

NATIONAL HIGHER EDUCATION EQUITY POLICY

# Greece



## Policy Frameworks

**Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?**

- According to the ministerial decree F.151/20049/B6/2007 (gov.gaz. 272/B'/1.3.2007), 0.5 % of university places is allocated to Greek citizens who belong to the Muslim minority of Thrace and are holders of a high school leaving certificate. <https://www.e-nomothesia.gr/kat-ekpaideuse/deuterobathmia-ekpaideuse/ya-f151-20049-b6-2007.html> (Greek)
- According to the ministerial decree F.151/20049/B6/2007 (gov.gaz. 272/B'/1.3.2007), 3% of university places is allocated to students suffering from serious diseases or to students with certain disabilities: <https://www.e-nomothesia.gr/kat-ekpaideuse/deuterobathmia-ekpaideuse/ya-f151-20049-b6-2007.html> (Greek)
- A state housing allowance which amounts to 1000€ is allocated annually to undergraduate students who have to enrol in a university located in another city/town. Certain conditions have to be met, such as renting a flat outside campus. All requirements are dealt with by the Internal Revenue Service portal through which the applications and payments are made. There is no allowance whatsoever for postgraduate students. <https://stegastiko.minedu.gov.gr/Home/About>
- in 2019, the government decided that students with low income (<7.863€ annually) or students whose families have a low income (<5.504 €) are eligible for tuition-free postgraduate studies
  - ↘ [https://www.minedu.gov.gr/publications/docs2019/YA\\_%CF%83%CF%85%CE%BD%CE%AC%CF%86%CE%B5%CE%B9%CE%B1%CF%82.pdf](https://www.minedu.gov.gr/publications/docs2019/YA_%CF%83%CF%85%CE%BD%CE%AC%CF%86%CE%B5%CE%B9%CE%B1%CF%82.pdf)
  - ↘ <https://www.minedu.gov.gr/nomot-koinov/nomothesia-new/nomo8esia-aei-m/42169-04-07-19-dorean-metaptyxiakes-spoudes-se-foitites-me-atomiko-eisodima-eos-7-863-i-me-oikogeneiako-eisodima-eos-5-507> (Greek)
- The European Structural and Investment Funds of the European Union co-finance, together with the State Scholarship Institution, the following Operational Programmes:
  - ↘ Programme for the financial support of diligent students belonging to vulnerable social groups: [https://empedu.gov.gr/wp-content/uploads/2020/07/PROSKLISI\\_EDBM120\\_ADA.pdf](https://empedu.gov.gr/wp-content/uploads/2020/07/PROSKLISI_EDBM120_ADA.pdf)
  - ↘ Programme for the reinforcement of the Research potential through the completion of a doctorate research: [http://www.edulll.gr/wp-content/uploads/2015/12/PROSKLISI\\_EDBM\\_10\\_YD\\_FINAL\\_ADA.pdf](http://www.edulll.gr/wp-content/uploads/2015/12/PROSKLISI_EDBM_10_YD_FINAL_ADA.pdf)
  - ↘ Reinforcement of post-doctorate researchers: [http://www.edulll.gr/wp-content/uploads/2015/12/PROSKLISI\\_EDBM\\_10\\_YD\\_FINAL\\_ADA.pdf](http://www.edulll.gr/wp-content/uploads/2015/12/PROSKLISI_EDBM_10_YD_FINAL_ADA.pdf)

**What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?**

- The Greek state implements this affirmative action scheme to assist students whose mother tongue is other than Greek. The policy is in accordance with the Lausanne Convention (signed in 1923), which recognizes the Muslim minority in the region of Thrace
- Affirmative action scheme for disabled students / students suffering from serious diseases,
- State housing allowance
- Exemption from tuition for low-income postgraduate students

**Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?**

No.

**Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)**

- Low-income or lower socio-economic background students
- Other groups under-represented in HE
- Students with disability

**Does the country have concrete targets for the participation of specific equity groups in higher education?**

No.

**Which agency has responsibility for policies related to equity in student participation/success in higher education?**

No information was available.

**Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)**

No information was available.

## Achieving Policy Targets

**Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

No.

**Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

Please refer to the question under Policy Frameworks: "What policies and actions are described in these government policy documents...".

**Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?**

No information was available.

**What instruments, methods and data are in place to carry out the monitoring and evaluation?**

No information was available.

### What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?

The European Structural and Investment Fund of the European Union finances programmes (Priority Axis 6: "Improvement of the quality and efficiency of the Education System") for vulnerable students, offering the Greek Universities the opportunity to select which groups to support and how. Universities have the autonomy to prioritize their needs and make their own choices, judging from their experience and their students' needs.

### How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)

1. Financial assistance (grants, loan financing, scholarships)
2. Facilitating peer learning, exchange of experience among countries
3. Technical assistance and capacity building
4. Policy setting

## COVID-19 and Equitable Access and Success in Higher Education

### How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?

Distance-learning teaching was supported throughout the Greek HE during the first phase of the epidemic in spring 2020. As a result, over 96% of courses were offered on-line, facilitating access to higher education for all, also including those from low-income/marginalized groups.

## Sources

This country brief was prepared as part of the "[ASEM National Equity Policies in Higher Education](#)" report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8<sup>th</sup> ASEF Regional Conference on Higher Education \(ARC8\)](#) on "*Inclusive and Diverse Higher Education in Asia and Europe*" on 10 September 2021.

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