

Stamelos, G. 2016. Modernisation in Higher Education: The Greek Case *Report 20*. (in Greek)

Stamelos, G. 2016. The evaluation of Master programs. **Report 19**. (in Greek)

Stamelos Georgios. [Report 16b](#) . [Students beyond their normal semesters.](#)

Stamelos G and Kavasakalis A. 2015. «Higher Education Governance across Nations: The Case of Greece». In Joshi K.M. & Paivandi S. Global Higher Education: Issues in Governance. Delhi: B. R. Publishing Corporation. 34-62.

Stamelos G and Kavasakalis A. 2015. “Private higher education in Greece: an area of tension between national and international education policies”. In Joshi K.M. & Paivandi S. Private Higher Education: A Global Perspective. Delhi: B. R. Publishing Corporation. 106-138.

Pitsou Charikleia, Balias Stathis. (2014). *Greek Pedagogical Departments, Human Rights Education : An Analyzing Study of the Problems of Education in the 21st*

Century.
59, (68-76).

ISSN

:

1822-7864.

<http://journals.indexcopernicus.com/abstract.php?icid=1100135>
[pdf](#)

10th seminar 2013-2014, June 2014

Saeed Paivandi, Université de Lorraine/Nancy 2. Learn and / or succeed in the education system : the case of higher education (France)

[video,](#)

[pdf](#)

9th seminar 2013-2014, May 2014

Pierre-Philippe Bougnard Université de Fribourg.

Hence the major European education systems come from? Five centuries of history (France)

[video](#)

Stamelos G. & Vassilopoulos A. 2013. Lifelong Learning Policy within European Governance. Athens: Dionikos.

8th seminar 2013-2014, April 2014

Hubert Vincent, Université de Rouen

Subject: "Recherche sur la construction de la confiance: l'oeuvre et / ou l'activité."

[video](#)

Aggelos Kavasakalis. Quality Assurance in Doctoral Education – results of the ARDE project (EUA publications 2013)

[Study 13](#)

The Greek Higher Education Institutions in the world rankings. Universities, Technical Institutions, Private Structures.

[Study11b](#)

Moutsios St. 2014. The de-Europeanization of the university under the Bologna Process, Thesis Eleven 119(1): 22-46, DOI: 10.1177/0725513613512198

Stamelos G. 2014. El idioma como un elemento clave en la evaluación externa de las instituciones de educación superior: el caso griego. UNESCO IESALC. Experiencias y Programas-Expertos Opinan.

http://www.iesalc.unesco.org.ve/ojs/index.php/ESS/article/view/index.php?option=com_content&view=category&id=201%3Aexperiencias-y-programas&Itemid=749&lang=en

5th seminar 2013-2014, January 2014

Aggelos Kavasakalis, phd University of Patras

Subject: FROM Quality Assurance policies in EHEA and 3rd cycle HE policies TO the Accountable Research environment for Doctoral Education project: QA in the 3rd cycle of HE - results of the ARDE project.

[video](#) , [pdf](#) , [pps](#)

Stamelos G. 2014. The Structure and Characteristics of Higher Education in Greece: 1990 – 2010 Reforms. In Joshi K.M. & Paivandi S. *Higher Education Across Nations* . Delhi: B.R. Publishing Corporation. Vol.I. 175-246.

[pdf](#)

,
[photo](#)

Kavasakalis A. & Stamelos G. 2014. *EHEA and Quality Assurance in Greek Universities: A twofold inquiry*

. LAMBERT Academic Publishing.

www.lap-publishing.com/catalog/details//store/gb/book/978-3-659-52062-4/ehea-and-quality-assurance-in-greek-universities:-a-two-fold-inquiry,

[link](#)

Stamelos G. (2014). L'évaluation de l'enseignant par les étudiants dans le système de l'enseignement supérieur en Grèce, *Actes du 26^{ème} colloque de l'ADMEE Europe, Cultures et politiques de l'évaluation en éducation et en formation,*

<https://upatras.academia.edu/GeorgiosStamelos/Papers?s=nav#add>

Kavasakalis A & Stamelos G. (2013). Investigating the process of legislating and implementing a system of quality assurance in Greek University.

To Vima ton Koinoniko Epistimon.

T.ΙΣΤ, 62: 161-189.

<http://ojs.lib.uth.gr/index.php/tovima/article/view/52/49>

(
in greek
).

Stamelos G. & Konidari V. (2013). La construction de la légitimité d'université comme enjeu social et politique: vers une organisation au service du marché ? Actes du colloque *Les questions vives en éducation et formation : regards croisés France-Canada*

,
http://www.cren.univ-nantes.fr/1378823617458/0/fiche_pagelibre/&RH=1330678200697.

Kavasakalis Aggelos (2013). Are Common Beliefs Present among Greek Academics during the Implementation of a Controversial University Policy?. *International research in Education*, Vol.1, No.1, 15-28.

<http://www.macrothink.org/journal/index.php/ire/article/view/3808>

9th Seminar academic year 2012 - 2013 (May 2013)

α) **Halima Belandhouz**, Université Paris Ouest- Nanterre La Défense, *Les incidences de l'Histoire sur la mobilité géographique : étude de parcours scolaire/universitaire et social*

β) **Ridha Ennafaa**, Université Paris 8 Vincennes à Saint Denis, **Les Inégalités "persistantes" dans l'éducation supérieure, autour des concepts de "Capital social, économique et culturel et la Mobilité (France et Brésil)**

[Video](#)

Kladis D. (2013), "Tracking Learners' and Graduates' Progression Paths

(TRACKIT): Relevance to Bologna Process. *European Higher Education Area Journal*, 1:61-80.

[pdf](#)

[The Greek Higher Education Institutions in the world rankings](#)

Purpose

The interdisciplinary interuniversity Network for **Higher Education Policies (HEP)** aims to cover the need for specified structure in research, education, publications and other activities in the area of policies for Higher Education in general and especially for the University, in Greece.

It will also partially cover the gap that exists in the Faculty of Human and Social Sciences of the University of Patras, as the proposed network is integrated into Social Sciences while all existing Departments of the Faculty belong to Human Sciences.

The existing infrastructures that function as think tanks in the area of Higher Education have to

do mainly with two areas, producing the relevant figuration Discourses for their argument context. These areas could be roughly attributed with two terms which are referring to both fact and theory:

a. the area of the State

b. The area of the Market

The interdisciplinary interuniversity Network Policies for Higher Education (PHE) aspires to be a casing for thinking, free from distortions and conveniences of both the state bureaucracy and the market logic. These two logics are the starting point for distortions in the academicism of the university challenge.

More specifically, this initiative from its figuration requires the production of Discourse from the university basis and the academic potential and thus producing the respective purely academic-university organization purpose. Therefore, the main advantage of this undertaking is the qualitative differentiation from the current applied models, since the produced Discourse has not started from the market or bureaucracy but has as its legislative authority and challenge the university itself as an academic community for knowledge production.