



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	GREECE
Date	4 December 2008
BFUG member (one name only) Position	ATHANASIOS KYRIAZIS Secretary for Higher Education Ministry of National Education and Religious Affairs
Email address	kyriazis@ypepth.gr

Contributors to the report	-Secretariat for Higher Education -Hellenic NARIC (DOATAP)
----------------------------	---

1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

The most important developments relating to the Bologna Process since London are the following:

- The Law 3549/2007 on the Reform of the Institutional Framework for the Structure and Operation of Higher Education Institutions. The Law 3549/2007 clarifies that Higher Education comprises two parallel sectors a) the University sector which includes the Universities, the Technical universities and the School of Fine Arts and b) the Technological sector which includes the Technological Education Institutions (TEIs) and the School of Pedagogical and Technological Education.

The Law 3549/2007 stipulates that HEIs have to a) prescribe internal regulations and draw a four-year academic-development plan presenting their strategy along with their mid-term and long-term objectives, b) ensure that the leading representatives are elected through an immediate and collective participation of all academic, administrative, student groups with student representation being almost 40%, c) introduce the position of HEI Secretary for administrative and financial issues, d) establish social accountability and transparency procedures, e) facilitate students' endeavours to complete their studies by further developing libraries, introducing tutors, improving the student support services, taking measures in favor of disabled students and students from poor financial background (eg. interest-free loans, scholarships, aid to disabled students).

In addition, the law enhances university governance by transferring competences to the HEIs leadership and simplifies fiscal procedures. In order to render the system of the election of teaching and research staff more objective the law stipulates that in the election procedure participate teaching and research staff from other HEIs.

The Law sets a top limit to the duration of studies and enables students to complete their studies and graduate one semester prior to the official completion of the

programme. Also, it provides for the free-of-charge distribution of academic books, the further development of libraries and the organisation of study programmes in a language other than Greek.

- The Law 3685/2008 for the modernization of the legislative framework of postgraduate studies along with the Law 3653/2008 for the legislative framework of Research and Technology upgrade the role of HEIs in Research

The Law 3685/2008 places emphasis on the following issues :

- a) the alignment of Greek legislative framework with European developments,
- b) the enhancement of postgraduate studies on national level, the cooperation of Greek Higher Education Institutions with foreign and mainly European HEIs on joint post graduate and doctoral programmes as well as cosupervision of doctoral thesis,
- c) the quality assurance of postgraduate programmes,
- d) the systematization of the financing of research and post graduate programmes,
- e) the reform of the legislative framework on University Research Institutes,
- f) the capability of Greek Higher Education Institutions to organise independent Postgraduate Programmes abroad,
- e) the flexibility of third cycle programmes realised either through structured doctoral programmes or through independent research only,
- g) the expansion of and transparency in managing Postgraduate Programmes resouces.

- Law 3696/2008 regulates the issues of private colleges which used to operate as a simple commercial enterprise without their degrees being recognised and without the professional qualifications of their graduates being acknowledged.

The Law stipulates that Colleges and Laboratories of Free Studies (LFS) belong to a non-formal level which belongs to post-secondary level of education. Colleges and LFS are subject to governmental control exercised by the Ministry of National Education.

The Law prescribes the criteria for the establishment and operation of the above institutions such as: infrastructure, development of study programmes, administrative staff, number and qualifications of teaching staff etc.

In the Ministry of National Education and Religious Affairs three Registers are established: a) Register of Colleges, b) Register of Laboratories of Free Studies and c) Register of Teaching Staff from which these institutions will be able to employ their teaching staff.

A College Office is set up in the Ministry of National Education and Religious Affairs which will be responsible for overseeing the three Registers mentioned above.

In addition, a college evaluation and steering system is introduced so that the Ministry of National Education and Religious Affairs can provide accreditation to Colleges and LFS.

The Law provides for financial and administrative sanctions in case of violation of the law.

- Last but not least Presidential Decrees have been issued regulating the professional qualifications of HEIs graduates, thus resolving a major problem for thousands of graduates and enhancing employability.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

The Ministry of National Education and Religious Affairs, namely through the Secretariat for Higher Education oversees the implementation of the Bologna Process in Greece.

Other sectors of the Ministry involved in some parts of the implementation of the Bologna Process are: the Sector of European Union and Community Support Framework Issues, the Directorate of European Union and the Directorate for International Relations, the Directorate of Studies and Student Care as well as the Directorate of Studies, Statistics and Organisation.

Other bodies involved are the State Scholarships Foundation and the Hellenic Quality Assurance Agency as well as the Hellenic NARIC (DO.A.TA,P.) .

Bologna issues are also discussed within the National Education Council where academic stakeholders, political party representatives, students and social partners participate, and within the Rector's Conference and the Presidents' of TEIs Conference.

- a) Does your country have a national working group for Bologna follow-up ¹
- | | | |
|--|---|-----------------------------|
| | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
|--|---|-----------------------------|
- b) Does your national Bologna follow-up group include representatives of
- | | | |
|-----------------------------------|---|-----------------------------|
| Ministry | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| National Quality Assurance Agency | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Employers | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
- Other (please specify) the Bodies mentioned above
- c) Does your country have a Bologna promoters' group²
- | | | |
|--|---|-----------------------------|
| | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
|--|---|-----------------------------|
- d) Does your national Bologna promoters' group include representatives of
- | | | |
|---------------------|---|-----------------------------|
| Ministry | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Other (please specify) <u>administrative staff of Higher Education Institutions, in particular from Erasmus/ Department of International Relations of HEIs</u>		

Please add any additional comments if necessary:

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The implementation of the Bologna degree structure has not faced serious difficulties in Greece. As from 1982 the Hellenic higher education system has been structured in two-tier levels, undergraduate and postgraduate. The majority of the first cycle programmes in universities comprise 8 semesters (4 years - 240 ECTS credits) and they are fully compatible with the European Qualifications Framework as decided in Bergen.

Technological Education Institutions (TEIs), run four-year undergraduate programmes (8 semesters-240 ECTS credits).

There are certain first cycle programmes, offered by Universities, mainly concerning the regulated professions which last more than 8 semesters. In Medicine the first cycle lasts six academic years (12 semesters- 360 ECTS credits). In Engineering, Architecture, Agriculture, the Arts etc. the first cycle lasts five academic years (10 semesters-300 ECTS credits).

