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NATIONAL REPORT OF GREECE

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THE GREEK EDUCATION SYSTEM: DESCRIPTIVE DATA – ORGANIZATION CHART

Education in Greece is compulsory for all children 6-15 years old including primary and lower secondary education. School life, however, may begin at 2 ½ (pre-school education) in institutions (private and public) called Day Nurseries. Some Day Nurseries include Infant classes, which work along Kindergartens.

Primary education schooling lasts six years and entrance age is the sixth year. All –Day schools operate alongside with mainstream Nursery schools; these have extended working hours and enhanced curriculum.

Post-compulsory secondary education, after the 1997 reform, includes two types of schools: The Unified Upper Secondary School (Eniaio Lykeio) and the Technical Vocational School (TEE). In Eniaio Lykeio, schooling lasts three years. In Technical Vocational Schools it lasts two years (A cycle of studies) or three years (B cycle of studies) while transfers from the one type of school to the other are allowed under conditions. Lower secondary, upper secondary and technical vocational schools may be Day schools or Evening schools. Parallel to public education, there are private primary and secondary education schools.

Besides schools of primary and secondary education there are also Special Education Kindergartens, primary schools, lower secondary, upper secondary schools; Special Education classes (Inclusion courses) within upper secondary schools designated for students with special educational needs are also available. Furthermore, there are Musical, Ecclesiastical and Athletic -lower and upper secondary schools.

The Institutes for Vocational Training (EK) are part of the post-compulsory secondary education offering formal but unclassified education. These institutions are considered unclassified as they accept both lower and upper secondary school graduates, depending on the specialities they offer.

Public higher education is divided into Universities (*Panepistimio*) and Technological Educational Institutions (TEI). Admission to these institutions is based on the students' performance in national level examinations taking place in the second and third year of Eniaio Lykeio. In addition, students are admitted in the Hellenic Open University (EAP) older than 22 years and by draw.

The following graph presents concisely the structure of the Greek Education System, which consists of institutions of formal, classified or unclassified levels of education.

Formal, state accredited education is characterized by fixed duration of studies and acquirement of an official title (school leaving certificate) upon completion of these studies.

The classification of educational institutions makes the acquirement of the title of one level of education necessary for admission to the next level.

It should be noted that the graph provides a general overview of the education system as supervised by the Ministry of Education, covering the greatest part of the institutions providing education. Nevertheless, a more extensive analysis shows that the education services offered in Greece comprise a much more complex, multilevel and diverse network. Many other educational services, classified or unclassified, are offered within the education system either in co-operation with it or independently.

Following, we present a concise basic table of some alternative educational opportunities offered in the broader framework of the Greek educational system, which are under the supervision of ministries other than the Ministry of Education. Moreover, there are a number of private institutions providing educational services whose legal status and mode of operation belong to an unclassified zone. Of those some are called “Liberal Studies Workshops” (EES), or even “Colleges” or “Centres” preparing students for studies abroad. During the school year 1999-2000 the following number of the above mentioned institutions operated in Greece:

- 137 Liberal Studies Workshops
- 32 “Colleges”.
- 56 Private Centres preparing students for studies abroad.

Table 1.1

Ministries	Level of Education	Educational Institutions
Ministry of National Defense	Higher Education	<ul style="list-style-type: none"> • 9 Schools for Officers and Petty Officers of the 3 Fighting Services
Ministry of Development	Secondary Education	<ul style="list-style-type: none"> • 8 Schools for Hotel-Catering Technique and Cooking – Confectionary Art (TEE-A’ Cycle)
	Unclassified post-upper-secondary education	<ul style="list-style-type: none"> • 3 Schools for Tourist Office Staff
	Higher education	<ul style="list-style-type: none"> • 2 Higher Education Schools
Ministry of Labour and Social Security	Secondary Education	<ul style="list-style-type: none"> • Training schools of the Organization for Work Force Employment (OAEΔ), TEE-A’ Cycle
	Unclassified Institutions	<ul style="list-style-type: none"> • Institutes for Vocational Training (IVT) under the supervision of the Organization for Vocational Education and Training (OEEK)
Ministry of Agriculture	Secondary education	<ul style="list-style-type: none"> • Agricultural education: 13 TEE of the network “Demetra” (TEE-A’ Cycle)
	Unclassified Vocational education	<ul style="list-style-type: none"> • Centres for Agricultural Education • Practical Agricultural schools
Ministry of Culture	Higher education	<ul style="list-style-type: none"> • Higher Schools for Art of Dance and Drama
	Unclassified schools	<ul style="list-style-type: none"> • State and private educational institutions for musical, drama, dance, cinema and television studies
Ministry of Public Order	Higher education	<ul style="list-style-type: none"> • Police Academy (School for Officers, School for Policemen) • Fire Brigade Academy (Department of Petty Officers, Dpt of Chief Officers, Dpt of firemen)
Ministry of Mercantile Marine	Higher education	<ul style="list-style-type: none"> • Academies of Marine Commerce (10 Schools for Mechanics)
	Post-upper secondary level	<ul style="list-style-type: none"> • School for cadet harbor guards

STRUCTURE OF ADMINISTRATION

The administrative structure of the Greek educational system in Primary as well as in Secondary education coincides with the overall state administrative structure. The task of defining the educational policy belongs to each government as part of the policy chosen and implemented by it in the individual sectors. The initial planning and application of government policy in the field of education, approved by the Prime Minister and the Cabinet, as well as the responsibility for the administration of the educational system in all its sectors, services and levels, is held by the Minister of National Education and Religious Affairs (YPEPTh). The Minister, through the ministry's services and advisors, prepares the bills and presidential decrees on educational issues and publishes the relevant Ministerial Decisions.

One or two Deputy-ministers assume the responsibilities for the particular branches of the Ministry assigned to them by decision of the Prime Minister and the Minister of Education. It is customary for one Deputy-minister to be assigned the fields of primary and secondary education and the other the field of Higher education.

The minister may retain some of the duties assigned to the Deputy-ministers as his exclusive domain, while others can be performed jointly with the Deputy-ministers. The administrative structure of the Ministry of National Education and Religious Affairs (YPEPTh) includes departments, directorates, general directorates and administrative sections.

Some activities are performed by agencies supervised by the Ministry of Education, such as:

- i. The School Buildings Organisation (OSK), which is responsible for the design, construction, equipping and layout of buildings to be used for primary and secondary education.
- ii. The School Book Publishing Organisation (OEDB), which prints and distributes the books and publications of all kinds that are required to meet the needs of education at all levels.
- iii. The Organisation for Vocational Education and Training (OEEK), whose primary task is to organise and operate the Vocational Training Institutes (IEK), to submit proposals to the Minister on charting directions, and to draft and schedule policy for vocational education and training.
- iv. The State Scholarship Foundation (IKY) whose primary task is to grant scholarships (to pupils, undergraduate and post-graduate students) and manage European mobility programmes.
- v. The Interuniversity Centre for Recognising University titles from Abroad (DIKATSA), whose task is to decide on the equivalence between degrees from Hellenic University faculties with those abroad.
- vi. The Institute of Technological Education (ITE), whose task is to decide on the equivalence of degrees from institutions abroad with those from counterpart Hellenic Technological Educational Institutions (TEI).

Therefore, a depiction of all the above data on the structure of the educational system in both levels of education may be depicted as follows:

Ministry of Education (National)

Directorates

Education Offices (Prefecture, Province)

School

In parallel, Service Councils function at two levels: peripheral Service Councils for Primary (PYSPE) and Secondary Education (PYSDE) and the Central Service Councils for Primary (KYSPE) and Secondary Education (KYSDE).

In prefectures with many provinces there are directorates that coordinate local education offices, run by their Heads, which have many schools under their responsibility. The Prefect is in charge of the administrative units in his prefecture, performing the duties assigned to him by the Minister of Education and Religious Affairs.

In the field of primary and secondary education, the following collective bodies function on a local, prefecture, and national level with the participation of teachers, parents and pupils.

1. The School Council: operates in every school and consists of the teachers' association, the members of the Administrative Council of the Parents' Association and a representative from local government. The task of this School Council is to support the operation of the school.

2. The Municipal or Community Education Committee: operates in every Municipality or Community and consists of representatives of the municipality or community, the parents' association, school principals, representatives of the productive classes and of the teachers' trade union organisations.

On a school level, the principal, the vice-principal and the schoolteachers' association carry out the administration.

In higher education, the Universities and Technological Educational Institutions (TEI) are self-administered public legal entities (NPDD) and the Minister exercises supervision and monitors the legality of their actions and decisions through the Ministry's central services.

Table 2.1 Directorates and Education Offices of Primary and Secondary Education (2000-01)

Level of Education	DIRECTORATES	NUMBER OF OFFICES
Primary schools	58	141
Secondary (Lower secondary school, Eniaia Lykeia / Upper secondary schools, Offices for TEE	58	85

Source YPEPTH

Notes

Administration of TEE is presently being organized. Where Education Offices have not been established, 42 Heads of Educational Issues were appointed.

STANDARD OF POPULATION EDUCATION

The percentage of women having a post-compulsory education diploma is threefold in ages 25-34 compared to age group 55-54. The respective figures are double for men. Regarding women belonging to the age group 25-34 the percentage is slightly higher than the average of the 29 OECD countries. The percentage of women of ages 25-34 with a university degree is four times higher than that of ages 55-64 and slightly higher than the respective figure of OECD countries. Respective figures for men are almost double.

Moreover, the rate of the population aged 22 who have finished upper secondary education in Greece is higher than the average of European Union member states. Higher Education has expanded during the last decades with the introduction of new Departments and Schools and the increase of the availability of positions offered to students. The increase in the number of students since 1975-1996 was 210% regardless of sex, 305% for women and 155% for men. A rise in the standard of education of Greek citizens is directly linked to the rapid increase in the number of admissions into Higher Education.

Table 3.1 Trend of student population in the European Union countries (1975/6 to 1996/97) (x 1.000)

Countries	1975/76	1980/81	1985/86	1990/91	1995/96	1996/97
Belgium	176	217	548	276	358	361
Denmark	97	115	125	151	167	180
Germany	1.334	1.515	1.842	2.082	2.144	2.132
Greece	117	121	182	195	329	363
Spain	548	698	934	1.222	1.592	1.684
France	1.053	1.176	1.358	1.699	2.092	2.063
Ireland	46	55	70	90	128	135
Italy	977	1.126	1.192	1.452	1.775	1.893
Luxembourg					2	2
Netherlands	291	364	405	479	492	469
Austria	97	125	173	206	239	241
Portugal	89	90	118	186	320	351
Finland	90	113	128	166	214	226
Sweden			183	193	261	275
United Kingdom	733	828	1.033	1.258	1.821	1.891
European Union	5.647	6.543	7.991	9.655	11.933	12.266

Source

Graphs 3.1 and 3.2 are from OECD "Education at a Glance", 2001 p. 52

Graphs 3.3, 3.4 and table 4.1 are from Eurydice – Eurostat, "Key Data in Education in Europe" (1999-2000), pp. 220-222.

