Greece

Ensuring equal opportunities for students across socio-economic backgrounds

- Socio-economic status may significantly impact students' participation in education, particularly at levels of education that rely, in many countries, most heavily on private expenditure, such as early childhood education and care and tertiary education. This is less the case in Greece: private sources accounted for 13% of total expenditure in pre-primary institutions, lower than the OECD average of 17%. At tertiary level, 14% of expenditure comes from private sources in Greece, compared to 30% on average across OECD countries.
- Across most OECD countries, socio-economic status influences learning outcomes more than gender and immigrant status. In Greece, the proportion of children from the bottom quartile of the PISA index of economic, social and cultural status (ESCS) achieving at least PISA level 2 in reading in 2018 was 37% lower than that of children from the top ESCS quartile, a larger share than the OECD average of 29%.
- International student mobility at the tertiary level has risen steadily reaching about 27 800 students in Greece and representing 3% of tertiary students in 2019. The largest share of foreign tertiary students studying in Greece comes from Cyprus. Students from low and lower-middle income countries are generally less likely to study abroad. In 2019, they represented 29% of international students in OECD countries, compared to 5% in Greece.
- Large differences in educational attainment may lead to starker earnings inequality in many countries. In Greece, 33% of 25-64 year-old adults with below upper secondary attainment earned at or below half the median earnings in 2018, above the OECD average of 27%.

Gender inequalities in education and outcomes

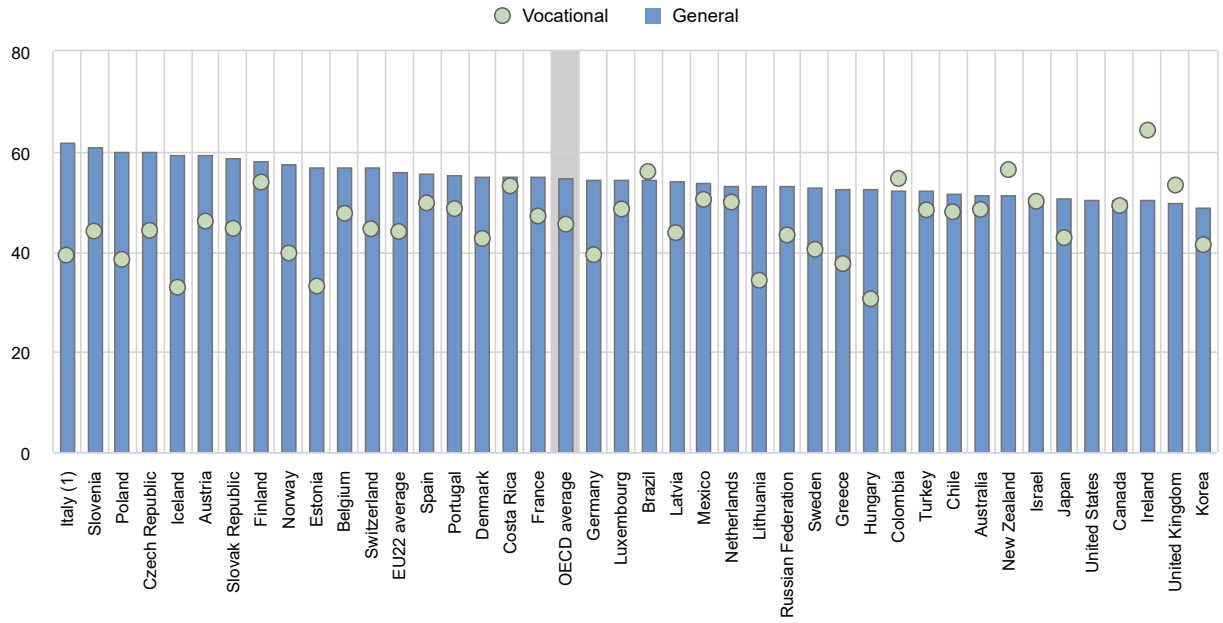
- In Greece, 3.5% of students in lower secondary and 0.7% in upper secondary initial education repeated a grade in 2019, compared to 1.9% and 3% respectively on average across OECD countries. Boys are more likely to repeat a grade at lower secondary initial education than girls. In Greece, 62% of repeaters at lower secondary level were boys, slightly higher than the OECD average of 61%. At upper secondary level, the share of boys repeating a grade in Greece increases to 66%, compared to 57% on average across OECD countries.
- Men are more likely than women to pursue a vocational track at upper secondary level in most OECD countries. This is also the case in Greece, where 62% of upper secondary vocational graduates in 2019 were men (compared to the OECD average of 55%). Women are generally more likely to graduate from upper secondary general programmes. This is also the case in Greece, where women represent 53% of graduates from upper secondary general programmes, compared to 55% on average across OECD countries (Figure 1).
- Tertiary education has been expanding in the last decades, and, in 2020, 25-34 year-old women were more likely than men to achieve tertiary education in all OECD countries. In Greece, 51% of

