EUROGRADUATE 2022

2nd Phase of the European Pilot Survey
of Higher Education Graduates

Country report on Greece

Hellenic Authority for Higher Education
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0 Glossary and Abbreviations

Core target group The part of the EUROGRADUATE target group that was surveyed in all countries, namely **Bachelor and Master level graduates**. Details and deviations are described in section 1.2.1.

EG EUROGRADUATE

Field of study Categorization of study programmes by thematic orientation. For concise visualization, this report displays 8 condensed fields (see Appendix 6.1).

HE Higher education

Highest degree always refers to the highest reported degree according to ISCED classification. Surveyed graduates could, and often do, have attended additional HE programmes besides the →***reference degree***. Countries that only surveyed essential information (see chapter 1.2.2) only surveyed follow-up, but not previous degrees.

ISCED International Standard Classification of Education, a categorization scheme for educational degrees and thematic fields of education introduced by UNESCO. ISCED allows for international comparability and is the base for classifying degree levels, fields of study, and other educational attainments in this report and the EUROGRADUATE project.

Reference degree Respondents in the EG 2022 survey were surveyed with focus on the degree they have attained as one of the →***target cohorts***, but could report on other degrees as well. "Reference degree" always refers to the graduation and degree on the basis of which a person was selected for the survey, as opposed to additional degrees.

Target cohorts **2016/17 and 2020/21 higher education graduates.** EG 2022 collected data on two specific graduation cohorts (by academic year) to have clearly distinguishable groups for the comparison of the situation of graduates short- and mid-term after graduation.

Target group Specific set of persons a study aims to provide information about. In the context of EUROGRADUATE, this entails all persons with a higher education degree obtained in the academic years 2016/17 or 2020/21 of the participating countries with the exception of PhD. Details and deviations are described in section 1.2.1.

Table of Contents

0 GLOSSARY AND ABBREVIATIONS 4

1 INTRODUCTION 6

1.1 OVERVIEW ON THE EUROGRADUATE 2022 SURVEY 6
1.2 METHODOLOGY OF THE EUROGRADUATE SURVEY 7
1.2.1 Whom this report is about - target group definition 7
1.2.2 What topics were surveyed? The questionnaire 8
1.2.3 How the data was collected – sample, representativity and field phase 8
1.2.4 How EUROGRADUATE was implemented in Greece 9
1.2.5 The Eurograduate 2022 Survey in Greece 11
1.3 HIGHER EDUCATION IN GREECE 15
1.3.1 The Context of Higher Education in Greece 15
1.3.2 Study Levels 17
1.3.3 A recent snapshot of the Greek Higher Education performance (2022) 17

2 THE EDUCATION EXPERIENCE 21

2.1 EXPERIENCE ABROAD AS PART OF THE STUDY PROGRAMME 22
2.2 WORK EXPERIENCE BEFORE HIGHER EDUCATION 24
2.3 HIGHER EDUCATION STUDIES AFTER GRADUATION 26
2.4 VOCATIONAL DEGREE AFTER GRADUATION 28

3 LABOUR MARKET PARTICIPATION AND LABOUR MARKET OUTCOMES 29

3.1 CURRENT EMPLOYMENT STATUS 30
3.2 JOB SECURITY 32
3.3 PUBLIC SECTOR EMPLOYMENT 34

4 FALL 2018 35

4.1 PAID EMPLOYMENT STATUS IN FALL 2018 (COHORT 2016-17) 36
4.2 SAME OCCUPATION/SAME EMPLOYER (COHORT 2016-17) 36
4.3 SELF-EMPLOYMENT (COHORT 2016-17) 38
4.4 JOB SECURITY (COHORT 2016-17) 39
4.5 PUBLIC SECTOR (COHORT 2016-17) 40

5 SYNOPSIS 41

6 APPENDIX 45

6.1 FIELDS OF STUDY: CORRESPONDENCE OF DATASET CATEGORIES, REPORT CATEGORIES, AND ISCED FIELDS 45
6.2 SURVEY METHODOLOGY AND RESPONSE DETAILS FOR EG COUNTRIES 46

1 Introduction

1.1 Overview on the EUROGRADUATE 2022 survey

The EUROGRADUATE 2022 survey is the second pilot run for a European survey aiming to track higher education graduates. Its main goal is to provide data and analyses on the outcomes of attaining higher education in a way that allows for:

- both international comparison and research on a national level
- linking graduate background, education experience, employment, mobility, and social outcomes
- distinguishing different levels and fields of higher education
- comparison of short- and mid-term outcomes (1 and 5 years past graduation).

Following a feasibility study and a first pilot survey in 2018, EUROGRADUATE 2022 continues the path towards providing a cohesive information source on higher education graduates based on a structured, systematic data collection. The survey was rolled out in 17 pilot countries (following 8 pilot countries in Eurograduate 2018), applying standards and methods to create comparable and reliable data.

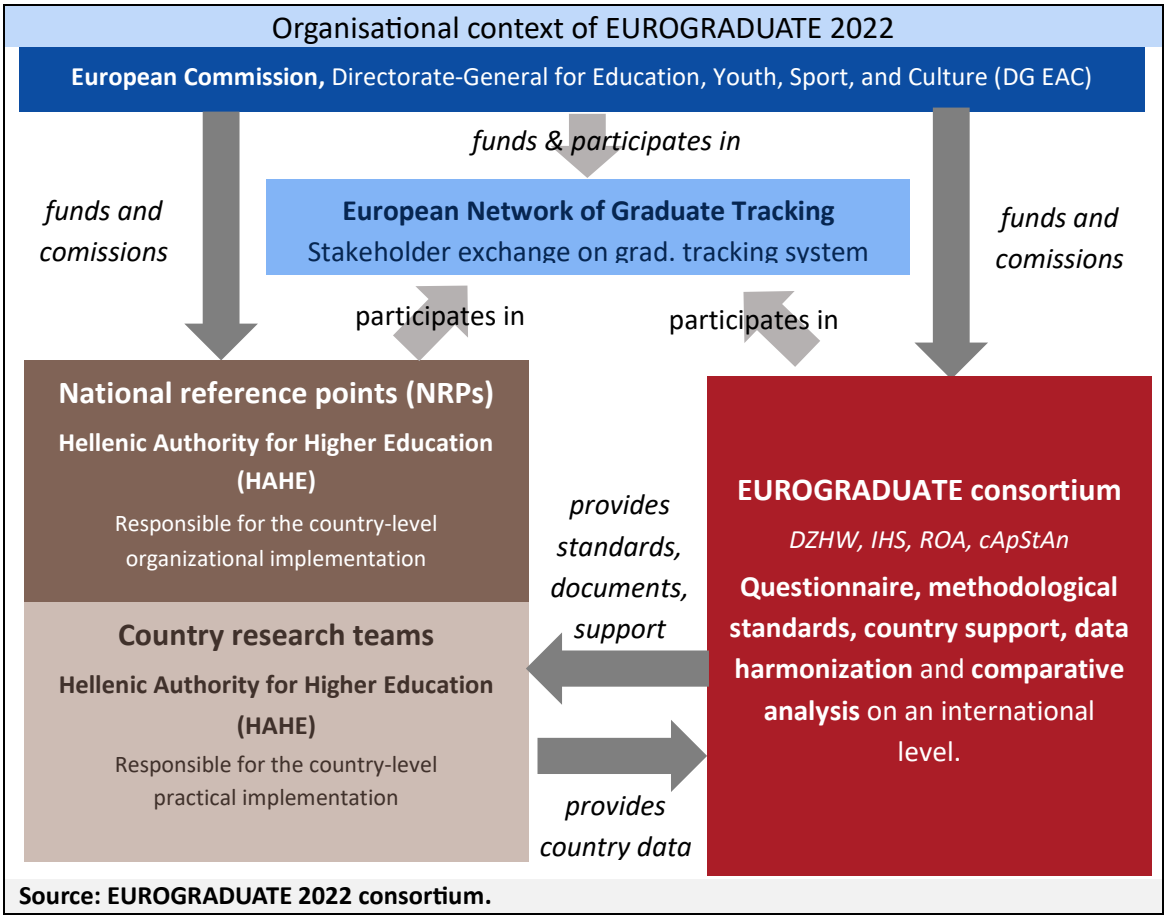


Figure 1.1 Organizational context of EUROGRADUATE 2022

The implementation of EUROGRADUATE 2022 is commissioned and funded by the European Commission's Directorate-General for Education, Youth, Sport, and Culture (DG EAC). National research teams are responsible for survey implementation, data cleaning and analysis on country level. The national data collections were guided by standards provided by the EUROGRADUATE 2022 consortium which laid out the questionnaire and methodological standards and supported the country teams with the implementation of those standards to ensure analytical potential and international comparability of the resulting data. Figure 1.1 shows structures and responsibilities within the project.

From the master questionnaire provided by the EUROGRADUATE consortium, countries were able to choose between surveying one module (essential questions), two modules (adding recommended questions) or three modules (adding questions on social outcomes, sustainability, and health). Of the 18 countries contributing to EUROGRADUATE 2022,

- 10 countries surveyed the complete set of questions: **Austria, Bulgaria, Cyprus, Czech Republic, Germany, Latvia, Malta, Portugal, Slovenia, Slovakia**
- 4 countries surveyed the two-module package: **Estonia, Croatia, Hungary, and Norway**
- 3 countries surveyed essential information only: **Greece, Italy, Romania**
- 1 country (**Ireland**) did not provide microdata, but only aggregate indicators for its HE system

Countries with a pre-existing graduate survey had the option to provide the information from their existing survey results rather than implementing the master questionnaire; this option was used by Germany and Italy.

1.2 Methodology of the EUROGRADUATE survey

1.2.1 Whom this report is about - target group definition

The EUROGRADUATE core target group entails all graduates who achieved an ISCED level 6 (Bachelor's degree or equivalent) or level 7 (Master's degree or equivalent) degree in the academic years 2016/17 and 2020/21. The target group explicitly includes international students (graduates born, raised, and/or having attended secondary school outside the survey country) and mobile graduates who left the survey country after graduation. **The only persons excluded** to whom these conditions can apply were graduates of exclusively employer-run higher education institution, such as military academies or study programmes provided by public administration institutions exclusively to their civil servants.

ISCED-8 (PhD-level) graduates are not included in the target group. Graduates from ISCED-5 (Short-cycle)-programmes were eligible for inclusion into a country's target group if the programme they had graduated can be considered higher education. This criterion is necessary because vocational or secondary ISCED-5-degrees are offered in some survey countries as well. To establish a standard for all countries, **ISCED-5 graduates were to be included if their degree was offered by an institution that also offered programmes concluding with a degree at ISCED level 6 or higher**.

The **EG target group** entails all persons in the survey countries who earned a higher education degree, excluding PhD-level degrees, in any programme and institution in the academic years 2016/17 or/and 2020/21, excluding employer-run institutions.

1.2.2 What topics were surveyed? The questionnaire

The EG consortium provided a master questionnaire[1] based on (a) the questionnaire of the first EUROGRADUATE pilot survey 2018, enhanced and modified based on the methodological insights from the pilot,[2] (b) recommendations of the European Network on Graduate Tracking, (c) current policy-relevant interests (such as the impact of Covid-19 and sustainability as a topic in study programmes) and (d) the comparability with other international surveys on education and employment. The questionnaire consisted of the following sections (in order):

A. Education History: details on the reference HE programme (field and degree, institution, learning modes), HE access, other tertiary and non-tertiary education and training, international and work experience alongside studying.
B. Work history: details on employment during survey and in 2018 (for 2016/17 graduates), labour market entry, job conditions and characteristics, satisfaction, education-employment match
C. Competencies: respondents' level and required level in their job for 12 competencies (respondent-assessed)
D. Mobility: place of residence during the reference programme, in 2018 (2016/17 graduates) and at the time of survey; reasons for mobility
E. Personal and social background: age, sex, migration and citizenship, family background, partner- and parentship details, general health
F. Social outcomes: personal life, political engagement, and attitudes

The questionnaire was translated, adapted, and implemented into an online survey by each national research team for the respective country. The EG consortium provided linguistic quality control to maximise cross-language comparability of the results. The national surveys were only accessible with access links individually distributed to target group respondents, preventing illegitimate responses by persons out of the target group or automated software.

1.2.3 How the data was collected – sample, representativity and field phase

Country research teams had two options for inviting eligible graduates to the survey: either to invite the whole target group (census), which was especially recommended to countries with a smaller yearly number of higher education graduates, or to draw a sample[3] from it. In either case, the resulting responses underwent a statistical weighting procedure to account for nonresponse and over- and underrepresentation of certain sub-groups of graduates in the survey. This weighting adjusted for graduation year, degree level, field of study, age, and

[1] The full questionnaire files, as well as the questionnaires for the previous pilot survey, are publicly available at the EUROGRADUATE website ↗.

[2] Meng, C. et al. (2019): Eurograduate pilot study. Technical assessment of the pilot survey and feasibility of a full rollout. Available online ↗.

[3] In countries where a sample was drawn, the standard procedure was a disproportionally stratified random sample which was stratified at least by study fields, cohort, and degree level (additional stratification characteristics were applied by some countries). Deviating from this, the German data is based on a clustered and stratified random sample; the Italian data is based on a census of ~90% of the Italian HE institutions engaging in regular graduate tracking for 2016/17 and a random sample out of those institutions' graduates for 2020/21.

gender; in some countries, additional weighting characteristics such as type and region of the higher education institution graduated from were also considered.

With regards to the sampling frame and contact information, two important details must be considered: Firstly, some countries' research teams were able to select and contact graduates based on a central register, while other countries needed to involve the separate higher education institutions to contact graduates – those generally opted for the census method (letting institutions invite all target group graduates), which was suggested to simplify coordination with the numerous institutions. Secondly, a person can hold two or more higher education degrees from the target years, especially when continuing with a Master programme after a Bachelor degree. Such cases were only identifiable when both/all such programmes were registered in the same contact database (e.g. same institution or same country with a central database). Due to the small number of persons concerned in countries that identified such cases (~1%) and the response effort, the possibility that a person replied more than once is assessed as negligible.

The core field phase took place between November 2022 and February 2023. Cyprus, Latvia, Malta, Slovenia, and Germany conducted delayed and/or extended data collection ranging from the core field phase to July 2023. This needs to be considered when interpreting analyses of time-sensitive outcomes.

1.2.4 How EUROGRADUATE was implemented in Greece

Graduate Tracking is a key component of quality assurance in higher education, and particularly within the frame of getting feedback for enhancing the effectiveness of study programmes. As such, it is included in the Guidelines for Quality Assurance in the EHEA (ESG Standards). It is also useful for comparative evaluation (e.g. of systems, institutions, study programmes), the provision of statistical information to international bodies, students and prospective students (career services), the allocation of resources and administrative decisions within institutions and, of course, the steering of policymaking for higher education.

EUROGRADUATE 2018 (Greece)

The first phase of EUROGRADUATE initiative was conducted in 2018 in which 8 European countries (incl. Greece) participated. It focused on two cohorts, namely graduates of 2012-13 and 2016-17. This pilot phase began in October 2018 and ended in February 2019.

Overall, 22 Higher Education Institutions and 12 Technological Education Institutes took part in the survey and 1.290 fully filled in questionnaires were collected, reaching a response rate of approximately 5%.

The results from Greece were presented with an emphasis on four social functions of tertiary education, namely the impact of tertiary education on the labour market, the social impact of tertiary education, the graduation as a starting point for further studies, and mobility.

