

HELLAS – NATIONAL REPORT – 2007

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CHAPTER 1 PRESENTATION OF THE NATIONAL LIFELONG LEARNING STRATEGY

1.1. Current state of play

1.1.1 Whether a lifelong learning strategy was established in your country by the end of 2006, and if not what is the timetable for its establishment

The establishment of a comprehensive Lifelong Learning system is a major policy priority in Greece. In fact, the development and implementation of a **national LLL strategy aiming at the enhancement of the quality of the provided education, the improvement of *employability, flexible reskilling, and the social inclusion and citizenship*** are a focal point of both national educational policy and national active employment strategy. The implementation of this strategy is now monitored by the **new Law on the “Systemisation of Lifelong Learning” (L. 3369/2005)**, which constitutes a major legal and political reform, as it establishes (for the first time) an integrated and viable “LLL network”. The law aims at improving the overall situation, by developing the relevant national and international experience in the Lifelong Learning domain. The aforementioned Law, following a systematic consultation with the interested social partners and interest groups, was ratified on July 6th 2005. It establishes a new, comprehensive institutional framework which has already been incorporated in the broader governmental strategy concerning human resource development and investing in human capital, since it intends to systematize the existing educational and vocational frameworks and secure the multidimensional provision of learning opportunities for all, during the whole life course. In this context there is ample scope for synergies with stakeholders. This particular Law has enabled the successful coordination of relevant bodies / agencies. The most recent actions / measures are the following:

- ✓ **The creation and activation of the National LLL Committee**, which is chaired by the Secretary General of the Ministry of National Education and Religious Affairs (YPEPTH) and made up of representatives, policy makers and experts from all Ministries and organisations that are directly involved in both the strategic planning and the implementation of LLL policies on along with representatives of various stakeholders, trade unions and the members from the HEIs.
- ✓ **The establishment of Lifelong Learning Institutes in HEIs and in Social Partners Structures.**

The **established institutional framework** is continually updated to meet rising needs and challenges, and is supported by a host of agencies / organisations such as the Adult Education General Secretariat (including the Institute for the Continuous Education of Adults / IDEKE), the Greek Manpower Employment Organisation / OAED, the Organisation for Vocational Education and Training / OEEK, the Central Union of Municipalities and Communities of Greece / KEDKE, the Greek Association for Community Development and Self-Governance / EETAA (the latter two co-supervising the Centres for the Creative Occupation of Children / KDAP), the Hellenic Open University, the Adult Education and Training Centre “Euclid”, the Tripartite Consulting Committees at the level of the Regions, the Centre for Adult Distance Education and Training and, finally, the National System for Linking Vocational Education and Training with Employment / ESSEEKA.

Finally, in relation to **the private sector**, the Federation of Greek Industries / SEV, the Athens Chamber of Commerce and Industry, the Foundation for Economic and Industrial Research (IOVE), the Greek Business Management Association (EEDE), et. al., contribute in various ways to the consolidation of a coherent LLL platform (PRAXIS Network, ALBA graduate degrees, etc.).

The provisions of this legislation will complement and generate synergy with those of the legislation on the National System for Linking Vocational Education and Training with Employment (ESSEEKA) - Law 3191/2003. The purpose of the above mentioned reform that copes with the challenge of partnership and effective governance of the created LLL framework, is to systematise

and update the existing platforms for education and training so that knowledge and learning can be accessible during a person's working life and entire life span.

The above mentioned active synergy has also **created a framework for the planning and coordination of a national policy for VET and its actual interrelation with employment**. Furthermore, **ESSEEKA** distinguishes among six separate sub-systems and links them: 1) needs in skills assessment regarding the labour market 2) technical-vocational education (at secondary level), 3) initial vocational training, 4) continuing vocational training, 5) accreditation of vocational training and qualifications (including issues such as learning outcomes and NQF) and 6) counselling and vocational guidance. Eighteen (18) months of implementation have already changed the context and multiplied the chances for achieving the targets, combined with supplementary measures expanding the aforementioned strategy to every domain of the educational system (i.e. the expansion of the compulsory education to 10 years instead of 9 so far).

1.1.2 Plans for future adjustment, completion or modification of the strategy

▪ Plans for future adjustment also **include the expansion of LLL providers** (see 1.2.2), **systemisation of accreditation of informal and non-formal learning, credit transfer and qualification portability, initiatives towards the creation of the Greek NQF and ECVET, creation of new LLL structures and actual networking** (see 1.2.3).

▪ Furthermore, **high priority** is given to the **quality improvement of education and training** (evaluation of the already introduced curricula and textbooks, updating of teacher training etc.) and their adjustment to labour market needs.

▪ The forthcoming law on the "*Establishment of the Center for the Development and the Management of the Integrated Lifelong Learning Programme*" contributes substantially to the entwinement of domestic and European LLL policies. The Agency in question will manage all relevant European programmes that collectively make up a large part of the education and training set-up. It is anticipated that the entire policy platform will bear concrete, multiple and sustainable results not only in the pertinent fields of education and training, but also in relation to the labour market and the necessity to uphold social cohesion.

▪ In order to promote the abovementioned contextually embedded LLL strategy, **Greece promotes LLL both as a process and as an approach- rationale** that integrates **all levels of E&T**. In fact **it aims at interrelating life- long to life- wide learning**, and thus it is in alignment with both the basic national strategy against unemployment and the major relevant guidelines of the European Union. In this respect the Greek LLL strategy allows a) the continuous updating of skills, competences and knowledge, throughout the entire life course, b) learners' adaptation to the labour market, and subsequently, c) a more integrated form of social policy (acting against social exclusion). Within this context, LLL strategy is perceived as an active inclusive policy (i.e. as regards the benchmark on upper secondary completion up to 85%, Greece has eventually reached 84%).

▪ Following the **Memorandum** (May 2005) of **cooperation between the Ministry of Employment and Social Protection and the Ministry of National Education and Religious Affairs**, the following **actions** have been implemented:

1. Studies to describe and record trends in the labour market.
2. Initiation of vocational profiles' conversion into training programmes and elaboration of pilot mechanisms for validation of prior learning.
3. In respect of the accreditation of infrastructures, the National Centre for Accreditation (EKEPIS) has completed the accreditation of Ongoing Vocational Training structures in the existing statutory framework.

4. Instructor certification. Training courses have started for more than 10.000 instructors on the EKEPIS register, who will receive certification upon completion of the courses.

In May 2006, at a meeting with the social partners, the member make-up of the Strategic Committee was agreed, following a proposal for the appointment of the Chairman. The High Level Committee for **Linking Vocational Education and Training with Employment is charged**

✓ with the preparation of decisions to be taken by the National Council for Linking Vocational Education and Training with Employment and

✓ with monitoring the implementation of those decisions.

▪ The composition of the various committees envisaged in the legislation has been determined and an action programme is being prepared. Moreover, **under Law 3475/2006, the area of secondary technical education was reorganized with the creation of Vocational Lyceums (EPAL) and Vocational Educational and Training Schools (EPAS)**. The new structure, together with the new curriculum, gives equal opportunities to the students of Vocational Lyceums for entry not only to Higher Technological Institutes (T.E.I.), as used to be, but also to the Universities (A.E.I.), providing students with flexible learning pathways. It is obvious that reforms put into place during the past 2 years, tend to enhance an LLL strategy that covers all levels (pre-school, primary, secondary, tertiary, adult, continuing) and all E&T systems (formal, non-formal).

▪ Under Law 3369/2005 on the “Systematisation of life-long learning”, the **Second Chance Schools (SDE) are completely intergraded in the new functional LLL network**. Specifically, the certificate of studies granted by the SDE gives graduates the opportunity to continue their studies - among others - in different educational levels, such the Adults Education Centres, the Schools for Parents, the Centre of Distance Lifelong Education and Training of Adults. Within such a context, the new LLL strategy gradually eliminates dead ends, facilitates transition while focusing on disadvantaged groups/low skilled.

1.1.3 Any obstacles encountered in the establishment of your strategy

The main obstacles, already identified, are related to **the lack of “tradition”** regarding a comprehensive approach to LLL and the subsequent lack of systematisation of LLL providers; a fact that has led, during the past, to unsatisfactory performance. Additionally there are difficulties related to the geographical pattern of Greece (too many isolated and small islands). The solution requires a targeted resources allocation-distribution, in the context of a compensatory approach. The Government and the Ministry of Education’s Operational Programme for Education and Vocational Training (EPEAEK) act towards such a targeted recourse allocation, within the context of EPEAEK’s strategic planning for 2007- 2013 and subsequently their integrated package of cohesive measures and actions ultimately aimed at developing the “Knowledge-based Society” and “Lifelong Learning” platforms.

1.2. **Comprehensiveness, coherence and relevance**

1.2.1 Which systems and levels of education and training are covered

▪ Within the new institutional and functional framework, different types of education and training are integrated in order to facilitate a more coherent and comprehensive LLL implementation, via a multidimensional package of cohesive measures and targeted actions. **In fact the new framework and its functional parameters cover the whole system of E & T, in Greece**. More specifically, a system of Bodies, Agencies and Services aiming at the promotion and diffusion of LLL have been developed, over the past two years, in order to “intermediate” across the education and training systems. Nodal points of the abovementioned system that fall under the umbrella of the Ministry of National Education and Religious Affairs and the Ministry of Employment are the General Secretariat for Adult Education (GGEE) supported by the Institute of Continuing Adult Education (IDEKE), the Organisation for Vocational Education and Training (OEEK), the National

Accreditation Centre (EKEPIS); while the overall LLL policy and function of currently existing bodies-providers of Adult Education and Training along with the newly-founded Agencies is systematized and coordinated by the Lifelong Learning Committee. **The major contribution of this system is the flexible and targeted networking between the Ministry of Education and the Ministry of Employment**, aiming at the effective co-ordination of the Secondary Vocational Education Systems and the Initial and Continuing Training Agencies, in the context of a coherent LLL approach. Such an inter-ministerial cooperation promotes the active cooperation between **the established** {i.e. Centres of Adult Education (KEE), Vocational Training Institutes (IEK), Prefectural Committees of Adult Education (NELE), Evening Lower and Upper Secondary Schools and Technological Educational Institutes (TEE),} and **the more recent ones established** or activated by the new institutional framework {such as the Second Chance Schools (SDE), the Parents' Schools, the Adult Education Centres (KEE), the Lifelong Education Institutes in Higher Education etc}. In fact, this form of cooperation covers the whole spectrum of E & T.

1.2.2 The challenges addressed by the strategy, including improving the efficiency and equity of education and training systems, and how these have been identified (evidence based)

- The expansion of LLL providers, focusing on socially disadvantaged groups has contributed to the increase of learning opportunities for all. For example, the Ministry of Education and the Ministry of Employment act jointly against unemployment and social exclusion via the systematic connection of the Vocational Training Centres (KEK) to the Organisation for Vocational Education and Training (OEEK) Centres for Promoting Employment (KPA), within the new LLL framework. Additionally the Ministry of Education keeps on founding Second Chance Schools (SDE) and Centres of Adult Education (KEE) all over Greece according to the relevant planning (in order to make LLL more accessible in geographical terms). Namely: Twenty five (25) SDE were founded, set up and put in operation after March 2004, 5 new ones started operating at September 2006 and 5 new ones have already been founded during 2007. Additionally 13 new KEE were founded during the first 8 months of 2006 (increasing the operating KEE to 56 and achieving the target of “at least one KEE operating in every prefecture at the end of 2006”). The 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 leading to work or to further and higher education
- 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 LLL policy result from the governmental education, training and employment programmes, the priorities of the programme “Education and Training 2010” (benchmarks), the National Council of Education and finally from various research centres and institutions.

1.2.3 The priorities for action and policy development within the strategy, in the light of these challenges.

Policy priorities and policy tools in each domain- policy milieu:

✓ **A constant needs-in-skills assessment and a flexible model for validation and recognition of non-formal and informal learning** (including the accreditation of knowledge, skills and

vocational qualifications of trainees) that enhances *credit transfer* and *qualification portability* and subsequently contributes to the development of a “learning habitus” throughout life. In order to achieve such a target, Greece has established, and recently activated, the National System for Linking Vocational Education and Training with Employment (ESSEEKA), while using at its best both the relevant know-how, provided by the National Accreditation Centre (EKEPIS) and the data concerning the needs/trends of the labour market provided by the Employment Observatory Research-Informatics S.A. (PAEP).

✓ Issues of learning recognition and initiatives towards the NQF: We should also mention the progress towards the recognition of any kind/ type of learning. Greece is aware of the fact that recognising prior learning was limited within the framework of the formal educational system, and focused on the knowledge acquired during a given period of study in recognised Higher Education Institutions. Therefore, measures in order to recognise non-formal and informal learning are being currently promoted, based on the experience gained by relevant pilot projects, financed within the framework of the Leonardo da Vinci Programme (see 3.4.2.). Also, one of the basic premises of this recognition system is to make possible the “translation” of experiential knowledge, acquired in informal learning, into academic credits, according to the Credit Transfer and Accumulation System that has already been established, as mentioned above. Within this framework, the formal educational system, including higher education, has already been classified according to the 8 levels of the European Qualifications Framework, at least with regard to knowledge (one of the EQFs parameters), and the EQFs translating mechanism will allow for the recognition of each level of knowledge as regards the corresponding levels of skills and competences, thus making possible the recognition of all forms of prior learning.

✓ Projects on IEK training of trainers and measures seeking to guarantee the upgrading of trainers’ quality.

✓ **The expansion of ICT across the education and training system** and the realization of targeted programmes, such as the “Programme on Adults Training in the Acquisition of Basic Skills in New Technologies – Heron” (coordinated by IDEKE), combined with the enhancement of *e-learning platforms*.

✓ **The active involvement of the major social actors and stakeholders** (see 1.4.1.).

✓ The increase of learning opportunities, via the expansion of LLL providers (as described above).

✓ **Improving the Quality of Teachers and Trainers and developing skills** for the Knowledge Society, within an open learning environment.

