



## ADULT EDUCATION SURVEY: Year 2022

The Hellenic Statistical Authority (ELSTAT) announces the results of the 2022 Adult Education Survey. The survey is part of the multi-annual rolling plan of the Regulation (EU) 2019/1700 and will be conducted every six years. The survey was carried out in 2023 with reference period the year 2022 and was conducted on persons aged 18 – 69 years with the aim to collect information on the participation of adults in educational programs, the characteristics of the programs attended by the respondents during the last 12 months, the factors that influenced their participation in educational activities, the knowledge of foreign languages, as well as on key demographic and socioeconomic characteristics of the respondents, such as sex, age, employment status, citizenship and country of birth, along with the educational attainment level and country of birth of their parents.

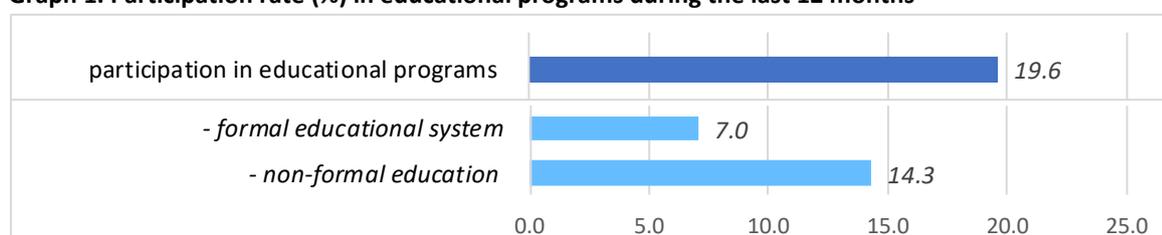
### I. Participation in educational programs

Educational programs can be classified in two main categories: programs that belong to the formal education system and programs in non-formal education.

- **Formal educational system** is the institutionalised and hierarchically structured educational system which comprises all educational activities that belong to the National Framework of Qualifications. The formal educational system includes educational institutes that constitute a continuous "ladder", organised in levels (primary – secondary – tertiary), where the completion of one level is a prerequisite for the entrance in the higher level.
- **Non-formal education** is any organised educational activity that does not belong to the formal educational system. It can be a single education activity or part of a wider set of activities addressed to specific persons with specific educational objectives. It may include a wide range of educational programs, such as adult education, seminars, conferences, private lessons, driving lessons, dance, or music lessons, etc.

Participation rates for people aged 18-69 in educational programs, during the last 12 months, are presented in Graph 1.

**Graph 1. Participation rate (%) in educational programs during the last 12 months**



#### **Information on methodological issues**

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Table 1 presents in detail the participation rates, during the last 12 months, in formal or non-formal education programs by age group, employment status, educational level and sex. In general, participation is higher in programs of the non-formal education system than in programs of the formal education system (14.3% and 7.0%, respectively). In terms of sex, the participation of women is higher than that of men in both formal and non-formal education programs (7.5% vs 6.5% and 15.3% vs 13.3%, respectively).

**Table 1. Participation rates (%) in formal and non-formal educational programs during the last 12 months**

		Total number of persons 18-69	% of persons that participated in formal or non-formal education programs	% of persons that participated in formal education programs	% of persons that participated in non-formal education programs
<b>Total <sup>(1)</sup></b>		<b>6,894,520</b>	<b>19.6</b>	<b>7.0</b>	<b>14.3</b>
AGE GROUP	18 - 24	667,764	60.7	49.7	22.6
	25 - 34	1,149,371	27.3	7.5	21.9
	35 - 54	2,988,944	16.8	1.8	15.6
	55 - 69	2,088,441	6.3	0.6	5.8
SEX	Males	3,404,326	18.3	6.5	13.3
	Females	3,490,194	20.9	7.5	15.3
EMPLOYMENT STATUS	Employed	4,006,262	20.8	3.0	18.8
	Unemployed	724,464	14.5	3.6	11.5
	Outside labour force	2,082,927	19.8	16.2	7.1
	No answer	80,867	2.3	0.0	2.3
EDUCATIONAL LEVEL	Low educational attainment (ISCED 0-2)	1,389,117	6.4	2.0	5.2
	Medium educational attainment (ISCED 3-4)	3,177,622	20.9	10.2	13.0
	High educational attainment (ISCED 5-8)	2,323,383	25.7	5.7	21.7
	No answer	4,399	10.4	10.4	0.0

#### a. Participation in formal education programs

Participation in formal education programs is strongly correlated with age and educational level. Persons older than 35 years of age, as well as persons with low educational level record very low participation rates in such programs.

