

IV. STRUCTURE OF THE EDUCATION SYSTEM

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IV STRUCTURE OF THE EDUCATION SYSTEM

IV 1.0 Primary and Secondary Education

a. Basic characteristics

Education in Greece is the responsibility of the State. It is offered completely free by State educational institutions at all levels.

The Greek primary and secondary educational system has been from the beginning very centralised. It has also inflicted a rather latent uniformity as far as the curriculum, the syllabi, the school-texts, the appointment and the promotion of teachers, as well as the funding and the administration of the schools, are concerned. The MoE with its regional agents, is the controlling authority, overseeing education throughout the country. Efforts aiming both to decentralise the system and to involve social agencies, students and parent organisations, have taken place in the context of recent reforms (1985) but the measures taken have not reached satisfactory results yet.

Greek education, especially at secondary level, has to a great extent been oriented towards general education with emphasis on humanities and preparing students to enter higher institutions rather than helping them to acquire marketable skills. Technical and vocational education was not well-developed until the middle 1970s. Since then, efforts have been made to renew it. But even after this period it has undergone slow progress. Only 12,4% of secondary school students, were enrolled in technical and vocational education in 1990-91 (28,9%). A consequence of this structure of the secondary education was the unidimensional relation between secondary and higher education. For most secondary school students the only way to acquire professional training was to enter an institution of higher education.

On the other hand, the openness and flexibility of the social structure in Greece, the existence of a free education at all levels and also other factors have favoured the orientation of secondary students of all social classes towards higher education. So, great demands for higher education have been created, which have been reinforced by the high social status and the social privileges university graduates are enjoying. However, the limited educational efficiency of the existing institutions and the inability of the economy of the country to absorb a large number of highly qualified workers have never managed to entirely respond to the social demand of higher education.

The school year extends from the beginning of September to the first half of June. The duration of schoolwork is 5 days per week. Primary school pupils spend about 5 hours per day in school and secondary school pupils about 6-7 hours daily.

In the big cities, a large number of schools operate on two shifts (morning and/or afternoon) due to lack of school buildings. As a consequence of this, many important educational and functional problems are created in these schools.

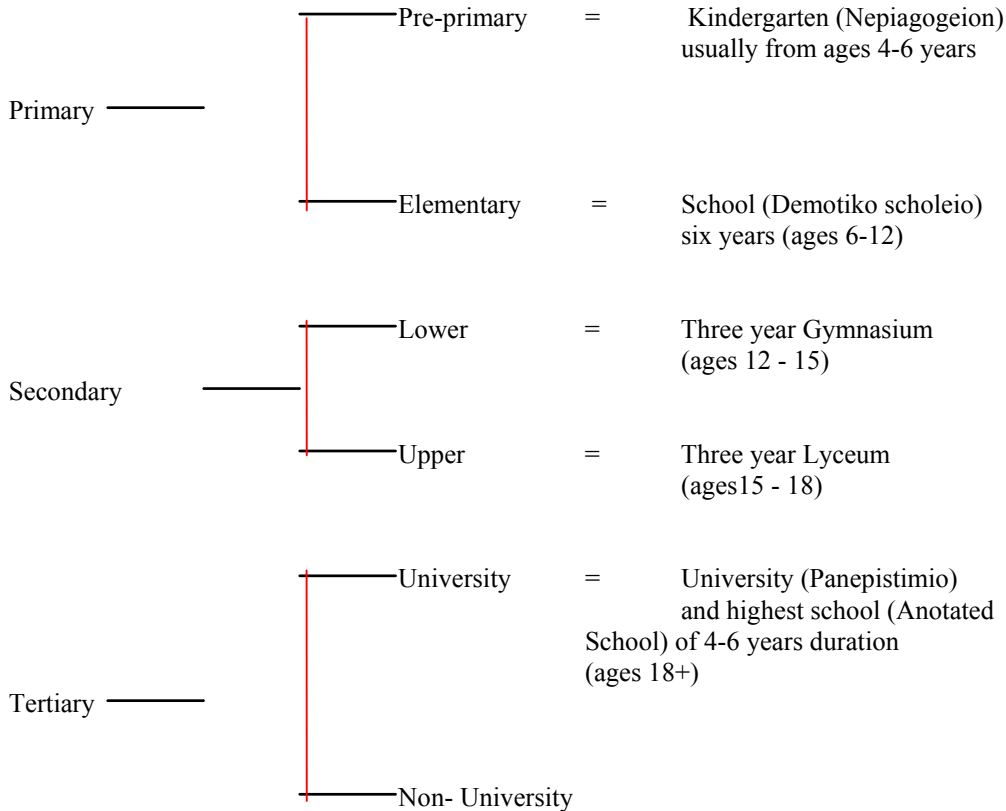
b. The Structure of Primary, Secondary and Tertiary Education

Public education, which is fully supported and controlled by the State, is organized vertically into 3 levels (see Diagram):

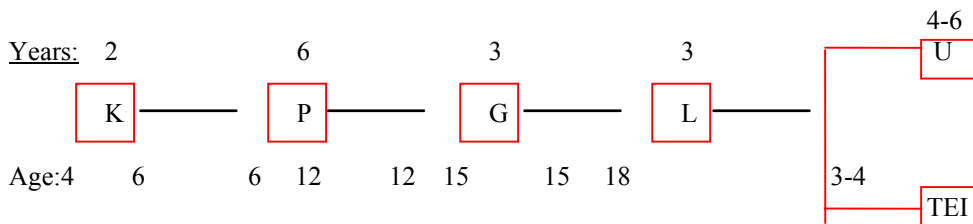
Primary, Secondary and Tertiary

These levels include the following types of institutions:

Diagram



Schematically the system of state general education can be presented simply as follows:



Where:

- K = Kindergarten (ages 4-6)
- P = Primary School (6 years, ages 6-12)
- G = Gymnasium (3 years, ages 12-15)
- L = Lyceum (3 years, ages 15-18)
- U = University (4-6 years, ages 18+)
- TEI = Technological Education Institutions (3-4 years, ages 18+)

IV 1.0 Primary Education

Primary education is offered in kindergartens and elementary schools.

