



# EUROPEAN MIGRATION NETWORK STUDY 2018

## Attracting and retaining international students in the EU

### National Report: Greece



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Organization



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Theodoros Fouskas  
Despina Papadopoulou  
Vasiliki Kantzara  
Manos Spyridakis  
Vassilis Hatzopoulos  
Andrea de Maio  
Fotini-Maria Mine



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The study was devised by the Working Group of the European Public Law Organization (EPLO).

## RESEARCH TEAM

### Scientific Director of the Project, Principal Investigator (PI) and Research Director and General Coordinator of the Work Packages (WPs)

**Theodoros Fouskas**, PhD, Sociologist. He has taught Sociology of Migration, Migration Policy and Integration Policies, Sociology of Health and Health of Moving Populations at many academic institutions. He has published extensively on issues of migration, precarious employment, social integration of third-country nationals and exclusion, migrant community organisations, solidarity, migrants' access to health and healthcare services and trade unions in the reception societies. Since 2005, he has participated in many research programs for migrants and refugees and other vulnerable groups.

Scientific Director of the Project, Principal Investigator (PI) and Research Director and General Coordinator of the work Packages (WPs). A core member of the research team, entrusted with the general coordination of the work packages (WPs) is to be developed by the research team, the recording and analysis of the relevant bibliography and the data related to the specific themes of the study. He will also supervise the writing of the main project of the study. He authored and edited the study in Greek, translated it in English, organized and conducted the interviews and analyzed the data collected.

### Senior Research Advisors and co-Coordiators of the Work Packages (WPs)

**Despina Papadopoulou**, Associate Professor with expertise on "Sociology of Exclusion and Social Change", Department of Social Policy, Panteion University of Social and Political Sciences (Greece). Chair of the Department of Social Policy.

Senior Research Advisor and co-coordinator of the Work Packages (WPs) to be developed by the research team. As main member of the research team, he will coordinate the recording and analysis of the relevant bibliography and the data related to the specific themes of the study. He will also supervise the writing of the main project of the study.

**Vasiliki Kantzara**, Associate Professor with expertise on "Sociology of Education", Department of Sociology, Panteion University of Social and Political Sciences (Greece).

Senior Research Advisor and co-coordinator of the Work Packages (WPs) to be developed by the research team. As main member of the research team, he will coordinate the recording and analysis of the relevant bibliography and the data related to the specific themes of the study. He will also supervise the writing of the main project of the study.

**Manos Spyridakis**, Associate Professor with expertise on "Social Anthropology of Labour Relations", Department of Social and Educational Policy, University of Peloponnese (Greece).

Senior Research Advisor and co-coordinator of the Work Packages (WPs) to be developed by the research team. As main member of the research team, he will coordinate the recording and analysis of the relevant bibliography and the data related to the specific themes of the study. He will also supervise the writing of the main project of the study.

**Vassilis Hatzopoulos**, Professor with expertise on "EU Law and Policies", Department of International, European and Regional Studies, Panteion University of Social and Political Sciences (Greece).

Senior Research Advisor and co-coordinator of the Work Packages (WPs) to be developed by the research team. As main member of the research team, he will coordinate the recording and analysis of the relevant bibliography and the data related to the specific themes of the study. He will also supervise the writing of the main project of the study.

### Senior Research Assistants

**Andrea de Maio**, J.D., Faculty of Law, University of Rome La Sapienza (Italy), Assistant Director for Technical Cooperation at the European Public Law Organization (EPLO).

Senior Research Assistant. Translation in English, data analysis, chapter editing and conduction of interviews.

**Fotini-Maria Mine**, International Relations Expert, MSc University of Piraeus (Greece) and MSc Sociology of European Law, Lund University (Sweden).

Senior Research Assistant. Author in Greek, translation in English, data analysis, chapter editing and conduction of interviews.

#### ACKNOWLEDGMENTS

The authors wish to warmly thank for their valuable comments and remarks the Members of the Team for Receipt and Evaluation of the Study (OPAM) of the National Contact Point of the European Migration Network (EMN):

**Alexandra Karvounis**, Assoc. Chief of Department E' of the Directorate of Organizational and Academic Support, Ministry of Education, Research and Religious Affairs, Greece.

**Michael Kosmidis**, Head of the EU and International Migration Policies Unit, Migration Policy Directorate, Ministry for Migration Policy, Greece.

**Ioannis Katsanevakis**, employee of Department E' of the Directorate of Organizational and Academic Support of the General Directorate of Higher Education of the Ministry of Education, Research and Religious Affairs, Greece.

**Athena Balopoulou**, EU and International Migration Policies Unit, Migration Policy Directorate, Coordinator of the EMN National Contact Point for Greece, Ministry for Migration Policy, Greece.

**Nektaria Bourou**, employee of the Department for Legislative Coordination of the Directorate of Migration Policy of the Ministry for Migration Policy, Greece.

**Aikaterini Harokopou**, EU and International Migration Policies Unit, Migration Policy Directorate, Ministry for Migration Policy, Greece.

The authors wish to warmly thank for his valuable contribution:

**Antonis Kritikos**, Department of Statistics on Education, Directorate of Social Statistics, Hellenic Statistical Authority (ELSTAT).

**Cover photo:** Theodoros Fouskas – personal collection: «Munting Nayon Cultural School, Athens Greece», 2010.

**EUROPEAN MIGRATION NETWORK • STUDY 2018:4**  
**Attracting and retaining international students in the EU**

The European Migration Network (EMN) was established in 2003, originally as a preparatory action of the European Commission, with the aim of providing the European Commission and the Member States with objective, reliable, comparable and up-to-date data on migration and asylum, to support/build policymaking in the European Union and, hence, their national policies in these areas. Subsequently, in 2008, the Council of the EU, with the No. 381/2008/EK Judgment founded the EMN, as a permanent structure that will operate within the European Commission, with the participation of Member States in order to achieve these goals.

Further information on the EMN and its work on the website:

[www.emn.europa.eu](http://www.emn.europa.eu)

or on the Greek website:

<http://emn.immigration.gov.gr>

Contact details with the National Contact Point of the European Migration Network:

Ministry for Migration Policy  
General Secretariat for Migration Policy  
General Directorate for Migration Policy  
Migration Policy Department  
EU and International Migration Policies Unit

2, Evangelistrias Street

105 63 Athens

Tel. 213 136 1278

Email: [emn@immigration.gov.gr](mailto:emn@immigration.gov.gr)

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This study was conducted with the financial support of the European Union and the Ministry for Migration Policy under the European Migration Network. The research contents are of the responsibility of the authors. Under no circumstances will the European Union and the Ministry for Migration Policy be held liable for any use of the information compiled by third parties.

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**Abbreviations**

EHEA	European Higher Education Area
EU	European Union
GEAR	Greece Exploring Advanced Recognition in higher education
HEIs	Higher Educational Institutes
HQA	Hellenic Quality Assurance and Accreditation Agency
MERRA	Ministry of Education, Research and Religious Affairs
MOHE	Modernisation of Higher Education in Greece
NARIC	Hellenic National Academic Recognition and Information Center
SSF (abbr. IKY in Greek)	State Scholarships Foundation
TEIs	Technological Educational Institutes

## EUROPEAN MIGRATION NETWORK STUDY 2018

### Attracting and retaining international students in the EU

#### National Contribution from Greece<sup>1</sup>

*Disclaimer:* The following information has been provided primarily for the purpose of contributing to a Synthesis Report for this EMN Study. The EMN NCP has provided information that is, to the best of its knowledge, up-to-date, objective and reliable within the context and confines of this study. The information may thus not provide a complete description and may not represent the entirety of the official policy of the EMN NCPs' Member State.

#### Top-line “Factsheet”

The top-line factsheet will serve as an overview of the **National Contribution** introducing the Study and drawing out key facts and figures from across all sections, with a particular emphasis on elements that will be of relevance to (national) policy-makers. Please add any innovative or visual presentations that can carry through into the synthesis report as possible infographics and visual elements.

Please provide a concise summary of the main findings of Sections 1-4.

The National Contribution from Greece<sup>2</sup> has been conducted under the 2018:4 study of the European Migration Network. It aims to examine the incentives in place in Greece to attract and retain third-country national students, to describe the admission criteria of Higher Education Institutions (HEIs), language requirements and the process for recognition of diplomas, to provide an overview of the bilateral and multilateral cooperation agreements in place with third countries covering international students<sup>3</sup>, to outline the challenges and good practices of Greece with regard to the attraction and retention of international students, and to provide a statistical overview. The study only focuses on full-time students. The Study covers the period from 2013-2017 for statistics and 2012-September 2018 for policy developments, to take into account changes made as a result of the transposition deadline of the Students and Researchers Directive<sup>4</sup>. **Section 1** focuses on the national legal and policy framework in Greece. This section aims to provide an overview of the national policies related to entry and residence of third-country nationals as students. **Section 2** examines measures and incentives implemented to attract international students. This section examines the measures and incentives to attract international students in place in terms of admission conditions; hosting and welcoming international students; special incentives and measures; external factors; challenges and good practices in attracting international students. **Section 3** investigates measures and incentives to retain international graduates after their studies. Finally, **Section 4** focuses on bilateral and multilateral cooperation with third-countries concerning international students. Regarding internationalisation of the Greek HEIs, the report based on the “Survey on the current implementation of European Higher Education Area (EHEA) reforms in Greece”<sup>5</sup> conducted under the Project: “Modernisation of Higher Education (MOHE) in Greece”<sup>6</sup> mentions that: “the Greek HEIs mostly, to their relations with HEIs outside Greece and their practices aiming at the strengthening of their international presence. Firstly, one can observe that most Greek HEIs put internationalisation in the centre of their strategies and proclaim its importance in every possible way. Secondly, there are four categories of Greek HEIs with regard to their degree of internationalisation. However, with the exception of the least internationalised group, which is distinctively demarcated, the other three groups are not always easily distinguishable. This happens because each HEI has different strengths and weaknesses, which are not distributed in any homogeneous way. Moreover, their differences are not structured around the axes of: Universities vs. TEIs”, “large vs. small” or “centre vs. periphery”, as expected. While these parameters affect significantly the data, they don't lead to the formation of homogeneous groups. Thirdly, despite the intentions and efforts of the Greek HEIs, there is still a lot to be done with regard to their internationalisation. The number of non-Greek students is not high, and neither is the mobility of both their students and staff”. Lack of funding, structures, language barriers and the legal framework are major challenges. The Greek HEIs are characterized by geographical dispersion. This has been improved through the synergies between the Greek HEIs which are in progress. In addition, the dissemination of good practices has also been improved, even among the HEIs of the same geographical area, as there is an urgent need for synergies between HEIs<sup>7</sup>.

<sup>1</sup> Replace highlighted text with your **Member State** name here.

<sup>2</sup> This National Report contributes to attracting and retaining international students in the EU as Greece has not contributed to EMN Inform: Retaining third-country national students in the European Union <http://emn.eu/wp-content/uploads/2016/10/Inform-student.pdf> (Ad-Hoc Query 2017.1189).

<sup>3</sup> “International student” means a third-country national who has been accepted by a higher education institution and is admitted to the territory of a Member State to pursue as a main activity a full-time course of study leading to a higher education qualification recognised by that Member State, including diplomas, certificates or doctoral degrees in a higher education institution, which may cover a preparatory course prior to such education, in accordance with national law, or compulsory training. See: [https://ec.europa.eu/home-affairs/content/student-0\\_en](https://ec.europa.eu/home-affairs/content/student-0_en)

<sup>4</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016L0801&from=EN>

<sup>5</sup> [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey\\_ExecutiveSummary\\_UPDATED.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey_ExecutiveSummary_UPDATED.pdf); [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/24April2016\\_MOHE\\_1st\\_final\\_report\\_cr.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/24April2016_MOHE_1st_final_report_cr.pdf); <http://mohe.minedu.gov.gr/wp-content/uploads/2016/09/2ndSurveyAnalysis-.pdf>; <http://mohe.minedu.gov.gr/wp-content/uploads/2016/10/Biblio-Apologismou.pdf>

<sup>6</sup> [http://mohe.minedu.gov.gr/?page\\_id=1608&lang=en](http://mohe.minedu.gov.gr/?page_id=1608&lang=en)

<sup>7</sup> [https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide\\_procedures\\_tools\\_proposals\\_EN.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide_procedures_tools_proposals_EN.pdf)

### Section 1: National legal and policy framework in the Member State

This section aims to provide an overview of the national policies in the Member States and Norway related to entry and residence of third-country nationals as students. The focus should be put on the recent changes that have been introduced in Member States and Norway since 2012.<sup>8</sup>

Please note: Statistics provided in Annex 1.1, 1.2 and 1.3 will be used to contextualise the national legal and policy framework reported on by Member States in this section.

**Q1a.** What is the **transposition status** of Directive (EU) 2016/801 in your national law?

[Possible visual element: map indicating transposition status in each Member State]

- transposition completed.  
 in process: completion of transposition expected by: TBA  
 other, please specify:

**Q1b.** Are **doctoral candidates** (PhD students) treated as students or researchers under national law? Please note that if doctoral candidates fall within the category of researchers, these should not be considered in the answers to the subsequent questions.

- PhD students are treated as students  
 PhD students are treated as researchers  
 Other

Please elaborate:

**Q1c.** What are the **main changes** to: (a) law, (b) policy and (c) practice since 2012 with regard to international students? Please specify whether these changes were made in response to Directive (EU) 2016/081 or other national policy priorities.

Please describe briefly:

(a) Law 4251/2014, GG A80/2014, Immigration and Social Integration Code and other provisions<sup>9</sup>.

**Q1d.** Are **any changes planned** to law/ policy/ practice regarding international students in your Member State? Such planned changes could relate both to the transposition of the Students and Researchers Directive or other changes not pertaining to the Directive.

- Yes, changes planned related to the transposition of the Directive.  
 Yes, changes planned not pertaining to the Directive.  
 No changes planned

If you have answered yes, please provide details about the changes planned and the approximate timeframe, i.e. are these changes planned for the short- or long-term?:

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q1e.** Is attracting and retaining international students a **national policy priority, either within the national migration policies or compared to other national policies?** Please explain why.

- Yes, this is a national policy priority.  
 No, this is not a major national policy priority.  
 Other, please explain:

Please elaborate:

<sup>8</sup> The last EMN studies related to this public were published in 2013 (see the study on Highly qualified migrants at [https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network/reports/studies\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/reports/studies_en)). See the Study for Greece: Marouda, M. D., Koutsouraki, E. and Fouskas, T. (2013). Attracting Highly Qualified and Qualified Third-Country Nationals. European Migration Network (EMN) Focused Study. Athens: Institute of International Relations (IIR) of Panteion University of Social and Political Studies/European Migration Network (EMN)/European Commission. Available at: <http://goo.gl/7Sp6kx> (in English) and <http://goo.gl/7hY3Ch> (in Greek).

<sup>9</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf> See also <http://immigration.gov.gr/gia-spoudes>



**Q1f.** Does your Member State have a **national strategy**, or a **lower level (e.g. ministerial, regional) strategy**, for attracting and/or retaining international students?

- Yes, national strategy in place.  
 Yes, lower level strategy in place.  
 No, a national strategy is not in place.

*If you have answered yes, please indicate whether the strategy focuses on attraction, retention or both, and provide details about the main elements of the strategy (e.g. name, policy goals, year of adoption):*

“The Strategy of Higher Education in Greece, 2016-2020”<sup>10</sup> of the Ministry of Education, Research and Religious Affairs, is directed towards the above mentioned framework. Taking into account the role that Higher Education can play in the regeneration of productive base and the strengthening of the social fabric of the country, the following Strategic Objectives (SO) are set for the years 2016-2020 in order to achieve the vision (pp.49-70): (i) Improving the quality of studies and learning and enhancing access to and openness of Higher Education; (ii) Enhancing the efficiency and role of Higher Education in the country’s development process. (iii) Upgrading and ensuring quality in higher education and enhancing its openness. (iv) Improve the levels of study and successful completion of higher education studies by all population groups. (v) Systemic interventions for quality assurance. (vi) Measures to enhance the quality of research work. (vii) Measures to improve institutional and administrative framework for Universities. (viii) Financial incentive measures. (ix) Measures for the development of new/upgrading of existing infrastructures in tertiary education (building construction and interventions, modernization of equipment). (x) Measures for new teaching and research infrastructures, restoration and energy upgrading projects and projects of student care. (xi) Mobility and internationalization of Higher Education. (xii) Measures to improve the quality of teaching. Especially for the Internationalization of Higher Education (pp. 56-57) in the context of “The Strategy of Higher Education in Greece, 2016-2020”, the use of the new Erasmus+ framework for students, the schools of HEIs and staff and the expansion of the networks of collaborating Higher Education Institutions with actors from the international academic community. Particular emphasis will be given to student mobility so that at least 20% of students participate in Erasmus+ or another European or international internship program (e.g. Horizon 2020) by 2020. Measures will also be taken with a view to establishing a framework and defining the context and conditions necessary to allow the operation of Postgraduate study programs in foreign languages to attract students from other countries.

Since 2014, the “Study in Greece”<sup>11</sup> platform is the official web portal of the Greek state, providing information and support regarding studying and living in Greece. It is addressed to:

- (i) Domestic and international students who wish to, or already study in Greece for a higher education degree<sup>12</sup>
- (ii) Students who participate to exchange programs, such as Erasmus+
- (iii) Refugees, immigrants and applicants of international protection, in order to foster integration into the Greek education system<sup>13</sup>

The portal is an official source of information for the Greek state for studies in Greece and is under the auspices of the Ministries of Foreign Affairs<sup>14</sup> and Education for Research and Religious Affairs<sup>15</sup>. The above Ministries, as well as the Greek Embassies and Diplomatic Authorities of Greece abroad, have a link to the “Study in Greece” portal on the homepage of their web sites, informing interested parties. The action has received a number of distinctions, awards and publicity, with presentations on television, radio and newspapers, while developing a network of representatives at an international level.

**Q1g.** Does your Member State target **specific fields of studies/subject areas** (outside bilateral/multilateral cooperation) as regards the attraction and/or retention of international students? If so, please briefly elaborate on the reasons why these fields of studies/subject areas are targeted. *Please select all boxes that apply.*

- Yes, specific fields of studies are targeted for the attraction of international students.  
 Yes, specific fields of studies are targeted for the retention of international students.  
 No specific fields of studies are targeted.

*If you have answered yes, please provide a list of the study fields targeted and the reasons. Please differentiate clearly between attraction and retention:*

<sup>10</sup> [https://www.minedu.gov.gr/publications/docs2016/stratigiki\\_aei.pdf](https://www.minedu.gov.gr/publications/docs2016/stratigiki_aei.pdf)

<sup>11</sup> <https://studyingreece.edu.gr/>

<sup>12</sup> <https://studyingreece.edu.gr/AboutUs/Whoweare.aspx>

<sup>13</sup> <https://refugees.studyingreece.edu.gr/>

<sup>14</sup> <http://www.mfa.gr>

<sup>15</sup> <http://www.minedu.gov.gr>

**Q2.** Is there a current or recent **public debate** (i.e. within the past year) with regard to international students in your Member State (e.g. in Parliament, media, etc.)?