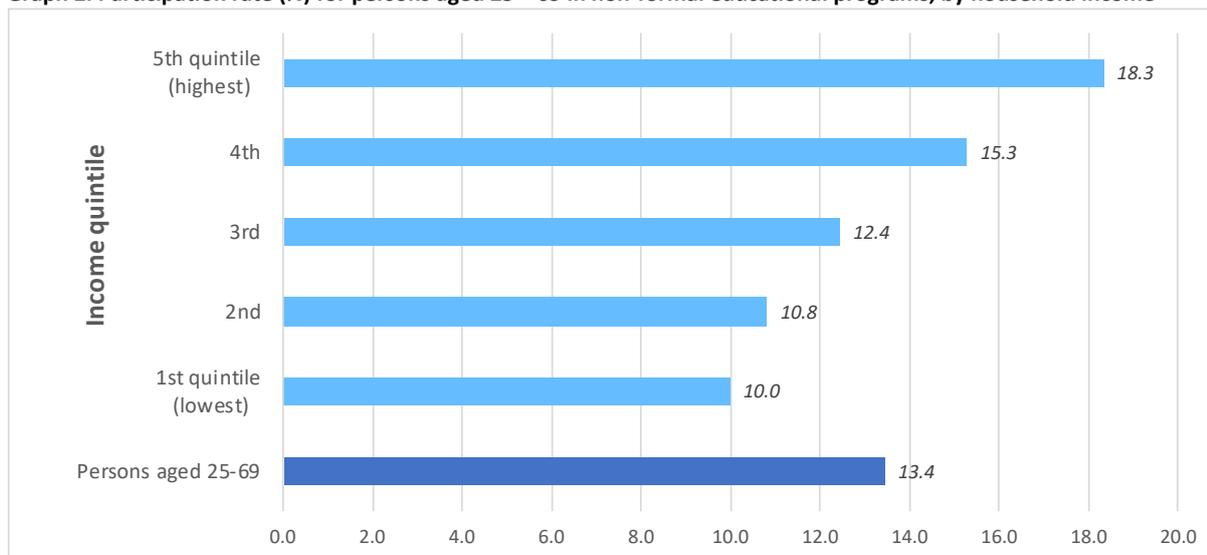
#### b. Participation in non-formal education programs

According to the survey results, the highest participation rates in non-formal education are observed among persons up to 34 years old, women, employed persons and persons who have completed tertiary education.

As regards persons aged 25 years and over, the participation rates differ considerably depending on household income (Graph 2). The participation rate in the first quintile, i.e. in the 20% of households with the lowest income, is 10.0% while in the highest quintile, i.e. in the 20% of households with the highest income, it is 18.3%. Hence, the higher the household income, the higher the participation rate in non-formal education programs.

