

Teachers' and Trainers' professional development to support inclusive and sustainable learning

Greece

Contents

CONTENTS	2
CHAPTER 1. INTRODUCTION	4
CHAPTER 2. TYPES OF TEACHING AND TRAINING PROFESSIONALS	5
2.1. Main categories/types	5
2.2. VET schools.....	6
2.3. Teaching/training professionals and type of VET school	7
CHAPTER 3. TEACHING AND TRAINING PROFESSIONALS IN SCHOOL-BASED SETTINGS	8
3.1. National legislation	8
3.2. Qualification and competence requirements.....	9
3.3. Initial training programmes	11
3.4. Requirements for CPD of VET teachers.....	11
3.5. Data	12
CHAPTER 4. TRAINING PROFESSIONALS IN WORK-BASED SETTINGS 14	
4.1. Definitions	14
4.2. Legislation.....	14
4.3. CPD provisions	15
4.4. Data	16
CHAPTER 5. PARTNERSHIPS BETWEEN SCHOOLS AND ENTERPRISES IN SUPPORT TO TEACHERS AND TRAINERS' CPD 17	
5.1. Examples of practice.....	17
5.2. Cooperation between VET schools/centres and companies/enterprises.....	17
5.3. Hybrid teachers/trainers	17
5.4. Data	18
CHAPTER 6. NATIONAL AND EU-FUNDED PROJECTS AND INITIATIVES ON VET TEACHERS AND TRAINERS' PROFESSIONAL DEVELOPMENT	19
6.1. Digital skills and remote and blended teaching and learning	19
6.2. Green skills for sustainability	20

6.3. Inclusiveness: supporting learners at risk.....	20
CHAPTER 7. NATIONAL SURVEYS OF TEACHING AND TRAINING POPULATIONS	21
CHAPTER 8. CONCLUSIONS	22
LIST OF ABBREVIATIONS	23
REFERENCES.....	24

CHAPTER 1. Introduction

Upgrading of Vocational Education and Training (VET) and Apprenticeship, enhancement of their quality, their attractiveness and efficiency have been important challenges for the education system in Greece since the early 2010s. These challenges feature prominently in various reforms, such as the National strategic framework for the upgrade of VET and apprenticeship in 2016, and in a much more coherent and comprehensive way, with the legal framework set by Law 4763, as of December 2020 (Ministry of Education 2016). Law 4763 integrates all the amendments related to VET apprenticeship, such as organisational provision of VET, qualifications and national qualification framework, certification of VET graduates. This Law also introduces two new VET school types, namely the Pilot Vocational Education High Schools (Protypa EPAL) and the Thematic-Pilot Institutes of Vocational Training (Thematika IEK) (Law 4763/2020).

The policy priority for upgrading VET includes the development of new curricula oriented towards learning outcomes and based on ECVET credits and the enhancement of the quality and competences of VET teachers and trainers. This is pursued through the organisation of induction, pre-service and in-service training as well as informal learning aiming at updating teachers and trainers' knowledge regarding their field of specialisation as well as modern methods of teaching. There is a constant priority in the reforms to establish a coherent system of teachers and trainers' selection for VET. After the breakout of the Covid-19 pandemic in March 2020, and according to the recommendations of the National Public Health Organisation, the Ministry of Education launched several digital tools enabling distance learning, as a response to the challenges posed by schools' closure. Priority was given to the implementation of distance learning and VET courses were offered in a distance learning mode for 95%. During the lockdown (school years 2019-20 and 2020-21), teachers and trainers have been technically supported by the central technical team based in the Ministry of Education and pedagogically through short-term training sessions in digital skills. Nationwide, all schools at all levels have been swiftly provided with tablets and laptops, an action co-funded by the EU. Lastly, counselling and psychological support services have been made available for all students in VET (Eurydice 2021, Sytziouki & Mourtziapi 2021).

CHAPTER 2. Types of teaching and training professionals

2.1. Main categories/types

With the enactment of Law 3879/2010 ("Development of Lifelong Learning and other provisions"), a unified national strategy for lifelong learning is formed for the first time in Greece and the National Lifelong Learning System) is established (Law 3879/2010).

The article 2 of Law 3879/2010 entails the definitions of Lifelong Learning and Vocational Training. Vocational Training focuses on responding immediately to the needs of the labor market by enhancing employment prospects. Vocational Training is divided into Initial Vocational Training and Continuing Vocational Training.

