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INTERNATIONAL
HELLENIC
UNIVERSITY



ERASMUS-EDU-2022-CBHE-STRAND-3

Transforming Graduate Education for Green and Sustainable Future

(T-Green)



**Training Package - Transforming Graduate
Education for Green and Sustainable
Future (T-Green)**

Country: Greece

International Hellenic University

Thessaloniki

September 2023

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Chapter 1: National list of professions

1 List of Professions: national regulatory documents

1.1 National qualifications framework

1.1.1 Establishment of the NQF

Law 4763/2020 established the National Qualifications Framework (NQF), which is based on the Recommendation of the European Parliament and of the Council of 22 May 2017 on the establishment of the European Qualifications Framework (EQF) for Lifelong Learning (2017/C189/03). According to the recommendation, the EQF aims at improving the transparency, comparability and transferability of qualifications.

1.1.2 General goals and purposes

Its main goal is the development of a tool to enhance the readability and comparability of the Greek titles/qualifications, in the context of improving the Greek educational system. The NQF's purposes are:

to provide a common reference framework, according to which all Greek titles/qualifications can be recorded, classified and at the same time compared with each other,

to provide the basis for the mapping of Greek titles/qualifications to the European Qualification Framework levels (EQF),

to provide the basis for the comparison of all qualifications awarded in Greece by other national and/or international bodies.

Moreover, the NQF, taking into account the specificities and characteristics of the Greek education system, contributes to the objective evaluation of Greek titles/qualifications, making them comparable with those of other European countries, in order to enhance and promote the geographical mobility of trainees, students and workers between Greece and other EU countries. Through the NQF, individuals' qualifications, i.e., the knowledge, skills and competences acquired through formal education and training, non-formal education and informal learning are identified and correlated. Then, they are classified into levels, according to the learning outcomes.

1.1.3 Competent bodies for the formulation and implementation of the NQF

The Ministry of Education and Religious Affairs oversees the development and implementation of the NQF. It coordinates all stakeholders involved in it, i.e. representatives in national and EU collective bodies, education and training providers, social partners and chambers.

1.1.4 The National Agency for the Accreditation of Qualifications and Vocational Guidance (EOPPEP)

EOPPEP is the National Coordination Point for the EQF and the National Reference Point for Quality Assurance. It is responsible for:

The formation and development of the NQF and its reference to the EQF,
The classification of qualifications acquired through formal education and training, non-formal education and informal learning into the levels of the NQF,
The classification of international sectoral qualifications,
The establishment of sectoral descriptors, in the form of knowledge, skills and competences, corresponding to the levels of the NQF.
Architectural structure and descriptive indicators
According to law 4763/2020, the NQF consists of 8 levels, which become the defining element of the structure and are the mechanism for referencing the NQF to the EQF. For each level of the NQF, descriptive indicators and qualification types are developed. The level descriptors express the learning outcomes required to obtain a title/qualification at a particular level.

1.1.5 Development and operation of the NQF

The dynamic nature of the procedures for the development and operation of the NQF is established as a consequence of applying a specific methodology based on learning outcomes. The NQF may be enriched by classifying new titles/qualifications and revised according to national and European needs and priorities.

1.1.6 National Register of Qualifications

The qualifications/titles listed in the NQF are included in a specific register managed by EOPPEP and linked to the corresponding Portal of Learning Opportunities and Qualifications in Europe. The National Register of Qualifications includes information on each qualification, in accordance with the relevant specifications and guidelines of the European Commission, providing valid and direct information to all stakeholders at national and European level. The minimum information to be included for each qualification is as follows:

Title,
Level of the NQF,
Awarding body,
General description,
Range,
Purpose and category,
Educational sector,
Learning outcomes, i.e., knowledge, skills and competences,
Relationship to employment.

HQF's development started in 2010 and was implemented in line with the provisions of law 3879/2010 and law 4115/2013, as amended and in force. During the planning of the HQF, the current needs of the country as well as the relevant European and international developments were taken into consideration. Working groups were formed under the supervision of the ministry of education to draft the "Qualification Types" of the formal educational system and the initial vocational training system, and to suggest their allocation to the eight levels of the HQF.

The Ministry of Education is the competent authority, responsible for coordinating and monitoring the HQF. The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) was set up in 2011 to:

An advisory committee, comprising representatives from public administration, the education and academic community, social partners and external consultants, was established to support EOPPEP. EOPPEP operates as the national coordination point (NCP) for EQF and is the awarding body of the vocational training diploma, level 5 of HQF. The referencing of HQF to EQF was completed with a presentation made by the Greek delegation during the 33rd Meeting of the European Qualifications Framework Advisory Group in Berlin on 2 December 2015.

1.1.7 Goals and purposes of HQF

HQF's work is directly linked to the country's efforts to develop a framework for improving lifelong learning policies and practices, which will allow recognition and certification of all kinds of education, training and learning, in general. The objective of HQF is to create a coherent and comprehensive system of classification of all qualifications obtained from formal, non-formal education and informal learning in Greece in order to:

Improve transparency of quality procedures for qualifications and qualification titles

Increase horizontal mobility (within and outside the country), as well as vertical mobility (showing pathways that a person can follow to move from one level to another)

Support lifelong learning.

HQF and its referencing to the European Qualifications Framework is in accordance with the common European strategy "Europe 2020", which aims at smart, sustainable and inclusive growth.

1.1.8 Beneficiaries

HQF is aimed at everyone who can make use of its benefits; people in training, people in or out of employment, employers, education and training providers, awarding bodies, career counselors, professional sectors, social partners and every citizen holding a title of study. People in training and in employment, who wish to change field of study, job or country of employment, have a tool for "translating" and comparing their qualifications. Employers, on the other hand, have a tool for identifying the knowledge, skills and competences hidden behind qualifications (degrees, diplomas, certificates, certificates of competency).

1.1.9 Structure of HQF

The eight-level structure reflects the existing formal education and initial vocational training system in Greece. Levels are defined in terms of knowledge, skills and competencies. Work on level descriptors for HQF and on a qualifications framework for higher education has taken place separately, but the final objective is to have a comprehensive framework, covering all levels and types of qualification. Its structure is defined by the following features:



Levels: Eight levels cover the entire range of qualifications, from compulsory education to higher education. Each level is defined by a set of knowledge, skills and competencies which determine the learning outcomes. The learning outcomes constitute the qualifications for this particular level

Learning outcomes: The qualifications have the form of learning outcomes and are classified into levels. Learning outcomes signify what a person knows, understands and is able to do upon completion of a learning process. They are classified into knowledge, skills and competencies

Descriptors: the learning outcomes which correspond to the qualifications of a specific level are defined by descriptors. These descriptors are defined by qualitative and quantitative grading of knowledge, skills and competences

Qualification Types: Qualifications are classified into qualification types. They represent groups of titles with common characteristics which are classified in the same level.

The National Qualifications Framework referenced to the European Qualifications Framework

HELLENIC AND EUROPEAN QUALIFICATIONS FRAMEWORK	VOCATIONAL EDUCATION AND TRAINING	GENERAL EDUCATION	HIGHER EDUCATION
1		PRIMARY SCHOOL CERTIFICATE (APOLYTIRIO DIMOTIKOU)	
2		LOWER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO GYMNASIOU)	
3	VOCATIONAL TRAINING SCHOOL CERTIFICATE (SEK) VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE		
4	VOCATIONAL SCHOOL (EPAS) CERTIFICATE VOCATIONAL UPPER SECONDARY SCHOOL LEAVING CERTIFICATE (APOLYTIRIO EPAL) VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE (PTYCHIO EPAL)	GENERAL UPPER SECONDARY SCHOOL LEAVING CERTIFICATE (APOLYTIRIO GENIKOU LYKEIOU)	

Source: EOPPEP www.eoppep.gr , <https://nqf.gov.gr/en/index.php>

The word 'degree' is a direct translation from the Greek terminology as it appears in the legislation (ptychio). In Greek, the word ptychio is used for titles of study from different education levels (higher, secondary, etc.). It is not to be confused with its usage in the English language, where degree refers to a higher education title of study, i.e. bachelor degree.

1.1.10 National Qualifications Register

The National Qualifications Register was established in 2015 and it was linked to the European Portal "Learning Opportunities and Qualifications in Europe". The National Qualifications Register lists all the titles of study, the qualifications that have been analysed, classified in HQF and referenced to EQF. They can be found in English and Greek at the following link: <http://proson.eoppep.gr/el>. To this day, the National Register of Qualifications includes 995 qualification entries:

Hellenic Framework (EPP) Level	CERTIFICATE & OTHER QUALIFICATIONS	ENTRY NO.
1	Primary school certificate	1
2	Lower secondary school certificate	1
3	Level 1 Vocational training institute (IEK) certificate (no longer awarded)	-
3	Level 3 Vocational training school (SEK) specialty certificate	-
4	General upper secondary school (GEL) certificate	1
4	Vocational upper secondary school (EPAL) certificate	1
4	Vocational upper secondary school (EPAL) 'degree'	19
4	Vocational school (EPAS) certificate	34
5	Vocational training diploma (IEK)	159
5	Vocational post-secondary school 'degree' (EPAL apprenticeship class)	-
5	Post-secondary and not higher education diploma or 'degree'	4
5	Vocational training diploma (post-secondary, IEK, no longer awarded)	-
6	Bachelor degree	342
7	Master's degree	312
8	Doctorate	121
TOTAL		99

Source: <http://proson.eoppep.gr/el>

1.1.11 HQF and the qualifications framework for the European Higher Education Area (EHEA)

EOPPEP cooperates with the Hellenic Agency for Higher Education (HAHE) on quality issues in higher education and represents Greece in the European network for Quality Assurance in Vocational Education and Training (EQAVET). HAHE is responsible for elaborating the Qualifications Framework for Higher Education, based on HQF qualification types and level descriptors, developed by EOPPEP. Consequently, there is coordination of the respective activities of the two national points regarding the quality subjects that arise from the implementation of HQF. The work programme of the national coordination point (NCP) 2018-20 includes an integrated communication strategy developed among EOPPEP and quality assurance agencies such as HAHE. The HQF/EQF referencing relates to all formal qualifications in Greece, including the three types of qualifications awarded in the higher education institutions (HQF levels 6, 7 and 8). Evaluation of HEIs has been completed.

In Greece, accreditation is conducted based on common criteria and quality assurance processes, according to our national legislation and our country's commitments as a full member of the European Higher Education Area (EHEA). The quantitative and qualitative criteria and indicators are specific, predetermined, internationally accepted, published in advance and in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

From 2018 to the end of 2022, following a public call for certification proposals to the country's institutions, HAHE completed 31 Internal Quality Assurance Systems (IQAS) accreditation reports and 272 accreditation reports for undergraduate study programmes of HEIs.

In 2021, HAHE drafted another quality standard based on the ESG 2015 to certify postgraduate programmes (MSc).

1.2 Higher education

General higher education policy objectives

Education remains a top priority for the Greek state and is enshrined in the Greek Constitution. Higher education is provided only by institutions which are legal entities of public law. Higher Education Institutes enjoy full self-administration and academic freedom. They are subject to state supervision by the Ministry of Education and Religious Affairs, in accordance with article 16 of the Constitution.

According to Law 4957/2022, HEIs have as their mission:

to offer high quality higher education, without discriminations and exclusions, to produce and transmit knowledge through teaching and research, to prepare students for its application in the professional and social field and to cultivate and promote the sciences, arts, letters and culture; to organize and provide first, second and third-cycle formal education curricula, short-term and lifelong learning curricula,

apply modern teaching methods with an emphasis on interdisciplinarity and innovative research at the highest level of quality according to internationally recognized criteria, including distance teaching,

to develop the abilities and skills of students with critical thinking, to ensure the professional inclusion of graduates by providing them with the necessary knowledge and resources for their scientific and professional careers, to form the necessary conditions for the promotion of new researchers and the attracting young scientists, as well as responding to the needs of society, the labor market, and professional fields,

to conduct innovative research and promote the dissemination of knowledge to society, as well as innovation and the exploitation of research results, adhering to the principles of scientific and ethical ethics, and sustainable development, social cohesion and non- distinction, the Comprehensive Planning and the digital transformation and contribute to national development priorities in accordance with the National Strategy for Research, Technological Development and Innovation and the National Strategy for Smart Specialization,

to promote cooperation with other HEIs of the country, research and technological bodies of Greece and abroad, as well as with public, European and international organizations and productive institutions,

to develop collaborations and alliances with higher education institutions abroad, creating joint study programs, strengthening the mobility of students, teaching, and other staff of HEIs, as well as researchers, contributing to the building of the European Higher Education and Research Area, to contribute to the formation of responsible citizens, capable of responding to the demands of all fields of human activities with scientific, professional and cultural competence and responsibility, with respect for human rights and the values of justice, freedom, democracy, social solidarity, of peace and equality and

to develop common educational and research infrastructures at home and abroad for the promotion of education, research, technology, and culture.

All Universities must conform to quality standards set by the Hellenic Authority for Higher Education (HAHE), which has been established by law 4653/2020, as an independent administrative body, under the supervision of the Ministry of Education and Religious Affairs and its mission is to ensure high quality in the field of higher education. Besides quality assurance, HAHE contributes in the formation and implementation of the national strategy for higher education.

Aiming at strengthening strategic planning, the law 4653/2020 introduced the obligation for HEIs to design and implement four-year action plans and establish institutional agreements with the Ministry of Education and Religious Affairs. Therefore, HEI's funding is partly (20%) based on performance criteria, such as internationalization, quality assurance, research and innovation, absorption of graduates in the labour market etc, while the other part (80%) is based on objective criteria such as the number of students and academic staff etc.

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According to Law v. 4957/2022, Higher Education Institutions (HEIs) draw up a multi-year strategic plan for academic development, in accordance with the national strategy program for higher education of Law 4653/2020, the national strategy for research and innovation, as well as the developments and the main objectives of the actions for higher education in the European and international area. The strategic plan has a duration of at least four (4) years. The plan includes the short-term and medium-term goals in the sectors that HEI wishes to develop, as well as the actions and means proposed for their implementation.

1.2.1 Organisation of studies

Studies are divided into three cycles:

First cycle of studies

It involves the attendance of a study programme. Successful completion leads to the award of a degree.

Studies last at least 4 years for most majors at HEIs of the university sector

They last for 5 years at:

Polytechnics

Other applied sciences (Agronomy, Forestry, Dentistry, Veterinary Medicine, Pharmaceutics)

Certain art departments (Music Studies and Fine Arts).

