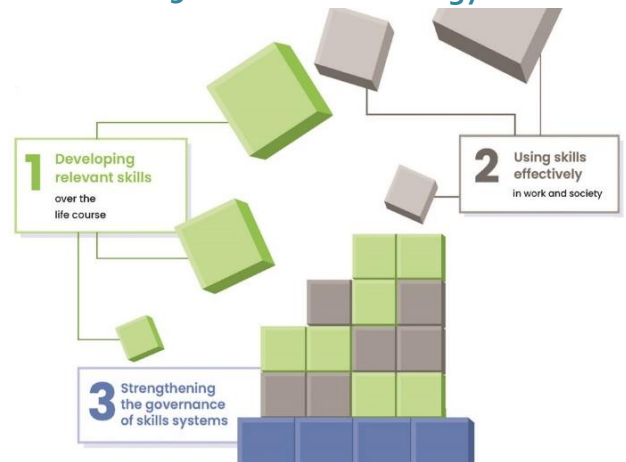




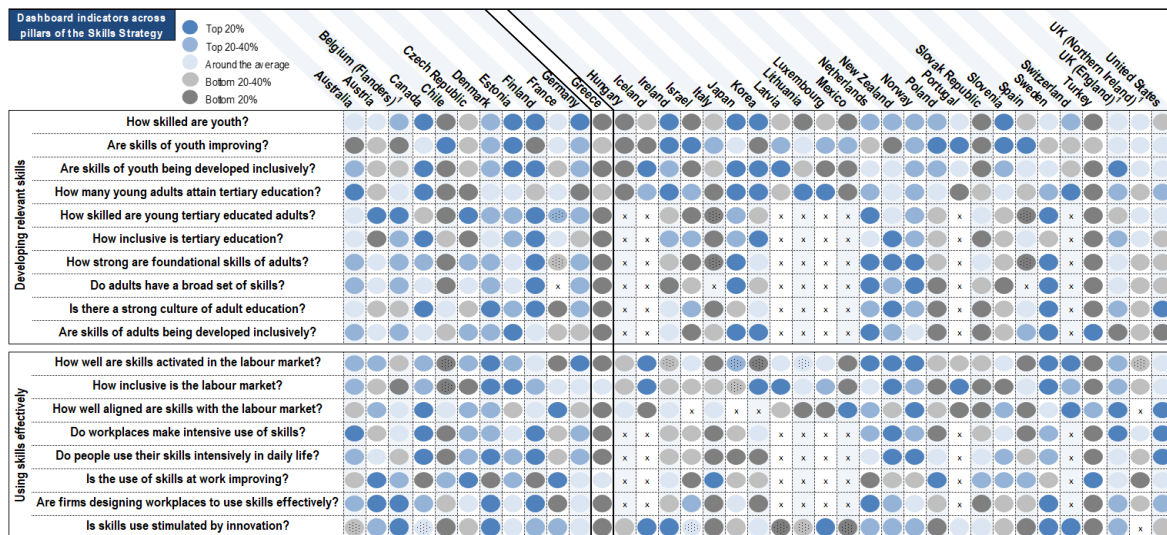
2019 OECD Skills Strategy: Greece

Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes the key findings for Greece.

The 2019 OECD Skills Strategy



OECD Skills Strategy Dashboard: summary indicators of skills performance



Notes: Indicators are selected, aggregated and normalised in a way to ensure that a higher value and being among the “Top 20%” reflects better performance. Colours in the dashboard represent the quintile position of the country in the ranking, with dark grey indicating performance at the bottom, and dark blue indicating performance at the top of the ranking. The “x” indicates insufficient or no available data for the underlying indicators, and dotted circles indicate missing data for at least one underlying indicator. Only OECD sources have been used (see OECD (2019) for overview).

1. For Belgium (Flanders), United Kingdom (England and Northern Ireland), a combination of regional (PISA and PIAAC) and national data have been used. Note on Israel: The statistical data for Israel are supplied by and are under the responsibility of 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.