IVET in Greece is provided in private and public schools and training institutions (see chapter 2.2) which provide learning in different vocational specialties. Their curriculum incorporates theoretical modules, practical modules and work-based learning in different analogies according to the school type.

The field of Initial Vocational Training (IVET) includes activities that offer basic professional knowledge, skills and abilities in specialties and specializations aimed at the integration, reintegration, professional mobility and development of human resources in the labor market, as well as professional and personal development. IVET is distinguished as follows:

A. Secondary non-compulsory vocational education:

- 1) Epaggelmatika Lykeia_EPAL), Vocational High Schools, three years of study in general and vocational specialties courses.
- 2) Vocational Training Schools (ESK), day or evening, two years of study.
- 3) Vocational Apprenticeship Schools of Manpower Employment Organisation (ΕΠΑΣ ΟΑΕΔ), two years of study.

In post-secondary education IVET is provided in:

A. Vocational Training Institutes (Institouta epangelmatikis katartisis) (IEK), offering initial vocational training to graduates of formal, non-compulsory secondary education (general or vocational upper secondary schools)

B. The "Apprenticeship Class". The Vocational Vocational High Schools (EPAL) also offers a post-secondary course,

Finally, as a form of Adult education are considered the Second Chance Schools, Scholeia defteris efkairias (SDE), which provide education for adults that have not completed compulsory education.

As per the teaching staff, in both public and private sector of formal and non-formal IVET, the main categories -according to the terms of employment- can be divided in public servants and self-employed or employees with fixed-term contracts. Relatively to the subject they teach, IVET teachers and trainers are differentiated in general courses and specialty courses teachers and trainers. For teaching general and specialty subjects in the IVET in Greece, the term teacher refers to professional teaching staff which are employed as permanent civil servants, while the term trainers is referred to the staff employed for apprenticeship and internship programmes, the training in workshops, thus in work-based and work related settings.

2.2. VET schools

IVET is provided in upper secondary and post-secondary level in public and private education institutions in Greece.

More concretely, in the upper secondary formal education level the main VET route is Epagelmatiko Lykeio (EPAL) that provide three-year vocational programmes at and lead to a specialisation degree at EQF level 4. EPAL curricula have over 25% of total teaching hours in work-based learning (WBL).

Also, in post compulsory education two-year apprenticeship programmes are provided in Vocational Schools (EPAS) for holders of a degree of Gymnasio (apolytirio gymnasiou), 16 to 23 years old by Manpower Employment Organisation. These programmes with a share of work-based learning (WBL) above 80% lead to specialisation degrees at EQF level 3.

At post-secondary level, the dual system is integrated in the following IVET educational institutions a) the Apprenticeship Class, (EQF level 5, WBL 100%), one-year apprenticeship programme, offered by EPAL schools. Admission to apprenticeship class is offered only to those who hold an upper secondary school leaving certificate and an EPAL specialisation degree; b) Institutes of Vocational Training, IEK, that is two-and-a-half-year VET programmes (WBL > 60%) offered by public and private training providers to upper secondary graduates. The completion of the IEK programmes allow learners to obtain an attestation of

programme completion; alternatively, they can take VET certification examinations (practical and theoretical) conducted by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) leading to an EQF level 5 certificate. EPAL graduates who continue their studies in the related field can enrol in the second year directly; c) Higher Professional Schools, two- to four-year higher professional programmes that operate, under the supervision of the competent ministry. Admission is granted via a general national or programme-specific examination. The diplomas awarded are considered non-university tertiary level diplomas (EQF level 5), as with merchant navy academies, dance and theatre schools.

2.3. Teaching/training professionals and type of VET school

Teaching staff in VET is employed in the following educational-school types:

1. Vocational Training Schools (ESK), Vocational Schools (EPAS), EQF level 3.
2. EPAL and evening EPAL, EQF level 4.
3. Apprenticeship Class, EQF level 5.
4. Institutes of Vocational Training, IEK EQF level 5
5. Higher Education Professional schools, EQF level 5.

The recruitment of IVET teachers and trainers is operated through two different categories: a) IVET permanent teachers and trainers, b) fixed term contracts teachers and trainers. IVET permanent teachers and trainers are public servants and as such, they are subject to the employees' code for matters not regulated by special provisions applicable to them. Both permanent teachers' appointment and provisional substitute teachers' employment are planned and carried out at central level. Teachers' transfers and secondments at the above-mentioned levels to IEK and Second Chance Schools (SDE) are also carried out centrally. Teaching hours and the amount of time teachers are obliged to spend at VET school level is laid down by regulations common for all teachers throughout the country. For the fulfilment of ad hoc needs on training staff for IVET schools the relative administrative bodies (Ministry of Education and Ministry of Employment) employ teachers and trainers with fixed term contracts.

