and why.

### III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

### III.7.1. How are these results published?

Information is shown for each individual higher education institution

### III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Hellenic Statistical Authority: Data on HE are disseminated by each Higher Educational Institution (teaching staff, students, graduates) at the end of the academic year.  
Directorate of Studies, Statistics and Organisation of Universities (Ministry of Education and Religious Affairs). Depending on the request, information can be provided at university and or department levels.

### III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

Directorate of Studies, Statistics and Organisation of Universities (Ministry of Education and Religious Affairs): From the recent overview of the 5 year period 2006-07 to 2010-2011, the number of

1st cycle graduates seems to have gradually increased in most fields of education with a very moderate decrease in the field of Health and Welfare. Overall, universities display quite diverse profiles in the development over time (2008-09 to 2010-11) of the 1st cycle student body variables above.

### III.9. Please choose the statement that best describes your country-specific situation:

#### Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

#### III.9.1. Please specify which fields are excluded:

#### III.9.2. Comments

### III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

#### III.10.1. Please specify which other criteria apply:

Specifically regarding the HELLENIC OPEN UNIVERSITY (EAP), which provides distant undergraduate and postgraduate education and training, the enrollment of students in Programmes of Studies is performed without examinations, at the request of interested individuals to EAP, by the deadlines set by the Senate, each academic year. The total number of places provided for students at undergraduate and postgraduate level are determined per academic year upon the recommendation of the Senate of EAP and decision made by the Minister of Education and Religious Affairs. The Senate allocates and defines the percentage of the total number of places provided while it further specifies the conditions for application to EAP's programmes of study.

Registration of undergraduates requires the possession of a graduation certificate by an upper secondary education institution or an equivalent certificate of secondary education from within the country or abroad.

(Law 2552/1997, as amended by article 14 of Law 2817/2000, by article 3 of Law 3027/2002, by article 13 of Law 3260/2004, by article 19 of Law 3577/2007 and by article 36 of Law 4115/2013). Similarly, the International Hellenic University (IHU), whose mission is to provide higher education especially to foreigners who are interested to study in Greece, the selection of students is carried out following an international call of interest, which is published on the website of the Ministry of Education and Religious Affairs and which is notified to the Greek embassies in all countries in which it is addressed, where appropriate. The criteria for evaluation of applications and selection of candidates, and the weighting factors of these criteria, are determined under exceptional circumstances (and until the issuance of the relevant Presidential Decree), by decision of the Governing Board and following the establishment of the Senate, by decision of the Senate of IHU. (article 4 Law 3391/2005, as amended by article 18 of Law 3577/2007)

#### III.10.2. Comments

Panhellenic examinations for admission to Higher Education are administered by the Ministry of Education and Religious Affairs. The application and selection procedures for candidates to undergraduate programs are organized centrally, through the Ministry of Education, and the number of students for each Institution and Department is also determined each year by the Ministry of Education.

#### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Upper secondary general schools and upper secondary vocational schools (Group B): School leaving certificate and pan-hellenic examinations"

#### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Upper secondary vocational schools (Group A): School leaving certificate and pan-hellenic examinations"

#### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Suffering from grave illnesses: School leaving certificate"



III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "Foreign citizens: School leaving certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 "Repatriates: School leaving certificate and Examinations"

III.12. The different routes are opening access to...

- {III\_11\_SQ001}  all HEIs / HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ002}  all HEIs / HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ003}  all IIEs / IIE programmes  some IIEs / IIE programmes  No answer
- {III\_11\_SQ004}  all HEIs / HE programmes  some HEIs / HE programmes  No answer
- {III\_11\_SQ005}  all HEIs / HE programmes  some HEIs / HE programmes  No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Upper Secondary Vocational School Graduates of Group A have the right to participate in the process of selection for admission to Technological Educational Institutes, the School of Pedagogical and Technological Education (ASPETE), the Higher Schools of Tourism Education, the Hellenic NCO Academies, the Merchant Marine Academies.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III\_11\_SQ001}: % of students entering IIE through this access route  
{III\_11\_SQ001}: Official data based on central level monitoring, including surveys  
{III\_11\_SQ001}: Estimates 75 %  
{III\_11\_SQ001}: Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ002}: % of students entering HE through this access route  
{III\_11\_SQ002}: Official data based on central level monitoring, including surveys  
{III\_11\_SQ002}: Estimates 3 %  
{III\_11\_SQ002}: Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ003}: % of students entering HE through this access route  
{III\_11\_SQ003}: Official data based on central level monitoring, including surveys  
{III\_11\_SQ003}: Estimates 3 %  
{III\_11\_SQ003}: Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ004}: % of students entering HE through this access route  
{III\_11\_SQ004}: Official data based on central level monitoring, including surveys  
{III\_11\_SQ004}: Estimates 6 %  
{III\_11\_SQ004}: Impossible to say (no official data and impossible to estimate)

{III\_11\_SQ005}: % of students entering IIE through this access route  
{III\_11\_SQ005}: Official data based on central level monitoring, including surveys  
{III\_11\_SQ005}: Estimates 5 %  
{III\_11\_SQ005}: Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

source: Ministry of Education and Religious Affairs, Directorate for Organizing and Holding Exams for 2012/2013

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

According to article 18 of Law 3879/2010 (Government Gazette 163/issue A/21-9-2010) "Development of Lifelong Learning and other provisions", among the incentives to develop lifelong learning and the update of knowledge, skills and competences of human resources of the country, specific incentives are foreseen. These include, among others, the link of non-formal training programs to the formal training, through modular and certified learning programmes, which allow for the recognition, accumulation and credit transfer from one education system to the other.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

Those who left school prior to the completion of any type of upper secondary education.