All first cycle University and TEI graduates can apply for admission to second cycle programmes. The second cycle includes postgraduate studies offered by Universities or by TEIs in consortia with Universities both Hellenic and foreign. The postgraduate programmes last one to two years (2/3-4 semesters, 60/90 or 120 ECTS credits) and lead to MA or Msc degrees.

TEIs, after their internal evaluation process, monitored by the Hellenic Quality Assurance Agency, has been completed, will have the opportunity to run their own postgraduate programmes.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
---	--	--

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

Total number of all students below doctoral level: 475.521 Data 2007-2008 The above number refers to the active students, that is those who attend the proper semester of studies and not those who are registered.	Number enrolled in the two cycle degree system : 428.509 Data 2007-2008	Percentage: 90,12% Data 2007-2008
---	--	--

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

According to the Greek Law 2083/1992 as amended by Law 3685/2008, Higher Education Institutions (HEIs) have the responsibility for the design and the organization of postgraduate studies and are able to award Postgraduate Diplomas of Specialization (equivalent to Master's) and Doctorate Diplomas. Some doctorate programmes are structured and consist of both taught courses

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

and independent research whereas others are based only on research supervised by an Advisory Committee.

Generally, in order for a student to attend doctoral studies, s/he must have a Postgraduate Diploma of Specialization. However, in special circumstances the General Assembly of the corresponding Department can decide if first cycle graduates can attend doctoral programmes. The normal length of full-time doctoral studies is three years minimum, when the doctoral student has a Postgraduate Diploma of Specialization and four years minimum when the student does not, in which case the student is obliged to attend and complete a certain number of courses. A certain number of courses are also obligatory for doctorate candidates coming from disciplines other than the one of their doctoral thesis or students engaged in interdisciplinary study programmes.

The number of doctoral students (students of the third cycle) during the academic year 2007-2008 in Greece were 37.712 in a total of 77.167 postgraduate students, that is 48,87%. No data is available for the academic year 2008-2009, since data is collected by the Greek Higher Education Institutions at the end of each academic year. Nevertheless, many of the doctoral students have exceeded the normal three year duration.

During the last academic years there has been an increase in the number of structured PhD programmes in Greek HEIs, with doctoral students in structured PhD programmes coexisting with students doing independent research in certain HEI Departments.

The doctorate programmes may also include other activities like tutorials, workshop presentations, publications, seminar participation, etc. In addition, the doctoral student, if s/he is asked to, has the obligation to offer teaching services to the Department s/he is attending the doctorate programme.

Regarding the process of entering a doctoral programme, the candidate PhD student applies to the General Assembly of the respective Department. The General Assembly decides whether the candidate meets the requirements to be accepted. The General Assembly appoints the Advisory Committee which consists of the supervisor and two members.

Regarding the supervisory process, the Advisory Committee in cooperation with the candidate submits an annual progress report.

Concerning the assessment process, after the completion of the normal length of studies the doctorate candidate delivers a written thesis which s/he defends in public in front of an Assessment Committee. The Assessment Committee comprises seven academics and the consent of at least 5 of them is required in order for the PhD thesis to be approved.

In the case of Joint Doctoral Programmes there are two supervisors one from each participating University.

Doctoral studies are included in the Greek qualifications framework and they are linked to learning outcomes. According to Law 3374/2005, credit points are not obligatory in measuring workload in doctoral studies.

Doctoral students are regarded as both students and early stage researchers. As students, according to Law 3685/2008, they are eligible for free healthcare, reduced transport fares as well as reduced tickets for cinemas, theatres etc. Also, they can take student loans. As researchers, they can be granted scholarships by the Ministry of National Education and Religious Affairs through the Operational Programme "Education and Lifelong Learning" (2007-2013), by the General Secretariat for Research and Technology, by European programmes, by the State Scholarships Foundation with the obligation to work in Greece for at least five years after the completion of their studies in the area of their studies, or by other Foundations, Endowments and Institutes.

Also, with the implementation of Law 3685/2008 Research University Institutes (RUIs) founded by one or more Departments of the same or other HEIs are enhanced. In the RUIs doctoral students can elaborate their research for their doctorate thesis.

Moreover, scholarships can be granted to doctorate students by the RUIs. Doctoral students can work as researchers and in parallel prepare their doctorate thesis in Research Centers, as "Democritos".

Lastly, doctoral students can participate in Research Programs organized by the General Secretariat of Research and Technology of the Ministry of Development

or Research Programs organized by Universities, TEIs, Foundations and Institutes.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

- Higher Education Institutions play a crucial role in the development of research in Greece since the majority of research programmes are carried out by HEIs. The research programmes of Universities and TEIs are funded by the Ministry of National Education, the programmes of General Secretariat for Research and Technology that belongs to the Ministry of Development and by other national as well as European funds stemming from European Union's Research Programmes.

Within the framework of the Operational Programme for "Education and Initial Vocational Training" (O.P. "Education" II) 2000-2006 numerous research projects have been funded through the implementation of programmes such as "Herakleitos" (682 doctoral research projects), "Pythagoras" (1005 post-doctorate research projects), "Arhimedes", (enhancement of research groups in interdisciplinary and intersectoral programmes in total 397 research projects)

According to the Institute for Scientific Information (ISI) Greece is ranked among the top 30 countries in scientific research, holding the 22nd position in the fields of Agricultural Science and Computer Science (reference: Ministry of Economy and Finance, National Reform Programme 2005-2008, Implementation Report 2007. p.15.).

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

-The gross domestic expenditure for R&D is 0,7 with 25% participation of private sector, which is a very low percentage compared to the European average which is 1,9% and 55% respectively (data 2006). Thus, the government introduced a new legislative framework for research and set the national target for R&D to reach 1.5% of GDP, with 40% participation of the private sector until 2010. The Government has also taken measures aiming at synergy between HEIs, public research organizations and enterprises and supporting the creation of spin-off companies funded through the "Praxe" programme in parallel, within the Regional Innovation Poles actions.

-The Strategic Development Plan for Research, Technology and Innovation provides total public expenditure for the promotion of research, technology and innovation in the context of ESRF 2007-13 which is expected to exceed the

amount of € 1 billion. 433 million € concerning research have been provided from the Operational Programme for "Education and Life Long Learning" (2007-2013) and will be allocated to HEIs. (reference: Ministry of Economy and Finance, National Reform Programme 2005-2008, Implementation Report 2007, p.15 and Operational Programme for "Education and Lifelong Learning" 2007-2013.).

