

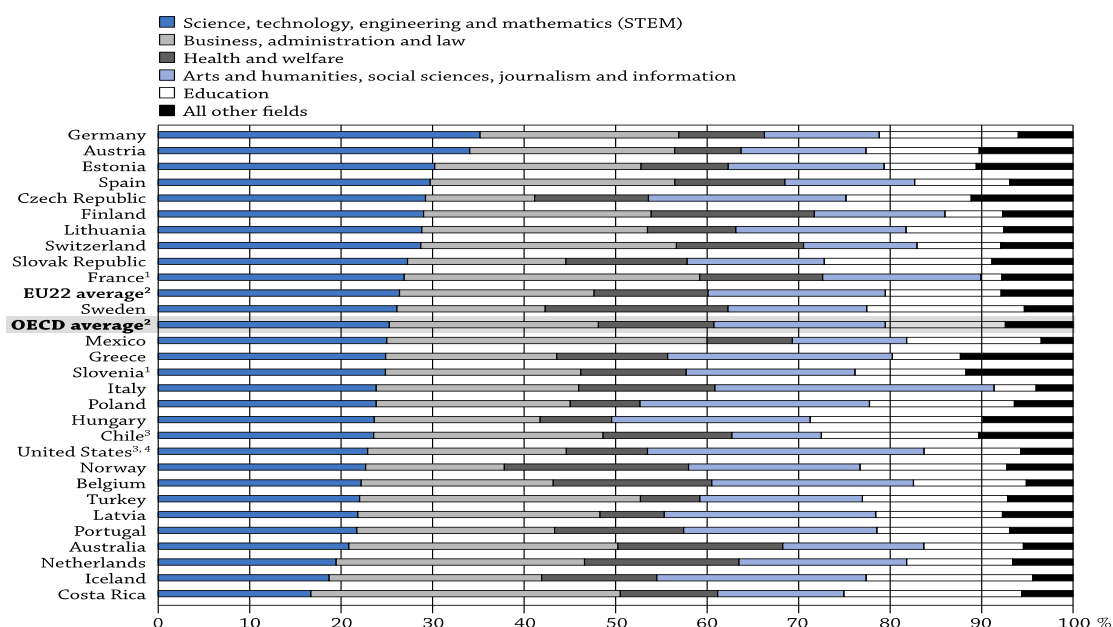
EDUCATION AT A GLANCE 2017

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Greece

- **Graduates from the field of health and welfare have higher employment rates than those who studied either STEM or arts and humanities in Greece.** Yet, due to a highly selective admissions process, only 12% of tertiary-educated adults have obtained a degree in this field.
- Tertiary-educated young adults in Greece have been significantly affected by the financial crisis, and face **the highest rate of unemployment of all OECD countries:** 28% compared to 6.6% and 7.4% on average across OECD and EU22 countries.
- **Teachers' salaries have steadily decreased since 2008 and are now among the lowest across OECD countries.**
- **Upward mobility is a significant challenge in Greece:** 30-44 year-olds with at least one parent who attained tertiary level education are almost three times more likely to attain tertiary education themselves than those whose parents did not complete this level.

Figure 1. Fields of study among tertiary-educated 25-64 year-olds (2016)



Note: Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.

2. The OECD and EU22 averages exclude France and Slovenia.

3. Year of reference differs from 2016. Refer to the source table for more details.

4. Data refer to bachelor's degree fields, even for those with additional tertiary degrees.

Countries are ranked in descending order of the field of STEM.

Source: OECD (2017), Table A1.3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933556938>

Graduates from health and welfare programmes have the highest employment prospects, yet the selective admissions process limits the number of entrants

- Among tertiary-educated 25-64 year-olds, 25% studied a STEM field, and 25% arts and humanities, social sciences, journalism and information. Combined, these fields of study represent half of all tertiary educated people in Greece, 6 percentage points more than the OECD average.
- However, the employment rate for tertiary STEM graduates is between 71% and 72%, only marginally above the average of 70% for tertiary-educated adults overall in Greece. This is lower than the OECD average, which ranges from 83% for natural sciences, mathematics and statistics, to 88% for information and communication technologies. Graduates who studied arts and humanities, social sciences, journalism and information have the lowest employment prospects of all fields of study in Greece, with an employment rate of 65% compared to the OECD average 81%.
- Only 7% of tertiary-educated adults graduated from the field of education, although their employment rate is 73%, higher than the average rate for tertiary-educated adults in Greece. While teaching was once a popular profession in Greece, declining salaries and a freeze of new teacher recruitments that followed from the austerity measures implemented since the start of the debt crisis have negatively affected the attractiveness of the teaching profession.
- Comparatively, adults who studied health and welfare have the highest employment rates in the country, at 77% (OECD average, 87%), but only 12% of tertiary-educated adults have a degree in the field, due to the highly selective and competitive admissions process of health programmes in particular (Figure 1).

