# Greece

| # | Type of data / information | Narrative / trend / data  | Data sources used by GHK |
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| 1 | Total population | 10,787,690 | National census data[[1]](#footnote-1)  |
| 2 | Population in compulsory education | ISCED 1 – 637, 020 (2011) (compulsory)ISCED 2 – 334, 691 (2011) (compulsory)ISCED 3 – 362, 337 (2011) (not compulsory)Compulsory education 5\*-15 (\*ISCED 0) | Eurostat[[2]](#footnote-2)  |
| 3 | Official state language/s | Greek |  |
| 4 | Recognised minority languages and other foreign languages | **Recognised minority languages**: Turkish[[3]](#footnote-3)**Other languages**: Arvanitika (Albanian dialect), Romani, Aromanian (Vlach),Slav-Macedonian, Pomak (Bulgarian dialect), Armenian.**Foreign Languages spoken most widely**: English (48%), German (9%), French (8%)[[4]](#footnote-4) and Spanish. Turkish was introduced recently. Second foreign language in Primary Education (French or German). | National data |
| 5 | Learners in compulsory education with a different first language (minority or foreign) than the language of instruction | 3.9% (any other language) (2005/06) | EAC fiche (% aged 15)Data by OECD, PISA 2006 database, in: Eurydice, Key data on teaching languages at School in Europe; 2008, p. 20 |
| 6 | % of 15 year olds attaining level of independent user in first foreign language[[5]](#footnote-5)*EU: 42%, Benchmark 2020: 50%* | 48% (2011) | European Survey on Language Competences (ESLC) |
| 7 | % of pupils in lower secondary education studying at least two foreign languages*EU: 61%, Benchmark 2020: 75%* | 97.2% (2010) | Key Data on Teaching Languages at School in Europe, 2012 (p. 68) – for actuals see Eurostat UOE[[6]](#footnote-6) |
| 8 | Average number of foreign languages learned per pupil at ISCED 2 | No data | Eurostat[[7]](#footnote-7) |
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| 9 | Existence of policies, strategies or action plans to improve availability, quality and efficiency in foreign language learning (addressing national challenges)Key issues: * increasing quantity
* earlier start
* improving competences

(for further issues on quality and methodology, please refer to last section) | The ‘New School’ reform introduced in 2009 aimed to improve compulsory education and basic skills. Under this initiative, there were 20 broad objectives - one of which is placing more emphasis on foreign languages. In primary schools, English was introduced as a compulsory foreign language to 8 year olds during the 2005/06 academic year. Although second foreign languages are not compulsory at primary school level, one pilot project introduced French or German in the top two grades of primary education. This pilot was extended to 3,650 schools the following year. In secondary schools, the reformed curriculum, designed by the Pedagogical Institute, was implemented in 2003. It specifically was designed to meet the needs of teaching the following foreign languages: English, French and German. Its philosophy was based on theprinciples of the CEFR. | Rethinking Education: Country Analysis Key Data on Teaching Languages at School in Europe, 2012 (p. 36)Language Rich EuropeEAC 2007 The diversity of language teaching in the EU |
| 10 | Key achievements of policies, strategies and action plans over the last five years |  | Eurydice; national reviews and analysis including secondary analysis of the European Survey on Language CompetencesLanguage and language education policies, (2007) Council of Europe |
| 11 | National guidelines for foreign language teaching curriculum, minimum attainment of competence at the end of each ISCED level, learning outcomes.  | Content and any links to CEFR and EQF levels for:* ISCED 1 – no data
* ISCED 2 – no data
* ISCED 3 (general and VET) – no data
 | EACEA/Eurydice (2012). Key Data on Teaching Languages at School in Europe 2012, pp. 130-131. Also check country specific notes p. 132 |
| 12 | National requirements for external assessment of attainment in foreign language learning | * ISCED 1 – no national external assessments. Instead, assessment is undertaken by the class teacher. There is no mention of foreign language assessments at this stage.
* ISCED 2 – No mention of national external examinations related to foreign languages. Lower secondary school graduates are awarded the Leaving Certificate (Apolytirio), issued by the school the pupil graduated from.
* ISCED 3 (general and VET) – General and Vocational: In the beginning of the school year and within the first two weeks, compulsory diagnostic tests are conducted in grade A' of Upper Secondary Vocational Schools in Modern Geek Language and Literature, Algebra, Geometry, Physics, Chemistry and Foreign Languages.
* VET
* HE
 | Eurydice(Assessment in Primary, General Lower Secondary Education, Upper Secondary Education, VET and HE) |
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| 13 | Recommended minimum annual teaching time for foreign languages as compulsory subjects in full-time compulsory education (ministerial direction or inspection guidance) | At each grade 1-10