Source: EUROGRADUATE Pilot Survey 2018: Country report Greece.
https://op.europa.eu/en/publication-detail/-/publication/b3bd8d4a-f88e-11ea-991b-01aa75ed71a1/language-el

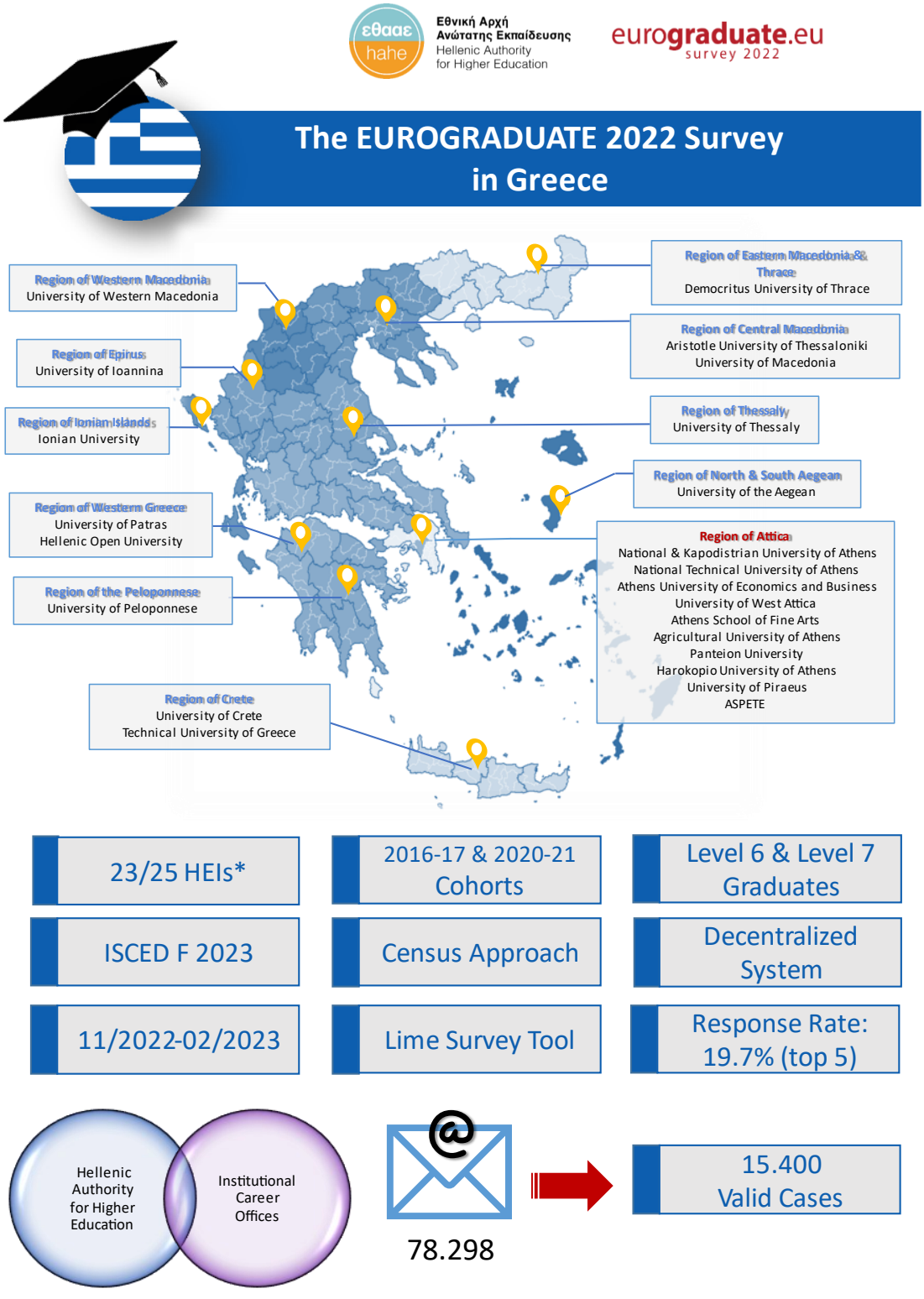
Greece, within the European framework, participates in the Eurograduate initiative and takes appropriate actions to develop its own national graduate tracking system, under the supervision and guidance of HAHE. The system has been scheduled to be operational, ideally, by 2025, the year of the European Education Area integration.

Greece benefits significantly from the European Graduate Tracking Initiative. This is because a European Network of Graduate Tracking (ENGT) has been developed in line with the 2017 Council Recommendation, to promote cooperation, exchange of know-how and best practices between countries and the best possible coordination between national systems, and the European Graduate Tracking System. In addition, a national reference point has been established, and scientific and financial support is being provided to Member States.

The Hellenic Authority for Higher Education (HAHE) is the responsible national actor for graduate tracking in higher education and has been designated as the National Reference Point for the European Graduate Tracking Initiative. Moreover, HAHE maintains the National Information System for Quality in Higher Education, it makes proposals for the National Strategy for Higher Education, it expresses opinion on issues of academic map of the country (study programmes, academic units, institutions), it proposes the allocation of funding for HEIs, based on their needs and performance, and it monitors the implementation of the national strategy based on the Planning Agreements with HEIs.

During 2020 and 2023, the Authority coordinated a project funded by the National Strategic Reference Framework with the aim to support the University Career Offices in their overall operation (information infrastructure, staffing, quality processes, networking) and in particular graduate tracking.

1.2.5 The Eurograduate 2022 Survey in Greece



*Two HEIs were excluded due to unavailable data.

Figure 1.2 The EUROGRADUATE Survey in Greece in a nutshell

The formation of the National Team

In May 2022, the Authority formed the National Team for coordinating the EUROGRADUATE 2022 survey in the country and proceeded in scheduling and the allocation of tasks for the project (e.g. communication with institutions, briefings, participation in webinars, data reporting, programming, analysing, and presenting data).

The methodology and the preparation for the field phase

The EUROGRADUATE 2022 Survey focuses on two graduate cohorts (2016-17 & 2020-21) of study levels 6 and 7 to examine their short and long-term career progress. The methodology applied is the same as is in all participating countries, but it takes into consideration the peculiarities of the Greek setting, to reach conclusions that are more reliable. The survey was conducted with the use of an on-line survey instrument, common for all countries to assure comparability of results.

The countries participating in EUROGRADUATE 2022 were free to choose the procedure for sampling and data collection. More specifically, they could choose between a census approach and a sample survey that would be implemented through a centralized or a decentralised approach (regarding contact and invitations to participate).

For Greece, the decentralised census approach was used. This means that all graduates belonging to the 2016-17 and 2020-21 (Level 6 & 7) cohorts from all institutions should be invited to participate in the survey. The invitations would be sent by each University`s Career Office, something which depends on the quality of each university`s graduates` data.

The collection of data was performed within the framework of a system for anonymized data transfer from HEIs to HAHE. Further on, HAHE conducted a series of checks to validate the data provided by HEIS and those that were included in the database of the National Information System for Quality Assurance in Higher Education.

It is noted that 2 universities were excluded from the survey (Hellenic Mediterranean University and International Hellenic University) while the University of West Attica (est. 2018) participated for one cohort only (2020-21). Before the kick-starting of the data collection process, university career offices received relevant guidelines from HAHE and instructions for preparing the graduates` contact lists and invitations.

The Questionnaire

The questionnaire used to conduct the survey was formed according to the standards set and the instructions given for all participating countries by the EG Consortium. The Greek version of the questionnaire included Module A questions, which refer to basic information, such as demographic, educational, and professional profile of graduates.

The questionnaire included questions about graduates' mobility, further studies, and professional training. An important part of the questionnaire included questions that considered the level of study as, in this way, the possibility of comparisons and the presentation of possible differences between the graduates of different levels of higher education were given. The questions also had to do with the professional development of graduates and more

specifically with the type of employment or self-employment and the number of positions in which they were/are active. Finally, the questionnaire included demographic questions, such as gender, age and nationality, to investigate for individual differences, exist. The formulation of the questionnaire for implementation at the national level included the following steps:

1. Design of questionnaire by the EG Consortium
2. Adaptation of the questionnaire to the national context (HAHE)
3. Translation and verification of the questionnaire (HAHE)
4. Implementation of the online questionnaire using programming tools (Lime Survey) (HAHE)
5. Pilot implementation and finalization of the online questionnaires (HAHE)
6. Customization for use by each institution and preparation of supplementary material (e.g. technical manuals for installing Lime Survey, manuals for data extraction and delivery to HAHE) (HAHE).

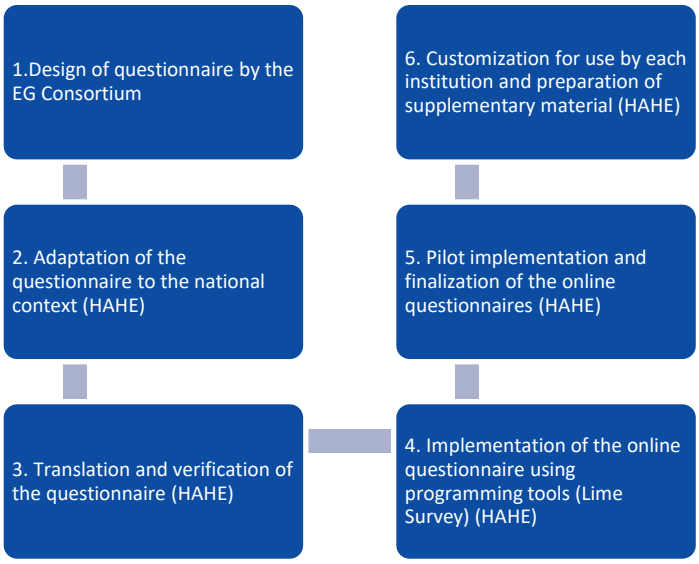


Figure 1.3 Questionnaire preparation steps

Following the finalization of the questionnaire, a customized per institution survey application was developed along with a manual with technical instructions and supporting files. The application and all relevant material were forwarded to university institutions. HAHE, in accordance with the EG Consortium guidelines, the European GDPR and national legislation, formulated a privacy statement and an informed consent for research participants (included in the landing page of the questionnaire) and ensured the anonymization of data. No identifying information of participants has been received during the data delivery from institutions to the HAHE servers.

The time available to universities to gather responses from their graduates was specific and determined by the instructions given. The field phase lasted from November 2022 to February 2023. During this phase, there was a uniform reminder tactic implemented to enable greater participation of graduates and results reliability. The total number of reminders sent by university institutions was four. No incentives were given.

Data collection

The process of data collection started in November 2022 and lasted until February 2023. The Career Offices of HEIs invited graduates to participate via personalized emails (incl. a unique ID) and in a very few cases via telephone calls. During the field phase, two progress reports and supplementary material concerning response rates were requested from the Institutions. The first progress report and response rate table were requested midway through the data collection process, while the second progress report and the corresponding second response rate table were requested at the end to provide an overall picture of research progress and effectiveness of reminders. These reports were then shared with the EG Consortium.

The response rate achieved was 19.7%, the fifth higher among the countries that participated in the survey.

Data Cleaning

The cleaning and processing of the data collected from the EG Survey in Greece has been a highly demanding and challenging endeavour. It was conducted with the use of SPSS syntax and based on the manual and templates prepared by the EG Consortium, and the guidelines provided during webinars. The instructions and supplementary material were supportive in every step of this process. Initially, the preparation of the data processing framework, the merging of institutional data files by cohort and the renaming of the national variables took place. Then, a thorough check of raw data followed along with the creation of empty variables for questions not included in the Greek version of the EG questionnaire. The national variables were then recoded, the type and labels of the variables were defined and the EG graduate category variable (EUROGRADUATE) was created. Missing values were also identified, and a series of checks were undertaken regarding the values of target variables, plausibility, and case validity in accordance with the guidelines included in the data-cleaning manual. An important step before finalizing the cleaned national dataset has been the weighting of survey data and the final file format that was shared with the EG Consortium.

Presentation of results and preparation of country report

Following the receipt of the Euro Dataset from the EG Consortium, results were calculated both for the EG country report and the national report. Apart from the comparative presentation of data for the various countries, selected figures are included for Greece. Results are presented and discussed accordingly.

1.3 Higher education in Greece

1.3.1 The Context of Higher Education in Greece

Higher Education, as a key factor for social welfare and economic growth, is a top priority sector for Greece. Higher Education consists of a) *the university sector* that includes Universities, Technical Universities, and the Athens School of Fine Arts and b) *the technological sector* that includes the School of Pedagogical and Technological Education (ASPETE) (Law 4485/2017). It is currently provided only by public institutions (in accordance with the provisions of article 16 of the Greek Constitution), even though a recent law (5094/2024) allows the establishment and operation of private (not for profit) higher education institutions.

Following the major restructuring endeavour of the Greek higher education landscape that took place in 2018 and 2019 (Laws 4521/2018, 4559/2018, 4589/2019 and 4610/2019), Greece has currently 24 universities[4] and 1 Technological Education Institution. The following infographic illustrates the status of Higher Education in Greece for 2022, according to the most recent published annual report of HAHE:

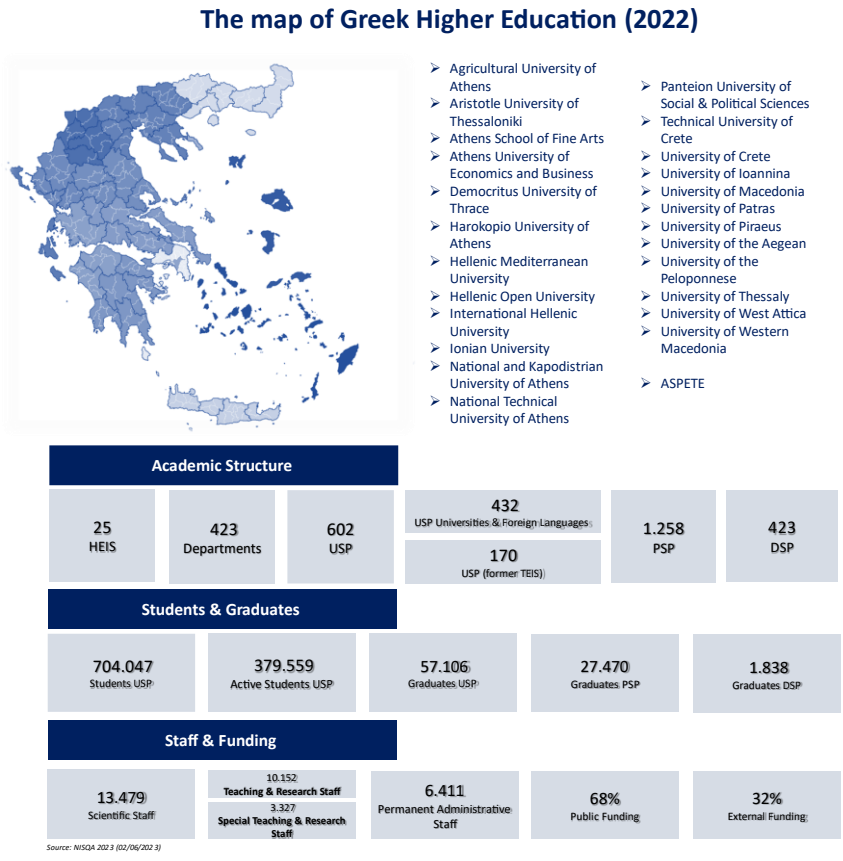


Figure 1.4: The Greek higher education in 2022

[4] There are also 3 military academies with full university status (Hellenic Army Academy, Hellenic Naval Academy and Hellenic Air-Force Academy).

It is worth noting that during 2018 and 2019, 11 out of the 25 higher education institutions changed their structure because of merging with former Technological Education Institutions.

HEI	Merged TEIs	Law
University of West Attica	TEI of Athens TEI of Piraeus	4521/2018
Ionian University	TEI of Ionian Islands	4559/2018
University of Ioannina	TEI of Epirus	4559/2018
University of Thessaly	TEI of Thessaly TEI of Western Greece	4589/2019
Agricultural University of Athens	TEI of Western Greece	4589/2019
National and Kapodistrian University of Athens	TEI of Central Greece	4589/2019
International Hellenic University	ATEI of Thessaloniki TEI of Eastern Macedonia & Thrace TEI of Central Macedonia	4610/2019
Hellenic Mediterranean University	TEI of Crete	4610/2019
University of Western Macedonia	TEI of Western Macedonia	4610/2019
University of Peloponnese	TEI of Western Greece TEI of Peloponnese	4610/2019
University of Patras	TEI of Western Greece	4610/2019

Figure 1.5 Universities with changes in their academic structure

Currently, there are 25 HEIs consisting of 423 departments, which offer 602 undergraduate study programmes, 1.258 postgraduate and 423 doctoral study programmes. In addition, there are eighty-four undergraduate study programmes leading to the award of an integrated master`s degree (article 46, Law 4485/2017).

In order to carry out their mission, higher education institutions are organized and operate based on common rules and practices, which assure: a) freedom in research and teaching, b) research and scientific deontology, c) quality in education, d) quality in service provision, effectiveness and efficiency in managing resources, e) transparency in their activities, f) impartiality of their administrative bodies in work execution and decision making, g) meritocracy in staff selection and development, h) equal treatment of genders and respect for diversity.

The Greek higher education institutions are state funded by the national budget and the public investment programme for higher education. The distribution of 80% of state funding is based on objective indicators of HEIs, such as the number of departments, the duration of studies, the number of students and teaching staff, the geographical dispersion, and the laboratory capacity. The rest 20% of state funding is based on qualitative criteria and indicators, such as the quality and effectiveness of education and research activities, innovation and internationalization, the link between academic work and society, and the quality of university environment.

Moreover, a significant amount of the universities' operational requirements is met by other sources (such as funding from the Special Account for Research Funds[5], tuition fees for postgraduate programmes, provision of laboratory and clinics services, donations, sponsorships, and the Engineers and Public Contractors Pension Fund [TSMEDE]).

