



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

2024

annual report

on the Quality
of Higher
Education

SUMMARY REPORT

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Preface

The Annual Report of the Hellenic Authority for Higher Education (HAHE) constitutes a comprehensive instrument for documenting and analyzing Higher Education in Greece. Its purpose is not only to capture the current state of the sector, but also to highlight emerging trends, challenges, and opportunities for Greek universities at both the national and international levels.

The year 2024 was marked by multifaceted challenges and the assumption of significant new responsibilities that expanded the Authority's mission. Law 5094/2024 establishes the legal framework for the licensing, organization, and operation of branches of foreign universities in Greece as "University Legal Entities" (ULEs). Within this new framework, the Authority assumes a critical role in reviewing applications, with primary emphasis on evaluating the academic structure and adequacy of the applicant institutions. Furthermore, HAHE will accredit the study programmes of these institutions through procedures equivalent to those applied to public Higher Education Institutions (HEIs). The possibility of establishing non-profit, non-state universities constitutes a landmark development in the history of Greek

tertiary education. In this context, where demands for transparency, efficiency, and continuous improvement are intensifying, the Authority has undertaken initiatives aimed at strengthening quality assurance mechanisms, enhancing its operational capacity, and fostering the active participation of all stakeholders.

Higher Education is currently undergoing a period of rapid transformation, shaped by demographic pressures, technological developments, evolving social and professional demands, and the growing role of research and innovation as drivers of economic growth. At the same time, the rapid and multi-layered diffusion of artificial intelligence is affecting teaching, learning, and academic research. These developments necessitate the adoption of robust standards for ethics, data protection, and responsible use. Under these conditions, Greek HEIs are called upon to maintain international competitiveness, strengthen their links with the labour market, and address the challenges of digital transformation, while safeguarding fundamental academic values, including scientific freedom, the independence of knowledge, and equitable access to education.

Part A of the report presents the profile of Greek Higher Education, examining demographic data, student and graduate trajectories, employability indicators, international rankings, academic staff, and research activity. Comparative data enable a deeper understanding and assessment of Greece's position within the European Higher Education Area (EHEA).

The special topics presented in the 2024 report include:

- **Duration of Studies and Delay in Labour Market Entry:** This section presents the phenomenon and its underlying causes within a broader context, with particular emphasis on undergraduate studies in Greece. It examines the distinction between active and inactive students, as well as graduates who complete their studies within or beyond the standard duration. It also includes data on postgraduate studies and analysis by scientific field.
- **University Governance:** This section outlines different governance models and the factors that contribute to effective university governance. It also examines governance within the framework of European University Alliances and highlights best practices from both the European and international context.
- **Postgraduate Studies:** This section presents the international typology of postgraduate education (Levels 7 and 8), analyzes organizational models, and explores quality assurance issues in postgraduate education.

Part B of the report focuses on HAHE's quality assurance activities and on improvements in processes related to the accreditation and organization of study

programmes, as well as the strategic development of universities. In 2024, the Authority completed the accreditation of 248 postgraduate study programmes, representing a record performance. At the same time, it continued the accreditation of undergraduate programmes (24) and launched the second cycle of accreditation of Internal Quality Assurance Systems (IQAS), conducted every five years. Through evidence-based procedures and transparent mechanisms, HAHE continues to support Greek universities in their efforts toward self-evaluation and academic excellence, contributing to the establishment of an environment of continuous improvement, accountability, and international recognition.

Part C outlines HAHE's internal strategy, partnerships, outreach activities, and organizational operations, highlighting its strengthened institutional role within the national and European higher education landscape.

Through systematic data analysis, comparative approaches, and institutional observations, this report seeks to contribute to public dialogue, provide reliable information, and inform policies that enhance the quality, integrity, and international orientation of the Greek university system. It is intended to serve as a point of reference for the academic community, students, researchers, policymakers, and society at large. Documentation and transparency constitute fundamental values of HAHE, and this report reflects the Authority's commitment to the consistent and reliable presentation of data on tertiary education.

I would like to express my sincere appreciation to all stakeholders for their steadfast cooperation and contribution to the Authority's mission. The consistent responsiveness of Higher Education Institutions —through their respective Quality Assurance Units

(MODIP)— to the Authority’s guidelines and procedures, the invaluable contribution of hundreds of independent experts and students registered in HAHE’s registries, and, ultimately, the continuous efforts of the academic community to enhance the quality of study programmes, are decisive factors underpinning the credibility and advancement of our work.

I would also like to extend my special thanks to the members of the Authority’s governing bodies —my esteemed colleagues, members of the Supreme Council and the Evaluation and Accreditation Council of HAHE— the Director General, as well

as the staff and working groups of the Authority, for their continuous and high-quality contribution to the design and implementation of its actions and initiatives.

This Annual Report was prepared by a dedicated working group in fulfillment of the Authority’s institutional mandate to systematically monitor, evaluate, and document developments in Higher Education in Greece. It was unanimously approved by the Supreme Council and is submitted to the Hellenic Parliament and the Minister of Education, Religious Affairs and Sports, in accordance with the applicable legal framework (Law 4653/2020).

The President
Professor Pericles A. Mitkas

Executive Summary

Introduction

The annual report on the quality of higher education for the year 2024 presents Greek higher education as a national system, which is in direct comparison with the corresponding higher education systems internationally. Specifically, the report is structured in three parts:

Part A of the report presents the profile of the HEIs and their basic indicators, based on data from the Hellenic Authority for Higher Education (HAHE) and national data in a comparison (student population, graduates, their position in the labor market, the status of teaching staff, the quantity and quality of research, funding) with the corresponding European and international data as well as the international developments in the field of Higher Education. It also includes studies of contemporary issues in Higher Education.

Part B of the report presents the quality assurance activities carried out by the HAHE in 2024 and their results. The Authority continued the accreditation of Undergraduate Studies Programs (USP) and Postgraduate

Studies Programs (PGP) and initiated the re-accreditation of Internal Quality Assurance Systems (IQAS) (2nd cycle). A special section presents the characteristics and performance of the institutions as resulting from the evaluation of the quality criteria for the allocation of the annual public funding of HEIs.

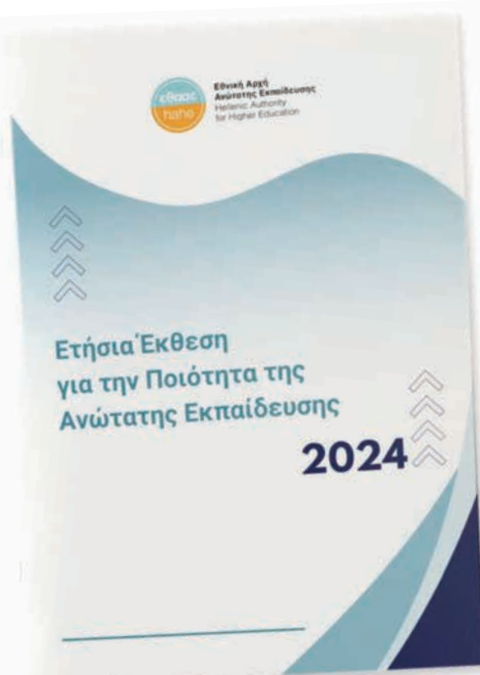
Part C of the report presents the strategic and development activity of the Hellenic Authority for Higher Education during the reporting year, highlighting the role of the Authority as an institutional pillar for ensuring and strengthening quality in Higher Education.