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes No If Yes, please specify:

The General Secretariat for Research and Development is compiling a register for doctorate graduates and researchers, according to which during 2003-2005 there is an increase by 17.7% in the number of researchers (from 28,058 in 2003 to 33,033 in 2005). The total increase of R&D personnel is 8.6% (from 56.708 employees in 2003 to 61.569 employees in 2005). There is also a considerable increase of researchers in firms. During 2003-2005 the increase of researchers is 36.7% while the total R&D personnel in private firms increased by 6.1% (from 12,259 employees in 2003 to 13,011 employees in 2005). (reference: Ministry of Economy and Finance, National Reform Programme 2005-2008, Implementation Report 2007, p.15.).

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

percentage: 100%

All first cycle qualifications from Higher Education Institutions give access to the second cycle

b) any first cycle qualifications that do not give access to the second cycle (please specify)

none

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

If the answer to the last point is *yes*, please specify what type of work experience is required:

Some postgraduate programmes are addressed to people who are employed either in the public or private sector.

d) any further special requirements for access to a second cycle programme in the same field of studies

A good command of at least one foreign language is required.

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

percentage: 100%

All second cycle qualifications from Higher Education Institutions give access to the third cycle.

b) any second cycle qualifications that do not give access to the third cycle (please specify)

none

c) any measures planned to remove obstacles between cycles

There are no obstacles between cycles.

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

According to the General Secretariat of National Statistical Service of Greece the most recent data on the employment status of graduates of all cycles are as follows :

Table 1: Unemployment rates (%) according to sex and level of education for the 1st semester of 2007 and 2008

2007 (1st semester)			
Education level (both sexes)	Male	Female	Total
Doctorate or/and postgraduate qualifications	3.9	8.0	5.9
First Higher Education Degree	7.3	16.0	11.5
Third-level technical-vocational institution degree	5.9	17.0	10.2
2008 (1st semester)			
Education level (both sexes)	Male	Female	Total
Doctorate or/and postgraduate qualifications	4.6	6.6	5.4
First Higher Education Degree	3.8	7.1	5.4
Third-level technical-vocational institution degree	6.7	14.5	10.5

Source: General Secretariat of National Statistical Service of Greece, June 2008.

As it can be observed from the above data there has been a decrease in the unemployment rate of the graduates of all cycles, especially of the ones holding a first Higher Education degree.

A series of measures have been taken towards decreasing the unemployment rate of HEIs graduates as well as enhancing the employability of graduates with bachelor qualifications:

- The issuing of Presidential Decrees regulating the professional rights of HEIs graduates.

- The establishment of Liaison Offices -funded by National and European resources- within the premises of HEIs. These offices a) offer guidance to the new graduates when planning their career. b) provide information on various programmes (mobility, training) c) build up strong relationships between students and businesses d) organise Career Days and lectures in order to assist the graduates in their attempt to find employment.

- 77 Actions on Entrepreneurship have been funded within the framework of the Operational Programme for Education and Initial Vocational Training (O.P. "Education" II) , Third Community Support Framework (2000-2006). More than 130,000 persons have benefited from courses on entrepreneurship offered by Higher Education Institutions, and from counselling on the subject-matter of business plans offered by Liaison Offices

- The modernisation of both the undergraduate and the postgraduate study programmes of Higher Education Institutions so that the needs of the country's economy are met and more career opportunities are created. Towards this end work placement programmes have been included in the HEIs study programmes -with 55.850 students having participated so far-

(data available from : Operational Programme for "Education and Initial Vocational Training" (2000-06).

- The participation of social partners in the National Education Council as of January 2005 institutionalizing in this way a dialogue between Higher Education Institutions, employers and trade unions. Among the topics of this dialogue is the sustainability and the professional qualifications of the study programmes.

- A range of both general and targeted programmes, implemented by Greek Manpower Employment Organisation (OAED), address graduates with bachelor qualifications. Such programmes are : the New Jobs Programme, the New Self-employed Programme, the Stage, the New Scientists Programme through the

O.P. "Employment and Vocational Training" which subsidises scientists up to 32 years of age (or 40 years old for doctors or women with at least one child under age) to set up their own businesses, within 4 years from their graduation, etc.

- regarding the enhancement of the employability of female graduates additional measures have been taken resulting in the significant decrease of their unemployment rate as shown in the above table.

a) special projects targeting women in particular such as the project "Positive actions in favor of women in Small-Medium and Large Enterprises" within the framework of the O.P. "Employment and Vocational Training" of the Ministry of Employment and Social Protection.

b) a quota of 60% in favor of women in all O.P. "Employment and Vocational Training" interventions as well as quotas in all the programmes of Greek Manpower Employment Organisation (OAED)

c) the operation of Child Care Facilities which essentially assist women who are also mothers.

(reference: Ministry of Economy and Finance, National Reform Programme 2005-2008, Implementation Report 2007, pp. 41-43).

- Within the framework of the Operational Programme "Education and Lifelong Learning" 2007-2013 interventions and actions concerning the further development of Liaison Offices, the further inclusion of workplacement in the HEIs study programmes, as well as the the encouragement towards entrepreneurship are funded.

- The implementation of the O.P. "Human Resources Development" 2007-2013 with one of the main objectives being the boost of youth employment addressing thus bachelor graduates.

- Actions on the employability, the entrepreneurship and the adaptability of women, immigrants and other socially vulnerable groups are realized through the European Initiative 'Equal' within the European Employment Strategy and the Social Inclusion Process.

(reference: Ministry of Employment and Social Protection)

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment A Committee has been established for the planning of the National Qualification Framework that will be fully compatible with EHEA Framework of Qualification adopted by the Ministers in Bergen. This Committee is chaired by the Secretary for Higher Education and consists of the representatives of the Ministry of Education from the competent administrative departments, the representatives from the HEIs, the Hellenic Quality Assurance Agency, the Hellenic NARIC, the social partners, and a student. The committee has compiled proposals which will be submitted for consultation process to the National Education Council.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment The NQF will be discussed within the National Education Council, where all the relevant stakeholders participate in Spring.

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

Comment

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment

i) Has the self-certification report been published?

Yes No

Comment

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

The Greek HE Quality Assurance system was introduced by law 3374/2005 and is fully compatible with the European Standards and Guidelines.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

- Other measures

Yes No

If Yes, please outline these measures

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

Evaluation is a prerequisite for many HEIs activities such as the elaboration of postgraduate programmes and the operation of University Research Institutes. Both the operation of postgraduate study programmes and the University

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

Research Institutes are funded by the State Budget; a fact that renders their evaluation necessary.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

In each Higher Education a 'Quality Assurance Unit' (QAU) is appointed by the relevant supreme administrative body of the Institution. The role of the QAU is to coordinate and support institutional evaluation procedures. Members of the QAU are academic and administrative staff representatives as well as students. The QAU meetings are chaired by the Vice-Rector or Vice-President of Academic Affairs of the relevant Institution.