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2010/11 |  |  | 79 | 79 | 131 | 131 | 113 | 90 | 90 |  |

Average number of hours at ISCED levels:ISCED 1: 105 (Grades 1-6, ages 6-11)ISCED 2: 98 (Grades 7-10, ages 12-15)ISCED 3: not compulsory (Grades 11-13, ages 16-18) | Key Data on Teaching Languages at School in Europe, 2012, p.112  |
| 14 | School autonomy in deciding amount of hours in foreign language learning | * No
 | Key Data on Teaching Languages at School in Europe, 2012 |
| 15 | Ages for the **first** foreign language as a compulsory subject  | * Start age – 8 (Grade 3)
* Duration (years) - 10
* Changes – Previously the age of learning one compulsory language was 10 before it was lowered to 8.
 | Key Data on Teaching Languages at School in Europe, 2012, pp. 28-31 |
| 16 | Ages for the **second** foreign language as a compulsory subject | * Start age – 10 (Grade 5)
* Duration (years) - 5
* Changes – The age of learning a second foreign language as a compulsory subject used to be 12 years old.
 | Key Data on Teaching Languages at School in Europe, 2012 |
| 17 | Ages for the **third** foreign language as a compulsory subject | * Start age – not compulsory
* Duration (years)
* Changes
 | Key Data on Teaching Languages at School in Europe, 2012 |
| 18 | Where not compulsory, age at which foreign language can be chosen  | * Start age
* Duration (years)
* Changes
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| 19 | Foreign languages specified by central education authorities (full-time compulsory education) to be taught (single language or options) | English is a mandatory foreign language which has been specified by the central education authority. This is followed by French and German at ISCED 1-3 | Key Data on Teaching Languages at School in Europe, 2012, pp 45-48 |
| 20 | Entitlement to learning two foreign languages in the curriculum but outside compulsory foreign language learning  | Spanish and Italian (ISCED 2-3) | Key Data on Teaching Languages at School in Europe, 2012, p. 32p.35, P.48 |
| 21 | Foreign language requirements for entry to HE |  |  |
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| 22 | % of total time in curriculum (all foreign languages)*EU: generally less than 10%* | * ISCED 1 – 7.3%
* ISCED 2 – 10%
* ISCED 3 - no data
 | Key Data on Teaching Languages at School in Europe, 2012, pp 121-122 |
| 23 | Description of policies or practices to increase the number of hours devoted to the teaching of foreign languages | In Greece, when students study two foreign languages as compulsory subjects, the taught time for foreign languages increases so that 90 hours are allocated to each.  | Key Data on Teaching Languages at School in Europe, 2012, pp113- |
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| 24 | % of students learning 0 foreign languages  | * ISCED 1 - 3.8% (2010)
* ISCED 2 – 0.1% (2010)
* ISCED 3 (prevocational and vocational) – gen 1.0% (2010); pre-voc/voc 33.9% (2010)
 | Eurostat[[8]](#footnote-8) |
| 25 | % of students learning 1 foreign language | * ISCED 1 – 49.6% (2010)
* ISCED 2 – 2.7% (2010)
* ISCED 3 (prevocational and vocational) – gen 93.3% (2010), pre-voc/voc – 66.1% (2010)
 | Eurostat[[9]](#footnote-9) |
| 26 | % of students learning 2 or more foreign languages | * ISCED 1 – 46.7% (2010)
* ISCED 2 – 2.7% (2010)
* ISCED 3 (prevocational and vocational) – gen – 5.7%; pre-voc/voc – 0% (2010)
 | Eurostat[[10]](#footnote-10) |
| 27 | Description of differences in numbers of languages learned in upper secondary general and upper secondary VET | The average number of languages learned in upper secondary general is 1 and in upper secondary VET is 0.7. | EACEA/Eurydice (2012). Key Data on Teaching Languages at School in Europe 2012, p.65 and 63/71 |
|  |
| 28 | % of students reaching A2 level orhigher in the second foreign language at the end of lower secondary education *EU average: 42%* | Reading – 21%Listening – 23%Writing – 27% | European Survey on Language Competences (ESLC) |
| 29 | National attainment data at all levels (achievements in tests or exams) in foreign languages | Data (age, language)* ISCED 1
* ISCED 2
* ISCED 3 (general and VET)
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| 30 | Description of policies and practices around increased opportunities for children and young people to improve foreign language skills outside compulsory education (including non-formal and informal learning) |  | European Survey on Language Competences (ESLC) |
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| 31 | Description of policies and practices to combine the teaching of languages with the teaching of other subjects (CLIL) | In 2006/07 a pilot project (funded by educational authorities) was introduced in Greece to introduce CLIL provision in general and vocational secondary schools, where Information and communication technology (ICT) will be taught in English. | Eurydice 2006, Content and LanguageIntegrated Learning (CLIL)at School in EuropeLocal projects (European language policy and CLIL report) |
| 32 | Description of policies and practices to link the learning of languages to the learning of other transversal skills |  | Rethinking EducationAssessment of Key Competences in initial education and training: Policy Guidance |
| 33 | Description of policies and practices around increased opportunities for the development of ICT language learning resources | In 2010/11, the percentage of students who said that ICT is regularly used during their language lessons:Internet – 19.7%Computer Programme – 19.1%Language laboratory – 15.6%  | Key Data on Teaching Languages at School in Europe, 2012 p.107 |
| 34 | Description of policies and practices in Initial Teacher Education to increase their foreign language teaching competence and the number of available teachers |  | Key Data on Teaching Languages at School in Europe, 2012 p90-91, 69Key Data on Teachers and School Leaders in Europe, Eurydice 2013 |
| 35 | Description of policies and practices in Continuing Professional Development of teachers to increase their foreign language teaching competence and the number of available teachers | In Greece, teachers in primary and secondary education have the right to take educational leave for one year. The leave can be extended if the teacher has been awarded a scholarship from the National Scholarships Foundation. This educational leave could be used for postgraduate studies abroad. | Key Data on Teaching Languages at School in Europe, 2012, p. 99-101Key Data on Teachers and School Leaders in Europe, Eurydice 2013, p 66-67 |
| 36 | Entry requirements to Initial Teacher Training for teachers of foreign languages  | Since 2003, recruitment for foreign language teachers for both primary and secondary levels has been based on a competitive examination. Prior to this recruitment was based on a waiting list. The examination is made up of three parts: * An assessment of the specific knowledge for the relevant field or speciality, aptitude for teaching and mastery of the necessary teaching techniques;
* A merit-based selection phase assessing the suitability of candidates (educational background and previous teaching experience); and,
* A probationary period, where the candidate would demonstrate their teaching.
 | Rethinking Education: Country Analysis Key Data on Teaching Languages at School in Europe, 2012Key Data on Teachers and School Leaders in Europe, Eurydice 2013 |
| 37 | Description of policies and practices to reduce any gender or socio-economic differences in foreign language competence |  | Eurydice, Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe |
| 38 | Description of policies and practices to increase access to language learning in ISCED 4,5,6  | There is a great deal of foreign language teaching and learning (and certification) taking place outside the formal education system, such as in private language schools. Outside general education, the State Certificate of Language Competence validates the skills of Greek natives in modern languages and the skills of foreign nationals in the Greek language. It is aligned to the six levels proposed in the European Language Passport.Other practices include EPAL (Epangelmatiko Lykeio**),** which is classified as secondary non-compulsory education and offers both day and evening classes. Foreign languages are taught as part of the EPAL curricula. The Greek lifelong learning strategy aims to improve the learning of foreign languages. Foreign languages, such as English, French, German and Italian are also offered in IVET. The IVET is targeted at adults aged 18+ who do not wish to continue their studies in Higher Education (AEI and ATEI), but they need to obtain their IVET to enter the labour market as skilled technicians. | Cedefop 2011, VET in Europe Country reports Language Rich Europe Trends in Policies and Practices for Multilingualism in Europe |