They last 6 years for Medical School.

Academic work is distributed in semester modules. Each academic year includes educational activities that correspond to 60 ECTS credits.

Second cycle of studies

It involves the attendance of a postgraduate programme. The duration of studies is at least two semesters. It includes modules corresponding to a minimum of 60 ECTS credits. It leads to the award of a master's degree (diploma metaptychiakon spoudon).

Some graduate programmes lead directly to a second-cycle degree. Such are the cases of the programmes offered by the departments of a) Architectural Engineering, b) Civil Engineering c) Mechanical Engineering, d) Rural and Surveying Engineering, e) Chemical Engineering and f) Electrical Engineering and Computer Engineering of many HEIs or those of the National Technical University of Athens.

According to Law 4957/2022, the successful completion of a first-cycle study of these programmes leads to the award of a single and integrated master's degree in the specialty of the Department and the degree corresponds to a level seven (7) degree in accordance with the National and European Qualifications Framework.

Third cycle of studies

It involves the attendance of a doctorate study programme. It requires a thesis preparation. Students have 3 full calendar years to complete the programme. It leads to the award of a doctoral diploma.

1.2.2 Quality assurance for Higher Education

In Higher Education, the provisions Law 4653/2020 regulate quality assurance. The external quality assurance is implemented by the National Authority for Higher Education.

The National Authority for Higher Education is an independent administrative authority whose mission is to ensure high quality in Higher Education. According to Law 4653/2020, National Authority for Higher Education is the continuation of the Authority for Quality Assurance and Accreditation in Higher Education, founded in 2006 and operating ever since.

The National Authority for Higher Education is an administratively autonomous party supervised by the Minister of Education, exercising legality control.

The Authority's mission is to:

contribute to the formulation and implementation of the national strategy for higher education and the distribution of the grant of the Higher Education Institutions (HEIs) and evaluate and certify the quality of the operation of HEIs.

The Authority guarantees the transparency of all actions; it also posts on its website the activities it develops and the decisions it takes. It is a member of ENQA and applies standards for the certification of the quality of HEIs and their study programs, which are aligned with the guiding principles and directives of the European Higher Education Area (ESG 2015).

Furthermore, according to the provisions of Law 4957/2022, the national framework for the internal quality assurance of HEIs was enriched by upgrading the institution of the Quality Assurance Units (MODIP) of HEIs. With the new regulation, MODIPs acquire a clear and specific organizational status in the internal institutional framework of HEIs and expand their responsibilities for the internal quality assurance of all academic and administrative units and all study programs of HEIs of all types and levels.

1.3 Lifelong learning

Lifelong learning activities at all levels (national, regional, local) are governed by the principle of monitor and evaluation by the General Secretariat for Lifelong Learning.

The aim is to evaluate the overall educational work and the continuous improvement of the quality of the provided services.

An important role holds the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), which, among other responsibilities, has developed the National Qualifications Framework and implemented the certification system for adult education trainers of non-formal education.

EOPPEP is the National Reference Point (NRP) for quality assurance; it represents Greece in the European Network for Quality Assurance in Vocational Education and Training (EQAVET).

The new Regulation of Vocational Training Institutes (IEK) provides for the creation of a new quality framework for Vocational Training Institutes (IEK) with target setting, clear criteria and quality indicators. The framework has been developed and is expected to be institutionalized in the near future.

1.4 Regulated Professions in Greece, with Competent Authorities

A list of regulated professions in Greece is provided in Annex I.

1.4.1 Recognition of Professional Qualifications and Professional Equivalence in Accordance with the Presidential Decree 38/2010: 265852

The Greek Point of Single Contact (PSC) is the central point of contact for the European citizen and for the business that wishes to provide their services in Greece, either through physical establishment or across borders.

It provides complete information on the procedures to be followed, the applications to be made to the competent bodies, the possible costs of these procedures (in the form of administrative fees or other fees) as well as the relevant legislation.

This procedure concerns the recognition of professional qualifications and professional equivalence of a degree, in accordance with the provisions of PD 38/2010, in order to achieve the free provision of specific professional services within the European Union.

Depending on whether the professional qualification is obtained from an EU country?

If the answer is no then:

If the qualification was obtained from a non-EU country and the applicant wants to work in an EU country, it is necessary to get it recognised in the EU country where the candidate want to work. In this case, the application for professional recognition is subject to national rules.

If the candidate wants to move to another EU country and has already worked for at least 3 years in the EU country that has first recognised the qualifications, the candidate can apply for professional recognition in another EU country under the rules that apply to professionals that have received their qualification from an EU country.

To prove that the candidate has the necessary experience to exercise the profession, a certificate may be needed to be issued by the EU country that first recognised the qualifications. This applies to both EU citizens and non-EU citizens.

If the answer is yes then:

Recognition of Professional Qualifications and Professional Equivalence in Accordance with the Presidential Decree 38/2010 applies.

Institutional Body: MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS

Description

This procedure concerns the recognition of professional qualifications and professional equivalence of a degree, in accordance with the provisions of PD 38/2010, in order to achieve the free provision of specific professional services within the European Union.

The procedure at a glance:

Points of Single Contact (ΚΕΠ – ΕΚΕ), Autonomous Department for the Application of European Legislation (ATEEN)

Digital provision points Digital services of the Ministry of Education and Religious Affairs

Number of Documents 6

Cost ~ 250€

Conditions:

1 The applicant shall have a TAXISnet username and password.

Possession of passwords

2 Exercising of a legally regulated profession in another member-state (EU, EEA, Switzerland) either as a freelancer or as a salaried person, including those practicing free professions (for the recognition of professional qualifications).

3 Acquisition of the professional qualifications in the member-state of origin (EU, EEA, Switzerland), for the recognition of professional qualifications.

4 The applicant shall have acquired a formal higher education degree from another member-state or third country: - Of at least three years of studies and attendance, for a first cycle degree
- Less than three years of studies and attendance for a post-graduate specialization degree, and
- At least three years of studies and attendance for a doctoral cycle of studies (for the recognition of professional equivalence of degree).

5 The applicant shall be a national of an EU member-state or of a third country (for the recognition of professional equivalence of degree).

6 The applicant shall not meet the requirements for the application of paragraph 1 of article 2 of PD 38/2010 on the recognition of professional qualifications (for the recognition of professional equivalence of degree).

Fees / Imposts

For the recognition of professional qualifications: administrative fee (e-paravolo):
100,00€

For the recognition of professional equivalence of degree: administrative fee (e-paravolo):



100,00€

In cases of administrative recourse against the decision of the competent authority:
administrative fee in favour of the state (e-paravolo):

50,00€

Documents:

1 Application – Solemn Declaration about the recognition of professional equivalence of degree, signed by the interested person.

Filed by Submitted by the applicant (digital)

Applicant status MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS

Identification and signature verification means Identification document

2 Clear photocopy of identity card or passport.

Identification document Filed by Submitted by the applicant (digital)

Applicant status Persons

3 Possession of the degree to be recognized, validated in accordance with the Hague Convention (APOSTILLE seal), in the original or as a legally validated copy and with an official translation thereof. For countries that have not ratified the Convention or about which Greece has objected, and only for them, the validation is performed by the local Greek Consulate Services. Or For higher education degrees from the United Kingdom: these may be submitted as photocopies validated by the British Council and translated by a competent domestic authority. Or For higher education degrees from France: these may be submitted as photocopies validated by the Institut Français and translated by a competent domestic authority.

Filed by Submitted by the applicant (digital)

Applicant status Persons

Identification and signature verification means Proof of Study

4 Official transcript of courses, with detailed grading of each year of study as well as the dates of admission and graduation which must be signed and bear the seal of the foreign higher education institute. It is submitted in a legally validated copy and with its official translation by the competent Greek authorities.

Filed by Submitted by the applicant (digital)

Applicant status Persons

Identification and signature verification means Certification

5 Syllabus of the Institute degree, which shall include a presentation of the courses that the applicant has been taught.

Filed by Submitted by the applicant (digital)

Applicant statusn Persons

Identification and signature verification means Proof of Study

6 Certificate or Attestation of Professional Qualifications when the profession/education that is the object of the application is regulated by law in the country where the professional

qualifications were acquired (e.g. registration in a professional Chamber, professional licence et al.).

Filed by Submitted by the applicant (digital)

Applicant status Persons

Identification and signature verification means Certification

6 Data of Professional Experience when the profession or the corresponding education are not regulated by law in the member-state of origin, evidence of the last decade in which the professional activity is clearly defined and documented by means of insurance documents and employer attestations.

Filed by Submitted by the applicant (digital)

Applicant status Persons

Identification and signature verification means Certificate of previous service

Legislation

Presidential Decree 38 2010 78 A

Joint Ministerial Decision ΔΙΑΔΠ/Φ.Α.2.1/25209 2011 2926 B

1.5 Level of centralization/decentralization

1.5.1 Higher Education Landscape in Greece

The Greek higher education sector comprises 24 public universities, including 4 polytechnic schools, at the cutting-edge of research across many fields.

A list of universities can be found at <https://studyinggreece.edu.gr/universities/>.

Available Masters can be found at: <https://studyinggreece.edu.gr/masters/>

1.5.1.1 Master's programs taught in Foreign Languages

Postgraduate studies lead to the award of a Postgraduate Diploma of Specialization (Master's degree). The principal goal of postgraduate studies is to provide students with specialization and additional skills in diverse scientific fields. Postgraduate courses offered by Greek public universities are open to Greek and international students. The admission requirements, criteria of selection, tuition fees are determined by the internal regulation of each program. Usually, candidates are selected on the basis of a selection process or their (oral and/or written) examination results.

Greece's 24 public universities offer a constellation of disciplinary and interdisciplinary international Masters offered in English, or other languages. The knowledge of one or more foreign languages (apart from the Greek) is an essential prerequisite for participation in the Master's programs. At the end of their studies, students have to prepare and present their Master's thesis. Courses last normally one year and a half (three semesters), including the time needed for the preparation of the Master's thesis. Aimed at boosting internationalization of

Greek higher education, many Greek university departments have established joint & dual Master's programs in collaboration with international higher education institutions.

1.5.1.2 Master's programs taught in Greek

There is a wide range of Master's programs taught in Greek.

Study in Greece in collaboration with the Greek Ministry of Education and Religious Affairs, has developed and maintains the official portal listing all Masters offered in Greece.

<https://masters.minedu.gov.gr/Masters/index/en>

1.5.1.3 The process of obtaining the right to offer a new specialization on the graduate level

The process is defined by the Greek law L.4957/2022 (New Horizons in Higher Education Institutions: Strengthening the quality, functionality and connection of HEIs with society and other provisions), Article 80.

Article 80 Procedure for establishing a new graduate (Master's) degree program

1. The establishment of Postgraduate Studies Programs (M.S.) is included in the multi-year development plan of each Department/School of the Higher Educational Institution (H.E.I.) and is part of the H.E.I.'s strategic planning.

2. The M.S. are organized by one (1) or more Departments of the same or another H.E.I. of the country and are aimed at the promotion of knowledge, the development of research and the satisfaction of the educational, research and development needs of the country. The M.S. they are governed by scientific coherence, have a subject related to the scientific fields of the Department that organizes them and meet the conditions that guarantee a high level of studies.

3. By decision of the Senate of H.E.I., following the recommendation of the Department's Assembly and the opinion of the Graduate Studies Committee, the establishment of a new M.S. With the establishment decision of the first paragraph, all issues governing the organization, operation and management of the M.S. and the following are regulated as a minimum:

- a) the title of the M.S. and the diploma awarded,
- b) the subject and purpose of the program, the learning outcomes and the qualifications obtained from successful completion of it,
- c) the duration of operation of the M.S., which cannot be less than five (5) years, with the possibility of extension, subject to its non-certification during the Department's periodic evaluation,
- d) the categories of graduates that are accepted and the other criteria that are necessary or taken into account during the selection process of those admitted, as well as the method of proving them,
- e) the evaluation method, which may include examinations, file evaluation and personal interview, as well as the candidate selection process,

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- f) the specializations of the M.S., which may lead to the awarding of a different diploma,
g)) the detailed study program by specialization, the titles and brief description (syllabus) of the courses, seminars, workshops and clinical exercises of the M.S. of activities defined as mandatory or optional for the successful completion of the M.S., with reference to the number of credit units (European Credit Transfer and Accumulation System ECTS) awarded per case,
h) the total number of credits (ECTS) awarded per M.S. specialization, if there is more than one (1) specialization, which cannot be less than sixty (60) credits (ECTS), as well as the number of academic semesters of the program,
- i) the official language of the program and the language of the thesis, which may differ from Greek,
j) the maximum number of admitted postgraduate students, or the maximum number of admissions per specialization of the M.S., if there are specializations,
- k) the funding sources of the M.S. and the amount of tuition fees, if tuition fees are specified,
- l) the rights and obligations of students, m) the possibility of granting scholarships with criteria excellence, as well as providing remunerative scholarships,
- n) the way of organizing the educational process of the M.S., through life or with methods of modern distance education in whole or in part,
- o) the possibility of providing the program as part-time study,
p) any other matter related to the operation of the program and the regulation of the operation of the program.

4. The proposal of the Assembly of the Department must be accompanied by:

- a) detailed budget of income and expenses for the first five (5) years of operation of the program, which includes all resources of the program, its operating costs, such as fees for the administrative technical support of the program, teaching staff fees, travel expenses , equipment and logistical infrastructure and other operational costs,
b) study of the feasibility and viability of the program to be established, in which the scientific and social reasons that make the operation of the M.S. necessary and important, its scientific coherence, its connection with the study programs of the first cycle are set out in detail of the Department provided, the teaching staff who are expected to teach at the M.S., the existing teaching staff of the Department with a related subject, as well as the other staff who are going to support the organization and operation of the M.S. , the logistical structure, equipment and building infrastructure expected to be used for the operation of the programme
b) study of the feasibility and viability of the program to be established, in which the scientific and social reasons that make the operation of the P.M.S. necessary and important, its scientific coherence, its connection with the study programs of the first cycle are set out in detail of the Department provided, the teaching staff who are expected to teach at the P.M.S., the existing teaching staff of the Department with a related subject, as well as the other staff who are going

to support the organization and operation of the M.S. , the logistical structure, equipment and building infrastructure expected to be used for the operation of the programme.