The academic units (faculties or departments) in cooperation with the Quality Assurance Unit are responsible for conducting the internal evaluation.

The academic units by resolution of their General Assemblies appoint Internal Evaluation Groups or Special Evaluation Groups (if undergraduate or postgraduate programmes are separately evaluated) which in their turn compile the internal evaluation report. This report is submitted to the Quality Assurance Unit of the institution which draws up the Internal Evaluation Report (IER) every two years. QAU submits the IER to the Hellenic Quality Assurance Agency, the independent authority responsible for coordinating evaluation procedures at national level.

The most recent IER is taken into consideration by the External Evaluation Group during the external evaluation process which takes place at least every four years.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs

Most HEIs

Some HEIs

No HEIs

Additional information if necessary

All HEIs used to provide information about the programmes and awards offered. However, the Law 3549/2007, Article 18 institutionalised transparency. According to the Law all HEIs owe to publish through internet information about their study programmes (undergraduate and postgraduate), degrees awarded and any decision or procedure concerning their operation.

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

According to Law 3374/2005 :

1. External evaluation, which is a periodically repeated procedure, constitutes the second stage of the evaluation process and consists in the critical-analytical examination of the results of the Internal Evaluation Report by a committee of independent experts (External Evaluation Committee).
2. The External Evaluation Committee (EEC) studies in depth the information in the latest IER of the academic unit under evaluation and visits the relevant academic unit in order to have a series of contacts with members of the Teaching-Research, educational and other scientific staff, the administrative staff and the students.
3. Then the EEC compiles a draft external evaluation report which contains the independent experts' analyses, findings, recommendations and suggestions concerning the measures to be adopted to the end of further improving the quality of the tuition, research or other work or dealing with any failings or divergences identified with respect to the profile, objectives and mission of each academic unit. The draft report is then notified to the academic unit under evaluation, which submits its remarks within a fifteen-day time limit from the date of the notification of the draft.
4. The external evaluation must be completed within four months from the date of submission of the self-evaluation report.
5. The final external evaluation report is forwarded to the institution's QAU and through that to the HQAA, which is responsible for its publication.
6. The national system of quality assurance is new. So far more than one third of the Departments of Universities and TEIs are in the process of compiling internal evaluation reports. This number is constantly increasing. On 24 November, 2008 the first external evaluation processes commenced.
7. The participation of at least one foreign expert or specialist, being a top-rank professor or distinguished researcher at a corresponding foreign higher educational or research institution, preferably with experience in issues associated with the evaluation of HEIs is provided. If a foreign expert or specialist participates in the Committee, then the evaluation may also be carried out in English, French or German. In the external evaluation processes which began on 24 November, international experts, including professors of Greek origin who teach in foreign HEIs participated.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date)

Hellenic Quality Assurance Agency will undergo peer review in late Spring in order to be upgraded to a full member of ENQA from an associate status that it is now as well as in order to apply for membership in the European Quality Assurance Agency for HE.) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes No In some cases
- d) membership of ENQA Yes No In some cases
- e) membership of any other international network Yes No If **Yes**, please specify:

Please add any additional comments, especially if there is no international involvement in any of the aspects:

The Hellenic Quality Assurance Agency is an Associate member of ENQA since September 2007.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

Law 3374/2005 determined the issuing of a Diploma Supplement, based on the model developed by the European Commission, Council of Europe and UNESCO/CEPES, automatically and free of charge, both in Greek and in English. According to the above law the award of DS is obligatory for all HEIs.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* English
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment if available, it may be used together with the formal recognition of the degree by the Hellenic NARIC.

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the

qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment At present the following documents and procedures are necessary for submitting applications for recognition of degree(s) to the Hellenic NARIC :

- (i) The degree must be verified for authenticity reasons according to the Hague Convention (APOSTILLE). For countries not participating in the Hague Convention, both the degrees and the official transcript should be certified by the Consular Authorities of Greece at the country in which the degree has been obtained. Alternatively, if the degree is not verified as described above, then the official transcript must be sent directly from the university to the Hellenic NARIC;
- (ii) an official transcript (grades from all subjects and from all the years of study, signed and stamped by the university, stating the date of graduation). If the transcript is not stamped according to the Hague Convention or verified by the Consular Authorities of Greece (for countries not participating in Hague Convention), it must come directly from the university to the Hellenic NARIC;
- (iii) a certificate for the location of studies (either stamped according to the Hague Convention or sent directly to the Hellenic NARIC verifying that all applicant's studies took place and were completed in the specific country, city, campus and nowhere else; and
- (iv) a syllabus of the institution if either the institution or the faculty have not been accredited by the Hellenic NARIC;
- (v) a dissertation / thesis (for postgraduate degrees only) along with a Greek summary in the case of a doctorate thesis.

Employment agencies or professional organizations (i.e., chambers, associations) may require additional documents regarding validity of the qualifications in the awarding country.

Information provided by the Hellenic NARIC.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment Actions have been provided within the framework of the Operational Programme "Education and Lifelong Learning" 2007-2013.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved:

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

Although the Lisbon Recognition Convention has not been signed by Greece, several principles contained in the Convention are applied in the regulations concerning equivalence (i.e. fair recognition of learner's qualifications, improvement of the quality of the recognition process, equity in equivalence, information provided to the public about study programs and HEIS, the existence of an NARIC centre, etc.).

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved:

Most of the general principles and the assesment procedures are embedded in the Greek legislative framework.

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved:

The Greek legislative framework encourages the recognition of joint degrees as stated in Law 3404/2005, article 23 which supplemented Law 3255/04, article 4. as amended by Law 3685/2008, article 10.

According to Law 3685/2008, article 10 : Greek HEIs can cooperate with recognised foreign HEIs to organise and run joint postgraduate study programmes and award postgraduate degrees. A Special Cooperation Protocol (S.C.P.) is compiled between the cooperating Institutions, which determines issues such as the language(s) of teaching and writing, the subject of the programme and the scientific fields of the doctorate thesis, the financial resources, the obligations and rights of the participants, the mobility of the academic staff or the students, the type of awarded Degree etc. Greek HEIs can also cooperate with recognised foreign HEIs for the preparation of doctorate thesis under joint supervision.

