

Greece

VET in Europe - Country Report

2009

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

Title: Greece. VET in Europe - Country Report 2009

Author: ReferNet Greece

Abstract:

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

1. General context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. Legislative and 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. Matching VET provision with labour market needs
8. Guidance and counselling for learning, career and employment
9. Financing - investment in human resources
10. National VET statistics - allocation of programmes

This overview has been prepared in 2009 and its reference year is 2008. Similar overviews of previous years can be viewed at:

http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/

More detailed thematic information on the VET systems of the EU can also be found at:
http://www.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/analysis.asp

Keywords:

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

Geographic term:

Greece

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1. GENERAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

1.1 POLITICAL AND SOCIO-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 Apascholis 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.

1.2 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/KM ²)	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.

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)

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 IEK) 18 208 Spring semester (public IEK) 17 855 Fall semester (private IEK) 16 136 Spring semester (private IEK) 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)

1.3 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.

TABLE 1: STATISTICAL DATA ON EMPLOYMENT 2007	
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*

1.4 EDUCATIONAL ATTAINMENT OF THE 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

1.5 DEFINITIONS

GENERAL EDUCATION

In Greece general education, which is compulsory, comprises primary and lower secondary education and lasts for ten years (5-15 years of age). Primary education is provided in kindergardens and primary schools (Dimotiko - Isced level 1) while secondary education is provided in two cycles, the first of which is compulsory (Gymnasio - Isced level 2). It aims at the all-round, harmonious and well-balanced development of intellectual, physical and inner strengths of pupils in such a way that they will be enabled to develop complete personalities and live in a creative way. (Official Journal Issue 167/t.A/30-9-1985 Law 1566/85 "Structure and operation of Primary and Secondary Education and other provisions".)

PRE-VOCATIONAL EDUCATION

It is the kind of training which aims at the development of basic knowledge and skills that complement the knowledge and skills acquired during initial education, whenever they are inadequate.

(Official Journal Issue 1491/B/29-07-2008 Common Ministerial Decision 55582/1933 'Integrated System for the Management, Assessment, Monitoring and Control of Vocational

Training Actions which are co-funded by CSF in the framework of the National Strategic Reference Framework (2007-2013) for all OPs that include training actions)

VOCATIONAL - TECHNICAL EDUCATION

In Greece technical education is synonymous with vocational education.

Vocational education aims at combining general education with technical vocational knowledge. In particular, it aims at:

- a. developing skills, initiative, creativity and critical thinking of the students
- b. conveying all necessary technical and vocational knowledge and developing their relevant skills
- c. providing students with necessary knowledge and supplies in order for them to continue their studies at the next level.

Programmes include general education and technical-vocational subjects and laboratory practice.

(Official Journal 146 / Issue A / 13-07-2006 Law 3475 ‘*Organisation and operation of secondary vocational education and training and other regulations*’)

Moreover, the **system of technical vocational education** is the system that aims at offering trainees knowledge that combines general education with the basic technical and vocational knowledge and skills.

(Official Journal 258 / Issue A / 7-11-2003 *Law3191 National System for Linking Vocational Education and Training to Employment (ESSEEKA)*)

VET is also defined as an action or a set of actions designed in order for the trainee to acquire the necessary vocational knowledge and skills.

(Official Journal Issue 1491/B/29-07-2008 Common Ministerial Decision 55582/1933 ‘*Integrated System for the Management, Assessment, Monitoring and Control of Vocational Training Actions which are co-funded by CSF in the framework of the National Strategic Reference Framework (2007-2013) for all OPs that include training actions*’)

TERTIARY EDUCATION

In Greece tertiary education is synonymous with higher education.

Tertiary education in Greece consists of two mainstreams:

The one that comprises Universities, National Technical Universities and the School of Fine Arts and the technological one which comprises the Technical Vocational Institutions (TEI).

Institutions that belong to the first mainstream place emphasis on the development and promotion of science, technology and art, the production of new knowledge through applied research and to high quality training of those working in the fields of science, technology and arts. Institutions that belong to the second mainstream place emphasis on training executives, as links between the knowledge and application by developing the applied aspect of the science and arts in different professional fields; and on transferring, using and promoting modern technology as well as methods, practices and techniques in the area of applications.

(Official Journal 114/ issue A/ 11 - 06 - 2001 *Law2916 Structure of Higher education and regulation of issues relating to its technological sector*)

FURTHER EDUCATION: not applicable

LIFELONG EDUCATION, LIFELONG TRAINING

In Greek legislation the terms “lifelong education” and “lifelong training” are defined as follows:

LIFELONG EDUCATION

is defined as any learning process, including experiential learning throughout people’s lives that aims at the acquisition or the improvement of general and scientific knowledge, skills and competences as far as both the formation of personalities and access to employment are concerned.

(Official Journal Issue 171 /A’ / 6 -7-2005) Law 3369 *Systematization of lifelong learning and other provisions*)

POST-SECONDARY NON-TERTIARY EDUCATION

Vocational Training Institutes (IEKs) can be either public or private, are unclassified and do not belong to the formal education system. They aim at providing any kind of vocational education, initial or complementary, as well as at ensuring that trainees with respective qualifications receive scientific, technical and practical knowledge and skills in order to facilitate their professional integration and safeguard their adaptation in the changing needs of production.

(Official Journal 18 / Issue A/ 14-02-1992 Law 2009, ‘*National System of Vocational Education and Training and other regulations*’)

TRAINING: not applicable

LIFELONG TRAINING

Lifelong Training is defined as the system that aims at training and retraining people:

a. In the framework of **IVET**, it provides the basic vocational knowledge, skills and competences to specialties or specializations so as to facilitate the integration, reintegration, vocational mobility in the labour market and general development of manpower;

b. In the framework of **CVET**, it complements, modernizes and/or upgrades knowledge and skills acquired in the other systems of vocational education and training or from work experience aiming at integration and/or reintegration in the labour market, ensuring employment, professional development and personal development.

(Official Journal Issue 171 /A’ / 6 -7-2005 Law 3369 ‘*Systematization of lifelong learning and other provisions*’)

CVET is also defined as a continuous process that aims at ensuring that a person’s knowledge and skills constantly adapt and respond to the developing requirements of their work place or/and the labour market.

(Official Journal Issue 1491/B/29-07-2008 Common Ministerial Decision 55582/1933 ‘*Integrated System for the Management, Assessment, Monitoring and Control of Vocational Training Actions which are co-funded by CSF in the framework of the National Strategic Reference Framework (2007-2013) for all OPs that include training actions*’)

SCHOOL-BASED PROGRAMMES: not applicable

ALTERNANCE TRAINING

It refers to training that aims at specific subjects related to specific professions. It is based on the combination of theoretical and practical knowledge in the classroom and on the job training. In this way trainees are placed in enterprises dealing with their subject of training.

(Official Journal Issue 1491/B/29-07-2008 Common Ministerial Decision 55582/1933 *'Integrated System for the Management, Assessment, Monitoring and Control of Vocational Training Actions which are co-funded by CSF in the framework of the National Strategic Reference Framework (2007-2013) for all OPs that include training actions*)

APPRENTICESHIP

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.

(Official Journal 146 / Issue A / 13-07-2006 Law 3475 *'Organisation and operation of secondary vocational education and training and other regulations'*)

CURRICULUM

Curricula are complete guides to the teaching process and consist of

- a. clearly stated objectives according to each level of education for each subject, in the framework of the more general aims and specific objectives.
- b. teaching material, which has been chosen according to the aims of each subject at each level. This teaching material should be in accordance with timetable, the assimilating abilities of the students, clearly structured in units according to topics
- c. indicative directions concerning the teaching methods and means for each unit or topic.

Curricula are drawn up, tested, assessed and revised continuously, in order to reflect developments in the fields of knowledge, the needs of societies and developments in education theories

Curricula of the nine-year compulsory education have cohesion and the teaching materials for learners and teachers are written according to them.

(Official Journal 258 / Issue A / 7-11-2003 Law3191 *National System for Linking Vocational Education and Training to Employment (ESSEEKA)*)

QUALIFICATIONS

Qualifications are defined as the total of general and specific knowledge, skills and competences required in order to practise a profession or specialty or specialization.

(Official Journal 258 / Issue A / 7-11-2003 Law3191 *National System for Linking Vocational Education and Training to Employment (ESSEEKA)*)

FORMAL PROFESSIONAL QUALIFICATIONS

Formal professional qualifications are defined as those required by the law in order to practise a profession or specialty or specialization.

(Official Journal 258 / Issue A / 7-11-2003 Law3191 *National System for Linking Vocational Education and Training to Employment (ESSEEKA)*)

SKILLS

Skills are defined as the capabilities of implementing technical knowledge and experience required in order to carry out a project or job.

(Official Journal 258 / Issue A / 7-11-2003 Law3191 National System for Linking Vocational Education and Training to Employment (ESSEEKA))

COMPETENCES

Competences are defined as a person's capabilities to make use of their own knowledge and skills in order to meet the needs and requirements of their activities as well as to adapt to changes.

(Official Journal 258 / Issue A / 7-11-2003 Law3191 National System for Linking Vocational Education and Training to Employment (ESSEEKA))

2. POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

2.1 OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

2.1.1 NATIONAL LLL STRATEGY

Lifelong Learning (LLL) strategy has been adopted by the political leadership of the Ministry of Education & Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskeumatou, YPEPTH). Under its latest Operational Program (2007-2013), YPEPTH has planned a series of measures that aim at creating a system of education and lifelong learning that will provide the resources and skills necessary for active participation in society, for unimpeded access to the labour market and for completion of school education - especially regarding at risk populations - and which promote the reduction of regional educational disparities. According to it, some of the basic reform priorities of the education, training and LLL systems are:

- Reinforcing the actions of LLL and provision of incentives aiming at increasing participation in it.
- Reinforcing the system and the services of LLL and equal opportunities as far as access to it is concerned - increasing participation by the provision of special incentives.
- Linking with the labour market more effectively.
- Upgrading technological - vocational education aiming at increasing its appeal and effectiveness.
- Reforming, modernising and decentralizing the education system - reinforcing mobility of pupils and students.
- Redefining the role of initial vocational education and training (IVET) and its content.
- Developing distance learning.
- Assessing progress in education through the implementation of systems for quality assurance - assessing the factors involved in the education system.

The Greek LLL strategy aspires to:

- help all young people acquire the skills and competences necessary for their personal development, for future employment and for active European citizenship;
- to improve the learning of foreign languages
- secure the development of innovative-based content and pedagogical tools
- make learning more attractive
- improve the links between school education and the world of labour
- effect the description of qualifications in terms of learning outcomes (jobs profiles)
- secure the development of high quality VET pathways
- develop the role of VET trainers in relation to labour and learning changes
- support the integration of less favoured groups (immigrants, older learners, etc.)

The targets of the existing policy result from the governmental education, training and employment programmes, the priorities of the programme 'Education and Training 2010' (benchmarks) and the National Council of Education.

The General Secretariat of LLL (Geniki Grammateia Dia Viou Mathisis, GGDVM), the main body providing LLL has the responsibility for adult education and training. Its mission is to design, coordinate and support measures related with the completion of the basic and lifelong education and training of the adult manpower and those in danger of social exclusion. The basic fields of action are related with:

- basic education programmes,
- literacy programmes,
- CVET programmes,
- measures for fighting exclusion from the labour market,
- socio-cultural education programmes, and
- programmes of continuing training and further training for manpower,

Some of the main laws that have been issued, in order to achieve the aforementioned goals are the following:

- The Law of LLL (n. 3369/2005, Official Journal 171/ Issue A'/06.07.2005) intended to establish an integrated legal framework for more efficient co-ordination and systemization of the Lifelong Education and Training actions and bodies. The reformed institutional framework attempts to cover all levels of lifelong education and training of the Public Sector, while it provides social partners with the potential to create LL bodies, targeting to increase active participation and strengthen social effectiveness. Furthermore, it makes provision for:
 - distinction between Lifelong Education and Lifelong Training
 - issues of providers of Lifelong Education and Training
 - enacting of a collective body, named "National Committee for Lifelong Training", to improve coordination of Lifelong education and training services and interconnect them to ESSEEKA bodies.
 - formation of professional frameworks
 - certification of qualifications and vocational skills
 - funding and evaluation issues
- Common Ministerial Decision n. 113708/2005 (Official Journal 1814/ Issue B'/30-12-2005,), entitled '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 LLL. It also defines the procedures for the certification of knowledge, skills and competences of trainees.

The following autonomous LLL educational programmes are offered:

1. “Training of Adults in the acquisition of basic skills in New Technologies - Heron” which aims to instruct citizens about the basic principles of operation and use of the computer.
2. “Training of Farmers in order to Undertake Activities in the Secondary and Tertiary Sector of the Economy - Hesiod” which aims to provide knowledge and skills to farmers and to prepare and encourage them in order to undertake effectively activities in the Secondary and Tertiary Sectors of the Economy.
3. “Risk, Crisis, Emergencies and Disasters Management: I Protect Myself and Others - Offer of Voluntary Services” which aims to offer citizens knowledge and skills for risk and crisis management and for dealing with emergencies and natural disasters.
4. “Greek Language Learning as a Second Language to Working Immigrants” is addressed to working immigrants regardless of ethnicity, to spouses of Greek citizens as well as to citizens of third countries.
5. “Health Education - Sexually Transmitted Diseases - AIDS” is addressed to students of Upper Secondary Schools, Parents’ and Guardians’ Associations, Young People in the Armed Forces and generally to every citizen.
6. “Instruction and Counselling Support of families of Gypsies, Muslims, Repatriates and Immigrants” which aims to contribute to the creation of a supportive family environment that will assist the student, reducing school failure and departure from school and finally it will remove the danger of social marginalization.

2.1.2 POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

In the Guidance and counselling sector, the wish of the Greek state is to promote educational policies that develop human resources, promote LLL and enhance productive employment among the young. The strategic goal of the National System of Linking Vocational Education and Training with Employment (ESSEEKA) is the construction and the continuous operation of an effective System of Counselling and Vocational Guidance and Connection with the Labour Market available for the trainees and the graduates of VET. In this context, several actions have been designed and implemented that aim at connecting education (general, technical and tertiary) and training with the labour market, the vocational guidance of the young, the elimination of gender inequality as far as educational/ professional choices are concerned. A recent development in this sector is the creation of an electronic communication platform, “IRIS”, addressing bodies and people that provide counseling and career guidance at secondary and tertiary level education, as well as vocational training and education in the labour market. (see theme 8).