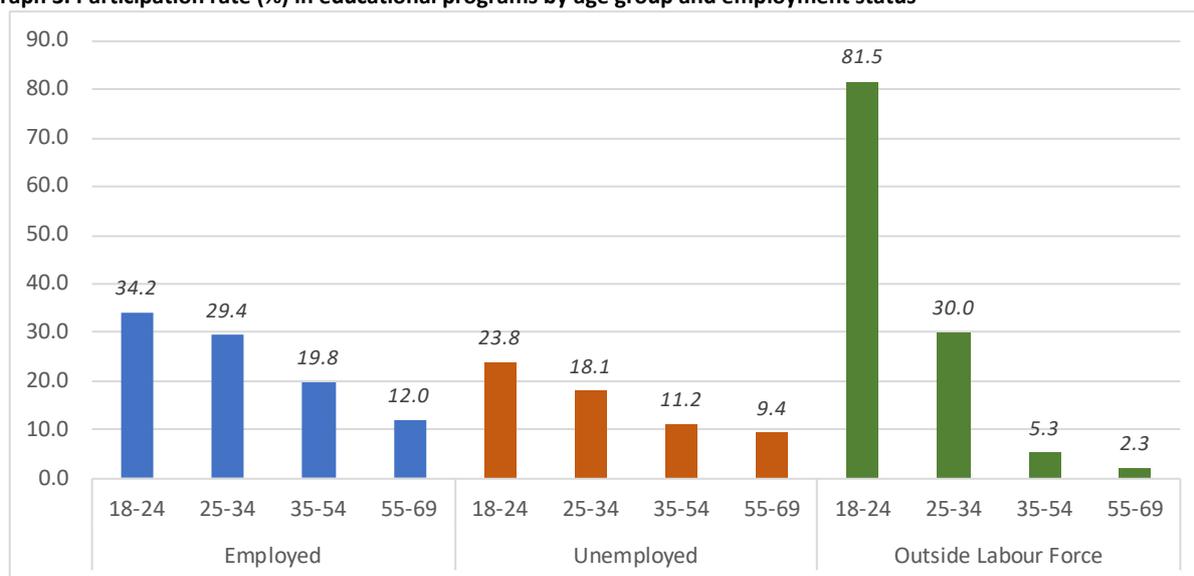
(1) Any difference between the grand total and the sum of the detailed categories is due to rounding.

**Graph 2. Participation rate (%) for persons aged 25 – 69 in non-formal educational programs, by household income**



Regarding participation in educational programs in relation to employment status and age, the lowest participation rate is observed for the unemployed aged 55 – 69 years (2.3%), whereas the highest is observed for inactive persons aged 18 – 24 years (81.5%). As regards people aged 35 and over, the participation rates are higher among the employed and the unemployed (Graph 3).

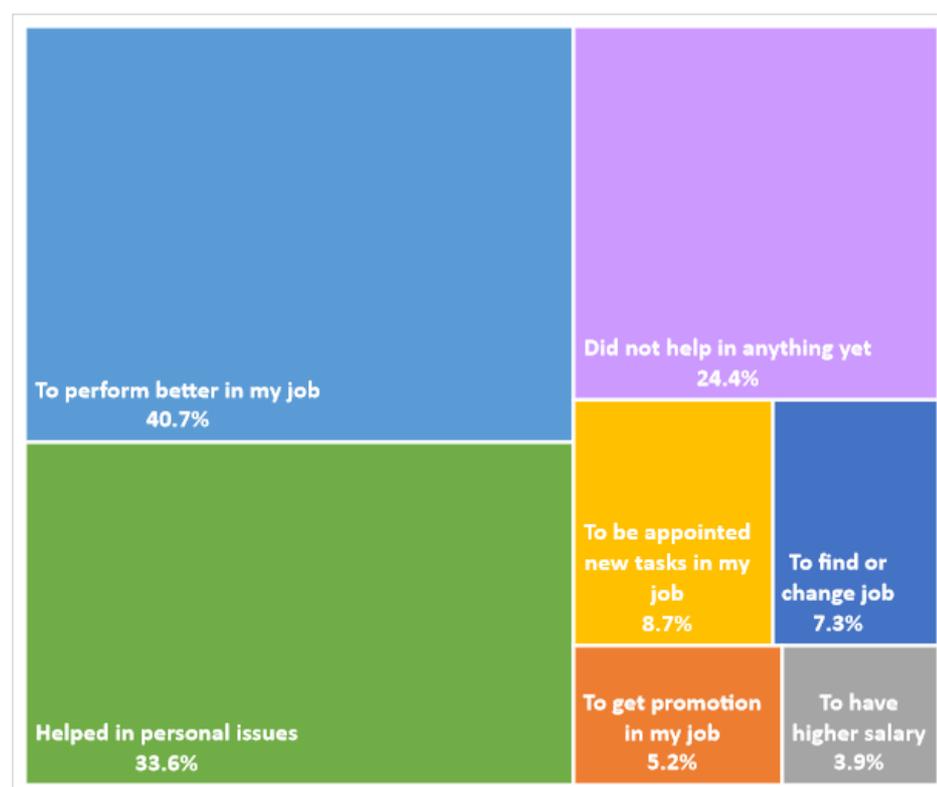
**Graph 3. Participation rate (%) in educational programs by age group and employment status**



