



Greece

This report describes the structure of the national higher education system in Greece, focusing on the institutional types as defined by national categories. It builds on the Eurydice Report on the national higher education system but complements it with quantitative information on the role of higher education institution (HEI) types in national systems, based on data derived from the European Tertiary Education Register (<https://eter-project.com/>) for the period 2015-2020.

Types of Higher Education Institutions

According to Eurydice¹, higher education is provided by HEIs and includes two parallel and distinct sectors:

- The university sector that includes universities, national technical universities and the Higher School of Fine Arts.
- The technological sector that includes technological educational institutes (TEIs) and the School of Pedagogical and Technological Education (ASPETE).

It should be noted that all TEIs of the country except ASPETE have merged with university institutions in 2018/2019; however, they are still included in ETER because they are in a phase-out period.

Additionally:

- The Military Educational Institutions (ASEI) are equivalent to those of the university sector. They offer equivalent higher education and degrees (law 3187/2003).
- Merchant Marine Academies (AEN) are state institutes of higher education under the Ministry of Shipping and Island Policy. Since 2005-2006, AEN are equivalent to TEIs.

Last, the state offers vocational and other specialised training in institutions of higher learning (not included in ETER). The duration of studies does not exceed 3 years.

Main institutional characteristics. Legal status and the right to award a PhD

Table 1 below provides a quantitative overview of the main institutional characteristics by HEI type. In total, we can observe 47 HEIs in Greece, all of them being public institutions. Almost exactly 50% of all HEIs (24) are universities (ΠΑΝΕΠΙΣΤΗΜΙΟ). With 12 institutions Technological educational institutes (ΤΕΧΝΟΛΟΓΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ) are the second most important category in terms of absolute numbers but have merged with the university institutions recently. Furthermore, there are five Merchant marine academies (ΑΚΑΔΗΜΙΑ ΕΜΠΟΡΙΚΟΥ ΝΑΥΤΙΚΟΥ), four Higher ecclesiastic academies (ΑΝΩΤΑΤΗ ΕΚΚΛΗΣΙΑΣΤΙΚΗ ΑΚΑΔΗΜΙΑ), one Military educational institution (ΣΤΡΑΤΙΩΤΙΚΕΣ ΣΧΟΛΕΣ), and one Policy academy (ΑΣΤΥΝΟΜΙΚΗ ΑΚΑΔΗΜΙΑ). PhD awarding curricula are exclusive to Universities.

¹ <https://eurydice.eacea.ec.europa.eu/national-education-systems/greece/higher-education>

Table 1. Institutional type and legal status by HEI type, 2020

Category		N	Public	PhD awarding
Higher ecclesiastic academy	ΑΝΩΤΑΤΗ ΕΚΚΛΗΣΙΑΣΤΙΚΗ ΑΚΑΔΗΜΙΑ	4	4	0
Merchant marine academy	ΑΚΑΔΗΜΙΑ ΕΜΠΟΡΙΚΟΥ ΝΑΥΤΙΚΟΥ	5	5	0
Military educational institution	ΣΤΡΑΤΙΩΤΙΚΕΣ ΣΧΟΛΕΣ	1	1	0
Policy academy	ΑΣΤΥΝΟΜΙΚΗ ΑΚΑΔΗΜΙΑ	1	1	0
Technological educational institute	ΤΕΧΝΟΛΟΓΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΙΔΡΥΜΑ	12	12	0
University	ΠΑΝΕΠΙΣΤΗΜΙΟ	24	24	24
Total		47	47	24

