

THE EDUCATIONAL SYSTEM OF GREECE

by Margarita Sianou

Greece occupies the southern part of the Balkan peninsula on the eastern Mediterranean, extending over a primarily mountainous territory of 132,000 kilometers. The ethnically homogenous population of about 10 million is 96 percent Greek. Of the remainder of small ethnic groups, a Turkish population of about 1.5 percent is concentrated in the northeast.

Following the 1821 War of Independence from the Ottoman Empire, which had occupied the region for four hundred years, the modern state of Greece was founded in 1830. A coalition of diverse forces, including local groups headed by the oligarchy, the Greek Orthodox church, and Greeks from Russia, Romania, Austria, England and France, were aided by England, Russia, France and Prussia in winning the war. This coalition assumed lasting importance, shaping all aspects of social, political and economic life in Greece well into the 1960s.

From independence through 1974, Greece endured political and social upheavals (World War II, a Civil War and military dictatorships) which have had a profound impact on the national psyche and institutions, as well as education.

Many of the institutions and practices introduced from 1830, such as the form of government (the first king and a number of advisors came from Bavaria), emulated Western European models. While these

models had evolved as an integral part of society in Western Europe, the young Greek state adopted them without having a sufficient economic infrastructure to support them. As a result, the state expanded into all spheres of life, determining and controlling, through a highly centralized process, the individual's right to secure an education and employment.

The system of education introduced in the late 1830s was patterned after the Bavarian Plan of 1834-1836, which was based on the French Elementary Law of 1833 and the Bavarian Secondary Education System. It consisted of three levels: elementary education (grades one through four), secondary education (grades five through eleven), and higher education. This remained unchanged until 1929, when the three levels of formal education were reorganized as follows: elementary education (grades one through six), secondary education (grades seven through twelve), and higher education. Although the system has undergone more modifications, this general framework remains.

The legal basis of the current educational system lies in the Constitution of 1975 and in various laws passed by the parliament since the 1950s. Article 16 of the Constitution stipulates that education is a responsibility of the State. The same constitutional article extends compulsory

school attendance from six to nine years—six years of primary education and three at the lower-secondary level.

State supervision and control are carried out by the Ministry of Education and Religious Affairs (MERA), the highest administrative unit of education in Greece. Since there is no clear separation of State and Church, the Ministry is responsible for promoting moral values, as taught and perceived by the Orthodox Church.

During 1979-1980, 1,888,682 individuals, or about one fifth of the total population of 10 million, were enrolled in all levels of education. Of this total, about 46 percent were women. The most uneven male-female distribution was at tertiary level, particularly at universities and at higher technical/vocational level. A total of 38.2 percent of the total enrollment, or 45,324 women, were enrolled in universities. Only 32.6 percent, or 9,088 women, were in postsecondary technical schools. These figures improved somewhat after 1983 with the reorganization and expansion of postsecondary technical education.

In 1982 the distribution of the school population by level of education as a percent of total enrollment was:

Pre-primary:	142,441 or 7.6 percent
Primary:	899,546 or 47.7 percent
Secondary:	725,263 or 38.5 percent
University:	118,432 or 6.3 percent

FIRST LEVEL EDUCATION (*PROTOVATHMEA EKPAIDEUSE*)

Pre-Primary Schools (*Nipiagogeia*)

These schools are either separate institutions or combined with child care centers. Attendance is for two years starting at the age of 3 1/2, and is gradually being made compulsory.

Primary School (*Demotike Ekpaideuse*)

Primary school lasts 6 years and attendance is compulsory for all children between the ages of 5 1/2 and 11 1/2. The schools operate on a five-day week, and the curriculum is prescribed in detail by the

government. The academic year runs from September through June. Grades 1 and 2 receive 23 hours of instruction per week consisting of environmental studies, modern Greek, arithmetic, aesthetic and physical education. Grades 3 through 6 receive 25 hours of instruction weekly, and the curriculum, in addition to the above, in-

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cludes religious studies, geometry, civil education, arts and crafts, music, and cultural activities. In 1988 foreign language instruction was introduced in 124 schools

all over the country.

