

European Commission
Directorate-General for Economic and Financial Affairs
Economic Policy Committee

**Efficiency and effectiveness of public
expenditure
on tertiary education in the EU**

**ANNEX : COUNTRY FICHE
GREECE**

**Joint Report by the Economic Policy Committee
(Quality of Public Finances)
and the Directorate-General for Economic and Financial Affairs**

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Brief characterization of the tertiary education system

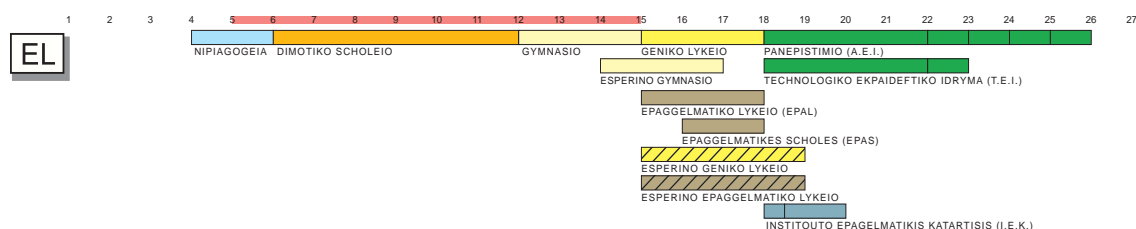
1. Introduction: structure and Levels of Education System

Greece is in the far south end of mainland Europe and covers an area of 131 957 square kilometers. The country's permanent population numbered 11.213.785 inhabitants in 2008

POPULATION					
	1991	2001	2006	2007	2008
TOTAL	10.192.911	10.931.206	11.125.179	11.171.740	11.213.785
15-19	763.480	728.812	597.987	588.416	584.733
20-24	782.931	836.252	731.522	702.130	668.939
25-29	712.526	846.238	834.962	834.962	821.124

According to article 16 of the Greek Constitution, education is a fundamental mission of the State, aiming at the moral, intellectual, professional and physical education of the Greeks, the development of national and religious consciousness and the formation of free and responsible citizens.

Organisation of the education system in Greece, 2008/09



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure – ISCED 1 + ISCED 2 (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels: ISCED 0 ISCED 1 ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

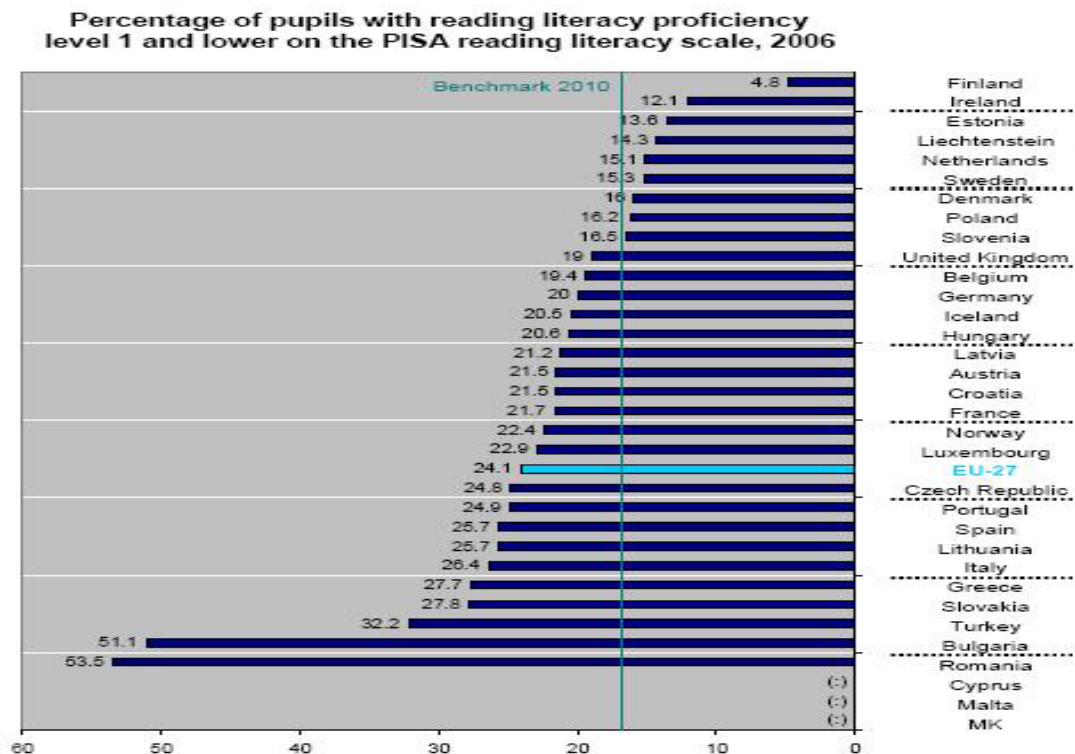
Source: Eurydice.

Education is provided in three (3) levels:

- Primary Education: This includes Nipiagogeio (Pre-primary School, ages 4-6) and Dimotiko Scholeio (Primary School, ages 6-12).
- Secondary Education: This includes Gymnasio (Lower Secondary School ages 12-15), Geniko and Epagelmatiko Lykeio (General and Vocational Upper Secondary School), as well as Epagelmatikes Scholes (Vocational Education Training Schools / EPA.S ages 15-18)
- Higher Education, which includes Panepistimia (Universities) and Technologika Ekpaideftika Idrymata (Technological Education Institutions) and The School of Fine Arts (ASKT) (ages 18-22/24).

Attendance of the upper Secondary Education School is not compulsory and the duration of studies is three (3) years for General (Genika) and Vocational Lykeia (Epagelmatika) – and four (4) years for Evening (Esperina) General and Vocational Lykeia.