EXPENDITURE

At all levels of the educational system in Greece, public education is provided free of charge and the cost is covered by the government budget and by funding from the European Union within the framework of OPEIVT.

Public expenditure for education during the five-year period 1996-2001 was: 16%, 11%, 10%, 5% and 4% respectively. Additionally, total expenditure on education still seems to be lower than that of the OECD countries for which data is available. It is interesting to note that public expenditure on primary and secondary education is low compared to the average in the OECD countries, while the respective private expenditure is high.

Specifically, state subsidies cover the purchase of land, the construction, repair and maintenance of buildings, the provision and maintenance of educational

equipment and laboratories, the functional needs of schools at all levels, and finance the legal entities of public or private law that provide educational services. They also cover the salaries, social security contributions, additional emoluments and compensations for the teaching and administrative staff at all levels of education.

And finally, they cover the expenditures entailed in providing financial assistance and support to pupils and students including free books and auxiliary reading material, transportation of pupils, the provision of meals, accommodation, scholarships and loans.

Social assistance to pupils and students is limited and consists of a small number of scholarships, and financial support available through various bequests, institutions and legal entities of private law to pupils, students and institutions at all levels of education.

Family allowances, established legislatively, fall into two categories: an allowance for minors or for children studying, and an allowance for families with many children. The former, given to help the education of the child or young person, is equivalent to about 1/20 of the average minimum monthly wage. It is granted by the employer to the employee for every child up to the age of 18 and for every young person studying in higher education (Universities and Technological Educational Institutions), until they complete the required years of study.

The family's contribution to state education is small for primary schools, and increases as the educational level rises. For private education, the family's contribution in the form of fees depends on the level of education and on the services rendered by the private school, but also by the school's reputation in the education "market".

PRIMARY AND SECONDARY EDUCATION

INFRASTRUCTURE

Classrooms

According to official records on school infrastructure, the number of the existing classrooms and pupils attending them -per level of education- is shown in table 4.1.

Table 4.1 Total numbers of classrooms and students per level of education in 2000-01

Classrooms	Students
9.809	144.657
39.823	641.368
29.001	604.412

Source

National Statistical Service of Greece and Ministry of Education, Dept. of Operational Research and Statistics.

Notes

TEE and Evening Schools

Laboratories – Gyms

Schools have laboratories at all levels of education. In primary schools there are only labs for Physics and human sciences. In secondary education labs consist of specially designated classrooms that are used for the teaching of Physics, Biology and Chemistry. .

These labs do not include those for the teaching of New Technologies (i.e. information and communication technology), which will be presented later in this chapter.

Gyms are of two kinds: indoor multi-purpose halls, and open spaces/courts (equipped with resources for team sports respectively) where the teaching of physical education takes place.

New Technologies

The Ministry of Education and Religious Affairs has taken steps towards the planning, implementation and operation of a technologically advanced educational network, the National School Network -ESD- (www.sch.gr). The distribution network has been completed, while its further expansion and updating are under development whereby the network will be able to provide services to all educational and administration units of primary education.

Financing resulted in a rapid supplying of schools with computers.

It should be noted that Greece pays attention to on the development of software for the teaching of all subjects (consortiums of Greek universities have developed more than 100 multimedia titles). In addition, 2.500 permanent teachers of computer science have been appointed in secondary education (2000-02), while a project on New Technologies for 75.000 teachers in primary and secondary education is presently running.

Table 4.2 Number of students per computer

Students per computer	2002
Primary schools	1:47
Lower secondary schools	1:16
Upper secondary schools	1:13
Technical Vocational schools	1:13

Source
YPEPTH

Table 4.3 Number of computer laboratories

	2002
Primary	2.202
Lower secondary	2.405
Upper secondary	1.235
TEE – School Workshop Centres (SEK)	692

Source YPEPTH

School libraries

For the organization, expansion and full outfitting of school libraries, the following actions of the Ministry of Education have taken place:

- Project “*School libraries*”
- Project “*Support of teaching by libraries in mobility*»”
- Financing of the Organization of Child and Adolescent Libraries.

With the implementation of the first two programmes above, the following were accomplished:

- 502 new school libraries in secondary education school units. Of these, 252 are in Lower secondary schools, 216 in Unified Upper secondary schools (Eniaia Lykeia) and 34 in Technical Vocational Schools (TEE).
- 19 mobile libraries were created to cover the needs of remotely located schools or schools with a small number of students, where it is difficult to establish a library. Mobile libraries consist of 22 *book-carrying buses* which are specially designed and equipped for the reception, exhibition and lending of books, as well as the rest of the available resources. Each bus can hold approximately 5.500 objects (books, journals, CD, CD-rom, etc.). These buses circulate in 43 prefectures and provide services to over 1.800 Lending Centres.

Children libraries serving the school needs of their areas operate within the responsibility of the Organization of Child and Adolescent Book. This organization has created children libraries for children and young people from pre-school age to upper secondary education age (one of them functions in a prison) in small towns and especially in remote villages. Each library has about 6.000 titles of books as well as journals, slides, cassettes, records and table games. In addition, libraries receive monthly a *carton* with 40-50 books and an *animation* programme accompanied by books and audiovisual material.

Moreover, the Organization implements the project *Blue Bag* which is a small mobile library that periodically visits schools and on each visit presents a specific subject, with about 150 books and audiovisual material. Children are offered the possibility to borrow books from this “*bag*”. This Organization supervises the operation of the Research Library in Athens (at the Centre of Child and Adolescent Book) with 35.000 titles of special, Greek and foreign, books, large collections of old language syllabuses, journals and auxiliary material being at the disposal of teachers and other researchers.

STUDENTS

In pre-school, primary and lower secondary levels of education, the school year is divided in three, three-month terms. The first term lasts from 10 September until 10 December, the second from 11 December until 10 March, and the third from 11 March until 10 June.

Pre-school Education

In single-teacher kindergartens, children of all pre-school ages will necessarily co-exist in a single classroom. In two-position kindergartens and especially in the urban centres, an effort is often made, after consultation with the teachers, to create classes on the grounds of age (children 4-5 years old and children 5-6 years old). Every all-day kindergarten employs two kindergarten teachers (regular or substitute).

Primary education

The total number of pupils in a primary school is distributed into six grades according to their age, thus creating six age levels. In the first and second grades there is only a descriptive assessment of pupil performance (passed or failed), with no numerical mark recorded in the Progress Register book. For the third and fourth grades, in addition to the descriptive assessment, the following marking system is used: Excellent (A), Very Good (B), Good (C), and Fair (D). Children who receive a mark of "Fair" (D) are those with serious learning difficulties. For such pupils, as well as for the pupils of first and second grades who are facing similar difficulties, support programmes are implemented. In the fifth and sixth grades, in addition to the descriptive assessment, a marking system is used which contains both description and numbers and is as follows: Excellent (9-10), Very Good (7-8), Good (5-6), and Fair. In the Progress Register, the mark is recorded with a numerical symbol. Pupils with a mark of Fair are those with serious learning difficulties. For these pupils, a support programme is set up.

Lower Secondary (Gymnasio)

With the exception of the English language classes taught in many schools at two levels, according to the degree of the pupils' knowledge, pupils attend a common programme of studies for all other subjects in lower secondary school. The age of the pupils is between 12 and 15 years, except pupils who have been obliged to repeat a programme and are, therefore, older.

Unified Upper Secondary education (Eniaio Lykeio)

There is no age restriction. Normally, pupils in daytime schools are between 15 and 18 years old. In evening schools, they are between 18 and 25 years old.

The school year consists of two four-month terms. The first term lasts from 1 September until 20 January, and the second term from 21 January to 31 May.

Pupils' performance is marked on a 0-20 scale as follows:

Poor:	0 - 5
Unsatisfactory	5.1 - 9.4
Fairly good:	9.5 - 13
Good:	13.1 - 16
Very good:	16.1 - 18
Excellent:	18.1 - 20

Technical Vocational Schools (TEE)

Pupils, who do not work and have completed compulsory education, study in day technical vocational educational schools (TEE). Only working pupils may study in evening schools and can be up to the age of 50. TEE pupils, during their studies, practice in workshops, in School Workshop Centres (SEK) and in workplaces in public or private enterprises.

Table 5.1 Student – Teacher Ratio in Primary and Secondary Education in 2001-2002

	2001-2002	Improvement rate
Kindergartens	1:14	12,5%
Primary	1:11	26,6%
Lower secondary	1:10,2	30,6%
Upper secondary, (Eniaia, Ecclesiastical, TEE-Ministry of Education)	1:9,9	25%

Source YPEPTH

Notes

The Student-Teacher Ratio places Greece in a high position on international Reports (OECD, Education at a Glance, 2001, pp. 265)

Table 5.2 Student Population (2000-01)

Level of Education	General Total 2000-01	Girls 2000-01
Total of Primary	786.025	381.918
Public	733.931	356.827
Private	52.094	25.091
% private	6,6	6,6
Kindergarten	144.657	70.857
Public	139.455	68.395
Private	5.202	2.462
% private	3,6	3,5
Primary	641.368	311.061
Public	594.476	288.432
Private	46.892	22.629
% private	7,3	7,3
Secondary education		
Lower secondary	360.248	171.705
Public	341.379	162.669
Private	18.869	9.036
% private	5,2	5,3
Upper Secondary	244.164	132.263
Public	227.791	123.963
Private	16.373	8.300
% private	6,7	6,3
TEE TOTAL	156.077	64.230
Public	124.403	60.269
Private	7.110	3.961

Source National Statistical Service of Greece (2001)

Notes "During school year 2002-03 student population in primary education was 788.652. **The majority of TEE is under the supervision of YPEPTH. A small number is supervised by the Ministry of Labour – the Organization for Work Force Employment (OAED), the Ministry of Health and Welfare, the Ministry of Agriculture, the Ministry of Development and the Ministry of Mercantile Marine.

SCHOOL UNITS

School units are characterized by autonomous operation, regardless of their size in terms of student population. Therefore, especially in primary education, a school may include all classes, but where there are few students, it may function autonomously with up to three mixed-grade classes, thus being characterized as a Limited Teaching Position School. This type of school (single-teacher, two-teacher, and three-teacher) follows the same syllabus as multi-class schools but with a different arrangement of teaching time for every subject (mixed-age grouping).

In secondary education, schools (lower and upper) with low student population are considered "remote", due to their geographical position, usually in mountainous areas. This does not mean that all primary schools with few classes are remote.

Orientation schools (i.e. Musical, Athletic and Ecclesiastical) exist in parallel with mainstream Lower and Upper secondary schools. There are also Experimental schools that are under the supervision of Universities applying experimental methods of teaching.