It is also worth mentioning that 7 Greek universities participate in the European Universities initiative, namely the National and Kapodistrian University of Athens (CIVIS), the Agricultural University of Athens (CONEXUS), the Aristotle University of Thessaloniki (EPICUR), the Hellenic Mediterranean University (ATHENA), the Technical University of Crete (EURECA-PRO), the University of the Aegean (ERUA) and the University of Thessaly (INVEST).

1.3.2 Study Levels

The study programmes offered by the HEIs are divided into three cycles: a) *First cycle* (ISCED Level 6) — Undergraduate (requiring 4, 5, or 6 years of study, depending on the subject); b) *Second cycle* (ISCED Level 7) – Postgraduate/Master studies (1,5 to 2 years). According to Law 4485/2017 (article 46), the successful completion of study programmes (with at least 10 academic semesters for a degree) belonging to the first cycle in university departments leads to the award of an *integrated master`s degree* in the specialization of the relevant department, under specific preconditions (e.g. master thesis) and c) *Third cycle* (ISCED Level 8) — Doctoral studies (at least 3 years). Doctoral Studies are offered only by universities, and they lead to the award of a Doctorate (PhD).

1.3.3 A recent snapshot of the Greek Higher Education performance (2022)

Greece has one of the highest student populations among European countries. Based on data extracted from Eurostat, the ratio of students to the country`s total population for 2021 has been 8.07%, while the European average has been 4.07%. At the same time, the proportion of higher education graduates in its population (despite an upward trend) remains lower than in the EU and OECD countries` average, has reduced employment prospects and relatively low earnings. The low graduation rates explain why the high percentage of students is not "transformed" into a high percentage of graduates. The ratio of graduates to students for 2021 has been 9.69%[6]. The population of graduates for 2016/17 and 2020/21 by study level is presented in the following table:

Graduates	2016-17	2020-21
Level 6	44.994	56.396
Level 7	19.025	24.006
Total	*64.019*	*80.402*

Figure 1.6 Population of graduates for 2016-17 and 2020-21 by study level[7]

In addition, several quality issues persist, such as a high student-to-staff ratio, low graduation rates, low funding (increased for fourth consecutive year, since 2018), and low teaching staff renewal ratios. In terms of these indicators, the country's position is unfavorable, also due to

[5] The sources of research funding include grants and contracts from external sources. These funds, covering research, educational activities and services, are managed through an office known as the Special Account for Research Funds (established in all Greek HEIs).

[6] Hellenic Authority for Higher Education (2023). Annual report on the quality of higher education (2022) (Summary Report). Athens.

[7] Source: National Information System for Quality Assurance in Higher Education, HAHE

the high percentage of inactive[8] students in the student population. However, Greece still maintains a good track record in research, at least at its output level (papers published), while there is considerable room for improvement with respect to the impact of this research (citations) and the population of research staff, funding and expenditure.

Regarding the distribution of graduates by study field for 2020/21, the highest participation is noted in the field of business administration, while the fields of social sciences, engineering and medicine follow.

Overall, the implementation of quality assurance activities in previous years has led to specific improvements in HEIs, both in the form of results achieved, as appears from the Institutional monitoring reports and the process of quality accreditation. Improvements have been made to the structure and updating of curricula and the use of digital tools in the educational process. However, there is still considerable room for improvement in the way study programmes are designed, monitored and reviewed. There are also significant shortcomings in the monitoring and management of the learning environment, as well as the adequacy and renewal of teaching staff.

The following two figures present the number of HE institutions and the total number of graduates per country as well as their sociodemographic characteristics.

[8] Inactive students are students who have exceeded the duration of their studies for more than 2 years as it is stated in the relevant Law.

Figure 1.7: HE institutions (2020) and total number of target group graduates in EG countries[9]

	Univer-sities	Non-Univ.	Total	Share Univ.	ISCED 5		ISCED 6		ISCED 7	
					16/17	20/21	2016/17	2020/21	2016/17	2020/21
AT	38	35	**73**	52%			26.047	31.176	21.597	22.904
BG	45	7	**52**	87%			30.111	24.001	23.125	20.990
CY	8	18	**26**	31%	1.029	1.145	3.846	4.325	5.603	7.935
CZ	28	32	**60**	47%			37.261	31.893	32.985	26.818
DE	171	201	**372**	46%			260.117	243.857	211.719	205.382
EE	7	11	**18**	39%			6.056	5.522	3.273	3.874
GR	24	23	**47**	51%			44.994	56.396	19.025	24.006
HR	11	29	**40**	28%	20	14	18.039	17.942	12.358	12.565
HU*	27	25	**52**	52%	2.835	2.644	41.717	42.382	21.413	22.294
IT	92	116	**208**	44%			69.354	167.455	116.724	128.890
LV	6	35	**41**	15%	2.854	2.971	7.206	6.970	4.132	4.154
MT	1	6	**7**	14%	2.726	3.416	2.361	3.041	1.659	2.377
NO	18	16	**34**	53%	658	775	27.407	30.918	14.808	18.362
PT	37	55	**92**	40%	3.200	5.162	39.699	47.833	24.214	28.050
RO	52	38	**90**	58%			65.422	78.740	44.174	41.823
SI*	5	47	**52**	10%			7.617	8.359	4.493	3.845
SK	18	13	**31**	58%			22.294	18.358	23.959	17.670

More Non-Univ. institutions — 50:50 — more Univ.-type institutions

Source: European tertiary education register (ETER). Graduate population numbers: Eurograduate country research teams (except for DE – Germany: ETER).

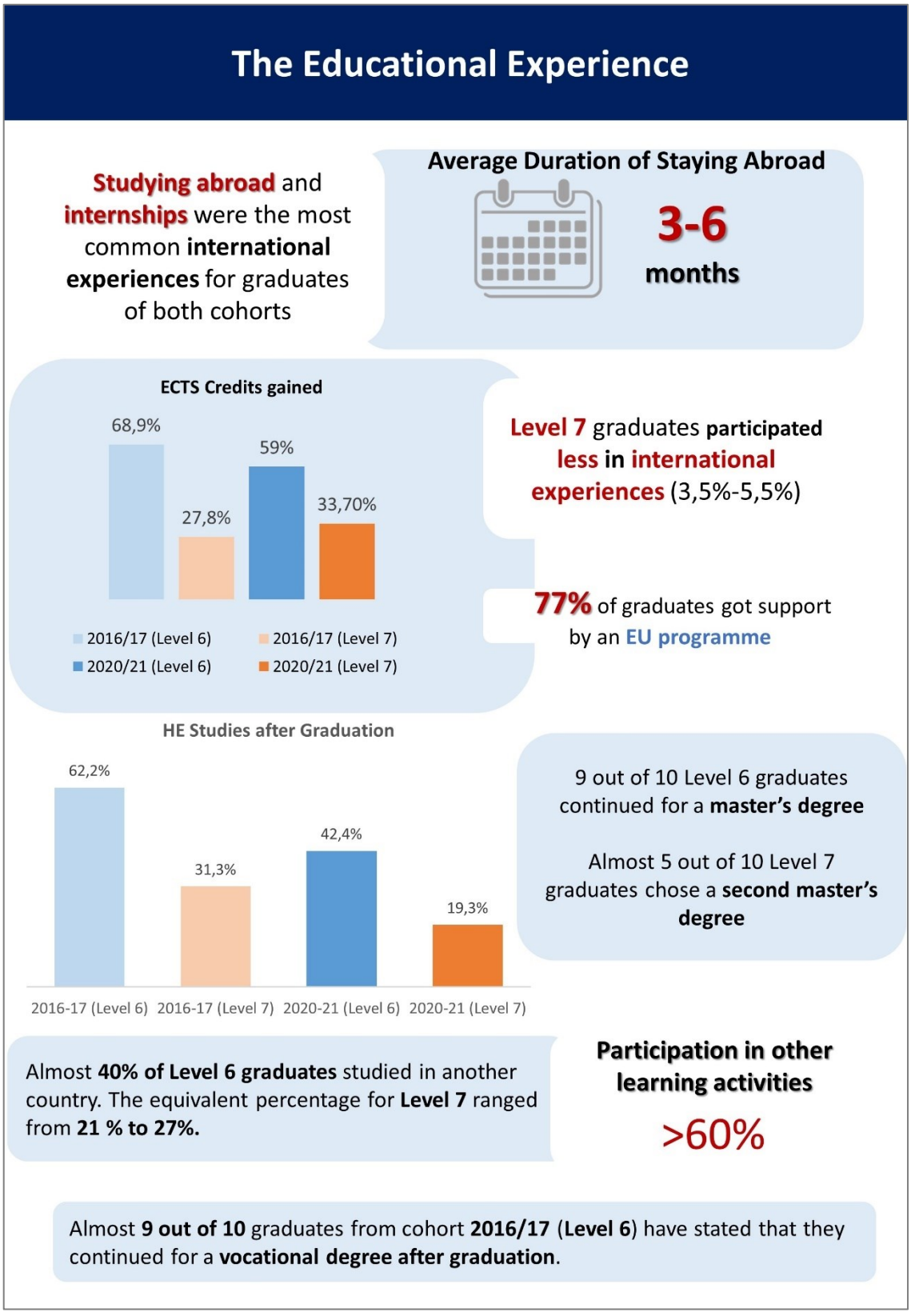
[9] According to ETER (2023), Greece has 47 HEIs, 24 of which are universities, and 12 institutions refer as Technological Educational Institutions. However, the current map of higher education in Greece (2024) includes 24 universities and 1 Technological Educational Institute (ASPETE). In addition, there are 3 military academies with full university status. The other types of institutions (e.g. higher ecclesiastical academy, merchant marine academy, police academy) are included in the Tertiary but not in the Higher Education sector.

Figure 1.8: Sociodemographic characteristics of EG country samples (weighted):
Cells: % of all core group (BA + MA) graduates in the respective category within the given country: Gender: f=female, nb/oth=non-binary/other – remaining up to 100: male; ISCED Lvl:ISCED-6 (Bachelor level or 7 (Master level) – ISCED 5 excluded; Migration BG: 1st generation (not born in survey country) or 2nd generation (born in survey country, both parents born abroad) migration background. Parent with HE: at least 1 parent/guardian with an HE degree; HEI type Univ: Reference programme from university Fields of study: see Appendix 8.2.

	Gender		ISCED Lvl		Migra-tion BG	Parent with HE	HEI type: Univ.	Field of study (reference programme)							
	f	nb/ oth	6	7				EDU TT	ART HUM	SOC JOU	BUS LAW	NAT MAT	HEA LTH	ICT ENG	OTH
Cohort 2016/17:															
AT	60	0,3	67	33	20	31	53	21	4,4	13	28	7	5	22	0,5
BG	63	0,3	54	46	2,8	49	86	10	8	9	40	3,3	8	17	4,3
CY	66	0,0	38	62	37	42	93	31	8	9	27	1,8	8	12	2,1
CZ	61	0,5	51	49	10	44	95	12	9	13	20	6	11	20	9
DE	52	n.a.	57	43	n.a.	55	61	4,4	12	7	24	11	10	26	5
EE	63	0,2	63	37	9	60	79	7	13	6	23	6	13	22	9
GR	60	0,4	64	36	n.a.	3,6	100	10	13	10	22	8	10	22	4,7
HR	59	0,7	59	41	12	30	79	4,0	9	8	30	5	9	24	12
HU	58	n.a.	63	37	7	52	98	11	10	11	24	5	8	21	9
IT	58	n.a.	10	90	n.a.	31	100	7	11	15	20	8	16	18	4,2
LV	64	n.a.	62	38	3,1	32	99	6	10	10	30	2,5	15	18	8
MT	59	n.a.	58	42	5	33	87	8	19	6	24	4,8	19	17	1,5
NO	63	0,1	78	22	14	61	64	6	2,7	13	29	2,0	32	12	3,6
PT	58	0,3	61	39	8	31	64	5	10	11	23	6	16	19	9
RO	58	0,4	65	35	n.a.	41	100	6	11	11	20	7	10	32	2,7
SI	68	0,2	44	56	4,0	30	n.a.	14	9	16	16	9	13	17	6
SK	58	n.a.	49	51	1,5	35	85	9	2,3	13	35	3,7	11	20	5
Cohort 2020/21:															
AT	60	0,5	69	31	22	38	56	19	4,0	7	34	6	9	21	0,5
BG	63	0,5	52	48	6	46	80	17	4,8	6	30	2,3	13	24	3,1
CY	66	0,0	38	62	52	52	89	27	7	10	33	2,6	10	6	3,5
CZ	61	0,3	56	44	13	45	92	12	8	10	21	4,9	10	25	9
DE	52	n.a.	55	45	n.a.	54	59	7	8	12	25	10	6	29	3,5
EE	63	0,3	60	40	13	60	82	9	12	8	25	4,7	13	23	6
GR	60	0,5	75	25	n.a.	3,5	100	9	14	15	19	8	13	16	6
HR	59	0,5	59	41	12	27	80	6	9	9	21	6	10	26	13
HU	58	n.a.	61	39	11	54	98	13	9	11	22	3,4	9	22	9
IT	58	n.a.	56	44	n.a.	32	100	6	14	17	18	8	12	18	6
LV	64	n.a.	64	36	3,9	34	100	8	10	9	28	3,1	14	16	11
MT	59	n.a.	56	44	21	27	56	16	7	7	38	1,8	16	10	4,6
NO	63	0,2	100	0,0	10	62	63	6	4,1	12	29	2,0	34	8	4,9
PT	58	0,6	64	36	12	35	65	4,3	12	13	24	6	16	17	8
RO	58	0,2	65	35	n.a.	43	100	6	8	12	27	3,6	8	30	7
SI	68	0,4	58	42	4,3	41	n.a.	15	12	13	19	10	7	19	6
SK	58	n.a.	55	45	5	40	83	13	3,2	10	25	2,3	20	19	8

SOURCE: Eurograduate Survey 2022.Percentages per column category within country in %. N = 171.792

2 The Education Experience



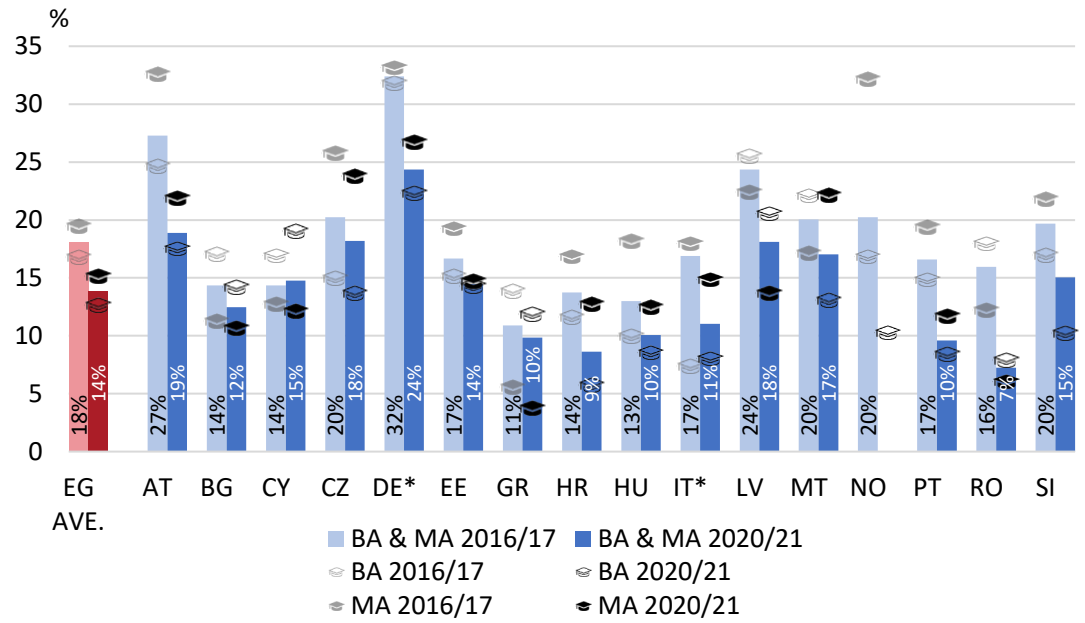
2.1 Experience abroad as part of the study programme

The comparison between the EG2022 countries as per the percentage of graduates that acquired international experiences as part of their study programme unveils a noticeable drop for cohort 2020/21, probable due to the onset of the COVID 19 pandemic and/or limited adoption of Internationalization at Home (IaH) practices. This decrease is also evident in the countries with the highest proportion of graduates with any experience abroad, such as Austria, Germany, and Latvia. In Greece, this proportion is less than the EG average by 7% for 2016/17 and by 4% for 2020/21, when both cohorts and study levels are considered. The negative change between the 2016/17 and the 2020/21 cohort is 1%, namely the lowest among the EG survey participant countries. Contrary to the EG average results, according to which the proportion of graduates with any experience abroad is greater among Level 7 graduates for both cohorts, the situation appears different in Greece. The proportion of Level 6 graduates with any experience abroad is higher both among 2020/21 graduates (11,9%) and among 2016/17 graduates (13,9%). The relevant percentages of Level 7 graduates were 3,7% (2020/21) and 5,6% (2016/17) respectively (Figure 2.1.1).