Finally, the Report includes useful informative **Annexes** with tables and charts with comparative analysis of figures per country, ranking tables of Greek HEIs according to international ranking systems, accreditation maps of Greek HEIs (2018-2024) with the accredited USPs with the best score per scientific field, and the presentation of the experts who staffed the accreditation panels (EEAP).

International & national developments –
Basic figures & indicators

Emerging issues
in higher
education

Quality assurance
in Greek HEIs –
Accreditation results

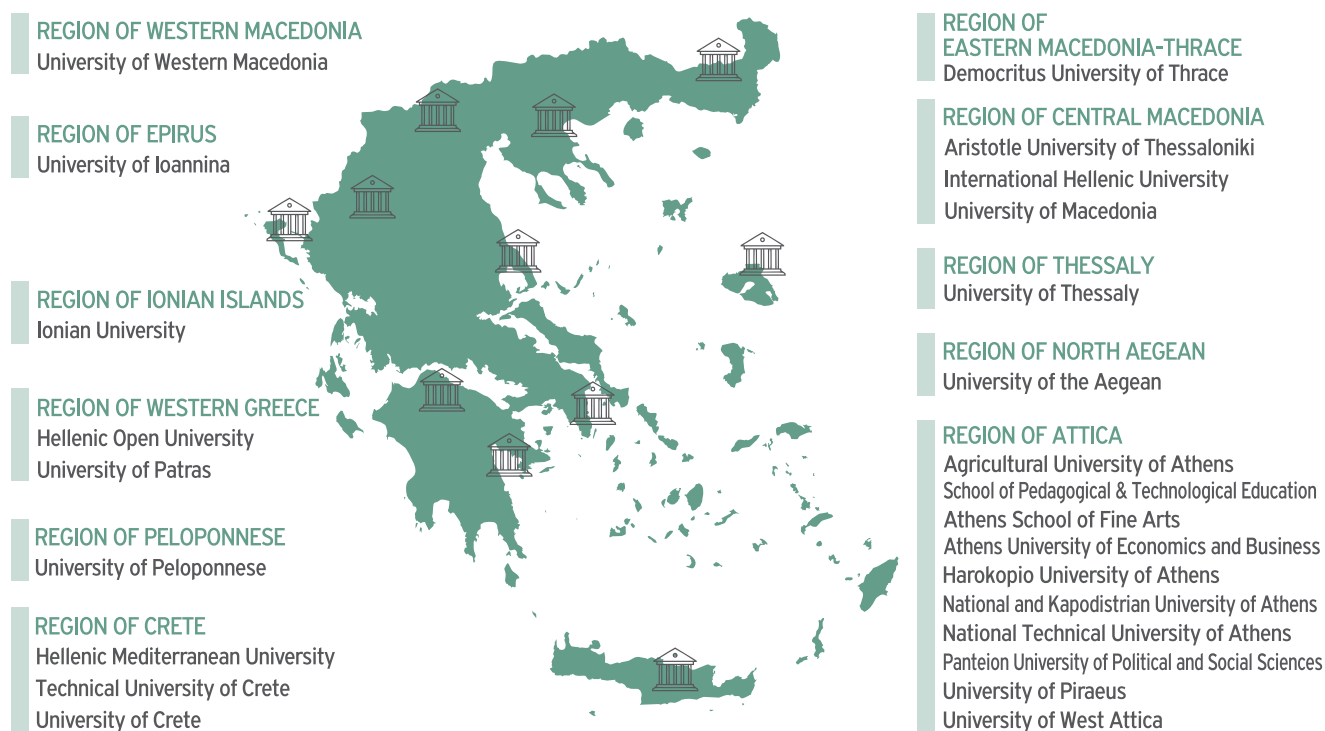


Funding based on
objective & qualitative
criteria and performance
indicators

Strategic and
development activity
of HAHE

- Greek universities & global league tables
- Accreditation maps (2018-2024)
- Experts

The map of Greek Higher Education (2024)



ACADEMIC STRUCTURE

25
HEIS

423
Departments

444
Undergraduate
Programmes

1,328
Postgraduate
Programmes

423
Doctoral
Programmes

ADMISSIONS¹ – STUDENTS² – GRADUATES³

702,497
Undergraduate
Students

305,739
Active
Undergraduate
Students

92,053
Postgraduate
Students

32,520
Doctoral
Students

2,104
Postdoctoral
Fellows

65,436
Admissions

54,798
Graduates USP

29,108
Graduates PSP

2,395
Graduates DSP

2.3%
admissions
in relation to 2023

STAFF² – FUNDING

13,451
Scientific
Staff

10,175
Teaching
& Research Staff
3,276
Special Teaching Staff

5,715
Permanent
Administrative
Staff

65%
Public
Funding

35%
External
Funding

€ 4,993
Average
annual total
funding/student

Source: NISQA, 2025

1. Total number of admissions in Panhellenic exams (Greek University entrance exams) 2024

2. Total number of students and staff on 31.08.2024

3. Total number of graduates by study cycle in academic year 2023-2024

Part A

Greek higher education and comparative data

For the second consecutive year, the number of active students in Greece showed a slight decrease of -3%, while the number of graduates saw a slight increase of +1.7%. However, a significant challenge remains, as only about 50% of total enrolled students are considered “active.” The structure of the academic map has remained stable over the last five years. The two most populous scientific fields in terms of academic units are Engineering Sciences (18%) and Humanities (17%). A notable change in 2024 was the internal restructuring between two institutions, where seven (7) Departments from the International Hellenic University (IHU) were incorporated into the Democritus University of Thrace (DUTH). A few regional Higher Education Institutions (HEIs) maintain a broad geographical footprint. The Democritus University of Thrace operates in seven cities, the University of the Aegean and the University of the Peloponnese operate in six cities, while the University of Western Macedonia, the Ionian University, the University of Thessaly, and the Hellenic Mediterranean University operate in five cities. While institutional metrics remain stable, there was a significant 13% increase in public funding. This shifted the funding ratio as follows a) Public Funding: 65% (up from 60% last year) and b) External Funding: 35% (down from 40% last year). A key international indicator, the average ratio of

‘active students to faculty members’ stands at 34; however, when “other teaching staff” is also factored into this index, the value improves to 25, moving closer to the European average, which stands at 12. Notwithstanding the improvement when including all teaching staff, Greece still deviates significantly from the European average. Furthermore, there are large discrepancies in these ratios between Greek universities.

Despite the increase in employment rates among tertiary education graduates and the corresponding impressive decrease in their unemployment rates, Greece continues to rank among the lowest of the OECD countries. This applies to both the employment of tertiary graduates aged 25–64 (80.1%) and young graduates aged 25–34 (76.7%) (Levels 5–8), trailing the OECD average by approximately 10 percentage points.

However, holding a master’s degree increases employment probability by 9.5% compared to those with only a first degree, while a PhD increases it by 17.1%. Regarding graduate earnings, Greece holds a low position among OECD countries, sitting 18 percentage points below the average.

Greece possesses one of the highest student-to-population ratios. It should be noted, however, that because the measurement is based on total enrolled students, a sizable percentage of whom are considered inactive,

the comparison does not accurately reflect reality. The presence of inactive students who do not graduate from Greek Higher Education Institutions (HEIs) leads to poor national performance in several international indicators, such as:

- **Graduation Rate:** The annual ratio of graduates to the total student body remains the lowest in Europe.
- **Level Distribution:** The unfavorable percentage distribution between undergraduate, postgraduate, and doctoral students is a primary consequence of this distortion.
- **Student-to-Staff Ratio:** The national student-to-teaching-staff ratio worsens, reaching extreme value due to the aforementioned distortion.