Tertiary education improves labour-market prospects, although unemployment rates remain high

- In Greece, 30% of 25-64 year-olds have attained tertiary education compared to an OECD average of 37%. More specifically, 25% have attained a bachelor's or equivalent degree (OECD average, 16%), 3% have attained a master's or equivalent degree (OECD average, 12%) and 1% have attained a doctoral degree, equal to the OECD average. Tertiary attainment rates have increased among the younger generation, with 41% of 25-34 year-olds having attained this level.
- Employment rates in Greece increase with educational attainment and continue to increase with further levels of tertiary education. The employment rate among adults with a post-secondary non-tertiary qualification in Greece is 61%, rising to 69% for a bachelor's or equivalent degree, 82% for those with a master's or equivalent degree and 88% for adults with a doctoral or equivalent degree.
- However, employment rates in general have been decreasing steadily since 2005 at all levels of educational attainment. Young adults with below upper secondary education have been hit the hardest, with a decline of 20 percentage points, compared to a decline of 14 percentage points for adults with upper secondary education or 13 percentage points for those with tertiary education. In 2016, Greek tertiary-educated 25-34 year-olds faced an unemployment rate of 28%, the highest of all OECD countries, which averaged a 6.6% rate.
- Tertiary-educated adults can expect to earn 39% more than adults who achieved upper secondary education as their highest level. This is a lower premium than the average of 56% across OECD countries.
- These lower labour market outcomes compared to other countries have driven a number of educated young adults to leave the country: 427 000 of them have left Greece between 2008 and 2013, half of them young professionals (Lazaretou, 2016).

Teachers' salaries have steadily decreased since 2008 and are now among the lowest across OECD countries

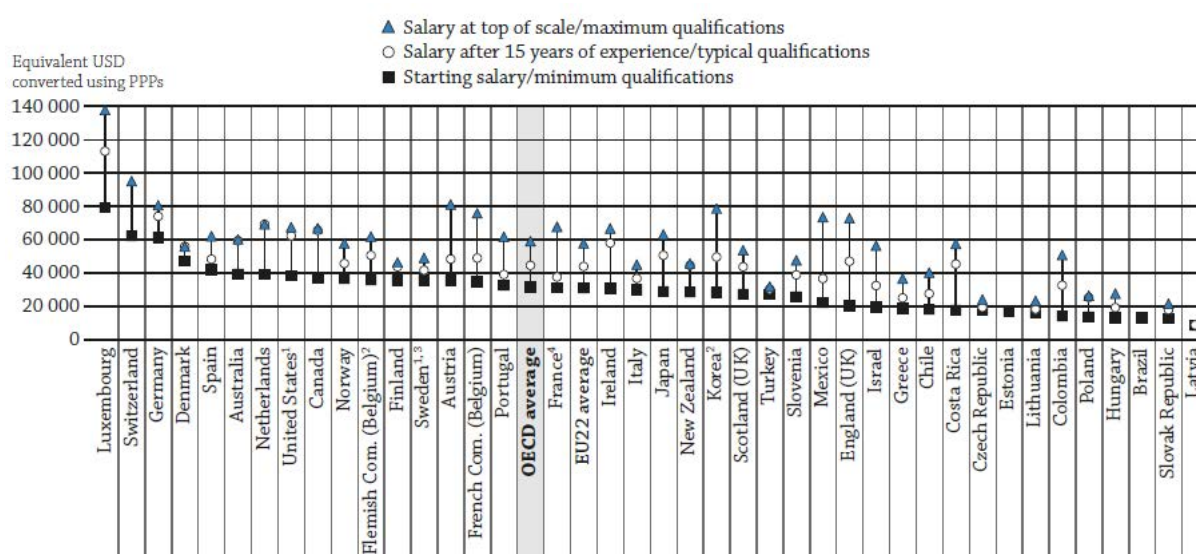
- In most OECD countries, teachers' salaries increase with the level of education they teach. However, in Greece this is not the case. The starting statutory salary for pre-primary teachers is the same as for primary, lower and upper secondary general teachers.
- In real terms, teachers' salaries in Greece are some of the lowest among OECD countries. In 2015, the statutory salary in Greece for teachers with 15 years of experience was USD 25 077¹ across all levels of education, compared to the OECD average salaries of USD 44 623 at lower secondary level and USD 46 631 at upper

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

secondary level (Figure 2). Furthermore, due to the economic crisis in Greece, teachers' salaries have fallen to 72% of their 2005 level. In contrast, teachers' salaries increased in real terms between 2008 and 2015 in over half of OECD countries with available data.

