

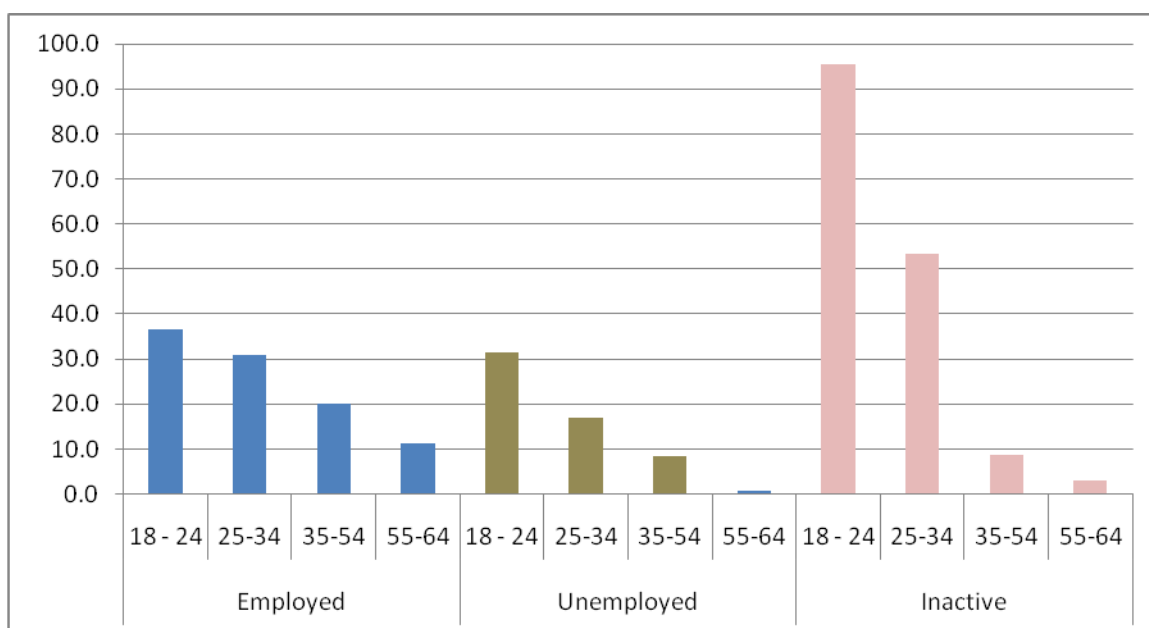


PRESS RELEASE

ADULT EDUCATION SURVEY: Year 2016

The Hellenic Statistical Authority (ELSTAT) announces the results of the 2016 Adult Education Survey. The survey was conducted during the fourth quarter of 2016, on persons aged 18 – 64 years. The purpose of the survey was to collect information on the participation of adults in educational programmes, the characteristics of the programmes 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 basic demographic and socioeconomic characteristics of the respondents, such as sex, age, family status, employment status, citizenship and country of birth, as well as on the educational level and country of birth of their parents.

Graph 1. Participation (%) in educational programmes by age group and employment status



The lowest participation rate is observed for the unemployed aged 50 – 64 years (0.6%), while the highest is observed for inactive persons aged 18 – 24 years (95.5%). The average participation rate for all persons is 22.5% (Graph 1).

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I. Participation in educational programmes

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

Formal educational system is the institutionalised and hierarchically structured educational system that 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 programmes, as adult education, seminars, conferences, private lessons, driving lessons, dance or music lessons, etc.

Table 1 presents participation rates, during the last 12 months, in formal or non-formal education programmes by age group, employment status, educational level and sex.