CHAPTER 3. Teaching and training professionals in school-based settings

3.1. National legislation

According to article 103 of the Greek Constitution, teaching and training professionals employed in public primary and secondary education (included VET types) are public servants and permanent employed staff. With the exception of staff that are retired, according to the provisions of law 4369/2016 or due to dismissal by court decision, permanent teachers cannot be transferred without prior opinion, or demoted or dismissed without the competent service council's prior decision.

Appointment of VET teachers in EPAL and Apprenticeship class fall under the procedures of the Supreme Council for Civil Personnel Selection (ASEP). ASEP is also responsible for the employment of substitute and part-time working teachers in Primary and Secondary Education. According to Law 4589/2019, vacancies for the organic position of Primary and Secondary Education teachers, of Special Education Staff and Special Education Assistant Staff, as well as the functional requirements of Primary and Secondary Education, are filled with staff recruitments carried out by ASEP based on priority assessed through various criteria and presented in ranking tables. The ranking tables provide the placing of teaching professionals for their appointment in public schools according to their qualifications (see also chapter 3.2). The process of evaluating the need for recruiting teaching staff is implemented on the basis of the recorded operational needs of e public schools. A precondition for participation of candidates to the open call for the appointment of teaching staff is to hold a bachelor degree from Higher Education institution. Other criteria such as professional expertise in the field they teach and Pedagogical and Teaching Proficiency Certificate are also foreseen.

As per the teaching staff for non-formal VET sector, Ministry of Education under the auspices of General Secretariat for VET and Lifelong Learning and Youth, each school year issues legislative guides (Ministerial Decrees) with the operational staff needs for IEK and SDE, per specialty, region and school and the qualification needed. The same procedure is also applied for ESK and EPAS schools operated by Manpower Employment Organisation for the employment of substitute and part-time working trainers. Teaching professionals and administrative staff for non-formal VET sector can also be appointed through the procedure of teachers'

transfers and secondments from primary and secondary education permanent staff.

3.2. Qualification and competence requirements

ASEP at the request of the Ministry of Education, announces and conducts the call for interest for teaching staff in the formal VET sector and the classification of teachers in candidate lists according to overall scores. The process takes place every second school year and the classification is in order of priority, by branch (category of higher education degree) and specialty of candidate according to Law 4589/2019, as currently in force according to Law 4763/2020.

The appointment or employment of teachers is carried out exclusively by ranking lists of candidates, which are valid until the end of the second school year, following the end of the school year in which they were published in the Government Gazette. These final lists are compiled on the basis of the below predefined, objective criteria:

- academic criteria (first cycle degree grade, possession of second or third cycle degrees, language skills, certified computer skills, etc.). Degrees from foreign universities are also accepted on the basis of their academic equivalence;
- actual teaching experience;
- social criteria (parents of two or more children, disability, disability of children, etc.).

An additional formal qualification for filling the vacancies of teaching staff is the pedagogical and teaching competence, which is certified either before or after appointment. Candidates who already have their pedagogical and teaching competence validated at the time of submission of their application, prevail in the ranking over candidates who do not. The recent law also underlines that the pedagogical and teaching competence is not a formal requirement but an additional formal qualification, which can be certified either before or after the appointment of the candidate, through successful attendance of special training programmes. As a mandatory but not a sine qua non qualification the Certificate of pedagogical and teaching competence can be provided until two years after the first appointment as teaching staff.

Graduates of Higher Education specialisations can, therefore, acquire pedagogical and teaching competence either during their studies or after them. In particular, Law 4589/2019 states that pedagogical and teaching competence is certified:

a) By a certificate issued by a Department or collaborating Departments of Higher Education Institutions (HEIs), after attending a courses offered under a special curriculum or pedagogical courses included in undergraduate studies or a combination of the above,

b) By holding:

1. a degree from University Pedagogical Departments;
2. a postgraduate degree or doctorate in education;
3. a certificate of pedagogical competence of the Higher School of Pedagogical and Technological Education (ASPETE) (Law 3027/2002);
4. an ASPETE degree of any vocational specialisation

If candidate teachers are appointed without having a certified pedagogical and teaching competence, it is mandatory for them to follow a training within a period of two (2) years from the date of their appointment.

