

HELLAS – NATIONAL REPORT 2009

“KEY COMPETENCES FOR LIFELONG LEARNING”

CHAPTER 1: KEY COMPETENCES FOR LIFELONG LEARNING AS PART OF COHERENT AND COMPREHENSIVE LIFELONG LEARNING STRATEGIES

QUESTION 1

In what concrete ways has your country developed its provision for the Key Competences since 2006? Has there been any link to your country's lifelong learning strategy? Which actors have been involved? What use was made of the European framework and the work of the cluster on key competences (if possible, please provide concrete examples)?

The national LLL strategy involves a specific perspective regarding the Key Competences within the whole learning process. There is a clear political will on ensuring key competences for all citizens, via the development of a multidimensional Framework of competences, which corresponds to the EU Framework of key competences. Additionally, the abovementioned strategy includes the strengthening between pupils' and students' mobility and employability-related- skills' development. Within such a context, State Scholarships Foundation (I.K.Y), provide a coherent strategy in order to maximize European Mobility Mega-Projects (emphasis is laid on the new version of Leonardo, aiming at the empowerment of the relation between Mobility and Employability). In details, State scholarships foundation (I.K.Y), through the special funding support of Greece «Mobility and Scholarship Fund», in the framework of the European Economic Area-Financial Mechanism EEA-FM 2004-2009, provides programs bursary in the area of the high level education and research in order to empower the cooperation between Greece and other countries such as, Norway, Island and Lichtenstein.

Even though Greek Education System is still rather centralised, a number of developments towards de-centralisation are underway and subsequently facilitate the abovementioned trend. Due to the fact that the implementation of a *lifelong learning strategy* in Greece is seen as a unified process, involving *compulsory education, VET and adult education*, while LLL is institutionally and operationally perceived as an overarching concept, emphasis is laid on the promotion as well as on the implementation of a concrete Key competences framework combined with the modernisation of the education system. The Greek Key Competences policy is furthermore contextualised within a *human resources development approach*, in order to bring about a more flexible and capable workforce, able to communicate in foreign languages and via ICT

According to EU Cluster's on Key Competences "*The development of key competences in Greece is also strongly linked to social inclusion and societal cohesion as well as economic need. Educational developments need to include disadvantaged groups. Greece has a coherent strategy for the implementation of reform in both compulsory education and in vocational education and training*".

Emphasis is laid on the implementation of a national strategy towards the modernization of the school curricula, based on the multilevel institutionalization of the key competences, within a cross-curricular perspective to learning. This is part of a major reform of the whole education system and includes policy initiatives designed to encourage:

- ✓ a more student-focused approach to teaching and learning;
- ✓ the modernisation of textbooks;
- ✓ enhanced use of ICT; a programme for the updating of teaching skills;
- ✓ an evaluation system based on a combination of Quality Assurance procedures and
- ✓ an evidence-based policy approach,
- ✓ the reform of the education structures for students with special needs in order to secure equal opportunities and provide them with a multilevel set of chances for actual

inclusion. The enactment of the Law 3699/2008 on “special Education”, prioritizes the transformation of the educational system towards inclusion education. On these grounds, 56 new schools for children with special needs are under construction, while special education is compulsory since 2008.

Within this context, new specializations were established, in order to facilitate the new version of Special Education, such as specialised teachers and schools psychologists (interdisciplinary services’ provision to pupils with special needs).

The ongoing shift towards a more competence- based curriculum and learning process is mainly supported by the teacher training programme, the network of local pedagogical advisors and the increasing involvement of stakeholders at every stage of the educational planning, including the LLL strategy (i.e. stakeholders are actively involved in the National LLL Committee, which is in charge for every major facet of the LLL implementation in Greece, including the reskilling one). Additionally, all the relevant actors (such as researchers, pedagogues and practitioners) are involved in the production of the Learning Material, ensuring that the learning material is translated into practical and workable application that meets the development needs of the learner.

Hereby, we should refer the unique case of KANEP. The Ministry of Education keeps on strengthening its cooperation with the Centre for the Development of Educational Policies (KANEP) of the Greek General Confederation of Labour (GSEE). GSEE has founded KANEP, whose strategic purpose of KANEP is to train workers and employees who want to engage in labour union activities and also to promote research on educational system in Greece. In 2005, after a period of intense preparation and planning, which involved consultation with British, German, Danish and Swedish and other European labour confederations, GSEE and its educational branch (KANEP) created an educational programme targeted to trade union members and reps, by founding the Greek Labour Academy (*Academia Hergasias*). Thus the Greek Labour Academy is an outgrowth of KANEP and is supervised by KANEP's administrative council. This educational project of the Academy of Labour aims to improve on the skills and education of trade union representatives. The headquarters and classrooms of the Academy are located in Athens. The Greek Labour Academy was officially inaugurated by the President of the Greek Republic in February 2005. Currently (2007), it is the second year of operation of the Greek Labour Academy. The one-year long course programme of the Greek Labour Academy, supported by the Ministry of Education, includes lectures and tutorials, group activities, visits to places of work, such as factories and mass media headquarters, as well as special seminars with invited distinguished speakers. Every year, approximately forty such representatives are selected by GSEE to attend the course, on the basis of applications coming from local and regional unions from all over Greece. Cohorts of labour unionists are enrolled and get trained annually. In October 2008, KANEP organized a European Conference in Athens, on assessment and evaluation of trade Union Education. In this conference participated organization from all over Europe like :ETUI-RES, LO, TUC, etc. KANEP, which, as noted above, is mandated with organizing trade union education in Greece, has expanded its activities, beyond the higher-level of trade education (which is implemented by the Greek Labour Academy). During 2007-2008 KANEP organized courses on trade union education in the thirteen administrative regions of Greece. These courses were based on two separated levels: introductory (60hours)and basic (120 hours) level, in order to prepare trade unionists to attend the Greek Academy of Labour in Athens .With no doubt, the cooperation between this major stakeholder (GSEE) and more specifically its educational branch and the Ministry of Education (on the other hand) has contributed in the establishment of a core modular system

of trade Union education which is based on the methods and social values of LLL, emphasises on influensive Key Competences.

The Greek Government has recently established the National Board of Primary & Secondary Education (complementary to the National Council for Education / ESYP), in order to institutionalize and promote a productive consolidation among the stakeholders and the State in key-issues of the educational policy. The abovementioned Board suggests the reform of the school- institutions, in order to enable students to choose between of a variety of options in the first and second educational level. The Board quests space in the overloaded programs of the primary and secondary education in order to find “free zones” so as students to have the opportunity to choose between of a variety of optional modules. The aim is to form a general philosophy for the zones that the new curriculum should contain, without adding or reducing learning workload related to the existing modules.

Clear indications of the abovementioned paradigm shift are, inter alia:

- the adoption of a competence- based approach in both compulsory education, VET and other aspects of LLL, facilitated by the eventual move “from a subject-based to a multidisciplinary approach, consonant with the needs of individual learners and society as a whole” (see EU Cluster “Key Competences” 2008),
- the expansion of the “*Flexible Zone*” (namely 2 or 4 hour slots of project work), now applying in all primary and secondary schools,
- the new legislation making preschool education compulsory (extension of compulsory education period from the school year 2007-8,), in order to promote the development of the key competence, the relevant skills and knowledge for all, from the very early stages of the individual learning process
- the reform of textbooks aiming at the development of meta-cognitive understanding, social and teamwork skills and the provision of textbook packages including books for students, for teachers (with a guide); software/dvds/charts/maps/dictionaries, gradually facilitated by the gradual move towards a more cross-curricular approach, with less rigid subject divisions, less reliance on the textbook and a greater degree of teacher initiative,
- the harmonization of the Greek legislation with the EU regulations on post-secondary non typical education and training: according to the law for the private colleges (N.3696/2008) a level of private education is established, after the secondary education, in order, inter alia, to eliminate dead-ends in LLL. The abovementioned Law regulates the operation and structure of Centres of Liberal Studies.

Greece made actual use of both the European framework and the work of the Key Competence Cluster. Taking into consideration the vital importance of the open method of coordination and its major application, namely the peer learning activities (PLAs), the Hellenic Ministry of Education and the EU Cluster on Key Competences jointly organized a Peer Learning Activity (“PLA”) in Greece. The abovementioned PLA, aiming at *exploring how Key Competences can be promoted by developing learning material*, took place over 4 days in December 2007 and involved representatives from ten countries participating in the Education and Training 2010 work programme (AT, CY, CZ, ES, GR, HR, HU, IE, LT, UK). The PLA participants “looked into the Greek reform of learning materials and how the new material supports the learning of key competences – and the cross-curricular competences in particular” (EU cluster on “Key Competences” 2008: 5). Part of the fourth day was devoted to a Workshop, during which PLA participants were able to discuss some of the key issues raised and lessons learned with a wider group of Greek educational experts, in order to

mainstream the work of the Cluster and maximize its practical impact in the national key-actors and policy makers.

