

Greece

Overview of the Vocational Education and Training System

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Title: Greece: overview of the Vocational Education and Training System in 2006

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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 education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
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: this one is valid for 2006. Later editions can be viewed from August 2007 at:

http://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



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 (Ypourgeoio Ethinikis Paideias kai Thriskevmaton, YPEPTH) and the Ministry of Employment and Social Protection (Ypourgeoio Apascholisias kai Koinonikis Prostatias, YPAKP) while the administration and provision of education are under regional and prefectural control.

In Greece there is a high youth unemployment rate, especially among the tertiary education graduates. This happens because a large number of Greeks wish to get tertiary education degrees.

During the last fifteen years there has been a mass migration of foreign labour force into Greece. That has resulted in the immediate need for a high quality vocational education and training of the Greek as well as of the foreign workforce.

0102 - POPULATION AND DEMOGRAPHICS

Surface area	131 957 Km ²
Population	11 073 000 (1)
Population density (inhabitants/Km ²)	83.91 inhabitants/Km ²
Crude rate of natural increase (per 1000 inhabitants)	-0.2 (EU -25:1.0) (1)
Crude rate of net migration including corrections (per 1000 inhabitants)	3.2 (EU -25:4.0) (1)
Immigrants in Greece	496 018 with residence permits (2)
Crude rate of increase (per 1000 inhabitants)	2.9 (EU -25:5.0) (1)
GNP	167 356 000 000 EUR (2)
GNP per capita	15 136 EUR (2)

Sources: Statistics in focus (EUROSTAT) Ministry of Interior, Public Administration and Decentralisation (Ypourgeoio Esoterikon, Dimosias Dioikisis kai Apokentrosis, YPESDDA) NSSG National Statistics Service of Greece (Ethniki Statistiki Ypiresia Ellados)

Table 2: Baseline scenario until 2025						
BASELINE SCENARIO UNTIL 2025						
AGE GROUP	2000	2005	2010	2015	2020	2025
0-24	3 100 649	2 885 426	2 736 960	2 689 100	2 671 903	2 656 700
25-59	5 022 688	5 204 245	5 255 140	5 162 037	4 979 609	5 360 100
60 +	2 434 584	2 537 757	2 661 330	2 774 577	2 903 672	3 376 800

Table 3: Highest educational level attained by population 15+	
TERTIARY EDUCATION (ISCED 5,6)	11.63 %
UPPER AND POST-SECONDARY SCHOOL-LEAVING CERTIFICATE (ISCED 3,4)	37.71%
LOWER SECONDARY SCHOOL-LEAVING CERTIFICATE (ISCED 2)	12.82 %
PRIMARY EDUCATION CERTIFICATE (ISCED 1)	30.65%
NEVER ATTENDED SCHOOL	3.25 %
STUDIED AT A UNIVERSITY (FOR AT LEAST 1 YEAR) BUT DID NOT GET A DEGREE	0.02%
SOME PRIMARY SCHOOL CLASSES	3.88%

Source: NSSG, National Statistics Service of Greece (Ethniki Statistiki Ypiresia Ellados), Survey of Workforce 2004 (2nd quarter) Compared with corresponding data for countries of the European Union (25 Member State average), Greece has a lower natural increase in population
 Source: "Vocational education and training in Greece", Cedefop Panorama 2003

0103 - ECONOMY AND LABOUR MARKET INDICATORS

Table 1: Statistical data on employment 2004	
STATISTICAL DATA ON EMPLOYMENT	
Active Population	4,823,200 persons
Employed	4,330,500 persons
Rate of employment	59.4% (EU – 25: 63.3%)
Rate of employment among men	73.7% (EU-25:70.9%)
Rate of employment among women	45.2% (EU-25:55.7%)
Unemployed	492 700 persons
Rate of unemployment	10.5 % (EU –25:9 %)
Rate of unemployment among men	6.6 % (EU –25:8.1 %)
Rate of unemployment among women	16.2 % (EU –25:10.2%)
Rate of unemployment among young people under 25	26.9 % (EU –25: 18.8%)
Part-time employment	4.6 % (EU –25: 17.7%)

Source: NSSG National Statistics Service of Greece (Ethniki Statistiki Ypiresia Ellados), – Survey of Workforce 2004 (2nd quarter) / Statistics in focus (EUROSTAT)

Table 2: Breakdown of employment by economic sector of activity	
AGRICULTURE	13.9 % (EU –25:5.1%)
INDUSTRY	23.2 % (EU –25:25.1%)
SERVICES	62.9 % (EU –25:69.8%)

Source: Statistics in focus (EUROSTAT)

Compared with corresponding data for countries of the European Union (25 Member State average), Greece has a lower level of employment, higher unemployment (particularly among women and young people), lower level of part-time employment and a higher number of people employed in the primary sector.

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 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 3: Cost of education and training for 2004	
TOTAL PUBLIC EXPENDITURE FOR 2004	83,270,000,000 eur
Public spending on education and training for 2004	5,835,000,000 eur
Public spending on education and training as a percentage of total public expenditure for 2004	7%
GDP for 2004	167,169,000,000 eur
Percentage (of GDP) of public expenditure on education and training for 2004	3.5%

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

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

Table 1: Educational attainment of the population aged 25-64 by ISCED level, % (2002-2004)			
EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25-64 BY ISCED LEVEL, % (2002)			
LEVEL OF EDUCATION			
	ISCED 0-2	ISCED 3-4	ISCED 5-6
EU-15	35%	43%	22%
GREECE	47%	35%	18%
EDUCATIONAL ATTAINMENT OF THE POPULATION AGED 25-64 BY ISCED LEVEL, % (2004) LEVEL OF EDUCATION			
	ISCED 0-2	ISCED 3-4	ISCED 5-6
EU-25	:	:	:
GREECE	41%	39%	21%

(:) not available

ISCED 0-2: Pre-primary, primary and lower secondary education

ISCED 3-4: Upper secondary and post-secondary non-tertiary education

ISCED 5-6: Tertiary education

Source : Eurostat, Labour Force Survey , NewCronos

The increase in the number of the holders of certificates with a high level of education (levels 3-6) as indicated by the educational attainment of the population aged 25-64 by ISCED level (2004) in comparison with older corresponding educational attainment (2002) is due to the improvements of the standards of living and the rise in the culture of the Greeks.