Figure 2.1.1: Proportion of graduates with any experience abroad – international comparison

Experience abroad: Graduates with at least on stay outside of the survey country during the reference study programme, displayed as shares of all respondents.

All graduates by:
Survey country (X-Axis), cohort (twin bars), degree level (icons)



Source: Eurograduate Survey 2022; Notes: n = 168.741. NO: Master t+1 not surveyed. DE, IT: Limited comparability.

More specifically in Greece, for both study levels and for the most study fields, a decrease of graduates with any experience abroad is evident in 2020/21. The situation is stable for graduates in the BUS/LAW field and reversed in the EDU/TEA (increase of 2%) case. However, a general observation is that regardless of study field, study level and cohort, the proportion of

graduates with any experience abroad is much lower than 20%. Female graduates have higher participation in international experiences (Level 6) in both cohorts.

Among 2016/17 Level 6 graduates, it appears that SOC/JOU (16,2%), ICT/ENG (15,5%) and HEALTH (15%) are the study fields with the **highest** proportion of graduates with international experiences, while the respective fields for cohort 2020/21 are HEALTH (14%), SOC/JOU (13,8%) and ART/HUM (11,8%). For cohort 2016/17, EDU (5,5%), OTHER (5,8%) and ART/HUM (11,7%) represent the study fields with the **lowest performance** as per international experience. OTHER (6%), EDU/TEA (9,8%) and NAT/MATH (10,2%) are the respective fields for cohort 2020/21.

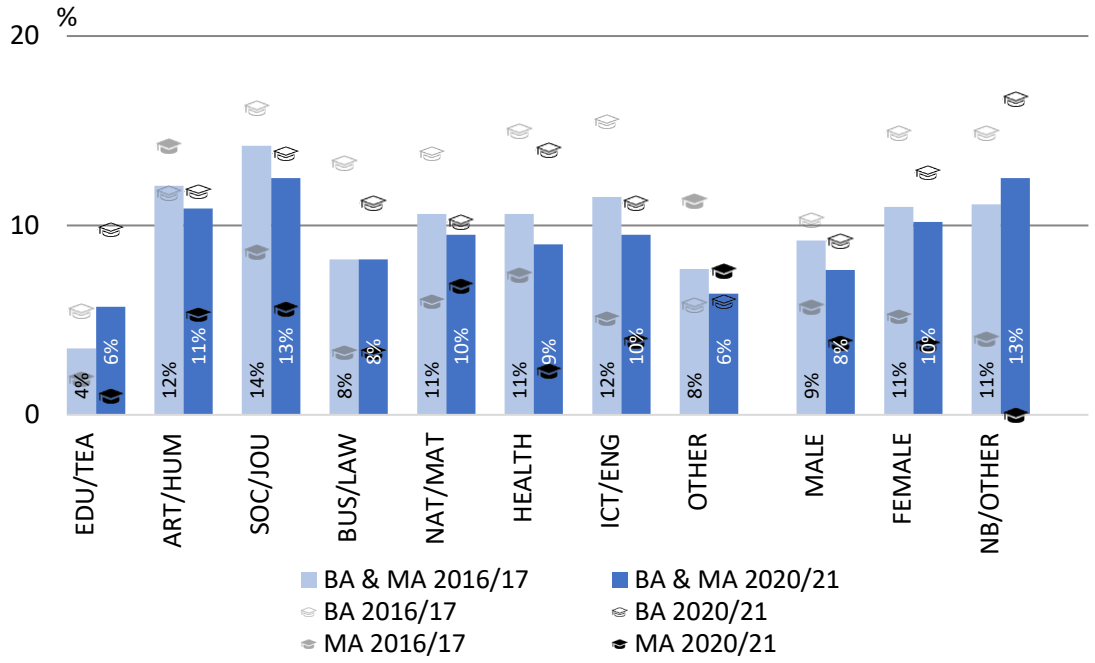
In the case of Level 7 graduates for 2016/17, ART/HUM (14,2%), OTHER (11,3%), SOC/JOU (8,6%) constitute the study fields with the **most graduates** that have participated in experiences abroad, while the respective fields for 2020/21 are OTH (7,6%), NAT/MATH (6,8%), SOC/JOU (5,6%). On the other hand EDU/TEA (1,9%), BUS/LAW (3,3%), ICT/ENG (5,1%) are the fields with the **lowest number of graduates** who have attained any kind of international experience for cohort 2016/17 and, respectively for cohort 2020/21, the study fields are EDU/TEA (1%), HEALTH (2,3%) and BUS/LAW (3.3%).

Studying abroad and internships are the most frequent method of gaining international experiences for both study levels and cohorts with a mean duration of 3 – 6 months and an increase of support by EU programmes for both Level 6 and Level 7 study programmes. It is worth mentioning that the accumulation of ECTS credits is most common among Level 6 graduates (60%-70%) for both cohorts. In the case of Level 7 graduates, the respective percentage ranges between 28% and 34%.

Fig. 2.1.2: Proportion of graduates with any experience abroad for GREECE

Experience abroad: Graduates with at least one stay outside of the survey country during the reference study programme, displayed as shares of all respondents.

All target group graduates of GREECE by:
cohort (twin bars); Type of HE institution, Field of study, Gender, Age (X-Axis)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

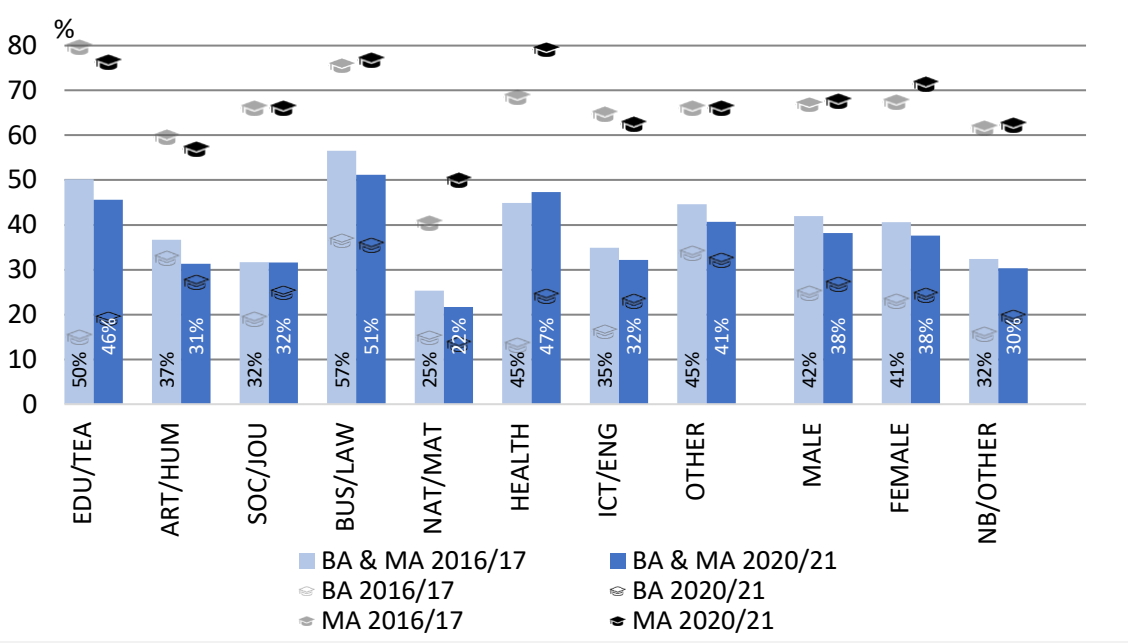
2.2 Work experience before higher education

The following figure provides an overview of the proportion of graduates who had attained work experience before the commencement of studies. A slight decrease in 2020/21 is apparent in nearly all study fields (except for HEALTH), when both study levels are considered. As expected, Level 7 graduates with work experience before studies outnumber their peers of Level 6 in all study fields, a finding that is rather expected. The relevant proportion is higher for cohort 2020/21, particularly in the case of Level 7 graduates, in which an increase is recorded for both males and females.

Fig. 2.2.1: Proportion of graduates with work experience before higher education for GREECE

Work experience before higher education: Graduates with work experience before the reference study programme, displayed as shares of all respondents.

All target group graduates of GREECE by:
cohort (twin bars); Field of study, Gender, Age (X-Axis)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

For half of the EG study field categories in Level 7 (BUS/LAW, NAT/MAT, HEALTH, OTHER) there is an increase of graduates that have attained work experience before they start studying in the 2020/21 cohort. The situation appears similar in the case of Level 6 graduates. Namely, an increase is noted in EDU/TEA, SOC/JOU, HEALTH and ICT/ENG.

In addition, in cohort 2016/17 the largest differences between Level 6 and Level 7 graduates are noted in the fields of EDU/TEA (64,7%), ICT/ENG (55,4%) and HEALTH (48,5%). In the case of 2020/21 cohort, EDU/TEA (57,3%), HEALTH (55%) and BUS/LAW (41,3%) are the three study fields with the largest deviation among Level 7 and Level 6 graduates.

Among 2016/17 Level 6 graduates, it appears that BUS/LAW (36,5%), OTH (33,7%) and ART/HUM (32,6%) are the study fields with the **highest** proportion of graduates with work experience, while the respective fields for cohort 2020/21 are BUS/LAW (35,5%), OTH (32,1%) and ART/HUM (27,2%). For cohort 2016/17, HEALTH (13,1%), NAT/MAT (14,8%) and EDU/TEA (15%) represent the study fields with the **lowest performance** as per work experience. NAT/MAT (13,4%), EDU/TEA (19,1%) and ICT/ENG (23%) are the respective fields for cohort 2020/21.

In the case of Level 7 graduates for 2016/17, EDU/TEA (79,7%), BUS/LAW (75,5%), HEALTH (68,5%) constitute the study fields with the **most graduates** that have acquired work experience before their studies, while the respective fields for 2020/21 are HEALTH (79,1%), BUS/LAW (76,8%) and EDU/TEA (76,4%).

On the other hand, NAT/MAT (40,3%), ART/HUM (59,6%), ICT/ENG (64,7%) are the fields with the **lowest number of graduates** who have attained work experience for cohort 2016/17 and, respectively for cohort 2020/21, the study fields are NAT/MAT (50%), ART/HUM (56,9%) and ICT/ENG (62,5%).

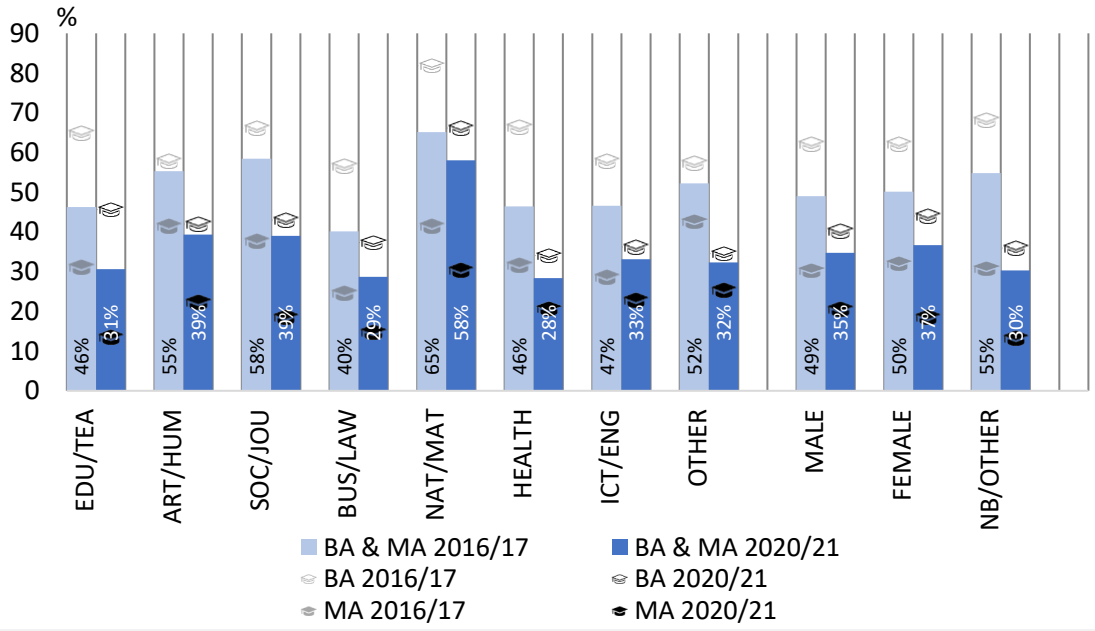
2.3 Higher education studies after graduation

The figure, which follows, provides an overview of the proportion of graduates who chose to continue with their studies (postgraduate degree, doctoral degree) after graduating from their reference study programme. A notable reduction of the relevant proportion is obvious for cohort 2020/21. Female graduates who proceed with their studies are slightly more than male for both cohorts, and between study levels 6 and 7 in each cohort, there is a large deviation of 30% and 20% respectively. The proportion of graduates with higher education studies after graduation is greater for Level 6 graduates for cohort 2016/17 (62.2%) and cohort 2020/21 (42.4%) contrary to Level 7 graduates (31,3% and 19,3% respectively).

Fig. 2.3.1: Proportion of graduates with higher education studies after graduation for GREECE

Higher Education studies after graduation: Graduates who continued their studies in higher education after graduating from the reference study programme, displayed as shares of all respondents.

All target group graduates of GREECE by:
cohort (twin bars); Field of study, Gender, Age (X-Axis)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

In 2020/21 lower numbers of graduates who proceeded in further higher education studies after graduation for each study field are recorded in both Level 6 and Level 7. Between cohorts in Level 6, the EG study fields with the highest reduction is noted in HEALTH (32.3%), SOC/JOU (23.2%) and EDU/TEA (19.4%), while in Level 7, the respective study fields are ART/HUM (19.1%), SOC/JOU (19%) and EDU/TEA (17.5%).

In addition, in cohort 2016/17 the largest differences between Level 6 and Level 7 graduates are noted in the fields of NAT/MAT (40.5%), HEALTH (34.8%) and EDU/TEA (33,9%). In the case of 2020/21 cohort, NAT/MAT (35.8%), EDU/TEA (32%) and SOC/JOU (24.4%) are the three study fields with the largest deviations.

Among 2016/17 Level 6 graduates, it appears that NAT/MAT (81.9%), HEALTH (66,4%) and SOC/JOU (66,2%) are the study fields with the **highest** proportion of graduates who continued their studies, while the respective fields for cohort 2020/21 are NAT/MAT (66,2%), EDU/TEA (45.6%) and SOC/JOU (43%).

For cohort 2016/17, BUS/LAW (56.6%), OTH (57.3%) and ART/HUM (57.8%) represent the study fields with the **lowest performance** as per the further higher education studies. HEALTH (34.1%), OTH (34.6%) and ICT/ENG (36.3%) are the respective fields for cohort 2020/21.

In the case of Level 7 graduates for 2016/17, OTH (42,6%), ART/HUM (41,5%), NAT/MAT (41,4%), constitute the study fields with the **most graduates** that who continued their studies, while the respective fields for 2020/21 are NAT/MAT (30,4%), OTH (25,4%), ICT/ENG (22,4%).

On the other hand, BUS/LAW (24,7%), ICT/ENG (28,6%), and EDU/TEA (31,1%) are the fields with the **lowest number of graduates** who continued their studies for cohort 2016/17 and, respectively for cohort 2020/21, the study fields are EDU/TEA (13,6%), BUS/LAW (14,8%), and SOC/JOU (18,6%).

A rather interesting point for investigation is whether graduates who chose further studies abroad returned to Greece or stayed abroad, after their graduation. Comparing the results between the two cohorts, a decrease is noted for both study levels in 2020/21. This is something expected because the economic situation and prospects in the country were far better in 2020/21 to 2016/17. The relevant percentages were 16% (2016/17) and 11,3% (2020/21) for Level 6 graduates and 7,5% (2016/17) and 4,5% (2020/21) for Level 7 graduates. In addition, NAT/MAT, HEALTH, ICT/ENG and SOC/JOU are the fields with the largest percentage of graduates that at the time of the survey had a place of residence abroad.