IV 1.1 Kindergarten

The aim of kindergarten is to help children's physical, emotional, social and mental development, within the framework of the broader aims of the primary and secondary education.

Kindergartens, where pre-school education is provided, operate as independent units. Attendance is not obligatory, but the percentage of participation is continuously increasing.

The duration of this level of education is two years. Children who are 3½ years old by the 1st of October are accepted. Kindergarten education could be obligatory if both the Minister of Education and the Minister of Health and Social Welfare issued a joint resolution according to the needs of the region.

The kindergarten has one class of 7 to 30 children. If there are more than 31 to 60 applicants, the kindergarten can form more than two classes. For Kindergartens operating in nursery schools, more than two classes can function.

Statistics of 1992-93 for the pre-school education

	SCHOOLS	TEACHERS	PUPILS
TOTAL	5.550	7.999	134.957
Public sector	5.409	7.743	128.940
Private sector	141(3%)	256(3,2%)	6.017(4,4%)

SOURCE: Press Bulletin for the Primary and Secondary Education (1992-1993 National Statistical Service)

IV 1.2 Elementary School

The aim of the elementary school is the physical and mental development of the students within the framework of the general aims and objectives of primary and secondary education. More specifically, it aims to help the students obtain the essential knowledge which will gradually enable them to develop critical thinking skills. The main goal is the development of the language skills of speaking and writing.

Attendance at elementary school is obligatory. There are six grades at elementary level. Children of 5½ years of age (by the 1st of October) are accepted to the first grade.

According to a recent law, from the 1995-96 school year, only children who have completed their 6th year by the 31st of December, can enrol in the first grade.

The upper limit of students per class is 25 children for single or two-post schools, and 30 students for schools of up to 12 classes. One teacher corresponds always to every class.

The students who finish the elementary school are given a certificate which allows them to enrol in the Gymnasium, which is the lower level of secondary education.

Statistics of 1992-93 for the Elementary School

	SCHOOLS	TEACHERS	PUPILS
TOTAL	7.520	38.850	780.772
Public sector	7.116	36.363	725.278
Private sector	404	2.487	55.494

SOURCE: Press Bulletin for the Primary and Secondary Education (1992-93 - National Statistical Service)

It must be noted that there has been a serious effort to decrease the number of single-post schools since 1990. There are such schools on the islands of the Greek archipelago and in isolated mountainous villages. Nowadays, there is an effort to decrease the number of single-post schools. The local authorities, in co-operation with the State (which has financial responsibility), are trying to develop re-allocation solutions so that the pupils of such schools may be transported to bigger, properly staffed and better-equipped schools of the region.

IV 1.3 Number of Students - Situation and Tendencies

There is an important decrease in the number of students of primary-school age in the last two decades. This is contradictory to other levels of education in Greece where there is no decrease. The reason for this is the low birth rate in Greece. More specifically, during the last decade, and until 1993, there have been substantial changes in age composition based on the total of the estimated population. The proportion of children (0-14 years of age) has dropped from 22.0% in 1982 to 17.1% in 1993 and in absolute figures, the age group of children (0-14 years of age) shows a decrease of 14% in 1993 as compared with 1982.

The increase in the secondary education level is due to an overwhelming demand for education.

Level of Education	NUMBER OF PUPILS		
	1970-71	1980-81	1989-90
Pre-primary	87.087	145.294	141.756
Elementary	919.984	900.641	846.498
TOTAL	1.007.071	1.045.935	988.254

SOURCE: The Education in Greece - Quantitative data 1960 – 1990 (Pedagogical Institute, 1993)

There is no important difference between the number of boys and the number of girls attending the primary education.

It seems that teaching is still in great demand in Greece, since the number of teachers continually increases and there is a long waiting-list for appointment.

NUMBER OF TEACHERS IN PRIMARY EDUCATION			
Level	1970-71	1980-81	1989-90
Pre-primary	2.748	6.514	8.035
Elementary	29.681	37.305	38.872
TOTAL	32.429	43.819	46.907

SOURCE: The Education in Greece - Quantitative data 1960-1990 (Pedagogical Institute, 1993)

Male teachers are almost non-existent in Kindergartens. On the other hand, there is a complete balance in the number of men and women working as teachers in the elementary school.

The important increase in the number of teachers has improved the ratio of the number of pupils per teacher. This fact has positively affected the quality of education. The above mentioned ratio differs from region to region according to the density of population.

NUMBER OF PUPILS PER TEACHER			
Level	1970-71	1980-81	1989-90
Pre-school	31,7	22,3	17,8
Primary	31	24,1	21,8

IV 1.4 Private sector

Private primary and secondary schools are allowed to operate and do so under the supervision of the MoE. They are obliged to follow the national curriculum.

The size of the private sector in education is not important in the Greek education system. This is probably due to the fact that public education is free.

The reason that the number of private schools has decreased recently, although the absolute number of pupils has remained stable, is that small private schools have ceased to operate due to competition and pupils have enrolled in the bigger private schools. This is why the number of students in private schools has remained practically the same.