These degrees are automatically recognized as long as the prerequisites of the above Law are met.

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level

Hellenic NARIC ensures fair assessment of the academic credentials of applicants who possess university and technological degrees which have been awarded by foreign HEIs.

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level

At national level and based on academic criteria (i.e., recognition of foreign HEI, undergraduate and / or postgraduate program's curriculum), the Hellenic NARIC recognizes university and technological degrees which have been granted by accredited foreign HEIs, if no substantial differences exist between the foreign and corresponding Greek program and/or degree. In other cases, this recognition is achieved following attendance of additional courses / examinations that take place in corresponding Greek HEIs or by receiving supplementary education at the foreign HEI which awarded the degree.

At institutional level and following recognition by the Hellenic NARIC, applicants who possess university and technological degrees which have been awarded by foreign HEIs are eligible to apply for postgraduate education (2nd and 3rd cycle) in Greek HEIs.

lii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

At national level and based on the above-mentioned academic criteria the Hellenic NARIC does not recognize university and technological degrees which have been granted by non-accredited foreign HEIs or these degrees are characterized by significantly substantial differences.

As long as there is no recognition by the Hellenic NARIC, these degrees receive no recognition at institutional level.

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice

The Greek Ministry of Education, the Hellenic NARIC and all Higher Education Institutions in Greece operate offices and websites that provide detailed information regarding undergraduate and postgraduate programs and degrees (www.ypepth.gr ; www.doatap.gr ; www.ypepth.gr/en_ec_page3824.htm).

v) do you have a fully operational ENIC

Yes No

If **Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

The aims of the Hellenic NARIC (www.doatap.gr) are the following:

- **The recognition of qualifications awarded by equal HEIs, Universities as well as Technological Education Institutions, abroad, and**
- **the provision of information concerning HE studies domestically and abroad.**

In order to achieve these aims, Hellenic NARIC:

i) Collects and processes the information and data concerning the Greek educational system, mostly regarding Greek HE in the university and technological sector, and operates as an information Center on issues of university and higher technological education.

ii) Collects and processes the information and data concerning HE on an international and european level, monitors international developments in this field, informs the Ministry of Education as well as the Universities and TEIs on issues of foreign HE and provides information to HEIs or competent Centers and similar organizations abroad, on the organization and operation of Greek Universities and TEIs in HE. It also advises the Ministry of Education on the need to domestically create new departments.

iii) Participates in meetings and other events organized by international organizations and especially by the european network of respective national academic recognition and information centers (ENIC), of which it is a member.

v) Cooperates with bodies that aim in evaluating the quality of HE concerning issues of common interest.

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits

100% 75-99% 50-75% <50%

¹² Please refer to definitions in the ECTS User's guide,
http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

Law 3374/2005 determined the obligatory application of the European Credit Transfer and Accumulation System (ECTS), for all undergraduate and postgraduate study programmes.

b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

There is a national system which accredits each course with didactic credits based on teaching hours.

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain: Specific actions are planned within the framework of the Operational Programme "Education and Lifelong Learning" 2007-2013, such as informative consultations with Universities and TEIs etc.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain: Actions are taken within the framework of the Operational Programme 'Education and Lifelong Learning 2007-2013',

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain: The National Counselor for ECTS and Bologna promoters participate in events to inform Universities and TEIS. More informative events concerning all stakeholders are to follow. Moreover, explanatory guidelines based on ECTS Users' Guide have been issued to HEIs by the Ministry of Education.

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

Recognising prior learning at the moment is limited within the framework of the formal educational system. Measures in order to recognise non-formal and informal learning are being currently examined. These measures will be more explicitly defined when the compatibility between ECVET and ECTS is better clarified within the European framework. The recognition of prior learning will be facilitated with the implementation of the European Qualifications Framework which comprises eight levels and which will allow for the recognition of each level of knowledge as regards the corresponding levels of skills and competences, thus making possible the recognition of all forms of prior learning.

Moreover, graduates from other Schools with two and three-year study programmes which do not operate under the supervision of the Ministry of National Education and Religious Affairs have the right to have access to Universities and TEIs after sitting for exams. Some graduates are placed in the 2nd, 4th and 6th semester of studies depending on the School they graduated from. eg. the graduates from the Higher School of Tourism in Rhodes have the right to sit for placement exams and be admitted to the 6th semester of a relevant TEI.

In addition, within the framework of enhancing adult education a system of ECVET credits validation and recognition of prior learning will be provided.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify: It is provided within the framework of the Operational Programme 'Education and Lifelong Learning 2007-2013'.

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

The promotion of flexible learning paths, which include the provision of educational opportunities for younger students as well as adults, are part of the wider planning for the development of lifelong learning in Greece.

The establishment of the Hellenic Open University (EAP), which addresses a great number of candidates of a wide age range wishing to follow undergraduate or postgraduate studies offered through long distance programmes, serves this purpose.

Furthermore, according to the provisions of Law 3369/2005, each Higher Education Institution (University or TEI) may establish a Lifelong Learning Institute which offers learning opportunities to graduates. The LLL Institutes along with the Centers of Vocational Training run by Universities offer flexible learning programmes.

Moreover, the provision of e-learning through the development of e-classes through the Operational Programme 'Knowledge Society' and the GUNET e-class platform support these initiatives.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation :

Various measures are under examination.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

There are several programmes such as "Epikouros programme" concerning e-classes.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

A number of places are allocated to graduates from other University or TEI Departments or Schools (which are usually supervised by other Ministries and

offer two to three-year study programmes). The graduates have to take placement exams in order to be admitted in various semesters of the first cycle of Universities and TEIs.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

The joint degree/programme co-operation is most widespread in Sciences and ICTs programmes.

e) Estimate the number of joint programmes in your country

The estimated number of joint programmes in Greece is more than one hundred (100).

f) Describe any actions being taken to encourage or allow joint programmes.

The establishment of joint programmes and inter-institutional cooperations between Greek and foreign HEIs are facilitated by the legislative framework as well as by regional and inter-governmental cooperations.

g) Are there any specific support systems for students to encourage joint degree cooperation?

Scholarships for foreign students.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Greece has taken measures at governmental and institutional level to overcome obstacles in student and staff mobility.

At governmental level, Greece has signed bilateral and multilateral international agreements with a series of countries to promote cultural and educational cooperation and enhance student and staff mobility. Programmes involving exchanges and mobility of students, senior administrative staff of HEIs, research staff and doctoral students, teaching and educational staff, constitute part of these international educational agreements.

