



**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

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annual report

on the Quality
of Higher
Education

SUMMARY REPORT

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Preface

The 2023 Annual Report on Higher Education aims to provide a comprehensive overview of developments and challenges in the higher education sector in Greece. This report reflects the commitment of the Hellenic Authority for Higher Education (HAHE) to contribute to the formulation of a national strategy for Higher Education, to provide in-depth information to the academic community and society and increase transparency in general on higher education issues, to foster informed dialogue among all stakeholders, and, ultimately, to promote the continuous improvement of Greek HEIs.

This report includes comparative data and key performance indicators for higher education in 2023 in Greece and internationally, selected issues and analyses, data on the progress of study programmes accreditation and a thematic analysis of accreditation reports in the health sciences field, with the aim of providing a balanced presentation on the achievements of Greek HEIs and the areas that require further attention and care by the Universities and the State. It is based on data provided by the information system of HAHE (NISQA) but also on contributions from universities, external data collection bodies, such as the National Documentation Centre (EKT), the Hellenic Statistical Authority (ELSTAT), Eurostat, etc., and other interested parties.

In 2023, the higher education landscape continued to evolve and be shaped by global trends, regional priorities, and local needs.

Technological developments, sustainability imperatives, and the pursuit of inclusiveness and extroversion emerged as drivers of change in the modern academic environment. Institutions across Greece worked, as they do every year, to meet these challenges, by redefining, where required, their educational needs and priorities.

Internationalisation has been one of the key priorities of Greek Universities in the past year. The Institutions promoted English-language study programmes, strengthened their cooperation agreements with institutions abroad, and increased their participation in the European University Alliances. With continued reforms and substantial support for extroversion, Greek higher education has the potential to establish itself in the future as a pillar of excellence in the greater Mediterranean region.

According to Law 4957/2022 and in an effort to improve their efficiency, the HEIs proceeded with the establishment of new academic units. These include (i) the Strategic Planning Unit, which collaborates with the Quality Assurance Unit and aims to develop and monitor the strategic plan of the University, (ii) the Student Support Unit, which covers different aspects of student life (academic counselling and psychological support, connection with the labour market, information activities), and (iii) the Centre for Teaching and Learning. The new structures require additional and specialised staff who, once they have acquired the relevant expertise, should remain in the University. To contribute to the smooth operation and effectiveness of these units, HAHE assists, inter alia, by

providing guidelines for the implementation of relevant actions and advises the State to support permanent staffing of these units in each University.

In the accreditations field, HAHE surpassed all previous activity, as a total of 256 accreditations were completed in 2023, for 70 undergraduate programmes (USP) and 186 postgraduate programmes (PSP). This performance, which exceeds the average European rate, is due both to the introduction of a new digital platform for the management of accreditations, designed and developed by HAHE, as well as to the internal re-organisation and intensive efforts of our staff. We hope that the specific recommendations in the accreditation reports will provide the basis for further improvement of the respective programmes and their alignment with emerging educational and professional needs.

For yet another year, through the mechanism that we have developed, HAHE monitored the graduates' course in the labour market and the continuation of their studies. Strengthening the link between higher education and the labour market has finally become a priority in Greece. In this context, HAHE has launched graduate tracking activities, with a focused study in the IT sector. In cooperation with the Federation of Hellenic ICT Enterprises (SEPE), we organized workshops to investigate the progression of students in undergraduate study programmes in Computer Science and Computer Engineering. In these meetings, the Presidents of the 37 relevant Departments of the country and representatives of the private ICT sector analysed the reasons for the observed low graduation rate despite the high demand of recent years and explored several measures to increase the number of CS/CE graduates.

Despite the progress mentioned in the Report, Greek higher education still faces significant challenges. For example, the ratio of students per teaching staff remains high, especially when non-active students are included in the total enrolment. This has a negative impact on other qualitative indicators, such as the percentage ratio of graduates to students, where Greece remains in the last place among European countries.

The current topics of Higher Education investigated and presented in the 2023 Report include:

Artificial Intelligence and quality assurance in higher education: highlighting the role of AI and its contribution to the more efficient and effective operation of academic and administrative processes of HEIs and the need to integrate it into specialized curricula.

Learning outcomes and academic and professional qualifications: presenting the skills of the future, which emphasize the importance of designing curricula based on the learning outcomes acquired by students and graduates and the need to match and upgrade the skills of graduates with the needs of the labour market.

The structure of higher education systems in European and third countries: The case of non-state universities; a presentation of non-state universities in various countries is given, as in 2023 the discussion for the reform allowing the operation of branches of foreign state or non-state universities in the form of Legal Entities of University Education (NPPE) in Greece has started.

In 2023, the Authority successfully completed its re-accreditation by the European Association for Quality Assurance in Higher Education (ENQA) and was registered on the European Quality Assurance Register for Higher Education (EQAR), while it continues to implement all necessary actions to improve its internal operation.

Finally, HAHE participated in the public dialogue and consultations with the Ministry of Education, regarding the possibility of establishing and operating branches of foreign universities in Greece, by contributing with proposals, processes and relevant documentation, but also highlighting the issues that require special attention.

Throughout the year, the excellent cooperation among the members of the Supreme Council for issuing recommendations and taking decisions on higher education issues continued, as well as with the members of the Evaluation and Accreditation Council for quality assurance decisions. Under the guidance of the General Director, a significant amount of work was

completed by the understaffed departments of the Authority. Unfortunately, as new responsibilities are amassed and the number of SP proposals for accreditation continues to rise, the number of employees in HAHE has remained at the same low level. I extend my sincere thanks to all staff members for their dedication and contribution to the mission of the Authority.

The annual report was prepared according to the provisions of Law 4653/20 and is a means of accountability for the activities of the Authority. It was drafted by a working group and

unanimously approved by the Supreme Council. It is submitted to the Hellenic Parliament and the Minister of Education, Religious Affairs and Sports, in accordance with the relevant provisions.

I hope that it will be a valuable guide for the academic community, researchers, policymakers and all those who invest in the future of higher education. We can all continue to shape a future where higher education remains a cornerstone of social and economic progress and of equal opportunities

The President
Professor Pericles A. Mitkas

Summary

Introduction

HAHE, in its annual report for 2023, presents the Greek system of higher education in direct comparison with other higher education systems internationally. The annual report of HAHE provides the information needed for the national strategy for Higher Education in a systematic and documented way.

The report is structured in three (3) parts:

The **first part** of the report presents the developments in higher education in our country as well as in higher education systems internationally.

In particular, main performance indicators related to student population, graduates, their position in the labour market, the status of the teaching staff, the quantity and quality of research, funding and other contemporary issues of concern for Institutions and governments internationally, are highlighted.

The **second part** of the report presents the quality assurance activities of HAHE and features the conclusions drawn from the external evaluation of study programmes offered by HEIs, as well as their special characteristics and performance, the issues of quality of education provided, research and innovation, and the activities of HAHE in the framework of its operation.