Table 1. Participation rates in formal and non-formal educational programmes during the last 12 months

		Total number of persons	% of persons that participated in formal or non-formal education programmes	% of persons that participated in formal education programmes	% of persons that participated in non-formal education programmes
	Total ⁽¹⁾	6,580,709	22.5	10.1	15.4
AGE GROUP	18 - 24	718,961	69.0	62.4	26.4
	25 - 34	1,305,317	28.8	10.9	21.3
	35 - 49	3,195,482	16.5	2.2	14.7
	50 - 64	1,360,949	5.8	0.2	5.6
SEX	Males	3,259,053	21.6	9.4	14.5
	Females	3,321,656	23.3	10.9	16.2
EMPLOYMENT STATUS	Employed	3,569,160	21.9	4.0	19.3
	Unemployed	1,335,010	13.2	5.9	8.4
	Inactive	1,660,372	31.0	26.7	12.6
	Did not answer	16,167	35.3	9.6	25.6
EDUCATIONAL LEVEL	Low educational attainment (ISCED 0-2)	1,656,565	3.5	0.9	2.7
	Medium educational attainment (ISCED 3-4)	3,135,993	26.9	14.9	16.8
	High educational attainment (ISCED 5-8)	1,779,263	32.2	10.3	24.7
	Did not answer	8,888	30.7	0.0	30.7

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

a. Participation in formal education programmes

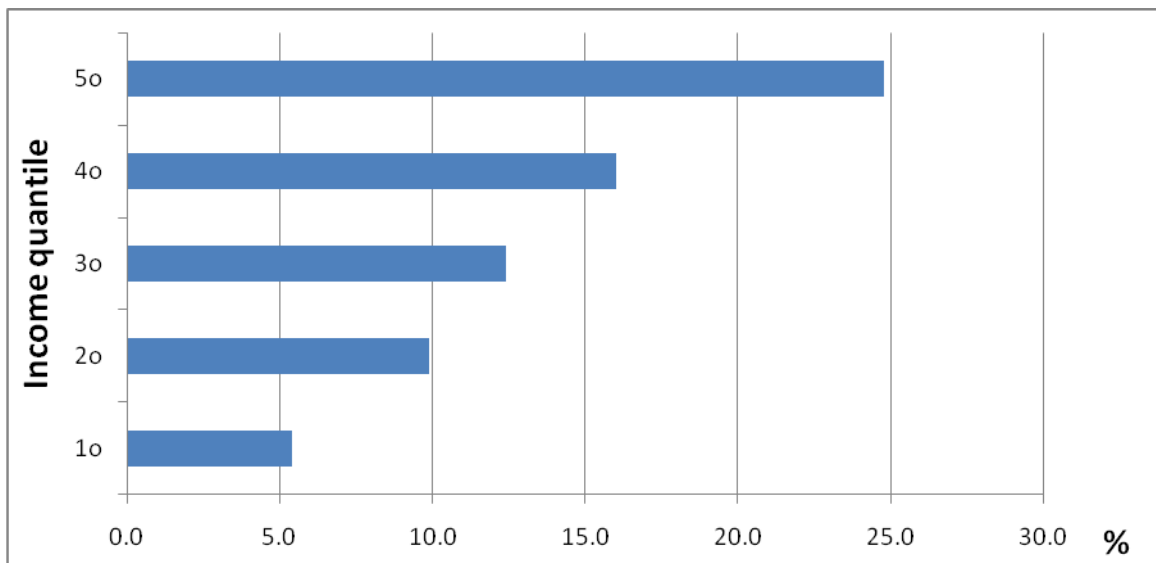
The participation rate in formal educational programmes for persons aged 18 – 64 years was 10.1% (Table 1). Participation in formal education programmes is strongly correlated with age and educational level. Persons older than 34 years of age, as well as persons with low educational level record very low participation rates in such programmes.

b. Participation in non-formal education programmes

According to the survey results (Table 1), women’s participation rate in non-formal education is higher than that of men and so is the participation rate of employed person compared with unemployed or inactive persons, noting that the participation rate of the unemployed is considerably low. Low participation rates are also observed for persons aged 55 – 64 years.

Participation rates for persons aged 25 years or older differ considerably depending on household income: the higher the household income, the higher the participation rate in non-formal education programmes (Graph 2).

