

# Greece

## Overview of the Vocational Education and Training System

**2007**

eKnowVet – Thematic Overviews

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**Abstract:**

This is an overview of the VET system in Greece. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. Institutional framework - provision of learning opportunities
4. Initial vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Skills and competence development and innovative pedagogy
8. Accumulating, transferring and validating learning
9. Guidance and counselling for learning, career and employment
10. Financing - investment in human resources
11. European and international dimensions, towards an open area of lifelong learning

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: the reference year of this report is, 2006. Later editions can be viewed from December 2008 onwards at: [http://www.trainingvillage.gr/etv/Information\\_resources/NationalVet/](http://www.trainingvillage.gr/etv/Information_resources/NationalVet/) where more detailed thematic information on the VET systems of the EU can be found.

**Keywords:**

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

**Geographic term:**

Greece

## THEMATIC OVERVIEWS



Greece

### 01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

#### 0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Under the Constitution of 1975 (the constitution of 1975 was revised on 12/3/1986 and again on 18/4/2001) Greece is a Parliamentary Presidential Republic. It has been a full member of the European Union since 1981. It is organised into 13 administrative regions, possessing a limited amount of political and economic independence, and 52 prefectures. Administrative responsibilities are spread over four levels of authority – central, regional, prefectural and local. As far as vocational education and training (VET) is concerned, the policy is determined and the courses are approved centrally, mainly by the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) and the Ministry of Employment and Social Protection (*Ypourgeio Apascholisis kai Koinonikis Prostatias, YPAKP*) while the administration and provision of education are under regional and prefectural control.

In Greece there is high youth unemployment rate, especially among tertiary education graduates. In general, although the rates of participation in education are high, the rate of unemployment is also high. Unemployment in Greece is high both for secondary education graduates (9.3%) and tertiary education graduates (7%) compared to the respective rate for the EU25: 4.6%.

Table 1. Rate of Employment (%)

2000	2001	2002	2003	2004
56.5	56.3	57.5	58.7	59.4

Source: Eurostat [http://europa.eu.int/estatref/info/sdds/en/strind/emploi\\_em011.htm](http://europa.eu.int/estatref/info/sdds/en/strind/emploi_em011.htm) cited on 27/03/2007

High development rates of recent years were not followed by respective decrease in employment rates. However, it is estimated that the preservation of high employment rates together with structural changes will contribute to the creation of workplaces.

The linkage between non formal and informal learning and social cohesion and equality lies in the effects that the former is expected to have on the reduction of unemployment rates, and the promotion of employment. More precisely, since social exclusion is closely related to long-term unemployment, active policies for the promotion of employment, such as the establishing of a comprehensive system of Lifelong Learning, are considered to be beneficial for the maintenance of social cohesion.

Moreover, during the last fifteen years there has been a mass migration of foreign labour force into Greece.

The following table presents statistical data of the migration since 1990.

	<b>1990</b>	<b>1995</b>	<b>1998</b>	<b>2005</b>
Number of immigrants	142,367	153,753	164,728	762,191

Source: National Statistics Service of Greece (*Ethniki Statistiki Ypiresia Ellados*), cited on 26/03/2007 at [http://www.statistics.gr/gr\\_tables/S201\\_SPO\\_5\\_TS\\_05\\_50\\_10\\_Y.pdf](http://www.statistics.gr/gr_tables/S201_SPO_5_TS_05_50_10_Y.pdf)

The mobility of the immigrant population constitutes a factor which is expected to substantially affect the learning systems. The core body of the immigrant population can be found in the productive ages, since their participation to the workforce and employment reaches 62.0 %. In their overwhelming majority they are employed in the secondary fragment of the job market. A comprehensive action of the Greek state concerning immigrants is linked to the teaching of both Greek as a foreign language and of Greece's cultural elements.

#### **0102 - POPULATION AND DEMOGRAPHICS**

<b>SURFACE AREA</b>	131 957 Km <sup>2</sup>
<b>POPULATION</b>	11 082 751 <sup>(1)</sup>
<b>POPULATION DENSITY (INHABITANTS/Km<sup>2</sup>)</b>	83.98 inhabitants/Km <sup>2</sup>
<b>IMMIGRANTS IN GREECE</b>	762 191 <sup>(3)</sup>
<b>CRUDE RATE OF INCREASE (PER 1000 INHABITANTS)</b>	2.9 (1)

Sources: National Statistics Service of Greece (*Ethniki Statistiki Ypiresia Ellados*), cited on 26/03/2007 at [http://www.statistics.gr/gr\\_tables/S201\\_SPO\\_5\\_TS\\_05\\_50\\_10\\_Y.pdf](http://www.statistics.gr/gr_tables/S201_SPO_5_TS_05_50_10_Y.pdf)

(1) Statistics in focus (EUROSTAT cited on March 26<sup>th</sup> 2007)

(2) Ministry of Interior, Public Administration and Decentralisation (*Ypourgeio Esoterikon, Dimosias Dioikisis kai Apokentrosis, YPESDDA*)

(3) NSSG National Statistics Service of Greece *Ethniki Statistiki Ypiresia Ellados* –census 2001 (an official census takes place every ten years) cited in *Institouto Ergasias tis Genikis Synomospondias Ergaton Ellados* (Institute of Labour of the Greek General Confederation of Labour, INE-GSEE)

According to the baseline scenario, there is a tendency towards a decrease of the population in the age groups 0-24 and 25-59. At the same time, the number of people above 60 seems to be considerably increasing.

Table 2: Baseline scenario until 2030

<b>AGE GROUP</b>	<b>2010</b>	<b>2020</b>	<b>2030</b>
<b>0-24</b>	2 778 165 (24,7%)	2 633 888 (23,2%)	2 091 825 (19,25%)
<b>25-59</b>	5 730 499 (50,96%)	5 659 933 (49,89%)	5 286 272 (48,66%)
<b>60 +</b>	2 735 454 (24,32%)	3 049 103 (26,88%)	3 484 605 (32,07%)
<b>TOTAL</b>	11 244 118	11 342 924	10 862 702

Source: NSSG National Statistics Service of Greece (*Ethniki Statistiki Ypiresia Ellados*)

In Greece, the effects of demographic factors on the systems of non-formal and informal learning have not yet been a subject of systematic study. Consequently, issues such as policies adaptation and tapping of educational population at different levels and sectors of the education system have not been recorded.

The preference of lower secondary education graduates for the general stream of upper secondary education rather than vocational education and training is obvious. Participation in post secondary vocational education and training is low if it is compared with the number of people receiving tertiary education.

Table 3: Number of attendees at all levels of education for the school year 2004-2005

<b>PRE-PRIMARY , PRIMARY EDUCATION (ISCED 0-1)</b>	791 896
<b>LOWER SECONDARY EDUCATION (ISCED 2)</b>	334 719
<b>UPPER SECONDARY GENERAL EDUCATION (ISCED 3)</b>	243 484

<b>UPPER SECONDARY VOCATIONAL EDUCATION AND TRAINING (ISCED 3)</b>	113 715
<b>POST SECONDARY VOCATIONAL EDUCATION AND TRAINING (ISCED 4)</b>	16 231 (public IEK) 11 499 Fall Semester (private IEK) 10 967 Spring Semester (private IEK)
<b>TERTIARY EDUCATION (ISCED 5-6)</b>	588 860

Source: Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) [www.ypepth.gr](http://www.ypepth.gr) cited in March 2007 and the Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*), Planning and Development Department, Development Unit cited in March 2007.

#### 0103 - ECONOMY AND LABOUR MARKET INDICATORS

The higher unemployment rate (particularly among women and young people) indicates the necessity of vocational education and training of the active population (particularly of the women and the young people) and the development of such an education and training policy in Greece. The Ministry of Employment and Social Protection (*Ypourgeio Apascholis is kai Koinonikis Prostatias, YPAKP*) aims at creating more and high quality workplaces, accessible to all, and together with Ministries, Social Partners, Local Governments and other competent bodies focus on a series of fields including the following:

- Creation of full-time employment conditions
- Reinforcement of women's employment and promotion equal accessibility to it
- Reduction of social exclusion and improvement of social cohesion

<b>RATE OF EMPLOYMENT</b>	60.1%
<b>RATE OF EMPLOYMENT AMONG MEN</b>	74.2%
<b>RATE OF EMPLOYMENT AMONG WOMEN</b>	46.1%
<b>UNEMPLOYED</b>	477,300
<b>RATE OF UNEMPLOYMENT</b>	9.8%

<b>RATE OF UNEMPLOYMENT AMONG MEN</b>	6.1%
<b>RATE OF UNEMPLOYMENT AMONG WOMEN</b>	15.3%
<b>RATE OF UNEMPLOYMENT AMONG YOUNG WOMEN UNDER 25</b>	34.8%
<b>RATE OF UNEMPLOYMENT AMONG YOUNG MEN UNDER 25</b>	18.7%

Source: Statistics in focus (EUROSTAT)

The shifts of the employed persons into the tertiary sector of activity (an economic sector requiring higher levels of training) is due to the education and training policies in Greece, which turn the active population to the economic sector of the services.

Table 2: Breakdown of employment by economic sector of activity

<b>AGRICULTURE</b>	12.4%
<b>INDUSTRY</b>	22.4%
<b>SERVICES</b>	65.2 %

Source: Statistics in focus (EUROSTAT)

Compared to the EU-25 average GDP of public expenditure on education and training, which amounts to 5.2%, Greece still has a long way to go.

Table 3: cost of education and training for 2005

<b>PERCENTAGE (OF GDP) OF PUBLIC EXPENDITURE ON EDUCATION AND TRAINING FOR 2005</b>	3.11%
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Source: ministry of Finance and Economics - General Accounting Office

#### **0104 - EDUCATIONAL ATTAINMENT OF POPULATION**

Table 1: Educational attainment of the population aged 25-64 by ISCED level, % (2005)

<b>LEVEL OF EDUCATION</b>			
	<b>ISCED 0-2</b>	<b>ISCED 3-4</b>	<b>ISCED 5-6</b>
<b>EU-25</b>	30%	46%	23%
<b>GREECE</b>	41%	37%	21%

Source: Eurostat, EU Labour Force Survey; online database, cited on 22/11/2006

The percentage of Greek people who have attended only primary education seems to be considerably higher than the EU-25 average while the percentage of Greeks who have attained ISCED levels 3 and 4 is lower compared to the EU-25 average. As for tertiary education, the Greek percentage is quite close to the EU-25 average.

Actions implemented by the Government aim at increasing participation rates in education and training and to the upgrading of qualifications. Moreover, a series of steps aim at the reduction of dropout rates from secondary education and the increase in participation in tertiary education. There has been an improvement in participation. However, serious qualitative issues have to be resolved. The provision of high quality education and training dictated by the needs of the labour market, are still challenges the Government faces.

Table 2: Percentage of the population aged 18-24 years with only secondary education not in further education and training

<b>YEAR</b>	<b>% OF POPULATION</b>
<b>2000</b>	18.2%
<b>2001</b>	17.3%
<b>2002</b>	16.7%
<b>2003</b>	15.5%
<b>2004</b>	14.9%
<b>2005</b>	13.3%

<b>2006</b>	15.9%
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Source: Eurostat, EU Labour Force Survey; online database, cited on 23/11/2006

From 2000 to 2004, the number of young people aged 18-24 with only lower secondary education and not in education has gradually reduced. The reason is the increase in the number of the holders of certificates of all levels of education. The mobility towards the higher levels of education of more and more people results in the reduction of the percentage of young people aged 18-24 with only lower secondary education. Young people in Greece tend to acquire more qualifications because they hope that this will facilitate their entrance to working life and enable them to get a better salary.

## 02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

### 0201 - OBJECTIVES AND PRIORITIES

#### OBJECTIVES OF VET POLICY

Greece, like all EU member states, considers education and training crucial points and has formed policies in areas such as initial education, training and lifelong learning oriented to include similar policies that are founded in the EU. In this framework, the Ministry of Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) sets the following goals, which appear in “the Country Background Report – OECD, The Role of National Qualification Systems in Promoting Lifelong Learning – GREECE”, 2003, in order to implement the national policy of lifelong learning:

- Modernisation of education and initial vocational training systems,
- linkage of the formal and non-formal education and training systems to the needs of the labour market,
- enhancing human personality and developing broader social and cultural skills through lifelong learning,
- accreditation of training provided and vocational qualifications acquired,
- combating school failure and high drop-out rates,
- further training of instructors on new technologies in education,
- viable postgraduate courses in learning areas evidently connected to the needs of the labour market,
- improvement and modernisation of school and education infrastructure, and
- extension of the use of new information and communication technologies to all levels of the education system, systematic intervention for raising social awareness of environmental and cultural issues, combating social exclusion.

#### NEW TRENDS/PRIORITIES

Recent educational policies take into consideration the European Employment Strategy, the preservation of multiculturalism and the efforts made by European societies towards a ‘Knowledge-based Society’. Since the European Summit in Lisbon, educational policy has set a framework in order for Europe to become “the most competitive and dynamic economy based on knowledge in the world” until 2010.

Many of the changes promoted in Greece in the last few years have undoubtedly references to the EU work programme “Education and Training 2010”. In this context, the basic reform priorities of the education and training systems are:

- a. Quality improvement for the provided education services, mainly through the introduction of integrated changes in the structures and practices of education and training systems.
- b. Systematic professional development of teachers by means of pre-service and in-service training.
- c. Forging links between education and training and the employment sector through researching the needs and competences which are in demand or will be required in the future. Thus, emphasis is placed on vocational guidance.
- d. Promotion of equal opportunities for access to the labour market for those threatened with social exclusion. Emphasis is placed on providing available alternatives to people with disabilities and vulnerable social groups.
- e. Promotion and improvement of education and vocational training within the framework of Lifelong Learning. The aim is to approach the relevant 2010 European Benchmarks
- f. Development and promotion of entrepreneurship and youth adaptability.
- g. Improvement of women's access to the labour market.
- h. Establishment of appropriate infrastructures or upgrading existing materials and resources available to Greek education, placing special emphasis on the development of educational materials and methods and technologies in teaching and learning.

#### STEPS TAKEN

Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*) are gradually being substituted by Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*). *EPAL* is a new type of school established pursuant to Law 3475/2006. It aims at combining secondary education with specialised technical and vocational knowledge for the quicker integration of graduates in the labour market. The main differences between *TEE* and *EPAL* are that graduates can sit exams held at a national level which give them access to Universities (*Anotata Ekpaideftika Idrymata, AEI*) and that more time is devoted to theoretical subjects.

The same law sets the framework for the establishment of Vocational Schools (*Epangelmatiki Scholi, EPAS*). *EPAS* can be attended by graduates of the first class of *Eniaio Lykeio* or *EPAL*. They provide vocational training in a variety of specialties which are not provided in *EPAL*.

The establishment of the National System for Linking Vocational Education and Training to Employment (*Ethniko Systima Syndesis tis Epangelmatikis Ekpaideftisis kai Katartisis me tin Apascholisi ESSEEKA*). *ESSEEKA* has sought to facilitate the process of meeting the manpower needs of the Greek labour market, through an integrated system that registers those needs at national and local level. It has also created a framework for the planning and coordination of a national policy for VET and for linking it with employment.

Furthermore, *ESSEEKA* distinguishes among six separate sub-systems and linked them:

- research into labour market needs,
- technical-vocational education (at secondary level),
- initial vocational training,
- continuing vocational training,
- accreditation of vocational training and qualifications and

- counselling and vocational guidance. Roles, responsibilities and coordination arrangements are clear for each of these sub-systems. Emphasis is also given to qualitative upgrading of training at Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*).

### 03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

#### 0301 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

The scope and objectives of the laws regulating IVET and CVET in Greece are to set a legal framework for the provision of VET. Since 1976, when VET was assimilated at lower secondary education level, certain laws aiming at upgrading VET have governed it. The most recent laws in force are the following:

#### LEGISLATION ON IVET

##### LAW 2009/1992

'National System of Vocational Education and Training and other regulations'.

Established a National System for Vocational Education and Training (*Ethniko Systima Epangelmatikis Ekpaidefsis kai Katartisis, ESSEK*), that develops in co-operation with Greek and European relevant bodies and Social Partners. It aimed at securing flexibility in training specialisations offered and improving the quality of training provision by introducing a national accreditation process for vocational knowledge and skills. It introduced changes at post-secondary level:

- a. The Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) was set up to supervise Institutes of Vocational Training (*Institouto Epangelmatikis Katartisis, IEK*) and to provide accreditation for all forms of formal training.
- b. *IEK* were founded

##### LAW 3191/2003

National System for Linking Vocational Education and Training to Employment (*Ethniko Systima Syndesis tis Epangelmatikis Ekpaidefsis kai Katartisis me tin Apascholi, ESSEKA*).

Seeks to facilitate the process of meeting the manpower needs of the Greek labour market, through an integrated system that registers its needs at national and local level. It creates a framework for the planning and coordination of a national policy related to vocational education and training structures and their linking with employment.

##### LAW 3475/2006

'Organisation and operation of secondary vocational education and training and other regulations'

It established Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*), a new type of school which are gradually substituting the existing Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*). They aim at combining general secondary education with specialised technical and vocational knowledge and the quicker integration of graduates in the labour market. It also sets the framework for the establishment of Vocational Schools (*Epangelmatiki Scholi, EPAS*). *EPAS* can be attended by graduates of the first class of *Eniaio Lykeio* or *EPAL*. They provide vocational training in a variety of specialties not provided in *EPAL*.

Apprenticeship *TEE (TEE Mathiteias)*, were established in 1952 and since then a series of laws have governed their operation and the requirements and licences for practising trades. Currently, the law in force is:

##### 1346/83

(Official Journal Issue 46/t.A/14-4-1983), "Modification and completion of provisions in Labour Legislation and regulation of various matters".

#### LEGISLATION ON CVET

##### LAW 2224/94:

Regulation of work-related issues, trade union rights, health and safety of employees, the organisation of the Ministry of Labour and legal entities supervised by it and other regulations.

The Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*) can assign the implementation of training programmes for both the working population and the unemployed to public and private bodies.

The National Accreditation Centre for Vocational Training Structures and Accompanying Services (*Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis kai Synodeftikon Ypostiriktikon Ypiresion, EKEPIS*) of CVT structures and the framework for the certification and operation of vocational training centres (*Kentra Epangelmatikis Katartisis, KEK*) were established. *KEK* were established to provide vocational training to both employed and unemployed people.

#### **LAW 2434/96**

'Policy measures for employment and vocational training and other regulations'.

It established a special Account for Employment and Vocational Training (*Logariasmos gia tin Apascholisi kai tin Epangelmatiki Katartisi, LAEK*). *LAEK* forms the most important source of private funding for training.

#### **LAW 2909/2001**

'Arrangement of issues related to admission to tertiary education and other regulations'.

The Secretariat for Adult Education undertakes the planning, coordination and realization of activities concerning Lifelong Learning.

It also establishes the Institute of Lifelong Adult Education (*Institouto Diarkous Ekpaidefsis Enilikon, IDEKE*). Its purpose is the technological and scientific support of Programmes of *GGEE* and the realization of Lifelong Learning activities.

#### **LAW 2956/2001**

'Restructure of *OAED* and other regulations'

It allowed *OAED* to transfer part of its activities to the following public limited companies operating under its supervision:

1. National Employment Observatory Research - Informatics SA (*Paratiritirio Apascholis Erevnitiki – Pliriforiki A.E., PAEP*) that explores what human resources are needed in the labour market.

2. Vocational Training SA (*Epangelmatiki Katartisi A.E.*), which designs, organises and runs initial and CVET programmes in *IEKs* and Vocational Training Centres (*Kentro Epangelmatikis Katartisis KEK*).