A new development concerning teacher and trainer training in post secondary IVET and LLL structures is the drawing up of a single register of trainers that are employed in their structures. When it is issued, training will be provided and two types of training programmes will be offered; the first addressing professionals without a tertiary education degree and the other those who despite having a tertiary education degree, lack in teaching experience. As far as CVET is concerned, training is a pre-requisite in order for someone to be accredited. A blended type of Distance learning is used while prospective trainers have to be enrolled in the Introductory Adult Trainers’ Register. They acquire knowledge and skills related to pedagogies through their active participation. Assessment is based on a combination of participation, essay-writing and planning and presentation of a micro-teaching session. (see theme 6).

A central and innovative development for VET concerning skills needs strategy in Greece is the ministerial decision regarding a common methodology for the creation of occupational standards. Furthermore, a new achievement was the development of 145 new occupational standards in March 2009. These actions serve to establish and maintain an effective balance between IVET and CVET, to respond to specific fast-changing job requirements and skills needs. (see theme 7).

As for the validation of non-formal and informal knowledge, education and training skills, there is no legislation concerning the mechanisms, tools, methods and practices up to now. The non-existence of a certification system for qualifications leads to non-acknowledgement of skills which have been acquired by employees via informal/ non-formal learning. Furthermore, no access is given to further formal education or to regulated professions. However, they are considered as an additional qualification that can be used to improve the professional position by employees who already work. Besides, there are a lot of workers as well as unemployed people who are interested in participating in non-formal learning programmes.

2.1.3 CURRENT DEBATES

The main goal is the establishment of a society of learning and knowledge, in which everything can become an opportunity to learn and to develop knowledge, skills, capabilities and talents that every person carries. In this framework, the main political issue emerging at national level is the development of not only the formal but also informal and non-formal education. The possibility to certify knowledge that has been acquired outside the formal educational environment, either within the framework of non-formal educational schemes or through experience, is a requirement that will allow the establishment of a comprehensive LLL system. An identified obstacle towards this goal is the lack of “tradition” regarding a comprehensive approach to this issue, as well as the subsequent lack of systematization.

2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

As far as NQF/ EQF are concerned, an attempt on a pilot basis has been made by the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) and its delegate European Organisations in the framework of the application of NQF. Within the ‘EQF frame’ programme (Malta Qualifications Council-Ministry of Education Youth and Employment, Malta), this attempt aims at aligning specializations in the field of tourism in Greece with standards set by EQF.

Concerning ECVET, there is no legislation for the accumulation and transfer of qualifications up to now. However, OEEK has implemented the specialties ‘International Trade Executive’ and ‘Small-medium enterprise executive’ in the form of units which were designed in the context of the approved pilot programme Leonardo da Vinci “Cominter” and the corresponding certification units. Apart from Greece, France, Italy, the Netherlands, Portugal, Romania and Slovenia participate in the programme. The development of these profiles aims at facilitating the geographical mobility of trainees coming from the participant countries. During the second stage of the programme the occupational profiles were modified in a curriculum in order to be introduced in public Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK). This is the first time that the system of transferring credit units has been implemented at ISCED 4 level in Greece. The programme regards the development of the specialties in the form of certification units in order for the occupational profiles to become compatible with the current system of education and training in force. In this way, trainees can transfer or collect them depending on their needs for occupation or education. In general, the system

of credit units of VET aims at increasing mobility as well as transparency of occupational profiles within a national system or among various countries.

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**. Thus, as the National Centre of Europass, is responsible for its provision, 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 geographical mobility in IVET at post-secondary level is concerned, 35 VET mobility programmes were implemented in 2008. There were two kinds of programmes; IVT (Initial Vocational Training) programmes that addressed trainees and VET PRO programmes for professionals in VET, both functioning in the framework of Leonardo. The total number of IVT programmes in all VET structures implemented in 2008 was 55, while the respective numbers of PLM and VET PRO were 8 and 44. These programmes address the needs of all those that take an active part in VET as well as to the needs of bodies that provide or facilitate VET. Moreover, in 2008, 251 Europass mobility documents were issued by OEEK.

2.3 POSSIBLE PROJECTIONS OF THE FINANCIAL CRISIS ON VET POLICIES

2.3.1 THE FORESEEN CONSEQUENCES OF THE CRISIS ON VET

As the crisis is too recent to observe any consequences on VET, no official studies have been carried out by now concerning this issue. However, deep concern on the part of social partners and private companies has been expressed. Their attitude towards how to face the crisis is put forward in the view that, apart from the necessary measures aiming at reinforcing enterprises, qualitative education and training of employees constitute the way out because they lead to the improvement of productivity and competitiveness of the Greek economy.

2.3.2 THE MEASURES ALREADY TAKEN OR ENVISAGED TO BE TAKEN AS RESPONSE TO THE CRISIS

In order to respond to the global financial crisis, the General Secretariat for the Management of European Funds (Geniki Grammateia Diacheirisis Koinotikon kai allon poron) of the Ministry of Employment and Social Protection (Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP), has planned and implemented measures related to VET concerning the unemployed and the employees of small-medium enterprises.

Concerning the unemployed, the total budget amounts to 273,400,000 euro. In particular, the following actions have been planned and their implementation was started during the first three months of 2009:

1. Training for the unemployed involving compulsory -guaranteed employment in workplaces in the field of constructions. It aims at strengthening that field, which is expected to be affected by the crisis. It is compulsory for 30% of the beneficiaries to be placed in workplaces. The budget amounts to 89,600,000 euro and 7,000 unemployed people benefited.

2. Training for the unemployed in 'green professions' involving compulsory- guaranteed employment in relevant workplaces. It aims at training unemployed people in the fields of

sustainable development, renewable sources of energy, waste management and landscape restoration in order to create 'green' workplaces, following the European guidelines for green development. It is an innovative action adapted to contemporary needs and requirements. It is compulsory for 30% of the beneficiaries to be placed in workplaces. The budget amounts to 94,000,000 euro and 7,000 unemployed people benefited.

3. Training for the unemployed involving compulsory -guaranteed employment in workplaces in the field of tourism. It aims at reinforcing the field which is expected to be affected by the crisis. It is compulsory for 30% of the beneficiaries to be placed in workplaces. The budget amounts to 45,400,000 euro and 3,500 unemployed people benefited. The Hellenic Chamber of Hotels (Xenodocheiako Epimelitirio tis Ellados, XEE) in cooperation with the Institute of Tourist Research and Projections (Institouto Touristikon Erevnon kai Provlepseon, ITEP) have already stressed the importance of training in safeguarding employment and consider it as one of the three pillars on which short-term measures are based.

4. Training for the unemployed in basic ICT skills. It involves the implementation of training programmes and aims at the acquisition of knowledge and the upgrading of qualifications of the trainees in the field of ICT. These programmes lead to certification of knowledge. The budget amounts to 30,000,000 euro and 30,000 unemployed people, mainly up to 25 years old benefited.

5. Training for the unemployed in specialised ICT skills. It involves the implementation of training programmes in software and applications development, communication systems and networks management and informatics project managing. These programmes lead to the certification of knowledge, which correspond to the requirements of contemporary labour market. The budget amounts to 14,400,000 euro and 4,000 unemployed people benefited.

As far as employees in small-medium enterprises are concerned, the total budget amounts to 302,000,000 euro. In particular, the following actions have been planned:

1. In-service training: the global financial crisis is expected to have consequences on small and very small enterprises, which form the base of the Greek economy. This project, whose budget amounts to 250,000,000 euro, aims at reinforcing manpower's employability through the acquisition of new knowledge and the upgrading of their existing skills and at ensuring the sustainability of enterprises through promoting innovation and improving their competitiveness. For the afore-mentioned reasons as well as the need for accelerating the rate of adaptability of enterprises to the needs of global economy, YPAKP has proceeded to establishing Vocational Training SA (Epangelmatiki Katartisi, AE) in order to promote programmes to small and very small enterprises. Its implementation started in the first three months of 2009.

2. Programme agreement between YPAKP and the social partners: ensuring maximum social consensus is an important point of the strategy of YPAKP. The programme agreement, signed between YPAKP and the social partners, forms the basis for the implementation of interventions on the part of the social partners. In particular, YPAKP intends to spend up to 2% of the OP "Human Resource Development", which amounts to 52 million euro, on the implementation of common actions by the social partners, which aim at enhancing the adaptability of both employees and enterprises in order to face the consequences of the crisis. Its implementation was planned for the first six months of 2009.

Apart from measures taken by the state, deep concern has been expressed by the social partners, which has been depicted in the suggestions put forward by the Federation of

Greek Industries, (Syndesmos Ellinon Viomichanon, SEV). In particular, SEV has proposed measures aiming at maintaining employment in the areas of training, increasing youth employment and supporting employment in small enterprises. As for training, the following measures are suggested:

1. Special subsidy of business that undertake to train people who have lost their jobs by the OAED.
2. Training programmes targeted at promoting skills development in accordance with the needs of the labour market in order to enhance employment especially among young people and women.
3. Active policies of lifelong learning for workers in specific industries that are declining.

Finally, the European Globalisation Adjustment Fund (Evropaiko Tameio Prosarmogis stin Pangosmiopoiisi, ETP), which was established following the regulation 1927/2006 of the European Parliament and the Council, aims at funding active labour market policies. Under the current circumstances, the ETP could act as a supplement to measures taken at a national level by supporting the following actions:

- a) job search assistance, vocational guidance, training and retraining, including ICT skills and certification of acquired experience, placement at work posts and promotion of entrepreneurship or provision of help for self-employment; and
- b) specific measures for a limited period of time, such as job search allowances, mobility allowances or allowances to individuals participating in lifelong learning and training activities.

3. LEGISLATIVE AND INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

3.1 LEGISLATIVE FRAMEWORK FOR IVET

LAW 2009/1992

“NATIONAL SYSTEM OF VOCATIONAL EDUCATION AND TRAINING AND OTHER REGULATIONS”

It established a National System for VET (Ethniko Systima Epangelmatikis Ekpaidefsis kai Katartisis, ESSEK) that is developed in co-operation with the Greek and European relevant bodies and social partners. It aimed at securing flexibility in training specialisations offered and improving the quality of training provision by introducing a national accreditation process for vocational knowledge and skills.

It introduced changes at post-secondary level:

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

LAW 3191/2003

“NATIONAL SYSTEM FOR LINKING VOCATIONAL EDUCATION AND TRAINING TO EMPLOYMENT” (ETHNIKO SYSTIMA SYNDEISIS TIS EPANGELMATIKIS EKPAIDEFSIS KAI KATARTISIS ME TIN APASCHOLISI, ESSEEKA)

ESSEEKA provides the framework for effective coordination of the systems of Initial and Continuing Vocational Training, the recording of needs of the labor market, performed by the Employment Observatory (PAEP), and the formation of vocational frameworks, which lead to the development of reliable initial and continuing training curricula.

It seeks to facilitate the process of meeting the manpower needs of the Greek labour market. It creates a framework for the planning and coordination of a national policy related to VET 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 have replaced 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 established Vocational Schools (Epangelmatiki Scholi, EPAS), which 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.

LAW 3699/2008

“SPECIAL EDUCATION AND TRAINING OF PERSONS WITH DISABILITIES OR SPECIAL EDUCATIONAL NEEDS”

It provides for special vocational lower secondary schools in which studies last for five years, special vocational upper secondary schools, in which studies last for four years. Moreover, it provides for a special vocational school in which studies last for four years and the laboratories of special vocational education and training in which studies last from five to eight years.

3.2 INSTITUTIONAL FRAMEWORK: IVET

At **EU LEVEL**, Greece has aligned its policies with those of the European Union.

At **NATIONAL LEVEL**, Ministry of National Education and Religious Affairs (Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων - ΥΠΕΠΤΗ) is mainly responsible for IVET, whereas the Ministry of Labour and Social Protection (Υπουργείο Απασχόλησης και Κοινωνικής Προστασίας - ΥΠΑΚΠ) has a role to play. The two Ministries have been cooperating since 2004 in VET issues and Law 3369/2005 on “Lifelong Learning” illustrates it. In particular, it 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.

ΥΠΕΠΤΗ provides IVET through:

- EPAL and EPAS at upper secondary level.
- OEEK, which runs IEK, at post secondary level

CENTRAL GOVERNMENT:

- ΥΠΕΠΤΗ has the responsibility to design, develop and implement policies, through the following bodies:
 1. The Pedagogical Institute (Paidagogiko Institutouto, PI), an advisory body on educational issues.
 2. The Department of Technical Vocational Schools in the Secondary Education Directorate of ΥΠΕΠΤΗ, which is responsible for EPAL and EPAS.
 3. OEEK, which organises public IEK, supervises private ones, forms the regulatory framework for the operation of IEK belonging to other ministries and is responsible for certifying professional qualifications.

ΥΠΑΚΠ is also involved in IVET through:

1. Apprenticeship EPAS run by the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED). There are 52 Apprenticeship EPAS belonging to OAED and supervised by ΥΠΑΚΠ
2. IEK run by OAED, at post-secondary level.

REGIONAL GOVERNMENT:

As far as Secondary Education is concerned at a regional level, there are three tiers of administration. 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).

LOCAL GOVERNMENTS:

Not applicable

SOCIAL PARTNERS:

The contribution of Social Partners to the definition and implementation of the VET strategy and policies 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 other committees by monitoring programmes funded by the EU. Their role has been established and can be represented in a great number of public bodies.

Social Partners like the Federation of Greek Industries (Syndesmos Ellinon Viomichanon, SEV), the Institute for Industrial and Vocational Training (Institouto Viomichanikis kai Epangelmatikis Epimorfosis kai Katartisis, I.V.E.P.E.), the National Confederation of Hellenic Commerce (Ethniki Synomospondia Elliknikou Emporiou, ESEE), the Development Centre of Greek Commerce (Kentro Anaptyxis Ellinikou Emporiou, K.A.EL.E.), the Greek General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, GSEE) and the General Confederation of Professionals, Craftsmen and Tradesmen (Geniki Synomospondia Epangelmation, Viotechnon, Emporon Ellados, GSEVEE) have contributed effectively to the improvement of VET and the promotion of employment. Furthermore, they have promoted research and publications and have undertaken initiatives for the investment in human resources and the promotion of 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 YPEPTH and consists of a president, a vice-president, and representatives of YPEPTH, YPAKP, the Ministry of Economy and Finance and the Social Partners.

In the framework of their partnership, social partners take part in the collective bodies that operate towards the direction of fulfilling OEEK's aims. Such bodies are:

- Tripartite Advisory Committees (Trimereis Symvouleftikes Epitropes, TSE), whose main task is to survey the labour market at regional and local level, and consequently propose to the administrative board of OEEK the introduction of new specialties in IEKs or the withdrawal of specialties 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.
- Central Examination Committee for the Accreditation of IVET (Kentriki Exetastiki Epitropi Pistopoiisis Epangelmatikis Katartisis, KEEPEK). KEEPEK, together with the social partners determines a number of issues related to OEEK certification exams such as the carrying out of the exams and coordination and supervision of the Regional Examination Committees (Perifereiaki Exetastiki Epitropi, PEEP). PEEPs have a variety of tasks to carry out during the certification period;
- Committees that develop curricula, by representing both sectors and occupations. They act as experts in the various fields and contribute to the development of curricula for IEKs.

