

State, University and Knowledge in Greece:
Challenges and transformations

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The University's mission as an institution has is mainly the production and diffusion of knowledge. Historically in Europe, University was public (the word public often having variable meanings according to the social frame of reference). One of the key elements of its social trajectory resides **in its relationship to the State and Knowledge in general**. Moreover, an often forgotten fact, University has assumed as the constitution of the national elites.

Since the foundation of the University of Athens, in 1837, Greek University has performed, (the last 30 years) mainly two tasks: the **preparation** of civil servants and the diffusion of knowledge, a knowledge **typified** in segmented departments, oriented to the training of future civil servants, especially subalterns.

As for the production of knowledge, the Greek University persistently confined to remind that its graduates were admitted by the **best** western universities, and to evoke sporadically its performances in some subjects.

This situation was come under question recently, especially after Greece became member of the European Community in 1981. Adherence has accelerated the opening and internationalization through the setting of common European policies and research projects.

European policies put into question the triangular relationship of State - University-Knowledge and the challenge drifts from the State to the University. Thus gradually State's action departed from a University model where the discovery of knowledge has been a secondary aim. Its main purpose, during the last 30 years, has been the democratization i.e. the admission of greater numbers of studentes, in order to follow the pace of European Policies without success.

Within this context the Greek University became the object of strong pressure. Specifically the quest of the interdisciplinarity, one of the pillars of the

European policy in the field of the research (because of the complexity of the problems nowadays and of the pressure on the instrumental character of the results of the research), defies its actual organization and functioning.

Our aim is to clear out the pressures exerted on the Greek University for the promotion of interdisciplinary and its answers in order to avoid its marginalization. Thus, we will examine the post-graduate syllabus from a comparative point of view.

We will try to prove that University has transformed the quest for interdisciplinarity into inter-departmentalité, i.e into an organizational form of de cooperation of the various departments. This way it has managed to merge the demands of official educational policies with those of production, according to the existing hierarchies and correlations of power.