To investigate the impact of prolonged studies, HAHE conducted a special study in 2024 regarding the duration of studies.

In terms of subjects, most students in Greece pursue Engineering, Manufacturing, and Construction, as well as Business, Administration, and Law, while the “Services” sector is the least preferred. In contrast, across Europe, most students are enrolled in Business and Law, while the fewest are in Geotechnical (Agricultural) Sciences.

Duration of studies and delayed entry into the labor market

In 2024, HAHE conducted a study on the phenomenon of **prolonged study duration**, which is particularly intense in Greece. On average, only 49.9% of enrolled students in the country are “active” (attending classes and participating in exams) and graduate within n , $n+1$, $n+2$, or $n+3$ years, depending on the specific program of study.

In the field of research, Greece shows a satisfactory number of scientific publications, which has remained stable over the last three years. However, the number of publications per researcher has seen a decline over the last decade, with the index value dropping from 0.66 in 2013 to 0.51 in 2023.

In terms of research quality Greece ranks 23rd out of 52 countries with a value of 1.5 citations per publication and 16th in the H index with a value of 725. A more detailed analysis of national research performance shows that HEIs contributes approximately 85% of the total volume of scientific publications produced by all national entities.

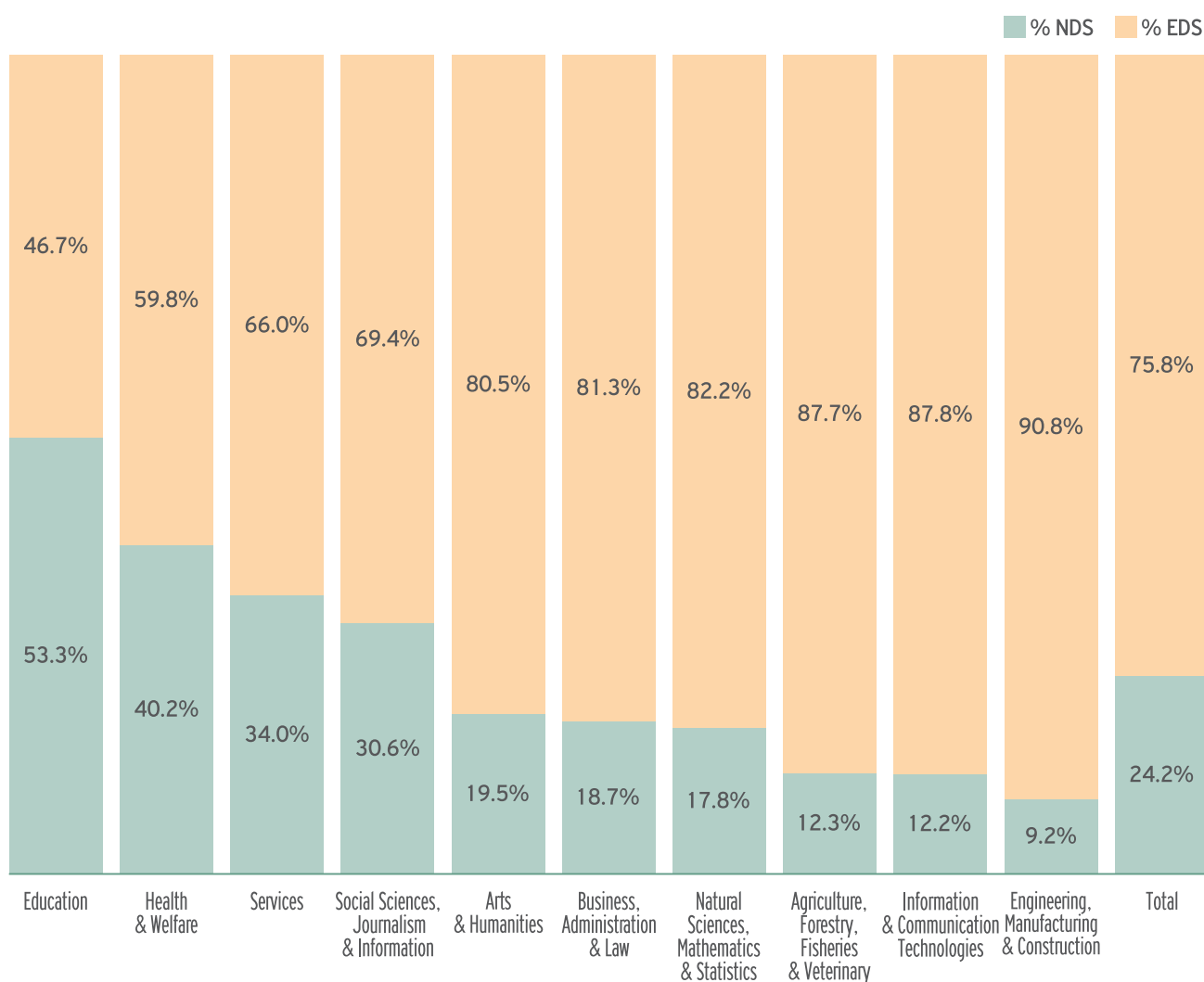
European research funding for Greece under the Horizon Europe program remains at a satisfactory level. Nevertheless, Higher Education Institutions (HEIs) secure lower funding amounts from the program compared to research centers and private enterprises, ranking third among these categories.

Regarding international rankings, slight improvements are observed in only several Greek HEIs. Most institutions (15) show a minor improvement in their performance in Webometrics & Scimago while only 3 institutions recorded an improvement in QS & THE (Times Higher Education), compared to the previous year.

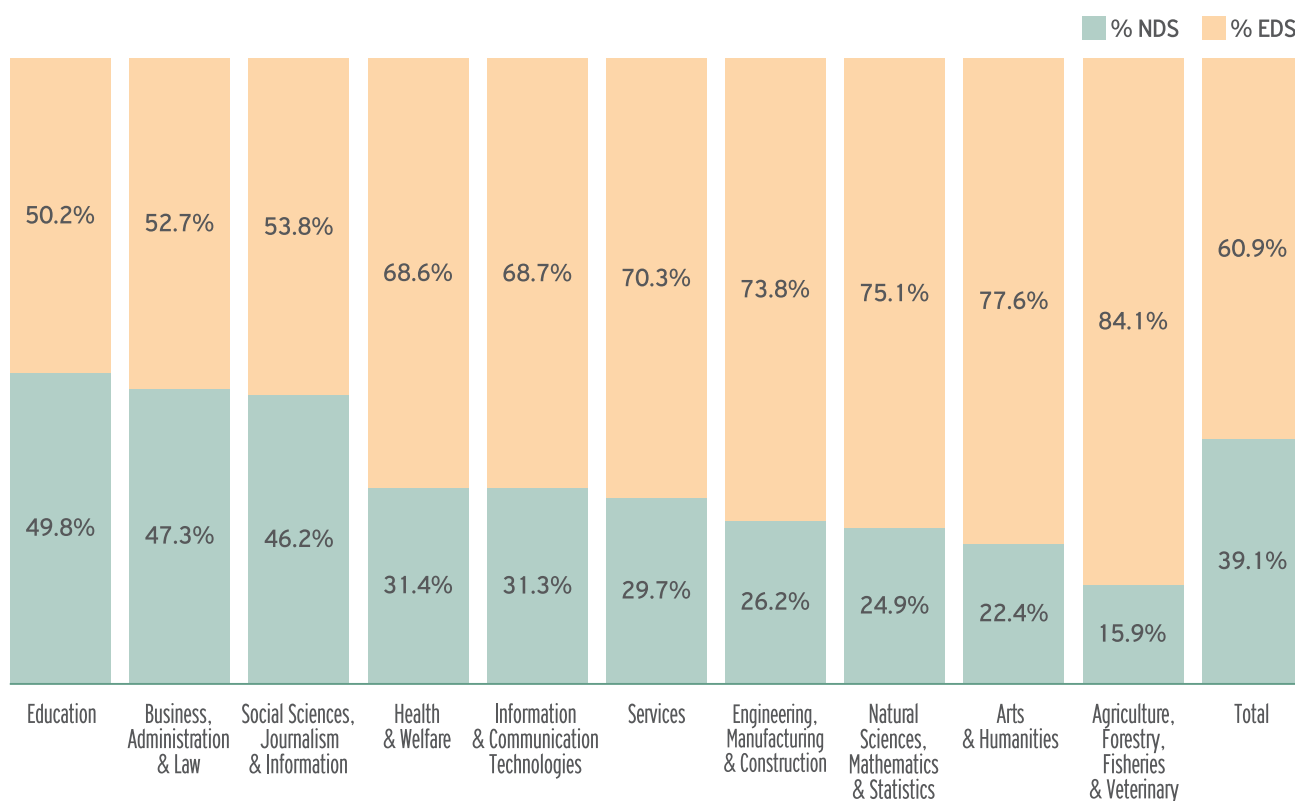
The distribution of active students varies significantly by scientific field. The Highest activity rates are noted in Education, Health & Social Welfare, and Information & Communication Technologies (ICT). A lower than 50% activity rate is recorded in Natural Sciences, Mathematics & Statistics, Business Administration & Law, Humanities & Arts, and Engineering.