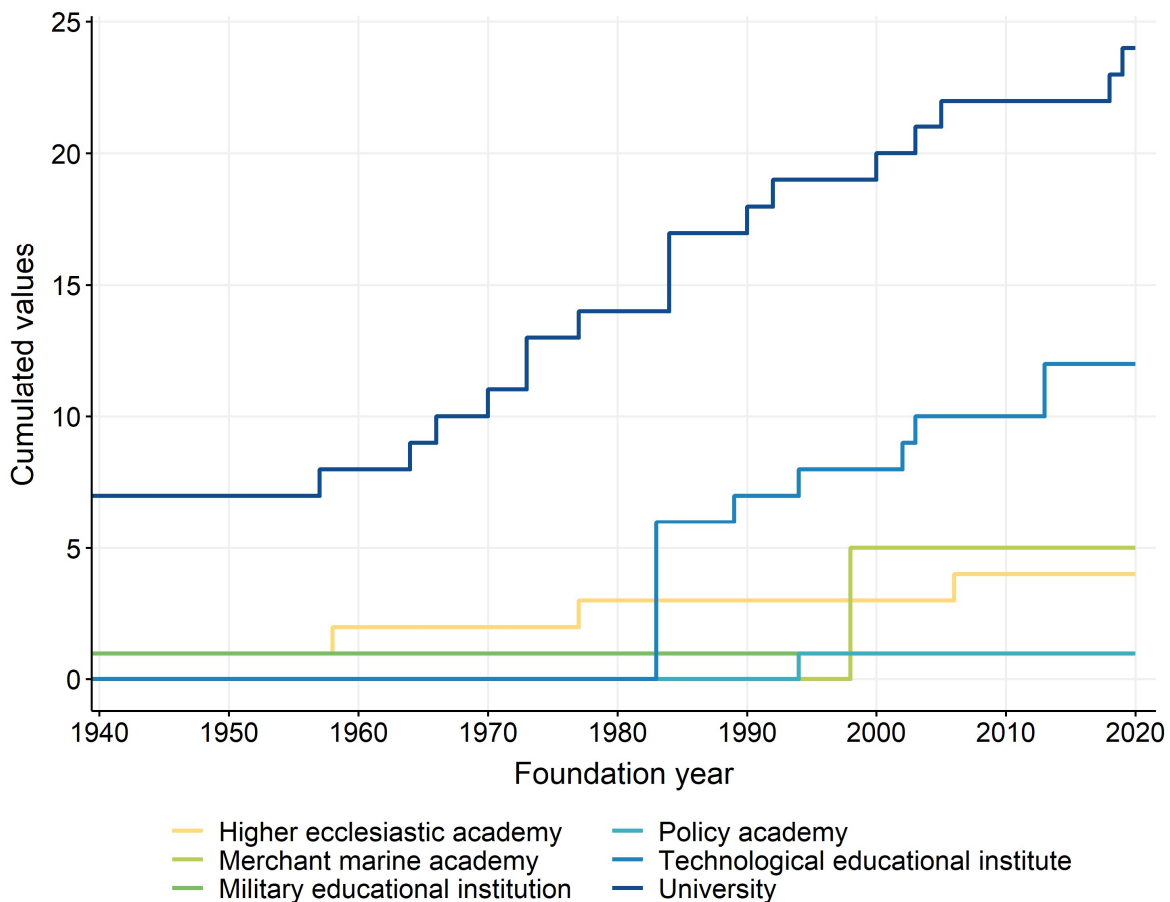
Note: All but one technological educational institute have merged with university institutions in 2018/2019; however, they are still included in ETER because they are in a phase-out period.

Institutional history. Older and younger institutional types

Data on the HEI foundation year provide information on the history of higher education in Greece and its evolution over time. Figure 1 illustrates the expansion of the system in terms of the number of HEIs after 1940. It can be seen that the HE system of Greece has strong historical roots in the 19th century and early 20th century, with 8 of the 47 institutions being established before 1940. Though often referred to as the oldest higher education institution of the modern Greek state, the National and Kapodistrian University of Athens founded in 1837 is nine years younger than the Hellenic Army Academy founded back in 1828. From Figure 1 we can also see that the number of universities stayed rather stable until 1957, but then gradually increased between 1957 and 2019. However, all of the most recent foundations of Greek universities are the result of mergers of older institutions, in particular the merger of technological educational institutes into universities or transformations of technological institutes into universities.

