

GREECE

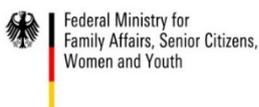
Key Contextual Data

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Sources are outlined at the end of each section. Full details of all sources are to be found in the references section at the end of the key contextual data profile. Individual statistical data used in tables are indicated by an asterisk*, both in the table and in the sources.

Early childhood education and care (ECEC)

ECEC system type and auspices

Early childhood education and care in Greece is organised as a split-sector system with partly parallel responsibilities for children aged 4-6 years. Both public and private **kindergartens** (*nipiagogeia*) for 4- to 6-year old children are part of the education sector and come under the auspices of the Ministry of Education, Research and Religious Affairs (*Ypourgeío Paideías, Érevnas kai Thriskevμάτων, MERR*). The public and private **day nurseries** for 0- to 3-year olds (*vrefiki stathmi*) and **childcare centres** either for children aged 3 months to 6 years (*vrefonipiaki stathmi*) or for 2½- to 6-year olds (*paidiki stathmi*), formerly under the Ministry of Health, Welfare and Social Affairs, now fall under the management of local government authorities. The Ministry of the Interior (*Ypourgeío Esoterikón kai Dioikitikís Anasynkrótisis*) is responsible for issuing framework regulations for public childcare provision and the Ministry of Labour and Social Security (*Ypourgeío Apaschólisis*) for private provision.

Sources: CARE 2015.
EFA 2015.
Eurydice 2015.

General objectives and legislative framework

The overall aim of **kindergartens** is to provide a balanced approach towards children's intellectual, psychological and physical development independent of their family origin or gender. Important principles are freedom of religion, respect for different cultures, living together peacefully and protection of the environment. Whereas the main goals of the kindergartens are to support the children in developing their physical, emotional, cognitive and social abilities, to prepare them for school and to support parents, the emphasis in **nursery settings** is more on providing a safe environment for children, aiming to offer evidence-based practices supporting children's holistic development, equality of opportunities, raising the awareness of parents for psychological and pedagogical issues, easing the transition from home to ECEC centre and offering daily nutrition and care.

Framework legislation* and law issued in 1985 regulate the licensing of **kindergartens** and the organisation of the professional education/training of ECEC staff. Private settings are required to follow the same framework as public settings**.

Both **nurseries** and **childcare centres** for children up to age 5 have to adhere to the standard regulations of the relevant ministries*** which set out the minimum requirements for provision. The local authorities and service providers are responsible for ensuring compliance.

Sources: EFA 2015.
Eurydice 2015.
*Law 1566/1985.
**Law 468/1977.
***Law 2289/2001, Ministerial Decree 16065/2002.

ECEC entitlement and compulsory enrolment age

Up to the age of 5, enrolment in ECEC settings is voluntary. Since 2007/2008, attendance is compulsory for 5- to 6-year olds in the year preceding primary education.

Statutory schooling begins at age 6.

Source: Eurydice 2015.

Main types of provision

Kindergarten (*Nipiagogeio*): both public and privately-run kindergarten settings comprise two age groups: (1) children who have turned 4 by 31st December in the year of their enrolment and whose attendance is voluntary; (2) children who are already 5 years old by 31st December and whose attendance is compulsory. 5-year olds are given priority of admission if there are fewer places than children, and since the provision of sufficient places for this age group remains a problem, under 5-year olds tend not to be admitted.

Kindergarten settings are open all the year round. However, the educational programme runs only between 11th September and 15th June (the minimum requirement is 170-172 days per year). Standard settings are usually open for 24 hours per week on a half-day (4 hours) basis, whereas full-day kindergartens are open for nearly double that time.

Since 2016/2017, the opening hours are regulated by law (Government Gazette 2670/2/26.8.2016). For half-day settings the required times are 8:30 to 13:00 (with potential extension in full-time settings up to 16:00) or between 14:00 and 18:00. A kindergarten may open at 7:00 if more than five children attending the full-time programme are in need of this provision. Children who live more than 1.2 km away from the kindergarten are transported free of charge.