To conclude and instead of any self- assessed comment, we quote EU Cluster's 2008 Synthesis Report: *"both in Hungary and Greece the National Development Plans take the full use of the European level cooperation within the Lisbon process, its agenda for employment and competitiveness, social cohesion and sustainable development"* (EU cluster on "Key Competences" 2008: 4).

QUESTION 2

Describe briefly how each of the eight competences (Mother tongue; Foreign languages; Maths, science and technology; Digital competence; Learning to learn; Social and civic competences; Initiative taking and entrepreneurship and Cultural awareness and expression) is included in (i) the national framework curriculum (or equivalent document, including for example at the regional level) for general education, and (ii) for VET?

Particular concern has been shown in the past few years so that key competences are fairly diffused all over the education and training spectrum in ways that foster complementarity and secure a positive cumulative effect in terms of skills acquisitions and labour integration. On the basis of the Cross-curricular Single Framework for Study Programmes, key competences can be shown to seep into the system in the following way:

Key competence	Primary Education	Secondary Education
Mother tongue	Focal point of the National Curriculum. The vast majority of the teaching hours is dedicated to it.	Introductory and learning classes are provided in secondary education level, according to the needs of each school; aiming at the foreign students' incorporation to the Greek education. This action aims at promoting intensive programmes towards the multilevel learning of the Greek language.
Foreign languages	The teaching of secondary foreign language has been established in the last two levels of primary school	<p>Students during their gymnasium period are taught as first foreign language English, whilst the secondary foreign language is French, German or Italian.</p> <p>In high school, students have the option to choose as first language between English, French, German and Italian as they were taught in Gymnasium. High school students can also choose as an optional secondary foreign language one of the languages that they have not been taught as first language.</p> <p>In Vocational Lyceum (EPAL), students can choose as first foreign language between English, German and French.</p> <p>During the previous years, Italian, Spanish, Turkish and Russian language were introduced as secondary language</p>
Math, science and technology	The 'new technology' module has been established as compulsory.	<p>The structure of text books has been developed in such a way in order to assist students to integrate social meanings to real life. In details, the new textbooks contain a lot of exercises that help students to integrate their knowledge, associate between subjects, become aware of their learning process (through projects, self-evaluation etc) and help both students and teachers to 'think out of the box' and look beyond textbooks for learning.</p> <p>Schools' aim is to promote the correct use of technology to students</p>
Digital competence	<p>In All-day Schools the course is compulsory. The vast majority of the new books are supported by software.</p> <p>Additionally, the "E-parents" project is an innovative horizontal project, aiming at supporting parents'</p>	Gymnasium first year students who have achieved to get a first class degree, are awarded and receive as a prize a computer. The Ministry of National Education and Religious Affairs, announced the construction of 1.233 new schools and the intention to reconstruct 500 traditional buildings by applying bioclimatic innovating actions. There is a

	involvement in the development of Key Competences by their children.	comprehensive set of actions towards the construction in the primary and secondary education and for the quality improvement of the services that are provided. There is an obvious trend towards a contemporary and efficient building, following the same structure with the new technologies and the new high level curriculum and books. The aim is not just to provide students with knowledge, as well as to prepare them in order to face the future challenges. The first aim is to reconstruct and adjust the traditional buildings into the “clever school” model at the same time with the new buildings. Also, school yards are formed in such a way in order to stimulate students’ environmental awareness
Learning to learn	High priority of the National Curriculum of both the Primary and Secondary Education. The network of School Libraries provides the operational framework for the development of the KCs.	establishment and expansion of a viable
Social and civic competence	New text books and learning material have been developed in a specific way in order to promote team spirit and active citizenship.	the operational framework for the development of the KCs. The freedom of speech and the individual development of each student is consolidated through a variety of institutions (based on democratic processes). Through educational programs, students are motivated to participate in public activities. Additionally, new textbooks have “a strong focus on the development of meta-cognitive skills and introduce, macro-concepts spanning different subjects, self-assessment items, as well as exercises that require collaborative learning”
Initiative taking and entrepreneurship	Introduction of specific modules on initiative taking and entrepreneurship	Within specialised frameworks and activities, students under their teachers-tutors’ supervision, <ul style="list-style-type: none"> ▪ create a bogus organisation in which they take an active part (role playing). In order to accomplish this activity, they cooperate with a real organisation so to collect valuable insights for their purpose. ▪ take initiatives in order to form an original idea
Cultural awareness and expression	Via environmental, sport and civil programs, students have the opportunity to communicate each other, express themselves and to take initiative for a	Through educational visits, students have the opportunity to discover new places with a fundamental educational value; to gain knowledge about human achievements which have been accomplished during the civilization development and to cultivate their

	variety of topics	sociability. Initially students are provided with information which concerns the educational value of the place they visited; in order to be have a better understating of what they will see
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VET agencies, cooperating with the Labour Market Structures take series of initiatives in schools, mainly concerning the promotion of organisational environment, economic activities of local society, organisational relations, skills development, self- awareness, critical information. Moreover, through programs concerning gender equality and focusing on supporting the professional training for women, the promotion of sex equality in secondary education is secured. In secondary schools, through the application of different institutions such as Vocational Educational and Training (SEP), students are provided with guidance which can contribute in realising their future educational and job preference. Counselling support and labour market information are also provided.

In OEEKS' Curricula, key competences (such as the occupational knowledge and skills, digital competence, communication in foreign languages and entrepreneurship) are highly prioritised. OEEK cooperates with EKEPIS in order to promote the eight set of skills, corresponding to the key competences (as indicated in the question 2). OEEKS' Curricula are aligned with EKEPIS' occupational structure, in order to lead to the attainment of these key competences.

Furthermore, the National Employment Agency (OAED), in order to improve the educational system, advances innovating actions so as to develop "digital schools". In order this to be achieved:

- It advances innovating methods of learning in the educational process through digital logistic means. For this reason new advanced computer laboratories were established while the OAED staff was trained for this purpose.
- New bogus laboratories were created and are operated (while staff was trained) in order to utilise the computer system and ICTs.

An Integrated Portal for Schools' Communities has been established, in order to support the Key Competences Development. The web based education portal www.e-yliko.gr addresses specific needs of the of the education community by providing easy and swift access to teaching materials for all educators, as well as access to educational software and its updates. A special concern was to provide access for those teachers working in schools in the more isolated areas of our country which encompasses many islands and mountainous regions. Schools can submit material for inclusion in the educational portal. Additionally, the e-School program is a pilot project currently being developed and aiming at developing digital information and administrative services for schools, as well as for the broader education community. The e-school programme is supported by the parallel initiatives is the e-DataCenter.

Expressis verbis, the freshly-established e-initiatives constitute a focal supportive operational platform for the Key Competences Development and the related material (textbooks etc).

QUESTION 3

By what means (e.g. learning material or learning support) does your country seek to support schools and teachers to ensure that all young people having initial education and training (i.e. including the educationally disadvantaged) have developed these competences to a level that equips them for adult life?

Key Competences are now integrated in every level and developed in any phase of the educational system, especially due to the increasing implementation of the new Cross - Curricular Single Framework for Studies Program (D.E.P.P.S), introducing the cross-curricular approach to knowledge and KCs' development over the whole primary and secondary (both lower & upper) education.

Learning Material is perceived as a focal point of the capacity of the Greek educational system to sustain effective reform in the implementation of a competence-based curriculum. On all these grounds it introduces the idea of key competences as 'macro-concepts', operating as active links between subjects. Learning material contains teaching proposals, supporting material and software as well as laboratory lessons.

- The dissemination process facilitates access to learning material: educational material is provided in the Website of National Ministry for Education and Religious Affairs Education Portal, while local pedagogical advisors are involved in the dissemination process.
- Pedagogical Institute's strong role in guiding the system *“allows for a thorough approach in producing learning material and support for teachers and schools”* (EU Cluster on Key Competences 2008b: 6).
 - The interaction between the 'Flexible Zone' and the new cross- thematic curriculum (DEPPS), that requires schools and learning organizations to devote time to cross-curricular work such as learning in teams, projects and events and to involve all pupils in a more active, collective and participatory learning process.
- New textbooks and learning material, produced during the last 3 years, are in alignment with the major aim of KCs' development, within the context of the Cross-Curricular Single Studies Program Framework (D.E.P.P.S.) and the new curricula. The new textbooks contain a lot of exercises that help students to integrate their knowledge, associate between subjects, become aware of their learning process (through projects, self-evaluation etc). According to the EU Cluster on Key Competences, new textbooks have *“a strong focus on the development of meta-cognitive skills and introduce, inter alia, macro-concepts spanning different subjects, self-assessment items, as well as exercises that require collaborative learning”* (EU Cluster on key Competences 2008b: 15).
 - Since 2006, new types of schools were established, aiming at the enhancement of vocational education and the strengthening of its links to employment. Within this context, the new types of Vocational Schools were set up, whose operational framework and studies curricula emphasize on the link among the KCs (mainly developed), the learning outcomes and the labour market needs. Under the Law 3475/2006, the area of secondary technical education was reshaped with the creation of Vocational Lyceums (EPAL) and Vocational Educational and Training Schools (EPAS). This reform, put into place during the past 3 years, tend to enhance an LLL strategy and expand the KCs development all across the E & T system (covering all levels, namely pre-school, primary, secondary, tertiary, adult, continuing) and all E&T systems (formal, non-formal). Within the reformed Greek VET (including EPALs, namely the new model vocational lyceum), emphasis is laid on the development of the

job-related skills, within a broad and balanced curriculum rather than a job-market-driven reductionist one. Enhanced ICT and laboratory facilities (providing actual opportunities for 'real life' learning) are aligned with tutoring and guidance that allows for successful practice to flourish and aims at treating students 'as colleagues' and subsequently increasing their motivation.