Significant activities such as job placement, social insurance, and apprenticeships and support for the unemployed (counselling – career guidance) via Employment Promotion Centres (*Kentro Proothisis Apascholis, KPA*) etc, are still the responsibility of *OAED*.

#### **LAW 3369/2005**

'Systematisation of Lifelong Learning and other regulations'.

Regulates provision of lifelong education and training as well as the development and accreditation of occupation profiles, which can form the basis for the design and accreditation of lifelong training programmes. It defines the main forms of CVET and adult education in Greece.

#### **AMENDMENT OF NUMBER 113172/2005**

(Official Journal 1593 / Issue B / 17/11/2005) Common Ministerial Decision of the Ministers of Economy and Finance and Employment and Social Protection about the system of accrediting adult trainers.

Candidate trainers wishing to be appointed in structures providing CVET should be included in the Introductory Register of Trainers in Continuing Vocational Training (*Eisagogiko Mitroo Ekpaidefton*) established by *EKEPIS*.

In order to draw up the Law 3369/2005 the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) and the Ministry of Labour and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*) cooperated for the first time in order to face VET issues. Their roles are complementary and their responsibilities are clearly defined in order to avoid overlapping. Collective agreements in IVET and CVET are important because they serve as means to implement IVET and CVET policies. They exist as a general framework rather than by sector. They are binding and cannot be broken.

### **0302 - INSTITUTIONAL FRAMEWORK: IVET**

The Ministry of Education and Religious Affairs (*Ypourgeio Epaidefsis kai Thriskevmaton, YPEPTH*) is mainly responsible for VET. The Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*) has also a role to play.

#### **YPEPTH PROVIDES IVET THROUGH:**

- Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*) at upper secondary level.
- The Organization for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*), which runs Institutes of Vocational Training (*Institouto Epangelmatikis Katartisis, IEK*).

#### **EU**

National policies derive from the Lisbon goals and benchmarks and focus on their implementation. Reducing early school leaving rates, improving literacy and participation rates in life long learning are the priorities set. Laws like 3369/2005 'Systematisation of Lifelong Learning and other regulations', 3475/2006 'Organisation and operation of secondary vocational education and training and other regulations' and 3191/2003 'National System for Linking Vocational Education and Training to Employment' aim at reaching the afore-mentioned goals.

#### **CENTRAL GOVERNMENT**

*YPEPTH* has the responsibility to design, develop and implement policies, through the following bodies:

- The Pedagogical Institute (*Paidagogiko Instituto, PI*) an advisory body on educational issues.
- The Department of Technical Vocational Schools (*Technika Epangelmatika Ekpaidevtiria, TEE*) in the Secondary Education Directorate of *YPEPTH*.
- The Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*). *OEEK* organises, controls public Vocational Training Institutes (*Institouto Epangelmatikis Katartisis, IEK*), supervises private ones, forms the regulatory framework for the operation of *IEK* belonging to other ministries and is responsible for certifying professional qualifications.

The Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*) is also involved in IVET through:

- Apprenticeship Technical Vocational Schools (*TEE Mathiteias*) run by the Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*).
- *IEK* run by *OAED*.

#### **REGIONAL GOVERNMENT**

There are Regional Directorates of Primary and Secondary Education, (*Perifereiakes Diefthinseis Protovathmias kai Defterovathmias Ekpaidefsis*), Directorates of Secondary Education and Bureaus of Secondary Education (*Diefthinseis Defterovathmias Ekpaidefsis kai Grafea Defterovathmias Ekpaidefsis*).

There are 51 first-cycle and 45 second-cycle Apprenticeship *TEE* (*TEE Mathiteias*) belonging to *OAED* and supervised by *YPAKP*.

## LOCAL GOVERNMENTS

This is not applicable in the case of Greece because municipalities are not entitled to develop and implement any policies.

## SOCIAL PARTNERS

They nominate representatives in public bodies; thus, they participate in a large number of institutions, decision-making bodies, monitoring committees of EU funded programmes as well as in the Tripartite Advisory Committees (*Trimelis Symvouleftiki Epitropi, TSE*). TSE were established by the Organization of Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) as mechanisms for anticipating skills needs for Vocational Training Institutes (*Institouto Epangelmatikis Katartisis, IEK*). They monitor the needs of labour markets at regional and local level and propose to the Administrative Board of OEEK the introduction of new specialisations according to regional manpower needs and the replacement of others that are no longer in demand.

### 0303 - INSTITUTIONAL FRAMEWORK: CVET

CVET is mainly provided by Ministry of Employment and Social Protection (*Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP*). The Ministry of Education and Religious Affairs (*Ypourgeio Epaidefsis kai Thriskevmaton, YPEPTH*) has also a part to play.

CVET provided by YPAKP focuses on Vocational Training Centres (*Kentra Epangelmatikis Katartisis, KEK*).

## CENTRAL GOVERNMENT

Publicly promoted CVET for adults is provided by the General Secretariat of Adult Education (*Geniki Grammateia Ekpaidefsis Enilikon, GGEE*) of the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*). It designs, coordinates and supports basic education and lifelong learning and training for the adult manpower and people at social risk.

The Ministry of Rural Development and Food (*Ypourgeio Agrotikis Anaptixis kai Trofimon*) is the provider of CVET in the agricultural sector.

Publicly promoted CVET for employees and self-employed people is provided by KEK, accredited by the National Accreditation Centre for Vocational Training Structures and Accompanying Services (*Ethniko Kentro Pistopoiisis Synechizomenis Epangelmatikis Katartisis kai Synodeftikon Ypostiriktikon Ypiresion, EKEPIS*) of CVE structures.

Some Ministries organise in-service programmes for employees. They are funded by the third Community Support Framework. They are too many to be cited and information can be retrieved at: <http://www.kps.gr>.

## REGIONAL GOVERNMENT

The General Secretariat of Adult Education (*Geniki Grammateia Ekpaidefsis Enilikon, GGEE*) through 200 Adult Education Centers (*Kentro Ekpedefsis Enilikon, KEE*) and 54 Prefectural Committees of Adult Education (*Nomarchiaki Epitropi Ekpedefsis Enilikon, NELE*) provides educational services in adult training.

## LOCAL GOVERNMENT

Prefectures and Municipalities can found Vocational Training Centres (*Kentra Epangelmatikis Katartisis, KEK*). They are too many to be cited and information can be retrieved at: <http://www.ekepis.gr>.

## SOCIAL PARTNERS

They co-sign with the Government the National General Collective Labour Agreement, which determines the provision of training to employees by enterprises and also participate in the formation of occupational profiles. See also Social Partners 0402.

## NON-GOVERNMENTAL ORGANISATIONS

Not applicable.

## 04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

### 0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

The education system in Greece consists of three successive levels: primary, secondary and tertiary. (See [attachment](#) on the Structure of the Greek Education System). The Ministry of Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton*, *YPEPTH*) has the general responsibility for formal education and implements national educational policy.

School life for students can begin as early as the age of 2½ (pre-school education) in public or private nursery schools, while kindergartens are attended by children aged 4-6.

Compulsory education in Greece lasts ten years from the age of 4 to 15 and comprises one year at pre-primary education, six years of primary education (*Dimotiko* - ISCED level 1) and three years of lower secondary education (*Gymnasio* - ISCED level 2).

Recently, an increasing number of all-day primary schools has been established, with an extended timetable and enriched Curriculum. All-day schools are open to all children, regardless of socio-economic conditions. Besides, there are [special schools](#) and induction courses for children with special education needs. Moreover, due to the big number of foreigners that have come to Greece in the last 10 years, [Multicultural Education](#) is being provided. It has been designed with a view to meet the educational needs of groups with different social, cultural or religious identities.

Lower Secondary Schools (*Gymnasio* - ISCED level 2) are day schools, but some operate during the evenings. Evening Gymnasias are open to pupils over 14 years old who work. Remedial teaching is available for pupils with learning difficulties and for foreign students. There are also [Special Gymnasiums](#) and induction classes for children with special education needs. Finally, since 1996, [Multicultural Education](#) been provided, aiming to meet the educational needs of social groups with a particular social, cultural or religious identity.

Post-compulsory secondary education (ISCED level 3), is provided in upper secondary education (*Geniko Lykeio*), which offer general education and Vocational Lyceums (Epangelmatiko Lykeio, EPAL) and Vocational Schools (*Epangelmatiki Scholi*, EPAS). Such educational units belong to post lower secondary education and are going to gradually substitute Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria*, TEE). Thus, TEE will cease to exist at the end of the school year 2008-2009.

Upper Secondary Education lasts for three years (ages 15-18); pupils who complete their studies are awarded a certificate known as the "Lyceum Leaving Certificate". *Geniko Lykeio* is preferred by 65% of pupils over *TEE*, *EPAL* and *EPAS*. The duration of studies in *Upper Secondary Education* is three years. In *EPAL*, the new type of upper secondary education, curricula include general education subjects, technical ones and laboratory practice. The curriculum for the first class (ages 15-16) includes common general education subjects for all students and subjects related to three professional cycles (Technological, Services, Marine-Shipping). The second class (ages 16-17) is divided into eleven professional sectors (Mechanics, Electrical, Electronics, Construction, Applied arts, Information technology, Financial and administration services, Health and Welfare, Agronomics – Food and Environment, Marine Sailor, Marine Engineer. Students attend both general education subjects as well as subjects of the sector of their choice. In the third class (ages 17-18), students also attend general education subjects but at this stage groups are also split into specialties within each sector.

Concerning *EPAS*, which provide vocational training, the duration of studies is two years (ages 16-18) and students who have completed the first class of *Geniko Lykeio* or *EPAL* can enrol. *EPAS* provide vocational training in a variety of specialties which are not provided in *EPAL*.

Along with the mainstream schools of Primary and Secondary Education, special classes in kindergartens, Primary schools, Lower Secondary schools, Upper Secondary schools and Technical Vocational schools are in operation, which admit pupils with special educational needs. Musical, Ecclesiastical and Physical Education *Gymnasias* and *Lykeias* are also in operation.

Tertiary education is divided into Universities (*Anotata Ekpaideftika Idrymata, AEI*) and Technological Education Institutes (*Technologika Ekpaideftika Idrymata, TEI*). Students are admitted to these Institutes according to their performance at national level examinations taking place at the third grade of *Upper Secondary schools*. Additionally, students are admitted to the Hellenic Open University (*Elliniko Anoikto Panepistimio, EAP*) upon the completion of the 22 year of age by drawing lots.

Post-secondary education includes Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK* - ISCED level 4), which can be private or public. They are unclassified and cater for the needs of pupils who do not wish to continue studies in tertiary education nor to immediately enter the labour market as unskilled workers but they want to obtain vocational qualifications. Post-secondary education can also be provided by institutes run by various ministries.

The institution of Second Chance Schools (*Scholeia Defteris Efkaerias, SDE*) addressed to individuals that have not completed compulsory education, has been developed as an effort to combat the social exclusion of adults who have not finished basic education and do not have the necessary qualifications and skills to adapt to modern vocational requirements. Young people aged between 18 and upwards, who have dropped out of school, are now able to complete their compulsory education so as to integrate efficiently in occupational and social life. Special, intensive primary and lower secondary school courses are run at Second Chance Schools and graduates receive a leaving certificate equivalent to that of the [Primary](#) and [Lower Secondary School](#) leaving certificate. In formal education the award of a formal school-leaving certificate is the official authorization. As a consequence of the classification of the education institutions, a title (school-leaving certificate, degree etc.) is compulsory for pupils at each education level in order to continue to the next.

The following diagram presents concisely the structure of the Greek education system, as it consists of institutions of the formal, classified or unclassified education.

#### **0402 - IVET AT LOWER SECONDARY LEVEL**

There are no IVET elements at lower secondary level. Lower secondary education (*Gymnasio* – ISCED level 2) is part of compulsory education. It is principally designed to promote the students' all-round development according to the abilities which they have at that age. Specifically, it aims to help pupils to supplement and combine the acquisition of knowledge with their awareness of social problems, to develop their powers of verbal expression, to achieve physical development, to familiarise themselves with the various forms of art, and to become aware of their abilities and skills, inclinations and interests. In this way, pupils can obtain the appropriate skills in order to continue their studies in general Upper Secondary Education or start IVET.

#### **0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)**

Initial Vocational Education at upper secondary level (ISCED level 3) is provided by Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*), which are new types of upper secondary schools offering vocational education and training. *EPAL* and *EPAS* are gradually substituting Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*). In particular, *EPAL* are going to provide general education as well as technical – vocational education along with training. *EPAS*, on the other hand, are going to provide technical – vocational education along with training.

The number of pupils who attended Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*) in the school year (2005 – 2006) was 95 084.

According to data issued by *YPEPTH* the distribution of the pupil population for the school year 2005 – 2006 between upper secondary schools (*Eniaio Lykeio*) and TEEs is as follows:

- 65% attend the *Geniko Lykeio* (general education), out of whom: 54% girls and 46% boys.

- 35% attend TEE (technical and vocational education), out of whom: 43% girls and 57% boys. No data has been issued yet for the current school year. As a result no data about EPAL and EPAS is yet available.

According to the statistics provided by Eurostat for 2004, 34% of the pupil population out of whom 40.1% boys and 27.5% girls attended TEE. In 2004, the respective percentages for EU-25 were 55.4%, 57.1% and 53.9%. It is obvious that the rate of Greek students attending TEE is considerably lower than that of their European peers. The reason for these rates is that only *Geniko Lykeio* graduates could sit entrance exams for Universities. TEE gives access only to Technological Educational Institutes (*Technologiko Ekpaideftiko Idryma, TEI*). The majority of Greek secondary education students would rather attend a University than a TEE because a University degree ensures a higher salary and better prospects for career advancement and social status.

#### TECHNICAL VOCATIONAL SCHOOLS (*TECHNIKA EPANGELMATIKA EKPAIDEFTIRIA, TEE*)

TEE offer full-time general, technical and vocational upper secondary education and they operate on the basis of two independent cycles, a first cycle lasting two years and provided to pupils between 15-17 years old and a second one lasting one year for pupils who are 17-18 years old. Evening classes last an extra semester for each cycle. TEE is gradually being substituted by EPAL and EPAS.

The access requirements to enter upper secondary level Initial Vocational Education are a lower secondary education certificate (*apolytirio gymnasiou*) obtained in Lower Secondary Education or Second Chance Schools (*Scholeia Defferis Efkaerias, SDE*). Attendance is obligatory and there are no fees for pupils.

#### VOCATIONAL LYCEUMS (*EPANGELMATIKO LYKEIO, EPAL*)

EPAL consists of three successive years. The access requirements to enter are a lower secondary education certificate (*apolytirio gymnasiou*) obtained in Lower Secondary Education. Attendance is obligatory and there are no fees for pupils.

In the first class students (ages 15-16) declare the particular cycle they wish to attend. Three cycles are available: Technological, Services and Marine. On successful completion of the first class students can attend the second class of *Geniko Lykeio*, the second class of EPAL or the first class of EPAS. The second class (ages 16-17) is going to be divided into professional sectors and general subjects as well as technical knowledge is going to be provided. Students will have to declare which sector they wish to attend which will be irrelevant to the cycle they attended in the first class with the only exception of the Marine sector. The third class (ages 17-18) is going to be divided into specialties and general subjects as well as specialty oriented ones are going to be provided. On enrolment students choose the specialty they wish to attend, which has to belong to the sector they attended in the second class.

#### VOCATIONAL SCHOOLS (*EPANGELMATIKI SCHOLI, EPAS*)

EPAS addresses students (ages 16-18) who are interested in acquiring practical skills. The access requirements are: successful completion of the first class of EPAL or *Eniaio Lykeio*. It comprises two classes and there are 33 specialties available. As far as EPAS are concerned, studies last for two years and comprise two classes A' and B' which are further divided into thirty-three specialties among which are the following: Interior Designers, Refrigeration, Ventilation and Air-conditioning technicians, Dental Technician's assistants and Culinary art. Curricula include technical vocational subjects as well as laboratory practice.

#### CURRICULA OF INITIAL VOCATIONAL EDUCATION

##### VOCATIONAL LYCEUMS (*EPAL*)

Curriculum includes both general subjects and specialization subjects. General subjects account for 73.5% of the total tuition time and specialisation subjects account for 26.5% in the first class of Technological and Services Cycles while in the Marine cycle 71.5% tuition time is spent on general subjects and the rest 18.5% on specialisation subjects. In the second class almost equal weight is given to general and specialisation subjects and in the third class almost 34.2% of the total tuition time is devoted to general subjects and the rest 65.8% to specialisation ones. EPAL offer

programmes in the following sectors: Mechanical engineering, Electronics, Electrician, Applied arts, Finance and administration, Agriculture, food and environment, Health and welfare, Marine and shipping, Information Technology and Construction.

Most of the general subjects are common for all sectors and include Modern Greek language, Physics, Mathematics and Foreign language. Vocational subjects are different for each sector and correspond to the area of specialisation.

#### VOCATIONAL SCHOOLS (EPAS)

Curricula in *EPAS* include technical vocational subjects and laboratory practice for 33 specialties.

### POSSIBLE PATHWAYS AVAILABLE TO GRADUATES OF INITIAL VOCATIONAL EDUCATION

#### VOCATIONAL LYCEUMS (EPAL)

EPAL graduates are awarded a leaving certificate –ISCED level 3. They are entitled to obtain a licence to practise a profession. Moreover, those who wish to gain access to tertiary education can sit exams in order to continue their studies in Higher Education (*Anotata Ekpaideftika Idrimata, AEI*) or Technological Educational Institutes (*Technologiko Ekpaideftiko Idryma, TEI*). Moreover, they can be given priority when enrolling in Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) in similar specialties to the ones they have attended in *EPAL*. Their occupational rights are defined by the regulations of Law 2009/1992, 'National System of Vocational Education and Training and other regulations', para. 3, article 6.

#### VOCATIONAL SCHOOLS (EPAS)

*EPAS* graduates are awarded a leaving certificate –ISCED level 3. They are entitled to obtain a licence to practise a profession, enrol in Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) or enter the labour market. Their occupational rights are defined by the regulations of Law 2009/1992 'National System of Vocational Education and Training and other regulations', para. 3, article 6. Furthermore, they can enroll in the second class of *Geniko Lykeio* or *EPAL*.

### 0404 - APPRENTICESHIP TRAINING

Apprenticeship is defined as alternating training in a school and the workplace. The apprentice is contractually linked to the employer and receives a wage. The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

In Greece, apprenticeship training is provided by Apprenticeship Technical Vocational Schools (*TEE Mathiteias*) under the control of the Manpower Employment Organization (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*) of the Ministry of Labour and Social Protection (*Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP*). They are called Apprenticeship TEE of a' cycle of studies.

There are 51 first-cycle Apprenticeship TEEs. Students in the 1st semester of training are young people aged 15-18. These age limits are valid for entry to all specialties except the following: Graphic Arts Technician, where the age limits are 17-20 and Mechanical, Electrical and Electronic Draughtsmanship, Electronic Automation Technician, Hairdressing, Pottery and Ceramics and Furriers, where the age limits are 15-23 years. There are no statistics concerning the average age of apprentices. Requirements to access apprenticeship TEE is at least a Lower Secondary Education certificate.

The apprentices' attendance of first-cycle TEE lasts for 5-6 semesters (which corresponds to 2,5-3 years), according to the speciality chosen. During the first 2 semesters, the apprentice attends theoretical and laboratory subjects exclusively in the educational unit. As of the 3rd semester and for all subsequent semesters, the apprentice follows an alternance training programme. He/she does apprenticeship training in enterprises of the private or public sector in parallel with studies; the apprentice spends 4 days per week in practice within the enterprise for 6-8 hours a day and he/she attends classes for a whole day and two evenings every week in the educational unit. From the third semester onwards, semesters are termed "apprenticeship semesters".