Part 3 of the report outlines the internal development and operation of HAHE.

Finally, the Report includes useful informative **Annexes** with tables and charts with comparative analysis of figures per country, with tables of rankings of Greek HEIs according to international ranking organisations, the maps of accreditations in Greek HEIs (2018-2023), the presentation of the experts who staffed the accreditation committees and the accredited HEIs with the best scores per scientific field.

International
& national developments –
Basic figures & indicators

Emerging issues
in higher education

Quality assurance
in Greek HEIs –
Accreditation results
Thematic analysis
in the field of health
sciences



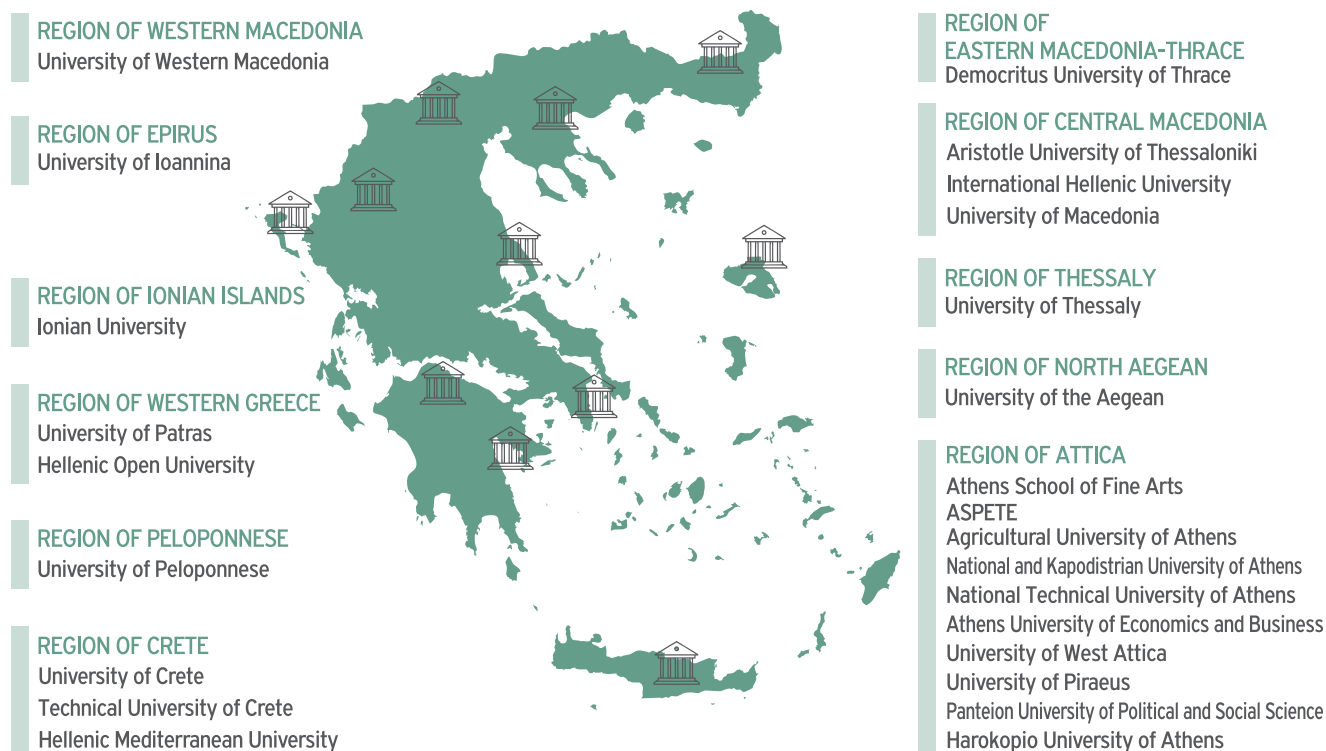
Funding based on
objective & qualitative
criteria and performance
indicators

Strategic and
developmental
activity of HAHE

- Greek universities & global league tables
- Accreditation maps (2018-2023)
- Experts

The map of Greek Higher Education (2023)

The map of Greek Higher Education (2023)



ACADEMIC STRUCTURE

25 HEIS	423 Departments	614 Undergraduate Programmes (Universities, Foreign Language & former TEI)	1,356 Postgraduate Programmes	422 Doctoral Programmes
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ADMISSIONS¹ – STUDENTS² – GRADUATES³

695,678 Undergraduate Students	361,888 Active Undergraduate Students	89,075 Postgraduate Students	32,475 Doctoral Students	1,928 Postdoctoral Fellows
63,957 Admissions	53,978 Graduates USP	30,750 Graduates PSP	1,963 Graduates DSP	+1,2% admissions in relation to 2022

STAFF² – FUNDING

13,472 Scientific Staff	10,178 Teaching & Research Staff 3,294 Special Teaching Staff	5,850 Permanent Administrative Staff	60% Public Funding	40% External Funding	€ 4,777 Average annual total funding/student
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Source: NISQA, 2024