At institutional level, Greek HEIs of both sectors -Universities and TEIs- are very keen on developing cooperations with foreign HEIs and participating in European programmes, such as "Erasmus" or other EU programmes, OECD programmes as well as other regional programmes.

Student mobility is mainly realised through the Erasmus Programme, through joint study programmes and through bilateral cultural agreements between Greece and foreign countries. Also, the use of a language other than Greek in study programmes and the implementation of ECTS are to further enhance the mobility of students.

Academic and research staff mobility is mainly realised through the participation of HEIs in European projects and regional cooperation programmes as well as through the international cooperations of HEIs. The Ministry of National Education and Religious Affairs through the Directorate for International Relations for Education in cooperation with the Secretariat for Higher Education has published a guide with all international cooperations of HEIs. In addition, the academic staff members are entitled to sabbaticals.

The Ministry of National Education through the Section of Inter-University Relations fervently supports and funds academic and research staff mobility, namely study visits, participation in international conferences and other scientific activities.

- b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

- c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

- d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation: Study periods abroad are recognised when realised through the Erasmus programme or through the joint study programmes.

- e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation: Greek HEIs provide free accomodation and in some cases board to mobiled students and staff.

- f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

- The establishment and operation of the International Hellenic University.
- The encouragement of establishment of joint degrees between Greek and foreign HEIs, as well as the enhancement of international cooperation.
- The encouragement of Greek HEIs to develop ECTS, study programmes in a language other than Greek, as well as a website in english where all the relevant information concerning the study programmes will be available.

b) What has your country done to:

i) improve information on the EHEA outside Europe?

Since 2005 Greece has been a member of the BFUG working group for the External Dimension of the bologna process.

Also, Greece has organised a seminar under the title 'Putting European Higher Education Area on the Map: Developing Strategies for Attractiveness'. In this seminar countries from other regions such as Australia, New Zealand, Canada, countries from the Mediterranean Sea etc. were invited to participate in discussions on the EHEA and the need of cooperation with other regions of the world.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

The main goal of the Ministry of National Education is to transform Greece from a country which sends students abroad to study to an international and regional HE centre. This presupposes the consolidation of a culture of quality and evident excellence of Greek HEIs. The establishment of the Hellenic International University, the funding of quality and research activities through the Operational Programme 2007-2013 and the promotion of international inter-university cooperation promote EHEA attractiveness and competitiveness.

iii) strengthen cooperation based on partnership in higher education?

The legislative framework adopted in 2004-08 enhances the partnership between Greek and foreign HEIs. Such measures are: joint degrees, ECTS, DS, the use of a foreign language in the study programmes, and the capability of Greek HEIs to organize and operate self-contained and self-funded study programmes abroad.

iv) intensify policy dialogue with partners from other world regions?

Greece has a key role in the development of co-operation in HE according to the principles of the Bologna Process within the SouthEast European Co-operation Process, the Adriatic Ionian Initiative, the Black Sea Economic co-operation and the Euro- Mediterranean Partnership.

Within the Black Sea Economic co-operation, the Black Sea International Study Center was established in Athens, while Greece hold the Chair at the Education Working Group

Within the Euro- Mediterranean Partnership and in the framework of the Euro-Mediterranean University (EMUNI), the University of Aegean signed a Euro-Med Academic Consortium Agreement (EMACA) which established the "Centre de Recherches et des Études sur la Méditerranée orientale - CREMO) that will have its legal residence in Rhodes.

v) improve recognition of qualifications with other world regions?

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

The main challenge is the reinforcement of open and extrovert quality Universities and TElS; open and extrovert towards society as well as towards international co-operations.

The immediate goal of the Ministry of National Education and Religious Affairs is to further promote access to Higher Education. Greek economy is rapidly transformed in a modern knowledge-based economy. Several sectors such as tourism, financial and banking services, services of mercantile marine, and communications which are blossoming in Greece are in need of HE graduates. To this end, a period of consultations with stakeholders is going to start focusing on the issues of changing the system of HEIs admission and creating new possibilities for young people and vulnerable groups such as persons with special needs and from lower socio-economic background, to enter HE.

Furthermore, the effort is focused on the quality enhancement of institutions. Many departments have already completed the internal evaluation processes and proceed to the external evaluation. The main issue, however, is not only the development of ameliorative measures by institutions in cooperation with the Ministry but also the development of a quality culture that will apply to all HE.

The Ministry of National Education plans a series of measures within the framework of the Operational Programme "Education and Lifelong Learning" (2007-2013). These measures primarily concern the upgrade of quality, the implementation of ECTS and DS as well as the development of the proper academic environment through the enhancement of libraries and the expansion of digital services that will facilitate the work of Professors and the flow of information towards students. What is more, funding is provided for measures such as the support of Liaison Offices and student work placement and the enhancement of youth entrepreneurship.

Moreover, the Ministry of National Education and Religious Affairs places research in the centre of institutional excellence. Thus it will provide HEIs with extra funding, 433 m. euros for the period 2007-2013 in addition to the regular state budget, for research activities.

Regarding the emergence of extrovert HEIs, the appropriate legislative framework already exists, such as for the organization and operation of joint postgraduate programmes between congener Greek and foreign HEIs and joint supervisions of doctorate thesis and the capability of Greek HEIs to organize and operate self-contained and self-funded study programmes abroad. In addition, the operation of the Hellenic International University contributed to the extrovert character of Greek HE. The Hellenic International University, based in

Thessaloniki, already offers postgraduate study programmes exclusively in the English language and plans to expand the spectrum of the courses offered. The Ministry of National Education and Religious Affairs has the ambition that Greek HEIs will play a very significant role within the frame of European Higher Education Area. The main goal, therefore, is the enhancement of quality, extroversion and as a result the excellence of Greek HEIs.

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secur@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

Greek citizens irrespective of gender, race and ethnic background have equal access to the Greek Higher Education. The access to Higher Education Institutions (HEIs) is gained through participation in national entry exams. In this way the credibility and transparency of the system are ensured.

The Greek Government takes every possible measure to assure equity in terms of access and successful completion of studies. Higher Education (HE) is mainly state funded and the study programmes of all three cycles, with very few exceptions concerning certain postgraduate programmes, are free of charge. As a result, there is a very high percentage of upper-secondary school graduates, almost 70,04% for the academic year 2008-2009, who entered HE.

