

THE EUROPEAN SOCIAL FUND



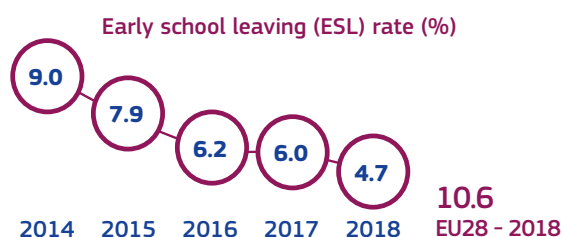
Support to Education and Training: 2014-2018

GREECE

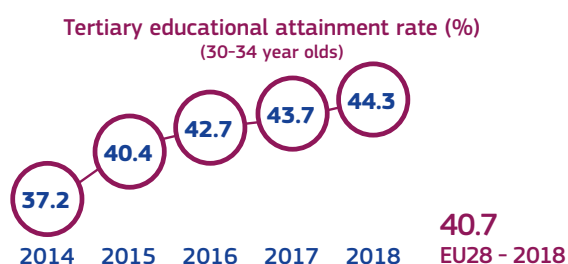
SUMMARY

ESF Thematic Objective 10 funding is used to support education, training and vocational training for skills and lifelong learning. Over 5 billion euro has been allocated to such operations in Greece, with 122 611 participations having taken place by the end of 2018. This factsheet summarises the main actions, outputs, results and lessons learned so far in the use of this funding in Greece.

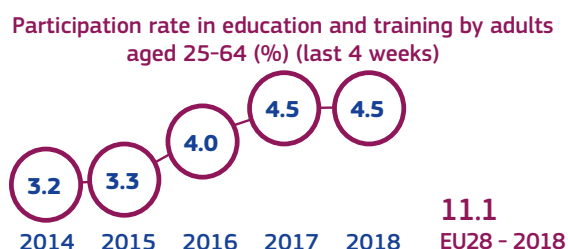
SOCIO-ECONOMIC CONTEXT AND CHALLENGES



- ▶ The economy was one of the worst affected by the 2008 economic crisis. The graduate employment rate fell from 65.2% in 2009 to 40% in 2013, and the NEET rate (15-24 years) rose from 12.4% in 2009 to 20.4% in 2013.
- ▶ The **early school leaving (ESL) rate decreased** from 11.2% in 2012 to 4.7% in 2018, thereby exceeding the EU2020 target of 10%.



- ▶ The percentage of adults aged 30-34 with **tertiary educational attainment** rose from 30% in 2012 to 44.3% in 2018, thereby exceeding the EU2020 target of 40%. However, skills mismatches are pronounced.
- ▶ **Underachievement in basic skills** (reading, maths, science) remains high, with one third of students having low skills levels in each subject area, which is among the highest shares in the EU.



- ▶ The **participation rate in adult learning** increased from 3.3% in 2012 to 4.5% in 2018, albeit remaining well below the EU average (11.1%).
- ▶ The level of **government expenditure on education** as a percentage of GDP fell from 4.3% in 2013 to 3.9% in 2017, among the lowest in the EU (the EU28 average was 4.6% in 2017).
- ▶ The overall focus on enhancing the labour market relevance of education systems is particularly important given the very weak labour market, high unemployment rates and low levels of lifelong learning participation.

EXPLANATORY NOTES

ESF European Social Fund

TO10 Thematic Objective 10

OP Operational Programme

IP Investment Priority

* Figures present the situation for ESF operations under Thematic Objective 10 and its four Investment Priorities (IPs) for the programming period 2014-2020 implemented up to the end of 2018, as reported on 1 October 2019. In many instances, operations are not yet complete at this stage, or have only recently started.

* As one person could participate more than once in ESF operations over time, the number of participations is reported. These figures exclude Technical Assistance.

* Where the breakdown of participants according to employment status, age, and level of education does not add up to 100%, it means that it was not possible to include characteristics of a number of participants in some OPs.

