



## 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 2015-2019.

### Types of Higher Education Institutions

According to Eurydice<sup>1</sup>, 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

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

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 curriculae are exclusive to Universities.

Table 1. Institutional type and legal status by HEI type, 2019

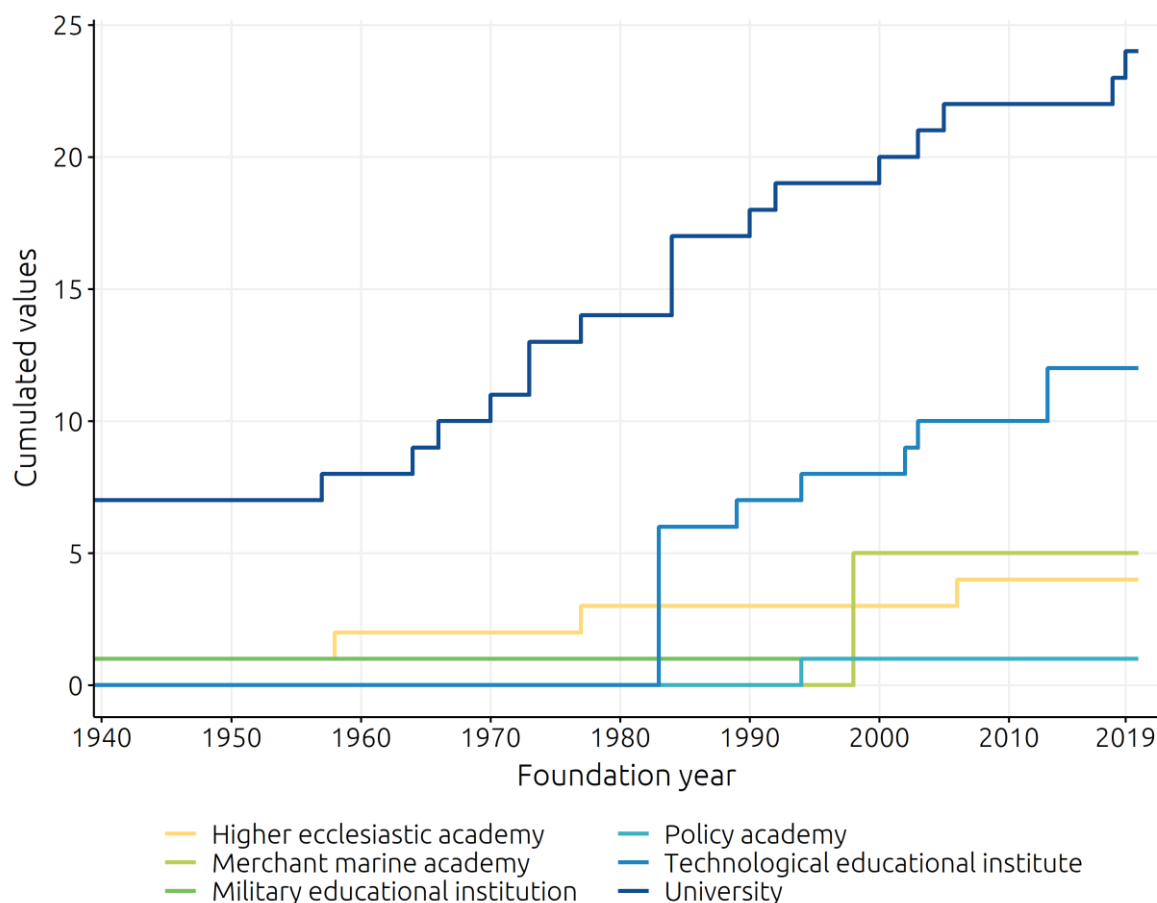
Category		N	Public	PhD awarding
Higher ecclesiastic academy	ΑΝΩΤΑΤΗ ΕΚΚΛΗΣΙΑΣΤΙΚΗ ΑΚΑΔΗΜΙΑ	4	4	0
Merchant marine academy	ΑΚΑΔΗΜΙΑ ΕΜΠΟΡΙΚΟΥ ΝΑΥΤΙΚΟΥ	5	5	0
Military educational institution	ΣΤΡΑΤΙΩΤΙΚΕΣ ΣΧΟΛΕΣ	1	1	0
Policy academy	ΑΣΤΥΝΟΜΙΚΗ ΑΚΑΔΗΜΙΑ	1	1	0
Technological educational institute	ΤΕΧΝΟΛΟΓΙΚΟ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

## 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 19<sup>th</sup> century and early 20<sup>th</sup> 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. 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 are most important in terms of new foundations, featuring a number of establishments from 1983 onwards until today (but as mentioned before they recently merged into

the university category). The merchant marine academies are a very recent phenomenon, at least in the HE sector, all five of them becoming part of the Greek HE system in 1995 (though they have been established earlier).