1. Total number of admissions in Panhellenic exams (Greek University entrance exams) 2023

2. Total number of students and staff on 31.08.2023

3. Total number of graduates by study cycle in academic year 2022-2023

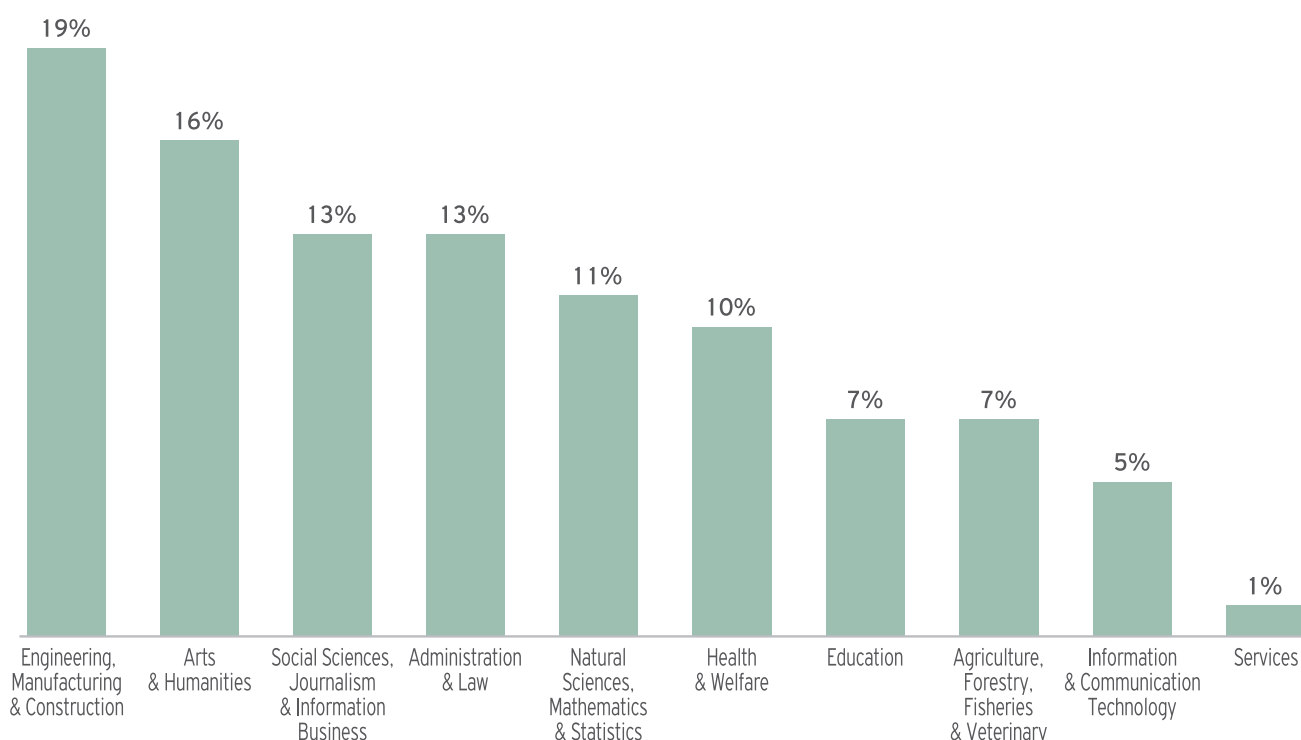
Part A

Greek Higher Education and comparative data

The structure of the national academic map, in the year 2023, presents almost the same characteristics as those of the previous four years, as it evolved from 2018 to its current form after the absorption of 10 of the 14 Technological Educational Institutions into existing (11) Universities and the conversion of 3 TEIs into universities. Today, throughout the country, there are 25 HEIs, 423 Departments and 614 Undergraduate Studies Programmes. Of the latter, 149 are in a transitional status of abolition, as study programmes of the former

TEIs. The creation of two (2) new Foreign Language Undergraduate Programmes and the continued increase of Postgraduate Programmes with 98 new ones are noted. **The structure of Undergraduate Studies in scientific fields** is noteworthy. Engineering sciences lead with 19%, followed by humanities with 16%, social sciences, business administration and economics with 12%, physical sciences and health sciences with 11 % and 10% respectively, education sciences and geosciences with 7% and finally information and communication sciences with 5%.

The classification of academic departments by field (ISCED-F 2013)



In 2023, the profile of HEIs in Greece showed minor changes. Among the changes were a decrease in the population of active students (-4.7%) and graduates of undergraduate study programmes (-5.5%), while the number of postgraduate study programmes continued to increase (+98). In addition, the graduates of postgraduate study programmes increased by 3,280 people. Entrants in 2023 increased slightly by 1.2% recording partial decreases compared to the previous year in some Universities mainly in the country's periphery and in ASPETE.

In Greece, the percentage of higher education degree holders aged 25-34 (45.2%) is close to the average of OECD countries (47.4%), and it would be even higher if our students completed their studies within the normal duration of studies. However, in the age group 25-64, the percentage of holders of a higher education degree in Greece shows a greater difference: 35.1% compared to 40.7% in the OECD. An impressive difference is noted between male and female graduates, by 10 points in favor of women in the 25-34 age group, both in Greece and in EU27.

Despite the impressive increase in the **employment of Higher Education graduates** recorded last year (76.9%) showing a change of 8 percentage points from 2016, Greece lags behind the OECD and EU average by 8 percentage points. Regarding **graduate earnings**, Greece ranks relatively low among OECD countries, 18 percentage points away from the average. It is worrying that **graduate**

unemployment (11.8% among young people up to 39 years old and 7.7% older up to 64 years old) overall, in Greece, is still the highest among the EU27 countries, even though its largest decrease is noted between 2019 and 2023.

The **Greek student population** appears disproportionately inflated (8.4%) compared to the student population of all EU countries and twice the European average (4%) due to the existence of inactive students among those enrolled. Apart from the fact that this phenomenon exposes our country, it has negative effects on other indicators of higher education. One example is the **graduates to students' ratio**. Greece appears in the last place among European countries, with a rate of only 9.8%, which is far from the European average (23.9%). The **ratio of students to teaching staff** is also negatively affected, with Greece having the worst ratio among EU countries, with a value of 49 against the European average value of 12.

In the field of research, the same picture as in recent years is presented. The research performance of the country, in terms of the quantity of research work, i.e. **the number of scientific publications** appears satisfactory, while the same does not seem to be the case regarding quality (impact) of research work. The ratio of **publication per researcher** has fallen during the last decade from 0.66 in 2013 to 0.54 in 2023. European **research funding** for Greece is satisfactory, however HEIs attract smaller amounts compared to research centres and businesses.

The **international rankings tables** record small improvements for only a few Greek HEIs. In Scimago's system, most institutions (17) show a deterioration in their performance, while only 6 appear to have improved compared to the previous year.

Artificial intelligence and quality assurance in Higher Education

At the heart of developments in the international academic community are the issues of the applications and use of artificial intelligence by universities. HAHE, in a related study, finds that, today, international literature and practice recognizes that Artificial Intelligence is a cutting-edge tool for higher education that contributes to the more efficient and effective execution of not only academic functions but also the overall administrative function of institutions.

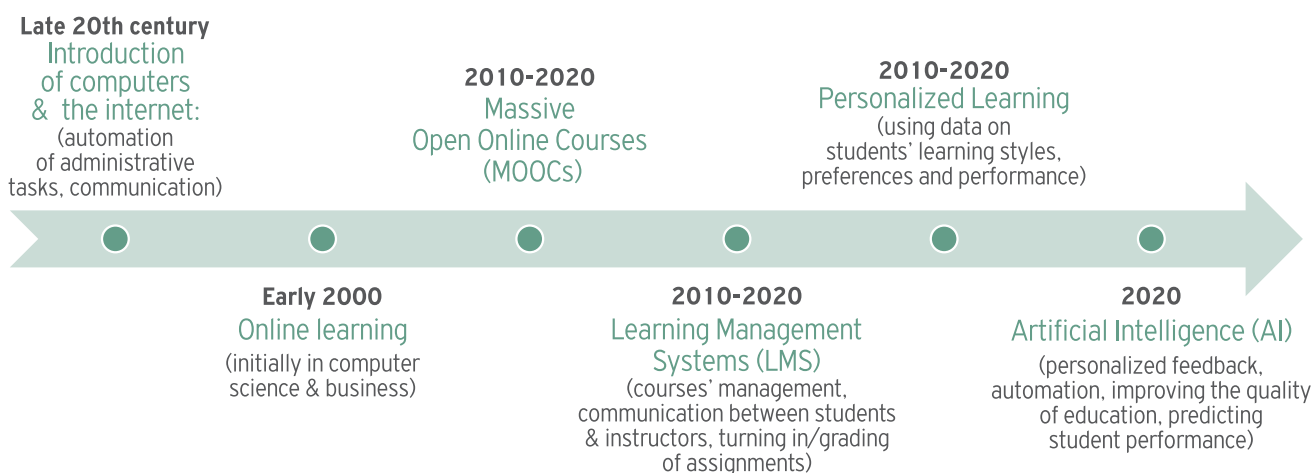
For example, the American Association for the Advancement of Schools of Business (AACSB) regarding Artificial Intelligence, emphasizes the need for business schools to undertake bold actions and adopt innovations to provide greater value education services to their students, businesses and stakeholders. A prerequisite, however, is the establishment of a framework for the use of artificial intelligence, appropriate infrastructure, corresponding computing systems and education/training of staff.