Table 2: Percentage of the population aged 18-24 years having left education and training with a low level of education (2000-04)	
GREECE	
2000	18.2%
2001	17.3%
2002	16.7%
2003	15.5%
2004	14.9%

Low level of education: pre-primary, primary and lower secondary education - levels 0-2 (ISCED 1997)

Source: Eurostat, Labour Force Survey, NewCronos

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, which 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

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 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.

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'. An effort is also being made by the Government to change established cultures in education and to promote stances that favour innovation and an on-going quest of quality mainly through cooperation and exchanges beyond the Greek borders.

Since the European Summit in Lisbon, educational policy has been considered as a primary factor for promoting development and welfare at both individual and general level. Educational policy has become a framework for Europe to become "the most competitive and dynamic economy based on knowledge in the world" until 2010.

So 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 on demand or will be required in the future by the labour market. In this context, 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 most other 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 the adaptability of youth](#).
- 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.

In order to implement the afore-mentioned policy developments, the National System for Linking Vocational Education and Training to Employment (Ethniko Systema Syndesis tis Epangelmatikis Ekpaidefsis kai Katartisis me tin Apascholisi ESSEEKA) has been established. 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.

Further, ESSEKA distinguishes among six separate sub-systems and linked them: 1) research into labour market needs, 2) technical-vocational education (at secondary level), 3) initial vocational training, 4) continuing vocational training, 5) accreditation of vocational training and qualifications and lastly, 6) 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 - ADMINISTRATIVE FRAMEWORK

The Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) has the general responsibility for initial vocational education and training. To design, develop and implement the relevant policies, the Ministry employs the following bodies:

The Pedagogical Institute (Paidagogiko Instituto, PI), an advisory body on educational issues at primary level as well as at secondary level (general and vocational secondary education). It develops policies, conducts research, designs and compiles curricula, organises teacher training, and develops teaching materials.

The Department of Technical Vocational Schools (Tmima Technikon Epangelmatikon Ekpaideftirion) in the Secondary Education Directorate (Dieftthinsi Defterovathmias Ekpaidefsis) of YPEPTH is responsible for implementing programmes of secondary level vocational education in collaboration with the relevant regional and prefectural authorities (local TEE Bureaus in different prefectures).

The Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) defines curricula, plans and implements post-secondary IVET and makes suggestions about training policies. OEEK also organises and controls the operation of public Vocational Training Institutes (Instituto Epangelmatikis Katartisis, IEK) (Isced level 4) and supervises private ones. 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. It also co-operates with other responsible bodies to analyse and evaluate the needs in specialized personnel in each economic sector and submit to YPEPTH proposals related to vocational education and training policy.

The [General Secretariat for Adult Education](#) (Geniki Gramateia Ekpaidefsis Enilikon, GGEE) is the executive, public body responsible for adult education and training. It designs, coordinates and supports measures which relate to the completion of basic education and the achievement of lifelong learning and training for the adult manpower and people threatened with social exclusion.

In Greece, continuing education and part of initial education are provided by bodies outside the formal education system, under the supervision of the Ministry of Employment and Social Protection (Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP). YPAKP implements its policies mainly through the following bodies:

- The Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED), a significant provider of initial and continuing vocational training. To achieve greater flexibility and effectiveness, a recent reform allowed OAED to transfer part of its activities to three public limited companies operating under its supervision. These are:
 - National Employment Observatory Research - Informatics SA (Paratiritirio Apascholis Erevnitiki – Pliriforiki A.E., PAEP) that explores what human resources are needed in the labour market.
 - Vocational Training SA (Epangelmatiki Katartisi A.E.), which designs, organises and runs initial and continuing vocational training programmes in IEKs and Vocational Training Centres (Kentro Epagelmatikis Katartisis KEK).
 - The Employment Promotion Centres (Kentro Proothisis Apasholisis, KPA) undertake significant activities such as job placement for the unemployed, social insurance for the unemployed, apprenticeships and support for the unemployed (counselling – career guidance). The National Accreditation Centre for Continuing Vocational Training (Ethniko Kentro Pistopiisis Synehizomenis Epangelmatikis Ekpaidevsis, EKEPIS), a statutory body with administrative and financial autonomy. Its mission is to develop and implement the National Accreditation System for Continuing Vocational Training.

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

REFORMS AND LEGISLATIVE REGULATIONS FOR IVET

Provision of IVET has been reformed a number of times since the mid-1970s. While a number of private and public providers have existed in lower and upper secondary levels as well as in apprenticeship training, reforms have focused on making the structure more coherent and on ensuring adequate options for all those leaving compulsory schooling. Thus, the relevant laws focused on defining more clearly the missions and goals of the different types of training providers and on regulating their provision within certain curricula and qualification standards. An additional scope of those laws was to provide increasing opportunities to the participants of upper secondary training, in order to specialise further within post secondary or tertiary training institutions.

Most of these reforms have been undertaken by certifying the provision of private training institutions within the IVT structures and ensuring that public provision meets the different demands of participants in terms of level and type of training.

As a result of the reforms performed during the years 1970s – 90s there has been a relative increase in public investment for VET. During this period, the percentage of upper secondary education graduates entering vocational education increased from 18% to 33%.

In 1992, the National System for Vocational Education and Training (Ethniko Systema Epangelmatikis Ekpaidefsis kai Katartisis, ESSEK) was legislated. The main goals of ESSEK are: the organisation, development and provision of vocational training, the

formal certification of vocational training, the harmonisation of vocational training with the educational system and the implementation of various national or EU vocational education and training programmes. The Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) was established within the framework of ESSEK. OEEK provides formal vocational education and training and has the overall responsibility for the Vocational Training Institutes (Instituta Epangelmatikis Katartisis, IEK), the supervision and monitoring of the Private Institutes for Vocational Training (Idiotika Institutouta Epangelmatikis Katartisis, IIEK) and operates towards the accomplishment of ESEK goals.

REFORMS AND LEGISLATIVE REGULATIONS FOR CVET

In 1994, the National Accreditation Centre (Ethniko Kentro Pistopiisis Synehizomenis Epangelmatikis Ekpaidefsis, EKEPIS) for CVET was established alongside the framework for the certification and operation of Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK).

The Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED) was assigned more responsibilities related to vocational guidance and the provision of continuing training programmes for the unemployed. OAED also established three affiliated companies aiming at providing services to the unemployed.

In 2003, 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. It creates a framework for the planning and coordination of the national policy related to vocational education and training structures and their linking with employment.

Recently, lifelong learning was systematized. The relevant regulations include provisions for the providers of lifelong education and training, development and accreditation of occupational profiles, outline of the features of lifelong training programmes (such as duration, certificates etc) and a system for the certification, monitoring and evaluation of Special Centres for the social and vocational integration of disadvantaged social groups.

Please see the list of relevant laws attached [Document 1](#)

0303 - ROLE OF SOCIAL PARTNERS

Social partners, like the Federation of Greek Industries (Syndesmos Ellinikon Viomichanion, SEV), the Labour Institute of the General Confederation of Greek Workers (Institutouto Ergasias tis Genikis Synomospondias Ergaton Elladas, INE-GSEE), the Centre for the Development of Greek Commerce (Kentro Anaptyxis Ellinikou Emporiou, KAELE), the Training Vocational Centre of General Confederation of Professionals, Craftsmen and Tradesmen (Kentro Epangelmatikis Katartisis tis Genikis Synomospondias Epangelmaton Viotechnon Emporon Ellados, KEK/GSEBEE), the Centre of Vocational Training Institute of Industrial, Professional and Vocational Training (Kentro Epangelmatikis Katartisis tou Institutoutou Viomichanikis kai Epangelmatikis Epimorfosis kai Katartisis, IVEPE) have contributed more effectively to the improvement of vocational training and the promotion of employment. Additionally, they have promoted relevant research and publications, and have taken initiatives to invest in human resources and to boost positive measures of intervention in the labour market.

Social Partners participate in the administrative boards of the bodies involved in vocational education and training: the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED), the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK), the

Employment Observatory Research – Informatics SA (Paratiritirio Apascholis Erevnitiki – Pliroforiki AE, PAEP AE), the National Centre for Vocational Orientation (Ethniko Kentro Epangelmatikou Prosanatolismou, EKEP), etc.

The following social partners participate in the administrative board of OEEK: the General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, GSEE), the Federation of Greek Industries (Syndesmos Ellinikon Viomichanion, SEV), the General Confederation of Professionals, Craftsmen and Merchants (Geniki Synomospondia Epangelmation Viotechnon Emporon Ellados, GSEVEE) and the National Confederation of Greek Trade (Ethniki Synomospondia Ellinikou Emporiou, ESEE). Additionally, they participate in the Tripartite Advisory Committees (Trimelis Symvouleftikes Epitropes, TSEs) of OEEK. The main task of TSEs is to monitor the needs of the labour market at regional and local level and to propose to the administrative board the introduction of new specialisations according to regional manpower needs and the replacement of others that are no longer in demand. Additionally, TSEs, which are set up at prefectural level, monitor and register the financial and social profile of local labour markets, the financial actions in each prefecture and the population trends.

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. The Ministry of Education & Religious Affairs (Ypourgeoio 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 nine years from the age of 6 to 15 and comprises 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](#) has been adopted. It has been designed with a view to meet the educational needs of groups with different social, cultural or religious background.

Lower Secondary Schools (Gymnasio - Isced level 2) are day schools, but some operate during the evenings. Evening Gymnasias are open to working pupils over 14 years old. 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](#) has been adopted, aiming to meet the educational needs of social groups with a particular social, cultural or religious identity.

Post-compulsory secondary level education (Isced level 3), according to the reform of 1997, is provided in upper secondary education (Eniaio Lykeio), which offer general education and Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE), which provide vocational education and training. 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”. Eniaio Lykeio is preferred by 65% of pupils over TEE. The duration of studies in *Upper Secondary Education* is three years. During the first year of Upper Secondary Education, all pupils study the same curriculum, while from the second year, in addition to a common curriculum, students also choose one of three different educational branches: sciences, arts or technology. The duration of studies in TEE is two years in order to complete the first cycle (a' cycle, 15 - 17 years old) or three years in order to complete the second (b' cycle, 17 – 18 years old). Mutual student transfer from one type of school to the other is possible. There are evening schools equivalents for all types of secondary education. These are designed for working students and courses are of an extra year of duration.

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 *Gymnasia* and *Lykeia* are also in operation. The institution of Second Chance Schools (Scholeia Deferis Efkaieras, 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 9-year 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.

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*. TEE graduates can only be admitted to TEI. 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 not classified as an educational level. They 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 following table presents concisely the structure of the Greek education system, as it consists of institutions of the formal, classified or unclassified education.

Table 1: The Structure of the Greek education system

RESPONSIBLE ACTOR	LEVEL	AGE	ISCED LEVEL	QUALIFICATIONS ACHIEVED	POSSIBLE PATHWAYS
ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ (MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS)	Vrefonipiakoi Paidikoi Stathmoi (Creches)	2,5-4	0		
	Nipiagogeia (kindergartens)	4~6	0		Dimotiko (Primary School)
	Dimotiko (Primary School)	6~12	1 compulsory education	Apolytirio Dimotikou (Primary Education Leaving Certificate)	Gymnasio (Lower Secondary Education)
	Gymnasio (Lower Secondary School)	12~15	2 compulsory education	Apolytirio Gymnasiou (Gymnasio Leaving Certificate)	Eniaio Lykeio (Unified Upper Secondary Schools), Technika Epangelmatika Ekpaideftiria (Technical Vocational Educational Schools, Institouta Epangelmatikis Katartisis (Vocational Training Institutes)
	Eniaio Lykeio (Unified Upper Secondary Schools)	15~18	3 upper secondary education	Apolytirio Lykeiou (Lykeio Leaving Certificate)	Institouta Epangelmatikis Katartisis (Vocational Training Institutes), Kentra Epangelmatikis Katartisis (Vocational Training Centres), Technologika Ekpaideftika Idrymata (Technological Education Institutes), Anotata Ekpaideftika Idrymata