2.4 Vocational degree after graduation

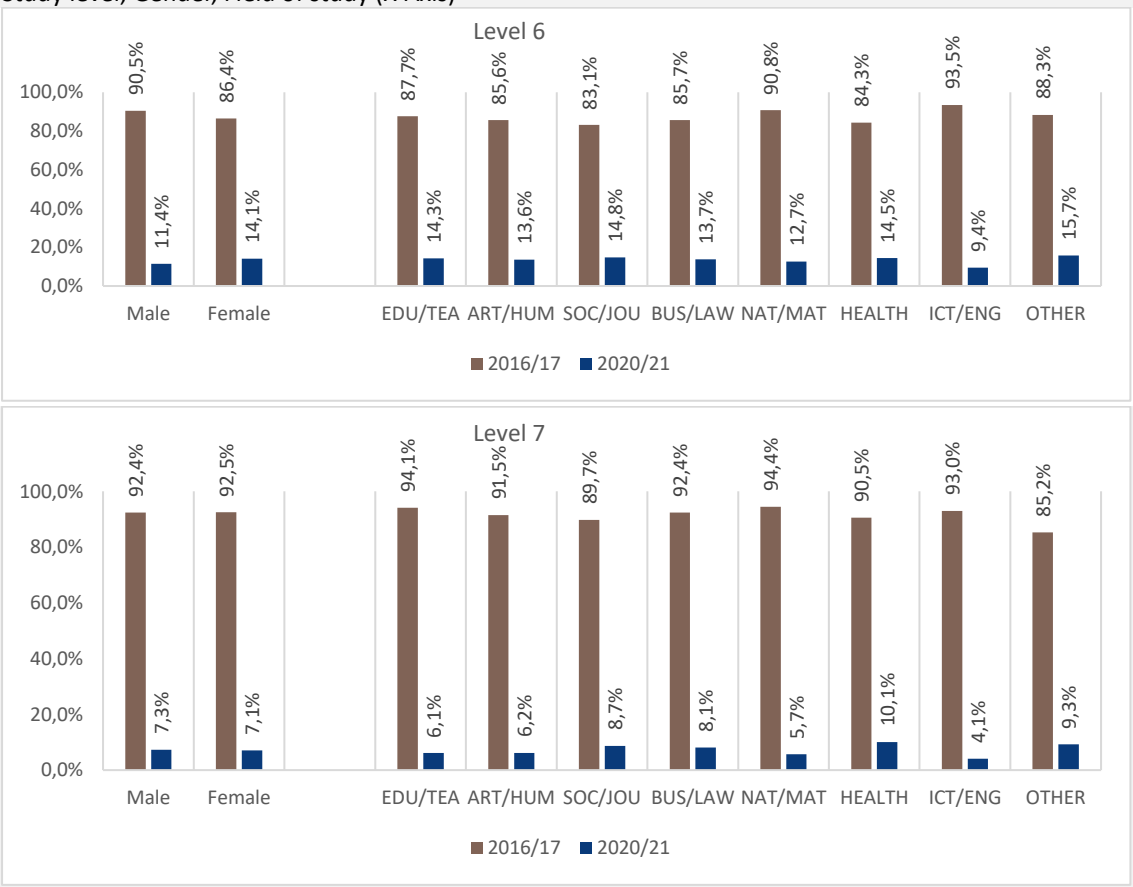
Among the Greek graduate population that took part in the survey, Level 7 graduates from both cohorts stated that they pursued a vocational degree after graduating from their reference programme. This fact strengthens their CV and increases their employability in the labour market, as it is an indication of possessing specific skills, sometimes crucial in certain occupations. Among cohorts, graduates from 2016/17 have stated that they followed a course for acquiring a vocational degree to a larger percentage in comparison with graduates from 2020/21. The following figure provides an overview of the proportion of graduates that gained a vocational degree after their graduation from their reference programme by gender and study field (Figure 2.4.1).

Level 6 graduates from cohort 2016/17 with a degree in the fields of ICT/ENG (93,5%), NAT/MAT (90,8%) and OTH (88,3%) have the highest percentages in terms of vocational education. Respectively, the highest percentages for Level 7 graduates are noted in the fields of NAT/MAT (94,4%), EDU/TEA (94,1%) and ICT/ENG (93%). When it comes to cohort 2020/21, Level 6 and Level 7 graduates from the fields of OTH, SOC/JOU and HEALTH tend to pursue a vocational degree more frequently.

Fig. 2.4.1: Proportion of graduates with a vocational degree after graduation-GREECE

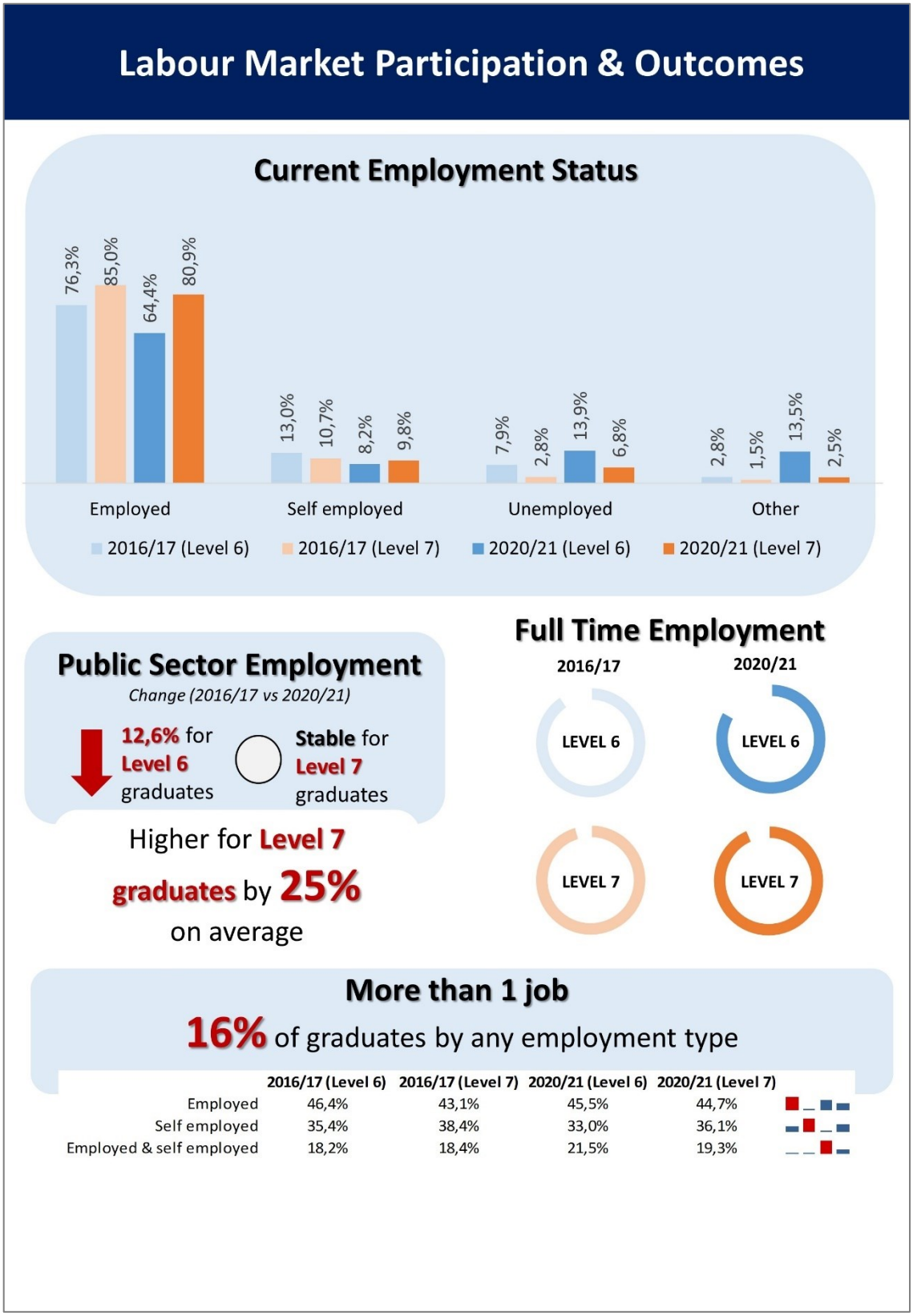
Vocational degree after graduation: Graduates who gained a vocational degree after graduating from the reference study programme, displayed as shares of all respondents.

All target group graduates of GREECE by:
Study level; Gender, Field of study (X-Axis)



Source: Eurograduate Survey 2022; n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

3 Labour Market Participation and Labour Market Outcomes



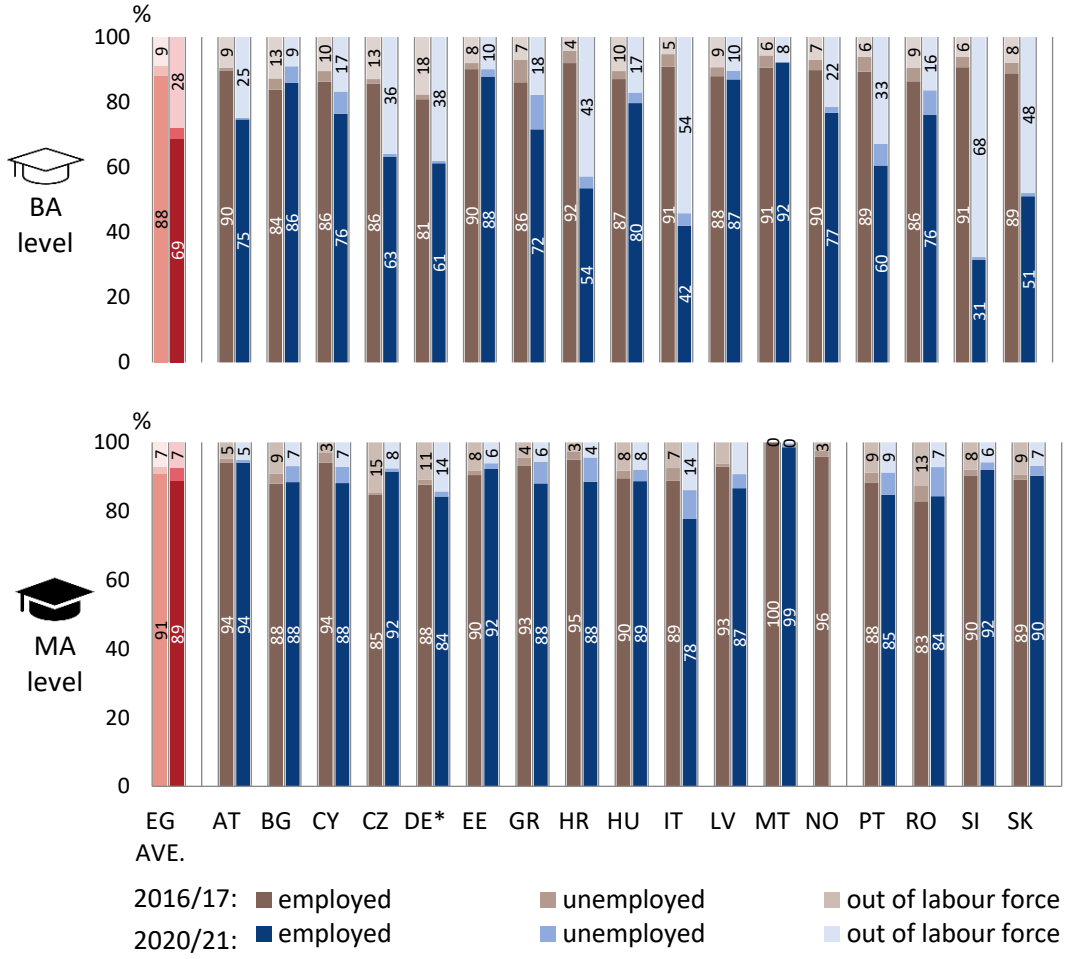
3.1 Current employment status

The higher level of studies usually leads in better employment status. This tenet is verified from the EG2022 survey results for all countries. Greece has attained higher performance in comparison with the EG average (Level 6, 2020/21). The situation was quite the opposite in 2016/17, perhaps due to the perennial economic crisis. In addition, Greece has been very close (88%) to the EG average (89%) in the case of Level 7 graduates for cohort 2020/21. In 2016/17, Greece had a slightly better performance comparing with the EG average (by 2%).

Figure 3.1.1: Current employment status – international comparison

Employment status: Employed if any (self-)employment was reported; out of labour force if no employment and another occupation (studying, parental leave, civic/military service, unpaid work, other) was reported.

All graduates by:
Survey country (X-Axis), cohort (twin bars), degree level (top/bottom chart area)



Source: Eurograduate Survey 2022; Notes: n = 169.628; NO: Master t+1 not surveyed. DE: Limited comparability.

Focusing on the current employment status of graduates in Greece, a notable decrease in the percentage of graduates who are employed is evident between cohorts. More specifically and among genders, employed males and females are less for cohort 2020/21, even though the situation is slightly better for Level 7 graduates for both cohorts. Also, gender inequality is present, but the gap appears lower for cohort 2020/21.

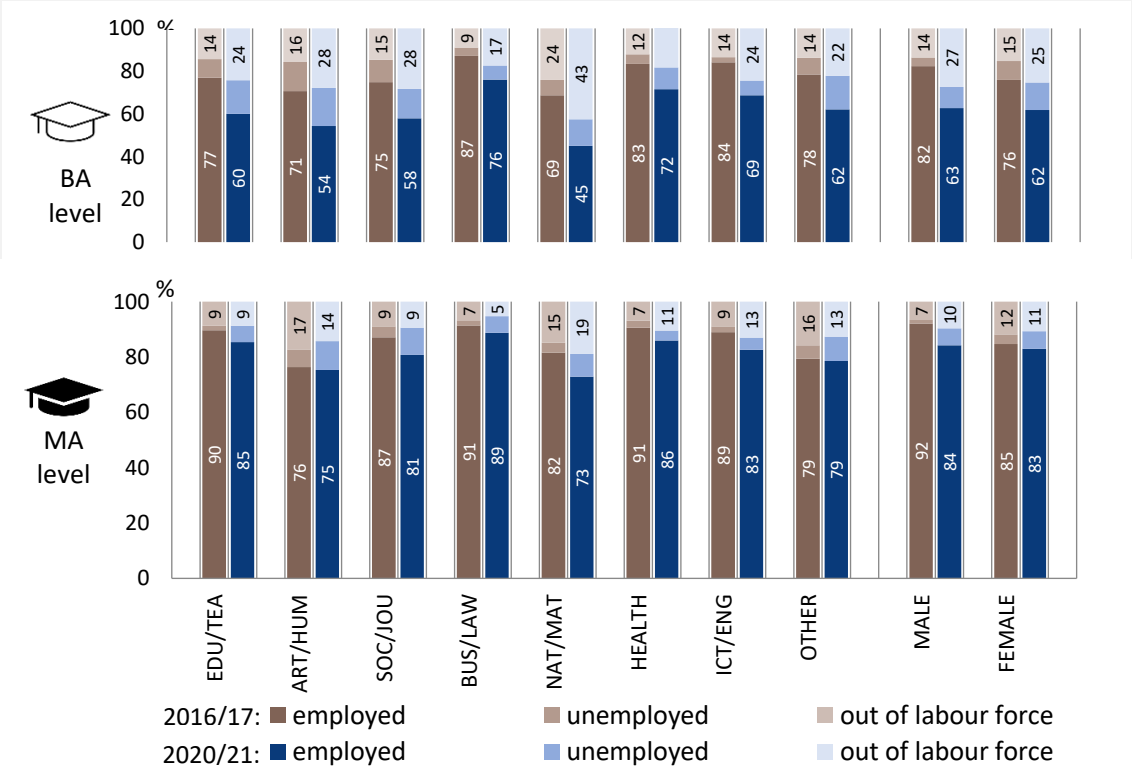
Seen from the study field perspective, the situation is better for Level 7 graduates. It appears that graduates in BUS/LAW (91,4%), HEALTH (90,6%), EDU/TEA (89,6%), and ICT/ENG (89%), enjoy higher employment status for 2016/17 while BUS/LAW (88,7%), HEALTH (88%), EDU/TEA (85,4%) are the relevant study fields with the highest employment status for cohort 2020/21. In the case of Level 6 graduates, BUS/LAW (87,2%), ICT/ENG (84,1%), and HEALTH (83,4%) are the study fields with the best employment percentages (Cohort 2020/21).

Another interesting finding is that ART/HUM is the study field with the highest unemployment status for Level 6 and Level 7 graduates (lower) of both cohorts. The percentage of unemployed graduates in the field ART/HUM is increased in 2020/21.

Fig 3.1.2: Current employment status for GREECE

Employment status: Employed if any (self-)employment was reported; out of labour force if no employment and another occupation (studying, parental leave, civic/military service, unpaid work, other) was reported.