In particular, some institutions have already proceeded to **design specialized study programmes in artificial intelligence** and/or have included relevant courses in existing

study programmes of various scientific fields (e.g. business administration, law, humanities) aspiring to make their students capable of understanding and solving problems in artificial intelligence contexts, managing applications (e.g. in Human Resource Management, Marketing, Finance), enhance their creativity and understand the ethical risks of using it. The MIT Sloan School of Management, for example, has introduced Artificial Intelligence into its business strategy course. Students are thus able to evaluate their decisions on proposed strategies in a simulation of market conditions through artificial intelligence. AI knowledge and skills enhance graduate employability.

Furthermore, new technologies can, through the analysis of historical data, predict possible maintenance needs of infrastructure and equipment, before problems arise, to ensure their uninterrupted operation. They can also monitor energy management and overall, the performance of the institution in terms of sustainable development, ensure the transfer of quality data to national databases, etc. Of course, the commitment of institutional leadership to the use of artificial intelligence, the development of a supportive culture among staff and their training are prerequisites for harvesting the benefits from the use of new technologies.

The Digital Transformation of Higher Education —George & Wooden, 2023

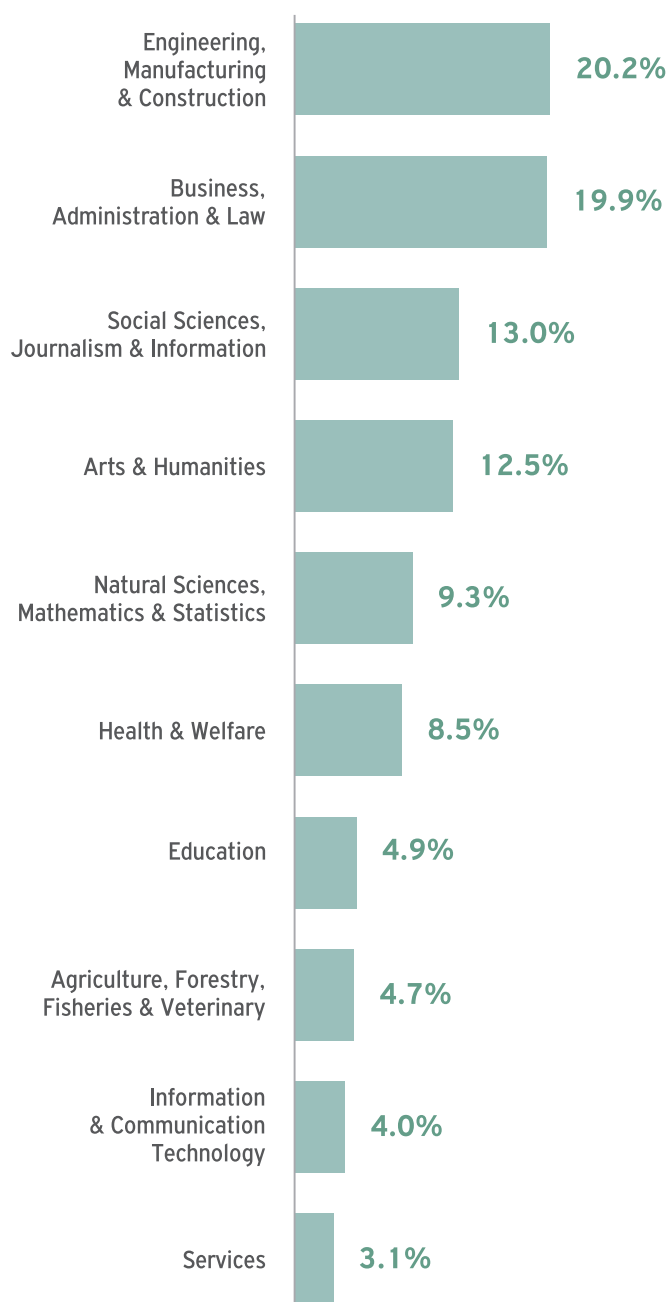