Promotion to the next grade is automatic at the end of each year. There are no examinations or marks at this level of edu-

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cation. Upon completion, students receive a certificate of completion of study.

SECONDARY EDUCATION (*DEFTEROVATHMEA/MESEA EKPAIDEUSE*)

LOWER-SECONDARY EDUCATION (*GYMNASIA*)

Gymnasia offer a three-year program, and constitute the completion of compulsory education. Students who have completed primary education are admitted without examinations. The academic year is the same as at the primary level (September-June) but is divided into trimesters. The course of instruction is academic in nature through all three grades. Upon completion, students receive a copy of the leaving certificate (*apolytirio*), the origi-

nal of which is sent by MERA to the *lykeio* of the student's district.

The curriculum includes mathematics, religious studies, history, ancient and modern Greek language, and geography. There are approximately 31 hours of instruction per week. Student assessment is on the basis of short oral and written tests during each trimester.

Promotion and/or graduation is determined by the teachers on the basis of marks

awarded in each subject during the academic year. Students must attain a pass mark of 10 out of 20 points in all subjects. If the overall average exceeds 13, students are promoted even though they may have earned failing grades in up to four subjects. Promotion to the next cycle of education, *lykeia*, does not require entrance examinations.

UPPER-SECONDARY EDUCATION (*LYKEIA*)

The school year at the *lykeia* is the same as at the *gymnasia*, and is divided into trimesters. During each trimester, students are assessed in the same way as in *gymnasia* using a grading scale of 0-20, with 10 the minimum passing mark. In addition, at the end of each academic year students take official written examinations in each subject for promotion or graduation. Upon graduation, the leaving certificate (*apolytirio*) is awarded by the school.

There are four types of *lykeia*:

A. General *Lykeia*

At the general *lykeia*, students in the first and second years are taught a common curriculum which includes mathematics, physics, chemistry, composition, government and politics, Greek language, and a foreign language. In the third year, which is university-preparatory, students are taught 10 hours a week from a common curriculum, and 20 hours from their chosen stream (*desme*) to prepare them for admission into specific areas of study at tertiary-level institutions.

a. **First Stream (*Proti Desme*)- Mathematics and Physical Sciences:** gives access to faculties of mathematics, physics, chemistry, engineering, and architecture. *Subjects:* composition, mathematics, physics, and chemistry.

b. **Second Stream (*Defteri Desme*)- Biological Sciences:** gives access to faculties of medicine, dentistry, veterinary medicine, and biology. *Subjects:* composition, physics, chemistry, and biology.

c. **Third Stream (*Triti Desme*)- Classics:** gives access to faculties of philology and philosophy, education, and law. *Subjects:* composition, ancient Greek, Latin, and history.

d. **Fourth Stream (*Tetarti Desme*)- Social Sciences:** gives access to faculties of social science, economics and business, government/political science, and sociology. *Subjects:* composition, mathematics, history, and sociology.

B. Classical *Lykeia*

Few in number, these are designed to promote classical studies and literature.

C. Technical/Vocational *Lykeia*

Technical/Vocational *Lykeia* were established by the government in 1977 to promote technical/vocational training, which had been insignificant, and to allow access to higher education.

The technical/vocational *lykeia* combine general education with technical training. At the end of the cycle students have the opportunity to acquire a diploma qualifying them for immediate employment, or a leaving certificate (*apolytirio*) giving access to tertiary-level institutions. Technical/vocational *lykeia* offer 48 programs of study organized in 12 departments. During the first year, students follow a common curriculum consisting of 34 hours of weekly instruction, of which 21 hours are devoted to general subjects (the same as in the general *lykeia*) and 13 hours to technical/vocational subjects. Specialization begins in the second year; out of 34 hours of weekly instruction, 19 are in general subjects and 15 (including workshops) in subjects of specialization.

During the last year students may

choose one of the following two options:

1. Continue to study in the chosen area of specialization (13 hours of general subject instruction and 21 technical/vocational). Upon completion they are awarded professional diploma (*epagelmatiko diploma*) enabling them to enter the labor market.