All graduates of GREECE by:
cohort (twin bars); Field of study, Gender (X-Axis), degree level (top/bottom chart area)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

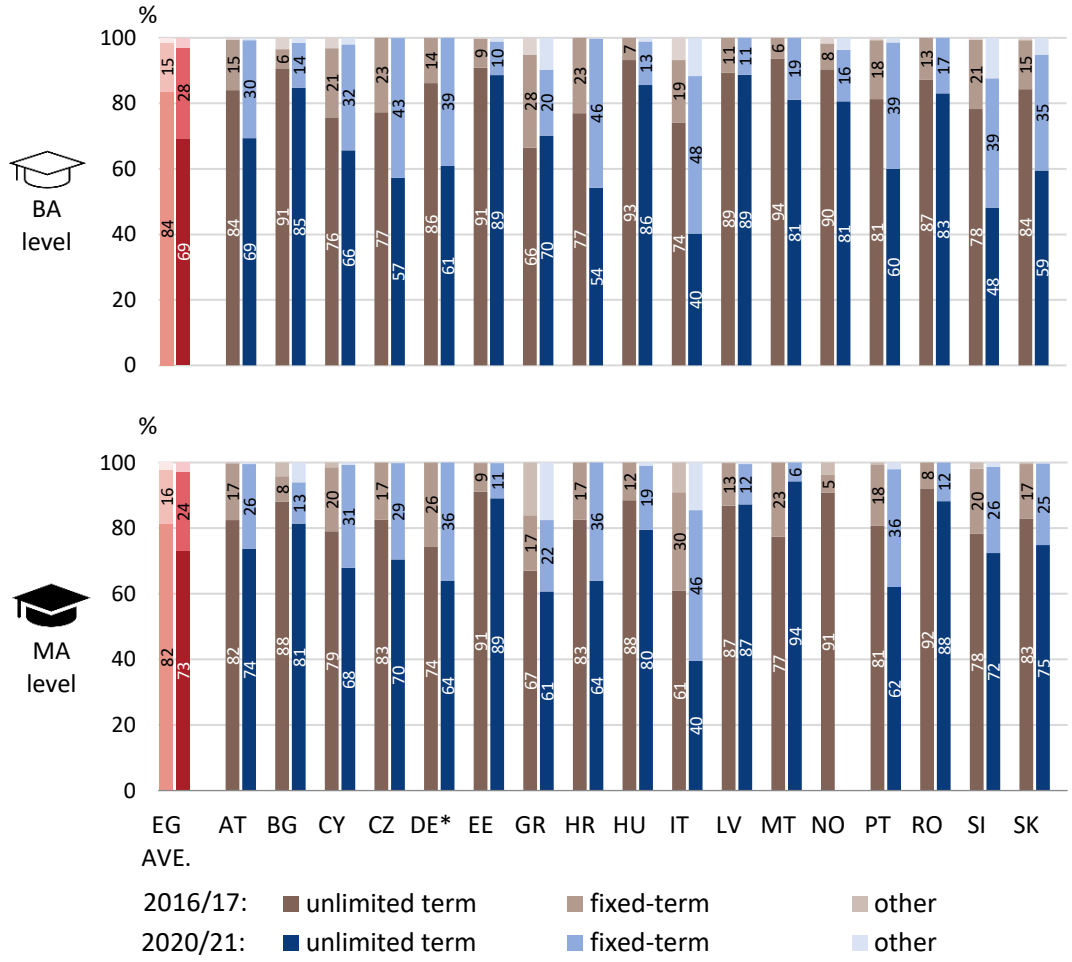
3.2 Job security

The next table provides a comparative presentation of job security among graduates of all participant countries, defined by the type of employment contract. In the case of Level 6 graduates for cohort 2020-21, a) Greece has a slightly higher percentage of graduates working under an unlimited employment contract (70%) in comparison with the 69% of the EG average, b) fixed term contracts are less frequent (20%), as opposed to 28% of the EG average and, c) the percentage of other contract types is higher in Greece (9.7% compared to 3% of the EG average. In addition, Greece reports higher unlimited (the only country with improved performance) and other type contracts for 2020-21 contrary to the situation in 2016-17.

Figure 3.2.1: Job security of current job – international comparison by degree level

Job security: Proportion of graduates in employment in unlimited term contracts, as opposed to fixed-term and other contract types.

Graduates in employment (excluding self-employment) by:
Survey country (X-Axis), cohort (twin bars), degree level (top/bottom chart area)



Source: Eurograduate Survey 2022; Notes: n = 118.525; NO: Master t+1 not surveyed. DE: Limited comparability.

An unlimited employment contract is less frequent for Level 7 graduates in Greece, if the relevant percentage is compared to the EG average (61% to 73%). In fact, a notable reduction of 6% is present for cohort 2020-21. This is common for most participating countries.

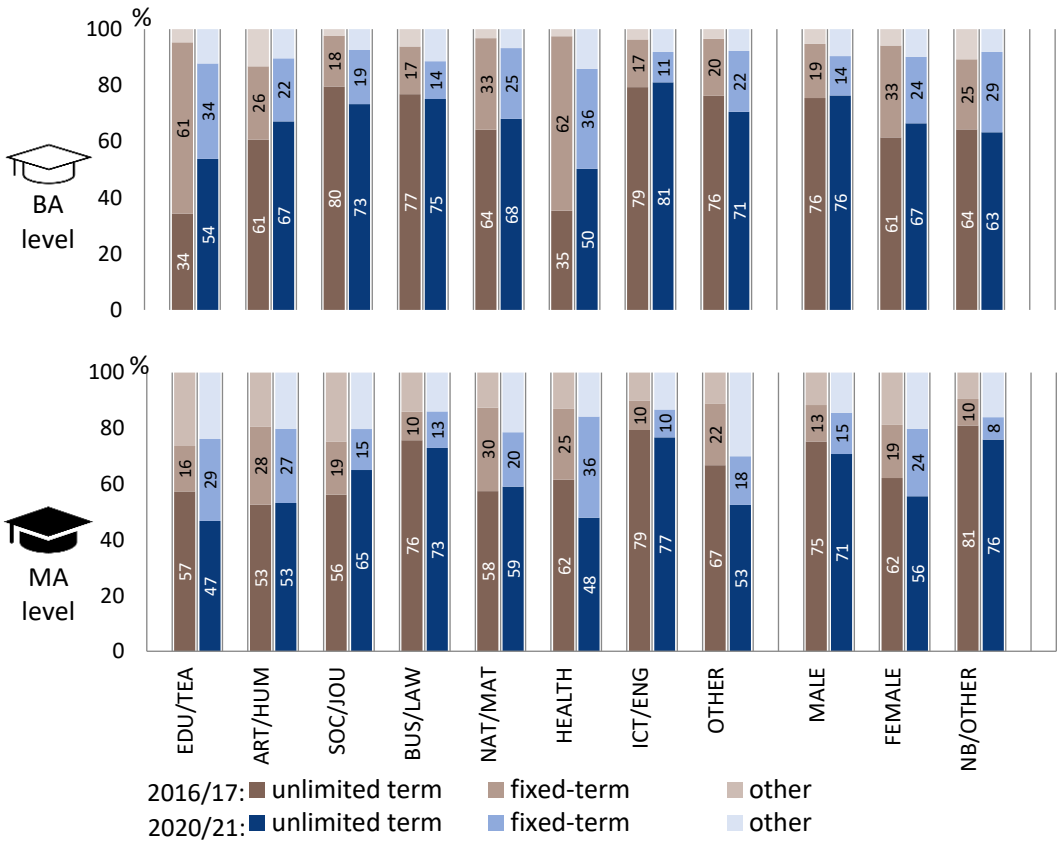
Additionally, other employment contract types are significantly higher for Greek master level graduates for cohorts 2016-17 and 2020-21 compared to EG averages.

Focusing on Greece, it is evident that the unlimited employment contract type is most frequent among Level 6 graduates (males and females) for cohort 2016-17 and 2020-21. In fact, the situation is improved for female graduates in 2020-21, even if male graduates outperform them by 9%.

Figure 3.2.2: Job security for GREECE

Job security: Proportion of graduates in employment in unlimited term contracts, as opposed to fixed-term and other contract types.

Graduates in employment (excluding self-employment) of GREECE by:
Cohort (twin bars); Field of study, Gender, (X-Axis), degree level (top/bottom chart area)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

If job security is examined per cohort and study field, one can conclude the following:

- For cohort 2020-21 (Level 6), ICT/ENG (81%), BUS/LAW (75%) and SOC/JOU (73%) are the 3 study fields with the highest percentages of graduates enjoying unlimited employment status. The same fields but in a different ranking (SOC/JOU, ICT/ENG and BUS/LAW) top the list for cohort 2016-17.
- For cohort 2020-21 (Level 7), ICT/ENG (77%), BUS/LAW (73%) and SOC/JOU (65%) are the respective 3 study fields with the highest percentages of graduates working under unlimited employment status.
- For cohort 2016-17 (Level 7), ICT/ENG, BUS/LAW and OTH are the fields with the most graduates that enjoy maximum job security.

3.3 Public sector employment

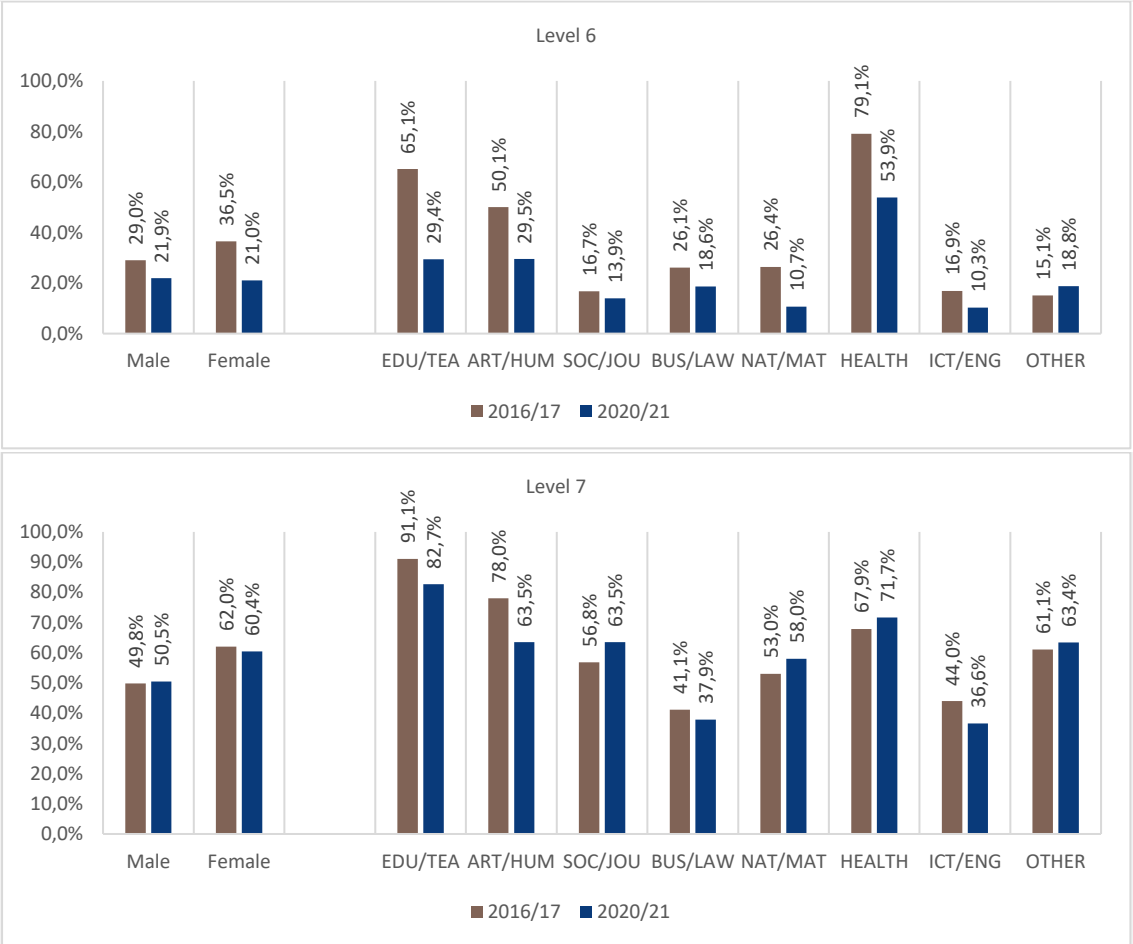
Among the Greek graduate population that took part in the survey, Level 7 graduates from both cohorts have higher employment status in the public sector. In general, female graduates are more frequently employed in public entities, even though male graduates of Level 6 seem to outperform females marginally, in cohort 2020/21. The following figure provides an overview of the proportion of graduates employed in the Greek public sector.

Upon closer examination of the results, Level 6 graduates from cohort 2020/21 have lower percentages of public sector employment in nearly all study fields except for those categorized under OTH. Contrarily, certain study fields in Level 7, such as SOC/JOU, NAT/MAT, HEALTH, OTH are characterized by an increase in public sector employment, when comparing the two cohorts.

Fig. 3.3.1: Proportion of graduates employed in the public sector GREECE

Public sector employment: Graduates who are employed in the public sector after graduating from the reference study programme, displayed as shares of all respondents.

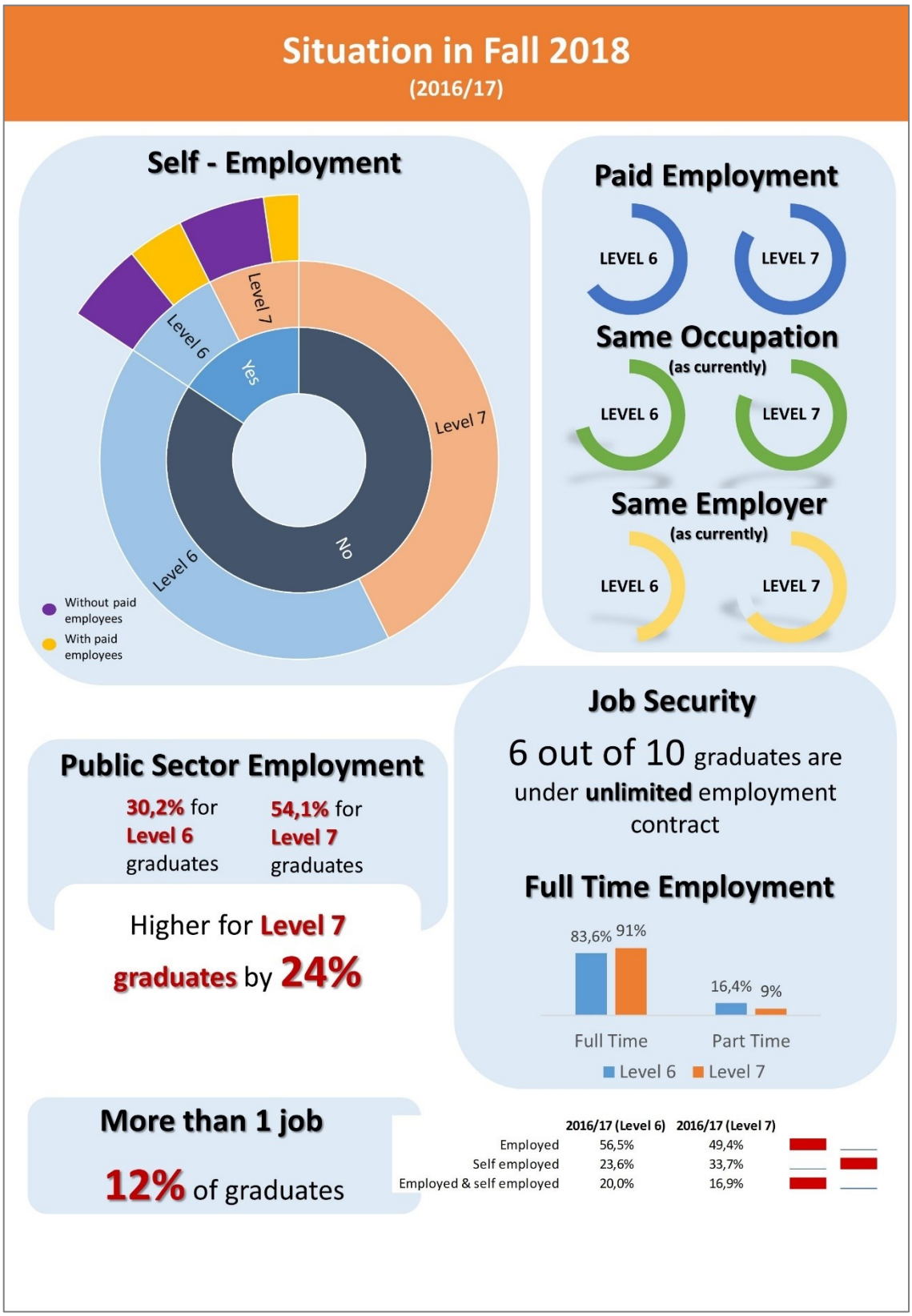
All target group graduates of GREECE by:
Study level (top/bottom chart area); Gender, Field of study (X-Axis)



Source: Eurograduate Survey 2022; n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

An interesting finding is that the predominant study fields with the highest employment percentages in the public sector are HEALTH, EDU/TEA and ART/HUM irrespective of cohort and study level. Of course, the order may be different among cohorts and study levels.