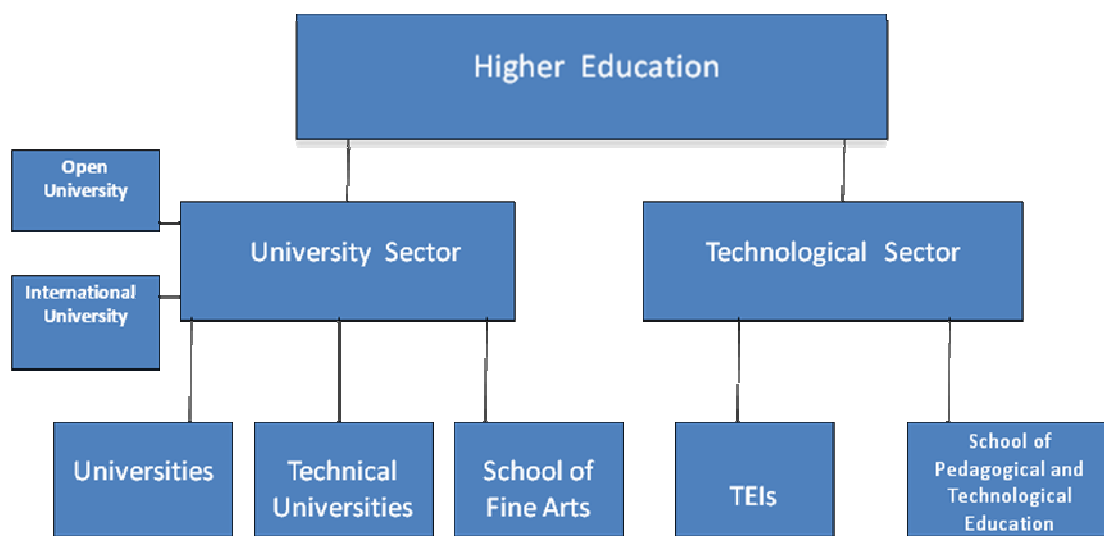
The training provided by the I.E.K. (Vocational Training Institutes) is considered Formal but it is not assigned to any educational level, and the institutes belong to the category of Post-compulsory Secondary Education.



2. Main features and structure of institutions and funding arrangements

According to Article 16 §5 of the Greek Constitution, Education at university level shall be provided exclusively by institutions which are fully self-governed public law legal entities. These institutions shall operate under the supervision of the state and are entitled to financial assistance from it; they shall operate on the basis of statutorily enacted by-laws.

Higher Education Structure



Tertiary education in Greece is provided free of charge (exceptions apply with regard to specific post-graduate programmes, the Hellenic Open University and the International Hellenic University).

The Greek higher education system comprises two parallel sectors: the *University Sector*, which consists of Universities, Technical Universities and the School of Fine Arts, and the *Technological Sector*, which consists of Technological Education Institutions and the School of Pedagogical and Technological Education. Higher education institutions are self administered legal entities under public law, and are financed and supervised by the Greek Ministry of Education, Lifelong Learning and Religious Affairs.

In Greece there are 24 universities and 16 Technological Education Institutions. Universities offer all three cycles of studies that is, undergraduate, postgraduate and doctoral study programmes. TEIs offer undergraduate programs and award Bachelor's degrees.

DURATION OF STUDIES					
	1-2 years	3 years	4 years	5 years	6 years
HEIs Undergraduate Courses			X		
Engineering				X	
Architecture				X	
Agriculture				X	
Pharmacy				X	
Veterinary				X	
Dentistry				X	
Arts				X	
Medicine					X
Postgraduate courses	X				
Doctoral studies		X			

Undergraduate Study Programmes

Most of the undergraduate HEIs programmes are structured in eight semesters (four years and 240 ECTS credits) which are fully compatible with the Bologna Process and are free of charge. The exception from this rule applies to certain studies like engineering, architecture, agriculture and environmental studies, the arts, veterinary, dentistry, and pharmacy, where the cycle lasts ten semesters (360 ECTS credits) and medicine, where the first cycle lasts twelve semesters (360 ECTS credits). Every semester includes at least thirteen full teaching weeks and a relevant number of weeks for exams.

Postgraduate Studies

Universities bear full responsibility for the organization and operation of postgraduate programmes with duration 1-2 years (60-120 ECTS). The approved postgraduate study programmes which operated in Greek universities reach 477. Some of these programmes are the result of the cooperation between Greek and foreign universities. Thirty –two (32) from the above postgraduate programmes operate in consortia between Technological Education Institutions and Greek universities. In addition, there are twenty-two (22) postgraduate study programmes from consortia between TEIs and foreign Universities.

Doctoral Study Programmes

Doctoral programmes last for a minimum of three years. All doctoral programmes require a written thesis that is publicly defended in front of a committee that consists of seven academic professors. ECTS credits are not obligatory in measuring workload in doctoral studies.

Joint Study Programmes

Since 2004, the Greek legislation has offered the potential for the establishment of common postgraduate study programmes between Greek and foreign universities.

SOME STATISTICAL DATA

		UNDER GRADUATE COURSES	POST GRADUATE COURSES	UNDER GRADUATED STUDENTS	POST GRADUATE STUDENTS	DOCTORAL STUDENTS	TOTAL STUDENTS
UNIVERSITIES	24	274	477	(211.409) ¹ 369.219	43.347	36.469	449.035
TEIs	16	212	22	(117.991) ¹ 239.682	0 ²	0	239.682
TOTAL		486	499	(329.400)¹ 608.901	43.347	36.469	688.717

