



MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS
ORGANISATION FOR VOCATIONAL EDUCATION AND TRAINING

HELLENIC REPUBLIC

Greece

Overview of the Vocational Education and Training System

2008

eKnowVet – Thematic Overviews



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The preparation of this report has been co-financed by the European Community.

Title: Greece. Overview of the Vocational Education and Training System, 2008

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Abstract:

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

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

This overview has been updated in 2008 and its reference year is 2007. The latest versions can be viewed from October 2009 onwards at:

http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/ where more detailed thematic information on the VET systems of the EU can also 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

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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 28/4/2001) Greece is a Parliamentary Presidential Republic. It has been a full member of the European Union since 1981. It is organised into 13 administrative regions, possessing a limited amount of political and economic independence, and 52 prefectures. Administrative responsibilities are spread over four levels of authority – central, regional, prefectural and local. As far as vocational education and training (VET) is concerned, the policy is determined and the courses are approved centrally, mainly by the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) and the Ministry of Employment and Social Protection (*Ypourgeio Apascholisis kai Koinonikis Prostatias, YPAKP*) while the administration and provision of education are under regional and prefectural control.

According to the research into workforce in the second trimester 2007, the number of unemployed people amounted to 398 000. The unemployment rate was reduced to 8.3% in 2007.

Formal and informal learning are expected to contribute to the fall in unemployment rates and to the development of employment. The aim of training is to modify or complete job seekers' skills so that they would better respond to the labour market needs.

Moreover, in the last fifteen years there has been mass migration of foreign workforce to Greece. As far as the qualifications of the employed immigrants is concerned, 61.3% have completed secondary education, 16.5% tertiary education, 21.1% primary education and 1% have not attended school at all. According to the data issued by the National Statistics Service of Greece (*Ethniki Statistiki Ypiresia, NSSG*), migrant population amounts to 580.700 people while their active population (18-64 years old) amounts to 77,8% of migrant population.

0102 - POPULATION AND DEMOGRAPHICS

GREECE: GENERAL STATISTICAL DATA 2005

Table 1: Greece: statistics of 2005 regarding the surface area, population, immigrants and crude rate of increase	
SURFACE AREA	131 957 Km ²
POPULATION	11 082 751 (1)
POPULATION DENSITY (INHABITANTS/KM²)	83.98 inhabitants/Km ²
IMMIGRANTS IN GREECE	762 191 (2)
CRUDE RATE OF INCREASE (PER 1000 INHABITANTS)	2.9 (1)

Sources:

(1) Statistics focus (EUROSTAT) 26/03/2007

(2) NSSG National Statistics Service of Greece *Ethniki Statistiki Ypiresia Ellados* – census 2001 cited in *Institouto Ergasias tis Genikis Synomospondias Ergaton*

Ellados (Institute of Labour of the Greek General Confederation of Labour, INE-GSEE)

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

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

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

Table 3: Number of attendees at all levels of education for the academic years 2006-2007

PRE-PRIMARY , PRIMARY EDUCATION (ISCED 0-1)	785 261
LOWER SECONDARY EDUCATION (ISCED 2)	344 698
UPPER SECONDARY GENERAL EDUCATION (ISCED 3)	234 792
UPPER SECONDARY VOCATIONAL EDUCATION AND TRAINING (ISCED 3)	88 721
POST SECONDARY VOCATIONAL EDUCATION AND TRAINING FOR SCHOOL YEAR (ISCED 4)	Fall semester (public <i>IEK</i>) 18 208 Spring semester (public <i>IEK</i>) 17 855 Fall semester (private <i>IEK</i>) 16 136 Spring semester (private <i>IEK</i>) 15 480
TERTIARY EDUCATION (ISCED 5-6)¹	637 705

(¹) Statistics refer to the academic year 2005-2006

Source: Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH).

Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK)

0103 - ECONOMY AND LABOUR MARKET INDICATORS

The increase in employment rate in Greece for 2007 was 1.2%, which was a major development. The decrease in unemployment by 3 per cent from 2000 to 2007 was mainly the result of the decrease in the number of the young unemployed (15-29), the long-term unemployed and people who register as unemployed for the first time. A basic measure of active employment policies is training which represents a high percentage of the total cost of active employment policies in a lot of countries. The aim of training is to modify or complete job seekers' skills so that they would better respond to the labour market needs, and therefore, to contribute to finding a job or to the increase in the income of the employed.

RATE OF EMPLOYMENT	61.4%
RATE OF EMPLOYMENT AMONG MEN	74.9%
RATE OF EMPLOYMENT AMONG WOMEN	47.9%
HARMONISED UNEMPLOYMENT - TOTAL	411,000
RATE OF UNEMPLOYMENT	8,3%
RATE OF UNEMPLOYMENT AMONG MEN	5.2%
RATE OF UNEMPLOYMENT AMONG WOMEN	12.8%
RATE OF UNEMPLOYMENT AMONG YOUNG PEOPLE UNDER 25	22.9%

Source: Statistics in focus (EUROSTAT)

Since 2004 the branch of Agriculture has fallen by 63% while that of Industry has fallen by 26%. Thus, it is obvious that employees have turned to the tertiary sector of activity.

Table 2: Breakdown of employment by economic sector of activity (2007)	
AGRICULTURE	11.3 %
INDUSTRY	19.7 %
SERVICES	68.9 %

Source: Statistics in focus (EUROSTAT)

Compared to EU 25, Greece falls short of the percentage of the gross domestic product of public expenditure spent on education and training. In EU 25, the rate amounts to 5.2%. Greece belongs to the countries that spend relatively little on education and training and the immediate objective of the government policies is to increase the rates so that they reach EU ones.

Table 3: cost of education and training for 2005	
PERCENTAGE (OF GDP) OF PUBLIC EXPENDITURE ON EDUCATION AND TRAINING FOR 2005	3.11%

Source: General Accounting Office

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

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

The actions that have been implemented by the government aim at the increase in participation rates in education and training and at the upgrading of qualifications. In this framework, the system and services of lifelong education have been reinforced aiming at improving equal access to it as well as to the establishment of incentives in order to increase participation. Another step that has been taken is the development of distance learning. Moreover, a series of steps aiming at decreasing dropout rates from secondary education and increasing participation in tertiary education has been taken. For instance, the fight against dropping out from secondary education will take place through interventions in the whole range of compulsory education in order to make the system more attractive, especially for students who belong to socially vulnerable groups. Moreover, diagnosis of inadequate skills, competences and knowledge, flexible curricula, guidance and counselling are of major importance for educational policy. Despite improvements, there are still serious quantity issues to be solved, such as the decrease of dropping out of school from 13,3 % to 10%, increase in the rates of completing secondary education from 84% to 86% and increase in

participation rates in lifelong learning from 1,8 to 6%. Moreover, the provision of high quality education and training, as dictated by the labour market, is a Government's priority.

Table 1: Educational attainment of the population aged 25-64 by ISCED level, % (2007)			
LEVEL OF EDUCATION			
	ISCED 0-2	ISCED 3-4	ISCED 5-6
EU-25	29%	47%	23%
GREECE	40%	38%	22%

Source: Eurostat, EU Labour Force Survey; online database, download date 27/05/2008

From 2002 to 2007 the number of young people aged 18-24 with only lower secondary education and not in education has gradually decreased. 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 young people. 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.

Table 2: Percentage of the population aged 18-24 years with only secondary education not in further education and training	
2002	16.7%
2003	15.5%
2004	14.9%
2005	13.3%
2006	15.9%
2007	14.7%

Source: Eurostat, Labour Force Survey

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

0201 - OBJECTIVES AND PRIORITIES

OBJECTIVES OF VET POLICY

The National Strategy for Education and Vocational Training focuses on the need for developing and implementing policies, at a national and regional level, in such a way that it enables the development of a modern, flexible, dynamic, competitive, effective and fair education and vocational training system, in the framework of the EU, which will be adapted and will respond to current circumstances, needs and challenges. The main objectives of VET policy are directed by the aforementioned features. In particular, they aim at:

- Upgrading of the quality of education and promoting social integration;
- Upgrading the systems of initial vocational education and training and linking it with the labour market;
- Reinforcing lifelong learning for adults;
- Reinforcing human capital in order to promote research and innovation.

NEW TRENDS/PRIORITIES

According to the Operational Programme 'Education and Lifelong learning' of the Ministry of Education & Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) for the programme period 2007-2013, the basic reform priorities of the education and training systems are to upgrade the structures of education and training. In particular, it aims at:

- Reforming, modernising and decentralising the education system – reinforcing mobility of pupils and students;
- Assessing progress in education through the implementation of systems for quality assurance – assessing the factors involved in the education system;
- Accelerating the integration of new information and communication technologies (ICT) in the educational process;
- Reinforcing access and participation of all people in the educational system and fighting dropping out. Special emphasis will be given to people facing disabilities and the socially vulnerable;

- Reinforcing and improving the quality of training of teachers in primary and secondary education by placing emphasis on innovation and the use of ICT;
- Redefining the role of initial vocational education and training and its content;
- Upgrading technological – vocational education aiming at increasing its appeal and effectiveness;
- Linking the education system with the labour market more effectively;
- Reinforcing the system and the services of lifelong learning and equal opportunities as far as access to it is concerned – increasing participation in it by the provision of special motives;
- Reinforcing the actions of lifelong learning and provision of motives aiming at increasing participation in it;
- Developing distance learning;
- Reinforcing research and innovation through programmes of basic and applied research and attracting highly qualified researchers from abroad;
- Upgrading the level of post-graduate studies in order to contribute to the creation and dissemination of new knowledge placing particular emphasis on sciences and ICT;
- Reinforcing the quality of management;
- Improving publicity and dissemination of information.

STEPS TAKEN

- The Law of Lifelong Learning (3369/2005) that determines which bodies provide initial vocational education and training, continuing vocational educational and training as well as lifelong learning. It sets the criteria for the evaluation of Continuing Vocational Education and Training. Additionally, it describes the characteristics of the training programmes, such as their duration and the certificates they offer;
- Common Ministerial Decision n. 113708/30-12-2005 (Official Journal issue B' 1914) which is co-signed by the Ministers of Economy and Finance and Employment and Social Protection 'System for the Accreditation of Programmes, Knowledge, Skills and Competences'. It stipulates the development of procedures and tools for certifying knowledge, skills and competences which contribute to the recognition of professional qualifications that are acquired in the framework of lifelong learning. It also defines the procedures for the certification of knowledge, skills and competences of trainees;

- Law 3374/2005 'Quality assurance in higher education System of Transfer and Accumulation of Credit Units-Certification Annex' defines that undergraduate and post-graduate study programmes offered by institutes providing tertiary education are organised on the basis of transference and accumulation of credit units. It is a system of describing the curricula of institutes offering tertiary education by rendering credit units to the elements they consist of. An appendix is attached to qualifications issued by tertiary education institutes which gives information about the nature, the level, the general framework of education which has successfully been completed;
- Common Ministerial Decision n. 110998/19-04-2006 (Official Journal issue 566/B/02-05-2006 which is co-signed by the Ministers of National Education and Religious Affairs, Employment and Social Protection and Economy and Finance 'On the Accreditation of Occupational Profiles' sets the goals and the definitions of occupational profiles;
- Law 3475/2006, with which the Vocational Lyceums (*EPAL*) and the Vocational Schools (*EPAS*) are founded. More specifically, Vocational Lyceums (*EPAL*) offer general education and technical-vocational education. Vocational Schools (*EPAS*), on the other hand, offer technical-vocational education along with training. The Vocational Lyceums (*EPAL*) graduates can have access to tertiary education since they can participate in exams and continue their studies in Higher Educational Institutions (*AEI*) and Higher Technical Vocational Institutions (*ATEI*).

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

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

LEGISLATION ON IVET

Law 2009/1992

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

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

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

Law 3191/2003

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

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

Law 3475/2006

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

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

The same law regulates the Apprenticeship *EPAS (EPAS Mathiteias)*, which were established in 1952.

LEGISLATION ON CVET

Law 2224/94:

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

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

It also established the National Accreditation Centre of Continuing Vocational Training (*Ethniko Kentro Postopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS*) and the framework for the certification and operation of Vocational Training Centres (*Kentro Epangelmatikis Katartisis, KEKs*).

Law 2434/96

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

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

Law 2909/2001

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

According to the amendment that resulted from article 3, the Institute of Lifelong Adult Education (*Institouto Diarkous Ekpaidefsis Enilikon, IDEKE*) falls under the General Secretariat for Adult Education (*Geniki Grammateia Ekpaidefsis Enilikon, GGEE*) and according to Presidential Decree 142/31-05-2002 its primary aim is the technological and scientific support of the programmes of *GGEE* and the implementation of actions pertaining to lifelong learning.