Private sector of education				
Level	Schools		Pupils	
	1980	1990	1980	1990
Pre-school	6.8%	2.6%	9.3%	4.0%
Primary	5.5%	4.9%	6.4%	6.8%
Total				

SOURCE: The Education in Greece - Quantitative data (Pedagogical Institute, 1993)

IV 1.5 Minority groups

Although only 3% of the population in Greece belongs to linguistic and cultural minorities, schools have been designed to offer instruction in the native language and

culture of these minorities. Public laws 694/77 and 695/75 and Presidential Decree 1024/79 specifically address the education of Muslim children in Greece. According to legislation the Greek government provides a budget and ample facilities for the education of these children. As of 1983 there were 251 primary schools enrolling 12.000 minority students. The classes in these schools were taught by 421 Muslim teachers (Greek nationals), plus 27 temporary instructors who came from Turkey, in these schools the Turkish language and religion are taught. At the secondary level there are schools which offer bilingual instruction, one in Komotini (the Celal-Bayar Lyceum) and two Muslim seminaries in Xanthi. There are plans to open four additional secondary schools in the two cities mentioned above, both located in Thrace. Also, the government intends to establish technical/vocational schools for the Muslim minority, provided there is agreement among the Muslim communities (OECD, 1983). Teachers for minority Muslim children are trained in the Pedagogical Academy of Thessaloniki, in a special programme. In addition to the schools for Muslim children and youth, there are two primary schools for Armenian children in Athens, and there are plans to establish schools to cater for the needs of itinerant Gypsy children.

Since 1980-81 the government has also developed special programmes for the education of children of Greeks with limited proficiency in the language, who have repatriated from other countries, especially from Germany, U.S.A., Canada, Australia etc.. The objective of these programmes is to "aid the repatriation of youth by integrating them in school and social milieus and in the Greek way of thinking and behaving" (according to OECD, 1983). On average, 5,000 children per year have repatriated from Germany and 4,000 per year from anglophone countries. Two types of programmes were designed for these children - special bilingual classes in the regular schools and out-of-school or "extra-class" bilingual programmes (maintenance programmes).

The first type of programme was designed as compensatory, offering five hours of bilingual instruction per week in the primary schools and three hours per week in the secondary. Instruction is offered in the study of the environment, cultural activities, history, geography, music, etc. This compensatory programme is based on the use of two languages - the official language of the schools (Greek) and the language of the children (German).

Special "reception" classes for the repatriating immigrant children may be formed provided there is a minimum of 10 children who have come from the same country and can operate at the same instructional level. During 1981 - 82 only 215 students, or 1.8% of the total 13.313 youth who repatriated, were enrolled in some 16 special classes (six primary and 10 secondary, all operating in Macedonia in northern Greece).

The second programme, which is offered through an out-of-school arrangement (maintenance classes), is designed for student groups of no less than three and no more than nine pupils. These students must come from the same country and they must be at the same instructional level. As with the in-school or "integrated" programme, this programme provides primary school instruction in both languages.

IV 2.0 Secondary Education

IV 2.0.1 Lower Secondary Education (Gymnasia)

The Gymnasium constitutes the lower level of secondary education. Attendance at a Gymnasium is compulsory. It lasts 3 years and is intended for pupils aged 12 to 15 years.

The purpose of the Gymnasium is to promote the pupils' all-round development in relation to the abilities which they have at this age, and the corresponding demands of life.

IV 2.1 Upper Secondary Education

The upper-cycle of secondary education aims to build the character and personality of the pupils so that they may contribute towards the social, economic and cultural development of the country, along with a guidance for their further studies or career choice.

IV 2.1.1 General Lykeio (GEL)

The curriculum areas, from which the programme of studies in this type of Lyceum are drawn, include: literature, theology, physics, mathematics, and the arts. Pupils must attend school daily for three years and there are 30 teaching hours per week in all three grades. In grade 3, the subjects are divided into A (general education) and B (preparatory studies for AEI's and TEI's).

IV 2.1.2 The Technical-Vocational Lykeio (TEL)

The aim of this Lyceum is to give pupils the necessary technical and vocational knowledge and to enable them develop the corresponding skills, so that after leaving school, they can successfully work in the respective technical or vocational fields. There are 34 hours of tuition per week.

IV 2.1.3 The Integrated Lykeio (EPL)

The Integrated Lykeio (EPL) is a new kind of school (first introduced in 1984) which is qualitatively different from other lycea in that the content of 'general education' is much wider. It is also adapted to modern life and connected with vocational education and the development of specialised skills. EPL pupils may proceed to tertiary education or follow pre-vocational courses leading to either TEI's or specialisation courses and to the labour market..

IV 2.1.4 Technical-Vocational School (TES)

These are technical schools with a two-year course of study (in the case of day schools), and a three-year course of study (in the case of evening schools).

At the TES, 30 hours of tuition are provided each week in grades 1 and 2, of which 6 hours cover general subjects (modern Greek, mathematics, physics, foreign language, civil education) and 24 hours cover specialisation subjects and workshop training.

c. Some of the recent changes in primary and secondary education.

In the 1980's, the Greek education system underwent a number of reforms which aimed at its democratisation and adaptation to the socio-economic changes and the new perspectives created by the acceptance of Greece as a full member of the European Community. These changes concern the structure and the administration of education as well as the school curriculum and provisions.