- Targeting adult education programs are established aiming at the acquisition of Digital and Technology competences by adult learners (i.e. “*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).
- Gradually expanded provision of distance-learning opportunities to all and especially to disadvantaged groups and remote areas, within the LLL context.
- Evaluation is another indirect supportive mechanism: The emphasis on the validation of non formal and informal learning (via the setting up of relevant methods and institutions) is a fairly new development aiming at the constant development of KCs within the whole LLL context.
- A certain set of changes are underway regarding the Teacher Training Curriculum and Structure, focusing on the enhancement of the key-competences.

QUESTION 4

What progress has your country made towards ensuring that all adults have opportunities to develop and update their key competences?

In the past 3 years a process of profound reforms regarding the provision of lifelong learning has been under way codified, initially, in its legislative form by Law 3369/2005 which set the institutional, infrastructural and regulatory foundations for all ensuing developments. Lifelong learning provision has been the focus of consistent attention in the broader context of an ambitious effort to gradually overhaul all education grades setting off with tertiary and adult education. LLL provision has mainly been devolved to the agency of the **General Secretariat for Lifelong Learning (GSAE)**, which evolved (2008 --) from the previous General Secretariat for Adult Education as an advanced agency supervised by the Education Ministry and entrusted with the design and implementation of a broader spectrum of LLL -mostly informal education- platforms with a wider impact and equitable accessibility along with its complementary executive agency, the **Institute for the Continuous Education of Adults (IDEKE)**.

The **quality dimension** of the progress achieved so far relates to, and is measurable in terms of:

- the further harmonisation of the LLL provision system with the national strategy for the economy and employment
- the modernization of the institutional and regulatory framework with particular emphasis laid on quality assurance with regard to the provided lifelong learning services
- increase of the provided thematic fields and evaluation of all systemic constituent parameters

- the facilitation of stronger links with formal education environments and the labour market

The more **quantifiable dimension** of the progress achieved thus far relates to, and is measurable in terms of:

- the **consistent broadening of the adult participation basis with particular emphasis on socially vulnerable groups**
- the **further consolidation of competent bodies / agencies** assigned with the carrying out of relevant tasks, such as the Centre for the Study of Lifelong Learning and the Centre for the Lifelong Learning Instructors and Trainers

Progress is also measurable in terms of **auxiliary programmes and actions** in the fields of Social Economy-Social Entrepreneurship and Entrepreneurship for Women (EQUAL 1, DIONI programme) along with the consolidation of the network for the support of social and women's entrepreneurship with targeted services in the field of information provision, business guidance and networking. Boosting women's entrepreneurial competences belongs in a wider effort to aid vulnerable social groups and all those whose social standing suffers from established patterns of increased unemployment rates. Also, there is particular concern for the **provision of LLL services to socially vulnerable groups** (see 4a below).

QUESTION 4.a

What, if any, are the current adult target groups and the specific provisions put in place for them?

LLL provision is mostly addressed to adults not participating in the formal education system who seek the opportunity to reintegrate into the education and employment environments. There is particular sensibility for the integration of vulnerable social groups, those in the grip of periodic or chronic unemployment and women in relation to entrepreneurship, in the context of a wider effort that takes into account issues of social cohesion and progress.

The most significant LLL structures and instruments of provision in relation to the above are the following:

- **Second Chance Schools (ΣΔΕ/SDE).** This institution concerns young people over the age of 18 who have not completed the nine – year compulsory education, and are therefore at risk of social exclusion and marginalisation. This institution provides the above-mentioned group of people with the possibility to acquire a Compulsory / Lower Secondary School Leaving Certificate, proceed with further studies into higher secondary school and above, and thus integrate smoothly in the social, financial and professional structures. Curricula are particularly flexible so that they respond to the young people's individual needs. Emphasis is given on the acquisition of key competences and the development of personal skills. The acquisition of general knowledge, use of new technologies, learning of a foreign language, counselling in subjects of vocational guidance, significantly improve the chances of their integration in the labour market. Participants for the period 2005-2008 amounted to 17946.
- **Centres for Adult Education – KEE.** Their total number has now risen to 58. They are addressed to all adult citizens wishing to upgrade their knowledge on the basis of programmes that branch out into 2 main thematic fields of varying length, the latter of

which features issues such as the European dimension and education and guidance of socially vulnerable groups (Roma, migrants, prisoners etc.). Successful participants are awarded a Certificate of Lifelong Education. They have now been integrated in the Education Ministry Operational Programme “Education and Lifelong Learning.”

- **Schools for Parents.** A total of 58 Parents’ Schools are currently operative. Schools for Parents are fully incorporated in the new operational network providing Lifelong Learning, under the Law 3369/2005 on “Systematisation of Lifelong Learning”, and successful participants are awarded a Training Certificate. The thematic fields of programmes currently on offer cover issues of parental guidance, family-school relations, health education for socially challenged groups, whereas long-distance education is provided through the Centre for Distance Lifelong Learning.
- **Centre for Distance Adult Lifelong Learning.** A recently set up instrument providing services on the basis of e-learning (LLL Instructors’ Training – 100 hours, ICT – 250 hours, Economy – Management – Business – 250 hours). The Centre supports most Schools for Parents programmes for those unable to be physically present therein.
- **Prefectural Committees for Adult Education (NELE).** The Prefectural Committees of Adult Education are agencies that implement the training programmes of the GSLLL and constitute independent public services of the prefectural local administrations. The offered thematic fields cover Arts and Culture (15 programmes), Social Economy – Entrepreneurship (22 programmes), Citizenship (9 programmes), Special Needs Education (6 programmes). The total number of participants rose to 96.500 (2005-2008), whereas for the 2007-2008 school year the NELE instruments developed 52 educational programmes.
- **Vocational Training Centre (KEK).** It offers vocationally oriented services and is addressed to unemployed adults with a secondary or post-secondary degree with a vocational orientation and vulnerable groups (Roma, Muslims, ex-prisoners, individuals with a drug abuse history, etc.).
- **Recent legislative initiatives (Law 3696/2008 on the “establishment and operation of colleges and other provisions”)** have clarified and amended the institutional and regulatory environment with regard to the provision of informal education services by private centres of liberal studies. The said law has fulfilled the need for increased transparency and dissemination of information in respect of alternative education routes.

At the systemic level, the above platform is supported by the Centre of Studies of Lifelong Education and Training and the Training and Education Centre for Instructors and Trainers of Adults (under the aegis of GSLLL) whose aim is to continuously upgrade the knowledge and skills of instructors and trainers who staff the Structures and the Autonomous Educational and Training Programmes, so that they meet the specific needs of Lifelong Education and Training of Adults.

The Institute for the Continuous Education of Adults (IDEKE), the GSLLL’s auxiliary executive agency, supports the operation of the structures of GSLLL (Second Chance Schools, Centres for Adult Education, Schools for Parents, Distance Lifelong Learning – Education Centre) as well as numerous complementary educational programmes. **Particular emphasis has been laid on the setting up and modernization of structures and instruments that address the needs of socially challenged groups.** Indicatively, we mention the following programmes that are addressed to socially vulnerable groups:

- **The Educational Programme “Teaching Greek as a Second Language to Working Immigrants”,** has been intended for working immigrants, regardless of their nationality,

as well as for foreign spouses of Greek citizens, as well as third country citizens wishing to acquire the long residence capacity in Greece, a precondition of which is the certified proficient knowledge of the Greek language as well as basic knowledge of Greek history and culture. The aim of the programme is to teach the Greek language as a means of integrating adult immigrants, increase their prospects of employability, improve their working position and tackle preemptively their exclusion from the domestic social life. 15.873 immigrants were trained during the period 2004-2008.