The Greek Higher Education in numbers

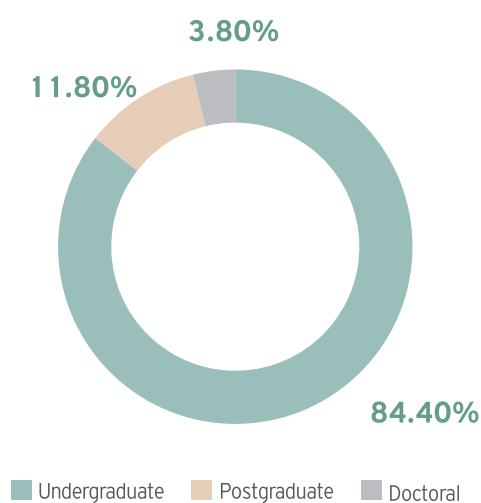
% of population with tertiary education



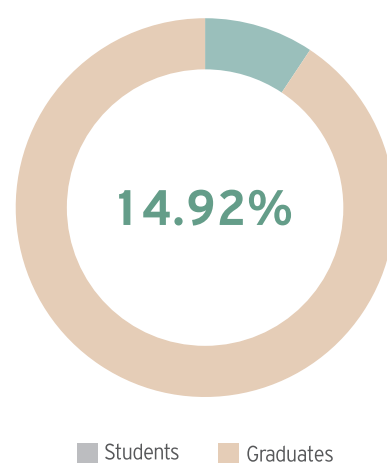
% Students by Field of Study in Greece



% Students by Level of Study

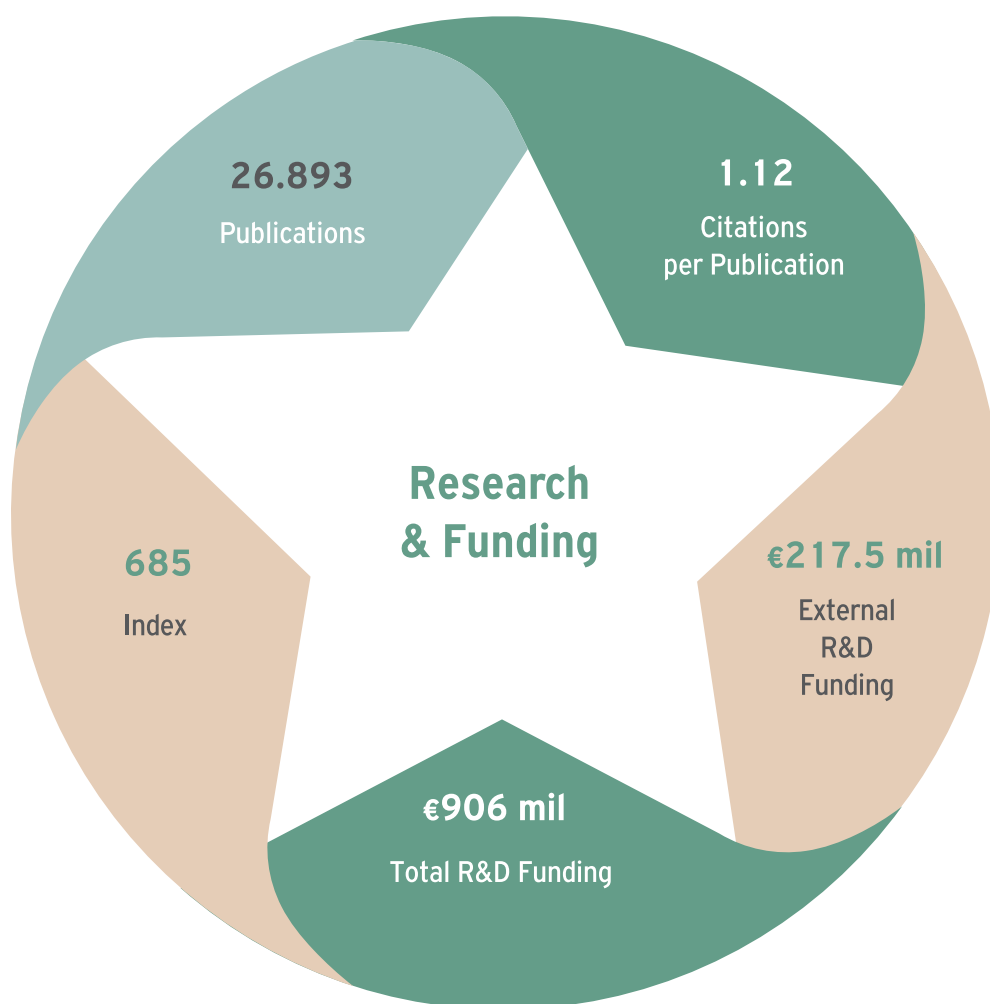
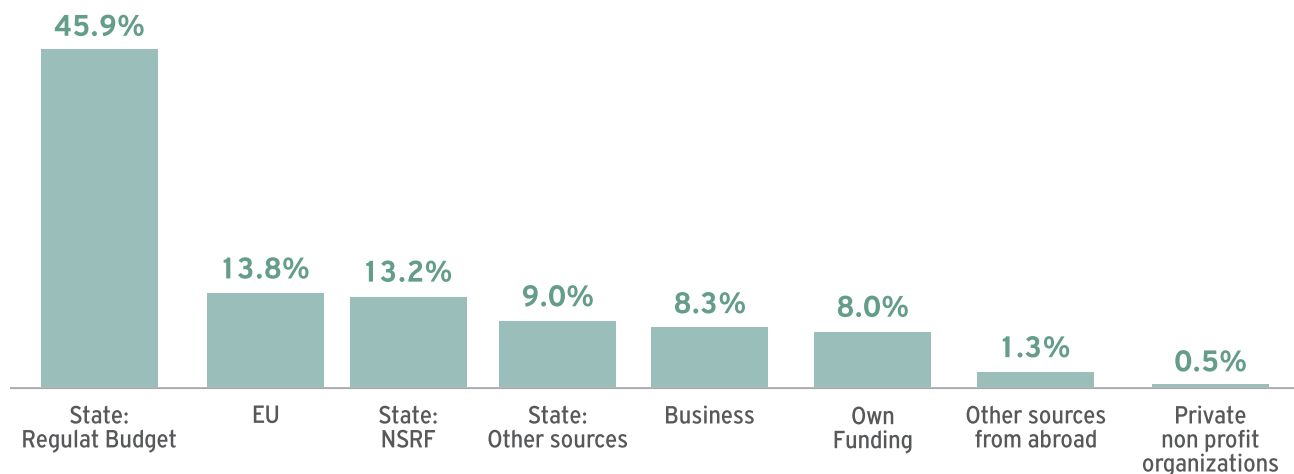


USP Graduates to active USP Students



The Greek Higher Education in numbers

% of total R&D expenditure,
by sources in higher education in 2022

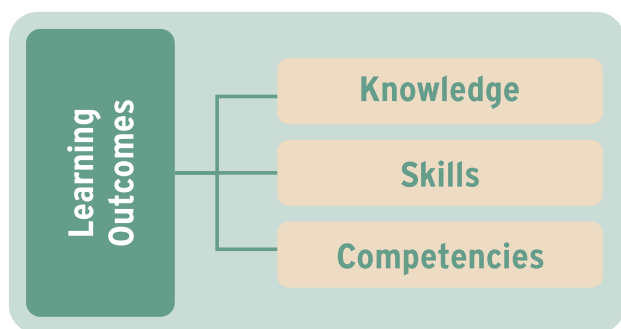


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Learning outcomes and academic and professional qualifications

HAHE, in another **study** conducted in 2023, explored ways to improve the quality of study programmes and highlighted the importance of designing study programmes based on the pursued **learning outcomes** for students and graduates.

It is known that every system and level of education aims to achieve **learning outcomes**, that is, knowledge, skills and abilities, elements that someone knows, understands and can apply after completing a learning process.

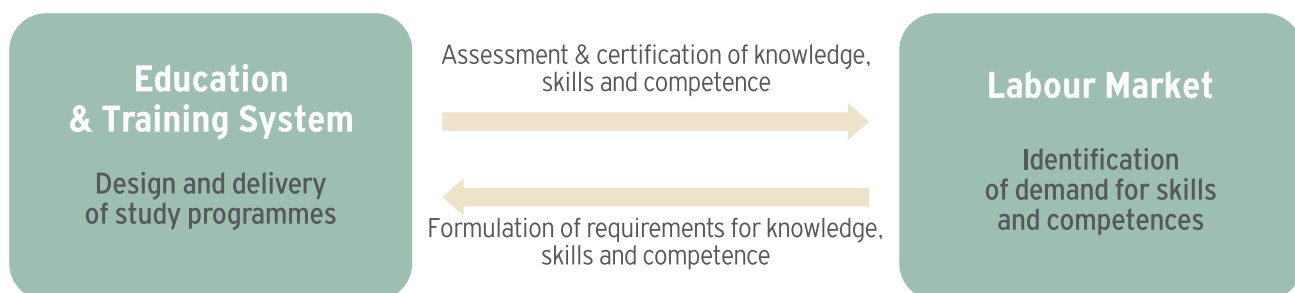


In particular, **knowledge** refers to the understanding of data, information, facts, ideas and theories (e.g. knowledge of a scientific field), **skills** are one's ability to apply one's knowledge at a practical level (e.g. problem solving, exercise leadership, verbal communication) and **competencies** refer to personal characteristics, values and/or talents (e.g. creativity, resilience in unpredictable situations), which contribute to the achievement of goals.

