

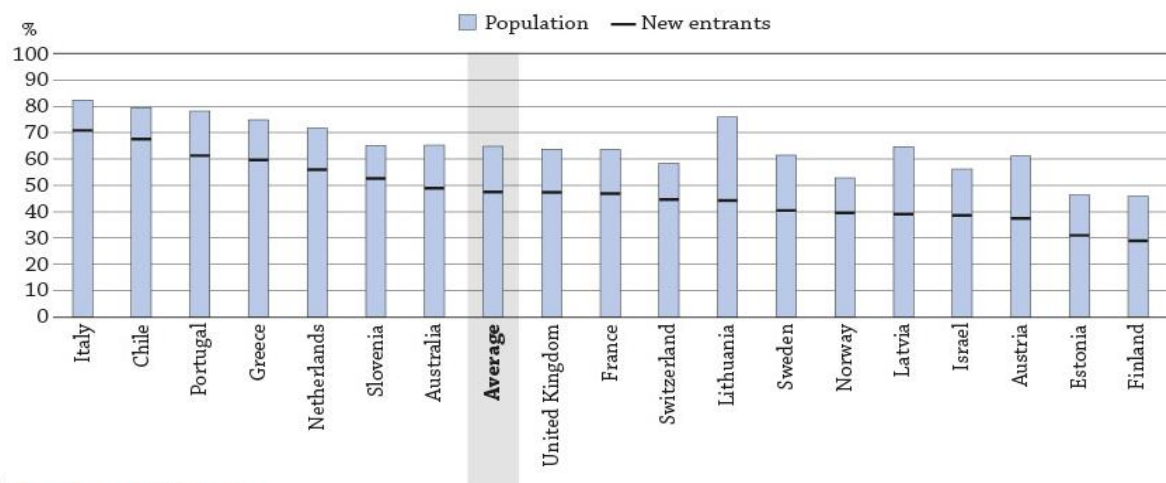
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Greece

- Although **intergenerational social mobility is low** in Greece among 25-64 year-old adults, it increases among the younger generation entering tertiary education.
- As a focal country of first-entry to refugees and asylum-seekers, the integration of immigrants in Greece is particularly challenging: Compared to their share in the population, adults **with an immigrant background are under-represented among entrants to tertiary education** and foreign-born adults that arrived in Greece after the age of 16 have low employment across all qualification levels.
- Upper secondary enrolment has **been high and stable over the years**. General programmes are markedly more popular than vocational programmes.
- Although the number of **teaching hours per year increased** between 2000 and 2017, **teachers' salaries have fallen and remain low** compared to the OECD average.

Figure 1. Share of 18-24 year-olds whose parents have not attained tertiary education among new entrants to bachelor's, long first degree or equivalent programmes and in the population (2015)




How to read this figure

In Italy, 18-24 year-olds without tertiary-educated parents represent 82% of the total population of that age group, but only 71% of new entrants to bachelor's, long first degree or equivalent programmes.

Note: Reference years may be different from 2015. Please see Annex 3 for details.

Countries are ranked in descending order of the share of individuals whose parents have not attained tertiary education among new entrants.

Source: OECD (2018), Table B7.1; ad-hoc survey on equity in tertiary education. See *Source* section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Adults with an immigrant background are less likely to pursue higher education and have low employment outcomes