In Greece, delayed graduation is a chronic issue. Beyond factors related to the quality of studies, it is influenced by the state of the economy (economic conditions impacting students' ability to focus solely on studies), Labor Market Structure (the institutional organization and functioning of the job market) and Student Experience (in universities that have institutionalized initial professional experience and career counseling (e.g., through Career Offices), completion delays appear linked to the quality of the overall student experience).

% Undergraduate students in Normal & Extended Duration of Studies by Field of Study ISCED-F 2013



% Postgraduate students in Normal & Extended Duration of Studies by Field of Study ISCED-F 2013



The consequences of delayed graduation include delayed market entry that leads to the “depreciation” of graduates’ knowledge and skills, a failure to produce economic value, which weakens national growth and limits the state’s resources (contributions/taxes) and both material (loss of earnings) and emotional consequences for the individual.

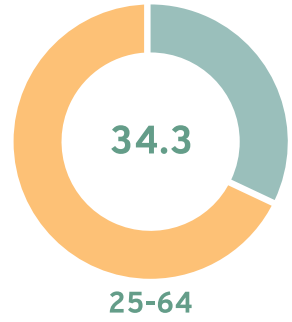
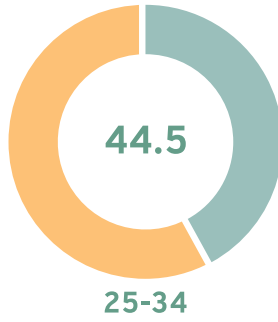
The report highlights that graduate employability is positively affected by obtaining work experience during studies. According to research, graduates with pre-degree work experience secured employment faster and with higher financial compensation. Ultimately, graduating within the standard duration of studies is strongly

associated with improved employability and better pay.

Therefore, to address this issue, policymakers should —beyond initiatives such as student work experience— focus on improving Higher Education resources (e.g., infrastructure, equipment, student support services) as well as the quality and functioning of the labor market.