The classification lists are in descending order, resulting from the cumulative scoring of all the above criteria. As part of the process, ASEP and the Ministry of Education post on their websites the provisional ranking tables. Candidates can file an objection within a specified period of time. After checking the objections, ASEP prepares the final tables, which are published in the Government Gazette. IVET teachers and trainers, who have been classified in the above-mentioned ranking tables, may apply for schools in specific geographical areas of their preference within a certain period of time.

By means of Law 4692/2020 and Law 4763/2020 a Register of Vocational Training Teachers and Trainers was created, as an autonomous and independent Register of Trainers provided in Law 3879/2010 and kept at the General Secretariat of Vocational Education, Training and Lifelong Learning and Youth. The teaching staff of IEK, EPAS/ESK should be registered in the above-mentioned Register of Trainers and hold a recognised degree or shall be experts with professional experience in a relevant field of study of the specialty courses they will teach. The required qualifications and additional qualifications for the teaching of courses of the specialties are specified in the Training Guides of the specialties of ESK (Law 4763/2020).

3.3. Initial training programmes

Regarding the teaching staff in both lower and upper Secondary Education, prospective teachers receive their initial training at University Departments of the country, which provide studies relevant to the subjects taught in Secondary Education curricula. The majority of these departments belong to the so-called Teacher Education Faculties, since in parallel with the subject field of study they also provide pedagogical training.

Teacher Education Faculties include university departments, where teachers of school subject specialisations are trained, and ASPETE. According to Law 4186/2013, ASPETE consists of the Pedagogical Department and the Departments of Electrical Engineering Educators and Electronic Engineering Educators, Mechanical Engineering Educators and Civil Engineering Educators. Most Pedagogical Departments and Teacher Education Faculties devote sufficient time to pedagogical practical training in addition to subject matter knowledge. However, if graduates of HEIs that do not have a teaching orientation choose to teach in the VET sector, they can acquire pedagogical and teaching proficiency in specialised programmes, either during or after the completion of their studies.

3.4. Requirements for CPD of VET teachers

The Ministry of Education sets as a strategic priority for any educational reform the systematic training of school teaching staff, so that they can respond to the heterogeneity of the pedagogical needs of all students without exception. In collaboration with the Institute of Educational Policy (IEP), an entity in charge of the design of training programmes (Law 1566/1985), the process is strengthened, with the aim of a substantial transition to a modern model of training for teaching staff in both general education and IVET. The actions that are planned and implemented, are part of the Operational Programme "Human Resources Development, Education and Lifelong Learning 2014-2020".

According to Law 4547/2018 IEP supports the Ministry of Education in matters related to teacher training, plans the national strategy for teacher training and certification of training providers, coordinates and monitors the implementation, certification and evaluation processes of the training.

Teaching staff training institutions can be:

- the school units;

- the Regional Educational Planning Centers (PEKES), the Educational and Counseling Support Centers (KESY) and the Sustainability Training Centers (KEA) under the coordination of PEKES;
- the Higher Education Institutions (HEIs);
- the Higher School of Pedagogical and Technological Education (ASPETE).

More specifically, Introductory teacher training (induction) is a mandatory form of training for permanent school teaching staff. Induction training has a duration of at least 100 teaching hours for candidates to be appointed at Secondary Education. The forms and content of the training have been determined by the provisions of Presidential Decree 250/1992, as amended by Presidential Decrees 101/1994, 145/1997 and 45/1999. Law 4568/2019 determines the duration the procedure, the way of certification and every issue related to the induction of teachers and members of special education staff, as well as their training to acquire pedagogical and teaching competence after appointment.

The organisation of training, including induction, as well as the support of the planning and evaluation of the educational project at regional level is a mission of PEKES which are supported in their work by IEP and the relevant services of the Ministry of Education (Law 4547/2018).

The following is an example of actions implemented by IEP for school teachers- including VET teachers- for the period 2015-2020:

1. Training in Special Education and Training
2. Training in specialised educational support for the integration of students with disabilities and / or special educational needs
3. Training in the New Curricula for Foreign Languages - Unified Curriculum of Foreign Languages and English Learning Programmes in Early Childhood
4. Training in the New Curricula for the subject of Religious Education
5. Training in Actions to support the education of refugee children
6. Training of Teachers / Instructors in apprenticeship issues, etc.