- In Greece, 32% of adults have an upper secondary education as their highest qualification level, making this the most common level of attainment, followed by 31% with a tertiary degree. The most common tertiary qualification is a bachelor's degree, which 26% of adults in Greece have attained, compared to 3% for a master's degree or equivalent.
- Tertiary attainment among young adults increased significantly in Greece in the past decade, from 28% in 2007 to 42% in 2017, a similar rate to the OECD average. Upward education mobility is also increasing as 60% of 18-24 year-olds without tertiary-educated parents entered a bachelor's, long first degree or equivalent in Greece compared to 47% on average across OECD countries (Figure 1). In contrast, across the full adult population, 18% of 25-64 year-olds whose parents have not attained upper secondary education have achieved a tertiary education.
- As a country of first-entry to refugees and asylum-seekers, Greece faces particular challenges in integrating its immigrants. The country receives one of the largest numbers of asylum-seekers per million inhabitants among OECD countries (OECD, 2018). Foreign-born adults arriving in Greece are also more likely to have a low educational attainment than in other countries, with 39% of them without upper secondary education compared to 22% on average across OECD countries. In 2015, while first- and second-generation immigrants represented 19% of 18-24 year-olds, they made up 9% of new entrants to bachelor's programmes, long first degrees or their equivalent.
- Individuals who lack an upper secondary education are more at risk of social exclusion and unemployment particularly and are less likely to emigrate than their tertiary-educated peers for better employment prospects (OECD, 2018). Between 2007 and 2017, the employment rate in Greece fell by 12 percentage points for tertiary-educated adults, 14 percentage points for those with upper-secondary or post-secondary non-tertiary qualifications and 17 percentage points for those with below upper secondary qualifications. However, while a higher education may mitigate the risks of unemployment across native-born adults, the opposite pattern is observed among foreign-born adults who arrived in the Greece after the age of 16: only 52% of those with a tertiary education are employed, 20 percentage points less than native-born adults or those who arrived in Greece by the age of 15 with similar qualifications – and even less than the employment rate of foreign-born adults with below upper secondary education.
- The earnings premium for higher education in Greece is 40% over those with upper secondary education, a smaller advantage than the average of 55% observed across OECD countries. However, the earnings advantage is 45% for a short-cycle tertiary degree – more than for a bachelor's degree (33 %) - an opposite pattern compared to that observed across OECD countries on average, though short-cycle tertiary programmes are no longer part of tertiary education in Greece.
- A larger share of women than men attain tertiary education in Greece: 50% compared to 35%, a somewhat larger gap than on average across OECD countries. However, despite women's greater participation in tertiary education, the employment rate in Greece is 75% for men compared to 63% for women. Women also earn between 20% and 30% less than their male counterparts at all levels of educational attainment, with the smallest gap found among individuals with upper secondary or post-secondary non-tertiary education.

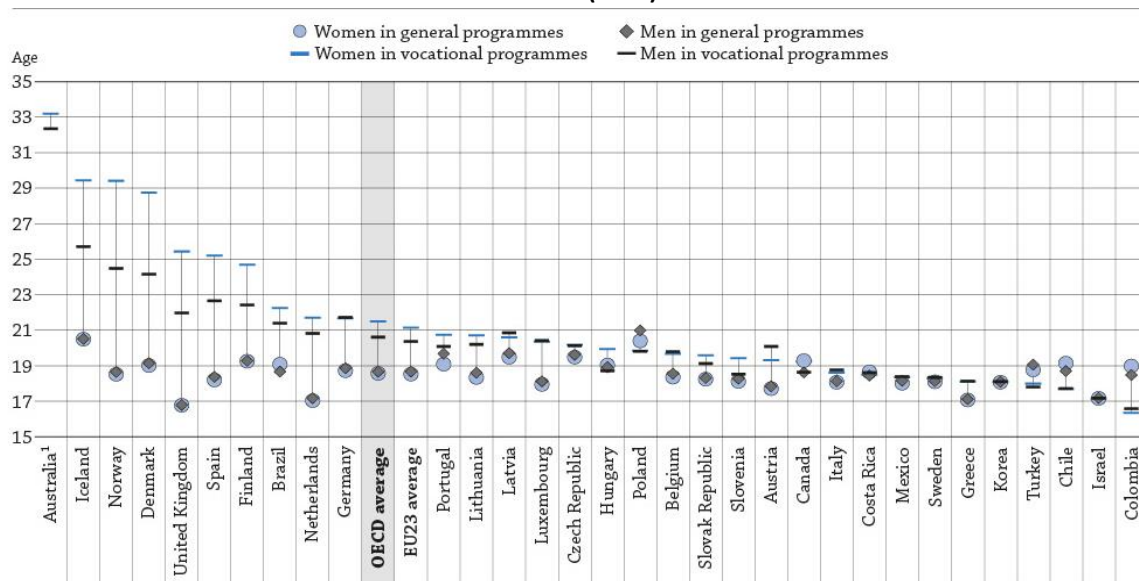
Graduation rates from upper secondary education are high in Greece although mostly from general rather than vocational programmes

- Although upper secondary education is not compulsory in Greece (Eurydice, 2018), the first-time graduation rate is 94%, higher than the average of 87% across OECD countries, and the vast majority of first-time graduates are less than 25 years of age. Upper secondary graduation rates decreased from 96% in 2005 to 89% in 2010 but partly recovered to reach 94% in 2016.
- Repeating a year in lower secondary education is more common in Greece than across OECD countries. The share of repeaters is 4%, compared to 2% on average across OECD countries. However the trend reverses at upper secondary as 1% of students repeat a grade compared to 4% on average across OECD countries.
- Students are more likely to graduate from general than vocational upper secondary programmes in Greece: the first-time graduation rate from general programmes is 71% compared to 22% from vocational programmes

(Figure 2). In 2016, 49% of upper secondary graduates from vocational programmes had studied engineering, manufacturing and construction—one of the highest shares across OECD countries – followed by business, administration and law (20%). A very small proportion of students graduated from services (5%) and health and welfare (1%), compared to an OECD average of 17% and 12% respectively.