The most important structural changes at the level of primary and secondary education can be described as follows:

1. Establishment of the Integrated Lycea (EPL's). As described above.
2. Establishment of special post-secondary centres in order to provide specialised professional training to graduates coming from the EPL's.
3. Establishment of post-Lycea preparatory centres for higher education which aimed to help those who failed to enter a higher institution and wished to try again. These centres were abolished later.
4. Establishment of a small number of music schools and
5. Abolition of the entrance examinations to all types of Lycea.

With regard to the administration of education, it is important to note that with the introduction of the new law, Law 1566/85 for primary and secondary education, an important step towards the decentralisation of education and mainly the allocation of school grants and the administration of school allowances was taken. This law provides the participation of local authorities and representatives of social bodies in several educational committees which exist at school level as well as at regional and national levels. Members of the administrative Council of Parents' Associations in each school participate in School Councils (Scholika Symvoulia), which aim to support their school. One parent representative takes part in the School Committee (Scholiki Epitropi) responsible for the management of school expenditure and for raising additional resources. A parent representative also participates in the Educational Committees operating in cities and towns, which offer advice to cover expenses of school units, and the opening and closing of schools, as well as the restoration of school buildings. Representatives of pupils from secondary schools also participate in the School Councils and Committees. However, the measures taken towards this end, have not reached satisfactory results. Greek Education still keeps its centralised character to a great extent.

According to the Law mentioned above, the school unit is the core of education. The head-teacher is at the top of the hierarchy with the deputy head-teacher and the teaching staff following. The educational institutions operating in every region are administered by educational directorates which are different for each level of education (primary and secondary). The Minister of Education, supported by two under-secretaries, is the top educational authority overseeing education in the country.

The way schools are organised and function and also the way the teaching staff is appointed and promoted, does not differ from school to school. Moreover, the content

of the curricula and of the textbooks which are distributed free in state schools, are the same in all schools.

The Pedagogical Institute is responsible for the development of the curricula and the writing of the textbooks. It is also the main advisory body to the MoE and co-ordinates all the in-service teacher training activities. Due to the remarkable decrease of its personnel, its dependency on the public bureaucracy, as well as its 'loose' linking with the regional services, it has difficulties in performing the tasks it is assigned.

The teachers are given advice and information concerning educational matters, by counsellors selected among the teacher-population. These teacher-counsellors have fifteen years teaching experience but are selected on a competitive basis. Their position is for three years and is subject to extension.

Furthermore, the Law makes provisions for the participation of secondary school pupils in the school administration and also for the development of extra-curricular activities. Two types of school organisations have been developed: (a) the School Communities and (b) the School Co-operatives. The former, aims to promote collaboration among pupils, to emphasise freedom of expression, to encourage the free flow of ideas, and all activities which aim at self-development of pupils. It also aims to promote the pupil-parent co-operation in a variety of school and community activities. The latter, are responsible for the organisation of money raising activities at schools.

In reality, the role of pupil organisations in the relation between school, society and the world of work is marginal; it is restricted to the organisation of excursions or festivals and similar activities of minor importance not effecting the internal functioning of the school.

New reforms in the Greek education system of primary and secondary education were made during the period 1990-1993 by the conservative government of the New Democracy. Among the most important changes during this period are: (a) the reorganisation of students and teachers' evaluation (see special chapter), (b) the creation of a National System for Vocational Education and Training, which comprises a number of public and private institutions (I.E.K.), beyond the formal educational system, where secondary school graduates may follow programmes of professional training, and (c) the establishment of the Regional Centres for In-service Training of Teachers.

In October 1993 the socialist party of PASOK came again to power. The new government retained, in general, the main political objectives it had set up in the 1980's such as the democratisation of education and its adaptation to the socio-economic, technological and scientific changes. The decentralisation of the administration and the provisions of education, the improvement of its quality and its convergence on the European reality are included among the principal goals of the present educational policy.

d. The innovation of curriculum

The curriculum changes are related to: (a) the formation of links between schools, especially secondary schools, and productive units, as well as the appropriate preparation of pupils for the adult and working life, (b) the democratisation of

schooling, (c) the offering of opportunities which aim at the self-development of the pupils.

The nursery and primary school curriculum has been entirely revised since 1981. New subjects have been introduced into the primary school curriculum (i.e. environmental studies, health education, civil education). Since 1987-88, the teaching of foreign languages has also been introduced into a great number of primary schools. In the same year, secondary school teachers of Arts & Crafts and Physical education undertook teaching in primary schools. In addition, all primary school textbooks were replaced. Further more, the methodology of teaching and the evaluation of pupils changed.

With regard to the secondary school curricula the major innovations after 1981 are as follows:

- introduction of new subjects into the curriculum (such as technology, computing, other forms of Greek languages etc.) with corresponding changes of the textbooks
- introduction of pilot programmes concerning education for the environment, health education and aesthetic education.
- supplementary support to the low-achievers of the Gymnasium.
- introduction of optional courses and educational activities into the curriculum of the Integrated Lycea.
- organisation of creative activities which will take place in the afternoons in some schools.

This year (1994-95) great efforts for the innovation of the curriculum have started under the supervision of the Pedagogical Institute. The modernisation of the curriculum content, the partial decentralisation of its elaboration and the replacement of the single textbook for each subject by more than one textbook are some of the characteristics of the future objectives of the above attempts.

e. Problems and perspectives of primary and secondary education

According to statistical data, the enrolment ratios in primary and secondary education are comparable to those of the most developed countries of the E.U. One exception however, is the enrolment figures in the pre-primary schools which is lower (see Vaska, 1990). The increase of the number of pre-primary pupils, therefore, must be one of the priorities of the educational reform. Such an increase is necessary in view of the continual increase noticed in the Greek female employment sector.