- **The Educational Programme “Instruction and Counselling Support to families of Roma, Muslims, Repatriates and Immigrants”** aims to contribute to the creation of a supportive family environment that will assist the student, reduce school failure and drop-outs and finally help confront the danger of social marginalization and exclusion of the said social groups. The acquisition of basic language skills helps improve the economic and social conditions of the parents themselves and, therefore, of the entire family. The educational programme in question has been implemented in the Centres for Adult Education (KEE) and the Schools for Parents all over the country.
- The GSLLL has been entrusted with the operation of the “**System for the Certification of the adequate knowledge of the Greek language, Greek history and Greek culture concerning third country subjects as a prerequisite to (their) obtaining the status of long standing resident**”. The first exams took place in October 2008 with a high rate of success for the participants (93% successful, A2 level). For the programmatic period 2008-2011 there is provision for the establishment of a comprehensive education programme addressed to immigrants with a strong language and culture component.
- **Auxiliary programmes** cater for more specialised needs, as well, such as 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) in the context of a digital convergence policy which constitutes a priority.
- In the context of Socrates / Grundtvig, the GSLLL participates in the programme **Colours** which aims to foster the social integration of immigrants through art (art therapy).
- The GSLLL participates in the **BSSE (Basic Skills and Social Enterprises)** programme offering support to individuals working in social services.
- The GSLLL also participates in the **Beyond the Open Doors** programme aiming at the development of a strategy for the preparation of inmates for their unhindered social integration.
- The GSLLL participates in the EU **PASS THE LIGHT** programme which deals with the drawing up and implementation of actions that foster social cohesion and LLL strategies at local and national level, the dissemination of good practices and the wider consultation on LLL provision. Social partners are involved in its actions along with municipal authorities’ representatives, teaching practitioners, and agencies involved in LLL provision such as the Centre for the Development of Educational Policy (operating under the rubric of the General Confederation of Greek Workers – GSEE) and the PRAXIS network.
- Finally, at an academic level, the **Hellenic Open University** offers open and distance formal learning leading to a bachelor or master’s degree.

In the context of the on-going effort to modernise the civil service administration, and in response to the need for the optimal handling of human resources,

- the **National Centre for Public Administration and Local Government (Ministry of Interior - EKDDA)** (which operates under the rubric of the **National School of Public Administration (ESDD)** through its **Training Institute (INEP)** and **Regional Training Institutes** and its accredited training programmes provides the opportunity to Public Administration and Local Government employees to enrich their skills and to acquire additional credits, necessary for advancement in their service hierarchy. The scientific personnel of E.K.D.D.A., in cooperation with Public and Local Government Agencies, traces the current training needs and designs and implements activities adapted to the needs, business goals and organisational modifications of each operational unit of the public service. In an effort to individualise and provide comprehensive assistance to employees, the EKDDA have adopted the **Personal Training Card**, which enables them to monitor the educational history of each employee and offer personalised consultation services for future programme attendance. However, the goal is not only to educate, but also to sensitise and stimulate public service employees on current affairs of interest to society at large, and to the needs of Public Administration and Local Government in particular. For this, a **Public Discussion Forum** has been set up entrusted with the organisation of conferences and one-or-two day events throughout the year.

QUESTION 4.b

What national data are available on the participation of adults (and any adult target groups identified as priority) in provision designed to develop their key competences?

National data accumulate in the context of various services that are involved in LLL provision. With regard to the participation of adults, recent indicative data collected and elaborated by the General Secretariat for Lifelong Learning - GSLLL and its cooperating agencies run as follows:

1) Vulnerable social groups – Immigrants (GSLLL programmes)

ACTION / STAGE	BUDGET	IMPLEMENTATION PERIOD	DEPARTMENTS	TRAINEES
Learning Greek as a second foreign language-employed immigrants I	499.854,00€	30/09/2004 31/12/2005	80	1437
Learning Greek as a second foreign language-employed immigrants II	2.688.328,77€	06/09/2005 30/09/2008	605	10.862
Learning Greek as a second foreign language-employed immigrants III	846.214,00€	21/09/2006 30/09/2008	180	3.574
TOTAL	4.034.396,77€		865	15.873

2) Participation of immigrants in overall LLL (GSLLL) programmes

TRAINEES PER PERIOD						
SPECIAL POPULATION GROUP	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	TOTAL
IMMIGRANTS	3	1.468	2.805	9.345	12.069	25.690

3) Adult participation in LLL programmes – Overall - GSLLL

I. TRAINEES – TOTAL – GSLLL Programmes

STRUCTURES / PROGRAMMES	TRAINING PERIOD				TOTAL 2004-2008
	2004-2005	2005-2006	2006-2007	2007-2008	
Total of trainees - Regular Structures	65.347	113.586	109.021	116.098	404.052
Total of trainees – Autonomous / Auxiliary Programmes	2.316	56.167	46.420	28.513	133.776
Grand Total of Trainees	67.663	169.753	155.441	144.611	537.468

QUESTION 4.c

In designing the provision for adults, what collaboration is in place with representatives of other policy areas, social partners and other stakeholders?

The recent institutional, legislative and regulatory initiatives have sought to tackle the dispersion of the provided LLL services while broadening the involvement scope for social partners and stakeholders at large. Indicatively, at the institutional level we stress:

- **The deeper involvement 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 directly involved in the strategic planning and the implementation of LLL policies. **Various stakeholders, trade unions and members of the academic community participate in the Committee in an effort towards maximum coordination and synergy.**
- The **established institutional framework** comprises a web of agencies / organisations such as the **General Secretariat for Lifelong Learning-GSLLL** (including its executive subsidiary, the **Institute for the Continuous Education of Adults / IDEKE**), the Greek Manpower Employment Organisation / OAED, the Organisation for Vocational Education and Training / OEEK with its Centres for Promoting Employment (KPA), 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 at the academic level, 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**.

- At the level of more localised initiatives, indicatively, the EU backed-up **PASS THE LIGHT** programme deals with the drawing up and implementation of actions that foster social cohesion and LLL strategies at local and national level, the dissemination of good practices and the wider consultation on LLL provision. Social partners are involved in its actions along with municipal authorities representatives, teaching practitioners, and agencies involved in LLL provision such as the Centre for the Development of Educational Policy (belonging in the General Confederation of Greek Workers – GSEE) and the PRAXIS network
- 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.). Legislative initiatives of the past 3 years have generated further synergies under the auspices of the National System for Linking Vocational Education and Training with Employment (ESSEEKA). Finally, the establishment of Lifelong Learning Institutes in HEIs and in Social Partners Structures has improved accessibility.

QUESTION 5

How have curricula, statements of teacher competence requirements, or equivalent guidelines, for (a) initial and (b) in-service teacher education been developed to ensure that teachers are equipped to implement a competence-based approach (e.g. the teacher as co-constructor or facilitator of learning, team teaching, collaboration between teachers and parents, participation in school development, formative assessment techniques, and self-directed professional development)? Have any specific measures been taken in the area of VET teachers and trainers?

Initial teacher training is provided by various University Schools and Departments whose programmes reflect current educational approaches and developments. In-service teacher education is provided by the Pedagogical Institute (PI) and the Organisation of Teacher Training (OEPEK).

The PI is currently the main organizer of various programmes of in-service training for teachers and it has also developed indicators regarding qualitative features of professional education – the results of the subsequent survey were included in the 2008 online publication "Evaluation of the qualitative features of the primary and secondary education system" (in Greek).

The PI sets up the short term introductory course required for all newly appointed primary and secondary teachers that are provided at the 16 regional advanced training centers (PEK). The on-line reader for this course includes such themes as team teaching, new assessment techniques, collaborative learning, problem solving, project work, cross-curricular teaching and utilizing new technologies in teaching. Since all new teachers are required to complete this course, this measure ensures that entering teachers are better able to implement a competence based approach.

Over the past several years the PI has extensively offered intensive training programmes in teaching methods supporting the new teaching materials – text, digital and other media – that have been developed in line with the National Cross-Thematic Curriculum Framework. The latter, as discussed above, incorporates key competencies such that training in this approach is also made available to experienced teachers. The key goal of this programme is to help teachers refresh their knowledge base in order to more effectively utilize new teaching and assessment methods in the context of the new teaching materials.

A particular emphasis is placed on incorporating the use of new technologies in teaching practice and the PI, along with partner agencies, has offered several such advanced training programmes for teachers – including programs for training of trainers (teachers as multipliers). Just in 2008 there were 4,529 language, maths and sciences secondary school teachers as well as primary school teachers who participated in this particular course – other such courses being provided for teachers of other subjects and special education. Curricula for these courses cover such topics as cooperative learning, discovery learning, information literacy skills, contrasting traditional teaching methods with more innovative approaches, etc., all mirroring basic key competencies themes.