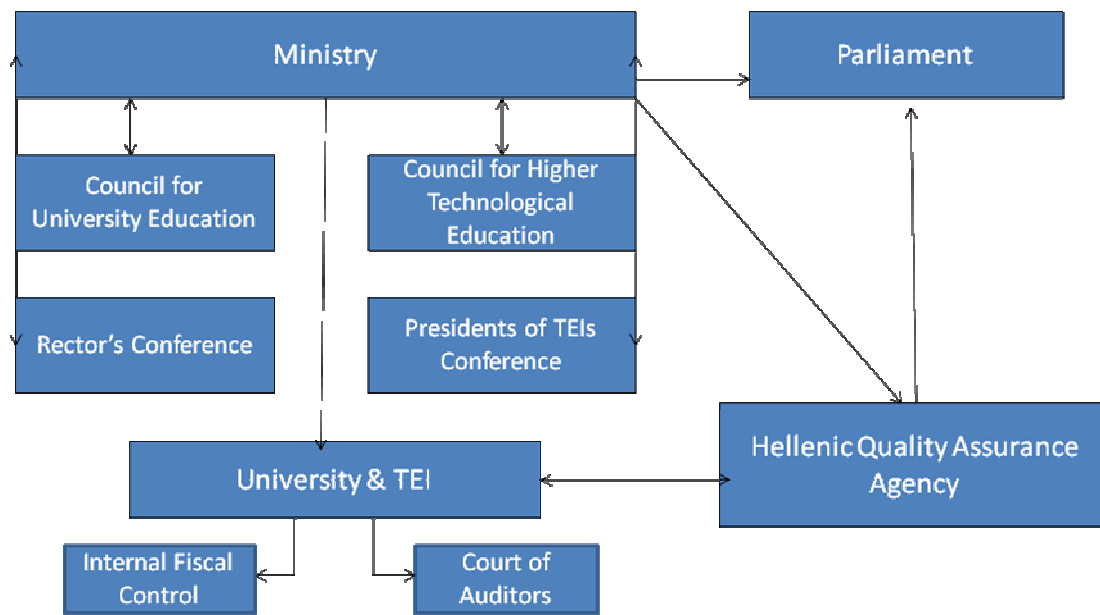
¹ regular students

² in consortia between TEIs and foreign Universities

TERTIARY GRADUATES BY ISCED LEVEL 2000-2007

	Number of tertiary graduates per 1000 population aged 20-29/25-34			
	ISCED 5 and 6 (/population 20-29)		ISCED 6 only (/population 25-34)	
	2000	2007	2000	2007
EU-27	43e	59	1.1	1.3
Belgium	51.4	78.7	0.8	1.3
Bulgaria	38.1	45.0	0.3	0.6
Czech Republic	22.4	51.2	0.6	1.5
Denmark	54.0	81.8	1.0	1.6
Germany	31.0	38.5	2.1	2.4
Estonia	34.0	62.4	0.6	0.8
Ireland	70.4	78.9	0.9	1.4
Greece	:	40.0	:	1.6
Spain	39.5	43.2	0.9	1.1
France	64.3	76.7	1.2	1.3
Italy	24.8	38.0	0.4	1.5
Cyprus	28.6	33.9	0.1	0.1
Latvia	46.7	77.3	0.1	0.4
Lithuania	51.8	86.5	0.9	0.7
Luxembourg	12.1	:	:	:
Hungary	37.5	47.0	0.5	0.7
Malta	36.9	45.7	0.1	0.2
Netherlands	36.1	48.9	1.0	1.6
Austria	24.1	34.4	1.4	2.0
Poland	58.1	83.4	:	1.0
Portugal	30.5	57.4	1.6	4.2
Romania	19.4	60.8	:	0.9
Slovenia	39.0	57.6	1.0	1.4
Slovakia	25.4	51.2	0.6	1.5
Finland	56.3	63.8	2.7	2.9
Sweden	38.0	54.7	2.5	3.5
United Kingdom	66.4	80.0	1.3	2.2
Croatia	:	36.4	:	0.8
MK*	12.2	26.8	0.1	0.3
Turkey	14.7	:	0.2	0.3
Iceland	42.7	77.1	0.0	0.2
Liechtenstein	:	33.2	:	0.9
Norway	48.9	61.7	1.0	1.7

3. Governance and regulatory framework



Responsible for the planning of higher Education is the Ministry following consultation with the Council of University Education and the Council for Higher Technological Education. Furthermore, consultative role have the Rector's Conference and the Hellenic Quality Assurance Agency. Since 2007 social accountability applies to HEIs as the Minister every year has to report to the parliament about evolutions in the higher education sector and the efficiency of the state funding. Furthermore, within the HEIs there is the Internal Fiscal Control which apply control procedure determined by the Public Account System and at the highest level there is the Court of Auditors, an Institution which audits all the State Accounts.

Hellenic Quality Assurance Agency

The goal of Hellenic Quality Assurance Agency (HQAA) is the support of HEIs concerning quality assurance. It establishes the procedures for the Quality Assurance of all academic units, receives the Internal (Self Assessment) Quality Assurance Reports from each academic unit and oversees the external quality assessment by external auditors. It also has a consultancy role, since it keeps the competent bodies of the state and the higher education institutions informed on current international developments and trends in the relevant issues. Moreover, the HQAA resolutions are notified to the Minister of Education, Lifelong Learning and Religious Affairs, while at the end of each year a Higher Education Quality Report is submitted to the Parliament and the Minister of Education, Lifelong Learning and Religious Affairs

4. System's strengths and weaknesses

Higher education in Greece continues to bear the traces of the systemic-administrative centralisation that has been the hallmark for years. Nevertheless, a serious effort to devolve jurisdictions to the institutions themselves has been underway during the last few years in the interest of cementing the combination of autonomy and accountability. It is also the case that various academic schools and departments are dispersed all over the country in a way that hampers coordination and undercuts efforts towards a holistic overhaul of the system. Nevertheless, under the new administration serious efforts have commenced towards a restructuring of the whole tertiary education system, both in terms of dispersion and subjects of learning. Funding has also been an issue especially when it comes to research, which has necessitated the renewed pledge for increased funding and appropriate support. At the same time, the reforms associated with the *Bologna Process* continue to be implemented in a satisfactory way (ECTS, Diploma Supplement, NQF, joint degrees and international cooperation, etc.). On the social level, there has been a steady increase in the number of university degree holders over the years with a satisfactory gender balance.

Explanatory factors for efficiency

1. Staff Policy

1.1. Hiring/Firing

Higher Education staff are civil servants and they are elected and appointed by HEIs. There is a trial period for new academic staff (at the levels of Lecturer and Assistant Professor), for a minimum period of six years, after which tenure can be given. Dismissal of tenured academic staff can only transpire on certain grounds, since they are civil servants and the general law for civil servants is applied.

1.2. Wages

Academics' wages are determined by the Ministry of Economy and Finance and the Ministry of Education, Lifelong Learning and Religious Affairs.

LEVEL OF SALARIES					
	NUMBER OF STAFF	LECTURER		PROFFESOR	
		STARTING	ENDING	STARTING	ENDING
UNIVERSITIES	10.519	2.086	2.796	3.199	4.615
TEIs	6.303	1.661	2.290	2.850	4.057

2. Output flexibility

2.1. Course content and exams

Institutions themselves have a broad degree of autonomy when it comes to the determination of courses, course-content and study programmes. There is flexibility when it comes to evaluation methods depending, of course, on the particular specialisation field and the assessment methodologies to be pursued. There are, however, central evaluation guidelines established by HQAA that ensure the even application of evaluation procedures. These criteria include, among others, the following:

- What is the percentage of core/specialization/discipline courses in the grand total of courses.
- How many elective courses are offered.
- What is the percentage of mandatory/mandatory elective/elective courses in the grand total of courses.
- What is the ratio among core courses, majoring courses, general knowledge courses and skill development courses in the grand total of courses.
- How is time distributed among lectures, practice, laboratory work and other activities.
- How are the course contents organized.
- How rational is the size of course contents.
- If there is a prerequisite course system. How effective it is. What is the percentage of courses in the said system.
- How many courses are offered to and from other programmes of studies.

2.2. Offer of short studies and other diversified studies

Shorter study programmes are offered by HEIs in the context of the Vocational Training Centres (VTC) operating within the academic institutions. The scope, field of application and actual education services (including long-distance learning) are determined with the wider national lifelong learning strategy in mind and taking into account the training priorities and needs of large segments of the working population. The VTC above are complemented by the Lifelong Learning Institutes operating, again, within the academic institutions themselves (both Universities and TEIs) admitting tertiary education graduates who wish to expand their skills and knowledge through more flexible routes.