Law 2956/2001

'Restructure of *OAED* and other regulations'

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

- 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 CVET programmes in *IEKs* and Vocational Training Centres (*Kentro Epagelmatikis Katartisis KEK*).

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

Law 3369/2005

'Systematisation of Lifelong Learning and other regulations'.

Regulates provision of lifelong education and training and defines that people who have completed programmes lasting up to 75 hours receive a certificate of training while those who have completed programmes of longer duration and up to 250 hours long receive a certificate of lifelong education following assessment.

Amendment of Number 113172/2005

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

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

Common Ministerial Decision 110327/2005

(Official Journal 230/B/ 21-02-2005) of the Ministers of Economy and Finance and Employment and Social Protection 'System for the Accreditation of Vocational Training Centres (*KEK*)'.

It is part of a broader policy that aims at the improvement of continuing vocational training provided as well as the reinforcement of vocational qualifications and skills of employees, the unemployed and socially vulnerable groups in order to facilitate the integration of manpower in the labour market.

Common Ministerial Decision 110998/2006

(Official Journal Issue 566/B/8-05-2006) of the Minister of Economy and Finance, the Minister of National Education and Religious Affairs and the Minister of Employment and Social Protection 'Accreditation of Occupational Profiles'.

The aim of the development and accreditation of occupational profiles within the framework of Continuing Vocational Training is the systematic analysis and recording of the occupations' content as well as of the ways of acquiring the required qualifications for the practice of a trade or occupation.

0302 - INSTITUTIONAL FRAMEWORK: IVET

EU LEVEL

Greece has aligned its policies with those of the European Union.

NATIONAL LEVEL

The Ministry of Education and Religious Affairs (*Ypourgeio Epaidefsis kai Thriskevmaton, YPEPTH*) is mainly responsible for VET. The Ministry of Employment and Social Protection (*Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP*) has also a role to play. The two Ministries have been cooperating since 2004 in VET issues and Law 3369/2005 'Lifelong Learning' illustrates it. In particular, this Law describes the framework of this cooperation and specifies the responsibilities undertaken by each of the Ministries and the bodies they supervise as far as VET is concerned.

Central Government

YPEPTH HAS THE FOLLOWING ROLES:

IVET Provision through:

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

Policy Development

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

- The Pedagogical Institute (Paidagogiko Instituto, PI) an advisory body on educational issues. In particular, the PI forms and issues curricula;
- The Department of Technical Vocational Schools in the Secondary Education Directorate of YPEPTH, which is responsible for EPAL and EPAS; This department is responsible for implementing programmes of secondary level vocational education in collaboration with the relevant regional and prefectural authorities;
- The Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK). OEEK organises, controls public Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK), supervises private ones, forms the regulatory framework for the operation of IEK belonging to other ministries and is responsible for certifying professional qualifications.

THE MINISTRY OF EMPLOYMENT AND SOCIAL PROTECTION (YPAKP)

YPAKP (Ypourgeio Apascholis kai Koinonikis Prostatias) is also involved in IVET through: The main responsibility of YPAKP is handling issues related to labour relations. Apart from that, it is involved in the provision of training through the following structures:

- Apprenticeship EPAS (EPAS Mathiteias) run by the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED);
- IEK run by OAED.

Regional Government

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

(*Diefthinseis Defterovathmias Ekpaidefsis kai Grafeia Defterovathmias Ekpaidefsis*). Regional Directorates' of Primary and Secondary Education role is mainly executive and administrative and they act as a link between the *YPEPTH* and the Directorates of Primary and Secondary education.

On the other hand, Apprenticeship *EPAS (EPAS Mathiteias)* belong to *OAED*, which is supervised by *YPAKP*.

There are 52 Apprenticeship *EPAS (EPAS Mathiteias)* belonging to *OAED* and supervised by *YPAKP*.

Local Governments

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

SOCIAL PARTNERS

The contribution of Social Partners to the definition and implementation to the strategy and policies of VET has been facilitated as the State enables them to play a vital role in relation to the past. They participate in a considerable number of institutes, decision-making bodies, managerial committees, and committees monitoring programmes funded by the EU. Their role has been established and can be represented in great number of public bodies.

Social Partners like the:

- Federation of Greek Industries (Syndesmos Ellinon Viomichanon, SEV);
- Institute for Industrial and Vocational Training (Diepichirisiakos Syndesmos, Institouto Viomichanikis kai Epangelmatikis Epimorfosis kai Katartisis, I.V.E.P.E.);
- National Confederation of Hellenic Commerce (Ethniki Synomospondia Elliknikou Emporiou, ESEE);
- Development Centre of Greek Commerce (*Kentro Anaptyxis Ellinikou Emporiou, K.A.EL.E.*), Greek General Confederation of Labour (*Geniki Synomospondia Ergaton Elladas, GSEE*) and General Confederation of Professionals, Craftsmen and Tradesmen (*Geniki Synomospondia Epangelmation, Viotechnon, Emporon Ellados, GSEVEE*).

They have contributed effectively to the improvement of Vocational Education and Training and the promotion of employment. Furthermore, they have promoted research and publications and have undertaken initiatives for the investment in human resources and promoting positive interventions in the labour market (like development of occupational profiles, the creation of accreditation systems etc).

OEEK is managed by an eleven-member Administrative Board, which is set up according to the decision of the Minister of National Education and

Religious Affairs and consists of a president, a vice-president, and representatives of *YPEPTH*, the Ministry Economy and Finance, the Ministry of Labour and the Social Partners.

In the framework of their partnership, apart from their participation in the administration of *OEEK*, Social Partners take part in the collective bodies that operate towards the direction of fulfilling *OEEK's* aims like:

- Tripartite Advisory Committees (Trimereis Symvouleftikes Epitropes, TSE), their main task is to survey the labour market at regional and local level, and consequently propose to the Governing Board of *OEEK* the introduction of new specialities in *IEK* or the withdrawal of specialities when demand drops. They also observe and record the economic and social profile of local markets, investigate the economic activities in each prefecture, the demographic development, the shrinking of labour markets and the potential of each region. They also participate in the vocational training certification process. During certification exams, which take place twice a year, TSEs act as Regional Examination Committees (Perifereiaki Exetastiki Epitropi, PEEP). PEEPs have a variety of tasks to carry out during the certification period;
- Central Examination Committee for the Accreditation of Vocational Education and Training (*Kentriki Exetastiki Epitropi Pistopoiisis Epangelmatikis Katartisis, KEEPEK*) *KEEPEK* together with the Social Partners, who are its members, determines a number of issues related to the organisation of vocational training certification exams. Graduates of both public and private *IEK* sit these exams in order to obtain the Vocational Training Diploma. They consist of both practical and theoretical parts, The theoretical subjects are common throughout Greece. They also coordinate and supervise *PEEPs*.

Social partners also participate in committees that develop curricula. Social Partners represent both sectors and occupations. They act as experts in the various fields and contribute to the development of curricula for Institutes for Vocational Education and Training (*Institouta Epangelmatikis Katartisis, IEK*).

0303 - INSTITUTIONAL FRAMEWORK: CVET

CVET is mainly provided by Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostasias, YPAKP*). The Ministry of Education and Religious Affairs (*Ypourgeio Ekpaidefsis kai Thriskevmaton, YPEPTH*) has also a part to play. Apart from the provision of VET, each Ministry designs, develops and implements CVET policies for their structures.

As far as cooperation between the two Ministries on VET issues is concerned, they cooperate pursuant to the provisions of Law 3369/2005 “Lifelong Learning” in order to avoid overlapping. Responsibilities are specified according to this law.

YPAKP provides training through the following structures: Vocational Training Centres (*Kentra Epangelmatikis Katartisis, KEK*).

CENTRAL GOVERNMENT

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

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

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

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

REGIONAL GOVERNMENT

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

LOCAL GOVERNMENT

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

SOCIAL PARTNERS

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

NON-GOVERNMENTAL ORGANISATIONS

Not applicable.

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

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

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

Compulsory education in Greece lasts ten years from the age of 5 to 15 and comprises one year at pre-primary education, six years of primary education (*Dimotiko* - ISCED level 1) and three years of lower secondary education (*Gymnasio* - ISCED level 2).

Recently, an increasing number of all-day primary schools has been established, with an extended timetable and enriched Curriculum. All-day schools are open to all children, regardless of socio-economic conditions. Besides, there are special schools and induction courses for children with special education needs. Moreover, due to the big number of foreigners that have come to Greece, 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 *Gymnasia* 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 been adopted, aiming to meet the educational needs of social groups with a particular social, cultural or religious identity.

Post-compulsory secondary education (ISCED level 3), is provided in upper secondary education (*Geniko Lykeio*), which offer general education, Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*). Such educational units belong to post lower secondary education.

In Greece Initial Vocational Education at upper secondary level (ISCED level 3) is provided by Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*), which are new types of upper secondary schools offering vocational education and training. In particular, *EPAL* provide general education as well as technical – vocational education along with training. *EPAS*, on the other hand, provide technical – vocational education along with training. Graduates of Lower Secondary Education are entitled to enrol.

Curricula in the Vocational Schools (*EPAS*) include only technical-vocational subjects and laboratory practice. For this reason, only those who have

graduated from class A' of Vocational or General Lyceum can enrol in the Vocational Schools (*EPAS*), so that students have adequate general knowledge and the necessary knowledge background. As far as the Vocational Lyceums (*EPAL*) are concerned, lower secondary education graduates as well as holders of an equal certificate issued abroad can enrol in class A' without exams.

Vocational Lyceums (*EPAL*) graduates can have access to tertiary education since they can participate in exams and continue their studies in Higher Educational Institutions (*AEI*) and Higher Technical Vocational Institutions (*ATEI*).

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.

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

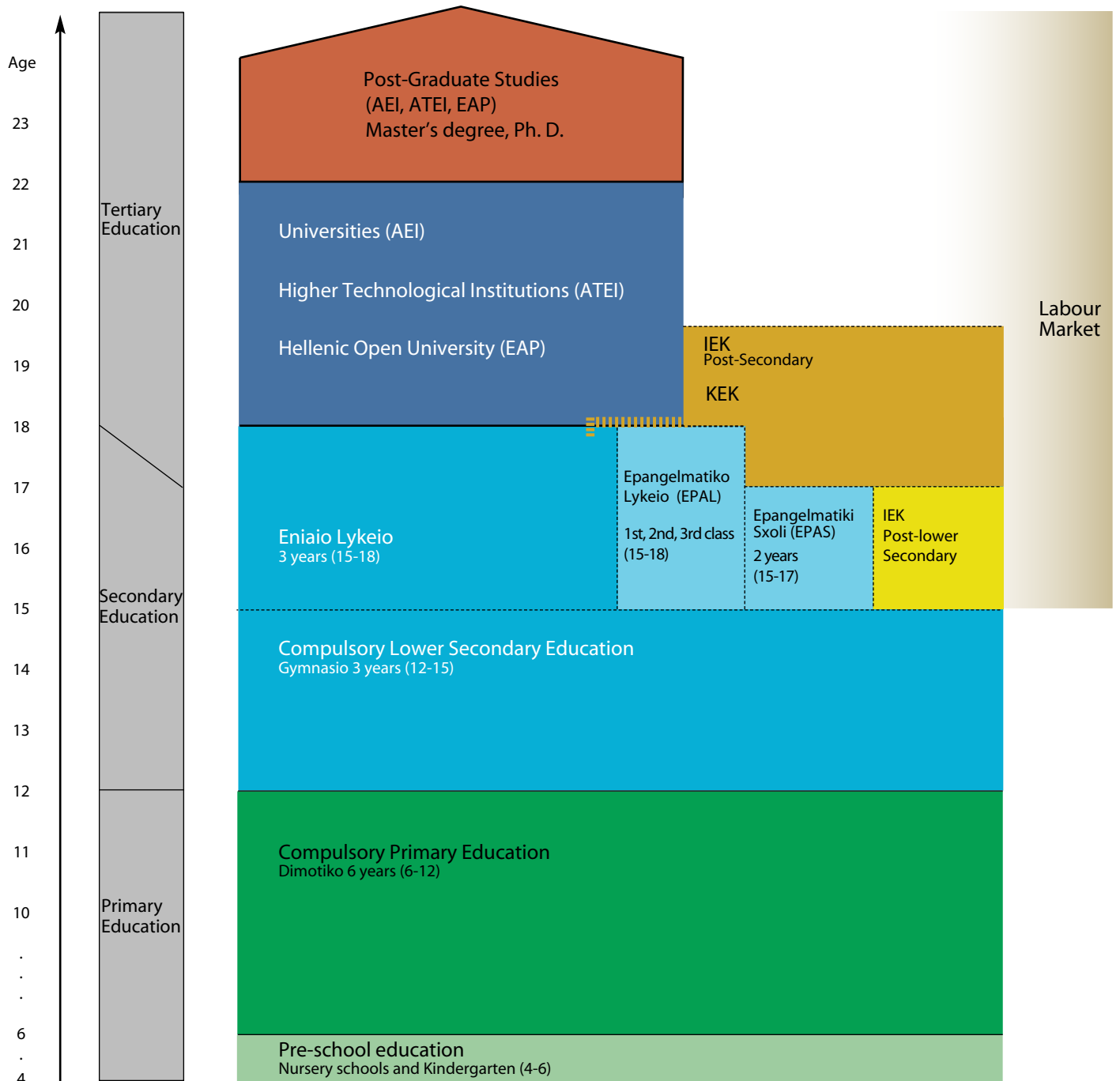
Post-secondary education includes Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK* - ISCED level 4), which can be private or public. They are unclassified and cater for the needs of trainees who do not wish to continue studies in tertiary education nor to immediately enter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

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

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

Formal Education System in Greece

The structure of the Greek Education System



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 Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*), which are new types of upper secondary schools that operated in the school year 2006-2007. They offer vocational education and training. In particular, *EPAL* provide general education as well as technical – vocational education along with training. *EPAS*, on the other hand, provide technical – vocational education along with training.