3.5. Data

IEP is the responsible entity for CPD of VET teachers and trainers. Data of teachers and trainer's participation in CPD programmes are gathered periodically by IEP according to the training theme. Officially IEP publishes press releases with data on teacher's participation in training. Data are available on web site pages of

training programmes e.g. training of teachers in apprenticeship issues in the Web page of IEPⁱ

<http://iep.edu.gr/el/espas-2014-2020/epimorfosi-ekpaideftikon-ekpaidefton-se-themata-mathiteias>ⁱⁱ

CHAPTER 4. Training professionals in work-based settings

4.1. Definitions

According to the joint ministerial decision 'Quality Framework for apprenticeship (2017)', the employer who participates in an Apprenticeship programme, must appoint a responsible trainer, whose name should be stated in the Apprenticeship Agreement. The trainer in the workplace must have attended a special training programme, short, flexible, focused on pedagogical content knowledge and skills, and tailored to the specific conditions, and be certified. The workplace trainer must have the necessary formal qualifications and professional rights for the profession being taught. If the trainer does not have the necessary qualifications, then a supervisor is appointed by the employer, who must have them and can come from a professional organisation or a representative body of any business sector. According to the Quality Framework, the training and certification of trainers in the workplace are carried out by the Chambers and the sectoral bodies according to the programme prepared by the Organisation of Employment jointly with the social partners, in cooperation with scientific bodies and teachers institutions. Until the creation of a Register of certified trainers, workplace trainers attend fast-paced seminars aimed at improving their skills.

4.2. Legislation

The joint ministerial decision under the title 'Apprenticeship Quality Framework' was signed in February 2017, with specifications for in-company trainers. In-company trainers will have to attend a training programme designed jointly by the national employment service, chambers and education institutions. According to the JMD, Greek authorities are aiming at creating a register of certified trainers in companies. For the years 2017-2020 the placement of training professionals in work-based learning fulfilling the above-mentioned criteria is not compulsory.

By means of law 4763/2020, the Apprenticeship schemes, both in the framework of EPAS schools and the post-secondary cycle of studies - apprenticeship class (Metalykeiako etos EPAL) have been streamlined and systematised in a coherent way.

4.3. CPD provisions

CPD provision is not mandatory for IVET teachers in Greece unless a Ministerial Decree defines it as so for the staffing of any new structure or the implementation of new reforms. As part of CPD provisions, IEP carries out the project Teachers and Trainers training on issues related to apprenticeship. Particular attention is paid to the CPD of teaching staff who used to work in school-based programmes and are (re)allocated to the new apprenticeship programmes (mostly the post-secondary apprenticeship year of EPAL, but also apprenticeships within post-secondary VET programmes (IEK). The action is co-funded by the European Social Fund (ESF) under the operational programme Human Resources Development, Education and Lifelong Learning 2014-20. A budget of EUR 917 000 has been allocated to the CPD of upper secondary vocational (EPAL) teachers till 2020.

The project implemented till 2020 and the focus was placed on developing teachers' knowledge and competences to enable further collaboration with enterprises and apprentices. Also important is peer-learning and capturing the experience of teachers who already piloted work-based learning activities in previous years. The programme combines classroom and online training (39 hours in total) including thematic areas such as basic principles of adult education and modern teaching methods, counselling and vocational guidance, occupational safety and health and entrepreneurship.

Also, several awareness raising seminars (short duration) on apprenticeship have been carried out in 2016 and 2017, before the first implementation of the post-secondary apprenticeship year. The Central Union of Chambers of Greece (KEEE) designed and implemented the project 'Upgrading and expanding apprenticeships - apprenticeship partnerships', which was included and funded by the Business Development Programme, Development Education and Lifelong Learning of the National Strategic Reference Framework 2014-20. The main focus areas of the project are training of trainers in companies and consulting for attracting companies, cooperation with companies, selection of companies and recording of Apprenticeship positions offered by companies. Upgrading and Expanding the Institution of Apprenticeships - Apprenticeship Partnerships between schools and enterprises in support to teachers and trainers' CPD was key priority of the project.

The current political leadership of the Ministry of Education places a special focus on the professional development of the teachers and trainers in VET specialties. In the direction of the strategy for the upgrading of VET, it is necessary to train the teachers / trainers of specialties involved in the support of EPAL and

the training of the students of IEK in order to achieve the connection with the labour market and the quality upgrade of VET. In this framework, under the NSRF 2014-2020 a new call for tenders has been issued for a training programme for teachers and trainers of EPAL and IEK of a total budget of 2 500 000 EUR. The training aims at upgrading and modernising the scientific knowledge of the teachers / trainers of specialties according to the scientific developments in the field of their specialty, through training programmes lasting 35 hours.