Table 6.1

Type of school	Lower secondary	Upper secondary	Total
Experimental	14	13	27
Musical	21	17	38
Athletic	5	3	8
Remote schools	172	65	237

Source YPEPTH

Table 6.2 School units of Primary and Secondary education (2001)

Level of Education	School units (number) 2000-01
Total of Pre-school & Primary	11.887
Public	11.384
Private	503
% private	4,2
Kindergarten	5.675
Public	5.559
Private	116
% private	2,0
Primary schools	6.212
Public	5.825
Private	387
% private	6,2
Secondary education	
Lower secondary	1.925
Public	1.817
Private	108
% private	5,6
Upper Secondary (Eniaia)	1.292
Public	1.197
Private	95
% private	7,4
TEE TOTAL	641
Public	556
Private	85
General Total	15.745

Source National Statistical Service of Greece (2001)

Notes In school year 2002-03 there were in total 15.585 primary and secondary education school units.

Intercultural Education

Schools for Inter-cultural Education have emerged from the reform of former schools for Repatriated Students of Greek Origin and are public, state institutions following the Greek educational system. Teaching is carried out in two languages:

- Greek and English in Attica and
- Greek and German in Thessaloniki

Intercultural Schools provide educational opportunities to young people with social, cultural or learning particularities. School curricula of the respective public schools are adapted to facilitate the students' particular needs.

All-Day Schools

All-Day schools are established in the formal education system, in order to cover social and educational needs and promote creative work. All-Day schools belong to primary education and include kindergartens and primary schools. Mainstream kindergarten works four hours daily - from 8.30 am to 12.30 pm- while all-day Kindertgartens work from 7.45 am to 15.45 pm. For both types of kindertgartens the curriculum contains activities from five areas of education and development: psychokinetic, socio-emotional, aesthetic, cognitive and the area of skills.

All-day primary schools fall under two categories:

- Schools with compulsory working hours (formally referred to as all-day)
- Schools with optional extended working hours.

In practice these two types are quite different.

All-day schools with compulsory working hours cover all age-grades and have a schedule of 9 hours. A' and B' grades finish at 15.20, while C', D', E' and F' at 16.00. Teachers in each school select the subject matter for the three extra hours compared to the curriculum of a common primary school from a list of 15 further cognitive fields. These cognitive fields are:

- Study-preparation
- Art
- Musical-kinetic Education
- Environmental Education
- Drama
- Traditional Dances
- Sports
- Objects and activities of traditional art and local traditional activities
- Communicative social relations (includes lunch)
- Mythology-Fairy tales
- New Technologies
- Foreign Language
- Health Education
- Traffic Education
- Various activities and cognitive practices that can be included in the curriculum with the agreement of the School Advisor.

All-day schools with extended, optional working hours are schools in which there is only one class with an optionally extended schedule (up to 30 children). Pupils from all grades attend this at the end of the regular schedule, at 13.30, and are

kept busy until 15.30 or 15.45 pm. The aim of this class is the creative time management of pupils, under the supervision of one teacher.

Table 6.3 All – Day Schools of Primary Education (2000-01)

	All-Day Kindergarten	All-Day Primary Schools	Total
GENERAL TOTAL	686	1.142	1.828

Source YPEPTH

Notes

In 2002-03 a total of 3.621 all day schools were established (1.573 kindergartens and 2.108 primary schools)

Minority schools

Minority schools are established for the education of the Muslim minority of Thrace. Tuition is both in Greek and Turkish and Muslim and Christian teachers serve in them. Additionally there are two Religious schools, which are equivalent to the ecclesiastical upper secondary schools and which grant scholarships for religious Islamic studies.

In school year 2000-01 there were in Thrace:

- 225 minority primary schools, most of them with low pupil population and in remote areas, belonging to 5 Offices of Primary Education
- 2 minority lower secondary schools
- 2 minority upper secondary schools
- 2 Religious schools, one in the Prefecture of Xanthi (Ehinou) and one in Rodopi (Komotini)

Second Chance Schools

Second chance schools address the educational needs of young people who are older than 18 and have not finished compulsory education. Their aim is to fight social exclusion for those who do not have the necessary qualifications and skills learned at school so as to meet the needs of contemporary labour market.

Special 18-month programmes of studies are developed for the needs of pupils on a primary and lower secondary school level. Graduates of these schools receive a school-leaving certificate that is equivalent to the one acquired in mainstream primary and lower secondary schools. In 2002 there were 5-second chance schools in Greece, mainly in urban areas, 12 in 2003 and more schools are scheduled in the near future.

Institutes of Vocational Training

Institutes of Vocational Training (IEK) both private and public, are considered unclassified institutions, since they accept both lower secondary school graduates as well as upper secondary school graduates, depending on the specialties they offer.

Regarding student attendance, from a total number of 50.089, 35,90% attended a private IEK. From the 9.633 graduates in 2000, 32,69% finished a private IEK.

The number of women attending IEK was higher than that of men. Men were comparatively more in private IEK (48,99%) than in public ones (38,3%). Finally,

among graduates, men represented 36,91% in public IEK and 44,84% in private ones. As expected there is uneven allocation of the two sexes per speciality.

Table 6.4 School Units, Teachers, Students and Graduates of IEK (I2000-01)

		PUBLIC		PRIVATE	
		TOTAL	WOMEN	TOTAL	WOMEN
Teachers	18.517	16.536	7.852	1.981	802
Students	50.089	36.857	22.741	13.232	6.750
Graduates	19.633	13.215	8.338	6.418	3.540

		PUBLIC	%	PRIVATE	%
School Units	214	138	64,49	76	35,51

Source OEEK

Science Laboratory Centres

In all Directorates of Secondary Education, Science Laboratory Centres have been established (EKFE) in order to offer technical and educational support to the laboratory teaching of Science subjects, and to contribute to the organization of school laboratories in the area of their responsibility.

Science Laboratory Centres have been established throughout Greece as follows:

- 11 in Attica
- 3 in Thessaloniki
- 2 in the prefectures of Achaia and 2 in Aetoloakarnania
- 1 in each of the of the rest of the prefectures of the country

The Science Laboratory Centre of Cyclades has 4 branches in different islands (total 65 Science Laboratory Centres and 4 branches).

TEACHERS

Education -Appointment in public education

The University education of teachers for both primary and secondary education lasts four academic years. Selection and appointment of teachers is carried out by services of the Ministry of Education. Candidates submit an application in order to be registered on the candidate lists drawn up at the end of each year, which contain the names of all those who have submitted an application in the same year. The order of precedence is determined by the date the application was submitted.

In drawing up this list, priority was given to persons with a post-graduate degree, children of persons killed or disabled in wars or the national resistance, followed by persons from families with many children.

Law 2527/97 abolished the candidate lists for teachers that were based on the national precedence list (*epetirida*). Teachers' appointment is based on the results of an examination announced and conducted by the Supreme Employee Selection Board (ASEP). For the final drawing up of the candidate list for appointment, apart from the order in which candidates have successfully passed the (ASEP) examination, specific points are added under law 2834/2000, according to the following criteria:

- grade of degree
- possession of PhD
- post-graduate qualification
- previous teaching experience

Appointments are operative by decision of the Minister of National Education and Religious Affairs.

Teachers are appointed to permanent positions by decision of the head of the Directorate, after being proposed by the relevant Regional Primary Education Service Council PYSPE to fill vacant structural positions in schools in the regions to which they have been appointed. In hiring, account is taken of the candidate's declared preference for a geographical area, and the criteria in effect for placement. In addition, temporary substitute teachers can be hired on a limited duration private contract by the Director of Education in each prefecture, upon a proposal by the (PYSPE), whenever there is a lack of permanent teachers in schools, as well as when the schools have special functional needs.

Table 7.1 Teaching staff of Primary and Secondary education (2001)

Level of Education	Teaching staff 2000-01
Total for Primary	58.478
Public	55.220
Private	3.258
% private	5,6
Kindergarten	9.626
Public	9.380
Private	246
% private	2,6
Primary	48.852
Public	45.840
Private	3.012
% private	6,2
Secondary education	
Lower secondary	33.640
Public	32.206
Private	1.434
% private	4,3
Upper Secondary	21.079
Public	19.725
Private	1.354
% private	6,4
TEE TOTAL	15.046
Public	14.079
Private	967
General Total	128.243

Source National Statistical Service of Greece (2001)

Notes In school year 2002-03 teaching staff of primary and secondary education was in total 139.036.

In-service Training

Initial training of teachers is compulsory. They may, however, undergo additional in-service training. The latter training can be compulsory or optional, short or long-term. Compulsory training is intensive and aims at informing teachers on changes in curricula, books etc.

Institutions of further education can be, according to law:

- I. Schools
- II. The Regional Education Centres (PEK),
- III. Universities.
- IV. Technological Educational Institutions (TEI)
- V. The School for Technical Vocational Education for Teachers (SELETE)
- VI. The Pedagogical Institute (PI)

Types of further education are:

1. Periodic continuing education for permanent teaching staff. This kind of education is optional, normally extends over a period of three months, takes place in a PEK and teachers choose their subject of interest.
2. Special short-term continuing education programmes for all teachers and for those serving in Special Education units are compulsory.

Primary school teachers, who are graduates of Pedagogical Academies and Pre-school Education Academies, in addition to further education, can receive extra training at the Primary School Teachers' Institutes (MDDE), which offers a two-year programme of studies.

In school distance training is also available. Finally, school advisors have an advisory, educational role for the teachers in the area of their speciality in schools of their supervision.

SCHOOL CURRICULA

School curricula vary depending on the level of education and the type of school. Therefore, in orientation schools (Musical, Athletic etc.) teaching hours of "special" subjects are extended. Moreover, All-Day schools or schools with extended curriculum not only provide more teaching hours, but offer more activities and thematic units. In this case, the teacher with the cooperation of the school Association of Parents and Guardians selects the activities and thematic units to be offered.

Furthermore, some basic characteristics of the School Curricula¹ of school year 2000-1 regarding primary, lower and upper secondary schools and Technical Vocational Schools are presented. School curricula of several types of primary

¹ Subjects are categorised according to European Union directives. As far as the content is concerned, *Classical Education* includes Ancient Greek, *Science* includes Physics, Chemistry and Biology, under *Human Sciences* are History, Environmental Education, Geography, Social and Civil Education both in primary and in secondary education. *Other* includes *Home Economy*, *Technology* and *School Vocational Guidance* in lower secondary and *School Life* in primary education.

²schools (one/two-teacher schools, etc.) depend on the total number of teaching hours per subject ³weekly. The first foreign language (English) is introduced in fourth grade at the age of nine. Annual student working time increases by 156 hours from primary to lower secondary school. The increased rate of annual tuition of foreign languages in Lower secondary school is due to the introduction of a second language (French or German). 99% of the students in lower secondary school are taught English as a first foreign language. The relevant rate for French is 80, 7%.