5. If the organization of M.S. is carried out by more than one (1) Department of the same or another H.E.I. of the country, as an inter-departmental or inter-institutional M.S. respectively, a special cooperation protocol is drawn up, which includes all the elements of par. 3 and 4, the obligations of each cooperating Department, the number of members of the curriculum committee, the participation and representation of each cooperating Department in the bodies of the M.S., the process of appointing the Director of the M.S., the H.E.I. which undertakes the administrative support of the program, the allocation methodology of resources of the M.S. and any other issue that is necessary for its proper functioning. By decision of the Senate of H.E.I., following a proposal by the Assembly of each cooperating Department, the special cooperation protocol is approved. The establishment decision is expedited by A.E.I. which undertakes the administrative support of the program.

6. The H.E.I. may cooperate for the organization of M.S. with Supreme Military Educational Institutions, Supreme Ecclesiastical Academies, research and technological bodies of article 13A of Law 4310/2014 (A' 258), University Research Institutes, the Academy of Athens, the Academy's Medical Biological Research Foundation of Athens, institutions and research organizations abroad, European and international bodies and organizations, as well as recognized scientific bodies and associations operating in the form of a legal entity under public law. Partnership with non-formal post-secondary education institutions of Law 3696/2008 (A' 177) is not allowed. In case of partnerships with institutions that do not provide equal education and equal degrees with H.E.I., the academic operation of M.S. belongs exclusively to H.E.I. By decision of the Senate of H.E.I. the special cooperation protocol for the organization of joint M.S. is approved, which includes at least the elements of paragraph 3 and the contribution of each collaborating institution in human resources, use of laboratory infrastructure and practical training. Especially for M.S. organized in collaboration with foreign institutions (common M.S.), the special cooperation protocol provides if the successful completion of the joint M.S. entails the acquisition of a single degree from the partner institutions or the acquisition of separate degrees from each partner institution.

Chapter 2: Student mobility

2.1 National and institutional regulations for credit transfer and recognition

ECTS has been adopted by most of the countries in the European Higher Education Area, including Greece, as the national credit system.

ECTS was designed to facilitate learning mobility between institutions for short-term study periods ('credit mobility'). ECTS has developed and been adopted for purposes of credit accumulation but it still plays a vital role in student mobility – facilitating the transfer and recognition of the achievements of the mobile student.

2.2 Regarding European Credit Transfer and Accumulation System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for making studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognised.

ECTS allows credits taken at one higher education institution to be counted towards a qualification studied for at another. ECTS credits represent learning based on defined learning outcomes and their associated workload.

ECTS enhances the flexibility of study programmes for students. It also supports the planning, delivery and evaluation of higher education programmes. It is a central tool in the Bologna Process, which aims to make national education systems more comparable internationally. ECTS also helps make other documents, such as the Diploma Supplement, clearer and easier to use in different countries.

Differences between national higher education systems can lead to problems concerning the recognition of qualifications and mobility periods abroad. This issue is addressed in part by enhancing the comprehension of the learning outcomes and workload of programmes of study. ECTS also makes it possible to blend different learning styles, such as university and work-based learning, within the same programme of study or through lifelong learning.

2.3 The way ECTS works in Greece

ECTS credits are the equivalent of a full year of study or work. In a standard academic year, these credits are usually broken down into several smaller modules. A typical 'short cycle qualification' typically includes 90-120 ECTS credits. A 'first cycle' (or bachelor's) degree consists of either 180 or 240 ECTS credits.

A master's degree equates to 90 or 120 ECTS credits. The use of the ECTS at the 'third cycle', or Ph.D. level, varies.

ECTS is applied to support student mobility between higher education institutions.

In ECTS, the following supporting documents help facilitate credit recognition for the purpose of mobility:

- Course Catalogue
- Learning Agreement (template found at <https://erasmus-plus.ec.europa.eu/resources-and-tools/mobility-and-learning-agreements/learning-agreements>)
- Transcript of Records
- Traineeship Certificate

The course catalogues, Learning Agreements and Transcripts of Records help the recognition and transfer of credits earned by students during a mobility period abroad. The ECTS Users' Guide describes the system and how it is used in greater detail.

2.3.1 Learning Agreements

The purpose of the Learning Agreement is to provide a transparent and efficient preparation of the exchange to make sure that students receive recognition for the activities successfully completed abroad.

The Learning Agreement sets out the programme of the studies or the traineeship to be followed abroad. It must be approved by the student, the sending and the receiving institution, organisation or enterprise before the start of the exchange.

The Learning Agreement should include all the learning outcomes the student is expected to acquire during the exchange. All parties signing it commit to complying with all the agreed arrangements, thereby ensuring that the student will receive the recognition for the studies or traineeship carried out abroad without any further recognition requirements. In case of incoming mobilities for traineeships for KA171, the Learning Agreement needs to be signed by the trainee, the beneficiary HEI, the receiving organisation/enterprise and the sending partner HEI.

Paper to digital formats:

As part of the European Student Card Initiative and the efforts to promote environmentally-friendly practices in Erasmus+, Learning Agreements are switching from a paper format to a digital format. The digital Learning Agreements are referred to as the Online Learning Agreements (OLAs). They are progressively being rolled out, starting with Online Learning Agreements for intra-European student mobility for studies, to be followed by digital Learning Agreements for intra-European student mobility for traineeships, and for international student mobility.

For student mobility for studies, the Online Learning Agreement is becoming the standard, in line with the European Student Card Initiative. The OLA should detail the learning outcomes that will contribute to the student's degree upon successful completion of the study programme abroad. For student mobility for traineeships, the Learning Agreement should set out how the learning outcomes will be recognised depending on whether it counts towards the student's degree, is taken on a voluntary basis (not obligatory part of the degree) or is being carried out by a recent graduate.

2.3.2 Inter-institutional Agreements

Inter-institutional agreements can be signed between two or more higher education institutions (HEIs). They set the framework conditions for the student and staff mobilities which take place between institutions funded by the Erasmus+ programme.

Intra-European mobility

Mobility between HEIs in EU member states and non-EU countries associated with Erasmus

Both or all institutions must be holders of the Erasmus Charter for Higher Education.

2.3.3 International mobility

Mobility between HEIs in EU member states and non-EU countries either associated or not with Erasmus HEIs in EU members states and associated third countries must hold the Erasmus Charter for Higher Education. HEIs in non-associated third countries must agree to the principles laid down in the Charter via the inter-institutional agreement

2.3.4 Outcomes of the agreements

By signing an inter-institutional agreement, the institutions involved agree to cooperate on the exchange of students and / or staff in the framework of Erasmus+.

They mutually commit to respecting the quality requirements of the Erasmus Charter for Higher Education in all aspects of the organisation and management of mobility, and agree on a series of quantitative and qualitative measures to ensure mobility of high quality and impact.

It is recommended that HEIs sign this inter-institutional agreement as soon as an Erasmus+ grant is awarded, and in any case before the first mobilities take place.

2.3.5 Digitalisation of agreements

As part of the European Student Card Initiative and the efforts to promote environmentally-friendly practices in Erasmus+, the inter-institutional agreements (IIAs) will move from a paper to a digital format. The digital IIAs are progressively being rolled out.

Phase 1 – mobility between EU member states and third countries associated to the Programme
Phase 2 – other mobilities including international mobility

Academic year 2021/2022 is a transitional year in which progressively all HEIs join the Erasmus Without Paper infrastructure in order to be able to renew IIAs digitally. Until the IIAs can be renewed digitally, the existing IIAs from the Erasmus+ programme 2014-2020 may remain valid. In cases where digital management of IIAs is not possible for justifiable reasons, editable templates are provided.

2.6 Institutional regulative framework and toolkit, templates for credit recognition

Institutional regulative framework and toolkit follows the national regulative framework.

Accordingly, examples include:

Learning Agreement templates, found at <https://erasmus-plus.ec.europa.eu/resources-and-tools/mobility-and-learning-agreements/learning-agreements>

Inter-institutional agreement templates, found at <https://erasmus-plus.ec.europa.eu/resources-and-tools/inter-institutional-agreement>.

Other templates exist for:

- Digital bilateral agreement (intra-European mobility)
- Editable bilateral agreement (intra-European mobility)
- Editable multilateral agreement (intra-European mobility)
- Editable bilateral/multilateral agreement (international mobility)
- Erasmus+ Inter-institutional agreement between Programme and Partner countries

2.5 Available information at IHU

Templates obtained from the Erasmus website, e.g.: <http://ecs.ihu.edu.gr/co/erasmus/forms-documents.html>.

2.5.1 Credit Allocation Methodology

Credit Allocation methodology is described below for the International Center of International Programmes of Studies (UCIPS) of IHU:

Methodology used for the allocation of credits to course units followed for outgoing IHU students.

The International Hellenic University has a comprehensive and rigorous policy in place for the allocation of credits to the different course units followed by IHU students abroad.

In the case of agreed student mobility or in the case the student mobility is a compulsory element of an IHU programme of study, the International Hellenic University (“home institution”) and the partner institution (“host institution”) shall agree in advance on the recognition of periods of study abroad. The respective School General Assembly has ultimate power and responsibility for approving credit transfer from the host institution to a programme of study within the School, upon recommendation of the Programme Director of the IHU programme on which the student taking part in student mobility is registered.

Successful credit transfer requires recognition of credits. Recognition of credits is the process through which IHU certifies that certain learning outcomes achieved and assessed at the host institution satisfy certain requirements of an IHU programme. Naturally the credits and learning outcomes of a single educational component in different programmes cannot be identical. Fair recognition, rather than perfect or absolute equivalence, should be sought. The University therefore takes a flexible approach to recognition of credits obtained in another context.

Credit recognition should be based on the learning outcomes achieved as part of the educational component at the host institution. As stipulated in the ECTS User’s Guide, recognition means that the number of credits gained for suitable learning outcomes achieved, at the appropriate level, in another context will replace the number of credits that are allocated for these learning outcomes at the awarding institution

Before the commencement of the mobility, the Programme Director in cooperation with the ECTS Coordinator shall:

Study the intended learning outcomes, the level and, where possible, the curriculum and the assessment methods of the educational component (i.e. course) that the student wishes to take as part of the student mobility.

Compare the intended learning outcomes of the educational component at the host institution with the intended learning outcomes of the equivalent educational component (if any) of the student’s programme of study at the IHU.

Evaluate whether the intended learning outcomes of the educational component at the host institution meet the learning outcomes of the equivalent education component of the student’s programme at the IHU.

If, following the evaluation, it is found that the intended learning outcomes of the educational component at the host institution meet the learning outcomes of the equivalent component of the student’s programme at the IHU, they may then approve credit transfer.

The Programme Director shall then submit a recommendation for approval of credit transfer to the School General Assembly which has ultimate power and responsibility for the final approval of the transfer of credits.

To facilitate comparability and transfer of grades for mobile students, the ECTS Grading Table will be used and will be included in section 3b of the Transcript of Records and in section 4.4 of the Diploma Supplement.

If credit transfer has not been approved by the School General Assembly, participation in student mobility will only be recorded in section 6.1 of the Diploma Supplement.

The ECTS user’s guide can be found at:

https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_en.pdf

2.5.2 Diploma Supplement

A sample **Diploma Supplement** is shown in Annex II, issued by the School of Science and Technology, UCIPS, IHU, for the MSc in |Environmental Management and Sustainability.

2.6 Financial instruments for credit transfer

2.6.1 Erasmus+ european programme student mobility

The main mode for student mobility is the Erasmus+ European programme student mobility.

Erasmus+ student mobility is promoted through the following actions:

Key Action 1 - «Learning Mobility of Individuals»- Mobility Project for Higher Education Students

This action supports physical and blended mobility of higher education students in any study fields and cycle (short cycle, bachelor, master and doctoral levels). Students can either study abroad at a partner higher education institution or carry out a traineeship in an enterprise, a research institute, a laboratory, an organisation or any other relevant workplace abroad. Students can also combine a study period abroad with a traineeship, further enhancing the learning outcomes and development of transversal skills. While long term physical mobility is strongly encouraged, this action recognises the need to offer more flexible physical mobility duration to ensure the programme is accessible to students from all backgrounds, circumstances and study fields.

The objective is to foster employability, social inclusion, civic engagement, innovation and environmental sustainability in Europe and beyond by enabling any student to have the opportunity to study or train abroad as part of their studies in order to:

expose students to different views, knowledge, teaching and research methods as well as work practices in their study field

develop their transversal skills such as communication, language, problem solving, inter-cultural skills and research skills

develop their forward looking skills, such as digital skills, that will enable them to tackle the challenges of today and tomorrow

facilitate personal development such as the ability to adapt to new situations and self-confidence.

Student mobility can be carried out in any study field and cycle (short cycle/bachelor/master/doctoral). To ensure high-quality mobility activities with maximum impact on the students, the mobility activity has to be compatible with the student's degree-related learning and personal development needs.

Students may carry out the activities described below:

A study period abroad at a partner higher education institution. The study period abroad must be part of the student's study programme to complete a degree at any study cycle. A study period abroad may include a traineeship period as well. Such a combination creates synergies between the academic and professional experience abroad.

A traineeship (work placement, internship) abroad in an enterprise, a research institute, a laboratory, an organisation or any other relevant workplace. Traineeships abroad are supported during studies at any study cycle and for recent graduates. This also includes teaching assistantships for student teachers and research assistantships for students and doctoral candidates in any relevant research facility. To further enhance the synergies with Horizon Europe, these mobilities can also take place in the context of Horizon Europe funded research projects, in full respect of the principle of no double EU funding of activities. Wherever possible, the traineeships should be an integrated part of the student's study programme.

Student mobility for studies: from 2 months (or one academic term or trimester) to 12 months. This can include a complementary traineeship period, if planned, and may be organised in different ways depending on the context: either one activity after the other or both at the same time. The combination follows the funding rules and minimum duration of study mobility

Student mobility for traineeships: from 2 to 12 months.

The sending and receiving organisations, together with the students/staff, must have agreed on the activities to be undertaken by the students - in a 'Learning Agreement' - or by staff members - in a 'Mobility Agreement' - prior to the start of the mobility period. These agreements define the target learning outcomes for the learning period abroad, specify the formal recognition provisions of each party.

The rights and obligations are set out in the grant agreement. When the activity is between two higher education institutions (student mobility for studies including blended mobility, and staff mobility for teaching), an 'inter-institutional agreement' has to be in place between the sending and the receiving institutions before the exchanges can start.

All available and necessary information is described in the Erasmus+ Program Guide which is published on the IKY website.

Information for Erasmus funding for IHU students can be found at:

<http://ecs.ihu.edu.gr/co/erasmus/erasmus-funding-ihu-students.html>

International student mobility

The primary objective of the Mobility Action in Higher Education is to support mobility activities between EU Member States and third countries associated with the program — the European dimension.