25-34 year-old women had a tertiary qualification in 2020 compared to 37% of their male peers, while on average across OECD countries the shares were 52% among young women and 39% among young men.

- Gender differences in the distribution of tertiary entrants across fields of study are significant. Women tend to be under-represented in certain fields of science, technology, engineering and mathematics (STEM) across most OECD countries. On average, 26% of new entrants in engineering, manufacturing and construction and 20% in information and communication technologies were women in 2019. In Greece, women represented 33% of new entrants in engineering, manufacturing and construction programmes and 30% in information and communication technologies. In contrast, they represented 82% of new entrants to the field of education, a sector traditionally dominated by women. In Greece, men represent 34% of teachers across all levels of education, compared to 30% on average across OECD countries.
- Young women are less likely to be employed than young men, particularly those with lower levels of education. Only 37% of 25-34 year-old women with below upper secondary attainment were employed in 2020 compared to 68% of men in Greece. This gender difference is larger than the average across OECD countries, where 43% of women and 69% of men with below upper secondary attainment are employed.
- In nearly all OECD countries and at all levels of educational attainment, 25-64 year-old women earn less than their male peers: their earnings correspond to 76%-78% of men's earnings on average across OECD countries. This proportion varies more across educational attainment levels within countries than on average across OECD countries. Compared to other education levels, women with below upper secondary education in Greece have the lowest earnings relative to men with a similar education level, earning 72% as much, while those with upper secondary or post-secondary non-tertiary education earn 83% as much.
- On average across OECD countries with available data, 25-64 year-old women tend to participate slightly more in adult learning than men of the same age. In Greece, 18% of women participated in formal and/or non-formal education and training in 2016, compared to 16% of men. Family reasons were reported as barriers to participation in formal and/or non-formal education and training by 61% of women compared to 31% of men.

Figure 1. Share of women among upper secondary graduates, by programme orientation (2019)

In per cent



1. Includes post-secondary non-tertiary level.
Countries are ranked in descending order of the share of women in general programmes.
Source: OECD (2021). Table B3.1. See *Source* section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterB.pdf).

Education and migration background

- On average across the OECD, foreign-born adults (25-64 year-olds) account for 22% of all adults with below upper secondary attainment, 14% of those attaining upper secondary or post-secondary non-tertiary attainment, and 18% of tertiary-educated adults. In Greece as in most OECD countries, the share of foreign-born adults among all adults with a given level of educational attainment is the highest among adults with below upper secondary attainment (15%) in 2020.
- Foreign-born adults have more difficulty finding a job than their native-born peers as they face various challenges, such as discrepancies in credential recognition, skills, and language. Thus, foreign-born workers are likely to have a lower reservation wage (the lowest wage rate at which a worker would be willing to accept a particular type of job). As a result, the employment rate for foreign-born adults with low educational attainment is higher than the rate for their native-born peers in many countries. On average across OECD countries, among adults without upper secondary attainment, 57% of native-born adults are employed compared to 61% of foreign-born adults. In Greece, the employment rate of foreign-born adults without upper secondary attainment was 56% in 2020, higher than that of their native-born peers (49%).
- The likelihood of being employed increases with the level of educational attainment, but foreign-born adults with tertiary attainment generally have lower employment prospects than their native-born peers. On average across OECD countries, 86% of native-born tertiary-educated adults are employed compared to 79% for foreign-born tertiary-educated adults. In Greece, among tertiary-educated adults, 76% of native-born adults and 57% of foreign-born adults are employed.