In 2013, there were nearly 6.000 kindergartens in Greece (see *Table 1*). 2.4% of these were segregated kindergartens for children with special educational needs and disabilities.

Table 1

Greece: Number of kindergarten settings, 2013/14*

Kindergarten type	Total
Half-day kindergartens	2.313
Full-day kindergartens	3.136
Special needs kindergartens for children with disabilities	131
Full-day special needs kindergartens for children with disabilities	14
Full-day model kindergartens for children with disabilities	4
European kindergarten	1
Private kindergartens	386
Total (ISCED 0)	5.985

The Hellenic Statistical Authority (2016)** reports slightly different data for the same year. The total number of kindergartens registered is 5,606, serving 160,994 children. Most are public kindergartens. Only 445 (7.9%), serving 9,975 children (6.3%) are privately run.

Day nurseries (*Vrefonipiakoi Stathmoi*) are for children aged between 6 months and 5 years, although in some private settings babies are admitted as young as 40 days old.

Childcare centres (*Paidikoi Stathmoi*) admit children aged 2½ up to 5 years. There are also special needs settings that cater for children in this age group.

The annual opening times for both nurseries and childcare centres are 1st September till 31st July, i.e. the settings are closed during August only. They are also closed for Christmas, Easter and on

official public holidays. During the winter the usual opening time is 7:00, in the summer 6:45. In general, they close at 16:00, but opening hours can be adapted to the needs of the parents. Children of employed parents, single parents or from a socially disadvantaged background are given priority of admission.

Sources: Doliopoulou, E. 2017.
 *Eurydice 2015.
 Government Gazette 2670/2/26.8.2016.
 **Hellenic Statistical Authority 2016.

Provider structures

Most **kindergarten** settings in Greece are public. In 2013, only 5% were privately operated. Accordingly, only 7% of children aged 4-6 years were attending private kindergartens. Both **day nurseries** and **childcare centres** can be provided by municipalities or private agencies, or in partnership. The educational workforce of public kindergartens accounts for 89.5% of all kindergartens nationwide.

Source: CARE 2015.

Participation rates in regulated provision

According to Eurostat data (2017), a large proportion of under-3-year olds (89%) in 2015 were not attending a centre-based setting, dropping by only 3% since 2005. By way of contrast, over the last ten years or so, two thirds of children between 3 years and compulsory school starting age were enrolled in centre-based provision.

Table 2

Greece: Participation rates in ECEC centre-based settings according to age and duration of attendance, 2005-2015*

Year	Weekly attendance rate	Under 3-year olds, in %	3 years to statutory school age, in %
2005	1 to 29 hours	3	27
	Over 30 hours	4	34
	No attendance	92	38
2010	1 to 29 hours	3	46
	Over 30 hours	5	23
	No attendance	92	31
2015	1 to 29 hours	4.9	41.1
	Over 30 hours	6.5	26.0
	No attendance	88.6	32.9

Slight deviations from 100% due to roundings.

Source: *Eurostat 2017e.

Financing and costs for parents

In 2012, 1.6% of GDP expenditure was on children and families. For children the situation has deteriorated due to the recession: In 2014, 11.3% of children under 17 years were living in workless households - nearly double the number compared with 2010. Various government programmes aim to make childcare facilities more affordable, particularly for families with few financial resources. In 2013/14, the number of subsidised places in childcare facilities was increased to 10,000 in order to meet demand. It is planned to continue this measure during the coming years.

In 2014, fees* for attendance in public day nurseries and childcare centres varied between 50€ and 120€ per month, including meals. The rates for private facilities were much higher, ranging from 208€ to 669€¹. If agreed with the municipality, rates can be adapted to the financial situation of the family. Kindergarten for 4-to 6-year olds is free of charge.

Sources: EPIC 2016.
*European Commission, EACEA, and Eurydice 2015.

Staff-child ratios

Kindergartens: Kindergarten settings where only one qualified member of staff is working generally have between 7 and 25 children on roll, the minimum required number being 5. With two qualified members of staff, the overall intake ranges between 26 and 50, the required minimum being 10. One qualified member of staff is at most responsible for 25 children* (Law 1507/2006 V.1). There are usually two qualified members of staff in full-day settings. Following the 2014 Ministerial Decision (72624/D4)*** kindergarten settings with three or four qualified members of staff were set up. The number of children per qualified member of staff is regulated by law, with a minimum of 14 children and a maximum of 25 children. In rural areas the minimum can be reduced to five.