The number of pupils who attended school providing technical vocational education and training at secondary education level in the school year 2006 – 2007 was 88.721 and those who attended the general stream of education was 228.192. According to data issued by *YPEPTH*, the distribution of the pupil population for the school year 2006 – 2007 between upper secondary schools (*Eniaio Lykeio*) and *EPAL* and *EPAS* is as follows: 72% for *Eniaio Lykeio* (general education), out of whom: 55% girls and 45% boys and 28% technical and vocational education, out of whom: 36,5% girls and 63,5% boys.

According to the statistics provided by Eurostat for 2006, 41% boys of the student population at upper-secondary level, attended schools providing VET. Accordingly, 26,1% girls of those who attended upper-secondary education attended schools providing VET. The respective percentages for EU-25 were 56,2% and 46,3%. It is obvious that the rate of Greek students attending VET is considerably lower than that of their European peers.

VOCATIONAL LYCEUMS (*EPANGELMATIKO LYKEIO, EPAL*)

Law 3475/2006 founded the new type of Vocational Lyceums (*EPAL*) and Vocational Schools (*EPAS*) which substituted the existing Technical Vocational Schools (*Technika Epangelmatika Ekpaideftiria, TEE*). *EPAL*

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

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

VOCATIONAL SCHOOLS (EPANGELMATIKI SCHOLI, EPAS)

EPAS addresses students (ages 16-18) who are interested in acquiring practical skills. The access requirements are: successful completion of the first class of *EPAL* or *Geniko Lykeio*. It comprises two classes and there are 33 specialties available falling into the following sectors: Mechanical engineering, Electronics, Electrician, Applied arts, Finance and administration, Agriculture, food and environment, Health and welfare, Marine and shipping, Information Technology and Construction.

As far as *EPAS* are concerned, studies last for two years and comprise two classes A' and B' which are further divided into thirty-three specialties among which are the following: Interior Designers, Refrigeration, Ventilation and Air-conditioning technicians, Dental Technician's assistants and Culinary art. Curricula include technical vocational subjects as well as laboratory practice.

CURRICULA OF INITIAL VOCATIONAL EDUCATION

EPAL

Curriculum includes both general subjects and specialization subjects. General subjects account for 73.5% of the total tuition time and specialisation subjects account for 26.5% in the first class of Technological and Services Cycles while in the Marine cycle 71.5% tuition time is spent on general subjects and the rest 18.5% on specialisation subjects. In the second class almost equal weight is given to general and specialisation subjects and in the third class almost 34.2% of the total tuition time is devoted to general subjects and the rest 65.8% to specialisation ones. *EPAL* offer programmes in the following sectors: Mechanical engineering, Electronics, Electrician, Applied arts, Finance and administration, Agriculture, food and environment, Health and welfare, Marine and shipping, Information Technology and Construction.

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

EPAS

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

POSSIBLE PATHWAYS AVAILABLE TO GRADUATES OF INITIAL VOCATIONAL EDUCATION

EPAL

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

EPAS

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

0404 - APPRENTICESHIP TRAINING

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.

It is provided by Apprenticeship vocational schools (Apprenticeship *EPAS, EPAS 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*). *OAED* specializes on issues concerning

employment. It investigates the labour market, knows its trends and works dynamically, by implementing measures and programmes for the more effective combat against unemployment. Education and practical training in fields demanded by the labour market determine *OAED's* effort.

Apprenticeship *EPAS* belong to secondary education and focus on specialties demanded by the labour market. They discover young people's talents and urge them to select a specialty they like. The selection criteria of trainees are the average grade of their lower secondary certificate and their social and economic condition.

Trainees become active members in the labour market from the first year of their studies. Graduates of A' grade of General or Vocational lyceum are the only ones who can enrol in apprenticeship *EPAS*. Apart from classes, trainees can have practical training in private or public enterprises. The duration of the studies in apprenticeship *EPAS* is two years (four semesters). During these two years of studies trainees have practical training for four or five days a week. There are 52 apprenticeship *EPAS* throughout Greece. Changes in the labour market are reflected in the curricula which are constantly adapted to its needs. Among the benefits provided by Apprenticeship *EPAS*, trainees receive food and lodging benefit and books and notes. Moreover, they are insured by the employer for their practical training. The following services are also available:

- Supporting and monitoring their behaviour at the workplace;
- Prevention against the use of drugs in cooperation with the Therapy Centre for Depended Individuals (Kentro Therapeias Exartimenon Atomon, KETHEA) and The Organisation Against Drugs (Organismos kata ton Narkotikon, OKANA);
- Implementation of programmes which address to the school population;
- Implementation of an exchange programme for top trainees;
- Cooperation with the Research Centre for Gender Equality (Kentro Erevnon gia Themata Isotitas, KETHI);
- Participation in the programme of YPETH 'Teenager's Parliament'.

At the end of their studies, trainees have already acquired:

- Specialty Certificate (ISCED level 3);
- Considerable work experience;
- Two-year work stamps.
- Consequently trainees will have the following options:
- To be absorbed in the labour market;
- To enrol in the B' grade of the General Vocational Lyceum;
- To continue their studies in *IEK*.

No statistics are available yet as Apprenticeship *EPAS* started their operation in 2007.

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

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

The main target group consists of adults aged 18+ who do not wish to continue their studies in Higher Education (*Anotata Ekpaideftika Idrimata, AEI*) or Technological Educational Institutes (*Technologiko Ekpaideftiko Idryma, TEI*) but they need to obtain IVET so as not to enter labour market as unskilled workers. IEK also offer further specialist training to EPAL and EPAS 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 (*Geniko Lykeio*) graduates training lasts four semesters with the exception of *EPAL* and *EPAS* graduates who attend a specialty relevant to the one they studied in *EPAL* and *EPAS*, who attend for two semesters.

The basic requirement for entering full-time post-secondary vocational training at an *IEK* is to hold an Upper Secondary Education certificate (*Geniko Lykeio*) or an *EPAL* or *EPAS* certificate. There are also some post-lower secondary specialisations that accept people who have completed Lower Secondary Education (*Gymnasio*). Moreover, admission to public *IEK* is based on criteria primarily relating to the average grade in the school leaving certificate, and age, professional experience in the area of expertise and their socio-economic conditions. Trainees at public *IEK* have to pay registration fees each semester. Specifically, Greek citizens have to pay EUR367 each semester, foreigners have to pay EUR734 and those who meet certain socio-economic conditions have to pay EUR190. Scholarships are available in certain circumstances. Besides, trainees have the opportunity to participate in subsidised practical exercises. Private institutions are self funded. The fees charged by the private *IEK* vary and are adjusted each year in accordance with the regulations in force.

Trainees attend compulsory theoretical, laboratory and mixed lessons in the framework of the educational curricula, which cover a wide range of branches and specialisations. A total of 200 specialisations (2007/second semester), 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. *OEEK* holds nationwide examinations twice a year, which include theoretical and practical tests. Before taking the qualifying examinations for the vocational training certificate, graduates of public and private *IEK* may attend an optional six-month practical training course which is considered as a recognised period of service for obtaining a licence to exercise an occupation. This training is provided by the public sector or by private firms and is supervised by a coordinator who is appointed by *OEEK*.

Trainees who successfully complete their training at public and private Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) are awarded a Vocational Training Certificate, which entitles them to take part in

the final certification examinations. The exam fees are EUR88.04. 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* has regulated the professional rights of IEK graduates in 60 specialties in collaboration with the competent Ministries and is in the process of promoting the professional rights of 52 specialties. *OEEK* in conjunction with the afore-mentioned ministries also issue vocational training diplomas, which are recognised as a formal qualification at the public sector. In particular, pursuant to Presidential Decrees 50/2001, and its amendments 347/2003 (Official Journal 115/A/31-12-2003, circular F/13/1873, annex c), Presidential Decree 44/2005 (Official Journal 63/A/9-03-2005), Presidential Decree 116/2006 (Official Journal 115/A/9-06-2006), Presidential Decree 146/2007 (Official Journal 185/A/3-08-2007), the diploma of vocational education and training is a qualification for getting a job in the public sector. Moreover, holders of a diploma issued by *OEEK* are given an extra of 150 points according to Law 3051/2002, article 8 (Official Journal 220/A/20-09-02).

There is no direct access to tertiary education and *OEEK* graduates can enter Higher Education (*AEI, Anotata Ekpaideftika Idrimata* and *ATEI, Anotato 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 to formal education and employment. Thus, the National System for Linking Vocational Education and Training to Employment (*Ethniko Systima Syndesis tis Epangelmatikis Ekpaidefsis kai Katartisis me tin Apascholisi, ESSEEKA*) was established in 2003. *ESSEEKA* distinguishes among six separate sub-systems and links them:

- research into labour market needs;
- technical-vocational education (at secondary level);
- initial vocational training;
- continuing vocational training;
- accreditation of vocational training and qualifications; and
- 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 Operational Programmes through which vocational education and training is implemented in Greece are the following: 'Education and Lifelong Learning', 'Digital Convergence' and 'Competitiveness and Entrepreneurship'.

In particular, the OP 'Education and Lifelong Learning', which is implemented by the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*), in its priority axes 7, 8, 9, aims at reinforcing of lifelong learning for adults.

The specific aims of the axes are:

- Reinforcing the system and services of lifelong learning and equal access to it – increase of participation through the provision of special motives;
- Reinforcing lifelong learning actions and establishment of motives for increased participation;
- Developing distance learning.

ACCESS TO KNOWLEDGE

Another remarkable innovation in the field of lifelong learning is the introduction of distance learning in training programmes of the Centre of Distance Lifelong Education (*KE.DVM.AP*), which offers programmes since September 2006. This innovation falls into the government policy for the development of Lifelong learning in Greece according to the strategic goals of Lisbon. Moreover, it aims at reducing low participation rates in lifelong learning.

The model of networking learning, which is used by *KE.DVM.AP* provides distance education.

The presentation in class is widely used as a teaching method in the Vocational Training Centre (*KEK*) with the teacher imparting information. In some *KEK*, the method of networking learning is also used.

Distance training has been implemented in *KEK* for people with special needs in order to facilitate both the access of the disabled in vocational training and their mobility. For this purpose, the internet seems to be a very effective solution.

PLANNING AND PROVISION

The Ministry of Employment and the Ministry of National Education and Religious Affairs agreed and signed a ministerial decision (*KYA 110998/226*) to work on a common methodology for the creation of occupational profiles.

This will create the premises for the IVET and CVET to be more balanced and to adapt and better respond to the specific, rapidly changing requirements in employment.

Every occupational profile will describe the knowledge, skills and competences, relevant to the needs of the labour market and needed to be acquired through education and training.

Moreover, Greece set up the National System for Linking Vocational Education and Training to Employment (*ESSEEKA*), which aims at linking the initial with the continuing vocational education and training in order to meet labour market's needs in terms of required knowledge, skills and requirements.

To better integrate the training offer and the labour market needs, CVET programmes are implemented. These programmes are based on a system of diagnosing education and training needs from the labour market prospective, done by the Employment Observatory. This diagnosing system feeds into the overall planning of the implementation of policies targeted at responding to the real needs of the production process and the labour market.