Foreign-born adults who arrived in the country at an early age have spent some years in their host country's education system and gained nationally recognised credentials. As a result, their labour-market outcomes are generally better than that of those who arrived at a later age with a foreign qualification. In Greece, among foreign-born adults with tertiary attainment, 66% of those who arrived by the age of 15 are employed, compared to 54% of those who arrived in the country at age 16 or later.

- Foreign-born young adults (15-29 year-olds) are also more likely to be neither employed nor in education or training (NEET) than native-born young adults. On average across OECD countries, 18.8% of foreign-born and 13.7% of native-born adults are NEET. In Greece, the difference is 18 percentage points (36.4% compared to 17.9%). Early arrival in the country is generally associated with a lower risk of becoming NEET. In Greece, the share of NEETs among foreign-born young adults who arrived by the age of 15 is 31%, while the share of NEETs among those who arrived at age 16 or later is 46%.

Cross-regional disparities in education

- National level data often hide important regional inequalities in children's access and participation to education. In general, inequalities across regions tend to widen at non-compulsory levels of education. For example, in the majority of countries, the variation in enrolment rate of 3-5 year-olds is often greater than the variation among 6-14 year-olds. This is the case in Greece, where the enrolment rate of 3-5 year-olds varies from 55% in the region of North Aegean to 81% in the region of Epirus whereas the enrolment of 6-14 year-olds varies from 78% to 100% across regions. Similarly, the enrolment rate of 15-19 year-olds varies from 72% to 100% in Greece.
- Tertiary attainment may vary significantly within a country. In Greece, the share of 25-64 year-old adults with tertiary education varies from 23% in the region of South Aegean to 41% in the region of Attica, a similar regional variation as the average across OECD countries with available data.
- On average across OECD and partner countries with subnational data on labour-force status, there is more regional variation in employment rates among those with below upper secondary education (17 percentage points) than for those with tertiary education (8 percentage points). In Greece, there is a difference of 17 percentage points in the employment rate of adults with below upper secondary education between different regions of the country compared to 10 percentage points for tertiary-educated adults.
- The proportion of young people who are NEET shows significant subnational as well as national variation across OECD and partner countries. In Greece, the difference in the share of 18-24 year-old NEETs between regions with the highest and lowest value is 25 percentage points, compared to 11 percentage points on average across OECD countries.

COVID-19: 18 months into the pandemic

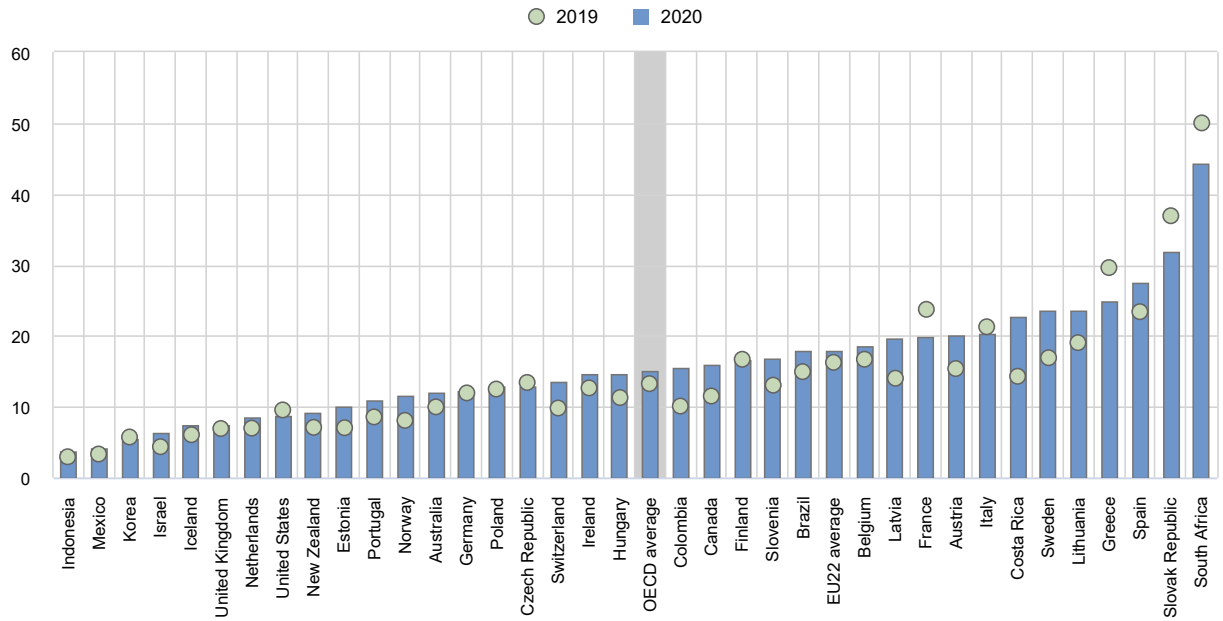
- The spread of COVID-19 has continued to impede access to in-person education in many countries around the world in 2021. By mid-May 2021, 37 OECD and partner countries had experienced periods of full school closure since the start of 2020.
- Countries' approach to prioritise teachers in vaccination campaigns against COVID-19 has varied. In total, 19 OECD and partner countries, including Greece, have prioritised at least some teachers as part of the government's plans to vaccinate the population on a national level (as of 20 May 2021).
- The impact of the pandemic on the economy has raised concerns about the prospects of young adults, especially those leaving education earlier than others. In Greece, the unemployment rate