- Yes, there is a public debate at national level.  
 No, there is no significant public debate at national level.

*If you have answered yes, please elaborate on the main issues of the debate:*

A recent formal public debate concerns the open Consultations regarding Higher Education Institutions with indicative examples: (a) University of Ioannina<sup>16</sup>, (b) University of West Attica<sup>17</sup>, (c) University of Thessaly, National and Kapodistrian University of Athens, Agricultural University of Athens<sup>18</sup>, (d) Ionian University<sup>19</sup>, (e) International University of Greece<sup>20</sup>.

In the context of the projects "Greece Exploring Advanced Recognition in higher education" (GEAR) and "Modernisation of Higher Education in Greece" (MOHE), interviews were held with competent stakeholders regarding the internationalization of HEIs and international students, among other issues:

"GEAR (Greece Exploring Advanced Recognition in higher education)"<sup>21</sup> aspires to review national legislative context where necessary by gathering data around the legislative framework in Greece by consulting with important policy makers and stakeholders from Greece and the European Higher Education Area (EHEA), spot down policy challenges through an exhaustive survey and strengthen the links between policy and implementation by means of seven in-situ workshops with the view to enhancing recognition procedures concerning the modules.

"Modernisation of Higher Education in Greece (MOHE) – 391056-EPP-1-2014-1-GR-EPPKA3-BOLOGNA"<sup>22</sup> aimed at conducting research on the current state of implementation of the European Higher Education Area (EHEA) principles in Greece and the promotion of these principles mainly highlighting the following: (i) Ensuring the effective and harmonised use of Recognition tools (Learning Outcomes, ECTS, DS) among all the Hellenic Higher Education Institutions (HEIs), (ii) The current state of the Hellenic HEIs in facing global challenges in an international environment – the strengthening of cooperation between them, with foreign HEIs and their cooperation with research centers, (iii) The link between study and research programmes with the labour market.

In Greece, international students and the internationalization has been a common topic of analysis in the Parliament and the media. Also, both the State Scholarships Foundation (abbr. IKY in Greek)<sup>23</sup> and the Hellenic National Academic Recognition and Information Center (NARIC)<sup>24</sup> are contributing in the abovementioned debate.

**Q3.** What is the **structure and governance of the national higher education system** in your Member State? *Please answer by elaborating on the following aspects:*

**Q3a.** Is there a specific **public entity(ies)** at national level which is responsible for international students in regards to their studies and what are they competent for? What is its role in the application process/supervision of these students?

*Please explain:*

Since 1987, State Scholarships Foundation (abbr. IKY in Greek) as a National Scholarship Organization, grants scholarships and contributes to the empowerment of the Greek scientific community. Assessing the needs of each age, carefully studying, planning, announcing and implementing scholarship programs and financial support for all circles of studies. It bears the responsibility of administration, co-ordination, implementation and dissemination of European Union Programmes for Education (1987 Erasmus, 1990 Lingua, 1995-1999 Socrates I, 2000-2006 Socrates II-Lifelong Learning Programme 2007-2013). In 2014 SSF was appointed as National Agency for the new European Union Erasmus+ Programme until 2020<sup>25</sup>.

Since 1964, SSF, apart from scholarships to Greeks, grants scholarships to foreign nationals<sup>26</sup> (foreigners or expatriates) for the postgraduate studies of the a' st and b' cycles (PhD, post-doctoral and post-doctoral research in Greece. Since 1992, the scholarship program "Greek Language and Culture", which grants eight (8) month scholarships for learning the Greek language and culture it has been implemented. This initiative was undertaken within the framework of Greece's development policy aiming at promoting the Greek language and culture, as well as the Greek-speaking in general, as well as the strengthening of its links with other countries. Its main aim is to function as a metropolitan center of Hellenism and its constant presence in the international arena. The scholarship is granted for a period of eight (8) months (usually from October to May of each year). The implementation of the program is awarded to one of the Public Universities of Greece which is defined by the SSF. Applications are submitted through the Greek Diplomatic Authorities.

<sup>16</sup> <http://www.opengov.gr/vpepth/?p=3990>

<sup>17</sup> <http://www.opengov.gr/vpepth/?p=3758>

<sup>18</sup> <http://www.opengov.gr/vpepth/?p=4547>

<sup>19</sup> <http://www.opengov.gr/vpepth/?p=4397>

<sup>20</sup> [https://www.esos.gr/sites/default/files/articles-legacy/nomoshedio\\_dipae\\_teliko\\_gia\\_diavovleyvi\\_12-2-2018.pdf](https://www.esos.gr/sites/default/files/articles-legacy/nomoshedio_dipae_teliko_gia_diavovleyvi_12-2-2018.pdf)

<sup>21</sup> <https://gear.minedu.gov.gr/en/home/>

<sup>22</sup> [http://mohe.minedu.gov.gr/?page\\_id=1608&lang=en](http://mohe.minedu.gov.gr/?page_id=1608&lang=en)

<sup>23</sup> <https://www.iky.gr/en/>

<sup>24</sup> <http://www.doatap.gr/en/index.php>

<sup>25</sup> <https://www.iky.gr/en/about-iky/historikh-anadromh>

<sup>26</sup> <https://www.iky.gr/el/upotrofies-gr/allodapoi-gr>

Through the award of scholarships to foreign scientists and researchers, SSF promotes the international movement/mobility of scientists and at the same time promotes foreign relations with Greece by providing the opportunity to get to know the Greek institutions and culture. Many of the scholars in Greece, upon their return to their country, undertake important academic or administrative positions, and seek to maintain close relations with Greece, thus acting as Ambassadors of friendship of their country. Postgraduate scholarships are also awarded to support the THYESPA and IASON programs so that the selected students can attend a summer course and seminars in Greek Language and Culture, one month in the following Universities: National and Kapodistrian University of Athens and Aristotle University of Thessaloniki respectively.

The Foreign Nationals Scholarships Program - Greek Language and Culture<sup>27</sup> is addressed to foreign nationals who are holders of a degree of a foreign University abroad, who are not permanent residents of Greece. The duration of the scholarship is eight (8) months (October - May of each year) and is implemented in one of the Public Universities of Greece. It concerns all levels of knowledge of the Modern Greek language. The cycle of the courses also includes cultural events and educational visits to areas of historical interest in Greece. Upon completion of the cycle of the studies, a relevant certificate is issued.

Doctoral Scholarships for nationals from<sup>28</sup>: 1. Balkan and Eastern European Countries (Non-Member States of the European Union), Asia, Africa and Latin America. 2. Member States of the European Union, Iceland, Norway, Switzerland, USA, Japan, Canada and Oceania. The scholarships are awarded annually after selection based on evaluation criteria for the candidates' dossier and include all fields of sciences. The duration of the scholarship is defined from one (1) to three (3) years and depends on the program of studies and the progress of the scholar/fellow. Attendance of modern Greek language courses at a school of the State University of Greece is also planned.

Foreign Scholarships - Postdoctoral research<sup>29</sup>: Post-doctoral scholarships for nationals from: 1. Balkan and Eastern European countries (non-members of the European Union), Asia, Africa and Latin America. 2. Member States of the European Union, Iceland, Norway, Switzerland, USA, Japan, Canada and Oceania. The scholarships are awarded annually after selection based on evaluation criteria for the candidates' dossier and include all fields of sciences. The duration of the scholarship is from one (1) to three (3) years and depends on the program of studies and progress of the scholar/fellow. Attendance of modern Greek language courses at a school of the State University of Greece is also planned.

Scholarships THYESPA<sup>30</sup>: THYESPA is a program aimed at undergraduate or postgraduate students and members of the teaching staff of the Departments in which the subjects of study related to Greek studies are taught. The courses of the program are free of charge and costs for travel, accommodation and meals are not covered. Students who do not know the New Greek Language are not accepted.

IASON Scholarships<sup>31</sup>: "IASON" is a fixed program of the Aristotle University of Thessaloniki. The aim is the establishment or practical strengthening of cores of Greek study in sixteen (16) Universities of the Black Sea Area. Its executive lever is the Faculty of Philosophy of Aristotle University of Thessaloniki. SSF grants scholarships for reinforcement.

In addition, the following countries, including the overseas countries and regions of the EU Member States, can participate fully in all Erasmus+<sup>32</sup>: Member States of the European Union (EU) and non-EU countries, North Macedonia, Liechtenstein, Turkey, Iceland, Norway. Partner Countries Neighboring EU, Eastern Countries: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine, Southern Mediterranean countries: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia, Western Balkan Countries: Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia, Other Countries: Russian Federation, Switzerland<sup>33</sup>.

Via the Ministry of Education, Research and Religious Affairs<sup>34</sup> interested individuals can access a list of all public and private bodies that grant scholarships and financial support to Greek and foreign citizens for higher education and research in Greece and abroad.

**Q3b.** Do migration authorities cooperate with HEIs? If yes, in what ways do they cooperate? Is there an institutionalised cooperation mechanism?

Yes, migration authorities cooperate with HEIs.

No, migration authorities do not cooperate with HEIs.

*If you have answered yes, please explain the ways in which they cooperate:*

Migration authorities cooperate with the HEIs for obtaining an entry visa (for studies) for those students who do not come from a Member State of the European Union.

<sup>27</sup> <https://www.iky.gr/el/upotrofies-gr/allodapoi-gr/glossa-pol>

<sup>28</sup> <https://www.iky.gr/el/upotrofies-gr/allodapoi-gr/allodapoi-didaktoriko-gr>

<sup>29</sup> <https://www.iky.gr/el/upotrofies-gr/allodapoi-gr/allodapoi-metadidaktoriko-gr>

<sup>30</sup> <https://www.iky.gr/el/upotrofies-gr/allodapoi-gr/allodapoi-iason-gr>

<sup>31</sup> <https://www.iky.gr/el/upotrofies-gr/allodapoi-gr/allodapoi-iason-gr>

<sup>32</sup> <https://www.iky.gr/el/eggrafa-eplus/epileximesxores>

<sup>33</sup> See also [https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019_en); <https://ec.europa.eu/programmes/erasmus-plus/opportunities/how-to-apply> and pp.22-24 [https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-programme-guide-2019\\_en\\_0.pdf](https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-programme-guide-2019_en_0.pdf)

<sup>34</sup> <https://www.minedu.gov.gr/odigos-upotrofiwn>; [https://www.minedu.gov.gr/publications/docs2013/130905\\_katalogos.pdf](https://www.minedu.gov.gr/publications/docs2013/130905_katalogos.pdf); [https://www.minedu.gov.gr/publications/docs2014/130905\\_odigos\\_upotrofiwn-2.pdf](https://www.minedu.gov.gr/publications/docs2014/130905_odigos_upotrofiwn-2.pdf)

**Q3c.** Is there an approval procedure<sup>35</sup> in place in your Member State for public/private HEIs for the purpose of hosting international students? If so, are international students only allowed to study in those HEIs?

- Yes.  
 No.

*Please explain. If you have answered yes, please indicate whether international students are only allowed to those in those HEIs:*

International students should take into consideration the "General instructions for the admission to Higher Education in Greece for foreigners a) graduates of non E.U. Lyceums b) graduates of lyceums or equivalent schools of member states of the E.U. for the year 2018"<sup>36</sup> and official instructions offered by the Ministry of Education Research and Religious Affairs<sup>37</sup>.

According to "Study in Greece"<sup>38</sup> portal the procedure includes the following steps<sup>39</sup>:

- (i) Take a look at the official instruction of the Ministry of Education, Research and Religious Affairs<sup>40</sup> and make sure that you meet the requirements needed.
- (ii) Gather all the documents needed, that have described in the document above.
- (iii) Get an Apostille Convention stamp for all the documents from the competent authorities of your country. Please make sure that your country is a member of the Hague Convention. Degrees, certifications and certificates that are issued in countries that have been contracted to the Hague Convention but Greece has objected to their contraction such as Albania, Mongolia, Peru and Kyrgyzstan must be validated for the signature authenticity of the undersigned person by a Greek diplomatic authority abroad. The validation should be on the original document.
- (iv) Get an official approval of these documents from the Ministry of Foreign Affairs and the Greek embassy of your country.
- (v) Get your documents translated in Greek using the Translation Service of the Ministry of Foreign Affairs or a lawyer certified for translations.
- (vi) Certify your documents in the embassy of your Country in Greece.
- (vii) After the gathering of all the documents you can visit the website of Ministry of Education, Research and Religious Affairs to submit your registration electronically.
- (viii) Choose the departments of your interest:
  - a. Max. 20 departments of one scientific field if your school follows the curriculum of a non-European country
  - b. Max. 40 departments of two scientific fields if your school follows the curriculum of a European country.
- (ix) Send all the documents to the address specified at the Ministry of Education, Research and Religious Affairs website after the application.
- (x) Wait for the results. Usually the release date is around late August.

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive

**Q3d.** Is higher education for third-country nationals funded by the state (i.e. state-sponsored) in your Member State?

- Yes, higher education is state-sponsored for third-country nationals.  
 No, higher education is not state-sponsored for third-country nationals.  
 Other (e.g. state support depends on the student's country of origin):

*Please elaborate:*

Under preconditions (see E4a). Some international students are admitted to Greek HEIs under preconditions, without tuition fees, i.e. some third-country nationals receive partial funding/sponsoring.

<sup>35</sup> Article 15 of the Students and Researchers Directive.

<sup>36</sup> [http://www.minedu.gov.gr/publications/docs2017/exams-for/02\\_instructions\\_en.pdf](http://www.minedu.gov.gr/publications/docs2017/exams-for/02_instructions_en.pdf)

<sup>37</sup> [http://www.minedu.gov.gr/publications/docs2018/press\\_announcement\\_2018.pdf](http://www.minedu.gov.gr/publications/docs2018/press_announcement_2018.pdf)

<sup>38</sup> <https://www.studyinggreece.edu.gr/Studying/PlanyourStudies/HowtoApply.aspx>

<sup>39</sup> <https://studyinggreece.edu.gr/Studying/PlanyourStudies/HowtoApply.aspx>

<sup>40</sup> [http://www.minedu.gov.gr/publications/docs2018/press\\_announcement\\_2018.pdf](http://www.minedu.gov.gr/publications/docs2018/press_announcement_2018.pdf) and [http://www.minedu.gov.gr/publications/docs2017/exams-for/02\\_instructions\\_en.pdf](http://www.minedu.gov.gr/publications/docs2017/exams-for/02_instructions_en.pdf)

## Section 2: Measures and incentives to attract international students

This section examines the measures and incentives to attract international students in place in the Member States in terms of admission conditions; hosting and welcoming international students; special incentives and measures; external factors; challenges and good practices in attracting international students.

### 2.1 Admission conditions for international students

**Q4a.** Which are the common immigration **admission conditions** applicable for all international students determined by the immigration authorities for the purpose of residence in the territory of your Member State?

*Please elaborate:*

The admission conditions for foreign students to the Higher Education institutions is described in the following link of the Ministry of Education, Research and Religious Affairs<sup>41</sup>. With regard to their registration, the candidates admitted into a Faculty or a Department, are also required to hold a certificate denoting their command of the Greek language. Such a certificate is issued after relevant examinations either by the University of Athens or by the University of Thessaloniki; alternatively, the candidates should hold a B2 level certificate issued by the Greek Language Centre. If the candidates do not hold any of these language certificates, they can only enrol in the next academic year of their admission to a Greek University, on condition that they will by then have obtained the prerequisite language certificate. The main admission criterion to an undergraduate program is the High school leaving certificate<sup>42</sup>.

A visa<sup>43</sup> is required to be obtained, residence permission, and in case one does not speak Greek he/she will need to spend 8 months in Greece to learn the language<sup>44</sup> and pass the corresponding examinations. The “Study in Greece” platform can aid the applicant with any of these procedures<sup>45</sup>.

Foreign students can fall into the special categories of candidates that can be admitted to Higher Education in Greece, on condition that neither the candidates themselves nor their parents have the Greek nationality. Those candidates submit their documents to the Ministry of Education, Research and Religious Affairs and fill in the candidate’s application entry form, stating the Faculties and the Departments they prefer. The Ministerial Decision with the instructions for the admission<sup>46</sup> to higher education in Greece, for international students for the academic year 2018-2019, is entitled: “Submission of the electronic application-Entry Form - for the admission to Higher Education in Greece for foreigner candidates , graduates of non-E.U. lyceums or graduates of lyceums or equivalent schools of member states of the E.U.”<sup>47</sup>. This document provides the template forms required for the admission.

The procedure as described in the «Study in Greece» platform includes: How to apply<sup>48</sup>, Application procedure υποβολής<sup>49</sup>, Submission reminder<sup>50</sup>, Language requirements<sup>51</sup> και Registration<sup>52</sup>.

Undergraduate Studies (BSc)<sup>53</sup>: Higher education in Greece consists of two sectors: the University Sector - which includes Universities, and the Technological Sector - which includes Higher Technological Education Institutions (TEI). See also “Bachelor (BSc) Programmes”<sup>54</sup>.

Post-graduate Studies (MSc)<sup>55</sup>: The admission requirements, the criteria of selection taken into account, the tuition fees (in the courses and the procedure of admission are determined by the internal regulation of the postgraduate program in question. Usually, the candidates are chosen on the basis of a selection process or their (oral and/or written) examination results. See also: “Postgraduate Studies of the Greek Universities”<sup>56</sup>.

Doctoral Studies<sup>57</sup>: The Departments themselves lay down the admission requirements.

E-Learning courses are also being conducted, for example through the “E-Learning Center of the National Kapodistrian University of Athens”<sup>58</sup>.