2.3. Student choice

Elective / optional courses are offered in most cases. The degree of flexibility or “rigidity” with respect to curricula is a matter that relates to the particular nature of the study specialisations / programmes and does not follow a general rule of application. There are

cases (in the Humanities, for example) where a wider degree of flexibility is encountered. Choice may take place at both the beginning and the end of the programme, depending on the case (no fixed patterns there).

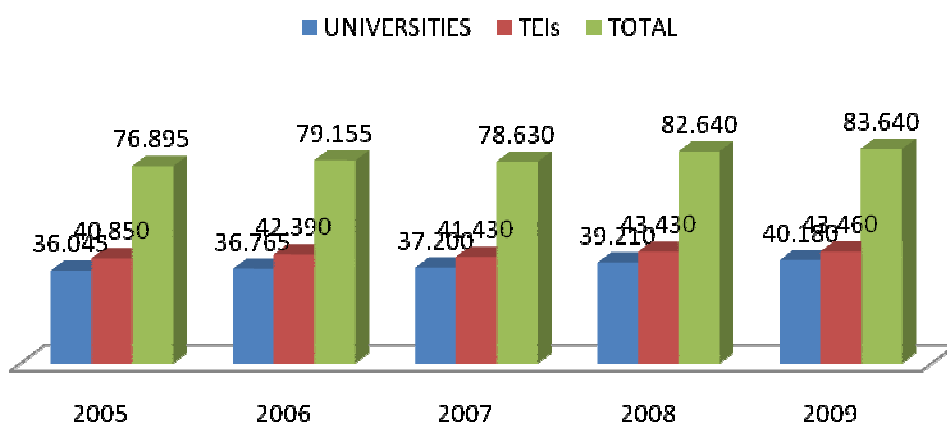
The Hellenic Open University and International Hellenic University do admit part-time learners and offer flexible alternative learning routes.

Students from differing education backgrounds may be admitted to other education programmes on the basis of specially designed exams. Recognition of informal training activities is currently being examined in the context of the wider reorganisation of LLL provision.

2.4. Numerus clausus

Admission of students depends on their performance at nation-wide exams, which are taking place every year by the Ministry of Education for reasons of objectivity and transparency, at the end of the 3rd grade of the upper secondary school. The Ministry of Education determines the exact *numerus clausus* for each academic institution / department etc. on the basis of prior consultation with the University Rectors and TEI Presidents, and after having weighed in the actual conditions (admittance capacity etc.)

ENROLLMENTS



	2005	2006	2007	2008	2009
UNIVERSITIES	36.045	36.765	37.200	39.210	40.180
TEIs	40.850	42.390	41.430	43.430	43.460
TOTAL	76.895	79.155	78.630	82.640	83.640
INCREASE RATE (%)		3,00%	-0,66%	5,00%	1,20%

Over and above the determined number of students to be admitted to each department or faculty of a University (Panepistimio) or Technological Education Institute (Technologiko Ekpaideftiko Idryma - TEI), there is a number of candidates that are admitted on the basis of being members of the following special categories:

- Children of Greeks living abroad
- Children of Greek employees seconded abroad
- Greek graduates of foreign upper secondary schools
- EU and non-EU foreign nationals
- EU and non-EU foreign nationals holding scholarships
- Ethnic Greeks from abroad holding scholarships
- Muslims from the Thrace Region
- Pupils distinguished during the Balkan or International Olympiad of Mathematics, Information Technology, Physics or Chemistry
- Pupils suffering grave illnesses (“special category of patients”)

Those falling under the category “Special Category of Patients”, are directly enrolled in a School or Department of a University or a TEI, on top of the number of those admitted and until a number corresponding to 3% of the number of admitted students is filled. If the applications outnumber the places available in a faculty, selection takes place according to the grade point average of the graduation diploma, whether these pupils have been examined in the respective subjects at national or school level.

In addition to the above categories, graduates of other departments of the same faculty or other faculties may be admitted to departments of higher education (following special admission exams and up to a certain percentage). Such graduates, depending on the scientific and statutory relevance of the two degrees provided, may be exempted from attending a given number of compulsory courses in the host department and from sitting for the relevant examinations.

Finally, it must be noted that students of other departments and persons who are not students may attend the above-mentioned courses in the tertiary education institutes. Interested parties are enrolled at the Secretariat, and acquire the identity card of an observer and an enrolment certificate, without participating in exams or getting a degree.

2.5. Regional / European / global mobility

A certain number of Greek students have to change residence in order to take up studies at an academic institution located in another area. This is due to the fact that HEIs entry transpires on the basis of nationally held exams and positions are allocated centrally on the basis of the scores achieved. In short, position placement is mediated centrally and is not subject to negotiations between the applicant and the institution (as is the case with other countries).

There is no provision for transfers between programmes and between HEIs. Prospective foreign students can access Greek HEIs on the basis of the following criteria: An 8% is reserved for EU candidates at each academic institution, and they are admitted on the basis of their (secondary education) graduation diploma (ratified by their national competent authority). Transfers into institutions in other regions of the country may be granted in case there are serious health issues or other social reasons.

As demand for tertiary education studies is high, a large number of Greek students study abroad due to existing numerus clausus.

PERCENTAGE OF ALL TERTIARY STUDENTS (ISCED 5 AND 6) ENROLLED OUTSIDE THEIR COUNTRY OF ORIGIN

	Students (ISCED levels 5 and 6) studying in another EU-27, EEA or Candidate country - as % of all students		
	2000	2006	2007
EU-27	2.1	2.6	2.8
Belgium	2.4	2.5	2.6
Bulgaria	3.2	8.9	8.3
Czech Republic	1.3	2.0	2.1
Denmark	2.7	2.6	2.5
Germany	1.8	2.8	3.1
Estonia	2.5	4.1	4.5
Ireland	9.4	13.8	14.2
Greece	12.4	5.5	5.8
Spain	1.1	1.3	1.4
France	1.8	2.4	2.5
Italy	1.7	1.7	1.8
Cyprus	46.5	53.2	56.9
Latvia	1.3	2.2	2.5
Lithuania	1.8	3.0	3.3
Luxembourg	74.5	80.8	:
Hungary	1.7	1.7	1.8
Malta	8.2	10.0	9.9
Netherlands	1.9	2.1	2.1
Austria	3.8	4.6	4.7
Poland	0.9	1.6	1.8
Portugal	2.3	3.7	4.0
Romania	1.5	2.2	2.2
Slovenia	2.2	2.1	2.1
Slovakia	3	10.2	10.2
Finland	3.2	3.0	2.9
Sweden	2.7	2.7	3.0
United Kingdom	0.6	0.7	0.7
Croatia	:	6.4	6.2
MK*	6.2	11.9	10.5
Turkey	3.3	1.6	1.5
Iceland	16.9	17.4	17.8
Liechtenstein	:	73.6	51.0
Norway	4.7	4.9	5.0