Allocation of annual teaching time in upper secondary schools is uniform for Grade 1 but there are differentiations in Grade 2 depending on the orientation of studies the pupil has selected. Annual working time includes compulsory orientation of each grade (General knowledge subjects as well as compulsory orientation subjects) and elective subjects. Another 53 hours are added should the student wish to attend a second elective subject. Second foreign language in upper secondary schools is included in the elective subjects.

Annual pupil working time in Technical Vocational Schools is allocated to both general and technological subjects for all grades. General knowledge subjects are uniform for all fields of studies and specialties belonging to the fields, while technological subjects vary depending on the field and specialty of each field (from Grade 2 of A cycle of studies).

English as a foreign language is taught in twelve out of fourteen fields of the Technical Vocational Schools, while French is taught in the fields of Beauticians-Hairdressing and Silversmiths-Goldsmiths and Watch-Repairing.

Table 8.1 Compulsory education: Annual teaching time for each subject (2000-01)

Subject category	PRIMARY SCHOOL						LOWER SECONDARY			Total in hours	%
	A'	B'	C'	D'	E'	F'	A'	B'	C'		
Mother tongue	236	236	236	236	210	210	131	105	105	1.705	25
Classical Studies							105	105	105	315	4
Mathematics	105	105	105	105	105	105	105	105	105	945	13
Science					79	79	53	79	105	395	6
Human Sciences	131	131	158	158	132	132	106	106	132	1.186	17
Foreign languages				79	79	79	158	132	132	659	9
Physical Education	53	53	53	53	53	53	79	79	53	529	8
Aesthetics	105	105	79	79	53	53	52	52	52	630	9
ICT							26	26	26	78	1
Religious Education			53	53	53	53	53	53	53	371	5
Others							52	79	52	235	3
Total in hours	656	656	684	763	764	764	920	921	920	7.048	100

Source YPEPTH
Notes

IICT: Information and Communication Technologies

² The curriculum of the six-year primary school was used as the baseline for the calculation of the annual teaching time.

³ Annual teaching time per subject is the daily time allocation multiplied by the days of a school year, which, under normal circumstances is 175. This is the official number used in comparative Eurostat reports on Greece. School recess and breaks are not included in the teaching time.

Table 8.2 Allocation of annual student working time in Technical Vocational Schools, per cycle of studies and subject category (2000-01)

Category of subjects	Cycle A'				Cycles B'	Total in hours of Cycles A' and B'	%
	A' Grade	B' Grade	Total in hours of Cycle A'	%			
	A' Grade				A' Grade		
Mother tongue	53	53	106	6%	53	159	6%
Mathematics	79	53	132	7%	79	211	8%
Science	79	53	132	7%	53	185	7%
Human Sciences	26	26	52	3%		52	2%
Foreign languages	53	53	106	6%		106	4%
Physical Education	26	26	52	3%		52	2%
ICT	26		26	1%	26	52	2%
Religious Education	26		26	1%		26	1%
Total of general subjects	368	264	632	34%	211	843	32%
Total of technological subjects	525	630	1.155	66%	683	1.839	68%
General Total in hours	893	894	1.787	100%	894	2.682	100%

Source YPEPTH

Notes

IICT: Information and Communication Technologies

Environmental Education

As part of the broader concept of Environmental awareness, Environmental Education is included in the schedules of primary and secondary education. In the context of this project 18 Centres for Environmental Education have been established (KPE) and 58 teachers were appointed in charge of Environmental Education in the respective Directorates of Secondary education.

In 2002, a total of 100.000 students and 4.500 teachers participated in programmes of Environmental Education, while 11.000 teachers were trained. International co-operation was promoted on a UNESCO level, as well as on a European Union level aiming at the establishment of awareness on issues of environmental protection.

Table 8.3 Activities of the Centres for Environmental Education (2000-01)

Implementation of EE programmes			Visits in KPE			Networks-Participation			Training in KPE		Training Abroad	
Number of programmes	Students	Teachers	Number	Students	Teachers	Schools	Students	Teachers	Seminars	Teachers	Teachers	
Total	876	26.616	2.457	72	2.138	196	239	5.800	315	64	2.165	25

Source YPEPTH

SCHOOLBOOKS

All schoolbooks for all subjects are available to all pupils, students and teachers each school year free of charge. Each year's schoolbooks may be: revised editions, reprints or new editions.

For all new books a "Teaching Reference Package" as well as the accompanying educational software are required. The contents of a "Teaching Reference Package", depending on the subject are:

- Student's book
- Teacher's book, with additional scientific information, teaching instructions, the curriculum, laboratory specifications, etc.
- Student Workbook
- Laboratory Guide
- Workbook for laboratory exercises
- Conventional audio-visual teaching aids
- Educational software for teaching through multimedia
- Evaluation Tests

Moreover, the Education Research Centre of Greece has published 73 assessment books, which are being used as support material for teachers, for the evaluation of student performance in various subjects.

Table 9.1 Schoolbooks of Primary and Secondary Education in relation to origin and type (2000-01)

	Total of books	Reprinting	Revised Editions	New edition	Authorization for reference books
Kindergarten & Primary school	100	78	13	9	-
Lower secondary school	46	37	3	3	3
Upper secondary	98	15	39	38	6
Total	244	130	55	50	9

Source KEE

Notes

Reference books from the free market are reviewed and approved for use in class in the teaching of foreign languages

Table 9.2 Categories of Schoolbooks in Primary and Secondary Education (2000-01)

	Student's books	Teacher's books	Evaluation booklets- Solutions of exercises	Workbooks- laboratory guides
Kindergarten	2	5	-	-
Primary	37	33	5	18
Lower secondary	46	15	3	3
Unified Upper secondary	98	14	20	8
Total	183	67	28	29

Source KEE

Table 9.3 Assessment books in Upper secondary school (2000-01)

	A' grade	General education	B' grade				C' grade			
			Theoretical	Science	Technological	General education	Theoretical	Science	Technological	Total
Total	14	17	3	5	4	9	8	4	9	73

Source KEE

Table 9.4 Public expenditure on books given to students (1997-99)

Year	Primary education (in million Euro)	Secondary education (in million Euro)	Higher education (in million Euro)	
			Univercities	TEI
1997	7,63	12,2	12,4	0,3
1998	7,63	12,3	15,4	0,3
1999	7,63	12,5	15,3	0,32

Source YPEPTH

SCHOOL ACTIVITIES

Athletic Games

Sports activities and athletic events among schools is a long tradition in the Greek educational system. Recently actions falling under the project "Olympic Education" have been added which are part of the country's preparation for the 2004 Olympic Games. The project includes Physical Education, school sports activities and Olympic education as a cultural event and is directly linked to voluntarism for the needs of the 2004 Olympic Games.

Table 10.1 Pupils participating in school sports games on a prefecture level during school year 2000-01

Pupils	Team sports	Individual sports	Total
Primary	21.294	14.413	35.707
Lower secondary	42.170	18.454	60.624
Upper secondary	52.706	11.787	64.493
Total	116.170	44.654	160.824

Source YPEPTH

Notes Local and municipal school games are not included

Cultural Games

Annual National Student Cultural Games include Classical and Modern Drama, Music, Painting and Dance. They are held in two phases: regionally and nationally.

Table 10.2 Participation of students in the National Cultural Student Games (2000-01)

Drama	Painting	Music	Dance	Total
4.958	9.992	6.185	6.834	27.969

Source YPEPTH

Scientific Games/Competitions

Every year Greek students may also participate in several scientific student competitions taking place outside school and organized by scientific institutions. Student participation data during school year 2000-01 follows.

Health Education and Consumer Education

The projects of Health Education and Consumer Education aim at contributing to the formation of positive student attitudes, behaviour and ways of life through active and experiential learning.

SCHOOL VOCATIONAL GUIDANCE

The institution of School Vocational Guidance (SEP) aims at directing and supporting pupils through the various stages of their personality development as well as providing them with updated and varied information on their educational and vocational options.

School Vocational Guidance (SEP) was initially part of the curriculum of C grade of lower secondary and A grade of upper secondary school but its inclusion in the 1st OPEIVT made its development and advancement possible during the last years. In the framework of this project, 69 Guidance Centres were established (KESYP) throughout Greece, staffed by an Advisor with a Post-Graduate, degree who is responsible for the Centre. Also, 200 offices of School Vocational Guidance (GRASEP) were established, fully equipped with electronic equipment under the supervision of KESYP, with the objective of training and supporting teachers, students and parents, and primarily to promote the guidance counselling within the classroom.

HIGHER EDUCATION

Historical Review

Higher Education in Greece is based on article 16 of the Greek Constitution, legally effective since 1975. In 1982 a major reform took place through Frame Law 1268, concerning Universities. Furthermore, in 1983, Law 1404 established the Technological Educational Institutions. A significant number of laws followed since then, aiming at improving, supplementing and modifying the aforementioned laws in areas of major or less major importance.

Law 2916 provided that higher education in Greece consists of two sectors, the University and the Technological. The university sector includes twenty Universities, both multidisciplinary ones and specialized ones, such as the Technical Universities, the Agricultural University, the Universities of Economics and Business and the Schools of Fine Arts. The technological sector includes fourteen Technological Educational Institutions and the School of Pedagogical and Technical Education.

Table 12.1 Total of Higher Education in Greece (1993 & 2002)

	1993	2002	Variation
Total of admissions in Higher Education	42.000	83.000	+ 97,6%
Rate of participation of ages 18 to 21	27%	58%	+114,8%
Univercities			
Number of institutions	18	20	
Number of Departments	180	237	+31,7%
Number of students admitted per year	22.000	40.000	+81,8%
Number of Post-graduate programmes	51	233	+356,9%
Number of specialities in Post-graduate Degrees	134	517	+285,8%
Number of post-graduate students	-	12.000	
Hellenic Open University			
Number of graduate students	-	6.000	
Number of post-graduate students	-	5.000	
Basic sources			
Number of members of the Faculties and Researchers in service	6.300	9.200	+46,0%
Regular subsidy for functional expenses (in million Euro)	62,2	156,4	+151,4%
Subsidies for infrastructure (in million Euro)	79,2	153,5	+93,7%
TEI			
Number of institutions	12	14	
Number of Departments	127	176	+40,5%
Number of admissions per year	20.000	43.000	+115,0%
Basic sources			
Number of members of Faculty	2.000	2.700	+35%
Regular subsidy for functional expenses (in million Euro)	14,1	80,4	+470,8%
Subsidies for infrastructure (in million Euro)	8,8	57,5	+553,3%

Source YPEPTH: Special Secretary for Higher Education, "Higher Education in Greece in the decade 1993 to 2002", 14 May 2002

Table 12.2 Distribution of Students in Higher Education in general, per Field of Study (1985-2002)

Field of Studies	1985	1990	1995	1998	2002
Human Sciences	8,9	10,6	10,3	9,5	8,4
Arts	1,3	1,6	2,0	1,7	1,9
Law	3,7	3,6	3,2	3,0	2,1
Social Sciences	3,6	4,9	5,5	6,1	6,2
Finance and Business Administration Studies	20,8	23,0	22,0	23,9	20,1
Natural Sciences	4,2	4,9	4,8	4,4	4,2
Mathematics and Statistics	2,4	3,4	3,7	3,2	11,1
Science Technology	17,0	20,2	21,3	19,6	16,6
Architecture	0,4	0,5	0,5	0,5	1,0
Medical and Health Sciences	13,1	10,7	10,8	10,4	9,5
Education Science and Teacher Training	13,1	6,0	4,5	4,7	4,4
Agricultural Studies	8,4	7,9	8,5	10,4	10,1
Physical Education Science	2,6	2,1	1,5	1,5	1,3
Social Services					3,0
Multidisciplinary Specializations	0,5	0,6	1,4	1,1	0,1
TOTAL	100	100	100	100	100

Source YPEPTH

UNIVERSITIES

Universities (*"Panepistimia"*) focus on the advancement and development of science, of art and technology, on the production of new knowledge using basic and applied research. Furthermore, emphasis is on the advanced and holistic, theoretical and applied, as well as on the training of the scientific, the technological and the artistic labour force of Greece.