					Labour Market
	Technika Epangelmatika Ekpaideftiria (Technical Vocational Educational Schools, TEE)	15-17 (a' cycle)	2 upper secondary education	Ptycheio a' kyklou (a' cycle leaving Certificate)	Institouta Epangelmatikis Katartisis (Vocational Training Institutes), Kentra Epangelmatikis Katartisis (Vocational Training Centres), Eniaio Lykeio (Unified Upper Secondary Schools), Labour Market
YPOURGEIO ETHNIKIS PAIDEIAS KAI THRISKEVMATON (MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS)	Technika Epangelmatika Ekpaideftiria (Technical Vocational Educational Schools)	17~18 (b'cycle)	3 upper secondary education	Ptychieio b' kyklou (b'cycle leaving Certificate)	Institouta Epangelmatikis Katartisis (Vocational Training Institutes), Kentra Epangelmatikis Katartisis (Vocational Training Centres), Technologika Ekpaideftika Idrymata (Technological Education Institutes), Labour Market
ORGANISMOS EPANGELMATIKIS EKPAIDEFSIS KAI KATARTISIS (ORGANISATION FOR VOCATIONAL EDUCATION AND TRAINING) ORGANISMOS APASCHOLISEOS ERGATIKOU DYNAMIKOU (GREEK MANPOWER EMPLOYMENT ORGANISATION) ETHNIKO KENTRO AMESIS VOITHIAS (NATIONAL CENTRE FOR IMMEDIATE HELP) ORGANISMOS TOURISTIKIS EKPAIDEFSIS KAI KATARTISIS (ORGANIZATION OF	Institouta Epangelmatikis Katartisis (Vocational Training Institutes)	18+	4 post-secondary education	Diploma Epangelmatikis Katartisis (Vocational Training Certificate)	Labour Market

TOURISM EDUCATION AND TRAINING)					
YPOURGEIO ETHNIKIS PAIDEIAS KAI THRISKEVMATON (MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS)	Technologika Ekpaideftika Idrymata (Technological Education Institutes)	18+	5 tertiary education	Ptycheio (Degree)	Anotata Ekpaideftika Idrymata (Universities), Metaptychiakes Spoudes (Post-graduate Studies) in Technologika Ekpaideftika Idrymata (Technological Education Institutes), Anotata Ekpaideftika Idrymata (Universities), Eliniko Anoikto Panepistimio (Hellenic Open University)
	Anotata Ekpaideftika Idrymata (Universities)	18+	5 tertiary education	Ptycheio (Degree)	Metaptychiakes Spoudes (Post-graduate Studies) in Anotata Ekpaideftika Idrymata (Universities), Eliniko Anoikto Panepistimio (Hellenic Open University), Labour Market
YPOURGEIO ETHNIKIS PAIDEIAS KAI THRISKEVMATON (MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS)	Metaptychiakes Spoudes (Post-graduate Studies) in Technologika Ekpaideftika Idrymata (Technological Education Institutes), Anotata Ekpaideftika Idrymata (Universities), Eliniko Anoikto Panepistimio (Hellenic Open University)	22+	6 tertiary education	Metaptychiako	Labour Market
	Eliniko Anoikto Panepistimio (Hellenic Open University)	22+	6 tertiary education	Ptycheio (Degree)	

See Diagram attached on The Structure of the Greek education system [Diagram 1](#)

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)

STRUCTURE OF INITIAL VOCATIONAL EDUCATION

In Greece Initial Vocational Education at upper secondary level (Isced level 3) is provided by Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) which are supervised by the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH). It established TEE and supervised them in order to provide technical and vocational knowledge and skills as well as vocational awareness to facilitate young people's entry into the labour market. Other Technical-Vocational education units supervised by other ministries were transformed into TEE in the competence of YPEPTH.

The day TEE are for young people 15+ who do not work, while there are evening TEE for working people up to the age of 50. The number of pupils attending TEE for the current school year (2005 – 2006) is 95084.

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% for the Eniaio Lykeio (general education), out of whom: 54% girls and 46% boys.
- 35% for the TEE (technical and vocational education), out of whom: 43% girls and 57% boys.

Compared to the statistics provided by Eurostat for 2003 the number of pupils receiving vocational education seems to have decreased by 2% in 2005.

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.

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 Defteris Efkairias, SDE). Attendance is obligatory and there are no fees for pupils.

The number of departments and specialisations at any TEE depends on local socio-economic conditions and needs, and on the number of students and their preferences.

The YPEPTH has overall responsibility for course development and approval, and also supervises most of these schools (448 TEE), which are public. It also supervises 24 private TEE which follow the same curriculum and assessment procedures as public ones. There are also other TEE that are under the control of other Ministries. These TEE provide vocational training and education in specialisations corresponding to the relative ministries. So the following bodies provide school-based IVET, but always under the supervision of YPEPTH: The Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Alilengyis, YYKA) runs 15 1st cycle TEE, the Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptixis kai Trofimon) runs 3 TEE which offer four specializations in sectors related to agriculture and animal breeding and the Ministry of Tourism (Ypourgeio Touristikis Anaptyxis) runs 8 TEE which provide three specialisations related to culinary art, the hotel and catering industry and confectionery.

The number of specialisations at any TEE depends on local socio-economic conditions and needs as well as on the number of students and their preferences. In 2005-2006, first-cycle TEE provide vocational training and education in 13 sectors for 40 different areas of specialisation. Second-cycle TEE provide vocational training in 13 sectors for 41 different specialisations.

CURRICULA OF INITIAL VOCATIONAL EDUCATION

Curriculum includes both general subjects and specialization subjects. General subjects account for 41% of total tuition time and specialization subjects account for 59% in the first year of the first cycle. In the second year of the first cycle 30% of tuition time is given to general subjects and the rest 70% to specialization ones. As for the second cycle, general subjects comprise 24% of the total tuition time while specialization subjects comprise 76%. TEE offer programmes in the following sectors (subdivided into specialisations):

Mechanical engineering, Electronics, Electrician, Applied arts, Textiles and clothing, Finance and administration, Agriculture, food and environment, Health and welfare, Chemical laboratory applications, Marine and shipping, Information Technology and Beauty and hairdressing.

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.