However, the demand for a place in HE is so high that Greece is one of the countries of OECD with the highest percentage in "student exportation". Nonetheless, the main goal of the Ministry of Education is to transform Greece from a country which sends students abroad to study to an international and regional HE centre.

Special measures have been taken, and the effort will continue towards social dimension, concerning students from weaker economic background. Also, special provisions are made regarding the allocation of extra study places for the Greeks who live abroad, the Muslims of Thrace, the disabled people, and people suffering from serious diseases. The last two groups enjoy a number of benefits not only in entering HE but also in completing their studies.

As far as gender allocation is concerned participation ratios for males and females enrolled in tertiary education indicate that women are not underrepresented in Greek national HE system. On the contrary, in the first cycle programmes women outnumber men. However, there is a small decline in their participation ratio in the third cycle programmes.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

All upper-secondary education graduates, are eligible to sit for the entry exams in order to gain access to HE. Thus, the governmental measures begin in upper-secondary schools in order to ensure equal access to HE.

All candidate students, either attending or having completed upper-secondary education, can attend the program of Additional Instructional Support (Prosthēti Didaktiki Stiriaksi), which includes additional lessons, free of charge, provided by upper-secondary schools in order to enhance students' performance in the entry exams.

Moreover, since 2004, 57 Schools of Second Chance have been established all over Greece in order to give adults the opportunity to complete Secondary Education and also claim a place in HE.

The Ministry of National Education and Religious Affairs has increased diachronically the places in HEIs. In particular during the last five years the number of available places in Greek HE has risen from 80,400 in 2003 to 86,736 in 2008, an increase of 7,88%, with the emphasis placed upon regional HEIs. Moreover 48 new Departments in HEIs have been founded while the establishment of more new Departments is in schedule.

The key feature of Greek HE is that it is provided free of charge by public Universities and Technological Education Institutions (TEIs), with very few exceptions to this rule.

All undergraduate programmes are free of charge. The two thirds of postgraduate programmes are funded by the regular state budget and only the one third is funded by HEIs own resources or by tuition fees. Almost all doctoral programmes are free of charge.

The only HEIs that charge fees are the Hellenic International University, which addresses foreign students and the Hellenic Open University, which mainly addresses adult employees.

However, some measures have been taken for the facilitation of employees and working students. Special leaves are provided to all working students in order to sit for semester exams, while educational leaves with the relevant compensation, are provided to civil servants in order to attend post graduate and doctoral programmes, nationally and abroad.

Last but not least, extra HE places are provided to the Greeks who live abroad (8%), the Muslim religious minority of Thrace (1%) and to the people suffering from serious diseases (3%).

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

The Ministry of National Education and Religious Affairs has set as a priority the assurance of equal opportunities in access and completion of HE studies for all students so that, young citizens fulfill personal development, be prepared for sustainable employment and live as active members of a democratic society.

As far as the participation of students in HE issues is concerned, Greece for many years has ensured a wide participation in all the procedures concerning HE.

Students participate in the National Education Council as well as in the governance board of the Hellenic Quality Assurance Agency.

Regarding HEIs governance, there is a wide ratio of student participation. Students participate in the election of rectors by 40 per cent and they participate in all the administrative bodies of HEIs with a very high participation ratio, which reaches 50 per cent in the General Assembly of the Department. They also state their point of view during the election of academic staff and participate in the internal evaluation process of HEIs as well.

The Ministry of Education made a great attempt to assure the credibility of HE system and to strengthen the validity of HE degrees both within academia and the labour market, at national and international level. Thus, in 2005 the national Quality Assurance system was introduced so that the deficiencies of the HE system could be detected and be cured.

Moreover, a series of Presidential Decrees issued during the last two years resolved a major problem concerning the qualifications of graduates. From now on, the explicit reference to the professional qualifications of the degree is a condition sine qua non for the foundation of a new department in a University or TEI.

In order to enhance student mobility ECTS was introduced in 2005. Diploma Supplement was also introduced by the same law in 2005. All HEIs have to issue DS, automatically and free of charge in Greek and English.

A series of benefits for all three cycles have been embodied in Greek HE system. Some benefits apply to all students while others are linked to family or personal income or study performance.

All undergraduate students have the following benefits for the duration of their studies plus half their total:

- All undergraduate study programmes are free of charge.
- Free health care which includes medical, hospital, paramedical examinations, dental care, etc. This also applies to postgraduate and doctoral students.
- Accommodation and board free of charge depending on the family and personal income. In some regional Universities and TEIs boarding and transportation is free of charge for all students. It is indicative that the budget for the student board is 28,960,000 millions euros for 2008.

- Free textbooks: the students can choose their textbooks from a list provided by the Universities and TEIs. The budget for university academic textbooks has increased by 44,6% for the period 2004-2008, that is from 22,6 m. euros to 40,8m.euros.
- A housing grant of 1,000 euros per year is provided to students who study in a city other than their permanent residence, while for certain student groups such as students from families with at least three children under the age of 25 or from families with serious health problems or from single parent families, orphan students or students with health problems are entitled to be transferred to the nearest to their residence University or TEI accordingly.
- Tax reductions are provided by Greek legislation for the students' families until students reach the 25th year of age.
- Reduced ticket prices for means of transportation and cultural events. This also applies to postgraduate and doctoral students.
- A number of scholarships and endowments are addressed to students of all three cycles, either by the State Scholarships Foundation or other beneficiary Institutions. Those scholarships and endowments are granted on the basis of excellence in combination with family income. Moreover, with the implementation of Law 3549/2007, compensatory scholarships applying until recently only to a number of postgraduate students are expanded to undergraduate students, under the condition that the students offer part-time work in the University or TEI.
- The same law 3549/2007 introduces interest-free education loans for students who face serious financial problems. The interest charges are covered by the Ministry of National Education, on condition that the students have successfully completed the previous semester and have not exceeded the maximum duration of their studies. Moreover, for postgraduate students, loans are offered with subsidized interest rate. In particular 50 percent of the interest amount is paid by the students and 50 percent by the Ministry of National Education and Religious Affairs.
- With the implementation of Law 3549/2007, advisory/consultative services are introduced for supporting students in their transition from Secondary to Higher Education, students with disabilities and students facing problems with the completion of their studies. Also, HEIs academic staff is assigned with duties as consultants (tutors), in order to guide and advise students on their progress and successful completion of their studies as well as academic and employment opportunities.

Special measures are taken for working students

The law allows that the duration of studies can be expanded to the double number of years plus one under the decision of the General Assembly of the respective Department. This applies to all students whether they work or not but in any case it allows for more time to working students in order to complete their studies.