2. Follow a preparatory stream leading to the leaving certificate (*apolytirio lykeiou*). Those who follow this route may only choose from streams a, b and d of the general *lykeia*. After acquiring the *apolytirio* students may re-register in the third year to complete their specialization, and thus obtain the professional diploma.

D. Integrated Comprehensive *Lykeia*

Integrated comprehensive *Lykeia* were established in 1985 on an experimental basis with the aim of consolidating the "organic link between general and technical/vocational education, and to provide students with opportunities for the balanced development of their abilities and skills" (Law 1566/85, MERA). The cur-

riculum combines theory with laboratory work and apprenticeship. The *apolytirio* awarded at the end of this cycle gives access to tertiary-level education.

The first-year curriculum is common to all students. Out of 34 hours of weekly instruction, 31 are devoted to general subjects and 3 to electives such as aesthetic appreciation, biotechnology, and elements of law.

During the second year, students can choose subjects such as health and physical sciences, economics and administration, and biotechnology, irrespective of those chosen during the first year. The second-year curriculum includes 16 hours of general subjects, 16 of specialized subjects, and 2 electives.

The third year is separated into 14 branches, grouped into the four streams. Out of 34 hours of weekly instruction, 14 are devoted to general subjects, and the remainder are allocated to specialized subjects.

Recent statistics indicate that almost 80 percent of students enroll in general *lykeia*. This statistic is not in line with the rest of Europe, where enrollment at aca-

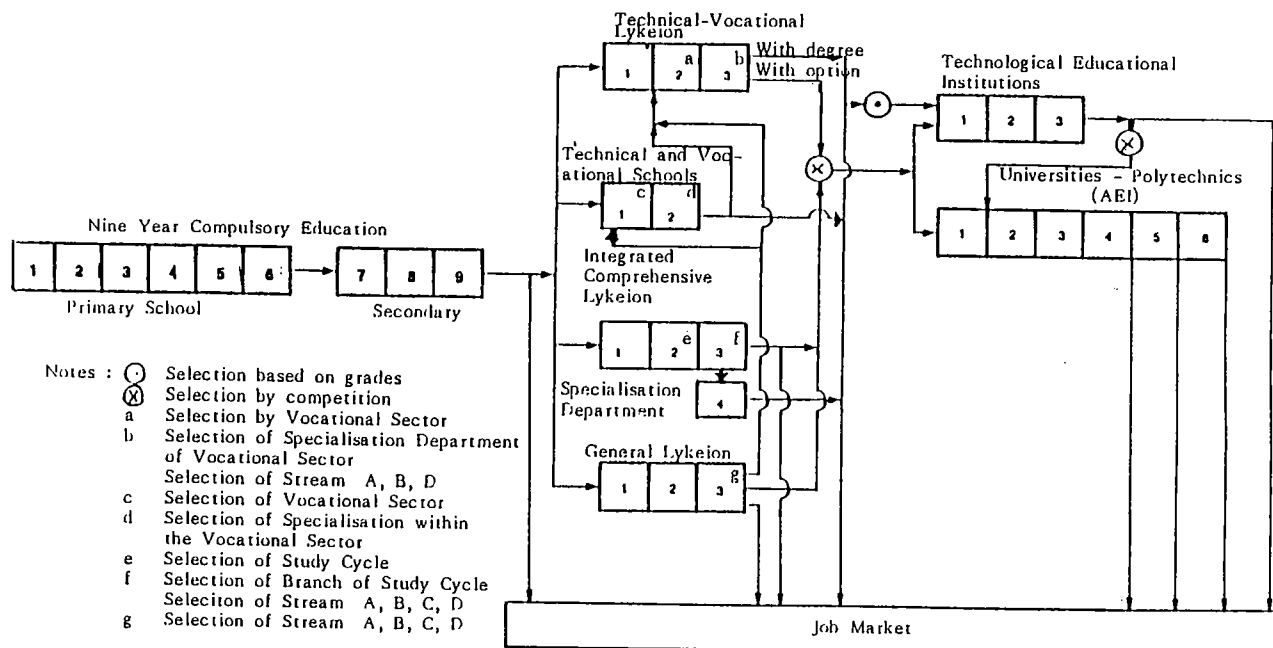
demically secondary schools is approximately 60 percent. Prestige has always been associated with traditional academic education in Greece, where both students and parents tend to consider it a means for social and economic mobility. Historically, Greeks have sought employment in the public, state-controlled sector for reasons of job security, prestige, and simply because the public sector is so much larger than the private sector. Even though the economy has grown and opportunities have improved, such deeply rooted preferences still persist.