✓ Establishment of new Agencies which increase LLL accessibility and/ or enabling teachers and trainers to actively contribute on the promotion of LLL. On these grounds, the Distance Learning Centre for Adult Lifelong Education & Training has already been established since September 2006; while the Centre for Lifelong Education & Training Studies and the Centre for Adult Trainers’ Training is ready to commence operation.

✓ The actual implementation of EU guidelines and prerogatives, plus the steady participation in every aspect of the European LLL policy (i.e. Greece chose to participate in the Education & Training 2010 cluster on “Access and Social inclusion in lifelong learning” and the cluster on ‘Key competences’).

✓ **The best use of resources:** In the framework of the CSFs, the Ministry’s of Education Operational Programme for Education and Initial Vocational Training (EPEAEK) operates in parallel with important actions of an institutional nature in the area of human resource development (National Action Plan for Employment, the National Action Plan for Social Inclusion) in order to develop and contribute to the fulfillment of the abovementioned priorities of the national LLL strategy.

✓ The Ministry of Education has been appointed as the National Authority for the European LLL Programme (2007-2013), a fact which signals the increased capacity of the Ministry as the national co-ordinator of the LLL strategy.

The work done in the last two years has led to formulating the strategic goals of the Operational Programme on Education’s LLL (2007-2013) and is presented in **ANNEX 1**

1.3. Main policy measures

1.3.1 The main policy measures in the strategy and how these fit together

The main policy measures are substantially interrelated, since they are based on clear policy priorities; more analytically see chapters 1, 2, and 3.

1.3.2 Outline the measures designed to address progress towards the EU benchmarks, including any national targets in these areas

Greece has made a rather remarkable progress towards attaining the EU benchmarks in most of the main thematic- policy domains. I.e. the percentage of the **25- 64 aged population**, participating LLL, **has increased up to 39% over the last 5 years**. A functional nexus, actively constituted by the Ministry's of Education Operational Programme for Education and Initial Vocational Training (EPEAEK), the Greek Pedagogical Institute and the National Centre for Educational Research (KEE) and relevant Research Centres and Policy Domains will address progress towards the EU benchmarks, within the context of an evidence-based policy approach. See **ANNEX 2**.

1.3.3 Allocation of resources to main policy measures, including any national targets for more / more efficient use of funds and the use of EU funds to support lifelong learning (eg Structural Funds, European Investment Bank)

The new Operational Programme "Education and LLL" (2007- 2013) was planned in order to contribute efficiently to both development and employment. The resource allocation, presented in **ANNEX 3**, serves effectively the aforementioned policy priorities and supports the main reforms that have already begun.

1.3.4 Measures to change attitudes to learning

The adoption and implementation of a comprehensive LLL strategy over the past two years presupposes a new learning habitus. Within the context of such a major reform, an actual paradigm shift regarding education curricula and objectives is actualised via policy initiatives such as the **gradual modularization of training curricula (aiming at the active combination between procedural and factual knowledge)** or the **promotion of cross-curricular objectives within the National Curriculum** and the subsequent reform of the school textbooks. Additionally, there is a systematic effort towards the reinforcement of apprenticeship via policy initiatives such as the creation of the *National Centre for Europass* and the promotion of the action European Language Label (since 2005) and the setting-up of the "*Label Club*".

1.3.5 Strengthening evidence-based policy making, using a culture of evaluation, leading to innovation in education and training

The whole Operational Programme for Education and Vocational Training (EPEAEK), which is the main policy tool aiming at the implementation of a comprehensive LLL strategy, promotes evidence-based actions, via the actual and systematic evaluation of all relevant measures (including calculative objectives and benchmarks per action). Furthermore, the new Operational Programme for Employment & Training (2007-2013) aims, inter alia, at the strengthening of the linkage between developments in VET and developments in work organization. To be more specific, Priority Axis 1 of the new O.P. includes Actions that could link VET in big enterprises with a comprehensive plan of human resources development. This plan could give enterprises the opportunity to evaluate employees' performance on the basis of a reward-performance system, the anticipation of future

needs in human capital (needs-in-skills assessment & forecasting) and the pilot implementation of new administration and organization systems. Generally, the main objectives of the OP can be summarized as follows:

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

Other OPs of the 3rd Community Support Framework through which Greece implements CVET are the Operational Programme for Education and Initial Vocational Training (EPEAEK II) and the OPs “*Information Society*”, “*Health and Welfare*”, “*Competitiveness*” and the 13 Regional Operational Programmes.

1.3.6 Measures to target the needs of disadvantaged people (e.g. immigrants, ethnic minorities, the disabled)

▪ **Four of the main 14 measures**, that constitute the Operational Programme for Education and Vocational Training (EPEAEK) in its first period (2000- 2006), **were directly and explicitly related to the learning needs of disadvantaged people** (including needs assessments and contextually embedded targeting actions against social exclusion and towards equity and inclusion). I.e.

- ✓ Measure 1.1. targets the needs of disadvantaged and socially vulnerable people and especially ROMA, diverse ethno-cultural groups and students with special needs- disabilities and proceeded in specific compensatory actions in order to provide them with basic skills, soft skills and key competences (total budget up to 121.153.493 Euro, namely 4,38% of the whole EPEAEK budget; recourses available for the year 2005 up to 32.257.749 Euro - 26,6% of the whole measure 1.1- and for the year 2006 up to 31.460.493 Euro – 26% of the whole Measure budget).
- ✓ Measure 5.1 promotes equity in both education- training and labour market, via the creation of the necessary infrastructure (29.745.000 Euro namely 1.1% of the EPEAEK budget).

▪ In addition, during the period 2005- 2006, OEEK, EKEPIS, the Vocational Training S.A., and the General Secretariat for Adult Education (GGEE) **strengthened its involvement in Leonardo da Vinci and EQUAL programmes** on the national network for the employability of the no-longer drug-addicted individuals, the network for the promotion of employment, the development of a Quality System for the support of guidance and employment services, the European Profiles (boost of technical skills as a means for fighting racism and xenophobia) and development of an integrated system for individualised and global support of unemployed people for the reinsertion in the labour market.

▪ Finally, **Law 3304/2005 guarantees the implementation of the principle of equal treatment** regardless of racial or national origin, of religious or other beliefs, of disability, age or sex orientation in the field of employment (co-signed by the Ministry of Education).

1.4. Development, implementation and dissemination of the strategy

1.4.1 Coordination and consultation mechanisms involving all relevant stakeholders

▪ **Greek LLL strategy is now set on developing new partnerships at both national and regional level promoting a creative partnership from diverse policy areas and sectors of public and private spheres.** All the major social partners and key actors participate in both, the recently activated ESSEEKA, and the LLL Committee; while the Ministry of Education and the Operational Programme for Education and Initial Vocational Training (EPEAEK) cooperates with the General Confederation of Greek Workers (GSEE) funding the operation of the Labour Training Academy

(established in 2005). We should stress hereby that in the National LLL Committee actively participate all the relevant stakeholders, namely the General Secretary of the Ministry of National Education and Religious Affairs, the General Secretary for the Management of Community and Other Resources of the Ministry of Employment, the General Secretary for Adult Education, the General Secretary of the National Centre of Public Administration and Local Management of the Ministry of the Interior, Public Administration and Decentralization, the Special Secretary of the Unified Administrative Sector of University Education of the Ministry of National Education and Religious Affairs, the Special Secretary of the Unified Administrative Sector of the Technological Sector of Higher Education of the Ministry of National Education and Religious Affairs, the Special Secretary of the Unified Administrative Sector of Issues of the European Union and Community Support Framework of the Ministry of National Education and Religious Affairs, the President of the Organisation for Vocational Education and Training (OEEK), the President of the National Centre for Accreditation (EKEPIS), the President of the Staff Committee for the Connection of Vocational Education and Training with the Employment, three representatives of the Employees' Trade Union, three representatives of the Employers' Trade Unions, a representative of the Public Servants' Union, a representative of the University Rectors' Committee and a representative of the Higher Technical Educational Institutes Presidents' Committee.

- The activation of ESSEKA deepens the actual involvement of major stakeholders, social partners and mega-actors in regard to the national LLL strategy (both in the policy-planning level and in the policy-implementation level). Social partners, like the Federation of Greek Industries (SEV), the Labour Institute of the General Confederation of Greek Workers (INE-GSEE), the Centre for the Development of Greek Commerce (KAELE), the Training Vocational Centre of General Confederation of Professionals, Craftsmen and Tradesmen (KEK/GSEBEE), the Centre of Vocational Training Institute of Industrial, Professional and Vocational Training (IVEPE) have contributed more effectively to the improvement of vocational training and the promotion of employment during the past two years.

- Additionally, they have promoted relevant research and publications in cooperation with the social partners, and have taken initiatives to invest in human resources and to boost positive measures of intervention in the labour market (within the context of both the National Employment Strategy and the LLL strategy).

- Active contribution of social partners and stakeholders in the VET policy planning and implementation cycle via their participation in the administration bodies of all relevant state organisations such as OEEK, EKEPIS, etc.

- Finally, Greece has encouraged the involvement of social partners in various stages of Education and VET, such as the development and implementation of the relevant legal framework, in order to involve social partners via their participation in the **National Council of Education**, which is a superior consultative body and forum for any education reforms, made up of representatives coming from all political parties, all sectoral social partners, members of the Academy, experts, teaching personnel of all educational and training level, etc.

1.4.2 Implementation arrangements, including publicity and dissemination

- Publicity arrangements aim at informing and raising the awareness of interested potential and final beneficiaries on LLL as well as the wider public at the central and regional level to the best possible degree. This plan aims at making the objectives, the guidelines, the priorities and the activities of any facet of LLL known. Most of the publicity and dissemination activities are integrated within EPEAEK's communication strategy (see **ANNEX 3, code 86**), which is harmonized with the general framework and strategy of the CSF and it is articulated with the CSF's national scale communication campaign. With the implementation of O.P. Information and Publicity action plan, a single and integrated system with scheduled actions and activities is established. This system utilizes all the appropriate means and methods of dissemination (such as conferences, leaflets, newspaper/radio/TV ads-announcements etc.) aimed at making the benefits derived from the

implementation of CSF known and at creating consensus with the majority of the public, users, the beneficiaries, involved agencies, interested target-groups, and citizens in general.

- Furthermore, publicity and information campaigns concerning educational reforms and European programmes such as the SOCRATES Programme have contributed towards such policy.
- Lastly is the dissemination process which is taking place within the National council of Education.

CHAPTER 2

IMPLEMENTATION OF TRANSVERSAL POLICY OBJECTIVES

2.1. The establishment of national qualification systems and frameworks (in line with the European Qualification Framework), and the elimination of obstacles between levels and systems

- Law 3369/2005 (for the systematisation of life-long learning) - as part of the overall national strategy for development of human resources and investment in human capital - complements and generates synergies with those provisions of the legislation on the *National System for Linking Vocational Education and Training with Employment* (ESSEKA). The purpose of this legislation is to systematize the existing frameworks for education and training so that knowledge can continue to be acquired all through a person's working life. It has also created a framework for the planning and coordination of a national policy for VET and for linking it with employment. This is achieved by the steady activation of the six sub-systems included in ESSEKA: 1) research into the labour market needs, 2) technical-vocational education (at secondary level), 3) initial vocational training, 4) continuing vocational training, 5) **accreditation of vocational training and qualifications** and 6) counselling and vocational guidance.
- Following the Memorandum of cooperation between the Ministries of Employment and Social Protection and Education and Religious Affairs (May 2005), the following actions have been implemented:
 1. **Studies** to describe and record trends in the labour market.
 2. **Issuing of a Joint Ministerial Decision on the creation of Vocational Profiles** (566/2006).
 3. **Initiation of conversion of vocational profiles into training programmes.**
 4. In respect of the accreditation of infrastructures, the *National Centre for Accreditation* (EKEPIS) **has completed accreditation of Ongoing Vocational Training** structures in the existing statutory framework.
 5. **Instructor certification.** Training courses have started for more than 10.000 instructors on the EKEPIS register, who will receive certification on completing the courses.
 6. Joint Ministerial Decision 113709/2005 has been issued setting out the **certification system** to be used for staff in the Accompanying Support Services.
 7. Joint Ministerial Decision 113708/2005 regulates the **certification of the knowledge and skills of trainees**, and the certification of their vocational qualifications.
- Moreover, under Law 3475/2006 the area of secondary technical and vocational education was reorganized with the creation of *Vocational Lyceums* (EPA.L) and *Vocational Educational and Training Schools* (EPA.S). The new structure, together with the new curriculum, gives equal opportunities to the students of Vocational Lyceums for entry not only to Higher Technological Institutes (T.E.I.) but also to the Universities (A.E.I.).
- Law 3432/2006 which upgrades the status of the Higher Ecclesiastical Schools supervised by Ministry of Education, whose degrees become equivalent with those of the Higher Education Institutes.
- Law 3413/2005 which allows Higher Military Schools (supervised by Ministry of Defence) to participate in consortia with universities for the establishment of Post-graduate study programmes and research programmes (degrees are awarded by universities).
- Law 3450/2006 which upgrades the status of the Merchant Marine Academies (supervised by the Ministry of Merchant Marine) that are currently able to participate in consortia with universities for the establishment of Post-graduate study programmes and research programmes (degrees are awarded by universities).
- Under Law 3369/2005 the *Second Chance Schools* (SDE) are incorporated completely in the new functional network of life-long learning. Specifically, the certificate of studies granted by the SDE gives to the graduates the opportunity to continue their studies - among others - in different

educational levels, such the *Adults Education Centres*, the *Parents' Schools*, the *Centre of Distance Lifelong Education and Training of Adults*.