Support to Education and Training: 2014-2018

ESF PRIORITIES AND ACTIONS IN GREECE

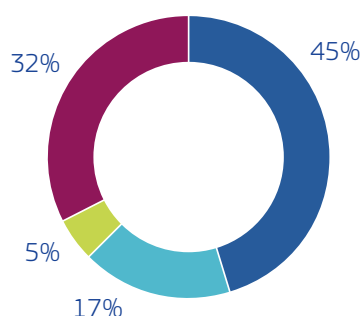
- ▶ There are **two national level Operational Programmes** (OPs) in Greece relevant to Thematic Objective (TO10).
- ▶ The **'Human Resources Development, Education and Lifelong Learning'** OP aims to tackle early school leaving, low attractiveness of vocational education and training, the increasingly difficult transition from school to work, the weak links between education/training and the labour market and the low levels of participation in lifelong learning.
- ▶ The **'Competitiveness, Entrepreneurship and Innovation'** OP is designed to enhance the competitiveness of businesses in Greece. This is partly achieved by supporting student internships.

28% of total ESF funding¹...

€5 039 444 058

... is divided amongst the four TO10 Investment Priorities: **reducing early school leaving (45%), access to quality tertiary education (17%), access to lifelong learning (5%) and labour market relevance of education and training (32%).²**

Allocation of ESF TO10 funds



- Reducing and preventing early school leaving - IP10.i
- Improving quality and access to tertiary education - IP10.ii
- Enhancing access to lifelong learning - IP10.iii
- Improving the labour market relevance of education and training - IP10.iv

STATE OF PLAY

63% of TO10 planned resources were allocated in 2018, with 36% spent.

IP10.i and IP10.iv operations are progressing well towards 2023 targets in terms of outputs and results, whereas implementation of IP10.ii and IP10.iii operations needs to be accelerated if 2023 targets are to be met.

Number of overall participations in TO10 programmes by the end of 2018:

122 611

- ▶ **29 251** participants took part in projects to reduce early school leaving
- ▶ **11 029** participants took part in projects to improve quality of and access to tertiary education
- ▶ **15 661** participants took part in projects to enhance access to lifelong learning
- ▶ **66 670** participants took part in projects to improve the labour market relevant of education and training

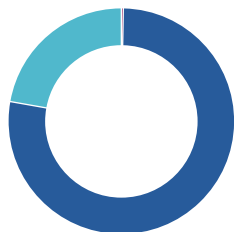
¹ This includes EU-only funding and co-financing from the Member State.

² The total does not add up to 100% due to rounding issues

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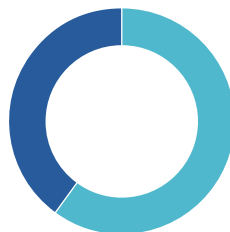
PARTICIPANT PROFILES WHEN RECEIVING SUPPORT

Employment status



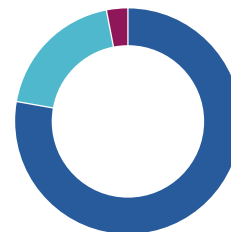
0.5% (1 225) Unemployed
77.5% (164 786) Inactive³
22% (46 555) Employed

Sex

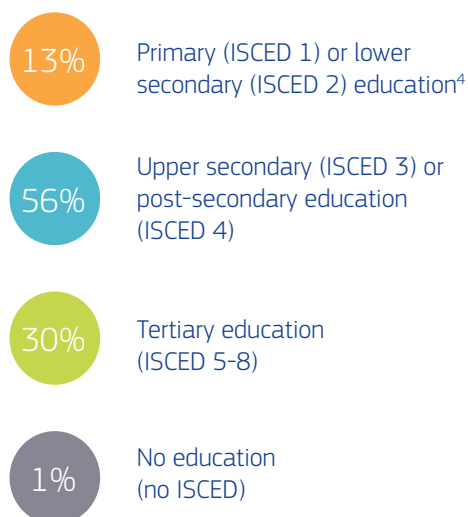
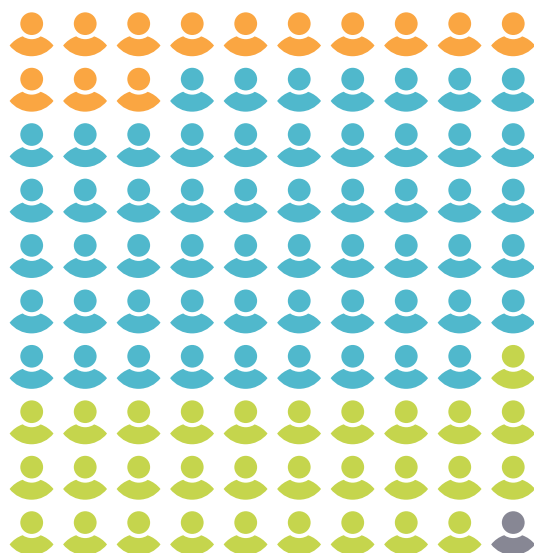