Technical and Vocational Schools (*Technikes Epagelmatikes Scholes/ TES*)

The duration of study in these schools is 2 years on a full-time basis or 3 on a part-time evening basis. Their focus is on specialized subjects rather than general education: 6 hours of general subject instruction and 24 in the chosen specialty. TES graduates can either enter the labor market or enroll in the second year of any technical/vocational *lykeia*.

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Structure of the Greek Education System



Source: European Center for the Development of Vocational Education

Secondary Marking System

18.5-20.0	<i>Arista</i> (Excellent)	15.5-18.4	<i>Poli Kala</i> (Very Good)
12.5-15.4	<i>Kala</i> (Good)	10.0-12.4	<i>Arketa Kala</i> (Pass)

PRIVATE EDUCATION

The law allows private schools to operate on a nonprofit basis as first and second level institutions under the jurisdiction of MERA, which ensures that national curricula are followed. Children must pay for tuition, textbooks and other services.

Apolytirio diploma examinations at the end of the upper secondary cycle (*lykeia*) are conducted by teachers from public schools, assigned by MERA.

Quality varies. Some schools, particularly at the *lykeia* level, are regarded as excellent based on a comparison of students' performance on matriculation examinations. However, there is strong public resentment against private education, which is considered elitist and accused of creating unequal educational opportunities because only the affluent can afford to attend.

There are also private institutions (*frontistiria*) which provide tutoring to small groups or individual students, primarily those preparing for matriculation examinations. Despite government attempts to eliminate these institutions of para-education (*parapaideia*), and severe criticism from the educational community, they continue to exist and thrive.

HIGHER (THIRD LEVEL) EDUCATION (*TRITOVATHMEA EKPAIDEUSE*)

The third level of education in Greece is comprised of:

- A. Universities/highest educational institutions (*anotata ekpaideutika idrimata/AEI*).
- B. Higher non-university tertiary institutions (*anotera ekpaideutika idrimata*) called

Technological Educational Institutes/TEI (*Technologika Ekpaideutika Idrimata*). All universities and TEI are public and operate under MERA supervision.

C. Technical/vocational or specialized professional schools which are public or pri-

vate institutions functioning under ministries other than MERA, or under the supervision of some autonomous public organization.

ACCESS TO INSTITUTIONS OF HIGHER EDUCATION

Demand for tertiary-level education in Greece has always been very high. From the 1960s—a decade during which the economy expanded substantially, increasing the size of the middle class and real per capita income—until now, postsecondary education has remained exclusive despite a significant expansion of the system.

In 1987 there were 150,000 candidates taking the matriculation examinations: 65,000 were recent *lykeia* June graduates; the others were graduates from previous years who had failed to enter an institution and those who had entered university-level institutions, but not the department of their choice. That year, only 23,000 places were

available at universities and about 21,000 at non-university institutions; thus, only 29 percent of the candidates were admitted.

Admission to tertiary-level institutions does not rely solely on grades, but is primarily dependent on the number of available places determined by MERA. Up until 1981, the number of new entrants to universities was approximately 12,000 annually. Currently it stands at around 22,000, but despite incredible societal pressure to expand the system even more rapidly, the government has resisted due to economic constraints.

The safety valve for this tremendous pressure has been study abroad. Accord-

ing to recent statistics, Greece has the second largest percentage of its student population studying abroad, surpassed only by Luxembourg, which has no university-level institutions. In 1981, for example, there were 41,000 Greeks studying abroad while the number studying at home was approximately 88,000. The main destinations of Greek students in Europe in 1985 were Italy (12,222), Germany (6,693), France (2,905) and the United Kingdom (2,121). *Open Doors* statistics for 1989-90 show that 9.6 percent, or 6,208 of the European foreign students in the United States, were from Greece.