3.3 LEGISLATIVE FRAMEWORK FOR CVET

LAW 2224/1994:

REGULATION OF WORK-RELATED ISSUES, TRADE UNION RIGHTS, HEALTH AND SAFETY OF EMPLOYEES, THE ORGANISATION OF THE YPAKP (MINISTRY OF LABOUR AND SOCIAL AFFAIRS) AND OF THE LEGAL ENTITIES SUPERVISED BY IT AND OTHER REGULATIONS.

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

OAED can assign the implementation of training programmes for both the working population and the unemployed to public and private bodies.

LAW 2434/1996

'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), which forms the most important source of private funding for training and constitutes 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. Its resources 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 of Lifelong Learning (Geniki Grammateia Dia Viou Mathisis, GGDVM) of YPEPTH (Ministry of National Education and Religious Affairs). According to Presidential Decree 142/31-05-2002, its primary aim is the technological and scientific support of the programmes of GGDVM 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 regarding training to other public companies operating under its supervision. Furthermore, significant activities such as job placement, social insurance, apprenticeships and counselling/ career guidance support for the unemployed are 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 LAW 113172/2005

‘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

‘SYSTEM FOR THE ACCREDITATION OF VOCATIONAL TRAINING CENTRES (KEK)’.

It aims at the improvement of CVET, as well as the reinforcement of vocational qualifications and skills of employees, the unemployed and socially vulnerable groups.

COMMON MINISTERIAL DECISION 113708/2005

‘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 LLL. It also defines the procedures for the certification of knowledge, skills and competences of trainees.

COMMON MINISTERIAL DECISION 110328/2005

‘SYSTEM FOR THE ACCREDITATION, MONITORING AND ASSESSMENT OF SPECIALISED CENTRES FOR THE SOCIAL AND VOCATIONAL INTEGRATION OF PEOPLE WITH DISABILITIES AND FORMER DRUG USERS AND DRUG USERS IN TREATMENT’.

It defines the terms and conditions for establishing, operating, accrediting and monitoring of Specialised Centres for the Social and Vocational Integration of People with Disabilities and Former Drug Users and Drug Users in Treatment.

COMMON MINISTERIAL DECISION 110998/2006

‘ACCREDITATION OF OCCUPATIONAL PROFILES’.

The aim of the development and accreditation of occupational profiles within the framework of CVET 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.

COMMON MINISTERIAL DECISION 113616/2006

‘SYSTEM OF ACCREDITATION OF ADULT TRAINERS’.

It defines the institutional framework for the enrolment and accreditation of adult trainers. In particular, it defines the terms, criteria and the process of enrolment in the Registers; it abolishes the former distinction between instructors and trainers and introduces six sub-registers.

3.4 INSTITUTIONAL FRAMEWORK: CVET

CENTRAL GOVERNMENT

CVET is mainly provided by Ministry of Employment and Social Protection (*Ypourgeio Apascholis is kai Koinonikis Prostatias, 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*).

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 Ekpedeufs is Enilikon, KEE*) and 54 Prefectural Committees of Adult Education (*Nomarchiaki Epitropi Ekpedeufs is 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.

More actors, bodies and Ministries also have a share in providing LLL and CVET. A description of the actors responsible on policy and implementation level is offered in the table below.

RESPONSIBLE ACTORS	WHAT IS OFFERED	PATHWAYS
YPAKP/ EKEPIS	CVET provided by KEK including those for people with special needs (KEK Amea)	Specialisation - Access to the Labour Market
YPEPTH through GGDVM: - Prefectural Committees for Adult Education (NELE) - Adult Education Centres (KEE)	Skills development for Adults	Reintegration in the Labour Market
YPEPTH through GGDVM: - Second Chance Schools (SDE)	Completion of compulsory education	Education and training
YPEPTH through GGDVM: - The Centre of Distance Lifelong Education and Training for Adults (K.E.E.EN.AP.)	Lifelong Education and Training of adults	Education and training
YPEPTH/ Hellenic Open University (EAP)	Undergraduate and post-graduate studies	Specialisation - Access to the Labour Market
Ministry of Health and Welfare (YYKA) - National Public Health Schools. CVT provided by KEK	Education, Retraining and Specialization for health care experts Training of employees in the National Health System (ESY).	Specialisation
Ministry of Rural Development and Food - Organization of Agricultural Vocational Education, Training and Employment (OGEEKA) (KEK Dimitra)	Training of farmers and other workers in the rural sector	“Green” certificates which are provided through various combinations of certifying education, distance learning, seminars, practical exercises and apprenticeship.
Ministry of the Interior and Public Administration (YPESDA) -National School for Public Administration (ESDD) - Institute of Training (IN.EP.)	Pre-entry and post-entry education of newly appointed employees in the public sector as well as training and further education of the executives of public administration	Specialisation
Ministry of Tourism Organization of Tourism Education and Training (OTEK)	Advanced Schools of Tourism Education Vocational training for the hotel, catering and tourism professions at all levels of study	Specialisation for getting access to the Labour Market
Private KEK	CVET programmes	Certificates of attendance can be taken into account during staff selection
Schools of Liberal Studies (KES)	Private Schools providing non formal general CVET and training	Certificates of attendance are viewed positively in the labour market
Major Public Enterprises (the Hellenic Telecommunications Organisation (OTE), the Public Power Corporation (DEI), etc.)	Training departments and training units	They provide employees with knowledge and skills which are required for their specific jobs

4. INITIAL VOCATIONAL EDUCATION AND TRAINING

4.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

The education system in Greece consists of three successive levels: primary, secondary and tertiary. The Ministry of Education & Religious Affairs (Ypourgeoio Ethinikis 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 2 ½ (pre-school education) in public or private nursery schools, while kindergardens are attended by children aged 4 to 6. Compulsory education in Greece lasts for 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 ethnic, 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 Gymnasia](#) and induction classes for children with special education needs. Finally, since 1996, [Multicultural Education](#) has been adopted, aiming to meet the educational needs of social groups with a particular ethnic, social, cultural or religious identity. Successful graduation of lower secondary education is certified by a lower secondary education certificate (apolytirio gymnasiou).

Post-compulsory secondary education (Lykeio - Isced level 3), is provided in general upper secondary education (Geniko Lykeio), which offers 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 EPAL and EPAS, which are relatively 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 in these structures, as follows:

- Curricula in EPAS include only technical-vocational subjects and laboratory practice. For this reason, only those who have graduated from class A' (1st year) of Vocational or Geniko Lykeio can enrol in EPAS, so that students have adequate general knowledge and the necessary knowledge background.
- As far as EPAL are concerned, lower secondary education graduates as well as holders of an equal certificate issued abroad can enrol in class A' (1st year) without exams.

Geniko Lykeio and EPAL graduates can have access to tertiary education since they can participate in exams and continue their studies in Universities (Anotata Ekpaideftika Idrymata, AEI) and Higher Technological Vocational Institutions (Anotata Technologika Ekpaideftika Idrymata, 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 AEI and 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*), public or private, supervised by the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK). 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, but the vast majority among them is run by YPEPTH.

A recent law (law 3699 - Official Journal 99/ Issue A / 2-10-2008 “Special Education and Training of persons with disabilities or special educational needs”), provides for special vocational lower secondary schools in which studies last for five years, special vocational upper secondary schools, in which studies last for four years. Moreover, it provides for a special vocational school in which studies last for four years and the laboratories of special vocational education and training in which studies last from five to eight years.

The institution of Second Chance Schools (Scholeia Defteris Efkaerias, SDE) address 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 SDE and graduates receive a leaving certificate equivalent to that of the [Primary](#) and [Lower Secondary](#) School leaving certificate.

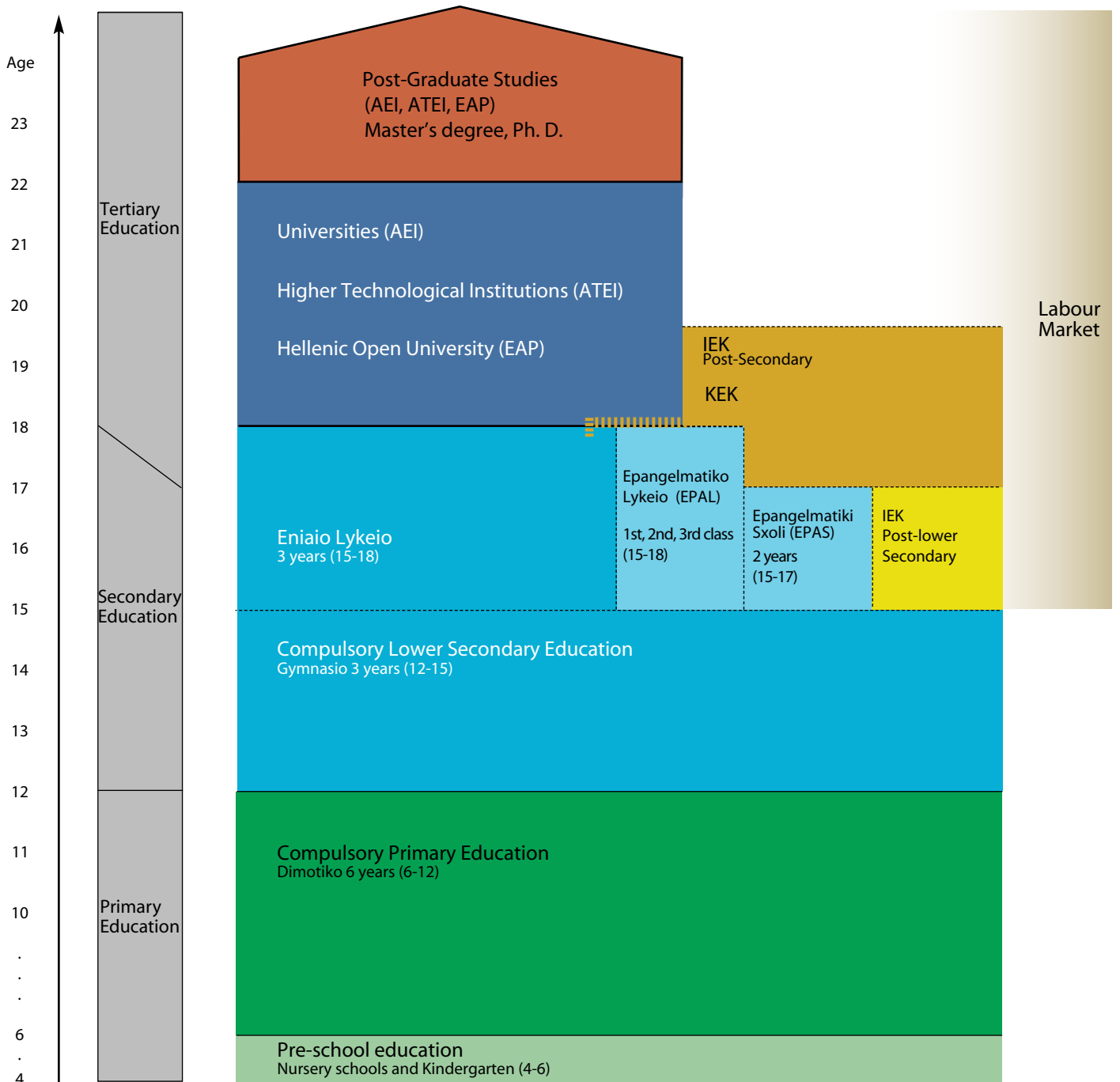
In formal education the award of a formal school-leaving certificate is the official authorization. As a consequence of the classification of the education institutions, a title (school-leaving certificate, degree etc.) is compulsory for pupils at each education level in order to continue to the next.

As far as quality assurance mechanisms are concerned, according to the National Strategic Reference Framework (ESPA), general education and VET play a crucial role because they contribute to social policy, economic and cultural development and to the foundation of knowledge, skills and human resources in order to face future challenges. In this framework, ESPA states that evaluation should be encouraged in order to develop long-term policies. Decision makers should realize what is going on within their systems through the encouragement of an evaluation culture. A basic choice towards this direction is the process of quality assurance through assessment functions in order to lay emphasis on the level of qualitative features of the Greek education system. The continuous recording of the findings will enable and strengthen interventions. Thus, Greece needs to open communication channels for the organisation of research. Apart from collecting data, it should also develop mechanisms for the evaluation of the implemented policies.

The following table 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



4.2 IVET 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. In this way, pupils can obtain the appropriate skills in order to continue their studies in general Upper Secondary Education or start IVET.

However, there is also IVET at a *post* lower secondary education, supervised by OEEK and implemented by IEK. More particular, some basic characteristics of *post* lower secondary VET are summarised in the table below:

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
POST LOWER SECONDARY VET, IEK	Transport and tourism Geotechnical Health - beautician/ cosmetics - social services Construction Applied arts Electronics - electrics - engineering	Level 2	35% - 65%	1 year of school based - 6 months of optional practical training	1 year	No

The main target group of *post* lower secondary IVET consists of adults who do not wish to continue their studies in upper/ *post* secondary IVET and of course higher education but they wish to obtain some basic vocational skills so as not to enter labour market as completely unskilled technicians. The main necessary admission requirement is the completion of lower secondary education (Gymnasio) or a second chance school (SDE). Prior working experience in the field is also strongly appreciated. Roughly talking, all applicants for this level of IVET are usually accepted, as there is much need in the labour market for this kind of technicians. The minimum admission age of trainees is 18, whereas there is no age limit for enrolment. On the contrary, candidates aged 19+ receive extra points in the selection procedure.

Trainees at public IEK have to pay registration fees each semester either if they participate in lower or *post* secondary IVET. All fees and financial elements are analysed in detail in paragraph 4.6. It is evident that in private IEK trainees pay admission fees, which are determined by the market.

Curriculum development process, the main characteristics of the curricula, the teaching methods and materials, assessment and progression are the same as in *post* secondary IVET that is explicitly discussed in paragraph 4.6.