## II. Outcomes of the participation in educational activities

Persons that participated in educational activities, either in formal or in non-formal education programs, report more often that the programme helped them in performing better in their job or in personal issues - they acquired knowledge, they met new people, etc. (Graph 4).

**Graph 4. Outcomes of the participation in educational activities (%)**



Percentages add up to more than 100% because each respondent could report more than one result

### III. Main reasons for not participating in educational activities

Those who did not attend any educational programme, though they wished to, were asked about the main reason that prevented them from participating. The reason that was reported more often was the lack of prerequisites, which in the case of persons aged 25 – 34, is reported by 54.3% of the total. The next most common reasons for non-participation are family responsibilities (19.7%) and non-convenient training hours (18.0%).

**Table 2. Main reasons for not participating in educational activities by sex, educational level and age**

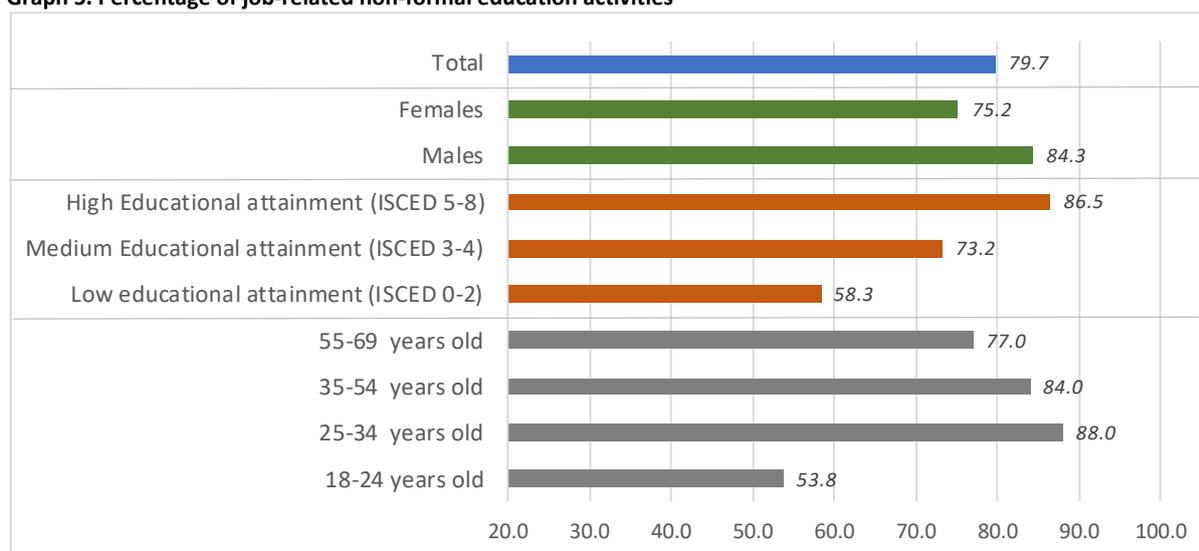
Main reason	Total	Sex		Educational level			Age			
		Males	Females	Low (ISCED 0-2)	Medium (ISCED 3-4)	High (ISCED 5-8)	18-24	25-34	35-54	55-69
Did not have the prerequisites	36.7	37.8	35.8	38.9	39.6	33.0	54.3	44.6	30.5	35.3
It was difficult to afford the cost of education	15.3	9.2	20.8	4.9	16.7	16.5	28.4	21.8	10.8	13.0
Lack of employer support	1.4	2.5	0.4	3.7	1.6	0.6	0.0	0.0	2.6	0.9
Lack of public services support	0.4	0.0	0.8	0.0	0.6	0.3	0.0	0.0	0.6	0.7
Training hours not convenient	18.0	23.6	13.1	9.0	15.3	23.1	8.9	19.0	20.4	13.9
Distance	4.6	5.1	4.3	10.2	3.4	4.6	5.9	4.0	5.9	1.8
Family responsibilities	19.7	18.5	20.7	26.2	18.6	19.2	0.4	9.7	27.5	20.5
Health reasons	2.0	1.8	2.2	4.0	2.5	0.8	2.0	0.9	1.3	5.4
Due to my age	1.8	1.6	2.1	3.0	1.6	1.8	0.0	0.0	0.5	8.5