- Operation of the *National Reference Point* (under the supervision of OEEK), which is also considered as one of the most best organized systems in the E.U.
- Law 3328/2005 established the Hellenic National Academic Recognition and Information Center (DOATAP / Hellenic NARIC). The new organization is equipped with the professional background and resources to provide greater diploma transparency. Flexibility and openness has prompted for a new approach where the rule is to look not for identical but similar courses. It is also catering for the provision of accurate, reliable and up to date a) information on higher education options abroad that correspond to the needs of learners and b) advice as to the requirements for future recognition in order for the prospective students to make informed study and career choices.

2.2. Identification and validation on non-formal and informal learning

Generally, in Greece there is no single, coherent and comprehensive framework so far for the implementation of the Recognition of Non-formal and Informal Learning (RNFIL). On the other hand, a wide process of consultation and initiatives are taking place regarding RNFIL. Relevant accreditation, and especially when it receives European and international recognition, is seen to have decisive significance in the development of human resources, promotion of employment, facilitation of mobility, improvement of active citizenship, reinforcement of social cohesion. The interlinking and networking of social partners, policy makers, and stakeholders is a significant parameter to the development of an integrated framework and the reinforcement of its reliability, transparency and social acceptance.

Under Law 3369/2005 Lifelong Training programmes result in obtaining a **Lifelong Training Certificate**.

Lifelong Learning Education Programmes, depending on their duration, result in obtaining the following certificates:

- Up to 75 hours in obtaining an **Education Certificate**,
- Up to 250 hours results in obtaining a **Lifelong Learning Certificate**.

These programmes are characterised by their flexibility, while the fact that Lifelong Learning may be carried out through distance learning is important.

Two main national agencies, the *National Certification Centre* (EKEPIS, see point 2.1.) as well as the *Organisation for Vocational Education and Training* (OEEK) are expected to develop adequate mechanisms and processes to ensure reliable results. Thus, a unique system of Vocational Qualification Certification is established based on these two national agencies. At the same time, a clear and well defined labour market environment is promoted ensuring adequate security for both workers and businesses.

Active participation of OEEK in the working group for the ECVET (TW ECVET). For the purposes of this group OEEK also organized a consultation process and meeting, which contributed to the formulation of national proposal for ECVET.

More specifically:

EKEPIS has developed close cooperation with the OECD by being actively involved in OECD research projects related to EKEPIS's activities. EKEPIS has participated in the OECD research activity on "*The Role of National Qualifications Systems in Promoting Lifelong Learning*" (2001-2005) and is currently actively involved in the new OECD research activity on "*Recognition of Non-Formal & Informal Learning*". The purpose of the latter is to provide policy-makers with useful options for generating effective systems of recognizing non-formal and informal learning to implement the "lifelong learning for all" agenda and recommendations on conditions under which recognition of non-formal and informal learning can be beneficial for all.

- Concerning **informal learning**, individuals, who have skills in **using computers**, are certified by exams centres. These exams lead to the **acquisition of the *European Computer Driving License (ECDL)*** certificate for candidates. It is recognized as a formal qualification in both the private and public sectors. OEEK is responsible for the certification of providers of such training.
- The introduction of the ***State Certificate of Language Proficiency (KPG)***, a formal qualification, upon success in state examinations held at national level. Presently candidates can take exams in English, French, German and Italian. The system for the certification of language proficiency was established and implemented by the Ministry of National Education and Religious Affairs (YPEPTH) seeking to meet pressing social needs and be in line with the European policy for the promotion of multilingualism and the unified certification of language competency in contemporary languages. It is recognized as a **formal qualification** in both the **private and public sectors**.
- Moreover, in Greece, private sector companies provide training and certification of knowledge for various information technology applications, in collaboration with information technology companies. Such certification are accepted equally by the public and private sector.

2.3 Widely accessible lifelong guidance and systems

At European level, the *National Centre for Vocational Orientation* (EKEP) has been designated as the National Information Centre for Vocational Guidance by decision of the competent Ministers of Education and Employment.

In the framework of the **National Policy for Counselling and Vocational Guidance** implemented by EKEP the following actions have been taken on:

- Between 2004 and 2006, international and national conferences were organized aiming at the Counseling and Vocational Guidance staff (SY.EP). The above mentioned events have facilitated data gathering concerning the needs of the said 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.
- **A study is promoted focusing on vocational staff's certification** on the basis of evaluation by prominent counselling and vocational guidance experts 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 those seeking a place in the labour market and / or information on issues that pertain to education, vocational training, lifelong learning and employment.
- A **Study Project** has been scheduled **addressing the international systems of quality assurance and administration as regards vocational guidance and counselling** (ESYP). In this framework, the National Centre for Vocational Guidance (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 the field of Counselling and Vocational Guidance 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 provided in the Counselling and Vocational Guidance fields, addressing the needs of EKEP and other competent organisations' staff.
- The following tasks have been completed :
 - **30 monographs** on highly demanded professions in the labour market.
 - **Two Counselling and Vocational Guidance Guides** which are going to be of basic and easy use to vocational guidance advisors and to education and employment agencies.
 - **The elaboration of Scientific and Informative Manuals** on specialised issues to cover ESYP staff's detected needs in these fields.

- **The setting up of a communication network and electronic platform between Organizations and Counselling and Vocational Guidance officers** who work in the sectors of secondary and tertiary education, vocational training and employment. The platform will be used for sending and receiving notifications, news and material, for the preparation of forum debates, exchanging views and opinions, etc.
- **An *ad hoc* library** has been created in the National Centre for Vocational Guidance (EKEP) specialising in vocational guidance and counselling issues.
- **Vocational guidance and counseling** in secondary education is under the responsibility of the Ministry of Education. More precisely, the ***Educational Guidance Office*** (GRASEP), under the Directorate of Vocational Counselling and Educational Activities, **has undertaken the coordination and administrative support of vocational counselling structures in secondary education.** Additionally, in the Pedagogical Institute (PI) operates the Educational Guidance Sector (Sector SEP) of PI which has undertaken the scientific support.
- In the existing **75 *Career and Counselling Centres*** (KESYP) (see ANNEX 7), there have been established two more KESYP, one operating in the Ministry of Education and the other operating in PI which co-ordinate and support the task of all KESYP and GRASEP.
- 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.
- Vocational Development and Career Offices (GEAS) operate under the supervision of OEEK. 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.
- The sector of employment represents the second, basic area of initiatives in counselling and vocational guidance in Greece. In the context of the OAED’s Apprenticeship Technical and Vocational Schools ***Information and Counselling Offices*** (KPA) have been set up in each Apprenticeship TEE with a view to providing information and guidance to the students with respect to training and employment opportunities.
- ***Employment Offices for Special Social Groups of OAED.*** There are six (6) offices whose objective is to help groups of people with difficulties adjusting to changing economic conditions and entering the labour market.
- The ***Information Office for Unemployed and Enterprises GSEE*** (KEPEA) is functioning in cooperation with OAED. Its main goal is to provide reliable and immediate information to the unemployed about employment and training programs and information to enterprises about financing programs for hiring unemployed and education and training programs for their staff.
- **In higher education, information, guidance and counselling services for students and graduates are provided by the Career Services Offices in all the AEI and TEI institutes.** The purpose of the Offices is to help students and graduates, through the provision of counselling services and specialist information, to make a smooth transition to their future career and to seek work appropriate to the knowledge they have acquired during their time as students. The Offices not only distribute information material but also organise Career Days, conferences involving mutual briefings by businesses and tertiary education institutions, and other events.

2.4 Measures to reinforce transnational mobility in all sectors, including through the removal of administrative and legal obstacles, the implementation of Europass, or by the provision of financial or other support

- The goal of mobility in education and VET is achieved mainly through programmes financed by the European Union within the framework of the Operational Program for Education and Initial Vocational Training (EPEAEK II). They are implemented in cooperation with the Ministry of National Education and Religious Affairs and the National Youth Foundation (EIN). The following

programs promote the connection between the Greek educational system and the educational systems of E.U: Leonardo da Vinci, Socrates and Erasmus. They provide teachers and students with possibilities for education and training that are not available in their home institution or region, either elsewhere in Greece or in other European countries. Further aims are foreign language proficiency, the acquisition of intercultural skills, and personal development.

- In the framework of Leonardo da Vinci, OEEK implemented “*Diaplus*”, a European tool for lifelong career management. “*Diaplus*”, in which four countries (Greece, Great Britain, Germany and Cyprus) and seven partners were involved, aimed to help people to review their career and to redesign their future course. The field of Information Technologies and Communications was chosen for piloting the tool.

- The PI has carried out the trans-national project “*Development of a flexible and distance training method and curriculum for agroturism*” aiming at providing training to young persons aged from 16 to 18 living in remote areas.

- Under Law 3404/2005 it is made possible for Universities operating in Greece to cooperate with recognized counterpart foreign institutions as for organizing and operating common postgraduate studies programs (of second and third cycle).

- The *National Europass Center* substantially contributes towards assisting citizens to know about Europass documents and how to use them in a more rational way. Due to their communicative nature these tools are effective through their coordinated projection to citizens, education and training organizations, syndicates of workers and other social partners. The Organization of Vocational Education and Training (OEEK) - as the national entity for Europass - has issued more than 4.200 europassports in Greece, which is a quite high rate according to the country’s population. Day events and seminars have been held throughout the country and great publicity was given to these events in an attempt to inform local organizations and the citizens.

- In 2005, OEEK, defined by Decision of the Ministry of Education as the competent implementation entity, started implementing in Greece the action for the initiative “European Language Label”, aiming at awarding prizes for innovative foreign language teaching and learning programs.

- In school year 2006-2007, the second foreign language is been implemented as compulsory in the two last grades of primary school, in an attempt to reduce obstacles in pupils’ mobility and promote multilingualism.

- In total, in the Leonardo da Vinci program framework, for 2005 ,795 young people moved in Europe at initial vocational training level and 902 teachers, while these figures for 2006 raised to 962 and 876 persons respectively, while in the framework of Erasmus Program, 2.715 students and 480 teachers moved in 2005.

CHAPTER 3

IMPLEMENTATION OF POLICY OBJECTIVES IN SCHOOLS, HIGHER EDUCATION, VOCATIONAL EDUCATION AND TRAINING, AND ADULT EDUCATION

The already established network of education and training providers operating in the context of the national LLL strategy along with the undergirding institutional framework have lately been overhauled to cater for emerging needs and harmonise the country's education infrastructures with the European prerogatives and mandates. The logic behind the measures adopted calls for wider synergies between the public and private sectors, the procurement of knowledge that should successfully address the needs of the information and knowledge society, and the setting up of viable quality assurance and evaluation systems.

3.1 Elements to be reported on for all levels (schools, higher education, vocational educational and training, adult learning)

3.1.1 Governance and leadership of education and training institutions (e.g. organizational and administrative reforms, autonomy and accountability measures, public/private initiatives)

- Under Law 3467/2006 the selection criteria for high level managerial staff in Public Primary and Secondary Education (school advisors and directors of primary education, preschool education, special education, secondary education advisors by field and specialty, directors and heads of offices in primary and secondary education, school directors) are explicitly defined. Seven-member councils are appointed in order to draw the education staff's selection lists. They consist of academic staff and representatives of the social partners.
- Under Law 3467/2006 Information Technology and New Technologies Units operate in every Regional Education Directorate aiming at supporting the entire Regional Directorates work.
- Under Law 3369/2005, regulating lifelong learning, institutions providing lifelong education and training are being established (see ANNEX 4).

3.1.2. Stimulating private investment from enterprises, households and individuals

The main structures and / or agencies seeking to stimulate private investment are the following (during the past two years there has been a qualitative and quantitative intensification of the entire set-up):

- **Special Fund for Employment and Vocational Training (LAEK Account).** Enterprises contribute to the employee training costs (0,45%, 2005-06). LAEK is a special account with funds drawn from the private sector (employers) for on-the-job-training. The improved coordination of the involved stakeholders is also actively sought after.
- **Operational Programme "Competitiveness" / Greek Ministry of Development.** The O. P. Actions in Research and Technology foster synergies between businesses and research agencies / departments.
- **PRAXIS Network (Innovation Relay Centre HELP-FORWARD).** It promotes the strategic alliance of research and the industrial world in Greece and focuses on technology transfer and diffusion of research services and products.
- **Operational Programme "Education and Primary Vocational Training" (EPEAEK II).** Provision for the consolidation of infrastructures enabling and / or strengthening industry-research partnerships. General Secretariat for Research and Technology (GSRT). It actively supports the interaction between the business and research communities and via the "Science-Technology-Society" Task Group disseminates a culture of synergies among stakeholders.

- **Manpower Employment Organisation (OAED). “Stage” Programmes.** Enterprises are offered financial incentives to take on unemployed individuals. Co-financed by the European Social Fund.

- **University Sector: 1) HEIs Research Institutes 2) HEIs Mediation and Technology Transfer Liaison Offices 3) HEIs Research Committees.** They all seek, and manage, to attract private capital and facilitate the exploitation of research results.

- In relation to **private spending on education**, household budget surveys are indicative. Data from the Eurostat harmonised Household Budget Survey for 1999 confirmed a high spending level for Greece (over 500 Euro per household, corresponding to about 1.5% of GDP) (*Commission Staff Working Paper: Progress Towards the Lisbon Objectives in Education and Training 2006 Report*, p. 105). Even though data on this particular field can be obtained indirectly and conclusions can basically be drawn on the basis of comparing relevant parameters, it is indeed the case that household contribution has consistently remained at relatively high levels since then.

Private investment in Human Resources

- **ALBA-Athens Laboratory of Business Administration.** ALBA operates under the auspices of the Federation of Greek Industries (SEV), the Greek Business Management Association (EEDE), and the Athens Chamber of Commerce and Industry (EVEA). It is an association of corporations, currently numbering 42. It offers educational services addressing emerging market needs.

- **Greek Business Management Association (EEDE).** It offers a number of programmes addressed mostly to business managers.

- **Foundation for Economic and Industrial Research (IOVE).** It operates under the auspices of the Federation of Greek Industries and seeks to facilitate scientific research targeted towards the current needs of the economy.