Intensive short courses

These are intensive short-term programs that employ innovative learning and teaching methods, including the use of online collaboration. These programs may include challenge-based learning, in which transnational and interdisciplinary teams work together to address challenges, such as challenges related to the United Nations Sustainable Development Goals or other societal challenges identified by regions, municipalities or companies.

Mixed student mobility

In the case of mixed student mobility, activities may include participation in courses offered in the form of mixed learning at any partner higher education institution, online training and assignments, or participation in intensive mixed mobility programs.

2.6.2 Other modes of student mobility include scholarship programmes

Greek citizens can receive scholarships from foreign bodies such as embassies, state scholarship foundations, international organisations, etc. IKY acts as an information hub for such scholarships. Interested parties may be informed on their own initiative in accordance with the corresponding invitations. IKY has partnered with the European Organisation for Nuclear Research CERN in order to deliver grants for participation into CERN educational programmes.

Scholarships granted by the ministry of education

The Directorate of Organisational and Academic Development of the Ministry of Education is responsible for:

awarding scholarships in line with bilateral cultural agreements as well as grants based on bequests.

Scholarships granted by the state scholarships foundation

The State Scholarships Foundation (IKY) is the designated national agency for scholarships since 1951, awarding scholarships at undergraduate, postgraduate, doctoral and postdoctoral levels. All relevant information is available on the IKY website (<https://www.iky.gr/en/>). Indicatively, the following actions are mentioned:

Manages a small number of bequest grants for postgraduate studies and academic/doctoral research in Greece or abroad. The grant-holder selection process is based on written tests or other criteria determined by the bequest's terms and conditions as well as the current legislation on bequests.

Awards grants for doctoral and post-doctoral research and training at the European University Institute in Florence.

Awards scholarships to foreign nationals for postgraduate and post-doctoral studies.

Awards scholarships for Modern Greek Language and Culture courses. This programme is intended for foreign nationals, holders of a graduate degree from a non-Greek university outside Greece, who do not permanently reside in Greece. Courses and seminars are being offered since 1992. From 2006 and onwards candidates from all over the world join activities. Award is of 8 months duration (usually from October to May) and takes place in any of the public universities in Greece. It covers all levels of language competency. The programme also includes cultural events and educational visits to Greek sites of historical interest. A certificate of attendance is awarded upon completion of the programme. The scholarship covers accommodation and living expenses, tuition fees and subsistence, health insurance (public healthcare only), a monthly allowance of 150 Euro and a one-off 200 Euro allowance covering expenses incurred on arrival.

Awards scholarships for Greek expatriates studying (at bachelor or postgraduate level) at the Hellenic College Holy Cross Greek Orthodox School of Theology in Boston and Greeks studying at Theology schools in Greece; they cover expenses for a study period spent in Greece and Boston by the afore-mentioned student categories respectively. Duration of studies, student attendance and course units obtained at the destination university are fully validated and recognised by the sending university.

Awards scholarships of Greek-French Cooperation for higher studies in France.

Scholarships granted by other state bodies

A small number of scholarships for undergraduate or postgraduate studies are also awarded through other public agencies:

The Ministry of Foreign Affairs

The Hellenic Institute for Byzantine and Post-Byzantine Studies in Venice funded by the Ministry of Foreign Affairs and the Ministry of Education.

Scholarships and bequests by private institutions

There is a significant number of private foundations that award grants and bequests for higher education and postgraduate studies in specific areas. This is an indicative list of such foundations:

Bodossaki Foundation

Alexander S. Onassis Public Benefit Foundation

Fullbright Foundation.

2.7 Double, joint and multiple degrees: fostering cooperation and mobility

Establishment of double, joint and multiple degrees has been recently included in Greek law (L 4957/2022).

There are currently in Greece more than 140 postgraduate programs and two bachelor degree programmes that are taught in English. Universities offering these courses include the International Hellenic University, National and Kapodistrian University of Athens, Athens University of Economics and Business, Aristotle University of Thessaloniki, University of Crete, University of the Aegean, University of Peloponnese, and the University of Macedonia, covering a wide range of academic disciplines from Humanitarian Studies and Classics to Medicine, Business Administration and Shipping.

Currently, in the Greek Higher Education system, Erasmus Mundus joint Master's degrees are running. The catalogue of the available (16) programmes for 2023 includes:

-Human Diseases Models Morphological Phenotyping

MorphoPHEN - <https://morphophen.eu/>

Project locations

Spain, Italy, Portugal, Greece

-Erasmus Mundus Master in Biomedical Engineering

EMMBIOME - <http://www.emmbiome.eu/>

Project locations

Serbia, Greece, Romania

-EMJM AQUACULTURE, ENVIRONMENT AND SOCIETY – STAR

EMJM ACES-STAR - <https://www.emm-aces.org/>

Project locations

Greece, United Kingdom, France

-Masters degree in Environmental Sciences, Policy and Management

MESPOM - <https://mespom.eu/>

Project locations

Austria, Sweden, Greece, United Kingdom

-ERASMUS MUNDUS JOINT MASTER in ARCHAEOLOGICAL MATERIALS SCIENCE

ARCHMAT - <http://www.erasmusmundus-archmat.eu/>

Project locations

Portugal, Italy, Greece

-Islands and Sustainability

ISLANDS - <https://islandsmaster.eu/>

Project locations

Netherlands, Greece, Spain, Iceland

-EU-CONEXUS Joint Master Programme in Marine Biotechnology

JMPMB - <https://www.eu-conexus.eu/en/marine-biotechnology/>

Project locations

Spain, France, Greece, Lithuania, Croatia, Romania

-Erasmus Mundus Joint Master Degree in Sports Ethics and Integrity

MAiSI - <http://www.maisi-project.eu/>

Project locations

Belgium, Czechia, Spain, Germany, United Kingdom, Greece

-Master Food Identity

Food ID - <http://masterfoodidentity.com/>

Project locations

France, Romania, Greece, Italy

-Nanomedicine for Drug Delivery

NANOMED - <http://master-nanomed.eu/>

Project locations

France, Italy, Greece

-European Master in Palaeontology, Geoheritage, Applications

PANGEA - <http://www.master-pangea.eu/>

Project locations

France, Sweden, Portugal, Greece

-South European Studies

EUROSUD - <https://www.southeuropeanstudies.eu/>

Project locations

United Kingdom, Italy, Greece, Spain, France

-European Master in Advanced Solid Mechanics

STRAINS - <https://master-strains.eu/>

Project locations

France, Poland, Greece, Italy, Belgium

-World Textile Engineering Advanced Master

WE-TEAM - www.we-team.education

Project locations

Belgium, Sweden, Greece, Spain, Japan, France

-Cultures Littéraires Européennes - CLE

CLE - <https://www.cle.unibo.it/>

Project locations

Italy, India, Greece, Senegal, France, Portugal

-EMJMD Architecture, Landscape and Archaeology

ALA - <https://www.masterala.eu/>

Project locations

Italy, Portugal, Greece

-The IHU Erasmus Mundus joint Master's programme in Smart Cities and Communities (SMACCS) has been renewed for another 5 year period. The new cycle will start on September 2024.

2.8 Case studies and examples of successful credit recognition and student mobility initiatives, collaborative degree programs

At the IHU University Center of International Programmes of Studies, School of Science and Technology, the Erasmus Mundus Joint Master's in Smart Cities and Communities is available (<https://www.ihu.gr/ucips/postgraduate-programmes/smaccs>). The MSc programme was available for the time period 2019-2020 through 2022-2023. The new cycle will start on September 2024.

The overview of the MSc programme includes:

The Erasmus Mundus Joint Master Degree in Smart Cities and Communities of the International Hellenic University aims to provide interdisciplinary postgraduate level education in current technical, methodological and business areas in the field of smart cities at a technical and methodological level, combining knowledge of applied sciences, engineering and information and communication technologies.

The programme is designed to educate the next generation of engineers and researchers in Smart Cities and Communities by learning best practice from 4 of Europe's most prestigious universities and by fostering collaboration with industry through research. Students will have the opportunity to acquire new and valuable skills and benefit from state-of-the-art research at regional and transnational level, fostering innovation, entrepreneurship, creativity, employability, knowledge exchange and multidisciplinary learning. The courses of the programme are taught exclusively in English.

Partners include:

International Hellenic University

Heriot Watt University

Universite de Mons

Universidad del País Vasco

Mobility at SMACCS:

SMACCS students start to earn their first 30 ECTS credits during their first academic year at HWU (U.K.) or UPV/EHU (Spain), according to the mobility path they follow.

SMACCS students continue to earn their next 30 ECTS credits during their first academic year at UMONS or IHU.

During their 3rd semester, SMACCS students will study at HWU or UPV/EHU. That means that each student will have the opportunity to study at least 1 semester at 3 different Partner Universities and 3 different countries.

The students are expected to choose their thesis topic before the end of the 2nd semester.

Study periods outside of the four SMACCs main partner universities (typically during the 4th semester) will be arranged on a student-by-student basis depending on the courses and thesis supervision offered by the associated partners (universities, research institutes and companies) as well as the student's interest, academic performance and language abilities. The general mobility arrangement within the academic programme is schematized in the Mobility Table. There are also extra courses (8 in total) offered by the 4 Partner Universities that the students can follow if they want to deepen their knowledge in a particular area of research. These courses can be by distance learning or on-line; for details refer to the Programme Structure part. Extra courses (11 in total) are also offered by the Associated Universities. These courses can again be by either distance learning or on-line. Each year, partner universities organize in turn a summer school that takes place in July.

Learning Outcomes

The SMACCs Joint Master Programme educates the next generation of engineers and researchers to work in diverse teams, to cross disciplinary and sectorial boundaries and apply advanced technologies related to smart cities and communities across many scales of time and space.

Students will obtain generic competences, such as:

- Ability and understanding of the needs for life-long learning;
- Ability of involving in multidisciplinary teams in discussing and solving technical problems;
- Awareness of importance of administrative requirements, punctuality, and cooperation;
- Communication abilities;
- Integration abilities.
- Foreign language competences
- Entrepreneurship skills

Students will also obtain the following specific competences:

- Understanding of the smart cities and communities concept, the inter-relation of parameters and ability to determine key effects from small to large scale;
- A specialization on a specific field of the context of 'smart cities and communities'
- Ability to develop theoretical and experimental routes to study and solve smart cities and communities problems;
- Ability to integrate multidisciplinary requirements into a coherent solution combining the knowledge from different fields related to smart cities and communities;
- Independent thinking, creativity and ability to tackle smart cities and communities problems in teams with individual responsibility;
- Ability to work as an expert engineer and researcher in multicultural and interdisciplinary teams in the broad field of energy efficiency on buildings, smart grids, sustainable mobility, energy and urban planning and ICT on smart cities and communities;
- Acquaintance with the industrial requirements, and specifics of industrial sector and academia;
- Capability to evaluate, produce and apply scientific information and knowledge about the different specialization problems and solutions to industry;
- Ability to identify the problem, analyse possible solutions, propose the routes and write clear proposals to achieve the required goals;

Ability to communicate with experts from academic and industrial background through written documents, presentations, and discussions;
Internships experience at the industrial environment to link the application-related studies with theoretical education backgrounds.

2.8.1 Bilateral (inter-institutional) agreements for student and staff mobility at the UCIPS of IHU

At the IHU University Center of International Programmes of Studies, the following bilateral (inter-institutional) agreements for student (and staff) mobility are available:

SCHOOL	UNIVERSITY	Erasmus Code	Country	City	Start Year	End Year
School of Humanities, Social Sciences and Economics	Armenian State University of Economics (ASUE)	YEREVAN	Armenia	Yerevan	2014	2027
School of Humanities, Social Sciences and Economics	Dokuz Eylul University	TRIZMIR 01	Turkey	Izmir	2016	2027
School of Humanities, Social Sciences and Economics	IPAG Business School	F PARIS 105	France	Paris	2014	2027
School of Humanities, Social Sciences and Economics	ISTANBUL AYDIN UNIVERSITY	TR ISTANBU25	Turkey	Istanbul	2014	2027
School of Humanities, Social Sciences and Economics	ISTANBUL MEDENIYET UNIVERSITY	TR ISTANBU48	Turkey	Istanbul	2015	2027

School of Humanities, Social Sciences and Economics	Izmir University of Economics (IUE)		Turkey	Izmir	2014	2027
School of Humanities, Social Sciences and Economics	Kühne Logistics University KLU	D HAMBURG 19	Germany	Hamburg	2014	2027
School of Humanities, Social Sciences and Economics	Pamukkale University Honaz Vocational School	TR DENIZLI01	Turkey	Honaz/Denizli	2014	2027
School of Humanities, Social Sciences and Economics	Türk Hava Kurumu University		Turkey	Ankara	2014	2027
School of Humanities, Social Sciences and Economics	UNIVERSITE DE SAVOIE	F CHAMBERO 1	France	Chambery	2014	2027
School of Humanities, Social Sciences and Economics	University of Craiova	RO CRAIOVA01	Romania	Craiova, Dolj	2015	2027
School of Humanities, Social Sciences and Economics	University of Oldenburg	D OLDENBU 01	Germany	Oldenburg	2016/17	2027



School of Humanities, Social Sciences and Economics	UNIVERSITY OF REIMS	F REIMS 01	France	Reims	2015	2027
School of Humanities, Social Sciences and Economics	Yasar Universitesi	TR IZMIR05	Turkey	Bornova, Izmir	2014	2027
School of Economics, Business Administration and Legal Studies	ISAG BUSINESS SCHOOL	P PORTO16	PORTUGAL	PORTO	2014	2027
School of Humanities, Social Sciences and Economics	COMENIUS UNIVERSITY IN BRATISLAVA	SK BRATISLO2	BRATISLAVA	SLOVAKIA	2016	2027
School of Humanities, Social Sciences and Economics	WARSAW SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT	PL WARSAW 79	POLAND	WARSAW	2018	2027
School of Humanities, Social Sciences and Economics	VISTULA UNIVERSITY	PL WARSAW 78	POLAND	WARSAW	2018	2027
School of Humanities, Social Sciences and Economics	CHARLES UNIVERSITY IN PRAGUE	CZ PRAHA07	Czech Republic	Praha	2014	2027
School of Humanities, Social Sciences and Economics	Sofia University - St. Kliment Ohridski	BG SOFIA16	Bulgaria	Sofia	2012	2027
School of Humanities, Social Sciences and Economics	YILDIZ TEKNIK UNIVERSITESI	TR INSTABULO 7	Turkey	Istanbul	2011	2017
School of Science and Technology	Izmir University of Economics (IUE)		Turkey	Izmir	2014	2027

