



Greece

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Note: The first version of the present profile was prepared in 2000 using the following publication:
Eurydice Eurybase. *The education system in Greece*. 1997 edition.

For more detailed and updated information consult: <http://www.eurydice.org>

Principles and general objectives of education

Article 16 of the 1975 Constitution indicates that: (i) research and teaching in arts and sciences are free, while their development and promotion are obligations of the State; (ii) education is the basic mission of the State and aims at the moral, spiritual, professional and physical development of the Greeks, the development of a national and religious conscience and a further fulfilment as free and responsible citizens; (iii) compulsory education cannot last less than nine years.

The main principle of educational policy is that every citizen, regardless of origin, social background or sex, has the right to education. Based on the laws passed by the Parliament for all the educational levels, the State seeks to democratize education by: decentralization, ensuring the participation of those directly involved in the educational process, improving the quality of education, and selecting educational staff on a merit basis.

Current educational priorities and concerns

Greece is modernizing the education system on a permanent basis, not only as a response to the common European goals but also because of the government's wider policy to introduce the most recent innovations to enhance the quality of education.

Recently, special emphasis has been given to the process of definition of a comprehensive strategy for promoting lifelong learning within the overall framework of human resources development. The establishment of an integrated legal framework, the upgrading of the existing post-secondary institutions providing adult and technical and vocational education, along with the creation of new institutions (such as the lifelong learning educational institutions) are in line with the effort aimed at systematizing and building operational networks on the basis of existing educational and training structures. The main goal is to promote lifelong learning and contribute to the continuous updating of knowledge throughout the entire working life in order to fight against unemployment and social exclusion and promote social inclusion. The new Law on Lifelong Learning was passed on 25 June 2005 and entered into force on 6 July 2005. This law provides for an institutional framework to be incorporated in the governmental strategy regarding human resources development and investments in human capital.

Ongoing debates also focus on the possible extension of compulsory education from nine to twelve years, the strengthening of decentralized administrative structures, an increased participation of local authorities in the financing of education, and the renewal of curricula and teaching methods.



Laws and other basic regulations concerning education

Law No. 1566 of 30 September 1985 stipulates the aims and objectives of education and sets the basic principles of the organization and delivery of primary and secondary education. The law gives priority to the quality factor by the introduction of new curricula and improvements in teaching methods and educational resources. A dynamic and flexible education system, decentralization and democratization of education, are the main principles laid down in the law.

Non-university higher education institutions, e.g. technical colleges or Technological Education Institutions (TEIs), are regulated by the provisions of **Law No. 1404** of 1983, amended by **Law No. 2916** of 2001 and supplemented by other regulations. By Law 2916/2001, TEIs have been integrated into the technological non-university sector at the higher education level. Post-secondary vocational training is governed by the provisions of **Law No. 2009** of 1992 (National System for Vocational Education and other provisions) and the **Study Regulations for Vocational Training Institutes (IEKs)** of September 1994.

University education is organized according to the provisions contained in the **Constitution, Law No. 1268** of 1982 regarding the structure and function of universities (University Educational Institutions or AEI), and **Law on the Modernization of University Education No. 2083** of 1992. During the period 2005-2006 several legislative measures have been adopted in the framework of the implementation of the Bologna process (see Eurydice, 2007).

Second chance schools are established according to **Law No. 2525** of 1997. The Hellenic Open University, an independent and self-governing university offering distance learning programmes, has been established by **Law No. 2083** of 1992 and subsequent amendments.

Private education is regulated by **Law No. 1566/85** and subsequent amendments. The National Education Council, the Educational Research Centre, the Institute for Continuing Adult Education and the Educational Centres Supporting Education, have been established by **Law No. 2327/1995**.

Law No. 2817 of 2000, supplemented by **Law No. 3194** of 2003, has updated and improved the existing institutional framework for special needs education and education for pupils with special talents. According to Law 2187/2000, the Ministry of Education has to cooperate in the establishment of special vocational training centres and workshops (which are under the authority of the Ministry of Health and Social Solidarity) as long as school age pupils with special needs attend these centres.

The **Law on Lifelong Learning and other Regulations No. 3369** was passed on 25 June 2005 and entered into force on 6 July 2005. This law provides for an institutional framework to be incorporated in the governmental strategy regarding human resources development and investments in human capital, since it intends to rationalize the existing educational and training frameworks within the perspective of lifelong learning.



Compulsory education lasts nine years, comprising six years of primary education for pupils aged 6-12 and three years of lower secondary education (*gymnasio*) for the age group 12-15 years. Children enrol in primary school when they reach the age of 6 by the end of December of the year of admission. Any person who has guardianship of a minor and fails to register him or her in school is subject to a penalty.

Administration and management of the education system

The general policy in the education field is determined and directed by the Government. The law provides for the establishment of an **All-Party Education Committee** through which consensus is sought among all political forces on the main issues of educational policy.

The education system is under the overall authority and supervision of the **Ministry of National Education and Religious Affairs (YPEPTH)**, which is organized into sections, directorates, administrative sectors and general directorates. Some activities are under the responsibility of agencies overseen by the YPEPTH, such as: the **School Buildings Organization (OSK)** which is responsible for the design, construction, and equipment of primary and secondary education premises; the **School Textbook Publishing Organization (OEDB)**, whose primary task is to publish and distribute textbooks and other educational materials; and the **Organization for Vocational Education and Training (OEEK)**, which organizes and runs the Vocational Training Institutes (IEK), and submit proposals to the Ministry on issues related to vocational education and training. The **Organization for In-Service Teacher Training** has been established in 2003 in order to ensure a better coordination of existing programmes.

The **National Education Council (ESYP)** is an independent administrative authority overseen by the YPEPTH. It makes recommendations to the Government on educational policy and planning matters at all levels. The ESYP is administered by the President and the Administrative Committee. Representatives from the ministries, professional, scientific and trade union organizations, political parties and other stakeholders participate in the Plenum. The **National Committee of Lifelong Learning** has been established under the new Law No. 3369/2005 in order to deal with national policy and planning issues in this area.

The **Pedagogical Institute (PI)** is an advisory body to the YPEPTH on curriculum development and supervises the preparation of textbooks. It also revises the curriculum on the basis of the school counsellors' annual reports. In particular, the Evaluation Department of the PI, which has been established in early 1996, prepares proposals regarding the evaluation of the educational activities and pupils' assessment. The PI also coordinates in-service teacher training activities.

The **Educational Research Centre (KEE)**, operating under the supervision of the YPEPTH, promotes research on issues related to education, such as school organization, teaching methods, continuing education and training, etc.



There are **Regional Education Directorates** and **Directorates of Primary and Secondary Education** in every prefecture. They administer and supervise the operation of educational establishments at the pre-school, primary and secondary levels. Their offices are located in the capital of the prefecture. Both public and private schools in each prefecture are under the authority of the head of the Directorate of Education. There are also **Education Offices** in the districts. The prefect is in charge of the administrative units in his/her prefecture, performing the duties which have been assigned to him/her by the Minister. The heads of the Directorates and Offices monitor the operation of the schools in their region; they supervise the activities of teachers and administrative staff serving in these offices. At the prefectural level, **Regional Service Councils for Primary and Secondary Education** are established by the prefect and are responsible for matters related to the conditions of service of teachers.