<sup>41</sup> [http://www.minedu.gov.gr/publications/docs2017/exams-for/02\\_instructions\\_en.pdf](http://www.minedu.gov.gr/publications/docs2017/exams-for/02_instructions_en.pdf)

<sup>42</sup> [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/2018.1340 - the recruitment and admission of international students third-country nationals.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/2018.1340_-_the_recruitment_and_admission_of_international_students_third-country_nationals.pdf)

<sup>43</sup> <https://www.mfa.gr/en/visas/visa-types/national-visas.html>

<sup>44</sup> <https://studyingreece.edu.gr/studying/moreinfo/learngreeklanguage.aspx>

<sup>45</sup> <https://studyingreece.edu.gr/FAQs.aspx>

<sup>46</sup> <https://studyingreece.edu.gr/Studying/PlanyourStudies/ApplicationProcedure.aspx>

<sup>47</sup> [http://www.minedu.gov.gr/publications/docs2018/press\\_announcement\\_2018.pdf](http://www.minedu.gov.gr/publications/docs2018/press_announcement_2018.pdf)

<sup>48</sup> <https://studyingreece.edu.gr/Studying/PlanyourStudies/HowtoApply.aspx> and [https://studyingreece.edu.gr/Portals/0/HomePage/PAPER\\_2018.pdf](https://studyingreece.edu.gr/Portals/0/HomePage/PAPER_2018.pdf)

<sup>49</sup> <https://studyingreece.edu.gr/Studying/PlanyourStudies/ApplicationProcedure.aspx>

<sup>50</sup> <https://studyingreece.edu.gr/Studying/PlanyourStudies/SubmissionReminder.aspx>

<sup>51</sup> <https://studyingreece.edu.gr/Studying/PlanyourStudies/LanguageRequirements.aspx>

<sup>52</sup> <https://studyingreece.edu.gr/Studying/PlanyourStudies/Registration.aspx>

<sup>53</sup> [https://studyingreece.edu.gr/Studying/StudyOptions/UndergraduateStudies\(BSc\).aspx](https://studyingreece.edu.gr/Studying/StudyOptions/UndergraduateStudies(BSc).aspx)

<sup>54</sup> <https://studyingreece.edu.gr/Searching/Bachelors.aspx>

<sup>55</sup> [https://studyingreece.edu.gr/Studying/StudyOptions/PostgraduateStudies\(MSc\).aspx](https://studyingreece.edu.gr/Studying/StudyOptions/PostgraduateStudies(MSc).aspx)

<sup>56</sup> <http://masters.minedu.gov.gr/searchEn>

<sup>57</sup> [https://studyingreece.edu.gr/Studying/StudyOptions/DoctoralStudies\(PhD\).aspx](https://studyingreece.edu.gr/Studying/StudyOptions/DoctoralStudies(PhD).aspx)

<sup>58</sup> <https://studyingreece.edu.gr/Studying/StudyOptions/e-learning/E-LearningCenteroftheNationalKapodistrianUniversityofAthens.aspx>

Are the following **admission conditions** listed under Q4b-Q4i required in your Member State? *Please answer with Yes/No and shortly describe the admission condition.*

**IMPORTANT:** *Please explain also under each question Q4b-4i how each of the below listed admission conditions are considered to attract international students / are used to attract them / are used flexibly in order to attract international students, or are there some that are considered disincentives.*

*[Possible visual element: for the Synthesis Report, the applicable admission conditions (including fees) could be visualised in one infographic page]*

See Figure (p. 16).

**Q4b.** Is a proof of **acceptance** by HEI required in your Member State in order to obtain the visa/residence permit?<sup>59</sup>

Yes.

No.

*If you have answered yes, please elaborate:*

See Q4a. Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

<sup>59</sup> Article 11 (1) of the Students and Researchers Directive.

**Q4c.** How is the **academic recognition** of foreign academic degrees regulated in your Member State? Is this done in a centralised manner (e.g. by a specific organisation) or by each HEI?

- Recognition of degrees carried out centrally.  
 Recognition of degrees carried out by each HEI.  
 Other.

Please explain:

Hellenic National Academic Recognition and Information Center (NARIC)<sup>60</sup> is an organization supervised by the Hellenic Ministry of Education, Research and Religious Affairs. It is responsible for the recognition of university or technological degrees that are awarded by foreign Higher Education Institutions (H.E.I.). The Hellenic NARIC is also responsible for providing information about educational systems and accreditation of Institutions in Greece and abroad.  
Recognised Foreign HEIs have been recorded by the Greek Naric<sup>61</sup>.

**Q4d.** What are the **level of tuition fees for third-country nationals** in your Member State?<sup>62</sup> *If applicable, please distinguish between the different qualifications levels (ISCED levels 5-8).*

- If possible, please provide here a range of the level of tuition fees per academic year in euro/national currency:

There are no university fees for the undergraduate programs neither any cost for subscription. Books are also provided for free. The procedure is not the same for the post-graduate programs (masters, doctorate). One has to contact the university specific post-graduate program he/she wants to attend. In most cases there are required fees for post-graduate program degrees<sup>63</sup>. The range of the level of tuition fees per academic year depends on each Post-graduate program.

- Is the level of fees for third-country nationals determined centrally (e.g. by the state) or by each HEI?

N/A

Please explain:

- Is evidence of payment an admission condition?

- Yes.  
 No.

Only for the Hellenic Open University (HOU)<sup>64</sup>.

- Are the fees capped in your Member State (i.e. is there a higher/lower threshold limit imposed)?

- Yes.  
 No.

For Postgraduate studies.

- Are the fees for international students the same as those for domestic students? If no, what is the difference (i.e. are they higher or lower)?

- Yes.  
 No.

*If you have answered no, please elaborate:*

For Postgraduate studies.

Are specific groups of international students exempt from fees? Which ones and why?

- Yes.  
 No.

- If you have answered yes, please elaborate on which groups are exempted and why:

<sup>60</sup> <http://www.doatap.gr/gr/nomos.php>

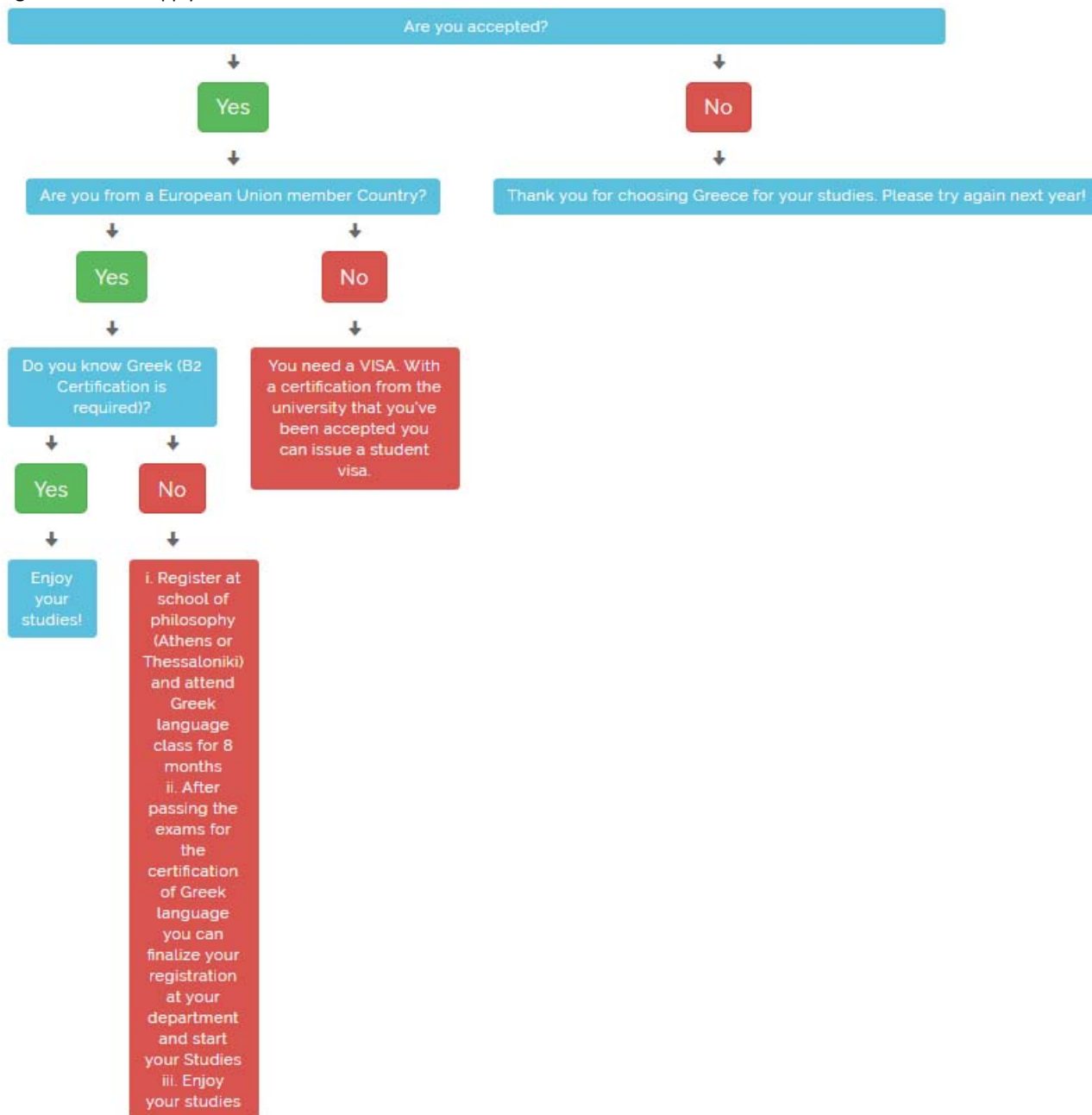
<sup>61</sup> See here: <http://62.103.84.30/2en.php>

<sup>62</sup> See Article 11(1)(b) of the Students and Researchers Directive.

<sup>63</sup> <https://studyingreece.edu.gr/FAQs.aspx>

<sup>64</sup> <https://www.eap.gr/en/education/137-education/1242-tuition-fees-scholarships->

Figure 1: How To Apply



Source: Study in Greece, 2019 (<https://studyingreece.edu.gr/Studying/PlanyourStudies/HowtoApply.aspx>)



**Q4e.** What is the level of **administrative fees** for third-country nationals in your Member State? Please elaborate also on other types of fees (e.g. administrative fees at universities)

Please elaborate:

N/A

**Q4f.** Are international students required to provide a proof of sufficient **knowledge of the language** of the course?<sup>65</sup> If so, what is the required level? Does the student have to provide an attestation (e.g. TOEFL test)?

- Yes, proof of sufficient knowledge of the language of the course is required in general.  
 A proof is required for specific courses.  
 No, proof of sufficient knowledge of the language of the course is not required.

If proof is required (either in general or for specific courses), please elaborate and specify the required level, using the levels defined by the CEFR.<sup>66</sup>

Please elaborate:

B2 is the required level. All the undergraduate programs lessons are taught in Greek<sup>67</sup>. However, at the new International University, which will emerge from the synergy of three Technological Educational Institutions (TEIs) (Thessaloniki, Central Macedonia, Eastern Macedonia and Thrace) and the existing International University, and it will be primarily a University Institute of externalized character, foreign language programs of first and second cycle of studies are under preparation (see public consultation<sup>68</sup>). But there are some post-graduate and master programs which are taught in the English language, either fully or partially<sup>69</sup>. However, one can come in Greece speaking only English<sup>70</sup>. For example, the Athens University of Economics and Business, in the context of the efforts for externalization/internationalization, made important steps towards the organization of English-speaking undergraduate programs in collaboration with European Universities<sup>71</sup>. In addition, many Greek HEIs have expressed their willingness to join the initiative to set up a network of European Universities (Erasmus+ – Key Action 2 – European University)<sup>72</sup> leading to joint degrees through joint programs of studies.

According to the Erasmus+<sup>73</sup> (p.127) program guide the European University must be composed of a minimum of three higher education institutions from at least three EU Member States or other Programme countries. Eligible participating organization may be any “higher education institution” that has a valid Erasmus+ Charter for “higher/tertiary education”, with its affiliated entities (if any). In addition, any public/private organization active in the field of education and training, research and innovation or the labour market can participate (as an associate partner) in the alliance. The duration of the University is set at three years.

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

- The student has to provide an attestation.

- Yes, an attestation is required for all courses.  
 An attestation is required for specific courses.  
 No.

<sup>65</sup> See Article 11(1)(c) of the Students and Researchers Directive.

<sup>66</sup> <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

<sup>67</sup> <https://studyingreece.edu.gr/FAQs.aspx>

<sup>68</sup> <https://www.news247.gr/politiki/tsipras-apo-thessaloniki-neo-diethnes-panepistimio-me-tmimata-se-6-poleis-tis-voreioy-elladas.6680515.html>; <https://www.esos.gr/arthra/61284/63-sholia-gia-diethnes-panepistimio-ellados>; <http://www.opengov.gr/vpepth/?p=4728>; <https://www.esos.gr/arthra/61227/teliko-shedio-nomoy-gia-neo-diethnes-panepistimio>; <https://www.esos.gr/arthra/60579/eyreia-syskepsi-me-prothyponrgo-gia-ti-svghoneysi-toy-diethnoys-panepistimioy-me-ta-tei>; <http://www.opengov.gr/vpepth/wp-content/uploads/downloads/2019/02/νομοσχέδιο-ΔΙΠΑΕ-τελικό-για-διαβούλευση-12-2-2018.pdf>

<sup>69</sup> <https://studyingreece.edu.gr/FAQs.aspx>

<sup>70</sup> <https://studyingreece.edu.gr/FAQs.aspx>

<sup>71</sup> <http://www.kathimerini.gr/1003242/article/epikairothta/ellada/ellhnika-aei-se-eyrwpaikh-poreia>

<sup>72</sup> <http://www.kathimerini.gr/1003242/article/epikairothta/ellada/ellhnika-aei-se-eyrwpaikh-poreia>

<sup>73</sup> [https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019_en) Guide: [https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-programme-guide-2019\\_en\\_0.pdf](https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-programme-guide-2019_en_0.pdf)

**Q4g.** Are international students automatically qualified for **health insurance**?<sup>74</sup>

- Yes, students automatically qualify for health insurance.  
 No, students need to submit proof of health insurance.

*Please elaborate:*

As regards the health insurance of students, the health insurance of students is not provided by the HEIs and integrated them in the Joint Ministerial Decision (JMD) regarding the uninsured individuals ("Arrangements to ensure access for uninsured individuals to the Public Health System")<sup>75</sup>, if they are not insured by the parents. As a result of this development, with a Circular of the Ministry for Migration Policy, students are required either to be insured by their parents, if they are already legally residing in Greece, or insurance due to employment, due to the right to part-time work, or private insurance, if they are not employed.

In Article 48 of Law 4251/2014<sup>76</sup> regarding health, Issue and renewal of residence permits for studies at the Athonias Ecclesiastical Academy of Mount Athos, the following is mentioned: "e. Health certificate issued by domestic State hospitals or health centres or treatment centres or IKA clinics that the third-country national does not suffer from any condition which, according to the arrangements of the World Health Organisation and of EU Law, could pose a threat to public health."

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q4h.** Is there a pre-determined level of **sufficient resources** for international students at national level?<sup>77</sup> If so, what is the level of sufficient resources and what type of resources are accepted?

- Yes.  
 No.

- What is the level of sufficient resources and what documents are accepted as proof?

*Please explain:*

Regarding the level of adequate resources, this is regulated by delegation in the Joint Ministerial Decision (JMD) on the adequate resources ("Determination of the amount and method of proving the allocation of sufficient resources, provided for as a condition for the issue of an entry visa or the granting/renewal of a residence permit to the provisions of Law 4251 2014")<sup>78</sup>, therefore the level and the means of proving them are determined. According to the JMD:

"2. Sufficient resources as a condition for the issue/renewal of a residence permit: In the case of third-country nationals who have received a special visa for studies in Greece and apply for the granting or renewal of a residence permit for this purpose in accordance with the provisions of Articles 33, 34, 35 and 37 of Law 4251/2014 (categories D1.1, D1.2 and D4.7 of the no. 30825/2014 Joint Ministerial Decision) the level of sufficient resources to cover the costs of residence and studies for the time that the residence permit is valid, is set at a minimum of four hundred (400) euros per month. The level of sufficient resources is evidenced by a deposit account, a bank wire transfer, a scholarship or proof of pay when the student is working in a part-time basis (during the renewal of the residence permit).

6. In the case of third-country nationals who have acquired long-term resident status in another Member State of the European Union and enter to reside in the Greek territory in accordance with the provisions of paragraphs 1 and 2 of Article 98 of L. 4251 2014 for the pursuit of a self-employed activity, as economically independent individuals for studies or vocational training, the level of sufficient resources required shall be determined, depending on the category of residence permit as defined in this Decision."

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

- What type of resource(s) are accepted by your Member State? Please check all applicable boxes.

- Bank statement.  
 Guarantee by a third person.  
 Other, please specify:

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q4i. Other admission conditions**

If applicable, please describe any other admission conditions for the purpose of residence on the territory of your Member State:

*Please elaborate:*

N/A

<sup>74</sup> See Articles 7(1)(c) and 11(2) of the Students and Researchers Directive.

<sup>75</sup> <http://www.moh.gov.gr/articles/health/anaptyksh-monadwn-vgeias/3999-prosbash-twn-anasfalistwn-sto-dhmosio-systhma-vgeias?fdl=10013> See also <http://www.moh.gov.gr/articles/health/anaptyksh-monadwn-vgeias/3999-prosbash-twn-anasfalistwn-sto-dhmosio-systhma-vgeias>

<sup>76</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf>

<sup>77</sup> See Articles 7(1)(e), 7(3) and 11(1)(d) of the Students and Researchers Directive.

<sup>78</sup> <http://www.ypes.gr/UserFiles/f0ff9297-f516-40ff-a70e-eca84e2ec9b9/kya41712-11082014.pdf>

## 2.2. Special incentives for attracting international students

**Q5.** Please indicate which of the incentives listed below (Q5a-Q5i) are in place in your Member State and please provide a brief description. What are the incentives/measures carried out 'centrally' or by individual HEIs. If measures are carried out by the state/regional authorities, individual HEIs and/or private entities (e.g. companies, research organisations, etc.), please provide examples.

**NB:** Please also state whether measures to attract are targeted to a specific qualification level (ISCED levels 5-8) or sciences/fields of education (e.g. STEM<sup>79</sup>).

[Possible visual element to be included in the Synthesis report: the incentives used in Member States could be visualised in a one infographic page]

**Q5a.** Does your Member State carry out **promotional activities and dissemination of information in the countries of origin?** Please select all boxes that apply and elaborate.

- Yes, carried out centrally.  
 Yes, carried out by HEIs.  
 Yes, carried out by other (educational) organisations.  
 No.

If you have answered yes, please explain/elaborate by giving 1-2 examples.

The Greek HEIs promote their academic programs provided in English via their websites. In addition, both the HEIs and SSF<sup>80</sup> participate in educational fairs and various academic networks<sup>81</sup>.

**Q5b. Are scholarships and bursaries available?** Please select all boxes that apply and elaborate by giving 1-2 examples (incl. the amount, type and length of the scholarship/bursary).

- Yes, provided by the state/regional authorities. Please elaborate by providing 1-2 examples:  
 Yes, provided by HEIs. Please elaborate by giving 1-2 examples:  
 Yes, provided by private entities. Please elaborate by giving 1-2 examples:  
 No.

For the undergraduate programs there are no state scholarships currently, but there other institutes granting scholarships depending on the case. For the post-graduate programs there are also scholarships granted by the state<sup>82</sup>. Regarding state/regional authorities, the scholarships system is primarily administered by the State Scholarship Foundation<sup>83</sup>. The Ministry of Education and Religious Affairs, Universities, research institutions may also provide scholarships<sup>84</sup>.

Concerning other entities, scholarship are provided by private foundations (e.g. Onasis Foundation<sup>85</sup>, Foundation for Education and European Culture (IPEP)<sup>86</sup>, et al.).

In addition, scholarships to foreign nationals for various academic years are offered from the Greek Government<sup>87</sup>. See also Q3a.

**Q5c. Are there any other financial incentives or financial support** (e.g. loans, tax benefits, etc.) in place?

- Yes, provided by the state.  
 Yes, provided by HEIs.  
 Yes, provided by private entities.  
 No.

If you have answered yes, please elaborate by giving 1-2 examples:

Applications for loans are done entirely privately with banks and other lenders and there is no active government guarantee scheme in place<sup>88</sup>.

<sup>79</sup> Science, Technology, Engineering and Mathematics.