UNIVERSITY EDUCATION (*ANOTATA EKPAIDEUTIKA IDRIMATA/AEI*)

There are 17 university-level institutions in Greece; the University of Athens (*Ethniko kai Kapodistriako Panepistimio Athinon*), founded in 1836, is the oldest, and the University of Thessaly (*Panepis-*

timio Thessalias), founded in 1986, is the newest. No private universities are allowed.

Article 16 of the Constitution of 1975 stipulates that all university-level institu-

tions (AEI) are legal entities in public law and totally self-governing. While they are financed and supervised by the State, they have full autonomy in electing professors, creating study programs, and allowing stu-

dents and teachers free expression in the classroom. This paradoxical situation is not without its critics, who point out that economic dependence limits academic independence.

The 1982 educational reform introduced a new model of university government which resembles that of the United States. Departments became the basic academic units, with a number of related departments grouped into schools; graduate schools were created; a two-semester academic year was introduced; programs organized in credit units (*didaktikes monades*); and students and administrators were allowed participation in the decision-making process. Above all, however, the

1982 reform was a shift away from the Central-European model of university government which had existed since 1929.

At the same time, two new bodies were established: The National Academy of Letters and Sciences, charged with the coordination of research, teaching and graduate studies; and the Council of Higher Education, a monitoring body consisting of representatives of the community, universities, political parties, and the Ministry.

The highest governing body is the Senate, which rules on all academic and financial matters. It consists of the Rector, the two Vice-Rectors, faculty Deans, and representatives from the teaching and administrative staffs and the student body.

The Rectorial Council, which is charged with implementing decisions of the Senate, consists of the Rector, the two Vice-Rectors and, in an advisory capacity, one student representative and one administrative representative.

Over 95 percent of faculty members have earned their Ph.D. degrees abroad, notably in Western Europe and North America. A university professor, lecturer or assistant professor is generally required to hold a doctoral degree, except in the case of the School of Fine Arts. Professors and lecturers are elected by the full-time faculty of each department, while assistants are appointed at the suggestion of faculty members.

ADMISSION REQUIREMENTS

Upon successful completion of upper-secondary education and earning the *apolytirio*, tertiary-level bound students must sit for the matriculation examinations (*genikes exetases*) in one of the streams mentioned above. These are nationwide examinations administered by MERA and offered once a year at the end of June.

The examinations are given over a

period of four days—one day per subject—and students are examined only in subjects of the relevant stream (*desme*). Admission to university and non-university institutions is ruled by *numerus clausus* (restricted entry), with the number of spaces determined in advance.

During the examination period, the focus of the entire country is on the *exetases*,

which are the culmination of a lengthy preparation process which involves not only students, but also their families. Some families go so far as to relocate from the countryside to urban centers, seeking better quality schools. After the results of the *exetases* are announced, it is not uncommon to hear of suicide attempts, for such is the importance of education in Greek society.

PROGRAM STRUCTURE AND DEGREE REQUIREMENTS

University programs leading to the first degree (*ptychio*) are from four to six years in length, depending on the area of specialization. The length of study required for each program is determined by the President of Greece after consultation with the Council of Higher Education and faculties.

Four-year programs are offered in economics, social sciences, foreign languages and philology, law and political science, philosophy (classical studies, Byzantine studies, archeology), physics, mathematics, chemistry, and theology.

Five-year programs are offered in engineering, architecture, topography, dentistry, fine arts, and veterinary medicine. The only six-year program is in medicine.

The academic year runs from September to June, with the exact dates set by the Academic Senate. It is divided into two 15-week semesters. The curriculum is de-

signed by each department, and is subject to review every April. The program includes compulsory subjects and electives which are always within the area of specialization.

Effective from 1985, each semester is set in terms of credit hours. At the University of Athens, one credit is equal to one hour of classroom instruction for one semester and the credits required for the completion of a four-year program are usually 160. The number of credits required for degree completion is not the same in all Greek universities. Furthermore, each department within a university defines the number of credits required for the *ptychio* to be awarded. Normally, a thesis is not required for the award of the *ptychio*. It should also be emphasized that the credit system has not been adopted by all departments. At the Technical University of Athens (*Ethniko Metsovio Polytechnio*), for example, the study program is organ-

ized on the basis of units of instruction (*didaktikes monades*), with each unit representing one lecture or laboratory hour.