1. Census 2011: http://www.tovima.gr/files/1/2011/07/22/apografh22.pdf [↑](#footnote-ref-1)
2. <http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database> Education and training / Education / Enrolments, graduates, entrants, personnel and language learning - absolute numbers / Students by ISCED level, age and sex (educ\_enrl1tl) [↑](#footnote-ref-2)
3. Law on Minority Schools of the Muslim Minority in Western Thrace, regarding the Turkish language (Law 694 of 1977), at: http://www.regione.taa.it/biblioteca/minoranze/grecia2.pdf [↑](#footnote-ref-3)
4. Source: Special Eurobarometer 243, 'Europeans and their Languages', February 2006. Please note that these figures are based on self-evaluation by respondents. [↑](#footnote-ref-4)
5. Levels B1 and B2 of the Council of Europe’s Common European Framework of Reference for Languages (CEFR). [↑](#footnote-ref-5)
6. <http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database> Education and training / Education / Education indicators - non-finance (educ\_indic) / Language learning (educ\_ilang). [↑](#footnote-ref-6)
7. <http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database> Education and training / Education / Thematic indicators - Progress towards the Lisbon objectives in education and training (educ\_them\_ind) / Foreign language learning (educ\_thfrlan) [↑](#footnote-ref-7)
8. <http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database> Education and training / Education / Education indicators - non-finance (educ\_indic) / Language learning (educ\_ilang). [↑](#footnote-ref-8)
9. Ibid. [↑](#footnote-ref-9)
10. Ibid. [↑](#footnote-ref-10)