<sup>80</sup> <https://www.iky.gr/el/iky-rss/item/3246-symmetoxi-tou-iky-sti-diethni-ekthesi-ekpaidefsis-study-in-europe-fair-sto-kievo>; <https://www.iky.gr/el/diethnhs-kinhtikothta-gia-foithes-kai-proswpiko-anwtaths-ekpaidevshs>; <https://www.iky.gr/el/statistika-stoixeia-ka1/erasmus-ka1-anotati-ekpaidefsi/2015>; <https://create.piktochart.com/output/33124783-2015-he-int-ka107-realised>; <https://www.iky.gr/el/2014-07-16-11-07-26/kinhtikothta-foithwn-gia-spoydes-kai-praktikh-askhsh>

<sup>81</sup> EURASHE <https://www.eurashe.eu/about/members/>; European University Association <https://eua.eu/about/member-directory.html>; European Association of Distance Teaching Universities (EADTU) <https://eadtu.eu/members/current-members>

<sup>82</sup> <https://studyingreece.edu.gr/FAQs.aspx>

<sup>83</sup> <https://www.iky.gr/en/scholarships/scholarships>; <https://www.iky.gr/en/scholarships/foreign-citizens-eng>; <https://www.iky.gr/en/scholarships/foreign-citizens-eng/modern-greek-language-courses>; <https://www.iky.gr/en/scholarships/foreign-citizens-eng/doctorate-postdoc>; <https://www.iky.gr/en/scholarships/foreign-citizens-eng/thiespa-iason>

<sup>84</sup> <http://www.european-funding-guide.eu/articles/grants-and-loans/grants-and-loans-greece>

<sup>85</sup> <https://www.onassis.org/initiatives/scholarships/>

<sup>86</sup> <https://www.ipec-gr.org/>

<sup>87</sup> See indicatively [https://www.minedu.gov.gr/publications/docs2015/030215\\_prokirixi\\_vpotrofon\\_giaallodapous\\_ellinika.pdf](https://www.minedu.gov.gr/publications/docs2015/030215_prokirixi_vpotrofon_giaallodapous_ellinika.pdf); <https://www.esos.gr/arthra/49211/vpotrofies-ellinikis-kyvernisis-se-allodapovs-vpikoovs-gia-akadimaiko-etos-2017-2018>

<sup>88</sup> <http://www.european-funding-guide.eu/articles/grants-and-loans/grants-and-loans-greece>

**Q5d. Are any incentives with regard to family reunification in place?**

- Do family members of international students have access to family reunification in your Member State?

Yes.

No.

Incentives with regard to family reunification concern only those third-country nationals already residing in the country, while family reunification of international students is not provided.

According to Article 43 of Law 4251/2014, GG A80/2014, "Immigration and Social Integration Code and other provisions"<sup>89</sup>, family reunification: 1. By way of derogation from the applicable provisions of legislation on family reunification of thirdcountry nationals, children born in Greece by parents who are holders of residence permits for the purposes of studies, pursuant to the provisions of this Code, shall be granted individual residence permits as family members of a student, which shall expire on expiry of the residence permit of one or both of their parents. 2. Residence permits for the purposes of studies shall not be granted to third-country nationals who reside in the country for employment or professional purposes, except for those who have been accepted for reasons of family reunification.

- If yes, do family members have the right to work in your Member State?

Yes.

No.

*If you have answered yes, please explain:*

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

<sup>89</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf> See also <http://immigration.gov.gr/gia-spoudes>

**Q5e.** Is any support targeted at **spouses and other family members of international students** offered in your Member State (e.g. counselling spouses to find employment, continue their education or engage in voluntary work, social and networking activities for spouses, help with enrolling children in kindergartens/schools)? *Please select all boxes that apply.*

- Yes, support for spouses available.  
 Yes, support for children available.  
 Yes, support for other family members available (please specify which family members this includes when elaborating below).  
 No.

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q5f.** Are courses offered in English/other languages than the national language(s)?

- Yes.  
 No.

*If you have answered yes, please elaborate:*

All the undergraduate programs lessons are taught in Greek. But there are some post-graduate and master programs which are taught in the English language, either fully or partially<sup>90</sup>.

Article 13 of Law 4485/2017 the organization, in whole or in part, degree programs of the first cycle of studies in a foreign language exclusively for nationals of non-EU countries is planned, in collaboration with the International University of Greece, upon the recommendation of the Assembly of the relevant Department or of the relevant Deanship with the agreement of the Departments concerned. The first English-language undergraduate four-year study program with tuition fees is organized by the National and Kapodistrian University of Athens and the International University of Greece. The subject of the program is archeology, history and Greek language and literature<sup>91</sup>. Its aim is to attract students from countries outside the European Union as well<sup>92</sup>. Greek universities have expressed their interested in submitting a proposal under Erasmus+, responding to the call for the creation of European Universities. This initiative should help to achieve the goal of a more general effort to establish a European Higher Education Area by 2025, in a Europe where learning, studies and research are not hampered by borders<sup>93</sup>, by bringing together a new generation of Europeans, who will be able to work together in different languages, as well as at cross-border and interdisciplinary level<sup>94</sup>. The main argument is that education should be the key to a strong economy, social cohesion and preparation for the rapidly evolving future, but also to cultivate a common European identity of an active citizen based on common European values.

Law 4485/2017<sup>95</sup> in "Article 13 – Senate" mentions: "2. The Senate has the following responsibilities and all those which are provided for by the provisions of this Law, the Organization and the Internal Regulation of the Institution, as well as the other provisions of the existing legislation." (...) «κα) decides to organize, in whole or in part, degree programs of the first cycle of studies in a foreign language, exclusively for nationals of countries outside the EU, in collaboration with the International University of Greece (acr. DIPAE in Greek), following a recommendation by the Assembly of the relevant Department or of the relevant Deanship with the agreement of the Departments involved». Moreover, Law 4485/2017<sup>96</sup> in "Article 83" mentions: "14. Par. 1 of Article 44 of Law 4009/2011 is replaced by the following: "1. Degree programs of the first cycle of studies may be organized, in whole or in part, exclusively for non-EU nationals. and only in cooperation with the International University of Greece (acr. DIPAE in Greek), in a foreign language, by decision of the Senate, which is issued upon the recommendation of the Assembly of the relevant Department or of the relevant Deanship with the agreement of the Departments concerned. Issues regarding the operation of the program, selection, rights and obligations of students, teaching, educational staff and financial participation are regulated by a ministerial decision based on the current legal framework (Law 3391/2005) for the International Hellenic University. The recommendation, as well as the operational framework, are evaluated by a special three-member committee appointed by the Ministry of Education, Research and Religious Affairs".

The formation of Undergraduate Departments where courses will be offered in English/other languages than the national language at the International University is under consideration (see also Q4f.).

<sup>90</sup> <https://studyingreece.edu.gr/FAQs.aspx>

<sup>91</sup> <http://www.kathimerini.gr/960338/gallery/epikairothta/ellada/to-prwto-agglofwno-proptyxiako>

<sup>92</sup> <http://www.kathimerini.gr/902730/article/epikairothta/ellada/freno-yp-paideias-se-agglofwno-tmhma-ekpa>

<sup>93</sup> [https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture_en.pdf); [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32018H1210(01))

<sup>94</sup> [http://europa.eu/rapid/press-release\\_IP-18-6170\\_en.htm](http://europa.eu/rapid/press-release_IP-18-6170_en.htm); [https://ec.europa.eu/commission/sites/beta-political/files/leaders-working-lunch-universities\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/leaders-working-lunch-universities_en.pdf)

<sup>95</sup> [https://www.esos.gr/sites/default/files/articles-legacy/nomos\\_44852017.pdf](https://www.esos.gr/sites/default/files/articles-legacy/nomos_44852017.pdf)

<sup>96</sup> [https://www.esos.gr/sites/default/files/articles-legacy/nomos\\_44852017.pdf](https://www.esos.gr/sites/default/files/articles-legacy/nomos_44852017.pdf)

**Q5g.** Are there any incentives from the state for HEIs providing **courses in other languages**?

- Yes.  
 No.

*If you have answered yes, please elaborate:*

**Q5h.** Is there a possibility for a fast-track application for visa/residence permits?

- Yes.  
 No.

*If you have answered yes, please elaborate:*

**Q5i.** Are any other incentives not listed above in place?

If applicable, please describe any other incentives in place not mentioned above.

*Answer:*

N/A

### 2.3. Hosting international students: Preparation, arrival and housing

**Q6a.** What is the nature of the document issued (long-stay visa or residence permit)? Please indicate the type and length of the residence permit. Please select all relevant boxes.

- Long-stay visa issued in the third-country:  
 Residence permit issued (please specify the type and length of the permit):  
 Other (please specify):

If one comes from a non-EU country, he/she needs to obtain a student visa. In order to do so, he/she first needs an official acceptance letter from his/her chosen University or TEI in Greece, which must be an institution certified by the Hellenic Ministry of Education and Religious Affairs. He/she should contact the Greek Embassy in his/her country, or consult the Hellenic Ministry of Foreign Affairs website, for a detailed list of the documents required for a student visa and information about how to submit his/her application<sup>97</sup>.

- If your Member State issues a residence permit, is this issued in the territory of your Member State or in the third-country?

- Residence permit issued in the third-country:  
 Residence permit issued in the territory of the Member State. If so, do you issue a long-stay visa in the third-country first (yes/no)?:

**Q6b.** What are **processing times for visa/residence permit applications** for third-country nationals in your Member State (minimum, maximum and average)?

Please elaborate:

The admission procedure is facilitated for the timely issue of the required entry visas and residence permits<sup>98</sup>.

**Q6c.** What are the main requirements for the **renewal of a residence permit** for international students (e.g. does the student need to prove his/her attendance in HEI courses or is the study progress measured)?

Please explain:

According to Article 34 of Law 4251/2014, GG A80/2014, Immigration and Social Integration Code and other provisions<sup>99</sup>, "Article 34 - Duration and renewal of residence permits for the purposes of studies":

1. A residence permit for studies shall have a duration of one year and may be renewed for an equal period if the requirements referred to in Article 32 and 33 hereof continue to be met. If the duration of the curriculum course is less than one year, the residence permit shall be valid for the duration of the curriculum course.

2. a. A third-country national may apply for the issue of a residence permit for studies with a duration equal to the maximum duration of studies of a specific curriculum. In this case, when lodging the application, the student shall also procure a certificate of the relevant educational institute regarding the total duration of the curriculum course to be attended. b. The issue of the above residence permit shall require the payment of fees of one hundred and fifty (150) euros for each year for which the residence permit for studies is issued. Payment of these fees shall be subject to the procedure referred to in Article 132. c. Every two years, a student holding a residence permit with a duration of validity equal to the maximum duration of the curriculum course shall submit to the competent agency of the relevant decentralised administration a certificate of enrolment and examination sitting of the relevant educational institute, and a certificate of detailed scores for the same period demonstrating his overall progress, or a detailed progress report of the competent body, in the case of postgraduate studies or PhD dissertation. If the above obligation is not fulfilled within two months from expiry of the two-year period from issue of the residence permit, the permit shall be withdrawn and the student must immediately leave Greece without further formalities.

3. To renew the residence permits referred to in the previous paragraphs, a third-country national must lodge an application before expiry with the competent agency for application lodging, under the provisions of Article 9, which shall be accompanied by the required supporting documents.

4. The total duration of renewal may not exceed the duration of regular studies which is equal to the minimum number of semesters necessary to be awarded a degree, according to the school's indicative curriculum, increased by four semesters, and by two semesters in the case of postgraduate or PhD studies. This period shall be increased by one additional year to learn Greek, if so requested by the relevant educational institute."

<sup>97</sup> <https://www.studygreece.edu.gr/Living/Usefullnfrmation/Visa.aspx>;

[https://www.mfa.gr/usa/images/stories/washington/docs/VISAS/Visa\\_Residence\\_Permit\\_guide\\_for\\_students.pdf](https://www.mfa.gr/usa/images/stories/washington/docs/VISAS/Visa_Residence_Permit_guide_for_students.pdf);

[https://www.mfa.gr/images/docs/ethnikes\\_theoriseis/2015/erasmus\\_visainfo.doc](https://www.mfa.gr/images/docs/ethnikes_theoriseis/2015/erasmus_visainfo.doc); <https://www.haec.gr/el/eggrafes/spoudastes-exoterikou>

<sup>98</sup> <http://www.immigration.gov.gr/adeia-diamonis-gia-spoudes-ethelontiki-ergasia-ereuna-kai-epangelmatiki-katartisi>

<sup>99</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf>

**Q7.** Please indicate if the **hosting initiatives and measures** listed below (Q7a-Q7e) are in place in your Member State. Please state which institution is responsible for these measures.

**Q7a.** Is induction and orientation support provided in your Member State (incl. opening a bank account, registering in the healthcare system, etc.)? Please select all relevant boxes.

- Yes, state-organised measures for support in place.  
 Yes, support provided by HEIs.  
 No.

If you have answered yes, please elaborate on the support measures provided:

The "Study in Greece" platform can aid the candidate with any of these procedures<sup>100</sup>.

**Q7b.** Is support with finding housing and accommodation provided in your Member State? Please select all boxes that apply.

- Yes, state-organised measures for support in place.  
 Yes, support provided by HEIs.  
 Yes, support provided by other organisations.  
 No, support not available.

If you have answered yes, please elaborate on the type of support provided:

The "Study in Greece" platform offers information on finding housing and accommodation<sup>101</sup>.

**Q7c.** Are preparatory courses (incl. language courses, orientation courses, multicultural sessions, intercultural awareness/diversity courses) offered in your Member State?

- Yes, state-organised measures for courses in place.  
 Yes, courses provided by HEIs.  
 Yes, support provided by other organisations.  
 No.

If you have answered yes, please elaborate on the courses provided:

The "Study in Greece" platform offers information on language courses<sup>102</sup>, a "survival guide" in Greece<sup>103</sup>, information regarding Archaeological sites, Monuments and Museums<sup>104</sup>, "Discover Greece"<sup>105</sup>, "Greece at a glance"<sup>106</sup>, Greek Cuisine<sup>107</sup>, Greek Mythology<sup>108</sup>, and Ancient Greek Philosophers<sup>109</sup>. For example: At the National and Kapodistrian University of Athens, there is The Foreign Language Teaching Center ("Didaskaleio" in Greek)<sup>110</sup> which offers high-standard foreign language tuition or the Modern Greek Language Teaching Centre<sup>111</sup> which is addressed to an audience of differing places of origin, ages, educational background and goals. The School of Modern Greek Language of the Aristotle University of Thessaloniki<sup>112</sup> has been offering Greek language and culture courses to foreigners and Greeks.

**Q7d.** If applicable, please describe any other hosting initiatives and measures not mentioned above.

Please elaborate:

N/A

<sup>100</sup> <https://studyinggreece.edu.gr/FAQs.aspx>

<sup>101</sup> <https://studyinggreece.edu.gr/Living/Accommodation/Wheretostay.aspx>; <https://studyinggreece.edu.gr/Living/Accommodation/CostofLiving.aspx>

<sup>102</sup> <https://studyinggreece.edu.gr/Studying/PlanyourStudies/LanguageRequirements.aspx>; <https://studyinggreece.edu.gr/Studying/MoreInfo/LearnGreekLanguage.aspx>

<sup>103</sup> <https://studyinggreece.edu.gr/Living/UsefulInformation/SurvivalGuide.aspx>

<sup>104</sup> <https://studyinggreece.edu.gr/Living/AboutGreece/ThingstoSeeDo.aspx>

<sup>105</sup> <https://studyinggreece.edu.gr/Living/AboutGreece/DiscoverGreece.aspx>

<sup>106</sup> <https://studyinggreece.edu.gr/Living/AboutGreece/Greeceataglance.aspx>

<sup>107</sup> <https://studyinggreece.edu.gr/Living/AboutGreece/GreekCuisine.aspx>

<sup>108</sup> <https://studyinggreece.edu.gr/Living/AboutGreece/GreekMythology.aspx>

<sup>109</sup> <https://studyinggreece.edu.gr/Living/AboutGreece/AncientGreekPhilosophers.aspx>

<sup>110</sup> <https://en.uoa.gr/about-us/services-units/foreign-language-teaching-center/>; <http://www.didaskaleio.uoa.gr/>; <http://www.greekcourses.uoa.gr/istorika-stoixeia.html>

<sup>111</sup> <http://en.greekcourses.uoa.gr/programme-of-courses.html>

<sup>112</sup> <http://smg.web.auth.gr/wordpress/?lang=en>



## 2.4. Rights of international students

### Q8. Right to work

**Q8a.** How many hours are international students allowed to work per week or months per year?<sup>113</sup>

[Possible visual element to be included in Synthesis report: map indicating the number of hours in each Member State.]

Please elaborate:

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q8b.** Are any restrictions in place in your Member State in terms of the **type/field of work international students** are allowed to work in?

Yes, restrictions in place.

No.

*If you have answered yes, please elaborate on the type of restrictions in place:*

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q8c.** Do students need to obtain **prior authorisation** for the right to work in accordance with national law?

Yes, prior authorisation required.

No.

*If you have answered yes, please elaborate on the purpose of this prior authorisation and the entity responsible for granting it:*

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q8d.** Are international students entitled to exercise **self-employed economic activity**?

Yes, self-employment possible.

No.

*If you have answered yes, please elaborate on the regulations in place:*

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q9.** Do students have the right to **carry out in parallel to their studies or defer their studies for a training or a job** in the Member State?

Yes, deferral of studies possible.

Yes, carrying out a training/job in parallel to studies possible.

No.

*If you have answered yes, please elaborate on the regulations in place:*

Article 36 "Professional activity of third-country students"<sup>114</sup>, of Law 4251/2014, mentions that: "Third-country nationals who have been granted a residence permit for the purposes of studies, pursuant to the present Code, may be employed only part time, in accordance with the provisions of the relevant legislation. In all cases, the number of working hours may not be less than ten hours per week, or the equivalent in days or months per year".

In addition, Article 40 "Withdrawal or refusal to renew residence permits for the purposes of studies or voluntary service"<sup>115</sup>, of Law 4251/2014, mentions that: "Residence permits which are issued pursuant to the provisions of Articles 31 to 39 shall be withdrawn or not renewed in the following special cases, in addition to those referred to in Article 24: a. the requirements stipulated by the applicable legislation on the status of part-time employment in exercising economic activity are not met; b. no satisfactory progress is made in the studies."

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

<sup>113</sup> See Article 24 of the Students and Researchers Directive.

<sup>114</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf>

<sup>115</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf>

**Q10a.** Do students have to **complete their studies within a maximum period of time**?

- Yes.  
 No.

*If you have answered yes, please indicate the period:*

The standard length of study is calculated by the coefficient  $n + 2$  (where  $n$  is the normal duration of studies and 2 refers to years), i.e. 6 years ( $4+2$ ) are considered a normal duration of studies for a student.

Law 4009/2011 (Government Gazette 195 A'/06-09-2011)<sup>116</sup>: "Structure, operation, quality assurance of studies and internationalization of higher education institutions", states in "Article 2 – Definitions": "For the purpose of the application of this law, unless otherwise specified in its individual provisions, it shall be understood as: (...) (c) "Active students": are students of Universities and TEIs who are enrolled in accordance with Article 33 and whose length of studies has not exceeded the duration of the semesters required to obtain the qualification in accordance with the indicative program of studies, increased by four semesters. For part-time students, this time is twice as high as the indicative of the program of studies they are attending. Active students of the second course of study are those students whose length of study has not exceeded the duration of the indicative program of studies, while active students of the third cycle are those students who are in the first four years of the corresponding program."