With the exception of the Hellenic Army Academy, all other categories just appear from the 1950s onwards, in particular after 1980. The technological educational institutes were most important in terms of new foundations, featuring a number of establishments from 1983 onwards but as mentioned before they recently merged into the university category. The recognition of merchant marine academies as higher education institution is a recent phenomenon, all five of them becoming part of the Greek HE system in 1998 (though they have been originally established already between 1951 and 1973).

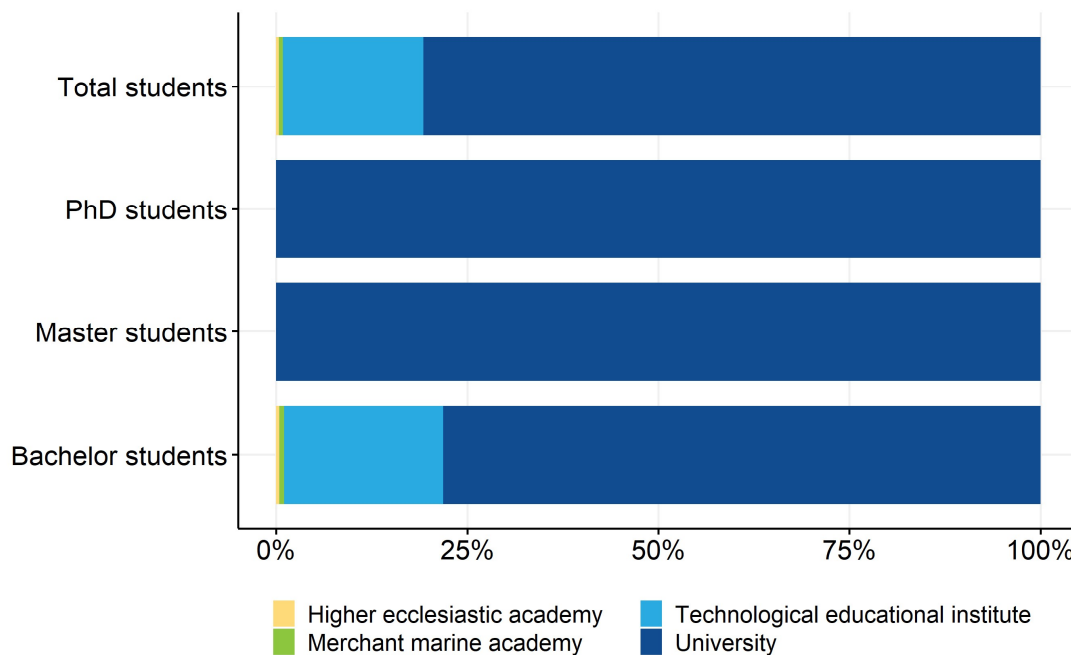
Figure 1. Foundation year of HEIs by type



Students

Figure 2 illustrates the distribution of students across those HEI categories of the Greek HE system for which data on students enrolled exist (there are no data for the policy academy and the military educational institution). It can be seen that universities - while accounting just for around 50% in terms of the number of institutions – enrol the vast majority of students (80% of total students), and all PhD and Master students (since the other institution types just provide Bachelor level higher education). The technological educational institutes are the second most important category with a share of about 20% of total students, all of them at Bachelor level. Higher ecclesiastic academies and merchant marine academies, though together accounting for about 10% in terms of number of institutions, just have a very minor share in terms of shares of students enrolled (0,42% for Higher ecclesiastic academies and 0,60% for merchant marine academies).