A **School Council** operates in every school and consists of the head of the school, the teachers' association, a representative from local government, a representative of parents' association and a representative of the pupils in the case of secondary schools. The task of the School Council is to support the operation of the school. The teachers' association (chaired by the school head) constitutes the collective body for charting directions and ensuring an effective implementation of educational policies and the better operation of the school. **School Committees** are responsible for managing the budgets which are made available for running costs.

The **Municipal or Community Education Committee** operates in every town or community and consists of representatives of the municipality or community, the parents' association, school heads, and representatives of the teachers' trade union organizations. This Committee reports to the mayor or president of the community and to the town or community council on matters related to the organization and operation of the schools in their region and the allocation of funds. **Prefectural or Provincial Education Committees** examine education questions and submit them to the relevant council, on the basis of proposals put forward by municipal and community education committees.

In order to ensure participation in school life, parents must be organized into **Parents' Association**. The parents' associations of schools in the same community or town or municipal district make up a union, in which each association is represented by at least one delegate representing up to forty pupils. Parents' unions in every prefecture or prefectural district join together in a federation in which each union represents up to 400 pupils. Federations of parents form a nationwide confederation in which every federation is represented by at least one delegate.

Universities (AEI) and technological educational institutes (TEI) are self-governing bodies operating under the authority and supervision of the Ministry of Education.

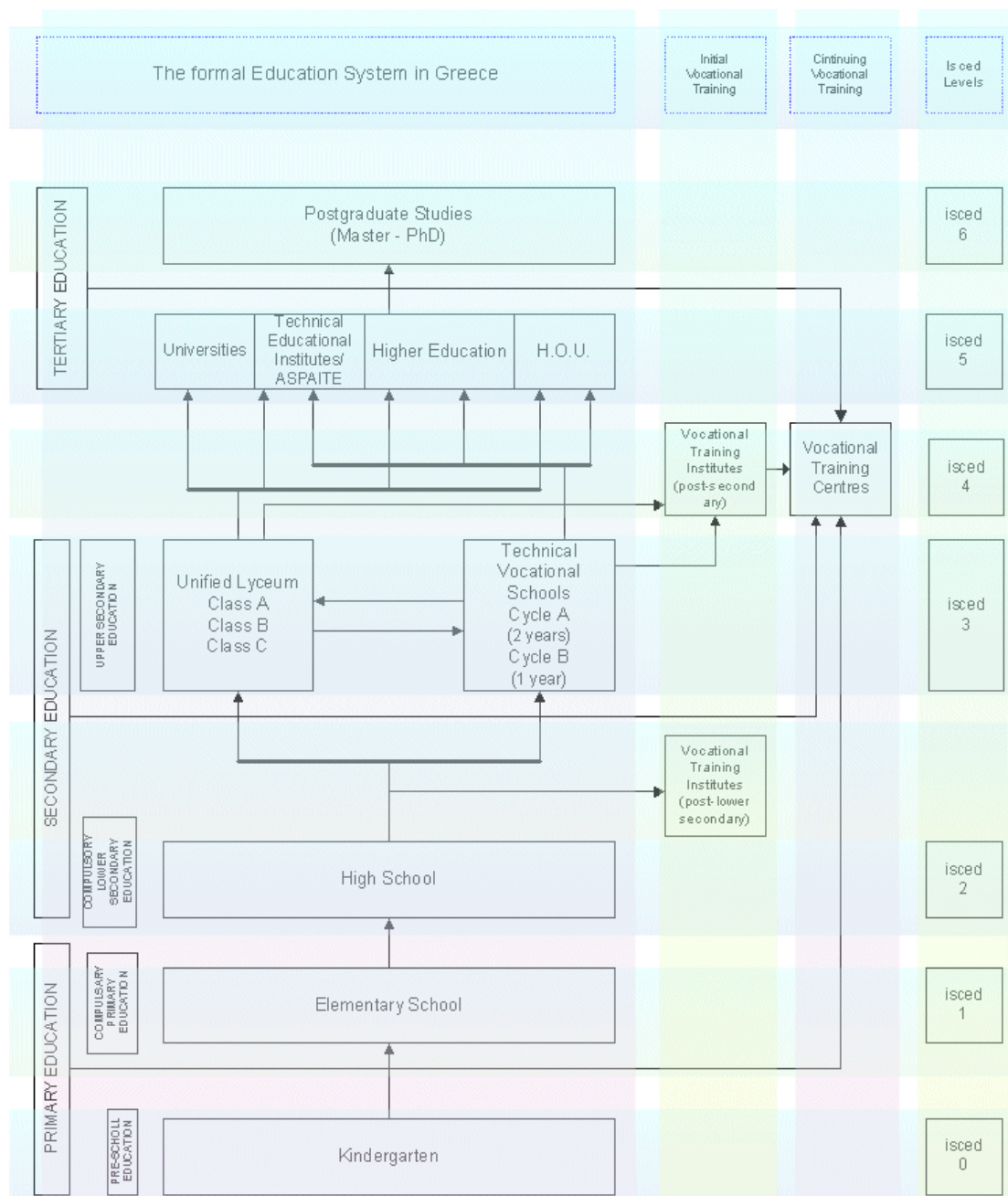
As regards higher technological education, legislation provides for the participation of representatives of students and employees in the management of Technological Education Institutions (TEI). The **Technological Education Council** (STE) comprises the Minister or his/her deputy, the presidents of the TEIs, representatives of relevant ministries, agencies, scientific organizations, trade union



organizations, local government and the political parties represented in Parliament. For every TEI there is a **Regional Technical Education Council (PSTE)** which comprises the Prefect, the TEI Council, a representative of the local union of municipalities and communities, representatives of professional, labour, agrarian and trade union organizations, representatives of the students and of the educational staff association of the TEI. The PSTE makes recommendations to the TEI on matters related in particular to the establishment of departments, assessing the needs for particular specializations or skills, in-service training, the employment of TEI graduates, and the practice of their trade or occupation.

Structure and organization of the education system

Greece: structure of the education system





Pre-school education

Pre-school education is not compulsory and free of charge in public kindergartens. Pre-school education lasts two years and caters to children aged 4-5 years. Pre-schools (*nipiagogeia*) are under the Ministry of Education.

Primary education

Primary education is the first stage of compulsory education and lasts six years. Children who have reached the age of 6 by the end of December of the year of enrolment are admitted to Grade I. Pupils are assigned to classes by age, except in the smallest schools.

Secondary education

Pupils who have completed the six years of primary school enter the lower secondary school (gymnasium), which lasts three years and completes the nine-year compulsory education programme. At the upper secondary level, the lyceum offers both day-time programmes, lasting three years, and evening courses, which last four years. Until 1997, there were several types of lyceum: general, comprehensive, technical-vocational, classical, ecclesiastical (four-year course), music lyceums or lyceum sports department. After the 1997 reform, upper secondary education comprises: the unified lyceum, offering a three-year programme with three main streams (theoretical, science and technology) starting from the second year; and technical-vocational education schools (TEE), lasting two or three years.