Compulsory attendance in Greek schools is of small duration (nine years) as compared with that reported for the most developed European countries. Further compulsory vocational training for those who complete their education at the age of fifteen is not at all provided.

Despite the educational reforms which have taken place recently, the content of primary and secondary school curricula (as well as the organisation and the function of schools) is still to a great extent academically oriented. Limited practical and technological knowledge is offered to the pupils who follow compulsory education and those who have selected a general lyceum (71% of the post compulsory education students). However, new technology has not been widely introduced in the schools. In addition, the co-operation of schools with enterprises and productive units is limited. Vocational Guidance and Counselling is not well developed. It mainly focuses on the provision of general information about jobs and studies. The lack of specialised personnel and the non-existence of systematic dissemination of information concerning the labour market and the linking of schools with the socio-economic environment are the main problems in this field.

Furthermore, technical and vocational education is not well advanced. The links between technical and vocational schools and the industrial world are not satisfactory. It is difficult therefore, for the technical and vocational school graduates to find a job relevant to their studies (see Dimitropoulos, 1983 - Markopoulos & Stavropoulos, 1989). It is likely that if technical and vocational education will not be improved, this problem will be greater after 1992 due on one hand, to the expected increase of competition in the free European market and, on the other hand, to the potential changes in Greek industry.

The majority of Greek students follow general secondary schools. The reasons for this massive orientation are: (a) the low profile of the education offered at the technical and vocational schools, (b) the difficulties the vocational school graduates have to find a job and (c) more chances for access to the Universities (see Fragoudakis 1979, Kassotakis 1981). An attempt to increase the number of pupils who follow technical and vocational schools was made with the creation of the Integrated multi-branched Lycea in 1984. Unfortunately, the expansion of this type of school has been slow due to other political and economic priorities. Recently, the interest in this type of school has revived. One of the most important objectives of the present government is the expansion of the Integrated Multi-Branched Lyceum and the adaptation of its structure and curriculum to the particular regional, demographic and socio-economic conditions so as to become the main type of Lyceum in Greece.

The number of secondary school graduates who enter the universities correspond to one third of the candidates while the remaining 2/3 are also secondary school graduates of previous years. A great number amongst those who failed to enter a Greek higher-education institution go abroad to receive education - a fact which has negative impacts on Greek society and the economy. In the mid 1980's, the number of Greek students abroad represented 17,2% of the total population of Greek higher education, while the respective percentage for the other EEC members varied between 1% and 4,5% (UNESCO, 1989).

Most of the above graduates enter the labour market without having got any professional training. The saturation of jobs in the public and private sectors enhance their difficulties for finding a job. It is expected that this problem will deteriorate after 1992 unless the existing conditions in education change.

The weaknesses of the educational system cited above decrease the socio-economic efficiency of Greek education, something which does not facilitate the role Greek education must play in the Europe of 2000.

Immediate changes are therefore imperative. Such necessary changes are: (a) the improvement of the quality of education in schools - especially in technical and vocational schools; (b) the development of more links between school and work and the enhancement of the emphasis given to the preparation of pupils for working life; (c) the increase of the number of representatives of regional educational bodies and social agencies in educational planning procedures; (d) the expansion in the use of new technologies in the schools; (e) the modernisation of teaching processes; (f) the provision for compulsory supplementary training in the form of part-time courses for those who do not follow their studies after their fifteenth year; (g) the increase of the number of the Integrated Lycea; (h) the systematisation of the life-long education and the offer of supplementary training or basic training at any age.

The increase of educational funds will facilitate the completion of the above mentioned changes. The total educational funds, which represented in 1985 2,9% of the national gross product, were the lowest reported within the E.U. (the average percentage of N.G.I. invested in education in the E.U. was 5,3%).

IV 3 Tertiary Education

IV 3.1 Legislative framework

Overview

Greece has adopted the international model for higher education suggested by UNESCO, thus offering two main types of learning institutions for tertiary education:

- a. Universities and University type Institutions.
- b. Non-University type Institutions.

Under this classification, Universities and Polytechnic Schools (AEI) belong to the first group and offer the highest level of education and related degrees and diplomas.

The second group of institutions, includes mainly the so-called Technological Educational Institutions (TEI) as well as various other sectors of study such as Commercial Merchant Marine Studies, Religious Studies, Fine Arts, Dance, and Theatre, etc., offering the appropriate degrees and diplomas.

The existing law, Law 1268/82, which governs the functioning of tertiary education, was introduced by the Socialist (PASOK) Government in 1982. This law was supplemented by law 1404/83, also by the Socialist Government and amended by Law 2083/92 in 1992, by the Conservative (New Democracy) Government.

Under the 1992 law, studies leading to a first degree last at least 4 years for the majority of disciplines, 5 years for engineering studies (Polytechnic Schools) and 6

years for medical schools. Non-university studies last 3 years in general, while some majors call for an additional 6-month on-the-job practical training.

Presently, there are 18 Universities in Greece, 8 of which are located in the Athens-Piraeus metropolitan area. There are also 12 Technological Educational Institutions in the country, 2 of which are in the Athens-Piraeus area. Finally, there are 61 Higher Professional Schools (non-university type), 36 of which are in the Athens-Piraeus area.

It should be noted that there are no private Universities or T.E.I.'s in Greece. As stipulated by the Greek constitution, higher education is public and can only be offered by the State. Nevertheless, a number of private schools offer courses in post-secondary education but their degrees are not recognised by the Greek state.