among 25-34 year-olds with below upper secondary attainment was 24.9% in 2020, a decrease of 5 percentage points from the previous year. In comparison, the average youth unemployment rate of 15.1% in 2020 across OECD countries represented an increase of 2 percentage points from 2019 (Figure 2).

- At the same time, the number of adults participating in formal and/or non-formal education and training decreased by 27% on average in the OECD between the second quarter of 2019 and the second quarter of 2020 (i.e. during the peak of the first wave of COVID-19 in many OECD countries). However the participation of adults in formal and/or non-formal education and training in this period increased by 6% in Greece.
- Despite the impact of the crisis on employment, the share of NEETs among 18-24 year-olds did not greatly increase in most OECD and partner countries during the first year of the COVID-19 pandemic. On average, the share of 18-24 year-old NEETs in OECD countries rose from 14.4% in 2019 to 16.1% in 2020. In Greece, the share of 18-24 year-old NEETs was 19% in 2019, which increased to 20.7% in 2020.

Figure 2. Trends in unemployment rates of 25-34 year-olds with below upper secondary attainment (2019 and 2020)

In per cent



Compare your country: https://www.compareyourcountry.org/education-at-a-glance-2021/en/2/3044+3045+3046/trend//OAVG
Countries are ranked in ascending order of the unemployment rate of 25-34 year-olds with below upper secondary attainment in 2020.
Source: OECD (2021), Table A3.3. See *Source* section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterA.pdf).