Vocational Training Institutes (IEK) offer programmes at the post-secondary, non-tertiary level usually lasting four semesters (two years).

Higher education is offered at universities, Technological Education Institutions (TEI, e.g. higher education institutes offering non-university higher education programmes), and institutions of higher ecclesiastical studies. The duration of studies at the specialized trade departments operating in TEIs is between three and a half and four years. University studies leading to award of a first degree normally last four years, with the exception of faculties at polytechnics (five-year programmes in the fields of agriculture, architecture, engineering, and the arts) and faculties of medicine (six years). Postgraduate degree programmes are offered at universities and their duration cannot be less than one year. Postgraduate specialization diplomas awarded by universities are certified by the institutions themselves and are a requirement for registration in a doctoral programme, which normally last three years. There are, however, university departments (particularly in the professional fields) where it is possible to enrol in a doctoral degree programme without having completed a postgraduate degree.

The school year normally starts at the beginning on September and ends on 31 August. At the primary level classes are held from 11 September until 15 June. At the secondary level classes are held from 15 September until 30 June. The school year generally consists of 175 working days or 35 weeks.



The academic year in higher education begins in September every year and ends on 31 August the following year. It is structured into two semesters and each semester includes at least thirteen (for universities) or fifteen (for TEI) weeks of classes and two weeks for examinations. The first semester begins in the second half of September and the second semester ends in the first half of June.

The financing of education

Education is funded mainly by State revenues through the regular budget and public investments budget, and partially by private sources. The regular budget covers expenditures related to the emoluments of the personnel, operating expenses for buildings, books, transportation of the pupils, meals and housing for pupils and students, scholarships and the supplying of materials and teaching aids. It is divided into two parts: the central government budget which finances all levels and forms of education, and the budget of the prefectures which covers special expenses for primary and secondary education. The public expenditure budget covers fixed capital expenses, i.e. the purchase of real estate, the construction and repair of buildings and of facilities, as well as the procurement and maintenance of equipment and laboratories.

Municipalities bear the cost of school maintenance and some of the running costs. In recent years, the responsibility for school construction has been delegated to the prefectures, but measures have been taken to ensure that differences in financial resources between prefectures do not affect the quality standards of schools.

Private expenditure on education covers the provision of educational services by private schools operating in parallel with state schools. It also covers the cost of the services of the private tutorial institutes and private teachers employed by the family and students, to supplement the education provided by state and private schools.

Private schools receive no State funding. However, private general secondary schools that belong to non-profit organizations may be supported through special appropriations from the Ministry of Education. Private technical and vocational schools cannot receive grants and rely on fees paid by students.

For the purposes of the education budget, pre-schools and primary schools together constitute the primary level of education. Thus, pre-school education is funded through budget appropriations allocated to primary education. Children and pupils in state-run pre-schools and primary schools are given free textbooks and teaching aids; free transportation from their home to school is also provided. In addition, free accommodation is provided to primary school pupils during the summer months in children's camps. The family budget share of expenditure on primary school education is limited to supplying writing and drawing materials and an optional share in expenditure to improve education undertaken by the Parents' Associations and guardians in each school.

In the case of compulsory lower secondary school (gymnasium), the family budget contributions are limited to supplying writing and drawing supplies and to



funding the optional participation in the costs of projects undertaken by the association of parents and guardians. Regarding non-compulsory upper secondary school, there is a significant increase in expenditure, as families are obliged to cover the expenses entailed in preparing pupils who wish to continue their studies at the higher education level, if they pass the national general examinations. This preparation process takes place in parallel with the regular education provided and recognized by the State in lyceums and is offered by private tutorial institutes or by private tutors. The cost of preparation is borne entirely by the family and depends on the type of support provided and its duration.

At the higher education level, there are only state-run institutions, i.e. universities, technological education institutions and other colleges. At this level, students are provided with free textbooks and other educational materials; in addition, meals and accommodation are also provided through the state budget to eligible students, in accordance with the conditions set by the law. The state budget also covers part of transportation costs (equal to 25% of the costs) and offers scholarships and student loans under the conditions stipulated by the law.

Parents' contributions to the costs of higher education are determined by various factors, the most important of which are: (i) whether the student's place of study coincides with his/her family's place of residence, in which case the student's living costs are considerably lower; (ii) whether the student is eligible for free state-supported meals and accommodation, i.e. whether his/her family has a total annual income (individual or family) of less than that determined by the law.

According to Eurostat, the total public expenditure on education represented 4.22% of GDP in 2004.

The educational process

Pre-primary education

Under Law No. 1566 of 1985, pre-school education is part of primary education and a most of its functions are subject to the same legislative regulations as primary schools. Specifically, through this law, pre-school education is provided in *nipiagogeia* (kindergartens) operating either independently or in children's centres. Attendance at *nipiagogeia* is for two years and is free of charge.

The objective of pre-school education is to promote the physical, emotional, mental, and social development of young children within the broader framework of the aims of primary and secondary education. In particular, pre-school education helps children to: cultivate their senses and organize their mental and physical acts; enrich and organize their experiences deriving from the physical and social environment and acquire the ability to distinguish relationships and interactions in this environment; develop the ability to understand and express themselves through symbols generally and in the realms of language, mathematics and aesthetics in particular; create interpersonal relations which will assist their gradual and harmonious integration into the life of the community; develop initiatives freely and, within the framework of the

organized environment, become accustomed to relationships with other individuals and the group.

Kindergartens may have one or two teachers. One-teacher *nipiagogeia* are those attended by a number of children ranging between seven and 30; and two-teacher *nipiagogeia* are those attended by 31 to 60 children. As regards the education, care and recreation of pre-school children—and in particular of orphans or children whose mothers have disabilities or are working—the law provides for the establishment and operation of municipal nursery schools, which accept children from 3 years of age or even younger.

Attendance at kindergarten is for two years; children who, before 31 December of the year of enrolment, are at least 4 years old are eligible to attend. In one-position *nipiagogeia* which operate with one teacher, children of both age groups share the same classroom, but an effort should be made to differentiate activities as regards pace and level of difficulty, in order to take into account the specific needs of each age group.. In two-position *nipiagogeia* and especially in the urban centres, an effort is often made, after consultation with the teachers, to create two separate classes for infants of 3½ to 4½ years and for children aged 4½ and older.

The curricula are prepared by the Pedagogical Institute. The total number of daily working hours for pre-school teachers is three and a half hours, beginning at 9:00 a.m. and finishing at 12:30 p.m. As a rule, pre-school teachers must arrive half an hour earlier and leave fifteen minutes later than the time of their regular working hours.

In addition to the pre-school curriculum, there is also an activity book for pre-school teachers with detailed instructions and practical recommendations on how to organize and conduct each class. Specifically, according to the pre-school teachers' activities book, the basic principle of the new curriculum is to promote the child's active participation in building knowledge, assisted by the teacher. By creating problem-situations, the child is encouraged to anticipate, investigate, experiment, compare, discover relations, classify and grow mentally, while building the mechanisms necessary to acquire knowledge. The daily work programme includes: (i) spontaneous engagement of the children in activity corners without the direct involvement of the teacher; (ii) engagement of the children in activities pre-selected by the teacher, or on those arising from unplanned or planned activities. In this case, teachers follow the following procedure: (i) they select one or more objectives from one or more fields of development based on their place in the graduated curriculum and on the children's level of development; (ii) they select and organize activities correlating with the objectives (the content of these activities may be drawn from the same or another area of experience and knowledge); (iii) they assist and encourage the children to participate in activities; and (iv) they assess the results.