60% Women
40% Men

Age



78% (166 523) <25 years
19% (39 974) 25-54 years
3% (6 069) >54 years



15 192
Migrants

6
Other disadvantaged

1 514
Participants with disabilities

105
Homeless

Key achievements to date of ESF T010 operations in Greece include⁵:

Disability support: schools in less developed regions have achieved their targets for providing specialised educational support services to students with disabilities.

Workplace training: targets for students completing their workplace training in a company have been met in more developed regions.

► **70 665** positive results have been achieved to date following participation in an activity funded by ESF T010, of which:

► **11 887** inactive participants engaged in job searching

► **4 761** participants engaged in education/training

► **50 363** participants gained a qualification

► **3 664** participants moved into employment

⁴ The inactive population can include pre-school children, school children, students, pensioners and housewives or -men, for example, provided that they are not working and not available or looking for work.

⁵ ISCED is the UN reference classification for organising education programmes and related qualifications by education levels and fields.

⁶ Participants' data are collected when starting an operation. Data on results are collected at the end of an operation or even later. Because of this time lag the two sets of data (participations and results) should not be directly compared.

LESSONS LEARNED SO FAR

► Relevance to the needs of target groups

Whilst there is a focus on vulnerable groups throughout actions across all IPs, addressing specific needs of groups remains a challenge. This is due in part to varying geographical contexts. For example, keeping participants in education measures in the South Aegean has proven more difficult due to the significant tourism industry in the region, which attracts people into the labour market.

► Relevance to national educational challenges

TO10 actions address all levels of education, from pre-primary to tertiary level, responding to the breadth of issues in Greece's education system. The implementation of projects to improve the quality and efficiency of, and access to, tertiary and equivalent education and training needs however to be accelerated if targets are to be achieved by 2023.

► Political visibility plays a role in effectiveness of actions

ESF TO10 projects in the field of vocational education and training received a high level of political support in Greece. This has been an important factor in raising the profile of VET, increasing awareness of these actions, and contributing to their effectiveness.

► Synergies with ERDF

Synergies between ESF and ERDF have in particular been effective in terms of investment in research and innovation.

► Challenges in implementation

Following significant changes in economic and labour market conditions, as well as in the national policy framework, the indicators and targets for the OP Human Resources, Education and Lifelong learning had to be revised, impacting implementation. Delays in signing contracts with providers and registering participants' data have also affected progress.

► Targeting of learners with disabilities

The ESF TO10 activities in Greece have been particularly successful in targeting learners with disabilities, including in less developed regions.

PROJECT EXAMPLES

► 'All day' primary schools

Support for 'one-time, all day primary schools': this action envisages the recruitment of substitute teachers (teachers and educational specialties) in order for all school units to function as all-day primary schools.

► Support for students with a disability

This is a specialised educational support programme for inclusion of students with disabilities and / or special educational needs for the 2019-20 school year. The programme provides support for students with disabilities and/or special educational needs who attend general school, through hiring teachers and special education staff.

► Dual apprenticeships

This dual apprenticeship model aims to provide an alternative path for vocational education graduates to enter the labour market having gained higher skills. ESF funding is used to support employers with wage subsidies and social security contributions of up to 45%, and to provide supplementary teachers to teach and supervise apprenticeship classes.

ADDITIONAL INFORMATION

European Commission, Study Supporting the Evaluation of ESF support to education and training (Thematic Objective 10)

The ESF in Greece: <https://ec.europa.eu/esf/main.jsp?catId=382&langId=en>

Website of the ESF in Greece: <http://www.esfhellas.gr/en/pages/default.aspx>