IV 3.2 Entrance Examinations

According to the existing law, the requirement for acceptance into tertiary education is the Lyceum certificate, granted after 12 years of schooling (6 Primary school, 3 High school, 3 Lyceum). Due to restrictions in the number of entrants (as a result of limitations in class rooms, staff, laboratories etc.), Lyceum graduates wishing to enter higher education institutions, compete in the Panhellenic General Examinations, administered yearly by the Central Service of the MoE.

The number of entries, varies from year to year and from school to school, and is determined yearly by a Ministerial Decree following recommendations of the two advisory boards, that is the National Council of Higher Education and the Council for Technological Education.

Candidates wishing to participate in these general exams at national level, select only one of four major fields of study (desmes). Each of these fields of study has a specified set of tertiary education institutions (AEI/TEI) and disciplines. Candidates compete in four core subjects for which they prepare during the senior year of their secondary studies. The candidate's preference for the institutions/disciplines of the selected major field of study is declared on the higher-education application according to priority.

Final selection and acceptance to Higher Education Institutions (AEI/TEI) is determined by combining the candidate's score on the Entrance Exam with the AEI/TEI preferences and number of places available in each institution. The candidate's score is the highest criterion, followed by the other two in the sequence given. Using this procedure, it is clear that no candidate in the entire country is left out provided that the candidate achieves a score higher than that of the last entry to a specific institution of desired choice.

However, for certain disciplines there is an additional requirement for a fifth subject to be taken during the General Exams. For example, for the School of Architecture, architectural drawing is taken as a fifth subject.

The organisation and administration of the General Exams, is the responsibility of the Section for Entry Exams of the MoE.

This Section forms annually 3 different types of Committees responsible to produce, administer and grade these exams:

- a. Central Committee for the General Exams (K.E.G.E.) responsible for the compilation of the questions and subjects of the exams. It is this Committee that actually designs the exams from the corresponding subjects taught at the senior year of the Lyceum. This committee consists of University Professors, School Counsellors and senior year Lyceum teachers.
- b. General Exams Committee. This is a committee formed by Lyceum teachers chaired by a Lyceum Director, responsible for the proper administration and implementation of the General Exams at the dates they take place. 200 such sub-committees are formed to cover the 200 Examination Centres all over the country.
- c. Marking Centre Committee. This committee is formed by School Counsellors and selected Lyceum teachers and is responsible for the marking of the exams. Each year, a large number of markers are selected, to cover all of the 20 Marking Centres around the country. It is noted that each exam is marked by two independent markers. The average of the two marks, is the candidate's final mark for the specific exam.

Presently, the MoE is contemplating possible modification to the General Exams system. It has been observed that students spend the final two years of their Lyceum studies preparing for the 4 subjects of the sector they have selected, thus ignoring the rest of the subjects, school activities, extra-curricular activities and the pedagogical goals of secondary education. It is time to reconsider the scope and structure of the entrance exam system.

IV 3.3 Higher Education Laws

As mentioned in the overview, the law in effect is presently Law 1268, supplemented by Law 1404 in 1983 and modified by Law 2083 in 1992.

The main innovations brought about by Law 1268/82, which drastically changed the operation of universities, are the following:

- The old faculties were divided into departments, each of which corresponds to a university discipline area.
- The Chair system, which was the focus of the past organisation of universities, was replaced by the scientific sector (tomeas). The tomeas is responsible to a General Assembly in each Department.
- All policy decisions related to the various levels are taken by the appropriate General Assemblies which consist of all members of the teaching staff and a considerable number of undergraduate and some postgraduate students.

- Undergraduates have equal representation in the electoral bodies for the selection of the administrative heads of the University as the members of the academic staff.
- Members of the teaching staff form a single body with four levels: (i) lecturer, (ii) assistant professor, (iii) associate professor and (iv) professor. Only those belonging to the two upper ranks of the academic hierarchy are elected to permanent (tenured) positions. Appointments and promotion of all teaching staff is made by special electoral bodies, which meet together with the General Assemblies of the departments. New categories of auxiliary teacher, technical and administrative personnel has been created.
- Each university is administered by: (i) the Rector who is supported by two vice-Rectors, elected for a period of three years by an electoral college. The electoral college consists of all the faculty members, an equal number of undergraduate students and representatives of the technical staff, the administration staff, the graduate students, the teaching assistants and the foreign language teachers. Each of the latter groups has a representation which is 5% of the size of the faculty (total 25%), (ii) the Rectors' Council, which consists of the Rector, the two vice-rectors, one representative of the students and one representative of the administrative personnel and (iii) the Senate consisting of the Rector and the vice-rectors, the deans of the university faculties, the heads of the autonomous departments, one representative of the teaching staff, one representative of undergraduate students from each department, one representative of administrative personnel and a number of representatives of the post-graduates students. All representatives are elected. The Senate is regarded as the top administrative agent of the University.

Each faculty, comprising of relevant departments, is administered by: (a) the Dean, who is elected for three years by the General Assembly of the faculty, (b) a Council which comprises the dean, heads of the departments and one undergraduate student from each department and (c) the General Assembly of the faculty which consists of the General Assemblies of the departments.

Each department is administered by: (a) the head, who is elected for two years, (b) the Administrative Council which consists of the head, the directors of departmental sections and representatives of the students and of the technical or administrative personnel, and (c) the General Assembly of the department. The director of each sector, who is elected for one year, and the General Assembly of the sector are the administrative agents.

- A National Academy of Letters and Sciences (EAGE) and a National Council of Higher Education (S.A.P.) as already described, were established by the new law, as advisory bodies to the Government and as co-ordinating supervisory agencies on teaching, research, undergraduate and postgraduate programmes, evaluation and appointment of academic personnel, creation of new universities or units in them, allocations of funds etc. However, the National Academy of Letters and Sciences has never functioned because of the negative reaction to it of the professorial body.