According to national data, in 2001/02 the percentage of participation in pre-school education of the 5-year-olds was 81.8%. In 2004/05 there were 5,274 kindergartens with 137,059 children enrolled and 11,083 teachers in the public sector. In addition, there were 117 private pre-schools with 4,595 children enrolled and 259 teachers. Private kindergartens are licensed by the Ministry of Education and operate under its supervision.



Primary education

Compulsory primary education lasts six years. The aim of primary and secondary education is to contribute to the all-round development of individuals, irrespective of sex and social background. In particular, primary education should help pupils to: expand and redefine the relations between their creative activity and the objects, situations and phenomena they are studying; build the mechanisms that contribute to the assimilation of knowledge, to develop physically, improve their physical and mental health and cultivate their motor skills; learn the most basic concepts and gradually acquire the ability to derive abstract thoughts from concrete data; acquire the ability to express themselves correctly, both in oral and written form; become gradually familiar with ethical, religious, national, humanistic and other values and organize them into a system; cultivate their aesthetic criteria, enable them to appreciate artistic works and express themselves through their own artistic creations.

Primary schools, according to the number of their permanent teaching positions, may have from one to six or twelve positions. The number of permanent positions is determined by the ratio of 25 pupils to one teacher for one- and two-position schools; for the other schools, a ratio of 30 pupils to one teacher applies.

Curricula and timetables for primary and secondary school education are prepared and submitted to the Ministry of Education by the Pedagogical Institute (PI). Curricula are defined, tested, evaluated and reviewed constantly in the light of developments in the fields of knowledge, social needs and the progress made in the teaching profession. The curricula for the nine-year compulsory education programme, in particular, have internal coherence and a uniform content development. Textbooks for pupils and teachers are based on the curriculum. Curricula are developed for each of the six grades of primary school. The tables below show the weekly lesson timetable for primary education in 2000 and 2004/05:

Primary education: weekly lesson timetable (2000)

Subject	Number of weekly periods in each grade					
	I	II	III	IV	V	VI
Religion	–	–	2	2	2	2
Language	9	9	9	9	8	8
Mathematics	4	4	4	4	4	4
History	–	–	2	2	2	2
Environmental studies (including Religion in Grades I–II)	5	5	4	4	–	–
Geography	–	–	–	–	2	2
Science	–	–	–	–	3	3
Social studies and civics	–	–	–	–	1	1
Aesthetic education	4	4	3	3	2	2
Physical education	2	2	2	2	2	2
English language	–	–	–	3	3	3
School life	1	1	–	–	–	–
Total weekly periods	25	25	26	29	29	29

Source: Eurydice Eurybase, 2001. Each teaching period lasts 40 to 50 minutes.

Primary education: weekly lesson timetable (2004/05)

Subject	Number of weekly periods in each grade					
	I	II	III	IV	V	VI
Religion	–	–	2	2	2	2
Modern Greek language	9	9	8	8	7	7
Mathematics	4	4	4	4	4	4
History	–	–	2	2	2	2
Environmental studies (including Religion in Grades I–II)	3	3	3	3	–	–
Geography	–	–	–	–	2	2
Science	–	–	–	–	3	3
Social studies and civics	–	–	–	–	1	1
Music and arts	3	3	3	3	2	2
Physical education	2	2	2	2	2	2
Foreign language (English)	–	–	3	3	3	3
School life, Olympic culture	–	–	–	–	–	–
Flexible (Interdisciplinary area)	4	4	3	3	2	2
Total weekly periods	25	25	30	30	30	30

Source: Greece Eurydice Unit, 2006. Each teaching period lasts 40 to 50 minutes.

All subjects are compulsory for all pupils and considered to be of equal value. However, the method applied by teachers is a matter of personal choice and a product of their own education and training and of the pedagogical guidance offered by the school advisors. Guidelines regarding the teaching-learning process are provided in



the curricula and especially in the teachers' books prepared for every subject for every grade. For example, in the official curricula it is provided that language teaching (listening, speaking, reading and writing) should be planned in such a way that the pupil learns and practices, making as few mistakes as possible. Whatever is taught must, through practice and repetition, end up being skills' applicable to the children's language behaviour.

In most primary schools all the subjects are still taught by the class teacher. However, the teaching of certain subjects by specialized teachers is increasingly gaining ground. Legislation already stipulates that physical education, music, foreign languages and arts can be taught by subject teachers. As part of this reform, compulsory English language classes have been introduced from the fourth year of primary education (the third year since 2003/04), as well as the teaching of physical education and music by specialized teachers.

According to the Presidential Decree of 1995, assessment is an integral part of the teaching-learning process. Its essential aim is the continuous improvement of the educational process and also to keep both teachers and pupils informed about their efforts in order to achieve the best possible results.

Pupils are assessed by their teacher (or teachers) on the basis of: (i) the daily oral examination and total participation of the pupil in the learning process and in other school activities; (ii) performance results on the basis of assessment criteria which constitute an integral part of the school programme (for pupils in the two higher grades, the criteria may include more complex forms of questions which may refer to more than one general unit); (iii) the assignments to pupils either at school or at home. During the first term, each pupil in the two upper grades of primary school undertakes at least one creative project in the subject of his or her choice, supervised by the teacher. The purpose of the projects is to develop the pupils' creative capability and critical thinking, to cultivate the spirit of questioning and research, to promote pupils' special talents and interests and accustom them to systematic and responsible work.

In Grades I and II there is only a descriptive assessment, with no numerical mark recorded. In Grades III and IV, in addition to the descriptive assessment, the following marking system is used: Excellent (A), Very Good (B), Good (C), Fair (D). In Grades V and VI, the following marking system is used: Excellent (9-10), Very Good (7-8), Good (5-6), and Fair. For pupils who receive a mark of Fair (D), as well as for the Grades I and II pupils who are facing similar difficulties, remedial teaching programmes are implemented.

Remedial teaching means that the pupil is given special classes in (modern) Greek language and mathematics, when it is deemed by the teachers that additional support is required. Priority is given to pupils in the first and second grades who have not yet acquired basic skills in reading, writing and arithmetic. Remedial teaching classes may be held throughout the school year or for a limited period of time; they may cover one to two hours a day and up to six weekly hours and may be organized during or after the daily timetable. The basic core content of the remedial teaching programme per subject is defined by the Pedagogical Institute.



Pupils in Grades I and II are promoted if the classroom teacher judges that they meet the assessment criteria. Otherwise, they repeat the grade. Pupils in Grades III and IV are promoted if the majority of their final average marks are higher than D. Pupils in Grades V and VI are promoted provided that their general average is 4.5 out of 10 or higher. At the end of every school year pupils receive a certificate confirming their promotion. Upon completion of Grade VI, a primary school-leaving certificate is issued and sent through the educational service channels to the *gymnasio* where the pupil will enrol.