Greece’s skills performance

The OECD Skills Strategy Dashboard provides a snapshot of Greece’s comparative skills performance. Greece is finally recovering from an unprecedented economic depression and is currently implementing a number of policy reforms to boost economic recovery, expand employment opportunities, reduce poverty, create more and better jobs and improve skills, based on the National Growth Strategy. Although encouraging steps have been taken to improve Greece’s education system, with initiatives such as a renewed “all-day schools” programme, the new database of school indicators, and the introduction of school self-

evaluation mechanisms, many challenges persist. Greece is still in the bottom 20% of countries for most of the indicators related to the development of relevant skills. Results from the OECD Programme for International Students Assessment (PISA), show that the performance of 15-year-old students in reading, mathematics and science has not improved over time and remains below the OECD average.

In Greece, participation in education is comparable to other OECD countries, and completion rates for high school and tertiary education among younger cohorts are above most other EU members. Furthermore, tertiary attainment among

young adults has increased significantly in the past decade. Yet, the foundational skills of adults in Greece are lower than average and the proportion of adults with poor skills in literacy and numeracy is much larger than the OECD average. In addition, foreign-born adults arriving in Greece, a focal country of first-entry to a relatively big number of refugees and asylum-seekers, are more likely to have a low educational attainment than in other countries.

As for the effective use of skills, the Skills Strategy Dashboard indicates that Greece has a performance around the OECD average on indicators such as the inclusiveness of the labour market and the improvement of the use of skills at work. However, there are still comparatively significant challenges in all other indicators.

With respect to the activation of skills, Greece has recently engaged in a number of reforms of the labour market that have led to one of the largest year-on-year falls in unemployment rates among OECD countries. Other reforms included substantial changes to wage setting and the minimum wage, which prompted a recovery in employment. However, employment outcomes for graduates remain poor, especially for young people. The employment rate of tertiary-educated 25-34 year-olds is below the OECD average and the unemployment rate of tertiary-educated 25-

34 year-olds is more than four times as high as the OECD average. Despite the sharp fall in unemployment rates, there is still a lot to be done to enhance the link between tertiary education and the labour market. In this regard, the country has undertaken decisive steps towards the development of an efficient system that will design, implement and evaluate ALMPs.

Greece ranks in the bottom 20% of countries in regards to the alignment of skills with the labour market. The country has the largest proportion of over-skilled workers across the countries/economies participating in the Survey of Adult Skills. Furthermore, adults in Greece who are out of the labour force perform as well in literacy as those who are looking for work and as well as their employed counterparts. In addition, Greece performs in the bottom 20% of countries on intensity of skills use in workplaces and on the adoption of high-performance workplace practices, which are found to stimulate skills use in the workplace.

Greece is making important efforts to boost a complex skills system. Still, Greece could benefit from a renewal of its strategic vision for the future to ensure that all of its people have the skills to respond to the challenges and opportunities of an interconnected and rapidly changing world. A whole-of government approach is needed to achieve this aim.

Key recommendations for improving the performance of countries' skills system

Developing relevant skills over the life course: Making skills systems responsive

- Making each stage of learning a foundation for success in the next
- Enabling policies to support learning in adulthood
- Supporting teachers to become lifelong learners
- Financing adult learning
- Harnessing the power of technology as a tool for learning

Using skills effectively in work and society: Making the most of everyone's potential

- Make full use of everyone's skills
- Making the most of migrants' skills
- Activating skills to build more inclusive and cohesive societies
- Making intensive use of skills in work
- Aligning skills with the needs of the economy and society
- Aligning skills policies with industrial and innovation policies

Strengthening the governance of skills systems: Tackling increased complexity

- Promoting co-ordination, co-operation and collaboration across the whole of government
- Engaging stakeholders throughout the policy cycle
- Building integrated information systems
- Aligning and co-ordinating financing arrangements

Further reading

OECD (2019), *OECD Skills Strategy 2019: Skills to shape a better future*, OECD Publishing, Paris, [/doi.org/10.1787/9789264313835-en](https://doi.org/10.1787/9789264313835-en).

OECD (2019), *OECD Skills Outlook 2019: Thriving in a Digital World*, OECD Publishing, Paris, <https://doi.org/10.1787/df80bc12-en>.

OECD (2018), *OECD Economic Surveys: Greece 2018*, OECD Publishing, Paris, http://dx.doi.org/10.1787/eco_surveys-grc-2018-en

OECD (forthcoming), *Strengthening the Governance of Skills Systems*, OECD Publishing, Paris.

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