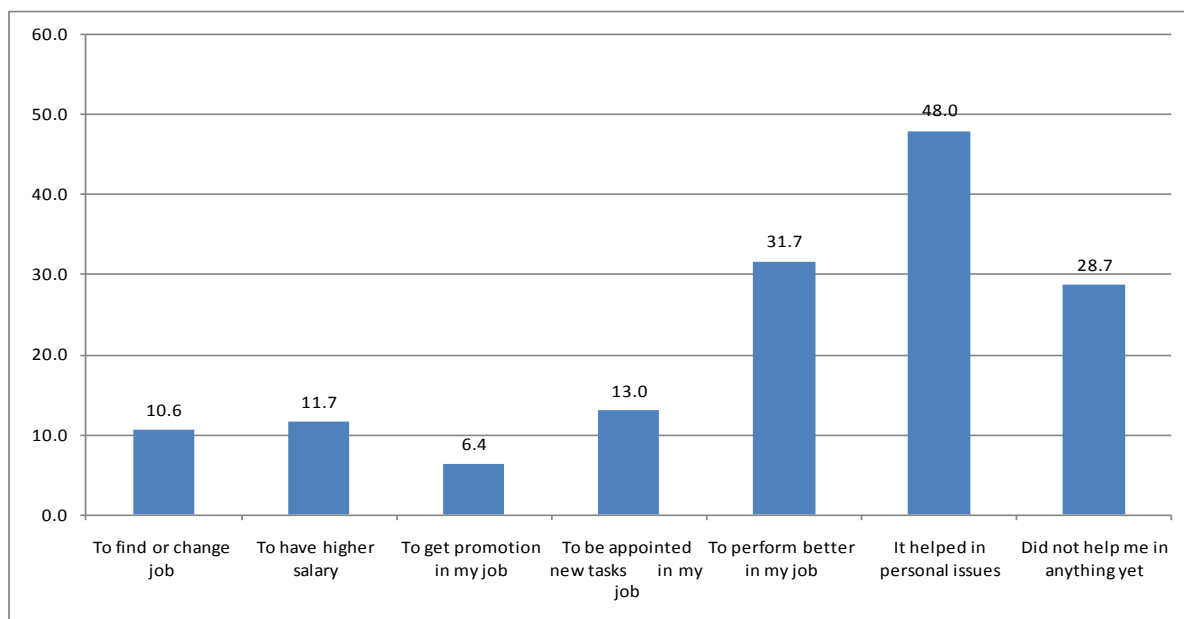
Graph 2. Participation (%) rate for persons aged 25 – 64 in non-formal educational programmes, by household income



II. Outcomes of the participation in educational activities

Persons that participated in educational activities, either in formal or in non-formal education programmes, report more often that the programme helped them in personal issues (they acquired knowledge, they met new people, etc.) or in better performing their job (Graph 3).

Graph 3. Outcomes of the participation (%) in educational activities



III. Main reasons for not participating in educational activities

The persons that 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 cost of the education –and especially by persons aged 25 – 34 (34.3%). Women and persons aged 55 – 64 report more often family responsibilities (30.8% and 30.4%, respectively).