The Major Constitutional Principles

Article 16 of the Greek Constitution gives full autonomy and academic freedom to the universities. At the same time, the Greek Constitution also refers to the state control upon the Universities, which is carried out by the Minister of Education. The need for state control results primarily from the fact that, again, according to the Constitution, Universities are state-financed institutions. University studies are funded by the state. Financial support of studies extends to academic textbooks, and, under certain conditions, accomodation. Finally, the Greek Constitution stipulates that university education is public and is offered by the state only.

Financing of Universities and Financial Management Issues

As previously mentioned, universities are financed mainly by the state. State financing is provided to the universities in three ways that operate on a parallel basis: The first one directly covers the needs of the universities for personnel salaries, the second one is provided to the universities on a lump-sum basis and aims at meeting their needs for functional expenses, and the third one is provided to the universities on an earmarked basis and aims at covering their capital needs. Universities have to allocate the government funding through setting up their own budget. The budget of each university has then to be approved by the Ministry of Education and by the Ministry of Economics.

Table 12.3 Funding of Universities by the Regular State Budget (in million Euro)

Year	Universities
1999	126,8
2000	137,6
2001	145,6

Source Budget 2000, pg. 87 and Budget 2001 pg. 68

Special Issues for Financial Management

Apart from the aforementioned system of financing and financial management of universities under a more or less strict state control, three other complementary mechanisms of financing exist, aiming at more flexible, effective and efficient financial management. They concern research funding coming from external fund providers together with external funding for entrepreneurial activities or for the supply of highly qualified scientific or technological services provided by the universities either to the public or to the private sector. The above constitute

another significant financial resource for universities, the importance of which depends on the scientific nature of the university and its faculties.

The first mechanism is the research committee of each university, the responsibility area of which is extended to activities much wider than simply research activities. It deals with research funding deriving from external resources.

The second mechanism is the company for the management of the property and the holdings of the university. This is a business-type institution, which belongs to the university and operates under the control of the senate. This company operates in free-market terms and it aims to the better use and the increase of the institution's property and other resources.

The third mechanism refers to the possibility of the universities to establish research institutes associated with one or more of their faculties. These institutes operate under financial management terms independent of the strict state control. The development of research institutes enables universities to systematize their research activities in the relevant fields.

Academic Structure

As stated by the existing frame-law for Greek universities there are four distinct levels of academic structures in the interior of the university. These four levels are as follows:

- Institution
- School
- Faculty
- Sector

Faculties are the principal academic units in each university and they represent a university discipline area. They provide the corresponding graduate degree and they are also the academic units where the posts of the main teaching personnel belong.

Faculties are divided into sectors corresponding to smaller and distinct parts of the major scientific discipline of the faculty, if the faculty's discipline area is adequately wide and if the population of the faculty's main teaching personnel is sufficiently large.

Faculties covering relative discipline areas may constitute a school, which has mainly coordinating responsibilities and authorities to its faculties.

The teaching and research activities of a faculty or a sector may be grouped and concentrated in even smaller operational (not academic) units, the laboratories (or clinics in the case of medicine).

The responsibility for setting up new academic units (universities, schools, faculties, sectors) and for renaming, merging, splitting or closing existing academic units belongs to the Ministry of Education.

Personnel

According to the Greek legislation, the university personnel consist of the following three major categories: a) the teaching staff, b) the administrative staff and c) the special administrative and technical staff.

The teaching staff consists of the following categories: a) the main teaching staff (i.e. staff possessing posts at the levels of professor, associate professor, assistant professor and lecturer), b) the visiting teaching staff (who normally have a PhD but

who collaborate with the university on a temporary and contractual basis), c) the assistant teaching staff (who do not own a PhD or who are preparing their PhD), d) special teaching staff (who do not own a PhD and who are teaching special subjects, such as foreign languages, fine arts or subjects related to physical education), and e) seconded staff supporting the main teaching staff from other sectors in the field of education. In most cases where additional staff is needed, main teaching staff belonging to other faculties of the university covers teaching needs.

The members of the main teaching staff coming from the above-mentioned four levels form a single body. However, only the members of the two upper levels (professors and associate professors) can be elected in permanent (tenured) positions.

The administrative personnel carries out the whole administration of the university both at centralized and at decentralized level.

The special administrative and technical personnel is solely oriented to the direct and close administrative and technical support of the teaching and research activities in a faculty.

Specific reference has to be made on the control exercised by the Ministry of Education on the personnel policies of the universities. There is full autonomy for each faculty as regards the selection of its academic staff of all levels, the determination of the scientific area of each post to be filled, and the planning for human resources. However, the Ministry of Education has the authority to determine the number of posts to be filled every academic year for each faculty and for each university.

Furthermore, the Ministry of Education has the authority to appoint the academic staff selected by the faculties, after having verified that the selection process followed by the faculty in every single case is in accordance with the related legislation; the universities are fully autonomous as far as the academic aspect of the selection process is concerned. The Ministry of Education, though, has complete control over the economic and legal aspect of the selection and appointment procedures.

Table 12.4

Change of number of faculty members and admin/technical staff at the Universities

Academic year	Faculty		EDTP*		DP**	
	Total	Tenured***	Total	Permanent	Total	Permanent
1996-97	9.587	7.593	2.216	2.202	3.351	2.360
1997-98	9.794	7.999	2.200	2.176	3.885	2.713
1998-99	10.038	8.260	1.994	1.937	3.719	2.603
1999-00	10.459	8.027	1.949	1.923	3.560	3.049

Source YPEPTH

*EDTP: Special Administrative and Technical Staff

**DP: Administrative Staff

***Also includes tenured faculty member(DEPs) (Lecturers and Associate Professors under the new regime) together with the scientific associates and assistants not holding a doctoral degree. Special scientists and educators falling under presidential decree 407 are not included.

Decision-Making and Leadership

The leadership and decision-making structure in the above four levels of academic structure is depicted in Table 12.5.

The **rector and the two vice-rectors** are elected as a rectorate triad for a three-year mandate by an electoral body, consisting of 1) all the members of the main teaching personnel of all the faculties, 2) representatives of undergraduate students in a percentage of 80% of the population of category (a), and 3) representatives of all the other categories of personnel in a percentage of 25% of the population of category (a).

The **president of the faculty** is elected for a two-year mandate by an electoral body, consisting 1) of all the members of the main teaching personnel of the faculty, 2) of representatives of undergraduate students in a percentage of 80% of the population of category (a), and 3) of representatives of all the other categories of personnel in a percentage of 15% of the population of category (a).

The **dean of the school** is elected for a three-year mandate by an electoral body, consisting of the electoral bodies for the election of the presidents of all the faculties constituting the school.

Finally, the **director of the sector** is elected for a one-year mandate by the general assembly of the sector.

The **senate of the university** consists of the following members: a) the rector and the two vice-rectors, b) the deans of all the schools and the presidents of all the faculties, c) one representative of the undergraduate students of every faculty, d) two representatives of the postgraduate students of the institution, e) four representatives of all the other categories of personnel and f) six to eight representatives of the main teaching staff belonging to levels other than the level of professor.

The **rectorate council of the university** consists of the rector, the two vice-rectors, one representative of the students of the university and the registrar / secretary general of the university.

The **general assembly of the faculty** consists 1) of all the members of the main teaching staff of the faculty up to the number of 40, 2) of representatives of undergraduate students in a percentage of 50% of the population of category (a), and 3) of representatives of postgraduate students in a percentage of 15% of the population of category (a).

The **governing council of the faculty** exists only in the case of faculties, which are divided to sectors, and consists a) of the president and the deputy president of the faculty, b) of the directors of all the sectors, c) of two representatives of undergraduate students, and d) of one representative of postgraduate students.

The **general assembly of the school** consists of the general assemblies of all the faculties of the school.

The **deanery council of the school** consists of the dean of the school, the presidents of the faculties and one representative of the undergraduate students of each faculty.

The **general assembly of the sector** consists of all the members of the main teaching staff of the sector, of two to five representatives of undergraduate students and of one representative of postgraduate students.

Table 12.5 Academic structure of leadership and decision-making

AUTHORITY	ACADEMIC LEVEL			
	INSTITUTION	SCHOOL	FACULTY	SECTOR
Governance/ Leadership	Rector (+ two Vice- Rectors)	Dean	President (+ Deputy President)	Director
Decision-Making (superior / major)	Senate	General Assembly	General Assembly	General Assembly
Decision-Making (inferior/minor)	Rectorate Council	Deanery Council	Governing Council	
Executive	Rectorate Council	Deanery Council	Governing Council	

Source YPEPTH

Tuition and Studies

The academic year in the Greek universities is organized on a two-semester basis. The courses of the undergraduate study programmes are therefore organized on a semester-basis too.

Each faculty offers the corresponding graduate degree. Furthermore, a graduate degree may hold distinct specializations, if this is allowed or imposed from the discipline of the corresponding faculty.

The responsibility for undergraduate study programmes lies with the faculties, without any kind of interference or control either at institutional level or at governmental level. This responsibility concerns curriculum, credit units and distribution of teaching load as well.

On the other hand, the establishment of postgraduate study programmes offered by the faculties has to be approved firstly by the senate and secondly by the Ministry of Education.

Duration of Studies

Studies leading to a first degree in the Greek universities last at least four years for the majority of disciplines, five years for the disciplines of engineering, for a number of applied disciplines (agricultural engineering, forestry, dentistry, veterinary medicine, pharmaceutical studies) and for the disciplines of arts (music, theatrical studies, fine arts), and six years for medicine.

Postgraduate studies leading to a degree (equivalent to master's degree) last at least one year, while the studies leading to a PhD last at least three years.