Investing in education

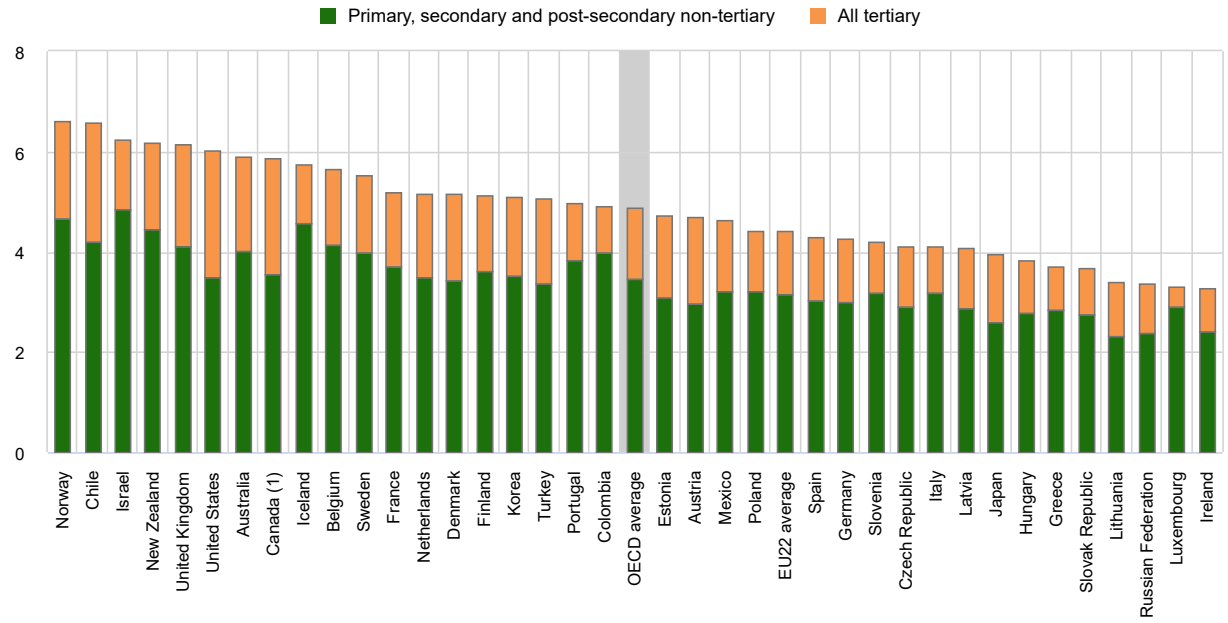
- Annual expenditure per student on educational institutions provides an indication of the investment countries make on each student. After accounting for public-to-private transfers, public expenditure on primary to tertiary educational institutions per full-time student in Greece was USD 5 012

in 2018 (in equivalent USD converted using PPPs for GDP) compared to USD 10 000 on average across OECD countries.

- The provision of education across public and private institutions influences the allocation of resources between levels of education and types of institution. In 2018, Greece spent USD 6 943 per student at primary, secondary and post-secondary non-tertiary education, USD 3 511 lower than the OECD average of USD 10 454. At tertiary level, Greece invested USD 3 503 per student, USD 13 562 less than the OECD average. Expenditure per student on public educational institutions is higher than on private institutions on average across OECD countries. However, this is not the case in Greece, where total expenditure on primary to tertiary public institutions amounts to USD 5 491 per student, compared to USD 10 561 on private institutions.
- Between 2012 and 2018, expenditure per student from primary to tertiary education increased at an average annual growth rate of 1.6% across OECD countries. In Greece, expenditure on educational institutions fell at an average annual rate of 0.5%, while the number of students grew on average by 0.9% per year over this period. This resulted in an average annual growth rate of -1.4% in expenditure per student over this period.
- Greece was among the ten OECD countries that spent the lowest proportion of GDP on primary to tertiary educational institutions. In 2018, Greece spent 3.7% of GDP on primary to tertiary educational institutions, which is 1.2 percentage points lower than the OECD average. Across levels of education, Greece devoted a lower share of GDP than the OECD average at both non-tertiary and tertiary levels (Figure 3).
- The share of capital costs on total expenditure on educational institutions is higher than the OECD average at primary to tertiary level in Greece. At primary, secondary and post-secondary non-tertiary level, capital costs account for 3% of total spending on educational institutions, 6 percentage points below the OECD average (8%). At the tertiary level, capital costs represent 44%, higher than the average across OECD countries of 11%.
- Compensation of teachers and other staff employed in educational institutions represents the largest share of current expenditure from primary to tertiary education. In 2018, Greece allocated 91% of its current expenditure to staff compensation, compared to 74% on average across OECD countries. Staff compensation tends to make up a smaller share of current expenditure on tertiary institutions due to the higher costs of facilities and equipment at this level. In Greece, staff compensation represents 89% of current expenditure on tertiary institutions compared to 92% at non-tertiary levels. On average across OECD countries, the share is 68% at tertiary level and 77% at non-tertiary level.

Figure 3. Total expenditure on educational institutions as a percentage of GDP (2018)

In per cent



Compare your country: https://www.compareyourcountry.org/education-at-a-glance-2021/en/5/3059+3060+3061+3062+3063+3064/default
1. Primary, secondary and post-secondary non-tertiary education includes pre-primary programmes.
Countries are ranked in descending order of total expenditure on educational institutions as a percentage of GDP.
Source: OECD (2021), Table C2.1. See *Source* section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterC.pdf).