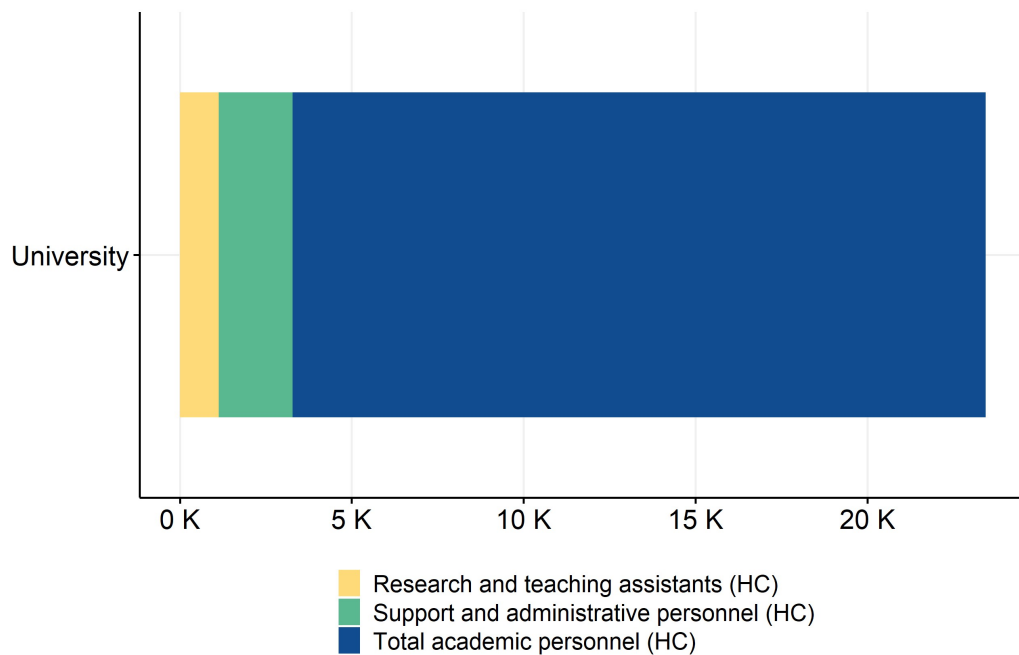
Figure 2. Students by level and type of HEI, 2020



Personnel

People are a core resource for HEIs, as their competences are essential for teaching, undertaking research and producing scientific output. In that respect, ETER provides a rich set of data moving beyond the information available in EUROSTAT, which allows to analyse the composition of personnel by type of HEI and characteristics such as gender, nationality, educational field and, from 2020 onwards, levels of seniority. After the merger of all but one technological educational institute into universities, universities account for more than 98% of total university personal in Greece. At universities, a very large fraction of total personnel (see Figure 3) is academic personnel; very little shares are research and teaching assistants as well as support and administrative personnel.

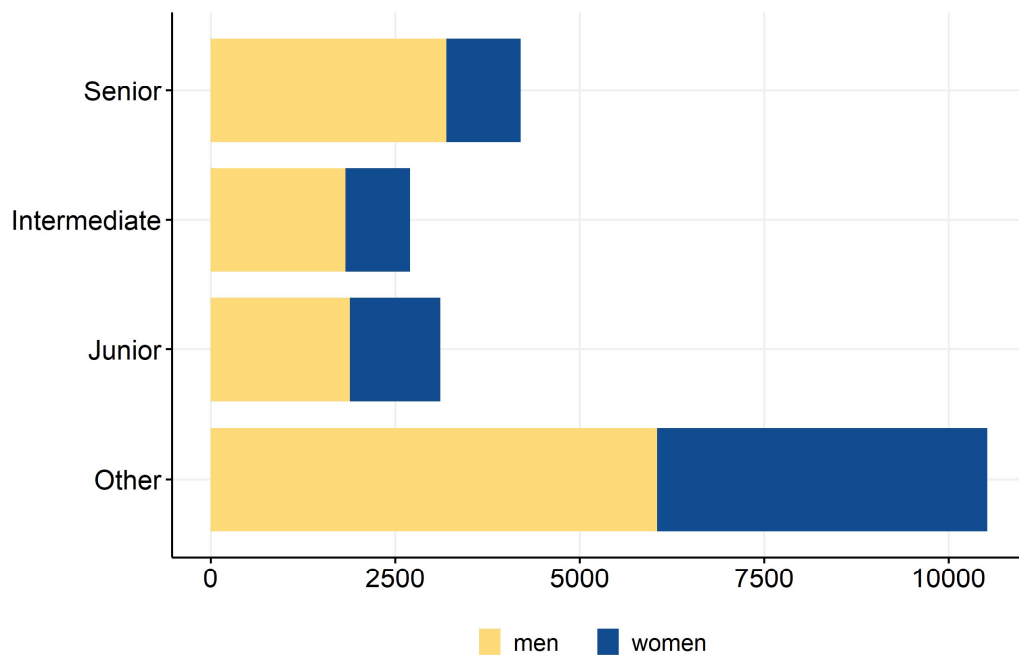
Figure 3. University personnel (HC) by category, 2020