Table 12.6 Change of number of University students and graduates (1996-2000)

Academic year	Students	Graduates with 1 st degree	Postgrad (Master's)	Doctoral
1996-97	244.970	22.770	846	745
1997-98	262.554	21.309	1.555	728
1998-99	266.103	21.154	1.354	796
1999-00	276.902	22.784	2.275	1.049

Source YPEPTH (2000), Operational Research and Statistics Branch, Athens

Admission to Higher Education

Admission into higher education in Greece is ruled by the principle of *numerus clausus*. The number of new entrants to be accepted in each faculty of each university every year is determined by the Ministry of Education.

Entrance to higher education institutions (both universities and TEI) is carried out through examinations administered at a national level. The success of the candidates in these examinations and their entrance to a faculty results from a combination of a) their score in the examinations, b) their order of preference to the several faculties and c) the number of places available in each faculty of each institution.

Table 12.7 Students entering Universities (AEI) per Field of Study (2002-03)

Field of Studies	UNIVERSITIES	
	Students	%
Human Sciences	6.575	17,7
Arts	760	2,0
Law	1.670	4,5
Social Sciences	3.625	9,7
Public Relations and Librarians	525	1,4
Finance and Business Administration Studies	5.445	14,6
Life Sciences	735	2,0
Natural Sciences	1.810	4,9
Earth and Environmental Sciences	785	2,1
Mathematics and Statistics	1.645	4,4
Computer Science	3.045	8,2
Agricultural Studies	1.230	3,3
Technology and Mechanic Engineering	2.850	7,7
Architecture and Civil Engineering	610	1,6
Medical and Health Sciences	1.690	4,5
Social Welfare	0	0
Education Science and Teacher Training	3.090	8,3
Physical Education Science	1.020	2,7
Social Services	30	0,1
Security Services	0	0
Specializations not included in Disciplines	0	0
Multidisciplinary Specializations	100	0,3
TOTAL	37.240	100

Source YPEPTH

Table: 12.8 Distribution of Students in Higher Education per specialization in Greece and the European Union

Specialization Grouping	Greece 2002	E.U. 1997
Human Sciences and Arts	10,3	12,4
Law	2,1	6,8
Social Sciences, Finance and Business Administration Studies	26,3	29,4
Natural Sciences	4,2	6,7
Mathematics and Computer Science	11,1	3,9
Science Technology and Architecture	17,6	15,5
Medical and Health Sciences	9,5	10,7

Education and Teacher Training	4,4	8,4
Agricultural, Physical Education Science etc.	14,5	6,2
TOTAL	100	100

Source

Eurydice / Eurostat « Key data on education in European Union », 2000

Notes

Data on Greece prior to 2002 does not include Information Technology percentages from Combined Courses of Study

Table: 12.9 Distribution of Students in Higher Education in general, per specialization grouping, for Greece and UNESCO

Specialization Grouping	Greece 2002
Human Sciences and Arts	10,3
Law, Social Sciences, Finances and Business Administration	28,4
Natural Sciences, Science Technology & Agricultural Studies	43,0
Medical and Health Sciences	9,5
Education and Teacher Training	5,7
Various	3,1
TOTAL	100

Source

OECD "Education at a Glance", 2001.

Notes

1. Data on UNESCO relates to developed countries. Source: "Working Paper for the World Conference on Higher Education", 1998.

2. Data on Greece prior to 2001 does not include Information Technology percentages from Combined Courses of Study

Student Financial Support

Admission and student enrolment in academic education is free of charge. Academic textbooks are given to all students free of charge. In addition, depending on the family income, many students qualify for free room and board.

Scholarship Options

Social assistance to students is limited and consists of a small number of scholarships, grants and financial support through various bequests, and donations by citizens, and private legal entities to students and institutions at all levels of education. The State Scholarship Foundation (IKY) is the official institution that grants students scholarships. IKY scholarships are awarded both to undergraduate students who have excelled in the university entrance exams, and those who wish to do a postgraduate degree in Greece or abroad and have succeeded in the exams taken for that purpose.

TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI)

Technological Educational Institutions (TEI) together with Universities, constitute the Higher Education System in Greece, under the Reformation Law (2916/2001). They are public institutions independently run and self-governed, and special issues are resolved by internal rules in each one of them.

Technological Educational Institutions emphasize on the high quality technological education:

a) They form a connecting link between knowledge and application, further developing the applied spectrum of Arts and Sciences, b) They convey, utilize and develop modern technology, as well as methods, practices and techniques.

In this light, the Technological Educational Institutions combine the development of the appropriate theoretical background with laboratory and practical training of high quality, while at the same time, conduct mainly technological research. They also develop technical knowledge and innovation in the respective professional fields.

Table 12.10 Students entering Technological Educational Institutions (TEI) per Field of Study (2002-03)

Field of Studies	TEI	
	Students	%
Human Sciences	0	0
Arts	690	1,7
Law	0	0
Social Sciences	0	0
Public Relations and Libraries	670	1,7
Finance and Business Administration Studies	10.270	25,1
Life Sciences	0	0
Natural Sciences	0	0
Earth and Environmental Sciences	0	0
Mathematics and Statistics	0	0
Computer Science	3.980	9,7
Agricultural Studies	6.660	16,3
Technology and Mechanic Engineering	10.100	24,7
Architecture and Civil Engineering	190	0,5
Medical and Health Sciences	4.615	11,3
Social Welfare	1.065	2,6
Education Science and Teacher Training	340	0,8
Physical Education Science	0	0
Social Services	2.300	5,6
Security Services	-	-
Specializations not included in Disciplines	0	0
Multidisciplinary Specializations	0	0
TOTAL	40.880	100

Source YPEPTH

**Table 12.11 Funding of Technological Educational Institutions by the Regular State Budget
(in million Euro)**

Year	Technological Educational Institutions & KEMEDI*
1999	56.6
2000	63.6
2001	68.7
2002	87.0**

Source

Budget 2000, pg. 87 and Budget 2001 pg.68

Notes

* KEMEDI = Centre for Translation and Interpretation

** approximately

Administration

The Administrative Sector for Higher Technological Education in the Ministry of Education includes various sections, which are engaged in the following activities:

- a. The Programmes and Studies Section that establishes the Technological Educational Institutions' (TEI) departments, programmes of studies, professional rights, textbooks.
- b. The Faculty Section, which and deals with issues of educational personnel.
- c. The Administrative Personnel Section, which sees to matters regarding the Administrative Staff (DP) and the Special Technical Staff (ETP).
- d. The Administrative Affairs Section which deals with admissions, student transfers, administrative issues, and student welfare issues.
- e. The Economic Section of Higher Technological Education at the Financial Affairs Directorate deals with budget issues and allocation of funds.

Research

Several research projects are under way in co-operation with other Technological Educational Institutions, Departments, Faculties and Research Centres.

Students

Applicants to TEI must have successfully completed upper secondary education and passed the higher education entry examinations. Graduates of Technical Vocational Schools, take different entry examinations from graduates of mainstream schools. All TEI have an admissions quota, meaning that the number of first-year students is limited. Duration of studies is four years.

Table 12.12 Number of Students in TEI per prefecture for 2001

TEI		Total of enrolled students		First year students		Graduates 2001		Total graduates up to 2001	
		Total	Female	Total	Female	Total	Female	Total	Female
1	Athens	28.898	17.458	5.400	3.291	2.506	1.610	33.010	22.658
2	West Macedonia	12.938	5.724	3.520	1.637	530	262	4.893	2.114
3	Epirus	8.217	5.120	2.526	1.570	264	214	3.005	2.538
4	Thessaloniki	20.379	11.379	4.585	2.494	1.606	1.007	21.683	13.891
5	Kavala	8.110	3.165	1.988	767	393	196	4.506	1.830
6	Kalamata	5.071	2.856	1.615	817	215	151	864	599
7	Crete	13.487	6.363	3.282	1.434	501	317	8.273	4.567
8	Lamia	5.084	2.136	1.550	655	247	147	2.624	1.400
9	Larissa	16.070	7.679	4.072	1.843	862	569	12.745	6.503
10	Messologi	4.982	2.238	1.552	703	222	129	3.059	1.602
11	Patra	13.161	7.198	3.128	1.600	754	469	12.887	7.268
12	Pireus	14.330	4.646	2.483	710	1.034	429	10.802	3.909
13	Srres	7.334	3.368	1.907	761	400	214	4.254	2.172
14	Chalkida	7.867	2.856	1.663	515	429	199	4.766	2.003
Total		165.928	82.186	39.271	18.797	9.963	5.913	127.377	73.054

Source YPEPTH

Table 12.13 Change of number of students/graduates and teaching/administrative staff at TEI (1996-2000)

Academic Year	Students	Graduates	Tenured Faculty	Contract Faculty	Auxiliary/Admin. Staff
1996-97	101.206	8.623	2.456	4.100	1.399
1997-98	109.211		2.489	4.350	1.531
1998-99	116.106	9.452	2.593	4.490	1.512
1999-00	129.683	9.301	2.636	5.050	1.488

Source

YPEPTH (2000) Operational Research and Statistics Branch, Athens

Notes

For years 1998-99 and 1999-2000 students of ASETEM-SELETE are also included (1.205)

Institutions and Personnel

The academic status of the teaching personnel is: Professor, Associate Professor, Assistant Professor, and Teacher of Technological Applications. There are also foreign language teachers, teachers of Physical Education and professional experts of various fields and qualifications. A PhD is required for the three first levels and a Master's degree for the Technological Applications' level.

Professors and Associate Professors are elected on a permanent basis, while Assistant Professors and Applications Teachers acquire tenure after a three-year successful service.

To cover special teaching and research needs temporary staff may be employed on a contractual basis, initially for one academic year, with the possibility for extension for a further two years. The number of permanent teachers in all kinds of positions is 2.578, of which 788 are females, that is, 30% of the personnel.

Student Financial Support

Admission and student enrolment is free of charge. Academic textbooks are given to all students also free of charge. In addition, depending on the family income, many students qualify for free meals. Especially, the students who are in a difficult financial position or are faced with serious family problems are subsidized with a specific amount of money, as a grant for the renting of a house if places in the special University Halls of Residence are not available. In all means of public transport there is a special student fare, which is a provision of the Ministry of Education. Students are also entitled to discounts for entry in museums, theatres, art galleries and special cultural events.

Scholarship Options

The State Scholarship Foundation, both in undergraduate and postgraduate level, grants scholarships to students of the TEI. Post-graduate programmes of study are submitted by TEI in co-operation with Greek and foreign universities.

ADULT EDUCATION

Life-Long Education is considered a priority in the planning of the educational policies of most countries in the European Union. In this context, great emphasis is put on Adult Education, which aims at the development of the competences of literacy, numeracy, ICT skills, entrepreneurship, cultural studies, personal development and social literacy.