School of Science and Technology	UNIVERSITE DE SAVOIE	F CHAMBERO1	France	Chambery	2014	2027
School of Science and Technology	Yasar Universitesi	TR IZMIR05	Turkey	Bornova, Izmir	2014	2027
School of Science and Technology	UNIVERSITE LILLE 1	F LILLE01	FRANCE	LILLE	2015	2027
School of Science and Technology	TU DRESDEN	D DRESDEN02	GERMANY	DRESDEN	2018	2027
SCHOOL OF SEBA	UNIVERSITE DE PERPIGNAN VIA DOMITIA	F PERPIGN01	FRANCE	PERPIGNAN	2016	2027
Kazimierz Pułaski	University of Technology and Humanities in Radom	PL RADOM01	RADOM	POLAND	2016	2027
School of Science and Technology	Universitat de les Illes Balears	E PALMA01	SPAIN	PALMA DE MALLORCA	2018	2027
School of Humanities, Social Sciences and Economics	Universidad de Alicante	E ALICANT01	SPAIN	ALICANTE	2019	2027
School of Humanities, Social Sciences and Economics	Universita degli Studi "SUOR ORSOLA BENICASA"	I NAPOLI04	ITALY	NAPOLI	2019	2027
School of Science and Technology	ECAM LYON	F LYON 13	FRANCE	LYON	2019	2027
School of Science and Technology	TUHH Hamburg University of Technology	D HAMBURG03	GERMANY	HAMBURG	2020	2027
School of Science and Technology	LUBLIN UNIVERSITY OF TECHNOLOGY	PL LUBLIN03	POLAND	LUBLIN	2019	2027
School of Humanities, Social Sciences and Economics	LUBLIN UNIVERSITY OF TECHNOLOGY	PL LUBLIN03	POLAND	LUBLIN	2019	2027

<http://ecs.ihu.edu.gr/co/erasmus/forms-documents.html>

Chapter 3. Education for Sustainable Development

3.2 National regulative framework for integrating ESG and green skills in education and research

3.1.1 Policy and Enabling Environment

- The overall responsibility for monitoring and coordinating, at the highest political level, the national implementation of the 2030 Agenda and the SDGs lies with the Presidency of the Government (PoG), established by the “Executive State” law in August 2019, with the view to coordinate the planning process and to monitor the implementation of the whole government work, ensuring the promotion of a whole-of-government approach and reinforcing the much-needed political ownership of public policies.
- Greece has established, within the Presidency of the Government, a monitoring and review mechanism responsible for measuring progress towards the implementation of government work and evaluating systematically strategic public policies and reform measures, including those which are closely related to the SDGs, on the basis of robust, high-quality and quantified evidence.
- The three dimensions of sustainable development - economic, social and environmental - lie at the heart of the Greek Government programme and policy-making process. They are reflected, in a coherent and balanced manner, in the strategic national priorities and the overall policy framework of Greece, including reform strategies, actions plans, legislative initiatives, funding programmes and instruments. An illustrative example is the National Recovery and Resilience Plan (NRRP, «Greece 2.0») adopted on 27 April 2021 that includes a comprehensive package of forward-looking reform measures and investment actions aimed at accelerating the transition of the country towards a more sustainable and inclusive growth model and fostering its economic, social and institutional resilience. The NRRP is structured around four key pillars inextricably linked to the core priorities and objectives of the SDGs, including:
(i) green transition, (ii) digital transition, (iii) employment, skills and social cohesion, and (iv) private investment and economic and institutional transformation.
- Over the last two years, the Greek Government has endorsed a number of National Action Plans and Strategies that mainstream, in an integrated manner, the three dimensions of sustainable development and the principle of leaving no one behind in public policies and reform measures, placing emphasis on targeted measures which support the most vulnerable groups and those who are furthest behind, including people with disabilities, minorities, women and children and promote human rights, gender equality and social inclusion.
- The Hellenic Statistical Authority (ELSTAT) reviewed and updated in 2020 and 2022 respectively a comprehensive set of national indicators on the SDGs developed, after consultation with ministries, with a view to monitoring the quantitative progress made towards the achievement of the 17 SDGs at national level.
- The Hellenic Parliament has played, over the last years, an instrumental role in elaborating and examining bills or law proposals, along with participating in important initiatives at international level, which fall, inter alia, within the overall scope and objectives of the 2030 Agenda. In recent years, the

Special Permanent Parliamentary Committee on Environmental Protection (SPPCEP) has enhanced its role with regard to the promotion and implementation of a wide range of SDGs. It initiates and steers debates about the SDGs, integrates the SDGs in its annual reports and monitors government initiatives on whether they are effectively and comprehensively promoting the 2030 Agenda and ensuring policy coherence for sustainable development.

- Stakeholders from a wide range of sectors of society, including local and regional authorities, social partners, civil society organisations and research institutions, have substantially mainstreamed the sustainability principle and the SDGs into their work programme, strategic priorities, key projects and actions, since 2018. New networking endeavours are also being witnessed, creating synergies, promoting cooperation and partnerships and strengthening advocacy and consultation with public bodies on a wide range of issues related to the SDGs.

3.1.2 Institutional mechanisms

The Centre of Government

The overall responsibility for monitoring and coordinating, at the highest political level, the national implementation of the 2030 Agenda and the SDGs lies with the Presidency of the Government (PoG) established by the “Executive State” law in August 2019. The core mission of the PoG is to assist the Prime Minister in performing his duties, ensuring the effective coherence, coordination and monitoring of the entire government work. The PoG comprises executive units and processes that are crucial for the promotion and implementation of policies that pertain to sustainable development, including: the General Secretariat of Coordination (GSCO), the General Secretariat for Legal and Parliamentary Affairs (GSLPA) and the Special Secretariat for Strategic Foresight (SSSF).

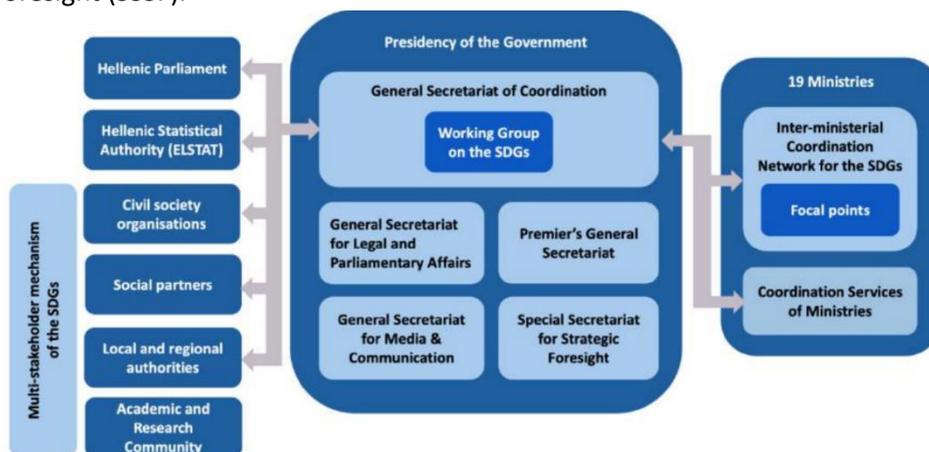


Figure. Institutional mechanism for the the national implementation of the 2030 Agenda

National Recovery and Resilience Plan (RRP)

In 2020, the European Union and its Member States agreed on an ambitious comprehensive plan to build back better from the adverse effects of the COVID-19 pandemic and to make European societies and economies more sustainable, inclusive and resilient. This overarching plan is substantially supported by a temporary recovery instrument, the EU Recovery and Resilience Facility (RRF), which assists Member States in promoting and implementing a wide spectrum of strategic reforms and investments set out in national recovery and resilience plans strictly

monitored in terms of quality, achieving milestones and targets and timelines. The RRF focuses on the following six thematic policy pillars closely related to the key priority areas of the 2030 Agenda:

(i) green transition, (ii) digital transformation, (iii) smart, sustainable and inclusive growth, (iv) social and territorial cohesion, (v) health and economic, social and institutional resilience, and (vi) policies for the next generation.

The Greek Recovery and Resilience Plan, RRP («Greece 2.0»), which was one of the first to be submitted to the European Commission on 27 April 2021, introduces a comprehensive and coherent package of forward-looking reform measures and investment actions aimed at accelerating the transition of the country towards a more sustainable and inclusive growth model and fostering its economic, social and institutional resilience.

. This package of reform and investment measures is financially supported by a budget of €31.164 billion up to 2026. In particular, the Greek plan comprises 106 investment measures and 68 reforms to be supported by €17.77 billion in grants and €12.73 billion in loans. The Greek RRP is structured around four key pillars inextricably linked to the core priorities and objectives of the SDGs, including:

(i) green transition, (ii) digital transition, (iii) employment, skills and social cohesion, and (iv) private investment and economic and institutional transformation. It is worth pointing out that 37.5% of the national RRP will support climate-related objectives, whereas 23.3% of the plan will advance digital transformation.

The consistency and compatibility of Greece's RRP with the specific objectives and targets set out in the 2030 Agenda is also confirmed, inter alia, by an analysis performed by the EU Joint Research Centre in 2020. According to this analysis, all SDGs are considerably served by the national RRP, though emphasis is reasonably placed on crucial systemic issues, including sustainability of the healthcare system and economic productivity that increasingly emerged during the COVID-19 pandemic.

3.1.3 Incorporation of the three dimensions of sustainable development

In 2019, the European Commission (EC) presented the “Green Deal”, a roadmap with reference to the profound transformation of the European Union's economy, aiming at sustainable growth. The EC introduced, subsequently, a new financial Just Transition Mechanism (JTM), to make the transition to climate neutrality in a fair way (“Sustainable Europe” plan). Greece, with a history of lignite dependence, originally committed to withdrawing all lignite power plants by 2023, except for one that will be operational by 2028. This initial plan underwent revision after the dramatic fluctuations in European energy stability caused by the war in Ukraine, extending withdrawal by 2 years.

With a view to a sustainable and socially fair transition of these areas, the Government has prepared a comprehensive Just Transition Development Plan (JTDP), in order to create new values and socio-economic inclusion opportunities in sectors and branches other than the lignite-related ones, building on technical advantages such as the electricity grid infrastructure and the presence of a significant number of professionals with technical skills. The Plan is composed by five policy pillars (clean energy, industry and trade, smart agriculture, sustainable tourism, technology and education), which are in line with the EU's policy objectives (a smarter, greener, more connected, more social and closer to its citizens Europe) and at the same time

integrate the three dimensions (social, environmental, economic) of sustainable development. On the other hand, the Plan outlines a number of actions that are already being carried out towards addressing immediate social needs, such as ensuring sufficient capacity for district heating and an Observatory to provide reliable information on the type and extent of changes in the social fabric of the territories affected.

The National Energy and Climate Plan (NECP) is the Greek government's overall strategic plan for climate and energy issues, setting out a detailed roadmap regarding the attainment of specific energy and climate objectives by 2030. The NECP sets out and describes priorities and policy measures in respect of a wide range of development and economic activities intended to benefit the Greek society and therefore it is a reference text for the forthcoming decade. It has been approved by EC at December 2019 and at its introductory note it is explicitly stated that "NECP stresses Greece's priorities and development potential in terms of energy and addressing climate change and aims to serve as the key tool for drawing up the national energy and climate policy in the next decade, taking into account the Commission's recommendations and the UN Sustainable Development Goals". The necessity to develop sustainable policies incorporating all three dimensions of sustainable development (social, environmental, economic), with common benefits and synergies in addressing climate change, protecting nature and biodiversity, air quality, water resources is reflected to strategies related to shift to new production and consumption standards, the need for sustainable cities, the elimination of poverty, the establishment of flexible infrastructure, the promotion of sustainable industrialisation, circular economy and the promotion of innovation.

The new Greek Climate Law has been voted by the Parliament on the 26th of May 2022. The purpose of the new law is to create a coherent framework for improving the country's adaptability and climate resilience and ensuring the country's gradual transition to climate neutrality by 2050, in the most environmentally friendly way. The policies and measures adopted to mitigate climate change are aimed at reducing emissions and increasing absorption, enhancing legal certainty for investors and citizens, and the smooth transition of the economy and society.

The National Rural Development Program (RDP) 2014-2020, with its extension for the period 2021-2022, contributes significantly to the three dimensions of sustainable development and the achievement of a wide range of SDGs. Primarily, it plays an instrumental role in enhancing economic and social sustainability of the agrifood sector and the rural areas of Greece, thus contributing to the SDGs 8, 9, 1 and 2. It is worth mentioning that the Greek RDP supports investment in agricultural holdings and in marketing and processing of agricultural products, installation of young farmers and small rural business start-ups, contributing to the value added, innovation and growth of the agrifood sector and rural areas but also the creation of jobs, food security and the alleviation of social inequality especially in rural areas. Its overall interventions include the upgrade of rural public infrastructure, naming land reclamation works (e.g., dams, reservoirs), roads and other works for the access of rural population to basic services and quality of life, e.g. broadband infrastructure. Regarding its environmental and climate dimension, the Greek RDP has a strong focus on it, contributing more than 57% of its budget (incl. EAFRD and EURI), thus contributing to the SDGs 2, 6 and 15. In addition, the RDP promotes the implementation of agriculture, environment and climate commitments in relation to the reduction of pesticides and fertilizers and the related water and soil pollution (e.g. nitrates reduction commitments, alternative weed and insect protection for rice and trees cultivations),

the protection of wild birds and the support for organic farming. Investments for water savings are also supported both through community public works and at farm level. Finally, the RDP includes measures and actions contributing to the afforestation and the prevention or rehabilitation of forest damages. For Greece, the investment in science, research, technology and innovation is a key national strategic priority for a sustainable development model that is socially, financially and environmentally sustainable, and is based upon highly skilled workforce and novel, innovative ideas. Based on the key objectives and thematic priorities of the National Research and Innovation Strategy for Smart Specialisation adopted in 2015, a number of innovative interventions and programmes covering all the economic, social and environmental aspects of sustainable development have been financed during the programming period 2014-2020, under the coordination of the General Secretariat for Research and Innovation of the Ministry of Development and Investments. Currently, the Government is in the process of planning the new National Strategy for Research and Innovation 2021-2027, which places particular emphasis on the following priority areas: Agri-food Chain - Life Sciences, Health, Medicines – Digital Technologies - Sustainable Energy - Environment and Circular Economy - Transport & Supply Chain - Materials, Constructions & Industry - Tourism, Culture and Creative Industries. The NSRI 2021-2027 will pay attention to ecological, social and economic effects in its selection process. Projects with a clearly positive effect should have a higher chance of receiving funding.