Special leaves are legislated for all working students, during their examination period. Also, for students working in the Public Sector, educational leaves are legislated. Moreover, the Hellenic Open University provides distance education mainly to employed adults.

In 2007 the Ministry of National Education and Religious Affairs and the Ministry of Development launched "Diodos Programme", which allows Wireless and Broadband Internet access for students and the university community at lower

prices. In addition, through the action "Let's Go Digital" of the Ministry of National Education and Religious Affairs, 25% of freshman students who were admitted to the department of their choice in high order of admission, are entitled to a subsidy up to 400 euros in buying a new laptop. This grant is doubled rising at 800 euros for all disabled students who entered university through the 3% quota for disabled people.

Moreover, a pilot project "e-university", a work of total budget of 1,672,568 euros is about to be launched. The e-university will upgrade the information and transactions between citizens and HEIs. E-university concerns the digital information and administration services and addresses students, candidate students, graduates, parents, educational, research and administrative staff, providers, etc. This will facilitate student access in all relevant information concerning student care.

- Every HEI has a Student Care Office which closely cooperates with the Directorate for Student Care for Universities and TEIs in the Ministry of National Education and Religious Affairs. Also, each HEI has a Liaison Office which provides tutoring and counseling for career and study opportunities as well as, promotes work placement and student entrepreneurship.

- In addition, the upgrading of libraries, internet access, access to scientific databases are among the objectives of the National Strategic Reference Framework 2007-2013. For the period 2000-2006 146 millions euro were given for the upgrading of libraries.

- The budget for student care in Universities has increased by 18%, from 24,5 million euros to 29,8 million euros, and in TEIs by 42,2%, from 15,4 million euros to 26,6 million euros for the period 2004-2008.

Other actions regarding youth are the local youth councils, youth entrepreneurship support structures, youth entrepreneurship observatory and in cooperation with Universities the observatory for children's rights was founded. Also youth non-governmental organisations are funded.

The Ministry of National Education and Religious Affairs is planning to further enhance within the innovation platform "Greek citizen of Europe" - "Greek Citizen of the World" policies towards vulnerable social groups.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

Statistical data and regular student surveys are carried out by the HEIs' Departments and their results are communicated to the Ministry of Education and Religious Affairs. There is no evidence from the existing data that there are groups underrepresented in the Hellenic Higher Education system.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

The main goal posed for the period 2008-2010 is the reinforcement of the HE system in qualitative terms along with retaining the existing wide access and participation of students in Higher Education. The expansion of the measures for facilitating students to complete their studies is also a supplementary goal. The reinforcement of human resources lies in the core of the Ministry's strategy through the Operational Programme "Education and Life Long Learning-Investing in Knowledge Society (2007-2013)", since education of the young generation is integrally linked to the social and economic development of Greece.

Moreover, the further modernisation and internationalization of the Greek HE system will multiply students' opportunities for academic or professional development. The modernisation of the study programmes and the creation of new programmes on new technologies and interdisciplinary areas as well as with the development of joint study programmes between Greek and foreign HEIs will enhance students personal development and employability. Emphasis will be placed on the improvement of postgraduate and doctoral studies. The Ministry of Education has ensured extra funding for research within HEIs. At the same time resources will be allocated towards the improvement of the academic environment, as far as infrastructure and libraries is concerned as well as digital access to information and education (e-University, e-class, Open University).

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

The Ministry of National Education and Religious Affairs has set a strategic plan within the context of the National Strategic Reference Framework (NSRF) 2007-13. The Operational Programme "Education and Life Long Learning - Investing in Knowledge Society" has set concrete action lines that would contribute to the enhancement of the social dimension of HE.

The first action line refers to the "Quality Upgrading of Education and Promotion of Social Inclusion" and includes actions on modernisation of study programmes and development of educational material, the implementation of the ECTS and DS, the

supporting of the Hellenic International University, actions about education and culture as well as support of actions for the decentralisation of the HE system. The amount under schedule is 884,5 m. euros.

Also, it funds the implementation of Quality Assurance in HE and the further use of new technologies in educational procedure.

Last but not least the first action line enhances equity in access and participation in the educational system, and combats school drop outs with emphasis placed on disabled people and the vulnerable social groups. To this end, there is provision for additional instructional support to individuals with special educational needs (learning difficulties).

The second action line refers to the "Upgrading of Initial and Continuous Vocational Education and Training and the linkage with the labour market". This action line provides for scholarships, the financing of Liaison Offices in Universities and TEIs, work placement, counselling and vocational guidance as well as youth entrepreneurship. Special programmes for vocational training are provided for women. The amount under schedule is 522,5 m.euros.

The third action line concerns "Adult Education". It provides for Schools of Second Chance and Centers of Adult Education, Lifelong Learning Institutes within HEIs, the Open University and the implementation of ECVET and the recognition of prior learning, and the development of long distance learning. The amount under schedule is 331,3 m.euros.

The fourth action refers to the "Enhancement of Human Resources and the development of Research and Innovation". It includes the reinforcement of basic and applied research in HEIs and the attraction of high quality researchers from abroad. It also provides for the upgrade of postgraduate programmes emphasizing Sciences and ICTs. Within this action line scholarships and funding for postgraduate studies are provided. The budget for the fourth action under schedule is 433,4 m.euros while 43,2 m.euros have been provided for Complementary measures.

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

For the period 2007-2013, a total sum of EUR 2,215,000,000 is going to be granted for the Operational Programme "Education and Life Long Learning"-funded from national and european resources. However, this amount does not include the funding from the Regular State Budget and the Programme of Public Investments.

d) is there a timeline for action? If yes, please provide details.

The social action plan is included in the "Education and Life long Learning Programme". Thus, its duration spans 2007-2013.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

In order to monitor progress towards equitable access, participation and success of students the Ministry of National Education and Religious Affairs in cooperation with the HEIs is working out the formation of an information system via which data is going to be exchanged, collected and processed.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

The Authority which is responsible for the preparation, implementation and evaluation of the national strategy in Greece is the Ministry of National Education and Religious Affairs. Contact points for the national strategy is the Secretariat for Higher Education, the Departments of Studies and Student Care for Universities and TEIs as well as the Managing Authority of the Operational Programme "Education and Life Long Learning" and the General Secretariat for Adult Education. The latter is the coordinator body for the "Education and Life Long learning Programme", part of which is the social action plan.

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?