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

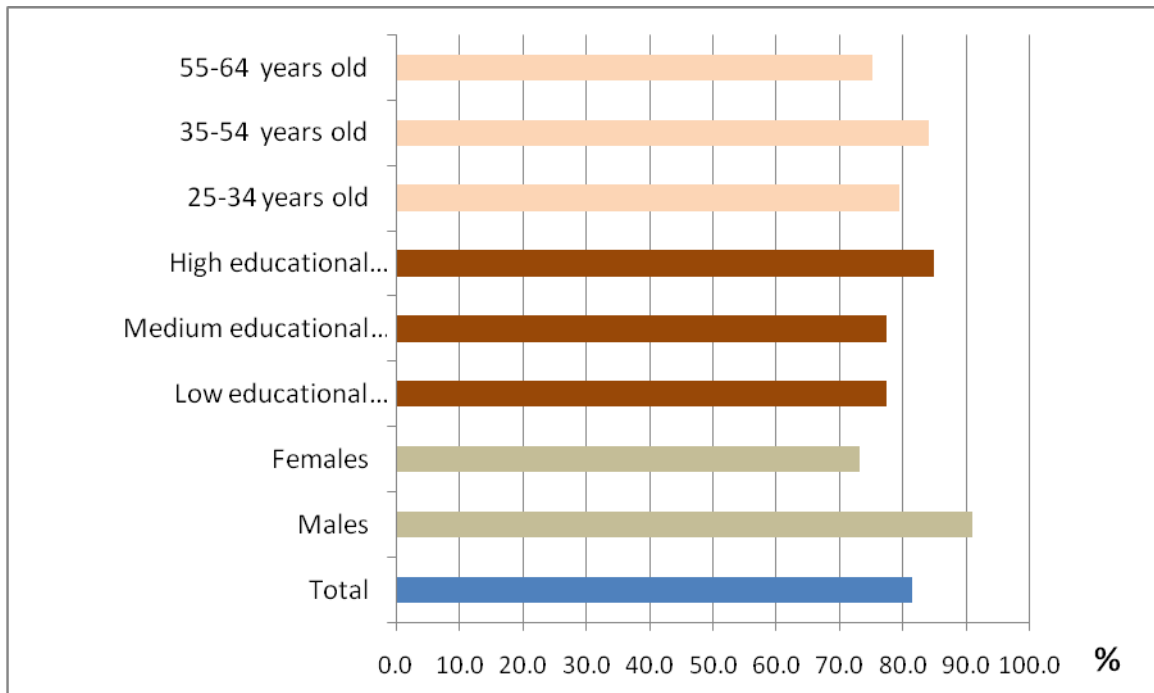
Main reasons	Total	Sex		Educational level			Age group		
		Males	Females	Low educational attainment (ISCED 0-2)	Medium educational attainment (ISCED 3-4)	High educational attainment (ISCED 5-8)	25-34	35-54	55-64
It was difficult to afford the cost of education	25.8	29.8	22.6	18.7	28.2	26.6	34.3	23.7	17.1
Due to family responsibilities	23.2	13.5	30.8	22.0	26.3	18.3	13.7	26.0	30.4
Training conflict with working hours	19.4	21.8	17.5	14.2	18.4	23.9	17.7	21.5	12.9
Did not find a suitable programme	12.8	16.9	9.6	9.0	12.8	15.1	18.6	10.3	11.8
No possibility of training in suitable distance	5.4	6.0	5.0	10.8	4.4	3.9	7.3	4.9	3.5
Other personal reasons	5.2	4.8	5.6	8.5	3.8	5.5	6.6	3.8	8.9
Because of my age	2.2	3.1	1.5	3.3	1.0	3.4	0.0	2.4	6.2
Other reason	6.0	4.2	7.5	13.6	5.0	3.4	1.9	7.3	9.0

IV. Characteristics of non-formal education activities

a. Job related activities

The largest share of the non-formal educational activities, in which participated the respondents (81.5%) was related to their job –or their career prospects. This applies in particular to men (91.0%) and persons with high educational level (84.9%) (Graph 4).

Graph 4. Percentage of job-related non-formal education activities



b. Field of non-formal education activities

The majority of the respondents reported that they participated in educational activities in the field of law, accounting, finance, insurance, marketing, advertisement, secretarial and office work (17.5%). A large share participated in educational programmes related to humanities and arts (15.1%), foreign languages (13.0%) and services (15.0%).

Considerable differences are observed between males and females as regards the field of the educational activities: the share education activities related to education is four times higher for women, while the share of non-formal activities related to engineering, manufacturing and construction is five times higher for men.

Persons with low educational level participated more often in programmes related to agriculture and veterinary (28.0%), while persons with high educational level attended mostly programmes in the field of law, accounting, finance, insurance, marketing, advertisement, secretarial and office work (22.4%).

Similar differences are also observed among persons of different age. Older people participated more often in programmes related to humanities and arts (31.7%), while younger people participated more often in programmes related to services (22.8%).