4 Fall 2018[10]



[10] This section applies only to Graduates of the academic year 2016-17 and attempts to examine the progress in their career, one year after finishing their studies.

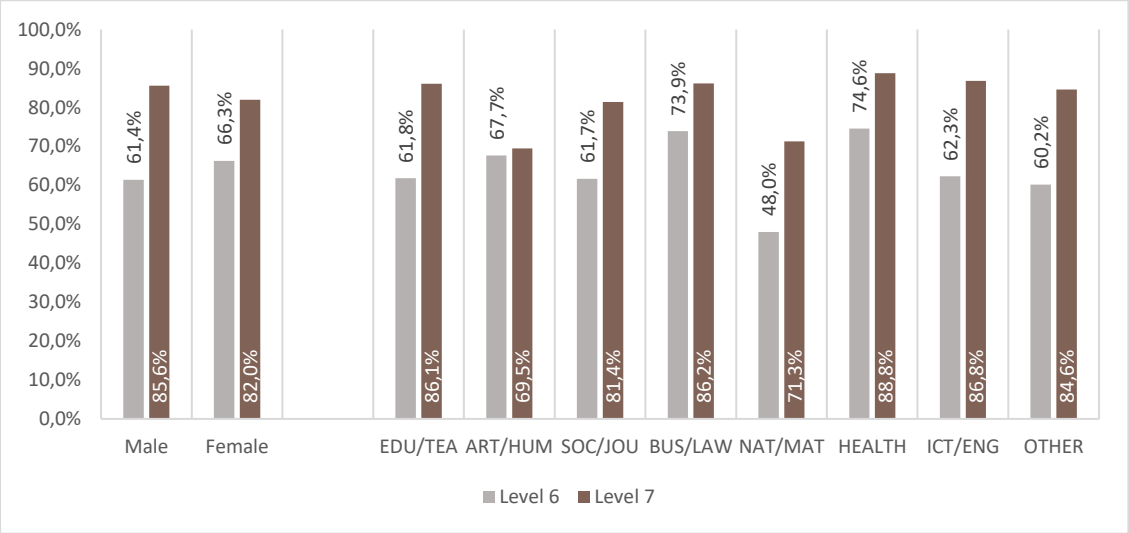
4.1 Paid employment status in Fall 2018 (Cohort 2016-17)

This section provides an overview of the employment status of those graduates that belong to the 2016/17 cohort. For instance, Figure 3.5.1 presents the percentage of graduates that were in paid employment in Fall 2018 by study level, gender and field.

Fig. 4.4.1: Proportion of graduates in paid employment status-GREECE

Paid employment status: Graduates who stated that in Fall 2018 were in paid employment status, displayed as shares of all respondents.

All target group graduates of GREECE by:
Study level; Gender, Field of study (X-Axis)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

While female graduates seem to outperform male in Level 6, the situation is reversed in Level 7. On average, almost 64% of Level 6 graduates and 82% of Level 7 graduates stated that during Fall 2018 (one year after their graduation) were in paid employment status. By taking a closer look on Level 6, it comes out that graduates belonging to the fields of HEALTH (74,6%), BUS/LAW (73,9%) and ART/HUM (67,7%) present a better performance. The worst performance is noted in the field of NAT/MAT (48%). HEALTH is the field with the most Level 7 graduates employed (88,8%), followed by ICT/ENG (86,8%) and BUS/LAW (86,2%). ART/HUM field seems to be the weakest (69,5%).

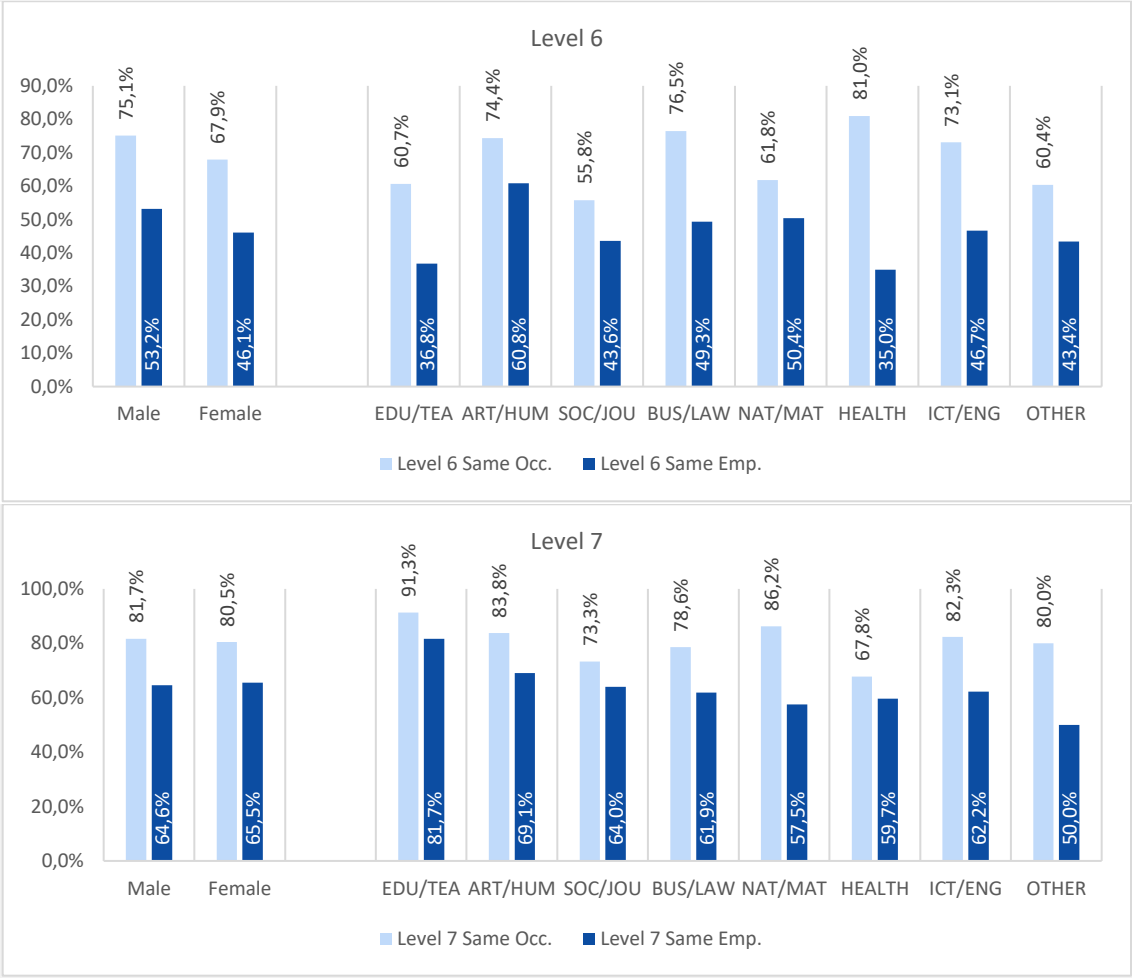
4.2 Same occupation/same employer (Cohort 2016-17)

The next figure shows the percentage of graduates that during the time of this survey, they stated being in the same occupation/working for the same employer, as they did in Fall 2018. On field average both percentages are higher for Level 7 graduates (80,4% and 63,3% in comparison with 68% and 45,8% for Level 6 graduates). Another finding is that it is more frequent for male graduates to stay in the same occupation and continue working for the same employer than female. However, the deviation among genders is less than 10% for each variable, namely occupation and employer.

Fig. 4.2.1: Proportion of graduates with same occupation/same employer-GREECE

Proportion of graduates with the same occupation/same employer at the time of the survey as in Fall 2018

All target group graduates of GREECE by:
Study level; Gender, Field of study (X-Axis)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

Among the fields with the highest percentages of Level 6 graduates who are in the **same occupation** are HEALTH (81%), BUS/LAW (76,5%) and ART/HUM (74,4%). The lowest percentage is recorded in SOC/JOU (55,8%). In the case of Level 7 graduates, the fields with the highest percentages are EDU/TEA (91,3%), NAT/MAT (86,2%) and ART/HUM (83,8%), while the lowest percentage is noted in HEALTH (67,8%).

When the point of reference becomes the **employer**, Level 6 graduates from the fields of ART/HUM (60,8%), NAT/MAT (50,4%) and BUS/LAW (49,3%) were working for the same employer at the time of the survey. HEALTH is the study field with the lowest percentage (35%). On the other hand, Level 7 graduates belonging in the field of EDU/TEA (81,7%), ART/HUM (69,1%) and SOC/JOU (64%) stated that they still work for the same employer. Finally, OTH is the field with the lowest percentage (50%).

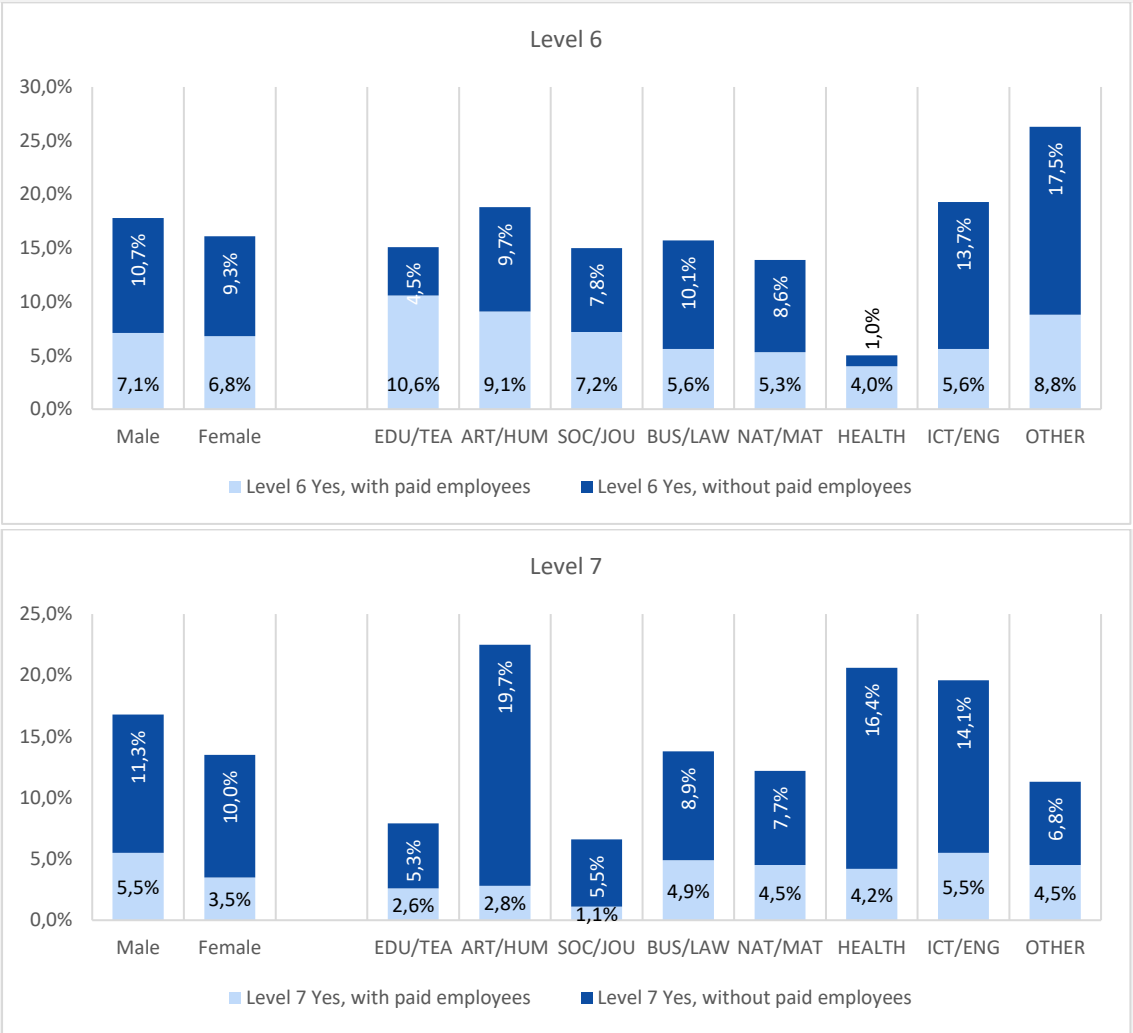
4.3 Self-employment (Cohort 2016-17)

The average percentage of graduates who stated that in Fall 2018 were self-employed is less than 17% for Level 6 and even less for Level 7 (<15%). In both study levels, male graduates tend to have a higher self-employment orientation. In addition, among the fields with the most self-employed graduate percentages for Level 6 are OTH (26,3%), ICT/ENG (19,3%) and ART/HUM (18,8%).

Fig. 4.3.1: Proportion of graduates that were self-employed-GREECE

Proportion of graduates that were self-employed (with/without paid employees) during Fall 2018

All target group graduates of GREECE by:
Study level; Gender, Field of study (X-Axis)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

It appears that EDU/TEA and HEALTH are the only fields, in which the percentage of self-employed graduates with paid employees exceeds by 6,1% and 3% the respective percentage of self-employed without paid employees. As such, the percentage of self-employed graduates with paid employees is over 70,2% and 80% of all self-employed graduates of the fields.

In the case of Level 7, ART/HUM (22,5%), HEALTH (20,6%) and ICT/ENG (19,6%) are the fields with the most self-employed graduates. The fields with the highest percentages of self-

employed graduates with paid employees are OTH (39,8%), NAT/MAT (36,9%) and BUS/LAW (35,5%).

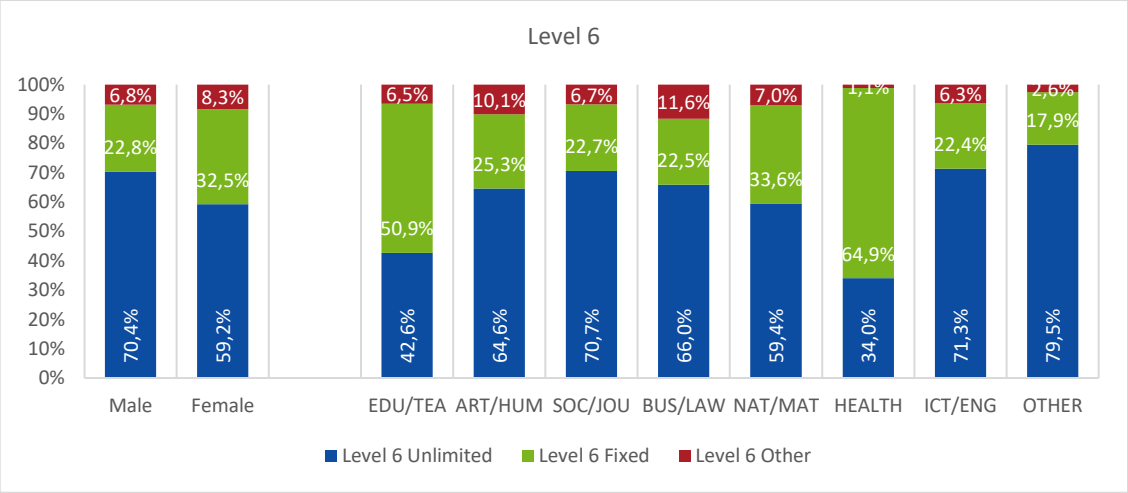
4.4 Job security (Cohort 2016-17)

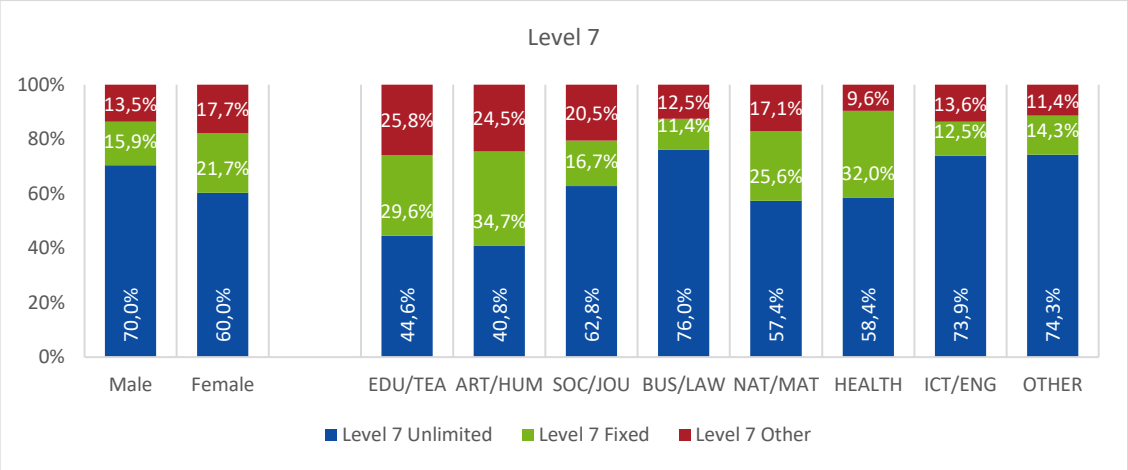
On average 6 out 10 graduates irrespective of study level stated that during Fall 2018, they worked under an unlimited employment contract. In Level 6, graduates belonging in OTH (79,5%), ICT/ENG (71,3%) and SOC/JOU (70,7%) study fields reported the highest percentages of unlimited employment contracts.