Thus adults are trained, while actions towards the acquirement of the necessary skills for social and vocational development, Environmental Education and the improvement of the access of women in the labour market are in process. These actions include Distance Learning, implemented by the Hellenic Open University (EAP) in order to give access to more adults to graduate and post-graduate studies.

Table 13.1 Number of applicants and admitted students to the various study programmes of the Hellenic Open University (EAP) (2000-01)

	Applicants/Admitted 2001		
	Number of applicants	Number of admitted	% of admissions to applicants
Total of post-graduate students	22.247	2.160	9,7
Total of graduate students	27.041	3.340	12,4
General total	49.288	5.500	11,2

Source Internal evaluation Unit of the Hellenic Open University

Notes

For admission into academic year 2000-03 there were in total 44.000 candidates for 5.560 positions (in addition to 57 positions for Special Education Needs persons) for graduate and post graduate programmes of study of the Hellenic Open University

Workshop 2

Quality Education and Social Inclusion

1. In your opinion what are some of the dimensions of social inclusion that should be taken into account in educational policy making?

Intercultural Education

Participation

- Provision of equal **access**: ensure that different social groups are the beneficiaries of the educational system and infrastructure.

Respect of diversity

Curriculum

- Human rights education

School environment

- Tolerance
- Conflict management

- Individual aspects

Skills and knowledge

- special talents, interests etc.
- gaps of knowledge

2. What are some of the new emerging barriers to inclusion and which groups of children and youth are considered the most vulnerable?

Denial of difference by the decision makers : the concept that everybody is the same which leads to the implementation of equal rights without taking into account the specific needs of the group in question.

Vulnerable groups

children from :

- different cultural background
- deprived social-economic background
- women from “ traditional families”
- immigrant 's families

Family attitude and mentality : Many parents from vulnerable groups , have the fear that by exposing their children to schooling their children will adopt new attitudes which might lead to them rejecting their cultural identity; such as their old traditions or lead them to a different lifestyle.

3. What are some creative and innovative measures that have been taken to overcome barriers to educational inclusion?

Examples of good practice in Greece

- Roma children

The Ministry of National Education and Religious Affairs has run since 1997 a programme, co-financed by the EU and the State, for the education of Roma. The programme is being continued, and funds have been secured for up to the year 2006. Professionals (educators at all levels, psychologists, social workers, etc.) are implementing the programme, which aims at ensuring school attendance of all Roma children, and thus enabling their social inclusion. The programme's central idea is to secure every child's right to high quality easily accessible education offered in an educational system that can meet every single child's specific educational needs in the least restrictive environment, while respecting the child's diversity.

Educational aims and contents valid for non-Gypsy children are constitutionally considered to be valid for Roma children too. Nevertheless developing special curricula and textbooks would contradict the principle of unitary education and educational inclusion of children coming from specific socio-cultural backgrounds. Additional material is preparing to cope with deficits and gaps in school knowledge and school related skills due to either delayed access to the school or to irregularities in school attendance linked with underachievement.

Moreover, the "student transit card" was established by the Ministry of Education and Religious Affairs to fit the needs of students who follow their family's moving habits. This card allows the competent authorities to enrol the student in the school anytime during the year and to keep track of his/her transcripts and record; more importantly, it encourages the student to continue attending school at his/her new place of settlement.

In addition, counselling services are being offered both to students and to their families. There are schools for Roma parents to provide consultation and facilitate mediation between the schools and Roma families in order to emphasize the value of schooling and education as well as to strengthen the ties between the Roma and the school community at large.

There are also Pedagogic Support Centers for the induction classes which operate in many schools and are organized by university research teams.

These services result in informing the Roma people on their rights and responsibilities towards the State and, at the same time, they encourage contact with local authorities and public services for issues they are concerned with. Further, they highlight the importance of reaching high standards of hygiene in every day life, and acknowledging health and education as two extremely important aspects for their own and their children's future. Specific advice is given on how to support the children at home, when coming back from school, and on how to keep in contact with the schoolteachers.

The Roma community is being approached with respect to their cultural identity. Music, which is a focal point in their life, is viewed as a means to enhance their background and to facilitate instruction and / or communication. Through the “Education of Roma” Programme, four music labs have been created, where Roma students are taught traditional music.

Awareness programmes that target local community, authorities and parents of non-Roma students aim first at securing acceptance and welcoming of Roma children and parents in the educational or local environment by raising respect and appreciation for the different, and second at facilitating the integration of the Roma into school and society.

In parallel with the “Education of Roma” Programme, the State funds preparatory classes for the Roma children who have been out of school for a while or those who had never attended school. The aim is to keep pupils in these separate classes (which operate within the school building) for as short a period of time as possible, until they have reached the level of education they need in order to be able to attend the regular class they should be in.

All practices and measures mentioned above focus on Roma education. However, because Roma are viewed as part of the overall student body in Greek schools, all steps and practices that are implemented to enhance school attendance and to prevent dropouts target the Roma school-aged population, as well. Thus, it is obvious that Roma students benefit from such practices and from projects and programmes that run in schools and focus on thematic areas, such as Health Education, Counselling, Vocational Education, Environmental Education, etc.

- Children of immigrants

The Greek State, unlike other European countries, has taken measures and provides unrestricted access to education even for children of illegal immigrants. This fact reflects the positive attitude of the State, and consequently that of the Greek society too, towards tolerance, acceptance of diversity and the promotion of equal opportunities even for specific groups which do not have legitimate protection.

- The religious Muslim minority

The Greek Ministry of Education in accordance with the Lausanne Treaty , has established 232 schools. 219 of them function and the total number of students in Primary Education is 6.864.

The State encourages the school attendance of Muslim minority children by all means and has introduced the institution of supporting teaching for all subjects as well as teaching of Greek language.

Additionally through the positive discrimination policy with the establishment of a 0.5% percentage of guaranteed access to Tertiary Education for the Muslim minority students has increased the number of students attending Senior high schools in Trace .

In order to ensure adequate staffing for the needs of the multicultural aspect in education the Greek Ministry of National Education has offered in-service training programs entitled “ Education for Repatriated and Foreign Students”. Within the framework of this program from 2002 until the present, 2.538 teachers of Primary Education, 2.100 teachers of Secondary Education and 530 School Advisors and Head Masters have been trained.

As far as the Muslim minority education is concerned, 4 compulsory and 8 optional in-service training seminars attended by 350 teachers have been offered by the State during 2002-2004 (recent data) .

- *Children in Rural Areas and Children of low-income families*

Because of the limited number of young people in certain remote areas, schools may not be as close to the child’s domicile as they would otherwise be. In such cases, the State provides for transportation of the student to and from the school. This provision may be in the form either of a bus that transports students, or of a taxi that is paid by the State, or of money that is given to the parents to privately transport their child, if they choose to do so. In order for transportation to be provided, students of primary education must live at least 1200 meters away from the school, gymnasium students must live at least 2.500 meters away, and for lyceum students that distance must be at least 4.000 meters.

Students that live away from school in remote areas, as well as students from families of low income may reside during the week free of charge in State hostels. The State owns 32 hostels for students of primary and secondary education, which are located in different areas of the country. Students who live in them are chosen on the basis of socio-economic criteria. In the school year 2001-2002, 1.246 students live in hostels, where food is provided also free of charge.

Similarly, there are 16 University Residences hostels for students of Tertiary Education, who are chosen in the same way. In 2001-2002, 7.940 such students are offered free food and accommodation in the hostels. Except for the live-in students, free food is offered to an additional 4.772 students at all levels of education on the basis of socio-economic criteria. There are also other University Residences hostels at the Tertiary Education level, which are operated upon the University budgets, and, therefore, no relevant data are available.

When siblings are admitted to Tertiary Education Institutions in different cities, they are transferred to the same institution which is that closer to their family’s place of domicile. The purpose of this policy is to save upon the family budget.

The Institute for State Scholarships offers every year scholarships for undergraduate and graduate studies. Candidates are chosen on the basis of their academic performance (either by taking an exam or by considering their grades).

The rapid development of distance education programs and educational technologies in Greece makes education accessible to literary every part of the country.

UNESCO International Conference on Education

“Quality Education and the Key Role of Teachers”

I. A brief context of EU sponsored educational reforms and the challenges facing the professional development of teachers.

Greece is continually modernizing its education system, not only as a response to the common European goals but also because of the government's wider policy to implement the latest trends and innovations which enhance the educational system.

Present social, political and economic changes in a multiculturally enriched Europe as well as the radical scientific and technological developments demand reforms in the knowledge and skills of individuals as well as their understanding and appreciation of the others.

Within this context the role of education is crucial and vital. Moreover the role of teachers represents the very core of any well-founded educational system and policy.

The aim of schooling is to enable pupils to develop the skills and attitudes to meet the new challenges of the 21st century. This can only be achieved by reinforcing the teaching profession.

Therefore, certain aspects should be taken into consideration:

- Social cohesion and European citizenship awareness should be maintained
- A spirit of co-operation as well as of personal and collective responsibility should be promoted
- A critical attitude towards new information and communication technologies should be developed
- The methodology in cross-thematic teaching should be improved
- Initial and in-service training should be ensured

The above-mentioned dimensions also constitute the orientation for the European Community Education policy. According to the Lisbon Summit in 2000, by 2010 the EU should be “*the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion*”. Achieving this goal requires a well planned and well executed, coordinated, education policy. On the basis of the Member States' contributions, the Commission and the Council set out 3 strategic goals and refined 13 associated objectives for the future. It is not accidental that the first axis – “*Improving and training for teachers and trainers*” - of the first goal includes the training of teachers. The European policy makers have realized that teachers are the core of this reformative and competitive process. Teachers and trainers become guides, mentors and mediators in a society characterized by competitiveness,

fluidity and the abundance of information and quick rejection of knowledge. They no longer function within narrow national limits but have to offer education to youngsters who will be citizens of supranational unions such as the European Union, who will possibly live and work in countries other than their own and will change profession many times in their lives. Simultaneously, teachers have to adapt in a process of life-long training so that they will be able to respond to ever-changing, social-economic conditions and secure employment and professional development.

Following work at the Lisbon, Stockholm and Barcelona European Council meetings a set of objectives for the education and training system of Europe were agreed upon, together with a detailed work program. It is noteworthy that the first of the associated objectives was “Improving education and training for teachers and trainers”. Among the key issues set out were:

Providing the conditions which adequately support teachers and trainers as they respond to the challenges to the knowledge society, including thorough initial and in-service training in the perspective of lifelong learning and securing a sufficient level of entry to the teaching profession, across all subjects and levels, as well as providing for the long-term needs of the profession by making teaching and training even more attractive. (Council of European Union Educ. 27, 6365/02).

This is the first time that teaching has been highlighted in this way in EU policy statements and it reflects a new concern across the member states to take action in support of the profession.