POSSIBLE PATHWAYS AVAILABLE TO GRADUATES OF INITIAL VOCATIONAL EDUCATION

On successful completion of the first cycle, pupils are awarded a diploma which gives access to employment, to the second cycle of the corresponding field of specialisation. They can also obtain a licence to practise a profession depending on their specialization and the legislation in force. In some specialisations, the diploma is enough to ensure occupational access. In other specialisations, apart from a diploma, it is necessary to get work experience in the relevant fields or pass examinations or both. The responsible body who regulates occupational qualifications is the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK).

The second-cycle TEE certificate gives access to employment or to Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK), Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK), or entitles its holders to sit entrance exams for a Technological Educational Institute (Technologiko Ekpaideftiko Idryma, TEI) by sitting the national examinations in two general subjects and one specialised subject. Regarding those cycle 2 certificate holders who want to attend in a post-secondary IEK, they can

enrol in a post-secondary IEK as from the second year of studies in the same specialization, or in the first year in any other specialization.

They can also obtain a licence to practise a profession depending on their specialization and the legislation in force. In some specialisations, the diploma is enough to ensure occupational access. In other specialisations, apart from a diploma, it is necessary to get work experience in the relevant fields or pass examinations or both. After pupils have regularly attended the teaching programme in the first cycle, they can participate in examinations organised within the school and in all the subjects that have been taught. The successful pupils receive an Isced Level 2 Vocational Training Certificate and are deemed competent to follow an occupation in independent specializations. On completion of Cycle 2 examinations are organised within the school in all the subjects taught and the successful students obtain an Isced Level 3 Vocational Training Certificate; they are then deemed capable of performing technical tasks. After the completion of Cycle 2, pupils who wish to continue their studies at TEI take a common national examination in two general subjects (Mathematics and Modern Greek language) and one specialized subject.

0404 - APPRENTICESHIP TRAINING

In Greece 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 specialities 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 Ethnikis 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 (Eniao 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 2nd 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.

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Not applicable

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

In Greece, initial vocational training at post-secondary level operates under the supervision of the [Organisation for Vocational Education and Training](#) (Organismos Epangelmatikis Ekpaideftisis kai Katartisis, OEEK). OEEK is supervised by the [Ministry of National Education and Religious Affairs](#) (Ypourgeio Ethnikis 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, IEKs) 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, IEKs 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.

IEKs are educational institutions that provide initial vocational training. There are 116 public IEKs and 50 private IEKs in the second semester of 2005. Both types of IEKs 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 IEKs under the supervision of other ministries and bodies, such as the [Greek Manpower Employment Organisation](#) (Organismos Apascholiseos Ergatikou Dynamikou, OAED), which operates 28 IEKs. There are IEKs 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), IEKs 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. IEKs 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.

The basic requirement for entering full-time post-secondary vocational training at an IEKs 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 IEKs 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 IEKs have to pay registration fees each semester. Specifically, Greek citizens have to pay €367 each semester, foreigners have to pay €734 and those who meet certain socio-economic conditions have to pay €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 IEKs 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 189 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 IEKs 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, IEKs) are awarded a Vocational Training Certificate, which entitles them to take part in the final certification examinations. The exam fees are €38.04. 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 E.U. 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 IEKs graduates in 47 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, & 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: 1) research into labour market needs, 2) technical-vocational education (at secondary level), 3) initial vocational training, 4) continuing vocational training, 5) accreditation of vocational training and qualifications and lastly, 6) 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” seeks to define the main forms of CVET and adult education in Greece and defines the concept of adult education and training in Greece. 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 gypsies 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 3rd 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 & Welfare' and 'Competitiveness' and 13 Regional Operational Programmes.

< Vocational Continuing and Education Lifelong of >

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 Defteris 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 is outside 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.

There is also CVET, which is implemented by other ministries. Specifically, "Dimitra" Organization of Agricultural Vocational Education, Training and Employment (Organismos Georgikis Epangelmatikis Ekpaidefsis, Katartisis kai Apascholisis, OGEEKA) is a legal entity of the Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptixis kai Trofimon, YAAT). It aims at the many-sided development of agricultural workers and improvement of their productivity and standard of living through the network of Dimitra centres. In addition, the Ministry of Health and Welfare (Ypourgeio Ygeias kai Pronoias, YYP) supervises a number of KEKs in the fields of health and welfare. Other ministries that provide CVET are the Ministry of Tourism (Ypourgeio Tourismou) and the Ministry of the Interior, Public Administration and Decentralisation (Ypourgeio Esoterikon, Dimosias Doiikisis kai Apokentrosis, YP.ES.D.D.A). Finally, as has already been mentioned, GGEE of YPEPTH has established a KEK, which covers all thematic areas.

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 will start to provide training programmes as of 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 Proothisis 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 Ekpedefsisis 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 GEEIs of national range, covering all thematic fields.

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), which are distributed throughout the country.

OGEEKA implements a large programme within the 3rd Community Support Framework (CSF) for training agricultural workers. Up to 2006, about 50.000 new farmers will have been trained in programmes that will help them cope with the problems in the agricultural sector. Trainees attend seminars lasting at least 150 hours and concerning programmes of the 3rd 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.

CVT 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) implement vocational training actions within the framework of the Operational Programme “Health – Welfare 2000-2006”. They target all the employees in the field of Health and Welfare as well as unemployed people who have 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 cooperation 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.

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 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. 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 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: 1581). 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 €3.52 per hour (gross) while for the unemployed people who belong to social vulnerable groups the benefit is €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 will be 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 gypsies 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 €5 per hour of training.

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 Anages, 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 €3.52 per hour (gross) while for the unemployed people who belong to vulnerable social groups €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 €3.52 per hour while the trainees who belong to social vulnerable groups receive €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 Synechizomeninis Epangelmatikis Katartisis, EKEPIS) is supervised by the Ministry of Employment and Social Protection (Ypourgeio Apascholisias 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. Enterprises do not provide time off work for training.

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-à-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.EL.E.), which is based in Athens and has seven training structures. The basic aim of K.A.EL.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. However, these degrees are not recognised by 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.

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

Initial Vocational Education is provided in Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) and Apprenticeship TEE (TEE Mathiteias), which operate within the framework of upper secondary education. The teaching personnel in these establishments are called teachers .

Initial Vocational Training is provided in Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK), which operate within the framework of post-secondary vocational training. The teaching personnel in these establishments are called teachers/trainers.