- However there is a very strong gender imbalance in the fields of study chosen by women and men. Women made up 93% of upper secondary vocational graduates from health and welfare in 2016 compared to 77% on average across OECD countries. Engineering, manufacturing and construction programmes had the smallest share of women, at 14%, a pattern consistent across other OECD countries.


Figure 2. First-time upper secondary graduation rates for students below the age of 25, by programme orientation (2016)



1. Year of reference 2015.

Countries are ranked in descending order of the average age of women in vocational programmes.

Source: OECD / UIS / Eurostat (2018), Education at a Glance Database, <http://stats.oecd.org/>. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

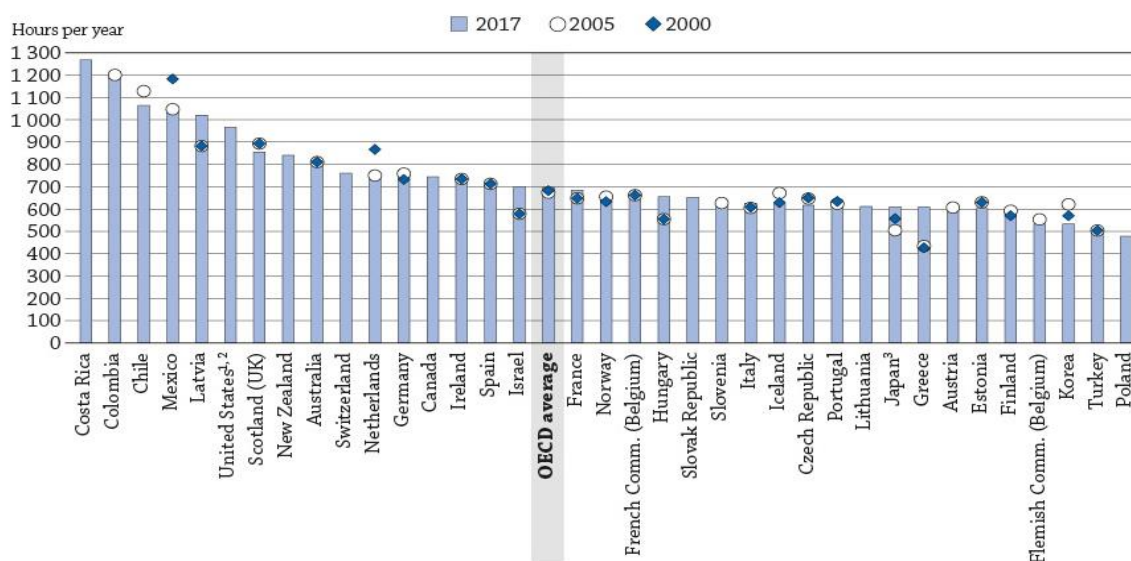
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Despite teaching hours increasing in the past decade, teachers' salaries have fallen

- Students in Greece have less compulsory instruction time than on average across OECD countries. Primary education has on average 752 compulsory hours per year compared to 793 hours on average for OECD countries. For lower secondary education, the corresponding figures are 791 hours for Greece compared to 910 hours on average for OECD countries. However, Greece has a substantial amount of non-compulsory hours: 398 on average per year in primary education and 253 in lower secondary.
- Of the total compulsory instruction time at primary level in public institutions, 27% is dedicated to reading, writing and literature; 14% to mathematics; 12% to natural science; and 6% to social studies (the corresponding shares are 25%, 17%, 7% and 6% on average across OECD countries). In lower secondary education, students in Greece spend 25% of their total instruction time on reading, writing and literature, significantly more than the OECD average of 14%. However, the compulsory hours spent on mathematics (12%), natural science (13%) and social studies (8%) follow a similar distribution to other OECD countries.
- Teaching time at lower secondary level increased in Greece by 183 hours per year between 2000 and 2017 (Figure 3), the largest increase across OECD countries. However, at 609 hours per year, lower secondary teachers in Greece teach on average about 84 hours less than on average across OECD countries. Teaching time at primary level also increased in Greece, although not by as much. In 2017, primary teachers taught 660 hours per year in Greece compared to 771 on average across OECD countries.