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

%

Field of educational activities	Total	Sex		Educational level			Age group		
		Males	Females	Low educational attainment (ISCED 0-2)	Medium educational attainment (ISCED 3-4)	High educational attainment (ISCED 5-8)	25-34	35-54	55-64
General programmes	0.5	0.6	0.4	1.5	0.5	0.3	1.1	0.1	0.0
Education	7.3	3.1	11.2	0.0	1.5	12.3	4.3	8.8	9.8
Humanities and arts	15.1	7.5	21.8	20.1	20.7	10.3	12.3	14.1	31.7
Foreign languages	13.0	13.0	13.0	4.5	12.4	14.2	15.2	12.5	7.6
Economics, political science, psychology, sociology, journalism	1.2	1.4	0.9	0.0	0.8	1.5	0.0	1.7	2.1
Law, accounting, finance, insurance, marketing, advertisement, secretarial and office work	17.5	18.9	16.2	1.2	12.9	22.4	18.4	18.0	11.3
Physical sciences, mathematics and statistics	0.6	1.1	0.2	0.0	0.0	1.1	0.9	0.5	0.0
Informatics	3.6	5.4	1.9	0.8	2.3	4.8	1.9	5.2	0.0
Computer use	7.9	7.4	8.4	3.3	10.4	6.2	7.8	8.2	6.4
Engineering, manufacturing and construction	9.4	15.9	3.6	18.6	11.9	6.9	8.6	10.9	3.7
Agriculture and veterinary	3.9	6.6	1.5	28.0	5.4	0.8	3.1	3.2	11.8
Health sciences	4.9	3.4	6.2	0.0	1.2	8.0	3.7	5.1	7.7
Services	15.0	15.6	14.5	21.9	19.6	11.1	22.8	11.4	7.8
Did not answer	0.1	0.0	0.3	0.0	0.4	0.0	0.0	0.3	0.0

V. Knowledge of languages other than mother tongue

69.2% of the respondents reported that they know at least one foreign language (Table 4). There are two groups where the share of persons that know at least one foreign language is higher than 90%. These are the persons aged 18 – 24 and the persons with high educational level. The group with the lowest share of persons who know a foreign language is the persons with low education.

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
Total		69.2
AGE GROUP	18 - 24	91.4
	25 - 34	86.6
	35 - 49	69.4
	50 - 64	40.5
	SEX	Males
	Females	70.5
EDUCATIONAL LEVEL	Low educational attainment (ISCED 0-2)	31.0
	Medium educational attainment (ISCED 3-4)	75.6
	High educational attainment (ISCED 5-8)	93.9

The English language is the most frequently reported foreign language. Table 5 presents the 10 foreign languages most frequently reported by the respondents.

Table 5. Most frequently reported languages other than mother tongue

Language	Number of persons	%
English	4,020,916	67.4
Greek	579,392	9.7
French	513,816	8.6
German	443,161	7.4
Italian	195,878	3.3
Spanish	90,558	1.5
Russian	69,724	1.2
Turkish	25,342	0.4
Chinese	13,933	0.2
Romanian	11,995	0.2

EXPLANATORY NOTES

Adult Education Survey	<p>The Adult Education Survey (AES) has been conducted 3 times so far. The first wave (pilot) of the survey was carried out in 2007, the second wave in 2012 and the third in 2016.</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>
Institutional mandate	<p>Adult Education Survey is harmonised with European legislation. The principal legal acts are: 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 and Commission Regulation (EU) No 823/2010 of 17 September 2010 implementing Regulation No 452/2008.</p>
Reference period	<p>The Adult Education Survey's reference period for the main variables (participation in educational activities) is the 12 months before the date of the interview.</p>
Coverage	<p>Population 18 – 64 years old, residing in private households and staying (or intending to stay) 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>
Definitions	<p>Learning activity: any organised activity that is targeted to improve the knowledge and skills of a person.</p> <p>Adult education: the whole spectrum of learning activities, of any content, level, and method, either officially recognised 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>Formal educational system: the institutionalised 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" organised in levels (primary – secondary – tertiary), where the completion of one level is a prerequisite for the entrance in the higher level.</p> <p>Non-formal education: 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 that is addressed to specific persons with specific educational objectives.</p> <p>It may include a wide range of educational programmes, as adult education, seminars, conferences, private lessons, driving lessons, dance, music lessons, etc.</p>
Methodology	<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 in every primary sampling unit, c) the estimated population, based on 2011 Census results, allocated by NUTS II areas, gender and age group).</p>
References	<p>More detailed information on Adult Education Survey (methodology, tables, etc.) can be found at www.statistics.gr.</p>