The sectors within which apprenticeship is usual are the following: Mechanical engineering, Electronics, Electrician, Applied arts, Textiles and clothing, Finance and administration, Agriculture, food and environment, Health and welfare, Mining and processing of minerals, Construction, Information Technology / Computer Networks, Beauty and hairdressing.

During the first year (2 semesters), the apprentices attend courses only within the school unit, which provide theoretical training in the classroom and practical training in the school's laboratory. At the beginning of the second year (3rd semester), the apprentices sign an "apprenticeship contract" with a private or public enterprise where they will carry out their practice. The placement of apprentices in enterprises is the responsibility of the school they attend. The apprenticeship contract is signed by the apprentice (or, if underage, their guardian) and by the employer or their representative, immediately following recruitment. The printed forms of apprenticeship agreements are supplied by the educational unit and their form and content are decided by the *OAED* Director. The apprenticeship agreement states the starting time and finishing time of the apprentice's practice, as well as the firm's obligations for the implementation of the apprenticeship programme. Three copies of this agreement are drawn up: 1 for the apprentice, 1 for the employer and 1 for the educational unit to which the apprentice belongs.

For all apprentices, the first 2-month period of the practice in a firm is on probation. During these 2 months, it is possible to cancel the apprenticeship agreement. After the end of this trial period, the agreement becomes definitive and can not be cancelled (except in special cases following the approval of the educational unit or the appropriate *OAED* service).

Enterprises which accept apprentices for their practical training may belong in any category. They may be Family Businesses, Joint Stock Partnerships, Limited Companies, etc. During the first year of attendance, apprentices receive no funding but they are provided with health insurance as well as housing and food allowance. As of the 3rd semester (1st semester of practice) and for all subsequent semesters, the apprentices are paid by the enterprise at a rate based on the daily wages for an unskilled worker. The rates of such payments are as follows:

1st Semester of practice: 50% of unskilled daily wages.

2nd Semester of practice: 60% of unskilled daily wages.

3rd Semester of practice: 80% of unskilled daily wages.

4th and all subsequent Semesters of practice: 100% of unskilled daily wages.

Payment may be made weekly or monthly, depending on the firm's policy.

During the first year of apprenticeship (which is spent exclusively in the educational unit), the timetable comprises, on average, 21 hours of theoretical subjects and 14 hours laboratory subjects (there are some small variations according to speciality). Out of the 14 hours of laboratory subjects, 10 are devoted to practice in the laboratory and the remaining 4 to theoretical courses on laboratory subjects. The proportion, therefore, between theory and practice is 25:10, i.e., 71,4 % theoretical and 28,6% practical training. In the following semesters, as described in the previous paragraph, the theoretical training is minimal (totalling 11 hours per week).

In theoretical subjects, apprentices are assessed as follows:

By written exam every two or three weeks on the subject material taught immediately prior to the exam and also with an oral test, left to the teacher's judgement. The grades gained from this exam are noted as oral grading of the apprentice. To go up to the next class or achieve final certification, by written exams in two exam periods, i.e. February and June. Students can re-sit them in September.

Tests in laboratory subjects may be written or oral, according to the subject. If a subject is taught during the first semester only, the relevant exam takes place in February; if it is taught during the second semester only or throughout the year, then the exam takes place in May. When the apprentices complete their studies, they are

examined on the material of laboratory exercises of all semesters in order to ascertain their level of technical training.

Diplomas are awarded by the Apprenticeship TEE to apprentices who complete their studies. They are called "Speciality Diplomas". The form and content of the "Speciality Diploma" are decided jointly by the YPAKP and the Ministry of National Education and Religious Affairs (*Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH*), following a proposal by OAED's Administrative Board. The "Speciality Diploma" certifies that the apprentice has satisfactorily learned a specific trade.

Holders of the Speciality Diploma can: apply for a licence to practice a profession depending on their specialization and the legislation in force, enrol in the 2nd cycle of TEE in a relevant specialization or enrol in the 2nd grade of Upper Secondary Education (*Eniaio Lykeio*).

Graduates of first cycle Apprenticeship TEE may submit the supporting documents for a claim to the relevant Ministry (according to speciality) in order to gain a "Licence to Practise a Trade". The requirements for the deposition of these supporting documents are that the applicant must be over 18 and must have certificated previous service (of 1 year or more, according to speciality). This means that the apprentices who complete successfully their apprenticeship and get a diploma must work for at least one year before they apply for a "Licence to Practise a Trade". By depositing these justification documents, candidates acquire the right to be examined, in writing and orally, before a committee of the relevant Ministry. Those who pass, gain the licence. If they don't get a licence, they can apply again.

There are 45 2nd cycle Apprenticeship TEE, covering a wide range of specialisations in the secondary and tertiary sector. The 2<sup>nd</sup> cycle, just as in all other TEE, lasts for one year. Students, independently of age, who have attended a first-cycle apprenticeship TEE or an equivalent teaching programme return to school full-time. Holders of second-cycle Apprenticeship TEE certificates (ISCED level 3) can obtain a licence to practise a profession depending on their specialization and the legislation in force, enrol in a post-secondary [Vocational Training Institute](#) (*Institouta Epangelmatikis Katartisis, IEK*) in the same specialization or apply for admission to a [Technological Educational Institute](#) (*Technologiko Ekpaideftiko Idryma, TEI*) in a corresponding or related department, by sitting the national examinations in two general education subjects and one specialised subject. Graduates of Apprenticeship TEEs are given immediate access to the labour market. The advantage of experience in the workplace does not affect the formal qualifications and professional rights of the graduates of YPAKP-run TEE compared to YPEPTH-run TEE, but it does provide them with a qualitatively comparable advantage in the labour market.

However, in view of the new Law 3475/2006 'Organisation and operation of secondary vocational education and training and other regulations' existing public TEE under the supervision of other than YPEPTH Ministries can either be gradually transformed into EPAS during the school years 2006-2007 and 2007-2008. The transformation gradually takes place per class and school year starting from the first class in the school year 2006-2007 or 2007-2008. The second class of the first cycle of TEE and the second cycle continue to operate according to the current curricula until the school years 2006-2007 and 2007-2008 respectively, or cease to exist in case they are not transformed into EPAS.

#### **0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS**

Not applicable

#### **0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL**

Initial vocational training at post-secondary level operates under the supervision of the [Organisation for Vocational Education and Training](#) (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*). OEEK is supervised by the [Ministry of National Education and Religious Affairs](#) (*Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH*) and its aims are to plan and implement post-secondary level IVET and make suggestions about training policies. The objective of Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) is to provide all types of vocational training, and to ensure that students obtain the necessary qualifications by imparting scientific,

technical, vocational and practical knowledge and by cultivating work-related skills. In this way, *IEK* can facilitate their integration in the labour market and their adaptation to the changing needs of the production process. *OEEK* also organises and controls the operation of public Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) (ISCED level 4) and supervises private ones. Moreover, *OEEK* organises the final accreditation exams for the acquisition of a vocational training diploma. Moreover, it determines the specifications and approves curricula of formal vocational training, provided by other bodies not being supervised by *YPEPTH*.

*IEK* are educational institutions that provide initial vocational training. There are 114 public *IEK* and 52 private *IEK* in the second semester of 2005. Both types of *IEK* follow the same curricula and assessment procedures and their graduates have to take part in final accreditation exams in order to obtain a diploma. There are also some *IEK* under the supervision of other ministries and bodies, such as the [Greek Manpower Employment Organisation](#) (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*), which operates 28 *IEK*. There are *IEK* which belong to the National Centre for Immediate Help (*Ethniko Kentro Amesis Voithias, EKAB*), which is supervised by the Ministry of Health and Welfare (*Ypourgeio Ygeias kai Koinonikis Allilengyis YYKA*), *IEK* which belong to the Organization of Tourism Education and Training (*Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK*) of the Ministry of Tourism (*Ypourgeio Touristikis Anaptyxis*). For all the above *OEEK* determines the specifications and approves curricula of formal vocational training, provided by other bodies not being supervised by *YPEPTH*.

- The main target group consists of adults aged 18+ who do not wish to continue their studies in Higher Education (*Anotata Ekpaideftika Idrimata, AEI*) or Technological Educational Institutes (*Technologiko Ekpaideftiko Idryma, TEI*) but they need to obtain IVET so as not to enter labour market as unskilled workers. *IEK* also offer further specialist training to TEE graduates in their area of specialisation. They are also suitable for older people who want to upgrade their skills and adapt to the changing needs of the production process.

For Upper Secondary Schools (*Eniaio Lykeio*) and Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*) graduates training lasts four semesters with the exception of TEE second cycle graduates who attend a specialty relevant to the one they studied in TEE, who attend for two semesters. This will be valid until the school year 2008-2009 when the first students of *EPAL* and *EPAS* will graduate.

The basic requirement for entering full-time post-secondary vocational training at an *IEK* is to hold an Upper Secondary Education certificate (*Eniaio Lykeio*) or a TEE certificate. There are also some post-lower secondary specialisations that accept people who have completed Lower Secondary Education (*Gymnasio*). Moreover, admission to public *IEK* is based on criteria primarily relating to the average grade in the school leaving certificate, and age, professional experience in the area of expertise and their socio-economic conditions. Trainees at public *IEK* have to pay registration fees each semester. Specifically, Greek citizens have to pay EUR 367 each semester, foreigners have to pay EUR 734 and those who meet certain socio-economic conditions have to pay EUR 190. [Scholarships](#) are available in certain circumstances. Besides, trainees have the opportunity to participate in subsidised practical exercises. Private institutions are self funded. The fees charged by the private *IEK* vary and are adjusted each year in accordance with the regulations in force.

- Trainees attend compulsory theoretical, laboratory and mixed lessons in the framework of the educational curricula, which cover a wide range of branches and specialisations. A total of 197 specialisations, which are taught at the Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) fall into 14 fields. These fields are: Information technology - telecommunications – networks, Financial and administration services, Food and drink, Transport and tourism, Electronics - electrics – engineering, Construction, Industrial chemistry, Applied arts, Energy – environment, Health - cosmetics - social services, Communications and mass media, Clothing and footwear, Culture and sport, Agriculture. The subjects taught place emphasis on specialization rather than broader occupational skills. They can be theoretical or

workshops. The overall balance between them is: 36.5% of theoretical subjects and 63.5% of workshops.

- The trainees are assessed during the semester in the form of progress tests; final examinations are taken at the end of the semester. The [Organisation for Vocational Education and Training](#) (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) holds nationwide examinations twice a year, which include theoretical and practical tests. Before taking the qualifying examinations for the vocational training certificate, graduates of public and private IEK may attend an optional six-month practical training course which is considered as a recognised period of service for obtaining a licence to exercise an occupation. This training is provided by the public sector or by private firms and is supervised by a coordinator who is appointed by OEEK.

Trainees who successfully complete their training at public and private Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) are awarded a Vocational Training Certificate, which entitles them to take part in the final certification examinations. The exam fees are EUR 88.04. Certification examinations lead to the award of a Vocational Training Diploma, at the level of post secondary (ISCED level 4) vocational training. The Vocational Training Diploma is recognised both in Greece and in the other EU member states and is a prerequisite for obtaining a licence to exercise a profession in the relevant specialisations. OEEK is responsible for regulating the professional rights of IEK graduates in 54 specialisations in collaboration with the competent Ministries. OEEK in conjunction with the afore-mentioned ministries also issue vocational training diplomas, which are recognised as a formal qualification at the public sector. There is no direct access to tertiary education and OEEK graduates can enter Higher Education (*AEI, Anotata Ekpaideftika Idrimata, and TEI, Technologiko Ekpaideftiko Idryma,*) only by sitting national level examinations.

#### **0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL**

Not applicable

### **05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS**

#### **0501 - BACKGROUND INFORMATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING CVET AND LIFELONG LEARNING**

CVET is the process that ensures that a person's knowledge and skills constantly adapt to and correspond with the requirements of the manpower needs of the labour market. The primary aim of CVET in Greece is the development and improvement of the qualifications and skills of unemployed and working people and the creation of new jobs. The definition of CVET and adult education and their forms and functions are provided mainly by recent laws that have introduced important policy developments.

A recent policy development important in CVET has been the effort to link it with formal education and employment. Thus, the National System for Linking Vocational Education and Training to Employment (*Ethniko Systima Syndesis tis Epangelmatikis Ekpaidefsis kai Katartisis me tin Apascholisi, ESSEEKA*) was established in 2003. ESSEEKA distinguishes among six separate sub-systems and links them:

- research into labour market needs,
- technical-vocational education (at secondary level),
- initial vocational training,
- continuing vocational training,
- accreditation of vocational training and qualifications and lastly,
- counselling and vocational guidance. For each of these sub-systems, roles, responsibilities and coordination arrangements are explicitly defined and clarified.

An important step has also been the effort to provide a legal framework that would systematize CVET and lifelong learning in Greece. Law 3369/2005 "Systematization of Lifelong Learning" defines the main forms of CVET and adult education in Greece and

the concept of adult education and training. Lifelong education is every learning procedure, including experiential learning throughout life, which helps people obtain or improve general and scientific knowledge, skills and competences. The goal is personal development and access to employment. Lifelong training consists of Initial Vocational Training and Continuing Vocational Training aiming at the training and retraining of manpower. In particular, Continuing Vocational Training complements, updates and upgrades knowledge, skills and competences acquired in formal education and initial training or through employment. The goal is occupational integration and reintegration, career development and personal development.

The most important aim of lifelong education is to constitute a dynamic policy factor for social integration. Accordingly, a series of programmes focusing on socially vulnerable and disadvantaged groups are being implemented and promoted; even in cases of non-formal adult education that lack specific curricula (since they are formulated according to the educational objectives and specific target groups), there are specific examples that actually demonstrate this major policy concern for social integration:

- Education and training adult Roma which includes: literacy, vocational training, health education and parental counselling.
- Education for repatriates which includes: Modern Greek language, History, Literature, Geography, Labour Legislation, information about the operation of Greek public services.
- Education and training for prisoners or former prisoners in Greek reformatory institutions, programmes include: literacy, social and psychological support, vocational training various trades, such as carpentry, pottery, silver work, car mechanics and new technologies.
- Training for conscripts which includes: health issues with particular reference to sexually transmitted diseases and AIDS.

On the other hand, the impact of European Programmes has been tremendous in shaping training strategies and priorities in Greece. CVET has grown rapidly in recent years driven not only policy reforms but investment coming from national and EU resources. The majority of measures of Continuing Vocational Training are part of the Operational Programme (OP) 'Employment and Vocational Training'.

The basic priority axes of the OP are in line with the national policy for human resources development especially with regard to employment and vocational training as expressed in the national action plans for employment. The main objectives of the OP can be summarized as follows:

- Prevention of unemployment through individualized interventions
- Promotion of the equality of opportunities to access the labour market
- Improvement and upgrading of the effectiveness and quality of interventions in the labour market
- Promotion of entrepreneurship and adaptability of the work force
- Improvement of the women's access to and participation in the labour market.

Other OPs of the 3<sup>rd</sup> Community Support Framework through which Greece implements CVET are the Operational Programme for Education and Initial Vocational Training (*Epicheirisiako Programa Ekpaidefsis kai Archikis Epangelmatikis Katartisis, EPEAEK II*) and the OPs 'Information Society', 'Health and Welfare' and 'Competitiveness' and 13 Regional Operational Programmes.

#### ACCESS TO LEARNING

A noteworthy innovation in lifelong learning is the introduction of distance learning in the training programmes provided by Centres of Distance Lifelong Education and Training for Adults (*Kentro Dia Viou Ekpaidefsis kai Epimorfosis Enilikon apo Apostasi,*

*K.E.E.EN.AP.*), which has been providing training programmes since September 2006. The e-learning model used in *K.E.E.EN.AP* combines distance learning with traditional teaching of adults. Essentially, it is a blended learning model, in which there are group meetings and seminars during each module in an educational programme.

In KEKs, presentation in class is a widely used method of teaching, with the teacher imparting new information. On the other hand, there has been an effort to introduce innovative methods within a more learner-oriented approach. So learners engage in group activities and acts of discovery for themselves in order to promote critical thinking and independence of learning. In addition, in some KEKs, the method of e-learning is used.

Distance training is implemented in *KEK* for people with disabilities (*KEK AmeA*) on a pilot basis so as to facilitate the access of physically disabled people to vocational training and their mobility. In this case, the Internet offers an effective solution.

#### PLANNING AND FORECASTING

Planning CVET and identifying learning needs and demands is the responsibility of the Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*) with its affiliated company 'Employment Observatory Research – Informatics SA' (*Paratiritirio Apascholis Erevnitiki – Pliroforiki AE, PAEP*). More specifically, *PAEP* undertakes research, studies and makes use of all data at national and local level. It registers and documents manpower needs of the labour market and identifies occupational profiles and job content, matching the needs of specialisation and training level. In addition, the Centres for the Promotion of Employment (*Kentro Prothisis Apascholis, KPA*) collect information about manpower needs in each prefecture.

More specifically, *PAEP's* wide-ranging activities include research projects and studies on the labour market, implementation of an information system serving the total function of *OAED* and its affiliates. *PAEP* monitors national, European and international progress and perspectives in the labour markets and analysis of educational and vocational training needs. To fulfil its aims, the organisation operates in three main areas: planning and application of integrated information systems, research and study of the labour market data, and monitoring and evaluation of active employment policies. For instance, a research project was conducted by *PAEP* during 2003, on the demand for specialisations, skills and training with a view to providing systematic information about Greek labour market and the demand for skills and specific professions in both the private and public sectors. The data is intended to be used in the design and implementation of training programmes which will match the requirements of the market.

Finally, the company 'Vocational Training SA' (*Epangelmatiki Katartisi, AE*), which is affiliated to *OAED*, is involved in planning and forecasting. It was set up to take responsibility for vocational training and to implement training programmes aiming to match the training content with the real needs of the labour market and to achieve the more efficient vocational integration of trainees.

#### 0502 - PUBLICLY PROMOTED CVET FOR ALL

CVET, which is publicly promoted, is provided by the Vocational Training Centres (*Kentro Epangelmatikis Katartisis, KEK*) of the Manpower Employment Organization (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*). Apart from *KEKs* of *OAED*, private *KEKs* and *KEKs* run by social partners also provide publicly promoted CVET since many of their training programmes are subsidised by *OAED*. More specifically, they implement CVET programmes that *OAED* administers to them after they have submitted proposals to *OAED* for running them. Publicly promoted CVET is not part of formal education; it is co-financed by the European Social Fund and the state budget. *OAED*, through its nationwide network of *KEKs*, implements continuing vocational training programmes that aim at:

- the integration of unemployed trainees in the labour market,
- the continuing training of employees

- the implementation of European mobility programmes
- counselling and guidance for enterprises and people
- the provision of technical support for submitting proposals for European programmes.

The main focus of *OAED* and *KEKs*, which implement its programmes, is to develop and/or expand upon existing continuing vocational training courses with the aim of more effective intervention in the labour market and to cover the needs of the largest possible number of interested persons in training services.

The programming of the activities of *OAED* is in accordance with the National Plan for Employment. Continuing vocational training programmes supported by *OAED* are:

- Continuing vocational training courses for the unemployed.
- Pilot vocational training courses for young people, who have abandoned the formal education system (early school leavers).
- Training courses for self-employed people (small family enterprises employing 1 to 5 persons), who require education or skills to meet the requirements of their occupations.
- CVET for vulnerable social groups.

*KEKs* implement trainee assessment systems on the basis of the training curriculum; on successful completion of their courses, trainees receive a certificate of attendance. Because publicly promoted CVET is not part of formal education, it cannot provide certificates officially recognised by the state. Consequently, these certificates are not documents that their holders can use in order to seek a position in the public sector. Nevertheless, certificates of attendance at such courses are an element that may be positively taken into account during staff selection procedures by employers. They also constitute qualifications for their career development in their jobs.