Several actors work towards identifying and analysing training needs from the perspective of the labour market, namely:

DEPARTMENT FOR LABOUR MARKET STUDIES:

- analyses the data available for the labour market in such a way that they reflect the features and developments on the Greek labour market. In this respect, it carries out regular studies for the total of the country, as well as analyses on a prefecture level;
- studies the European and international developments and perspectives in the fields of employment, education, vocational training, lifelong learning and in the fields of the labour market in general;
- carries out comparative analyses and proposals, with regard to the national policies applied;
- carries out research and studies on issues consistent with the aims of the company and they are integrated in the business plan project.

DEPARTMENT OF DETECTION OF LABOUR REQUIREMENTS:

- plans and applies a forecast system for the vocational training requirements and for the determination of the demand for vocational skills. Through the forecast system of requirements, the following functions will be materialized:
- recording of the vocational structuring of employment and the corresponding requirements on a field, national and local levels;

- recording of the corresponding labour market requirements concerning the service of demand for specific employment positions by manpower, which may come from vocational education and training programmes;
- determination of the labour market requirements for specializations and qualifications per vocational field, which is possible to serve the demand for specific employment positions on a local level.

Furthermore, the new Operational Programme for Employment and Training (2007-2013) aims, among others, at reinforcing the link between the progress in the field of vocational education and training with the steps taken for the organization of employment. More specifically, Priority Axe 1 of the new Operational Programme includes Actions, which could link Vocational Education and Training in big enterprises with an all-inclusive plan for human resources development.

0502 - PUBLICLY PROMOTED CVET FOR ALL

CVET is under the responsibility of the Ministry of Employment and Social Protection (*YPAKP*) and its executive body, the National Accreditation Centre for Continuing Vocational Training (*EKEPIS*). The mission of *EKEPIS* is the accreditation of *KEKs* and the specialized centres for the social and professional integration of disabled people and ex-drug users (Specialized Centre for the Social and Professional Integration of Disabled people and Drug addicts). In Greece, CVET does not belong to the formal education system.

KEKs admit graduates of both Secondary and Tertiary Education. They can be either public or private, profitable or non-profitable organizations and they are accredited by *EKEPIS*. They are funded by national and European resources. *KEKs* plan, organize and offer CVET programmes for employees, unemployed and graduates of all education levels in various fields (environment, health, education, agriculture, finance, services etc).

CVET focuses in specific population groups:

- Training for the unemployed;
- Training for employees in the private sector;
- Training for employees in the broader public sector;
- Training for socially vulnerable groups.

MAIN PROVIDERS AND TARGET GROUPS

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* entrusts them after formal proposals. 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:

- Increasing employability and adaptability of the unemployed and especially young ones, in order to prevent unemployment;
- Increasing the rates of women's employment in order to achieve lower unemployment rates and their participation in the labour market in order to reduce the rates of non-active women;
- Preventing and fighting long-term unemployment, especially among women, who are more vulnerable as compared to men;
- Including new technologies both as a tool and a subject of educational programmes;
- Upgrading and enriching training with contemporary needs in economy and society.

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 Strategic Reference Framework (*Ethniko Stratigiko Plaisio Anaforas, ESPA*). Vocational training programmes supported by *OAED* are relevant to the:

- Long-term unemployed;
- Women;
- Social groups facing exclusion or risk exclusion from the labour market.

KEKs implement trainee assessment systems on the basis of the training curriculum; on successful completion of their courses, trainees receive a certificate of attendance. Certificates of attendance from 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. For instance, the *KEK* of the General Secretariat of Adult Education (*Geniki Grammateia Ekpedefsis Enilikon, GGEE*) 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 GGEE* is of national range, covering all thematic fields.

The Ministry of Rural Development and Food (*Ypourgeio Agrotikis Anaptyxis kai Trofimon, YPAAT*) through the Organization of Agricultural Vocational Education Training and Employment (*Organismos Georgikis Epangelmatikis Ekpaidefsis Katartisis kai Apascholisis, OGEEKA*) implements CVET programmes 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.

These programmes have been designed at the behest of the new Common Agricultural Policy and the challenges put forward by the fourth Programme Period. They are enriched with new modules such as apiculture, tobacco, organic products and fishery relevant to the production of quality products. *OGEEKA* had planned the implementation of 595 programmes for 2007, 403 of which were training programmes, 82 intensive programmes on apiculture and 110 intensive programmes on tobacco. Compared to 2006 there was an increase of 52%.

Moreover, the National Centre for Public Administration and Local Government (*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 administration and local government;
- the broader public sector; and
- the bodies of local administration at the municipal and prefectural level.

In order to achieve these aims:

- strategic action for the development of human resources is taken;
- structures and processes are studied;
- reform programmes of the means and methods of operation are supported.

EKDDA provides training through the following structures:

- National School of Public Administration (*Ethniki Scholi Dimosias Dioikisis, ESDD*);
- National School for Local Administration (*Ethniki Scholi Topikis Aftodiikisis, ESTA*);
- Institute of Continuing Training (*Instituto Epimorfosis, IN.EP.*); and
- Regional Institutes of Continuing Training (*Periferiako Instituto Epimorfosis P.IN.EP.*).

More specifically, *ESDD*, in an attempt to fulfill its mission to contribute to the modernisation of the Greek public administration as stated in Law 1388/83, designs, implements and assesses actions aiming at the training of executives, able to respond to contemporary needs of public administration.

ESTA provides local administration with well trained and specialised executives.

INEP enables public administration and local government employees to enhance their skills and to acquire more points and open up new career prospects within the Bodies they work for.

Scientific personnel of *INEP*, in collaboration with Public Bodies and Local Governments, identify training needs, design and implement actions tailored to suit, the operational goals and the organisational changes of each Public Administration Body.

The Ministry of Tourism (*Ypourgeio Tourismou*) has set up and runs 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.

The main body providing lifelong learning is the General Secretariat of Adult Education (*Geniki Grammateia Ekpedefsis Enilikon, GGEE*). *GGEE* is the public executive body who has the responsibility for adult education and training. It belongs to the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikikis Paideias kai Thriskevmaton, YPEPTH*). Its mission is to design, coordinate and support measures related to the completion of the basic education and lifelong education and training for the adult manpower of Greece and for those in danger of social exclusion. The basic fields of action are related to:

- basic education programmes;
- literacy programmes;
- continuing vocational training programmes;
- measures for fighting exclusion from the labour market;
- communal initiatives;
- socio-cultural education programmes; and
- programmes of continuing training and further training for manpower, which are funded by the Communal Fund of the European Union.

The General Secretariat of Adult Education (*GGEE*) supervises the Institute of Lifelong Adult Education (*IDEKE*). *IDEKE* is a legal entity, whose mission is to provide technological and scientific support to *GGEE* programmes and to implement actions related to lifelong education. *IDEKE* received from *GGEE* the responsibility of managing the following lifelong education structures:

- Second Chance Schools (SDE) for adults, who have not completed compulsory education;
- Adult Training Centres (KEE);
- Parent Schools; and
- Centre of Distance Lifelong Education (*KE.DVM.AP*).

Furthermore, *GGEE* has the immediate responsibility for the organization and operation of one Vocational Training Centre and 54 Prefectural Committees of Adult Education (*NELE*) for adults at all education levels.

The main body providing lifelong education at a tertiary level is the Hellenic Open University (*EAP*). The academic programmes are based on the principle of distance learning and the corresponding degrees are equivalent to those issued by Universities.

Despite the actions that have been taken, Greece is in the lowest rank among member states in the field of the citizens' participation in lifelong learning programmes of education and training as far as the age group 24-64 is concerned. Greek participation is only 1.8% while EU average participation is 10.8%.

Table 1: Participation in education and training lifelong learning programmes (age group 24-64, for 2000 and 2005)				
YEAR	2000	2005		
		TOTAL	MEN	WOMEN
EU 25	7.9	10.8	10.0	11.7
GREECE	1.1	1.8	1.9	1.7

Source: Eurostat (Labour Force Survey)

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 are 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 Centre'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 criteria are generally employed in designating a training institution as a *KEK*:

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

The accreditation and function of the Vocational Training Centres (u) is done exclusively by the National Accreditation Centre for Continuing Vocational Training (*EKEPIS*) according to criteria that can be included into four axes:

- Organisation and function, training provided, Accompanying Services;
- Managerial, scientific and administrative personnel;
- Premises, Equipment;
- Interview with the Head of Training.

265 private and public *KEKs* have been accredited by *EKEPIS* together with 545 structures (separate buildings) throughout the country. Moreover, 22 *KEK AmeA* (Vocational Training Centre for people with disabilities) together with 26 accredited structures have been accredited. *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. The above specialised centres are primarily run by welfare organisations.

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 trainers' training 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.

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) 'Human Resources Development' of the Ministry of Employment and Social Protection (*Ypourgeio Apascholisisis kai Koinonikis Prostrasias, YPAKP*). The General Aim II makes provisions concerning actions for the long-term unemployed aiming at the activation of at least 25% of them, as well as, at the reduction of the inflow in the long-term unemployment rate. This will be achieved through the provision of participation opportunities in active employment policies before the completion of 12 month period of unemployment. Moreover, specifically targeted interventions are planned for the training and the promotion of employment for the unemployed belonging to socially vulnerable groups. As regards the training offer for the unemployed and vulnerable groups, bodies are in the process of designing specific programmes which will be based on the objectives of the OP 'Human Resources Development' since the OP covers a period from 2007 to 2013.

The Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmanon, YPEPTH*) through the General Secretariat of Adult Education (*Geniki Grammateia Ekpedefsis Enilikon, GGEE*), which runs the Vocational Training Centres (*Kentro Epangelmatikis Katartisis, KEK*), can implement programmes that belong to the following fields:

- Green professions;
- Health and welfare professions;
- Culture and Sports professions;
- Teaching professions;
- Finance and Administration professions;
- Information technology professions;
- Tourism and Services professions;
- Agriculture professions;
- Technical and Transport professions.
- Beneficiaries: The programmes of KEK/GGEE address:
 - Unemployed;
 - Employed;
 - Socially vulnerable groups (immigrants, repatriates, refugees, Roma, prisoners, ex-prisoners, young people at-risk, former drug-users).

For more information on *KEK/GGEE*, please also see *0502*.

QUALITY ASSURANCE

Please see *0502*.

0504 - CVET AT THE INITIATIVE OF ENTERPRISES OR SOCIAL PARTNERS

Law 2434/96 'defines the Account for Employment and Vocational Training (*Logariasmos gia tin Apascholisi kai Epangelmatiki Katartisi, LAEK*) as 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*). At the same time employees training is also foreseen in the National General Collective Labour Agreement (*Ethniki Syllogiki Symvasi Ergasias*), which is signed annually between employers and employees.

LAEK is managed by a Tripartite Committee consisting of four representatives and another four deputy representatives assigned by the Greek General Confederation of Labour (*Geniki Synomospondia Ergaton Elladas, GSEE*); four representatives assigned in common by The Federation of Greek Industries (*Syndesmos Ellinon Viomichanon, SEV*), by the General Confederation of Professionals, Craftsmen and Tradesmen (*Geniki Synomospondia Epangelmation Viotechnon Emporon Elladas, GSEVEE*), by The National Confederation of Hellenic Commerce (*Ethniki Synomospondia Elliknikou Emporiou, ESEE*); and by the Manager of the Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*).

Every year, the *LAEK* Tripartite Committee draws up its annual programme for the allocation and management of *LAEK* funds, covering the training programmes for employees. In 2007, 89 courses took place covering a wide variety of fields. 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 trade unions can submit proposals for financing the training of employees in a specific sector. 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. Training depends in the field of activity of the enterprise. The fields of ICT, tourism, finance, administration and labour market relations are some of the fields in which training is provided. The proposals are evaluated by *OAED* and most of them 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*) <http://www.inegsee.gr/>, 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 supporting intervention of the trade union movement in the following areas of action:

- Research, studies and data gathering on subject matters which are of interest for 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. They also target to insure professional stability and career development for the employed.

The General Confederation of Professionals, Craftsmen and Tradesmen (*Geniki Synomospondia Epangelmaton Viotechnon Emporon Elladas, GSEVEE*) <http://www.gsevee.gr/> represents the interests of artisans, traders and professionals. Among the services provided by *CSEVEE* 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 distance 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*) <http://www.sev.org.gr/online/index.aspx> 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*) <http://www.esee.gr/>, established in 1994, is a nationwide co-federal organisation representing commercial firms irrespective of size. In practice, however, the Confederation mostly represents small commercial firms employing less than 10 employees. The Confederation has established its own, accredited, vocational training structures. Among these, *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 have manpower adapted to the needs and requirements of

market nowadays and to encourage enterprises to employ trainees from the vulnerable groups.