The PI plans to continue its emphasis on these topics in future teacher education programmes further supplementing professional development themes to include multiculturalism and multiple languages, training of school heads and problem and crisis management in the school environment.

OEPEK besides providing in service teacher education, also conducts research on topics that support its planning and provision, such as training needs and accreditation processes. Most recently, OEPEK conducted intensive in-service courses at the regional PEK with over 5 000 teachers participating on the topics "Contemporary Teaching approaches for the Development of Critical and Creative Thinking" and "Relating the Family - Social - Cultural Environment to Children's Performance at School", as well as organizing various day seminars.

With regard to VET teacher education, ASPETE is the major institute providing initial and advanced training for vocational education teachers. It offers several categories of programs, a 4 year 1st degree combined pedagogy - subject specialist course leading to vocational education teaching qualification, a one year course in pedagogical training for graduates of other higher education institutions and two master level programs in Teaching with New Technologies and in Contemporary Teaching Approaches. The curricula of the master's programmes develop themes relevant to KC's – e.g. new teaching and assessment approaches, cooperative learning, problem-solving, research methodology and inquiry and international perspectives on professional practice.

ASPETE also provides various short term in-service training programs for VET teachers – note that VET teachers can participate in generally all types of in-service training offered under the authority of the Ministry of Education. This past year ASPETE offered a unique in-service program in teaching methods primarily geared to the needs of those VET teachers who do not have a higher education degree (usually workshop staff).

The Strategy Plan for the development of ASPETE over the next four years that is currently under discussion contains significant reforms for vocational teacher education policy including the creation of two more 1st cycle Schools, Special Education and New Education

Technologies, as well as many more 2nd cycle degree programs in areas such as Educational Administration, Counseling and others.

QUESTION 6

What approaches (including new ways to organize learning) does your country take to promote the acquisition of transversal key competences in general education (primary lower secondary and general upper secondary), VET, adult learning and teacher training (in particular learning to learn, social and civic competence, initiative taking and entrepreneurship, and cultural awareness and expression)? Where appropriate please refer back to Question 2 on curricula.

Vocational Training Schools (EPAS) of the National Employment Agency place an emphasis on future skill changes by incorporation curricular units on entrepreneurship skills and on organization of work and enterprise within the context of specific occupational training. With regard to continuing training, a noteworthy project is the ongoing open call of the National Employment Agency to enterprises, social partners and other agents on the mapping of their skill needs. A parallel project addresses the skill needs of the self-employed. Also, it is good to be mentioned that occupational development and career offices (G.E.A.S.) operates in the 114 I.E.K. all over the country.

The **environmental education** contributions in the development of the following skills, based on the curricula program: Basic skills in science, Basic skills in technology, meta-cognitive skills, Social and civic skills, Cultural awareness and expression, etc.

Issues such as the students' health prevention and advancement are promoted through programs, which concern the **health education**, in cooperation with a variety of organisations. This procedure agree with modern educational models, which aims in the interrelation between student and tutors; which has as a purpose to change the behaviour of both student and tutors and to adopt the right behaviour model.

Through different **school activities**, students are been promoted to develop social skills by solving everyday problems through their tutor guidance, to be able to adopt positive behaviour. At the same time students develop the sense of initiative taking. It is good to be mentioned that students' participation is optional. Health educational programs involve subjects such as: Emotional health – interpersonal relations, Nutrition – nutrition habits, Prevention – Confronting unforeseen situations, Volunteer, Smoking, Stress and etc.

The establishment of **counselling departments** for young people (S.S.N), is aiming the attendance of mental health programs for students and their family, tutors' continual information and generally to the sensitization of society concerning mental health.

The department of **school library** is an innovating activity in which skills such as met cognitive skills, social skills and cultural awareness and expressions are been developed. The school library can be used as an information point, additionally as place that student can develop critical thinking. From all the above it is obvious that the school libraries contribute in the communication development of both mother tongue and foreign languages, since it is addressed for all students by avoiding any discrimination. Also, it contributes in prohibiting any social and economical obstacles among students, additionally it motivates and supports their social development.

Concerning the **cultural awareness and expression** in Greek education, the department of Aesthetics and Cultural Education, is responsible for organising students competition all over Greece, the civilization and cultural program activities the music schools and etc. In this way students have the opportunity to express their artistic interests and to cooperate in the civilization sector.

Supporting educational program, concerns students who have educational difficulties in specific modules. Through supporting education, students, receive assist in order to improve their school performance. In this way, they develop skills such as: The communication in mother tongue and foreign language, Basic science, math and technology skills, Digital competence

Concerning the **math science and technology skills**, and according to the curricula program, the target is to promote with a variety of means the laboratory education of practical science and technology module.

Concerning the **digital competence**, the aim studies department is secure the appropriate learning basis and to create a mechanism for the technical of this basis. Nowadays most schools in secondary education and the part of the schools in primary education provide at least one computing laboratory.

QUESTION 7

How is summative and formative student assessment used to help pupils/students acquire key competences, including the transversal ones? Please describe your current approach.

As described above, key competences are integrated into the National Cross-Thematic Curriculum Framework for compulsory education containing curricula for each subject and level of education. These framework documents also specify the guidelines for formative and summative student assessment describing generally the types, criteria and methods to be used. In particular, the new curricula promote student assessment that:

- is more learner centered,
- is criterion referenced
- combines formative and summative means to gather information about students' development and
- avoids general comparisons with other learners.

Furthermore, the “directions” for teachers (by subject area) based on the national curricula that are issued by the Pedagogical Institute contain standardized procedures and directions for all written assessment of students. In addition, a standard textbook for the various subjects is issued by the Ministry of Education such that the accompanying teachers’ manuals cover assessment issues in relation to specific content. At a more general level, Presidential Decrees are also in force for every level of education that define and regulate key aspects of assessment such as goals, content, grading weights, administration etc.

All of the above factors contribute to and reinforce the coordination of key competences with student assessment across the school system.

Overall, student assessment is viewed as part of a pedagogic process that incorporates various assessment techniques with the aim of continuously improving teaching and learning. Goals include reliably evaluating students' knowledge, skills and critical thinking and contributing to their self knowledge. While student assessment procedures are set externally by the central authorities, implementation is internal to the schools. That is, teachers at the school level are exclusively responsible for carrying out student assessment within the framework provided by the national regulations and guidelines.

According to these regulations, at the secondary education level students are evaluated on the basis of daily work and participation, interim and end of the year tests and examinations and reports or projects undertaken individually or in groups. With regard to the latter, the goal is to develop students' creative and critical skills in researching and integrating information from various sources, thus most of the key competences and especially learning to learn are emphasized. At the end of upper secondary schooling, national written external examinations take place as part of the system of selection for entry to higher education.

QUESTION 8

How does your country – at national and/ or regional and local levels- evaluate the outcomes of education and training systems in relation to key competences? How is such evidence used for developing policy?

KCs' evaluation is institutionally related to the evaluation of both

- the structures and levels, where they are developed and
- teachers and trainers' evaluation.

More specifically:

- In regard to secondary education, Law 2986/2002 still constitutes the basic legal platform for evaluation and QA.
- Evaluation in education is related to the assessment and enhancement of quality of teaching. The latter, especially within the context of the new curricula and textbooks (emphasizing in the Key Competences), presupposes the continuous education of teachers, which falls under the jurisdiction of the Organization for Teacher Training / OEPEK. Emphasis is laid on teachers' capacity related to the development of students' key competences (especially the "Learning to learn" one, the "social and civic competences", the cultural awareness and expression", the communicate competences and the digital competence).

Regarding the rest of the LLL domains (namely VET, informal and non formal learning), the National Centre for Accreditation (EKEPIS) has planned and already applies an integrated accreditation system, which is the key tool towards improving the quality and attractiveness of vocational education & training and of adult education. The abovementioned accreditation system is competence- based, focuses on skills' development by the structures assessed and includes the Accreditation of Vocational Training Centers, Accreditation of Trainers for Adults: (aiming at upgrading trainers' skills and competencies and ensuring their ability to combine their knowledge, professional experience and pedagogical skills in response to the needs of the trainees), Accreditation of Support Services Professionals, 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) and Accreditation of Training Programs as well as the Accreditation of Knowledge, Skills and Competencies (acquisition of knowledge, skills and competences are evaluated and certified upon successful completion of the accredited training program).

The critical stake, concerning evaluation is the actual combination between

- QA procedures at every E & T level- phase and
- evidence based policy making.

This combination has already been embedded within the national LLL strategy and inevitably affects the domain of KCs development.