Greece, as a member of the European Union, is rapidly moving in this direction. During the Greek Presidency the “Training of Teachers” was the main subject of Ministerial and other Educational Actors’ Meetings. Outstanding meetings were the Informal Council of European Ministers in Athens (1-2 March 2003), the Meeting of the European Ministers and the Ministers of South-East Europe in Nicosia (27-28 June 2003) and the Conference concerning “Quality of Education – Teachers Professional Training and Development”, which took place on 2nd –3rd June 2003 in Athens.

II. Greek policies concerning the “Training of Teachers”

The Ministry of National Education and Religious Affairs (MNERA), while aiming at the continuous improvement of the quality of education, acknowledged the importance of teachers’ in-service training. During the last years, the quantity and quality of teachers’ in service training and professional development increased significantly. Teacher’s in-service training positions available increased, providing training courses related to ICT’s, Health education, Environmental education, Vocational Guidance and School Library Management. However, the large number of different programs and the need for coordination was the motivating factor that led to the establishment in 2003 of a new organization “**The Organization of In-Service Training of Teachers**” (OEPEK).

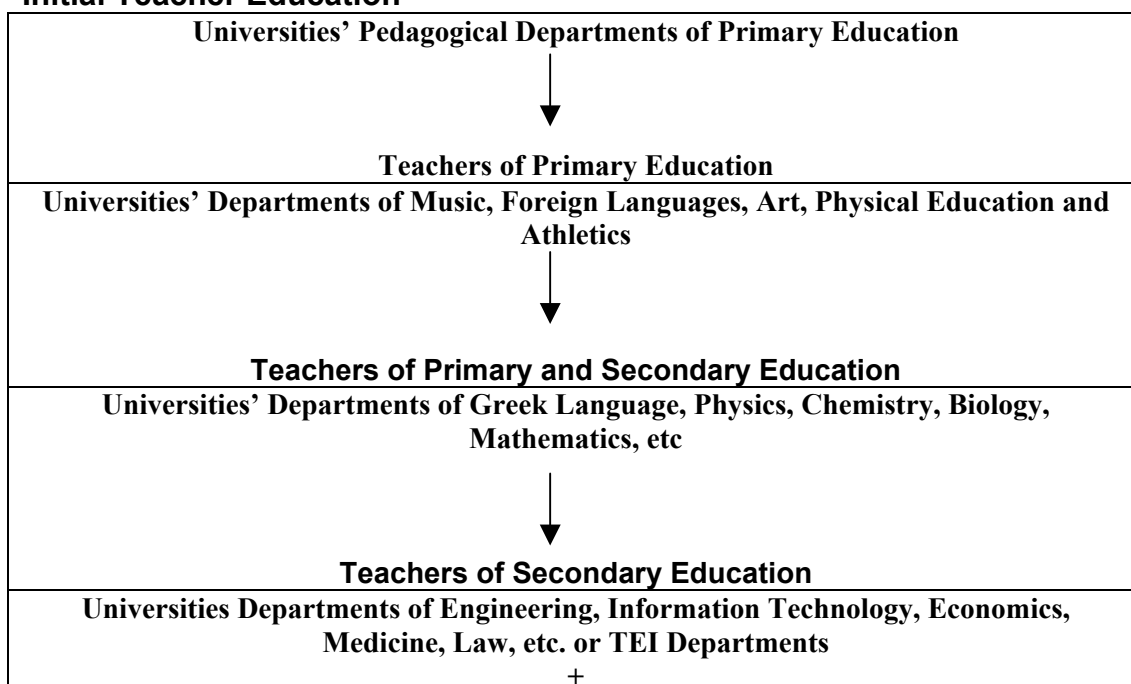
Initial Training

Initial training for teachers of Primary and Secondary Education is offered exclusively by Universities and lasts four academic years.

Teaching Staff

Currently, teachers are appointed in public schools after succeeding in highly competitive, state-controlled examinations. The final results take into consideration other qualifications as well, such as the degree’s grade, post-graduate studies and previous teaching experience. Furthermore, a certificate of pedagogical and teaching proficiency, issued by Universities, is required for hiring.

Initial Teacher Education



**A Certificate of Pedagogic Training
offered by**

- i) The Higher School of Pedagogical and Technological Education (ASPAITE)**
- ii) Universities' Departments of Greek Language, Mathematics, etc**
- iii) Universities' Pedagogical Departments of Primary Education**
- iv) Postgraduate Degree in education Studies**

Institutions offering teacher training are, according to law:

- i. Regional In-Service Education Centers (ΠΕΚ)
- ii. Universities
- iii. Technological Educational Institutions (TEI)
- iv. The School for Technical Vocational Education for Teachers (ASPAITE)
- v. The Pedagogical Institute

Pre-service Education

Pre-service training for teachers who are employed by the state is compulsory and is offered by Regional In-Service Education Centers. Training is under the aegis of the newly established **Organization for In-Service Training of Teachers (www.oepek.gr)**

The teacher training takes place in three phases lasting 100 hours in total.

The following topics are covered:

- Educational Administration, Pedagogic/Didactic Methodology of the various subjects, Environmental Education, The Flexible Zone, Cross-Cultural Education, Implementation of New Technology (60 hours)
- Practical Teaching-Model Teaching (30 hours)
- Student Assessment-Evaluation (10 hours)

In –service Training/ Professional Development

Initial training of teachers is compulsory. They may, however, undergo additional in-service training. The latter can be **compulsory** or **optional, of short or long term**. Compulsory training is intensive and aims at informing teachers of changes in curricula, books etc.

- i. Primary School Teachers, who are graduates of Pedagogical Academies and Pre-School Education Academies before the 90's, in addition to Further Education and professional development, can receive extra training at School for Training Teachers (didaskaleia). These Schools provide a two-year study programme for teachers who have at least 5 years of experience. Entrance to these programs is gained through examinations. Teachers can also up-grade their two-year diplomas to University degrees following two- year courses at the Universities.
- ii. Periodic further education for permanent teaching staff is optional and normally extends over a period of three months, this is offered by Regional In-Service Education Centers. Teachers choose their subject of interest. During the academic year 2000/1 there were 16 Regional In-Service Education Centers with 214 programs. 5578 teachers from public schools and 131 from private schools participated and were taught by 767 trainers.

- iii. Special short-term Further Education programs, seminars and other activities organized by school advisors for all teachers and for those serving in Special education units are compulsory.
- iv. Short – term programs for professional development based on national initiatives, funded by the Community Support Framework as well as European Programs (Comenius, Leonardo) concerning intercultural education, ICTs, all day school, teacher mobility are run. Some of these programs are organized by the professional organizations of teachers such as the Association for Science Education, Association of Teachers of Greek Language, Association of Physicists, Chemists, etc and by Research Centers of Teacher’s unions (IPEM, Centre for Research and Documentation of OLME - KEMETE)

All programs for teacher professional development will be coordinated and supervised by the **Organization for In-Service Training of Teachers (www.oepek.gr)**.

The need for renewed teaching skills

During the last years, important steps have been made towards improving teachers’ in-service training. More specifically, both compulsory and optional programs have been developed lasting from six months to two years. 98.792 in-service training positions were available between 1996-2001, while in 1993 the respective number did not exceed 5.000. Furthermore, recognizing the importance of ICT in the economy and society in general, MNERA has already provided relevant in-service training for 76.000 teachers

In particular, during the 1998-2000 period:

- ✓ 587 teachers were trained in counseling and vocational guidance
- ✓ 3900 teachers were trained in health education
- ✓ 450 teachers were trained in school library management

In service-training of Primary and Secondary Teachers

Training Programs	Trainee Teachers of	Total
Intensive Compulsory Training Programs (1996-97 and 1999-2000)	Eniaio Lykeio and TEE	• 36377 teachers
Intensive Optional Training Programs	Primary and Secondary education	• 37.260 teachers
Six – month and Yearly Training Programs	Secondary education	• 1.666 teachers • 49 librarians
Issues of Health Education, Counseling and Vocational Orientation	Primary and Secondary education	• 4.327
Two-year Training in University Training Centers (1998-2001)	Primary education	• 1.1.72 teachers • 448 Kindergarten school teachers
Upgrading of academic qualification	Two-year graduates of primary education	• 17.582 teachers
TOTAL		98.792

Source: YPEPTH (MNERA)

III. Profile of the teaching profession

If the educational reform for the knowledge society is to be realized, it is essential that greater priority should be given to the teacher in strategic planning. Different aspects of the teaching profession need to be regarded in an inter-connected, integrated and systemic way so that a restructuring can be fostered to meet the needs of a new era. National governments need to take action in relation to their national responsibilities. While some countries have been neglectful or tardy in facing these issues, there is now a greater political realization of the centrality of educational reform to the future well being of nations.

Arising from these discussions the OECD embarked on a major study entitled “Attracting, Developing and Retaining Effective Teachers”. The purpose of the study is to provide policy-makers with information and analysis to assist them in formulating and implementing teacher policies leading to quality teaching and learning at a school level. The activity has several objectives:

- To synthesize research on issues related to policies concerned with recruiting, retaining and developing effective teachers,
- To identify innovative and successful policy initiatives and practices,
- To facilitate exchanges of lessons and experiences among countries,
- To identify policy options.

The approach adapted is a comprehensive one, involving a range of inter-connected factors from teacher recruitment to teacher retirement.

Greece has already taken measures for the recruitment of teachers and has implemented an efficient training system for developing effective teachers.

Unlike other European countries, in Greece there is a constant high supply of teachers in all sectors of education. This can be explained by the high degree of security, the set salary structures and promotion opportunities that the Greek teachers are offered. Teachers who work in public schools are civil servants and thus enjoy tenure, automatic promotion, educational leave, health insurance and good overall working conditions. Furthermore, for the period between 1990 and 2003, there was an increase of 22,5% in the number of teachers employed, leading to a small teacher-student ratio in all levels of education. These facts, along with high rates of unemployment in other sectors, account for the constant high supply of teachers. As a result, the problem of teacher shortage, observed in many European countries is non-existent in Greece. On the contrary, there is a high demand for places in the Pedagogical Departments of Universities.

In our previous remarks we mentioned all the innovative initiatives we have adopted in our educational system which lead to the reinforcement of the professional development of teachers and to the improvement of the quality of schoolwork.

Furthermore, Greece has already funded, multilateral school partnerships and teacher exchanges integrated in different school programs (e.g. Olympic Education, Environmental Education, Health Education etc.) whose impact was the synchronization of the Greek educational system with other member-states' educational structures, the unification of the knowledge and the co-operation of all members implicated in education.

Last but not least substantial both research and training work is being done by the OLME's (Greek Federation of State School Teachers of Secondary Education) Study Center. Teachers' association help in formulating and implementing policies is a sine qua non practice, which the MNERA embraces.

Thus, at the dawn the new century there is encouraging evidence which reveals that the key policy agents are now taking a serious view of the problems which exist with a view to taking remedial action to equip the teaching profession in order to fulfill its demanding role in relation to the new educational agenda. Only time will tell how successful these efforts will be. Thus it is crucial for the well being of future societies that they are successful.