The study points out that the assessment of

achieving the planned learning outcomes should not be based solely on the results of education providers, something which is particularly important for the institution and the academic unit (in the context of monitoring their study programmes). Part of the feedback should come from labour market surveys. These surveys usually seek to record the knowledge and skills of employees in their jobs. If, for example, it is found that young workers lag in critical analysis skills, this means that HEIs should review their teaching methods and possibly strengthen activities that require their students to critically approach knowledge (e.g. application simulations to evaluate solutions to business problems with corresponding evidence).

In Greece, given the perennial weakness of skills mismatch with the needs of the market, state support for **upgrading skills** and introducing changes in the education and training systems is imperative. In this direction, the benefits from the development of a mechanism for tracking graduates at the national level, the updating of the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP) database with all professional qualifications and the corresponding ESCO register of the European Union are becoming evident. It is also necessary to develop an effective skills monitoring system by profession and sector with the possibility of predicting their evolution through the combination of multiple criteria and data sources.



The structure of Higher Education systems in European and third countries

Another issue which has attracted the attention of HEIS in 2023 is the establishment of non-state higher education institutions, a topic that still causes fierce confrontations in Greece.

In literature, it is stated that approximately 1/3 of students worldwide are enrolled in private higher education, while in the USA, 57% of institutions are public and the remaining 43% are private. In fact, according to the international QS World University Ranking for 2023, the top ten American universities are private, while of the 7 largest universities in the USA based on the number of enrolled students, 2 are public, 2 are for-profit and 3 are private non-profit for-profit university institutions.

In some countries, private higher education is quite developed and includes universities with a prominent position and strong reputation, while in some other countries public higher education dominates. Asian countries such as Japan, South Korea, Taiwan and the Philippines are dominated by top quality private universities. Non-state universities also operate in EU countries, while in eight countries worldwide the percentage of students enrolled in private universities exceeds 50%. These countries are Latvia (92.2%), Chile (83.2%), Israel (81.7%), Korea (80.2%), Japan (78.6%), Brazil (74.7%), Belgium (59%) and Finland (50.6%).

In terms of their operational characteristics, private higher education institutions seem to enjoy greater independence and autonomy compared to public institutions but are subject to extensive external controls by public bodies (e.g. monitoring of academic and sustainability criteria, quality accreditation, etc.) and have responsibility for their resources. Some large universities, such as Harvard, may manage endowments of 50 billion dollars, but some smaller ones make intense efforts to gather sufficient resources to be able to continue their operations, which is also decisive for the quality of studies. However, what matters in higher education is the quality of results, which is ensured through an adequate and appropriate institutional operating framework, resources and infrastructure, systematic quality assurance and commitment to student development. **In Greece, where the issue of granting operating licenses to non-state universities is being investigated, it is expected that the dynamics and competitiveness of Higher Education will become clear in the future and, among other things, its ability to limit the percentage of those who go abroad for studies, the employment prospects of young scientists as academic staff and its contribution to research, entrepreneurship and innovation.**

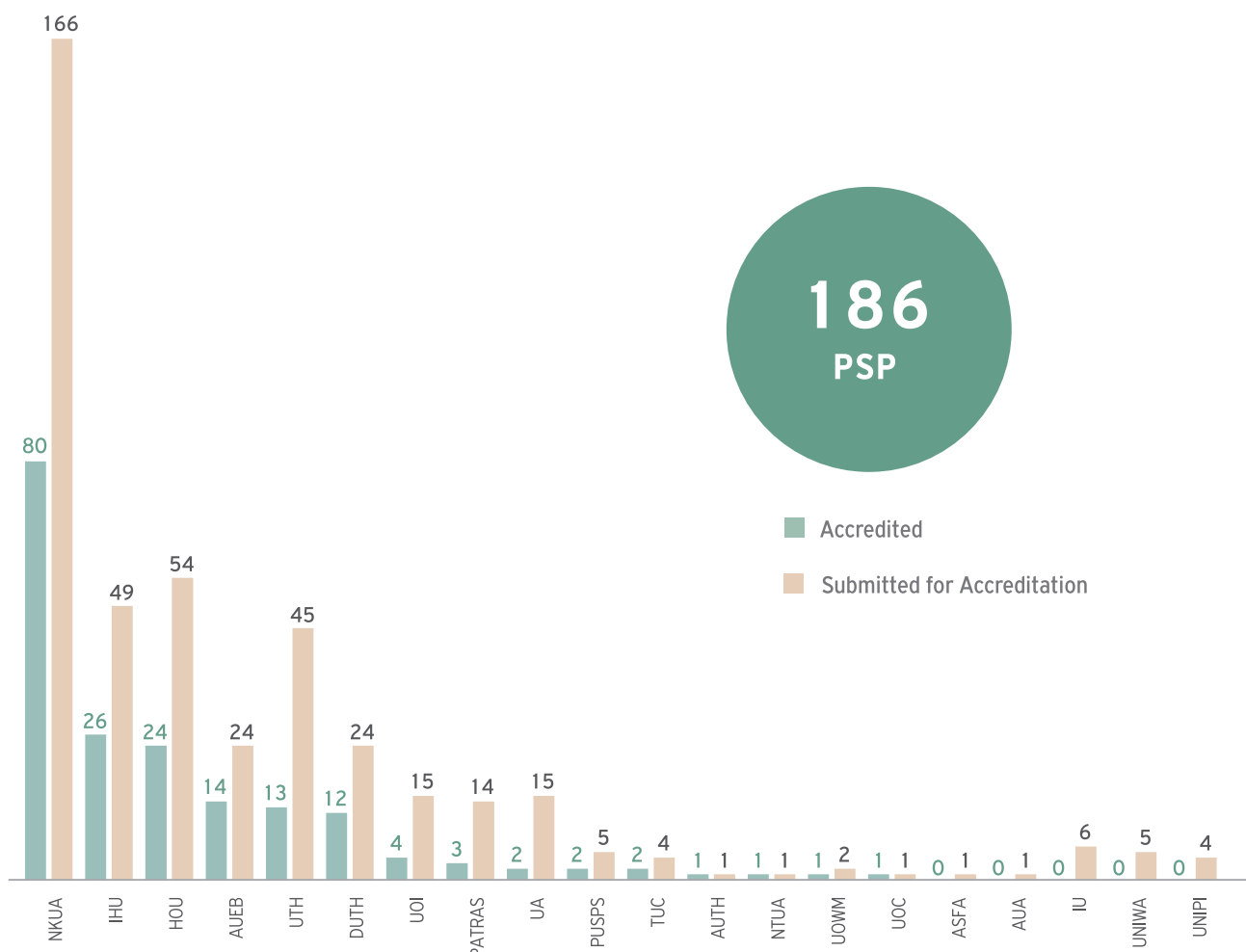
Part B

HAHE's quality assurance activities and improving the quality of Universities

HAHE, in the field of quality assurance for 2023, granted accreditation status to 256 study programmes (i.e. 70 undergraduate and 186 postgraduate programmes), an extremely high number, for the usual accreditation rates. This result was

achieved thanks to the organization of **special operational procedures and the use and operation of a special information subsystem (Accreditation Management System)** designed and developed by HAHE with the aim of supporting accreditations.