CVET programmes provided by *OAED* are implemented by training institutions in other ministries too. The *KEK* of the General Secretariat of Adult Education (*Geniki Grammateia Ekpedefsis Enilikon, GGEA*) focuses on the provision of useful educational services in adult vocational training, as well as the development of mechanisms for the promotion to employment for unemployed trainees. Specifically it targets unemployed people, people in employment and vulnerable groups. *KEK GGEA* covers a wide range of thematic areas all over Greece.

The Ministry of Rural Development and Food (*Ypourgeio Agrotikis Anaptixis kai Trofimon*), via the Organization of Agricultural Vocational Education, Training and Employment (*Organismos Georgikis Epangelmatikis Ekpaidefsis Katartisis kai Apascholis, OGEEKA*) implements CVET in the agricultural sector. *OGEEKA* is responsible for 71 continuing training centres, accredited by the National Accreditation Centre for Continuing Vocational Training (*Ethniko Kentro Pistopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS*), distributed throughout the country.

*OGEEKA* implements a large programme within the 3<sup>rd</sup> Community Support Framework (CSF) for training agricultural workers. Until 2006, about 50.000 new farmers were trained in programmes that helped them cope with the problems in the agricultural sector. Trainees attended seminars lasting at least 150 hours and concerning programmes of the 3<sup>rd</sup> CSF, developments at national and global level, modern needs of Greek agriculture, methods of agricultural production and essential forms of agricultural organization.

In addition, *OGEEKA*, in the context of linking non formal vocational education and training with production and labour market, promotes the issuing of “green” certificates which are provided via various combinations of certifying education, distance learning, seminars, practical exercises or apprenticeship.

CVE in all areas of specialisation in the health sector for the unemployed and the employees is implemented by accredited *KEKs* in hospitals of the National Health System (*Ethniko Systima Ygeias, ESY*), *KEKs* in Psychiatric Hospitals of *ESY*, the

KEK of the National Centre for Emergency Care (*Ethniko Kentro Amesis Voithias, EKAB*) and the KEK of the National School of Public Health (*Ethniki Scholi Dimosias Ygeias, ESDY*). Accredited KEKs under the supervision of the Ministry of Health and Welfare (*Ypourgeio Ygeias kai Pronoias, YYP*) implemented vocational training actions within the framework of the Operational Programme “Health – Welfare 2000-2006”. They targeted all the employees in the field of Health and Welfare as well as unemployed people who had initial training or/and employment experience in the sectors of health.

In addition, the National Centre for Public Administration and Local Administration (*Ethniko Kentro Dimosias Dioikisis and Aftodiikisis, EKDDA*) is a public entity under the supervision of the Ministry of the Interior, Public Administration and Decentralisation (*Ypoutgeio Esoterikon, Dimosias Dioikisis kai Apokentrosis, YP.ES.D.D.A*). Its mission is to constantly improve the organization and operation of public and local administration, through the education and training of its human resources. It includes the National School of Public Administration (*Ethniki Scholi Dimosias Dioikisis, ESDD*), the National School for Local Administration (*Ethniki Scholi Topikis Aftodiikisis, ESTA*) the Institute of Continuing Training (*Instituto Epimorfosis, IN.EP.*) and 10 Regional Institutes of Continuing Training (*Periferiako Instituto Epimorfosis P.IN.EP.*).

More specifically, *ESDD* aims at creating specialised executives, capable of responding to the challenge of exerting specific public policies. *ESDD/s* students during their studies have to acquire competences or skills for responding to the needs of their future posts. The aim of *ESTA* is to provide Local Authorities with well-trained and specialised executives.

*IN.EP* aims at training both newly appointed civil servants and serving civil servants through specially designed short-term programmes. The goal of its training programmes is to offer civil servants of all ranks an understanding of modern administration and of new challenges and problems facing the public sector. These programmes also aim to help civil servants to adapt to modern public administration within the context of Information Society. *IN.EP* implements training programmes in the following sectors: Sector of Public Management, Sector of Finances, Sector of Environment, Sector of Culture, Sector of New Technologies, Sector of Foreign Languages and Sector of Introductory Education. Moreover, regional *IN.EP* are considered regional units of *IN.EP*. Their role is to provide both introductory and continuing education and training to the personnel of the Public Services situated in the geographical areas that fall under the jurisdiction of each regional *IN.EP*. Their actions, especially one-day events and conferences, are implemented either autonomously or in cooperation with the scientific and administrative personnel of *IN.EP*.

The Ministry of Tourism (*Ypourgeio Tourismou*) has set up and runs 18 CVET structures throughout Greece for people working in tourism or seasonal workers who only have practical experience. CVET programmes offer trainees necessary theoretical knowledge so that they improve their efficiency in tourist services.

Despite the policy statements and the actions that have been taken, Greece, along is among the European Union member countries that rank lowest in the field of citizen participation in Lifelong Learning training and education programs at the age group of 24-64. Greece’s participation percentage is only 3.6%, when at the same time the average European participation is 10.8%.

Table 1. Participation rates in Lifelong learning, training and education programmes for the age group of 24-64

	2000	2005		
		TOTAL	MEN	WOMEN

<b>EU 25</b>	7,9	10,8	10,0	11,7
<b>GREECE</b>	1,1	1,8	1,9	1,7

Source: Eurostat - Labour Force Survey (years 2000, 2005)

#### PROVIDERS OF LIFELONG EDUCATION AND CONTINUING VOCATIONAL TRAINING

The main provider of Lifelong Education is the General Secretariat of Adult Education (*Geniki Grammateia Ekpaidefsis Enilikon, GGEE*). *GGEE* is the executive, public body responsible for adult education and training. It belongs to the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*). Its mission is to design, coordinate and support measures which relate to supplementation of basic education and lifelong learning and training both for the adult manpower of Greece and for people at social risk. Its main fields of action relate to basic education programmes, literacy programmes, continuing training programmes, measures to combat exclusion from the labour market and Community Initiatives, as well as social - cultural education courses, continuing training and retraining measures for adult manpower; all of these are financed by the European Social Fund of the EU.

*GGEE* supervises the Institute of Lifelong Adult Education (*Institouto Diarkous Ekpaidefsis Enilikon, IDEKE*). *IDEKE* is a legal entity whose mission is the technological and scientific support of programmes of *GGEE* and the implementation of actions concerning lifelong learning. *GGEE* has assigned *IDEKE* the task of supporting the following lifelong education structures: Second Chance Schools (*Scholio Deferis Efkaerias, SDE*) for adults who have not completed compulsory education, Adult Education Centers (*Kentro Ekpedefsis Enilikon, KEE*), Parent Schools (*Scholes Goneon*) and the Centre of Distance Lifelong Education and Training for Adults (*Kentro Dia Viou Ekpaidefsis kai Epimorfosis Enilikon apo Apostasi, K.E.E.EN.AP.*). *GGEE* is directly responsible for organising and running a Vocational Training Centre (*Kentro Epangelmatikis Katartisis, KEK*) and 54 Prefectural Committees of Adult Education (*Nomarchiakes Epitropes Ekpedefsis Enilikon, NELE*) for trainees at any level of education.

The main provider of lifelong education at tertiary level is the Hellenic Open University (*Elliniko Anoikto Panepistimio, EAP*). Academic programs are based on distance learning and award degrees equivalent to those of conventional universities.

On the other hand, Continuing Vocational Training is primarily the responsibility of the Ministry of Employment and Social Protection (*Ypourgeio Apasholisis kai Koinonikis Prostatias, YPAKP*) and its executive body: the National Accreditation Centre for Continuing Vocational Training (*Ethniko Kentro Pistopiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS*). The mission of *EKEPIS* is to accredit *KEKs*, and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users (*Exideikevmeno Kentro Koinonikis kai Epangelmatikis Entaxis gia atoma me anapiries kai apexartimena i ipo apexartisi atoma*). CVET in Greece does not belong to the formal educational system.

*KEKs* accept graduates of Lower Secondary Education and Upper Secondary Education as well as Higher Education graduates. They are privately-owned (non-profit or profit making) or state-run training institutions which have been officially accredited by *EKEPIS*. They are financed from national funds and European Community funds. *KEKs* design, organise and provide courses in continuing vocational training for employees, the unemployed and school leavers at all levels of education in many different subjects (environment, health, education, agriculture, financing, services etc).

Continuing Vocational Training focuses on specific population groups within the existing institutional framework:

- Training of the unemployed
- Training of private-sector workers
- Training of workers in the wider public sector
- Training of socially disadvantaged groups

The main provider of CVET in *KEKs* is the Manpower Employment Organization (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*) under the supervision of *YPAKP*. *OAED* implements continuing vocational training programmes in its 53 *KEKs*, three of which are for people with disabilities (*AmeA*). Most *KEKs* are private while there are *KEKs* organised and run at the initiative of social partners.

#### QUALITY ASSURANCE

Because of the great number of training institutions, both public and private ones, it became necessary to set up a national body that would supervise and coordinate all agencies that were involved in CVT. The National Accreditation Centre for Vocational Training (*Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS*) is supervised by the Ministry of Employment and Social Protection (*Ypourgeio Apascholisis kai Koinonikis Prostatias, YPAKP*) and it has administrative and financial autonomy. The Center's mission is to develop and implement the National Accreditation System for Continuing Vocational Training. This system aims to achieve quality assurance in vocational training, linkage between initial and continuing vocational qualifications and recognition of vocational qualifications provided via continuing vocational training. The following are criteria generally employed in designating a training institution as a *KEK*:

- experience in organising adult training courses
- teaching personnel
- facilities

261 private and public *KEKs* have been accredited by *EKEPIS* together with 541 structures (separate buildings) with a capacity of 45 541 trainees throughout the country. Moreover, 22 Vocational Training Centres for people with disabilities (*Kentra Epangelmatikis Katartisis Atomon me Eidikes Ananges, KEK AmeA*) together with 26 accredited structures have been accredited (trainees' capacity: 464). *EKEPIS* has also accredited 4 Specialised Centres for the Social and Vocational Integration of Former Drug Users and Drug Users in Treatment (*Exeidikevmena Kentra Koinonikis kai Epangelmatikis Entaxis Apexartimenon Atomon*) along with 12 structures (trainees' capacity: 1 581). The above specialised centres are primarily run by welfare organisations.

## 0503 - TRAINING FOR UNEMPLOYED PEOPLE AND OTHERS VULNERABLE TO EXCLUSION IN THE LABOUR MARKET

One of the major goals of CVET in Greece is the development and upgrading of qualifications and skills of the unemployed and disadvantaged groups vulnerable to social exclusion.

CVET for the unemployed and others vulnerable to exclusion in the labour market is provided by Vocational Training Centres (*Kentro Epangelmatikis Katartisis, KEK*) within the Operational Programme (OP) 'Employment and Vocational Training'. *KEKs* carry out interventions and actions of European programmes for these target groups. More specifically, the OP 'Employment and Vocational Training' involves strengthening and upgrading the interventions and actions in favour of the unemployed, both long-term unemployed and young unemployed people, in order to adapt their skills to the needs of the labour market. It also involves the development of unemployed peoples' skills and their employment in the sectors of natural and cultural environment as well as interventions in favour of special disadvantaged groups and in favour of unemployed persons in areas or sectors of high unemployment.

A crucial action of the above OP for unemployed people is: "Training of unemployed people in accredited Vocational Training Centres. This action concerns CVET programmes and aims at the training and retraining of 23 ,000 unemployed people so as to adapt their skills to the needs of their local labour market. CVET programmes, which are implemented by accredited *KEKs* throughout Greece, are related to occupations in the following fields: health and welfare, economy and administration, information technology, tourism and services, agriculture, technicians and transport. The duration of the CVET programmes is 150 to 400 training hours with practical training covering 30-70% of the total training hours. Target groups are young unemployed people, long-term unemployed people, women (60% of the total number of the unemployed), older unemployed (45-64 years of age), social vulnerable groups. Unemployed people who participate in those programmes receive EUR 3.52 per hour (gross) while for the unemployed people who belong to social vulnerable groups the benefit is EUR 4.99 per hour (gross). *KEKs* have to provide medical insurance to the trainees during the course.

Moreover, within the OP 'Employment and Vocational Training' aims at the promotion of the equality of opportunities of access to the labour market for all and especially for those threatened by social exclusion, – there are integrated interventions for vulnerable social groups, which were carried out until December 2006. More specifically, one of the projects targets repatriates: 'Integrated Intervention for Disadvantaged Groups (Repatriates)'. The project 'Integrated Interventions for Unemployed People with Particular Cultural Characteristics' targets people with specific cultural characteristics, such as Roma and Greek Muslims. For these two projects, *KEK* are assigned to provide CVET programmes to the beneficiaries in cooperation with accompanying support services providers. The CVET programmes consist of a theoretical part and practical training. Their duration ranges from 200 to 500 hours. Training is combined with actions for promoting trainees to employment through programmes of the Manpower Employment Organization (*Organismos Apascholiseos Ergatikou dynamikou, OAED*). Trainees receive a benefit of EUR 5 per hour of training. According to the National Programme of Reforms for Development and Employment 2005-2008, it is estimated that from 2000 to 2006 130 000 unemployed people were trained.

Another Integrated Intervention concerns unemployed people with disabilities and unemployed former drug addicts: 'Integrated Interventions for Special Disadvantaged Groups (People with Disabilities and Former Drug Addicts)'. The training institutions responsible for carrying out the programmes are specialised Vocational Training Centres for people with disabilities (*Kentra Epangelmatikis Katartisis Atomon me Eidikes Ananges, KEK AmeA* ) and Specialised Centres for the Social and Vocational Integration of Former Drug Users and Drug Users in Treatment. These do not only implement training actions but also provide accompanying support services. Centres for the Promotion of Employment (*Kentro Proothisis Apascholis KPA*) of *OAED* play a primary role in selecting the beneficiaries of the programmes by identifying the skills,

qualifications and needs of unemployed people from vulnerable groups who seek advice from those centres. The duration of the programmes does not exceed 500 hours. Following their participation in the programmes, unemployed trainees can benefit from actions for promoting them to employment through *OAED* programmes.

*OAED* is the major body responsible for implementing continuing vocational training programmes in order to cover the needs of the unemployed who require specialisation in order to find work. The main focus of *OAED* is to develop and/or expand upon existing continuing vocational training courses with a view to making a more effective intervention in the labour market and covering the needs of the largest possible number of interested persons in training services. So it provides:

- A considerable number of CVET programmes, implemented by Vocational Training SA (*Epangelmatiki Katartisi AE*) of *OAED* and targeting the unemployed (both long-term unemployed workers and unemployed people who do not receive an unemployment benefit and are 18-60 years of age). They aim to enable the transition to the labour market. Unemployed people who participate in those programmes receive EUR 3.52 per hour (gross) while for the unemployed people who belong to vulnerable social groups EUR 4.99 per hour (gross). CVET programmes include theoretical training and workshop training that are implemented in the *KEKs* of Vocational Training SA. Their duration is 400 to 600 hours in total depending on specialization.
- A considerable number of alternating training programmes, implemented by Vocational Training SA (*Epangelmatiki Katartisi AE*) of *OAED* and targeting the unemployed (both long-term unemployed workers and unemployed people who do not receive an unemployment benefit and are 18-40 years of age). Special provision is made for unemployed people who belong to vulnerable social groups. The programmes include theoretical training and workshops taking place in *KEKs* of *OAED* as well as practical training taking place in enterprises. Their duration ranges from 620 to 1000 hours in total, according to the specialization. Trainees who participate in those programmes receive EUR 3.52 per hour while the trainees who belong to social vulnerable groups receive EUR 4.99 per hour.
- Vocational training for the unemployed as part of the comprehensive measures being taken in prefectures that face serious unemployment problems. Such measures include a career guidance, training and employment package.
- The creation of specialized programmes of short duration for the unemployed who receive unemployment benefit, in cooperation with *KPAs*. This is a basic way of intervention in the labour market as the vocational counsellor cooperates with the appropriate *KEK* in order to place the unemployed in short-term vocational programmes relevant to their skill shortage.

One of the main aims of CVET in Greece is the occupational and social integration of people with special needs and the increase in their employability. For this reason, there is a provision that 10% of the total student population consists of people with disabilities. In addition, there are 22 specialized *KEKs AmeA*, who are not able to attend programmes for the general population (mainstreaming). These *KEKs* offer programmes adapted not only to the developments and needs of the labour market but also to the trainees' special characteristics and needs.

#### QUALITY ASSURANCE

Because of the great number of training institutions, both public and private ones, it became necessary to set up a national body that would supervise and coordinate all providers of CVT. The National Accreditation Center for Continuing Vocational Training (*Ethniko Kentro Pistopoiisis tis Synechizomenins Epangelmatikis Katartisis, EKEPIS*) is supervised by the Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*) and it has administrative and financial autonomy. The Center's mission is to develop and implement the National Accreditation System for Continuing Vocational Training. This system aims to achieve quality assurance in vocational training, linkage between initial and continuing vocational qualifications and recognition of vocational qualifications provided via

continuing vocational training. In order to assure the quality of non-formal vocational training courses *EKEPIS* uses evaluation criteria and has implemented systems for:

- Accreditation of vocational training centres (*Kentra Epangelmatikis Katartisis, KEK*).
- Accreditation of continuing vocational training trainers via the establishment of a register.
- Accreditation of continuing vocational training courses that result in the acquisition of accredited knowledge, skills and qualifications related to the needs of the labour market.
- Accreditation of staff providing support services via the establishment of a register.
- Development of the system for the ongoing monitoring and evaluation of the work of accreditation centres.

#### **0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS**

The Account for Employment and Vocational Training (*Logariasmos gia tin Apascholisi kai Epangelmatiki Katartisi, LAEK*) is a major mechanism of CVET at the initiative of enterprises in Greece. This account has decisively contributed to the reinforcement of vocational training and employment policies. The financial resources of *LAEK* come from the joint contributions of both employers and employees, which amount to 0.45% of the total salary of each employee and are collected by the Social Security Institute (*Idryma Koinonikon Asfaliseon, IKA*). *LAEK* is managed by a Tripartite Committee with technical support from the Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*). Every year, the *LAEK* Management Committee draws up its annual programme for the allocation and management of funds from *LAEK*, covering the training programmes for staff of the eligible bodies. Enterprises can use these funds to cover the cost of training programmes for their employees. *LAEK* programmes take place either in the premises of enterprises or in educational units. They can be wholly theoretical or can consist of a theoretical part (at least 70% of the total training hours) and a practical part (at least 30% of the total training hours). The programmes can also take place outside or within hours of work. The enterprises that are entitled to *LAEK* funding may be private enterprises or semi-state bodies which want their staff to be trained. Especially, public enterprises can be legal persons under public law, legal persons under private law and organisations of local administration. The personnel that are trained have to be insured in *IKA*.

There are also *LAEK* programmes which offer training opportunities for employees in small enterprises (1-25 employees). *LAEK* programmes are carried out by bodies representing employers for small businesses. These bodies, either on their own or in cooperation with the corresponding bodies representing employees (trade unions) can submit proposals for financing the training of employees of the enterprises in the sector that they represent. These programmes include only a theoretical section and their thematic range is expected to improve the career development of trainees not only in their specific jobs but also in the labour market generally. However, participation in such programmes is rather low because enterprises do not provide time off work for training. Another factor impeding small enterprises from encouraging employees' participation in such programmes is the minimum number of employees that are necessary for the enterprise to operate. In case some of the employees are absent from work, the enterprise cannot operate with the remaining staff. In addition, there are internal business training programmes, which are supervised by *OAED* and financed by public as well as private funding. The programmes cover enterprises of all sizes (small, medium and large) and sectors. *OAED* makes public annual calls for interest and enterprises submit proposals outlining their training programme, which can be 150 to hours long and cover a variety of fields. The proposals are evaluated by *OAED* and most are approved for funding, usually with a smaller budget than within the bid. Before submitting their proposals, enterprises should make an agreement with a *KEK* to implement the training programme. *OAED* local agencies are responsible for inspecting each programme, since the public contribution to the budget varies from

50% to 70% (depending on enterprise size), while enterprises contribute the remaining 50% to 30%.