3.1.3 Widening access, and improving equity of participation, treatment and outcomes, especially for disadvantaged learners (e.g. migrants, ethnic, minorities, the disabled)

- In order to improve on the conditions of educational integration vis-à-vis individuals belonging in special categories the following programmes operate: a) a programme for the integration of children with cultural and linguistic particularities and b) programmes of Second Chance Schools for adult education. **There is particular concern for the early and reliable detection of pupils with learning and speech impairment and programmes for individuals with special needs are continuously enriched so that the latter can improve their skills.** Regulated Institutions for individuals with special educational needs are shown in ANNEX 5.

- During school years 2004-05 and 2005-06 the following Special Education School Units (SMEA) have been founded:

<i>Type of school</i>	<i>School years: 2004-5 and 2005-6 (total)</i>
Special Pre-primary and Primary Schools	68
Special Lower Secondary Schools	2
Special Upper General Secondary Schools	1
Special Technical Vocational Schools(TEE)/Vocational Lyceums (EPA.L)	9
Special Vocational Education and Training Workshops (EEEEK)	22

Source: *Eurydice National Dossier 2006*

- Under Law 3376/2005 the **foundation of European school** (providing preschool, primary and secondary education) has been established in order to provide education to the European Union employees' children.
- Under Law for "Foreign Schools", education to nationals of other countries is provided in "foreign" schools, mostly in mother tongue and/or in Greek language. Also, a committee has been set up to modernising regulations of such schools in the light of the EU developments.
- **Special education is provided by state schools free of charge and children with special needs up to the age of 4 are financially supported by the family's social insurance.** Enterprises or employers engaging persons with special needs are funded and scholarships are granted to families with up to three children. Funding programs to new *Creative Centers for Children with Special Needs* (KDAP-MEA) also addressed to disabled or low waged parents. Finally a twelve-month program amounting to 16.000 Euros to subsidise personal or corporate enterprises founded by *Young Free Professionals* (NEE) coming from vulnerable social groups.
- Under Law 3454/2006 in the framework of supporting the Greek family, a lump sum of 2.000 euros has been granted to mothers since 2006 for the birth of the third child as well as for each child afterwards.
- Under Law 3369/2005 regulating lifelong learning provision (article 19) extra scholarships are granted by State Scholarships Foundation's (IKY) to graduates coming from families with more than three children.
- Under Law 3282/2004 children coming from families with more than three children are permitted to enrol in universities courses **on excess of the *numerus clausus* principle**.
- The third phase of YPEPTH program (2006-2008) concerning the *Education of Repatriated and Foreign Students*, as well the Muslim and Roma children, is being implemented.
- Under Ministerial Decision of the Home Office in 2006, (which regulates the illegal stay of immigrants) residence and job permits prerequisites for third countries citizens who study or have graduated from public schools, are being defined. In this way their inclusion in the education and training system becomes easier.
- In areas with increase density of Roma populations special classes are operating with trained teachers, providing counselling to children coming from families with nomadic background.
- Under Law 3404/2005 Postgraduate University Studies Programs is foreseen teaching provision in other European language apart from Greek.

3.1.4 Measures to address gender aspects in education and training

- For the promotion of equality between sexes and the improvement of women's access in the job market, programs supporting: a) **women's initial vocational training and education**, b) **women's Undergraduate and Postgraduate Studies** as well as c) **Studies and Research Programs for Women**, are initiated.
- The **General Secretariat of Equality** implements Integrated Interventions in favour of women by strengthening the **Advisory Services of the Centre of Research for Equality Matters** (K.E.TH.I.) and promoting the creation of new ones. It works out the project "**Positive actions in favour of women supported by TEE and Vocational Training Institutes (IEK) libraries**" in order to eliminate professional and educational segregation against young girls.
- **OAED implements**, via the Integrated Interventions in favour of Women, a subsidised program for a 9-12 months interval **aiming at creating new jobs and promoting acquisition of Working Experience ("stage")**.
- The *National Employment Observatory* registers trends concerning women in the job market in various professions and science specialties and is assigned to forecast evolution in order to be drafted substantial labour market policies.
- In Regional Operational Programs (P.E.P) in various regions of Greece are included programs for women's access in the labour market.

- In the Regional Operational Programs (P.E.P.) of various regions of Greece, programs operate for a) childcare facilities units for infants, children and children with special needs, b) play groups and children's creative centers (KDAP) and c) creative centers for children with special needs (KDAP-MEA), so that mothers be able to attend training.
- As a result of various gender initiatives taken by GGEE women participation in adult training courses account to 63,60% of the total trained persons (see ANNEX 16).

3.1.5. Learning-outcome based approaches for education objectives, curricula, and their relevance to the needs of society and the economy

The main policy platforms serving the modernisation of methods and systems and securing the social relevance and economic viability of reforms are the following:

Within the Operational Programme for Education and Initial Vocational Training a host of coordinated actions, measures and institutional structures have been set up and consolidated to secure the continuous qualitative assessment of education programmes and curricula. All pertinent actions are interwoven with the LLL national strategy priorities and are embedded in a holistic approach to further education and training. In relation to primary and secondary education, new curricula and textbooks have been designed and integrated, while for tertiary education emphasis has been laid on ITC dissemination, the consolidation of indicators and systems of continuous evaluation of outcomes, the enhancement of inter-disciplinarity, and the imbrications of academia and the industry / market through targeted synergies. Research has taken on increased priority esp. in regard to cutting-edge, and economically useful, output.

More specifically:

- In the context of secondary education a series of innovative actions / measures have been assumed, such as Health and Environmental Education, the Flexible Zone of Innovative Actions, School Vocational Counselling, Olympic Education etc., along with programmes such as the “*Spring of Europe*” and the *eTwinning / eLearning* ones, which seek to diffuse the European dimension in Greek education (on eTwinning see also 3.2.2). For 2006/7 there is provision for the increased social penetration and assessment of the above programmes.
- Priority has been ceded to the diffusion of the notion and concrete practice of entrepreneurship in all education levels. In the context of secondary vocational education and against the background of Initial Vocational Training strategies, along with the integration of relevant material in the curricula there is provision for (the creation of) *virtual enterprises*, analysis of *case studies*, the setting up of special Entrepreneurship Desks and Portals together with the Entrepreneurship Observatory (General Secretariat for Youth), the concrete involvement of students with the workings of Commerce and Industry Chambers and businesses / corporations. All the above apply to tertiary education as well, aided by *Mentoring Schemes*, the HEI Liaison Offices hosting Entrepreneurship Desks, etc. (see also 3.2.2).
- **HEIs’ Lifelong Learning Institutes.** On the basis of L. 3369/2005 on the Systemisation of LLL, the Institutes open up education to wider segments of the population enhancing substantially the social role of HEIs. They help employees adapt to the structural upheavals affecting professions and turn universities into engines of social and economic growth.
- **HEI’s Centres of Vocational Training (KEK).** They offer a wide series of programmes with emphasis on management, marketing, and human resources, which can be taken up long-distance.
- In the context of **LLL strategies**, there is a plethora of agencies, programmes and actions seeking to enhance the social relevance of education outputs, such as the Prefectural Committees for Adult Education (under the aegis of the Adult Education General Secretariat), the “*Hesiod*” programme (targeting farmers and their needs for sound economic management of resources), and the “*Heron*” programme (Adult Education on Basic ITC Skills- a programme seeking to confront digital illiteracy in technology-resistant segments of the population). **Digital convergence has been**

designated as a high priority and is the focus of a wider respectively-named Operational Programme as well.

- The diffusion of reliable information on the professional relevance of study programmes is served by, among others, the “*Nestor*” network in the context of a wide nexus of Vocational Orientation Counselling Centres and (School) Offices which, additionally, offer support to individuals on the fringes of labour or those threatened with social marginalisation (see also 2.3).
- **The National System for Linking Vocational Education and Training with Employment / ESSEKA** serves as the channel through which vocational education and the market are intertwined guaranteeing, accordingly, the best possible management of human resources. Also, the **National Accreditation Centre / EKEPIS** contributes to the market-oriented deployment of vocational qualifications (see also 1.2.3 and 2.1).
- **Pedagogical Institute / PI.** The new Cross-Curricular / Thematic Framework has secured the adaptation of curricula and study programmes to the prerogatives of the knowledge society. The “*Flexible Zone*” projects have also disseminated additional social value and in conjunction with the continuous updating of textbooks the entire rationale and concrete educational practices are in confluence with the needs and priorities of the Greek society (see also 3.2.2).
- In the context of the **National Strategic Framework / ESPA 2007-2013**, the sectoral “**Operational Programme “Education and Lifelong Learning”**” seeks to enhance the accessibility and social penetrability of education and training by, among others, facilitating the reform of curricula, the integration of ICTs in all levels of the education system and the overhauling of vocational training. The O. P. in question will accrue upon already existing infrastructures in the interest of both continuity and viability.

3.1.6. Quality assurance systems

- **Quality assurance has now been determined as a supreme governance priority, a fact which is reflected in a number of still on-going institutional and legal initiatives.** Law 3374/2005 has stipulated the setting up of the independent **Higher Education Quality Assurance Agency** fulfilling thus the national commitments vis-à-vis the Lisbon Strategy and opening up the national institutional landscape to the necessity for social accountability and social and economic viability and relevance of the educational outcomes. Taking into account prerogatives emanating from the Bologna Process and the ET 2010 Programme as well, the law mandates flexible yet reliable patterns of internal assessment and external evaluation, and has enabled the implementation of ECTS and the Diploma Supplement on a national scale.
- In regard to secondary education, **Law 2986/2002** still constitutes the basic legal platform with the proviso that, within its ample scope, a series of supplementary and / or corrective measures have been assumed in order to support the entire evaluation schema. Wide support is provided for by the two established pillars of the quality assurance mechanism, i.e., the Centre for Educational Research and the Pedagogical Institute, whereas there is provision for the evaluation of all participants in the educational process.
- Quality of teaching presupposes the **continuous education of teachers**, which falls under the jurisdiction of the Organisation for Teacher Training / **OEPEK**. There is currently provision for the appointment of a Technical Consultant with the aim to secure the best possible management of available resources in the context of a sound managerial approach. OEPEK cooperates with Regional Training Centres all over the country. Characteristically, a series of training programmes have started to operate with the aim to not only upgrade teaching skills, but also raise awareness of the social and cultural changes over recent decades affecting the learning performance of students (Intensive Teacher Training Course on ‘Relating the Family – Social – Cultural Environment to Children’s Performance at School’, among others; see also 3.2.3). Also, educational leaves are offered every academic year to a number of teachers who wish to pursue graduate studies and / or research either in domestic institutions or abroad.

- **Law 3404/2005** has given scope for joint / international postgraduate degrees buttressing thus the European and international dimension of the Greek HE and allowing for academic synergies that can only be beneficial to the quality of HE.
- A number of graduate programmes focusing on education and evaluation / quality assurance have been instituted and / or upgraded in all major national HEIs.
- **National Accreditation Centre for Continuing Vocational Education / EKEPIS.** The Centre seeks to ensure quality assurance in vocational training and improve effectiveness of training services. Its instruments include the Trainers' Register and the Job Profiles. The Centre organizes series of seminars for trainers securing thus the high quality of training services (see also 3.4.4).

3.1.7. Learning partnerships with stakeholders

In the context of the comprehensive national LLL strategy there is ample scope for synergies with stakeholders. Law 3369/2005 on the Systemisation of Lifelong Learning has enabled the successful coordination of relevant bodies / agencies. The most recent actions/ measures are the following:

- The creation of the **National Committee for Lifelong Learning** (see 1.1.1.).
- Setting up **Lifelong Learning Institutes by HEIs and social partners.**
- The established institutional framework is continually updated to meet rising needs and challenges, and is supported by a host of agencies / organisations (see 1.4. and 3.4.5.).

Finally, in relation to the private sector, the Federation of Greek Industries / SEV, the Athens Chamber of Commerce and Industry, the Foundation for Economic and Industrial Research (IOVE), the Greek Business Management Association (EEDE), et. al., contribute in various ways to the consolidation of a coherent LLL platform (PRAXIS Network, ALBA graduate degrees, etc. See 3.1.2.).

3.2 Schools

3.2.1 Increasing investment in and strengthening pre-primary education

- Under Law 3518/2006 particular emphasis has been given to the **extension of compulsory education period from nine to ten years starting from the school year 2007-8**, by adding one compulsory preschool education year. Emphasis is also given to the extension of the programmes of “*Flexible Zone*” (see below 3.2.) and “*All-Day School*” to preschool education.
- **There are free of charge school transport facilities for students who live in remote areas as well as free of charge accommodation and meal at school premises, otherwise a monthly allowance is granted by the Prefecture the school belongs to.**
- Under Law 3376/2005 regulating establishment of a European Education School, a European Education School addressed to children of people working in the European Organisation for Networks and Information Safety or in other European services was founded in Herakleion in 2005. **In pre-school education separate language courses for teaching provision in English and in Greek operate and additional language courses including instruction in pupils' native tongue are foreseen.**
- The number of school units during 2004-2005 has increased compared to previous years according to the YPEPTH Operational Researches and Statistics Department data (see ANNEX 6).

3.2.2 Modernising school curricula and assessment arrangements (*inter alia* to address learning outcomes and the attainment of key competences

- The Pedagogical Institute (P. I.) processed the compilation of the **Cross - Curricular Single Framework for Studies Program (D.E.P.P.S.)**, introducing the **cross - curricular approach to**

knowledge. In the framework of D.E.P.P.S. the Pedagogical Institute (P.I.) introduces the innovation action “**Flexible Zone**” for Pre-Primary, Primary and Lower Secondary School.

- The **writing of new books and didactic material** on compulsory education has been completed in compliance to the Cross-Curricular Single Studies Program Framework (D.E.P.P.S.) and new curricula (see ANNEX 7 and 10).