Day nurseries are organised in two groups: (1) from 6 months to 1½ years and (2) from 1½ to 2½ years. Groups comprise 12 children and two qualified members of staff and one assistant. In **Childcare centres** children between 2½ and 3½ years comprise one group and those between 3½ and 4½ another. In some cases, 4½-year olds to 6-year olds are placed in one group together. The maximum number of children in a group is 25, with one qualified member of staff and one assistant**.

Sources: CARE 2015.
Doliopoulou, E. 2017.
Eurydice 2015.
***Government Gazette 2014.
*Law 1507/2006 V.1.
**Law 1519/B/2002.

¹ The amounts in Euro refer to the artificial common reference currency unit PPS (Purchase Power Standard) used in the European Union to express the volume of economic aggregates for the purpose of cross national comparisons. (European Commission, EACEA, Eurydice and Eurostat 2014, p 156)

Curricular Frameworks

The Institute for Educational Policy (*Instituto Ekpaideutikäs Politikäs, IEP*), formerly the Pedagogical Institute, compiled a curricular framework for **kindergartens**. This was revised in 2013 following a ministerial decree (21072b/Γ2/28-2-2003). Key pedagogical principles are:

- early childhood education is foundational for children's development and their attitude towards learning;
- personal development is a fundamental aim;
- knowledge develops through interaction with the environment;
- for development and learning in the kindergarten, play is the dominant activity;
- collaboration with families and the community is important for the facilitation of development;
- every child is unique and all children have the right to education which takes into account their personality, language skills, social and cultural identity and their needs;
- children are naturally curious; the aim is to utilise this curiosity for exploration and learning activities;
- children have different ways of learning and express their knowledge in different ways;
- qualified staff organise the learning environment and plan the learning process by offering a balance between child-initiated and adult-led activities and by considering the children's needs;
- systematic monitoring is used to assess children's needs, interests and learning progress.

The development of communication skills, social skills, creative and critical thinking, personal identity, autonomy and a sense for citizenship is a central goal. The programmes constructed and used by the kindergarten are based on topics to spark children's interests. An interdisciplinary and holistic approach and the importance of supporting children in developing their own problem-solving strategies are also emphasised. The following areas of learning are outlined in detail: Personal and Social Development; Natural Sciences; Information and Communication Technologies; Environment and Education for Sustainable Development; Language; Physical Education; Arts; and Mathematics. The curricular framework is compulsory for half- and full-day kindergartens in general, not only for 5-year olds.

For **day nurseries** and **childcare centres** there is no nationally valid curricular framework. The programme of the setting is adapted to the standard regulatory framework and includes free play activities, group activities and rest periods. In a secure and safe environment children should be given the chance to develop their social, emotional, cognitive and physical abilities. Further objectives include reducing inequalities between children, alerting parents towards topics of pedagogical and psychological importance, and building a foundation for a smooth transition to compulsory primary school. Settings offer daily meals and mostly free transportation to the setting.

Sources: CARE 2015.
Doliopoulou, E. 2017.
EFA 2015.
Eurydice 2015.
Ministerial Decision No. 21072b/Γ2/28-2-2003.

Inclusion agenda

Children with special educational needs and disabilities

Guidelines for the organisation of education and care of children with special needs are included in a statutory framework*. The state is obliged to offer appropriate educational support at all levels of the education system. Assistance is provided by regional Centres for Diagnosis,

Differential Diagnosis and Support (*Kentra Diaforodiagnosis, Diagnosis kai Ypostirixis Eidikon Ekpaideftikon Anagkon, KEDDY*), who advise on suitable settings and support strategies for the child. As for mainstream kindergartens, the Institute for Education Policy is also responsible for the development of a curricular framework in settings for children with special educational needs. Besides a core curriculum there are programmes tailored to certain needs/disabilities. KEDDY develops an individual plan in which parents can participate if they so wish. The overall objective is to integrate children with special needs in regular facilities. In 2015, a “National Strategy for Inclusion” was presented to the EU Commission in order to fight poverty, exclusion and discrimination, with children as the main target.