As far as the training provided to employees by enterprises, figures show that there has been a considerable increase in training provided in very small and small enterprises contrary to the rest, where rates have decreased. This is mainly due to the fact that special emphasis was given to the development of very small and small enterprises through the training and re-training of their employees.

0505 - CVET AT THE INITIATIVE OF THE INDIVIDUAL

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

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

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - TYPES OF TEACHERS AND TRAINERS IN VET

Initial Vocational Education is provided in Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*). It is also provided in Apprenticeship *EPAS (EPAS Mathiteias)*, which operate within the framework of upper secondary education. The teaching personnel in these establishments are called teachers.

INITIAL VOCATIONAL TRAINING

It 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

It is provided in:

- Vocational Training Centres (*Kentra Epangelmatikis Katartisis, KEK*);
- Education Centres for Adult Education (*Kentra Ekpaidefsis Enilikon, KEE*);
- The Centre for Distance Lifelong Learning (*Kentro Dia Viou Mathisis apo Apostasi, KEDVMAP*);
- Prefectural Committees for Adult Education (*Nomarchiakes 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 for different providers (see 0602).

The training arrangements for teachers and trainers are regulated by the same bodies that are officially responsible for the regulation of VET systems. For instance, 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 *EPAL* and *EPAS* as well as the training of teachers and trainers and other managerial and scientific issues.

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

TEACHERS IN INITIAL VOCATIONAL EDUCATION

For teachers in Initial Vocational Education structures (*EPAL, EPAS, Apprenticeship EPAS*) They teach school subjects and are mainly University graduates who have also received pedagogical training:

- 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)

Teachers are university graduates while trainers are recruited from labour market as it is necessary for them to have work experience:

- Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*);
- OAED;
- OTEK;
- National Centre for Immediate Help (*Ethniko Kentro Amesis Voithias, EKAB*).

TRAINERS IN CONTINUING VOCATIONAL EDUCATION AND TRAINING

For trainers in Continuing Vocational Education and Training structures (*KEK*)

Trainers are recruited from the labour market as it is necessary for them to have work experience:

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

TEACHERS/TRAINERS REGISTRIES

OEEK is in the process of drawing up a registry of the teachers/trainers employed in its structures.

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

0602 - TYPES OF TEACHERS AND TRAINERS IN IVET

TEACHERS IN INITIAL VOCATIONAL EDUCATION STRUCTURES

Teachers in Initial Vocational Education structures - Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*), Vocational Schools (*Epangelmatiki Scholi, EPAS*) and Apprenticeship EPAS.

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 the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) structures as follows:

- Compulsory training programmes implemented by the Regional Training Centres (*Periferiaka Epimorfotika Kentra, PEK*), on various subjects; such as didactics on subjects taught at schools and pedagogy. These training

programmes address newly appointed teachers and take place as soon as they are appointed at state schools;

- Training programmes on ICT technologies provided by the Training Support Centres (*Kentra Stirixis Epimorfosis, KSE*). These programmes take place whenever competent bodies determine that there is need for such a programme to take place. 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.

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

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

Training curricula, which are valid for all the training providers, are designed by teams of experts employed by the *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 *ASPAITE*. Additionally, this type of structures may serve Secondary Vocational Education 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. *OEEK* is in the process of issuing a call for expression of interest addressing trainers of adults, who have already been employed in Vocational Training Institutes

(*Institouta Epangelmatikis Katartisis, IEK*), in order to draw up a list of teachers/trainers.

Training curricula are designed by teams of experts employed by *OEEK*. 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 National Accreditation Centre for Continuing Vocational Training (*Ethniko Kentro Pistopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS*), within the framework of the national and European policy for the employment and vocational training, implements the trainers' training accreditation system pursuant to the Common Ministerial Decision 113613/9-11-2006 of the Ministry of Economy and Finance and the Ministry of Employment and Social Protection; and to the 'Amendment of the 113172/2005 (Official Journal 1593 issue B/17.11.2005) of the Common Ministerial Decision of the Ministry of Economy and Finance and the Ministry of Employment and Social Protection concerning the Trainers' Training Accreditation System”.

This trainers' training accreditation system is a complete process which includes all the necessary steps for the accreditation of adult trainers.

The aim of the system is the improvement of the provision of continuous training in Greece, as well as the upgrading of the qualifications of the trainers in this domain. It constitutes part of a broader policy aiming at the upgrading and quality assurance of the vocational training.

The adult trainers' accreditation system operates on two levels:

- Through the creation of the Introductory Adult Trainers' Accreditation Register, which is a catalogue of trainers who have all the required typical qualifications as well as the required professional and teaching experience to teach; and
- Through the creation of the Accredited Adult Trainers' Register, which is a catalogue of trainers who are already registered in the Introductory Adult Trainers' Accreditation Register and who have completed successfully the training and accreditation process.

Candidate trainers who wish to be appointed in structures providing CVET should be included in the Introductory Adult Trainers' Accreditation Register (*Eisagogiko Mitroo Ekpaidefton*). After having registered, they have to attend training seminars, which last for 800 hours in order to enrich their pedagogical knowledge and skills and to be accredited, at a later stage, as adult trainers. On completion of the seminars they are assessed. Successful assessment entitles trainers to enrol in the Register of Accredited Trainers in Continuing Vocational Training (*Mitroo Pistopoiimenon Ekpaidefton*). More than 6 500 trainers have been accredited so far.

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 Institouto, PI*) aims at monitoring of the external efficiency of the secondary education system. Its main objectives are the following:

- Collection of information on the transition of secondary education graduates in the labour market and dissemination of this information to stakeholders (i.e. policy makers, teachers, students, parents etc.);
- Support to educational policy making (linking curricula of upper secondary education schools with labour market requirements, linking education with initial training etc.);
- Supply the Careers Education programs with information (e.g. employment opportunities, earnings, etc.), aiming at assisting students in their decision making process regarding educational and occupational choices;
- Census type mapping of dropout rates in secondary education (at national and regional level) and identification of dropouts' training needs;
- Identification of skills in demand in labour market (new skills monitoring).

The Transition Observatory 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 (*Institouto Epangelmatikis Katartisis, IEK*) are provided by the Organization of Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*). OEEK proclaims new specialties, modernises, replaces or abolishes older ones which do not respond to contemporary social or economic needs [Law 2009/14.2.1992 Official Journal 18/ Issue A'/1992 and Official Journal 722/ issue B'/22.8.1996] according to the dictum of Tripartite Advisory Committees (*Trimereis Symvouleftikes Epitropes, TSE*) which consist of representatives of *IEK*, employers, employees and the social partners. The main task of TSEs is the detection of the needs of labour

markets at a regional and local level, as well as the proposal for the initiation of new specialties to the administrative board of *OEEK* in public *IEK* or the abolition of older ones if there is no need for them anymore. Specifically *TSEs*, which are set up at a prefectural level, observe and record the economic and social profile of local markets, look into the economic actions taken in each prefecture, the demographic trends, the glut on the labour markets and the dynamics of each region.

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

Vocational Training SA (*Epagelmatiki 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, ESSEEKA*) 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 Apascholiseos Ergatikou Dynamikou, OAED*), 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 at secondary level. Transfer between general education and VET and vice versa is described in detail in *0801*.

Apart from *ESSEEKA*, there has been a series of laws which, in combination with Common Ministerial Decisions, facilitate the transfer between the pathways of Vocational Education and Training in our country since 2002. The laws and the Common Ministerial Decisions are the following:

- Law 3369/2005, which complemented the law of The National System of Linking Vocational Education and Training with Employment (*ESSEEKA*), was the law for the 'Systematisation of lifelong learning and other provisions'. There is provision for those who provide lifelong education and training as well as for the development and certification of occupational profiles, which can constitute the basis for the design and implementation of lifelong educational programmes;

- Common Ministerial Decision n. 113708/30-12-2005 (Official Journal issue B' 1914) co-signed by the Ministers of Economy and Finance and Employment and Social Protection 'System for the Accreditation of Programmes, Knowledge, Skills and Competences'. This decision aims at the development of processes and tools for certifying knowledge, skills and competences, which contribute to the recognition of professional qualifications that have been acquired in the framework of lifelong learning on the labour market;
- Law 3374/2005 'Quality assurance in higher education System of Transfer and Accumulation of Credit Units-Certification Annex' and more specifically with the article 14 'System of Transfer and Accumulation of Credit Units';
- Law 3475/2006, with which the Vocational Lyceums (*EPAL*) and the Vocational Schools (*EPAS*) are founded. More specifically, The Vocational Lyceums (*EPAL*) offer general education and technical-vocational education. Vocational Schools (*EPAS*), on the other hand, offer technical-vocational education along with training. The Vocational Lyceums (*EPAL*) graduates can have access to tertiary education since they can participate in exams and continue their studies in Higher Educational Institutions (*AEI*) and Higher Technical Vocational Institutions (*ATEI*);
- Common Ministerial Decision n. 110998/19-04-2006 (Official Journal issue 566/B'/02-05-2006 co-signed by the Ministers of National Education and Religious Affairs, Employment and Social Protection and Economy and Finance 'On the Accreditation of Occupational Profiles' sets the goals and the definitions of occupational profiles. This decision defines all possible routes, ways, means and processes which can be followed in order to meet the requirements for practising a profession.

Following the directives of the E.C., *OEEK* has already proceeded to the implementation of credit units' transfer to some Vocational Training Institutes (*IEK*) specialities on a pilot basis. An example is the speciality 'International Trade Executive' in the framework of Cominter, which started in the Fall Semester 2007. 69 trainees have been attending in four *IEKs*. They are to graduate in June 2009.

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 Institouto, 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, counsellors and teachers of secondary education.

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

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

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

In general education, effort has been made 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 pupils' 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*, there 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 there is a number of examples that illustrate the effort to integrate new skills and methods into the curricula of IVET and CVET programmes.

In VET, the introduction of new methods and skills aims at broadening the educational and professional choices of adult trainees by providing opportunities for further learning and the modernisation of knowledge and skills. The following example illustrates the effort for the integration of new skills and methods into the curricula of both IVET and CVET. 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 assessed.

The Centre for Distance Lifelong Learning (*Kentro Dia Viou Mathisis apo Apostasi, KEDVMAP*) aims at providing distance learning to citizens. It utilises Internet and the World Wide Web in order to create open learning systems. Emphasis is given to the construction of learning material and services that support the teaching process and make full use of the material.

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

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - ACCUMULATING, ACCREDITING AND VALIDATING FORMAL LEARNING

BACKGROUND

The Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) is the key actor in defining the characteristics of education and training in Greece. It is the key actor for IVET provided at secondary level. As far as IVET provided at post-secondary level is concerned, it is responsible for the approval of proposals regarding the development of IVET policies which are submitted by the Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) It is also a key actor for IVET provided by other Ministries. Moreover, it is responsible for CVET provided by the General Secretariat for Adult Education (*Geniki Grammateia Ekpaidefsis Enilikon, GGEE*).

Degrees and certificates awarded by secondary and tertiary education are directly recognised as formal qualifications for appointment in corresponding posts in the public and private sector. Tertiary level graduates can obtain the licence to exercise their profession and have their professional rights protected through registration to Chambers (*Epimelitiria*) or Professional Associations (*Epangelmatikes Enoseis*). The following professional sectors have been regulated in Greece by the Council of Recognition of Professional Equivalence of Higher Education Diplomas (*Symvoulío Anagnorisis Epangelmatikis Isotimias Titlon Tritovathmias Ekpaidefsis*) of YPEPTH: Professions in the Agricultural, Forestry and Fishing sectors, Teaching Professions, Economic and Commercial Professions, Cultural Professions, Technical Professions and Health related Professions. The competent Ministries as well as respective Professional Associations define the qualifications that are necessary in order to acquire a licence to exercise a profession.

Most professions and trades are regulated in Greece and in order to have access to them, qualifications acquired through the process of formal learning are necessary. In particular, degrees and certificates awarded by secondary

and tertiary education are directly recognised as formal qualifications and are recognised as formal qualifications for appointment in relevant posts in the public and private sector.

Vocational training diplomas issued by the Organisation for Vocational Education and Training (*Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK*) are recognised as a formal qualification in the public sector. In particular, pursuant to Presidential Decrees 50/2001, and its amendments 347/2003 (Official Journal 115/A/31-12-2003, circular F/13/1873, annex c), Presidential Decree 44/2005 (Official Journal 63/A/9-03-2005), Presidential Decree 116/2006 (Official Journal 115/A/9-06-2006), Presidential Decree 146/2007 (Official Journal 185/A/3-08-2007), the diploma of vocational education and training is a qualification for getting a job in the public sector. Moreover, holders of a diploma issued by *OEEK* are given an extra of 150 credit points according to Law 3051/2002, article 8 (Official Journal 220/A/20-09-02).