- Greece has officially expressed, through the **Information Society Special Secretariat (KtP)**, her interest in “*the laptop of poor people*” and the **supply of 15.000 personal computers in primary education schools** is being scheduled on a pilot basis, in order to cover pupils of Primary School and of the two first lower secondary school grades in ICT learning.

- Educational material accessible to teachers and pupils, which contains teaching proposals, supporting material and software as well as laboratory lessons, is provided in the Website of National Ministry for Education and Religious Affairs Education Portal.

- Under Presidential Decree 64/2005, **national examinations in the B’ grade of Upper Secondary Education have been abolished in the framework of reform measures in the Secondary Education system.** In this way the education system becomes friendlier towards pupils and reduces drop outs rates.

- Ecclesiastical lower and upper secondary schools (28 School Units), Fine Arts schools, Music schools (34 School Units) and Athletic Schools along with Special Education Schools operate **offering specific vocational training and prepare towards specific professional fields.**

- Under Law 3475/2006, **Vocational Lyceums (EPA.L.)** are founded along with the **Vocational Educational and Training Schools (EPA.S.)** - in non compulsory post secondary education - which replace the Technical Vocational Schools (T.E.E.). **Graduates are awarded a certificate** and a level 3 degree entitling them to: a) have a working licence acquisition, b) continue their studies in **Universities (AEI)** and **Technological Education Institutions (TEI)** and c) enrol in **Vocational Training Institutes (IEK).**

- According to data collected by the YPEPTH Research and Statistics Department , the **teachers to students ratio reduced during 2004-5, compared to 2003-04** as follows: a) in state kindergartens by 0,5 (ratio: 1:12) and in private kindergartens by 0,6 (ratio: 1:17,7), b) in state primary schools by 0,3(ratio: 1:10,9) and in private primary schools by 0,4 (ratio 1:13,3), c) in state lower secondary schools by 0,1 (ratio 1:8,0) and in private secondary schools by 1,6 (ratio 1:6,1), d) in state upper secondary schools by 0,3 (ratio1:9,6) and in private upper secondary schools by 0,5 (ratio 1:8,4), and e) in state Technical Vocational Schools (TEE) by 0,2 (ratio 1:6,6) and in private TEE by 0,1 (ratio:1:4,0).

3.2.3 Addressing the specific learning/training needs of teachers (including pre-primary) to enable them to cope with their changing roles in the knowledge-based society

- The upgrading of teachers’ training is implemented via the following actions:

- The framework of the Operational Program for Education and Initial Vocational Training (EPEAEK) measure for upgrading the quality of education provided through Training in innovative programs.

- Participation to research programs in Greece and abroad.

- Distance training and implementation of the Information Technology and New Technologies (certification of teachers in the ICT).

- Enrichment of school libraries.

- Two training programs are being operated by the Teachers’ Training Organisation (O.E.P.E.C.) scheduled to be completed in 2007:

- 1) “Modern teaching approaches leading to critical and creative thinking” so that 6.000 teachers are trained.

- 2) “Relation between family-social-cultural environment and the pupil’s performance at school” so that 5.000 teachers are trained.

- Under Law 3475/2006 regulating Secondary Vocational Education, specialisations and study fields for Music teachers are being defined.
- Under Law 3467/2006 postgraduate degree and teaching experience in study fields are defined as prerequisites for teachers' appointment to Higher Ecclesiastical Academies or Faculties.

3.2.4 Measures to reduce early school leaving, to increase rates of completion of upper secondary education, to reduce the proportion of low-achieving 15 years old in literacy, and to increase the take up of mathematics, science and technology subjects (EU benchmarks)

- Measures to confront school failure and early dropping-out as well as improve the quality of learning and enhance the social dimension of the school life include initiatives for the consolidation of teaching methods that will take into account individual needs while responding to the necessity for advancing the spirit of collective participation and interaction. Support teaching for primary and lower secondary school pupils is offered in language and mathematics, whereas there is provision for additional out of the timetable teaching support (PDS) for pupils attending Lyceums and Technical Vocational Schools (TEE). Educational programmes operate in all-day schools aiming to prevent school failure and decrease drop-out rates as well as enable mothers to work or upgrade their professional qualifications (see ANNEX 8).
- **Reception Classes, Learning Support Classes, Special Classes for Roma children and Second Chance Schools** are measures that support learning ability and continuation of studies.
- Familiarization with New Technologies is made through the *Centres of Information Technology and New Technologies* (KE.PL.I.NE.T.) and the *Pan-Hellenic School Network*. The technical support of infrastructures for laboratories of information technology and new technologies implementation in school units is performed through the PL.I.NE.T coordination.
- In the Flexible Zone framework, the **implementation of information technology and New Technologies** in the Information Society (KtP) has been supported. **At the same time, in 2006, Lower Secondary School pupils who excelled at school were rewarded with latest technology computers.**
- Scientific Unions of Science teachers (Mathematicians' Union, Greek Physicians' Union, etc.) organize contests among pupils and day events so that pupils are interested and trained in Sciences.
- For encouraging primary education attendance, a 300 Euros family allowance per child attending compulsory education is granted to financially weak families.

3.3. Higher Education

3.3.1. Measures to reinforce the knowledge triangle between education, research and innovation

Greece is committed to increasing expenditure for R&D in GDP terms by 2010 and particular concern has been shown towards upgrading infrastructures, taking up coordinated initiatives and setting up programmes to fulfill this objective. With this aim in mind, the main policy platforms for the present and the future, i.e., the **National Strategic Framework 2007-2013** and the **National Reforms Programme 2005-2008**, have been set up on the basis of **mutual, and cumulative, reinforcement and complementarity and presuppose a substantial amount of inter-ministerial cooperation and coordination**. The **Lisbon Strategy** has consistently served as the undergirding framework affecting the determination of priorities, whereas the Operational Programmes that make up the policy platforms are, in essence, intertwined and set out to enhance the significance of human capital and education and lifelong learning systems construing them as drivers of social and economic growth.

- The General Secretariat for Research and Technology / GSRT addresses the implications of emerging science and technology via a host of long span programmes such as the **Greek Technology**

Foresight (TF) Programme, and in general serves as the platform *par excellence* for the congruence of research and industry.

- Operational Programme “Competitiveness” – in the framework of the CSF III, Ministry of Development. Operational Programme “Competitiveness and Entrepreneurship 2007-2013”.

- **National Strategic Framework 2007-2013 / ESPA**. Ministry of Economy and Finance. 2nd thematic priority: stress on education reforms, lifelong learning strategies, innovation and the knowledge society. ESPA operates in congruence with the **National Reforms Programme 2005-2008 / EPM 2005-2008**. Indicatively, the targets set by the National Reforms Programme / EPM 2005-8 on the knowledge society (ch. 4) are also served and supplemented by the respective thematic priority of ESPA (Knowledge Society and Innovation) deploying as application tools the Operational Programmes “Competitiveness and Entrepreneurship” and the “Education and Lifelong Learning” one. All the above aim at the promotion of excellence and the organic imbrication of viable education, research and innovation platforms.

- Operational Programme for Education and Initial Vocational Training. A series of programmes, such as “*Heraclitus*”, “*Pythagoras I*” and “*Pythagoras II*” have been set up in order to support the research work of young Greek PhDs and foster research synergies with businesses and the industry at large.

- Support Programmes for **Young Researchers / PENED**.

- Worth mention is also Law 3404/2005 **on joint and international postgraduate programmes and degrees**.

- The development of a comprehensive National Strategy for Research and Technology has been designated as a top priority. With this aim in mind, **an inter-ministerial committee with the mandate to draw up a thorough policy platform on research and implementation methods has been set up**. The work of the said committee feeds into the forthcoming law regulating issues pertaining to research (see 3.3.3). All pertinent initiatives seek to cement the synergy between Higher Education and research agents.

3.3.2. Any participation targets and measures to increase them

- Greece is committed to increasing expenditure on R&D by 2010 in the context of the above-mentioned frameworks (esp. the upcoming 7th EU Framework Programme, the Operational Programme “Competitiveness and Innovation”, and the General Secretariat for Research and Technology’s package of programmes and actions).

- Greece is an active participant in the **Lisbon Strategy** and seeks **to gain ground as regards the 5 benchmarks**. With this aim in mind it has been politically mandated that overall expenditure on education will increase (including investment in R&D from both the public and private sectors) while concerted effort is targeted towards, among others, reducing the number of early school leavers and increasing adult participation in lifelong learning. **The benchmark on upper-secondary completion (at least 85%) has virtually been reached (84%, 2005 / SEC (2006) 639, 16.5.2006, Progress Towards the Lisbon Objectives in Education and Training, Chart 2.10).**

3.3.3. Measures to increase excellence

- **Law-Framework on “Reform of the Institutional Framework concerning the Structure and Regulation of HEIs”**. The above law **has recently been subject to approval by the Greek Parliament and will promptly be put into effect. In essence, it aligns the Greek universities with the principles and prerogatives that in-form the European Area of Higher Education and, of course, the Lisbon Process**. Emphasis is laid on rendering research an integral component of the HEIs, and on promoting excellence in both teaching and research by, among others, fostering accountability and increased autonomy.

- **Law 3374/2005 on “Quality Assurance in HE - ECTS and Diploma Supplement”** contributes substantially to cementing all relevant evaluation and assessment mechanisms while embedding essential mobility and transparency tools in the Greek higher education system.

- **Forthcoming law regulating issues that pertain to research.**
- **Forthcoming law regulating pending issues that relate to postgraduate programmes and degrees.** Both initiatives aim to fully harmonise the HE landscape with the established priorities at European level and complete an ambitious cycle of institutional and legal initiatives seeking to reform and modernise higher education in Greece. The above-mentioned “Law-Framework” on HE reforms, in particular, constitutes the most significant institutional initiative. The consultation in regard to the above forthcoming laws has transpired in the context of the National Council for Education / ESYP, and various stakeholders, including the General Confederation of Greek Workers / GSEE, have stated their views and propositions (Presidential Decree 127/2003 determines the make up and functions of ESYP).
- **Operational Programme “Competitiveness” / EPAN (Ministry of Development).** Measure 3.3 aims directly at the “**Promotion of Excellence in Technological Development and Research**”. The cluster of measures and actions in question is co-supervised by the General Secretariat for Research and Technology / GSRT.
- **EPAN 2007-2013.** Measures are currently being taken in order to secure the smooth function of the upcoming EPAN Programme which will build upon already existing infrastructures. The focus has already been on the following: promotion of excellence through the structured bonding of R&D agencies and the industry; the deployment of flexible and alternative financial and / or subsidisation schemes; the cooperation between R&D-oriented domestic and foreign enterprises; the establishment of national sectoral poles working in the interest of high priority R&D national targets to which will contribute public and private agencies, chambers, businesses, research departments, and stakeholders in general; the creation of Regional Innovation Poles operating on priority fields (top-down approach); **European and international synergies and cooperation; the creation of technology platforms; the creation and / or increase of centres of excellence and thematic networks of research and education; and finally the setting up of research clusters with the aim to substantially increase the “critical mass” of research teams and cooperatives.**
- **A number of centres of excellence under operation have been, and will continue to be, the recipients of state aid.** Indicatively, we mention the following: 1) Technology and Research Institute / Crete / Patra 2) BEMMO / Ocular Transplant / Micro-Surgery Laboratory, University of Crete 3) Jean Monnet Centre of Excellence, University of Crete 4) Jean Monnet Centre of Excellence, University of Macedonia 5) National Centre of Scientific Research “Democritus” (a scientific centre enjoying international recognition and issuing PhDs, as well).
- **Setting up of the International Hellenic University (L. 3391/2005).** The IHU targets primarily foreigners wishing to study in Greece and aspires to turn into an academic focal point in the broader South-Eastern European region aiming to attract, and contribute to creating conditions auspicious for the best subsequent management of, human capital. The educational operation of the International Hellenic University (IHU) scheduled to start in September 2007 is underway. The first educational programme to be offered by this institution will be at postgraduate level, an Executive Master of Business Administration, addressed especially to executives of firms located in the wider area of the Balkan peninsula.
- **“Diodos Programme”.** Operating under the auspices of the General Secretariat for Research and Technology / GSRT and the National Network for Research and Technology / EDET, the programme in question offers free access to broadband internet services to a considerable number of undergraduate and post-graduate HE students for a period of time that covers their studies plus one extra year. The programme is addressed to academic staff as well for an unlimited time span, includes free access to electronic libraries and, seen in the light of a broader and soundly coordinated set of measures aiming to facilitate the digital convergence of the country with the EU average, contributes substantially to the establishment of conditions conducive to excellence.
- **Mobility of academic staff is a *sine qua non* for academic excellence.** The Ministry of Education actively promotes mobility *via* inter-governmental agreements that include, among others, visits to foreign institutions to carry out research and / or exchange good practices. In the interest of

reciprocity, foreign scientists do visit the Hellenic Republic on a steady basis in the context of Proclamations for Educational Exchanges (201 exchange vacancies for the 2005-2007 period). Academic mobility is also enhanced through HEI's bilateral and multilateral relations and their participation in various European and OECD projects and programmes. The Ministry pursues actively a policy of information dissemination in relation to conferences and international projects and encourages the European and international dimension of the Greek academia.

- Following a Ministerial Decision (September 2006), a Working Group was set up with the mandate to draw up the National Qualifications Framework. All involved stakeholders have been participating in it.

- Under the supervision of the Ministry of Education's Directorate for European Union Affairs a *National Bologna Group of Promoters* has been established, and a large number of activities have been designed, with the aim to spread information and raise awareness of what the Bologna Process involves and entails. The Group of Bologna Promoters consists of HEI and TEI members of academic staff, students and also members of the administrative staff of HEIs.

3.3.4. Measures to increase the number of MST graduates (EU benchmark)

Access to higher education is subject to the **numerus clausus** principle, therefore, at this stage there is no scope for a more active pro-MST policy at the level of admissions. In statistical terms, however, MST graduates in Greece number 27,3% of the entire HE student population (Eurostat, 2004), whereas the respective percentage for the EU-25 is 23,6% (Eurostat, 2004).