Further, the National Committee for LLL is charged with cooperating with the Executive Committee of ESSEEKA and utilizing the subsystems of ESSEEKA to promote a coordinated LLL policy. ESSEEKA operates since 2/2009. Within the ESSEEKA framework the following agencies are directly involved in tracking labour market needs in order to plan provision and employment policy more effectively: a) The National Employment Agency (OAED) collects information on regional and national skill needs through its services and affiliated bodies, b) The Employment Observatory Research – Informatics SA (PAEP, an

affiliated company of OAED) conducts research and studies at regional and national levels analyzing demand for occupations, skills and training. The Organisation for Vocational Education and Training (OEEK, Ministry of Education), responsible for many aspects of post-secondary initial vocational education and training including provision (at the Institutes of Vocational Training, IEK) qualifications development and recognition, maintains tri-partner consultative committees (representatives of OEEK – employers- employees) that explore regional labour market needs and recommend new courses for the IEK, changes in curricula, etc.

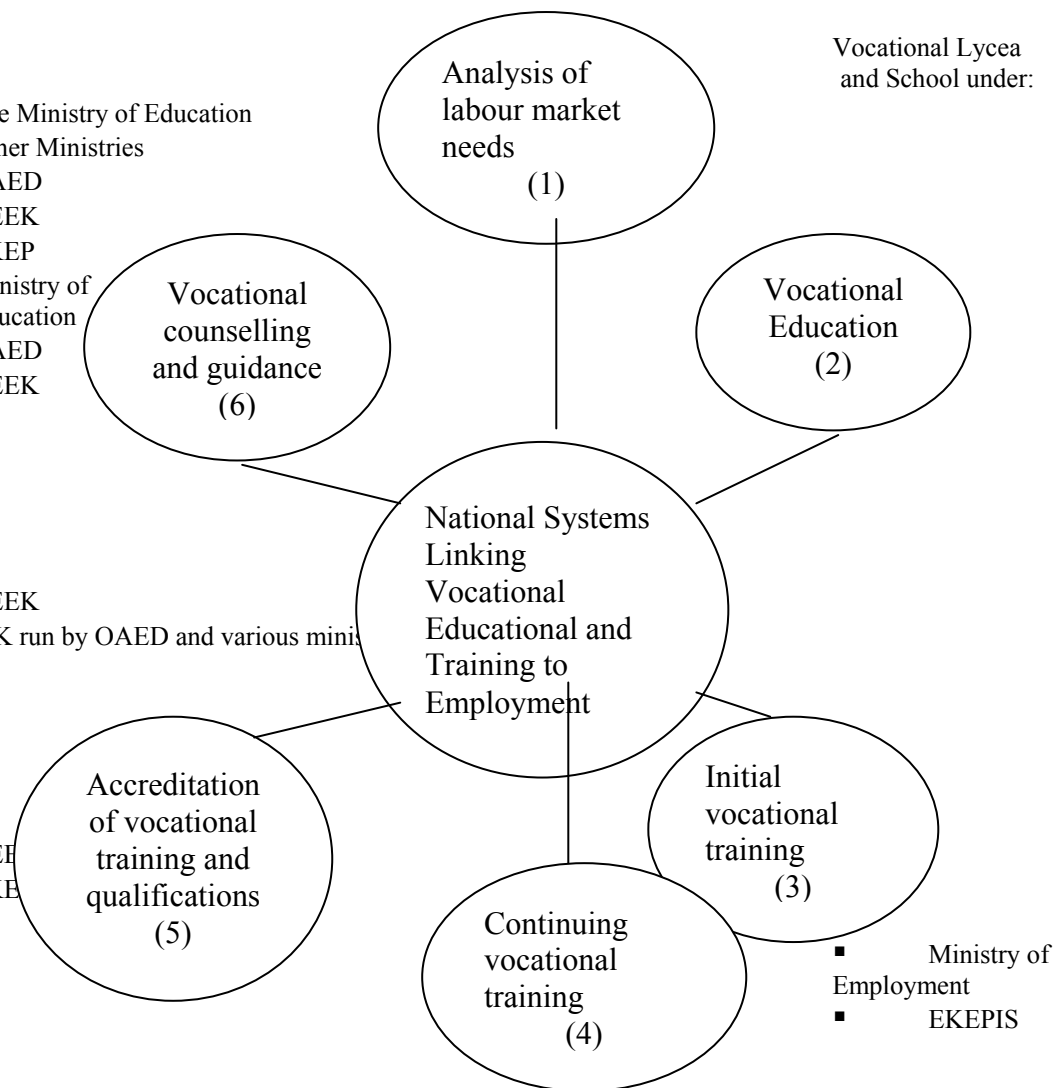
- Ministry of Employment
- OAED
- PAEP

- The Ministry of Education
- Other Ministries
- OAED
- OEEK
- EKEP
- Ministry of Education
- OAED
- OEEK
- PI

- OEEK
- IEK run by OAED and various minist

- OEF
- EKE

Vocational Lycea
and School under:



QUESTION 9

What progress has your country made in the development and implementation of a coherent and comprehensive lifelong learning strategy (including the development of national qualifications frameworks linked to the EQF, systems for the validation of non-formal or informal learning and learning outcomes based approaches)?

Progress in relation to the above is measurable in terms of the expansion of LLL services and the optimal coordination of all involved agencies.

The dispersal of LLL services and platforms that characterised previous periods has been tackled through the setting up of a comprehensive and soundly coordinated web of competent services, agencies and bodies. Legislative initiatives, such as the **Law on the “Systemisation of Lifelong Learning” (L. 3369/2005)** aided towards a major legal and political reform as it set the regulatory and infrastructural foundations of a viable LLL network. Targeted actions and measures have been taken with the aim to establish a **comprehensive institutional and practical platform**. The latter has already formed an integral part of the broader governmental strategy concerning human resource development and investment in human capital. In effect, it aims to systematise the existing educational and vocational frameworks and secure the multidimensional and equitable provision of learning opportunities for all covering the entire life span. Within the said framework for partnerships and synergies, ample scope for a deeper involvement with stakeholders has been secured whereas coordination between state and non-state entities has improved significantly. Ensuing legislative and structural initiatives have enabled the successful coordination of relevant bodies / agencies. Among those with a cumulative effect and a far-reaching impact we note the following:

- **The increased 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 and expansion of Lifelong Learning Institutes in HEIs and TEIs and in cooperating social partners’ structures.**

The above mentioned regulatory framework has facilitated **the coordination of the various parameters that make up the national policy for VET and its actual interrelation with employment**. As already mentioned, the system for the integral coordination of vocational education and employment, that is, **ESSEEKA**, continues to function in a manner that interweaves all separate sub-systems thus: 1) skills assessment tools 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.

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. 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. Significant progress has been made with respect to the validation of job profiles. The Centre organises series of seminars for trainers securing thus the high quality of training services. EKEPIS has been charged with the assessment of the agencies that will validate knowledge, skills and competences corresponding to concrete professional job profiles. EKEPIS is a major contributor to the national strategy for an integrated system of validation for the entire vocational education spectrum in alignment with the European Qualifications Framework.

In light of the above, the Ministry has proceeded with the elaboration of the optimal conditions, both in terms of the specially appointed Committee and the necessary operational infrastructure, for the setting up of the **National Qualifications Framework**. The Directorate for European Union of the Ministry of Education, the Managing Authority of Operational Programme "Education and Initial Vocational Training", the Organisation for Vocational Education and Training, the National Accreditation Centre for Continuing Vocational Training, the Ministry of Employment and Social Security and the General Secretariat for Adult Education are represented in the said Committee. The NQF is financed by the National Strategic Reference Framework (2007-2013).

CHAPTER 3: VOCATIONAL EDUCATION AND TRAINING (APPROX. 3 PAGES)

QUESTION 10

What progress has your country made in increasing the attractiveness of VET programmes and their relevance to the labour market?

Increasing the attractiveness of Vocational Education and Training (VET) is a significant policy priority in Greece – and a notably challenging objective given the long standing negative social attitudes towards vocational training. Nonetheless, improving both the quality and status of VET provision motivated the recent reform in 2006 (Law 3475) of the structure and content of secondary education level VET; while increasing the attractiveness of VET and its connection to the labour market comprises one of the core strategic priorities of the current national development plan for education and life long learning (*Operational Programme for Education and Life Long Learning 2007-2013*, 2007).

Developments in Secondary Education Level Vocational Education and Training (Ministry of Education)

According to the 2006 reform of secondary education level VET, the *Texnika-Epagelmatika Ekpaideutiria* (TEE) have been gradually phased out and replaced by the *Epagelmatika Lykeia* (EPA.L.) offering a three year course (ages 15-18) that combines general education with technical-vocational studies and the *Epagelmatikes Scholes* (EPA.S.) offering a two-year course (ages 16-18) organized according to occupational area – which may extend to three years if on-the-job training is provided. There are also Evening Vocational Lyceums (*Esperino Epagelmatiko Lykeio*) for working students that offer a 4 year part-time course. Over the short term, there is evidence that these new institutions have sparked a renewed interest in VET: in their second year of operation new entrants to the EPAL increased by 14% compared to their first year of operation, whereas the TEE had seen a steady decline in the number of new entrants in the period from 2000 to 2006 that averaged -10% yearly.