Continuing Vocational Education and Training is provided in:

- Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK)
- Education Centres for Adult Education (Kentra Ekpaideftisis Enilikon, KEE)
- The Centre for Distance Lifelong Education and Training of Adults (Kentro dia viou Ekpaideftisis kai Epimorphosis Enilikon, KEEENAP)
- Prefectural Committees for Adult Education (Nomarchiakies Epitropes Laikis Epimorfosis, NELE)

The teaching personnel in these establishments are called trainers.

In Greece, formally recognised are the teaching occupations while the recognition of the training occupations depends upon the body that uses their services.

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 and 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 teacher/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, regulate the provision of Initial Vocational Education in TEE as well as the training and other managerial and scientific issues. 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 (TEE, APPRENTICESHIP TEE)

- Ministry of National Education and Religious Affairs (Ypourgeio Ethinikis 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 Anaptyxis 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 REGISTERS

OEEK is in the process of drawing up a register of the teachers/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 Center for Vocational Training (Ethniko Kentro Pistopolisis Synexizomenis Epangelmatikis katartisis, EKEPIS).

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

TEACHERS IN INITIAL VOCATIONAL EDUCATION STRUCTURES (TEE, APPRENTICESHIP TEE)

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).

There is no pre-service training provided for this type of teachers.

In-service training is provided through 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 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 Institutouto, PI), the scientific body of YPEPTH, and approved by YPEPTH. Teachers can be members of such teams.

TEACHERS/TRAINERS IN INITIAL VOCATIONAL TRAINING STRUCTURES (IEK)

The entry requirements for this type of teachers/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 may serve Secondary Vocational Education graduates (TEE graduates) who work as assistants of the formal teachers/trainers. Besides formal qualifications, the recruitment of teachers/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.

There is no pre-service training provided for this type of teachers/trainers.

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.

In-service training is also provided by the Pedagogical Institute (Paidagogiko Institutouto, 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.

Training curricula are designed by teams of experts employed by OEEK and PI respectively. Teachers/Trainers can be members of such teams.

0603 - TYPES OF TEACHERS AND TRAINERS IN CVET

TRAINERS IN CONTINUING VOCATIONAL EDUCATION AND TRAINING STRUCTURES

The entry requirements for this type of trainers are either a tertiary education certificate or a Secondary Vocational Education certificate (TEE graduates) or an Initial Vocational Training certificate (IEK 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 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) should have been accredited before by EKEPIS and be included in the Register of Accredited Trainers in Continuing Vocational Training (Mitroon Pistopeimenon Ekpaidefton). The criteria for the accreditation of teachers in Continuing Vocational Training are: formal qualifications, pedagogical-teaching skills and experience and work experience.

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 Apascholisi, 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 Ekpedeufsisis 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. Technical Vocational Schools (Techniko Epangelmatiko Ekpedeftirio, TEE). 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 (Institutouta 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 Defteris Efkairias, 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 at 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 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

Competent bodies:

- The Ministry of National Education and Religious Affairs (Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH) is the competent body for the operation of Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) (Isced level 3) –upper secondary vocational education. There are also TEEs operating under the control of other Ministries, Organizations or private bodies. YPEPTH has the responsibility for their validation.
- The Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Employment and Social Protection (Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP) is responsible for the operation of Apprenticeship Technical Vocational Schools (TEE Mathiteias) - upper secondary vocational education.
- The Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) is the competent body for the operation of Institutes for Vocational Training (Institouta Epangelmatikis Katartisis, IEK) –post-secondary vocational training. There are also IEKs operating under the control of other Ministries, Organizations or private bodies. OEEK has the responsibility for their validation.

Guiding assessment concept:

- TEE students can be awarded a diploma by taking examinations organised within their school at the end of the final school year.
- Apprenticeship TEE students can be awarded a diploma by taking examinations organised within their school at the end of the final school year.
- IEK trainees can obtain a Vocational Training Certificate by taking examinations, organized twice a year on a national level. The body responsible for the organization of these final accreditation examinations is OEEK.
- OEEK regulates the professional rights of all levels of VET including both TEE and IEK in conjunction with the competent Ministries and Social Partners. To this end it has established the National Committee for the Regulation of Professional Rights (Ethniki Epitropi Kathorismou Epangelmatikon Dikaiomaton, EEKED). So far the professional rights in 47 specialisations have been

regulated. Moreover, OEEK is promoting the rights of professions which require a license to be practiced in order to enable IEK graduates to have access to both the private and public sector. OEEK is also 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.

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

Certificates issued by agencies providing non-formal vocational education and training are not officially accredited for the purpose of certifying qualifications.

Such bodies are: Prefectural Committees for Adult Education (Nomarchiakes Epitropes Laikis Epimorfosis, NELE), Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK) and Liberal Studies Centres (Kentro Eleftheron Spoudon, KES). There is no certification system for qualifications acquired through these routes.

Concerning informal learning, 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.

Bodies, enterprises or institutions involved in providing non-formal vocational education and training in Greece are mainly: The General Secretariat for Adult Education (Geniki Grammatea Ekpaidefsis Enilikon, GGEE), which is the leading public institute in adult education and training, is responsible for the planning, co-ordination and support of actions for supplementing basic education and providing lifelong learning. It 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 workforce of Greece and for people threatened with social exclusion. GGEE supervises the Institute of Adult Lifelong 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 to support the following lifelong education structures: Second Change Schools (Scholeia Deferis Efkairias, SDE) for adults who have not completed compulsory education, Adult Education Centres (Kentra Ekpaidefsis Enilikon, KEE), Parents' Schools (Scholes Goneon) and the Centre for Distance Lifelong Education and Training of Adults (Kentro dia viou Ekpaidefsis kai Epimorphosis Enilikon, KEEENAP). GGEE is directly responsible for organising and running a KEK and 54 NELE for trainees of any level of education.

The Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED) implements continuing vocational training courses seeking to cover the needs of the unemployed who require specialisation in order to find work, as well as the needs of the employees, where acquiring extra skills will facilitate their career development. The main focus of OAED 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 Education Departments of various Ministries also plan vocational in-service training programmes. More specifically the following Ministries run such programmes: The Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Allilengyis, YYKA), the

Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptyxis kai Trofimon), the Ministry of Public Order (Ypourgeio Dimosias Taxis), the Ministry of Mercantile Marine (Ypourgeio Emporikis Naftilias, YEN), the Ministry of the Interior and Public Administration (Ypourgeio Esoterikon Dimosias Dioikisis kai Apokentrosis, YPESDA), the Ministry of Defence (Ypourgeio Ethinis Amynas), the Ministry of Justice (Ypourgeio Dikaiosynis). Major public enterprises (the Public Power Corporation (Dimosia Epicheirisi Ilektrismou, DEI) the Hellenic Telecommunications Organisation (Organismos Tilepikoinonion Ellados, OTE) Hellenic Post (Ellinika Tachydromeia, ELTA) Hellenic Railways (Organismos Sidirodromon Ellados, OSE) or private sector companies (banks, companies with more than 100 employees, etc.) as well as chambers of commerce, professional associations, federations of employees, have training departments and/or training units which provide employees with knowledge and skills which are required for their specific jobs.

Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK) are private sector bodies (profit-making or non-profit) or public bodies providing continuing training accredited by the National Accreditation Centre for Vocational Training (Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS) and supervised by the Ministry of Employment and Social Protection (Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP).

Acquisition of knowledge and skills in some subject area via informal learning can promote and improve the qualifications which someone has to a large extent, even without their being any form of prior formal or non-formal vocational training. Concerning informal learning, individuals, who have skills in using computers, are certified by exams held by KES. These exams lead to the acquisition of the European Computer Driving License (ECDL) certificate for candidates. OEEK is responsible for the certification of providers of such training.

Moreover, in Greece, various private sector companies operate which provide certification of knowledge for various information technology applications in collaboration with information technology companies from abroad (Microsoft, Oracle, 3 Com, etc.).

YPEPTH established and implemented a system for the certification of language proficiency in 2003 to meet urging social needs and be in line with the European policy for the promotion of multilingualism and the unified certification of language competency in contemporary languages. This system acts upon the resolution of the Education Council of the European Union and is linked to the "International Certificate Conference" (ICC), an international network of certification systems based in Frankfurt, in Germany. This examination and certification system evaluates and certifies the level of knowledge and skills in the use of a language and awards the State Certificate of Language Proficiency (Kratiko Pistopoiitiko Glosomatheias, KPG), a formal qualification, upon success in state examinations held at national level. Presently candidates can take exams in English, French, German and Italian. On the basis of research results investigating social needs, exams will be designed for: other European languages.

Attendance in Lifelong learning programmes can be of a short or long duration, part-time or intensive with a flexible schedule adapted to the needs of the trainees. No lifelong learning programme can exceed the length of 250 teaching hours, with the only exception of SDE Lifelong learning programmes cannot exceed the limits that apply to institutional framework of OEEK, as far as IVET is concerned, and those that apply to the Integrated System of Training Project Management (Eniaio Systima Energeion Katartisis, ESDEK), as far as CVET is concerned. Depending on their duration, lifelong learning programmes lead to the acquisition of the following certificates: Certificates of

Training for programmes that last for up to 75 hours and Certificates of Lifelong Learning for programmes that last for up to 250 hours.

The certificates provided by bodies providing non-formal vocational education are not occupational qualifications that their holders can use in order to seek a position in the public sector. Despite this, the courses run by the Education Directorates of the various Ministries for their staff can lead to certificates which constitute qualifications for their career development inside the departments. Likewise, in the private sector vocational qualifications acquired via vocational education courses run by companies themselves in their own work environment for their staff are accredited. For employers, the non-existence of a qualifications certification system 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.

Concerning informal learning, in Greece, despite the lack of a specific vocational qualifications certification system, there is limited opportunity for acknowledgement of skills via the acquisition of certificates or a licence to exercise a profession issued by various services or agencies. Certificates of attendance at such courses are an element that may be positively taken into account during staff selection procedures by employers. The certificates provided by private sector companies for various information technology applications in collaboration with information technology companies from abroad (Microsoft, Oracle, 3 Com, etc.) are only recognised by businesses that use the software applications of the above companies. The KPG has recently been credited by the Greek state and it is recognized as a work qualification.

09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

0901 - STRATEGY AND PROVISION

In Greece a lot of 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 Scholikou 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 Apascholisias 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 Counselling Centres (Kentra Symnouleftikis kai Prosanatolismou, KESYP), Educational Guidance Offices (Grafeia Scholikou Epangelmatikou Prosanatolismou, 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) and Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) (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 teleconferencing 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 (Diefthinsi 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 (Grafeia 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 (Grafeio 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 intends to promote 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 should 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 2.763.907.617 euro. The community participation amounts to 2.072.930.711 euro while the national participation is 690.976.906 euro. 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. Co-financed by the ESF and the European Regional Development Fund (ERDF) together with national resources, OP "Education" innovates: Lifelong Learning is incorporated and institutionalized 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: enhancing the quality of education, prevention and remedy of social exclusion and formation of an integrated European educational area and quality employment.

According to the State Budget of 2004 the Ministry of [National Education and Religious Affairs](#) (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) was allocated 290 million euros by co-funded programmes and 347 million euros by national resources, which were distributed to primary, secondary and tertiary education. The Ministry of Labour and Social Protection (Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP) was allocated 288 million euros by co-funded programmes and 73 million euros by national resources. Concerning the expenditure per sector, the resources provided to Education in 2004 by co-funded programmes amounted to 297 million euros, while another 303 million derived from national resources. The Training sector received 287 million euros all deriving from co-funded programmes. Concerning 2005 it is estimated that YPEPTH will be allocated 400 million euros by co-funded programmes and 274 million euros by national resources. YPAKP will be allocated 401 million euros by co-funded programmes and 62 million euros by national resources. Concerning the expenditure per sector, 683 million euros are expected to be spent on Education in 2005, 413 of which will be provided by co-funded programmes and the rest 270 by national resources. Training is expected to absorb 400 million euros 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 Technical Vocational Schools (Technika Epagelmatika Ekpaideftiria, TEE) (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 TEE within their area. Funding for these institutions is distributed from the Ministry of [National Education and Religious Affairs](#) (Ypourgeio Ethnikis 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 Apascholisias 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. IVET is funded by the OP Education and 565.465.290 euro is allocated to it. It is funded 75% by the ESF and 25% by national resource.