There are six broad fields, where a total of 19 specialties belonging to these are offered. More specifically, the specialties are divided in fields and groups, as follows:

TRANSPORT AND TOURISM SECTOR

Foods Group

1. Cook Assistant

2. Restaurant Assistant
3. Confectionery Assistant
4. Baker's - Confectioner's Assistant

GEOTECHNICAL SECTOR

National resources development Group

5. Agricultural and Livestock Exploitation Assistant

ELECTRONICS - ELECTRICS - ENGINEERING SECTOR

Engineering group

6. Heating Installations Technician
7. Water Supply and Sewerage Technician

CONSTRUCTION SECTOR

Construction Works Group

8. Painting Technician
9. Building Technician
10. Mosaics and Flagstone Technician
11. Plasterer
12. Stone carver - Marble Technician
13. Aluminum and Iron Construction Works Technician

APPLIED ARTS SECTOR

Preservation Group

14. Traditional Arts Technician

Decoration Group

15. Carpenter
16. Wood Carver
17. Mosaics Technician

HEALTH - COSMETICS - SOCIAL SERVICES SECTOR

Beautician/ Cosmetics Group

18. Hairdresser's Assistant
19. Manicure Technician

4.3 IVET AT UPPER SECONDARY LEVEL (SCHOOL-BASED AND ALTERNANCE)

In Greece Initial Vocational Education at upper secondary level (Isced level 3) is provided by EPAL and EPAS, which were founded by Law 3475/2006 replacing the existing Technical

Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) and operated for first time in the school year 2006-2007. They offer vocational education and training and in particular, EPAL provide general education as well as technical - vocational education along with training whereas EPAS provide technical - vocational education along with training.

The table below presents some basic information concerning Upper Secondary Level IVET.

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL/ ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL -BASED AND WORK - BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
EPAL	see below	Level 3	70% - 30% (approximately)	Only school -based	3 years	yes
EPAS	33 specialties, among them: Interior Designers, Refrigeration, Ventilation and Air-conditioning Technicians, Dental Technician's assistants, Culinary Art, etc	Level 3	Only vocational subjects	Only school -based	2 years	yes

VOCATIONAL LYCEUMS (EPANGELMATIKO LYKEIO, EPAL)

EPAL is classified as secondary non-compulsory education and offers both day and evening classes. Studies in day schools last for three years and include the 1st, 2nd and 3rd grades. Studies in evening vocational schools last for four (4) years and include the 1st, 2nd, 3rd and 4th grades. The pupils in each class of grade or field or specialization cannot be more than twenty-five (25). 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. Registration in the 1st grade (Class A) takes place without examinations, once pupils submit their leaving certificate to the Principal of the EPAL. As for the 2nd grade, certain fields and specialties are provided in each EPAL. Therefore pupils choose a school according to their preferences.

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 divided into professional sectors and general subjects as well as technical knowledge fields. Students have to declare which sector they wish to attend which is 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 divided into specialties and general subjects as well as specialty oriented ones. On third class enrolment students choose the specialty they wish to attend, which has to belong to the sector they attended in the second class.

As far as curricula of EPAL are concerned, general knowledge subjects and specialisation (technical-vocational and workshop exercises) subjects are taught. The general knowledge subjects in the 1st grade of all three (3) levels cover 70% of the total programme and specialisation subjects 30%. The following levels (divided into individual fields and specialisations) are provided in the 1st grade:

- Technology
- Services
- Maritime

The following fields are provided in the 2nd grade:

- Engineering
- Electrician
- Electronics
- Building Works
- Information Science
- Economics and Management
- Health and Welfare
- Agriculture, Food & Environment
- Maritime/ Shipping

The following fields are provided in the 3rd grade:

- General mechanical engineering
- Car engineering
- Electrical facilities
- Computer systems & networks electronic experts
- Economics and Management employees
- Tourist enterprises employees
- Assistant nurses
- Medical & biological laboratories assistants
- Pharmacy assistants
- Technology & Food Control
- Landscaping - Environment & Agro-tourism
- Modern Business Agriculture
- Merchant Marine Masters
- Mercantile Marine Engineers

The subjects in EPAL are distinguished into general knowledge, theoretical vocational education, mixed subjects and subjects with two or more cognitive objects.

In the 1st grade of all cycles, twenty-five hours of general knowledge subjects are taught (Religious Education, Modern Greek Language-Literature, History, Algebra-Geometry,

Physics, Chemistry, Foreign Language, Principles of Economics, Physical Education) and nine hours of vocational orientation subjects. According to decision number 111276/Γ2/8-10-2007 of YPEPTH, the Vocational courses of the 1st Grade of the Technology cycles, are as follows: Elements of Technology, Information Technology Applications, Technical Design, School Vocational Guidance - Work Environment. The Vocational courses of the Services Cycle are: Elements of Technology, Information Technology Applications, European Union (Institutions and Policies) and School Vocational Guidance - Work Environment. The Vocational courses of the Marine-Maritime Cycle are: Maritime, Maritime Knowledge, Elements of Ships' Engines, Information Technology Applications, and Technical Design. The weekly schedule covers a total of thirty four or thirty five teaching hours.

The number of fields and specialties operating in each EPAL depends on the local socioeconomic conditions and needs, and the numbers and preferences of the pupils, the recommendations of Municipal Committees and the Pedagogic Institute and of Prefectural Committees and the Heads of Secondary Education Offices.

The students of EPAL are offered Additional Support Teaching both in general knowledge subjects and in specialisation subjects up to four hours of teaching per subject and fourteen hours of teaching in total.

The assessment of pupils in EPAL is governed by the general principles and philosophy of the similar procedure applied in general upper secondary structures. Furthermore, methods to assess performance of pupils in workshop subjects are applied. A common assessment scale is registered for every individual subject, each four month period and in calculating of the average general mark. The mixed subjects of theoretic and workshop or design feature are examined and assessed independently for each feature. The final mark of the subject in question is based on the average of the theoretic and workshop or design parameters and ultimately a single mark is registered. Subjects with one or more cognitive objects are examined and marked for each object and the mark registered is the average of the partial cognitive objects.

Regarding possible pathways available to graduates of EPAL, it should be mentioned that they receive a school - leaving certificate and a degree of level 3 (Law 2009/ 1992, paragraph 1, article 6, Government Issue 18 A'). The certificate of an EPAL is equal to the leaving certificate of a general upper secondary school. Graduates have the following options:

- They may receive a certificate - licence to practice a trade pursuant to applicable provisions.
- They may seek admission to departments or faculties of Higher Education Institutes, after sitting exams, pursuant to the terms and conditions of Article 7 of Law 3475/2006.
- They may register, in order of precedence, in a corresponding specialisation at IEK - post-secondary non-higher education.

VOCATIONAL SCHOOLS (EPANGELMATIKI SCHOLI, EPAS)

EPAS addresses students (ages 16-18) who are interested in acquiring practical skills. In this case, there are no defined vicinities criteria regarding the eligibility of pupils to attend, since the specialisations offered depend on the demand of the pupils and the socioeconomic conditions and needs of each area. Pupils admitted to the 2nd grade of Vocational or General upper secondary schools and those promoted to the 2nd grade of

1st-level TEE¹ can be registered in the 1st grade of EPAS. Attendance is also obligatory, they operate during the day and there are no fees for pupils. Studies last for two years organized around specialisation classes while they comprise two classes (A' and B') which are further divided into thirty-three specialties. Curricula include technical vocational subjects as well as laboratory practice. Pupils in each class cannot be more than twenty-five (25).

Curricula in EPAS include only technical vocational subjects and workshop exercises (laboratory practice) for the specialties. The subjects in EPAS are in principle specialization subjects.

While the vast majority of EPAS function under the umbrella of YPEPTH, there are also some that operate under the supervision of other Ministries or even some that are private.

Regarding possible pathways available to graduates of EPAS, they receive a school-leaving certificate and a degree of level 3, 3 (Law 2009/ 1992, paragraph 1, article 6, Government Issue 18 A'), which provides them the ability to get a professional license and enroll in IEK - post secondary non higher education.

In particular, EPAS graduates have the following options:

- They may receive a certificate - licence to practice a trade.
- They may register in the 2nd grade of EPAL.
- They may register in a corresponding specialisation at IEK.

As far as teaching methods are concerned, in both EPAL and EPAS structures it is pursued to apply modern pedagogical methods, depending on the subject,. Teaching methods mainly include: lectures, demonstrations, teaching in groups, skill development exercises, encouraging the pupil to be self-motivated and to participate actively in school workshops or special School Workshop Centres, and practice on-the-job in relevant workplaces.

4.4 APPRENTICESHIP TRAINING

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL/ ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
APPRENTICESHIP EPAS	Same as in EPAS	Level 3	Only vocational subjects		2 years	yes

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 Employment and Social Protection (Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP). OAED specializes on issues concerning

¹ 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).

employment. It investigates the labour market, knows its trends and dynamically evolving works, thus education and practical training in fields demanded by the labour market determine OAED's effort.

Apprenticeship EPAS belong to upper 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. Graduates of A' grade of General or Vocational school are the only ones who can enroll in apprenticeship EPAS.

Trainees become active members in the labour market from the first year of their studies. 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 theoretical training in class and at the same time practical training in public or private enterprises 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 as well as 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)

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 enter the labour market
- To enroll in the B' grade of the General Vocational Lyceum
- To continue their studies in IEK - post secondary non-higher education.

In the school year 2007-2008, 13.964 students attended Apprenticeship EPAS.

4.5 OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Not applicable

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

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL/ ORIENTATION	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
POST-SECONDARY LEVEL IVET, IEK	Information technology - telecommunications - networks Financial and administration services Food and drink Transport and tourism Electronics - - electrics - - engineering Construction Industrial chemistry Applied arts Geotechnical Health - beautician/ - cosmetics - social - services Communications and - mass media Clothing and - footwear Culture and sport Agriculture	Level 4	Only school - based training	2 years	No

In Greece, IVET at post-secondary level operates under the supervision of OEEK/ YPEPTH whose primary task is to organise and govern IEK, to submit proposals to the Minister on forming directions and to draft and schedule IVET policy. The objective of OEEK is to provide up to date IVET 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 coordinates the operation of public IEK and supervises the private ones. Moreover, OEEK organises the final assessment exams for the acquisition of the vocational training diploma/ certificate, it determines the specifications and approves curricula of formal vocational training, provided by other bodies not being supervised by YPEPTH.

IEK are the educational institutions that provide IVET. There are 114 public IEK, operating in all prefectures of the country and mainly in the big towns and 52 private ones. In the fall semester, in both public and private IEK 37.280 trainees attended, while in the spring semester the respective number was 37.106. There are also IEK that operate under the supervision of other ministries and bodies, such as OAED/ YPAKP (28 IEK), the National

Centre for Immediate Help (Ethniko Kentro Amesis Voithias, EKAB/ Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Allilengyis, YYKA)), the Organization of Tourism Education and Training (Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK/ Ministry of Tourism (Ypourgeio Touristikis Anaptyxis)) and the Sivitanidios School (YPEPTH). For all the above mentioned IEK, OEEK determines the specifications and approves their curricula. Thus, all 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 their diploma.

The main target group consists of adults aged 18+ who do not wish to continue their studies in Higher Education (AEI and ATEI) but they need to obtain IVET so as to enter labour market as already skilled and efficient technicians. IEKs also offer further and supplementary 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 for four semesters. EPAL and EPAS graduates, attending a specialty relevant to the one they studied before, training lasts for two semesters. Each training year comprises of two separate semesters, winter and spring. Each semester lasts for fourteen weeks of full training. Training in public IEKs is usually held during afternoon hours.

The basic requirement for entering full-time post-secondary IVET is to hold an Upper Secondary Education certificate (Geniko Lykeio or an EPAL or EPAS). Moreover, admission to public IEK is based on criteria primarily relating to the average grade in the school leaving certificate, 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 and EU citizens pay €367 each semester, foreigners pay €734 and those who meet certain socio-economic conditions €190. Scholarships are available in certain circumstances. Besides, trainees have the opportunity to participate in subsidised practical training. Private institutions are self funded and the fees charged vary and are adjusted each year in accordance with the regulations in force. Private IEK graduates and other Minister's graduates have also been eligible for subsidised practical training since January 2009.

Trainees attend compulsory theoretical, laboratory and mixed lessons in the framework of the educational curricula, which cover a wide range of fields and specialisations. A total of 208 specialties fall into 14 broader fields (see table above). The subjects taught place emphasis on specialization rather than broader occupational skills. The language of instruction is Greek. Teaching of foreign languages (English, French, German, Italian) is stipulated along with the respective special terminology, per specialization.

Regarding teaching methods and materials, each specialty offers a determined schedule with particular teaching hours according to the specialty timetable. The various specialties of the same sector are offering their own special and complete circle of courses. In terms of both content and form, the teaching method seeks to provide contemporary and useful training in a modern and qualitative way, through the combination of theoretical presentation and workshop practice. The curriculum has incorporated the apprenticeship of trainees in working areas. Visits to enterprises are anticipated as a means to help trainees realize the actual dimensions of work, assimilate and transform theoretical knowledge and facilitate their professional progression. In the two last semesters, mainly specialisation subjects of the specific area are taught. Specialisation subjects are taught by using innovative methods (Internet teaching, simulation, case studies, role playing, etc) while workshop and mixed courses are taught in modern fitted out workshops of IEK, so as to strengthen technical training.

Trainees are assessed during the semester in the form of progress tests; final examinations are taken at the end of each semester. OEEK holds nationwide examinations twice a year,

which include theoretical and practical tests. Before taking the assessment examinations, graduates 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 takes place in the public sector or in private firms and it is supervised by a coordinator appointed by OEEK (usually the Director of IEK).

Trainees who successfully complete their training at IEK are awarded a Vocational Training Certificate, which entitles them to take part in the final accreditation examinations, which lead to the award of a Vocational Training Diploma, at the post secondary vocational training level (Isced level 4). The exam fees are €88.04. The Vocational Training Diploma is recognised both in Greece and in other E.U. member states and is a prerequisite for obtaining a licence to exercise a profession in the relevant specialties. OEEK has regulated the professional rights of IEK graduates in 63 specialties in collaboration with the competent Ministries and is in the process of promoting the professional rights of 52 specialties.

There is no direct access to tertiary education and OEEK graduates can enter Higher Education (AEI and ATEI) only by sitting national level examinations.

4.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Not applicable

5. CONTINUING VOCATION EDUCATION AND TRAINING FOR ADULTS

5.1 FORMAL EDUCATION

5.1.1 GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

According to relevant laws that regulate and define CVET, it constitutes a part of lifelong education and training, along with IVET. More specifically, 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 the unemployed and the workforce 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.

CVET does not belong to any of the structures of the formal education system but rather to non-formal. Therefore, no description of CVET can be made in the framework of formal education as required in 5.1.2.

5.1.2. MAJOR CHARACTERISTICS OF FORMAL CVET

Not applicable

5.2 NON-FORMAL EDUCATION

5.2.1 GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

See 5.1.1.

5.2.2. MAJOR CHARACTERISTICS OF NON-FORMAL CVET

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 Apascholis, 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 25-64 is concerned. Greek participation in 2007 was only 2.1% while EU 27 average participation is 8.6%.