Those who have completed an upper secondary programme which does not allow direct access to higher education

### III.17. Comments

### III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

#### III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

### III.19. Please choose the statement that best applies to your country-specific situation:

### III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements  
 Yes, steering documents refer to requirements related to the duration of prior professional experience  
 Yes, steering documents refer to other requirements  
 No, there is no reference in steering documents to any requirements

#### III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

#### III.20.2. Please also provide the full reference(s) to relevant document(s) here:

### III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

#### III.21.1. Please indicate the source of this information

Please choose

#### III.21.2. Please specify:

### III.22. Comments

### III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

#### III.23.1. Please specify how this objective is defined:

For the facilitation and completion of studies, a series of benefits and possibilities are provided, such as (indicative and non restrictive reference):

- possibility for part-time studies (articles 2 & 33 of Law 4009/2011)
- possibility for suspension of studies (article 33 of Law 4009/2011)
- studies counselors (article 33 of Law 4009/2011)
- textbook distribution free of charge to active first cycle students (article 37 of Law 4009/2011, as replaced by article 5, par. 4 of Law 4076/2012)
- student welfare councils and other support services (articles 50 and 52 of Law 4009/2011)
- healthcare (article 53 of Law 4009/2011)
- catering, accommodation and support for student transfers (article 53 of Law 4009/2011)
- prizes and scholarships (article 54 of Law 4009/2011)

#### III.23.2. Please also provide the full reference(s) to all relevant document(s).

- Law 4009/2011 (Government Gazette 195/issue A/6-9-2011) "Structure, operation, quality assurance and internationalization of higher education institutions"
- Law 4076/2012 (Government Gazette 159/issue A/10-8-2012): 'Regulating Issues of Higher Education Institutions and other provisions'
- Joint Ministerial Decision Φ.12/97315/B3/2011 (Government Gazette 1915/issue B/31-8-2011) "Regulating issues related to the distribution of textbooks, electronic notes and supporting libraries"
- Joint Ministerial Decision Φ.12/93262/B3 (Government Gazette 2377/issue B/27-8-2012) "Supporting Higher Education Institution libraries – long-term textbook lending and other costing provisions"
- Presidential Decree 327/1983 (Government Gazette 117/issue A/7-9-1983) "Provision of healthcare to Higher Education Institution students"
- Joint Ministerial Decision 1104059/7953 (Government Gazette 1962/issue B/31-12-2004) "Student housing allowance", as amended by Joint Ministerial Decision 2/1925/0026 (Government Gazette 393/issue B/21-02-2013) "Definition of process and documentation for the payment of the student housing allowance"

### III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes

#### III.24.1. Please describe the targets:

Regarding the population aged 30-34, Greece aims at the share of 32% for those who will complete higher education by 2020.

#### III.24.2. Please also provide the full reference(s) to all relevant document(s).

- Law 4009/2011 (Government Gazette 195/issue A/6-9-2011) "Structure, operation, quality assurance and internationalization of higher education institutions"
- Law 4076/2012 (Government Gazette 159/issue A/10-8-2012): 'Regulating Issues of Higher Education Institutions and other provisions'
  - Joint Ministerial Decision Φ.12/97315/B3/2011 (Government Gazette 1915/issue B/31-8-2011) "Regulating issues related to the distribution of textbooks, electronic notes and supporting libraries"
  - Joint Ministerial Decision Φ.12/93262/B3 (Government Gazette 2377/issue B/27-8-2012) "Supporting Higher Education Institution libraries – long-term textbook lending and other costing provisions"
  - Presidential Decree 327/1983 (Government Gazette 117/issue A/7-9-1983) "Provision of healthcare to Higher Education Institution students"
  - Joint Ministerial Decision 1104059/7953 (Government Gazette 1962/issue B/31-12-2004) "Student housing allowance", as amended by Joint Ministerial Decision 2/1925/0026 (Government Gazette 393/issue B/21-02-2013) "Definition of process and documentation for the payment of the student housing allowance"

### III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

#### III.25.1. Please specify the groups of students that are targeted:

#### III.25.2. Please also provide the full reference(s) to all relevant document(s):



**III.26. In your country, are there any specific measures to improve retention rates of first year students?**

No

**III.26.1. Please describe the measures:****III.26.2. Please also provide the full reference(s) to all relevant document(s):****III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?**

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

**III.27.1. Please provide details on the incentives that exist in your country:****Financial Incentives**

Scholarships: There are scholarships from endowments provided to undergraduate and graduate students of Faculties and Departments of Higher Education Institutions based on varying criteria, such as performance, place of origin of candidate, individual or family financial status, etc. Also, scholarships are awarded by the State Scholarship Foundation to students who excelled in the Pan-hellenic examinations for the admission to Higher Education Institutions, as well as Scholarships based on academic performance during semesters of each academic year. According to Law 4009/2011 (Government Gazette 195/issue A/6-9-2011), scholarships may be offered by Higher Education Institutions, according to the academic performance and financial status of students. Compensatory scholarships are provided according to Law 4009/2011 for first and second cycle students, with the responsibility on their part to work part-time up to 40 hours per month in services of the institution.

Housing allowance: an allowance of €1.000 is provided to support housing for undergraduate students of Higher Education Institutions, of Higher Schools of Tourism, the Merchant Marine Academies of Greece, Greek nationals or nationals from other EU countries.

The provision of interest-free student loans (Law 4009/2011), with the guarantee of the Greek state.

Tax benefits are also provided for the student's family (parents or guardian).

**Non-financial Incentives**

Healthcare: Students are given free health care provided that it is not covered by another insurance carrier and in accordance with the provisions of Presidential Decree 327/1983. The healthcare covers the period of the years required to obtain a degree plus two (2) years.

Facilitating student transfers: to pre-determined (Joint Ministerial Decision No. Φ.5/114196/B3/4-10-2011) categories of Higher Education Institutions students, is provided the right to pay reduced fares on local and long distance road and rail transportation within the Territory (for public means of transportation).