Class attendance is not mandatory in disciplines other than medicine, architecture and engineering. Examinations are held at the end of each semester during a two-week period, and re-examination is offered in September. Students may register for the next semester and retake examinations in failed subjects the following September. They do not have to repeat the semester, but prerequisites must be completed before students may advance to the next level. Examinations are set and conducted by individual instructors. There is no limit to the number of times a student can take an examination. Similarly, there is no limit to the number of years of study to attain the first university degree (*ptychio*).

Students begin their specialization in the first year of study, which intensifies in the second or third year. In schools of engi-

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neering, the first two years are devoted to general engineering and science courses, with specialization beginning in the third year. During the last semester of the five-year engineering program, students are required to conduct research leading to a thesis/project, which constitutes 20 percent of the degree (*ptychio*) mark.

Teacher Training

Pre-primary and primary teacher training was formerly offered at two-year pedagogical academies (*paidagogikes akademies*).

In an attempt to improve training, primarily in educational methodology and supervised teaching practice, the government enacted the educational reform of 1986, which mandated that all teacher training be offered at university departments of education. The two-year *paidagogikes akademies* ceased to operate in 1989. In-service training for young teachers (graduates of the former two-year teacher training schools) is offered at centers throughout Greece.

Secondary-level teacher training has always been offered at universities. Until

recently, there were no departments of education. Prospective teachers pursued studies in these teaching disciplines, i.e. mathematics, philology, physics, etc. and received marginal exposure to courses in pedagogy. As a result, school teachers in Greece are rather autocratic and students given little opportunity for independent expression. This model is gradually changing as participation in school organizations by students, parents' associations and representatives of the community increases for the first time.

1985-86 Undergraduate Enrollment by Discipline

In 1987, there were 116,208 students enrolled in the approximately 158 departments, specializing in 65 fields. The table below shows undergraduate enrollments in eleven disciplines for 1985/86 and first-year admissions in the same disciplines in September 1986:

Disciplines	Enrollment		First-year admissions	
		%		%
Theology	4,982	4.3	730	3.04
Law	12,233	10.5	1,580	6.59
Philosophy & Literature	15,923	13.6	3,690	15.59
Medicine	12,995	11.1	1,480	6.19
Sciences	16,223	13.9	3,040	12.69
Agriculture	3,620	3.1	980	4.10
Engineering	12,928	11.1	2,190	12.39
Economics & Business	21,309	18.2	3,490	14.58
Political Science	7,450	6.4	1,450	6.06
Fine Arts	568	0.4	190	0.76
Education	8,657	7.4	2,550	10.65
Total	116,888	100.00	22,195	100.00

Source: *European Journal of Education*, Vol. 23, No. 3, 1988

POSTGRADUATE STUDY (*METAPTICHIKES SPOUDES*)

Postgraduate studies at the universities were given a new basis by Law 1566/1985, which stipulates that departments may operate programs of postgraduate study when sanctioned by MERA. *Ptychio* holders are admitted by examination. The pro-

grams, of one or two years duration, consist of coursework and/or research and a thesis. Each postgraduate program leads to the award of a qualification diploma (*metaptychiakon spoudon*). The title of Doctorate (*Didaktorikon*) is the highest

degree granted by universities in Greece. Awarded after a minimum of five years, it requires original research conducted under an advisor, and a dissertation.

TECHNICAL HIGHER EDUCATION (ANOTERI TECHNIKI EKPAIDEUSE)

Tertiary technical education in Greece is a relatively recent development, formally begun in 1958 with the establishment of the Centers for Technical and Vocational Education (*Anotera Kentra Technikes kai Epagelmatikes Ekpaideuses/KATEE*). These were abolished in 1983 and replaced by

Technological Educational Institutes/TEI (*Technilogika Ekpaideutika Idrimata*).