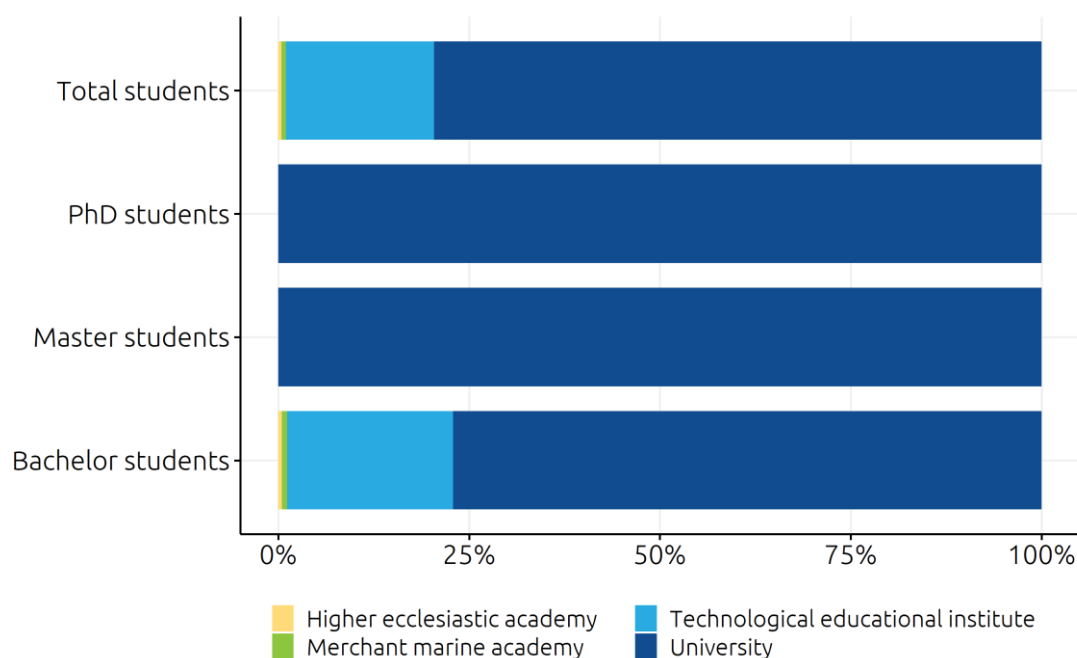
Figure 1. Foundation year of HEIs by type



## How are students distributed?

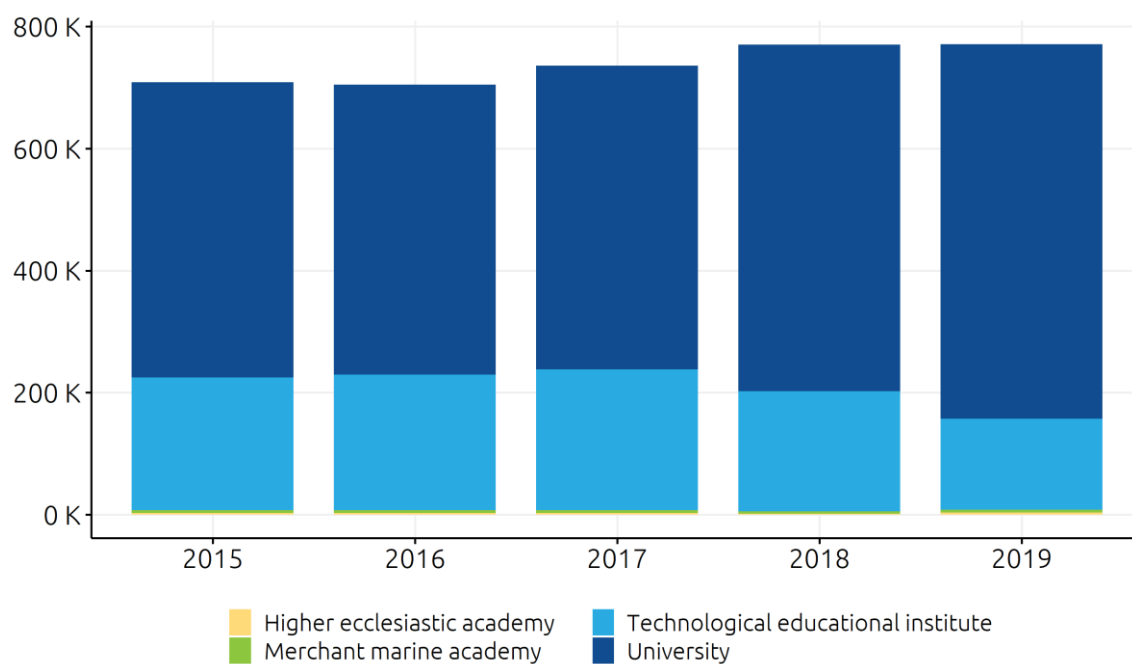
Figure 2 illustrates the distribution of students across those HEI categories of the Greek HE system for which data on students enrolled exist (there are no data for the policy academy and the military educational institution). It can be seen that universities - while accounting just for around 50% in terms of the number of institutions - enroll the vast majority of students (almost 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 (0,47% for Higher ecclesiastic academies and 0,67% for merchant marine academies).

Figure 2. Students by level and type of HEI, 2019



## Changing roles over time

Figure 3 looks at changing roles over time from 2015 to 2019 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 around 70 000 in 2015 to 77 000 in 2019, an increase of roughly 10%. The increase is to a large extent subject to the university category, in 2019 mainly 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 2019).

*Figure 3. Share of students enrolled by institutional type*



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