

Regional Profile

Dytiki Ellada

Key facts

Population (2021): 643.349

Territory (sq. km): 11.350

Regional GDP (2022) (€): 17.300

Educational provision in Dytiki Ellada

There were 629 schools of all levels (primary, secondary, vocational) in 2023. For the same year the total amount of money **invested in education** in the region was 8.604.186,80 € or 6,29 % of the total amount of investments in the region.

In 2020 the majority of citizens over the age of 25 (41.4%) had **completed upper secondary education**, while 33.6% had either completed lower high school, primary school, or had not completed any compulsory course of study. The percentage of those who have completed upper secondary education increased by 20.7% compared to 2011, more than the increase at the national level (EUROSTAT, 2021).

One in four residents in the Region had completed **at least one post-secondary cycle of study** in 2020. This percentage increased by 19.6% compared to 2011, while the percentage of residents in the Region who have either completed high school or primary school, or have not completed any compulsory course of study, decreased by 25%.

The workforce is characterized by **lower specialization** compared to the national and European average. Furthermore, the percentage of citizens who have completed primary and/or high school is significantly higher than the national and European average, giving the regional economy characteristics of a shortage of certified skills.

Learning outcomes in Greece

There is a **uniformed approach** to learning outcomes across all levels of education (including initial and continuing VET). The generic definition suggests that *"a learning outcome is defined as the **expected result of learning**, regardless of the way it has been acquired (formal, non-formal, informal learning) and refers to everything that a learner is expected to know, understand and be able to apply, in the form knowledge, skills and abilities, after the successful completion of a specific, long or short, organized learning process."* (EOPPEP, 2015).

Between 2000 and 2007 however, there was some confusion between the terms **"learning outcomes"**, **"learning objectives"** and **"competences"**. The picture becomes much clearer in 2007 when the term **"Competence-based qualifications"** takes into account the influence of the learning or work context when defining and assessing learning outcomes. This context greatly influences the range of learning outcomes that are considered important in higher education in particular, how they interact, how the learner learns and how learning outcomes are assessed in relevant documents thereafter.

Socio-economic characteristics of Dytiki Ellada

The Region's economy relies heavily on the **primary sector**, a notable secondary and a strong tertiary. The region has experienced a population loss of 5,4% between 2011 and 2021. Young people's **integration in the labour market** hasn't been successful with a NEETs rate 8,3 points over the EU average, and a YLMI not even reaching half of the EU average.

The data of the **labour market** in the Region is characterized by a lag. In particular, the percentage of economically active citizens aged 15-74 amounts to 58% (2022), being slightly lower than the corresponding national (59.4%) level.

Regarding the **employment rate**, for 2022, this amounts to 44.1% for the 15-74 age group, showing an increasing trend over the last five years. The escalation and maintenance of unemployment at high levels is the most characteristic manifestation of the development lag and lack of competitiveness not only of the Region but also of the entire country, compared to the rest of Europe. The Region ranks ninth (9th) among the Greek Regions, registering more than double the unemployment rate compared to the European average.

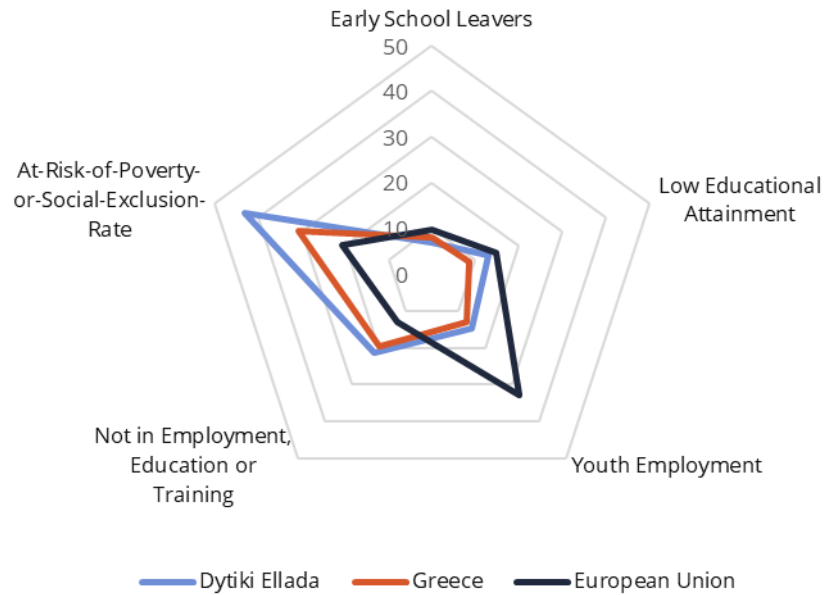
In Dytiki Ellada, the young unemployed, the low qualified, the NEETs and also young people at risk of poverty are those in the most socially vulnerable positions.