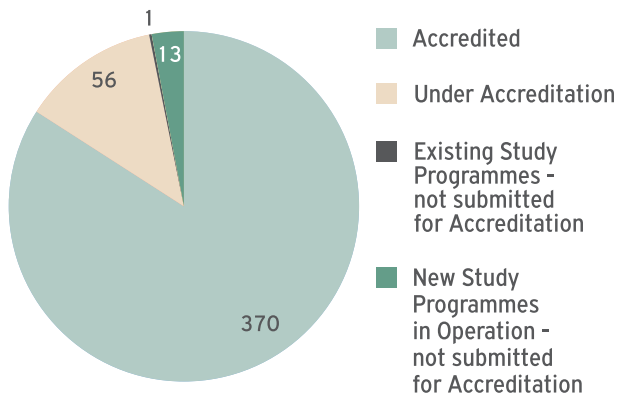
Accreditation Progress 2023 (Postgraduate Study Programmes - PSP)



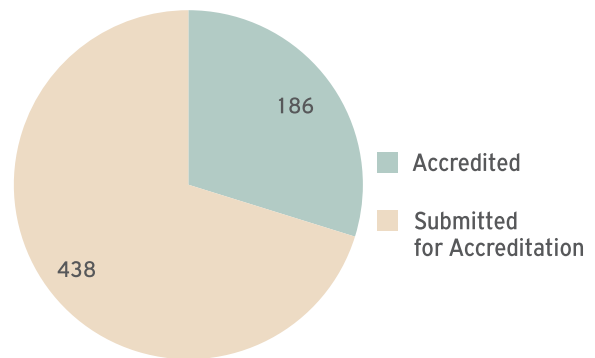
Improvements and weaknesses are recorded in the internal context of HEIs. The quality assurance actions of HAHE highlight their areas of progress or stagnation. In their majority, the Institutions are compliant with the principles of the standard for Undergraduate Study Programmes. The result

of this effort is also recorded in the score that Institutions achieve in the accreditation reports, a score which, however, is considered quite lenient, because of the implementation of the first cycle of accreditation.

USP



PSP



Most common weaknesses & recommendations by the experts:
Teaching staff, quality processes, teaching, infrastructures and study programme

Accreditations - Experts (2023)

USP

188



77%



23%

PSP

186

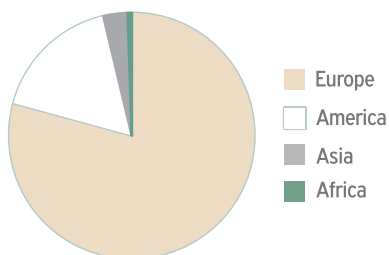
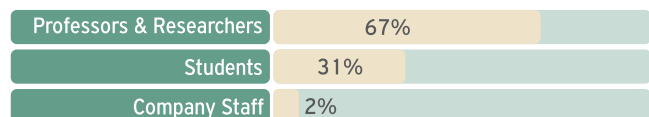
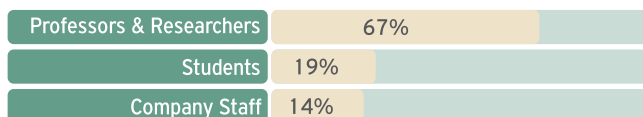


75%

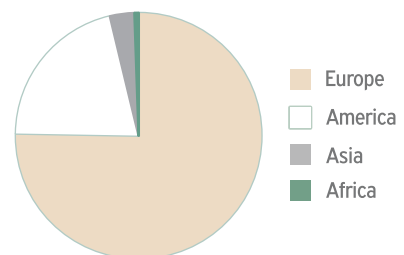


25%

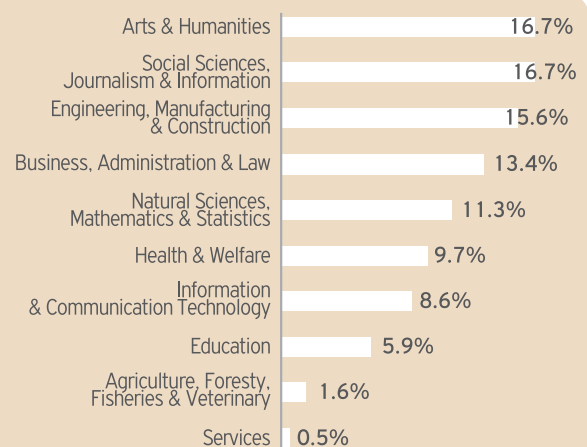
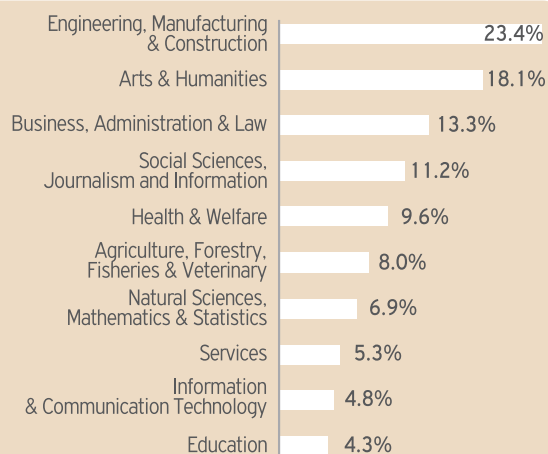
PROFESSIONAL CAPACITY



GEOGRAPHICAL ORIGIN



FIELD OF EXPERTISE

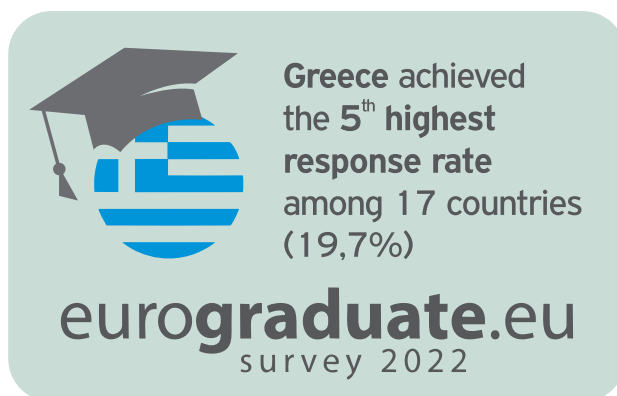


During the year 2023, HAHE carried out a thematic analysis of the accreditation reports in the health sciences field. It follows from this that most of the weaknesses of the Institutions concern gaps or inadequacy of teaching methods in clinical education, the insufficiency of permanent teaching staff, the lack of implementation of systematic internal evaluation, while there is also a lack of adequacy and maintenance of the training facilities.