Textbooks: all active students of the first cycle are offered textbooks free of charge, as defined in Article 37, paragraph 1 of Law 4009/2011, as amended by article 5, paragraph 4 of Law 4076/2012.

Accommodation: possibility of housing offered to eligible students in privately owned or leased dormitories based on financial and social criteria, the determination of which is the responsibility of institutions

Meals: students whose family income does not exceed a threshold in combination with social criteria and each institution's funding from the state budget, are provided with free meals, as defined in the Ministerial Decision No. Φ5/68535/B3/18-6-2012. It is worth mentioning that meals to other students at a small charge is also possible.

**III.27.2. Please also provide the full reference(s) to all relevant document(s):**

- Law 4009/2011 (Government Gazette 195/issue A/6-9-2011) "Structure, operation, quality assurance and internationalization of higher education institutions"
- Law 4076/2012 (Government Gazette 159/issue A/10-8-2012): "Regulating Issues of Higher Education Institutions and other provisions"
- Joint Ministerial Decision Φ.12/97315/B3/2011 (Government Gazette 1915/issue B/31-8-2011) "Regulating issues related to the distribution of textbooks, electronic notes and supporting libraries"
- Joint Ministerial Decision Φ.12/93262/B3 (Government Gazette 2377/issue B/27-8-2012) "Supporting Higher Education Institution libraries – long-term textbook lending and other costing provisions"
- Presidential Decree 327/1983 (Government Gazette 117/issue A/7-9-1983) "Provision of healthcare to Higher Education Institution students"
- Joint Ministerial Decision 1104059/7953 (Government Gazette 1962/issue B/31-12-2004) "Student housing allowance", as amended by Joint Ministerial Decision 2/1925/0026 (Government Gazette 393/issue B/21-02-2013) "Process definition and documentation for the payment of the student housing allowance"
- Joint Ministerial Decision Φ5/68535/B3/2012 (Government Gazette 1965/issue B/18-6-2012) "Defining terms, conditions and procedure for providing free meals to students of Higher Education Institutions"

**III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?**

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

**III.28.1. Please provide details how:**

According to Article 63, paragraph 2aa) of Law 4009/2011, beyond the funding of Higher Education Institutions from the State Budget, additional funding is foreseen, which is allocated to institutions based on quality indicators and achievements of each institution. Quality and educational process effectiveness indicators include, among others, the numerical relationship between graduates to incoming students (although this provision is not in effect, yet)

**III.28.2. Please also provide the full reference(s) to all relevant document(s):**

- Law 4009/2011, article 63, par. 2aa (Government Gazette 195/issue A/6-9-2011) "Structure, operation, quality assurance and internationalization of higher education institutions"

**III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?**

Yes

**III.29.1. Please provide details:**

see III.26

**III.29.2. Please also provide the full reference(s) to all relevant document(s):**

see III.26.2

**III.30. Comments****III.31. Are student completion rates systematically measured in your country?**

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

**III.31.1. Please also provide the full reference(s) to relevant document(s):****III.31.2. Comments**

As regards the Directorate of Studies, Statistics and Organisation of Universities of the Ministry of Education and Religious Affairs annual data are collected only on graduation rates. [How many students graduate annually and in which time frame: A) upon completion of the regular programme period, B) upon n + 4 semesters, C) within additional semesters beyond B] Please note, however, that data on new student enrolment started being collected in the 2011-2012 academic year, such that the first set of completion rate data at a national level will be available starting from the 2014-

2015 academic year.

Likewise, the Directorate of Planning and Operational Research of the Ministry of Education and Religious Affairs monitors the number of graduations and distinguishes between students that graduate within the normal study period and those that graduate beyond the normal graduate period (n+4 semesters). However, no rates are calculated.

**III.32. In your country, are completion rates calculated for underrepresented groups of students?**

Please choose.. ▾

**III.32.1. Please specify for which underrepresented groups data is calculated:**

**III.32.2. Please also provide the full reference(s) to relevant document(s):**

**III.33. Based on your official data, please provide the following information:**

Completion rate of 1st cycle programmes, most recent available year:%  
according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not  
available

Completion rate of 1st cycle programmes 5 years earlier (than most recent  
available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent  
available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent  
available year):not available

Completion rate of 2nd cycle programmes, most recent available year:%  
according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not  
available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official  
data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent  
available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent  
available year:Year

Completion rate of programmes not divided into two cycles, most recent  
available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :%  
according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not  
available

**III.34. Comments**

**III.35. Are student drop-out rates systematically measured in your country?**

No, drop-out is not measured

The Directorate of Studies, Statistics and Organisation of Higher University Education of the Ministry of Education and Religious Affairs, collects data only on students who have surpassed the regular programme period plus 4 semesters (starting from the 2008-2009 academic year). It is not possible to determine with precision the extent to which this group is composed of drop-outs. Moreover, according to the Directorate of Planning and Operational Research of the Ministry of Education and Religious Affairs, as a measure of student drop-out, the number of student writing offs in departments could be used. However, not all HEIs apply the applicable legislation for writing offs of students who have abandoned their studies and record them as students beyond the normal study period.

Hellenic Statistical Authority does not collect information on drop-outs.