3.4 Vocational Education and Training and Adult Training

3.4.1. Measures to improve the quality and attractiveness of vocational education and training and of adult education

- **Reorganization of the secondary technical education** (Law 3475/2006) and improvement of all aspects of its function (curriculum, mobility between different educational levels and especially to higher university area). See also point 2.1.

- **A noteworthy innovation in lifelong learning is the introduction of distance learning in the training programmes provided by *Centres of Distance Lifelong Education and Training for Adults (K.E.E.EN.AP.)***, which started to provide training programmes from September 2006. The e-learning model used in K.E.E.EN.AP combines distance learning with traditional teaching of adults. Essentially, it is a blended learning model, in which there are group meetings and seminars during each module in an educational programme.

- **Introduction of innovative teaching methods** - within a more learner-oriented approach - alongside with the **spread use of new technologies** (like e-learning) are being introduced in the Vocational Training Centres (KEK).

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

- **The application of accreditation system** is also a key tool towards improving the quality and attractiveness of vocational education & training and of adult education.

More specifically, the accreditation systems developed by EKEPIS include the following:

a. Accreditation of Vocational Training Centers: To date, 272 Vocational Training Centers have been accredited. They provide approximately 45.500 training places in 558 training structures nationwide.

Additionally, 24 Special Centers for the vocational and social integration of social vulnerable groups have been accredited. They provide approximately 2.000 training places for people with disabilities and ex-drug users.

b. Accreditation of Trainers for Adults: Trainers for Adults assume a multi-dimensional role. The Accreditation System for Trainers aims at upgrading their skills and competencies and ensuring their ability to combine their knowledge, professional experience and pedagogical skills in response to the needs of the trainees. EKEPIS has already set up *Registers for Trainers for Adults*. Enrolment is upon criteria requirements on Trainers' educational background, professional experience and teaching experience.

To date, approximately 17.150 Trainers have enrolled in the EKEPIS Register. Additionally, 253 accredited Trainers for Trainers for Adults are enrolled in the respective EKEPIS Register. Accreditation is upon successful completion of an accredited training programme based on the respective job profile. The process for their accreditation entails a combination of different methodologies and is currently underway.

c. Accreditation of Support Services Professionals: Within the national and European policy for combating social exclusion and distinction, EKEPIS aims at upgrading the quality of support services provided and the qualifications of the professionals in the field.

Support Services Professionals are engaged in both the public and private sector and provide specialised counselling and social services to people who are socially excluded or threatened to be.

EKEPIS has designed and currently implements the **Accreditation System for Support Services Professionals** (Joint Ministerial Decision 113709/2005).

This specific accreditation system entails 3 main phases:

- Enrolment in the Support Services Professionals Register of EKEPIS.
- Training of Support Services Professionals, Training of Trainers, Training of Accreditation Experts.
- Enrolment in the EKEPIS Register of Accredited Support Services Professionals.

d. Accreditation of Job Profiles: The development and accreditation of a job profile aims at the systematized analysis of the occupation's standards, the required knowledge, skills and competencies as well as proposed pathways for acquiring the occupational qualifications.

Until the end of 2008, EKEPIS plans to have accredited 65 occupational profiles.

e. Accreditation of Training Programs: According to the recently developed legislation, training programs will be accredited on the condition that they are based on the accredited respective job profile.

To date, the following programs have been accredited under priority conditions:

- Training Program for Trainers for Trainers for Adults.
- Training Program for Trainers for Adults.
- Training Program for Trainers for Support Services Professionals.
- Training Program for Support Services Professionals.

f. Accreditation of Knowledge, Skills and Competencies: The accreditation system for knowledge, skills and competencies is to enter the implementation stage after the implementation of the system for the accreditation of training programs.

Acquisition of knowledge, skills and competences will be evaluated and certified upon successful completion of the accredited training program. Certification is not linked to national recognition at this stage of the system development (see ANNEX 9).

3.4.2. Measures to reinforce the link between VET and labour market needs including early identification of skills needs, improving the relevance of curricula and qualifications

- In order to establish and maintain an effective balance between initial VET and continuing education and training to respond to specific fast-changing job requirements, the two main Greek government stakeholders (Ministry of Employment & Ministry of Education) have agreed upon a ministerial decision (Ministerial Decision No 110998/2006) regarding a **common methodology for the creation of job profiles**. This is a central and innovative development for VET in Greece.
- Each profile can extend to the whole range of knowledge, skills and competencies gained through education and training required for the specific job profile and in line with existing labour market needs. Priorities for the development of job profiles are justified by existing (and persisting) fast changing job requirements as proposed by employers and employees, as well as national priorities set by the government.
- The link between the two systems (initial & continuous VET) could be completed once the system of credit transfer is established and accepted by all engaged stakeholders in Greece. However this is still under thorough consideration.
- In addition to the above, Greece has established ESSEKA and in particular the **High Level Committee** committed mainly to establishing strong links between initial and vocational education and training to meet the needs of individuals and the needs of the labour market in terms of the required knowledge, skills & competences.
- In order to encourage links between training and the needs of the labour market, programmes of ongoing vocational training are being implemented on the basis of a system of diagnosis of educational and training needs. The system was devised by PAEP S.A. (*Employment Observatory*) and is based on a thorough analysis of the supply and demand for labour, as well as an assessment of active employment policies. This system is of particular importance in the overall planning of employment policies in Greece, since it allows the implementation of policies which meet the real needs of the production process and the labour market.
- Furthermore, the new *Operational Programme for Employment & Training (2007-2013)* aims, inter alia, at the **strengthening of the linkage between developments in VET and developments in work organization**. To be more specific, Priority Axis 1 of the new O.P. includes Actions that could link VET in big enterprises with a comprehensive plan of human resources development. This plan could give enterprises the opportunity to evaluate employees' performance and could be connected with the reward system, the planning of future needs in human capital and the pilot implementation of new administration and organization systems. Generally, the main objectives of the OP can be summarized as follows:
 - Prevention of unemployment through individualized interventions.
 - Promotion of the equality of opportunities to access the labour market.
 - Improvement and upgrading of the effectiveness and quality of interventions in the labour market.
 - Promotion of entrepreneurship and adaptability of the work force.
 - Improvement of the women's access to and participation in the labour market.
- Improving curricula of the IVET and CVET programmes (see **ANNEX 10**).
- At the level of vocational training the Organization for Vocational Education and Training (OEEK) participates in various programmes (in the framework of the Leonardo da Vinci programme) which aims to reinforce the link between VET and labour market, to create certain job profiles, to develop a system for the accreditation of training programmes, etc. In this framework OEEK- in co-operation with other European countries- participated in 16 programmes for the period 2002-2008 (6

programmes refer to the period 2005-2007 and are still running). Many of the forementioned programmes are dealing with new occupational forms in the area of the SME, maritime economy, international commerce, etc. and the development of an accurate and transparent accreditation system (e.g. the “EQF-FRAME”, “EURASMENT”, “VET PROFESSIONAL”, “COMINTER”, “HELEN”, “EPO-Europostman”, “INNOVICTS” and “RECYOCCUPATION II” programmes).

3.4.3. Opening up pathways to further and higher education

- **Under Law 3475/2006** a new pathway to further and higher education is added by the students coming from the new structures of secondary vocational education, the Vocational Lyceums (EPA.L.), **having equal opportunities for entrance to higher university education.**
- The main provider of CVET in KEKs is the *Manpower Employment Organization* (OAED) under the supervision of Ministry of Employment. OAED implements continuing vocational training programmes in its 53 KEKs, three of which are for people with disabilities (AmeA). Most KEKs are private while there are KEKs organised and run at the initiative of social partners.
- There is also CVET, which is implemented by other ministries such the Ministry of Rural Development and Food, the Ministry of Health, the Ministry of Tourism, the Ministry of the Interior, Public Administration and Decentralisation, the Ministry of Public Order, the Ministry of Merchant Marine, the Ministry of National Defence, the Ministry of Justice and others (see ANNEX 11).

3.4.4 Addressing the specific needs of vocational and adult teachers and trainers to enable them to cope with their changing roles in the knowledge-based society

Greece has developed a three stage process leading to the accreditation system of trainers of adults in CVET :

- **The first phase** was to develop a trainers’ register and until now more than 15.000 trainers are already registered at EKEPIS (the National Accreditation Body for VET). There were three main criteria in order for a trainer to be registered: a. specific academic qualifications (mainly a university degree), b. minimum professional experience which is at least three years’ experience in his profession and c. adult teaching experience, which is very crucial. One had to fulfil all these three criteria in order to be registered. According to a recent Ministerial Decree (December 2006) adult teaching experience is not necessary, once the trainer attends a specific 300 hour training programme for adult trainers.
- **The second (undergoing) phase** is the training of more than 10.000 trainers (out of the total). This includes a 300-hour distance learning course addressing the need of **enhancing the ability of trainers to teach vocational skills.**
- **The third and final phase** is the accreditation of these trainers.
- In addition to the above, EKEPIS has planned **the development of a new VET trainers’ profile** and this is going to have the form of a study (an analysis) on the basis of the job profile accreditation system. The main components of this include:
 - A similar process of offering adequate training in practical and theoretical aspects of pedagogy is planned for the case of Support Services Professionals for CVET.
 - A relevant register has been developed, while the providers of such services will undergo a specific course in order to be able to apply for their accreditation.

The above-mentioned initiatives aim at increasing the pedagogical abilities of VET teachers in general, as well as of the specific case of Support Services Professionals for CVET.

3.4.5 Measures which reinforce social partner involvement in training, in particular sectoral approaches to skills and qualifications

- Social partners, like the Federation of Greek Industries (SEV), the Labour Institute of the General Confederation of Greek Workers (INE-GSEE), the Centre for the Development of Greek Commerce (KAELE), the Training Vocational Centre of General Confederation of Professionals, Craftsmen and Tradesmen (KEK/GSEBEE), the Centre of Vocational Training Institute of Industrial, Professional and Vocational Training (IVEPE) have contributed more effectively to the improvement of vocational training and the promotion of employment. Additionally, they have promoted relevant research and publications, and have taken initiatives to invest in human resources and to boost positive measures of intervention in the labour market (such as the creation of job profiles, the formation of accreditation systems, etc).
- Social Partners participate in the administrative boards of the bodies involved in vocational education and training such as OEEK, EKEPIS, OAED, EKEP, PAEP, etc.
- Additionally, they participate in the Tripartite Advisory Committees (TSEs) of OEEK. The main task of TSEs is to monitor the needs of the labour market at regional and local level and to propose to the administrative board the introduction of new specialisations according to regional manpower needs.
- Law 3443/2006 which enacts Local Youths' Councils and their participation in the local governance.
- Finally, Law 3374/2005 which creates an overall system for the quality assurance of HEIs establishes and ensures student participation in the Hellenic Quality Assurance Agency (HQAA). Student's representatives are appointed by resolution of the National HEI Students' Association and the National TEI Students' Association respectively.

3.4.6 Enhancing access and opportunities for learning among the disadvantaged, and alternative pathways, including for early school leavers

- Law 3227/2004 promotes active employment policies with special provisions for involving social vulnerable groups in schemes such as Public Employment Services run by OAED or vocational training programmes run by KEKs. The law includes a training component too since it specifies that people who receive an unemployment benefit have priority for participating in training programmes implemented by the company Vocational Training SA of OAED and by KEKs.
- In view of the European strategy for employment and the achievement of the Lisbon strategy, Greece has emphasised the development and promotion of active policies for combating and preventing unemployment, preventing long term unemployment and promoting equality of sexes and equal opportunities. To fulfil the above goals, it has carried out numerous actions and has set regulations. In this framework, the National Plan for Employment (ESDA) includes CVET actions for unemployed people and those at risk of social exclusion.
- The most important development in active labour market policies is the creation of a relatively adequate network of public employment services in 2004-2006 that provide individualised assistance to unemployed. It is also important that the targets of active labour market policies have been more focused while identification of manpower needs has improved. Measures have been taken for sex equality and fight against discriminations in the labour market. At the same time, procedures of planning, application, monitoring and evaluation of training programmes and training providers have been applied.
- Moreover, the National Reform Programme for Growth and Jobs issued by the Ministry of Economy and Finance highlights the need to increase low employment rates, in particular for women, to tackle high unemployment and to develop education and lifelong learning as central

employment priorities. It also seeks to improve operation of the labour market and adaptability of workers and enterprises.

In the support framework for weak social groups' access to knowledge:

- 48 second chance schools of 1 level (primary) and level 2 (lower secondary) operate. During the current educational period, 3.600 citizens from all over the country are being trained in level 2, while the total number of trained people raised during the 2005-2006 period, compared to the 2004-2005 at a rate of 51.5%. The fact that 3 out of these schools operate inside state correctional institution, is remarkable.
- 55 training programs for people with special needs are provided, which incorporated in subject units like culture, arts, social economy, entrepreneurship and civil education, programs.
- A program for learning Greek as second language operates, addressing immigrants, and from 2004 to 2008 a number of 12.000 immigrants have been and are going to be trained.
- Education and counseling support programs operate, addressed to families of Roma, Muslims, repatriated and immigrants.
- During the **2003-2004** education period, a number of **2.033 citizens** coming from less favored social groups has been trained. This number raised to **6.489** during the **2004-2005** education period and to **9.779** during the **2005-2006** education period.