Children with a background of migration

In 2016, 7.4% of the population were of non-Greek origin; for children under 5 years of age the proportion is more than double (16.9%). Approximately three quarters (74.1%) of the foreign-born population are from states outside the EU28; for children under 5 years of age the relevant proportion was 83.1%**.

In 2016, 170,586 refugees and asylum seekers came to Greece, 37% of them children***, and approximately 10% of these are unaccompanied minors. In order to offer them security, food, housing and stability and also the opportunity for education, reception groups are planned for children staying in Greece so they can learn the language and then attend regular settings. Because of staff shortages and a non-existent infrastructure this plan will be one of the biggest challenges in the coming years****.

Sources: ****Doliopoulou, E. 2017.
EPIC 2016.
***European Commission 2017.
**Eurostat 2017f.
Eurydice 2015.
*Law 3699/2008; additions: 4115/2013 and 4186/2013
UNICEF 2016a, 2016b.

Monitoring – Evaluation – Research

The evaluation of the work in kindergartens (and schools) is regulated by law*. An independent agency “Quality assurance in primary and secondary schools” (*Archä Diasphalisās tās Poiotātas stān Protobathmiakai Deuterobathmia Ekpaideusā, ADIPPDE*) set up by the Ministry for Education, Research and Religious Affairs in 2013, has been assigned the following tasks: observation and evaluation of the implementation of curricular frameworks; evaluation of the quality of work in kindergarten settings and schools; supervision of the assessment of qualified staff; and a meta-evaluation of quality assurance measures. *ADIPPDE* defines criteria and indicators for evaluation. In collaboration with the Ministry for Education it develops an integrated information system and a database for educational evaluation. Additionally, it offers services to the settings and their managers, supporting self-evaluation. In parallel, it is involved in research and cooperation with international networks.

At the regional level the departments of education are responsible for the evaluation of education. For every department of education the *ADIPPDE* appoints an evaluation committee of five members. On the basis of specified criteria a report is compiled consisting of an analysis of documents and visits to the settings, which is then handed to the directorate of the *ADIPPDE*, who evaluate the reports. Both the reports and decisions are published on the website of the *ADIPPDE*. Since 2013/2014, a yearly self-evaluation at all levels of education is compulsory by law**. This ministerial decision contains detailed notes on self-evaluation, support structures and the meta-evaluation of self-evaluation processes. Self-evaluation, including curriculum implementation, is

conducted annually by the settings. The objectives are to assess the educational programme, to make suggestions for improvement and to observe the implementation and the following outcomes. The 15 quality indicators include items on the building, staffing, financial resources, management, implementation of the curricular framework, and also on assessing the individual, social and skills-based achievements of the children.

The Evaluation of Education Institute (*Ā Axiologāsā tu Ekpaideutiku Ergu, AEE*), which is a background institute supporting the work of the Ministry of Education, offers support in the follow-up process of self-evaluation. The information network of the AEE approves the compilation of report data at the national, regional and local levels. Furthermore, it directly informs the Ministry of Education of further strategies for quality improvement. Regional education groups conduct a meta-evaluation every four years and the assessment is passed on to the Ministry of Education.

Child-related assessment in kindergarten is implemented within the daily schedule. The qualified staff determines at the beginning the knowledge and experience which are expected of each child, and tries to tailor learning processes accordingly. At the end of the year the progress of each child is considered and compared with the setting's learning goals. Child portfolios are also included in the assessment. On the basis of their assessment the qualified staff advise parents about how to support the child's development at home. Children under 4 years are not formally assessed, but parents are informed on a monthly basis about their child's progress.

Sources: Eurydice. 2015, 2016.
*Law 4142/2013.
**Ministerial Decision 30972/C1/5-3-2013.