Key to understanding this nascent trend is that the above reform of VET has aimed to enhance VET by establishing new structures that provide: **a. updated curricula placing greater emphasis on generalized learning goals and competencies, b. updated course offerings in tune with labour market needs, and c. more options regarding learning pathways.** Overall, the new philosophy of the Vocational Lyceum emphasizes providing broader vocational and general education skills so that students will be better able to follow future technological developments and adapt more readily to changing labour market demands. The Vocational Training Schools on the other hand, provide more job specific vocational training. However, in contrast to the prior system, students enroll in the two-year course of the EPAS only after they have completed one year (grade 10) of schooling at either a General or a Vocational Lyceum thus expanding their general education core.

Over the past two years, efforts – both legislative and operational – have focused on further developing and extending the above objectives, while measures for enhancing VET at the secondary education level have also included major **improvements in infrastructure, learning resources and facilities, more teacher training and better organization of teaching provision**, creation of **liaison offices** regarding employment prospects as well as **increasing public awareness of VET** opportunities and its enhanced status. Furthermore, for the continuing improvement of vocational education in the immediate future the Ministry of Education has set up a **special work group** with the mandate to recommend **changes and innovations** in VET provision including such reforms as on the job training and a cross-curricular diploma project.

Current curricular innovation. First of all, it is significant that in contrast to the TEE, the **vocational specializations** offered in the EPA.S. and the EPA.L. have been **restructured** (Ministerial Decrees of 2007 and 2008) in order to: 1. coordinate course offerings more effectively with current labour market demands and 2. promote flexibility and adaptability. That is, in terms of content, the specialized vocational knowledge component has been reduced in favor of the generalized component. This trend also pertains to the vocational training programs of the EPAS where about 30 specializations are now offered in contrast to the 140 specializations of the TEE.

Also, whereas certain courses of the TEE relied on outdated curricula, teaching in today's EPAL and EPAS is based on new curricula that are **goal centered** and have been **updated** in terms of content. Remedying a long standing problem, **regulatory teaching profiles** have recently been issued for every subject, and are subject to planned review.

A new emphasis on **entrepreneurship** is also evidenced: visits to enterprises and industry, participation in extra-curricular activities that include entrepreneurship programs, projects setting up a virtual business. The importance of vocational guidance is widely recognized and participation in the class **Vocational Orientation and Work Environments** is required for all year one students of the EPAL, while students can also participate in "Career Education" extracurricular programs that cover such areas as Life Skills, Local Economic Activity, etc. The Ministry has developed and distributed a new Guide to Courses that contains the Occupational Profiles of each course specialization and a new Guide to Studies at the EPAL-EPAS is in press that contains additional information on the educational and career paths available for each course.

Incorporating **new technologies** into teaching methods has been promoted through in-service training and development of 47 new VET software programs. In the context of the latter measure, a strategic long term goal of the Ministry is to promote cross-curricular and team teaching benefiting the intellectual development of VET students.

In 2008 **Programs of Additional Teaching Support**, which were piloted over a number of years, were incorporated by Ministerial Decree into regular school provision. These ancillary programs are available to all Lyceum students, including students of Vocational Lyceums and provide additional teaching and learning resources to students who want to improve their school achievement. Overall, these programs of targeted intervention aim to reduce the likelihood of a student's dropping out of school, which is related to diminished employment opportunities in the labour market. Special measures are taken to ensure the implementation of such programs in Evening Lyceums, that enroll working students, as well as in Lyceums in geographically isolated areas of the country.

Presidential Decrees 50 and 51/2008 that regulate school level **student assessment** procedures in EPAL and EPAS respectively are noteworthy in extending the array of evaluation modes to include individual and group level projects.

Opening up learning pathways. From the establishment of the EPAL in 2006, their graduates could take part in the national examinations for **entry to all University and TEI schools** under the same conditions as General Lyceum graduates. This is the first time such an option was available for Vocational Education students, indeed it was the first time that secondary education VET students were given **the opportunity to choose between either entering the labour market or continuing to higher education**. Furthermore, for the first time **mutual transfer** between vocational and academic streams was also made possible (at year two).

Law 3748 passed in 2009 provides **an additional pathway for EPAL** graduates to enter those tertiary education schools that correspond to the course the student has completed in the EPAL. A quota of places reserved for EPAL graduates in the respective schools is set each year by ministerial decree, while the numbers of examinations that the candidate sits for are reduced in terms of general education subjects (Mathematics and Language). This development is expected to increase the appeal of the vocational education stream in secondary education.

Resourcing. Improvement of the quality of vocational education programs overall, also entails better trained teachers, appropriate learning resources and upgraded facilities. In addition to the opportunities for in-service training available to all secondary school teachers (see question 5), **special in-service education programs for VET instructors** included training in teaching with new technologies and software that has been developed for VET (47 new software programs) and this past year three month short term training courses in pedagogy at ASPAITE that were primarily aimed at those VET instructors without a higher education degree (usually workshop staff). In addition, the Ministry of Education in 2008 organized seminars for all secondary school heads, open to the broader community as well, in each of the thirteen administrative region **to promote awareness of the EPAL and EPAS programmes** and opportunities they provide.

A major program of school building and renovation for the 2008-2012 period includes the needs of secondary education VET. Since 2004 to date

- ✓ 22 new **VET school units** have been constructed,
- ✓ 11 are currently being constructed and
- ✓ 17 are in the design phase.

Similarly by the end of 2008 a total of

- ✓ 435 new **laboratories and workshops** had been built for EPAL and EPAS and **119** in Centers of Vocational Workshops (centers serving more than one school).

For the first time, **school libraries have been created in EPAL-EPAS**, opening up the range of learning resources available to students and teachers and including internet access and services.

- ✓ A total of 87 such libraries had been constructed by the end of 2008, with funds earmarked for a total of 150 libraries.

Another innovation is the creation of **Offices of Counseling and Liaison with the Labour Market** (GRASY) at EPAL-EPAS that provide information, counseling and support for finding work after completion of studies.

- ✓ 108 such offices had been set up by the end of 2008, and the goal is to create a network of liaison offices to cover the needs of all EPAL-EPAS.
- ✓ A required intensive training course (428 hours) was organized for the coordinators of these offices in 2008.

Developments in Initial and Continuing Vocational Education and Training under various Ministries

The above changes are necessarily placed within the wider context of development efforts for VET overall that include specification of occupational qualifications and certification, more and more systematic information on labour market developments and better coordination of all VET provision. Briefly VET providers besides

Information on current and emerging labour market demand for skills and occupations is essential to all such improvements in the quality of VET provision in order to enhance its relevance and attractiveness. Various authorities supply such information (the National Employment Agency (OAED) and its affiliated body, The Employment Observatory Research - Informatics SA (PAEP) as well as the Organisation for Vocational Education and Training (OEEK, Ministry of Education that maintains tri-partner consultative committees (representatives of OEEK-employers-employees). Their efforts are coordinated as a whole through the integrated framework of The National System Linking Vocational Education and Training to Employment (ESSEEKA) that is comprised of six subsystems: Analysis of labour market needs, Vocational Education, Initial Vocational Training, Continuing Vocational Training, Accreditation of vocational training and qualifications, Vocational Counseling and Guidance (see Question 6 and Figure 1 for further details) and which further specifies the authorities responsible for implementing each subsystem.

In addition, the **Offices for Career Development** (operating as pilot programmes) at 114 IEK, not only counsel trainees, but also collect field data on the employment status of graduates, thus providing feedback to OEEK for improving curricula and adapting them to the emerging skill needs. In a similar vein, the *National Employment Agency* relies on its network of internal and external data providers and also on feedback from its various local training centres and programmes – particularly the on the job training programmes – in order plan provision at its 53 Vocational Training Schools (EPAS).

Curricular innovation to increase relevance and flexibility of VET. The *Vocational Training Schools (EPAS)* of the *National Employment Agency*, have updated curricula to **offer courses in 41 occupational specializations that are in high demand** in the labour market and that provide highly relevant skills since they include an **apprenticeship** or on-the-job training component. Training at these EPAS place an emphasis on future skill changes by incorporating curricular units on **entrepreneurship** skills and on organization of work and enterprise within the context of specific occupational training. In addition, the new curricular provision incorporates **innovative teaching approaches** based on the new technologies. **Computer laboratories** have been set up in the EPA.S. and the educational personnel have received the necessary training to utilize these approaches. In particular, "virtual laboratories"

that introduce the virtual reality dimension into the training process have been created and are currently implemented in order to make the most of the available computing and network technologies.

With regard to continuing training, a noteworthy project is the open call of the National Employment Agency to enterprises, social partners and other agents on the mapping of their skill needs. A parallel project addresses the skill needs of the self-employed.