3.4.7 Measures to increase the rate of adult participation in lifelong learning, and to reinforce key competences among adult learners and older people whether employed or not (EU benchmark)

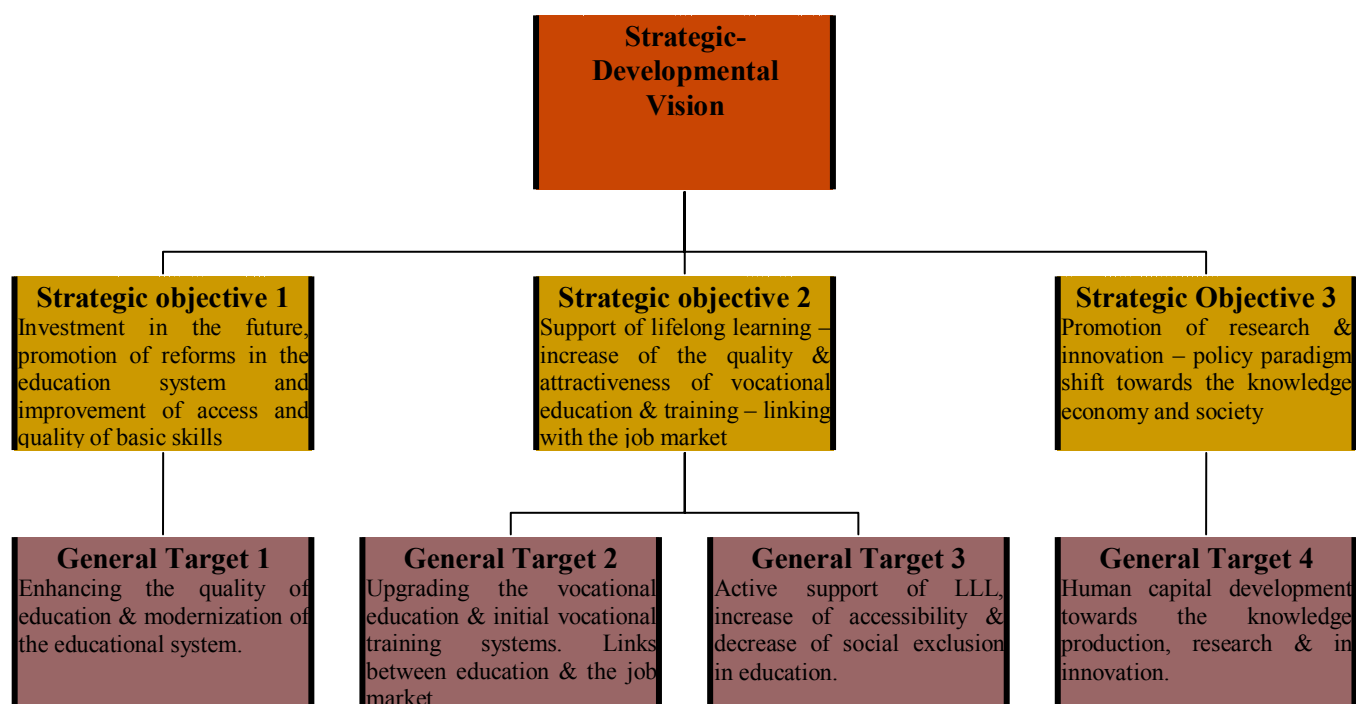
- Under Law 3369/2005 lifelong learning issues were for the first time put in a framework. Today the following structures have been established and operate at national level in our country:
 - 56 Adult Training Centers (KEE) with the participation of citizens having completed various education levels. During the current period KEE offer services to 71.745 citizens all over the country while the total number of trained people raised during the period 2005-2006 compared to the 2004-2005 period at a rate of 180,4% (see ANNEX 13).
 - The distant learning and training Adult Center “*Archimedes*” offering lifelong learning services has already trained 2.000 people. (see ANNEX 13).
 - 54 schools for parents operate offering to citizens' education programs on parents' counseling and on family-school relations. During the current period 15.100 citizens attend the schools, while trained parents increased in number during the 2005-06 period compared to 2004-2005 period, at a rate of 189,1% (see ANNEX 13).
- A range of education programs drafted and operating at the same time in peak sectors:
 - Adult education for the acquisition of competences in new technologies (“*Heron*” programme), through which basic knowledge and skills in using computers are disseminated. From October 2004 until June 2008, period of guaranteed financing, 240.000 citizens all over the country will be trained free of charge (see ANNEX 14).
 - Farmers' education for undertaking actions in secondary and tertiary economy sectors under the name “*Hesiod*” programme. From October 2005 until June 2008, a total of 13.470 citizens all over the country will be trained (see ANNEX 14).

- *Training in risk, crisis management and emergencies and disaster management* addressed to volunteers (see **ANNEX 14**).
- Health education (see **ANNEX 14**).
- To the above mentioned programmes there is a participation increase counting 682,5% (see **ANNEX 12**).
- During the education period 2003-2004 the number of trained people by GGEE has been 36.513 in total. This number rose to 65.480 during the education period 2004-2005, to 208.808 during the education period 2005-2006 while in the current education period this total raises to 235.000 citizens. There is an increasing of 218,8%.
- In the selection process of adults attending training courses attention is paid to vulnerable aged groups (35<). According to **ANNEX 16** the age range 30-65 accounts to 56,3% of the total trained persons.

As a general conclusion we can support that during the last two years many changes and interventions have occurred in the area of lifelong learning so much at institutional as at implementation level from all the bodies involved. Our actions aim at the creation of a “*culture*” of lifelong learning and at the convergence of all the policies towards the international and european developments, as this is reflected in the “*Operational Programme on Education and LLL (2007-2013)*” (see **ANNEX 1**).

ANNEXES

ANNEX 1: Operational Programme on ‘Education & LLL’ (2007- 2013)



ANNEX 2: Progress towards the Lisbon Objectives

Benchmarks linked to the Lisbon targets	2005-2006	Comparing to 2000	EU (and Greek) objectives for 2010
	Drop outs (%)	13,3	- 26,9%
22 years old population completing upper secondary education (%)	84,0%	+ 5,9%	85%
Low performers (PISA level 1 or less) (%)	25,2%	+ 27,3%	15,5%
Maths and Sciences participation (%)	No reliable data		15%
Participation in LLL programmes (%)	1,8%	+ 39%	12,5%

ANNEX 3: OP “Education & LLL” (recourse allocation)

Code	Description of Intervention Categories	Budget (Euro)		
		(EU Contribution)		
		TARGET 1	TARGET 2	TOTAL
	Improving Human Capital			
72	Planning, import and application of reforms in the systems of Education and Training in order to increase employability, improve the synergy of the obligatory and vocational education/training with the labour market, and an adaptation of trainees’ individual skills, towards an innovative perception of the knowledge- based economy.	684.002.778	21.474.702	705.477.480
73	Measures for the increase of lifelong participation in education and training, including actions against drop outs (early school leavers), against the gender discriminations, and in fond of accessibility and quality enhancement of compulsory/ vocational and higher education and training.	411.797.591	12.928.647	424.726.238
74	Human Resource Development in the field of research and innovation, particularly via graduate studies and researchers’ training and via networking among universities, research centres and enterprises.	279.427.239	8.772.794	288.200.033
	Technical Assistance			
85	Preparation, implementation, follow-up and inspection	8.375.543	262.956	8.638.499
86	Evaluation and Reports, information and communication (dissemination)	12.563.317	394.433	12.957.750
	OP “Education and Lifelong Learning”	1.396.166.468	43.833.532	1.440.000.000

ANNEX 4: Main providers of LLL and CVET

RESPONSIBLE ACTORS	WHAT IS OFFERED	PATHWAYS
Ministry of Employment and Social Protection (YPAKP)	CVT provided by Vocational Training Centres (KEK) including KEK for people with special needs (KEK AmeA)	Specialisation Access to the Labour Market
Ministry of National Education and Religious Affairs (YPEPTH) through General Secretariat of Adult Education (GGEE) - Prefectural Committees for Adult Education (NELE) - Adult Education Centres (KEE)	Skills development for Adults	Reintegration in the Labour Market
- Second Chance Schools (SDE)	To complete compulsory education	Education and training
- The Centre of Distance Lifelong Education and Training for Adults (K.E.E.EN.AP.)	Lifelong Education and Training of adults	Education and training
Ministry of National Education and Religious Affairs (YPEPTH) - Organisation for Vocational Education and Training (OEEK)	Organisation, development, provision of vocational training, the formal certification of professional training, the harmonization of vocational training with the educational system Accreditation of the providers of certificates in Information Technology skills	Specialisation Access to the Labour Market
Ministry of National Education and Religious Affairs (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 Vocational Training Centres	Education, Retraining and Specialization for health care experts	Specialisation
	Training of employees in the National Health System (ESY).	
Ministry of Rural Development and Food -	Training of farmers and other	“Green” certificates which are provided through various

Organization of Agricultural Vocational Education, Training and Employment (OGEEKA) (KEK Dimitra)	workers in the rural sector	combinations of certifying education, distance learning, seminars, practical exercises and apprenticeship.
Ministry of Mercantile Marine (YEN) 1) Merchant Navy Officer Academies 2) Coast Guard School	1) Higher Education 2) Post Secondary Education	Specialisation
Ministry of National Defence Academies for officers and non-commissioned officers	Higher Education	
Ministry of Public Order National Security Academy - Further Education and Training Academy	Training of senior officers of the Hellenic Police Force	
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	
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	
Private KEK	CVT programmes	Certificates of attendance can be taken into account during staff selection
Schools of Liberal Studies (KES)	Private Schools providing non-formal general vocational education 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

ANNEX 5

REGULATED INSTITUTIONS FOR INDIVIDUALS WITH SPECIAL EDUCATIONAL NEEDS	
Diagnostic Evaluation and Support Centres (KDAY)	Diagnosis and evaluation of difficulties of individuals with disabilities and Special Educational Needs, psychological support, physiotherapy, ergotherapy
Special Education School Units (SMEA)	Education provision to children with kinetic problems, hearing and visual impairment, aged 4-14 years
4-grade Primary School in the Children's Hospitals <i>Saint Sofia</i> and <i>Aglaia Kyriakou</i> in Athens Two (2) Special Schools in Hospitals of Thessalonica	Education provision to hospitalized children.
Support Centres for the Education Program for Muslim Students (KESPEM)	Services in Thrace mountainous area a) 2006: provision of courses not included in the mainstream school program in the framework of extended time-schedule in minority students in state low secondary schools of Thrace b) 2007: "Counselling support for parents and teachers" action and c) Teacher Education in minority schools
Intercultural Education Schools Reception Classes I (T.Y.) Reception Classes II (T.Y.) Learning support Classes Support Classes	Education of immigrants and ethnic students Intensive program for learning Greek as a second language. Mixed program for students' in-school and out-of-school linguistic and learning support Students that did not attend Reception Classes

School Year	Special Education School Units (SMEA)	Teachers	Pupils
2004-05	2.037	2.744	19.146

Intercultural Education Schools 2004-05	Primary Education	Lower Secondary Education Schools	Upper Secondary Education Schools	Repatriated and Foreign Pupils
Total	13	9	4	138.193

Source: *Eurydice National Dossier 2006*

ANNEX 6

NUMBER OF PRESCHOOL EDUCATION UNITS, PUPILS AND TEACHERS						
Public Sector				Private Sector		
School Year	School Units	Pupils	Preschool Education Teachers	School Units	Pupils	Preschool Education Teachers
2003-04	5.707	135,373	10,746	111	4,783	260
2004-05	5.724	137.059	11.083	117	4.595	259

TEACHERS TO PUPILS RATIO						
Public Sector				Private Sector		
Σχολικό έτος	Infants	Preschool Education Teachers	Ratio	Infants	Preschool Education Teachers	Ratio
2004-05	137.059	11.083	1:12	4.595	259	1:17,7

Source: *National Dossier 2006*

ANNEX 7

Innovation Actions	Practices
Entrepreneurship of Young persons in two units: <i>“Economy and P” and “Economy and Entrepreneurship”</i>	-6 training conferences – In-school trainings – 1.500 trained teachers -300 trained enterprises
Cultural programs	-1.285 Cultural programs attended by 19.275 primary education pupils and 2.570 schoolteachers - MELINA Education and Culture -58 Posts for Persons in charge of Cultural Events in equal in number Primary Education Directorates
Environmental Education Thematic Networks of Environmental Education	-3000 programs with 70.000 students and 3.500 teachers yearly - One or Two persons in charge for Environmental Education in each Directorate - 6 Centres of Environmental Education
Health Education - Supporting Programs for Initiatives on Health Education issues in collaboration with the EIN - Thematic Networks for Health Education	-2.813 programs - One person in charge of Health Education in each Primary Education Directorate -16 Advisory Stations for Young persons
Teaching first and second foreign language	- English: from the C grade of Primary school French or German from the E grade of Primary school
Local History, Arts, Foreign Language and Music/Dance Curricula	- Implementation in 28 Experimental All-day Schools

Flexible Zone	-3 hours for the A, B, C and D' grade of Primary School -2 hours for the E' and ST' grade
School Career Guidance (SEP)	-77 Career and Counselling Centres (KE.SY.P) - Career Education Programs -470 Educational Guidance Offices -105 Offices of Connection with the Labour market and Vocational Orientation (GRA.SY .) in equal in number Vocational Lyceums /Technological Educational Institutes (TEE)
Natural Sciences Laboratory teaching in all Primary and Secondary Education schools	-76 Laboratory Centres for Natural Sciences (E.K.F.E.) in Secondary Education Directorates
Supporting teaching and implementation of information technology and New Technologies in Secondary Education schools	-89 Centres of Information technology and New Technologies (PLI.NE.T.) in Secondary Education Directorates and Offices - Pan-Hellenic School Network
Olympic Education Program <i>KALLIPATEIRA</i>	Program for promoting equality in society
<i>“Spring of Europe”</i>	Collaboration between teachers and students towards a European dimension in school life.
<i>e-twinning</i>	Electronic twinning of schools from different European countries. For the year 2006-2007 an increase in promoters' number is foreseen and day events are being scheduled.