## IV. Characteristics of non-formal education activities

### a. Job related activities

Of the persons who attended educational activities outside the formal educational system, 79.7% attended educational activities related to their work or professional prospects. The percentage in question is higher among persons aged 25-34 (88.0%), persons who have completed tertiary education (86.5%) and men (84.3%) (Graph 5).

**Graph 5. Percentage of job-related non-formal education activities**



*Data refer to persons who attended non-formal educational activities*

### b. Field of non-formal education activities

The activities, in which people who attended training activities outside the formal education system most often participated, were computer use (19.5%) and economics and administration (17.2%), followed by arts (9.1%), personal services (8.1%) and security and transport services (7.3%).

Considerable differences are observed between males and females as regards the field of the educational activities: the share of education activities related to arts is three times higher for women as compared to men (13.6% and 4.5%, respectively), whereas the share of non-formal activities related to engineering is three times higher for men as compared to women (6.4% vs 2.3%). Similar rates between men and women are observed in activities related to foreign language learning (6.4% and 6.5%, respectively).

Persons with low educational level participated more often in programs related to arts (19.6%), whereas persons with medium educational level attended more often programs for computer use (16.0%) and persons with high educational level participated more often in programs in the field of computer use (23.3%) and finance and management (22.8%).

Differences are also observed depending on age. More specifically, persons aged 18-24 years old participated more often in programs related to foreign language learning (21.6%) whereas programs related to the use of computers are more popular among persons aged 25-34 and 55 and over.

**Table 3. Field of non-formal education activities by sex, educational level and age group (%)**

Field of educational activity	Total	Sex		Educational level			Age			
		Males	Females	Low (ISCED 0-2)	Medium (ISCED 3-4)	High (ISCED 5-8)	18-24	25-34	35-54	55-69
Basic programmes and qualifications	1.1	1.5	0.7	9.0	1.2	0.0	7.2	0.0	0.0	0.0
Literacy and numeracy	0.1	0.1	0.0	0.8	0.0	0.0	0.0	0.0	0.1	0.0
Personal skills and development	0.2	0.4	0.0	0.0	0.5	0.0	0.0	0.7	0.0	0.0
Education	4.6	2.6	6.5	1.3	0.6	7.6	1.7	4.9	5.1	5.5
Arts	9.1	4.5	13.6	19.6	11.5	6.2	10.3	6.4	9.0	13.7
Humanities	0.2	0.3	0.0	0.0	0.3	0.1	0.1	0.3	0.0	0.5
Language acquisition	6.4	6.4	6.5	11.0	10.6	3.1	21.6	7.0	2.2	3.4
Literature and linguistics	0.3	0.0	0.6	0.0	0.2	0.4	0.0	0.0	0.4	0.9
Social and behavioural sciences	5.3	3.9	6.7	2.6	3.3	7.0	2.6	8.5	4.2	6.7
Journalism and information	0.2	0.0	0.3	0.9	0.0	0.2	0.0	0.0	0.2	0.5
Business and administration	17.2	19.5	15.0	3.9	11.5	22.8	9.4	14.1	23.2	10.6
Law	2.4	3.2	1.6	0.0	1.5	3.3	0.0	2.7	3.4	0.9
Natural sciences, mathematics and statistics	2.8	3.9	1.7	4.7	2.2	2.9	3.6	1.7	2.3	5.6
Computer use	19.5	16.4	22.6	7.9	16.0	23.3	15.5	27.8	15.3	23.6
Databases, networks and software developments	0.8	1.0	0.6	0.0	0.5	1.2	0.3	1.4	0.9	0.0
Engineering	4.3	6.4	2.3	6.3	5.7	3.1	3.2	2.0	5.9	4.6
Architecture and construction	0.5	0.5	0.5	0.0	0.0	0.9	0.0	0.4	0.7	0.1
Agriculture, forestry, fisheries and veterinary	1.9	3.0	0.9	4.3	1.6	1.8	0.2	0.8	2.5	4.0
Health	6.6	6.9	6.2	7.4	2.8	9.0	3.0	2.9	9.2	8.1
Welfare	1.2	0.9	1.5	0.0	1.0	1.5	1.4	0.9	1.0	2.4
Personal services, hygiene and occupational health services	8.1	9.6	6.6	12.2	14.7	3.1	6.1	6.8	10.2	5.2
Security services, transport services	7.3	8.7	5.9	7.9	14.2	2.5	13.6	10.7	4.5	3.5