Working conditions of school teachers

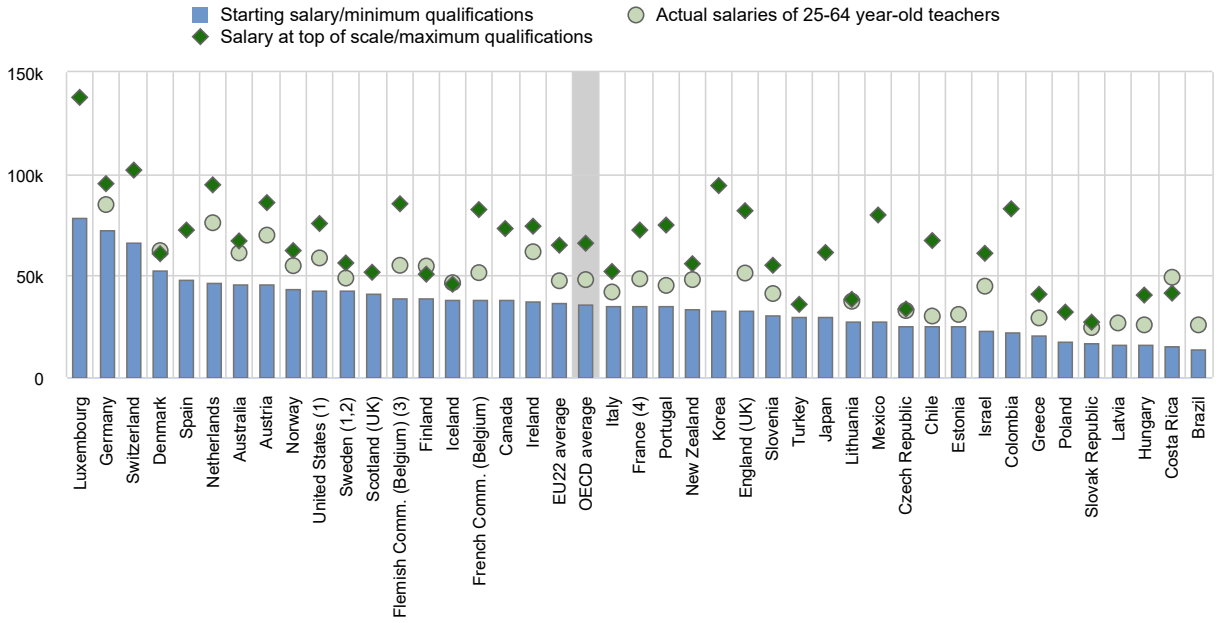
- The salaries of school staff, and in particular teachers and school heads, represent the largest single expenditure in formal education. Their salary levels also have an impact on the attractiveness of the teaching profession. In most OECD countries and economies, statutory salaries of teachers (and school heads) in public educational institutions increase with the level of education they teach, and also with experience. On average, statutory salaries of teachers with maximum qualifications at the top of their salary scales (maximum salaries) were between 86% and 91% higher than those of teachers with the minimum qualifications at the start of their career (minimum salaries) at pre-primary (ISCED 02), primary and general lower and upper secondary levels in 2020. In Greece, maximum salaries were 97% higher than minimum salaries at each level of education (Figure 4). However, most teachers were paid between these minimum and maximum salaries.
- Between 2005 and 2020, the statutory salaries of teachers with 15 years of experience and the most prevalent qualifications increased (at constant prices) by 2% to 3% at primary and general lower and upper secondary levels, on average across OECD countries with data for all reference years, despite a decrease of salaries following the 2008 financial crisis. In Greece, teachers' salaries at these levels decreased by 26%.
- Teachers' actual salaries reflect their statutory salaries and additional work-related payments. Average actual salaries also depend on the characteristics of the teaching population such as their

age, level of experience and qualification level. In Greece, teachers' average actual salaries (after conversion to USD using PPPs for private consumption) amount to USD 27 297 at the pre-primary level (ISCED 02), USD 27 297 at the primary level, USD 29 178 at the general lower secondary level and USD 29 178 at the general upper secondary level. On average across OECD countries, teachers' average actual salaries were USD 40 707, USD 45 687, USD 47 988 and USD 51 749 at the pre-primary, primary, lower secondary and upper secondary level respectively (Figure 4).