3.2 Institutional regulative framework and strategies for promoting and integrating education for sustainable development and green curriculum

Actions relate to SDG4: **ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL.**

3.2.1 Key challenges

Ensuring quality education and lifelong learning for all constitutes a policy priority of utmost importance at national and international level, as it is inextricably linked to ensuring equal participation in society as well as access to full and productive employment and decent work. The initiatives of the Greek Government that serve this goal are not only related to the particularly high unemployment rate among young people in the country, but also to the country's "brain drain" problem. They are also directly linked to the shortage in basic, soft and digital skills within the education community and labour market. Applying to all education levels, the country has to increase its efforts to guarantee inclusion, in line with the relevant recommendation of the UN Committee on the Rights of Persons with Disabilities. Significant reforms have been introduced to tackle the challenge of insufficient involvement of stakeholders in the design of education and training systems, the deficit in matching qualifications to market needs and the low international competitiveness and visibility of education structures but further actions are needed to achieve better results. Undoubtedly, government initiatives are required to change established negative social perceptions for some educational pathways, namely Vocational Education and Training (VET), which is still considered an option for low-achievement students or for those of low socioeconomic status. To achieve such change, the government is heavily investing in acquiring new state-of-the-art laboratory equipment for VET

schools as well as running media and communications campaigns aimed at changing the social perception of VET.

Finally, while important reforms have been introduced to empower schools and educators and transfer competences from the central level of administration to school units, a remaining challenge is the full achievement of school culture in terms of administration and evaluation. Increased accountability systems have been introduced but more time is needed for the entirety of the educational community to fully embrace the utility of such tools. Further challenges include the tackling of social inequalities through education, the need to adopt differentiated teaching pedagogies to meet pupils' specific needs, the encouragement of innovative educational practices, and the further cultivation of soft and digital skills across the student population.

3.2.2 Main policy initiatives and measures

- In order to improve the quality and effectiveness of public education, along with the inclusiveness of the education system, a new law was passed in 2021, titled Upgrading of the school, empowerment of teachers and other provisions.

The Law seeks to strengthen the autonomy of schools, support the creative initiatives of teachers - giving them more freedom in the organization of teaching (i.e. free choice of textbooks) and strengthen the role of the School Head. SDG 4.3

- The implementation of universal mandatory education from the age of 4 and introduction of English in all public pre-primary kindergartens is linked with broader policy to ensure access to education and more fair and equitable learning outcomes over time. This policy is expected to contribute to the long-term reduction of inequality. SDG 4.2

- In 2020, the Government established by law the National System of VET and Lifelong Learning with a view to further improving and reforming VET, placing particular emphasis, among others, on apprenticeship for persons with disabilities and/or special educational needs (SDG 4.3, 4.4). Other key reforms in this direction, include: the participation of social partners in the formation of learning modules, the creation of model vocational high schools, the establishment of experimental and thematic post-secondary institutes for VET, the creation of over 200 new job profiles (with particular emphasis on digital and green industries) and the upgrade of all laboratory centres of VET. SDG 4.4

- Ensuring equal access for all women and men to technical, vocational and tertiary education is a core priority of the Ministry of Education. It is within this context that a number of initiatives have been taken towards achieving the full and complete implementation of all the education-related policies embedded in the National Action Plan (NAP) for People with Disabilities, focusing particularly on accessibility to physical spaces and digital materials for all students across learning groups. SDG 4.3

- The Government has put forward a number of specific measures aimed at promoting inclusive and equitable education, with a focus on the most vulnerable students, including the employment of 4,500 special education teachers as permanent staff, the completion of inclusive Education Guide for schools and the development of curricula for special education schools. SDGs 4.3, 4.5

- For the purpose of facilitating the access of unaccompanied minors to education, the Government has adopted a series of actions, such as supplementary tutorial courses for children that live in hostels for unaccompanied minors, constant information to the institutions that

operate hostels and have in their responsibility or teach unaccompanied minors, activities for the empowerment of hostels' staff that support the unaccompanied minors in the accommodation structures etc. SDGs 4.1, 4.5

- The “Pathway to All Children in Education (ACE)” program, implemented by UNICEF in partnership with the Ministry of Migration and Asylum and the Ministry of Education and Religious Affairs, aims to facilitate the integration of refugee and migrant children in formal education through the Homework and Creative Activities Centres (HCACs). SDGs 4.1, 4.5

- In order to improve the quality and inclusiveness of education and to substantially upgrade the skills of the students, the Government revamped School Curricula, placing particular focus to the cultivation of soft and digital skills across all ages and disciplines through the use of innovative digital tools and materials, and educational methods that foster creativity, critical thinking, collaboration, communication and curiosity. SDGs 4.1, 4.7

- A systematic effort has been made in the context of the digital transformation of education, with the supply of technological equipment to schools and the upgrade of digital infrastructure and connectivity; at the same time, the Government is implementing projects funded by the Recovery and Resiliency Fund (RRF) to further equip schools with interactive whiteboards, robotics and Science, Technology, Engineering, and Mathematics (STEM) learning infrastructure, development of digital content, etc. In addition, over 500,000 children and young people aged 4-24 have already received a €200 voucher for the purchase of technological equipment, based on socio-economic criteria. SDG 4.1

- Quality in education is also promoted through the evaluation of the educational work performed by school units, which allows them to monitor and improve educational achievement outputs. The evaluation of primary and secondary school teachers has also been established as a necessary means of implementing a strong feedback mechanism and ensuring continuous improvement. Last, a mechanism for evaluating the effectiveness of the education system as a whole has been established, with the launch of an anonymous test to assess performance levels at Greek schools, based on the standards of the Program for International Student Assessment (PISA). SDG 4.1, 4.4

- As a further means of promoting equal opportunities for all, the Greek Government also reinforced and expanded the network of Model and Experimental school units, which operate as local centres of excellence across the country for all students, regardless of socioeconomic background. SDG 4.1

- In Higher Education, in an attempt to introduce transparency and meritocracy in the allocation of available resources, State funding is provided based on objective criteria for 80% of the allotted funds (e.g. number of students and staff), while the rest 20% is allocated based on performance to quality indicators (e.g. excellence in research, connection with society / labour market, internationalization). Furthermore, in order to promote internationalization, reverse the effects of “brain drain” and attract foreign students, the Government has further liberalized the legislative framework for Higher Education Institutions (HEIs) to establish educational and research collaborations with foreign institutions as well as providing targeted funding to that end. As a result, international undergraduate programs taught in foreign languages, joint/dual/double degrees, joint research centres, and other forms of educational cooperation have increased exponentially over the past three years. SDGs 4.3, 4.7

- Under the European Digital Skills and Jobs Coalition, and in line with the new National Digital Strategy (2020-2025), the Ministry of Digital Governance launched the National Digital Academy

platform, whereby a plethora of educational opportunities is offered to the citizens, in order to further develop and evaluate their digital skills. SDGs 4.4, 4.7, 16.10

- Education and awareness raising on sustainable development, climate change and the SDGs is being pursued not only in primary, secondary and tertiary school curricula, but also in the Military Academies, where officers are taught relevant courses. SDGs 4.7, 13.3

- In 2021, the Government initiated the development of a series of cooperative actions with the National School of Judges in order to enhance the quality and enlarge the scope of education and training of judges and prosecutors. The first training project, which took place in October 2021, brought together judges and students of the National School of Judges, working under the theme.

The rights of persons with disabilities in legal order (civil, penal and administrative approach). SDGs 4.7, 16.3, 16.6

- New provisions and revisions of the legislation, as well as concrete policies and measures, aiming at modernizing and strengthening the tourism education and vocational training were introduced in recent years (2018-2021). SDGs 4.4, 4.7

- Greece as a traditional maritime country has developed a training system ensuring a high-level vocational training for Greek seafarers so that they can fully meet the ever-increasing requirements, dictated both by technological development as well as international conventions' provisions. With a view to further improving, enhancing and modernizing the framework for the organization and operation of public maritime education, Greece decided to proceed, over the last two years, to the conduct of a number of specific actions and projects, which foster the digital transformation of

the whole maritime education system. In addition, initiatives have been taken towards ensuring the

equal access for all women and men to the Merchant Marine Schools, without discrimination related to gender. SDGs 4.3, 4.4

- In order to ensure equal access to all levels of education and vocational training for persons with disabilities, the legal requirement of being able-bodied so as to attend the Higher Schools of Dramatic Art, both public and private, was abolished in 2017. SDGs 4.5, 4.7

- The 2021 National Strategy for the Social Integration of Applicants for and Beneficiaries of International Protection underlines that the educational process is governed by the principle of equal access to quality education, without discrimination and exclusions. In addition to formal education, non-formal education is also provided during the "pre-integration" stage. The non-formal education is holistic and includes, beyond Greek language learning, the familiarization with the European way of life, the principles of democracy, gender equality, sports, as well as special programs on disability, the prevention of domestic violence, and the fight against human trafficking. It should be noted that the access of immigrants and refugees' children to the educational system is supported for over two decades through the establishment and operation of the intercultural schools, reception and tutorial classes, and second chance schools. Since 2019, the HELIOS (Hellenic Integration Support for Beneficiaries of International Protection) programme, offers, among other, integration courses to beneficiaries of international protection, which are conducted in the Integration Training Centres throughout the country. SDGs 4.1, 4.3

- A 2020 law provided for an extensive regulation of VET and the operation of Manpower Employment Organization's (OAED) Apprenticeship Vocational Education Schools ("EPAS"), Experimental EPAS, and Vocational Training Institutes (IEK). SDG 4.4

- Enterprises, cooperatives and municipal and regional enterprises, as well as the public sector enterprises, bodies and organizations engaging in economic activity participate in the Ergonomic Workspace Arrangement programme, with a view to hiring persons with disabilities and ensuring their easy access to the workplace. OAED contributes 90% of the cost of ergonomic workplace arrangements (specially adjusted technological facilities, workplace adjustments, special equipment, and purchase of software for persons with disabilities) up to the amount of €2,500. SDG 4.5
- Interventions aimed to upskill the low-skilled/low-qualified adults include the 2018-2020 BASIC - Building Alternative Skills' Innovative schemes Action, the 2020-2022 EaSI REFLEX - REcommending FLEXible - learning for low-skilled adults Action, as well as the 2021-2022 OAED and United Nations International Children's Emergency Fund (UNICEF) partnership Agreement to implement a project (under the EU Child Guarantee Initiative Preparatory Action) targeted at young people aged 16-24, including adolescents and youth at risk, with a migrant, refugee or minority background, children and young people with disabilities, unaccompanied children, and children with complex needs, with the aim of providing opportunities for basic, soft, and vocational skills development. SDG 4.4
- A new online platform for persons with disabilities "prosvasis.oaed.gr" has been in operation since October 2021. Particularly user-friendly, the platform was designed so that it can ensure enhanced access to OAED's website content. The platform can be easily accessed by persons with visual difficulties (adjustment of size/colour combinations, text in place of images, conversion of text into speech), hearing difficulties (text of sound files/videos), physical disabilities (keyboard/mouse browsing) and cognitive/mental difficulties (simplified content presentation). SDG 4.5
- As a member of the National Alliance for Digital Skills and Employment, OAED has embarked on several partnerships with internationally renowned online training providers, effectively utilizing their state-of-the art digital infrastructure, organization and professional experience. Through these innovative partnerships, OAED has implemented a number of training programmes focusing on the digital and green transitions, with a view to supporting the unemployed by updating and enhancing their skills. SDGs 4.4, 17.17

3.3 Best Practices and Case Studies

3.3.1 Skills Labs

The Skills Labs is a new, innovative school module, which focuses on the cultivation of soft and digital skills. The Skills Labs' main goal is the cultivation of skills necessary for a rapidly changing world. These skills include both fundamental life skills related to health, safety, and social interactions, as well as more elaborate skills related to education and life-long learning. Particular emphasis is placed on the 4Cs of 21st century skills – communication, collaboration, critical thinking, and creativity – along with digital skills. The Skills Labs was

designed to promote and bring into effect the UN Sustainable Development Goals, with particular emphasis to Goal 4.7 and it was awarded the Global Education Network Europe (GENE) Global Education Award (2020/2021). The Skills Labs are focused on four thematic areas (well-being, the environment, social empathy, and innovation). After an initial pilot program in 2020-21, the new module has been introduced in the mandatory national curriculum throughout compulsory education (ages 4 to 15) and takes 10% of teaching time in pre-primary and primary education. Finally, over 75,000 educators (almost 100% of the total targeted number of teachers) have participated in the Skills Labs teacher training program.

3.3.2 Moving forward with an inclusive education system

Inclusion is a top priority for the government and inclusive education is a horizontal principle in all actions of the competent Ministry of Education. Particular emphasis has been placed on students with special educational needs, the provision of high-quality pre-primary education, and students from migrant backgrounds. The Strategic Plan for Equal Access of Persons with Disabilities to Education, under the National Action Plan for Rights of Persons with Disabilities, aims at the equal and inclusive access of students with disabilities (children and young people) in learning communities across all levels of education. It involves supporting activities to respond to their diverse learning needs and pilot projects to boost accessibility, both physical and digital. Furthermore, the extension of compulsory pre-school education from the age of 4 was implemented across the country in 2021-22, assuring equal access to a quality and free education for all students. The provision of high-quality pre-school education is seen as key priority to reduce long-term disparities in learning outcomes and other dimensions. Moreover, in order to ensure that every child in the country enjoys the right to education, the Government has launched policies for the integration into the mainstream education system of children from migrant and refugee backgrounds. To that end, the government has hired over 1500 specialised educators for refugee reception classes and schools, has provided almost 90 refugee education coordinators, has offered interpretation services in 20 languages, and is providing extensive

teacher training for education for migrant students. In 2021-22 Greece hit a double record in registration and attendance of refugee and immigrant children in schools, with more than 16,417 children of refugee and immigrant background registered in classes in primary and secondary education. Promotion, through legislation, of sustainability in higher education with the creation of a specialized unit for sustainable development in each university. SDGs 4.3, 4.7.

Promotion, through legislation, of sustainability in higher education with the creation of a specialized unit for sustainable development in each university. SDGs 4.3, 4.7.