MECHANISMS

Concerning transfer within secondary education structures, Law 3475/2006 'Organisation and operation of secondary vocational education and training and other regulations' stipulates that:

- Graduates of Lower Secondary Education can enrol in the first year of Vocational Lyceums (Epangelmatiko Lykeio, EPAL) without taking any exams. Those who have successfully completed the first year of general education at upper secondary level (Geniko Lykeio) or first year graduates of EPAL can enrol in the second year of EPAL. Concerning the third year of EPAL, graduates who have successfully completed the second year of EPAL can enrol in the successive year;
- Those who have successfully completed the first year of the first year of general education at upper secondary level (Geniko Lykeio) or first year graduates of EPAL can enrol in the second year of EPAS (Epangelmatiki Scholi).

In formal education, the practices for the transfer of learning are as follows:

- Transfer from Vocational Lyceums (Epangelmatiko Lykeio, EPAL) and Vocational Schools (Epangelmatiki Scholi, EPAS) to Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK); when the specialisation area of EPAL and EPAS graduates is related to the one that they want to attend in IEKs, then compulsory attendance is reduced from four to two semesters;
- Transfer from an IEK specialisation to another related IEK specialisation: likewise, compulsory attendance in the second specialisation is reduced to two semesters;
- Transfer from Higher Technological Educational Institute (Anotato Technologiko Ekpaideftiko Idryma, ATEI) to Higher Education Institutes (Anotata Ekpaideftika Idrimata, AEI): this is achieved through examinations; provided the area of specialisation is related and depending

on the legislative framework; compulsory attendance can be reduced from eight to six semesters;

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

Mobility after the completion of upper secondary education varies considerably according to the type of education already completed. There is the possibility of moving from *Geniko Lykeio* (general education) either to higher education; to *AEI* or *ATEI* after taking exams; or to *IEK* after a process of selection. The same applies to mobility for *EPAL* graduates. However, mobility for *EPAS* graduates is limited since they are entitled to obtain a licence to practise a profession. The latter can enrol in *IEK* or enter the labour market.

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

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

There is no system for credit transfer yet. However, as far as HE is concerned, according to law 3374/2005 about Quality assurance in Tertiary education. System for the transfer and accumulation of credit units – Certificate appendix, undergraduate and post-graduate study programmes offered by institutes providing tertiary education are organised on the basis of transfer and accumulation of credit units. It is a system of describing the curricula of institutes offering tertiary education by rendering credit units to the elements they consist of. The workload for each full-time student is estimated to be sixty credit units every academic year and thirty units for every semester. As far as VET is concerned, the formal qualifications acquired from the education system do not often correlate with competencies acquired from the work experience, because the particular skills and competencies acquired from work experience are often more specific and practical and less academic than the knowledge provided by the education system. However, U has implemented the specialty 'International Trade Executive' in the form of units which was designed in the framework of the approved pilot programme Leonardo da Vinci 'Cominter'. This specialty has been operating in five *IEKs* since Fall Semester 2007. A total of 103 trainees have been attending (including the trainees attending the first semester which first operated in *Herakleion*, Crete and *Ag. Anargyroi*, Attica). There have no results yet since the first groups of trainees will not be accredited before the end of 2009.

Moreover, the Certificate appendix is an explanatory document which does not substitute a formal qualification or the marks granted by tertiary education institutes. This appendix is attached to qualifications issued by tertiary education institutes and provides information on the nature, the level, the general framework of education which has successfully been completed by

the person whose name is cited in the original title to which the appendix is attached.

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

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

Concerning accumulation, there is no such policy.

0802 - ACCUMULATING, ACCREDITING AND VALIDATING NON-FORMAL/INFORMAL LEARNING

POLICY – BODIES RESPONSIBLE

One of the major steps taken towards this direction is the law 3369/6-7-2005 that aims at the systematic promotion of lifelong learning services by all concerned bodies. When the legal framework, which is mainly based on the 3369/2005 has been put fully into effect, the following accreditations of non-formal learning will be established:

- the 'Certificate of Further Training' awarded after the completion of programs with a duration of up to 75 hours;
- the 'Certificate of Lifelong Training' awarded after the completion of programs with a 75 to 250 hour duration.

Moreover, the procedures of certification for the structures, the trainers, the general framework of the occupational profiles, the vocational training subjects, the knowledge, the skills, the competences as well as the procedures of constant control and evaluation of the educational institutions with the assistance of the Organisation for Vocational Education and Training (*OEEK*) and the National Accreditation Centre of Continuing Vocational Training (*EKEPIS*) have been designed and implemented.

The development of the procedures and tools for certifying knowledge, skills and competences, which contribute to the recognition of professional qualifications acquired in training programmes, have led to the Common Ministerial Decision by the Ministers of Economy and Finance, Employment and Social Protection entitled 'Certification System of Programmes, Knowledge, Skills and Competences' (Official Journal issue B'-30-12-2005). This defines the procedures for the certification of knowledge, skills and competences of trainees. The National Accreditation Centre for Continuing Vocational Training (*EKEPIS*) is the competent body for the implementation of the above decision.

MECHANISMS

There is no legislation concerning the mechanisms/ tools/ methods/ practices for transfer and validation of knowledge and skills education and training from non-formal/ informal → formal education and there are no initiatives on the validation of informal learning in any sector.

The non-existence of certification system for qualifications, which have been acquired by employees via informal learning, leads to non-acknowledgement of skills with everything this entails in terms of pay, professional rights, etc. Neither does it give access to further formal education nor to regulated professions. It is only considered as an additional qualification that can be used to improve professional position by employees who already work at a particular post. However, there are a lot of workers as well as unemployed people who are interested in participating in non-formal learning programmes. However, the following two cases of certification are exceptions which apply for the knowledge and skills that have been acquired through informal and non formal learning.

The process of 'Certification/recognition of computers skills' leads to the awarding of the 'Computer skills Certificate' that is fully recognized by the state. The certification procedure started in 2006. The bodies, which carry out relevant assessment processes, are Certification bodies accredited by *OEEK*. To this date, there are six private certification bodies. Assessment procedures are designed in order to evaluate the knowledge and skills according to set standards and attest participants' competence and are web-based examinations.

The process of 'Certification/recognition of language proficiency' of the *YPEPTH* leads to the awarding of the 'Language Proficiency State Certificate' (*KPG*) fully recognized by the state. The certification procedure commenced in 2003 by the *YPEPTH*. Examinations are held twice a year at national level on the basis of a common program framework for all languages (English, French, German, Italian) and common standards. They are conducted by the Ministry of Education (Directorate of Language Proficiency Certification) and include oral and written examinations.

0803 - IMPACT OF EU POLICY COOPERATION

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

Complement to Certificates and Diplomas and the Europass Language Passport.

As far as EQF is concerned, *OEEK* participates in the programme: EQF/FRAME (Malta Qualifications Council-Ministry of Education Youth and Employment, Malta). *OEEK* has been assigned to establish the NQF and is in the process of doing it.

A step that has been taken up to now is the accreditation of Occupational Profiles. The aim of the development and accreditation of occupational profiles within the framework of Continuing Vocational Training is the systematic analysis and recording of the occupations' content as well as of the ways of acquiring the required qualifications for the practice of a trade or occupation.

Concerning ECVET, there is no legislation for the promotion of the accumulation and transfer of qualifications till today. However, *OEEK* has implemented the specialty 'International Trade Executive' in the form of units which was designed in the framework of the approved pilot programme Leonardo da Vinci 'Cominter' (please see 0801).

0804 - FACILITATING EU MOBILITY

BODIES VALIDATING THE TRANSFER OF KNOWLEDGE, SKILLS AND QUALIFICATIONS ACQUIRED ABROAD

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

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

Moreover, the Hellenic National Academic Recognition and Information Centre (*Diepistimonikos Organismos Anagnorisis Titlon Akadimaikon kai Pliroforisis, DOATAP-Hellenic NARIC*), which was set up in April 2005 according to Law 3328/2005 National Academic Recognition and Information Center and other provisions, is responsible for the accreditation of diplomas acquired abroad in tertiary education institutes. It also provides information about tertiary studies abroad. It is situated in Athens and is supervised by *YPEPTH*. A list of co-generic tertiary education establishments contains those establishments that have been accredited up to now. Graduates of tertiary education have their degrees accredited after they submit their degree to the

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

In order to lay the foundations for the recognition of professional qualifications, certain laws have been issued. Such examples are Law 3374/2005 about Quality assurance in Tertiary education. System for the transference and accumulation of credit units – Certificate appendix, Law 3549/2007 about the Reform of Institutional Framework of the structure and operation of Higher Education Institutes, Law 3328/2005 National Academic Recognition and Information Centre and other provisions and the revision of the Greek Constitution. In particular, these laws along with revision of article 16, regarding the foundation of private Universities in Greece, aim at contributing to the acknowledgement of professional qualifications at a European level. However, Greek legislation has not been harmonised with EU Directive 2005/36/EC yet.

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 2000, provides scientific and technical support to the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton*, YPEPTH) and to the Ministry of Employment and Social Protection (*Ypourgeio Apascholisis kai Koinonikis Prostasias*, 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*). Moreover, EKEP represents Greece in Euroguidance network and is the agent responsible for the introduction of information as far as Greece is concerned in the PLOTEUS Portal. At 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 to the requirements of the labour market and 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 described below.

The Ministry responsible is YPEPTH. More precisely, the Educational Guidance Office (*Grafeio Scholiku Epangelmatikou Prosanatolismou*), under the Directorate of Vocational Counselling and Educational Activities (*Dieftinisi 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 Scholiku Epangelmatikou Prosanatolismou – Tomeas SEP*) which has undertaken the scientific support of the structures described below:

- There have been established 81 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.

- There have been established 570 Educational Guidance Offices (*Grafeia Scholickou Epangelmatikou Prosanatolismou, GRASEP*) in respective secondary education school units. Their task is to support the implementation of educational guidance in schools, as well as to provide counselling and information to pupils and their parents. They are staffed by trained guidance counsellors;
- Additionally, there have been established 2 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 it is innovative as it provides services for disabled/socially excluded groups.

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 (Grade A': 1 hour/week).

According to the institutional framework of Law 2009/1992, *OEEK* is responsible for linking training to the needs of the labour market through designing and implementing actions pertaining Counselling and Vocational Guidance in secondary education and IVET. In this framework, the Career Offices undertake the organisation of practical training, support the integration of graduates in the labour market and monitor their progress. These Offices also organise and carry out programmes pertaining dissemination of information about vocational issues, entrepreneurship development and promotion of mobility.

Furthermore, 114 Vocational Development and Career Bureaus have been created within a pilot project (*Grafeia Epangelmatikis Anaptyxis kai Stadiodromias, GEAS*). They operate, in the respective Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK*) throughout the country.

By organising *GEAS*, *OEEK* aims at:

- facilitating the transition of *IEK* graduates to the labour market;
- the provision of exhaustive and valid information about education, training, lifelong learning possibilities both at national and European level;
- the collection of useful data about the employability of *IEK* graduates and their utilisation aiming at the upgrading of the VET programmes offered through further adapting *IEK* specialties to the labour market needs.

IEK trainees and graduates, bodies of employers seeking specialised staff as well as individuals seeking information on training opportunities are the beneficiaries of this project.

The sector of employment represents the second, basic area of initiatives in counselling and vocational guidance in Greece. The Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostatias*, *YPAKP*) is the supreme supervising authority, together with the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, *OAED*) functioning as the main body of *YPAKP*. At a central level, *OAED* operates the Directorate of Counselling and Vocational Guidance (*Diefthinsi Epangelmatikou Prosanatolismou*). Furthermore, *OAED* has been operating the Employment Promotion Centres (*Kentra Proothisis Apascholis*, *KPA*) since 2001 in order to approach, on an individual basis, the unemployed and those that belong to socially vulnerable groups.

Vulnerable Social Groups can also address the Employment Offices for Special Social Groups (*Grafeia Ergasias Eidikon Koinonikon Omadon*) of *OAED*.

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 (*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.

At a Municipal level, there are Bureaus for the Information of the Unemployed and Enterprises (*Dimotika kai Koinotika Grafeia Enimerosis gia tin*

Apascholisi). According to law 3463/2006, Bureaus for the Information of the Unemployed and Enterprises are advisory and consultative bodies that operate in the framework of Municipalities.

Youth entrepreneurship ports of the General Secretariat for Youth are structures for the provision of information and substantial assistance to all young people who are interested in starting or expanding an enterprise.

0902 - TARGET GROUPS AND MODES OF DELIVERY

The main target group of *KESYP*, *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.