Regional performance

The Greek average shows that the **employment prospects** of the low, mid and highly educated young adults are below the EU average, with the possibilities for the less educated young adults to be severely low in the region of Dytiki Ellada in particular (27,4%).

The region comprises the western part of continental Greece and the north-western part of the Peloponnese peninsula. The capital of the Western Greece is Patra, the third largest city in the country with a population of about 280,000 inhabitants. According to ELSTAT the region has shrunk by 36,447 people between 2011 and 2021, experiencing a **population loss** of 5.4%. In 2021, the **GDP per capita** of the Region was €15,400 (well below the EU average of €32,400). It has however, a low educational attainment (13% in 2021) and low early school leavers rate (6,9% in 2021).

The rate of **NEETs** in the region is 8,3 points over the EU average (21,4% in 2021), and a low youth employment rate in (14,6% in 2021) (Eurostat, 2021d). The AROPE rate is one of the highest in the EU (43,1%). Last but not least the Youth Labour Market Integration index is 0,3737 (low integration).



Source: Eurostat, 2023

Project title: Constructing Learning Outcomes in Europe: a multi-level analysis of (under)achievement in the life course

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Project partners

- University of Münster
- European Research Services GmbH
- Leibniz Centre for Lifelong Learning
- Autonomous University of Barcelona
- University of Turku
- University of Vienna
- University of Lisbon
- University of Porto
- University of Genoa
- University of Urbino
- Codici Cooperativa Sociale
- University of Plovdiv
- Aristotle University of Thessaloniki

Coordinator

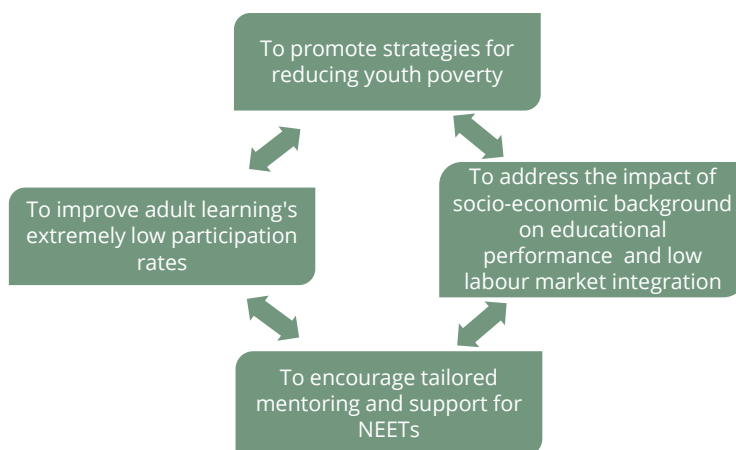
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Policy challenges



Further reading

- Koutouzis, M. (2013). *Dropping out from adult education and lifelong learning*. Athens: KANEP-GSEE. (in Greek).
- EOPPEP (2015). *Guide to Planning and Developing Learning Outcomes*, Athens: National Organisation for the Certification of Qualifications and Vocational Guidance. (in Greek).
- Zarifis, G. Fotopoulos, N. Zanola, L. Manavi, H. (2017). *The social dialogue on vocational education and training in Greece: exploring the role and policy proposals of the social partners*. Athens: IME-GSEVEE. (in Greek).