- A new university reform draft legislation in Q2 2022 (L4957/2022) includes

provisions aiming at enhancing HEIs' autonomy, strengthening connectivity with the labour market and supporting extroversion and internationalization of HEIs. A relevant RRP reform (Strategy for Excellence in Universities & Innovation) that is also going to support the modernization in the area of Higher Education, was issued in Q3 2022. SDG 4.3.

The first year of the new school Curricula pilot implementation was completed in June 2022. SDGs 4.1, 4.7

- Completion of all the education-related actions and sub-actions of the NAP for People with Disabilities, placing emphasis on physical and digital accessibility, the creation and piloting of special education learning modules, and the comprehensive collection of statistical data on students with disabilities.

New legislative provisions for the education of pupils with disabilities with particular emphasis on inclusive education were tabled by Q2 2022. SDGs 4.3, 4.4, 4.5, 4.7

- Expansion and improvement of teacher training programs and actions promoting education for sustainable development. SDGs 4.7
- Continuation of investments in infrastructure for general and special education as well as VET, placing emphasis on the procurement and installation of digital equipment. SDGs 4.3, 4.7
- The first Vocational Training Schools (ESK). The main aim of these schools is to tackle early school leaving, upskill basic skills of compulsory education graduates and care for the inclusion of vulnerable social groups to professional life. SDGs 4.4
- An expansion of the network of model vocational high schools, as well as that of experimental and thematic post-secondary institutes for VET is expected by October 2022. SDGs 4.4
- Completion of the digital transformation of maritime education through specific and multi-targeted projects. SDGs 4.4, 4.7

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- The action “Strengthening the social integration of third country nationals” will promote awareness of the host society on migration and integration, actions of interculturalism and interaction with migrant populations, as well as a vocational training program for beneficiaries of international protection. Key targets include the provision to the beneficiaries of a) learning basic elements of the Greek language, context and culture, as well as the European way of life and institutions, b) job counselling sessions, c) vocational training, d) internship, e) information sessions with the help of employment consultants about future prospects, as well as f) the possibility of covering the cost of certification of professional qualifications/skills. SDGs 4.1., 4.3, 4.5, 4.6, 4.7, 8.8
 - The Integrated Action for Facilitating Job Integration of Refugees (I.Ref.JOB) was planned for implementation in 2022-2023 and carried out in collaboration with the European Commission and the World Bank; moreover, targeted collaborations are also developed with competent national authorities and stakeholders with a view to exchanging know-how and ideas on the utilization of appropriate innovative practices, methods and tools, such as an assessment tool for the recognition of refugees’ prior experience and skills. A pilot intervention is being designed for 1,000 recognized refugees who are registered with OAED. The intervention aims to develop a lasting, effective mechanism (tailored to the needs of beneficiaries and enterprises) of integrating the refugee population into the labour market. It includes a broad set of interrelated actions, based on a customized approach, such as Individual and Group Counselling – Linguistic & Intercultural Training - Vocational Training and Internship – Wage Subsidy. SDG 4.4, 4.5, 8.3, 8.5, 8.6, 8.7
 - The action “Promote integration of the refugee population into the labour market” (to be funded by the Recovery and Resilience Facility), will include 10 distinct sub-projects among which Linguistic and Intercultural training, Active Vocational Guidance, Vocational Training on basic, digital and technical skills, as well as Skills Certification. SDG 4.4, 4.5, 8.3, 8.5, 8.6, 8.7
 - Two training programmes to be funded through the RRF, include the Labour force skilling, reskilling and upskilling through a reformed training model/ Umbrella VET programme (vocational training for 78,000 unemployed people, mainly focused on upskilling or reskilling in basic and advanced digital skills for a diverse set of social groups and sectors), and the New Strategy for Lifelong Skilling: Modernising and Upgrading Greece’s Upskilling and Reskilling System / Horizontal Upskilling Programmes to targeted populations (tackling the needs for digital, green and other highly demanded skills for, by offering upskilling programmes for 80,000 unemployed people in baseline digital skills, medium-level digital skills, and green skills). SDG 4.4
 - Implementation of a project funded by the European Commission and supported by the OECD regarding the development of a national strategy for financial literacy for Greece. This Project is expected to increase the financial literacy of the whole population in Greece as a way to empower people to make effective financial decisions and use traditional and innovative financial services safely. The ultimate users of the Project outputs will be the individuals, households and businesses in Greece. SDG 4.6

- Digital skills, training programs and certification for conscripts during their military service. Moreover, vocational training programs in the army's most required professional specialization, valuable for conscripts' access to the labour market, will be carried out from the newly established Lifelong Learning Centres of the Armed Forces. SDGs 4.3, 4.4, 8.6.

3.4 IHU MSc Programmes

At the University Center of International Programmes of Studies, IHU:

-MSc in Environmental Management and Sustainability
(<https://www.ihu.gr/ucips/postgraduate-programmes/ems>)

-MSc in Energy and Finance (<https://www.ihu.gr/ucips/postgraduate-programmes/enfin>)

3.4.1 IHU MSc in Environmental Management and Sustainability

The MSc in Environmental Management and Sustainability programme is designed to offer a thorough understanding of environmental and sustainability issues that can be applied in a policy or management context. In today's highly competitive market, sustainability can become a critical profit centre for any organization through energy-saving processes, reduction of fuels consumption, optimisation of raw materials and other uses of resources, minimisation of waste management and air pollution abatement costs, to name a few.

1st Term Core Courses

- Quantitative Methods
- Project Finance
- Project Management
- Energy and Environmental Economics
- Environmental Management Systems

2 nd Term Core Courses

- Energy and Climate Change
- Cost-Benefit Analysis
- Environmental Impact Assessment

2nd Term Elective Courses

- Environmental Hazard Management
- Behavioral Finance

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- Cost-Benefit Analysis
 - Energy and Environmental Law
 - Environmental and Energy Policy
 - Forecasting Methods
 - Panel Data Econometrics
 - Portfolio Management
 - Sustainable Production and Consumption

3rd Term

- Dissertation

Duration of the MSc degree programme

14 months, full time, 90 ECTS

26 months, part time, 90 ECTS

Attendance

Physical presence or distance learning

3.4.2 IHU MSc in Energy and Finance

Given the continuously and steadily increasing global demand for new energy supply infrastructure, financing these projects will be an unprecedented challenge for banks, governments, regulators and capital markets. It is apparent that the need for a coherent

interdisciplinary training in the fields of energy and finance/economics is more than imperative. The MSc in Energy and Finance delivers to its participants all these skills that are essential for managerial, advisory and academic positions in the financial and the energy sector. The graduates of the programme will develop the ability to execute in depth research, to critically evaluate and to synthesize their own ideas, on the frequently encountered energy-related financial issues.

Current Structure of the Study Program

1st Term Core Courses

- Quantitative Methods



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- Project Finance
 - Project Management
 - Energy and Environmental Economics
 - Energy and Fuels

2nd Term Core Courses

- Energy and Climate Change
- Financial Risk Management
- Financial Markets

2nd Term Elective Courses

- Behavioral Finance
- Cost-Benefit Analysis
- Energy and Environmental Law
- Environmental and Energy Policy
- Forecasting Methods
- Environmental Impact Assessment
- Panel Data Econometrics
- Portfolio Management
- Environmental Hazard

Management

3rd Term

- Dissertation

Duration of the MSc degree programme

14 months, full time, 90 ECTS

26 months, part time, 90 ECTS

Attendance



Physical presence or distance learning

3.4.3 Revised Study Program: MSc in Environmental Management and Sustainability (under approval)

Streams:

- **Environmental Management**
- **Energy Economics**

Stream: Environmental Management

1st Term Core Courses

- Quantitative Methods for Energy and Environmental Systems
- Project Finance
- Environmental Management and Sustainable Development Goals
- Energy and Environmental Economics
- Environmental and Economic Impact Assessment

2nd Term Core Courses

- Environmental Hazard Management
- Project Management
- Sustainable Production and Consumption

2nd Term Elective Courses

- Cost-Benefit Analysis
- Energy and Environmental Policy

and Legislation

- Forecasting Methods
- Panel Data Econometrics
- Approaches to Education for

Sustainable Development

Stream: Environmental Management

3rd Term

- Dissertation

Stream: Energy Economics

1st Term Core Courses

- Quantitative Methods for Energy and
Environmental Systems

- Project Finance
- Environmental Management and

Sustainable Development Goals

- Energy and Environmental Economics
- Environmental and Economic Impact

Assessment

2nd Term Core Courses

- Energy and Environmental Economics
- Energy Markets
- Sustainable Production and Consumption

2nd Term Elective Courses

- Environmental Hazard Management

- Energy and Environmental Policy and Legislation
- Forecasting Methods
- Financial Risk Management
- Panel Data Econometrics
- Approaches to Education for

Sustainable Development

Stream: Energy Economics

3rd Term

- Dissertation

Duration of the MSc degree programme

14 months, full time, 90 ECTS

26 months, part time, 90 ECTS

Attendance

Physical presence or distance learning.

ANNEX I: List of regulated professions in Greece

Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
"Επείγουσα Εντατική Νοσηλευτική" ειδικότητα	και Greece	All Regions	Specialist (and General care) Nurse	Diploma from post-secondary level (more than 4 years)
Agronómos - τοπογράφος μηχανικός (TEI)	- Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)

Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Archeológos (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Architect	Greece	All Regions	Architect listed in Annex V	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Assistant nurse	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Basic medical training - Greece	Greece	All Regions	Doctor in Basic Medicine	
Chimikós	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Chimikós michanikós (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma from post-secondary level (more than 4 years)
Dasológos	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Dierminèas	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Dietologos (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Dietológos (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Dikigoros	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Drugtechnikos farmakon, kalidikon keh paremferon proiodon	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Dáskalos/ΔΑΣΚΑΛΟΣ	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (exactly 4 years)
Echoliptis	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Econoliptis	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Ehpagelmatiko makigiaz	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Ekpedeftikos idikis agogis ΕΚΠΑΙΔΕΥΤΙΚΟΣ ΕΙΔΙΚΗΣ ΑΓΩΓΗΣ	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Ekpedeftikós aglikís glósas protováthmias ekpédefsis	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (exactly 4 years)
Ekpedeftikós fisikís agogis protováthmias ekpédefsis	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (exactly 4 years)
Ekpedeftikós musikís protováthmias ekpédefsis	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)

Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Ekpedeftis aftodyton	Greece	All Regions	primary application General system of recognition - primary application	Certificate - attesting the completion of a secondary course
Episképtis igías (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Epóptis dimósias iglínis (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Ergotherapeftís (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Esthitikos (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Geológos (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Geopónos (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma from post-secondary level (more than 4 years) Diploma (post-secondary)
Hiristis Ergon Mihanimaton	Greece	All Regions	General system of recognition - primary application	secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary)
Hiristis ekonas sinarmossis	Greece	All Regions	General system of recognition - primary application	secondary education), including Annex II (ex 92/51, Annex C,D)



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
ILEKTROLOGOS MICHANIKOS	Greece	All Regions	General system of recognition - primary application	Diploma from post-secondary level (more than 4 years)
Ichthiológos (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Idravlikos	Greece	All Regions	General system of recognition - primary application	Certificate attesting the completion of a secondary course Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Idikon ehfarmogon aesthitikis	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Idikos efarmogon dietitikis	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Idikos forotechnikou grafiou	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Ikonomológos	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Ilektrologos	Greece	All Regions	General system of recognition - primary application	Certificate attesting the completion of a secondary course
Ilektrológos michanikós ke michanikós ipologistón (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma from post-secondary level (more than 4 years)

Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Ηλεκτρολόγος μηχανικός τεχνολογίας ιπολογιστών (ΑΕΙ)	ke Greece	All Regions	General system of recognition of primary application	Diploma from post-secondary level (more than 4 years)
Ηλεκτρονικός μηχανικός (ΤΕΙ)	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Ηλεκτρονικός μηχανικός μηχανικός ιπολογιστών (ΑΕΙ)	ke Greece	All Regions	General system of recognition of primary application	Diploma from post-secondary level (more than 4 years)
Ηλεκτροσιγολιτίς	Greece	All Regions	General system of recognition of primary application	Certificate attesting the completion of a secondary course
Ιατρική Βιοπαθολογία/ Μικροβιολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ιατρική της Εργασίας	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ιατρός με ειδικότητα γενικής ιατρικής	Greece	All Regions	Doctor in Basic medicine and General medical practice	
Καθηγίτης δεφτερονάθμιας εκπέδεψις	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Κινοτικός (ΑΕΙ-ΤΕΙ)	litourgós Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Κομμοτίς	Greece	All Regions	General system of recognition of primary application	Certificate attesting the completion of a secondary course



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Language teacher in frontisteria school	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Logistís (AEI-TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Logotherapeftis	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Metafrastis	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Michanikós chorotaxías periferiakís (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma from post-secondary level (more than 4 years)
Michanikós energiakón (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma from post-secondary level (more than 4 years)
Michanikós érgon (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Michanikós elektronikón ipologistikón (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Michanikós ilektronikón ipologistón pliroforikís (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Michanikós ilektronikón ipologistón, tilepikinonión diktión (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma from post-secondary level (more than 4 years)
Michanikós metalión - metalurgós (AEI)	Greece	All Regions	General system of recognition	Diploma from post-secondary



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Μιchanikós póron (AEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	level (more than 4 years) Diploma from -post-secondary level (more than 4 years)
Μιchanikós paragógis ke díikisis (AEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	level (more than 4 years) Diploma from -post-secondary level (more than 4 years)
Μιchanikós periváodos (AEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	level (more than 4 years) Diploma from -post-secondary level (more than 4 years)
Μιchanikós plioforikis (TEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	Diploma of post-secondary level (3-4 years)
Μιchanikós technologías órganon	Greece	All Regions	primary application of recognition -post-secondary primary application	Diploma of post-secondary level (3-4 years)
Μιchanikós ipodomis (TEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	Diploma of post-secondary level (3-4 years)
Μιchanológos aeronafpigis michanikós (AEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	Diploma from -post-secondary level (more than 4 years)
Μιchanológos michanikós (AEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	Diploma from -post-secondary level (more than 4 years)
Μιchanológos michanikós viomichanías (AEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	Diploma from -post-secondary level (more than 4 years)
Nafpigós michanológos michanikós (AEI)	Greece	All Regions	primary application of recognition -post-secondary primary application	Diploma from -post-secondary level (more than 4 years)