## V. Knowledge of languages other than mother tongue

69.5% of the respondents reported that they know at least one foreign language (Table 4). The percentage of persons that report knowledge of at least one foreign language is very high for persons aged 18 – 24 (90.5%) and persons with high educational attainment (89.9%). The group with the lowest share of persons who know a foreign language are persons with low education (30.6%) whereas there is no significant difference between men (70.1%) and women (68.8%).

**Table 4. Knowledge of at least one language other than mother tongue by sex, age group and educational level**

		% persons that know at least one foreign language
<b>Total</b>		69.5
AGE GROUP	18 - 24	90.5
	25 - 34	87.5
	35 - 54	73.5
	55 - 69	47.0
SEX	Males	70.1
	Females	68.8
EDUCATIONAL LEVEL	Low educational attainment (ISCED 0-2)	31.6
	Medium educational attainment (ISCED 3-4)	71.5
	High educational attainment (ISCED 5-8)	89.9

English is the most frequently reported foreign language, followed by French and German. Table 5 presents the 10 foreign languages most frequently reported by the respondents.

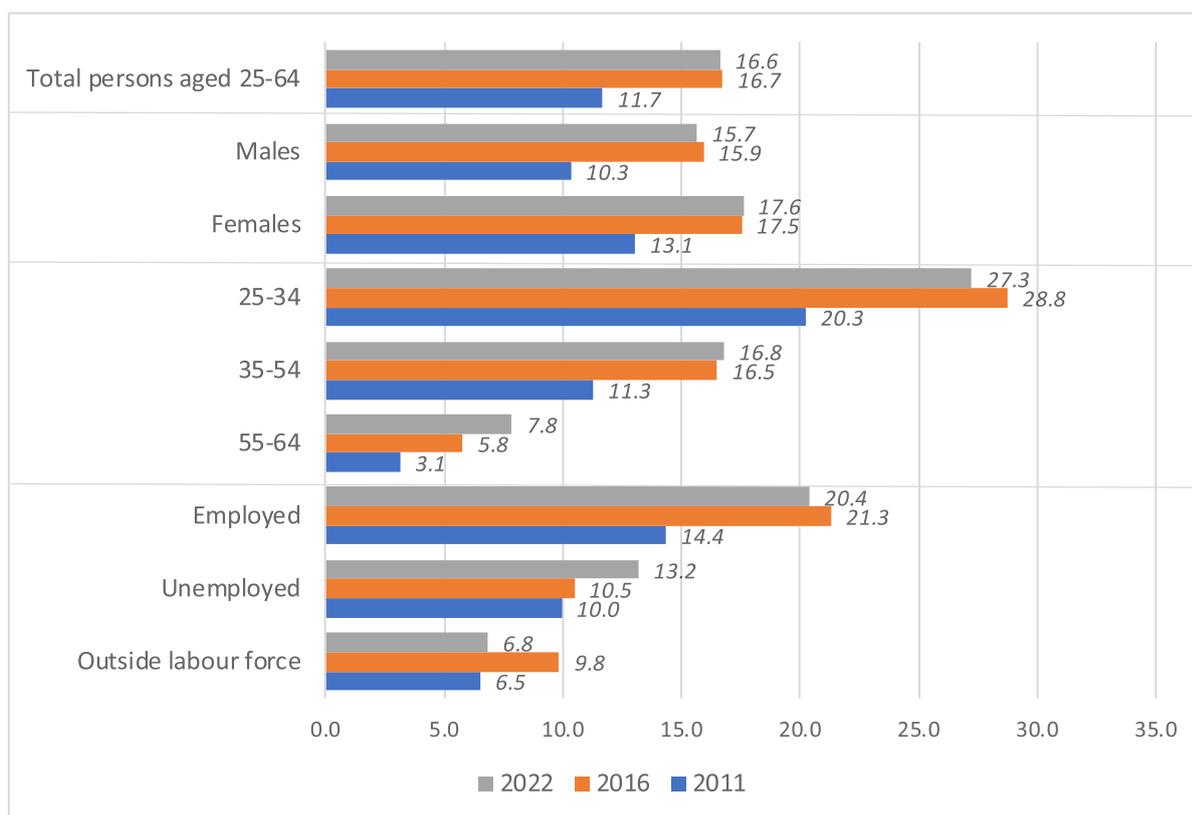
**Table 5. Most frequently reported languages other than mother tongue (% of persons reporting the language)**

Language	Number of persons	%
English	4,447,802	64,5
French	499,434	7,2
German	409,678	5,9
Greek (as a foreign language)	291,823	4,2
Italian	206,847	3,0
Spanish	108,284	1,6
Turkish	60,090	0,9
Russian	46,899	0,7
Bulgarian	24,801	0,4
Albanian	16,090	0,2
Other	41,020	0.6

## VI. Comparison with 2016 and 2011 surveys

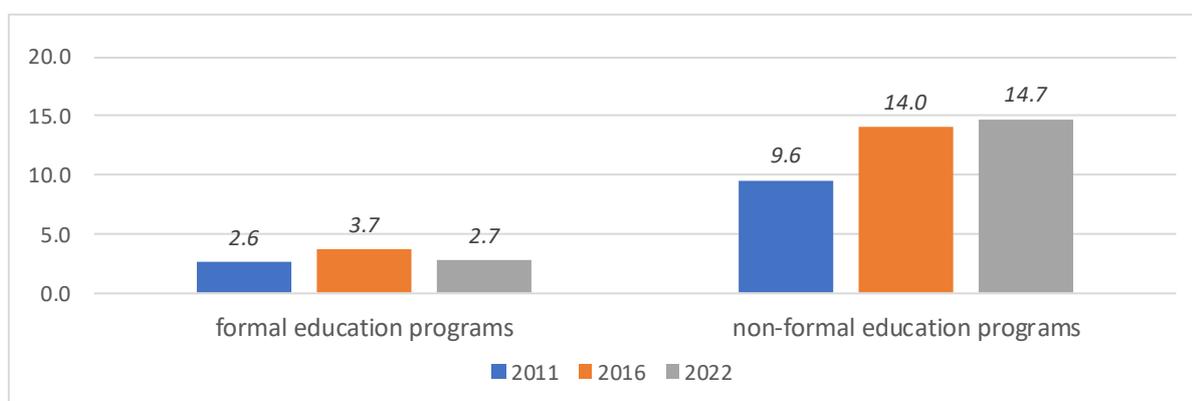
Graph 6 presents the comparison of the survey results with those of the 2011 and 2016 surveys. The data refer to the participation of people aged 25 to 64 in educational activities (in the formal and/or non-formal education system). Participation has increased since 2011 and is similar to that of 2016. However, differences from 2016 to 2022 are observed in individual categories, such as the unemployed where participation increases, whereas it decreases among the employed (13.2% vs 10.5% and 20.4% vs 21.3%, respectively).

