

Regional Profile

Kentriki Makedonia

Key facts

Population (2021): 1.792.069

Territory (sq. km): 18.811

Regional GDP (2022) (€): 18.800

Educational provision in Kentriki Makedonia

The Region catered for **2.506 school units** at all levels (primary, secondary, vocational) and **245.543 students** in 2023. The estimated **budget** for the same year was 14.389.933euros that amounts to 4,2% of the total budget for the Region.

In 2023 there were **750** remedial teaching departments and **1.056** parallel support classes for **vulnerable students** (Roma, refugees, and those at poverty risk). For 2024 an extra 355 small-member classes of 5-9 students is approved (Regional Directorate of Education Annual Report).

According to the Regional Directorate of Education, in 2020, **students with disabilities and/or special educational needs** attending mainstream schools in the Region are more than **14,400** and constitute 88% of all students with disabilities and/or special educational needs in the country. From them 38.9% have support from the class teacher, 44.0% have support in **Integration Classes** (ICs) with a common and specialized program (and a 1.4% have support in ICs with extended hours), 9.5% have support with parallel support (PS). In addition, 2.4% receive support from a School Nurse, 1.8% from Special Support Personnel (SSP), 1.5% from a special supporter available to the family. Also, the student/teacher ratio per IC is 8.8 in primary and 16 in secondary schools.

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 Kentriki Makedonia

The region is situated in northern Greece and is the largest in size in the country. It is the second most populous region in Greece, but it has shrunk by 90,039 people between 2011 and 2021, experiencing a **population loss** of 4.8%. It has however, the lowest low **educational attainment** in Greece (4,5% in 2021) and the lowest **early school leavers** rate (1,70% in 2021).

The **AROPE rate** is much higher than the EU average (31,5%) and one of the highest in Greece and the EU (see Eurostat, 2021c). Last but not least the Youth Labour Market Integration index is 0,4381 (low integration).

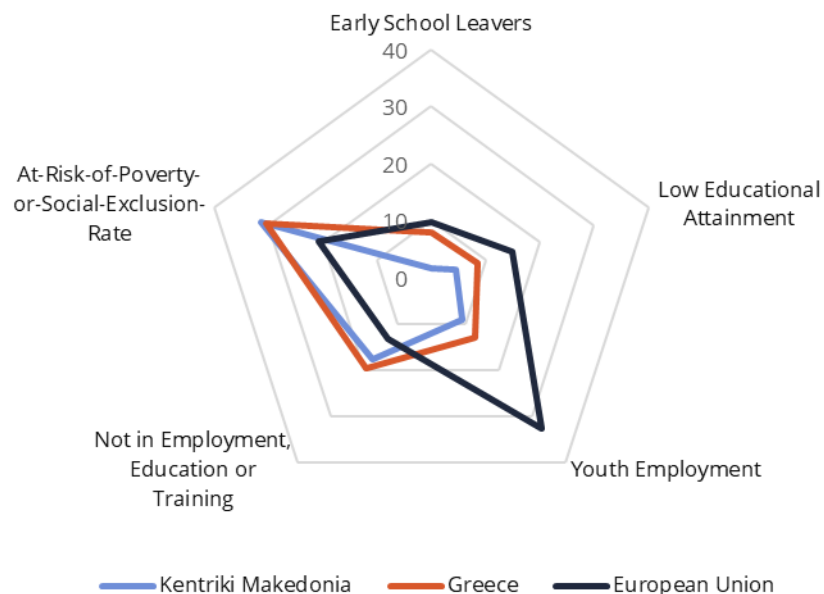
Regional developments are visible with Kentriki Makedonia showing a **convergence between the low and mid educated young adults** (57,1°% and 56,1°% respectively) yet the mid educated are well below the EU average whereas the low educated are above the EU average. The region has developed various initiatives through the years to raise employment rates among young adults, but also for integrating Roma population in education and the labour market.

In Kentriki Makedonia, the young unemployed and those at poverty risk, NEETs in particular, but also disabled youth and the Roma youth (with as low as 28% attendance rate) are those in the most socially vulnerable positions.

Regional performance

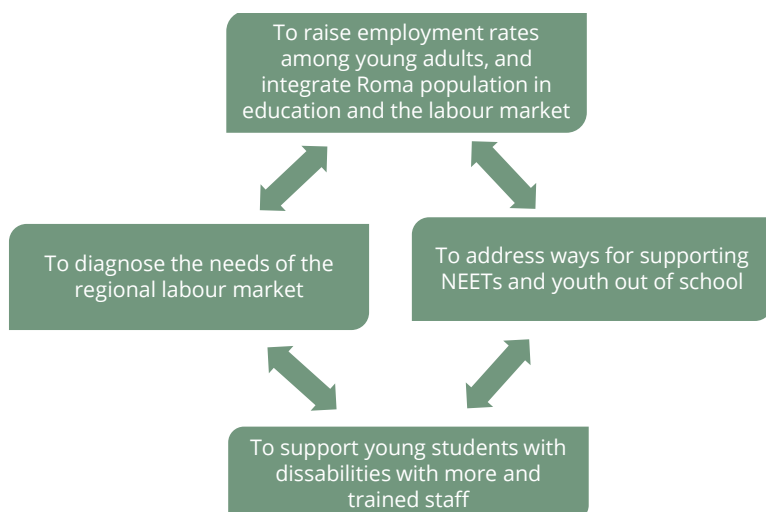
In Thessaloniki, the Region's capital city, the unemployment in 2022 was 14,3%. GDP per capita was €18,800 in 2022. In addition, for the ages 15-19 years, **NEETs** are a very small part of the total number of people in this age group (1%), while on the contrary, the part of NEETs who are out of the labour force is significantly larger, which is 6% of the total persons between **15 and 19 years of age**. Therefore, in this age group, the most important problem is the withdrawal from education for a significant part of the population. Secondly, the very high rate of **unemployment**, which leads to **discouragement of young people** of these ages from participating in the labour market, can also be considered as a cause.

For the ages **20-24 years**, the problem has different characteristics. The largest proportion of NEETs are now those who have entered the labour force but are unemployed. Therefore, the difficulties in the labour market set the tone in this case. There is still a significant proportion (7%) of people who are not participating in the labour force. For the **25-29-year-olds**, the situation worsens in terms of the examined criteria. Although a large proportion of this age group participates in the educational process, there is also a significant portion of NEETs (29%) of which the largest proportion is unemployed (19%) and the smallest is out of the labour force (10%).



Source: Eurostat, 2023

Policy challenges



Further reading

Annual Report (2023). Regional Directorate of Education (RDE) <https://www.especial.gr/apologismos-ergou-pde-kentrikis-makedonias/>. (in Greek).

EOPPEP (2015). Guide to Planning and Developing Learning Outcomes, Athens: National Organisation for the Certification of Qualifications and Vocational Guidance. (in Greek).



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- University of Lisbon
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- University of Genoa
- University of Urbino
- Codici Cooperativa Sociale
- University of Plovdiv
- Aristotle University of Thessaloniki

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