In several cases, the expansion or maintenance of the infrastructure is proposed with an emphasis on security, accessibility, digitization and the use of technologically advanced solutions. These deficiencies may lead to a partial achievement of learning outcomes, i.e. the qualifications of the graduates and, by extension, to negative effects on their employability. The results of the thematic analysis will provide a useful input for HAHE in the process of revising the Quality Standards for the implementation of the second cycle of accreditation of undergraduate study

programmes, which is expected to begin in 2024.

HAHE has developed a mechanism for monitoring the progress of graduates in the labor market and the continuation of their studies. In this context, it participated in the European survey for graduate tracking among 16 other European countries. In February 2023, as planned, the data collection phase of graduates of Greek HEIs participating in the **EUROGRADUATE 2022** survey was completed.



For this reason, in a special online meeting of the European Graduate Monitoring Network (ENGT), the participation of Greece was requested to present and discuss the reasons that contributed to the increased response rate. The relevant presentation was made by HAHE to the European Graduate Monitoring Network in September 2023.

The most important conclusions of the survey for Greece are the following:

- ➔ 90% of graduates (level 6) continue for postgraduate studies, while more than 40% (level 7) continue their studies for a second postgraduate degree.
- ➔ More than 60% of graduates and master's graduates participate in lifelong learning activities.
- ➔ 60% of graduates continue their studies in Greece and 40% choose another country.
- ➔ Of those graduates that choose another country, 14% (level 6) and 5% (level 7) remain abroad after obtaining the degree.
- ➔ 30% of graduates (level 6) and 54% of masters (level 7) graduates are employed in the public sector

In 2023, HAHE carried out for the third year in a row the implementation of the **public funding allocation system to HEIs** based on the quota of 80% with objective criteria and 20% with qualitative criteria, which are based

on the achievements and performance of HEIs. The first conclusions, after the two consecutive implementations of the allocation algorithm of 20% of the total annual grant of the Ministry of Education to HEIs, show that:

1 HEIs started to embed the culture of funding based on performance and achievements and indeed, during the second implementation of the algorithm in 2022, HEIs made a better selection of quality indicators that fit the profile and character of their Institution.

2 The selection of modules and indicators and the presentation of HEIs' achievements seem to have helped them better focus their goal setting.

3 From the comparison of data of the three years (reports on achievements and quality indicators of 2021 - 2023) improvements are noted in individual institutional indicators, a fact that is particularly encouraging for the course and development of HEIs and in the long term for the overall general image of higher education in our country.

Part C

HAHE's strategic plan and development

HAHE in the year 2023 promoted its strategic goals by making significant progress in the following areas:

- It planned and implemented the external evaluation and accreditation of Undergraduate Programmes, Internal Quality Assurance Systems and Postgraduate Programmes of HEIs. The total number of accreditations reached 750 by the first half of 2024. An important achievement of HAHE is the digital management of accreditations through a new subsystem of OPESP (Accreditation Management System) which was implemented in 2023 and allowed the realization of a large volume of postgraduate study programme accreditations in a short period of time.
- It designed **new quality standards and the evaluation methodology for the 3rd study cycle (doctoral study programmes), life-long learning centres (KEDIVIM) as well as the re-accreditation of IQAS and undergraduate study programmes** and carried out the relevant consultation with the HEIs, systematically communicating with them, through work meetings, seminars and of the Rectors' Synod.
- It Improved the composition of the External Evaluation and Accreditation Committees by adding a student to its members. It did, however, make a limited renewal of Register of Experts (around 20%) with the addition of new members.
- It processed and studied the data and metadata of the accreditations that came from each stage of the process and formulated the relevant findings and conclusions that lead to actions and redesigning to improve the process, the methodology, the external quality assurance of the HEIs as well as the operational capacity of HAHE.
- It exercised its **advisory role** to the Ministry of Education and Religious Affairs on issues of Higher Education (proposal on the quality criteria for funding, the algorithm for the allocation of faculty member positions, requests for renaming/transfer of seat, correspondences of the year 2023 -2024, requests for recognition of study titles as Integrated Master, etc., applying criteria for each category of changes in the academic map. These criteria are made public and known to the academic community and stakeholders as they also offer valuable information to society.
- It was successfully reviewed by an external assessment committee as part of the renewal of **ENQA** membership and the Authority's registration with **EQAR**, following a multi-month assessment process. The improvements that HAHE needs to make, based on the recommendations of the competent committee, have been the goals of its strategy. Among these goals are the restructuring of the operational, financial operation and administration, given the expansion of the responsibilities and consequent obligations the Authority undertakes.



In 2023, HAHE

- ▶ Joined EQAR
- ▶ Renewed its member status in ENQA until 2028

Afterword

In 2023, HAHE continued scheduling external evaluation and accreditation of the remaining Undergraduate and Postgraduate Study Programmes at a rapid pace. A total of 256 Study Programmes were accredited during

this year with the support of new digital tools developed by the Authority. The conclusions of the accreditation do not deviate from the conclusions drawn so far for the accreditations of previous years. According to these:

- Many of the undergraduate and postgraduate study programmes need to modernise the subject matter and learning methods.
- The skills of first-cycle graduates are currently failing to meet the needs of the labour market, according to the documented skills gap.
- Graduates increasingly seek to obtain a first and a second postgraduate degree.
- The system of governance, allocation and management of university resources needs greater efficiency.
- Teaching and administrative staff need reinforcement and retraining.

Parallel to this, new challenges were raised in 2023 in the international and national landscape of Higher Education:

- The rapid pace of introduction and use of Artificial Intelligence in the operation of Universities, learning methods and developments in science is the new reality.
- The transformation of Higher Education into a massive, broad and constantly changing system that crosses national borders, classes and social groups, puts the quality and adequacy of the academic qualifications acquired by graduates under scrutiny.
- Linking higher education to the labour market and the economy is more necessary than ever. In this landscape, Greek Higher Education is preparing to welcome new University branches from foreign countries and is called upon to increase performance and justify expectations for a positive impact on the economy, science and culture.

HAHE Governance

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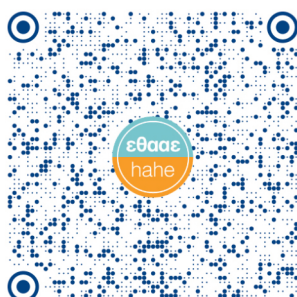
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