- Teachers' average actual salaries remained lower than those of tertiary-educated workers in almost all countries, and at almost all levels of education. Teachers' average actual salaries at pre-primary (ISCED 02), primary and general secondary levels of education were between 81% and 96% of the earnings of tertiary-educated workers on average across OECD countries and economies. In Greece, the proportion ranged from 75% to 80% at pre-primary, primary and general secondary levels of education.
- However, there are significant differences between men and women in relative salaries of teachers due to the gender gap in earnings across the labour market (statutory salaries are equal for male and female teachers in public educational institutions). When average actual salaries of teachers are compared to salaries of tertiary educated workers, these relative salaries are usually higher for women, and lower for men. In Greece, the proportion ranges from 84% to 91% for women (98% to 110% on average across OECD countries and economies), and from 74% to 74% for men (76% to 85% on average across OECD countries and economies) in primary and general secondary education.
- In primary and secondary education, about 35% of teachers are at least 50 years old on average across OECD countries and may reach retirement age in the next decade, while the size of the school-age population is projected to increase in some countries, putting many governments under pressure to recruit and train new teachers. In 2019, 44% of primary teachers in Greece were at least 50 years old, which was higher than the OECD average of 33%. On average across OECD countries, the proportion of teachers aged at least 50 years old increases with higher levels of education taught, to 36% in lower secondary education and 40% in upper secondary education. In Greece, this proportion varies from 55% at lower secondary level to 61% at upper secondary level.

Figure 4. Lower secondary teachers' average actual salaries compared to the statutory starting and top of the scale salaries (2020)

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



Compare your country: https://www.compareyourcountry.org/education-at-a-glance-2021/en/7/all/default
Note: Actual salaries include bonuses and allowances.
1. Actual base salaries.
2. Salaries at the top of the scale and the minimum qualifications, instead of the maximum qualifications.
3. Salaries at the top of the scale and the most prevalent qualifications, instead of the 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 the minimum qualifications.
Source: OECD (2021), Table D3.3 and Education at a Glance Database, http://stats.oecd.org. See *Source* section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3_ChapterD.pdf).

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More information

For more information on Education at a Glance 2021 and to access the full set of Indicators, see: https://doi.org/10.1787/b35a14e5-en

For more information on the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, see Annex 3 (https://www.oecd.org/education/education-at-a-glance/EAG2021_Annex3.pdf).

For general information on the methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (https://doi.org/10.1787/9789264304444-en).

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.

Data on subnational regions for selected indicators are available in the *OECD Regional Statistics* (database) (OECD, 2021). When interpreting the results on subnational entities, readers should take into account that the population size of subnational entities can vary widely within countries. For example, regional variation in enrolment may be influenced by students attending school in a different region from their area of residence, particularly at higher levels of education. Also, regional disparities tend to be higher when more subnational entities are used in the analysis.

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https://gpseducation.oecd.org/

The data on educational responses during COVID-19 were collected and processed by the OECD based on the Survey on Joint National Responses to COVID-19 School Closures, a collaborative effort conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO); the UNESCO Institute for Statistics (UIS); the United Nations Children's Fund (UNICEF); the World Bank; and the OECD.

Questions can be directed to:

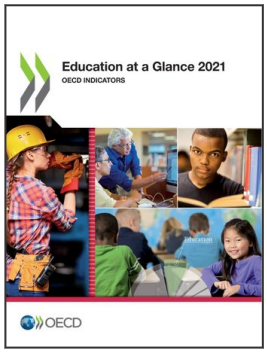
Marie-Helene Doumet

Directorate for Education and Skills

marie-helene.doumet@oecd.org

Country note authors:

Etienne Albiser, Heewoon Bae, Andrea Borlizzi, António Carvalho, Eric Charbonnier, Corinne Heckmann, Bruce Golding, Yanjun Guo, Gara Rojas Gonzalez, Daniel Sanchez Serra, Markus Schwabe and Giovanni Maria Semeraro



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