- The increase in teaching time has not led to a similar increase in teachers' salaries. Since 2005, primary and secondary teachers' statutory salaries based on most prevalent qualifications have fallen by 28% at all levels of education, compared to an increase of 5-8% on average across OECD countries.
- Overall, teachers in Greece earn consistently less than their peers across OECD countries for all levels of education and professional experience. For example, a lower secondary general teacher's annual statutory starting salary is USD 19 374 compared to USD 33 126 on average for OECD countries.¹ While in most OECD countries, teachers' salary increases with the level of education taught, teachers in Greece all receive the same statutory salary for a given level of experience, and salary progression is low. After 15 years of experience, a teacher in Greece can expect an annual salary increase of USD 6 624, about half the average increase across OECD countries.

Figure 3. Number of teaching hours per year in lower secondary education (2000, 2005 and 2017)



Note: The OECD average refers to OECD countries and economies with available data for 2005, 2010, 2015 and 2017.


1. Actual teaching time.

2. Year of reference 2016 instead of 2017.

3. Average planned teaching time in each school at the beginning of the school year.

Countries and economies are ranked in descending order of the number of teaching hours per year in general lower secondary education in 2017.

Source: OECD (2018), Table D4.2. See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933805629>

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Note regarding data from Israel

The statistical data for Israel are supplied by and are 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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References


Eurydice (2018), "Greece overview", National Education Systems, Eurydice website, https://eacea.ec.europa.eu/national-policies/eurydice/content/greece_en.

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

Greece - Country Note - Education at a Glance 2018: OECD Indicators

OECD (2018a), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.
OECD (2018b), *International Migration Outlook 2018*, OECD Publishing, Paris, https://doi.org/10.1787/migr_outlook-2018-en

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

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

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

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Key Facts for Greece in Education at a Glance 2018

Source	Main topics in Education at a Glance	Greece		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
		% Men	% Women	% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	17%	12%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	48%	38%	46%	37%	48%	39%
	Tertiary	35%	50%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	22%		13%		12%	
	Foreign-born	36%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	48%	57%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	60%	54%	76%	72%	76%	71%
	Tertiary	73%	56%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	71%		78%		79%	
	Upper secondary or post-secondary non-tertiary	80%		78%		79%	
	Tertiary	74%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	35%		39%		38%	
	Upper secondary	41%		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
		% Men	% Women	% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	12%	11%	22%	20%	20%	19%
	Engineering, manufacturing and construction	22%	13%	22%	10%	23%	11%
	Health and welfare	24%	23%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	60%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	21%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%		n.a.	
Early childhood education and care (ECEC)							
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	27%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	91%		68%		75%	
	Private institutions	9%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 5 249		USD 8 426		USD 8 163	
Vocational education and training (VET)							
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	29%		44%		47%	
	Combined school- and work-based programmes	**		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	54%		54%		55%	
	Vocational programmes	32%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 5 678		USD 8 981		USD 9 235	
	Vocational programmes	USD 8 513		USD 10 831		USD 11 115	
Tertiary education							
	Share of international or foreign students, by education level ²	2016					
Table B6.1	Bachelor's or equivalent	4%		4%		6%	
	Master's or equivalent	1%		12%		13%	
	Doctoral or equivalent	1%		26%		23%	
	All tertiary levels of education	3%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	**		14%		10%	
	Bachelor's or equivalent	100%		75%		76%	
	Master's or equivalent	**		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	63%		81%		82%	
	Bachelor's or equivalent	71%		84%		83%	
	Master's or equivalent	83%		88%		88%	
	Doctoral or equivalent	85%		92%		92%	
	All tertiary levels of education	72%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	145		123		125	
	Bachelor's or equivalent	133		145		137	
	Master's, doctoral or equivalent	174		191		175	
	All tertiary levels of education	140		155		152	

Greece - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Greece	OECD average	EU23 average			
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 5 810	USD 8 539	USD 8 512			
	Secondary	USD 6 786	USD 9 868	USD 9 882			
	Tertiary (excluding R&D activities)	USD 2 601	USD 11 049	USD 10 919			
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	3.8%	5.0%	4.6%			
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	**	73%	76%			
	Private expenditure	**	21%	19%			
	Public to private transfers	**	6%	4%			
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	6.3%	11.1%	9.6%			
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	1.06	1.44	0.82	**	0.83	1.1
	Primary	1.06	1.44	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	1.15	1.57	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	1.15	1.57	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		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	USD 19 374	USD 25 998	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 19 374	USD 25 998	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 19 374	USD 25 998	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 19 374	USD 25 998	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		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	822 hours	**	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	660 hours	**	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	609 hours	**	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	594 hours	**	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	43%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	71%		83%		86%	
	Lower secondary	66%		69%		71%	
	Upper secondary	54%		60%		63%	
	Tertiary	34%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	17		21		21	
	Lower secondary	20		23		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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