4.4. Data

Since the introduction of the ‘Quality Framework for apprenticeship’ in 2017 stated that any action for the training of professionals in work-based settings remains at a level of institutional or enterprise initiative, systematic and coherent data are not provided yet by public authorities and competent administrative organisations (i.e. National Bureau of Statistics, Ministry of Education, etc.)

CHAPTER 5. Partnerships between schools and enterprises in support to teachers and trainers' CPD

5.1. Examples of practice

5.2. Cooperation between VET schools/centres and companies/enterprises

Recent VET reform in Greece, introduced with the Law 4763/2020 sets the formal administrative and governance links to avoid overlaps, better address labour market needs and support autonomy at VET provider level. The law has set up advisory bodies (including social partners and VET stakeholders) at national and regional level to support VET governance and responsiveness to labour market needs.

Nationally, the main advisory body introduced is the Central council of VET (KSEEK), which includes representatives from the education ministry and other relevant ministries, employers' and employees' associations, and chambers. It has a three-year term and is responsible for monitoring labour market developments, adjusting VET programmes to labour market needs and reorganising the spatial distribution of VET sectors and specialties to fine-tune the VET offer.

In each region, a Council linking VET with the labour market (SSPAE) has been established (including labour market representatives), aiming to align VET programmes with labour market needs and support the work of the Central council of VET by submitting proposals for the VET sectors and specialties that should be offered at regional level.

In addition, a scientific committee has been formed to support the General Secretariat and the Central council of VET. The mission of the Central Scientific Committee (KEE) is to carry out scientific research and provide evidence-based advice aiming to improve the quality and efficiency of VET and LLL programmes. Generally, for the implementation of apprenticeship-internship programmes in all IVET sector a contract is formatted between the educational structure and the

employer organization (both public and private bodies). In order to endorse apprenticeship-internship programmes employers should provide incentives for of the apprentice after the end of the apprenticeship.

The Apprenticeship Quality Framework in 2017 forecasts the creation of a register of trainers in the workplace after the completion of a training, an action that still needs to be in action, since the legislative text defined a three years period (till 2020) for enactment.

More concretely, the manager of the IVET institutions (EPAS, ESK, Apprenticeship Class, IEK) has the responsibility to overview and support workbased learning in internship-apprenticeship programmes (Law 4763/2020) structure EPAS and ESK. For IEK apprenticeship-internship programme the Law supervision, coordination, quality assurance the evaluation of the internship or apprenticeship carried out by the Career Office under the overview of the IEK manager.

5.3. Hybrid teachers/trainers

No data available

5.4. Non applicable

No data available

5.5. Data

5.6. Non applicable

No data available

5.7.

CHAPTER 6. National and EU-funded projects and initiatives on VET teachers and trainers' professional development

Erasmus+ as the European Commission's programme for education and training, youth and sport has contributed to VET teachers and trainers' professional development in Greece. An example of the actions of the Erasmus+ programme, which concerns the training of teachers, is the Action: "School education staff mobility plan". The programme offers the opportunity for teaching staff to experience learning in another country.

This mobility plan includes activities as:

- teaching in a partner school abroad;
- structured curricula or training activities abroad;
- job shadowing: the teaching staff has the opportunity to spend a period abroad in a partner school to develop professional competence.

Participants have the opportunity to improve their knowledge, professional and language skills, intercultural skills and develop a sense of belonging to the European identity. Responsible administrative authority is Foundation for State Scholarships (IKY), the National Coordination Unit of the Erasmus+ Programme (sectors "Education and Training") in Greece. This program is implemented for school education based on Ministerial Decision no. 25735 / H1 / 20-2-2020.

6.1. Digital skills and remote and blended teaching and learning

At present initiatives for digital skills development in teaching staff are concentrated in ICT skills and distance learning teaching skills. More concretely, B1 level training on utilisation and implementation of Information and Computer Technologies (ICT) is performed, within the framework of the Action "Teachers education for the utilisation and implementation of ICT in the teaching process" (B Level Education on ICT), part of the Operational Programme "Human Resources Development-Education and Lifelong Learning", co-funded by the European Union (European Social Fund, ESPA 2014-2020) and the Greek State. It is the 2nd period of ICT training, as the 1st period was completed during the previous school year (2019-2020). The duration of the training programme is 36 hours and can be attended by

teachers of all specialisations serving in both Primary and Secondary Education. For the validation of ICT skills of teachers, a written examination took place in November 2020.