FOREIGN TERTIARY STUDENTS AS % OF ALL TERTIARY STUDENTS (ISCED 5 AND 6) ENROLLED IN THE COUNTRY

	Foreign tertiary students		Mobile tertiary students	Annual growth in number of foreign tertiary students
	as % of all tertiary students			
	2000	2007	2007	2000-2007
EU-27	5.0	8.9	:	:
Belgium	:	10.5	6.4	:
Bulgaria	3.1	3.6	:	2.0
Czech Rep.	2.2	6.8	5.6	23.2
Denmark	6.8	9.0	5.5	7.1
Germany	9.1	11.3	:	4.7
Estonia	1.6	3.2	1.4	14.3
Ireland	4.6	5.6 (03)	:	:
Greece	:	2.5 (06)	:	:
Spain	1.4	3.4	1.8	13.0
France	6.8	11.3	10.8 (05)	:
Italy	1.4	2.8	:	12.6
Cyprus	19.4	26.9	25.1	16.7
Latvia	6.6	1.1	1.1	-18.5
Lithuania	0.4	1.0	1.0	19.9
Luxembourg	:	42.2 (06)	:	:
Hungary	3.2	3.5	3.0	6.2
Malta	5.6	6.2	0.0	7.9
Netherlands	2.9	6.5	4.7	15.1
Austria	12.4	16.7	12.4	2.8
Poland	0.4	0.6	:	11.4
Portugal	3.0	4.9	:	7.0
Romania	2.8	1.3	:	-0.5
Slovenia	0.9	1.3	1.0	9.9
Slovakia	1.2	0.9	0.9	3.6
Finland	2.1	3.3	:	8.8
Sweden	7.4	10.3	5.4	7.6
UK	11.0	31.0	14.9	18.5
Croatia	:	0.7	2.5	:
MK*	0.7	1.5	1.5	20.3
Turkey	1.7	0.8	:	1.2
Iceland	4.2	4.9	:	10.0
Liechtenstein	:	88.3	86.5	:
Norway	4.6	7.3	2.2	8.7

3. Evaluation

3.1. Institutional evaluation

About 70% of the Research activity in Greece is carried out by HEIs. The majority of the research funds goes to universities, overseen by Research Committees that handle the funds of the Special Research Accounts, while many young researchers are employed in research programmes. Universities can also establish Research Institutes, which are under the supervision of the Ministry, for the development of research and innovation.

Research centres are evaluated through procedures supervised by the National Organisation for Research and Technology and the respective National Council for Research and Technology on the basis of the recent law 3653/2008 “(Institutional Framework for Research

and other provisions”). Periodic quality assessment procedures are to take place on a 4-year basis, and international experts are involved in the process.

Law 3374/2005 introduced an independent body, the Hellenic Quality Assurance Agency (HQAA), for the internal and external assessment of HEIs. Every year HQAA reports to the Minister of Education and the Greek Parliament about the progress in the field of evaluation.

4. Funding rules

4.1. Public funding

The main sources of funding of the Greek HEIs are the regular state budget and the Program of Public Investment which has two levels: the national one, financed by national funds, and the community one, in which the European funds are included. The latter concerns the modernization of the Higher Education System and the creation of new infrastructures, studies and equipment and research funding.

The Ministry of Finance, the Ministry of Education, the universities and the TEIs are involved in the process of allocating funds from the regular state budget and the Program of Public Investment in the context of a 4-year budgeting. Although it is an informal process, as a good practice, the Minister of Education along with the Rectors’ Conference and the Conference of the TEIs’ Presidents agree upon the allocation of funds. HEIs have the potential to be additionally funded by the budget for ‘special or unscheduled funding’.

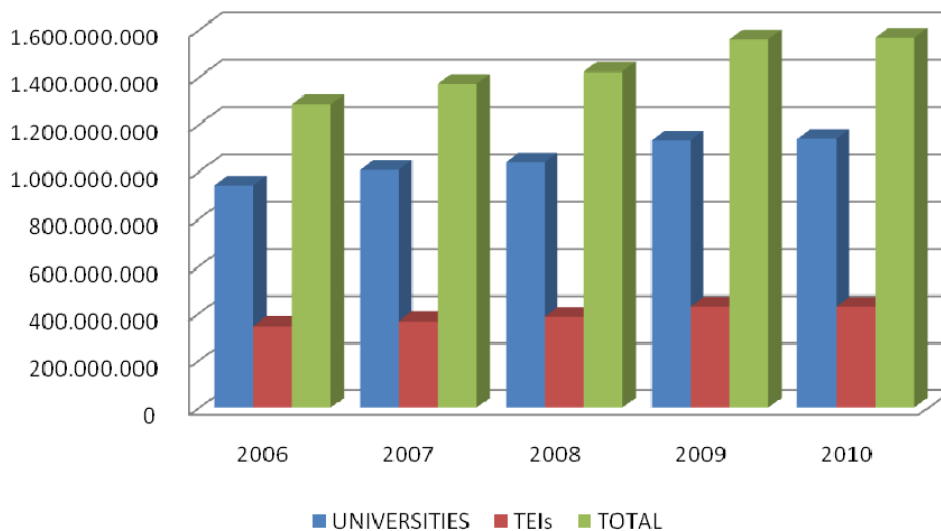
Apart from the above, HEIs receive ‘special or other unscheduled financing’ such as:

- Financing for postgraduate study programmes;
- Financing for teaching institutions;
- Financing for university hospitals and clinics;
- Expenditures that cannot be planned ahead.