In terms of legal status, organization, and finances TEI do not differ from universities; however, the educational objectives of the two are different both in scope and intent. The aim of TEI is to provide instruc-

tion in professional disciplines for the immediate benefit of the economy. It should be emphasized that the disciplines taught at TEI (business, technology, allied health, and physical therapy) are not offered at universities.

ADMISSION REQUIREMENTS

Admission requirements are the same as for universities, i.e. by matriculation examinations (*genikes exetases*). However, the government, in an attempt to promote technical education both at the secondary

and postsecondary level, reserves 23 percent of the available places exclusively for technical/vocational *lykeio* graduates. Although they have the right to participate in the matriculation examinations, as does

any *apolytirio* holder, these graduates usually choose to compete for the reserved places on the basis of grades earned in their *apolytirio*.

PROGRAM STRUCTURE AND DEGREE REQUIREMENTS

The academic year, which consists of two semesters, runs from September through June. The length of study toward the degree (*ptychio*) ranges from three and one-half to four years. All programs include one semester of practical training, and some programs also require a thesis (*diplomatiki*) for

the award of the degree.

The structure of programs at tertiary-level institutions is such that it does not usually allow for mobility between disciplines and universities.

In some instances, diploma holders from the Technological Educational Insti-

tutes (TEI) may transfer to departments related to their field of study at TEI or a university. Exemptions, if any, are determined on an individual basis by the respective departments. The process is similar for university diploma holders who want to transfer to another department.

Nursing Education

In 1979 the first university-level program in nursing was established. Its duration is four years, and leads to a *ptychio*.

Law 1404/1983 stipulates that all first-level nursing education is to be brought

under the auspices of the Ministry of Education. Since 1983 it has been offered at the Technological Educational Institutes (TEI), and lasts seven semesters. Nurses' Assistants are trained at middle technical schools

(*technikes epagelmatikes scholes*), which are controlled by the Ministry of Health and Social Welfare. Admission is on the basis of the *apolytirio gymnasiu*, and the length of the program is two years.

Postsecondary Marking System

10.0-8.5 *Arista* (Excellent)

6.4-5.0 *Kala* (Good)

8.4-6.5 *Poli Kala* (Very Good)

5.0-0 *Apotychon* (Fail)

Marking is rigorous. The average mark is 6 for most students at faculties other than those enrolled in engineering programs, where the average is 6.5 to 7.0; in schools of medicine, the average is close to 8.0.

SPECIALIZED POSTSECONDARY EDUCATION

Higher Ecclesiastical Education

The Higher Ecclesiastical School of Athens is the only religious institution that remains open. Admission is on the basis of the *apolytirio* special examinations held during the month of September (the date is

determined by MERA). The program is two to three years in length and leads to a diploma in theology.

Military Academies

The Air Force Academy (*Scholi Ikaron*)

Army Academy (*Stratiotiki Scholi Evelpidon*) and Naval Academy (*Scholi Naftikon Dokimon*) are considered university-level (*anotati ekpaideuse*), and offer four-year programs. Admission requires the *apolytirio* and special examinations.

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PRIVATE POSTSECONDARY SCHOOLS (*IDIOTIKES SCHOLIS ANOTERAS EKPAIDEUSES*)

Recognized Schools (*Anagorismenes Scholies*)

This category consists of schools of Fine Arts. Even though private, these schools function under MERA and offer two- to three-year programs in dance, theater, cinema, and music. Admission requires the

apolytirio and an audition or portfolio. Study leads to a diploma of completion.

Non-recognized Schools

Law 1268/1982 concerning the structure and operation of tertiary-level institutions abolished the private higher technical

and vocational schools which had been run under the supervision of MERA. The private postsecondary institutions, which are known as centers of free studies/*ergastiria eleftheron spoudon*, are not degree-granting (*ptychio*-granting) institutions, and now operate outside of the official system of education in Greece.

PROBLEMS AND PROSPECTS

The educational system of Greece exists, as its critics characterize it, in a state of perpetual crisis that can be attributed both to external and internal factors.

During the 1940s, Greece underwent both World War II and a Civil War, which devastated the country. By 1949, 700,000 were dead, 140,000 others had fled to seek asylum in Eastern European countries, 9,000 villages and 23 percent of all existing buildings were destroyed. The social and economic bases of the entire system were shattered. Attempts to democratize the political system in the early 1960s were crushed when the military seized and held power from 1967-74; democracy finally was restored in 1974.