Parental leave arrangements

Compulsory **maternity leave** (*Adeia Mätrotätas*) in the **private sector** is granted for 17 weeks. It is fully paid and eight weeks have to be taken before birth and nine weeks after birth. Eligibility depends on the applicant being employed for at least 200 days over the past two years. Afterwards a special Maternity leave can be taken (*Eidikā Adeia gia tñn Prostasia tās Mätrotätas*) for six months and paid according to the daily minimum wage, incorporating social insurance. Parents who are not able to reduce their working hours after maternity leave can make use of this. In the **public sector**, compulsory maternity leave is fully paid for five months, two months before birth and three months after birth. Since 2012, self-employed mothers are paid monthly 200€ for four months.

Fathers both in the private and public sector are granted two days of paid **paternity leave** (*Adeia Gennāsās Teknu*) at the time of birth.

Parental leave (*Gonikā Adeia Anatrophās*) (unpaid) is possible in the private sector for four months for each parent and may be taken up to the child's 6th birthday, either all at once or in separate periods. In the public sector, up to five years of unpaid parental leave can be taken until the child turns six years. Parents working for the same private employer cannot take their leave at the same time. In the public sector no such legislation exists. Additionally, each parent is entitled to reduce their working hours with a full salary for 30 months after maternity leave and in the private sector parents may work one hour per day less. In the public sector it is also possible, instead of reducing the weekly working hours, to take nine months fully paid time for care after the period of maternity leave.

There are no statistical data about the parental leave claims. However, drawing on statistical data for employment, it can be concluded that only a few women (0.6% in 2013, no data available for 2014 to 2016) and even fewer men claim unpaid parental leave. 2.2% of mothers and 0.08% of fathers took the paid parental leave.

In 2013, a subsistence allowance for one child (40€ monthly) was introduced to support low-income families. Families with more than three children additionally receive 500€ per child per year until the child is 18 or up to 24 if the child is in education.

Source: EPIC 2016.
Kazassi, E.H. and M. Karamessini 2017.
World Bank 2016.

Historical highlights and shifts

1830	Establishment of the first private school which included a kindergarten in Syros by a German named Hildner (ages 2-6 years).
1831	Establishment of another private school which included a kindergarten in Athens (ages 2-8 years) by an American named Hill and his wife. It is still operating
1836	Establishment of another well-known private school (Filekpedeftiki Eteria) which included a kindergarten in Athens for children 3-6 years old. It is still operating
1837	Establishment of the first training school for teachers with a major in preschool teaching in Syros by Hildner
1853	Same institution as the above was established in Athens by Hill and in Filekpedeftiki Eteria
1895	Statutory definition of kindergarten and preschool education
1896	First official program of lessons for kindergartens introduced
1897	Establishment of first kindergarten by E. Laskaridou in Athens. Also establishment of the first kindergarten teachers' training school in Athens by E. Laskaridou
1901	Establishment of the first child care centre in Athens
1926	Opening of first public day nursery
1929	Kindergartens come under the responsibility of the Ministry of Education
1956-60	Establishment of kindergarten training departments in the pedagogical academies
1962	First official curriculum for kindergartens introduced
1966	Foundation and four-year function of one-year Kindergarten Schools in Pedagogical Academies
1971-74	Establishment of three other Kindergarten Training schools, besides the one in Athens, in Thessaloniki, Karditsa and Hania with two-year programs
1980	New Official curriculum for kindergartens
1982	Abolition of Kindergarten Schools and foundation of Early Childhood Education Departments in the Universities
1985	Independent function of kindergartens or child care centers. Foundation of experimental kindergartens in the Universities. Gradual and in certain areas mandatory kindergarten attendance. Introductory, annual and periodical CPD of kindergarten teachers at the Pedagogical Institute, the Regional Training Centers and the experimental kindergartens.
1989	New official curriculum for kindergartens
1997	Official mandate of all-day kindergartens issued
1998	Organisation and mandate of regular kindergartens
2002	New official curriculum for kindergartens. Standard operating rules for municipal and community legal entities of public day nurseries and child care centers
2006	Kindergarten attendance in the year before compulsory schooling becomes obligatory
2011	New official curriculum for kindergartens
2013	New evaluation system for pedagogical staff (not applied yet)
2016	Curriculum of uniform format for all-day kindergarten introduced
2017	Organisation and official mandate of kindergartens and primary schools (Ministerial Decision 79)

Sources: Doliopoulou 2000, 2017.
Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010.