Also, the Ministerial Decision under the title: "Start of action: Fast training of teachers in distance education" (ref.no. 174545 / E3 / 28/12/ 2020) was published with the aim to train teachers for the e-classes. The purpose of the action was to enhance the knowledge and skills of teachers in pedagogical and didactic approaches, develop skills for the methodology of distance education with the support of modern digital media, whether the educational process is live (synchronous) or not taking place at the same time (asynchronous).

Finally, online teacher training has been implemented through the eTwinning Programme. The National eTwinning Support Service in Greece, in collaboration with other competent bodies, organised semi-annual distance e-seminars, with the aim of utilising Web 2.0 tools, educational robotics and innovation in the implementation of eTwinning projects and in the teaching of all subjects

6.2. [Green skills for sustainability](#)

6.3. [Inclusiveness: supporting learners at risk](#)

CHAPTER 7. National surveys of teaching and training populations

On a yearly basis the National Bureau of Statistics issues national reports for VET in which demographic data of teaching and training population are included. Also, data available include school type, specialties and regional districts. Limited and ad hoc data are also available for IVET and National Vocational Institutions.

Data are available on the website of National Bureau of Statistics as follows:

[https://www.statistics.gr/el/statistics/-/publication/SED27/-](https://www.statistics.gr/el/statistics/-/publication/SED27/)

[https://www.statistics.gr/el/statistics/-/publication/SED30/-](https://www.statistics.gr/el/statistics/-/publication/SED30/)

CHAPTER 8. Conclusions

Teachers and trainers' employment conditions and competences are an area of high priority in the policy agenda for high quality in initial and continuing VET in Greece. Since 2000, efforts have focused on developing and certifying curricula and learning content for all school types. Since early 2010s, actions have been taken towards continuing training and certifying adult educators' competences. Further, legislative actions and implementations have been fostered in the design of an objective and transparent system for the employment of VET teachers and trainers. The way forward focuses on:

- Development of training and certification activities for trainers in workplace learning.
- Upskilling of teachers and trainers' knowledge regarding their field of specialisation
- Decentralise responsibilities in VET governance aiming to enhance the flexibility of training to meet labour market needs

In the above policy context, the strategic goal set by the Greek Government towards the upgrading of VET system is focused in training teachers and trainers serving at EPAL and IEK schools. Through National Strategic Reform Programme funding, an amount of 2,5 million euros is guided to the upskilling of teachers and trainers, as far as their knowledge and skills in the field of their expertise is concerned, but also regarding horizontal skills, such as digital or green ones.

One of the main challenges in VET profession in Greece, is that VET teachers and trainers consist a very heterogenous professional category (by subject, labor market experience, education background, age, gender, etc) and leveraging this different experience in the training practice as well as in their CPD practice is of high importance.

List of abbreviations

ASEP	Supreme Council for Civil Personnel Selection
ASPETE	Higher School of Pedagogical and Technological Education
EAP	Hellenic Open University
EKDDA	National Center of Public Administration and Local Government
EKEPE	National Teacher Training Center
EPAL	Vocational Education and Training High Schools, Epagelmatiko Lyceio
EPAS	Vocational Schools
ESK	Vocational Training Schools
HEIs	Higher Education Institutes
ICT	Information and Computer Technologies
IEK	Institutes of Vocational Training IEK
IEP	Institute of Educational Policy
IKY	Foundation for State Scholarships
KDVM	Lifelong Learning Centres
SDE	Second Chance Schools
VET	Vocational Education and Training
WBL	Work-based learning