The Greek Higher Education in numbers

% of population with tertiary education



% Students (Levels 5-8) by Field of Study



EDUCATION

5%



INFORMATION & COMMUNICATION TECHNOLOGIES

4.1%



ARTS & HUMANITIES

12.5%



ENGINEERING, MANUFACTURING & CONSTRUCTION

20.9%



SOCIAL SCIENCES, JOURNALISM & INFORMATION

12.9%



AGRICULTURE, FORESTRY, FISHERIES & VETERINARY

4.4%



BUSINESS, ADMINISTRATION & LAW

19.5%



HEALTH & WELFARE

8.8%



NATURAL SCIENCES, MATHEMATICS & STATISTICS

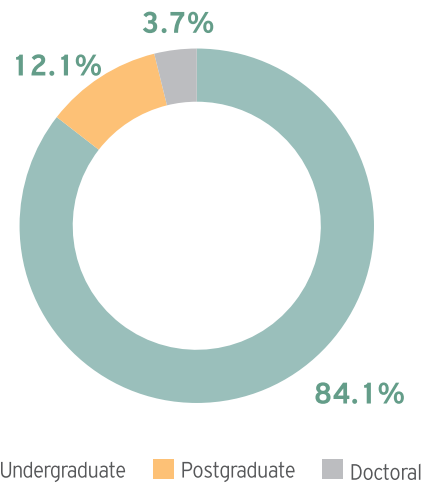
8.7%



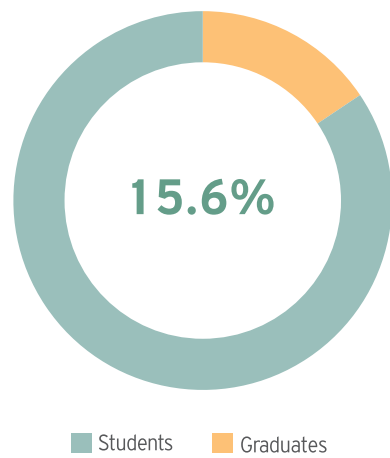
SERVICES

3.2%

% Students by Level of Study



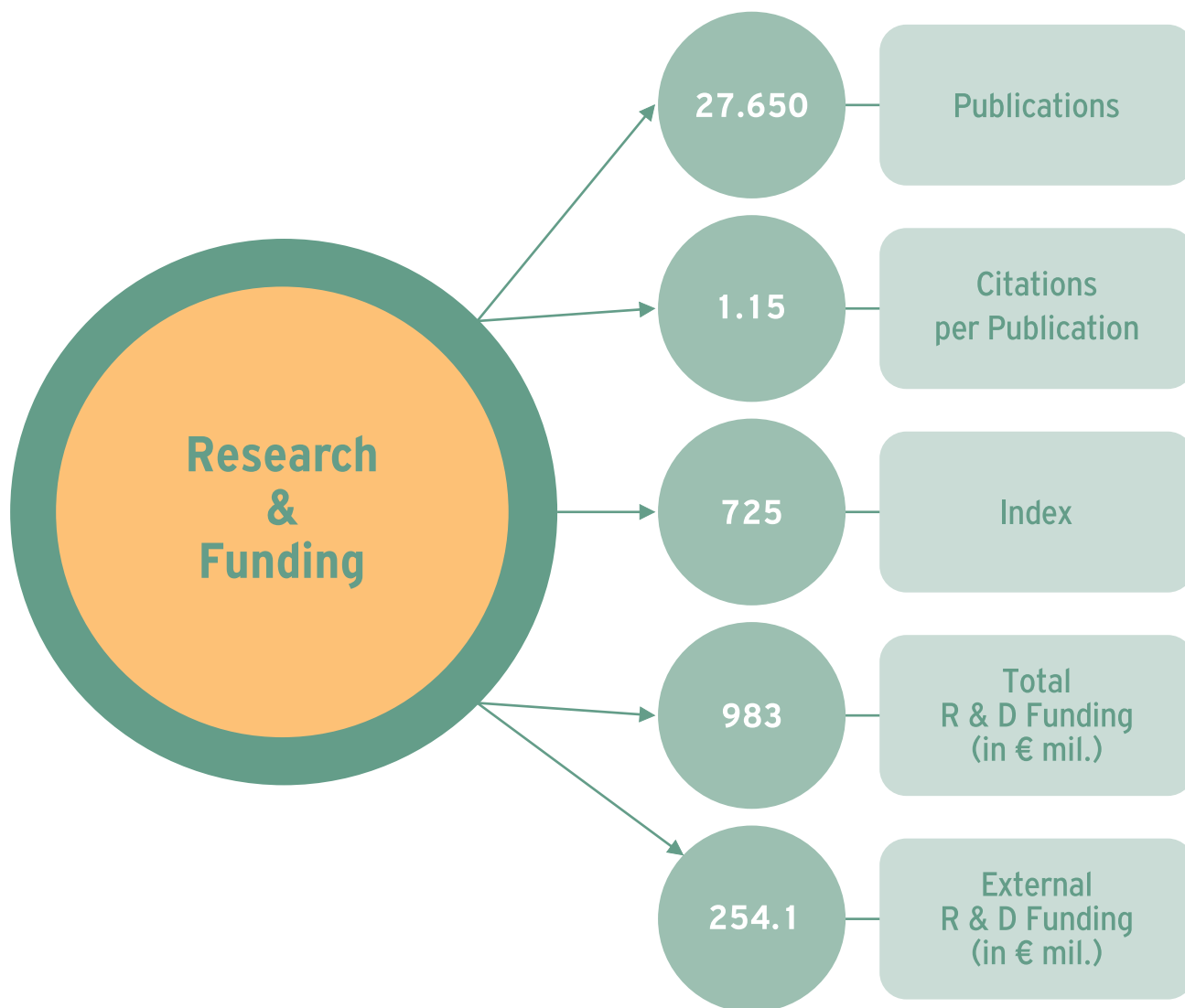
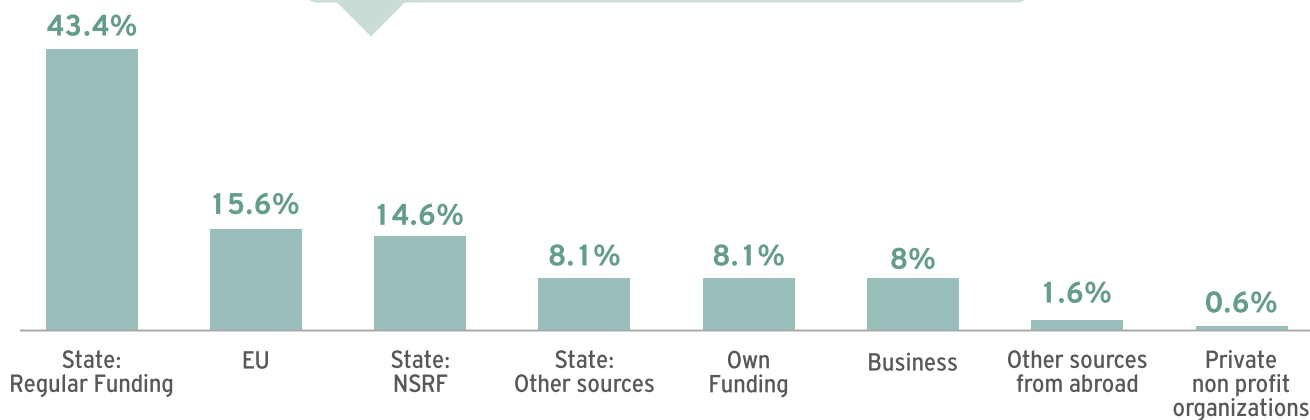
USP Graduates to active USP Students



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The Greek Higher Education in numbers

% of total R&D expenditure, by source in higher education in 2023



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Specifically, to encourage graduation within the intended timeframe, **universities could ensure:**

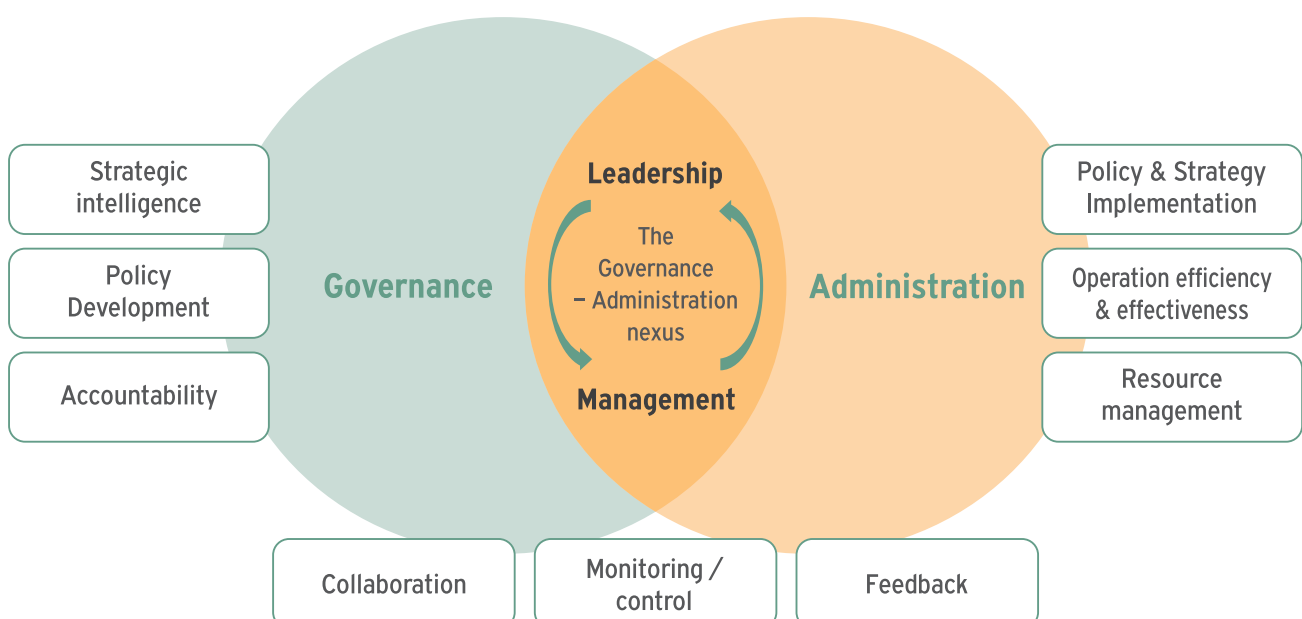
- a. **Personalized Support:** Establishing policies to encourage graduation within the standard duration by identifying specific reasons for delay through an individualized approach.
- b. **Clear Program Mapping:** Providing a clear breakdown of study programs, including course sequences per semester, learning outcomes, ECTS credits, and all required academic activities.
- c. **Digital Progress Tracking:** Systematic monitoring of student performance using technology to record interest, participation, academic progress, and satisfaction levels.
- d. **Evidence-Based Improvements:** Making decisions to improve studies based on data and conclusions drawn from quality assurance processes.
- e. **Integrated Counseling:** Encouraging the use of Academic Advisors in coordination with career counseling provided by Student Support Units or similar structures.