TABLE 1 - LIFE-LONG LEARNING (ADULT PARTICIPATION IN EDUCATION AND TRAINING) - PERCENTAGE OF THE POPULATION AGED 25-64 PARTICIPATING IN EDUCATION AND TRAINING OVER THE FOUR WEEKS PRIOR TO THE SURVEY									
	2002			2005			2007		
	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
EU-27	7.2	7.8	6.6	9.8	10.5	9	9.5	10.3	8.6
GREECE	1.1	1.1	1.1	1.9	1.8	1.9	2.1	2.1	2.2

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.

5.3 MEASURES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM 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 Prostatias, 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 Thriskevmaton, 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 5.2.

6. TRAINING VET TEACHERS AND TRAINERS

6.1 TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

6.1.1 TEACHING AND TRAINING OCCUPATIONS IN VET

INITIAL VOCATIONAL EDUCATION (IVET) IS PROVIDED IN:

- Vocational Lyceums (Epangelmatiko Lykeio, EPAL)
- Vocational Schools (Epangelmatiki Scholi, EPAS)
- Apprenticeship EPAS (EPAS Mathiteias), which operate within the framework of upper secondary education.

The teaching personnel in these establishments are called **teachers**.

IVET is also 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 **trainers**.

CONTINUING VOCATIONAL EDUCATION AND TRAINING AND LLL ARE MAINLY PROVIDED IN:

- Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK) under the responsibility of EKEPIS (see 3.4)
- Education Centres for Adult Education (Kentra Ekpaidefsis Enilikon, KEE) under GGDVM (see 3.4)
- The Centre for Distance Lifelong Education and Training (Kentro Dia Viou Mathisis apo Apostasi, K.E.E.EN.AP under GGDVM (see 3.4)
- Prefectural Committees for Adult Education (Nomarchiakes Epitropes Laikis Epimorfosis, NELE) under GGDVM (see 3.4)

The teaching personnel in these establishments are called **trainers**.

In Greece, the teaching occupations are formally recognized 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 with different providers, work as an employee and/or be self-employed.

In IVET post-secondary structures, namely in IEK as well as in LLL structures the motivation for prospective trainers are the following: they get the know-how, their career prospects are developed, they enjoy a flexible form of employment which enables them to be employed elsewhere, they acquire experience, they are employed in structures providing distance learning and finally they acquire a high degree of professionalism.

In CVET, the National Accreditation Centre for Continuing Vocational Training (Ethniko Kentro Pistopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS) under the YPACP (Ministry of Labour and Social Affairs), provides trainers of CVET:

- the opportunity to be employed in accredited structures in co-funded vocational training programmes;
- the opportunity to attend specialized distance learning programmes for trainees;
- certification as adult trainers. Successful completion of the trainers' training programme and success at accreditation exercises leads to their enrolment in the Introductory Register of Trainers in Continuing Vocational Training (Mitroo Pistopoiimenon Ekpaidefton). For more information, please refer to 3.3;
- the possibility of enrolment in the Introductory Register, a crucial step towards their professionalisation, which leads to the creation of new dynamic educational communities;
- mobility and flexibility as a result of their enrolment in the Introductory Register;
- the possibility to be selected through a database, which is accessible online in the website of EKEPIS, in which their details are recorded. Thus, bodies providing training can select trainers who will be able to teach in co-funded VET programmes according to region, specialty, further specialization and a number of additional criteria; and
- privileges like the participation in events and training programmes, participation in European programmes and networks as well as a newsletter issued by EKEPIS.

6.1.2 RESPONSIBLE BODIES

The training arrangements for **VET teachers in upper secondary education** are regulated by the same bodies that are officially responsible for the regulation of VET systems. More precisely, the regulation of the VET structures and accordingly the respective teachers training arrangements are regulated by the competent Ministries. For instance, YPEPTH and the Pedagogical Institute (Paidagogiko Institutouto, PI) which is the scientific body of YPEPTH, regulate the provision of Initial Vocational Education as well as other managerial and scientific issues in EPAL and EPAS of their responsibility, including the teachers training arrangements. In particular, the following bodies are involved:

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

As for **trainers in IVET structures (IEK)**, the following bodies are involved:

- Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) of YPEPTH (see 3.2)
- OAED of YPAKP (see 3.2)
- OTEK (above)
- National Centre for Immediate Help (Ethniko Kentro Amesis Voithias, EKAB) - see 4.6

In **LLL structures** the competent body is the National Committee for Lifelong Training (Ethniki Epitropi Dia Viou Mathisis) - see 2.1.1.

As far as CVET is concerned, EKEPIS forms the institutional framework that rules the operation of those offering it through the following Common Ministerial Decisions:

- **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 KEK'. It defines the terms and condition for establishing and operating of KEK.
- **Common Ministerial Decision 110328/2005** (*Official Journal 231/B/ 21-02-2005*) 'System for the Accreditation, Monitoring and Assessment of Specialised Centres for the Social and Vocational Integration of People with Disabilities and Former Drug Users and Drug Users in Treatment. It defines the terms and conditions for establishing, operating, accrediting and monitoring of Specialised Centres for the Social and Vocational Integration of People with Disabilities and Former Drug Users and Drug Users in Treatment.
- **Common Ministerial Decision 111384/2003** (*Official Journal 616/B/ 19-05-2003*) 'System for monitoring and assessment of KEK'. It is an integrated system of methods, processes, criteria and actions aiming at checking compliance to the criteria and the terms of accreditation as well as to monitoring and assessment of the operation of KEKs and the efficiency of the actions implemented.
- **Common Ministerial Decision 113616/2006** (*Official Journal 1700/B/ 21-11-2006*) 'Adult trainers' accreditation system' which defines the terms, criteria and the process of enrolment in the Introductory Register of Adult Trainers, the terms, criteria and the process of enrolment in the Register of Accredited Adult Trainers and the process of managing changes of the data of those enrolled in Adult Trainers' Registers.
- **Common Ministerial Decision 113709/2005** 'System of Accreditation of Executives of Accompanying and Supporting Services (SYY)'. It defines the terms and conditions of enrolment in the Introductory Register of SYY and those of SYY Executives' participation in training programmes. Moreover, it defines accreditation processes of SYY executives and SYY executives' trainers.
- **Common Ministerial Decision n. 110998/19-04-2006** (*Official Journal issue 566/B'/02-05-2006*) 'On the Accreditation of Occupational Profiles' which defines the terms and processes of the development and accreditation of occupational profiles. The profile of horizontal skills of the Adult Trainer has been developed and accredited.
- **Common Ministerial Decision 113708** (Official Journal Issue 1814/ B'/30-12-2005) 'System of Accrediting Programmes, Knowledge, Skills and Competences'. It defines beneficiaries, standards of programmes, processes of development and accrediting programmes, assessment processes as well as the processes for the certification of knowledge, skills and competences of trainees.

6.1.3 RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

MINISTRY OF EDUCATION

A new development in post secondary IVET and LLL structures is the drawing up of a single register of trainers of both the General Secretariat of LLL (Geniki Grammateia Dia Viou Mathisis, GGDVM) and the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) that are employed in their

structures. This register is constantly open to new applications (Ministerial Decision 4444/06-10-2008 - Official Journal 2075/B'/7-10-2008).

Additionally, in **LLL structures** the following reforms have taken place in recent years:

- the standardization of the qualifications of adult trainers,
- awarding points for formal qualifications of adult trainers,
- running of a 100 hour programme of initial training,
- the establishment of a certificate awarded after completion of attendance of a programme
- drawing up of an occupational profile for teachers working in Second Chance Schools (Scholeia Defteris Efkaerias, SDE).

Greece has been open to ideas and actions aiming at the upgrading of VET teachers and trainers. At this point, it is worth mentioning the pilot programme LDV EUROTRAINER II, which aims at the creation of a European information and communication network that concerns post secondary IVET trainers. The creation of a common database including educational material, the exchange of opinions and the dissemination of information about all actions take place on a European level through this network. OEEK has been running the programme since 2007 which is expected to finish in 2010 and its main responsibility is to accumulate data, manage the exchange of information in the field of VET among researchers, experts, trainers, institutes, and national/ regional companies activating in a variety of sectors. To facilitate the above-mentioned aims the website www.trainersineurope.com has been created.

MINISTRY OF LABOR

As far as **CVET trainers** are concerned, since 2002 EKEPIS has carried out research in order to define the profile of the core team which would train trainers' trainers and the standards of the programme. At the same time the Ministry of Employment and Social Protection (Ypourgeio Apascholis and Koinonikis Prostatias, YPAKP) assigned the development of educational material for the 300-hour distance learning programme for training trainers to a consortium. This programme was attended successfully by 243 trainers' trainers. In January 2005 YPAKP proclaimed training programmes for 10.840 trainers enrolled in the Introductory Register of Trainers in Continuing Vocational Training (Eisagogiko Mitroo Ekpaidefton) see 6.2.2. In 2007, 500 programmes were implemented, in which about 9000 trainers participated and by December 2008 8.100 of them had been accredited. Moreover, in 2006 EKEPIS updated the institutional framework for the enrolment and accreditation of adult trainers so as to:

- Update and improve the inclusion criteria in adult trainers' Introductory Register of Trainers in Continuing Vocational Training (see 6.3.2) in order to strengthen the objectivity and transparency of the system
- Establish new (thematic) sub-registers of adult trainers
- Introduce entry requirements for the attendance of accredited adult training programmes
- Define the process of assessment and accreditation of adult trainers
- Specify the process for the continuous assessment of accredited adult trainers and the attendance of short training/ retraining programmes.

6.2 TYPES OF TEACHERS AND TRAINERS IN IVET

6.2.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

Teachers in Initial Vocational Education structures work at schools that provide IVET at upper-secondary level, namely in 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 Teknikis Ekpaidefsis, ASPAITE). Additionally, in some practical specialties, secondary education graduates with considerable work experience may be employed.

The entry requirements for trainers that work at IEK, include a tertiary education degree for those teaching theoretical subjects. Graduates of Secondary Vocational Education may teach practical subjects in laboratories or work as assistants of the formal trainers. Besides formal qualifications, the recruitment of trainers highly depends upon professional experience, which is considered to be an important factor for admission. The number of years of prior professional experience is usually correlated with formal qualifications and the training subject. There is a list specifying the trainers' qualifications, included in each curriculum.

6.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

There is no pre-service training provided for teachers at upper-secondary level.

In-service training is provided through the Ministry of National Education and Religious Affairs (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 are proclaimed when competent bodies determine that there is need for such a programme.
- In-service training is also provided by the Pedagogical Institute. The PI, in an attempt to make use of the potential offered by new technologies, has initiated a Distance Learning Centre, which provides teachers 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.

There is no pre-service or in-service training provided for trainers at post-secondary level. However, when the Register that OEEK is drawing up in cooperation with GGDVM (see 6.1.3), training will be provided under the supervision of GGDVM. Two types of training

programmes will be offered; the first addressing professionals without a tertiary education degree and the other those who despite having a tertiary education degree, lack in teaching experience.

6.3 TYPES OF TEACHERS AND TRAINERS IN CVET

6.3.1 TRAINERS IN CONTINUING VOCATIONAL EDUCATION AND TRAINING STRUCTURES

The main LLL structures namely, Second Chance Schools (Scholeia Defteris Efkaerias, SDE), KEE, NELE (please see 3.4) and KEK employ trainers on a one-year contract basis, paid on an hourly basis. They should have previous experience in adult teaching. Furthermore, SDE also employ teachers for academic subjects as well as psychologists and guidance counselors.

As far as CVET is concerned, through the Common Ministerial Decision 113613 B 1700/21.11.2006 about the Accreditation System of Adult Trainers, the previous existing distinction into instructors and trainers is abolished. The following six thematic sub-registers are introduced in the Introductory Register of Trainers in Continuing Vocational Training (Eisagogiko Mitroo Ekpaidefton Enilikon) initiated by EKEPIS:

- General sub-register of adult trainers
- Sub-register of trainers of information technology and basic skills in information technology
- Sub-register of trainers of “Vocational Training S.A.” (IEK-KEK)
- Sub-register of trainers of the Organization of Agricultural Vocational Education Training and Employment (Organismos Georgikis Epangelmatikis Ekpaideftis Katartisis kai Apascholis, OGEEKA)
- Sub-register of trainers of the Hellenic Bank Association (Enosi Ellinikon Trapezon)
- Sub-register of trainers’ trainers

Trainers who want to work in KEKs of CVET structures should be included in the Introductory Register of Trainers in Continuing Vocational Training (Eisagogiko Mitroo Ekpaidefton Enilikon) initiated by EKEPIS.

6.3.2 PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TRAINERS

As for LLL, GGDVM offers training to teachers and trainers employed in its structures depending on the group of trainees and the particular structure they are employed in. This training takes place during the training programme and the only condition for participation is a labour relation of at least 25 hours. Theoretical knowledge as well as practical skills on the teaching methodologies and the content of adult training are provided and attendees are awarded a Training Certificate. Up to now, no particular evaluation model has been adopted. The implementation of a particular type of evaluation has been scheduled for 2009-2011. Moreover, while working for GGDVM, teachers/trainers can attend a CVET training programme which lasts for 100 hours (24 in class and the rest 76 based on distance learning). The programme includes four modules: Introduction to adult training, training and supporting socially vulnerable groups, lesson planning of a teaching unit and assessment in adult learning. Attendees acquire both theoretical background and practical skills in the following areas: tracing adults’ educational needs, lesson planning and assessment of educational programmes and trainees, understanding the process and progress of a group, as well as the use of new technologies in adult training. Attendees receive a Certificate of Lifelong Learning.

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

7. MATCHING VET PROVISION WITH LABOUR MARKET NEEDS

7.1 SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The Transition Observatory (*Paratiritirio Metavasis*) in the Pedagogical Institute (*Paidagogiko Institutouto, 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 (*Epangelmatiki Katartisi AE*), also affiliated to *OAED*, collaborates with *PAEP* and makes use of the above information in order to develop training programmes in its *IEKs* and Vocational Training Centres (*Kentro Epangelmatikis Katartisis, KEK*). Providers of CVET and IVET cooperate with public and private enterprises and social partners so as to adapt their programmes to current manpower needs.

7.2 PRACTICES TO MATCH VET PROVISION WITH SKILL NEEDS

Teachers and trainers are not directly involved in curricula development. The curricula in formal education are designed by research teams in the Pedagogical Institute (*Paidagogiko Institutouto, PI*) and approved by the Ministry of National Education and Religious Affairs (*Ypourgeio Ethinikis 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 Efkaerias, SDE*), the educational content corresponds to current social and economic priorities and needs of the labour market. The skills and competences integrated in the programme include: basic skills (reading, writing, numeracy), social skills (group work, communication), social and cultural education and preparation for working life. The syllabus of *SDEs* combines the following educational activities which are mandatory for all teachers: teaching in class, cross-curricular teaching, projects and workshops (remedial teaching, when necessary, as well as free

electives, in which teachers organize workshops in various areas of knowledge and skills according to the learners' interests). The acquisition of general knowledge, the use of new technologies, foreign language learning, and vocational guidance improve the opportunities for access to the labour market.