Law 4009/2011 (Government Gazette 195 A'/06-09-2011)<sup>117</sup>: "Structure, operation, quality assurance of studies and internationalization of higher education institutions", states in Article 33 "Duration of studies – Examinations": (...) "11. (a) Upon completion of the normal period of study, equal to the minimum number required for the award of the title of studies of semesters, according to the faculty's indicative program of studies, increased by four semesters, students may be enrolled in semesters only if: they meet the conditions of continuation of the study specified in the Organization of each institution."

Law 4009/2011 (Government Gazette 195 A'/06-09-2011)<sup>118</sup>: "Structure, operation, quality assurance of studies and internationalization of higher education institutions", states in "Article 80 – Other transitional provisions": [Beginning of Amendment]: 9. (a) Students completing at the end of the academic year 2011-2012 a period of study equal to or greater than twice the number of semesters required to obtain the degree in accordance with the indicative program of studies increased by two semesters shall be considered to have will automatically lose his/her student status from the end of the academic year 2013-2014, unless otherwise specified in the Organization of the institution. [Beginning of Amendment]: "Students are excluded and considered that they have automatically lost their student status on April 30, 2015; those students who have only left Masters thesis or Bachelor thesis or practical training or who have taken an examination or had made a statement of courses in at least one academic examination period during the academic years 2012-2013 and 2013-2014, being eligible to be examined in all courses during the examination periods of September 2014 and February 2015. This section shall be in force from 31.8.2014" - input of section at the end of per. A of par. 9 of Article 80 with Article 9 of Law 4283/2014, GG-189 A'/10-9-14 [End of Amendment]<sup>119</sup> (b) Subject to the preceding paragraph, students who have completed, at the end of the academic year 2011-2012, a period of study equal to or greater than the number of semesters required to obtain the degree in accordance with the indicative program of studies increased by four-semester, shall be considered to have automatically lost his/her student status from the end of the academic year 2014-2015, unless otherwise specified in the Organization of the institution."

<sup>116</sup> [http://www.et.gr/idosc-](http://www.et.gr/idosc-nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR)

[nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS\\_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4\\_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR](http://www.et.gr/idosc-nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR)

<sup>117</sup> [http://www.et.gr/idosc-](http://www.et.gr/idosc-nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR)

[nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS\\_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4\\_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR](http://www.et.gr/idosc-nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR)

<sup>118</sup> [http://www.et.gr/idosc-](http://www.et.gr/idosc-nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR)

[nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS\\_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4\\_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR](http://www.et.gr/idosc-nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR)

<sup>119</sup> [http://www.et.gr/idosc-](http://www.et.gr/idosc-nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR)

[nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS\\_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4\\_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR](http://www.et.gr/idosc-nph/search/pdfViewerForm.html?args=5C7QrtC22wFYAFdDx4L2G3dtvSoClrL8vnZozRHI6VJ5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx3UnKl3nP8NxdnJ5r9cmWYjWelDvWS_18kAEhATUkjb0x1LldQ163nV9K--td6SluUNbGrw4_MZOPH9woNIEGN3uJGXNEeDGrH-M7LI-t3PR)

**Q10b.** In accordance with Directive 2016/801 Article 21(3),<sup>120</sup> Member states may withdraw a visa/residence permit in case of a lack of progress in the relevant studies. Has your Member State transposed this provision?

- Yes.  
 No.

*If you have answered yes, please elaborate on how the lack of progress is assessed by your Member State:*

According to Article 34 of Law 4251/2014, GG A80/2014, Immigration and Social Integration Code and other provisions<sup>121</sup>, "Article 34 - Duration and renewal of residence permits for the purposes of studies": (...) "2. a. A third-country national may apply for the issue of a residence permit for studies with a duration equal to the maximum duration of studies of a specific curriculum. In this case, when lodging the application, the student shall also procure a certificate of the relevant educational institute regarding the total duration of the curriculum course to be attended. (...) c. Every two years, a student holding a residence permit with a duration of validity equal to the maximum duration of the curriculum course shall submit to the competent agency of the relevant decentralised administration a certificate of enrolment and examination sitting of the relevant educational institute, and a certificate of detailed scores for the same period demonstrating his overall progress, or a detailed progress report of the competent body, in the case of postgraduate studies or PhD dissertation. If the above obligation is not fulfilled within two months from expiry of the two-year period from issue of the residence permit, the permit shall be withdrawn and the student must immediately leave Greece without further formalities."

In addition, Article 40 "Withdrawal or refusal to renew residence permits for the purposes of studies or voluntary service"<sup>122</sup>, of Law 4251/2014, mentions that: "Residence permits which are issued pursuant to the provisions of Articles 31 to 39 shall be withdrawn or not renewed in the following special cases, in addition to those referred to in Article 24: a. the requirements stipulated by the applicable legislation on the status of part-time employment in exercising economic activity are not met; b. no satisfactory progress is made in the studies".

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

<sup>120</sup> See Article 21(2)(f) of the Students and Researchers Directive.

<sup>121</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf>

<sup>122</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf>

**Q11.** Do the **number of years** an international student possesses a residence permit for the purpose of studying count towards being granted access to long-term residence or citizenship?

- Yes.  
 No

*If you have answered yes, please elaborate on the regulations in place:*

Article 89 “Conditions for acquiring long-term resident status” of Law 4521/2014<sup>123</sup> mentions:

1. Third-country nationals who reside in Greece lawfully and for five (5) consecutive years before the application is filed, without prejudice to paragraph 3 of this Article, are granted long-term resident status if they meet all of the following conditions: a. Their income is sufficient to cover their needs and the needs of their family and is earned without recourse to the country’s social assistance system. This income cannot be lower than the annual income of an employee on minimum wage, pursuant to national laws, increased by 10% for all the sponsored family members, also taking into account any amounts from regular unemployments benefits. The contributions of family members are also taken into account for the calculation of the income. The regularity of the above income is mainly proven by the fulfillment of their social insurance and tax obligations. b. They have full health coverage, providing all the benefits provided for the equivalent category of insured nationals, which also covers their family members. c. They fulfill the conditions for integration into Greek society, pursuant to the provisions of Article 90(2).
2. The residence periods referred to in Article 88(2)(e) and (f) are not taken into account for the determination of the above five-year period. In particular, residence periods for the purposes of study or vocational training only count for half of the respective period<sup>124</sup>.

#### External factors affecting attracting international students

**Q12.** Based on existing national sources (evaluation reports, media reports, etc.), what are the **external factors** affecting the attraction of international students in your Member State? Please select all relevant boxes.

- HEI rankings  
 Member State is a hub for specific fields  
 Language in which courses are taught  
 Culture  
 Socio-economic factors (e.g. living costs)  
 Other (please specify):  
 No information available.

*Please elaborate:*

Culture, socio-economic factors, and the language in which courses are offered are crucial factors affecting the attraction of international students. The section “Why to Study in Greece?” of the “Study in Greece” platform it is emphasized that “Apart from its ancient culture, modern Greece has still many to offer. As a member of the European Union, Greece is uniquely positioned as a participant in both the European and Mediterranean economies. It has experienced rapid growth and infrastructure development, especially after hosting the Olympic Games in Summer 2004.”<sup>125</sup> Living cost and free education are important factors, as described in experiences of international students<sup>126</sup>: “It is really important for me that greek education is free.” (student from the Democratic Republic of Congo), “Studies in Greece were for sure the best decision of my life!” (student from Poland), “I am very pleased for this unique experience in Greece!” (student from Belarus), “I like Greece because the weather here is the same as my country’s.” (student from Afghanistan). Moreover, Greek HEI ranking are often promoted their websites<sup>127</sup> or the media<sup>128</sup>. Efforts for the international externalization of the Greek HEIs is promoted via the English version of their websites and social media, not exclusively towards international students but in some cases with emphasis to Erasmus+. In many cases, summer courses are addressed to international students<sup>129</sup>. Details about student life and useful information are given the websites of HEIs.

<sup>123</sup> <http://www.immigration.gov.gr/adeia-diamonis-makras-diarkeias?fbclid=IwAR3dTm-vgX99UdrJTJcTbhA65R04P8bLj8NOB5uO10IM6sSTB0CrV1f22EE>

<sup>124</sup> <http://www.ypes.gr/UserFiles/24e0c302-6021-4a6b-b7e4-8259e281e5f3/metanast-N4251-2014.pdf>

<sup>125</sup> <https://studyinggreece.edu.gr/Studying/MoreInfo/WhyStudyinGreece.aspx>

<sup>126</sup> <https://studyinggreece.edu.gr/Studying/MoreInfo/StudentsExperiences.aspx>

<sup>127</sup> [https://www.uoa.gr/fileadmin/user\\_upload/PDF-files/anakoinwseis/simantikes/2018/0205\\_pinakes-katataxis\\_EKPA.pdf](https://www.uoa.gr/fileadmin/user_upload/PDF-files/anakoinwseis/simantikes/2018/0205_pinakes-katataxis_EKPA.pdf); <https://www.uoc.gr/research-at-uni/rankings.html>; <https://www2.aua.gr/en/news-events/nea/agricultural-university-athens-has-received-high-ranking-worldwide>;

<https://www.aegean.gr/announcement/σε-κορυφαία-θέση-διεθνώς-το-πανεπιστήμιο-αγαίου-στον-τομέα-της-πληροφορικής>; <https://www.aueb.gr/el/content/το-οπα-στον-κόσμο>

<sup>128</sup> <https://www.eduguide.gr/nea/poia-einai-h-katata3h-twn-ellhnikwn-panepisthmiwn-ana-gnwstiko-a/>; <https://www.look4studies.com/katataxeis-panepistimiwn.html>; <http://www.kathimerini.gr/987508/article/epikairothta/ellada/oktw-ellhnika-panepisthmiasth-die8nh-katata3h-me-ta-kalytera-akadhmaika-idrymata-toy-kosmoy>; <https://www.foititikea.gr/πανεπιστήμια/13189-η-παγκόσμια-κατάταξη-των-ελληνικών-πανεπιστημίων-για-το-2019-λίστα>; <https://www.ipaideia.gr/paideia/diethneis-pinakes-katataxis-panepistimion-ana-aidikotita-apotelesmata-2018>

<sup>129</sup> <http://en.thyessa.uoa.gr/>; <https://summer-schools.aegean.gr/>; <https://ionio.gr/en/studies/summer-schools/>; <https://www.uoi.gr/ekpaideysi/therina-sxoleia/>

According to the list of Greek HEIs as of 31/12/2018:

1. Athens School of Fine Arts <sup>130</sup>	<a href="http://www.asfa.gr/erasmus/incoming-students">http://www.asfa.gr/erasmus/incoming-students</a> ; <a href="http://www.asfa.gr/en/">http://www.asfa.gr/en/</a>
2. Aristotle University of Thessaloniki <sup>131</sup>	<a href="https://www.auth.gr/international">https://www.auth.gr/international</a> ; <a href="https://www.auth.gr/en">https://www.auth.gr/en</a> ; <a href="https://www.auth.gr/en/international">https://www.auth.gr/en/international</a>
3. Agricultural University of Athens <sup>132</sup> :	<a href="https://www2.aua.gr/en">https://www2.aua.gr/en</a> ; <a href="https://www2.aua.gr/el">https://www2.aua.gr/el</a>
4. Democritus University of Thrace <sup>133</sup>	<a href="http://duth.gr/">http://duth.gr/</a>
5. International Hellenic University (IHU) <sup>134</sup>	<a href="https://www.ihu.edu.gr/index.php/admissions.html">https://www.ihu.edu.gr/index.php/admissions.html</a>
6. National and Kapodistrian University of Athens <sup>135</sup> :	<a href="https://www.uoa.gr/to_panepistimio/diethneis_scheseis/">https://www.uoa.gr/to_panepistimio/diethneis_scheseis/</a> ; <a href="https://en.uoa.gr/">https://en.uoa.gr/</a>
7. National Technical University of Athens <sup>136</sup> :	<a href="https://www.ntua.gr/en/">https://www.ntua.gr/en/</a> ;
8. Hellenic Open University <sup>137</sup>	<a href="https://www.eap.gr/en/">https://www.eap.gr/en/</a>
9. Ionian University <sup>138</sup>	<a href="https://ionio.gr/en/">https://ionio.gr/en/</a>
10. Athens University of Economics and Business <sup>139</sup>	<a href="https://www.aueb.gr/en">https://www.aueb.gr/en</a>
11. University of the Aegean <sup>140</sup> :	<a href="http://www1.aegean.gr/international/">http://www1.aegean.gr/international/</a> ; <a href="http://www1.aegean.gr/aegean/en/people/intstudents/default.htm">http://www1.aegean.gr/aegean/en/people/intstudents/default.htm</a>
12. University of West Attica <sup>141</sup> :	<a href="https://www.uniwa.gr/category/collaboration-protocols/">https://www.uniwa.gr/category/collaboration-protocols/</a>
13. University of Western Macedonia <sup>142</sup>	<a href="https://uowm.gr/en/">https://uowm.gr/en/</a>
14. University of Thessaly <sup>143</sup>	<a href="http://www.uth.gr/en/index.php">http://www.uth.gr/en/index.php</a> ; <a href="http://erasmus.uth.gr/index.php/en/">http://erasmus.uth.gr/index.php/en/</a>
15. University of Ioannina <sup>144</sup>	<a href="https://www.uoi.gr/en/">https://www.uoi.gr/en/</a> ; <a href="https://www.uoi.gr/en/university/international-public-relations/">https://www.uoi.gr/en/university/international-public-relations/</a> ;
16. University of Crete <sup>145</sup>	<a href="https://www.uoc.gr/research-at-uni/rankings.html">https://www.uoc.gr/research-at-uni/rankings.html</a> ; <a href="http://www.uoc.gr/intrel/en/">http://www.uoc.gr/intrel/en/</a>
17. University of Macedonia <sup>146</sup>	<a href="https://www.uom.gr/en">https://www.uom.gr/en</a>
18. University of Patras <sup>147</sup> :	<a href="http://www.upatras.gr/en">http://www.upatras.gr/en</a> ; <a href="http://www.upatras.gr/el/intrel">http://www.upatras.gr/el/intrel</a> ; <a href="http://www.upatras.gr/en/node/1242">http://www.upatras.gr/en/node/1242</a> ; <a href="http://www.upatras.gr/en/international_students">http://www.upatras.gr/en/international_students</a>
19. University of Piraeus <sup>148</sup>	<a href="http://www.unipi.gr/unipi/en/">http://www.unipi.gr/unipi/en/</a>
20. University of the Peloponnese <sup>149</sup>	<a href="https://www.uop.gr/en/">https://www.uop.gr/en/</a>
21. Panteion University of Social and Political Sciences <sup>150</sup>	<a href="https://www.panteion.gr/index.php/el/spoudes/university-guide">https://www.panteion.gr/index.php/el/spoudes/university-guide</a>
22. Technical University of Crete <sup>151</sup> :	<a href="https://www.tuc.gr/?id=5612">https://www.tuc.gr/?id=5612</a>
23. Harokopio University <sup>152</sup>	<a href="https://www.hua.gr/index.php/el/">https://www.hua.gr/index.php/el/</a> ; <a href="https://www.hua.gr/index.php/en/feeding">https://www.hua.gr/index.php/en/feeding</a>

<sup>130</sup> <http://www.asfa.gr/>; <http://www.asfa.gr/en/>

<sup>131</sup> <https://www.auth.gr/>

<sup>132</sup> <https://www2.aua.gr/el>

<sup>133</sup> <http://duth.gr/>

<sup>134</sup> <https://www.ihu.edu.gr/>; <https://www.ihu.edu.gr/index.php/prospective-students.html>

<sup>135</sup> <https://www.uoa.gr/>;

[http://www.intrel.uoa.gr/fileadmin/intrel.uoa.gr/uploads/INTERNATIONAL\\_BILATERAL\\_AGREEMENTS/Information for international exchange students 2017 new october.doc](http://www.intrel.uoa.gr/fileadmin/intrel.uoa.gr/uploads/INTERNATIONAL_BILATERAL_AGREEMENTS/Information_for_international_exchange_students_2017_new_october.doc)

<sup>136</sup> <https://www.ntua.gr/>; <https://www.ntua.gr/el/news/ntua-at-world>; <http://erasmus.ntua.gr/#>

<sup>137</sup> <https://www.eap.gr/el/>

<sup>138</sup> <https://ionio.gr/>

<sup>139</sup> <https://www.aueb.gr/>

<sup>140</sup> <https://www.aegean.gr/>; <http://www1.aegean.gr/aegean2/index.html>; <http://www1.aegean.gr/aegean/en/people/students/groups.htm>;

<http://www1.aegean.gr/aegean/en/people/students/week.htm>; [http://sports.aegean.gr/index\\_eng.htm](http://sports.aegean.gr/index_eng.htm)

<sup>141</sup> <https://www.uniwa.gr/>; <https://www.uniwa.gr/en/home-page/>

<sup>142</sup> <https://uowm.gr/>

<sup>143</sup> <http://www.uth.gr/index.php>

<sup>144</sup> <https://www.uoi.gr/>; <https://www.uoi.gr/panepistimio/diethneis-sxeseis/>

<sup>145</sup> <https://www.uoc.gr/>; <http://en.uoc.gr/>

<sup>146</sup> <https://www.uom.gr/>

<sup>147</sup> <http://www.upatras.gr/el/>

<sup>148</sup> <http://www.unipi.gr/unipi/el/>

<sup>149</sup> <https://www.uop.gr/>

<sup>150</sup> <https://www.panteion.gr/>; <https://www.panteion.gr/index.php/en/studies/university-guide>

<sup>151</sup> <https://www.tuc.gr/>; <https://www.tuc.gr/index.php?id=relations>

<sup>152</sup> <http://www.tourismheritage.hua.gr/>; <https://www.hua.gr/index.php/en/>

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24. Alexander Technological Educational Institute of Thessaloniki <sup>153</sup>	<a href="http://erasmus.teithe.gr/index.php/en/">http://erasmus.teithe.gr/index.php/en/</a>
25. Eastern Macedonia and Thrace Institute of Technology <sup>154</sup>	<a href="http://www.teikav.edu.gr/index.php?lang=en;">http://www.teikav.edu.gr/index.php?lang=en;</a> <a href="http://erasmus.teiimt.gr/index.php/el/">http://erasmus.teiimt.gr/index.php/el/</a>
26. Western Greece University of Applied Sciences <sup>155</sup>	<a href="http://www.teiwest.gr/index.php/en/">http://www.teiwest.gr/index.php/en/</a>
27. Western Macedonia University of Applied Sciences <sup>156</sup>	<a href="https://oldwww.teiwm.gr/index.php?lang=en">https://oldwww.teiwm.gr/index.php?lang=en</a>
28. University of Applied Sciences of Thessaly <sup>157</sup>	<a href="https://www.teilar.gr/index_en.php">https://www.teilar.gr/index_en.php</a>
29. Technological Educational Institute of Central Macedonia <sup>158</sup>	<a href="http://www.teicm.gr/index.php?lang=en">http://www.teicm.gr/index.php?lang=en</a>
30. Technological Educational Institute of Crete <sup>159</sup>	<a href="https://www.teicrete.gr/en;">https://www.teicrete.gr/en;</a> <a href="http://iroen.teicrete.gr/">http://iroen.teicrete.gr/</a>
31. Technological Educational Institute of Peloponnese <sup>160</sup>	<a href="https://www.teipel.gr/en/">https://www.teipel.gr/en/</a>
32. Technological Educational Institute of Epirus <sup>161</sup>	<a href="http://erasmus.teiep.gr/en/">http://erasmus.teiep.gr/en/</a>

**Note:**

35 HEIs as of 31/12/2017, Source Ministry of Education, Research and Religious Affairs (14/03/2019),  
 32 HEIs as of 31/12/2018, Source Ministry of Education, Research and Religious Affairs (14/03/2019) and  
 30 HEIs as of 14/03/2019, Source Ministry of Education, Research and Religious Affairs (14/03/2019)<sup>162</sup>.