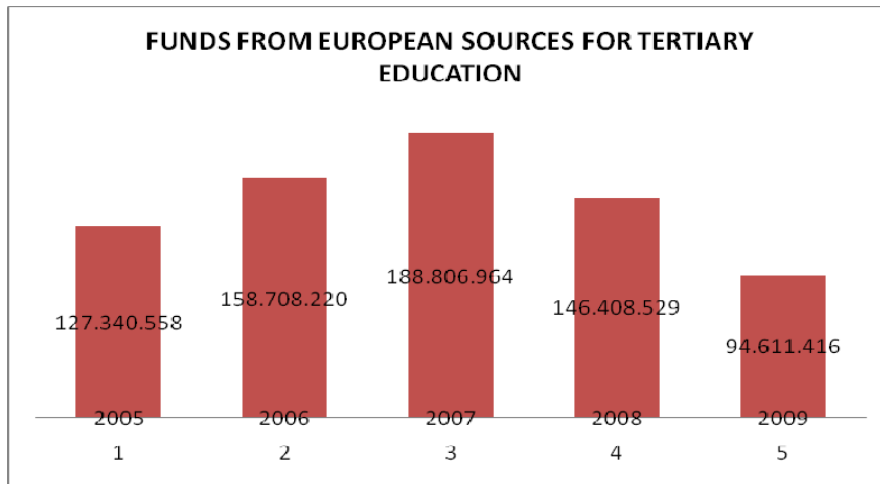
PUBLIC INVESTMENT ON TERTIARY EDUCATION AS A PERCENTAGE OF GDP

Country	Public		Of which direct public spending	Of which on R&D In % of direct spending
	2001	2006	2006	2006
EU-27	1.08	1.12	0.97	:
Belgium	1.34	1.32	1.14	32.5
Bulgaria	0.82	0.73	0.66	4.0
Czech Republic	0.79	1.23	1.18	18.4
Denmark	2.71	2.38 ₀₅	1.60	:
Germany	1.10	1.11	0.89	37.3
Estonia	1.03	0.93 ₀₅	0.77	:
Ireland	1.22	1.14	0.97	:
Greece	1.07	1.44 ₀₅	1.42 ₀₅	15.1 ₀₅
Spain	0.97	0.95	0.88	:
France	1.21	1.19	1.10	34.6
Italy	0.80	0.80	0.67	51.2
Cyprus	1.14	1.65	0.74	17.3
Latvia	0.89	0.91	0.84	27.1
Lithuania	1.33	1.00	0.84	26.7
Luxembourg	:	:	:	:
Hungary	1.08	1.04	0.88	21.8
Malta	0.88	1.06 _b	0.46 ₀₅	15.4
Netherlands	1.36	1.50	1.06	41.3
Austria	1.37	1.48	1.11	36.0
Poland	1.04	1.19 ₀₅	0.95	18.2
Portugal	1.03	1.00	0.88	31.6
Romania	0.78	0.90	0.76 ₀₅	:
Slovenia	1.28	1.24	0.95	19.6
Slovakia	0.82	0.90	0.77	13.3
Finland	1.99	1.94	1.62	32.8
Sweden	2.00	1.84	1.36	44.4
UK	0.79	1.10	0.81	43.2
Croatia	:	0.88	0.85	5.7
MK*	:	:	:	:
Turkey	0.87	:	0.76	:
Iceland	1.07	1.36	1.03	:
Liechtenstein	:	0.19	:	13.4
Norway	1.84	2.07	1.21	30.6

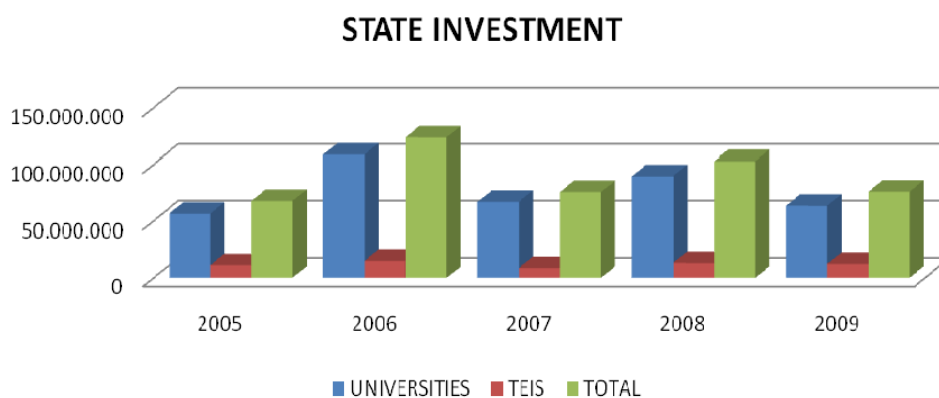
HEIs REGULAR BUDGET



HEIs FUNDING						
	2005	2006	2007	2008	2009	2010
UNIVERSITIES	880.045.474	939.722.631	1.005.124.352	1.038.300.585	1.130.575.521	1.138.021.000
TEIs	313.293.655	344.725.620	365.945.757	383.237.236	427.656.965	427.433.000
TOTAL	1.193.339.129	1.284.448.251	1.371.070.109	1.421.537.821	1.558.232.486	1.565.454.000

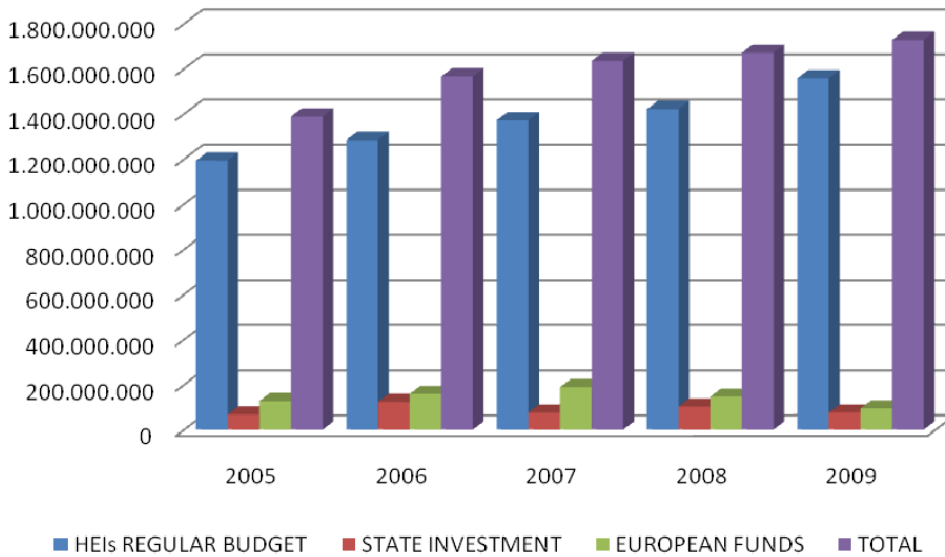


FUNDS FROM EUROPEAN SOURCES FOR TERTIARY EDUCATION				
2005	2006	2007	2008	2009
127.340.558	158.708.220	188.806.964	146.408.529	94.611.416