Centres for Adult Education (*Kentro Ekpedefsis Enilikon, KEE*), in co-operation with the local authorities, provide adult education on basic skills, new basic skills, social skills and language learning for immigrants. The learning programmes are based on studies concerning the specific needs of the local communities carried out by the local authorities and other social and professional bodies under the responsibility of the General Secretariat for Adult Education (*Geniki Gramateia Ekpaidefsis Enilikon, GGEE*). Furthermore, among the innovative methods employed in *KEEs*, 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.

8. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

8.1 STRATEGY AND PROVISION

The wish of the Greek state is to promote educational policies that develop human resources, promote lifelong learning and enhance productive employment among the young. The strategic goal of the National System of Linking Vocational Education and Training with Employment (ESSEEKA) is the construction and the continuous operation of an effective System of Counselling and Vocational Guidance and Connection with the Labour Market available for the trainees and the graduates of VET. In this context, some actions have been designed and implemented that aim at connecting education (general, technical and tertiary) and training with the labour market, vocational guidance of the young, elimination of gender inequality as far as educational and professional choices are concerned.

The following tasks have been completed:

- **30 monographs** on highly demanded professions in the labour market within 2008. A new achievement was the proclamation of the development of 145 new job profiles in March 2009.
- **Two Counselling and Vocational Guidance Guides** addressing counsellors and education and employment agencies.
- **The elaboration of Scientific and Informative Manuals** on specialised issues to cover National Council of Education (Ethniko Simboulío Ekpaideúsis, ESY) staff's detected needs.
- **An *ad hoc* library** in the National Centre for Vocational Orientation (Ethniko Kentro Epangelmatikou Prosanatolismou, EKEP) specialising in vocational guidance and counselling issues.
- Moreover, EKEP has developed an electronic communication platform, IRIS, addressing bodies and people that provide counseling and career guidance at secondary and tertiary education as well as vocational training and the labour market. It aims at contributing to the professional development and support of counselors. The platform will be used for sending and receiving notifications, news and material, for the preparation of forum debates, exchanging views and opinions, etc. It can be accessed on <http://irida.ekep.gr>.

As a response to the E.U. declarations concerning lifelong career guidance, **EKEP** has been designated as the National Information Centre for Vocational Guidance by decision of the competent Ministers of the Ministry of Employment and Social Protection (YPAKP) and the Ministry of National Education and Religious Affairs (YPEPTH). Its structures have been operating since 2000, it 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.

Furthermore, the following bodies offer Counselling and Vocational Guidance:

1. Counselling and Vocational Guidance for students of the General Lyceum, Technical Education and Initial Vocational Training. New structures are being supported and developed, such as the **Career and Counselling Centres (KESYP)** and the **Educational Guidance Offices (GRASEP)** that first operated in the school year 1999-2000 with the provision of information material and psychometric tools for all students, including the disabled or those that belong to groups threatened with social exclusion. The executives of KESYP and the GRASEP are all properly trained. Currently, 81 KESYP and 570 GRASEP operate in many big towns throughout the country. Additionally, there have been

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

In 1999, in PI's Educational Guidance Sector, started its operation the **School Career Orientation Bureau for the Disabled/Socially Excluded** (Grafeio SEP gia atoma me anapiries kai koinonikos apokleismena). It 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 has an innovative function.

2. OEEK (see 3.2) is responsible for linking training to the needs of the labour market through designing and implementing actions pertaining Counselling and Vocational Guidance in post secondary IVET, by the establishment and operation of Career Offices (Grafeia Epangelmatikis Anaptyxis kai Stadiodromias, GEAS). 114 GEAS operate, on a pilot basis, in the respective Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK) throughout the country. They undertake the organisation of practical training, they support the integration of graduates in the labour market, monitor their progress, carry out programmes pertaining dissemination of information about vocational issues, entrepreneurship development and promotion of mobility and they provide information about manpower needs in the Greek and local labour market.

3. Support of Academic and Career Information Services is provided by **Career Services Offices** (Grafeio Diasynthesis Stadiodromias) for Universities (Anotata Ekpaideftika Idrimata, AEI) and Higher Technological Educational Institutes (Anotato Technologiko Ekpaideftiko Idryma, ATEI). Their objective is to facilitate the entry of graduates into the labour market.

4. The Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED - see 3.2 and 3.3) operate **79 Employment Promotion Centres** (Kentra Proothisis Apascholis, KPA) in order to approach, on an individual basis, the unemployed and those that belong to socially vulnerable groups. The Special Service of KPA aims at providing counselling services for the individualised intervention actions, the attendance and evaluation of individual action plans, the provision of career guidance services, specialised counselling services to individuals or social groups, specialised information to enterprises and manpower as well as the approach of enterprises. Additionally, **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). There are six offices whose objective is to help groups of people with difficulties adjusting to changing economic conditions and entering the labour market.

5. At a Municipal level, **Bureaus for the Information of the Unemployed and Enterprises** (Dimotika kai Koinotika Grafeia Enimerosis gia tin Apascholisi) are advisory and consultative bodies that operate pursuant to law 3463/2006.

6. The General Secretariat for Youth (Geniki Grammateia Neas Genias, GGNG) of the YPEPTH creates youth entrepreneurship ports that constitute a network of counselling services and support structures for the creation of new enterprises.

7. The Information Office for Unemployed and Enterprises (Kentro Pliroforisis Ergazomenon kai Anergon, KEPEA) of GSEE addresses the unemployed about available workplaces.

8. Pursuant to Presidential Decree 160/1999, there are a lot of **private bureaus** of counselling officers that provide guidance operating throughout Greece.

8.2 TARGET GROUPS AND MODES OF DELIVERY

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

The target group of the School Career Orientation Bureau for the Disabled/ Socially Excluded 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. It has the necessary infrastructure to support visits of KESYP counsellors, as well as any other interested party like disabled/socially excluded people and their organizations; parental groups, teaching professionals and school counsellors.

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

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

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

More specifically, as far as vocational guidance for the disabled and preparation of the labour market to accept disabled employees is concerned, various legislative provisions have been issued, such as Law 2683/1999 and Law 2839/2000, Law 2643/1998.

Although there is no specific link or structure between YPEPTH and YPAKP to bridge the gap between persons graduating from special needs education schools and the labour market, emphasis has been placed on staffing the various structures with professional advisors and extending vocational guidance structures to special education.

2. The guidance personnel of Career Offices of **OEEK** can draw 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.

3. Career Services Offices for Universities and Higher Technological Educational Institutes provide counselling and vocational guidance services to students and graduates of AEI and TEI. Career Services Offices provide instruction about how to compose a curriculum vitae or a cover letter. In addition, they organize Career Day events and offer opportunities to students for job placement (practical training) which can be subsidised.

4. The Employment Promotion Centres 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 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** addressing 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. They operate in Athens, Thessaloniki, Larissa, Volos, Patras, and Heraklion-Crete.

5. Bureaus for the Information of the Unemployed and Enterprises develop free of charge advisory actions to the unemployed by cooperating and coordinating their action with the local offices of OAED and other competent bodies as well as local enterprises.

6. Youth entrepreneurship ports of the GGNG provide substantial assistance to all young people interested in starting or expanding an enterprise.

7. The main activities of the Information Office for Unemployed and Enterprises (KEPEA) of GSEE are as follows: participating in seminars and exploring possibilities of financing the establishment of new enterprises, 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. They publish briefings providing information services through the Internet to enterprises and unemployed on a regular basis.

Quality assurance: A Study Project addressing the international systems of quality assurance and administration as regards vocational guidance and counselling has been implemented. In this framework, EKEP has devised two actions on: a) the elaboration of a study/survey focused on the international systems for quality assurance and administration of services provided in this field and b) the drawing up of the relevant curriculum and the implementation of a training programme focused on the above international systems for quality and administration of services addressing the needs of the staff in the field.

Finally, a study focusing on vocational staff's certification on the basis of evaluation by prominent counselling and vocational guidance experts has been promoted in order to safeguard the best possible quality in the services provided by the above structures and ensure that the best possible aid will be offered to those seeking a place in the labour market or information on issues that pertain to education, vocational training, lifelong learning and employment.

8.3 GUIDANCE AND COUNSELLING PERSONNEL

All counsellors and information experts employed in the structures of KESYP and GRASEP are teachers who work in Secondary Education. In 1999 (when law establishing Counselling and Vocational Guidance was activated), personnel was trained. Training was provided to 120 teachers as Guidance Counsellors via a one-year post-graduate diploma course in order to staff 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, 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 GRASEP at school level and to provide vocational guidance to their pupils.

The training requirements for the personnel employed in both KESYP and GRASEP 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.

The next stage of training took place in the framework of the project “Counselling horizons for school guidance - SOS orientation” by the Psychology Department of Panteion University. 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, who had been trained previously, newly appointed ones that had not been trained so far as well as executives of the PI. The project involved 740 participants and included 200 hours of theoretical training, which aimed at the familiarisation of them with the philosophy of the project, awareness raising 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 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 OEEK.

The Head of each KPA, KEPEA and 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 of the University or ATEI are members of the teaching personnel.

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 GGNG 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 and at least five years of experience in the management of programmes and projects. Specialists should hold a higher education degree in the above mentioned fields, at least three years of experience in the management of human resources and the organisation and implementation of training programmes. Executives that support posts should hold a degree in economics, accountancy and management and administration of enterprises. All should have very good knowledge of a foreign language.

Furthermore, in the framework of the **National Policy for Counselling and Vocational Guidance** implemented by EKEP the following training opportunities are provided:

- Participation in three EU programmes: [Academia](#), an exchange and training programme of experts, [Eurodime](#), addressing experienced counselors of GRASEP/ KESYP and Rainbow, a programme focusing on the multicultural aspect of Guidance in both Education and Employment.
- International and national conferences are organized aiming at the Counselling and Vocational Guidance staff. These events have facilitated data gathering concerning the needs of the counselling staff. Upon processing the data in question, new training actions have been drawn up addressed to vocational advisors in the fields of education and employment along with the creation of relevant printed and electronic material.
- The Hellenic Society of Counselling and Guidance (Elliniki Etairia Simbouleftikis kai Prosanatolismou) organizes training and research programmes, workshops and conferences on issues related to the field.
- The Hellenic Federation of guidance counselors provides news about all the recent developments, training courses and programmes, facilitates the exchange of views and promotes the scientific and professional interests of its members.

9. FINANCING - INVESTMENT IN HUMAN RESOURCES

9.1 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. Initial Vocational Education is part of upper secondary education of the Greek educational system. In particular, the funding for Vocational Lyceums (Epangelmatiko Lykeio, EPAL) and Vocational Schools (Epangelmatiki Scholi, EPAS) (Isced level 3) derives from national resources through the state budget. In particular, funds for secondary education derive from the budget of YPEPTH, from those of Prefectures, Regional Secretaries General and the Ministry of the Interior, Public Administration and Decentralisation (Ypoutgeio Esoterikon, Dimosias Dioikisis kai Apokentrosis, YPESDA) for all schools providing secondary education and not for EPAL and EPAS separately. The rates they receive are determined by the General Accounting Office.

Apprenticeship training is provided by Vocational Schools of Apprenticeship (Apprenticeship EPAS) (Isced level 3), which are under the supervision of Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Employment and Social Protection (Ypourgeio Apascholisias kai Koinonikis Prostatias, YPAKP). It is funded by the money allocated to YPAKP from the State Budget as well as by European funds. In particular, as far as the fees of teachers and trainers and practical training of the trainees are concerned in Apprenticeship EPAS, 80% is provided by ESF and the rest 20% derives from national resources.

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. It is funded by the money allocated to YPEPTH from the State Budget as well as by European funds.

Moreover, there are IEK operated by OAED and funded by YPAKP, IEKs which belong to the National Centre for Immediate Help (Ethniko Kentro Amesis Voithias, EKAB), which are supervised and funded by the Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Allilengyis, YYKA), IEK which belong to the Organization of Tourism Education and Training (Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK) which are supervised and funded by the Ministry of Tourism (Ypourgeio Touristikis Anaptyxis). The above mentioned bodies receive funds from the European resources as well.

9.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING AND ADULT LEARNING

9.2.1 FUNDING FOR PUBLICLY PROVIDED CVET

In general, the funding sources for publicly promoted Continuing Vocational Education and Training (CVET) are the 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 ESF for CVET through the budget of the local Operational Programmes for training programmes.

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 YPAKP. Its total budget amounts to 3.013.333.333 €, out of which 2.260 M€ derive from ECF and 565.333.333 € from national resources. The total co-funding amounts to 2.825.333.333 €, which corresponds to the 80% of the total expenditure. In addition, 188 M€ come from national resources.

TABLE 1: OPERATIONAL PROGRAMME “HUMAN RESOURCES DEVELOPMENT” (2007-2013) OF YPAKP. THE AXES CONCERNING CVET.		
MEASURES	COMMUNITY PARTICIPATION	NATIONAL PARTICIPATION
<u>Axe 1:</u> Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures included in the Goal of Pure Convergence	264.797.904€	59.635.461€
<u>Axe A2:</u> Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures of Statistic Convergence	178.897.579€	40.289.804€
<u>Axe A3:</u> Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures of Gradual Entrance in Goal 2	10.119.507€	9.490.016€
<u>Axe B1:</u> Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures included in the Goal of Pure Convergence	703.408.389€	158.415.705€
<u>Axe B2:</u> Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures of Statistic Convergence	516.860.288€	116.402.915€
<u>Axe B3:</u> Reinforcing the adaptability of Human Capital and Enterprises in the Prefectures of Gradual Entrance in Goal 2	33.651.437€	31.050.963€
TOTAL AMOUNT	2.260.000.000€	565.333.333€

TABLE 2: OPERATIONAL PROGRAMME “EDUCATION AND LIFELONG LEARNING” (2007-2013) OF YPEPTH. MEASURES CONCERNING CVET.		
PRIORITY AXES	COMMUNITY PARTICIPATION	NATIONAL PARTICIPATION
<u>P.A. 7:</u> Reinforcing lifelong education for adults in the 8 Prefectures of Convergence	118.686.821€	16.783.965€
<u>P.A. 8:</u> Reinforcing lifelong education for adults in the 3 Prefectures of Gradual Entrance	90.154.857€	71.172.071€
<u>P.A.9:</u> Reinforcing lifelong education for adults in the 2 Prefectures of Gradual Entrance	6.556.717€	4.485.775€

In particular, the National Accreditation Centre for Continuing Vocational Training (Ethniko Kentro Pistopiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS) can provide data for CVET and adult training in the framework of the actions it has performed and more specifically for the actions that are part of “Training Adult Trainers” of the OP Employment and Vocational Training. This was funded as follows: a 75% derived from the ESF and a 25% from national resources. The total budget amounted to 3.543.000 M€ 2.046.157 was spent in 2008 on the following actions:

- Enrolment processes of candidates in the Introductory Adult Trainers Register
- Carrying out a project for the “New Occupational Profile of the Adult Trainer” by the Aegean University and its accreditation as a horizontal skill
- Training assessors who participated in the process of accreditation adult trainers
- Accrediting adult trainers
- Designing customize software to support the system of enrolling and accrediting trainers
- Publicising and promoting (issuing a newsletter etc)

The General Secretariat of Lifelong learning (Geniki Grammateia dia Viou Mathisis, GGDVM) implements training programmes through the Institute of Lifelong Adult Education (Institouto Diarkous Ekpaidefsis Enilikon, IDEKE), which is supervised by it. GGDVM funded the Prefectural Committees of Adult Education (Nomarchiakes Epitropes Ekpedefsis Enilikon, NELE) with 1.760.000 € all deriving from national resources in 2008. The programme ‘Dangers and Crises Management - Protecting Oneself and other People’ was funded by the Public Expenditure Programme with 161.000 €, all of which derived from national resources. IDEKE implemented projects in the field of adult training that were funded by the [Operational Programme for Education and Initial Vocational Training](#) (Epicheirisiako Programma Ekpaidefsis kai Archikis Epangelmatikis Katartisis, EPEAEK II) with 22.330.031, 64 €. 80% (17.864.025,31€) of it derived from Community funds while the remaining 20% (4.466.066,39€) was funded by national resources.