Since the data collection 2020, ETER also includes information on academic personnel seniority level based on a classification jointly developed by OECD and EUROSTAT². Combined with information on gender, this information allows measuring two critical issues, i.e. career prospects of academic personnel and the so-called leaky pipeline, i.e. the fact that the share of female academic personnel decreases systematically with seniority levels. In Greece (see Figure 4), the largest fraction of personnel is assigned to “other” indicating that there is a potential problem in assignment of raw data to personnel categories for Greece pointing to potentials for improvement in data quality; Interestingly, the share of women in the category “other” is by far the largest which may indicate that women are relatively more subject to somewhat undefined career levels than men. For data assigned, we find an almost equal distribution between senior, intermediate and junior level with a rather low share of women already at junior, but even more decreasing to below 20% at intermediate and senior levels.

² OECD (2022), Education at a Glance, Paris, pp. 412-413.

Figure 4. Academic personnel by seniority level and gender (HC), 2020

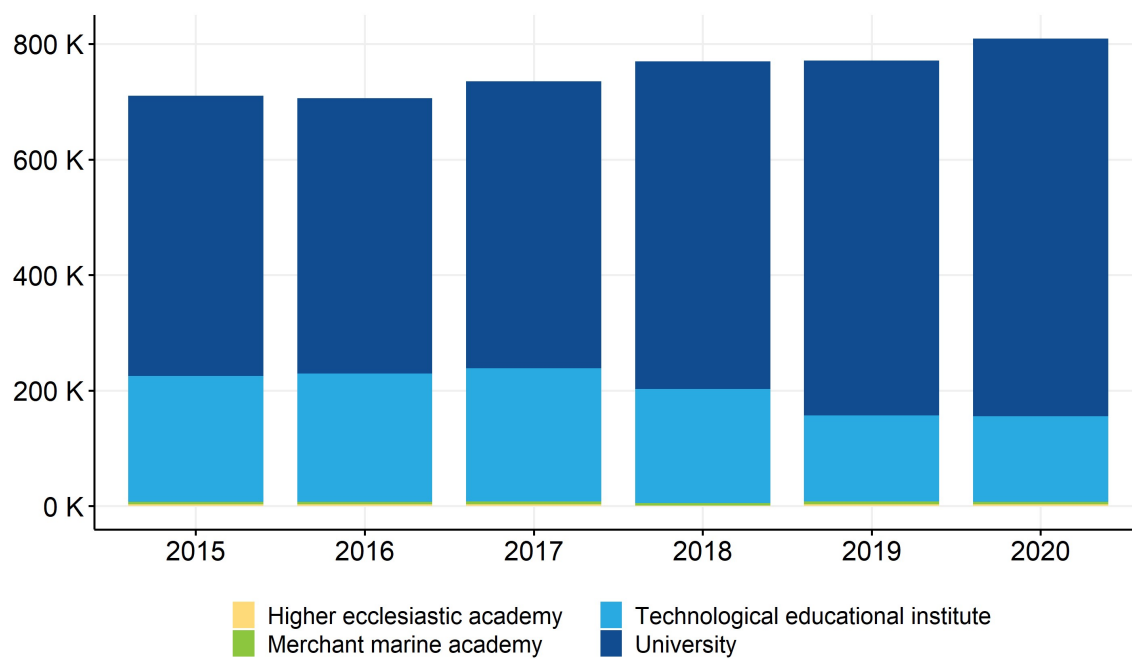


Changing roles over time