STATE INVESTMENT					
	2005	2006	2007	2008	2009
UNIVERSITIES	56.327.565	108.463.735	66.844.536	89.511.450	63.452.140
TEIS	11.289.137	15.202.920	8.722.033	13.262.542	12.474.341
TOTAL	67.616.702	123.666.655	75.566.569	102.773.992	75.926.481

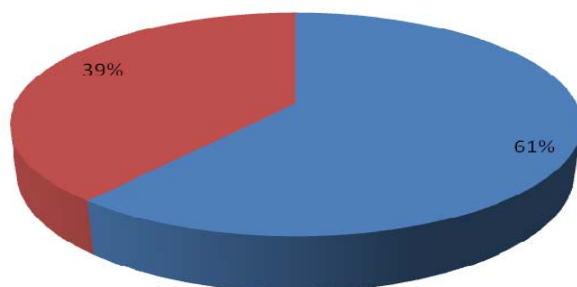
TOTAL FUNDING



TOTAL FUNDING					
	2005	2006	2007	2008	2009
HEIs REGULAR BUDGET	1.193.339.129	1.284.448.251	1.371.070.109	1.421.537.821	1.558.232.486
STATE INVESTMENT	67.616.702	123.666.655	75.566.569	102.773.992	75.926.481
EUROPEAN FUNDS	127.340.558	158.708.220	188.806.964	146.408.529	94.611.416
TOTAL	1.388.296.389	1.566.823.126	1.635.443.642	1.670.720.342	1.728.770.383
Change		12,9%	4,4%	2,2%	3,5%

UNIVERSITIES

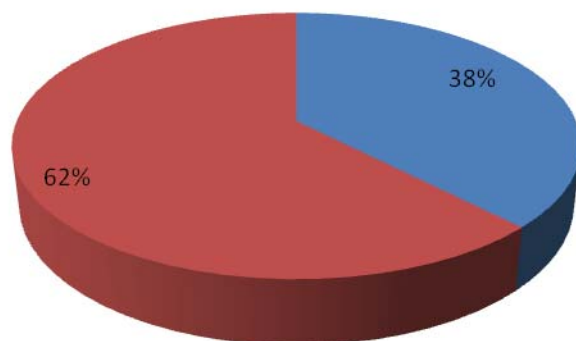
■ SALARIES FOR STAFF IN ALL KATEGORIES ■ OTHER EXPEDITURES



2008			
	SALARIES FOR STAFF IN ALL KATEGORIES	OTHER EXPEDITURES	TOTAL
UNIVERSITIES	687.116.276	440.695.759	1.127.812.035

TEIs

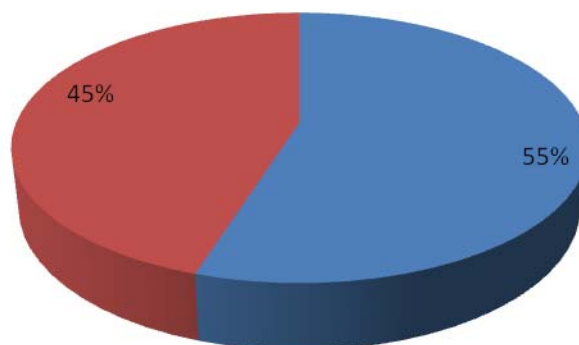
■ SALARIES FOR STAFF IN ALL KATEGORIES ■ OTHER EXPEDITURES



2008			
	SALARIES FOR STAFF IN ALL KATEGORIES	OTHER EXPEDITURES	TOTAL
TEIs	149.556.281	246.943.497	396.499.778

Total

■ SALARIES FOR STAFF IN ALL KATEGORIES ■ OTHER EXPEDITURES



2008			
	SALARIES FOR STAFF IN ALL KATEGORIES	OTHER EXPEDITURES	TOTAL
TOTAL	836.672.557	687.639.256	1.524.311.813

Four-year academic-development plans

The most recent legislative initiative that has determined governance and regulation issues is Law 3549/2007. On the basis of the said law, 4-year academic-development plans are submitted by the competent HEI authorities as a prerequisite condition for any subsequent state funding, which contributes to the improvement of academic and research output, strengthens academic autonomy and accountability and helps connect HEIs with the industry and the entrepreneurial world. Funding procedures have lately been connected with the overall performance of an institution (on the basis of the aforementioned 2007 law), whereas wider control over resources (human and financial) has been devolved to the university authorities.

Thus, a greater flexibility and effectiveness is provided and HEIs can plan and secure funding in a long-term context for their basic needs such as the creation of new infrastructures and the increase of their staff. The four-year academic development programmes are a component of the general development of higher education of the country and are related to the following issues:

- Specification, order and pursuit of the objectives of each academic unit according to priority;
- Designation, planning and measures for the development and support of the educational and research activities of each HEI;
- Infrastructure and equipment development;
- Improvement of the services offered to students;
- Co-ordination of academic, educational and research activities of HEI;
- Number of admitted students for each Department (academic unit).

As far as the financial side is concerned, the four-year academic development planning of every HEI include:

- operational expenditures;
- investments;
- number of new staff members of every category;
- the complete record and utilization of the HEI infrastructure;
- the planning of financing from sources other than the state budget.

The allocation of funds are determined by a formula which is connected with three main criteria: operational expenditures, research operational expenditures, and administrative operational expenditures.

Special Research Account (SRA)

The Special Research Account is a tool for the allocation and management of funds coming from various sources, apart from the regular budget, for specific research and educational projects.

SPECIAL RESEARCH ACCOUNT FOR 2007	
<i>NATIONAL TECHNICAL UNIVERSITY OF ATHENS</i>	44.493.001
<i>UNIVERSITY OF PATRAS</i>	27.500.000
<i>ARISTOTLE UNIVERSITY OF THESSALONIKI</i>	

Subsides to students

There are several subsidies for students. The most important is that there are no fees for any undergraduate and most of the postgraduate and doctoral programmes. Moreover, students are entitled free of charge to:

- Free textbooks
- Healthcare services
- Accommodation, depending on the family income
- Reduced student tickets for all public transportation
- Housing Grants for undergraduate students of 1,000 Euro per year depending on their family income, (2006: 62,200 beneficiaries)
- Distribution to newly enrolled students of 12.584 laptops
- Interest-free loans
- State scholarships, University scholarships etc.

4.2. Impact of quality assessment on funding

The academic institution's degree of compliance with the quality assessment results are taken into account during the process of the Education Ministry's evaluation of the submitted 4 year academic-development plans, which in essence intertwines assessment quality criteria with the desired state financial back-up (quality assessment processes are stipulated by Law 3374/2005 which sets out the jurisdictions of the Hellenic Quality Assurance Agency for Higher Education and the necessary procedures to be followed).