9.2.2 FUNDING FOR CVET IN ENTERPRISES

Following the statistical data on Total cost of CVT courses as % of total labour cost, mentioned below, rates concerning expenditure on enterprise-based training in Greece seem to have fallen. While in 1999 cost of CVET courses was a 0.9% of the total labour costs, in 2005 this figure decreased to 0.6%. In particular, only in small enterprises the rates do not seem to have changed. In both medium and big enterprises rates have decreased by 0.8% and 0.3% respectively.

TOTAL COST OF CVT COURSES AS % OF TOTAL LABOUR COST (2005 VS. 1999)								
	SIZE CLASS (NUMBER OF EMPLOYEES)							
	TOTAL (%)		10 TO 49 (%)		50 TO 249 (%)		250 OR MORE (%)	
	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2	CVTS3	CVTS2
GREECE	0.6	0.9	0.3	0.3	0.6	1.4	0.7	1

Source: Eurostat; 2nd and 3rd continuing vocational training survey in enterprises (CVTS2 and CVTS 3).

It is clear that there is plenty of room for improvement. It is apparent that relatively low investments in the improvement of human resources would result in relatively low performance of the VET systems both in terms of quality and quantity. To this end, the Operational Programme “Human Resource Development” of YPAKP suggests that the institutional framework should include terms, conditions and accreditation criteria which

will be defined in order to accredit enterprises that will provide in-service training. In this way, the implementation of training programmes for employees will be facilitated and participation will be encouraged. Moreover, the implementation of the system for the accreditation of knowledge, skills and competences is expected to constitute an attraction to in-service training because training is going to be based on modules and be linked to 'credit units' in such a way that proven professional competence can be certified.

However, the major mechanism of enterprise-based CVET in Greece is the Account for Employment and Vocational Training (Logariasmos gia tin Apascholisi kai Epangelmatiki Katartisi, LAEK). This account aims at the reinforcement of vocational training and employment policies. Enterprises that ran training programmes for their employees in 2008 are in the process (the procedure started on 14/7/09) of submitting to the competent body that manages LAEK documents proving the employees' attendance in the programmes. Therefore, no data concerning paying off for 2008 are available yet.

Enterprises which implement internal business programmes within OP "Employment and Vocational Training" have to co-finance: 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. There are plenty of training companies in Greek market that provide either e-learning or face to face training courses, especially in the sector of finance, business, marketing, accounting and administration. Completion of such a course constitutes a plus when seeking for a job vacancy, but it is by no means compulsory or officially recognised.

Despite the relatively low rates of participation in CVET the prospects are much more optimistic. According to a recent sectoral study (July 2007) carried out by PAEP, entitled 'Research into diagnosis of skill needs in enterprises' as far as the will of organizing CVET programmes is concerned in the period up to 2010, a 48,1% of enterprises are planning to organise a training programme. The fact that a 40% of very small enterprises (up to 10 employees) are in the process of organizing CVET programmes within the same period sounds very encouraging.

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

The main body responsible for the provision of training for the unemployed and groups excluded from the labour market is OAED. OAED, which functions under the supervision of YPAKP, is an Independent Public Entity. A recent example of an action targeting such groups is the action "Programme for training 15.000 women in basic skills" in the framework of the OP 'Information Society'. The budget of the action amounts to 19.275. M€ of which an 80% derives from the ESF and the rest 30% from the Public Expenditure Programme. As already mentioned, OAED is the body responsible for managing, monitoring, assessing and controlling the action.

9.4 GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

Each Ministry is allocated part of training funds from the State budget. YPEPTH, which is the main provider of education and training, receives a considerable part of the funds. However, other Ministries involved in providing training also receive funds. The amounts

depend on the number of trainees and trainers, necessary equipment and facilities as well as the needs of each programme. Such Ministries are:

- the Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptyxis kai Trofimon, YPAAT)
- the Ministry of the Interior, Public Administration and Decentralisation (Ypoutgeio Esoterikon, Dimosias Dioikisis kai Apokentrosis, YP.ES.D.D.A)
- the Ministry of Tourism (Ypourgeio Tourismou)
- the Ministry of Employment and Social Protection (YPAKP)

Concerning incentives, pupils up to 22 years old attending IVET at upper secondary and post secondary level are provided with a pass card for all means of public transport which enables them to pay 50% of the fare rates. The same applies to CVET trainees attending Centres of Liberal Studies (Kentra Eleftheron Spoudon, KES). This is defined in the Common Ministerial Decision co-signed on 29/04/2009 by the Ministers of Transport and Communications, Development, Economy and Finance, National Education and Religious Affairs and Employment and Social Protection.

Furthermore, as a financial incentive OEEK has established a scholarship system to aid trainees of public IEK under the jurisdiction of YPEPTH. Thus, scholarships are awarded to trainees with insufficient financial means, in order to provide incentives for underprivileged people to continue their training and improve their skills. In addition to that, scholarships are awarded to the trainee with the best performance of the semester in each class, contributing in this way to the promotion of a spirit of noble emulation.

Finally, another financial incentive is the funding of Practical Training that is implemented after the official graduation of the trainees. In this case, graduates from both public and private IEK of all Ministries receive compensation for the 6 months long period of practical training.

Moreover, as far as unemployed participating in CVET are concerned, they receive a hourly compensation which is subject to payroll deductions. These deductions are returned to the unemployed trainees provided that their taxable income does not exceed a certain limit.

10. NATIONAL VET STATISTICS - ALLOCATION OF PROGRAMMES

10.1 CLASSIFICATION OF NATIONAL VET PROGRAMMES

10.1.1 MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

The main criterion for the allocation of a specialization or programmes to a particular level of education depends mainly on the particular skills required in order to practise a profession. The degree of complexity of particular skills is described in detail in each of the ISCED levels and such criteria are also closely linked to the professional rights that graduates are given. If, for example, a certain programme leads to the award of an ISCED level 3 certificate, then the graduate is a technician, who can only work under the supervision of an expert whereas the graduate who takes a license to practise a trade is a graduate of ISCED level 4. IEK, which award an ISCED 4 certificate, provide training in higher level skills compared to EPAL and EPAS (ISCED level 3). Even when a particular programme is delivered at ISCED 3, ISCED 4 and at a tertiary level ISCED level 5 (eg the case of beautician), professional rights are distinct for each ISCED level. Thus, only ISCED level 5 graduates can get a license to run their own business.

10.1.2 VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

In Greek VET system, the following levels exist:

LEVEL	EQUIVALENT IN ISCED	MINIMUM DURATION	MAXIMUM DURATION	AVERAGE DURATION	TYPICAL STARTING AGE OF PUPILS
POST LOWER SECONDARY	2	1 year	1 year	1 year	18
UPPER SECONDARY	3	2 years	3 years	2 years (EPAS) 3 years (EPAL)	15 - 16
POST SECONDARY	4	2 years	2 years	2 years	18

10.2 FIELDS OF EDUCATION AND TRAINING

Lower secondary education (Gymnasio - Isced level 2) is part of compulsory education. However, there is *post* lower secondary IVET implemented in **Vocational Education Institutes** (Institouta Epaggelmatikis Katartisis, IEK), targeted at graduates of lower secondary education (Gymnasio or Second chance school). There are six broad fields, where a total of 19 specialties belonging to these are offered. Two new specialties have been added recently. The table below presents the main fields:

LEVEL	FIELDS OF EDUCATION/ STUDY
POST LOWER SECONDARY - IEK	Transport and tourism Geotechnical Health - beautician/ cosmetics - social services Construction Applied arts Electronics - electrics - engineering

IVET offered at upper secondary level by **Vocational Lyceums** (Epangelmatiko Lykeio, EPAL) offers 33 specialties falling into the afore-mentioned sectors:

LEVEL	FIELDS OF EDUCATION/STUDY
UPPER SECONDARY EPAL	Mechanical engineering Electronics Electrician Applied arts Finance and administration Agriculture, food and environment Health and welfare Marine and shipping Information technology Construction

As far as **Vocational Schools** (Epangelmatiki Scholi, 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. Moreover, in **Apprenticeship Vocational Schools** (Apprenticeship EPAS, EPAS Mathiteias), which belong to the same level but they function under the control of the Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Labour and Social Protection (Ypourgeio Apascholis kai Koinonikis Prostatias, YPAKP) there are 41 specialties on offer.

As for **post secondary VET**, all the specialties are approved and authorized by OEEK. That means that other bodies and institutes namely Tourism Education and Training Organisation (Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK), National Centre for Immediate Help (Ethniko Kentro Amesis Voithias, EKAB), the Organization of Agricultural Vocational Education Training and Employment (Organismos Georgikis Epangelmatikis Ekpaidefsis Katartisis kai Apascholis, OGEEKA), IEK of the Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) that offer IVET at post secondary level have to submit and take approval for the specialties by OEEK. Consequently, all IEK regardless of the body they belong to, offer the same specialties and follow exactly the same curricula.

IEK offer in total 208 specialties, which fall into 14 main fields. The subjects taught place emphasis on specialization rather than broader occupational skills. They can be theoretical or practical (workshops). The overall balance between them is: 36.5% of theoretical subjects and 63.5% of workshops. Specialties are often updated and new ones are offered, according to the skill needs principle and as a result of the demand of the labour market in order to meet the rising needs and challenges.

The table below refers to all fields offered by IEK belonging to OEEK / YPEPTH or to other Ministries.

LEVEL	FIELDS OF EDUCATION/ STUDY
<p style="text-align: center;">POST - SECONDARY IEK</p>	<p style="text-align: center;">Information technology - telecommunications - networks</p> <p style="text-align: center;">Financial and administration services</p> <p style="text-align: center;">Food and drink</p> <p style="text-align: center;">Transport and tourism</p> <p style="text-align: center;">Electronics - electrics - engineering</p> <p style="text-align: center;">Construction</p> <p style="text-align: center;">Industrial chemistry</p> <p style="text-align: center;">Applied arts</p> <p style="text-align: center;">Geotechnical</p> <p style="text-align: center;">Health - beautician/ cosmetics - social services</p> <p style="text-align: center;">Communications and mass media</p> <p style="text-align: center;">Clothing and footwear</p> <p style="text-align: center;">Culture and sport</p> <p style="text-align: center;">Agriculture</p>

CVET

CVET fields are mentioned below, although they are not classified in the formal VET system. However, a growing emphasis is placed on it and Vocational Training Centres (Kentro Epangelmatikis Katartisis, KEK) offer a big variety of specialties belonging to the following sectors:

LEVEL	FIELDS OF EDUCATION/ STUDY
<p style="text-align: center;">CVET</p>	<p style="text-align: center;">Environment</p> <p style="text-align: center;">Health and welfare</p> <p style="text-align: center;">Culture and sport</p> <p style="text-align: center;">Teaching professions</p> <p style="text-align: center;">Finance and administration services</p> <p style="text-align: center;">Information technology</p> <p style="text-align: center;">Tourism and services provision</p> <p style="text-align: center;">Agricultural</p> <p style="text-align: center;">Technical and Transport</p>

LIFELONG LEARNING (LLL) STRUCTURES

LLL structures are not classified in the formal VET system. However, they complement it and constitute an integral part of the broader map of education and training for which there has been an increasing demand. The main body providing LLL is the General

Secretariat of Lifelong Learning (Geniki Grammateia Dia Viou Mahtisis, GGDVM), which has the responsibility for adult education and training. Adult Training Centres, Centres of Distance Lifelong Education and Parents' Schools run a variety of programmes that belong to the fields of study mentioned below. It also has the immediate responsibility for the organization and operation of one Vocational Training Centre and 54 Prefectural Committees of Adult Education for adults at all education levels, which award a training certificate.

The main fields of study for each of the LLL structures are mentioned below:

LEVEL	FIELDS OF EDUCATION/ STUDY
<p>1. ADULT TRAINING CENTRES (KEE)</p>	<p>Greek language - history European studies - European History Basics on Mathematics - Statistics ICT technologies Economy - Administration - Enterprises Active Citizen: Rights - Obligations Civilisation - Arts - Leisure Time Management Special Programmes LLL programmes Environment - Civilisation - Tourism - Regional Development</p>
<p>2. CENTRES OF DISTANCE LIFELONG EDUCATION (KE.DVM.AP)</p>	<p>ICT technologies Economy - Administration - Enterprises Environment - Sustainable Development Civilisation - Tourism - Regional Development A number of open access programmes</p>
<p>3. PARENTS' SCHOOLS</p>	<p>Parents' consultation School - Family relations Training and counseling of Roma, Muslim, Repatriates and Immigrants families</p>
<p>4. PREFECTURAL COMMITTEES OF ADULT EDUCATION (NELE)</p>	<p>Civilisation - Arts Social economy - Entrepreneurship Active citizen's education Programmes for people with special needs</p>

Finally, the National Centre for Public Administration and Local Government (Ethniko Kentro Dimosias Dioikisis and Aftodiikisis, EKDDA), which trains people working in the public sector runs programmes in the following fields:

LEVEL	FIELDS OF EDUCATION/STUDY
<p style="text-align: center;">NATIONAL CENTRE FOR PUBLIC ADMINISTRATION AND LOCAL GOVERNMENT (EKDDA)</p>	<p style="text-align: center;">Financial issues Civilisation Public Management Foreign languages Environment New Technologies Introductory Training</p>

10.3 LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

The Greek reactions to the EQF have been positive. Nevertheless, Greece has reserved its national position regarding the development of a NQF. That means that the Greek NQF will follow the main guidelines of the EQF, but will be designed to adapt to the existing vocational and educational system and not rebuild it from scratch.