Figure 5 looks at changing roles over time from 2015 to 2020 in terms of the numbers of students enrolled in the different categories of the Greek HE system. We can identify a moderate but clear increasing trend in terms of the total number of students, from just over 700,000 in 2015 to more than 800,000 in 2020, an increase of almost 15%. The increase is to a large extent subject to the university category, partly at the expense of technological educational institutes (due to merging of most of them into the university category). Higher ecclesiastic academies and merchant marine academies do only marginally increase their shares, but also show an increasing trend in absolute numbers (more minor for merchant marine academies, but interestingly quite

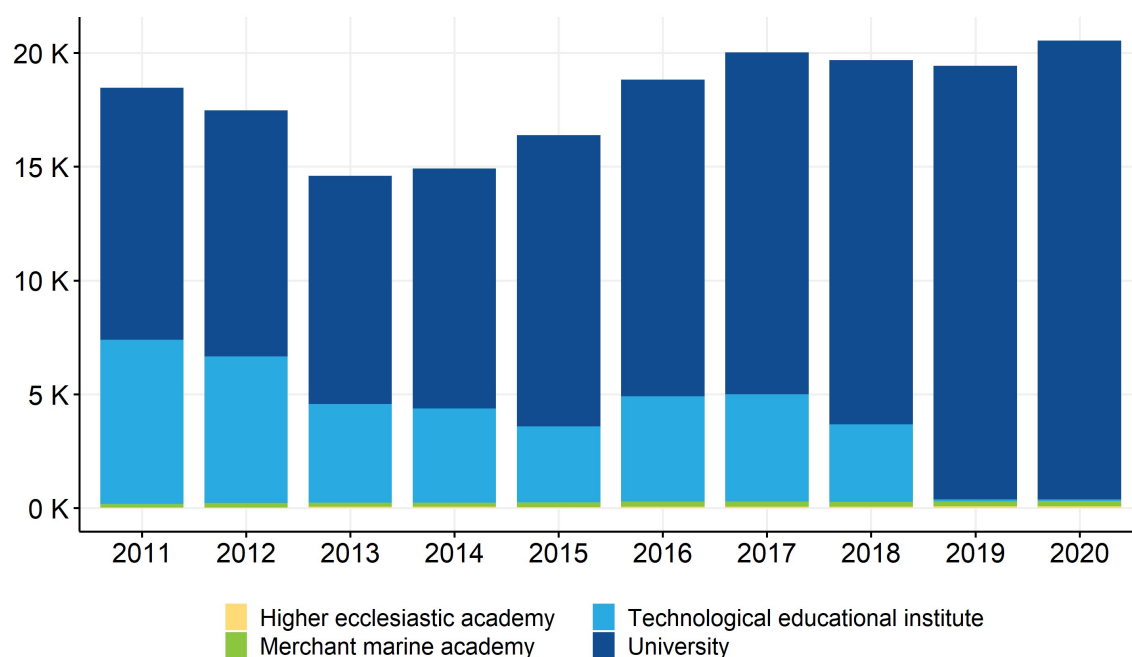
extensive for higher ecclesiastic academies tripling the enrolled students from about 1000 to 3000 between 2015 and 2020).

Figure 5. Share of students enrolled by type of HEI, 2015-2020



As shown by Figure 6, the development of academic personnel between 2011 and 2020 is characterized by an initial decrease in earlier years, before it increases again between 2014 and 2017, with a stabilization at about the same level afterwards. Shares of other categories than universities are negligible with the exception of technological educational institutes until 2018, when they were mostly merged with universities.

Figure 6. Academic personnel (FTE) by type of HEI, 2011-2020





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