<sup>153</sup> <https://www.teithe.gr/atei/>

<sup>154</sup> <http://www.teikav.edu.gr/>

<sup>155</sup> <http://www.teiwest.gr/>

<sup>156</sup> <https://www.teiwm.gr/>

<sup>157</sup> [https://www.teilar.gr/index\\_en.php](https://www.teilar.gr/index_en.php)

<sup>158</sup> <http://www.teicm.gr/index.php?lang=en>

<sup>159</sup> <https://www.teicrete.gr/>

<sup>160</sup> <https://www.teipel.gr/>

<sup>161</sup> <http://www.teiep.gr/en/>

<sup>162</sup> Law 4521/2-3-2018: Establishment of the University of West Attica. The Technological Educational Institute of Piraeus (TEI of Piraeus), based in Piraeus, and the Technological Educational Institute of Athens (TEI of Athens), based in Egaleo, are merged by absorption from the University of West Attica. See: [https://www.esos.gr/sites/default/files/articles-legacy/nomos\\_45212018\\_panepisthmio\\_dytikhs\\_attikhs.pdf](https://www.esos.gr/sites/default/files/articles-legacy/nomos_45212018_panepisthmio_dytikhs_attikhs.pdf)

Law 4559/3-8-2018: From 1.10.2018 the Technological Educational Institute of Epirus (TEI of Epirus) is abolished and joins the University of Ioannina. From 1.10.2018 the Technological Educational Institute of the Ionian Islands (TEI of Ionian Islands) is abolished and joins the Ionian University. See: [https://www.esos.gr/sites/default/files/articles-legacy/nomos\\_4559\\_fek\\_1423-8-18\\_ionio\\_panepisthmio\\_panepisthmio\\_ioanninon.pdf](https://www.esos.gr/sites/default/files/articles-legacy/nomos_4559_fek_1423-8-18_ionio_panepisthmio_panepisthmio_ioanninon.pdf)

Law 4589/29-1-2019: Technological Educational Institute of Thessaly (TEI of Thessaly), based in Larissa, is abolished from the entry into force of the present Law as a separate legal entity and is integrated into the University of Thessaly. The Technological Educational Institute of Sterea Ellada (TEI of Central Greece) is abolished since the entry into force of the present law as an independent legal entity and is integrated into the National and Kapodistrian University of Athens (EKPA), the Agricultural University of Athens and at the University of Thessaly. See: [https://www.esos.gr/sites/default/files/articles-legacy/nomos\\_458919.pdf](https://www.esos.gr/sites/default/files/articles-legacy/nomos_458919.pdf)

## 2.5. Challenges and good practices in attracting international students

**Q13.** What are the (a) **challenges** and (b) **good practices** that have been observed in your Member State on attracting international students and for whom is it considered a challenge/good practice (HEI, Member State, student, other)? For each challenge/good practice: why is this considered a challenge/good practice and is this based on input from experts (if so, which experts)/surveys/evaluation reports/interviews/other?

a) Challenges:

*Please elaborate:*

The study "Enhancing internationalisation in higher education: Guide of procedures and tools – proposals"<sup>163</sup> conducted under the program entitled "Greece Exploring Advanced Recognition in higher education"<sup>164</sup> identified the following challenges in Greece regarding the internationalisation in higher education: "It is of primary importance to develop a strategy for higher education in general and for its internationalisation in particular, at both national and institutional level. Enhancing internationalisation should be a common goal of both the state and the HEIs. The recent Law 4485/2017 on Higher Education clearly reflects the need to put internationalisation as a priority. It states among other things that "HEIs have the mission of [...] promoting co-operation with other educational and research institutions in Greece and abroad, the effective mobility of its academic staff, students and graduates, participating in the European and international academic community".<sup>165</sup> The same study points out: "At the national level, a strategic internationalisation framework is needed, while it is also necessary to further specify and support the EU 20% mobility target. The action "Study in Greece", which concerns the operation of a portal for the provision of information on higher education in Greece, is a first major effort of the Ministry of Education, at the initiative of Harokopio University, for enhancing the international image of Greek HEIs; but it is not enough. The state must further promote the visibility of Greek institutions abroad. Within the framework of the "Greece Exploring Advanced Recognition in higher education" (GEAR) project, the HEIs proposed to the state initiatives aiming to promote Greek HEIs abroad, following the example of Dutch, German and Cypriot HEIs. Moreover, this promotion can be done in collaboration with other entities, such as the Ministry of Tourism and the Ministry of Foreign Affairs. It should be understood that the internationalisation of higher education and research can be an important factor in the wider effort for the country's developmental recovery. In this context, it is noted that specific opportunities include taking advantage of the geographical position of the country in order to build bridges with non-European countries, and using new technologies as a means of improving effectiveness and decreasing costs. As stated above, the recent Law 4485/2017 provides the possibility of organising undergraduate programmes in foreign languages for citizens of non-EU countries. In addition, the state can assist Greek institutions through the Ministry of Foreign Affairs to get in touch with non-EU institutions. Finally, the state must contribute to the optimisation of procedures for the enrolment of foreign students, such as the rapid issuance of visas and the facilitation of opening bank accounts"<sup>166</sup>. Finally, the same study notes: "At the institutional level, organisation, coherence and extroversion are needed, distinct strategic choices that will take into account the specificities of institutions and ensure consistency in the implementation of relevant procedures over time. It would also be valuable to strengthen the cooperation of the HEIs with the Ministry of Education and the national agencies, without breaching academic autonomy of the institutions and the independent character of the agencies. The introduction of Academic Councils for Higher Education and Research at regional level under Law 4485/2017 could also contribute to the exchange of good practices. The HEIs can also use the Universities Rectors' Council and the TEIs Rectors' Council as platforms for inter-institutional collaboration in order to formulate comprehensive proposals to the state for the development of a roadmap to enhance internationalisation of the Greek higher education"<sup>167</sup>.

Regarding internationalisation of the Greek HEIs, the report based on the "Survey on the current implementation of European Higher Education Area (EHEA) reforms in Greece"<sup>168</sup> conducted under the Project: "Modernisation of Higher Education (MOHE) in Greece"<sup>169</sup> mentions that: "the Greek HEIs mostly, to their relations with HEIs outside Greece and their practices aiming at the strengthening of their international presence. Firstly, one can observe that most Greek HEIs put internationalisation in the centre of their strategies and proclaim its importance in every possible way. Secondly, there are various categories of Greek HEIs with regard to their degree of internationalisation.

<sup>163</sup> [https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide\\_procedures\\_tools\\_proposals\\_EN.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide_procedures_tools_proposals_EN.pdf)

<sup>164</sup> <https://gear.minedu.gov.gr/>

<sup>165</sup> [https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide\\_procedures\\_tools\\_proposals\\_EN.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide_procedures_tools_proposals_EN.pdf)

<sup>166</sup> [https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide\\_procedures\\_tools\\_proposals\\_EN.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide_procedures_tools_proposals_EN.pdf)

<sup>167</sup> [https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide\\_procedures\\_tools\\_proposals\\_EN.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide_procedures_tools_proposals_EN.pdf)

<sup>168</sup> [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey\\_ExecutiveSummary\\_UPDATED.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey_ExecutiveSummary_UPDATED.pdf); [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/24April2016\\_MOHE\\_1st\\_final\\_report\\_cr.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/24April2016_MOHE_1st_final_report_cr.pdf); <http://mohe.minedu.gov.gr/wp-content/uploads/2016/09/2ndSurveyAnalysis-.pdf>;

<http://mohe.minedu.gov.gr/wp-content/uploads/2016/10/Biblio-Apologismou.pdf>

<sup>169</sup> [http://mohe.minedu.gov.gr/?page\\_id=1608&lang=en](http://mohe.minedu.gov.gr/?page_id=1608&lang=en)

However, with the exception of the least internationalised group, which is distinctively demarcated, the other three groups are not always easily distinguishable. This happens because each HEI has different strengths and weaknesses, which are not distributed in any homogeneous way. Moreover, their differences are not structured around the axes of :“Universities vs. TEIs”, “large vs. small” or “centre vs. periphery”, as expected. While these parameters affect significantly the data, they don’t lead to the formation of homogeneous groups. Thirdly, despite the intentions and efforts of the Greek HEIs, there is still a lot to be done with regard to their internationalisation. The number of non-Greek students is not high, and neither is the mobility of both their students and staff. Lack of resources is the main cause; however, it doesn’t explain the differences between the HEIs. Fourthly, synergies between the Greek HEIs are limited, as is the dissemination of good practices, even between HEIs of the same geographical area. Once more, cooperation between the HEIs seems to be urgently needed.”<sup>170</sup>

b) Good practices:

*Please elaborate:*

In the study “Enhancing internationalisation in higher education: Guide of procedures and tools – proposals”<sup>171</sup> conducted under the program entitled “Greece Exploring Advanced Recognition in higher education”<sup>172</sup> the following actions were proposed in Greece regarding the internationalisation in higher education: It is necessary to promote concrete actions, both on the part of the state and on the part of the HEIs, in order to improve the numbers of mobility and get closer to the EU target of 20%. The first condition is the increase in state funding, which should assess the importance of mobility for the consolidation of the European identity. Particular proposals included: Maintaining and increasing the national participation in the Erasmus+ programme, which would allow for a larger number of offered posts, in order to meet the increased demands of the institutions, Increasing the per post funding for the mobility of both students and staff, Participating actively in the rationalisation of the funding regulations for mobility of the Erasmus+ programme; e.g. compensation according to distance should be replaced by the actual travel costs, Amelioration of Administrative Management and Rationalisation of Recognition Procedures, Regular Agreement Updates and Transitional Provisions, Including Mobility into the Programmes of Study, Promoting Mobility Culture, tistical Records, Following up and Evaluation of Agreements, Internationalisation Policies regarding Language, Adoption of career development incentives to enhance mobility, Support of the Mobility of Disadvantaged Groups.

Regarding good practices of the Greek HEIs, the report based on the “Survey on the current implementation of European Higher Education Area (EHEA) reforms in Greece”<sup>173</sup> conducted under the Project: “Modernisation of Higher Education (MOHE) in Greece”<sup>174</sup> there are:

Table 3: List of Good Practices and Innovative Actions by category of actions

Higher Educational Institutes (HEIs)	Internationalization actions Collaboration with Documenta. The Documenta of Kassel is the most important visual exhibition in the world since 1955. In 2017 it was organized for the first time in a town other than Kassel: “Documenta 14: Learning from Athens”. Foreign language courses. Summer schools, with a rich portfolio of specialized programs, usually in English. Distance Learning Courses (e-learning). Collaboration with the Beijing University of Foreign Studies. Cooperation agreement with the European Organization for Nuclear Research (CERN) Cooperation agreements with the European Organization for Nuclear Research (CERN) and the National University of Defense Technology (China). Partnerships and Mobility under the ERASMUS+ program.
Technological Educational Institutes (TEI)	Internationalization Actions English lessons offered. International summer schools.

Source: Angelopoulos, et al. (2016), pp. 47-51.<sup>175</sup>, Edited: Fouskas, et al. (2019).

<sup>170</sup> [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey\\_ExecutiveSummary\\_UPDATED.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey_ExecutiveSummary_UPDATED.pdf)

<sup>171</sup> [https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide\\_procedures\\_tools\\_proposals\\_EN.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/05/Guide_procedures_tools_proposals_EN.pdf)

<sup>172</sup> <https://gear.minedu.gov.gr/> See also: [https://gear.minedu.gov.gr/wp-content/uploads/2018/02/GEAR\\_Guide\\_FINAL\\_130218.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/02/GEAR_Guide_FINAL_130218.pdf); [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Report\\_FINAL\\_FINAL.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Report_FINAL_FINAL.pdf); [https://gear.minedu.gov.gr/wp-content/uploads/2017/03/GEAR\\_PreliminaryReport\\_revised.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/03/GEAR_PreliminaryReport_revised.pdf); <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PreliminaryReport.pdf>; <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>; [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA\\_Report\\_Gr.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA_Report_Gr.pdf)

<sup>173</sup> [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey\\_ExecutiveSummary\\_UPDATED.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey_ExecutiveSummary_UPDATED.pdf); [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/24April2016\\_MOHE\\_1st\\_final\\_report\\_cr.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/24April2016_MOHE_1st_final_report_cr.pdf); <http://mohe.minedu.gov.gr/wp-content/uploads/2016/09/2ndSurveyAnalysis-.pdf>; <http://mohe.minedu.gov.gr/wp-content/uploads/2016/10/Biblio-Apologismou.pdf>

<sup>174</sup> [http://mohe.minedu.gov.gr/?page\\_id=1608&lang=en](http://mohe.minedu.gov.gr/?page_id=1608&lang=en)

<sup>175</sup> Angelopoulos, G. et al. (2016) *Report: Processing the replies of the institutions to the second questionnaire. European Program: Modernization of Higher Education in Greece Modernization of Higher Education in Greece - MOHE*. Athens: Ministry of Education, Research and Religious Affairs, pp. 47-51 <http://mohe.minedu.gov.gr/wp-content/uploads/2016/09/2ndSurveyAnalysis-.pdf> See also European Commission (2018) *Peer Counselling on Internationalisation of Higher Education*. Nicosia, Cyprus, 09-10 October 2018. Directorate-General for Education, Youth, Sport and Culture. Directorate A — Policy Strategy and Evaluation. Unit A.2 — Country Analysis. European Commission B-1049. Brussels: European Commission.



In addition, in the executive summary of the International Peer Learning Activity (PLA) “Fine-Tuning Recognition Processes: Challenges, Strategies, Tools”<sup>176</sup> (2017) conducted under the program entitled “Greece Exploring Advanced Recognition in higher education” (2019)<sup>177</sup>, the following observations were made regarding mobility and internationalization: “1) Enhancing mobility: Greece does not appear to be a particularly attractive country for incoming student mobility. Some ways to improve incoming student mobility, gathered during the exchange of experiences from representatives of Greece and other countries, are the following: courses/programmes in widely spoken languages (e.g. English), Greek teaching for foreigners students, summer academies, user-friendly websites, easy access to practical information, reduction of bureaucracy, housing for international students, legislation facilitating internationalization (e.g. granting residence permit with privileged terms for students and researchers), strong cooperation agreements in research, funding, cooperation with countries outside the European Higher Education Area (EHEA), promotion of the attractive features of the country. 2) Mobility characteristics: An increasing mobility trend is noted for internships. It would be useful to study and address the imbalance observed between study subjects. 3) Mobility agreements and learning agreements. Agreements are a guarantee that the courses attended by students in foreign institutions will be recognized in the home institution concerned. In order to be functional and realistic, learning agreements will be useful to include in advance the matching of the courses to be attended by the incoming student with the courses of the home institution concerned. In any case, it must be ensured that the student who has successfully completed the terms of his learning agreement will not encounter any problem in returning to the home institution concerned.”

<sup>176</sup> [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA\\_Report\\_Gr.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA_Report_Gr.pdf); [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/ExecutiveSummary\\_Eng.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/ExecutiveSummary_Eng.pdf)

<sup>177</sup> <https://gear.minedu.gov.gr/> See also: [https://gear.minedu.gov.gr/wp-content/uploads/2018/02/GEAR\\_Guide\\_FINAL\\_130218.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/02/GEAR_Guide_FINAL_130218.pdf); [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Report\\_FINAL\\_FINAL.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Report_FINAL_FINAL.pdf); [https://gear.minedu.gov.gr/wp-content/uploads/2017/03/GEAR\\_PreliminaryReport\\_revised.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/03/GEAR_PreliminaryReport_revised.pdf); <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PreliminaryReport.pdf>; <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>; [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA\\_Report\\_Gr.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA_Report_Gr.pdf)

### Section 3. Measures and incentives to retain international graduates

#### 3.1. Measures and incentives for the retention of international graduates

This section examines the measures and incentives to retain international graduates after their studies in place in the Member States. Statistics provided in Annex 1.4 and Annex 1.5 will be used to contextualise the measures and incentives reported on by Member States.

**NB:** in your answers to Q14-16, if applicable, please indicate whether the policy/offer/strategy differs between qualification levels (ISCED levels 5-8).

**Q14.** Measures and incentives to **retain** international graduates in Member States.

**Q14a.** What are the conditions for **access after study** to national labour market/ self-employment/ start up or spin-off activities/ research project?

*Please briefly outline the conditions:*

- For what period of time does your Member State allow students to stay after studies in order to seek employment or set up a business?<sup>178</sup> What happens after this period?

*Please elaborate:*

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

- Does your Member State have any restrictions in place regarding the job field in which the international student can seek employment or set up a business?

Yes.

No.

*If you have answered yes, please elaborate on the restrictions in place:*

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

- Does the international student require a minimum level of degree in order to be allowed to stay after studies in order to seek employment or set up a business?<sup>179</sup>

Yes.

No.

*If you have answered yes, please indicate the minimum level required:*

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

**Q14b.** Are there any other particular **policy measures** or incentives to retain international students in place? *Please select all relevant boxes:*

Lowered salary requirement for a work/residence permit.

Unrestricted access to the labour market.

Other incentive(s).

No.

*If you have answered yes, please briefly elaborate on the measures or incentives in place.*

Any relevant changes are in progress and are planned to be completed in the short-term in the context of the transposition of the Students and Researchers Directive.

<sup>178</sup> See Article 25(1) of the Students and Researchers Directive.

<sup>179</sup> See Article 25(2) of the Students and Researchers Directive.

**Q15.** Are there **initiatives of HEIs or the private sector** whereby support is provided to students following the completion of their studies? (e.g. in specialised or niche areas, in the form of counselling, contract with students to commence work with a company after the completion of their studies). Please also consider initiatives at a regional level. *Please select all relevant boxes and if applicable, please provide best practice examples of the initiatives of universities/HEIs, private sector, local governments, etc. in the retention of international graduates (e.g. in specialised and niche areas, in the form of scholarships, apprenticeship contracts, counselling, etc.).*

- Yes, initiatives implemented by HEIs.  
 Yes, initiatives implemented by the private sector.  
 Other initiatives.  
 No.