Initial discussions on a NQF started in September 2006. These discussions are linked to the law of the National System for Linking Vocational Education and Training with Employment (Ethniko Systima Syndesis tis Epangelmatikis Ekpedaifsis kai Katartisis me tin Apascholi, ESSEEKA) and the law of Lifelong Learning (3369/2005). So far, no decision has been taken as to the development of a NQF. In spite of that, some actual trends are related to a NQF; for example, the development of national VET standards and the search for a credible system of validation of non-formal and informal learning.

Concerning the learning outcomes perspective, there is actually an on-going procedure for the development of occupation profiles as part of the foreseen NQF. According to the relative Ministerial decisions, this project is run by the National Accreditation Centre of Continuing Vocational Training (Ethniko Kentro Postopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS) and involves the social partners and their research institutes. Their participation assures the active connection of vocational education and training with the needs of employees and enterprises and generally with the needs of Greek economy and society. The above cooperation aims at the development and accreditation of ‘occupational profiles’ in the framework of Lifelong Education and Training and it consists of an essential step for the operation of ESSEEKA.

More specifically, the development of each occupational profile follows the European and international standards regarding occupational profile development and international occupational descriptions. They are also based on certain rules defined in the Common Ministerial Decision (Official Journal issue 566/B’/02-05-2006) ‘On the Accreditation of Occupational Profiles’ regarding the accreditation of occupational profiles, which was co-signed by the Ministers of National Education and Religious Affairs, Employment and Social Protection and Economy and Finance .

However, an attempt has been made on a pilot basis by OEEK and its delegate European Organisations in the framework of the application of NQF. Within the ‘EQF frame’ programme currently running, this attempt aims at aligning specializations in the field of tourism in Greece with standards set by EQF. Tourism was chosen as it is a crucial field with a major role in the Greek economy and society.

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Eurostat, *Statistics in focus*

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11.3 ACRONYMS AND ABBREVIATIONS

ACRONYM	GREEK	ENGLISH
ΑΔΕΔΥ/ΑΔΕΔΥ	Ανώτατη Διοίκηση Ενώσεων Δημοσίων Υπαλλήλων	Confederation of Public Servants
ΑΕΙ	Ανώτατα Εκπαιδευτικά Ιδρύματα	Universities
ΑΜΕΑ/ΑΜΕΑ	Άτομα με ειδικές Ανάγκες	People with Special Needs
ΑΡΤ/ΑΠΘ	Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης	Aristotle University of Thessaloniki
ΑΣΡΑΙΤΕΑΣΠΑΙΤΕ	Ανώτατη Σχολή Παιδαγωγικής και Τεχνικής Εκπαίδευσης	Higher School of Pedagogical and Technological Education
ΑΤΕΙ/ ΑΤΕΙ	Ανώτατα Τεχνολογικά Εκπαιδευτικά Ιδρύματα	
ΓΓΔΒΜ/ GGDVM	Γενική Γραμματεία Δια Βίου Μάθησης	General Secretariat of Lifelong Learning
ΓΓΕΣΥΕ / GGESYE	Γενική Γραμματεία Εθνικής Στατιστικής Υπηρεσίας Ελλάδος	General Secretariat of National Statistical Service of Greece
ΓΓΝΓ/ GGNG	Γενική Γραμματεία Νέας Γενιάς	General Secretariat of Youth
ΓΔΣ/ GDS	Γραφεία Διασύνδεσης Σταδιοδρομίας	Career Services Offices

ΓΕΑΣ / GEAS	Γραφεία Επαγγελματικής Ανάπτυξης και Σταδιοδρομίας	Vocational Development and Career Bureaus
ΓΡΑΣΕΠ / GRASEP	Γραφεία Σχολικού Επαγγελματικού Προσανατολισμού	Educational Guidance Offices
ΓΣΕΒΕΕ/ GSEVEE	Γενική Συνομοσπονδία Επαγγελματιών Βιοτεχνών Εμπόρων Ελλάδας	General Confederation of Professionals, Craftsmen and Tradesmen
ΓΣΕΕ / GSEE	Γενική Συνομοσπονδία Εργατών Ελλάδας	Greek General Confederation of Labour
ΔΟΑΤΑΠ / DOATAP	Διαπανεπιστημιακός Οργανισμός Αναγνώρισεως Τίτλων Ακαδημαϊκών και Πληροφόρησης	Hellenic National Academic Recognition and Information Centre
ΕΑΠ / EAP	Ελληνικό Ανοικτό Πανεπιστήμιο	Hellenic Open University
ECDL		European Computer Driving License
ΕΕΚ / VET	Επαγγελματική Εκπαίδευση και Κατάρτιση	Vocational Education and Training
ΕΕΚΕΔ / EEKED	Εθνική Επιτροπή Καθορισμού Επαγγελματικών Δικαιωμάτων	Committee for the Regulation of Professional Rights
ΕΚΔΔΑ / EKDDAA	Εθνικό Κέντρο Δημόσιας Διοίκησης και Αυτοδιοίκησης	National Centre for Public Administration and Local Government
ΕΚΕΠ / EKEP	Εθνικό Κέντρο Επαγγελματικού Προσανατολισμού	National Centre for Vocational Orientation
ΕΚΕΠΙΣ / EKEPIS	Εθνικό Κέντρο Πιστοποίησης Συνεχιζόμενης Επαγγελματικής Κατάρτισης	National Accreditation Centre for Continuing Vocational Training
ΕΚΤ / ECF	Ευρωπαϊκό Κοινοτικό Ταμείο	European Community Fund
ΕΠΑΛ / EPAL	Επαγγελματικό Λύκειο	Vocational Lyceums
ΕΠΑΣ / EPAS	Επαγγελματική Σχολή	Vocational Schools
ΕΣΔΑ / ESDA	Εθνικό Σχέδιο Δράσης για την Απασχόληση	European Employment Strategy
ΕΣΔΔ / ESDD	Εθνική Σχολή Δημόσιας Διοίκησης	- National School for Public Administration
ΕΣΔΕΚ / ESDEK	Ενιαίο Σύστημα Διαχείρισης Επαγγελματικής Κατάρτισης	Integrated System of Training Project Management
ΕΣΕΕ / ESEE	Εθνική Συνομοσπονδία Ελληνικού Εμπορίου	National Confederation of Hellenic Commerce

ΕΣΠΑ / ESPA	Εθνικό Στρατηγικό Πλαίσιο Αναφοράς	National Strategic Reference Framework
ΕΣΣΕΕΚΑ / ESSEEKA	Εθνικό Σύστημα Σύνδεσης της Επαγγελματικής Εκπαίδευσης και Κατάρτισης με την Απασχόληση	National System for Linking Vocational Education and Training to Employment
ΕΣΤΑ / ESTA	Εθνική Σχολή Τοπικής Αυτοδιοίκησης	National School for Local Government
ΕΣΥΕ / NSSG	Εθνική Στατιστική Υπηρεσία της Ελλάδος	National Statistics Service of Greece
ΙΒΕΠΕ / IVEPE	Ινστιτούτο Βιομηχανικής και Επαγγελματικής Επιμόρφωσης και Κατάρτισης	Institute for Industrial and Vocational Training
ΙΔΕΚΕ / IDEKE	Ινστιτούτο Διαρκούς Εκπαίδευσης Ενηλίκων	Institute of Lifelong Adult Education
ΙΕΚ / IEK	Ινστιτούτα Επαγγελματικής Κατάρτισης	Vocational Training Institutes
ΙΚΑ / IKA	Ίδρυμα Κοινωνικών Ασφαλίσεων	Social Insurance Institute
ΙΚΥ / IKY	Ίδρυμα Κρατικών Υποτροφιών	Greek State Scholarships Foundation
ΙΝΕ/ΓΣΕΕ / INE/GSEE	Ινστιτούτο Εργασίας της Γενικής Συνομοσπονδίας Εργατών Ελλάδας	Institute of Labour of the Greek General Confederation of Labour
ΙΝΕΠ / INEP	Ινστιτούτο Επιμόρφωσης	Institute of Continuing Training
ΠΙΝΕΠ / PINEP	Περιφερειακό Ινστιτούτο Επιμόρφωσης	Regional Institute of Continuing Training
ΚΑΕΛΕ / KAELE	Κέντρο Ανάπτυξης Ελληνικού Εμπορίου	Development Centre of Greek Commerce
ΚΑΝΕΠ / KANEP	Κέντρο Ανάπτυξης Εκπαιδευτικής Πολιτικής	Education Policy Development Centre
ΚΕΕ / KEE	Κέντρα Εκπαίδευσης Ενηλίκων	Adult Education Centers
ΚΕΕΝΑΠ / KEENAP	Κέντρο δια βίου Εκπαίδευσης και Επιμόρφωσης Ενηλίκων από Απόσταση	Centre of Distance Lifelong Education and Training for Adults
ΚΕΘΙ / KETHI	Κέντρο Ερευνών για Θέματα Ισότητας	Research Centre for Gender Equality
ΚΕΚ / KEK	Κέντρο Επαγγελματικής Κατάρτισης	Vocational Training Centre
ΚΕΚ ΑΜΕΑ / KEK AMEA	ΚΕΚ για άτομα με ειδικές ανάγκες	KEKs, for people with disabilities

ΚΕΚ ΓΣΕΒΕΕ ΚΕΚ ΓΣΕΥΕΕ	Κέντρο Επαγγελματικής Κατάρτισης Γενική Συνομοσπονδία Επαγγελματιών Βιοτεχνών Εμπόρων Ελλάδας	Vocational Training Centre of the General Confederation of Professionals, Craftsmen and Tradesmen
ΚΕΣ / ΚΕΣ	Κέντρα Ελευθέρων Σπουδών	School of Liberal Studies
ΚΕΣΥΠ / ΚΕΣΥΡ	Κέντρα Συμβουλευτικής και Προσανατολισμού	Career and Counselling Centres
ΚΠΑ / ΚΡΑ	Κέντρα Προώθησης Απασχόλησης	Employment Promotion Centres
ΚΠΓ / ΚΡΓ	Κρατικό Πιστοποιητικό Γλωσσομάθειας	State Certificate of Language Proficiency
ΚΥΑ / ΚΥΑ	Κοινή Υπουργική Απόφαση	Common Ministerial Decision
ΛΑΕΚ / ΛΑΕΚ	Λογαριασμός για την Απασχόληση και την Επαγγελματική Κατάρτιση	Account for Employment and Vocational Training
ΝΕΛΕ / ΝΕΛΕ	Νομαρχιακή Επιτροπή Εκπαίδευσης Ενηλίκων	Prefectural Committees of Adult Education
ΝΠΔΔ / ΝΡΔΔ	Νομικό Πρόσωπο Δημοσίου Δικαίου	Legal Entity of Public Law
ΟΑΕΔ / ΟΑΕΔ	Οργανισμός Απασχόλησας Εργατικού Δυναμικού	Manpower Employment Organisation
ΟΓΕΕΚΑ / ΟΓΕΕΚΑ	Οργανισμός Γεωργικής Επαγγελματικής Εκπαίδευσης, Κατάρτισης και Απασχόλησης	Organisation of Agricultural Vocational Education, Training and Employment
ΟΕΕΚ / ΟΑΕΔ	Οργανισμός Επαγγελματικής Εκπαίδευσης και Κατάρτισης	Organisation for Vocational Education and Training
ΟΕΠΕΚ / ΟΕΡΕΚ	Οργανισμός Επιμόρφωσης Εκπαιδευτικών	Organization for Teachers' Training
ΟΤΕ / ΟΤΕ	Ελληνικός Οργανισμός Τηλεπικοινωνιών	Hellenic Telecommunications Organization
ΟΤΕΚ / ΟΤΕΚ	Οργανισμός Τουριστικής Εκπαίδευσης και Κατάρτισης	Organization of Tourism Education and Training
ΠΑΕΠ ΑΕ / ΡΑΕΡ ΣΑ	Παρατηρητήριο Απασχόλησης - Ερευνητική Πληροφορική ΑΕ	National Employment Observatory Research - Informatics SA
ΠΕΚ / ΡΕΚ	Περιφερειακά Επιμορφωτικά Κέντρα	Regional Training Centres
ΠΙ / ΡΙ	Παιδαγωγικό Ινστιτούτου	Pedagogical Institute
ΠΜΕ/ ΡΜΕ	Πολύ μικρές επιχειρήσεις	Very Small Enterprises

ΣΔΕ / SDE	Σχολείο Δεύτερης Ευκαιρίας	Second Chance Schools
ΣΕΒ / SEV	Σύνδεσμος Ελλήνων Βιομηχάνων	Federation of Greek Industries
ΣΕΚ / CVET	Συνεχιζόμενη Επαγγελματική Κατάρτιση	Continuing Vocational Education and Training
ΣΕΠ / SEP	Σχολικός Επαγγελματικός Προσανατολισμός	School Guidance and Counselling
SME	Μικρομεσαίες Επιχειρήσεις	Small and Medium Enterprises
ΣΥΥ / SYU	Συνοδευτικές Υποστηρικτικές Υπηρεσίες	Accompanying Support Services
ΤΣΕ / TSE	Τριμερείς Συμβουλευτικές Επιτροπές	Tripartite Advisory Committees
ΥΠΑΚΠ / ΥΡΑΚΡ	Υπουργείο Απασχόλησης και Κοινωνικής Προστασίας	Ministry of Employment and Social Protection
ΥΠΑΝ / ΥΡΑΝ	Υπουργείο Ανάπτυξης	Ministry of Development
ΥΠΕΠΘ / ΥΡΕΡΤΗ	Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων	Ministry of National Education and Religious Affairs
ΥΠΕΣΔΑ / ΥΡΕΣΔΑ	Υπουργείο Εσωτερικών, Δημόσιας Διοίκησης και Αποκέντρωσης	Ministry of the Interior, Public Administration and Decentralisation
ΥΥΚΑ / ΥΥΚΑ	Υπουργείο Υγείας και Κοινωνικής Αλληλεγγύης	Ministry of Health and Welfare
ΤΠΕ / ICT	Τεχνολογίες Πληροφορικής και Επικοινωνιών	Information and Communication Technologies
ΕΚΑΒ / ΕΚΑΝ	Εθνικό Κέντρο Άμεσης Βοήθειας	National Centre for Immediate Help
ΥΤΑ / ΥΤΑ	Υπουργείο Τουριστικής Ανάπτυξης	Ministry of Tourism