**III.35.1. Please also provide the full reference(s) to relevant document(s):**

**III.36. In your country, are drop-out rates calculated for underrepresented groups of students?**

Please choose.. ▾

**III.36.1. Please specify for which groups data is calculated:**

**III.36.2. Please also provide the full reference(s) to relevant document(s):**

**III.37. In your country, how are students who change study programme considered?**

They are counted only in the cohort of their new programme

**III.37.1. Please specify**

**III.38. Are data on drop-out rates publicly available in your country?**

No ▾

**III.38.1. Please specify by which organisation and how frequently:**

**III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:**

**III.39. Based on your official data, please provide the following information:**

- Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes, most recent available year:Year
- Drop-out in first year of 1st cycle programmes, most recent available year:not available
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available
- Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in 1st cycle programmes, most recent available year:Year
- Drop-out in 1st cycle programmes, most recent available year:not available
- Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring
- Drop-out in 1st cycle programmes 5 years earlier:Year
- Drop-out in 1st cycle programmes 5 years earlier:not available
- Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in 2nd cycle programmes, most recent available year:Year
- Drop-out in 2nd cycle programmes, most recent available year:not available
- Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring
- Drop-out in 2nd cycle programmes 5 years earlier:Year
- Drop-out in 2nd cycle programmes 5 years earlier:not available
- Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles, most recent available year:Year
- Drop-out in programmes not divided into two cycles, most recent available year:not available
- Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles 5 years earlier :Year
- Drop-out in programmes not divided into two cycles 5 years earlier :not available

**III.40. Comments**

**III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.**

**III.42. What kind of student services are commonly provided by higher education institutions?**

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

Healthcare: Students are given free health care provided that it is not covered by another insurance carrier and in accordance with the provisions of Presidential Decree 327/1983. The healthcare covers the period of the years required to obtain a degree plus two (2) years. Facilitating student transfers: to pre-determined (Joint Ministerial Decision No. Φ.5/114196/B3/4-10-2011) categories of Higher Education Institutions students, is provided the right to pay reduced fares on local and long distance road and rail transportation within the Territory (for public means of transportation). Textbooks: all active students of the first cycle are offered textbooks free of charge, as defined in Article 37, paragraph 1 of Law 4009/2011, as amended by article 5, paragraph 4 of Law 4076/2012. Accommodation: possibility of housing offered to eligible students in privately owned or leased dormitories based on financial and social criteria, the determination of which is the responsibility of institutions Meals: students whose family income does not exceed a threshold in combination with social criteria and each institution's funding from the state budget, are provided with free meals, as defined in the Ministerial Decision No. Φ5/68535/B3/18-6-2012. It is worth mentioning that meals to other students at a small charge is also possible.

**III.42.1. Please specify**

**III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?**

Yes, advice is available to ALL prospective students

**III.44. Information, advice and guidance services are provided to prospective HE students...**

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge

by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

**III.44.1. Please specify which other service providers offer information, advice and guidance services:**

**III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:**

The Ministry of Education and Religious Affairs through the Counselling and Guidance Centers – KESYP.  
Also, Career Offices in Higher Education Institutions support activities that contribute to the vocational orientation of students and graduates of secondary education.

**III.44.3. Comments**

**III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:**

Guidance and Counselling services in KESYP are addressed to all interested students, free of charge, as well as to young people up to 25 years old.

**III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?**

**III.46.1. There are measures/incentives encouraging HEIs to provide...**

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

introductory courses ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

tutoring or mentoring programmes ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

support to acquire learning skills and/or organisational skills ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

other measures / incentives "No, there are no measures/incentives promoting the provision of support for newly admitted students (i.e. these activities may happen, but there is no central support) "

**III.46.3. Comments**

**III.47. In your country, is public funding allocated to improve career guidance services in HEIs?**

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

**III.47.1. Please provide the details here:**

In Higher Education Institutions, Innovation and Liaison offices operate, which, having as a purpose to support the vocational development of their graduates (irrespective of the cycle of studies), have, among others, as responsibilities:

- the provision of information to the HEI students and graduates on any issue related to their career, as well as the provision of career guidance and counseling
- the organization of seminars, lectures, counseling, contacts with mentors for students and graduates of the institution on issues of innovation and social action, and generally the promotion of students' innovative ideas that can be exploited in professional or social activities

Moreover, Liaison offices provide specific services to students / graduates coming from vulnerable social groups, in order to develop their professional qualifications and to support their professional integration.

**III.47.2. Please also provide the full reference(s) to relevant document(s):**

Law 4009/2011, article 60, par. 1 (Government Gazette 195/issue A/6-9-2011) "Structure, operation, quality assurance and internationalization of higher education institutions".  
• Websites of Occupation and Career Structures of Higher Education Institutions (Δ.Α.ΣΤΑ.)

**III.48. In your country, are there any career guidance services targeting underrepresented groups of students?**

**III.48.1. Please provide the details on such services here:**

Career guidance is provided to graduates of Higher Education Institutions, including graduates from vulnerable social groups, within the operation of Innovation and Liaison Offices

**III.48.2. Please also provide the full reference(s) to relevant document(s):**

see previous answer III.43

## Data entry: (IV\_Fees\_support\_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

2nd cycle:Most common amount

2nd cycle:Minimum amount

2nd cycle:Maximum amount

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount

1st cycle:Minimum amount

1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount 5000

2nd cycle:Minimum amount 3625

2nd cycle:Maximum amount 12000

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need  
 Merit  
 Part-time/Full-time/Distance learning  
 Field of study

2nd cycle students may pay fees. Amounts are specified in masters degree regulations of HIEIs. Some categories of students are exempt from paying fees. These include scholars of IKY, for the amount related to the net tuition fees, not exceeding 3000 per year.

IV.5. Concerning fees, are international students treated differently in your country from home students?