*If you have answered yes, please elaborate and provide 1-2 examples of best practices:*

The private sector provides support to students following the completion of their studies, for example via the provision of counselling, the implementation of internship programs and the organization of career forums.

**Q16.** Does your government and/or HEIs implement any strategies in your Member State to **encourage former international graduates** (i.e. international alumni who have already left the Member State) to establish and/or maintain a connection to the national labour market)? *Please select all relevant boxes.*

- Yes, strategy implemented by HEIs.  
 Yes, strategy implemented by the government.  
 No.

*If you have answered yes, please elaborate on the main elements of the strategy:*

### 3.2. Challenges and good practices in retaining international students

**Q17.** What are the (a) **challenges** and (b) **good practices** that have been observed in your Member State on retaining international students and for whom is it considered a challenge/good practice (HEIs, Member State, student, other)? For each challenge/good practice: why is this considered a challenge/good practice and is this based on input from experts (if so, which experts)/studies/evaluation reports/surveys/interviews/other? Please briefly summarise the input and findings of these experts/studies/evaluation reports/interviews/other.

A) Challenges:

*Please elaborate:*

The report "Study on the current situation of recognition in Greece – Executive Summary<sup>180</sup>" conducted under the program entitled "Greece Exploring Advanced Recognition in higher education" (GEAR)<sup>181</sup> identified the following challenges in Greece regarding the retaining of internationalisation in higher education (p.25): "Most challenges that are described have their foundation in lack of trust, lack of knowledge, or lack of resources. Moreover, experts agree, different academic traditions are often at the root of incongruities and misunderstandings."

The same report highlights that (p.10-11): "The most important problem for the Greek higher education system today is underfunding, and the consequent problems of understaffing and infrastructure deterioration. In every report, underfunding appears as the underlying reason for most difficulties. Significantly, for example, the most uniform answers to the 2016 "Modernisation of Higher Education (MOHE) in Greece" surveys regraded the problems that HEIs face: the overwhelming majority of HEI representatives named the interrelated problems of understaffing (97%) and underfunding (93%). Moreover, underfunding and understaffing affect internationalisation and mobility both directly and indirectly, whereas lack in resources and investment has a cumulative effect. A striking example is the declining percentage of the HEIs participating in joint programmes, according to the Bologna Process Implementation National Reports: 25-59% in 2009, 10-25% in 2012, 6-10% in 2015. Secondly, there is a difficulty in accessing quantitative<sup>182</sup> and qualitative data regarding internationalisation and mobility in HEIs, even when this data exists. The Bologna Process Implementation [general] Reports recurrently state that Greece has not provided information on several related issues. The 2016 "MOHE in Greece" Project and the "Greece Exploring Advanced Recognition in higher education" (GEAR) Project are attempting to partially reply to that need. Equally important are the difficulties of access to April 2017/Page 11 data by the public, as well as difficulties in co-ordination between the different agencies that collect data. A third obvious weakness regarding internationalisation and mobility is the gap between national legislation and HEI strategies, on the one hand, and practical implementation, on the other. This gap is recorded by all the Bologna Process Implementation National Reports, the Hellenic Quality Assurance and Accreditation Agency (HQA) Report and "Modernisation of Higher Education (MOHE) in Greece". For example, the 2015 HQA<sup>183</sup> Report<sup>184</sup> assessed positively only 50% of the internationalisation practices of the HEIs, despite its overwhelmingly positive assessment of their relevant strategies. In "MOHE in Greece" study, the HEI representatives estimate on average that their institutions have less than 2% of outgoing mobility. The 2015 HQA Report records that 40% of HEIs state that exchange students face difficulties with the recognition of ECTS<sup>185</sup> credits earned abroad, whereas 43% of the HEIs have not explicitly described and publicised the learning outcomes of their study programmes. According to "MOHE in Greece" study, only 77% of the HEIs claim that they provide the Diploma Supplement (DS), of which only 64% do so automatically; which means that half of the Greek HEIs claim that they don't comply with the Greek legislation with regard to the Diploma Supplement. One can trace the reasons of this implementation delay once again back to underfunding and understaffing, as well as to a lack of training and sufficient information. Fourthly, with regard to the recognition of degrees in particular, the procedure is still complex, time-consuming and costly, and it requires many documents"<sup>186</sup>.

<sup>180</sup> <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>

<sup>181</sup> <https://gear.minedu.gov.gr/>

<sup>182</sup> During the conduction of this study, there were difficulties in the collection of quantitative data on the issue.

<sup>183</sup> <https://www.adip.gr/en>

<sup>184</sup> [http://www.hqa.gr/data/HQA\\_report2015.pdf](http://www.hqa.gr/data/HQA_report2015.pdf)

<sup>185</sup> European Credit Transfer and Accumulation System (ECTS).

<sup>186</sup> <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>

Finally, the same report underlines that (p.11) “the major external threat to the Greek educational system in general, and its internationalisation aspect in particular, is the country’s economic crisis, with its multiple interrelated consequences. The immediate result is that neither the Greek state nor the HEIs have the resources to invest in internationalisation. Indirect results include a lack of confidence and motivation for both students and staff, as well as their inability to compensate individually for the system’s insufficiencies – for example, by coping with the costs of mobility. “Brain-drain” is also an undeniable fact. For the time being, the HEIs resist, thanks to the immense and admirable efforts of their academic and administrative staff, but there is a dire possibility that prolonged underfunding may lead to stagnation, introversion and fall in quality. Furthermore, the refugee crisis and unprecedented immigrant flows constitute new challenges for the Greek higher education system, including issues regarding recognition of learning and degrees. Finally, Euroscepticism in key European countries, boosted by Brexit and the world situation, constitute serious threat to the future of internationalisation of the Greek higher education system, as well as possibly for European Higher Education Area (EHEA)”<sup>187</sup>.

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<sup>187</sup> <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>

B) Good practices:

Please elaborate:

The report "Study on the current situation of recognition in Greece – Executive Summary"<sup>188</sup> conducted under the program entitled "Greece Exploring Advanced Recognition in higher education"<sup>189</sup> emphasized that (p.9-10) the first positive point to acknowledge is that the Greek institutional framework lies within the European Higher Education Area (EHEA) principles and commitments. Greek legislation on higher education strongly endorses the EHEA policies on internationalisation and mobility, and has incorporated its common tools regarding ECTS, Diploma Supplement, quality assurance and recognition. Moreover, independent national agencies exist that are responsible for mobility (SSF), foreign degree recognition (the Hellenic NARIC) and Quality assurance in higher education (Hellenic Quality Assurance and Accreditation Agency (HQA)), all of which comply with the EHEA standards. A second strength is the high value every level of the Greek higher education system ascribes to internationalisation and mobility, even when specific policies and tools are put into question. For example, Law 4009/2011 stipulates internationalisation as one of the three criteria for allocating additional funding to a HEI, which of course constitutes a strong incentive to prioritise it, particularly in times of austerity. The Hellenic Quality Assurance and Accreditation Agency (HQA) includes internationalisation to its criteria for quality assurance, examining co-operation with foreign HEIs, participation in international educational and research programmes, as well as the compatibility of study programmes with international standards, such as European Qualifications Framework (EQF)<sup>190</sup>. Most importantly, Greek HEIs put internationalisation and mobility very high in their agendas. For example, according to the 2015 HQA Report, Greek HEIs name internationalisation as their second most important strategic priority, whereas their internationalisation strategies are rated on average 3.31/4 in the European Association for Quality Assurance in Higher Education (ENQA)<sup>191</sup> system of evaluation. According to the HEIs administrations, as recorded in the 2016 "MOHE in Greece" Project, most HEIs have strategies for internationalisation (94%), as well as specific administrative units and practical provisions facilitating mobility. Thirdly, the Greek HEIs are making serious efforts in the direction of implementing the European Higher Education Area (EHEA)<sup>192</sup> tools. Most successfully implemented among them is the ECTS. The 2015 Bologna Process Implementation National Report documents 100% coverage of its implementation. The 2015 HQA Report gives a more moderate, and probably accurate, estimation of 86%. A fourth strength of the current situation is quality assurance, which is systematised, universally implemented and widely recognised as useful. The internal and external evaluation systems function well and interact smoothly. The public and independent character of Hellenic Quality Assurance and Accreditation Agency (HQA) constitute preconditions of objectivity. Its European orientation is demonstrated by its membership in the European Association for Quality Assurance in Higher Education (ENQA) and its adoption of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)<sup>193</sup>. HQA publishes online an annual report with its findings, which provides important feedback for the quality of higher education in the country. Furthermore, since 2017 the Greek Ministry of Education, Research and Religious Affairs has become a full member of the European Quality Assurance Register for Higher Education (EQAR)<sup>194</sup> in order to enhance the development of Quality Assurance in Greek HEIs along with HQA. Moreover, according to the results of the "MOHE in Greece" Project, the entirety of Greek HEIs perceive the procedure of external evaluation as positive and consider its contribution to their amelioration as very important. It should be noted, however, that an inordinate amount of paperwork has been described as the main drawback of the quality assurance procedures. Fifth, a positive fact is that degree recognition in Greece is managed by a single agency, the Hellenic NARIC, and not by each individual HEI. The Hellenic NARIC's central and nationwide character facilitates coordination and provides uniformity in the criteria for recognition, while its public and independent character constitute preconditions of objectivity. Sixth, the official websites of national agencies have been much improved during recent years, offering detailed information both in Greek and English. Particular mention should be made to the "Study in Greece" platform, which is co-hosted by the Ministry of Foreign Affairs and the Ministry of Education, Research and Religious Affairs. Furthermore, an increasing number of Greek HEIs provide information in English in their websites<sup>195</sup>.

In addition, Erasmus Student Network Greece (ESN Greece) is a non-profit volunteering student association and one of the 40 member countries of ESN. Its mission is to represent international students, thus provide opportunities for cultural understanding and self-development under the principle of Students Helping Students<sup>196</sup>.

<sup>188</sup> <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>

<sup>189</sup> <https://gear.minedu.gov.gr/>

<sup>190</sup> <http://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-efq>

<sup>191</sup> <https://enqa.eu/>

<sup>192</sup> <http://www.ehea.info/>

<sup>193</sup> <https://enqa.eu/index.php/home/esg/>

<sup>194</sup> <https://www.eqar.eu/>

<sup>195</sup> <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>

<sup>196</sup> <https://esngreece.gr/> See also [https://www.lifo.gr/articles/greece\\_articles/229501/volta-stin-eksotiki-athina-me-dyo-ksenoys-foitites-erasmus-poy-menoy-n-anaydoi](https://www.lifo.gr/articles/greece_articles/229501/volta-stin-eksotiki-athina-me-dyo-ksenoys-foitites-erasmus-poy-menoy-n-anaydoi)

The report “Study on the current situation of recognition in Greece – Executive Summary<sup>197</sup>” conducted under the program entitled “Greece Exploring Advanced Recognition in higher education”<sup>198</sup> mentions (p.11-12): “The world of academia has become more internationalised than ever before and it is likely to become even more so in the future. It is undeniable that the European Higher Education Area (EHEA) has created bonds between people and institutions that go beyond politics and economics. Its momentum transcends its official framework. The great opportunity for it is to act as a link between countries and people, and as a platform to imagine and create a better Europe. For Greece, the real opportunity is to invest in its human capital and use education effectively as an engine for growth. The internationalisation of higher education and research could be significant components of such an effort. More specific opportunities include taking advantage of the geographical position of the country in order to build bridges with nonEuropean countries, and using new technologies as a means of improving effectiveness and decreasing costs<sup>199</sup>.”

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<sup>197</sup> <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>

<sup>198</sup> <https://gear.minedu.gov.gr/>

<sup>199</sup> <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>

#### Section 4: Bilateral and multilateral cooperation with third-countries

**Q18.** Has your Member State concluded and/or intends to conclude any **bilateral and/or multilateral agreements** with countries of origin concerning international students? Please distinguish between agreements in place with countries with developed economies and those with developing economies<sup>200</sup> as classified by the United Nations<sup>201</sup> and summarise and provide an overview of the type of agreements – without listing all the agreements and detailed provisions.

[Possible visual element to be included in the Synthesis report: map indicating the regions/countries of origin with which agreements are in place.]

Yes, bilateral/multilateral agreements in place or planned with industrialised countries. *Please elaborate on the aspects listed below):*

- The most common provisions of the agreements;
- Most common world regions/countries of origin with which agreements have been concluded;
- Are specific fields of studies or qualification levels covered in the agreements?
- Are specific categories of persons covered under the agreements? (e.g. specific age groups; gender; other socio-demographic characteristics).

The Greek HEIs have concluded multiple bilateral and/or multilateral agreements with many world regions/countries including Balkan and Eastern European Countries (Non-Member States of the European Union), Asia, Africa and Latin America, Member States of the European Union, Iceland, Norway, Switzerland, USA, Japan, Canada and Oceania, on various fields of study, with main objectives, among others, the mobility of its academic staff, students and graduates, research and educational/teaching cooperation, in the context of their efforts for externalization/internationalization.

Many Greek HEIs have bilateral/multilateral agreements. For example (indicatively) <sup>202</sup> :	
1. Athens School of Fine Arts <sup>203</sup>	<a href="http://www.asfa.gr/images/Files/dimereis-sumfwnies.pdf">http://www.asfa.gr/images/Files/dimereis-sumfwnies.pdf</a>
2. Aristotle University of Thessaloniki <sup>204</sup>	<a href="https://www.auth.gr/affiliations">https://www.auth.gr/affiliations</a> ; <a href="https://www.auth.gr/en/affiliations">https://www.auth.gr/en/affiliations</a> <a href="https://www.auth.gr/en/networks">https://www.auth.gr/en/networks</a>
3. Agricultural University of Athens <sup>205</sup> :	<a href="https://www2.aua.gr/el/news-events/nea/ypografi-akadimaikis-synergias-metaxy-universitas-syiah-kuala-kai-geoponikoy">https://www2.aua.gr/el/news-events/nea/ypografi-akadimaikis-synergias-metaxy-universitas-syiah-kuala-kai-geoponikoy</a> <a href="https://www2.aua.gr/el/info/akadimaikes-synergias">https://www2.aua.gr/el/info/akadimaikes-synergias</a>
4. International Hellenic University (IHU) <sup>206</sup>	<a href="http://ecs.ihu.edu.gr/co/erasmus/bilateral-agreements">http://ecs.ihu.edu.gr/co/erasmus/bilateral-agreements</a>
5. Democritus University of Thrace <sup>207</sup>	<a href="http://erasmus.duth.gr/node/28">http://erasmus.duth.gr/node/28</a>
6. National and Kapodistrian University of Athens <sup>208</sup> :	<a href="http://www.interel.uoa.gr/fileadmin/interel.uoa.gr/uploads/IBA-kanonismos_dimeron.doc">http://www.interel.uoa.gr/fileadmin/interel.uoa.gr/uploads/IBA-kanonismos_dimeron.doc</a> <a href="https://www.uoa.gr/to_panepistimio/diethneis_scheseis/">https://www.uoa.gr/to_panepistimio/diethneis_scheseis/</a> <a href="http://www.interel.uoa.gr/dpt-intern-eu/inter-bil.html">http://www.interel.uoa.gr/dpt-intern-eu/inter-bil.html</a> <a href="http://www.interel.uoa.gr/fileadmin/interel.uoa.gr/uploads/INTERNATIONAL_BILATERAL_AGREEMENT_S/IBA-DIM. SYMFONIES EKPA Febroyarios 2019.pdf">http://www.interel.uoa.gr/fileadmin/interel.uoa.gr/uploads/INTERNATIONAL_BILATERAL_AGREEMENT_S/IBA-DIM. SYMFONIES EKPA Febroyarios 2019.pdf</a> <a href="http://www.interel.uoa.gr/dpt-intern-eu/diktva.html">http://www.interel.uoa.gr/dpt-intern-eu/diktva.html</a>
7. National Technical University of Athens <sup>209</sup> :	<a href="https://www.ntua.gr/el/news/ntua-at-world">https://www.ntua.gr/el/news/ntua-at-world</a> <a href="https://www.ntua.gr/el/news/ntua-at-world/item/806-anaptyssetai-i-akadimaiki-synergasia-emp-me-columbia-university">https://www.ntua.gr/el/news/ntua-at-world/item/806-anaptyssetai-i-akadimaiki-synergasia-emp-me-columbia-university</a> <a href="https://www.ntua.gr/el/news/ntua-at-world/item/772-to-emp-dievrynei-tis-diethneis-tou-msu">https://www.ntua.gr/el/news/ntua-at-world/item/772-to-emp-dievrynei-tis-diethneis-tou-msu</a> <a href="http://erasmus.ntua.gr/">http://erasmus.ntua.gr/</a> ; <a href="http://erasmus.ntua.gr/el/node/6">http://erasmus.ntua.gr/el/node/6</a>

<sup>200</sup> This distinction is relevant as the objectives and purpose of such agreements could differ significantly between these two categories.

<sup>201</sup> [http://unctadstat.unctad.org/EN/Classifications/DimCountries\\_DevelopmentStatus\\_Hierarchy.pdf](http://unctadstat.unctad.org/EN/Classifications/DimCountries_DevelopmentStatus_Hierarchy.pdf)

<sup>202</sup> According to the list of Greek HEIs as of 31/12/2018, source MERRA, 14/03/2019.