Moreover, major semi-state enterprises (the Public Power Corporation (*Dimosia Epicheirisi Ilektrismou, DEI*), the Hellenic Telecommunications Organisation (*Organismos Tilepikoinonion Elladas, OTE*, etc.) and private enterprises (banks, companies with more than 100 employees, etc.) as well as chambers of commerce, professional associations and federations of employees, have training departments and/or training units which provide employees with knowledge and skills which are required for their specific jobs.

Concerning CVET at the initiative of social partners, all four social partners of Greece have training institutions providing training opportunities.

Particular mention can be made of the Labour Institute of the General Confederation of Greek Workers (*Institouto Ergasias tis Genikis Synomospondias Ergaton Elladas, INE/GSEE*), which has prepared a series of studies on lifelong learning and vocational training. *INE/GSEE* also implements a large number of continuing vocational training courses and actively participates in almost all community initiatives in the context of the third Community Support Framework. It aims at the scientifically supported intervention of the trade union movement in the following areas of action:

- Research, studies and data gathering of subject matters which are of interest of all working people.
- The planning, implementation and development of appropriate schemes for vocational training.
- The development of systems of trade union education and training.

*KEK-INE/GSEE* is the body for implementing the policies of *GSEE* and *INE* regarding the development of manpower through training. It has developed training and employment actions within several programs (for example within the framework of CVT, programs for Combating Exclusion from the Labour market, Community Initiative "Employment") all over Greece since 1995 for employed and unemployed people and also for specific social groups facing problems in accessing the labour market or to insure professional stability and career development.

The General Confederation of Professionals, Craftsmen and Tradesmen (*Geniki Synomospondia Epangelmaton Viotechnon Emporon Elladas, GSEVEE*) represents the interests of artisans, traders and professionals. Among the services provided by *GSEVEE* to its members are:

- vocational training and further training for staff: *GSEVEE* has established its own accredited *KEK* with 5 training structures, targeted at employees, self-employed workers and employers of small commercial and manufacturing firms. It also supports trade unions of small and medium enterprises in planning, organising and implementing training actions. Finally, it implements integrated European programmes and initiatives.
- documentation services: *GSEVEE* is setting up its own portal, with a view to providing daily updated information on all issues of interest to its members, and eventually also distant training. Moreover, through its *KEK*, *GSEVEE* conducts studies and research, with special emphasis on skills, innovation and know-how issues.

The Federation of Greek Industries (*Syndesmos Ellinon Viomichanon, SEV*) collectively represents the interests of Greek industry vis-a-vis the state authorities and other social partner organisations. *SEV* is founding member of the Companies' Association, Institute for Industrial and Vocational Training (*Diepichirisiakos Syndesmos, Institouto Viomichanikis kai Epangelmatikis Epimorfosis kai Katartisis, I.V.E.P.E.*) which runs an accredited Vocational Training Centre (*Kentro Epangelmatikis Katartisis, KEK*) for technical staff.

*KEK IVEPE*, which is of national range, aims to provide vocational training for workers and the unemployed. It provides 50 standard training programmes, which cover

technical, professional, technological and financial subjects, as well as computing and business administration. At the same time, training programmes announced by *OAED*, the Ministry of Employment and Social Protection (*Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP*) and the Ministry of Development (*Ypourgeio Anaptyxis, YPAN*) are being implemented for the employed and unemployed alike.

The National Confederation of Hellenic Commerce (*Ethniki Synomospondia Ellinikou Emporiou, ESEE*), established in 1994, is a nationwide confederal organisation representing commercial firms irrespective of size. In practice, however, the Confederation mostly represents small commercial firms employing less than 10 employees. One of the main fields of services provided by *ESEE* to its members is vocational training of employees, unemployed and entrepreneurs: the Confederation has established its own, accredited, vocational training structures. So *ESEE* has established the Development Centre of Greek Commerce (*Kentro Anaptyxis Ellinikou Emporiou, K.A.E.L.E.*), which is based in Athens and has seven training structures. The basic aim of *K.A.E.L.E.* is to help commercial enterprises to obtain manpower adapted to the needs and requirements of market nowadays and to encourage enterprises employ trainees that are members of vulnerable groups.

#### **0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL**

Centres of Liberal Studies (*Kentro Eleftheron Spoudon, KES*) are private training centres for holders of Upper Secondary School certificate. Courses are self-financed and last from one to four years, depending on the level of training they provide. These centres are not subject to educational or other supervision by the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskefmaton, YPEPTH*). Some of them are colleges and collaborate with foreign Universities in order to confer university-level degrees. These degrees have not been recognised up to now by the Hellenic National Academic Recognition and Information Centre (*Diapanepistimiakos Organismos Anagnoriseos Titlon Akadimaikon kai Pliroforisis, NARIC*) as equivalent to those conferred by Greek Universities (*Anotata Ekpaideftika Idrimata, AEI*) or Technological Educational Institutes (*Technologiko Ekpaideftiko Idryma, TEI*), because under the Greek Constitution, it is not permitted to establish or run private Universities or private *TEIs*.

In total, 17% of the Greek population from 25-64 participated in any kind of learning in 2003 (*source: Eurostat, 2005 "Lifelong Learning in Europe" Statistics in Focus, 2005*).

### **06 - TRAINING VET TEACHERS AND TRAINERS**

#### **0601 - TYPES OF TEACHERS AND TRAINERS IN VET**

In Greece, the term teacher is used to refer to a person employed at a school providing either primary or secondary education, either general or vocational, while the term trainer refers to people in institutions providing either Post Secondary IVET or CVET. Moreover, teaching occupations are formally recognised while the recognition of the training occupations depends upon the body that uses their services.

Initial School-based Vocational Education is provided in Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*) which are gradually being substituted by Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*). It is also provided in Apprenticeship *TEE* (*TEE Mathiteias*), which operate within the framework of upper secondary education.

Post Secondary Initial Vocational Training is provided in Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*).

Continuing Vocational Education and Training is provided in:

- Vocational Training Centres (*Kentra Epangelmatikis Katartisis, KEK*)
- Education Centres for Adult Education (*Kentra Ekpaidefsis Enilikon, KEE*)
- The Centre for Distance Lifelong Education and Training of Adults (*Kentro dia viou Ekpaidefsis kai Epimorphosis Enilikon, KEEENAP*)

- Prefectural Committees for Adult Education (*Nomarchiakes Epitropes Laikis Epimorfosis, NELE*)
- Teachers work in IVET provided in *EPAL, EPAS* and Apprenticeship *TEE* while trainers work in *IEK, KEK, KEE, KEENAP* and *NELE*.

Table 1. Teacher and Trainer by workplace

	<b>TYPES OF INSTITUTES</b>	<b>STAFF</b>	<b>TASKS</b>
<b>IVET</b>	<i>EPAL, EPAS, TEE, Apprenticeship TEE</i> (School-based IVET)	Teachers	Teaching
	<i>IEK</i> (Post-secondary IVET)	Trainers	Training
<b>CVET</b>	<i>KEK, KEE, KEENAP, NELE</i>	Trainers	Training

Teachers and trainers do not have any additional roles in the VET system. In some cases, however, they may be chosen by the bodies responsible for providing VET, to form committees that will be engaged for some period in curriculum development, in different types of assessment etc. The choice is based upon their qualifications, experience etc.

Teachers are tertiary education graduates with a pedagogical background. Trainers are mainly tertiary education graduates. However, in some cases, the bodies that offer CVET may use as trainers, persons that are not tertiary education graduates but have an extensive work experience. A trainer may work in different providers.

The training arrangements for teachers and trainers are regulated by the same bodies that are officially responsible for the regulation of VET systems. E.g. the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) and the Pedagogical Institute (*Paidagogiko Institutouto, PI*) which is the scientific body of *YPEPTH*, which is an advisory body on educational issues at primary level as well as at secondary level (general and vocational secondary education). It is responsible for developing policies, conducting research, designing and compiling curricula, organising teacher training, and developing teaching materials (books, laboratory manuals, teacher's books, audiovisuals, etc.).

Apprenticeship Technical Vocational Schools (*TEE Mathiteias*) belong to the Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*), which is a legal entity of Public Law and is supervised by the Ministry of Employment and Social Protection (*Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP*). The curricula are set according to a Common Ministerial Decision of the Ministers of National Education and Religious Affairs and Employment and Social Protection and is regulated according to a proposal made by the Pedagogical Institute (*Paidagogiko Institutouto, PI*) (article 5 of Law 2640/98 'Secondary vocational education and training and other regulations' - Official Journal 206 / Issue A/ 3-09-98).

More precisely, the bodies responsible for the regulation of the above mentioned VET structures and accordingly the respective teachers/trainers training arrangements are the following.

**FOR TEACHERS IN INITIAL VOCATIONAL EDUCATION STRUCTURES (*EPAL, EPAS, TEE, APPRENTICESHIP TEE*)**

- Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*)
- Ministry of Development (*Ypourgeio Anaptyxis*)
- Ministry of Health and Welfare (*Ypourgeio Ygeias kai Koinonikis Allilengyis, YYKA*)
- Ministry of Rural Development and Food (*Ypourgeio Agrotikis Anaptixis kai Trofimon*)
- Tourism Education and Training Organisation (*Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK*)
- Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*)

#### FOR TEACHERS/TRAINERS IN INITIAL VOCATIONAL TRAINING STRUCTURES (IEK)

- Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*)
- Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*)
- Tourism Education and Training Organisation (*Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK*)
- National Centre for Immediate Help (*Ethniko Kentro Amesis Voithias, EKAB*)

#### FOR TRAINERS IN CONTINUING VOCATIONAL EDUCATION AND TRAINING STRUCTURES (IEK)

- Ministry of Employment and Social Protection (*Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP*).
- General Secretariat for Adult Education (*Geniki Grammateia Ekpaidefsis Enilikon, GGEE*)

#### TEACHERS'/TRAINERS' ENTRY REQUIREMENTS

In order to be employed at a school providing IVET, teachers have to sit exams which are organized every two years by the Higher Personnel Selection Council (*Anotato Symvoulío Epilogis Prosopikou, ASEP*). ASEP is an independent body responsible for initiating the national written examination for the recruitment of teachers in the public school education sector.

The entry requirements for this type of teachers include a tertiary education certificate and a certificate in pedagogics (for those that pedagogics are not included in the curriculum of their basic studies) acquired/awarded after they complete a two-semester training programme in the Higher School of Pedagogical and Technological Education (*Anotati Scholi Paidagogikis kai Technikis Ekpaidefsis, ASPAITE*). They work on a permanent basis, they are civil servants and are paid according to their rank.

OEEK is in the process of drawing up a register of the trainers employed in its structures.

Trainers who want to work in KEK and generally CVET structures should be included in the Register of Trainers for Adults (*Eisagogiko Mitroo Ekpaidefton Enilikon*) initiated by the National Accreditation Centre for Vocational Training (*Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS*).

#### 0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

IVET in Greece is provided both at upper-secondary school based level and at post-secondary level.

At upper-secondary level it is provided in Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*) which are gradually being substituted by Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki*

*Scholi, EPAS*). It is also provided in Apprenticeship *TEE (TEE Mathiteias)*. All the afore-mentioned institutions employ teachers.

Post Secondary Initial Vocational Training is provided in Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*). *IEKs* employ trainers.

Table 1. Teachers and Trainers in IVET

	<b>TYPES OF INSTITUTES</b>	<b>STAFF</b>	<b>TASKS</b>
<b>IVET</b>	<i>EPAL, EPAS, TEE, Apprenticeship TEE</i> (School-based IVET)	Teachers	Teaching
	<i>IEK (Post-secondary IVET)</i>	Trainers	Training

#### TEACHERS IN INITIAL VOCATIONAL EDUCATION STRUCTURES

Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*), Vocational Schools (*Epangelmatiki Scholi, EPAS*) and Apprenticeship *TEE* employ teachers who teach theoretical and practical subjects.

The entry requirements for this type of teachers include a tertiary education certificate and a certificate in pedagogics (for those that pedagogics are not included in the curriculum of their basic studies) gained after they complete a two-semester training programme in the Higher School of Pedagogical and Technological Education (*Anotati Scholi Paidagogikis kai Technikis Ekpaidefsis, ASPAITE*). Thus, pre-service training is provided for this type of teachers either at universities or *ASPAITE*.

In-service training is provided through the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) structures as follows:

- Compulsory training programmes implemented by the Regional Training Centres (*Periferiaka Epimorfotika Kentra, PEK*), on various subjects
- Training programmes provided by the Training Support Centres (*Kentra Stirixis Epimorfosis, KSE*).

In-service training is also provided by the Pedagogical Institute (*Paidagogiko Institouto, PI*), the scientific body of *YPEPTH*. The PI, in an attempt to make use of the potential offered by new technologies, has initiated a Distance Learning Centre, which provides teachers/trainers with training in the following fields: self-education, cooperative learning and virtual classes.

Additionally, in-service training is optionally provided to teachers by *ASPAITE* for further training or specialization, leading to a 'Certificate of Further Training' or 'Specialization' e.g. Specialization programme in Pedagogy and Didactics of General Technology and Specialization programme in Counselling and Guidance.

All training activities are supervised by the Organization for Teachers' Training (*Organismos Epimorfosis Ekpaideftikon, OEPEK*) that has operated as a legal entity of public law supervised by *YPEPTH*. *OEPEK* is authorized to design the curricula for teachers' training and define the standards for the certification of teaching and pedagogical skills.

Training curricula are designed by teams of experts employed by the Pedagogical Institute (*Paidagogiko Institouto, PI*), the scientific body of *YPEPTH*, and approved by *YPEPTH*. Teachers can be members of such teams.

### TRAINERS IN INITIAL VOCATIONAL TRAINING STRUCTURES (IEK)

The entry requirements for this type of trainers include a tertiary education certificate and a certificate in pedagogics (for those that pedagogics are not included in the curriculum of their basic studies) gained after they complete a two-semester training programme in the Higher School of Pedagogical and Technological Education (*Anotati Scholi Paidagogikis kai Technikis Ekpaidefsis, ASPAITE*). Additionally, in this type of structures Secondary Vocational Education graduates (TEE graduates), who work as assistants of the formal trainers, or Initial Vocational Training certificate holders (*IEK* graduates) may serve. Besides formal qualifications, the recruitment of trainers depends upon professional experience, which is considered to be an important factor for admission. The number of years of prior professional experience varies and is usually correlated with formal qualifications and the training subject.

In-service training is provided by the Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) through the organization of seminars on the latest advancements and current trends in the various fields related to the specialties available. *OEEK* is the process of issuing a call for interest addressing trainers of adults, who have already been employed in Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*), in order to draw up a list of trainers.

Training curricula are designed by teams of experts employed by *OEEK* and trainers can be members of such teams.

### 0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

CVET in Greece is provided in Vocational Training Centres (*Kentra Epangelmatikis Katartisis, KEK*) run by the Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*) of the Ministry of Employment and Social Protection (*Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP*).

It is also provided by the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) and is implemented by the General Secretariat of Adult Education (*Geniki Grammateia Ekpaidefsis Enilikon, GGEE*) in the following structures:

- Education Centres for Adult Education (*Kentra Ekpaidefsis Enilikon, KEE*)
- The Centre for Distance Lifelong Education and Training of Adults (*Kentro dia viou Ekpaidefsis kai Epimorphosis Enilikon, KEEENAP*)
- Prefectural Committees for Adult Education (*Nomarchiakes Epitropes Laikis Epimorphosis, NELE*)

Trainers are employed in all structures.

Table 1. Trainers in CVET			
	TYPES OF INSTITUTES	STAFF	TASKS
CVET	KEK, KEE, KEENAP, NELE	Trainers	Training

### TRAINERS IN CONTINUING VOCATIONAL EDUCATION AND TRAINING STRUCTURES

The entry requirements for this type of trainers are a tertiary education certificate, a Secondary Vocational Education certificate (TEE graduates). Besides formal qualifications, the recruitment of trainers depends upon professional experience, which is considered to be an important factor for admission.

Pre-service training is provided by the National Accreditation Centre for Vocational Training (*Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS*). EKEPIS has initiated the National Training Programme for trainers in Continuing Vocational Training (*Ethniko Programma Ekpaidefsis Ekpaidefton apo Apostasi, EPEEA*). The programme was launched in late 2002 and aimed at setting up and providing pre-service, pedagogical training for trainers in Continuing Vocational Training. The programme has planned to implement distance learning methods and techniques for large-scale, nation-wide training courses.

Candidate trainers who wish to be appointed in structures providing CVET should be included in the Introductory Register of Trainers in Continuing Vocational Training (*Eisagogiko Mitroo Ekpaidefton*). After having registered, they have to attend training seminars, which last for 800 hours, and on completion of the seminars they are assessed. Successful assessment entitles trainers to enrol in the Register of Accredited Trainers in Continuing Vocational Training (*Mitroo Pistopoiimenon Ekpaidefton*).

In-service training for CVET trainers is not foreseen. Trainers in CVET have possibly the opportunity to participate in training courses provided by various educational and training institutions. However, training is voluntary and not necessarily related to the tasks performed in CVET training structures.

Up to now, there are no continuous assessment procedures to evaluate quality and performance of trainers while in-service.

## 07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

### 0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The Transition Observatory (*Paratiritirio Metavasis*) in the Pedagogical Institute (*Paidagogiko Institutouto, PI*) provides the mechanisms for anticipating skills needs in formal education. It deals with the transition of school-leavers from education to work. It covers the whole range of activities of an Observatory, which approaches for the first time pupils before leaving compulsory education and monitors them periodically until their entry into working life. The Transition Observatory monitors and registers the educational/vocational choices of young people and explores their career patterns. Then it disseminates this information to stakeholders (i.e. policy makers, teachers, students, parents etc.). It also examines the accountability (external efficiency) of the educational system and supports the relevant educational policies (linking curricula of upper secondary education schools with labour market requirements, linking education with initial training etc.) Last, it improves vocational guidance and counselling.

The mechanisms for anticipating skills needs for Vocational Training Institutes (*Institutouto Epangelmatikis Katartisis, IEK*) are provided by the Organization of Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*). OEEK sets up Tripartite Advisory Committees (*Trimelis Symvouleftiki Epitropi, TSE*). Their main task is to monitor the needs of labour markets at regional and local level and to propose to the Administrative Board of OEEK the introduction of new specialisations according to regional manpower needs and the replacement of others that are no longer in demand. Specifically, TSEs advise on issues relating to the linkage of training provided in the prefecture with the needs of the local labour market.

Employment Observatory Research Informatics SA (*Paratiritirio Apascholis Erevnitiki Pliroforiki AE, PAEP*), which is affiliated to the Manpower Employment Organization ([Organismos Apascholiseos Ergatikou Dynamikou, OAED](#)), aims at registering and analyzing the basic indicators of the labour market and employment. It registers and forecasts medium-term needs in vocational training. It also implements a model of identifying specializations and skills in demand for all occupations in the labour market.

Vocational Training, SA (*Epangelmatiki Katartisi AE*), also affiliated to OAED, collaborates with PAEP and makes use of the above information in order to develop training programmes in its IEKs and Vocational Training Centres (*Kentro Epangelmatikis Katartisis, KEK*). Providers of CVET and IVET cooperate with public

and private enterprises and social partners so as to adapt their programmes to current manpower needs.