No

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount

1st cycle international students:Minimum amount

1st cycle international students:Maximum amount

2nd cycle international students:Most common amount

2nd cycle international students:Minimum amount

2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

- 1st cycle home students  HIEIs  HIEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

No fees apply

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

**IV.10. Please shortly describe what kinds of student financial support are offered in your country.**

Grants, scholarships, loans, tax benefits, family allowance

**IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.**

No

**IV.12. Do at least some students receive public financial support in the form of grants/scholarships?**

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.13. What is the proportion of students receiving grants/scholarships by cycle?**

% of students receiving grants:First cycle 1

% of students receiving grants:Second cycle NA

**IV.14. Can students use grants/scholarships for studying abroad?**

No portable grants

**IV.15. Are there any additional requirements for using the grant/scholarship abroad?**

Please choose.. ▼

**IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.**

Citizenship:Grant 1  ▼

Citizenship:Grant 2  ▼

Citizenship:Grant 3  ▼

Citizenship:Grant 4  ▼

Residency:Grant 1  ▼

Residency:Grant 2  ▼

Residency:Grant 3  ▼

Residency:Grant 4  ▼

Recognised HEIs/programmes only:Grant 1  ▼

Recognised HEIs/programmes only:Grant 2  ▼

Recognised HEIs/programmes only:Grant 3  ▼

Recognised HEIs/programmes only:Grant 4  ▼

Course load (e.g. full-time):Grant 1  ▼

Course load (e.g. full-time):Grant 2  ▼

Course load (e.g. full-time):Grant 3  ▼

Course load (e.g. full-time):Grant 4  ▼

Only certain countries:Grant 1  ▼

Only certain countries:Grant 2  ▼

Only certain countries:Grant 3  ▼

Only certain countries:Grant 4  ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 1  ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 2  ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 3  ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 4  ▼

Equivalency condition:Grant 1  ▼

Equivalency condition:Grant 2  ▼

Equivalency condition:Grant 3  ▼

Equivalency condition:Grant 4  ▼

Programme not available in the national system:Grant 1  ▼

Programme not available in the national system:Grant 2  ▼

Programme not available in the national system:Grant 3  ▼

Programme not available in the national system:Grant 4  ▼

Other:Grant 1  ▼

Other:Grant 2  ▼

Other:Grant 3  ▼

Other:Grant 4  ▼

**IV.16.1. If there is more than one type of grant, please specify:**

**IV.16.2. Which other requirements exist?**

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

NA

IV.19. Can students use loans for studying abroad?

No portable loans

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1  ▾

Citizenship:Loan 2  ▾

Citizenship:Loan 3  ▾

Citizenship:Loan 4  ▾

Residency:Loan 1  ▾

Residency:Loan 2  ▾

Residency:Loan 3  ▾

Residency:Loan 4  ▾

Recognised HEIs/programmes only:Loan 1  ▾

Recognised HEIs/programmes only:Loan 2  ▾

Recognised HEIs/programmes only:Loan 3  ▾

Recognised HEIs/programmes only:Loan 4  ▾

Course load (e.g. full-time):Loan 1  ▾

Course load (e.g. full-time):Loan 2  ▾

Course load (e.g. full-time):Loan 3  ▾

Course load (e.g. full-time):Loan 4  ▾

Only certain countries:Loan 1  ▾

Only certain countries:Loan 2  ▾

Only certain countries:Loan 3  ▾

Only certain countries:Loan 4  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4  ▾

Equivalency condition:Loan 1  ▾

Equivalency condition:Loan 2  ▾

Equivalency condition:Loan 3  ▾

Equivalency condition:Loan 4  ▾

Programme not available in the national system:Loan 1  ▾

Programme not available in the national system:Loan 2  ▾

Programme not available in the national system:Loan 3  ▾

Programme not available in the national system:Loan 4  ▾

Other:Loan 1  ▾

Other:Loan 2  ▾

Other:Loan 3  ▾

Other:Loan 4  ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.



IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

No ▼

IV.29. Please specify the eligibility criteria for receiving additional public financial support.



If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

NA

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

This is not specified in legislation

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

NA

IV.35. Additional comments on doctoral education

## Data entry: (V\_Employability)

**V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?**

Yes

**V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).**

According to article 4 of Law 4009/2011, among others, is stated that HEIs have as a mission

[...]

c) to develop the critical ability, skills and competences of students, to ensure the professional integration of graduates and define the necessary conditions for the development of young researchers

d) to meet the needs of the labor market and professional fields, as well as the development needs of the country and to promote the diffusion of knowledge, using the results of research and innovation, committed to the principles of research ethics, sustainable development and social cohesion[...]

Moreover, Innovation and Liaison offices operate in HEIs (article 60 of Law 4009/2011), having as a purpose to:

a) support and facilitate the safeguarding of the Institution's intellectual property rights and of the members of the relevant academic community

b) promote communication and cooperation of researchers and members of the academic community with productive bodies for further exploiting research carried out the Higher Education Institution

c) provide students and graduates with information services on career issues, as well as career guidance services to support them both in the diagnosis of their inclinations and skills, in their career choice, in planning further studies or in finding work.

d) organize the practical training of students.

e) organise seminars, lectures, counseling, contacts with mentors for students and graduates on issues of innovation and social action, while it promotes innovative ideas developed by students, which may be exploited in professional or social activities.

f) organize any kind of activities to promote innovation and entrepreneurship among the members of the academic community, like for example innovation competitions

For all the above mentioned activities, separate units may operate, as for example: Liaison unit, Innovation and Entrepreneurship unit, Internships unit, Mediation unit, etc.

What is more, the Operational Programme "Education and Lifelong Learning" aims at supporting students in their effort to enter the labor market, to gain valuable work experience relevant to their field of studies, assimilate knowledge and develop skills and competences that will help them in their vocational orientation.

Please also provide the full reference(s) to relevant document(s).