Pupils' progress and any learning difficulties they might be facing constitute objects of frequent and systematic discussions among the teachers, so that measures may be taken to prevent failure at school. At the end of every term, the teaching staff meet to assess the pupils' progress. Teachers must inform parents about their children's progress. Cooperation with parents offers the teacher information which can help him or her to better assess the pupil.

Enrolment in primary education is almost universal. According to national data, in 2004/05 there were 5,609 primary schools with 603,108 pupils enrolled and 52,237 teachers in the public sector. In addition, there were 375 private schools with 47,134 pupils enrolled and 3,540 teachers.

Secondary education

Secondary education comprises two cycles. The first three-year compulsory cycle is offered at gymnasia which aim, in the spirit of the general goals of education, at promoting the all-round development of pupils according to their abilities and needs. In particular, the gymnasium should help pupils to: broaden their value system (moral, religious, national, humanistic) so that they can regulate their behaviour to conform to these precepts, and control and direct their emotions towards creative goals and humanitarian actions; supplement and associate the acquisition of knowledge with social reflections, so that they can deal successfully with a variety of situations and seek solutions to life's problems in a responsible way, in a climate of creative dialogue and collective effort; cultivate their language skills so that they can correctly and clearly express their thoughts in both oral and written form; develop their physical abilities and cultivate their talents and motor skills; recognize the various art forms and acquire aesthetic criteria useful for their own creative expression; become aware of their own abilities, inclinations, skills and interests, and therefore acquire information about various trades and professions, and understand the equal contribution of mental and manual work to social progress and development.

With the exception of the foreign language classes given at different levels in some schools, pupils follow a common programme of studies. The curricula and timetables are prepared by the Pedagogical Institute, which also coordinates the competitive bidding for the writing of textbooks for pupils and teachers based on the approved curricula. The tables below show the weekly lesson timetable for the day-time gymnasium in 2000 and 2004/05:



Lower secondary education (day-time gymnasium): weekly lesson timetable (2000)

Subject	Number of weekly periods in each form		
	I	II	III
Religion	2	2	2
Ancient Hellenic literature	4	4	4
Modern Greek language and literature	5	4	4
History	2	2	3
Political and social education	–	–	2
Foreign language (English, French or German)	6	5	5
Mathematics	4	4	4
Physics, chemistry	–	3	3
Computer science, technology	2	2	1
Geography	2	2	–
Biology I	2	–	–
Biology II	–	–	2
School vocational guidance	–	–	1
Physical education	3	3	2
Aesthetic education	2	2	2
Home economics	1	2	–
Total weekly periods	35	35	35

Source: Eurydice Eurybase, 2001. Each teaching period lasts 40 to 50 minutes.

Lower secondary education (day-time gymnasium): weekly lesson timetable (2004/05)

Subject	Number of weekly periods in each form		
	I	II	III
Religion	2	2	2
Ancient Hellenic literature	4	4	4
Modern Greek language and literature	5	4	4
History	2	2	3
Civic and social studies	–	–	2
Foreign language (English)	4	3	3
French or German	2	2	2
Mathematics	4	4	4
Physics	–	2	2
Chemistry	–	1	1
Computer science	1	1	1
Geography	2	2	–
Biology	2	–	2
Technology	1	1	–
School vocational guidance	–	–	1
Physical education	3	3	2
Music	1	1	1
Arts	1	1	1
Home economics	1	2	–
Total weekly periods	35	35	35

Source: Greece Eurydice Unit, 2006. Each teaching period lasts 40 to 50 minutes.

At the beginning of the school year special instructions are sent to teachers by the Pedagogical Institute about the educational objectives of the subjects they teach, together with general and particular methodological orientations. Teachers are responsible for assessing the abilities of their pupils and modifying their teaching approach accordingly.

The assessment of pupils is based on: (i) the daily oral examination and the pupil's participation in the teaching-learning process; (ii) short written tests; (iii) hour-long compulsory written tests which are given without notice in each of the first two terms, at the discretion of the teacher and in consultation with the school headteacher; (iv) the assignments to pupils at school or at home, as part of the daily learning process; (v) the creative projects undertaken by the pupil either alone or in cooperation with their mates, on a subject of his/her choice and under the guidance of the teacher; (vi) written examinations to review the material (for subjects that end during the school year and in June, for all other subjects, excepting physical education, music, home economics, technology, art and vocational guidance).

Pupils may sit for a written and/or oral supplemental examination in September in as many subjects as they have failed, when they have failed in up to four subjects. Pupils in the final year, who have not been judged worthy of promotion or of writing supplemental examinations, are permitted to repeat the examinations until they pass, without the obligation of attending the classes again. Pupils who graduate



from gymnasia are given a school-leaving certificate. With this certificate they may enrol in a lyceum or a technical-vocational education school (TEE).

According to national data, in 2004/05 there were 1,867 gymnasia with 316,862 pupils enrolled and 39,238 teachers in the public sector. In addition, there were 117 private schools with 17,857 pupils enrolled and 2,291 teachers.

The three-year upper secondary education programme is offered at the lyceum (*lykeio*) and is not compulsory. There are both day and evening *lykeia*, and in the latter the programme lasts four years. Until 1997, there were different types of *lykeio*: general, comprehensive, technical-vocational, experimental, classical, etc. The 1997 reform introduced the unified upper secondary school (*eniaio lykeio* or EL). The first grade of EL is an orientation year with common academic subjects and one elective. In the second and third years, one part of the programme is devoted to academic subjects and one elective, and the other to specialization subjects according to three fields of study: theoretical, science and technology (the latter includes two further specializations in the third year: technology and production, and information science and services). Enrolment in the first year of EL takes place without examinations and without restrictions, on the basis of the gymnasium leaving certificate. In the evening schools, the largest percentage of students is between 16 and 25 years of age.

The general aims of EL are to: (i) provide a high level of general knowledge; (ii) develop the students' abilities, initiative, creativity and critical thinking; (iii) offer the students the knowledge and abilities necessary to continue their studies; and (iv) cultivate students' skills which will, after specialization or training, facilitate their entry into the labour market. The tables below show the weekly lesson timetable:

First two years of the unified *lykeio* (upper secondary school): weekly lesson timetable

Subject	Number of weekly hours in each grade			
	I	Theoretical	II Science	Technology
<u>General knowledge subjects:</u>				
Religious education	2	2	2	2
Greek language (ancient and modern)	8	–	–	–
Greek language and literature (ancient and modern)	–	6	6	6
History	2	2	2	2
Mathematics	5/4	–	–	–
Mathematics (algebra, geometry)	–	4	4	4
Physics, chemistry	4/5	–	–	–
Physics, chemistry biology	–	4	4	4
First foreign language	3	2	2	2
Physical education	2/1	2	2	2
Principles of economics	2	–	–	–
Technology	2	–	–	–
School vocational guidance	0/1	–	–	–
Introduction to law and civil institutions	–	2	2	2
Sub-total	30	24	24	24
<u>Specific subjects:</u>				
Ancient Greek texts	–	3	–	–
Principles of philosophy	–	2	–	–
Latin	–	2	–	–
Mathematics	–	–	3	3
Physics	–	–	2	2
Chemistry	–	–	2	–
Communications technology	–	–	–	2
Sub-total	–	7	7	7
<u>One elective (*)</u>	2	2	2	2
Total weekly hours	32	33	33	33

Source: Adapted from Eurydice Eurybase, 2001. In principle, one teaching hour lasts 45 minutes.