Changes

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 of 2004, the sector of training received 287 million euros, all deriving from co-funded programmes while in 2005, again, training is expected to absorb 400 million euros, all deriving from co-funded programmes.

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 Apascholisias kai Koinonikis Prostatias, YPAKP).

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

Table 1: Operational Programmes “Employment and Vocational Training” Measures related to CVET		
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 MEuro	97.5 MEuro
Measure 1.5. Development of unemployed people's skills and employment promotion in the sectors of natural and cultural environment.	76.5 MEuro	25.5 MEuro
Measure 2.1. Support and vocational preparation as well as accompanying actions for promoting equality of opportunities	84 MEuro	28 MEuro
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 MEuro	32.5 MEuro
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 MEuro	6.5 MEuro
Measure 4.2 Support of the participation of self-employed people in programmes that upgrade their skills.	40 MEuro	30 MEuro
Measure 4.3 Upgrading of skills for people employed in enterprises	26.25 MEuro	8.75 MEuro
Measure 4.4 Upgrading of skills for people employed in enterprises	69 MEuro	23 MEuro
Measure 5.3 Integrated interventions in favour of women (specialization, training, counseling, entrepreneurship, networks, sensitization/information of agencies and structures)	39.75 MEuro	13.25 MEuro
Total	745 MEuro	265 MEur

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.

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 2.763.907.617 euro. The community participation amounts to 2.072.930.711 euro (75% of the cost) while the national participation is 690.976.906 euro (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: Operational Programmes “Education and Initial Training” Measures related to CVET		
MEASURES	COMMUNITY PARTICIPATION (ESF)	NATIONAL PARTICIPATION
Measure 1.1 Improvement of conditions for the integration of special categories in the educational unit	104.140 MEuro	34.713 MEuro
Measure 2.5 Lifelong education	64.277 MEuro	21.426 MEuro
Total	168.417 MEuro	56.139 MEuro

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 2,987.5 million euros. Public expenditure amounts to 2,418 m euro and the EU participation amounts to 1,793.5 euro 1,321 of which derives from the European Regional Development Fund (ERDF) and the rest 472.5 m euro from ESF. The national participation amounts to 624.4 m euro whereas private participation amounts to 569.5 m euro. Table 3 presents the budget for OP “Information Society” concentrating on measures relevant to CVET.

Table 3: Operational Programmes Information Society Measures relevant to CVET.		
MEASURES	COMMUNITY PARTICIPATION (ESF)	NATIONAL PARTICIPATION
Measure 1.2 Introduction and use of new technologies in education	€143,750,000	€47,916,666
Measure 2.5 Training of manpower in public administration	€53,250,000	€17,750,000
Measure 2.7 Training and institutional measures in health and welfare	€7,693,000	€2,564,333
Measure 3.4 Upgrading of manpower skills	€163,838,250	€54,612,750
Measure 4.5 Training of manpower in	€1,950,000	€650,000

communications		
Total	37,0481,250 Euro	123,493,749 Euro

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 MEuro 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: Operational Programmes ‘Health and Welfare’		
MEASURES	COMMUNITY PARTICIPATION (ESF)	NATIONAL PARTICIPATION
Measure 1.4 Development of public health	2.46 MEuro	5.38 MEuro
Measure 2.4 Training of the personnel for supporting the social and economic reintegration of the mentally ill.	15.66 MEuro	5.22 MEuro
Measure 4.1 Development of human resources in the sector of health	24.64 MEuro	8.21 MEuro
Measure 4.2 Development of human resources in the field of welfare	6.16 MEuro	2.05 MEuro
Total	48.92 MEuro	20.86 MEuro

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 (€1.9 billion), ESF (151 MEuro), the Greek Government (€1.3 billion) and private funds (€3.3 billion). The total budget is €6.5 billion (see attachment, table 5). Table 5 presents the budget for OP “Competitiveness”.

Table 5: Operational Programmes Competitiveness				
PRIORITY AXIS 8	COMMUNITY PARTICIPATION	NATIONAL PARTICIPATION	PRIVATE FUNDS	TOTAL COST
Human Resources	146.60 MEuro	48.87 MEuro	33.84 MEuro	229.31 MEuro

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" (see attachment, table 1). 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 MEuro	97.5 MEuro
Measure 1.5. Development of unemployed people's skills and employment promotion in the sectors of natural and cultural environment.	76.5 MEuro	25.5 MEuro

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 MEuro	32.5 MEuro
Total	466.5 MEuro	155.5 MEuro

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 2006 is the following: the Ministry of [National Education and Religious Affairs](#) (Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH) will be allocated 485 million euros by co-funded programmes and 320 million euros by national resources, which were distributed to primary, secondary and tertiary education. The Ministry of Labour and Social Protection (Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP) will be allocated 406 million euros by co-funded programmes and 50 million euros by national resources. Concerning the expenditure per sector, the resources provided to Education in 2006 by co-funded programmes will amount to 498 million euros, while another 320 million will be derived from national resources. The Training sector will receive 405 million euros all deriving from co-funded programmes.

To this end the Ministry of Labour and Social Protection (Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP) is planning the restructuring of the Public Employment Agencies (Dimosies Ypiresies Apascholisias, 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 E.U '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 Systima 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, there will be in operation 75 KESYP and 570 GRASEP, with a staff of 2,200 to offer relevant services. The beneficiaries of the services of these institutions are 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 will also be taken to combat school dropping out. Within this framework, programmes of reinforced teaching for secondary education students and additional teaching support for Upper Secondary Schools (Eniaio Lykeio) and Technical Vocational Schools (Technika Epagelmatika Ekpaideftiria, TEE) students are implemented. It is estimated that in 2006 the number of students to benefit will exceed 250,000.

As for Continuous Vocational Training, during 2000-2006 it is estimated that 130,000 unemployed and 95,000 employed individuals, have been or will be 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 Apascholis, 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 (Ethniko 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 (Epicheirisiako 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 (Ethniko Idryma Neotitas, EIN). The following programs promote the connection between the Greek educational system and the educational systems of E.U: 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". The Europass has been quite successfully applied in Greece. Up to date, 3,200 Europasses have been issued out of 70,000 all over Europe. The rate at a European level is quite higher than the anticipated one, on the basis of population data.

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