References

- Common Ministerial Decree 26385 (2017). *Quality Framework for Apprenticeship*. Government Gazette 491 B, 20.2.2017. https://www.minedu.gov.gr/publications/docs2017/plaisio_mathiteias.pdf.
- Eurydice (2021a). *National Reforms in Vocational Education and Training and Adult Learning*. https://eacea.ec.europa.eu/national-policies/eurydice/content/national-reforms-vocational-education-and-training-and-adult-learning-27_en
- Eurydice (2021b). *Guidance and Counseling in Pre-School and School Education*. https://eacea.ec.europa.eu/national-policies/eurydice/content/guidance-and-counselling-early-childhood-and-school-education-27_el.
- Eurydice (2020). *Teachers and educational staff*. https://eacea.ec.europa.eu/national-policies/eurydice/content/teachers-and-education-staff-32_en
- General Secretariat of Lifelong Learning (2021). *Vocational Training*. <http://www.gsae.edu.gr/el/epaggelmatiki-katartisi>.
- Law 3027/2002. Regulation of issues of Organization of School Buildings, higher education and other provisions. Government Gazette 152/A/28-6-2002. <https://www.e-nomothesia.gr/kat-ekpaideuse/n-3027-2002.html>
- Law 3528/2007. Ratification of the Code of Civil Procedure for Civil Servants and Employees of N.P.D.D. Government Gazette A 26/9.02.2007, <https://www.aade.gr/sites/default/files/2019-04/%CE%9D%CE%9F%CE%9C%CE%9F%CE%A3%203528.2007.pdf>
- Law 3879/2010. *Development of Lifelong Learning and other provisions*. Government Gazette 163 <https://www.e-nomothesia.gr/kat-ekpaideuse/n-3879-2010.html>
- Law 4115/2013. *Organization and operation of the Foundation for Youth and Lifelong Learning and the National Organization for the Certification of Qualifications and Vocational Guidance and other provisions*. Government Gazette 24/A/30-1-2013, <https://www.e-nomothesia.gr/kat-ekpaideuse/n-4115-2013.html>
- Law 4186/2013. *Restructuring of Secondary Education and other provisions*. Government Gazette 83A. https://www.minedu.gov.gr/publications/docs2018/N_4186_2013_fek193.pdf
- Law 4386/2016. *Arrangements for research and other provisions*. Government Gazette A'83/11.5.2016. <https://www.kodiko.gr/nomothesia/document/197924/nomos-4386-2016>
- Law 4547/2018. *Reorganization of its support structures primary and secondary education and other provisions*. Government Gazette 102.

https://www.minedu.gov.gr/publications/docs2018/EPAL_N_4547_FEK_102A_12-06-2018.pdf

Law 4589/2019. *Synergies of the National and Kapodistrian University of Athens, the Agricultural University of Athens, the University of Thessaly with the TEI. Thessaly and Central Greece, Pallimnia Fund and other provisions.* Government Gazette 13/A/29-1-2019, <https://www.e-nomothesia.gr/kat-ekpaideuse/nomos-4589-2019-fek-13a-29-1-2019.html>

Law 4692/2020. *School upgrade and other provisions.* Government Gazette 111. <https://www.e-nomothesia.gr/kat-ekpaideuse/nomos-4692-2020-phek-111a-12-6-2020.html>

Law 4369/2020. *National Register of Public Administration Executives scoring, position structure, systems evaluation, promotions and selection of supervisors (transparency - meritocracy and efficiency) Public Administration) and other provisions.* Government Gazette 33. <https://www.taxheaven.gr/law/4369/2016>

Law 4763/2020. *National System of Vocational Education, Training and Lifelong Learning, transposition into Greek legislation of Directive (EU) 2018/958 of the European Parliament and of the Council of 28 June 2018 on proportionality control.* Government Gazette, <https://www.e-nomothesia.gr/kat-ekpaideuse/nomos-4763-2020-phek-254a-21-12-2020.html>

Law 4722/2020. *Ratification: a) of the Legislative Content Act of 10.8.2020 "Emergency arrangements for the emergency response of the National Health System, protection against the spread of coronavirus COVID-19, support of the labor market and facilitation of the educational process" (AD 157).* Government Gazette, 177/A/15-09-2020. <https://www.karagilanis.gr/epikairoτητα/nomos-4722-2020-fek-177-a-15-09-2020.html>

Ministry of Education (2016). *National Strategic Framework for the upgrade of Vocational Education and Training*, https://www.minedu.gov.gr/publications/docs2016/%CE%A3%CF%84%CF%81%CE%B1%CF%84%CE%B7%CE%B3%CE%B9%CE%BA%CF%8C_%CE%A0%CE%BB%CE%B1%CE%AF%CF%83%CE%B9%CE%BF_%CE%95%CE%95%CE%9A.pdf

Ministry of Education (2017). *Apprenticeship quality framework*, https://www.minedu.gov.gr/publications/docs2017/plaisio_mathiteias.pdf.

Sytziouki, M. & M. Mourtziapi (2021). "The practices of educational and professional counseling during the COVID 19 epidemic: "Emerging Skills of Career Counselors", in *Distance Counseling and Orientation: Philosophical, Pedagogical and Sociological Manifestations*. Athens: ELESYP.

i <http://iep.edu.gr/el/espa-2014-2020/epimorfosi-ekpaideftikon-ekpaidefton-se-themata-mathiteias>ⁱ

ii