**V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?**

No

**V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).**

**V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?**

Yes

**V.2.1. Are there initiatives in labour market/skills forecasting on national level?**

Yes

**V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?**

In regular intervals

On an ad hoc basis

**V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?**

No

**V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?**

In regular intervals

On an ad hoc basis

**V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).**

NA

**V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Yes

**V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).**

NA

**V.3. In your country, are employers involved in higher education planning and management?**

Yes

**V.3.1. How are they involved?**

**Curriculum development in higher education**

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**Teaching**

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**Participation in sectoral/national/regional bodies that influence decision-making**

Employers have to be involved  Employers can be involved  Employers are not involved  No

in higher education institutions answer

Participation in governing bodies of HEIs

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

**V.3.2. Please provide the details and the source of evidence here.**

Law 4009/2011 provides for the following:

According to article 67, members of the Council of the Hellenic Quality Assurance and Accreditation Agency are the President, Professors of Universities and TEIs, representatives of students, as well as a representative of the technical, geotechnical and the economic chamber of Greece (jointly recommended by them). The above Quality Assurance and Accreditation Agency sets up an accreditation committee for the assessment of a study programme or of the internal quality assurance system of a HEI. The committee comprises independent experts from the Register of Independent Experts. Members of the HQAA council are excluded from being included in the Register of Independent Experts. In the case of quality assurance of programmes that lead to the exercise of a regulated profession (Presidential Decree 38/2010), a member of the quality assurance committee comes necessarily from the relevant professional association or chamber. Last, Innovation and Liaison offices are responsible to promote the communication and cooperation of researchers and members of the academic community with productive bodies, for the further exploitation of research performed in the respective Higher Education Institution.

**V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.**

**V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?**

Yes

**V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).**

The actions mentioned below are included in the Operational Programme "Education and Lifelong Learning" of the National Strategic Reference Framework.

Higher Education Internships

Students are supported in their effort to enter the labour market, gain valuable work experience relevant to the subject of study, assimilate knowledge, develop skills and their professional conscience is nurtured.

The program seeks to expand and upgrade the quality of the institution to the extent that the Internships of students not only come as a request of HEIs to the labour market, but also as a request of the labour market to HEIs. Specifically, the development of a framework of incentives is promoted, both to increase participating students, as well as to attract more businesses to host internships.

The overall budget of the action amounts to 82.5 M €

The number of students benefiting from internship programs that have been developed in 37 HEIs exceeds 39,000, while affiliated companies 23,000.

**V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?**

No

**V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).**

**V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).**

**In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?**

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

**V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).**

na

**V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.**

1st cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer  
2nd cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer  
1st and 2nd cycle combined  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer

**V.4.2.1. Please provide the source information here.**

For TEIs, practical training is obligatory for all students, whereas for universities practical training is in their discretion to include it in the curriculum. For more information on participation (absolute numbers) regarding practical training performed through funded projects of the Operational Programme Education and Lifelong Learning (National Strategic Reference Framework 2007-2013), please see answer to question 3.5.

**V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?**

Yes, in all higher education institutions/programmes

**V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

Projects being funded by the Operational Programme Education and Lifelong Learning of the Ministry of Education and Religious Affairs (National Strategic Reference Framework 2007-2013) LLP/Erasmus – placements projects

**V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

**V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?**

No

**V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).**

**V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?**

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 Yes, within a different funding mechanism (please specify)  
 No

**V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).**

According to Article 63, paragraph 2aa) of Law 4009/2011, beyond the funding of Higher Education Institutions from the State Budget, additional funding is foreseen, which is allocated to institutions based on quality indicators and achievements of each institution. Among these indicators, the course of vocational integration of graduates is included (although this provision is not in effect yet).

**V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?**

Yes ▼

**V.6.1. Are there tracer studies conducted on national level?**

No ▼

**V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.2. Are there tracer studies conducted on regional level?**

No ▼

**V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.4. Are there tracer studies conducted on institutional level?**

Yes ▼

**V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.**

Liaison offices in Higher Education Institutions are encouraged to perform studies regarding the status of their graduates, using funds from the Operational Programme Education and Lifelong Learning – General Strategic Reference Framework, 2007-2013. Special emphasis is provided in carrying out a study, each two years, on the professional absorption of HEI graduates.

Please also provide the full reference(s) to relevant document(s), especially to results published.

<http://www.edulll.gr/?p=876>

<http://www.edulll.gr/?p=879>

**V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Yes ▼

**V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).**

na

## Data entry: (VI\_Lifelong\_learning)

**VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?**

No

**VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):**

**VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:**

No definition of lifelong learning is included in steering documents for higher education, although references are made as regards short cycle programmes and distance learning. The formal definition of lifelong learning is provided for in Law 3879/2010 on the development of lifelong learning: "Lifelong learning": All forms of learning activities during a person's life that are aimed at the acquisition or development of knowledge, skills and abilities, which contribute to the formation of an integrated personality; the individual's vocational integration and development; social cohesion; the development of the ability of active citizenship and social, economic and cultural development. It includes formal education, informal education and informal learning".

**VI.2. Is lifelong learning a recognised mission of higher education institutions?**

Yes, all institutions

**VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:**

Law 4009/2011: "... the organisational charter of a higher education institution has to include provisions on the operation of a lifelong learning school..."

**VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:**

**VI.2.3. If necessary, please provide comments here:**

**VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.**

- |   |   |
|---|---|
| <b>Formal HE programmes provided under flexible arrangements</b>            | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Non-formal courses open to all (e.g. languages)</b>                      | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Preparatory courses for HE entrance examinations</b>                     | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Professionally-oriented upgrading of already achieved qualifications</b> | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |
| <b>Tailor-made provision for industry</b>                                   | <input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer |

**VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?**

No

**VI.3.2. Please specify which forms and provide % of HE institutions involved.**

**VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.**

**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No

**VI.4.1. Please explain these restrictions.**

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "100"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "0"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "0"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "0"

**VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

na

**VI.5.2. If you have any further comments regarding this section, please provide them here:**

**VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

**VI.6.1. Please provide a short description of specific policy measures that exist in your country.**

Law 4009/2011 (Government Gazette 195/issue A/6-9-2011) provides for the possibility of part-time studies (Article 33, paragraph 3) to students who are proven to work at least 20 hours a week. The duration of studies for this category of students is twice the duration of the indicative curriculum they attend (Article 2, c). In parallel, according to paragraph 4 of article 33 of the same law, students may request to interrupt their studies, which involves the temporary suspension of student status for the duration of the interruption. After the end of the interruption of studies, students return to their studies.