ANNEX 8

SUPPORT TEACHING (PDS) IN LOWER SECONDARY SCHOOLS (GYMNASIA) DURING THE 2004-05 AND 2005-06 SCHOOL YEARS –STUDENTS SEEKING OUT OF THE TIMETABLE TUITION HELP									
School Year	Participation rate	Gymnasiums with support teaching (ED)	%	A' Grade		B' Grade		C' Grade	
				Total number of pupils attending support teaching	%	Total	%	Total	%
2004-05	1.915	786	41%	11.529	22%	9.232	21%	8.670	20%
2005-06	1.714	620	36%	9.369	19%	8.399	18%	7.128	18%

ADDITIONAL OUT OF-HOUR-TEACHING SUPPORT (PDS) DURING THE 2004-05 AND 2005-06 SCHOOL YEARS					
School Year	Participation rate	Schools with Additional out-of-hour teaching	Participation Rate A+B+C grades	Pupils attending Additional out- of-hour Teaching	Number of Additional out- of hour Teaching Support (PDS)

		Support (PDS)		Support (PDS)	Classes A+B+C grades
2004-05	91%	1.493	31,3%	91.873	35.585
2005-06	-	1.572	-	92.284	35.381

Source: *Eurydice National Dossier 2006*

ANNEX 9

▪ Greece has developed a three stage process leading to the accreditation system of trainers of adults in CVET :

▪ **The first phase** was to develop a trainers' register and since 2001 until now more than 15.000 trainers are already registered at EKEPIS (the National Accreditation Body for VET). Until recently, there were three main criteria in order for a trainer to be registered: a. specific academic qualifications (mainly a university degree), b. minimum professional experience which is at least three years' experience in his profession and c. adult teaching experience, which is very crucial. One had to fulfil all these three criteria in order to be registered. According to a recent ministerial decree (December 2006) adult teaching experience is not necessary, once the trainer attends a specific 300 hour training programme for adult trainers.

▪ **The second (undergoing) phase** is the training of more than 10.000 trainers (out of the total). This includes a 300-hour distance learning course addressing the need of **enhancing the ability of trainers to teach vocational skills**: 225 hours is distance learning and only 75 hours (four weekends) of face to face cooperation with a trainer of trainers.

▪ **The third and final phase** is the accreditation of these trainers. If somebody has been registered and has attended this 300-hour course, it does not mean that he is an accredited trainer. He has to go through the final process of accreditation which is to present a sample of a training session and this lasts about 20 minutes. A special committee of assessors is responsible for the assessment and evaluation. Of course only if somebody succeeds he or she becomes an accredited trainer.

▪ In addition to the above, EKEPIS has planned **the development of a new VET trainers' profile** and this is going to have the form of a study (an analysis) on the basis of the job profile accreditation system. The main components of this include:

- a general description of the field of occupation. In this case it is a general description of the role of the VET trainer in Greece during the last years,
- the occupational standards of a VET trainer,
- the required knowledge, skills and competencies,
- an assessment methodology for these knowledge, skills and competencies will be proposed and last but not least,
- formal or informal paths of how somebody can acquire these knowledge, skills and competencies will have to be defined.

▪ A similar process of offering adequate training in practical and theoretical aspects of pedagogy is planned for the case of Support Services Professionals for CVET. A relevant register has been developed, while the providers of such services will undergo a specific course in order to be able to apply for their accreditation.

The above mentioned initiatives aim at increasing the pedagogical abilities of VET teachers in general, as well as of the specific case of Support Services Professionals for CVET.

ANNEX 10: *Curricula improvements*

- In general education, lifelong education, IVET and CVET, new types of skills have been introduced in the curricula while new methods have been integrated into them or recommended for them. In *general education*, there has been an effort to adopt new educational practices that promote the development of critical thinking, collaborative skill and creative activity in the formal education. For this purpose the *Pedagogical Institute (PI)* has worked since 2001 on the development of the new Cross Curricular/Thematic Framework introducing a cross-thematic approach to learning. 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.
- The curricula for *Vocational Training Centres (KEK)* are designed by groups of specialist professionals in each field. The body responsible for their design and implementation is the *National Accreditation Centre for Continuing Vocational Training (EKEPIS)*. Experienced teachers and trainers of each field can be members of such committees and participate in designing curricula.
- The blended learning model in Centres of Distance Lifelong Education and Training for Adults (KEENAP) / see also point 3.4.1.
- In *Second Chance Schools (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 (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 (GGEE)*. Furthermore, among the innovative methods employed in KEEs is the combination of a personal portfolio with systematic monitoring of student performance to identify gaps at an individual level.
- Finally, in the *Hellenic Open University (EAP)* studies are exclusively provided using the distance learning method. In addition, a modular system is used and the faculty is replaced by a more flexible programme of studies format which can easily be changed depending on social at educational needs from time to time. 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.

ANNEX 11: *Other providers of CVET*

- The Ministry of Rural Development and Food, via the Organization of Agricultural Vocational Education, Training and Employment (OGEEKA) implements CVET in the agricultural sector. OGEEKA is responsible for 71 continuing training centres, accredited by the National Accreditation Centre for Continuing Vocational Training (EKEPIS), which are distributed throughout the country. OGEEKA implements a large programme within the 3rd Community Support Framework for training agricultural workers. Until the end of 2006, about 50.000 new farmers had been trained in programmes that helped them to cope with the problems in the agricultural sector. Trainees attend seminars lasting at least 150 hours and concerning programmes of the 3rd CSF, developments at national and global level, modern needs of Greek agriculture, methods of agricultural production and essential forms of agricultural organization.

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

- CVT in all areas of specialisation in the health sector for the unemployed and the employees is implemented by accredited KEKs in hospitals of the National Health System (ESY), KEKs in Psychiatric Hospitals of ESY, the KEK of the National Centre for Emergency Care (EKAB) and the KEK of the National School of Public Health (ESDY). Accredited KEKs under the supervision of the Ministry of Health and Welfare implement vocational training actions within the framework of the **Operational Programme “Health – Welfare 2000-2006”**.

- In addition, the National Centre for Public Administration and Local Administration (EKDDA) is a public entity under the supervision of the Ministry of the Interior, Public Administration and Decentralisation (YP.ES.D.D.A). Its mission is to constantly improve the organization and operation of public and local administration, through the education and training of its human resources. It includes the National School of Public Administration (ESDD), the National School for Local Administration (ESTA), the Institute of Continuing Training (IN.EP.) and 10 Regional Institutes of Continuing Training (P.IN.EP.).

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

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

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

ANNEX 12: Instructed – Trained Persons in Structures and Autonomous Programmes by GGEE during the Training Periods 2003-2004, 2004-2005, 2005-2006

Structures & Autonomous Programmes	Target Group: Citizens Aged 18-67 Years	Training Period			Percentage change	
		2003-2004	2004-2005	2005-2006	(2004-2005) compared to (2003-2004)	(2005-2006) compared to (2004-2005)
		Trained Persons	Trained Persons	Trained Persons		
Structures	7.361.535	36.273	53.301	113.445	46.9%	112.8%
Autonomous Programmes		240	12,187	95,363	4977.9%	682.5%
Grand Total		36.513	65.488	208.808	79.4%	218.8%
Percentage (%) of the Target Group		0.496%	0.890%	2.836%		

Source: GGEE 2006

ANNEX 13: Instructed – Trained Persons by GGEE Structures during Training periods 2003-2004, 2004-2005, and 2005-2006

Structures		Training Period			Percentage Change	
		2003-2004	2004-2005	2005-2006	(2004-2005) compared to (2003-2004)	(2005-2006) compared to (2004-2005)
		Trained persons	Trained persons	Trained Persons		
Lifelong Learning	1. Second Chance Schools (S.D.E)	1.102	1.989	3.005	80.5%	51.1%
	2. Adults Education Centers (K.E.E.)	10.507	24.798	69.531	136.0%	180.4%
	3. Schools for Parents	4.514	5.647	16.323	25.1%	189.1%
	4. Prefectural Committees of Adult Education (NELE)	20.135	20.867	24.281	3.6%	16.4%
	Total	36.258	53.301	113.140	47.0%	112.3%
Lifelong Training	1. Vocational Education Centers (K.E.K.)	15		305		
Grand Total		36.273	53.301	113.445	46,9%	112.8%

Source: GGEE 2006

ANNEX 14: Instructed – Trained Persons in Autonomous Programmes during Training periods 2003-2004, 2004-2005, and 2005-2006

Autonomous Education and Training Programmes	Training Period			Percentage Change	
	2003-2004	2004-2005	2005-2006	(2004-2005) compared to (2003-2004)	(2005-2006) compared to (2004-2005)
	Trained Persons	Trained Persons	Trained Persons		
1. Programme on Adults Training in the Acquisition of Basic Skills in New Technologies-“ <i>Heron</i> ” (coordinated by IDEKE)			45.167		
2. Farmers education for taking action in the Secondary and Tertiary Fields of the Economy “ <i>Hesiod</i> ”			6.540		
3. Risk, crisis management and Emergencies and Disasters management “ <i>I protect myself and Others</i> ”(Volunteers)	240	750	783	212.5%	4.4%
4. Greek language learning as Second language for Employed Immigrants		1.437	1.998		39.0%
5. Health Education – Sexually Transmitted Diseases - AIDS		10.000	40.875		308.8%
Grand Total	240	12.187	95.363	4977.9%	682.5%

Source: GGEE 2006

ANNEX 15: Available education places in GGEE structures and Autonomous Programmes during Education Period 2006-2007

Structures and Autonomous Programmes	Target group: citizens aged 18-67 years	Education Period 2006-2007
		Available education places
Structures	7.361.535	125.967
Autonomous Programmes		112.930
General Total		238.897
Percentage (%) compared to the Target Group		3.245%

Source: GGEE 2006

ANNEX 16: Summarizing Data regarding SDE, KEE, Parents Schools, NELE, “Heron” Programme, “Hesiod” Programme, Volunteerism, Immigrants Training, Health Education – Training Period 2005-2006, Trained persons Breakdown per Gender

	Trained Persons	Gender	
		Male	Female
Grand Total	208.503	75.982	132.521
Percentage (%)	100%	36.4%	63.6%

Source: GGEE 2006

Abbreviations

- A.E.I.:** Universities
- AMEA:** Persons with Special Needs
- DOATAP / Hellenic NARIC:** Hellenic National Academic Recognition and Information Center
- EAP:** Hellenic Open University
- ECDL:** European Computer Driving License
- EDET:** National Network for Research and Technology
- EEDE:** Greek Business Management Association
- EEEEK:** Special Vocational Education and Training Workshops
- EETA:** Greek Association for Community Development and Self-Governance
- EIN:** National Youth Foundation
- EKEP:** National Centre for Vocational Orientation
- EKEPIS:** National Centre for Accreditation
- EPA.L:** Vocational Lyceum
- EPAN 2007-2013:** Operational Programme “Competitiveness” 2007-2013
- EPA.S:** Vocational Educational and Training School
- EPEAEK:** Operational Programme for Education and Vocational Training
- EPM 2005-2008:** National Reforms Programme 2005-2008
- ESDA:** National Plan for Employment
- ESDD:** National School for Public Administration
- ESDY:** National School of Public Health
- ESPA 2007-2013:** National Strategic Framework 2007-2013
- ESTA:** National School for Local Administration
- ESSEEKA:** National System for Linking Vocational Education and Training with Employment
- ESY:** National Health System
- ESYP:** National Council for Education
- EVEA:** Athens Chamber of Commerce and Industry
- GEAS:** Vocational Development and Career Offices
- GGEE:** General Secretariat for Adult Education
- GRASEP:** Educational Guidance Office
- GSEE:** General Confederation of Greek Workers

GSRT: General Secretariat for Research and Technology
HQAA: Hellenic Quality Assurance Agency
IDEKE: Institute for the Continuous Education of Adults
IEK: Vocational Training Institutes
IHU: International Hellenic University
IKY: State Scholarships Foundation
INE-GSEE: Labour Institute of the General Workers' Confederation
I.N.EP: Institute of Civil Servants' Training
IOVE: Foundation for Economic and Industrial Research
IVEPE: Centre of Vocational Training Institute of Industrial, Professional and Vocational Training
KAELE: Centre for the Development of Greek Commerce
KANEP/GSEE: Centre for the Development of Educational Policy of the General Confederation of Greek Workers
KDAP: Children's Creative Centers
KDAP-AMEA: Creative Centers for Children with Special Needs
KEDKE: Central Union of Municipalities and Communities of Greece
KEE: Centres for Adult Education
KEE: Centre for Educational Research
KEENAP: Centres of Distance Lifelong Education and Training for Adults
KEK: Vocational Training Centres
KEK/GSEBEE: Training Vocational Centre of General Confederation of Professionals, Craftsmen and Tradesmen
KEPEA: Information Office for Unemployed and Enterprises
KE.PLI.NE.T: Centres of Information Technology and New Technologies
KES: Schools of Liberal Studies
KESPEM: Support Centres for the Education Programme for Muslim Students
KESYP: Career and Counselling Centres
K.E.TH.I.: Centre of Research for Women Equality
KPA: Centres for Promoting Employment
KPG: State Certificate of Language Proficiency
KtP: Information Society
LAEK: Special Fund for Employment and Vocational Training
NEE: Young Free Professionals
NELE: Prefectural Committees of Adult Education
OAED: Manpower Employment Organisation

OEEK: Organisation for Vocational Education and Training
OEPEC: Teachers' Training Organisation
OGEEKA: Organization of Agricultural Vocational Education, Training and Employment
OTEK: Organization of Tourism Education and Training
PAEP: Employment Observatory
PENED: Support Programmes for Young Researchers
P.E.P: Regional Operational Programs
PI: Pedagogical Institute
P.IN.EP: Regional Institutes of Continuing Training
SDE: Second Change Schools
SEV: Federation of Greek Industries
SMEA: Special Education School Units
SY.EP: Counseling and Vocational Guidance Staff
T.E.I.: Higher Technological Institutes
TEE: Technological Educational Institutes
YEN: Ministry of Mercantile Marine
YPAKP: Ministry of Employment and Social Protection
YPEPTH: Ministry of National Education and Religious Affairs
YPESDDA: Ministry of the Interior, Public Administration and Decentralisation
YYKA: Ministry of Health and Welfare