(*) In the first year elective subjects include: second foreign language; European civilisation and its roots; information science applications; aesthetic education (drama, music, the arts); and psychology. In the second year, electives include: second foreign language; social and political organization in the ancient Greece; principles of environmental sciences; modern European literature (history and texts); astronomy and space studies; learner design; freehand design; history of the social sciences; history topics; computer applications; biology; natural resources management; chemistry, and technical design.

Third year of the unified *lykeio* (upper secondary school): weekly lesson timetable

Subject	Number of weekly hours in each grade			
	Theoretical	Science	Technology	
			A	B
<u>General knowledge subjects:</u>				
Religious education	1	1	1	1
Foreign language	2	2	2	2
Physical education	1	1	1	1
Modern Hellenic literature	4	4	4	4
Modern Hellenic history	2	2	2	2
Mathematics and statistics	2	2	2	2
Physics, biology	2	2	2	2
Sociology	2	2	2	2
Sub-total	16	16	16	16
<u>Specific subjects:</u>				
Ancient Greek	5	–	–	–
Modern Hellenic literature	3/2	–	–	–
Latin	2/3	–	–	–
History	2	–	–	–
Mathematics	–	5	5	5
Physics	–	3	–	3
Chemistry	–	2	–	–
Biology	–	2	–	–
Chemistry, biochemistry	–	–	2	–
Physics, mechanics	–	–	3	–
Electric technology	–	–	2	–
Development of applications in computer environment	–	–	–	2
Principles of organization, business administration and services	–	–	–	2
Sub-total	12	12	12	12
One elective (*)	2	2	2	2
Total weekly hours	30	30	30	30

Source: Adapted from Eurydice Eurybase, 2001. A = Technology & production course; B = Information science and services course.

(*) Electives include: second foreign language; principles of economic theory, statistics; logic (theory and practice); computer applications; history of art; history of science and technology, philosophy issues; modern Hellenic literature; technology and development; agronomy and agricultural development; industrial production and energy; principles of accounting; technical design; architectural design; computer systems technology and operating systems; multimedia and networks; and software applications.

The assessment of students in the EL is regulated by Presidential Decree No. 86/2001 amended in 2002 and is considered as an integral part of the educational process. An effort is made to apply a variety of assessment forms and techniques with the ultimate



goal of fostering students' self-knowledge, keeping students and their guardians fully informed about the results. The following forms of assessment are applied: diagnostic evaluation; procedures for evaluating the oral mark; composite creative projects; assignments and activities that make up the students' optional performance and activity file; written examinations for promotion or graduation. Students who graduate from the EL receive a leaving certificate.

According to national data, in 2004/05 there were 1,265 lyceums with 226,056 students enrolled and 23,403 teachers in the public sector. In addition, there were 110 private upper secondary schools with 17,428 students enrolled and 2,076 teachers.

The technical-vocational education school (TEE) aims to provide a combination of general contents with specialized technical and vocational training, with a view to prepare students for an occupation. TTEs offer both day and evening classes. Courses are offered at two levels, the first level lasting two years, and the second level one additional year (one additional semester should be added in the case of evening classes). The general content subjects cover 38-42% of the total programme at the first level, and 33-37% at the second level. First-level certificates offer the opportunity to their holders either to get a license for practicing their profession or to be admitted into the second year of the EL. Holders of second-level certificates may continue their studies in post-secondary vocational institutions (IEK) and TEIs.

According to national data, in 2004/05 there were 473 TEEs with 109,428 students enrolled and 16,423 teachers in the public sector. In addition, there were 67 private TEEs with 4,287 students enrolled and 1,073 teachers.

Post-secondary vocational education is provided by Vocational Training Institutes (IEK). IEKs equip students with qualifications for employment and awards certificates and diplomas. In state-run IEKs the average number of specializations per institute ranges between five and seven. A small number of institutes have as many as ten. Public IEK come under the administrative and financial supervision of the Organization for Vocational Education and Training (OEEK).

Admission to public IEKs requires a certificate from a technical-vocational education school or from an apprenticeship school under the auspices of the Manpower Employment Organization (OAED), or from the unified lyceum. Adults with any level of education may also be eligible. The same applies to private IEK. In addition, for a few specializations, the knowledge of English at least at the first certificate level is regarded as being necessary.

The main fields of training at the IEK are: information technology; economics and management; transportation and tourism; electronics and automation; engineering technology; construction works; applied chemistry and materials; applied arts; environment; health and social services; communications and mass media.

The IEKs are organized on a semester basis and the total duration of programmes is four semesters. The training includes theoretical, workshop and mixed courses (i.e. theoretical classes at the same time as the learning of skills). Trainees are assessed in two stages: during and after the training. At the end of the training period,



and after having passed the examinations in each course, the trainees are examined by a special Certification Committee which is set up by decision of the Minister of Education, upon recommendation by the Administrative Council of the OEEK. The certification examinations are common for state-run and private IEK. According to national data, in 2004/05 there were 116 public and 50 private IEKs.

Assessing learning achievement nationwide

Current debates on the evaluation of the education system focus on the establishment of a quality assurance framework for all the educational levels and training services. The Government is committed to improve efficiency, accountability and transparency within the education system and is working on a comprehensive legislative framework for the evaluation of the activities of higher education institutions, mainly through the Hellenic Quality Assurance Agency (established in 2006). The same applies to primary and secondary education, in particular in conjunction with the implementation of provisions contained in Law 2986/2002 on the evaluation of teachers' activities and the definition of appropriate indicators. At the same time, more attention is devoted to the possibility of self-evaluation of educational institutions which was introduced under Law 2525/1997 and the specific regulations of Law 2986/2002. This was based on the positive outcomes of the piloting of schools' self-evaluation conducted between 1997 and 1999.

The Educational Research Centre coordinates the participation of Greece in the PISA international assessment exercise.

Higher education

According to the Constitution, higher education is offered by the State only. The possibility of establishing private higher education institutions is currently being discussed in the context of the constitutional revision scheduled for a near future.

Higher education is offered at universities, Technological Education Institutions (TEIs, e.g. higher education institutes offering non-university higher education programmes), and institutions of higher ecclesiastical studies. The duration of studies at the specialized trade departments operating in TEIs is between three and a half and four years. University studies leading to award of a first degree normally last four years, with the exception of faculties at polytechnics (five-year programmes in the fields of agriculture, architecture, engineering, and the arts) and faculties of medicine (six years). Postgraduate degree programmes are offered at universities and their duration cannot be less than one year. Postgraduate specialization diplomas awarded by universities are certified by the institutions themselves and are a requirement for registration in a doctoral programme, which normally last three years. There are, however, university departments (particularly in the professional fields) where it is possible to enrol in a doctoral degree programme without having completed a postgraduate degree.