**Graph 6. Participation rate (%) of people 25-64 in educational activities in the surveys of the years 2011, 2016, 2022 by sex, age and employment status**



A comparison of the data from the three surveys (2011, 2016, 2022) shows that participation in formal education is lower than in non-formal education (Figure 7).

**Graph 7. Participation rate (%) of people 25-64 in educational activities in the surveys of the years 2011, 2016, 2022 in the formal and non-formal education system**



## EXPLANATORY NOTES

<b>Adult Education Survey</b>	<p>The Adult Education Survey (AES) is part of the multi-annual rolling plan of the Regulation (EU) 2019/1700 and will be conducted every six years. So far, it has been conducted four times.</p> <p>The first wave (pilot) of the survey was carried out in 2007, the second wave in 2012, the third in 2016 and the fourth in 2023. The present survey was conducted in early 2023, with reference period the year 2022, whereas the original plan was to be conducted at the end of 2022, with a reference period of 2021-2022.</p> <p>The AES survey covers participation in education and lifelong learning activities (formal, non-formal and informal learning) including job-related activities, characteristics of learning activities, foreign language skills, and basic socio-economic of the respondents.</p>
<b>Institutional mandate</b>	<p>Adult Education Survey is harmonized with European legislation. The principal legal acts are the Regulation (EC) No 452/2008 of the European Parliament and of the Council of 23 April 2008 concerning the production and development of statistics on education and lifelong learning (as amended by Regulation (EU) 2019/1700), the Regulation (EU) 2019/1700 of the European Parliament and of the Council, establishing a common framework for European social statistics and the Commission Implementing Regulation 2021/861.</p>
<b>Reference period</b>	<p>The Adult Education Survey's reference period for the main variables (participation in educational activities) is the 12-month-period before the date of the interview.</p>
<b>Coverage</b>	<p>Population 18 – 69 years old, residing in private households and staying (or intending to stay) for at least 1 year in Greece. Individuals who permanently reside in collective houses (i.e. hospitals, hotels, asylums, homes for the elderly, orphanages, etc.) are not covered by the survey.</p>
<b>Definitions</b>	<p><b>Learning activity:</b> any <b>organized</b> activity that is <b>targeted</b> to improve the knowledge and skills of a person.</p> <p><b>Adult education:</b> the whole spectrum of learning activities, of any content, level, and method, either officially recognized or not, either continuing or supplementing initial education, that are used by persons, who are considered as adults by society, in order to develop their competences, to enrich their knowledge, to improve their technical or professional skill, or to change their prospects.</p> <p><b>Formal educational system:</b> the institutionalized and hierarchically structured educational system that comprises all educational activities that belong to the National Framework of Qualifications.</p> <p>The formal educational system includes educational institutes that constitute a continuous "ladder" organized in levels (primary – secondary – tertiary), where the completion of one level is a prerequisite for the entrance in the higher level.</p> <p><b>Non-formal education:</b> any organized educational activity that does not belong to the formal educational system. It can be a single education activity or part of a wider set of activities that is addressed to specific persons with specific educational objectives.</p> <p>It may include a wide range of educational programs, such as adult education, seminars, conferences, private lessons, driving lessons, dance, music lessons, etc.</p>
<b>Methodology</b>	<p>Adult Education Survey's estimates are produced by a suitable unbiased estimator which takes into account: a) the probability of selection of every sampled household, b) the response rate of sampled persons and c) the estimated population, allocated by NUTS II areas, gender and age group. The data on population are based on the 2011 Census results and updated with data from vital statistics (births, deaths, migration).</p>
<b>References</b>	<p>More detailed information on Adult Education Survey (methodology, tables, etc.) can be found at <a href="http://www.statistics.gr">www.statistics.gr</a>.</p>