#### **0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS**

The National System for Linking Vocational Education and Training to Employment (*Ethniko Systima Syndesis tis Epangelmatikis Ekpaidefsis kai Katartisis me tin Apascholi, ESSEKA*) was established in 2003. It seeks to facilitate the planning of an integrated strategy for linking Technical Vocational Education, Initial Vocational Education and Continuing Vocational Education. More specifically, it stipulates that the Organization for Vocational Education and Training (*Organismos Epangelmatikis Ekpedefsis kai Katartisis, OEEK*) collaborates with the Department of Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) which is responsible for Technical Vocational Education, i.e. Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*), a new type of school established pursuant to Law 3475/2006 are an alternative in upper-secondary education. They aim at combining secondary education with specialised technical and vocational knowledge and the quicker integration of graduates in the labour market. The main differences between TEE and *EPAL* are that graduates can sit exams held at a national level which give them access to Universities (*Anotata Ekpaideftika Idrymata, AEI*) and that more time is devoted to theoretical subjects.

The same law sets the framework for the establishment of Vocational Schools (*Epangelmatiki Scholi, EPAS*). *EPAS* can be attended by graduates of the first class of *Eniaio Lykeio* or *EPAL*. They provide vocational training in a variety of specialties which are not provided in *EPAL*.

Moreover, *OEEK* cooperates with the National Accreditation Centre for Continuing Vocational Training (*Ethniko Kentro Pistopiisis Synehizomenis Epangelmatikis Katartisis, EKEPIS*). The goal is to link Initial Vocational Training and Continuing Vocational Training and to formulate common regulations and principles concerning the certification of trainers and accreditation of structures, bodies and training programmes.

#### **0703 - RENEWAL OF CURRICULA**

Teachers and trainers are not directly involved in curricula development. The curricula in formal education are designed by research teams in the Pedagogical Institute (*Paidagogiko Institutouto, PI*) and approved by the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*). The teams usually consist of university teachers, counselors and teachers of secondary education.

The curricula for Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) are designed by groups of specialist professionals in each field. Such committees are set up by the Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*), which is the body responsible for designing and implementing curricula. As for assessment, educators themselves are not involved in the assessment of curricula, materials or procedures. Those tasks are the responsibility of committees set up by *OEEK*.

The same process applies to the design of curricula for Vocational Training Centres (*Kentra Epangelmatikis Katartisis, KEK*) but the body responsible for their design and implementation is the National Accreditation Centre for Continuing Vocational Training (*Ethniko Kentro Pistopiisis Synehizomenis Epangelmatikis Katartisis, EKEPIS*). Experienced teachers and trainers of each field can be members of such committees and participate in designing curricula.

In general education, lifelong education, IVET and CVET, new types of skills have been introduced in the curricula while new methods have been integrated into them or recommended for them.

In general education, there has been an effort to adopt new educational practices that promote the development of critical thinking, collaborative skill and creative activity in the formal education. For this purpose the PI has worked since 2001 on the development of the new Cross Curricular/Thematic Framework introducing a cross-thematic approach to learning. This innovative endeavour focuses on the horizontal

linking of all subject content, ensuring a multidimensional analysis of concepts. This can involve planning and designing teaching subjects, which are not clearly within the field of only one specific discipline. Examples of such subjects are: 'Studies of the Environment', 'Social Studies and Citizenship Education', 'Exploring the Natural World' etc.).

Within this framework, the Flexible Zone Program was implemented by the PI., as a pilot project in compulsory education (Nursery, Primary and Lower Secondary Education levels). This is an educational project that substantially promotes a cross-thematic approach to learning and is supported by specially designed educational material. In some classes therefore (grade/year 6 and grade/year 9), the Cross-Curricular/Thematic Book-Portfolios are introduced which include cross-curricular activities that support and motivate pupil creativity. In Second Chance Schools (*Scholio Deftaris Efkaerias, SDE*), the educational content corresponds to current social and economic priorities and needs of the labour market. The skills and competences integrated in the programme include: basic skills (reading, writing, numeracy), social skills (group work, communication), social and cultural education and preparation for working life. The syllabus of *SDEs* combines the following educational activities which are mandatory for all teachers: teaching in class, cross-curricular teaching, projects and workshops (remedial teaching, when necessary, as well as free electives, in which teachers organize workshops in various areas of knowledge and skills according to the learners' interests). The acquisition of general knowledge, the use of new technologies, foreign language learning, and vocational guidance improve the opportunities for access to the labour market.

Centres for Adult Education (*Kentro Ekpedefsis Enilikon, KEE*), in co-operation with the local authorities, provide adult education on basic skills, new basic skills, social skills and language learning for immigrants. The learning programmes are based on studies concerning the specific needs of the local communities carried out by the local authorities and other social and professional bodies under the responsibility of the General Secretariat for Adult Education (*Geniki Gramateia Ekpaidefsis Enilikon, GGEE*). Furthermore, among the innovative methods employed in *KEEs* is the combination of a personal portfolio with systematic monitoring of student performance to identify gaps at an individual level.

In VET and lifelong education, the introduction of new methods and skills aims to broaden adults' educational and occupational options, providing opportunities for further learning and updating of knowledge and skills. Below is a number of examples that illustrate the effort to integrate new skills and methods into the curricula of IVET and CVET programmes.

In Vocational Training Institutes (*Institouto Epangelmatikis Katartisis, IEK*), during the last semester, trainees either in small groups or individually, have to complete one or more projects, theoretical and/or practical ones under the supervision of trainers. This project can be practical, requiring that trainees utilize all the knowledge and skills that they have acquired throughout the training course. On the other hand, trainees will have to carry out a cross-thematic project on a subject that they have been taught in the previous semesters. Especially, they have to draw on subject-specific knowledge and use the results of research that they have conducted in areas of interests. Moreover, their sources can be books or visits to the workplace. Trainees have to present their projects using Powerpoint at the end of the semester and this is evaluated.

Distance learning is a basic feature of programmes in Centres of Distance Lifelong Education and Training for Adults (*Kentro Dia Viou Ekpaidefsis kai Epimorfosis Enilikon apo Apostasi, KEEENAP*). The e-learning model used in *KEEENAP* combines distance learning with traditional teaching of adults. Essentially, it is a blended learning model, in which there are group meetings and seminars during each module in an educational programme.

The Hellenic Open University (*Elliniko Anoikto Panepistimio, EAP*), established in 1997, is a successful initiative in lifelong education, incorporating a several innovative elements. Studies are exclusively provided using the distance learning method. In addition, a modular system is used and the faculty is replaced by a more flexible

programme of studies format which can easily be changed depending on social and educational needs from time to time. Finally, the absence of entrance examinations, the wide age range among students, the provision of modular courses and the option to develop a personal time schedule for completing their studies are the main reasons for people to opt for the *EAP*. Acquisition and certification of qualifications are achieved in the case of the *EAP* by combining self-teaching methods, project work and group meetings with a tutor. Student e-mails and the University web page provide prompt information and permit communication.

## 08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

### 0801 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING

#### BACKGROUND

The Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) is the key actor in defining the characteristics of education and training in Greece. This is mostly done in cooperation with social partners, whose opinion, however, is advisory rather than definitive.

Degrees and certificates awarded by secondary and tertiary education are directly recognised as formal qualifications for appointment in corresponding posts in the public and private sector. Tertiary level graduates can obtain the licence to exercise their profession and have their professional rights protected through registration to Chambers (*Epimelitiria*) or Professional Associations (*Epangelmatikes Enoseis*).

The following professional sectors have been legalised in Greece by the Council of Recognition of Professional Equivalence of Higher Education Diplomas (*Symvoulío Anagnorisis Epangelmatikis Isotimias Titlon Tritovathmias Ekpaidefsis*) of *YPEPTH*: Professions in the Agricultural, Forestry and Fishing sectors, Teaching professions, Economic and Commercial Professions, Technical Professions and Health related professions. The relevant Ministries as well as respective Professional Associations are competent to regulate legal texts. The number of such legal texts is too extended and can be accessed at <http://www.srpq.gr>

Most professions and trades are regulated in Greece and in order to have access to them, qualifications acquired through the process of formal or informal learning are necessary. In particular, degrees and certificates awarded by secondary and tertiary education are directly recognised as formal qualifications and are recognised as formal qualifications for appointment in relevant posts in the public and private sector.

#### MECHANISMS

In formal education, the practices for the transfer of learning are as follows: Transfer from Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*)- the new types of upper secondary schools offering vocational education and training which are gradually substituting Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*)- to *IEKs* Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*); when the specialisation area of *EPAL* and *EPAS* graduates is related to the one that they want to attend in *IEKs*, then compulsory attendance is reduced from four to two semesters.

Transfer from an *IEK* specialisation to another related *IEK* specialisation: likewise, compulsory attendance in the second specialisation is reduced to two semesters.

Transfer from Technological Educational Institute (*Technologiko Ekpaideftiko Idryma, TEI*) to Higher Education Institutes (*Anotata Ekpaideftika Idrimata, AEI*). This is achieved through examinations; provided the area of specialisation is related and depending on the legislative framework, compulsory attendance can be reduced from eight to six semesters.

Transfer from *AEI* to *AEI*: provided the area of specialisation is related, common courses are recognised and attendance decreases.

Mobility after the completion of upper secondary education varies considerably according to the type of education already completed. There is the possibility of moving from *Geniko Lykeio* (general education) either to higher general education, received in Universities (*Anotata Ekpaideftika Idrimata, AEI*) or Technological Educational Institutes (*Technologika Ekpaideftika Idrimata, TEI*) after taking exams or to *IEK* after

a process of selection. The same applies to mobility for *EPAL* graduates. However, mobility for *EPAS* graduates is limited since they are entitled to obtain a licence to practise a profession, enrol in *IEK* or enter the labour market.

Finally, concerning graduates of *IEK*, vertical mobility is non-existent.

In the case of graduates of *IEK* who completed their studies in one area of specialisation and wish to do a course in another area of specialisation, it is possible for them to enter the second, third, or fourth semester of the new area of specialisation, where the courses of studies in the two areas of specialisation are similar.

There is no system for credit transfer. In reality, the formal qualifications acquired from the education system do not often correlate with competencies acquired from the work experience. *OEEK* is in the process of implementing on a pilot basis the transference of credit units in the information technology sector. This scheme will first be introduced in 2008.

At the same time, according to law 3374/2005 about *Quality assurance in Tertiary education. System for the transference and accumulation of credit units – Certificate appendix*, undergraduate and post-graduate study programmes offered by institutes providing tertiary education are organised on the basis of transference and accumulation of credit units. It is a system of describing the curricula of institutes offering tertiary education by rendering credit units to the elements they consist of. The workload for each full-time student is estimated to be sixty credit units every academic year and thirty units for every semester.

Moreover, the Certificate appendix is an explanatory document which does not substitute a formal qualification or the marks granted by tertiary education institutes. This appendix is attached to qualifications issued by tertiary education institutes and gives information about the nature, the level, the general framework of education which has successfully been completed by the person whose name is cited in the original title to which the appendix is attached.

Currently there is no legislation about transference: from IVET to higher education and from IVET to CVET, within CVET.

Concerning transference from CVET to Higher Education there is no legal framework for the whole or partial transference of qualifications.

Concerning accumulation, there is no policy.

## **0802 - ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/INFORMAL LEARNING POLICY – BODIES RESPONSIBLE**

The political will for the promotion of Life Long Learning in Greece is stated in the context of the implementation of active policies for the promotion of employment and the struggle against unemployment, and is articulated through certain legislative documents. These documents set as a goal the accreditation of skills and competences, which are a product of external processes of the formal learning system, but which lead to lifelong learning. In particular, The Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) and the Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*) promoted the new law for the National System for Linking Vocational Education and Training to Employment (*Ethniko Systima Syndesis tis Epangelmatikis Ekpaidefsis kai Katartisis me tin Apascholisi, ESSEEKA*) which seeks to facilitate the process of meeting the manpower needs of the Greek labour market, through an integrated system that registers the needs of the labour market at national and local level. It creates a framework for the planning and coordination of a national policy related to vocational education and training structures and their linking with employment.

The law 3369/2005 complementary to the one of *ESSEEKA* was the Systematisation of Lifelong Learning and other regulations, which was introduced in 2005. It includes provisions about the providers of lifelong education and training as well as the development and accreditation of occupation profiles, which can form the basis for the design and accreditation of lifelong training programmes. It defines the main forms of CVET and adult education in Greece. Lifelong training consists of Initial Vocational

Training, implemented by OEEK, and Continuing Vocational Training implemented by The National Accreditation Centre for Vocational Training (*Ethniko Kentro Pistopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS*). The mission of EKEPIS is to accredit Vocational Training Centres (*Kentro Epangelmatikis Katartisis, KEK*), and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users (*Eksidikefmeno Kentro Koinonikis kai Epangelmatikis Entaksis gia atoma me anapiries kai apeksartimena i ipo apeksartisi atoma*).

People who have completed programmes lasting up to 75 hours receive a certificate of training while those who have completed programmes of longer duration and up to 250 hours long receive a certificate of lifelong education following evaluation.

By utilizing national and international experience in lifelong learning, the new law promotes business-oriented educational activities, combats exclusion and in general sets capital investment and investment in education and training on the same level. The competence of the institutions involved is being clearly defined and the National Committee for Lifelong Learning (*Ethniki Epitropi gia tin Dia Viou Mathisi*) was established for the coordination of policies at national level and for providing a link between lifelong learning and ESSEKA.

Consequently, it becomes apparent that since the Lifelong Learning concept follows a horizontal type approach to all the learning systems, unifying conceptually and institutionally the formal and non-formal system, the recognition of knowledge and skills, which are acquired through non-formal or informal learning, is closely interconnected with the establishment of the Lifelong Learning system in Greece.

The national political will expresses, and is also articulated, through the European action plan for the creation of a powerful and competitive European economy, which illustrates the participation of an adequate percentage of European citizens to Lifelong Learning processes as a major priority for European Union. In any case, the augmentation of this participation constitutes a major goal of the revised Lisbon Strategy.

The European Commission, in its statement for the “materialization of a Lifelong Learning European Region” and with regards to the definition for Lifelong learning, states that apart from the emphasis given to the further training from the nursery level till retirement, it should also include the whole spectrum of school, out of school, and informal learning.

Therefore, the political will for the creation of a Lifelong Learning System and the recognition of non-formal and informal learning has been expressed at a national as well as at a European level.

#### **MECHANISMS**

There is no legislation concerning the mechanisms/ tools/ methods/ practices for transfer and validation of knowledge and skills education and training from non-formal/informal to formal education and there are no initiatives on the validation of informal learning in any sector. The non-existence certification system for qualifications leads to non-acknowledgement of skills which have been acquired by employees via informal learning with everything this entails in terms of pay, professional rights, etc. Neither does it give access to further formal education nor to regulated professions. It is only considered as an additional qualification that can be used to improve professional position by employees who already work at a particular post. However, there are a lot of workers as well as unemployed people who are interested in participating in non-formal learning programmes.

#### **0803 - IMPACT OF EU POLICY COOPERATION**

The Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) operating in the field of educational mobility and keeping in track with the needs of the contemporary employment market, has been responsible for putting into practice the Europass–Training initiative. OEEK is responsible for the provision of the Europass. In May 2005, the Organization initiated the operation of the National Centre of Europass as the comprehensive national body, aiming at the promotion of transparency of professional qualifications and skills as well as at the facilitation of mobility in Europe for educational and vocational purposes.

Europass, in its expanded form, includes the following five components: the European CV, the Europass Mobility, the Europass Complement to Certificates and Diplomas and the Europass Language Passport.

The National deliberation of the ECVET (European Credit Transfer System of VET) was initiated by the European commission in November 2006. In this framework, the opening ceremony of the period of National deliberation of ECVET took place on January 31. It was attended by social partners and delegates of bodies providing VET. The Minister of National Education and Religious Affairs asked them to assist and cooperate and stressed that the sooner we manage to adapt systems in this direction, the more attractive they will become. She added that the framework of Life long learning, the need for knowledge and information at all stages of our lives require changes to take place. Such changes involve:

- Better cooperation among education, training and the labour market
- Encouraging young people to move in the EU as well as from one workplace or branch of economy to another
- Expansion of CVET systems and their flexibility
- Transformation of workplace into places where education will take place
- Transference and continuation of learning routes between VET and tertiary education
- Incorporation of innovation and entrepreneurship within curricula and expansion of technology in teaching and learning.

The ECVET along with the EQF (European Qualifications Framework) is one of the priorities set by the European Commission. The creation of a common code is pursued, which will enable qualifications and skills acquired at a national level to become comprehensible at a European level and therefore become convertible and comparable. The results of the National deliberation will be discussed in conference held in the framework of the German presidency in June 2007.

## **0804 - FACILITATING EU MOBILITY**

### **BODIES VALIDATING THE TRANSFERENCE OF KNOWLEDGE, SKILLS AND QUALIFICATIONS ACQUIRED ABROAD**

The Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) with the Directorate of Secondary Education and its Departments are involved in the validation of qualifications acquired in primary and secondary education. Primary and Secondary education graduates submit their qualifications and the Directorate and Departments recognize their diplomas without asking them to sit any exams.

Concerning qualifications acquired in IVET the Professional Rights and Degree Equivalence Department (*Diefthinsi Epangelmatikon Dikaiomaton kai Isotimion*) of the Organization for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) is responsible for their validation. IVET graduates submit their qualifications to OEEK which recognizes their diplomas without asking them to sit any exams.

Moreover, the Hellenic National Academic Recognition and Information Center (*Diepistimonikos Organismos Anagnorisis Titlon Akadimaikon kai Pliroforisis, DOATAP-Hellenic NARIC*), which was set up in April 2005 according to Law 3328/2005 National Academic Recognition and Information Center and other provisions and substituted the former *Diepistimoniko Kentro Anagnorisis Titlon Spoudon tis Allodapis (DIKATSA)*, is responsible for the accreditation of diplomas acquired abroad by educational institutes of tertiary education as well as providing information about tertiary studies abroad. It is situated in Athens and is supervised by YPEPTH. A list of congeneric tertiary education establishments contains those establishments that have been accredited up to now. Graduates of tertiary education either have their degrees accredited after they submit their degree to the Examination

Body of *DOATAP* and the Examination Body determines if they will be accredited automatically or have to sit exams in a number of subjects (1 – 10 depending on the duration of studies).

As far as EU Directive 2005/36/EC is concerned, Greece should have harmonised national legislation by October 20, 2007. In the meantime, in order to lay the foundations for the recognition of professional qualifications, certain laws have been issued. Such examples are Law 3374/2005 about Quality assurance in Tertiary education. System for the transference and accumulation of credit units – Certificate appendix, Law 3549/2007 about the Reform of Institutional Framework of the structure and operation of Higher Education Institutes, Law 3328/2005 National Academic Recognition and Information Center and other provisions and the revision of the Greek Constitution. In particular, these laws along with revision of article 16, regarding the foundation of private Universities in Greece, aim at contributing to the acknowledgement of professional qualifications at a European level.

## 09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

### 0901 - STRATEGY AND PROVISION

In Greece many bodies are involved in the provision of vocational guidance and counselling.

The National Centre for Vocational Orientation (*Ethniko Kentro Epangelmatikou Prosanatolismou, EKEP*), which was established in 1994 and reactivated in 1997, aims at the scientific and technical support of the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) and the Ministry of Employment and Social Protection (*Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP*) in the planning and implementation of a national policy in the field of vocational guidance and counselling. Moreover, *EKEP* is responsible for the accreditation of bodies and individuals that provide vocational guidance and counselling. At this stage, *EKEP* has started operating by participating in the Euroguidance Network National Resource Centre for Vocational Guidance (*Evropaiko Diktyo Kentron Pliroforisis*). On a national level, *EKEP* is the body for the coordination, support, certification and enhancement of the actions taken by those offering Counselling and Vocational Guidance services in education, training and employment. *EKEP* endeavours to contribute, along with other competent bodies, to the harmonization of the content and orientation of education and training with the requirements of the labour market to meet the demands of employers and employees in the light of current socio-economic concerns. It places particular emphasis on the dissemination of information about education, training and employment in Greece and Europe.