Current challenges for the system of Early Childhood Education and Care in Greece

Country expert assessment by Elsie Doliopoulou

Addressing childhood poverty issues

As is known, Greece is undergoing one of the deepest recessions in the industrialised world. In 2014, according to Eurostat's definition¹, 36% of the total population in Greece were at risk of poverty and social exclusion (Balourdos 2013), the third highest percentage among the EU28 (Eurostat 2014). According to the Hellenic Statistical Authority (2014), 40% of the poor in Greece lack even basic food products. In terms of childhood poverty, Eurostat data position Greece at the 5th highest level in the EU28 for children under age 6 (Eurostat 2014), whereas a UNICEF report notes that the level of severe material deprivation for families with children increased in 2015 for all types of families (26.8%), reaching 36.6% for single parent families and 31.3% for families with many children (UNICEF, 2016a). In fact, poverty among children coming from families with a low education level approached 60%, while social benefits which help in mitigating poverty in our country are almost non-existent (UNICEF 2016b; 2016c).

The effects of the crisis, such as the unemployment of parents, the reduction in family income and the increasing number of homeless have a significant impact on the physical and mental condition of the children. The family environment may no longer offer security to children who, at an age when their perceptions of the world are being formed, feel insecure and exposed to a variety of external dangers. They may be faced with malnutrition, receive limited medical and mental care, lack clothing and school items and in some cases end up victims of child labour (Carlsson-Paige and Levin 2009; Duffield and Lovell 2008; Patel 2009).

Furthermore, many children of families who are affected by the crisis may be obliged to move to smaller homes or even to child protection institutions or respective religious organisations, while some of them may end up homeless.

The differences between children affected by poverty compared to those who are not, with respect to language and behavioural development, begin to appear at the age of 2 years and increase up to the age of 5 years (see, e.g. Aber et al, 1997; Duncan and Brooks-Gunn, 2000; Barajas, Philipson and Brooks-Gunn 2007; Engle and Black 2008; Hilferty, Redmond, and Katz 2010). In general, there is a connection between poverty and young children's all-round development and their psychosomatic and mental health (see, e.g. Horgan 2007; Moore et al. 2009; Duncan and Magnuson 2011; Krashen 2011; Roseberry-McKibbin 2012).

Addressing the increased needs of these children presents a great challenge for early childhood educators in Greece. In this effort, educators, in many cases, request the enlistment of parents, the community or help out with their own out-of-pocket expenses and are role-models for their students as they urge them toward solidarity (e.g. through offering things they do not need to those who do).

Addressing the needs of refugee children and families

The greatest challenge faced by early childhood educators, however, is that of addressing the needs of refugees and migrants. In April 2016, 41% (over 22,000) of the total trapped in Greece (UNICEF 2016d) were children. Of these, approximately 10% are unaccompanied and separated from their families (Children's Advocate 2016; UNICEF 2016d), whose deportation or return is prohibited, resulting in their remaining in Greece permanently (Children's Advocate 2016). According to UNICEF data, children who have spent their entire lives in conflict zones (estimated

to be one in eleven children aged 6 years or younger, worldwide), something which is true of many of the children reaching Greece, are at risk in terms of their brain development, on the one hand and on the other hand, are exposed to deep rooted mental trauma which has significant consequences on their cognitive, social, emotional and physical development (UNICEF 2016e). These children risk their lives in their passage to non-conflict zones (UNICEF 2015) and are often obliged to abandon their home, family, friends, play, security and stability. In general, they lose their right to childhood (UNICEF 2016f) and are exhausted, frightened and vulnerable to physical and mental illnesses (UNICEF 2016c).