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), Upper Secondary Education (Geniko Lykeio) and Vocational Lyceums (Epangelmatiko Lykeio, EPAL) and Vocational Schools (Epangelmatiki Scholi, EPAS);
- job descriptions on 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 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, the 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. The Bureau's activities started as 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.

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. *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.

Centres for the Promotion of Employment (*Kentra Proothisis Apascholis, KPA*) are the main agencies of vocational guidance in employment for *OAED*. *KPAs* 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 Higher Technological Educational Institutes (*Anotato Technologiko Ekpaideftiko Idryma, ATEI*) provide counselling and vocational guidance services to students and graduates of *AEI* and *ATEI*. They 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.

The main activities of the Information Office for Unemployed and Enterprises (*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.

At a Municipal level, there are Bureaus for the Information of the Unemployed and Enterprises (*Dimotika kai Koinotika Grafeia Enimerosis gia tin Apascholisi*). Their personnel consists of members of the Municipal Council and residents of the Municipality.

Youth entrepreneurship ports of the General Secretariat for Youth addresses graduates of secondary, post-secondary and tertiary education who wish to issue a licence to practise a profession.

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.

The law establishing Counselling and Vocational Guidance was activated in 1999 when personnel was trained in order to man the afore-mentioned structures. The training requirements for the personnel employed in *KESYP* are: a first degree as teachers, as well as at least one year of studies in guidance and counselling and good knowledge of a foreign language. Between 1999 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 to 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. These courses also took place from 1999 to 2000.

KESYP have been staffed with approx 120 teachers (since 2000), while *GRASEPs* have been staffed with approx. 400 teachers, who have had also at least one year of studies in guidance and counselling and good knowledge of a foreign language. The next stage of training took place in the framework of the project “Counselling horizons for school guidance – SOS orientation” by the *Panteion* University, Psychology Department, the action “Development of special education material for training and guidance counsellors” took place during the school year 2007-2008. It addressed information and documentation specialists, experienced counsellors employed in *GRASEP* and *KESYP*, who had been trained previously, newly appointed ones that had not been trained so far as well as executives of the Pedagogical Institute (*Paidagogiko Institouto, PI*). The project involved 740 trainees and included 200 hours of theoretical training, which aimed at the familiarisation of the trainees with the philosophy of the project, sensitization in issues relevant to the theoretical framework of the programme and theoretical information on issues and methodologies relevant of their professional practices. It also

included experiential training and consisted of 200 hours of experiential applications and 120 hours of practical training.

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*).

The Head of each *KPA* should be a University degree holder and have experience as an executive for at least three years, in the public or private sector.

The Head of each Employment Office for Special Social Groups should be a University degree holder and have experience as an executive for at least three years, in the public or private sector.

The personnel of Career Services Offices are members of the teaching personnel of the University or *ATEI*.

The Head of each *KEPEA* should be a University degree holder and have experience as an executive for at least three years, in the public or private sector.

People who work in Bureaus for the Information of the Unemployed and Enterprises are members of the Municipal Council and residents of the Municipality.

Youth entrepreneurship posts of the General Secretariat for Youth require the following qualifications for each of posts:

- the coordinator should hold a Higher Education Degree in any of the fields of Economics, Administration or Engineering, at least five years of experience in the management of programmes and projects and good knowledge of a foreign language and of the structures of the third CSF;
- specialists in material for posts and education should hold a Higher Education Degree in any of the fields of Economics, Administration or Engineering, at least three years of experience in the management of human resources and of the organisation and implementation of training programmes, as well as good knowledge of English;
- executives that support posts should hold a Education Degree in any of the fields of Economics (awarded by a University or *ATEI*), knowledge of Accountancy and Management and Administration of Enterprises. Knowledge on publicity issues as well as promotion and organisation of events is desirable. They should also have good knowledge of a foreign language.

10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

According to the Operational Programme 'Education and Lifelong Learning' for the programming period 2007-2013 of the Ministry of Education and Religious Affairs (*YPEPTH*), the basic framework for the development of the strategic planning concerning education is the four-goal 'Development-Competitiveness- Education-Employment'. Within this framework, education becomes a crucial parameter. The political quest for citizens' quality of life is based on an approach inspired by the principles of a lawful society well-organized in state. Such a society is the Greek society, whose constitution sets education and the knowledge provision to all as a priority. The advanced level of education and offered skills constitutes a basic prerequisite for the creation of active citizens, their integration in the labour market and the society in general.

The Operational Programme 'Education and Lifelong Learning' aims at:

- upgrading the quality of education and promoting social integration;
- upgrading the systems of initial vocational training and vocational education and connecting education with labour market;
- reinforcing lifelong education for adults;
- reinforcing human capital for the promotion of research and innovation.

The sources concerning the funding for the programming period 2007-2013 are the following:

- the European Communal Fund (ECF);
- European Regional Development Fund (ERDF);
- National resources through the Programme of Public Investment and the state budget.

Great emphasis is put on:

- promoting educational reforms and improving the access and the level of basic skills;
- reinforcing lifelong learning especially for low-qualified people or those who dropped out of school before they have completed the compulsory education;
- fighting against school failure and dropout and developing intercultural education;
- improving the quality and attractiveness of vocational education and training by revising the decision on and organization of specialties and curricula within the field of initial vocational education, by determining professional rights and by initiating an accreditation system of certifying learning on the level of the European framework of professional qualifications.

According to the State Budget 2008, issued by the Ministry of Economics and Finance during 2007, the Ministry of Education and Religious Affairs received: EUR 440 million by co-funded programmes and EUR 261 million by national resources (total amount: EUR 701 million).

As far as expenditure per sector is concerned, during 2007, education received EUR 697 million, out of which EUR 494 million were by co-funded programmes and the EUR 247 million by national resources. The training sector received EUR 359 million, all deriving by co-funded programmes.

The Ministry of Employment and Social Protection (*YPAKP*) received EUR 360 million by co-funded programmes and EUR 65 million by national resources (total amount: EUR 425 million).

According to the State Budget 2008, *YPEPTH* received EUR 480 million by co-funded programmes and EUR 319 million by national resources (total amount: EUR 799 million).

As far as expenditure per sector is concerned, during 2008, education received EUR 820 million, out of which EUR 501 million were by co-funded programmes and the EUR 319 million by national resources. The training sector received EUR 440 million all deriving by co-funded programmes.

YPAKP received EUR 441 million by co-funded programmes and EUR 55 million by national resources (total amount: EUR 496 million).

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

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

Apprenticeship training is provided by Vocational Schools of Apprenticeship (Apprenticeship *EPAS*) (ISCED level 2), which are under the supervision of Manpower Employment Organisation (*OAED*) of the Ministry of Employment and Social Protection. It is funded by the money allocated to the Ministry of Employment and Social Protection (*Ypourgeio Apascholis kai Koinonikis Prostasias, YPAKP*) from the State Budget as well as by European funds.

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*) and delivered by *IEKs*. *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. It is funded by the money allocated to the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) from the State Budget as well as by European funds.

Moreover, there are *IEKs* operated by the company 'Vocational Training SA (*Epangelmatiki Katartisi AE*), which belongs to *OAED*; *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*) which belongs to the Ministry of Tourism (*Ypourgeio Touristikis Anaptyxis*). They are through the State Budget, as well as by European funds.

The total budget of the Operational Programme 'Education and Lifelong Learning (2007-2013)' amounts to EUR 2 215 000 000 , out of which EUR 1 440 000 000 derive from the ESF and EUR 618 000 000 from national resources. EUR 522 580 767 is allocated to IVET The total co-financing amounts to EUR 2 058 000 000, corresponding to 69.97% of the total expenditure. Moreover, EUR 157 000 000 come from other national resources, estimated income and non-selected expenditure.

The Government specifies every year the exact amount allocated to Education and Training, according to the priorities being set. No changes concerning the legislation for financing have been made.

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

ESPA was formed by the Ministry of Economy and Finance in such a way that strategic choices would be implemented in the best possible way for the programming period 2007-2013. The strategic planning will be implemented through a number of Operational Programmes. The ones including provisions for education and training are the following:

- 'Human Resources Development' (2007-2013) of the Ministry of Employment and Social Protection (*YPAKP*);
- 'Education and Lifelong Learning' (2007-2013) of the Ministry of Education and Religious Affairs (*YPEPTH*);
- 'Digital convergence 2007-2013' of the Ministry of Economy and Finance;
- 'Competitiveness and Entrepreneurship' (2007-2013) of the Ministry of Development.

These Ministries allocate funds to CVET actions belonging to specific aims, which in their turn belong to broader priority axes. Each Ministry issues its own Operational Programme, which follows the aforementioned structure. As far as funds are concerned, they are distributed at the level of priority actions and specific aims. Concerning specific actions no mention of funding is made. Moreover, actions related to CVET do not constitute either a priority axis or a specific aim in themselves but rather form parts of various specific aims. Thus, it is not feasible to estimate the part of funds that will be distributed in each action related to CVET.

PUBLICLY PROVIDED CVET FOR ALL

The funding sources for publicly promoted Continuing Vocational Education and Training (CVET) are the European Social Fund (ESF) and national resources. The ministries involved supervise the implementation, distribution and expenditure of the funding. The local authorities also distribute smaller amounts of the funding by the CSF for the Continuing Vocational Education and Training through the budget of the local Operational Programmes for training programmes. Overall, according to the State Budget 2008, issued by the Ministry of Economics and Finance, during 2007, the sector of training received EUR 425 million (out of which EUR 360 million derive from financing and EUR 65 million from national resources). Concerning 2008, the prospect is EUR 496 million (EUR 441 million deriving from funding and EUR 55 million by national resources).

State and European funding for CVET is implemented basically through the Operational Programme 'Human Resources Development' of the 4th ESF. The above Operational Programme is under the responsibility of the Ministry of Employment and Social protection (*YPAKP*). The total budget of the Operational Programme 'Human Resources Development' amounts to EUR 3 013 333 333, out of which EUR 2 260 000 000 derive from ECF and EUR 565 333 333 from national resources. The total co-funding amounts to EUR 2 825 333 333, which corresponds to the 80% of the total expenditure. In addition, EUR 188 000 000 come from national resources.

The main goal of the developmental strategy of the O.P. is utilizing human resources as a driving force for the development of the country and the reinforcement of social cohesion. The secondary strategic goals of the O.P. are analyzed as follows:

- qualitative upgrading and adaption of human capital and enterprises; and
- fighting discriminations and social exclusion.

Table 1: Operational Programme 'Human Resources Development' (2007-2013) of the Ministry of Employment and Social Protection (YPAKP). Axes concerning Continuing Vocational Education and Training (CVET)

MEASURES	COMMUNITY PARTICIPATION	NATIONAL PARTICIPATION
Axe 1: Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures included in the Goal of Pure Convergence	264 797 904 EUR	59 635 461 EUR
Axe A2: Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures of Statistic Convergence	178 897 579 EUR	40 289 804 EUR
Axe A3: Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures of Gradual Entrance in Goal 2	10 119 507 EUR	9 490 016 EUR
Axe B1: Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures included in the Goal of Pure Convergence	703 408 389 EUR	158 415 705 EUR
Axe B2: Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures of Statistic Convergence	516 860 288 EUR	116 402 915 EUR
Axe B3: Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures of Gradual Entrance in Goal 2	33 651 437 EUR	31 050 963 EUR
TOTAL AMOUNT	2 260 000 000 EUR	565 333 333 EUR

Table 2: Operational Programme 'Education and Lifelong Learning' (2007-2013) of the Ministry of Education and Religious Affairs (YPEPTH) Measures concerning Continuing Vocational Education and Training (CVET)

PRIORITY AXES	COMMUNITY PARTICIPATION	NATIONAL PARTICIPATION
P.A. 7: Reinforcing lifelong education for adults in the 8 Prefectures of Convergence	118 686 821 EUR	16 783 965 EUR
P.A. 8: Reinforcing lifelong education for adults in the 3 Prefectures of Gradual Entrance	90 154 857 EUR	71 172 071 EUR
P.A.9: Reinforcing lifelong education for adults in the 2 Prefectures of Gradual Entrance	6 556 717 EUR	4 485 775 EUR

The Operational Programme 'Digital Convergence' contributes to the 6th General Goal of *ESPA* and it is included in the 2nd thematic priority concerning the Society of Knowledge and Innovation and aims at a more effective utilization of Information and Communication Technologies (ICT).