Vocational Guidance and Counselling in secondary education, has been structured as follows:

The Ministry responsible for the institution is *YPEPTH*. More precisely, the Educational Guidance Office (*Grafeio Scholikou Epangelmatikou Prosanatolismou*), under the Directorate of Vocational Counselling and Educational Activities (*Diefthinsi Epangelmatikou Prosanatolismou kai Ekpaideftikon Drastiriotiton*), has undertaken the coordination and administrative support of vocational counselling structures in secondary education. Additionally, in the Pedagogical Institute (*Paidagogiko Instituto, PI*) operates the Educational Guidance Sector (*Tomeas Scholikou Epangelmatikou Prosanatolismou – Tomeas SEP*) of PI which has undertaken the scientific support of the structures described below.

There have been established 75 Career and Counselling Centres (*Kentra Symvouleftikis kai Prosanatolismou, KESYP*), in each Greek prefecture. Their task is to provide educational and career guidance, counselling and information to young people up to 25 years of age and to their parents. These Centres co-operate, co-ordinate and support GRASEP (described below) of their responsibility -namely those that operate in schools within their prefecture. In addition, KESYP support and train the teachers who are occupied in implementing educational guidance in schools. They are staffed by one or more experts responsible for Vocational Guidance and Counselling and one expert in Information and Documentation.

There have been established 470 Educational Guidance Offices (*Grafeia Scholickou Epangelmatikou Prosanatolismou, GRASEP*) in respective secondary education school units. Their task is to support the implementation of educational guidance in schools, as well as provide counselling and information to pupils and their parents. They are staffed by trained guidance counsellors.

Additionally, there have been established two more *KESYP*, one operating in *YPEPTH* and the other operating in *PI* which co-ordinate and support the task of all *KESYP* and *GRASEP*.

In 1999, in *PI*'s Educational Guidance Sector, started its operation the School Career Orientation Bureau for the Disabled/Socially Excluded (*Grafeio SEP gia atoma me anapiries kai koinonikos apokleismena*). It is aimed at providing counselling and vocational guidance services to disabled people and people at risk of social exclusion. It was founded within the framework of the relevant project, "Study, planning and development of a School Career Orientation unit and a SEP Centre for the Disabled and Socially Excluded". The Bureau provides information on education, career and rehabilitation of these groups, and is an innovative function.

Educational guidance is integrated in secondary education as a separate subject in the curriculum, for which the students are not assessed. It is implemented in Lower Secondary Education units (*Gymnasio*, Grade C': 1 hour/week) and in Upper Secondary Education units (Unified Lyceum Grade A': 1 hour/week).

The Organization for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) operates on a pilot basis Vocational Development and Career (*Grafeio Epangelmatikis Anaptyxis kai Stadiodromias, GEAS*) in some public Vocational Training Institute (*Institouta Epangelmatikis Katartisis, IEK*).

The sector of employment represents the second, basic area of initiatives in counselling and vocational guidance in Greece. The [Ministry of Employment and Social Protection](#) (*Ypourgeio Apascholis kai Koinonikis Prostasias, YPAKP*) is the supreme supervising authority, with the [Manpower Employment Organisation](#) (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*) functioning as the main body of *YPAKP*. In the context of Initial Training Programmes, the [OAED](#) is responsible for Apprenticeship Technical Vocational Schools (*Scholes TEE Mathiteias*) intended to cater for the needs of upper secondary graduates. In the context of restructuring these schools, Information and Counselling Offices (*Kentra Proothisis Apascholis, KPA*) have been set up in each Apprenticeship TEE with a view to providing information and guidance to the students with respect to training and employment opportunities.

At a central level, *OAED* operates the Directorate of Counselling and Vocational Guidance (*Diefthinsi Epangelmatikou Prosanatolismou*). Units of similar aims and objectives are dispersed at a regional and local level as well. They provide local employment services through 79 Centres for the Promotion of Employment (*Kentra Proothisis Apascholis, KPA*), Employment Offices (*Grafeia Apascholis*), and 6 [Employment Offices for Special Social Groups](#) (*Ypiresies Apascholis Eidikon Koinonikon Omadon*). They are responsible for the implementation of counselling and vocational guidance in the sector of employment. In addition, *OAED* finances the [Information Offices for the unemployed and businesses](#) or cooperates with Prefectural organizations active in similar actions. Finally, there are [various other bodies and organizations](#) involved with vocational guidance that take up respective initiatives mainly in the context of [European employment programmes](#).

There are Career Services Offices (*Grafeio Diasyndesis Stadiodromias*) at each university (*Anotata Ekpaideftika Idrimata, AEI*) and Technological Educational Institutes (*Technologika Ekpaideftika Idrymata, TEI*). Their objective is to facilitate the entry of graduates into the labour market. They provide vocational guidance services, career counselling and information about postgraduate studies, training courses, scholarships and knowledge about employee / professional rights. They observe the state of the labour market systematically registering vacancies, informing students and graduates about the required occupational qualifications and collaborating with enterprises that need to employ personnel.

The Information Office for Unemployed and Enterprises, *GSEE (Kentro Pliroforisis Ergazomenon kai Anergon, KEPEA)* is functioning in cooperation with *OAED*. Its main goal is to provide reliable and immediate information to the unemployed about employment and training programs and information to enterprises about financing programs for hiring unemployed and education and training programs for their staff.

#### **0902 - TARGET GROUPS AND MODES OF DELIVERY**

The main target group of Career and Counseling Centres (*KESYP*), Educational Guidance Offices (*GRASEP*) and Educational guidance in secondary education units are pupils. The methods applied are individual and group counselling and guidance in order to explore, evaluate and process information and alternative educational and vocational pathways with respect both to their needs and to labour market requirements. Counsellors use questionnaires for the assessment of interests, competences etc. in order to assist the counselling procedures.

The target group of the School Career Orientation Bureau for the Disabled/Socially Excluded (*Grafeio SEP gia atoma me anapiries kai koinonikos apokleismena*) of the PI are disadvantaged groups (disabled people and people at risk of marginalization). The Bureau provides information about vocational training and rehabilitation. Additionally, Bureau's aims include support to School Career Counsellors and cooperation with agencies/organizations operating in Greece and abroad for the benefit of socially vulnerable groups. Bureau's activities are part of the [Operational Programme for Education and Initial Vocational Training](#) (*Epicheirisiako Programma Ekpaidefsis kai Archikis Epangelmatikis Katartisis, EPEAEK*) that includes measures and actions intended for groups of the school population with specific cultural and linguistic characteristics (Muslim and Roma children, repatriated Greeks, foreigners and expatriates), disabled people, students who have dropped out school before completing compulsory education and students who present low school performance or learning difficulties. The Bureau has the necessary infrastructure to support visits of *KESYP* counsellors, as well as any other interested party like disabled/socially excluded people and their organizations; parental groups, teaching professionals and school counsellors.

*KESYP* and *GRASEP* have libraries with information material pertinent to Educational and Vocational Guidance. Career Day events have been introduced to enhance Career Guidance in schools. *KESYP* of PI maintains and updates "Nestor" Network (Intranet Network within the Internet) the purpose of which is the dissemination and exchange of information, between *KESYP* and *GRASEP*. Through it, users may find/exchange information on:

- educational opportunities after Lower Secondary Education (*Gymnasio - ISCED level 2, Upper Secondary Education, Eniaio Lykeio*) (ISCED level 3) Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*) (ISCED level 3)
- job descriptions in the Greek labour market
- the activities pursued by *KESYP, GRASEP*
- local job markets
- electronic versions of the educational and career counselling textbooks
- links to a large number of other websites with additional informational material

The School Career Orientation Bureau for the Disabled/Socially Excluded of the PI supports visits of *KESYP* counsellors, as well as any other interested party (disabled/socially excluded people and their agents; parental groups; teaching professionals; school counsellors etc). The major methods applied include: meetings with the career counsellor, individual and group counselling, visits to the webpage of the Bureau that provides fast access to the necessary information, registering in the service of electronic information of the career services office. The Bureau also has the

capacity to offer tele-conferencing and electronic information provision to anyone with access to similar systems.

Offices of Vocational Development and Career offices (*Grafeio Epangelmatikis Anaptyxis kai Stadiodromias, GEAS*) aim to provide timely and reliable Vocational Guidance and Counselling services to trainees and graduates of public Institutes of Vocational Training (*Institouta Epangelmatikis Katartisis, IEK*). They provide information about jobs (job descriptions and occupational profiles), manpower needs in the Greek labour market as well as employment programmes and training programmes run by the [Manpower Employment Organisation \(\*Organismos Apascholiseos Ergatikou Dynamikou, OAED\*\)](#). The guidance personnel can draw this information from enterprises and by conducting research. They also provide the target groups guidance on basic skills in job search such as how to write curriculum vitae and take part in an employment interview.

Centres for the Promotion of Employment (*Kentra Proothisis Apascholis, KPA*) are the main agencies of vocational guidance in employment for *OAED*. There are 79 *KPAs* that provide information about employment, vocational guidance or career counselling and job placement. *KPAs* apply an [individual and/or group approach](#) to support methods and procedures targeting mainly the unemployed to help them find a job on the basis of their skills and qualifications. They also facilitate labour mobility. In locations where there are no *KPAs*, guidance services are available through *OAED* establishments like Employment Offices at a local and regional level. They were established to address the needs of the following groups: the long-term unemployed, those threatened by unemployment, school drop-outs and in search of work or training, workers made redundant, vulnerable social groups: people with special needs, repatriates, rehabilitated addicts, women, single-parent families, young and old people seeking to obtain training in new specializations owing to obsolescence of previous skills, individuals interested in labour mobility - in which case they are referred to a Eurocounsellor.

Employment Offices for Special Social Groups (*Grafeia Ergasias Eidikon Koinonikon Omadon*) of [OAED](#) come under the Directorate of Special Social Groups (*Dieftinsi Eidikon Koinonikon Omadon*) of the same Organization. There are six offices whose objective is to help groups of people with difficulties adjusting to changing economic conditions and entering the labour market. The individuals that can benefit from the operation of these Employment Offices are: people with special needs, ex-offenders, rehabilitated addicts, juvenile delinquents or other marginalized individuals and other vulnerable social groups. The afore-mentioned offices provide psychological and social support, counselling, vocational information and guidance. A number of programmes are promoted and carried out to benefit these social groups. Furthermore, the groups receive on-going support during their inclusion in the special programmes for vocational rehabilitation. Employment Offices for Special Social Groups operate in Athens, Thessaloniki, Larissa, Volos, Patras, and Heraklion-Crete. Similar services are also provided by *OAED* offices and agencies established to address the needs of the general population.

Career Services Offices (*Grafeio Diasyndesis Stadiodromias*) for Universities (*Anotata Ekpaideftika Idrimata, AEI*) and Technological Educational Institutes (*Technologiko Ekpaideftiko Idryma, TEI*) provide counselling and vocational guidance services to students and graduates of *AEI* and *TEI*.

The main activities of the Information Office for Unemployed and Enterprises *GSEE* (*Kentro Pliroforisis Ergazomenon kai Anergon, KEPEA*) are as follows: informing unemployed people about existing jobs both in the public and private sector, participation in seminars and the possibilities of financing the establishment of new enterprises through [OAED](#) programs, informing enterprises about financing programs for hiring unemployed and the education and training of their staff, conducting interviews with unemployed aimed at identifying and registering their skills as well as promoting their integration into programs and seminars of [OAED](#) and other bodies which lead to acquiring professional experience and an easier access to the labour market. They publish on a regular basis pamphlets providing information services through the Internet to enterprises and unemployed.

GEAS monitor and follow the career development of *IEK* graduates by giving them questionnaires and inviting them to career day events with the participation of social partners and entrepreneurs.

Career Services Offices for *AEI* and *TEI* provide instruction about how to compose a curriculum vitae or a cover letter. Their objective is to facilitate the entry of graduates into the labour market. In addition, they organize Career Day events and offer opportunities to students for job placement (practical training) which can be subsidised.

### **0903 - GUIDANCE AND COUNSELLING PERSONNEL**

All counsellors and information experts employed in Career and Counselling Centres (*Kentra Symnouleftikis kai Prosanatolismou, KESYP*) and counsellors employed in Educational Guidance Offices (*Grafea Scholikou Epangelmatikou Prosanatolismou, GRASEP*) are teachers who work in Secondary Education. Between 1998 and 2000 in the framework of the Education and Initial Vocational Training Operational Programme, training was provided to: 120 teachers as Educational Vocational Guidance Counsellors via an one-year post-graduate diploma course in counselling and vocational guidance in order to staff Career and Counselling Centres *KESYP* and 78 teachers as Information and Documentation Experts via a 6-month training (900 hours) course that focused on the collection, dissemination and documentation of information on vocational guidance. Moreover, in order to implement educational guidance at school level, the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) provided 6-month training (520 hours) to 400 full-time secondary education teachers in counselling and educational vocational guidance. They were used to staff 200 Educational Guidance Offices (*GRASEP*) at school level and to provide vocational guidance to their pupils.

Offices of Vocational Development and Career (*Grafeo Epangelmatikis Anaptyxis kai Stadiodromias, GEAS*) are staffed with teachers who are interested in working as vocation counsellors and have considerable communication skills. They participate in informal meetings organised by the Organization for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*).

## **10 - FINANCING - INVESTMENT IN HUMAN RESOURCES**

### **1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING**

The Greek government promotes educational policies which develop people, improve the young people's opportunities for employment, combat social exclusion, sensitize citizens to various topics like the environment, innovations and equality of sexes and closely watch advancements in the various fields of policies of the European Social Fund (*Evropaiko Koinoniko Tameio, ESF*). Educational policies take seriously into consideration the efforts made by European societies towards a 'Knowledge Society', the development of European Employment Strategy (*Ethniko Schedio Drasis gia tin Apascholisi, ESDA*) and the preservation of multiculturalism.

The Operational Programme for Education and Initial Vocational Training (*Epicheiriseiako Programa Archikis Epangelmatikis Ekpaidefsis kai Katartisis, EPEAEK II*) is funded by the third Community Support Framework (*Koinotiko Plaisio Stirixis, KSF*), and aims at facing unemployment, economic development and social cohesion and are directly related with *ESDA* aims. Within this framework the development of human resources is attempted through a series of educational policies that fall into two categories: the first category consists of medium and long-term educational and training policies while the second consists of short-term ones with limited aims. The total cost of the programme is EUR 2 763 907 617. The community participation amounts to EUR 2 072 930 711 while the national participation is EUR 690 976 906. There is no private participation.

Educational policy has been depicted as a primary promoter for development and welfare at both the individual and collective level and has become a framework for Europe to become "the most competitive and dynamic economy based on knowledge in the world" until 2010.

Today, OP "Education" sets the foundation for the education of the future. It is co-financed by the ESF and the European Regional Development Fund (ERDF) as well as national resources. OP "Education" incorporates Lifelong Learning into the educational

system by combining European and national policies related to the development of human resources with the National Action Plan for Employment and the National Action Plan for Combating Social Exclusion.

There are therefore three targets: improving the quality of education, prevention and remedy of social exclusion and formation of an integrated European educational area and quality employment.

Concerning 2006, *YPETH* was allocated EUR 425 million by co-funded programmes and EUR 328 million by national resources. *YPAKP* was allocated EUR 401 million by co-funded programmes and EUR 50 million by national resources. Concerning the expenditure per sector, EUR 761 million were spent on Education in 2005, 438 of which will be provided by co-funded programmes and the rest 323 by national resources. Training absorbed EUR 400 million all deriving from co-funded programmes.

According to the State Budget of 2007 the Ministry of [National Education and Religious Affairs](#) (*Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH*) was allocated EUR 418 million by co-funded programmes and EUR 239 million by national resources, which were distributed to primary, secondary and tertiary education. The Ministry of Labour and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*) was allocated EUR 254 million by co-funded programmes and EUR 54 million by national resources. Concerning the expenditure per sector, the resources provided to Education in 2005 by co-funded programmes amounted to EUR 422 million, while another EUR 234 million derived from national resources. The Training sector received EUR 254 million all deriving from co-funded programmes.

#### **1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING**

IVET in Greece consists of two different types of training: basic training and specialisation training, which are provided by various types of schools and organisations. Vocational education is part of upper secondary education of the Greek educational system. In particular 75% of the funding for Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*) (ISCED level 3) is provided by the European Social Fund (*Evropaiko Koinoniko Tameio, ESF*) and the rest 25% derives from national resources. Municipal authorities are responsible for operating and maintaining the infrastructure of publicly owned Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*), Vocational Schools (*Epangelmatiki Scholi, EPAS*) within their area. Funding for these institutions is distributed from the Ministry of [National Education and Religious Affairs](#) (*Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH*) via prefectures.

Apprenticeship training is provided by Apprenticeship Technical Vocational Schools (*TEE Mathiteias*) (ISCED level 2) under the control of the Manpower Employment Organization (*Organismos Apascholieos Ergatikou Dynamikou, OAED*) of the Ministry of Labour and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*). They are called Apprenticeship TEE. 25% of the funding of Apprenticeship TEE is covered by YPAKP and the rest by ESF through the Operational Programme for Education and Initial Vocational Training (*Epicheiriseiako Programa Archikis Epangelmatikis Ekpaidefsis kai Katartisis, EPEAEK*) funding.

In Greece, initial vocational training at post-secondary level operates under the supervision of the [Organisation for Vocational Education and Training](#) (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*). OEEK is supervised by YPEPTH. The objective of Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) (ISCED level 4) is to provide all types of vocational training, and to ensure that trainees obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating work-related skills. 75% of the funds for IEK also derive from EPEAEK and the rest 25% from the Greek State Budget.

Moreover, there are IEK operated by the company "Vocational Training SA (*Epangelmatiki Katartisi AE*), which belongs to OAED, IEK which belong to the National Centre for Immediate Help (*Ethniko Kentro Amesis Voithias, EKAB*), which is supervised by the Ministry of Health and Welfare (*Ypourgeio Ygeias kai Koinonikis Allilengyis, YYKA*), IEK which belong to the Organization of Tourism Education and

Training (*Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK*) which belong to the Ministry of Tourism (*Ypourgeio Touristikis Anaptyxis*). 75% of the funds derive from *EPEAEK* and the rest 25% from the Greek State Budget.

According to the State Budget (Executive Summary 2007), issued by the Ministry of Economy and Finance (*Ypourgeio Oikonomias kai Oikonomikon*), *YPEPTH* was allocated EUR 5 646 000 million. In 2006 education is estimated to have absorbed EUR 6 102 000. The outlook for 2007 amounts to EUR 6 461 000. It is funded 75% by the ESF and 25% by national resources.

The Government defines each year the exact funds allocated to Education and Training according to the priorities that have been set. No changes have occurred in the legislation relevant to funding.

### **1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING FUNDING PUBLICLY PROVIDED CVET**

The funding sources for publicly promoted CVET are the European Social Fund (*Evropaiko Koinoniko Tameio, ESF*) and national resources. State and EU co-funding for CVET is planned and realized by 75% through the Operational Programmes (OP) of the Third Community Support Framework (*Koinotiko Plaisio Stirixis, CSF*). The ministries, which are involved, supervise the planning, allocation and expenditure of this funding. Regional authorities are also allocation agents for minor portions of CSF funding for CVET through their Regional OP budget for training programmes. Overall, according to the State Budget (Executive Summary 2007), issued by the Ministry of Economy and Finance (*Ypourgeio Oikonomias kai Oikonomikon*), the sector of training spent EUR 308 million (254 deriving from funding and 54 from national resources) for 2005, all deriving from co-funded programmes, while in 2006, training is expected to have absorbed EUR 451 million, (401 deriving from funding and 50 from national resources). The outlook for 2007 is EUR 492 million, (441 deriving from funding and 51 from national resources).