Fig. 4.4.1: Job security for GREECE

Job security: Proportion of graduates in employment in unlimited term contracts, as opposed to fixed-term and other contract types.

All target group graduates of GREECE by:
Study level; Gender, Field of study (X-Axis)





Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

On the contrary, HEALTH (34%) has been the field with the lowest percentage of graduates under unlimited employment contracts. The respective field for Level 7 graduates has been ART/HUM (40,8%). Master level graduates seem to have enjoyed greater job security in BUS/LAW (76%), OTH (74,3%) and ICT/ENG (73,9%) fields.

Finally, regarding gender, male graduates stated a higher unlimited employment status (almost 70%) than female (almost 60%) for both study levels by 10%.

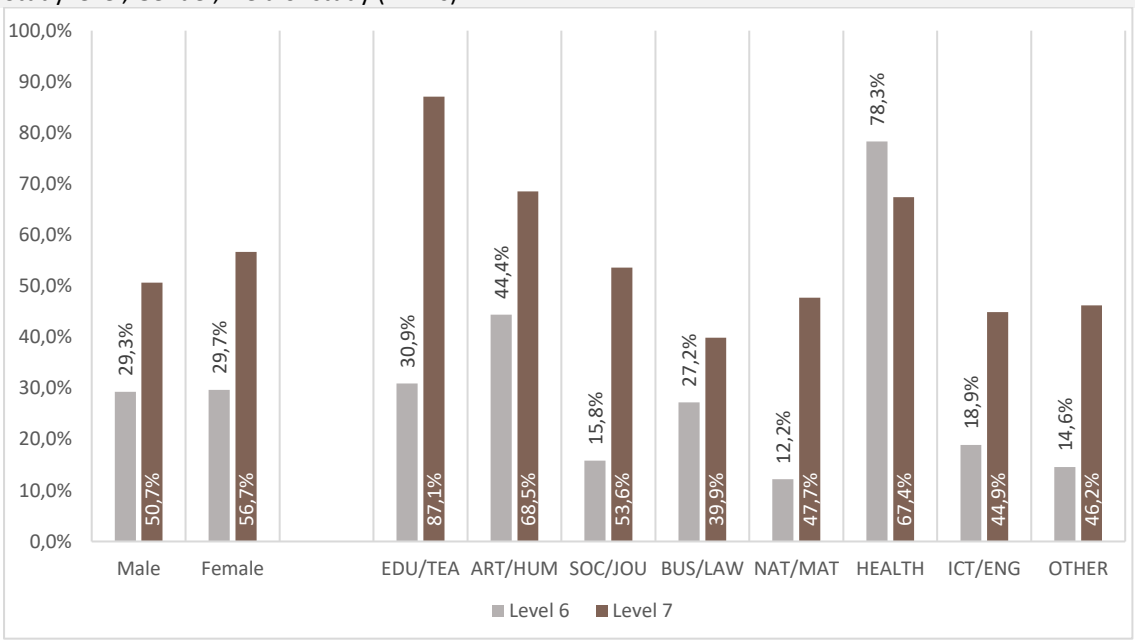
4.5 Public sector (Cohort 2016-17)

According to the following figure that presents the percentage of graduates who were employed in the public sector during Fall 2018, it appears that the participation of Level 7 graduates is nearly double in comparison to Level 6. Female graduates have higher employment status in entities of the public sector for both study levels.

Fig. 3.8.1: Proportion of graduates employed in the public sector (Fall 2018)-GREECE

Public sector employment: Graduates who were employed in the public sector after graduating from the reference study programme (Fall 2018), displayed as shares of all respondents.

All target group graduates of GREECE by:
Study level; Gender, Field of study (X-Axis)



Source: Eurograduate Survey 2022; Notes: n = 4.813 (Cohort 2016/17), n=10.587 (Cohort 2020/21)

Among study fields with the largest population of Level 6 graduates who have worked in the public sector are HEALTH (78,3%), ART/HUM (44,4%) and EDU/TEA (30,9%). NAT/MAT is the field with the lowest percentage (12,2%). The respective field for Level 7 has been BUS/LAW (39,9%).

Finally, in the case of Level 7, EDU/TEA (87,1%), ART/HUM (68,5%) and HEALTH (67,4%) are the fields with the most graduates who stated that - in Fall 2018 - they were employed in the public sector.

5 Synopsis

Higher education in Greece is a crucial part of the country's socioeconomic framework. The higher education system is public, consisting of universities and one technological educational institution. In recent years, several legislative reforms (2018-2019) transformed the higher education landscape, merging numerous institutions, resulting in a total of 25 HEIs offering a wide array of study programs.

Greece has one of the highest student populations in Europe, with 8% of the population enrolled in higher education, well above the EU average. However, graduation rates are relatively low, and there is a high ratio of inactive students, leading to concerns about the efficiency of the system. Structural challenges like underfunding, high student-to-staff ratios, and outdated curricula continue to hinder performance. Despite this, the quality assurance efforts of the Hellenic Authority for Higher Education (HAHE) have led to some improvements, including better use of digital tools and more streamlined academic processes.

The report highlights that **international mobility** as part of higher education is relatively low in Greece compared to other European countries. For both the 2016-17 and 2020-21 graduate cohorts, participation in international experiences was below the EU average, with only 14% of Level 6 graduates and 4% of Level 7 graduates engaging in study abroad programs. This drop in mobility is partially attributed to the COVID-19 pandemic, which severely impacted opportunities for international exposure. Fields like Business and Law and Health saw higher mobility rates, while education and humanities had the lowest.

A thought-provoking insight has been the different preferences among graduates engaging in credit and degree mobility. The analysis of data revealed that students prefer countries like Spain, Italy, Poland and Germany to acquire international experience during their studies but when they decide to continue their studies abroad (after graduation) they mostly prefer the Netherlands, the United Kingdom and Cyprus. The following table provides these differences by study field:

Scientific Field ISCED F 2013	Mobility during undergraduate studies (credit mobility)	Mobility after undergraduate studies (degree mobility)
Education	PT, PL, SI, ES, SE, A	CY, SE
Arts and Humanities	ES, DE, IT, FR	CY, NL, FR
Social Sciences, Journalism and Information	DE, ES, FR, IT, PL	CY, NL, UK
Business, Administration and Law	FR, DE, ES, PL	UK, NL, CY
Natural Sciences, Mathematics and Statistics	DE, IT, ES, FR	NL, FR, SE, CY, DE
Information and Communication Technology	ES, DE, UK, PL	NL, SE, DK, UK
Engineering, Manufacturing and Construction	ES, IT, DE, FR	NL, UK, DK
Agriculture, Forestry, Fisheries and Veterinary	ES, CZ	NL, UK, FR, BE, SE
Health and Welfare	CY, DE, FI, FR, IT	CY, UK, IT, FR, SE
Services	UK, CY, ES, FI, HR, PL, PT	CY, UK

Figure 5.1 Credit and degree mobility country preferences by scientific field

It is noteworthy that postgraduate studies remain a popular route for Greek graduates. About 60% of Level 6 graduates and over 40% of Level 7 graduates pursued further higher education, though there was a slight decline in numbers for the 2020-21 cohort. Women were more likely than men to continue their studies, and the fields with the highest continuation rates included natural sciences, health, and social sciences. In addition, an interesting finding has been the high percentage (90%) of Level 6 graduates that continue their studies for a postgraduate title while more than 40% of Level 7 graduates pursue a second master's degree. The table below provides an overview of graduates by study field that chose to continue their study in the same study field or another.

Study Field (ISCED F 2013)	Same Field		Other Field
Education	76%	24%	Social Sciences, Journalism and Information
Arts and Humanities	59%	18%	Arts and Humanities
Social Sciences, Journalism and Information	63%	36%	Business, Administration and Law
Business, Administration and Law	79%	21%	Information and Communication Technology
Natural Sciences, Mathematics and Statistics	71%	21%	Information and Communication Technology
Information and Communication Technology	79%	20%	Business, Administration and Law
Engineering, Manufacturing and Construction	78%	22%	Business, Administration and Law
Agriculture, Forestry, Fisheries and Veterinary	70%	24%	Health and Welfare
Health and Welfare	72%	22%	Business, Administration and Law
Services	74%	26%	Health and Welfare / Social Sciences, Journalism and Information

Figure 5.2 Further study field preference by scientific field

Greece seems to be most popular choice for graduates that continue their studies after graduation (60%), while those that choose to study abroad (40%), a percentage of 14% (Level 6) and 5% (Level 7) graduates remain in the destination country after finishing their studies. Moreover, the level of engagement of bachelor's and master's graduates in lifelong learning initiatives has also been noteworthy as the relevant percentage exceeds 60%. Finally

Regarding the work experience before higher education, most graduates, especially those with Level 7 degrees, had some form of work experience before starting their higher education studies. There was a noticeable increase in work experience for the 2020-21 cohort compared to the earlier cohort, particularly in fields like business, health, and engineering. Pre-study work experience often contributes to better employment prospects post-graduation.

As far as the labour market participation is concerned, the employment status of Greek graduates has improved, particularly for those graduating with Level 7 degrees. For the 2020-

21 cohort, around 90% of graduates in fields like business, health, and education were employed, while unemployment remained a challenge in the arts and humanities. There is a gender gap, with male graduates more likely to be employed than their female counterparts, but this gap narrowed slightly for the 2020-21 cohort. Job security has improved for Greek graduates over time. For those with Level 6 degrees, 70% reported having unlimited-term contracts, a figure slightly above the EU average. Graduates with Level 7 degrees had lower job security compared to Level 6 graduates, with only 61% in stable employment. Job security was highest in fields like ICT, business, and social sciences. Furthermore, public sector employment is a major avenue for Greek graduates, particularly for Level 7 graduates. Fields like education, health, and social sciences had the highest representation in the public sector. Women were more likely to be employed in public roles than men, although the gap is narrower for Level 6 graduates. Between the two cohorts, Level 7 graduates showed an increase in public sector employment, particularly in health and social sciences, while Level 6 graduates experienced a decline, except for those in the "Other" category of study fields. Overall, 30% of Level 6 graduates and 54% of Level 7 graduates were employed in the public sector.

Going deeper into examining the fall 2018 employment status (cohort 2016-2017), one year after graduation (Fall 2018), 82% of Level 7 graduates and 64% of Level 6 graduates were in paid employment. The fields with the highest employment rates included health, business, and ICT, while natural sciences and mathematics reported the lowest levels of employment. A significant proportion of graduates from the 2016-17 cohort remained in the same job or with the same employer one year after graduation. For Level 7 graduates, 80% were in the same occupation, and 63% were still working for the same employer. This trend was strongest in fields like health, education, and law. Regarding self-employment, this was relatively rare among Greek graduates. Only 17% of Level 6 graduates and even fewer Level 7 graduates were self-employed, with the highest rates observed in the fields of ICT, arts, and "Other." Male graduates were more likely to be self-employed than female graduates. In terms of job security, around 60% of graduates were employed in positions with unlimited contracts by Fall 2018. Level 6 graduates in ICT, business, and social sciences reported the highest levels of job security, while those in health and the arts had the lowest. Finally, by Fall 2018, Level 7 graduates had nearly double the representation in the public sector compared to Level 6 graduates. Female graduates were more likely to be employed in public sector roles, particularly in health, education, and the arts. Public sector employment remained a significant pathway for many Greek graduates.

6 Appendix

6.1 Fields of study: Correspondence of dataset categories, report categories, and ISCED fields

Report categories (8-cat)	EG Field of study (survey categories)		Corresponds to ISCED fields
OTH - Other	0	Generic and unknown	00; UNK
EDU/TEA - Education and Teacher Training	1	Education Science	0110, 0111, 0119, 018
	2	Teacher Training	0112, 0113, 0114
ART/HUM - Arts, Humanities, Languages	3	Arts	021
	4	Humanities	020, 022, 028, 029
	5	Languages	023
SOC/JOU - Social Sciences, Journalism, Psychology	6	Social sciences, journalism, and information	0310, 0311, 0312, 0314, 0319, 032, 038, 039
	7	Psychology	0313
BUS/LAW - Business, administration, law	8	Business and administration	040, 041, 048, 049
	9	Law	042
NAT/MAT - Natural sciences, mathematics, statistics	10	Natural sciences, mathematics, and statistics	05
ICT/ENG - ICT and Engineering	11	ICT	06
	12	Engineering, manufacturing, and construction	070, 071, 072, 073, 0, 0732, 078, 079
	13	Architecture and town planning	0731
OTH - Other	14	Agriculture, forestry, fisheries and veterinary	08
HEALTH - Health	15	Medicine, Dental Studies	0911, 0912
	16	Health	0910, 0913, 0914, 0915, 0917, 0919, 098, 099
	17	Pharmacy	0916
	18	Welfare	092
OTH - Other	19	Services	10

6.2 Survey methodology and response details for EG countries

	valid responses 2016/17 cohort				valid responses 2020/21 cohort				Total valid responses	Invited to survey	net response rate	sample/ census approach	Contact data source	Field phase start	Field phase end
	ISCED level				ISCED level										
	5	6	7	Total	5	6	7	Total							
AT	-	2.455	3.008	5.463	-	3.450	3.520	6.970	**12.433**	22.000	56,5%	sample	central	10/2022	01/2023
BG	-	577	751	1.328	-	947	1.331	2.278	**3.606**	67.734	5,3%	census	decentral	01/2023	02/2023
CY	24	228	272	524	56	340	496	892	**1.416**	22.159	6,4%	census	decentral	01/2023	04/2023
CZ	-	1.624	1.868	3.492	-	1.980	1.846	3.826	**7.318**	123.160	5,9%	census	decentral	11/2023	03/2023
DE[1]		453	446	899		2.942	2.824	5.766	**6.765**	50.586	13,4%	sample	central	11/2022	05/2023
EE	-	907	607	1.514	-	1.133	876	2.009	**3.523**	18.936	18,6%	census	central	11/2022	12/2022
GR	-	2.871	1.942	4.813	-	7.605	2.982	10.587	**15.400**	78.298	19,7%	census	decentral	11/2022	02/2023
HR	8	578	1.453	2.039	22	2.120	2.847	4.989	**7.028**	60.938	11,5%	census	decentral	12/2022	02/2023
HU	-	1.749	1.062	2.811	-	2.352	1.633	3.985	**6.796**	94.891	7,2%	census	central	11/2022	12/2022
IT[2]	-	5.177	64.225	69.402	-	1.562	1.778	3.340	**72.742**	186.371	39,0%	t+1 sample, t+5 census	central	01/2022	02/2023
LV	-	366	268	634	-	523	319	842	**1.476**	19.347	7,6%	sample	central	01/2023	05/2023
MT	23	55	47	125	91	109	99	299	**424**	15.580	2,7%	census	decentral	03/2023	05/2023
NO	-	1.457	1.745	3.202	-	1.662	-	1.662	**4.864**	24.343	20,0%	sample	central	12/2022	02/2022
PT	217	4.427	2.776	7.420	467	6.610	3.720	10.797	**18.217**	138.390	13,2%	census	decentral	11/2022	03/2023
RO	-	332	209	541	-	610	394	1.004	**1.545**	149.065	1,0%	census	central	11/2022	04/2023
SI	575	789	1.190	2.554	656	898	902	2.456	**5.010**	24.314	20,6%	census	central	05/2023	07/2023
SK	-	543	1.058	1.601	-	555	1.203	1.758	**3.359**	42.443	7,9%	Sample	central	11/2022	02/2023

[1] Germany: Results based on national survey, deviating sampling approach (stratified by region, degree level, Type of HEI; clustered by field of study within HEIs).

[2] Italy: t+5 based on national survey, census approach, surveyed 01/2022 – 12/2022; t+1 based on EG questionnaire, EG sample approach, surveyed 11/2022 – 01/2023

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