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Nipiagogós ΝΗΠΙΑΓΩΓΟΣ	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Nossileftikis atomon meh psihikes pathessis	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Nossileftikis atomon meh psihikes pathessis	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Nossileftikis hirourgiou	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Nossileftikis ogogikon pathesseon	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Nossileftikis travmatologias	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Odontotechnitis (TEI) 2	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Optikós (TEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Organotikos sidonistis paragogis	Greece	All Regions	General system of recognition of primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Orkotós logistís	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Pharmaceutical assistant	Greece	All Regions	General system of recognition of primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Physikós nosokomíon (AEI) aktinofysikósiatríkís	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Physikós nosokomíon (AEI) - míiontizousón aktinovolión	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Physiotherapeftís (TEI)	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Politikós michanikós (aei)	Greece	All Regions	General system of recognition of primary application	Diploma from post-secondary level (more than 4 years)
Prosholikis drastiriotion dimiourgias ehkfrassis	Greece	All Regions	General system of recognition of primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Prosholikis ihmerissian paedion anages)	Greece	All Regions	General system of recognition of primary application	Diploma (post-secondary education), including Annex



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Prosholikis agogis ihmerissias frodithas paedion meh idikes anages	Greece	All Regions	General system of recognition - primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Prosthetic and orthotic constructions technician	Greece	All Regions	General system of recognition - primary application	II (ex 92/51, Annex C,D) Diploma of post-secondary level (3-4 years)
Psychológos (AEI)	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Sidiritis érgon téchnis	Greece	All Regions	General system of recognition - primary application	Diploma of post-secondary level (3-4 years)
Specialised (Oral surgery) dentist	Greece	All Regions	Specialist Dental Practitioner Listed in Annex V	
Specialised (Orthodontics) dentist	Greece	All Regions	Specialist Dental Practitioner Listed in Annex V	
Technikos kafssimon aerion	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technikos aftokiniton-ohematon	Greece	All Regions	General system of recognition - primary application	Diploma (post-secondary education), including Annex



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Technikos aftomatismon	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technikos anehlkistiron	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technikos ehgatastaseon aerissmou klimatissmou	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technikos elehktrologos aftokiniton-ohematon	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technikos keh vafis aftokiniton fanopiias	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technikos radiotileoptikon electroustikon diataxeon	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technikos tilepikinonion metadosis pliروفorias	Greece	All Regions	General system of recognition of primary application	Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Technitis ekgatastaseon idrefssis-apohetefssis	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technitis ekgatastaseon thermanssis	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technitis podion peripiisis	Greece	All Regions	General system of recognition of primary application	II (ex 92/51, Annex C,D) Diploma (post-secondary education), including Annex II (ex 92/51, Annex C,D)
Technologos iatrikón ergastiríon (TEI)	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Technologos radiologias aktinologias (TEI)	-Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Topográfος michanikós (TEI)	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Voithos ododiatrou	Greece	All Regions	General system of recognition of primary application	Certificate attesting the completion of a secondary course
Vrefonipiokómos (TEI)	Greece	All Regions	General system of recognition of primary application	Diploma of post-secondary level (3-4 years)
Αναισθησιολογία	Greece	All Regions	Doctor in basic and specialised medicine both	Diploma from post-secondary



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Αγγειοχειρουργική	Greece	All Regions	listed in Annex V Doctor in basic and specialised medicine both listed in Annex V	level (more than 4 years) Diploma from post-secondary level (more than 4 years)
Αιματολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	
Ακτινοδιαγνωστική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ακτινοθεραπευτική Ογκολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ακτινολογία Ραδιολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Αλλεργιολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Γαστρεντερολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Δερματολογία Αφροδισιολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Διπλωματούχος ή πτυχιούχος νοσηλεύτης νοσηλεύτρια	Greece	All Regions	General nurse	Diploma from care post-secondary level (more than 4 years)
Ενδοκρινολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Εκπαιδευτής υποψηφίων οδηγών ('Εκπεδeftis iporsifion odigon')	Greece	All Regions	General system of recognition primary application	Diploma (post-secondary -education), including Annex II (ex 92/51, Annex C,D)
ΚΤΗΝΙΑΤΡΟΙ	Greece	All Regions	Veterinary Surgeon	Diploma from post-secondary level (more than 4 years)
Καρδιολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Κοινωνική Ιατρική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Μαία / Μαιευτής	Greece	All Regions	Midwife	
Μαιευτική-Γυναικολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Νευρολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Νευρολογία Ψυχιατρική	Greece	All Regions	Doctor in basic and specialised	Diploma from post-secondary



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Νευροχειρουργική	Greece	All Regions	medicine both listed in Annex V	level (more than 4 years) Diploma from post-secondary level (more than 4 years)
Νεφρολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ξεναγός	Greece	All Regions	General system of recognition primary application	Diploma (post-secondary -education), including Annex II (ex 92/51, Annex C,D)
Οδοντίατρος χειρουργός οδοντίατρος	ή Greece	All Regions	Dental Practitioner	Diploma from post-secondary level (more than 4 years)
Ορθοπαιδική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ουρολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Οφθαλμολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Παθολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Παθολογική Ανατομική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Παθολογική Ογκολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Παιδοψυχιατρική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	
Παιδιατρική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Πλαστική Χειρουργική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Πυρηνική Ιατρική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ρευματολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
ΦΑΡΜΑΚΟΠΟΙΟΙ	Greece	All Regions	Pharmacist	Diploma from post-secondary level (more than 4 years)
Φυματιολογία-Πνευμονολογία	Greece	All Regions	Doctor in basic and specialised medicine both	Diploma from post-secondary level (more than 4 years)



Name of Regulated Profession	Country	Region	Recognition Under Directive 2005/36/EC*	Qualification Level
Φυσική Ιατρική και Αποκατάσταση	Greece	All Regions	listed in Annex V Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Χειρουργική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Χειρουργική Παιδων	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Χειρουργική Θώρακος	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ψυχιατρική	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
Ωτορινολαρυγγολογία	Greece	All Regions	Doctor in basic and specialised medicine both listed in Annex V	Diploma from post-secondary level (more than 4 years)
αρχιτέκτονα (Κεκτημένα δικαιώματα)	Greece	All Regions	Architect (acquired rights) listed in Annex VI	

Note: By clicking on the hyperlink associated with each regulated profession, detailed information can be found, including the English translation of the profession. 154 regulated professions are listed for Greece.

***Directive 2005/36/EC**

<https://op.europa.eu/en/publication-detail/-/publication/c1f9f567-daae-11ea-adf7-01aa75ed71a1>

The EU has set up rules to make it easier for EU countries to recognise each other's professional qualifications. This is the aim of Directive 2005/36/EC on the recognition of professional qualifications as amended by Directive 2013/55/EU.

ANNEX II: Diploma Supplement Sample Example issued in the IHU MSc in Environmental Magement and Sustainability**DIPLOMA SUPPLEMENT**

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates, etc). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification, to which this supplement appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Last Name(s):**
- 1.2 First Name(s):**
- 1.3 Place - Country of birth:**
- 1.4 Date of birth (day/month/year):**
- 1.5 Student identification number or code:**

2. INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and (if applicable) title conferred (in original language)**

Master of Science in Sustainable Development

- 2.2 Main field(s) of study for the qualification**

The student followed the specialization "-".

- 2.3 Name and status of awarding institution (in original language)**

Diethnes Panepistimio tis Ellados (International Hellenic University) / State University

- 2.4 Name and status of institution (if different from 2.3) administering studies (in original language):**

As in 2.3.



2.5 Language(s) of instruction/examination:

English

2.6 Award Date:

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification:

2nd cycle (M.Sc.), Level 7 of the National and European Qualification Framework

3.2 Official length of programme:

3 academic semesters, 90 ECTS credits

3.3 Access requirement(s):

Application form

copy of first cycle degree

copy of the transcript of grades

detailed curriculum vitae

of English language knowledge

recommendation letters



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4. INFORMATION ON THE CONTENT AND RESULTS GAINED

4.1 Mode of study:

Full time

4.2 Programme requirement

The Master of Science in Sustainable Development is awarded to those students who have accumulated ninety (90)

ECTS credits over three (3) academic semesters. To successfully complete the programme students must:

Pass eight (8) core courses,
four (4) elective courses or two (2) elective courses and the Consulting Project,
complete the Master's Dissertation. The Dissertation provides an opportunity to apply theory and concepts regarding the sustainable operation of businesses and organizations to real-world problems and cases.

Programme Aims and Learning Outcomes:

The main aim of the programme is to enable students to acquire the necessary skills to understand and analyze current sustainability issues at the business and organization level.

develop students' capacity for informed decision and policy-making on sustainability issues.

develop critical, analytical, and integrative skills for resolving environmental and sustainable development challenges.

provide practical research experience and opportunities for reflection in order to promote sustainable development.

offer a genuinely international, multicultural perspective with a global focus and opportunities for networking.

Upon the successful completion of their studies, students will have gained:

A thorough and comprehensive grasp of the principles and applications of sustainable development.

thorough understanding of current environmental policies at the international level and their trends and of the necessary tools to respond to them in the most productive and efficient way.

A deep understanding of the current status and future trends in sustainable development and corporate social responsibility. theoretical background to understanding the concept of sustainable development in relation to the operation of firms and organizations. applied tools and techniques to integrate sustainable practices in businesses and organizations' management.

Generic Competences:

Ability to apply knowledge in practical situations

to search for, analyse and synthesise data and information, using information and communication technologies

to adapt to new situations

to make reasoned decisions

to work autonomously

to work as part of a team

to work in an international context

to work in an interdisciplinary environment

to generate new ideas (creativity)

to design and manage projects

to demonstrate respect for diversity and multiculturalism

to demonstrate commitment to conservation of the environment

to demonstrate social, professional and ethical responsibility on gender issues

4.3 Programme details (modules or units studied and individual grades/marks/credits obtained):



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Courses that the student has successfully attended, as well as subjects for which the student has received recognition or exemption:

CODE	SUBJECT TITLE	GRADE	TYPE	ECTS	ECTS Classif
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CODE	SUBJECT TITLE	GRADE	TYPE	ECTS	ECTS Classification
014	Environmental Impact Assessment	8	eight	CC	6.0 -
002	Business and the Environment	7	seven	CC	6.0 -
006	Environmental Assessment, CBA	7.6	seven point six	CC	6.0 -
013	Climate Change and Energy Strategies	7.9	seven point nine	EC	6.0 -
001	Introduction to Environmental Science and Sustainable Development	9.6	nine point six	CC	6.0 -
003	Introduction to Environmental Economics and Policy	6.5	six point five	CC	6.0 -
E107	Consulting Project	8.6	eight point six	EC	6.0 -
007	Environmental Management Systems, Auditing and Assessment	8.6	eight point six	CC	6.0 -
008	International Environmental Policy, Governance, Institutions and Stakeholders	6.5	six point five	CC	6.0 -
005	Quantitative and Research Methods	7	seven	CC	6.0 -
018	Environmental Legislation	8.7	eight point seven	EC	3.0 -
	DISSERTATION	9.9	nine point nine		30.00 A

4.4 Grading scheme and, if available, grade distribution guidance:

The grading scheme is the following:

8.5-10 DISTINCTION

6.5-8.49 MERIT

5.0-6.49 PASS

0.0-4.99 FAIL

Lowest passing grade: 5.00

The ECTS performance classification scheme on every particular subject (course) and the final overall grade, is based on the following distribution scale, using a sample of at least 100 students (when the sample is insufficient the mark “-” is applied).

ECTS Classification	Student Proportion	Label
A	10%	Excellent
B	25%	Very Good
C	30%	Good
D	25%	Satisfactory
E	10%	Sufficient

The bachelor/diploma thesis (where applicable) is classified according to the following scheme:

ECTS Classification	Grade	Label
A	8,50 – 10	Excellent
B	7,00 – 8,49	Very Good
C	6,50 – 6,99	Good
D	6,00 – 6,49	Satisfactory
E	5,00 – 5,99	Sufficient

4.5 Overall classification of the qualification (in original language):

Merit: 8.48 – ECTS Classification: -

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:



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Access to Doctoral studies

5.2 Professional status (if applicable):

Not applicable

6. ADDITIONAL INFORMATION:

6.1 Additional information:

Not applicable

6.2 Further information sources:

International Hellenic University: www.ihu.edu.gr
of Economics, Business Administration and Legal Studies: www.econ.ihu.edu.gr
Union: <http://europa.eu>
of Education, Research and Religious Affairs: www.minedu.gov.gr
National Academic Recognition Center (NARIC): www.doatap.gr
School of Economics, Business Administration and Legal Studies:
Address: 14th km Thessaloniki-Nea Moudania, 570 01, Themi-Thessaloniki, Greece
Email:

Tel:

Fax:

<https://www.eoppep.gr/index.php/el/qualification-certificate/national-qualification-framework>

<https://www.doatap.gr/>

<https://education.ec.europa.eu/>

7. CERTIFICATION OF THE SUPPLEMENT

7.1 Date:

7.2 Name and Signature:

7.3 Capacity:

7.4 Official Stamp or Seal:

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

According to the National Advanced Education Framework (Law 4957/2022), the higher education is provided by the State Higher Education Institutes (HEIs). The HEIs are legal state entities, self-governed, including Universities, Polytechnics, the School of Fine Arts, and the School of Pedagogical and Technological Education.

The State Universities' supervision is controlled by the Ministry of Education (i.e., Department of Education), according to the Constitution Article 16. The State Independent Administrative Authority, under the name of "Hellenic Authority for Higher Education (HAHE), as of the article 2, State Law 4653/2020 (A' 12), is responsible for the evaluation and certification of HEIs, their individual academic units, and their study programs.

Entrance to the various HEIs depends upon the yearly national examinations scores obtained by Lyceum graduates, pending upon the number of available places (*numerus clausus*), the candidates' ranked preferences among departments and, the Lyceum graduation grades.

Hellas (Greece) is a member of the European Higher Education Area (EHEA) and of the ENIC-NARIC networks (<https://www.enic-naric.net>), thus applying the European Credit Transfer and Accumulation System (ECTS), and aiming at enhanced transparency of studies, higher education quality improvement, and recognition of acquired titles and qualifications. The National Qualification Framework consists of eight (8) educational levels, fully accredited to the European Qualification Framework. Further information for the Hellenic (Greek) National Education System can be found at



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<https://www.doatap.gr> <https://eurydice.eacea.ec.europa.eu/national-education-systems>, and for the National Qualification Framework at <https://www.eoppep.gr/index.php> and <https://nqf.gov.gr/>.