<sup>203</sup> <http://www.asfa.gr/>; <http://www.asfa.gr/en/>

<sup>204</sup> <https://www.auth.gr/>

<sup>205</sup> <https://www2.aua.gr/el/>

<sup>206</sup> <https://www.ihu.edu.gr/>; <https://www.ihu.edu.gr/index.php/prospective-students.html>

<sup>207</sup> <http://duth.gr/>

<sup>208</sup> <https://www.uoa.gr/>;

[http://www.interel.uoa.gr/fileadmin/interel.uoa.gr/uploads/INTERNATIONAL\\_BILATERAL\\_AGREEMENTS/Information\\_for\\_international\\_exchange\\_students\\_2017\\_new\\_october.doc](http://www.interel.uoa.gr/fileadmin/interel.uoa.gr/uploads/INTERNATIONAL_BILATERAL_AGREEMENTS/Information_for_international_exchange_students_2017_new_october.doc)

<sup>209</sup> <https://www.ntua.gr/>; <https://www.ntua.gr/el/news/ntua-at-world/>; <http://erasmus.ntua.gr/#>



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8. Hellenic Open University <sup>210</sup>	<a href="https://www.eap.gr/images/stories/pdf/stratigikos_sxediasmos2018-2022_DE_388.pdf">https://www.eap.gr/images/stories/pdf/stratigikos_sxediasmos2018-2022_DE_388.pdf</a> <a href="http://erasmusplus.eap.gr/#">http://erasmusplus.eap.gr/#</a> <a href="http://erasmusplus.eap.gr/index.php/κίνητικότηταerasmus/συνεργαζόμεναιδρύματα">http://erasmusplus.eap.gr/index.php/κίνητικότηταerasmus/συνεργαζόμεναιδρύματα</a> <a href="http://erasmusplus.eap.gr/index.php/incoming-mobility/welcome">http://erasmusplus.eap.gr/index.php/incoming-mobility/welcome</a> <a href="http://erasmusplus.eap.gr/index.php/incoming-mobility/incoming-student-information">http://erasmusplus.eap.gr/index.php/incoming-mobility/incoming-student-information</a>
9. Ionian University <sup>211</sup>	<a href="https://ionio.gr/gr/services/pr/">https://ionio.gr/gr/services/pr/</a>
10. Athens University of Economics and Business <sup>212</sup>	<a href="https://www.aueb.gr/el/content/το-οπα-στον-κόσμο">https://www.aueb.gr/el/content/το-οπα-στον-κόσμο</a>
11. University of the Aegean <sup>213</sup> :	<a href="http://www1.aegean.gr/international/">http://www1.aegean.gr/international/</a> <a href="http://www1.aegean.gr/international/guidelines.html">http://www1.aegean.gr/international/guidelines.html</a> <a href="http://www1.aegean.gr/international/agreements.html">http://www1.aegean.gr/international/agreements.html</a> <a href="http://www1.aegean.gr/international/institutional.html">http://www1.aegean.gr/international/institutional.html</a> <a href="http://www1.aegean.gr/international/departmental.html">http://www1.aegean.gr/international/departmental.html</a> <a href="http://www1.aegean.gr/international/joint.html">http://www1.aegean.gr/international/joint.html</a> <a href="http://www1.aegean.gr/aegean2/studies/international-admissions-en.pdf">http://www1.aegean.gr/aegean2/studies/international-admissions-en.pdf</a>
12. University of West Attica <sup>214</sup> :	<a href="http://www.teiath.gr/articles.php?id=54152">http://www.teiath.gr/articles.php?id=54152</a>
13. University of Western Macedonia <sup>215</sup>	<a href="https://intrelations.uowm.gr/bilateral/">https://intrelations.uowm.gr/bilateral/</a>
14. University of Thessaly <sup>216</sup>	<a href="http://erasmus.uth.gr/gr/kinitikotita/kininikotita-synergasies-gr">http://erasmus.uth.gr/gr/kinitikotita/kininikotita-synergasies-gr</a>
15. University of Ioannina <sup>217</sup>	<a href="http://piro.uoi.gr/">http://piro.uoi.gr/</a> <a href="https://www.uoi.gr/wp-content/uploads/2015/11/prwtokolla_sunergasias_2014_2015.pdf">https://www.uoi.gr/wp-content/uploads/2015/11/prwtokolla_sunergasias_2014_2015.pdf</a>
16. University of Crete <sup>218</sup>	<a href="http://www.uoc.gr/intrel/index.php?lang=el">http://www.uoc.gr/intrel/index.php?lang=el</a> <a href="http://www.uoc.gr/intrel/tmima-diethnwn-sxesewn/sympakseis">http://www.uoc.gr/intrel/tmima-diethnwn-sxesewn/sympakseis</a> <a href="http://www.uoc.gr/intrel/tmima-diethnwn-sxesewn/synergazomena-idrymata">http://www.uoc.gr/intrel/tmima-diethnwn-sxesewn/synergazomena-idrymata</a>
17. University of Macedonia <sup>219</sup>	<a href="https://www.uom.gr/about/synergasies-symmetoxes">https://www.uom.gr/about/synergasies-symmetoxes</a>
18. University of Patras <sup>220</sup> :	<a href="http://www.upatras.gr/el/intrel">http://www.upatras.gr/el/intrel</a> <a href="http://www.upatras.gr/sites/www.upatras.gr/files/upatras_internationalisation_strategy.pdf">http://www.upatras.gr/sites/www.upatras.gr/files/upatras_internationalisation_strategy.pdf</a> <a href="http://www.upatras.gr/el/mou">http://www.upatras.gr/el/mou</a> <a href="http://www.upatras.gr/el/international_org">http://www.upatras.gr/el/international_org</a> <a href="http://www.upatras.gr/el/johns_hopkins">http://www.upatras.gr/el/johns_hopkins</a> <a href="http://www.upatras.gr/el/harvard">http://www.upatras.gr/el/harvard</a>
19. University of Piraeus <sup>221</sup>	<a href="http://www.unipi.gr/unipi/el/diethneis-sxeseis.html">http://www.unipi.gr/unipi/el/diethneis-sxeseis.html</a>
20. University of the Peloponnese <sup>222</sup>	<a href="https://www.uop.gr/eksostrefeia/synergasia-me-panepistimia">https://www.uop.gr/eksostrefeia/synergasia-me-panepistimia</a> <a href="https://www.uop.gr/eksostrefeia/synergasia-me-foreis">https://www.uop.gr/eksostrefeia/synergasia-me-foreis</a>

<sup>210</sup> <https://www.eap.gr/el/>

<sup>211</sup> <https://ionio.gr/>

<sup>212</sup> <https://www.aueb.gr/>

<sup>213</sup> <http://www.aegean.gr/>; <http://www1.aegean.gr/aegean2/index.html>; <http://www1.aegean.gr/aegean/en/people/students/groups.htm>;

<http://www1.aegean.gr/aegean/en/people/students/week.htm>; [http://sports.aegean.gr/index\\_eng.htm](http://sports.aegean.gr/index_eng.htm)

<sup>214</sup> <https://www.uniwa.gr/>; <https://www.uniwa.gr/en/home-page/>

<sup>215</sup> <https://uowm.gr/>

<sup>216</sup> <http://www.uth.gr/index.php>

<sup>217</sup> <https://www.uoi.gr/>; <https://www.uoi.gr/panepistimio/diethneis-sxeseis/>

<sup>218</sup> <https://www.uoc.gr/>; <http://en.uoc.gr/>

<sup>219</sup> <https://www.uom.gr/>

<sup>220</sup> <http://www.upatras.gr/el/>

<sup>221</sup> <http://www.unipi.gr/unipi/el/>

<sup>222</sup> <https://www.uop.gr>

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21. Panteion University of Social and Political Sciences <sup>223</sup>	<a href="https://erasmus.panteion.gr/">https://erasmus.panteion.gr/</a>
22. Technical University of Crete <sup>224</sup> :	<a href="https://www.tuc.gr/index.php?id=5124&amp;L=0">https://www.tuc.gr/index.php?id=5124&amp;L=0</a>
23. Harokopio University <sup>225</sup>	<a href="http://www.erasmus.hua.gr/index.php/el/">http://www.erasmus.hua.gr/index.php/el/</a>
24. Alexander Technological Educational Institute of Thessaloniki <sup>226</sup>	<a href="http://erasmus.teithe.gr/index.php/en/">http://erasmus.teithe.gr/index.php/en/</a>
25. Eastern Macedonia and Thrace Institute of Technology <sup>227</sup>	<a href="http://www.teikav.edu.gr/index.php?lang=en">http://www.teikav.edu.gr/index.php?lang=en</a> ; <a href="http://erasmus.teiimt.gr/index.php/el/">http://erasmus.teiimt.gr/index.php/el/</a>
26. Western Greece University of Applied Sciences <sup>228</sup>	<a href="http://www.teiwest.gr/index.php/studies/erasmus">http://www.teiwest.gr/index.php/studies/erasmus</a>
27. Western Macedonia University of Applied Sciences <sup>229</sup>	<a href="https://erasmus.teiwm.gr/index.php?lang=el">https://erasmus.teiwm.gr/index.php?lang=el</a>
28. University of Applied Sciences of Thessaly <sup>230</sup>	<a href="http://erasmus.teilar.gr/">http://erasmus.teilar.gr/</a> <a href="http://erasmus.teilar.gr/el/erasmus/international/">http://erasmus.teilar.gr/el/erasmus/international/</a>
29. Technological Educational Institute of Central Macedonia <sup>231</sup>	<a href="http://www.teicm.gr/index.php?cat_id=93">http://www.teicm.gr/index.php?cat_id=93</a>
30. Technological Educational Institute of Crete <sup>232</sup>	<a href="http://iroen.teicrete.gr/international-week-2018/">http://iroen.teicrete.gr/international-week-2018/</a> <a href="http://iroen.teicrete.gr/international-week-2019/">http://iroen.teicrete.gr/international-week-2019/</a> <a href="http://iroen.teicrete.gr/bilaterals/">http://iroen.teicrete.gr/bilaterals/</a>
31. Technological Educational Institute of Peloponnese <sup>233</sup>	<a href="http://ir.teikal.gr/index.php?option=com_content&amp;view=article&amp;id=56&amp;Itemid=202&amp;lang=el">http://ir.teikal.gr/index.php?option=com_content&amp;view=article&amp;id=56&amp;Itemid=202&amp;lang=el</a>

<sup>223</sup> <https://www.panteion.gr/>; <https://www.panteion.gr/index.php/en/studies/university-guide>

<sup>224</sup> <https://www.tuc.gr/>; <https://www.tuc.gr/index.php?id=relations>

<sup>225</sup> <http://www.tourismheritage.hua.gr/>; <https://www.hua.gr/index.php/en/>

<sup>226</sup> <https://www.teithe.gr/atei/>

<sup>227</sup> <http://www.teikav.edu.gr/>

<sup>228</sup> <http://www.teiwest.gr/>

<sup>229</sup> <https://www.teiwm.gr/>

<sup>230</sup> [https://www.teilar.gr/index\\_en.php](https://www.teilar.gr/index_en.php)

<sup>231</sup> <http://www.teicm.gr/index.php?lang=en>

<sup>232</sup> <https://www.teicrete.gr/>

<sup>233</sup> <https://www.teipel.gr/>

32. Technological Educational Institute of Epirus <sup>234</sup>	<a href="http://erasmus.teiep.gr/en/">http://erasmus.teiep.gr/en/</a>
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Yes, bilateral/multilateral agreements in place or planned with developing countries. *Please elaborate on the aspects listed below):*

- The most common provisions of the agreements;
- Most common world regions/countries of origin with which agreements have been concluded;
- Are specific fields of studies or qualification levels covered in the agreements?
- Are specific categories of persons covered under the agreements? (e.g. specific age groups; gender; other socio-demographic characteristics).

The Greek HEIs have concluded multiple bilateral and/or multilateral agreements with many world regions/countries including Balkan and Eastern European Countries (Non-Member States of the European Union), Asia, Africa and Latin America, Member States of the European Union, Iceland, Norway, Switzerland, USA, Japan, Canada and Oceania, on various fields of study, with main objectives, among others, the mobility of its academic staff, students and graduates, research and educational/teaching cooperation, in the context of their efforts for externalization/internationalization.

No bilateral/multilateral agreements in place or planned.

**Q19.** Are there any measures or incentives in place to avoid **brain drain** in the country of origin when attracting and retaining international students?

Yes, measures related to brain drain in place.

No.

*If you have answered yes, please elaborate on the measures in place:*

**Q20.** Do HEIs in your Member States have initiatives and cooperation agreements with HEIs in third-countries in place? If so, what types of agreements and for which purpose (e.g. student exchange programmes)? If there are many different agreements in place, please only provide 1-2 examples of agreements in place.

Yes.

No.

*If you have answered yes, please elaborate on the initiatives/cooperation agreements in place and provide 1-2 examples:*

See Q18.

**Q21.** What are the (a) **challenges** and (b) **good practices** that have been observed in your Member State with regard to bilateral and multilateral agreements and for whom is this considered a challenge/good practice (HEIs, Member State, student, other)? For each challenge/good practice, why is it considered a challenge/good practice and is this based on input from experts (if so, which experts)/studies/evaluation reports/surveys/interviews/other? Please briefly summarise the input and findings of these experts/studies/evaluation reports/interviews/other

A) Challenges:

*Please elaborate:*

N/A

B) Good practices:

*Please elaborate:*

N/A

<sup>234</sup> <http://www.teiep.gr/en/>

## Conclusions

The following conclusions can be drawn from this study: According to the EMN Ad-Hoc Query on The recruitment and admission of international students (third-country nationals) (16 October 2018)<sup>235</sup> for Greece<sup>236</sup>:

Regarding access to the Greek Higher Education Institutions, it is regulated not by the Institutions themselves, but through the Greek Ministry of Education, Research and Religious affairs (MERRA). At the MERRA a committee in charge of collecting and checking Application-Entry Forms for international students is set every year, by ministerial decree. The admission procedure of foreign students to the Higher Education institutions is described by the MERRA<sup>237</sup>. The main admission criterion to an undergraduate program is the High School leaving certificate. With regard to their registration, the candidates admitted into a Faculty or a Department, are also required to hold a certificate denoting their command of the Greek language. Such a certificate is issued after relevant examinations either by the University of Athens or by the University of Thessaloniki; alternatively, the candidates should hold a B2 level certificate issued by the Greek Language Centre<sup>238</sup>. If the candidates do not hold any of these language certificates, they can only enroll in the next academic year of their admission to a Greek University, on condition that they will by then have obtained the prerequisite language certificate. Otherwise, the candidates are disqualified from enrolling. The national transposition of the Directive 2016/801/EU is currently under preparation. The Ministry of Foreign Affairs<sup>239</sup> and the “Study in Greek” platform<sup>240</sup> provide information on the procedure regarding the granting of a student visa.

Regarding internationalisation of the Greek HEIs, the report based on the “Survey on the current implementation of European Higher Education Area (EHEA) reforms in Greece”<sup>241</sup> conducted under the Project: “Modernisation of Higher Education (MOHE) in Greece”<sup>242</sup>, from the replies of the administrations of the 33 Greek HEIs, four points regarding the issue of internationalization emerged (2016): First, with few exceptions, Greek HEIs had the search for internationalization at the core of their strategy and practices. They proclaim it in all tones and consider it as a component of their function. Second, there are strong differences between institutions. These are visible in all the issues raised. But the main differences are not between universities and TEIs, in large or small institutions, bigger cities and smaller ones. All of these parameters matter, but they do not determine the institutions’ character. From the answers, three-four categories of institutions of different “speeds”/dynamics are emerged. On both ends there are institutions that, on the one hand, are extremely active in terms of their international presence and, on the other hand, a few institutions with little international presence. Between these two tips one can identify two more groups, the first more active in some areas, the other less. If one removes the group with no dynamic presence, the boundaries between the three others are not always distinct. For example, some institutions have many actions and little student mobility, but they have considerable mobility or many foreign students, but are lagging behind in publicity actions of the foundation. Thirdly, despite the efforts of the Greek HEIs, much remains to be done. In addition to the relatively low number of foreign students, the mobility of staff and students is still low. Certainly there are limitations on funding, but this can not explain the important differences between institutions. Finally, synergies between institutions were also reduced in this area. Thus, good practices remain within the institution that develops them, without being owned by other HEIs, even those located in the same geographical region. Thus, the issue of the cooperation of the institutions is also open.

In addition, in the executive summary of the International Peer Learning Activity (PLA) “Fine-Tuning Recognition Processes: Challenges, Strategies, Tools”<sup>243</sup> (2017) conducted under the program entitled “Greece Exploring Advanced Recognition in higher education”<sup>244</sup>, the challenges are highlighted (p.15): “(1) Under-funding, staff reduction and infrastructure degradation are inhibiting factors in enhancing internationalization. Funding is of paramount importance as it is a prerequisite for policy development. (2) New approaches to the Learning and Teaching Process. Student-centered learning means that the point of reference in the course design and the teaching and learning process are students. This entails an overall change in the education system. In addition, it is important that students be consulted on the learning outcomes and learning processes.”

<sup>235</sup> [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/2018.1340 - the recruitment and admission of international students third-country nationals.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/2018.1340_-_the_recruitment_and_admission_of_international_students_third-country_nationals.pdf)

<sup>236</sup> [https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-greece\\_en.pdf](https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-greece_en.pdf)

<sup>237</sup> [http://www.minedu.gov.gr/publications/docs2017/exams-for/02\\_instructions\\_en.pdf](http://www.minedu.gov.gr/publications/docs2017/exams-for/02_instructions_en.pdf)

<sup>238</sup> <https://greeklanguage.gr/en/>

<sup>239</sup> [https://www.mfa.gr/images/docs/ethnikes\\_theoriseis/2015/erasmus\\_visainfo.doc](https://www.mfa.gr/images/docs/ethnikes_theoriseis/2015/erasmus_visainfo.doc)

<sup>240</sup> <https://studyinggreece.edu.gr/FAQs.aspx>

<sup>241</sup> [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey\\_ExecutiveSummary\\_UPDATED.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/1stSurvey_ExecutiveSummary_UPDATED.pdf); [http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/24April2016\\_MOHE\\_1st\\_final\\_report\\_cr.pdf](http://mohe.minedu.gov.gr/wp-content/uploads/2016/05/24April2016_MOHE_1st_final_report_cr.pdf) p.66; <http://mohe.minedu.gov.gr/wp-content/uploads/2016/09/2ndSurveyAnalysis-.pdf>; <http://mohe.minedu.gov.gr/wp-content/uploads/2016/10/Biblio-Apologismou.pdf>

<sup>242</sup> [http://mohe.minedu.gov.gr/?page\\_id=1608&lang=en](http://mohe.minedu.gov.gr/?page_id=1608&lang=en)

<sup>243</sup> [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA\\_Report\\_Gr.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA_Report_Gr.pdf) p.15; [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/ExecutiveSummary\\_Eng.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/ExecutiveSummary_Eng.pdf)

<sup>244</sup> <https://gear.minedu.gov.gr/> See also: [https://gear.minedu.gov.gr/wp-content/uploads/2018/02/GEAR\\_Guide\\_FINAL\\_130218.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2018/02/GEAR_Guide_FINAL_130218.pdf); [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Report\\_FINAL\\_FINAL.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Report_FINAL_FINAL.pdf); [https://gear.minedu.gov.gr/wp-content/uploads/2017/03/GEAR\\_PreliminaryReport\\_revised.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/03/GEAR_PreliminaryReport_revised.pdf); <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PreliminaryReport.pdf>; <https://gear.minedu.gov.gr/wp-content/uploads/2017/08/Executive-Summary.pdf>; [https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA\\_Report\\_Gr.pdf](https://gear.minedu.gov.gr/wp-content/uploads/2017/08/PLA_Report_Gr.pdf)

(3) Distance learning is a matter of great concern. Quality assurance and certification of distance learning programs can not be sufficiently implemented because the existing criteria do not fully meet the nature of such programs. A substantial debate on their place in the education system would be very useful. Remote learning tools, especially those referring to more flexible models, are more compatible with non-formal learning, and their introduction to formal learning would require them to be linked to the learning outcomes of the overall curriculum. This could be used as a reference point for the recognition process of diplomas obtained from distance programs. 4) Recognition of the qualifications and skills of refugees is also a challenge for higher education.

Finally, it should be noted that researches on the profile of international students whose choice is Greece for their studies, are needed. This information would be important for designing any relevant policy. In addition, the difficulty in recording accessing both quantitative and qualitative data on internationalization and mobility in universities should be overcome.

### Annex 1 National statistics

Please fill in the attached excel sheet with the respective statistics for your Member State. The Statistical Annex consists of the following:

Annex 1.1.: Contextual statistics on the types of HEIs.

Annex 1.2.: Number of students per field of study.

Annex 1.3.: Number of international students enrolled in universities by top 5 nationality and gender.

Annex 1.4.: International students who have graduated, interrupted or terminated their studies.

Annex 1.5.: International students who have remained in the Member State **at least two years** after graduation per reason.