In the specific goal 1.1, it is proposed that in order to acquire specialized knowledge combined with actions of digital dissemination, it is imposing to develop a digital context for the training and lifelong learning programmes at a national level for media executives and bodies and organizations of the Public or Private sector. In the specific goal 1.2 it is proposed that specific structures should be developed in order to cover thematic sectors, such as Education, entrepreneurially. Within the implementation framework of the Specific Goal 1.3, both the proposed digital context and the mechanisms are anticipated to offer important support especially for the ICT sector in the prefectures where the education opportunities for the promotion of entrepreneurship are limited comparing to those offered in big cities. In the Specific Goal 2.1, it is proposed that the development of specialized applications (ex. student computer, introduction of electronic devices in the teaching process) will support the dissemination of information, will reinforce training, education and lifelong learning. The aforementioned applications are anticipated to operate complementarily to respective interventions, which will be funded by the O.P. 'Education and Lifelong Learning'.

In parallel, it is proposed that the development of intended digital context in education will reinforce the contribution and utilization of new technologies in the education process at a national level. In this way, both the goal of the Digital Strategy for putting technology in the service of education and the development of interventions for the adoption of technological applications for the utilization of the technological and cultural capital will be achieved. Furthermore, the O.P proposes the support of the education process as well as the highlighting of cultural heritage by incorporating relevant resources and scenarios in the education process. As with the interventions concerning Lifelong Learning, these interventions are also anticipated to complement respective interventions, which will be funded by the O.P. 'Education and Lifelong Learning'.

Table 3:Operational Programme 'Digital convergence 2007-2013' of the Ministry of Economy and Finance
Specific Goals concerning Continuing Vocational Education and Training (CVET)

MEASURES	COMMUNITY PARTICIPATION	NATIONAL PARTICIPATION
Specific Goal 1.1 Promoting the use of ICT in Enterprises	402 000 000 EUR (axe 1)	100 500 000 EUR (axe 1)
Specific Goal 1.2 Provision of digital services to enterprises and increase of the Public Sector effectiveness by using ICT		
Specific Goal 1.3 Reinforcement of the ICT sector in the Greek Economy		
Specific Goal 2.1 Improvement of daily life via ICT- Equal Participation of citizens in digital Greece	442 000 000 EUR (axe 2)	110 500 000 EUR (axe 2)

The Operational Programme for Competitiveness and Entrepreneurship 2007-2013 of the Ministry of Development (*YPAN*) specifies the strategy for the reinforcement of competitiveness, extroversial entrepreneurship and the production system of the country, putting emphasis on innovation.

The Strategic Goals of the O.P. are analysed to 4 General Goals, which correspond to the Thematic Priority Axes of the O.P. one of the General Goals being set is the creation and utilization of Innovation supported by Research and Technological Development (P.A.1), the reinforcement of Entrepreneurship and Extroversion (P.A.2) and the improvement of the Entrepreneurial Environment (P.A.3).

Priority Axe 1 aims at reinforcing Research, Technology and Innovation in all sectors as a basic parameter for restructuring Greek economy and progressing towards economy of knowledge. In order for the General Goal to be achieved, the following basic priorities are set:

- Increase and Improvement of investments in knowledge and excellence;
- Promotion of Innovation, Dissemination of New Technologies and Entrepreneurship.

Priority Axe 2 aims at extending extroversial entrepreneurship as the only outlet for the productive upgrading of the country with quality and integration of knowledge and innovation. Overall, there have been set two main categories of indicative actions. The first one supports investments aiming, among others, at reinforcing the presence of Greek enterprises in the Greek market, the international markets and entrepreneurial excellence. One of the actions referred to in the second category is the reinforcement of the development of entrepreneurship (setting up new enterprises by groups of limited entrepreneurship, special population groups, broader social groups).

Priority Axe 3 aims at improving entrepreneurship and reinforcing competition. Within this framework, the axe aims at improving the legal environment and the supporting structures, mechanisms and tools for the promotion of entrepreneurship, the reinforcement of competition and the upgrading of human capital.

Table 4: Operational Programme 'Competitiveness and Entrepreneurship' (2007-2013) of the Ministry of Development

AXES	COMMUNITY PARTICIPATION IN EUR	NATIONAL PARTICIPATION IN EUR	TOTAL FUNDING IN EUR	OTHER FUNDING IN EUR	TOTAL PUBLIC EXPENDITURE IN EUR
Axe 1: Creation and utilization of Innovation supported by research and technological development	192 083 000	33 897 000	225 980 000	129 373 846	230 980 000
Axe 2: Reinforcement of entrepreneurship and extroversion	466 020 000	82 238 824	548 258 824	548 258 824	548 258 824
Axe 3: Improvement of the Entrepreneurial Environment	272 907 000	48 160 059	321 067 059	125 832 579	428 067 059

FUNDING FOR ENTERPRISE-BASED CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET)

Rates concerning enterprise-based provided training in Greece seem to have fallen. While in 1999 a total of 0,9% of employees participated in enterprise-based CVET, in 2005 this figure decreased to 0,6%. In particular, only in medium-size enterprises the rates of employees participating in enterprise-based training seem not to have changed. In both very-small enterprises and big ones participation rates have decreased by 0.3%.

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*) (please see 0504). This account has decisively contributed to the reinforcement of vocational training and employment policies. Enterprises that ran training programmes for their employees in 2007 are in the process of submitting to the competent body that manages *LAEK* documents proving the employees' attendance in the programmes. Therefore, no data concerning paying off for 2007 are available yet.

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. Thus, individuals who wish to attend training programmes do it at their own expense.

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

ESPA was formed by the Ministry of Economy and Finance in such a way that strategic choices would be implemented in the best possible way for the programming period 2007-2013. The strategic planning will be implemented through a number of Operational Programmes. The ones including provisions for education and training are the following:

- 'Human Resources Development' (2007-2013) of the Ministry of Employment and Social Protection (YPAKP);
- 'Education and Lifelong Learning' (2007-2013) of the Ministry of Education and Religious Affairs (YPEPTH);
- 'Digital convergence 2007-2013' of the Ministry of Economy and Finance;
- 'Competitiveness and Entrepreneurship' (2007-2013) of the Ministry of Development.

These Ministries allocate funds to CVET actions belonging to specific aims, which in their turn belong to broader priority axes. Each Ministry issues its own Operational Programme, which follows the aforementioned structure. As far as funds are concerned, they are distributed at the level of priority actions and specific aims. Concerning specific actions no mention of funding is made. Moreover, actions related to CVET do not constitute either a priority axis or a specific aim in themselves but rather form parts of various specific aims. Thus, it is not feasible to estimate the part of funds that will be distributed in each action related to CVET.

The National Strategic Reference Framework (*ESPA*) aims at increasing gradually the participation in education and training actions, from the current low levels to the respective average of the Community, which is implemented through the general goal 8 titled 'Reinforcing the adaptability of employees and enterprises', so as people 'equip' themselves with skills and competences required in order to cope with the ever changing conditions in the labour market while the quality and productivity in the labour market improves.

The goal 'Application of the National System for Linking Vocational Education and Training to Employment' will promote the reform of the employees' training system, with gradual removal of the load from supply and availability of resources to demand and employers' initiatives and development of a system providing appropriate motives for the participation of people in lifelong learning, with emphasis on the unemployed and long-term unemployed, the unqualified workers and employees in endangered job positions.

Moreover, the Operational Programme 'Competitiveness and Entrepreneurship' (2007-2013) in its general goals 2 and 3 aims at the promotion of employment, the reduction of unemployment, the more effective operation of the education and training systems through a series of intended actions, which reduce the danger of social exclusion. The general goals are implemented through the priority axes 2 and 3.

AXES	COMMUNITY PARTICIPATION IN EUR	NATIONAL PARTICIPATION IN EUR	TOTAL FUNDING IN EUR	OTHER FUNDING IN EUR	TOTAL PUBLIC EXPENDITURE IN EUR
Axe 2: Reinforcement of entrepreneurship and extroversion	466.020.000	82.238.824	548.258.824	548.258.824	548.258.824
Axe 3: Improvement of entrepreneurial environment	272.907.000	48.160.059	321.067.059	125.832.579	428.067.059

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

The Operational Programme 'Education and Lifelong Learning (2007-2013)' of the Ministry of National Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) focuses of four strategic goals the second of which aims at upgrading of IVET systems and linking of education with the labour market. In the framework of this goal the following aims will be pursued:

- upgrading technical and vocational training in order to improve its attractiveness and efficiency; and
- redefining the role of IVET through reforming the way specialties and curricula are structured in the field of IVET, the defining of professional rights and the establishment of a system for the acknowledgement of formal certification of learning at the level of European Qualifications Framework.

Moreover, the third strategic goal deals with the reinforcement of LLL for adults. In the framework of this goal, the following aims will be pursued:

- reinforcing the system and services of lifelong learning and providing equal access to it through the development of a system of motives especially for those who have low qualifications, who are older or who have dropped out of the formal education system; and
- the further development of distance learning.

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

The development framework of the strategic planning regarding lifelong learning of the Ministry of Education and Religious Affairs (*Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH*) for the programme period 2007-2013 focuses on the following issues: 'Development – Competitiveness – Education – Employment'. Education has a crucial role to play within this framework. A high level of education and skills is a prerequisite for the creation of active citizens, their integration in the labour market and society. The political background for the development of such a strategy has already been formed at a national and European level.

The afore-mentioned strategic direction regarding LLL has been formulated in the framework of a particular development model for the Knowledge Society and Innovation, which has been adopted by the Greek Government, in the National Strategic Reference Framework (*Ethniko Stratigiko Plaisio Anaforas, ESPA*) of the Ministry of Economy and Finance (*Ypourgeio Oikonomias kai Oikonomikon*). The basic aim of making EU the most competitive economy worldwide is the catalyst for the acknowledgement of education as the fundamental means for social cohesion and support of the European model. In the framework of this aim, indicators and thematic areas that document the progress towards this aim have been established.

As far as education is concerned, the following five indicators have been established: school dropout rates, basic skills, graduation rates from University Departments of Mathematics, Sciences and Technology and participation rates in lifelong learning programmes. The objectives behind these indicators are the improvement of the quality of all those who participate in education; the continuous upgrading of skills and competences of human resources which are necessary for the needs of contemporary societies and the labour market; the reinforcement of social cohesion; and further economic development through productivity and competitiveness.

An important development in national education and training has been the creation of the National System for Linking Vocational Education and Training with Employment (*Ethiniko Systima Syndesis tis Epangelmatikis Ekpedaifsis kai Katartisis me tin Apascholisi, ESSEEKA*) (please see 0301). *ESSEEKA* 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.

Currently, *OEEK*, in cooperation with European bodies providing education and training is running the following programmes:

- Eurotrainer II (Institut Technick und Bildung, Universitat Bremen, Germany);
- Orsa Minore (I.P.S.S.A.R.C.T. 'Elena Cornaro' Venice, Italy);
- Beatric (I.P.S.A.R.T. 'Aldo Moro', Lecce, Italy);
- Euracement ('Association de gestion des formation pourles PME' and 'CIEP' Paris, France);
- EQF/FRAME (Malta Qualifications Council-Ministry of Education Youth and Employment, Malta).

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 Programme Education and Lifelong learning. 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 increasing foreign language proficiency, the acquisition of intercultural skills, and personal development. These programmes aim at the competence in language learning, the acquisition of intercultural skills and personal development.

Within Leonardo da Vinci framework, The Organisation for Vocational Education and Training (*OEEK*) implemented '*Diaplous*', a European tool for lifelong career orientation. '*Diaplous*', in which four countries (Greece, Great Britain, Germany and Cyprus) and seven partners participated, aimed at helping people reassess their career and replan their future course. The field of Information and Communication Technologies was selected as a pilot drive for the tool.

The Pedagogical Institute (PI) implemented the transnational programme 'Development of a flexible and distance educational method and analytical programme for agrotourism', which aimed at the provision of training to young people 16-18 years old, who live in remote regions.

The Law 3404/2004 allows Universities, operating in Greece, to cooperate with corresponding foreign institutions towards the organization and implementation of common post-graduate studies (second and third cycle).

Overall, within Leonardo da Vinci framework, in 2005, 795 young people and 902 teachers moved over in Europe on the initial vocational training level, while these numbers for 2006 were 962 and 876 respectively. As far as the programme Erasmus is concerned, in 2005 2.715 students and 480 teachers moved over.

OEEK, being the main body promoting Europass, organizes seminars and information conferences; it holds the corresponding webpage, issues the five Europass documents and informs the authorities, the organisations and the citizens.

Europass, in its extended form, includes the five following components: European CV, Europass mobility, Europass Supplement to Certificates and Degrees and the Language Passport Europass.

OEEK has issued more than 4.200 europassports in Greece, which is a relatively big number comparing to the country's population.

Since 2006, the Europass education has been replaced by the Europass Mobility and about 800 Europasses have been issued till today.

1103 - AUTHORS, SOURCES AND BIBLIOGRAPHY

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