During the 1960s and early 1970s,

Greece underwent rapid industrialization which dramatically increased the demand for education, particularly at the tertiary level. As a result of this pressure for the expansion of the educational system, and because of an absence of a national planning policy (the average term of a minister and his advisors is about 15 months), the system underwent several reforms designed to address immediate problems. Structural difficulties persist.

Internally, Greece has a very low rate of investment in education of just 6.6 percent of total public expenditures. There is also inefficiency in managing financial resources, for the country spends one fourth of its education budget at the third level—the second highest among EC countries—

when enrollment at this level is very low. A shortage of equipment and inadequate facilities at all levels of education further exacerbate the situation.

Greece has been a member of the European Community (EC) since 1986. With the approach of 1992, the country is preparing to meet the challenge of a united Europe on all levels, including education. The state monopoly on education is bound to ease under the pressure of combined internal and EC demands to "open up" the system. Greece's EC partners, who receive a substantial number of Greek students in view of the no-tuition policy for EC members, are pressuring Greece to retain more of its students.

RECOMMENDATIONS

Even though the process of Europeanization of education within the member states of the Community is far from being completed, substantial progress has been

made in terms of recognition and parity. Credentials from EC member countries are to be viewed within this European context and not on an isolated basis. The

author is taking the liberty of making the following parity recommendations.

Credential	Admission Requirement	Length	WES U.S. Parity
<i>Apolytirio Lykeiou</i>	Completion of Gymnasia	3 yrs	One semester of undergraduate credit per subject in the area of option
Ptychio TEI	<i>Apolytirio Lykeiou</i>	3 1/2-4 yrs	Bachelor's degree
Ptychio AEI	<i>Apolytirio Lykeiou</i>	4 or 5 yrs	Master's degree
Diploma <i>Metaptychiakon Spoudon</i>	<i>Ptychio AEI</i>	1-2 yrs	Graduate credit
<i>Didaktoriko</i>	<i>Ptychio AEI</i>	5 yrs +	Ph.D.



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Institutional Profile

National Technical University of Athens (*Ethniko Metsovio Polytechnio*)

BACKGROUND: The foremost school of engineering and science in Greece and a major research institution, founded in 1837 as a vocational primary school (*demotiko*) under the name Polytechnic School (*Polytechniko Scholio*). After 1844 it was up graded to postsecondary status and a number of departments added. Renamed *Metsovio Polytechnio* in 1873; acquired university status in 1921.

DEPARTMENTS: Ten departments offering specialization in more than 25 disciplines: Architecture; Computer Science; General Science; Chemical Engineering; Civil Engineering; Electrical Engineering; Mechanical Engineering; Mining and Metallurgical Engineering; Naval Architecture and Marine Engineering; and Rural Surveying Engineering. The university operates 71 laboratories in various fields.

ENROLLMENT: 7,650 (1990)

STAFF: 680

LANGUAGE OF INSTRUCTION: Greek

FEES & TUITION: Tuition is free for Greek citizens and citizens of countries where Greeks do not have to pay tuition. Tuition for international students during the academic year 1989-1990 was 55,000 drachmas (approximately \$US350.00)

ACADEMIC YEAR: September to June (2 semesters of 15 weeks each).

ADMISSION REQUIREMENTS: *Apolytirio* and matriculation examinations.

DEGREES & DIPLOMAS: a. *ptychio*: awarded after 5 years of study with final semester devoted to preparation of a diploma thesis based on research and/or design-oriented original topic.
b. *ptychio metaptychiakon spoudon*: awarded after 1 or 2 years of postgraduate study by course work or research.
c. *didaktoriko*: awarded after 5 or more years of study by research and dissertation.

GRADING SCALE: 10.0 - 8.5 *Arista* (Excellent)
8.4 - 6.5 *Poli Kala* (Very Good)
6.4 - 5.0 *Kala* (Good)
5.0 - 0 *Apotychon* (Fail)

LIBRARIES: A major research library with 150,000 volumes.

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