

NOTES

1. It is interesting to note that in 1987, the 110 sections corresponded to a total staff of 1 050 (850 employees and 200 teachers) while in 1995, the 113 sections corresponded to a total staff of 896 (616 employees and 280 teachers). This reverse proportional trend has undoubtedly consequences for efficiency.
2. Conclusions of the Committee on Education (1958) and Laws 3971/1959 and 3973/1959. Among the provisions of these laws, at the post-secondary level, two schools for sub-engineers were also established.
3. The reform agenda was quite comprehensive and extended to technical-vocational and higher education; however, the government headed by George Papandreu was short-lived and only the bill on the reorganization of general education had time to be passed (Karmas *et al.*, 1986, p. 23).
4. Furthermore, women over 50 years of age comprise 56 per cent of the group with less than primary schooling (estimated from ESYE, 1991 Census, unpublished data).
5. See 1980 Background Report published by the Ministry of Education (Table 2.10, p. 53). Those figures refer to the population over 10 years of age, while we focus on the 25 to 64 group; however, the same trends hold with this wider specification. According to the 1991 Census, tertiary graduates are 9 per cent of the total population over 10 years of age, and those who have not completed primary education, 17 per cent of the total.
6. Estimated from ESYE, 1991 Census (Unpublished data: "Economically Active and Inactive by Sex, Age and Area").
7. 58 073 female teachers in non-tertiary formal education, 1989-1990. Figures from Skouras-Varnava (1993, p. 39, and Table 2).
8. Estimated from figures in Rangousis (1994).
9. 42 187 new entrants in 1992 and 149 000 in the 18-year-old age cohort. Figures from Skouras-Varnava (1993, p. 26) and from ESYE, 1991 Census, unpublished data.
10. Figures on total students registered in tertiary education in 1991-92 from the Second Community Support Framework (Ministry of Education, 1994, p. 68) and on 17-21 age cohort size from ESYE, 1991 Census, unpublished data.
11. Institutionalised training is the training in which the norms defining it are subject to consensus on the part of the social partners (in this case consensus imposed by law).

12. There exist also a number of "pupil homes" administered by the Orthodox Church of Greece.
13. Figures on drop-outs from Paleokrassas *et al.* (1994) and on double shifting from the Second Community Support Framework (Ministry of Education, 1994, Table 26).