- In an effort to contain costs, recruitment of new teachers has stalled (OECD, 2017b): the teaching workforce has been ageing, with the share of teachers under the age of 30 falling to 4%, half the level in 2005 and one of the lowest across OECD countries.
- In addition to teaching, preparation and correcting work, the mandatory responsibilities of Greek primary and secondary teachers include student counselling, communication and co-operation with parents or guardians, supervision of students during breaks, teamwork and dialogue with colleagues at school or elsewhere, and mentoring of teachers. This is in contrast to many other countries where tasks such as student counselling and mentoring of teachers are seen as voluntary, and demonstrates the lack of support staff available to help Greek teachers.

Figure 2. Lower secondary teachers' statutory salaries at different points in teachers' careers (2015)
Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.

2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.

3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2017), Table D3.1a, Tables D3.1b and D3.6, available on line. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558781>

Upward educational mobility continues to be a challenge

- Upward education mobility continues to be a significant challenge in Greece. In 2015, over three-quarters (76%) of 30-44 year-olds without a tertiary-educated parent did not attain tertiary education themselves, more than the OECD average of 69%. Although there are limited signs of improvement in this area – 24% of 30-44 year-olds attained tertiary education when neither parent had done so, compared to just 19% of 45-59 year-olds – progress is slow. The demanding entry exam to higher education may explain partly this trend: by creating a flourishing shadow education sector, it has left behind students from lower socio-economic backgrounds and unable to pay for additional tutoring (OECD, 2017b).
- Conversely, adults are more likely to attain tertiary education if at least one of their parents did so: 68% of 30-44 year-old adults with at least one tertiary-educated parent achieved a tertiary degree themselves in 2012, compared to 70% on average across OECD countries.
- While parents' educational attainment does significantly affect the likelihood of attaining a tertiary degree in Greece (56% for 40-49 year old women with at least one tertiary educated parent compared to just 11% for those whose parents did not attain upper secondary level), there is no significant gender imbalance. Among both women and men aged 40-49 years old, 27% of those whose parents have no tertiary education attained tertiary education themselves.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

Note regarding data from Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References


Lazaretou, S. (2016), "Human capital flight: The modern trend of emigration of Greeks in the years of the crisis", Economic Bulletin of the Bank of Greece, No. 43, pp. 33-57 (in Greek), www.bankofgreece.gr/BogEkdoseis/oikodelt201607.pdf, (accessed 18 May 2017).

OECD (2017a), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

OECD (2017b), *Education Policy in Greece: A Preliminary Assessment*, OECD Publishing, Paris, www.oecd.org/edu/educationpolicygreeceapreliminaryassessment.htm.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=GRC&treshold=10&topic=EQ>.

Questions can be directed to:	Country note author:
Marie-Hélène Doumet	Karolina Deligiannidi
Senior analyst	Directorate for Education and Skills
Directorate for Education and Skills	karolina.deligiannidi@oecd.org
Marie-Helene.Doumet@oecd.org	