TEIs are self-governing institutions supervised and financed by the Ministry of Education. A TEI usually comprises at least two schools covering a group of related subject fields. Each school normally includes two or more departments covering the



subject field of one profession or trade. Several TEIs also have branches, i.e. independent departments in another town. Holders of the upper secondary school leaving certificate admitted to TEIs through the nationwide system of TEI and university entrance examinations called the general examinations. A certain percentage of students can be admitted on the basis of their school-leaving marks from technical-vocational lyceums with the corresponding specializations. In 2006, TEIs offered a total of 95 specializations in professional fields such as: graphic arts and artistic studies, administration and economics, health and welfare occupations, technological applications, food and nutrition technology, agronomy, and music.

The students' performance is assessed every semester in various ways according to the nature of the course. In theoretical courses, examinations or tests may be held, or assignments required. At the end of the semester, final examinations are held which usually account for about 60% of the final mark in the course. The project of the graduating student is first assessed by the supervising faculty member and is then presented to a three-member committee of faculty members which awards the final mark.

Universities (AEIs) are supervised by the Ministry of education. The internal structure, organization and operation of the administrative, financial and technical services, as well as the procedures and requirements for contracting staff for such positions are determined by the internal regulations of each university. University faculties comprise a group of related disciplines to ensure the coordination of research and teaching. Faculties are divided into departments, the main operating academic units. Universities are administered by the Senate, the Rector's Council and the Rector; at the faculty level, by the faculty's general assembly and the dean; at the department level, by the general assembly of the department, the administrative board and the chairman. The different responsibilities of the university bodies are defined by the provisions of the main legislation governing the universities.

In order to be admitted to AEIs, students sit the general examinations, which include general subjects related to the corresponding departments in universities and TEIs. The policy is to restrict the number of admissions (*numerus clausus*) throughout higher education. Until the number of admissions established for each higher education department has been reached, admission depends on the candidates marks and statements of preference for the departments they wish to enter. For some departments, in addition to general subjects, candidates are examined in specialized subjects.

The programme of studies usually includes the compulsory and optional courses, their subject matter, and the number of classes per week. It is adapted to the minimum possible number of semesters (i.e. eight) required for the award of a degree. Each semester course includes a number of credits. A credit represents one hour of classes per week per semester in the case of independent courses, and from one to three hours per week of teaching or practice per semester for the remaining educational work, in accordance with a relevant decision by the department's general assembly. The programme of studies also determines the minimum number of credits required for the student to obtain a degree. The student's mark in each course is determined by the faculty member on the basis of written and/or oral examinations, assignments or laboratory/workshop exercises. The students complete their studies



and are awarded a degree when they have passed the required number of courses and have accumulated the required number of credits.

Postgraduate degree programmes are offered at universities only. They can be organized in every university or in cooperation with departments of the same or another university in Greece or recognized universities abroad. Students are admitted to postgraduate degree programmes either through a selection process or through written or oral examinations. The admission procedure is determined by the department concerned. The curricula, the courses taught and the numbers of hours required in each course, are set out by the Special General Assembly of the department and are approved by the Senate of the university. The coordinating committee and the faculty supervisor are responsible for monitoring and evaluating the progress of the student.

The Hellenic Open University (EAP) is an independent and self-governing university based in Athens. The EAP comprises regional centres which operate as its branches sometimes in cooperation with existing universities. The mission of the EAP is to provide continuing and further education and training through modalities which do not necessarily require constant attendance or tutorial or laboratory exercises. The EAP offers academic programmes and vocational training or re-training programmes leading to the award of a certificate, and also programmes which can, under certain conditions, lead to the award of academic degrees.

In 2006 the higher education network comprised twenty-three universities (including the Open University) and sixteen TEIs (including the Higher School for Teachers of Technological Education). In 2003/04, in the universities there were 352,936 students enrolled at the undergraduate level, 5,012 students at the postgraduate level (master's degree), and 1,296 at the doctoral level. The total number of faculty staff was 13,645. In the same year, there were 203,509 students enrolled in TEIs. (*National report of Greece within the framework of the Bologna process, 2007*; Greece Eurydice Unit, 2006).

Special education

Within the framework of the aims of primary and secondary education, the goal of special education is the all-round and effective development of persons with special education needs and the utilization of their potential and abilities for their integration into productive life. Whenever possible, pupils and students with special education needs are integrated into mainstream schools.

Special needs education at the primary and secondary levels and special vocational training are provided free of charge in public schools. Special education is mainly provided: in special classes or groups organized in mainstream schools; in special education schools; and in classes or groups functioning as branches of hospitals and clinics, in medical-pedagogical centres, or therapeutic communities for young people.

Prefects can organize mobile diagnostic units of specialist professionals to evaluate children with special needs, since the medical-pedagogical services of the



Ministry of Health and Social Solidarity are located only in the larger cities. The diagnosis provided by the above services is valid for three years and is required for the enrolment in a special school. A Directorate of Special Needs Education has been established within the Ministry of Education to coordinate activities in this area. There are also sixteen special education school advisers who coordinate, supervise and monitor the activities in special education establishments and inclusion classes.

There are no separate curricula for special classes or groups within mainstream schools, but the teachers in these units, in cooperation with special education advisors, can introduce the necessary adjustments in the prescribed curriculum according to the needs and abilities of the pupils. The teaching methods used are mainly dialogue, demonstration, observation and practice (learning by doing). These methods, in conjunction with the use of audio-visual aids, are applied individually or in small groups according to the disabilities of the pupils and their special needs. Educational guidance is provided by the school teachers for pupils and their parents alike.

According to data of the Directorate of Special Needs Education, in 2004 there were: 147 inclusion classes in kindergartens with 352 children; 1,325 inclusion classes in primary schools with 12,500 pupils; 160 inclusion classes in lower secondary schools with 420 pupils; and 13 inclusion classes in upper secondary schools with 65 students. Special education schools included: 118 kindergartens; 170 primary schools with 3,400 pupils; ten lower secondary schools; four general upper secondary schools and nine technical-vocational schools. There were also 72 special vocational training centres and workshops with 920 students enrolled. Overall, there were 18,585 learners enrolled in the different modalities of special needs education in 2004.

Private education

Private primary and secondary schools are supervised and inspected by the Ministry of Education through the same regional bodies which inspect state schools. Inspections mainly focus on the teaching staff, the number of pupils per class, the composition of the examining committees which conduct the school-leaving examinations, the issuing of school-leaving certificates, and financial issues, particularly as regards the collection of school fees.

Licenses to establish private schools are granted to Hellenic citizens as well as to legal entities, provided that there is compliance with prerequisites stipulated by the applicable legislation. Private schools which belong to legal entities of a non-profit nature are recognized as equivalent to state schools. Teachers at such schools receive pensions from the State, while persons employed in private schools receive pensions from the Social Security Fund. School-leaving certificates awarded by these schools (pre-schools, primary and lower secondary schools) are equivalent to the certificates of state schools and no verification procedure are required.

Private pre-schools and primary schools usually implement the same curriculum of the state schools. By a decision of the Minister, and after consulting the Pedagogical Institute, other courses may also be taught.



School-leaving certificates awarded by private lyceums and technical-vocational education schools upon successful passing of the school-leaving examinations are equivalent to those of state schools. These examinations are conducted by mixed committees consisting of an equal number of teachers from state and private schools.