Law 3685/2008 "Institutional Framework for Postgraduate Studies" (Government Gazette 148/issue A/16-7-2008) mentions that in the Postgraduate Programme Regulation, HEIs define the relevant details regarding the structure and the operation of their postgraduate programmes, as well as the possibility for part-time studies. More specifically, in case of part-time postgraduate programmes, their duration has to be extended by at least one semester, in comparison to a full time postgraduate programme.

Please also provide the full reference(s) to relevant documents.

- Law 4009/2011, article 33, paragraph 3 & 4 (Government Gazette 195/issue A/6-9-2011) "Structure, operation, quality assurance of studies and internationalization of Higher Education Institutions"
- Law 3685/2008, article 3 (Government Gazette 148/issue A/16-7-2008) "Institutional Framework for Postgraduate Studies"

**VI.7. Which of the statements on student statuses best describes the situation in your country?**

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

**VI.7.1. Please explain what student statuses exist in your country and how you define them.**

"Students (full-time)": University and TEI students. Undergraduate students are those who attend the 1st cycle of studies, graduate students are those who attend the 2nd cycle of studies and doctoral candidates are those who attend the 3rd cycle of studies. (Article 2, a, Law 4009/2011)

"Part-time students": University and TEI students, who choose part-time studies. They work for at least 20 hours per week, as stipulated in paragraph 3 of Article 33 of Law 4009/2011. (article 2, b, Law 4009/2011)

"Visiting students": students from other Higher Education Institutions from within the country or from peer Institutions from abroad, in the framework of educational or research programmes. (article 36, par. 2, Law 4009/2011)

"Students educated with the method of distance learning": Students attending courses of the Hellenic Open University (EAP) (Law 2552/1997, as amended by article 14 of Law 2817/2000, by article 3 of Law 3027/2002, and by article 13 of Law 3260/2004, by article 19 of Law 3577/2007 and by article 36 of Law 4115/2013)

"Active Students": students of Universities and TEIs who register in accordance with Article 33 of Law 4009/2011 and whose duration of studies has not exceeded the duration of semesters required to obtain the degree/qualification, according to the indicative curriculum, increased by four semesters. For part-time students, this duration is twice the indicative duration of the study programme

they are attending. Active second cycle students are those whose duration of studies has not exceeded the duration of the indicative curriculum. Active third cycle students are those in the first four years of the program. (article 2, c, Law 4009/2011)

**VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

**VI.7.3. Please indicate which fees apply to students studying part-time.**

No fees for students studying part-time

No tuition fees are foreseen for the categories of full-time and part-time students and visiting students, as specified in question 3.2.2. Law 4009/2011 (Article 33 par.11 c) provides for the issue of a Joint Ministerial Decision by the Ministers of Finance and Education, which will determine the amount of financial contribution for attending normal semesters for foreign students coming from countries outside the European Union and who are not admitted with the applicable entrance examination system for Greeks.

Additionally, all students of the Hellenic Open University (EAP), pay 550 € per thematic unit and for 6 years of studies. Finally, students of the International University (IHU) participating in undergraduate and postgraduate programs or distance education programs, contribute in financial terms so as to cover the operating costs of these programs. The level of participation is determined by Joint Ministerial Decision of the Ministers of Finance and Education, after consultation with the Senate of IHU.

Masters programmes may also require students to pay fees. This (as well as their amount) is specified by a decision of the collective bodies of the HEI and is defined in the programme's regulation.

**VI.7.4. Please indicate which fees apply to de facto part-time students.**

**VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements

**VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

**VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

No ▼

**VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

**VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Other (please use space for comment to specify)

According to article 33 of Law 4009/2011 (Government Gazette 195/issue A/6-9-2011) it is provided that the Organisational Charter of Higher Education Institutions specifies the conditions and process for the implementation of part-time studies.

However, since organizational charters at Higher Education Institutions have not been issued yet, the provision of part-time studies at 1st cycle level is not effectuated yet.

**VI.9.1. If you have any further comments regarding this section, please provide them here:**

**VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

No

**VI.10.1. Please choose the statement that best applies to your country-specific situation.**

**VI.10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

**VI.10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

Please also specify whether this possibility is commonly used in practice.

VI.10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

VI.10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

VI.10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VI.10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Please choose

VI.10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VI.10.5.2. Please indicate the source and the reference year.

VI.10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Please choose

VI.10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VI.10.6.2. Please indicate the source and the reference year.

VI.10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

na

VI.10.6.3. If you have any further comments regarding this section, please provide them here:

VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VI.11.1. Please specify what they are.

\* Lifelong Learning school: this is the basic administrative unit which undertakes the coordination and scientific collaboration for the development of lifelong learning programmes in HEIs

\* Short cycle programmes, including courses corresponding to maximum 120 ECTS credits and leading to the awarding of a short cycle training certificate

\* Distance learning opportunities for the provision of studies



## Data entry: (VII\_Internationalisation\_mobility)

### 7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

#### 7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

#### 7.1.2. Please specify:

Law 4009/2011 "Structure, operation, quality assurance of studies and internationalisation of Higher Education Institutions"  
number of foreign students, number of students attracted to the institution in the framework of European educational programmes, number of students sent abroad in the framework of European educational programmes, number of collaboration agreements with HEIs abroad

### 7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

#### 7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

### 7.3. Does your country have a formal national strategy for internationalisation of higher education?

No

#### 7.3.1. Please provide a reference and link to the document (if available, also in English):

#### 7.3.2. Has the impact of the strategy been assessed?

Please choose..