University governance systems and evaluation

In the 2024 report, HAHE once again examines developments in **university governance**, viewing it as a decisive and critical factor in an institution’s journey toward quality and continuous improvement. While previous reports (2016, 2018, 2020) analyzed the relationship between governance, funding, and efficiency, the 2024 report focuses on

examining diverse types of governance systems and the theoretical approaches behind them. A significant development is the trend of combining fundamental higher education values with modern management tools. In countries such as Ireland, Denmark, the Netherlands, Great Britain, Canada, and Australia, governance regulations now apply to both public and private universities.

The Governance & Administration nexus



The public disclosure of a governance code or compliance with a formal framework **a) proves that institutions utilize autonomy responsibly**, which strengthens public trust and reduces the need for the state to regulate minor operational details, **b) provides a structured roadmap for approaching «corporate governance» within an academic setting**, and **c) acts as a safeguard against fraud or mismanagement**.

These governance regulations typically include rules regarding accountability, sustainability,

institutional reputation, inclusion and diversity, efficiency, and stakeholder engagement.

Postgraduate studies: purpose, organization and evaluation of results

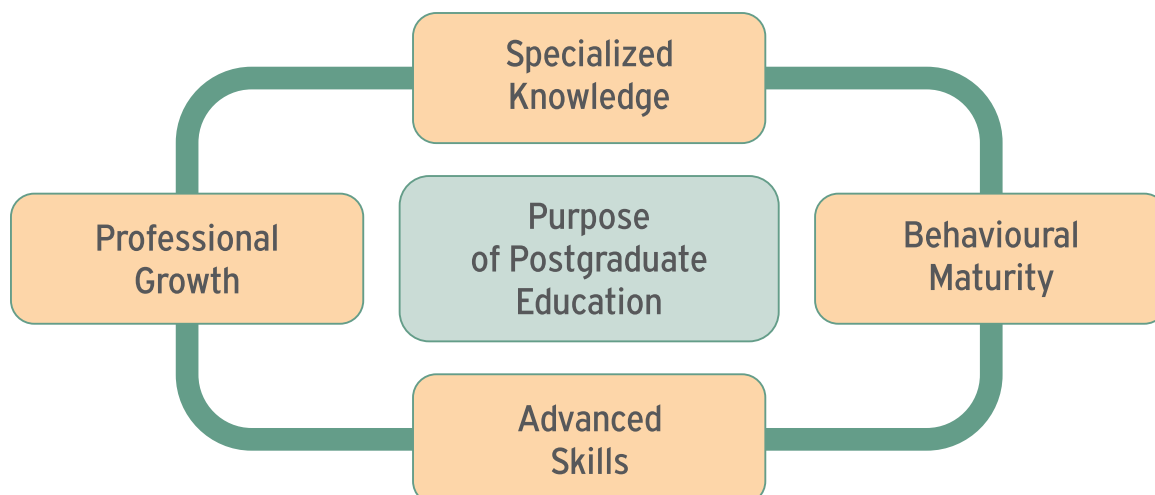
The 2024 report highlights the **findings of a dedicated study by HAHE on postgraduate education**. The study defines the purpose of postgraduate studies as providing specialized scientific knowledge, advanced skills, behavioral maturity, and professional development.

For those pursuing Doctoral Studies, additional benefits include the acquisition of advanced research skills, learning to tackle complex issues in innovative ways and developing leadership skills through the coordination of working

groups and collaborating entities during the dissertation process. Postgraduate education is seen as a vehicle for those wishing to exercise leadership, influence policy, and contribute significantly to both science and society.

The study presents the categories and typology of postgraduate studies based on international practice, as well as the key points of the national institutional framework, the metrics, and the organization of postgraduate studies in Greece.

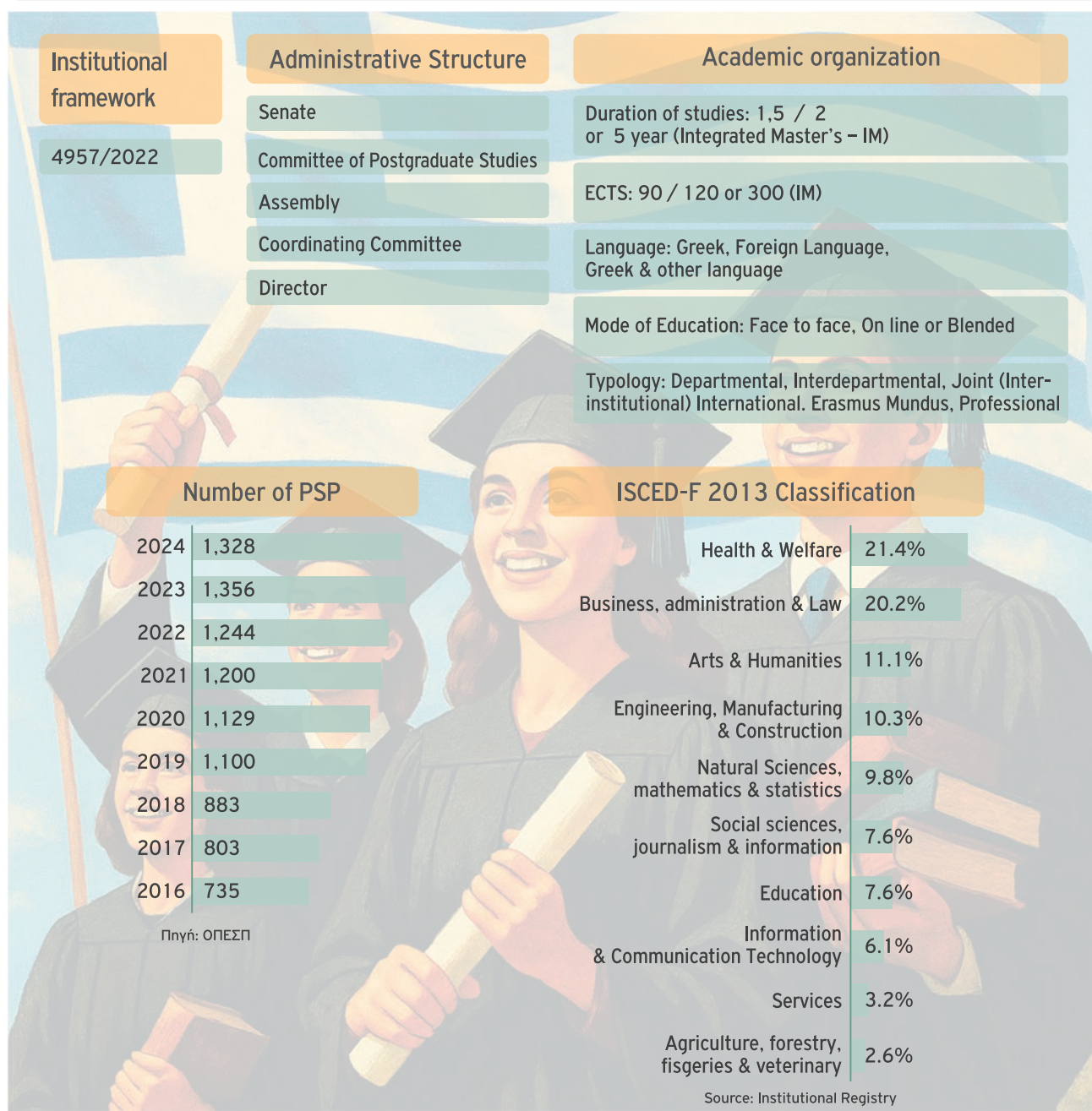
Purpose of Postgraduate Education



Currently, technology, interdisciplinarity, and international collaborations are reshaping the postgraduate landscape. These developments allow for enhancing education quality through new teaching pedagogical practices, having broader resource access, and utilizing diverse scientific approaches and global databases, making necessary mechanisms to verify

the quality of educational outcomes. Future demand for postgraduate education is expected to surge in emerging fields such as Artificial Intelligence (AI) and Neurosciences. Furthermore, the cultivation of transferable skills —such as leadership, effective communication, and adaptability— will be essential for preparing graduates for dynamic career paths.