According to current legislation, no private universities or non-university higher education institutions can be or operated in the country. As mentioned, the possibility of establishing private higher education institutions is currently being discussed in the context of the constitutional revision scheduled for a near future.

Means of instruction, equipment and infrastructure

Textbooks for all subjects are available to all pupils, students and teachers every school year free of charge. Moreover, the Educational Research Centre has published 73 assessment books, which are being used by teachers as support material for the evaluation of students' performance in various subjects. In 2000/01 a total of 244 titles of textbooks were available, of which 100 for kindergartens and primary schools, 46 for gymnasia and 98 for upper secondary schools. In 1999, the total expenditure on textbooks freely distributed to pupils and students has been €7.63 million at the primary level, €12.5 million at secondary level, and €15.3 million at the university level.

There are laboratories in all schools. In primary schools there are only laboratories for physics and human sciences. In secondary schools there are special classrooms that are used for the teaching of physics, biology and chemistry. In all Directorates of Secondary Education, science laboratory centres have been established in order to offer technical and educational support to the laboratory teaching of science subjects, and to contribute to the organization of school laboratories in the area of their jurisdiction.

In recent years, 502 new school libraries have been set up at the secondary education level, of which 252 in lower secondary schools, 216 in upper secondary schools, and 34 in technical-vocational schools. In addition, 19 mobile libraries have been established to meet the needs of remotely located schools or schools with a limited number of students. The mobile libraries consist of 22 'book-carrying buses' which are specially designed and equipped for the reception, exhibition and lending of books. Each bus is equipped with approximately 5,500 materials (books, journals, CD-ROMs, etc.). These buses circulate in 43 prefectures and provide services to over 1,800 lending centres.

The Ministry of Education and Religious Affairs has taken steps towards the planning, implementation and operation of a technologically advanced educational network, i.e. the National School Network. Due attention is also paid to the development of educational software (consortiums of Greek universities have developed more than 100 multimedia titles). (Ministry of National Education and Religious Affairs, 2004).

Adult and non-formal education

Regulations regarding access to formal adult education through attendance at evening gymnasia and lyceums are set out by law. Irrespective of age, persons who can prove that are working during the day are eligible to enroll in evening courses. In addition, graduates from evening lyceums of all types can be admitted to Technological Education Institutions (TEIs) under a special quota established by the law.

The main adult education provider is the Ministry of Education which finances the relevant activities. Where appropriate, it cooperates with other state agencies. Non-formal adult education is coordinated by the Adult Education General Secretariat. From 2001, the Institute for Continuing Adult Education (IDEKE), established in 1995, is under the authority of the General Secretariat and has the function of supporting the programmes of the Secretariat and the activities in the area of lifelong learning. The IDEKE is funded through grants from the State budget, revenues from conducting research programmes and services delivered, funding and grants by agencies and organizations in Greece and abroad, and fees paid by participants in continuing education programmes.

According to the new Law on Lifelong Learning of 2005, lifelong education and training services addressed to persons who have not completed compulsory education are offered by second chance schools. These services are offered to graduates up to the secondary education by the adult education centres and the Prefectural Committees of Popular Education, and to graduates up to the higher education level by the schools for parents. For higher education graduates, services are provided by the Institutes of Lifelong Training. Further training programmes are offered by the Institutes of Vocational Training. Vocational Training Centres that already operate in many universities are accredited by the National Centre for Accreditation of Structures of Continuing Vocational Training and Supporting Services. In addition, the National Committee of Lifelong Learning has been established under the new Law in order to deal with national policy and planning issues in this area.

According to data of the Adult Education General Secretariat, in 2005 there were 51 second chance schools, 56 adult education centres, and 54 schools for parents across the country. A total of 53,301 adults were enrolled in lifelong education and training courses in 2004/05.

Teaching staff

Teacher education is provided at the higher education level. The duration of pre-service teacher training programmes at universities is four years, while programmes in professional fields (polytechnic schools) last four to five years. Technical and vocational secondary education teachers are usually graduates of a four-year programme in technological fields with an additional one-year certificate of pedagogical training from the pedagogical department of the Technical and Vocational Teacher Training Institute (replaced by the Higher School for Teachers of Technological Education established in 2002).



The initial training of pre-school and primary school teachers is offered by the pedagogical departments which have been founded at various universities. For secondary education teachers, pre-service training is mainly offered by universities, Technological Education Institutes (TEIs), the Higher School for Teachers of Technological Education.

The 1982 legislative reform of universities established two categories of teaching faculty. The first category is that of the auxiliary faculty, which comprises the assistants, academic assistants, and postgraduate scholars, who are not doctoral degree holders. The second category is the tenured teaching and research faculty, and is divided into four levels: lecturers, who have a doctorate and at least three publications; assistant professors; associate professors; and full professors. The qualifications of the three classes of professors are graded by additional qualifications (papers, publications etc.).

Until 1997, pre-school, primary and secondary education teachers were appointed in vacant organic positions of the respective schools by a decision of the Ministry of Education on the basis of a 'precedence list' to which the candidates have applied. Since 1997, a different system has been implemented for primary and secondary education teachers. The 'precedence list' has been abolished and candidates have to sit examinations administered by the Supreme Employee Selection Board. The system has been further amended by additional provisions and, starting from 2005 the appointment of primary and secondary school teachers in the vacant positions takes place by 60% from the examinations administered by the ASEP and by 40% from the list of supplementary teachers (having served on the basis of a contract of limited duration). Teachers are appointed to permanent positions by a decision of the head of the Directorate, upon a proposal by the relevant Regional Education Service Council. Pre-school and primary school teachers are appointed with the initial grade "C" and a salary scale (MK) of 18 (the highest level is 1, and the required time for advancement is two years for each level). After a two-year probationary period they receive a permanent appointment. For promotion from grade "C" to grade "B", two years are required, and from grade "B" to grade "A", six years are required. Additional allowances and incentives are also granted.

As regards teachers' workload at the different educational levels, pre-school teachers arrive at the kindergarten at 8:30 a.m., i.e. half an hour before the children, and leave at 12:45 p.m., i.e. fifteen minutes after the end of the activities. Primary school teachers usually work twenty-five hours per week. At the general secondary education level, teachers with six years of service work twenty-one hours, nineteen hours with six to twelve years of service, and eighteen hours with more than twelve years of service. At the technical-vocational secondary education level, teachers with seven years of service work twenty-two hours, nineteen hours with seven to thirteen years of service, and eighteen hours with over thirteen years of service.

As regards in-service teacher training, short-term compulsory programmes are organized, normally with the aim of informing teachers on new developments and new teaching and assessment methods. Programmes are also organized for improving ICT skills. The Organization for In-Service Teacher Training has been established in 2003 in order to ensure a better coordination of existing programmes and initiate new programmes.



Educational research and information

Educational research is mainly conducted by the Educational Research Centre, which is the national agency coordinating the participation of Greece in the PISA international assessment exercise, and the Pedagogical Institute.

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EURYBASE, the information database on education systems in Europe: <http://www.eurydice.org/> [In several languages.]



For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>