#### 7.3.2.1. Please specify by whom, and provide a reference/link:

### 7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

100%

#### 7.3.3.1. Please provide a source for this information:

na

### 7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

100%

#### 7.3.4.1. Please provide a source for this information:

na

### 7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility no

Credit mobility:Incoming mobility no

Degree mobility:Outgoing mobility no

Degree mobility:Incoming mobility no

### 7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

#### 7.4.1.1. Please specify:

### 7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

#### 7.4.2.1. Please specify:

### 7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

No

#### 7.5.1. Please specify:

### 7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

#### 7.6.1. Please name and describe them:

Additional funding to HEIs based on quality indicators and achievements.

**7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?**

No

**7.7.1. Please explain this funding, and how it is allocated:**

**7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?**

Yes, this is required by legislation

**7.8.1. Please provide a reference:**

Law 4009/2011 (article 26) "Parallel employment of Professors in foreign and Greek HEIs".

**7.9. Do any higher education institutions have campuses abroad?**

No

**7.9.1. How many campuses do your higher education institutions have abroad?**

**7.9.2. In which countries do they have these campuses?**

**7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?**

No

**7.10.1. Please provide:**

The percentage of HEIs offering MOOCs (%) ""

**7.10.1. Please provide:**

The number of MOOCs currently offered (1,2,3 n) ""

**7.11. Does your country have main regions of operation for international student mobility?**

Yes

**7.11.1. Which are the main regions of operation for student mobility?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

**7.11.2. Please specify**

na

**7.11.3. Does your country have main regions of operation for joint/double degrees?**

Yes

**7.11.4. What are the main regions of operation for joint/double degree programmes?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.5. Please specify**

na

**7.11.6. Does your country have main regions of operation for campuses abroad?**

No

**7.11.7. What are the main regions of operation for campuses abroad?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada

- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.7.1. Please specify**

**7.11.8. Does your country have main regions of operation for international cooperation in research?**

No

**7.11.9. What are the main regions of operation for international cooperation in research?**

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.9.1. Please specify**

**7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?**

No

**7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?**

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

**7.11.11.1. Please specify**

**7.12. Comments:**

**7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.**

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

**7.13.1.1. Please specify:**

**7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:**

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

na

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

According to article 27 of Law 4009/2011, professors are entitled to fully paid scientific leaves for up to one for every six years of service or for up to six monthsh for every three years of service. According to article 44 of Law 4009/2011, programmes of study may be delivered in a foreign language, upon decision of the Dean.

7.16. Has your country monitored the effects of these measures/programmes?

Yes

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "HEIs, IKY"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "na"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "na"

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

www.iky.gr

7.18.2. Is the website linked to Bologna website?

Yes

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

www.doatap.gr

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum  
 other bilateral and/or multilateral ministerial dialogues  
 international events other than ministerial meetings

na

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

Researchers  Yes  No  No answer

Teaching staff  Yes  No  No answer

Doctoral candidates  Yes  No  No answer

- Technical staff**  Yes  No  No answer
- Administrative staff**  Yes  No  No answer
- International officers**  Yes  No  No answer
- Guidance counsellors**  Yes  No  No answer
- Others**  Yes  No  No answer

**7.26.1. Please provide details and a link for further information on relevant programmes**

Bilateral Cultural Exchange Programmes, IKYDA, IKY scholarships

**7.27.1. Does your country define quantitative targets for any incoming staff mobility?**

- Researchers**  Yes  No  No answer
- Teaching staff**  Yes  No  No answer
- Doctoral candidates**  Yes  No  No answer
- Technical staff**  Yes  No  No answer
- Administrative staff**  Yes  No  No answer
- International officers**  Yes  No  No answer
- Guidance counsellors**  Yes  No  No answer
- Others**  Yes  No  No answer

**7.27.1.1. Please specify any targets that exist:**

Department of Inter-University relations, Ministry of Education and Religious Affairs, IKY

**7.27.2. Does your country define quantitative targets for any outgoing mobility?**

- Researchers**  Yes  No  No answer
- Teaching staff**  Yes  No  No answer
- Doctoral candidates**  Yes  No  No answer
- Teaching staff**  Yes  No  No answer
- Administrative staff**  Yes  No  No answer
- International officers**  Yes  No  No answer
- Guidance counsellors**  Yes  No  No answer
- Others**  Yes  No  No answer

**7.27.2.1. Please specify any targets that exist:**

Bilateral cultural Exchange programmes: calls announced each year by the Ministry of Education and Religious Affairs, including information on receiving countries and available positions. IKYDA call each year  
IKY scholarships with a call specifying the necessary procedures each year

**7.28. For each staff group, is information collected on participation rates in mobility?**

- Researchers**  Yes  No  No answer
- Teaching staff**  Yes  No  No answer
- Doctoral candidates**  Yes  No  No answer
- Technical staff**  Yes  No  No answer
- Administrative staff**  Yes  No  No answer
- International officers**  Yes  No  No answer
- Guidance counsellors**  Yes  No  No answer
- Others**  Yes  No  No answer

**7.28.1. Which organisation(s) collect this information? Please provide a link.**

na

**7.29. Are there any mechanisms to reward staff who participate in mobility?**

- Career development advantages**  Yes  No  No answer
- Financial benefits**  Yes  No  No answer
- Non-financial benefits**  Yes  No  No answer
- Other**  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

na

**7.30. Is there a website which provides information about all international mobility schemes for staff?**

No

**7.30.1. Please provide a link:**

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Immigration restrictions "4"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "3"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "6"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "7"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "5"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "3"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "2"

**7.31.1.1. Additional comments:**

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "5"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "4"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "2"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "6"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "3"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "8"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "7"

**7.31.2.1. Additional comments:**

**7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

According to article 27 of Law 4009/2011, professors are entitled to fully paid scientific leaves for up to one for every six years of service or for up to six monthsh for every three years of service. According to article 44 of Law 4009/2011, programmes of study may be delivered in a foreign language, upon decision of the Dean.

**7.33. Has your country monitored the effects of these measures/programmes?**

No

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**