- The undergraduate studies were reorganised into "semester courses" and a basic structure for the promotion of graduate programmes was set up.

As stated above, Law 2083 in 1992, modified Law 1268 of 1982. The main modifications were the following:

- 1- The participation of students in the procedures for the selection of administrative bodies of higher institutions and in decision-making bodies was reduced to 50% of the faculty.
- 2- The election of the Vice-Rectors became a separate procedure from that of Rectors.
- 3- A four-year plan for the creation and advertisement of teaching staff positions was established.
- 4- The role of administrative bodies with a small number of members was strengthened.
- 5- Members of the teaching staff were ranked according to the service they provide (full time or part-time employment).
- 6- Two cycles of undergraduate studies were established. The first cycle has four semesters. Passing the examinations in all subjects taught during the first cycle is a prerequisite for the continuation of studies in the second cycle.
- 7- Students who fail to complete their studies within the prescribed period of time, extended by two extra years, were not entitled to any kind of financial aid awarded by the state.
- 8- Postgraduate studies and the functioning of research programmes was reorganised.
- 9- Free distribution of academic textbooks was restricted only to students with low annual income.
- 10- New academic institutions such as the Centre for the Greek Language, the Open University and the Committee for Evaluation of Higher Education were created.

The above measures have been further modified or abolished by Law 2188/94 (Minister of Education D.Fatouros) as follows (retaining the numbering above):

- 1- The participation of students in the procedures for the selection of administrative bodies of higher institutions and in decision-making bodies was increased to 80% of the faculty.
- 2- The election of the Vice-Rectors is not a separate procedure from that of Rectors.

3- A one-year plan for the creation and advertisement of teaching staff positions was established.

5, 6, 7 and 9 were deleted

8, and 10 remained the same

Special regulations concerning "guest" students and the mobility of teaching staff and students were also introduced by the new law. This is an attempt to adjust the legal framework of Greek higher education to the context of European Union and to promote co-operation with other countries.

Finally, both the organisation and the functioning of the Technological Education Institutions (TEIs) is based on the Law 1404/1983, and Presidential and Ministerial decisions issued in connection with this Law. The TEIs are distinguished from the AEIs, in terms of their purpose, function (including their administration), staff qualifications and hierarchy, the length of programmes and the fact that they offer no postgraduate courses.

However, their organisation and operation is similar to those of the AEIs. TEIs are oriented towards the application of recent technological knowledge and practice, while AEIs are more science and research-based institutions. Thus, the TEIs have direct links with various productive enterprises where most of the students' practical work is carried out.

TEIs are self-governing bodies enjoying academic freedom and freedom of teaching and research. They are divided into schools and departments similar to those of AEIs. Each TEI together with its schools and departments is administered by members elected by the General Assemblies in which the teaching staff, an important number of students' representatives and a number of support personnel representatives participate.

The permanent teaching staff are grouped according to three scales: laboratory professors, assistant professors and professors. Possession of a doctorate is a necessary prerequisite for appointment to the rank of professor.

The new law for TEIs provides for the establishment of two Advisory Services at the MoE to offer TEIs advisory support. They are: (a) the Council for Technological Education (Symboulío Technologikis Ekpedefsis - STE), (b) the Institute for Technological Education (ITE). In addition there are Regional Technological Councils whose role is to facilitate the formation of links between TEIs and productive units for economic and any other support.

There is no quality assessment procedure internally or at the national level for the Universities and the TEI's. However Greece participates in the pilot project of the EU for the evaluation of two departments, one from AEI and one from TEI. It is also a stated goal of the Minister of Education to extend this exercise to all Universities and TEI's.

IV 3.4 Number of Greek Students in Foreign Universities

It is estimated, that the number of students, who were studying at foreign universities, was 28.380 in 1992 and 29.213 in 1994. Out of these, 5.738 in 1992 and about 6.500 (estimate) in 1994 were postgraduate students. The majority of these postgraduates had grants from public or private foundations such as the State Scholarship Foundation (IKY 550 grants), Onasis, Bodosakis and others.

For the remaining students studying abroad, the majority had not succeeded in the entrance exams to the Greek AEIs or TEIs and decided to study in foreign countries to obtain a university degree.

It must be noted that about 87% of the total number of students who study abroad, prefer Europe for their studies and especially Britain, Italy and then Bulgaria and Romania.

IV 3.5 Number of Foreign Students in Greek Universities

The following table gives the number of foreign students who were studying in Greek universities for the academic years 1990-91, 1991-92, 1992-93.

Year	(1)	(2)	(3)	TOTAL
1990-91	2245	2924	1124	6293
1991-92	2369	3025	1181	6575
1992-93	2290	3204	1263	6757

- (1) Students from Cyprus
- (2) Compatriots (students whose parents are Greek and live abroad)
- (3) Other foreign students

IV 3.6 Co-operation of Greek Universities with Universities of the EU under EU Programmes

Since 1988, European Union has created programmes for inter-university co-operation, like Erasmus, Lingua etc., between the country members of EU. The following table gives the evolution of these programmes between the academic years 1988/89 and 1993/94, the number of students which took part and the duration (in months) in which the students stayed in the foreign country.