Postgraduate Education in Greece



Part B

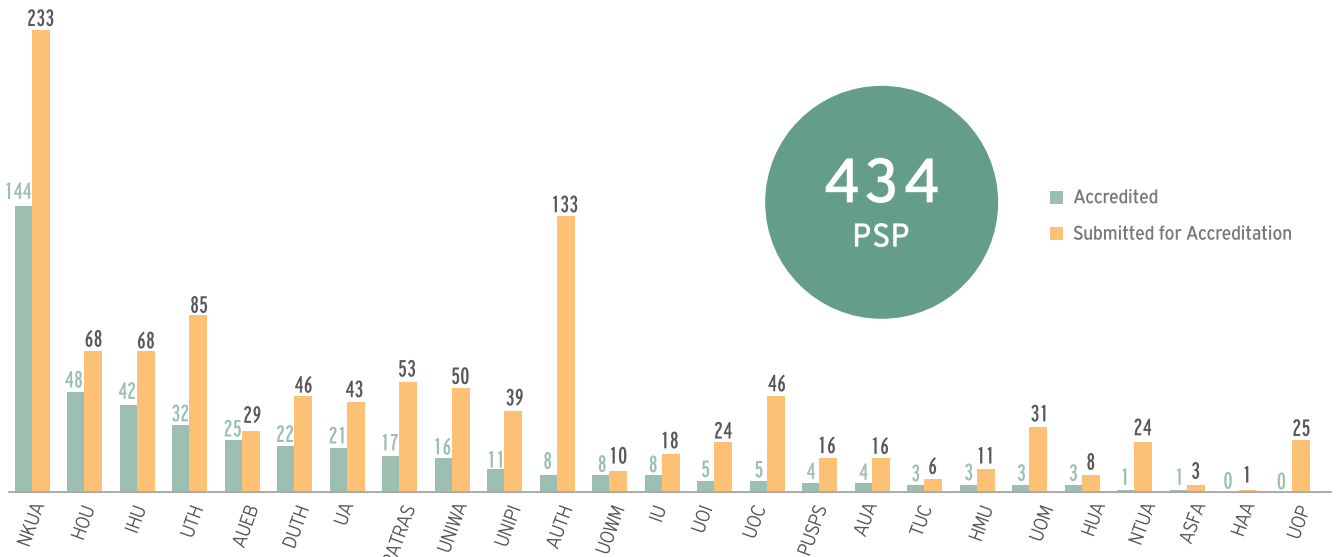
HAHE's quality assurance activities and quality improvement in universities

In 2024, HAHE continued its quality assurance activities through a hybrid model (both remote and on-site). The Authority conducted 274 accreditations involving 341 experts across all scientific fields. The largest number of accreditations concerned 248 Postgraduate Study Programs, of which 166 were existing programs and 82 were new programs seeking to commence operations. The high number of new postgraduate programs—which correspond to 50% of the accreditations of existing programs for both 2024 and 2023—is on an upward trend and

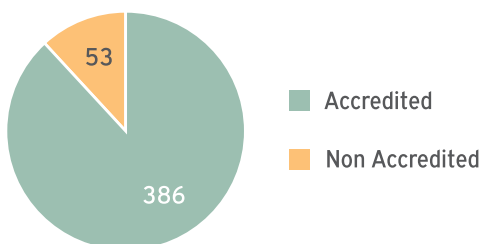
is creating pressure on the overall scheduling of accreditations.

Regarding the scores for compliance with the Quality Standard, most accreditation results reflected full compliance. It is worth noting, however, that this percentage varies by program category: existing postgraduate programs received a high score (90%) compared to new programs, which received a lower score (80%). The study found that existing programs achieved higher compliance scores compared to newly established ones.

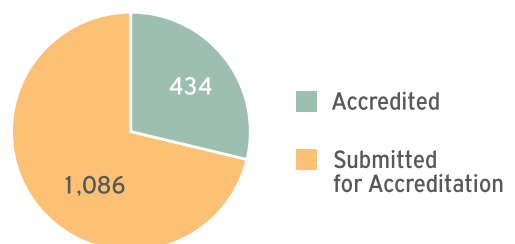
Accreditation Progress 2024 (Postgraduate Study Programmes)



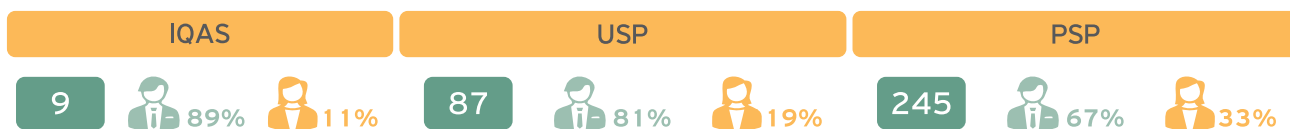
Accreditations (USP)



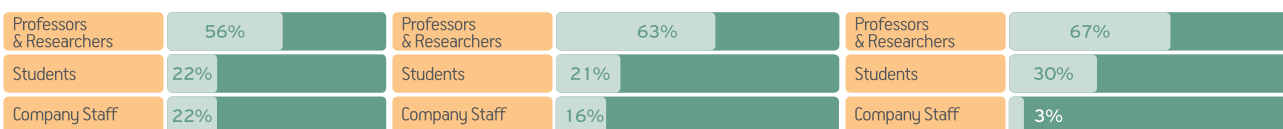
Accreditations (PSP)



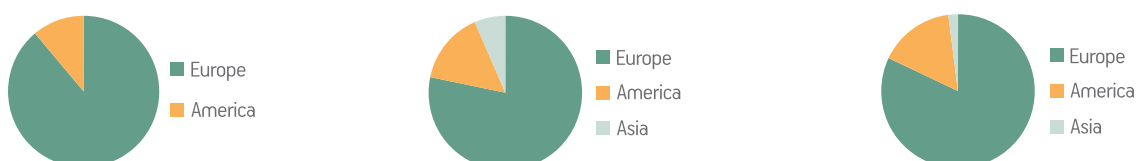
Accreditations - Experts (2024)