In this sense, the greatest challenge over the coming years for ECEC educators in Greece is to offer, on the one hand, extensive social support and on the other hand, a stimulating educational programme. In other words, they will have to contribute, in every possible way, to decreasing and/or solving the multiple problems mentioned above which young children (Greek and foreign) encounter ever more frequently. In addition they will have to support and implement programmes incorporating developmentally appropriate teaching methods and activities based on the individual, age and socioeconomic differences of the specific children, in accordance with current scientific data.

Demographic data

Total population

In 2016, the population in Greece totalled 10,783,748, indicating there has been a slight decrease since 2005 (10,969,912). However, compared with the population in Greece about 20 years ago (1995: 10.535.973) the figures indicate a slight rise.

Children under age 6

In 2016, 2.6% of the total population were children under 3 years and 5.5% under 6 years. This represents a lower proportion of young children than the EU-28 average. About 20 years ago the proportion of young children was significantly higher than the average.

Table 3

Greece: Children under 6 years of age, 2016

Age	Number of children
Under age 1	91,603
1-year olds	91,460
2-year olds	93,427
Under age 3 total	276,490
3-year olds	99,013
4-year olds	104,446
5-year olds	108,836
Under age 6 total	312,295
0- to 6-year olds total	588,785

Table 4

Greece: Children under 6 years of age – share in total population compared with EU average, 1995 to 2015, in %*

Age	1995	Ø EU15 ²	2005	Ø EU25	2015	Ø EU28
Under 3 years	4.1	3.3	2.9	3.1	2.6	3.0
3 to under 6 years	3.0	3.5	2.9	3.1	2.9	3.1
0 to under 6 years	5.9	6.9	5.8	6.2	5.5	6.2

* own calculations, deviations due to roundings

Source: Eurostat 2017a.

Single households with children under age 6

In 2015, the majority of households (83.2%) with children under age 6 in Greece were couple households. Households with single parents accounted for 1.3% of all households. These were almost exclusively single mother households (1.2%).

Table 5

Greece: Households with children under age 6, 2015

Household type	Total households	Total households in per cent*
Households – total	752,400	
Couple households	625,800	83.2
Other types of households	116,500	15.5
Single households, total	10,100	1.3
Single households, women	9,400	1.2
Single households, men	700**	0.1

*Own calculations

Source: Eurostat 2017d.

Employment rates of parents with children under age 6

The labour force participation rates of men and women (15-64 years) in Greece 2015 were 59.3% and 42.5% respectively, whereas in 2005 the respective rates were 73.4% (men) and 46% (women). Comparing the EU average employment rates (87.3) for fathers and those for Greece (85.3) in 2015, the gap was relatively small, whereas for mothers (61.0 % EU average compared with 52.9% in Greece) the gap was more significant.

² The 1995 data are for the EU15 countries at the time (AT, BE, DK, DE, IE, EL, ES, F, FI, IT, LU, NL, PT, SE, UK); the 2005 data (EU25) also include CY, CZ, EE, HU, LV, LT, MT, PL, SI, SK. Data for 2014 include the additional EU28 countries BG, RO und HR.

Table 6

Greece: Employment rates of parents with children under age 6 compared with other EU states, 2005-2015

	Year	Mothers in per cent	Fathers in per cent
Greece	2005	46.7	86.9
	2010	54.6	90.0
	2015	52.9	85.3
European Union	EU15 – 2005	56.2	90.0
	EU27 – 2010	58.2	86.6
	EU28 – 2015	61.0	87.3
Highest rate of employment	2005	Slovenia – 76.8	Cyprus – 95.3
	2010	Slovenia – 76.7	Netherlands – 93.5
	2015	Sweden – 78.9	Malta/Czech Republic - 93.0
Lowest rate of employment	2005	Malta – 29.3	Bulgaria – 72.4
	2010	Hungary – 32.7	Latvia – 74.8
	2015	Hungary- 38.8	Bulgaria - 77.3

Sources: Eurostat 2017b.
Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010.

Children at risk of poverty or social exclusion³

In 2015, 29.7% of children under the age of 6 were at risk of poverty or social exclusion. This was significantly higher than the EU28 average of 24.7%, placing Greece on the 23rd place in the list. Over 35.7% of the total population were at risk of poverty or social exclusion.

Source: Eurostat 2017c.

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