Every year, institutions re-examine the course of the 4-year plan in their annual report which they submit to the Ministry of Education. During the assessment process the Ministry of National Education takes into consideration the External Evaluation Report for the relevant HEI compiled by five member External Evaluation Committee. If, under an HEI's responsibility, the set goals are not fulfilled, state financing can be suspended. In essence, therefore, a performance criterion applies in relation to the suspension of public funding, even though it concerns the wider operation and organisation of an institution rather than particular parameters in isolation.

4.3. Private funding

Tuition fees do not apply in public education in Greece in all three grades (exceptions apply with respect with some post-graduate programmes, the Hellenic Open University and the International Hellenic University). When it comes to tertiary education, private funding from the industry is really insignificant. Synergies between research centres and the industry have been facilitated in the past few years as a result of targeted legislative initiatives.

Beneficiary institutions provide endowments, mainly in the form of scholarships for undergraduate and postgraduate studies. Moreover, students have the right to receive interest-free loans from credit institutions which they pay back after they have practiced their profession for at least five years.

**PRIVATE AND TOTAL INVESTMENT ON TERTIARY EDUCATION
AS A PERCENTAGE OF GDP**

Country	Private pay-ments to educational institu-tions	House hold pay-ments	Total private	Total private plus direct public
	2006	2006	2006	2006
EU-27	0.2	0.1	0.3	1.2
Belgium	0.1	0.2	0.3	1.3
Bulgaria	0.5	0.3	0.8	1.2
Czech Republic	0.2	0.0	0.3	1.4
Denmark	0.1	0.7	0.7	2.3
Germany	0.2	0.1	0.2	1.1
Estonia	0.3	:	0.3	1.1
Ireland	0.2	:	0.2	1.1
Greece	:	0.1 05	:	1.5 05
Spain	0.2	:	0.2	1.1
France	0.2	0.1	0.3	1.3
Italy	0.3	0.1	0.4	0.9
Cyprus	0.7	0.1	0.8	1.4
Latvia	0.5	0.3	0.9	1.4
Lithuania	0.4	0.1	0.5	1.3
Luxembourg	:	:	:	:
Hungary	0.3	:	0.3	1.1
Malta	0	:	:	1.1 05
Netherlands	0.4	0.1	0.5	1.4
Austria	0.2	:	0.2	1.3
Poland	0.4	0.1	0.5	1.3
Portugal	0.4	:	0.4	1.3
Romania	0.4	:	0.4	1.1 05
Slovenia	0.3	:	0.3	1.2
Slovakia	0.2	0.2	0.4	0.9
Finland	0.1	:	0.1	1.7
Sweden	0.2	:	0.2	1.5
UK	0.4	0.2	0.6	1.3
Croatia	0.3	:	0.3	1.2
MK*	:	:	:	0.4 03
Turkey	:	:	:	0.8
Iceland	0.1	:	0.1	1.1
Norway	0.0	:	:	1.2

5. Impact on Employability

In the context of a wide set of reforms that have taken place in the past few years, the synergies between HEIs –including their research centres- and the industry at large have been facilitated. Moreover, on the basis of recent statistical data provided by the General Secretariat of the National Statistical Service of Greece, it becomes evident that the highest unemployment rates affect those outside the established education platforms (13%, 2009 second trimester), whereas tertiary education graduates are affected at a 6.3% rate (2009 second trimester) and upper-secondary education graduates are affected at a rate of 9.8% (same period). Women are more severely affected by unemployment than men.

Unemployment (%) according to gender and level of education

Level of Education	2 nd trimester					
	2008			2009		
	Men	Women	total	Men	Women	Total
Total	4,7	10,9	7,2	6,3	12,5	8,9
Phd or Master's degree	5,4	4,9	5,2	5,3	8,7	6,8
Higher Education	3,4	7,3	5,3	4,7	7,9	6,3
Higher Technological and Vocational Education Degree	5,8	13,6	9,6	6,3	14,0	10,0
Non-compulsory Secondary Education Leaving Certificate ("Apolytirio")	5,1	11,7	7,7	6,7	14,6	9,8
(3-grade) Compulsory Secondary Education Leaving Certificate	4,6	15,1	7,8	8,3	15,8	10,7
Primary Education Leaving Certificate	3,9	9,4	5,9	5,5	11,5	7,7
Attended several grades	4,9	6,5	5,5	10,4	8,8	9,7
Never attended school	8,6	16,7	12,3	17,1	6,6	13,0

6. Recent and planned reforms of the tertiary education system

6.1. Description of recent reforms

The below mentioned laws were adopted within the framework of modernising Higher Education in Greece and its connection with the European Area of Higher Education as well as the labour market, the raising of efficiency, the enhancement of social accountability, the development of research and a more efficient organisation of the higher education sector.

In particular:

Law 3391/2005 establishes the International University of Greece within the framework of the enhancement of extroversion of Higher Education. The International University of Greece provides higher education programmes to foreigners interested in studying in Greece. It offers undergraduate and postgraduate programmes in either English or other languages, as well as long-distance education.

Law 3374/2005 establishes the internal and external assessment of HEIs. The Hellenic Quality Assurance Agency is founded for that reason. The said law introduces the European Credit Transfer System (ECTS) to Greek Higher Education, as well as the Diploma Supplement, aimed at fully applying the Bologna process in the Higher Education System.

Law 3685/2008 modernised the framework for the organisation of postgraduate studies in Greece. The aforementioned law enabled all HEIs (including Higher Technological Education Institutes, which until then could not organise their own postgraduate programmes), to organise postgraduate programmes in key areas. However, the submission of the quality assessment report of the relevant department to the Ministry of Education is imperative.

N.3549/2007

The aim of this law is the safeguarding of the autonomy and accountability of HEIs. The Rector's role is enhanced; he/she is to be elected by the total number of staff and students, and he/she will have the power to exercise legality control and to appoint academic staff members; transparency procedures are thus adopted.

N.3794/2009

The law for Higher Technological Education Institutes (TEIs) completes and modifies the clauses in force and aims at a further enhancement of their academic characteristics and the harmonization of their legal framework with that of Universities.

6.2. Planned reforms (or reference to ongoing policy debate)

- Full financial and administrative independence of HEIs is being promoted, so that they themselves can organise their development through the processes of assessment and strategic planning, aiming at efficiency and their connection with international developments.
- A new national zoning plan of Greece's HEIs is also considered.
- Extroversion and the simultaneous attraction of foreign students is a set target.
- The process of developing a National Qualifications Framework (NQF) compatible with the European Qualifications Framework (EQF) has already commenced. The said process will lead to the rational awarding of professional qualifications to our graduates.