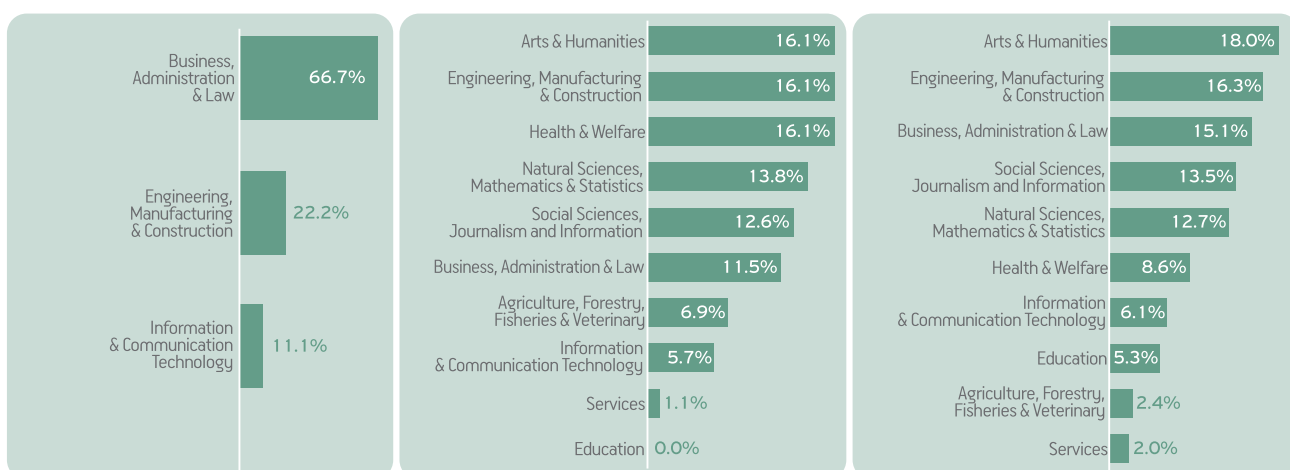
Professional Capacity



Geographical Origin



Field Of Expertise



A major development in 2024 was the drafting of procedures and criteria for evaluating proposals to establish branches of foreign universities (ULE). Under the provisions of Law 5094/2024, these branches will operate as University Legal Entities (ULE). HAHE has established new quality standards as part of its regulatory framework to monitor the quality of the new Undergraduate Programs offered by these private new entities according to the provision of 5094/2024.

As part of its strategy to enhance the quality of Higher Education Institutions (HEIs), HAHE supported the Quality Assurance Units (MODIP) through accreditation processes. It organized online briefing sessions with Quality Assurance Units (MODIP), Strategic Planning Units (MSS), Student Support Units (MYF), Teaching and Learning Support Centers (KeDiMa). These sessions focused on the call for proposals titled "Support and Operation of the Organizational Structure of HEIs," specifically for Sub-

action 2: “Quality Assurance, Strategic Development, and Teaching and Learning Support Services.” Finally, as it does every year, HAHE submitted its recommendation to the Ministry of Education regarding the allocation of the total annual public grant to HEIs, based on both objective and qualitative criteria.

HAHE operates a specialized mechanism for graduate tracking in higher education. In 2024, comparative studies were published by the European consortium of the Eurograduate initiative, in which Greece participates through HAHE. These studies

compare Greek graduates with their international peers on several work-related metrics:

Regarding Work Experience Before Graduation, most graduates, particularly those with Level 7 degrees (Master’s/ Integrated Master’s), had some form of work experience before starting their studies. There was a notable increase in prior work experience for the 2020-21 cohort compared to 2016-17, especially in the areas of Business, Health, and Engineering. Prior experience often correlates with better employment prospects post-graduation.

Regarding Labor Market Participation and Security, Employment rates for Greek graduates have improved, especially for Level 7 holders. For the 2020-21 cohort, 90% were employed in sectors like Business, Health, and Education. However, unemployment remains a challenge in Arts and Humanities. A gender gap persists, with male graduates having higher employment probabilities than females, though this gap slightly narrowed for the 2020-21 cohort.

With reference to job security, 70% of Level 6 graduates reported having open-ended (permanent) contracts, slightly higher than the EU average. Interestingly, Level 7 graduates reported lower job security (61%) compared to Level 6. Security was highest in ICT, Business, and Social Sciences.

In addition, the public sector remains a significant destination for Greek graduates, particularly at Level 7. Fields like Education, Health, and Social Sciences show the highest public sector representation. Women are

more likely to be employed in the public sector than men although the difference is smaller for level 6 graduates.

Overall, 30% of Level 6 graduates and 54% of Level 7 graduates were employed in the public sector. Between the 2016-17 and 2020-21 cohorts, Level 7 public sector employment increased (notably in Health and social sciences), while Level 6 generally decreased, “except for those belonging to the ‘Other’ category of fields of study.

Part C

HAHE's strategic plan and development

In 2024, the Authority advanced its strategic goals and implemented the following:

- **Advisory Role:** Provided expert opinions to the Ministry of Education, Religious Affairs, and Sports on Higher Education issues (e.g., public funding for HEIs, allocation of faculty positions, matters regarding ULE [Private/Foreign branches], requests for founding or renaming Departments, and academic equivalencies for the 2024-2025 year).
- **Accreditations:** Organized and completed 274 accreditations (2 Internal Quality Assurance Systems [iqas], 24 Undergraduate Programs [usp], and 248 Postgraduate Programs [psp]), actively supporting HEIs in their quality assurance processes.
- **Transparency:** Published reports from external experts and the corresponding accreditation decisions of the Evaluation and Accreditation Council (SAP), as well as recommendations from the Supreme Council (ASY) to the Ministry on various issues.
- **Training:** Organized educational seminars for the experts and students registered in the HAHE Registry.
- **Project Management:** Managed the physical and financial scope of the new NSRF 2021-2027 project.
- **Staffing:** Continued efforts to bolster personnel, achieving positive results through a special mobility cycle.
- **Communication:** Publicly presented its actions at University Rectors' Synods, conferences, and events organized by HEIs and other stakeholders.
- **European Presence:** Participated in European meetings concerning Quality Assurance in Higher Education.

During 2024, HAHE persisted in its organizational advancement through the expansion of its structure and the recruitment of new staff, the design of new business processes and the development of new functions for its Information System,

the expansion of its knowledge base through the conduct of new studies and the systematic monitoring and analysis of the results of its activities through its own Internal Quality Assurance System.

Afterword

The Authority's 2024 Report provides an objective and evidence-based overview of the status, key milestones, and developments in the critical sector of Higher Education, both internationally and within Greece. The analysis of these data highlights future challenges and emerging trends for Higher Education.

Significant changes to Greece's academic map are anticipated, primarily driven by institutional reforms enacted in 2024. Within the coming years, the country's academic landscape is expected to diversify following the entry and operation of new foreign universities (ULE) established under Law 5094/2024.

Immediate shifts are projected with the expansion and diversification of the student body in terms of nationality, the revision of curricula structure, which is expected to take place due to the high demand scientific fields, such as Informatics, Business Administration, and Law. Moreover, within the next year, the first de-registrations of inactive students are expected to take place in accordance with Law 4957/2022. The gradual improvement in Greece's standing in international indicators, such as graduation rates and student-to-staff ratios, which currently keep Greek HEIs at lower ranks in global standings, is also expected.

As the Higher Education context becomes increasingly competitive and globalized,

Greek HEIs must focus on areas with international impact. The Foreign Language Study Programmes are on the rise (three new programs launched in 2024) and must be supported by improved infrastructure and services. In addition, funding from the Recovery and Resilience Fund (RRF) for new "International Cooperation Postgraduate Programs" under the "Universities of Excellence" initiative will further increase these needs. Institutions must treat the quality of postgraduate studies as a strategic choice, because the current surplus of existing and new master's programs often appears to lack a cohesive national academic plan.

Intricately linked to the above is the operation of an effective university governance system, which remains a constant challenge for both the institutions and the government.

Finally, a major challenge —particularly for the government— is increasing the employment rate of young graduates and improving their earnings, which remain low compared to the European average. These efforts are essential to mitigating the "brain drain" phenomenon. Reform efforts must target the root causes, including the weak link between academic studies and the labor market and the institutional organization and overall functioning of the job market.

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