State and EU co-funding for CVET is primarily realized within OP "Employment and Vocational Training" through the Third CSF. This OP is the responsibility of the Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostasias, YPAKP*).

The OP total budget amounts to EUR 2 189 116 480, EUR 2 121 783 147 of which corresponds to Public Expenditure. Community participation for public expenditure is EUR 1 585 737 360 while national participation amounts to EUR 536 045 787. EUR 13 333 333 of the Greek budget are co-financed by the ERDF. The remaining EUR 2 108 449 814 are co-financed by the ESF and attract directly EUR 67 333 333 of private funds.

CVET actions aim to promote and upgrade interventions and actions in favour of unemployed people, vulnerable social groups and women. It also aims to improve the skills of self-employed people and employees in the private and public sector with a view to promoting employment. Moreover, it reinforces accreditation actions for training units, programmes and trainers. Table 1 presents the budget for OP 'Employment and Vocational Training' concentrating on measures relevant to CVET.

Table 1. OP - 'Employment and Vocational Training' Measures related to CVET

<b>MEASURES</b>	<b>COMMUNITY PARTICIPATION (ESF)</b>	<b>NATIONAL PARTICIPATION</b>
Measure 1.3 Strengthening and upgrade of the interventions and actions in favour	292.5 million EUR	97.5 million EUR

of the unemployed, in order to adapt their skills to the needs of the labour market.		
Measure 1.5. Development of unemployed people's skills and employment promotion in the sectors of natural and cultural environment.	76.5 million EUR	25.5 million EUR
Measure 2.1. Support and vocational preparation as well as accompanying actions for promoting equality of opportunities	84 million EUR	28 million EUR
Measure 2.3 Integrated interventions in favour of special disadvantaged groups and in favour of unemployed persons in areas or sectors of high unemployment.	97.5 million EUR	32.5 million EUR
Measure 3.1. Reinforcing accreditation actions (for units, programmes and trainers) as well as of services for the creation and standardization of training programmes	19.5 million EUR	6.5 million EUR
Measure 4.2 Support of the participation of self-employed people in programmes that upgrade their skills.	40 million EUR	30 million EUR
Measure 4.3 Upgrading of skills for people employed in enterprises	26.25 million EUR	8.75 million EUR
Measure 4.4 Upgrading of skills for people employed in enterprises	69 million EUR	23 million EUR
Measure 5.3 Integrated interventions in favour of women (specialization, training, counseling, entrepreneurship, networks, sensitization/information	39.75 million EUR	13.25 million EUR

of agencies and structures)		
<b>TOTAL</b>	<b>745 MILLION EUR</b>	<b>265 MILLION EUR</b>

Source: Operational Programme for Employment and Vocational Training (*Epicheiriseiako Programa Apascholis kai Epangelmatiki Katartisi, EPEAEK II 2000-2006*) issued by the Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*).

Moreover, there are the actions and measures within other operational programmes which cover training activities. In OP "Education and Initial Training – EPEAEK II" of the Ministry of Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskefmaton, YPEPTH*), the focus is on lifelong education and adult learning. The total cost of the programme is EUR 2 763 907 617. The community participation amounts to EUR 2 072 930 711 (75% of the cost) while the national participation is EUR 690 976 906 (25% of the cost). There is no private participation. Table 2 presents the budget for OP 'Education and Initial Training' concentrating on measures relevant to CVET.

Table 2. OP- 'Education and Initial Training' Measures related to CVET

<b>MEASURES</b>	<b>COMMUNITY PARTICIPATION (ESF)</b>	<b>NATIONAL PARTICIPATION</b>
Measure 1.1 Improvement of conditions for the integration of special categories in the educational unit	104.140 million EUR	34.713 million EUR
Measure 2.5 Lifelong education	64.277 million EUR	21.426 million EUR
<b>TOTAL</b>	<b>168.417 MILLION EUR</b>	<b>56.139 MILLION EUR</b>

Source: Operational Programme Education and Initial Vocational Training (*Epicheiriseiako Programa Archikis Epangelmatikis Ekpaidefsis kai Katartisis, EPEAEK II 2000-2006*) issued by the Ministry of Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskefmaton, YPEPTH*)

In OP "Information society", CVET focuses on the development of basic and advanced Information and Communications Technology (ICT) skills of unemployed and working people, the training of teachers in the use of ICT, the training of manpower in the public sector, in the sector of health and welfare and that of communications. The total cost of the programme is EUR 2 987.5 million. Public expenditure amounts to EUR 2 418 million and the EU participation amounts to EUR 1 793.5 of which EUR 1 321 derives

from the European Regional Development Fund (ERDF) and the rest EUR 472.5 million from ESF. The national participation amounts to EUR 624.4 million whereas private participation amounts to EUR 569.5 million. Table 3 presents the budget for OP “Information Society” concentrating on measures relevant to CVET .

Table 3. OP- Information Society, Measures related to CVET		
<b>MEASURES</b>	<b>COMMUNITY PARTICIPATION (ESF)</b>	<b>NATIONAL PARTICIPATION</b>
Measure 1.2 Introduction and use of new technologies in education	143 750 000 EUR	47 916 666 EUR
Measure 2.5 Training of manpower in public administration	53 250 000 EUR	17 750 000 EUR
Measure 2.7 Training and institutional measures in health and welfare	7,693 000 EUR	2 564 333 EUR
Measure 3.4 Upgrading of manpower skills	163 838 250 EUR	54 612 750 EUR
Measure 4.5 Training of manpower in communications	1 950 000 EUR	650 000 EUR
<b>TOTAL</b>	<b>37 0481 250 EUR</b>	<b>123 493 749 EUR</b>

Source: Operational Programme Information Society (*Epicheiriseiako Programa Koinonia tis Pliroforias EPEAEK II 2000-2006*) issued by the Ministry of Economy and Finance (*Ypourgeio Oikonomias kai Oikonomikon*)

In OP “Health and Welfare”, CVET concerns the upgrading of manpower skills in the sectors of health and welfare. The OP total budget amounts to 513.307 million EUR and it is covered by public expenditure (ESF 42.91%, ERDF 32.09% and national resources 25%). Table 4 presents the budget for OP “Health and Welfare”.

Table 4. OP- ‘Health and Welfare’		
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<b>MEASURE</b>	<b>COMMUNITY PARTICIPATION (ESF)</b>	<b>NATIONAL PARTICIPATION</b>
Measure 1.4 Development of public health	2.46 million EUR	5.38 million EUR
Measure 2.4 Training of the personnel for supporting the social and economic reintegration of the mentally ill.	15.66 million EUR	5.22 million EUR
Measure 4.1 Development of human resources in the sector of health	24.64 million EUR	8.21 million EUR
Measure 4.2 Development of human resources in the field of welfare	6.16 million EUR	2.05 million EUR
<b>TOTAL</b>	<b>48.92 MILLION EUR</b>	<b>20.86 MILLION EUR</b>

Source: Operational Programme Health and Welfare (*Epicheiriseiako Programa Ygeia - Pronoia EPEAEK II 2000-2006*) issued by the Ministry of Health and Welfare (*Ypourgeio Ygeias kai Koinonikis Allilengyis YYKA*)

Finally, in OP "Competitiveness", CVET focuses on the development of manpower skills in research and technology, in tourism, and in Processing and Services with a view to modernizing enterprises and enhancing their competitiveness. All three measures constitute priority axis 8 of this operational programme. The OP "Competitiveness" is co-funded by ERDF (EUR 1.9 billion), ESF (EUR 151 million), the Greek Government (EUR 1.3 billion) and private funds (EUR 3.3 billion). The total budget is EUR 6.5 billion. Table 5 presents the budget for OP "Competitiveness".

Table 5. OP- Competitiveness

<b>PRIORITY AXIS 8</b>	<b>COMMUNITY PARTICIPATION (ESF)</b>	<b>NATIONAL PARTICIPATION</b>	<b>PRIVATE FUNDS</b>	<b>TOTAL COST</b>
Human Resources	146.60 million EUR	48.87 million EUR	33.84 million	229.31 million

			EUR	EUR
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Source: Operational Programme Competitiveness (*Epicheiriseiako Programa Antagonistikotita EPEAEK II 2000-2006*) issued by the Ministry of Development (*Ypourgeio Development, YPAN*).

#### FUNDING FOR ENTERPRISE-BASED CVET

The major mechanism of enterprise-based CVET in Greece is the Account for Employment and Vocational Training (*Logariasmos gia tin Apascholisi kai Epangelmatiki Katartisi, LAEK*). This account has decisively contributed to the reinforcement of vocational training and employment policies. The financial resources of *LAEK* come from the joint contributions of both employers and employees, which amount to 0.45% of the yearly total gross salary of employees in each enterprise and are collected by the Social Security Institute (*Idryma Kinonikon Asfaliseon, IKA*). *LAEK* is managed by a tripartite committee with technical support from Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*). Every year, the *LAEK* Management Committee draws up its annual programme for the allocation and management of funds from *LAEK*, covering the training programmes for staff in the eligible bodies. Enterprises can use these funds to cover the cost of training programmes for their staff, if *LAEK* programmes take place either in the premises of enterprises or in educational units, either outside or within hours of work. The enterprises that are entitled to *LAEK* funding may be private or public enterprises which want their staff to be trained. Especially, public enterprises can be semi-state, legal entities of private law and municipalities. The personnel that are trained have to be insured in *IKA*. *OAED* local agencies are responsible for inspecting each programme.

Enterprises which implement internal business programmes within OP 'Employment and Vocational Training' have to contribute a percentage to the budget. This is 30% for small enterprises, 40% for medium-sized enterprises and 50% for large enterprises. *OAED* is the organisation responsible for administering this programme that allocates the funds and plans the annual general framework for types of training eligible for funding; enterprises submit proposals to *OAED* for running CVET programmes.

Another major funding source consists of household budgets from individuals participating in training offered by the free market. So individuals can attend training programmes at their own expense or the training cost can be covered by the enterprises that employ them.

#### 1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

CVET for the unemployed and others vulnerable to exclusion in the labour market is primarily funded by the Operational Programme (OP) "Employment and Vocational Training". Table 1 presents the budget for OP "Employment and Vocational Training" concentrating on measures relevant to the unemployed.

The Government defines each year the exact funds allocated to Employment according to the priorities that have been set by national and EU policies. No changes have occurred in the legislation relevant to funding.

Table 1. "Employment and Vocational Training" Measures related to the unemployed

MEASURES	COMMUNITY PARTICIPATION (ESF)	NATIONAL PARTICIPATION

Measure 1.3. Strengthening and upgrade of the interventions and actions in favour of the unemployed, in order to adapt their skills to the needs of the labour market.	292.5 million EUR	97.5 million EUR
Measure 1.5. Development of unemployed people's skills and employment promotion in the sectors of natural and cultural environment.	76.5 million EUR	25.5 million EUR
Measure 2.3 Integrated interventions in favour of special disadvantaged groups and in favour of unemployed persons in areas or sectors of high unemployment.	97.5 million EUR	32.5 million EUR
<b>TOTAL</b>	<b>466.5 MILLION EUR</b>	<b>155.5 MILLION EUR</b>

Source: Operational Programme Employment and Vocational Training (*Epicheiriseiako Programa Apascholis kai Epangelmatiki Katartisi, EPEAEK II 2000-2006*) issued by the Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*).

#### **1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES**

The development of human resources in public services is a necessary condition for the improvement of administrative competence.

The outlook for 2007 is the following: the Ministry of [National Education and Religious Affairs](#) (*Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH*) will be allocated EUR 476 million by co-funded programmes and EUR 328 million by national resources, which were distributed to primary, secondary and tertiary education. The Ministry of Labour and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*) will be allocated EUR 441 million by co-funded programmes and EUR 51 million by national resources. Concerning the expenditure per sector, the resources provided to Education in 2007 by co-funded programmes will amount to EUR 494 million, while another 325 million will be derived from national resources. The Training sector will receive EUR 440 million all deriving from co-funded programmes.

To this end the Ministry of Labour and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP*) is planning the restructuring of the Public Employment Agencies (*Dimosies Ypiresies Apascholis, DYA*) and one of the major aims is to improve the provision of training in cooperation with the social partners. The aim is to introduce a human resources management system focused on providing citizens with improved services and on completing the transition from competence administration to results management.

Taking into consideration EU 's suggestion for the promotion of Lifelong Learning, *YPAKP* and the Ministry of National Education and Religious Affairs (*Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH*) promoted the new law for Lifelong Learning. Within this initiative, the National System for Linking Vocational Education

and Training to Employment (*Ethniko Systema Syndesis tis Epangelmatikis Ekpaidefsis kai Katartisis me tin Apascholisi, ESSEEKA*) is gradually being re-activated, the competence of the institutions involved is being clearly defined and the National Committee for Lifelong Learning (*Ethniki Epitropi gia tin Dia Viou Mathisi*) is being established for the coordination of policies at national level and for providing a link between life-long-learning and *ESSEEKA*.

Concerning Initial Vocational Training the connection of educational and training systems with the labour market, existing consultation and orientation structures will be further developed. These structures are the Centers of Consultation and Guidance, (*Kentro Symnouleftikis kai Prosanatolismou, KESYP*), the Offices of Consultation and Career Guidance (*Grafeio Scholikou Epangelmatikou Prosanatolismou, GRASEP*) and the National Centre for Vocational Orientation (*Ethniko Kentro Epangelmatikou Prosanatolismou, EKEP*). According to estimates, within 2006, 75 *KESYP* and 570 *GRASEP* would be in operation with a staff of 2 200 to offer relevant services. The beneficiaries of the services of these institutions were estimated to exceed 500 000.

Furthermore, within the framework of upgrading of studies in the Institutes of Vocational Training (*Institouta Epangelmatikis Katartisis, IEK*), the Organization of Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) will expand its programmes of practical exercises and will offer additional educational actions, focusing on innovative specialties and on remote areas, so that *IEK* graduates obtain all the necessary skills and knowledge. A future plan includes the establishment of regional libraries and the development of education from distance programmes, mainly for working trainees or women obliged to stay at home.

Very important initiatives were also taken to combat school dropping out. Within this framework, programmes of reinforced teaching for secondary education students and additional teaching support for Upper Secondary students were implemented. According to estimations, in 2006 the number of students to benefit would exceed 250 000.

As for Continuous Vocational Training, during 2000-2006 it was estimated that 130 000 unemployed and 95 000 employed individuals were trained.

The *YPAKP* has, through the National Accreditation Centre for Vocational Training (*Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS*), already proceeded to the planning and implementation of certification procedures, which will be completed by the end of this programme period.

In addition, "Vocational Training" S.A. (*Epangelmatiki Katartisi, AE*) is implementing pilot programmes on combined training, with the aim to identify best practices and apply them to a wider range of activities.

To adapt educational and training systems to the new demands of the market, it is imperative that an early diagnosis, of skills and specialties needed, takes place, followed by the immediate adaptation of educational and training programmes to these needs. The Employment Observatory (*Paratiritirio Apascholisis, PA*) has taken some first steps in registering these needs and is moving on to the development of its methodology tools, to be in a position to provide better information to the planners of educational and training programmes, in cooperation with *OEEK* and Vocational training S.A.

The main target of the Greek government is to increase public spending on education to 5% of gross domestic product (GDP) by 2008. Important initiatives have already been taken aiming at making the educational system more flexible and coherent, improving quality and effectiveness through decentralization, reduced bureaucracy and the introduction of assessment schemes at all levels.

## 11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

### 1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

An effort is made to change established cultures in education and to promote stances that favour innovation and an on-going quest for quality mainly through cooperation

and exchanges beyond the Greek borders. A particular interest is demonstrated by the Greek educational system regarding the contribution of the EU in policy areas, such as the widening of access to all learners in the new technologies, the professional development of teachers/trainers, the creation of an open learning environment for all forms of education, the enhancement of links between training and the labour market, the development of youth entrepreneurship etc.

The [Operational Programme for Education and Initial Vocational Training](#) (*Epicheirisiako Programma Ekpaidefsis kai Archikis Epangelmatikis Katartisis, EPEAEK II*), which is co-funded by the European Social Fund (*Evropaiko Koinotiko Tameio*, ESF) and the European Regional Development Fund (*Perifereiako Tameio Anaptyxis*, ERDF) together with national resources, makes a very important innovation: Lifelong Learning is incorporated and institutionalized into the educational system. It also connects European and national policies for the development of human resources with the National Action Plan for Employment.

An important development in national education and training has been the development of the National System for Linking Vocational Education and Training with Employment (*Ethiniko Systima Syndesis tis Epangelmatikis Ekpedaifsis kai Katartisis me tin Apascholisi, ESSEKA*). *ESSEKA* works towards the double target of linking VET with employment and of applying a co-ordinated policy to the specific domain. Such an integrated system will provide every citizen with the opportunity to certify their qualifications and vocational skills, regardless of the pathways they followed to obtain them.

Moreover, the Organization for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) is appointed to implement the Copenhagen objectives in Greece.

Regarding the transfer of training credits, *OEEK* has had a special contribution to the European working group through its Sustainable Vocationalism initiative.

This is a methodology to establish common study programmes (common diplomas) that was launched in France, Greece and Italy. It has been positively evaluated by the European Commission and is considered as a rather successful practice. The initial proposal included common planning of the training curriculum, by establishing common diplomas in the field of hotel reception services and logistics. In the second phase of Sustainable Vocationalism, the Greek-Italian team proposed the establishment of a permanent system to entitle the partners to elaborate certificates in a vast number of sectors and to establish occupational profiles.

*OEEK* is in the process of implementing on a pilot basis the transference of credit units in the information technology sector. This scheme will first be introduced in 2008.

#### **1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING**

The goal of mobility in education and VET is achieved through programmes financed by the European Union within the framework of the Operational Program for Education and Initial Vocational Training (*Epichireisiako Programma Ekpaidefsis kai Archikis Epangelmatikis Katartisis, EPEAEK II*). They are implemented in cooperation with the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskefmaton, YPEPTH*) and the National Youth Foundation (*Ethiniko Idryma Neotitas, EIN*). The following programs promote the connection between the Greek educational system and the educational systems of EU: Leonardo da Vinci, which is about initial, continuing, and lifelong vocational training and Socrates and Erasmus, which aim at developing the European aspect of education. They provide teachers and students with possibilities for education and training that are not available in their home institution or region, either elsewhere in Greece or in other European countries. The mobility projects undertaken in the context of the programmes can either happen in the shape of school stays or as placements in companies. Further aims are foreign language proficiency, the acquisition of intercultural skills, and personal development. In the framework of Leonardo da Vinci, the Organization for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) has started implementing Diaplus, a European tool for lifelong career management. Diaplus, in which four countries (Greece, Great Britain, Germany and Cyprus) and seven partners

are involved, helps people review their career and redesign their future course. The field of Information Technologies and Communications has been chosen for piloting the tool.

Greece also participates in eTwinning, the main action of the European Union's eLearning programme. It promotes the use of Information and Communication Technologies (ICT) at schools in Europe. Teachers and students use the Internet to work together across borders. They cooperate, exchange information and share learning materials.

Moreover, *OEEK* is the "Europass National Centre and is responsible for the provision of Europass. In May of 2005 the Organization initiated the operation of the National Centre of Europass as the comprehensive national body, aiming at the promotion of transparency of professional qualifications and skills as well as at the facilitation of mobility in Europe for educational and vocational purposes. Europass, in its expanded form, includes the following five components: the European CV, the Europass Mobility, the Europass Complement to Certificates and Diplomas and the Europass Language Passport. Since the beginning of 2006 Europass training was substituted by Europass Mobility and up to now about 800 Europasses have been issued.

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