Key Facts for Greece in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Greece		OECD average		EU22 average	
	Fields of study						
	Graduates in upper secondary vocational programmes	2015					
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	17%	65%	20%	66%	19%	66%
	Engineering, manufacturing and construction	49%	15%	34%	12%	33%	11%
	Health and welfare	6%	83%	12%	82%	12%	82%
	Services	8%	70%	17%	60%	19%	59%
	New entrants to tertiary education	2015					
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	**	**	9%	78%	9%	79%
	Business, administration and law	**	**	23%	54%	23%	57%
	Engineering, manufacturing and construction	**	**	16%	24%	15%	25%
	Tertiary students enrolled, by mobility status	2015					
		International students ¹	National students	International students ¹	National students	International students ¹	National students
Table C4.2	Education	**	**	3%	8%	3%	8%
	Business, administration and law	**	**	27%	23%	26%	22%
	Engineering, manufacturing and construction	**	**	17%	12%	17%	15%
	Tertiary-educated 25-64 year-olds	2016					
Table A1.3	Education	7%		13%		13%	
	Business, administration and law	19%		23%		21%	
	Engineering, manufacturing and construction	16%		17%		18%	
	Employment rate of tertiary-educated 25-64 year-olds	2016					
Table A5.3	Education	73%		83%		83%	
	Business, administration and law	72%		85%		85%	
	Engineering, manufacturing and construction	72%		87%		86%	
	Early childhood education						
	Enrolment rates in early childhood education at age 3	2015					
Table C2.1	ISCED 01 and 02	**		78%		80%	
	Expenditure on all early childhood educational institutions	2014					
Table C2.3	As a percentage of GDP	**		0.8%		0.8%	
	Proportions of total expenditure from public sources	**		82%		85%	
	Vocational education and training (VET)						
	Enrolment in upper secondary education, by programme orientation	2015					
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	44%	14%	37%	25%	35%	29%
	Graduation rates, by programme orientation	2015					
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	72%	27%	54%	44%	50%	49%
	Employment rate, by programme orientation	2016					
		General	Vocational	General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	56%	62%	70%	80%	69%	79%
	Tertiary education						
	Share of international or foreign students, by level of tertiary education	2015					
Table C4.1.	Bachelor's or equivalent	**		4%		6%	
	Master's or equivalent	**		12%		12%	
	Doctoral or equivalent	**		26%		22%	
	All tertiary levels of education	**		6%		8%	
	Educational attainment of 25-64 year-olds	2016					
Table A1.1	Short-cycle tertiary	2%		8%		6%	
	Bachelor's or equivalent	25%		16%		13%	
	Master's or equivalent	3%		12%		14%	
	Doctoral or equivalent	1%		1%		1%	
	Employment rate of 25-64 year-olds, by educational attainment	2016					
Table A5.1	Short-cycle tertiary	63%		81%		81%	
	Bachelor's or equivalent	69%		83%		82%	
	Master's or equivalent	82%		87%		87%	
	Doctoral or equivalent	88%		91%		91%	
	All tertiary levels of education	70%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015					
Table A6.1	Short-cycle tertiary	114		122		124	
	Bachelor's or equivalent	134		146		138	
	Master's, doctoral or equivalent	166		198		177	
	All tertiary levels of education	139		156		153	

Greece - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Greece		OECD average		EU22 average	
Adult education and learning							
	Participation of 25-64 year-olds in adult education ²	2015		2012 ³		2012	
Table C6.1a	Participation in formal education only	2%		4%		n.a.	
	Participation in non-formal education only	15%		39%		n.a.	
	Participation in both formal and non-formal education	3%		7%		n.a.	
	No participation in adult education	80%		50%		n.a.	
Financial investment in education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014					
Table B1.1	Primary education	**		USD 8 733		USD 8 803	
	Secondary education	**		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	**		USD 16 143		USD 16 164	
	Total expenditure on primary to tertiary educational institutions	2014					
Table B2.1	As a percentage of GDP	**		5.2%		4.9%	
	Total public expenditure on primary to tertiary education	2014					
Table B4.1	As a percentage of total public expenditure	**		11.3%		9.9%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015					
Table D3.2a	Pre-primary school teachers	1.00		0.78		0.79	
	Primary school teachers	1.00		0.85		0.86	
	Lower secondary school teachers (general programmes)	1.06		0.88		0.90	
	Upper secondary school teachers (general programmes)	1.06		0.94		0.96	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2015					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 18 679	USD 25 077	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 18 679	USD 25 077	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 18 679	USD 25 077	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 18 679	USD 25 077	USD 33 824	USD 46 631	USD 32 503	USD 46 151
	Organisation of teachers' working time in public institutions over the school year	2015					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	788 hours	**	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	630 hours	**	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	528 hours	**	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	528 hours	**	662 hours	1620 hours	629 hours	1580 hours
	Percentage of teachers who are 50 years old or over	2015					
Table D5.1	Primary education	32%		32%		33%	
	Upper secondary education	47%		40%		42%	
	Share of female teachers in public and private institutions	2015					
Table D5.2	Primary education	70%		83%		86%	
	Upper secondary education	53%		59%		61%	
	Tertiary education	**		43%		44%	
	Ratio of students to teaching staff	2015					
Table D2.2	Primary education	**		15		14	
	Secondary education	**		13		12	
	Tertiary education	**		16		16	
Equity							
	Intergenerational mobility in education ²	2015		2012 ³		2012	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	76%	32%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	10%	11%	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	14%	57%	20%	55%	n.a.	
Transition from school to work							
	Percentage of people not in employment, nor in education or training (NEET)	2016					
Table C5.1	18-24 year-olds	24%		15%		15%	
Education and social outcomes							
	Percentage of adults who report having depression	2014					
		Men	Women	Men	Women	Men	Women
Table A8.1	Below upper secondary	3%	8%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	3%	4%	6%	10%	6%	10%
	Tertiary	2%	3%	5%	6%	4%	6%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



From:

Education at a Glance 2017

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2017-en>

Please cite this chapter as:

OECD (2017), "Greece", in *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2017-49-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.