Year	Programmes	Students	Duration (in months)
1988/89	48	195	908
1989/90	99	471	2540
1990/91	106	620	3370
1991/92	204	965	5454
1992/93	304	1303	7271
1993/94	540	1765	9868

(Source State Scholarship Foundation)

IV 3.7 Centres of Liberal Studies

In the recent years several, about 30, private organisations (Centres of Liberal Studies - $\text{\AA}\text{\AA}\text{S}$) provide post secondary education. Some of these are affiliated with foreign universities. These organisations are operating under a law of 1935 as commercial enterprises. However, since these organisations are not controlled by the MoE but rather by the Ministry of Commerce as commercial enterprises, there is much scepticism about the quality of the education they provide.

Applying the organisational structure of foreign universities, some EES have set-up courses of two to three or, in some cases, four years. In these cases the students of EES are also students of the foreign universities. This means that after two or three years of studies in Greece these students may go to the town or the city where the associated university is located, to complete their studies and obtain a degree. Most of the co-operations are with Universities in Britain and the USA but there are also co-operations with universities of France, Germany and Switzerland. Again, since the MoE is not involved in this kind of education, there is no formal recognition of their degrees. The case of the American Deree College in Athens (with approximately 7,000 enrolments in 1994) is a special case since it offers degrees which are often accepted abroad at the Bachelor level. In the last two years some of these co-operations have facilitated to MSc or PhD degrees. It must be emphasised that the Greek State does not recognise degrees awarded under these circumstances.

IV 4.0 Special Education

The Philosophy of Special Education

The Constitution of Greece (Art. 16-21) and Law 1566/85, (Chapter I) incorporates the education of children with special educational needs in the central framework of the education system, based on the philosophy of equal opportunities in education at all levels.

Greece as a member of the international organisations for child protection, has planned the special education framework in order to respond to two basic principles: a) integration and b) participation.

The educational policy of the MoE, regarding pupils with Special Educational Needs (SEN) is: a mainstream school for all, where the acceptance of pupils with or without special needs is expressed as a normal status and behaviour by all school sectors.

IV 4.1 Structure of the Education System

Compulsory Education

Law 1566/85 integrates pupils, from the age of 3½ to 18, with SEN in the mainstream school by providing the needed support. Compulsory normal (ordinary) education is provided from 6 to 15 (Gymnasium level).

IV 4.1.1 Compulsory Education in Schools

Compulsory education is offered in the following types of schools:

- a. Special Schools: pupils with significant learning difficulties may enrol in special schools in order to follow special educational and training programmes.
- b. Special Classes: pupils study at a special class where they are provided with special educational assistance with periods of attendance at the ordinary class.
- c. Ordinary school classes: pupils follow the day programme of the ordinary class in combination with a special class in addition to the school framework. While attending the ordinary class, pupils are provided with special support within the ordinary class daily programme.

The following table presents data of the current special education framework in Greece.

Level of studies	S.E.U.*	Students			
I. Primary education					
1. Pre-primary	40	-----	49	---	49
2. Primary education	139	-----	470	129	599
3. Special classes	602	-----	602	---	602
Subtotal	781	13.562	1.121	129	1.205
II. Secondary education					
1. LowLevel (Gymnasium)	8	208}			
2. Upper level (Lykeio)	6	131}	191	12	203
3. Technical Schools	7	235	58	4	62
Subtotal	21	574	249	16	265
TOTAL	801	14.136	1.370	145	1.515

*S.E.U. = Special educational units

IV 4.2 Post-Compulsory Education

Having completed their studies at the Gymnasium, pupils with SEN have the following options:

- a. Pupils, able to follow the detailed national curriculum register in the schools of upper secondary level, i.e. Lycea and Technical-Vocational Schools (TES).
- b. Students with significant learning difficulties, having completed the low secondary level, may enrol in Technical Schools for professional training. Apprenticeship is available to young people aged 15-18 in specialised centres which offer a variety of specialisation mostly in Information Technology.

IV 4.3 Tertiary Education

Tertiary Education offers equal opportunities to all pupils who graduate from the upper secondary level (Lyceum).

Pupils with learning difficulties, upon graduation from upper secondary level (Lyceum), may participate in the national examinations for higher studies' entry. For certain categories of SEN, e.g., deaf, hearing impaired etc., special options and provisions are offered.

Comments on Special Education

The development of the special education system presents several weaknesses:

- Great attention has been given to primary education whereas there is much to be done at the secondary level and in the professional training.
- Pupils attending special classes are mostly without very severe learning difficulties, whereas pupils with severe SEN, still study at special school units though some of them function near the mainstream schools.
- In recent years, the MoE has concentrated on promoting and broadening the schemes of integration in the following way:
 - (a) Special schools co-exist with normal schools (special integration)
 - (b) Special classes have been developed in the normal schools since 1985. Pupils with SEN receive supportive teaching (individualised educational programmes for 3-7 hours per week.
 - (c) The MoE aims at developing programmes for total integration giving supportive teaching in the normal classes. Problems arise due to lack of resources and special training of teachers.
- New flexible curricula are being developed by the Pedagogical Institute addressing primary education, so that the teacher can adjust the lessons to meet the learning difficulties of all students.
- The current detailed curriculum at secondary level is not responding to the needs of pupils with SEN: curricula should be based mainly on assistive technology at all levels of compulsory and professional education. Towards this direction, the Pedagogical Institute has planned a considerable number of activities, within a period of five years. New flexible curricula of professional training are being planned and developed for the initial professional training of students with SEN.
- There is still a lack of specialised personnel (psychologists, social workers etc.). The number of appointed personnel during the last five years is not sufficient.
- Specialisation is offered only to teachers of primary education in the large cities whereas in the rest of the country, counselling and training, provided by the school advisers to teachers, is not updated.
- Specialisation does not exist yet for teachers of secondary education.