In a recent study by *PAEP*, among the variables that significantly related to success in finding employment were prior experience, **ICT skills, knowledge of foreign languages and social skills**, such as working in a team. Many of these dimensions are reflected in the curricula of the *IEK* that include not only occupation specific knowledge and skills, but also computer skills, entrepreneurship and communication in a foreign language. Indeed the inclusion of new methods and skills that are geared to the needs of adult students is actively pursued in the formulation of curricula for the *IEK*.

In addition to the *IEK* run by *OEEK*, in 2008 (Law 3627) responsibility for 28 *IEK* came under the exclusive authority of *Vocational Training AE*, an affiliated company of the National Employment Agency. The training programs provided by *Vocational Training AE*, both initial and continuing (at *KEK*), specifically emphasize a **basic skills oriented approach** that is flexible and responsive to changing labour market demands and also include programs of vocational training for individuals with **special needs**, including those at risk of **social exclusion**.

EKEPIS, the National Accreditation Centre for Continuing Vocational Training & Support Services Centers (an independent body under the supervision of the *Ministry of Employment and Social Protection*) is responsible for the design, development and implementation of the **National Accreditation System for Continuing Vocational Training** and its mandate was expanded in 2005 to include the development of specific **occupational profiles**.

These **occupational profiles** are considered key factors in promoting **more effective and responsive provision of VET** and emphasize **basic competencies and transversal skills** – indeed the importance of such skills is noted even in the joint ministerial decision authorizing their development. Generally these profiles include such **transversal skills** as ICT skills and knowledge of foreign languages which are developed in a standards framework.

Moreover, *OEEK* (responsible for the public *IEK*) actively cooperates with *EKEPIS* in the final formulation of the profiles and is planning to coordinate the *IEK* curricula with these profiles ensuring acquisition of basic competencies and transversal skills.

- ✓ To date 57 occupational profiles have been developed and certified by *EKEPIS* and the process has begun for an additional 145 profiles, that is, open calls were announced regarding the latter in November of 2008.

A related issue concerns the specification and legal definition of the occupational rights of *TEI* graduates. Of the 93 occupational specializations offered by the *TEI*, 34 did not have legally recognized occupational rights. Over the past year the Ministry of Education has completed all the necessary actions under its authority for these remaining specializations.

EKEPIS has further contributed to making VET more attractive by setting up and implementing a system of **accreditation of VET trainers and VET counselors** (support services personnel) that includes training programs and two online data bases of certified trainers and counselors.

Overall, in order to increase the relevance of VET provision, coordination among the various VET providers and subsystems is essential. While *ESSEKA* is not yet fully operational in all its parts, a significant development in 2009 is that *EKEPIS* staffed the Administrative Unit

that is charged with the scientific and administrative support of the Executive Committee of ESSEKA. This step will certainly contribute to promoting the effectiveness and the goals of the National System Linking Vocational Education and Training to Employment.

CHAPTER 4: HIGHER EDUCATION (APPROX. 3 PAGES)

QUESTION 11

In the area of Modernisation of Higher Education what progress has your country made in relation to:

- Plans/asures to diversify the income streams of Higher Education Institutions?

- The recent legislative initiatives focusing on research (especially **Law 3653/2008 on the “institutional framework for research and technology”**) have facilitated the diversification of income streams by stipulating synergies with the private and industrial sectors with regard to the commission and exploitation of research activities and outcomes.
- More flexible funding streams can be provided for on the basis of **Law 3685/2008 (on the “institutional framework for postgraduate studies”)** whereby it is stipulated that HEI postgraduate study programmes can be subsidised by non-state entities. Income is also increased through the imposition of fees for postgraduate studies, as and where appropriate.
- **Law 3549/2007 on the “Reform of the institutional framework for the operation and structure of HEIs”** has facilitated synergies with the private and industrial sectors and has enabled the diversification of income streams. The mandatory submission (to the Education Ministry) of 4-year academic and development programmes / plans by the HEIs has consolidated a more flexible managerial environment within the institutions themselves and has improved the alignment of academic and economic strategies.
- **Operational Programme “Competitiveness” / Greek Ministry of Development.** The O. P. Actions in Research and Technology foster synergies between businesses and research agencies / departments.
- **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.
- The **General Secretariat for Research and Technology (GSRT)** actively supports the interaction between the business and research communities providing the essential institutional framework.
- The **HELP-FORWARD Network (PRAXI)** serves as a relay centre mediating research and industry and facilitating economic synergies. It operates as a distinct entity, under the auspices of the Hellenic federation of enterprises (SEV), the Federation of Industries of Northern Greece (FING) and the Foundation for Research and Technology - Hellas (FORTH). The **PRAXI -HELP-FORWARD** network collaborates with most regional chambers and associations of Commerce and Industry, as well as with regional government offices, assuring a balanced and cost-effective coverage of the entire country. Special emphasis is put on the hard-to-reach and often disadvantaged regions. The HELP-FORWARD network maintains close links with most scientific (Universities and Research Centres), technological (Technology Parks

and Sectoral RTD companies) and economic (venture capital and development banks) actors, as well as with regional administrations.

- Plans/incentives to encourage Higher Education Institutions to open up to lifelong learners?

- The establishment of **Lifelong Learning Institutes in HEIs and TEIs** (Higher Technological Institutes) and in social partners' structures has rendered LLL more accessible and has increased equitable access. Their operation is being assessed while there is provision for their expansion.
- In higher education, information, guidance and counselling services for students and graduates are provided by the **Career Services Offices** in all HEIs and TEIs. The purpose of the Offices is to offer specialist information and sound professional guidance so that graduates can seek work appropriate to the skills they have acquired. The Offices not only distribute information material but also organise Career Days, conferences involving mutual briefings by businesses and tertiary education institutions, and other similarly targeted events.
- The **International Hellenic University** offers undergraduate and postgraduate degrees from three schools: Economics and Business Administration, Humanities and Science & Technology. With backing from the Greek state, educationalists and businesses around the region, it is focused on attracting leading academics and outstanding students from South East Europe (SEE) and across the world.
- Urban and regional academic institutions offer periodic structured LLL services through targeted programmes catering to local needs, such as programmes involving ROMA and other socially vulnerable groups. Indicatively, the **Research Academic Computer Technology Institute (ITY / University of Patras)** with its Further Education and Training Sector trains teachers, special groups and public sector executives in the use of ICTs, the promotion of innovative methods and technologies for further education, training and certification, and the development of the required supporting mechanisms and Information Systems. The activities of the **Further Education and Training Sector (TEK)** focus on: the design, development and promotion of the use of innovative technologies for education and life-long learning, further education and training of teachers and trainers, and the design and utilization of modern educational tools and open learning environments. Projects with a broader social impact include, among others: «**Integration of Roma Children in School – Subproject 11: “Portal development, hosting and maintenance”**» (in collaboration with the University of Thessaly, European Social Fund, 2007). In the framework of this programme, the Sector has undertaken the development of a portal for the promotion of the project and its activities. Another similar project with an added social value was the «**Open Blended eLearning for Adults – OBELFA**» (2005-2007) **which ran in the context of Grundtvig 1**. The aim of the project was to propose a blended learning methodology targeted to adults from vulnerable social groups and to pilot test and evaluate this methodology in the 8 participating countries. Final products include a series of 50 blended courses available via the Moodle platform and a “Cookbook” for the development and facilitation of blended courses. The pilot application in Greece was carried out by TEK in collaboration with the 2nd Second Chance School and the 10th Technical Vocational School of Patras.

- **The Foundation for Research and Technology-HELLAS (FORTH)**, one of Greece's foremost national research centres, pursues activities that involve collaboration with industrial partners within and outside Greece, educational activities in collaboration with HEIs, in-service training, and also acts as consultant to northern regions in the context of their programmes for regional development and for collaboration with Balkan and East-Mediterranean countries.
- **The National Centre for Research on Physics – 'Democritus'**, through its Education Bureau has opened up its accessible services to a wider public by offering targeted seminars, programmes and summer schools such as the 'Innovation and Entrepreneurship' (2008) which was addressed not only to university students and PhD candidates, but also to public and private sector employees. The summer schools offer guidance services as well and are addressed to HEI and TEI graduates and finalists.

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

EKDDA: National Centre for Public Administration and Local Government (Ministry of Interior)

EKEP: National Centre for Vocational Orientation

EKEPIS: National Centre for Accreditation

EPA.L: Vocational Lyceum

EPAN 2007-2013: Operational Programme “Competitiveness” 2007-2013

EPAS: 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

ESSEKA: 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
GSLLL: General Secretariat for Lifelong Learning
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
ITE: Foundation for Research and Technology
ITY: Research Academic Computer Technology Institute
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
KEEENAP: 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.T.H.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
OEPEK: Organisation of Teacher Training
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

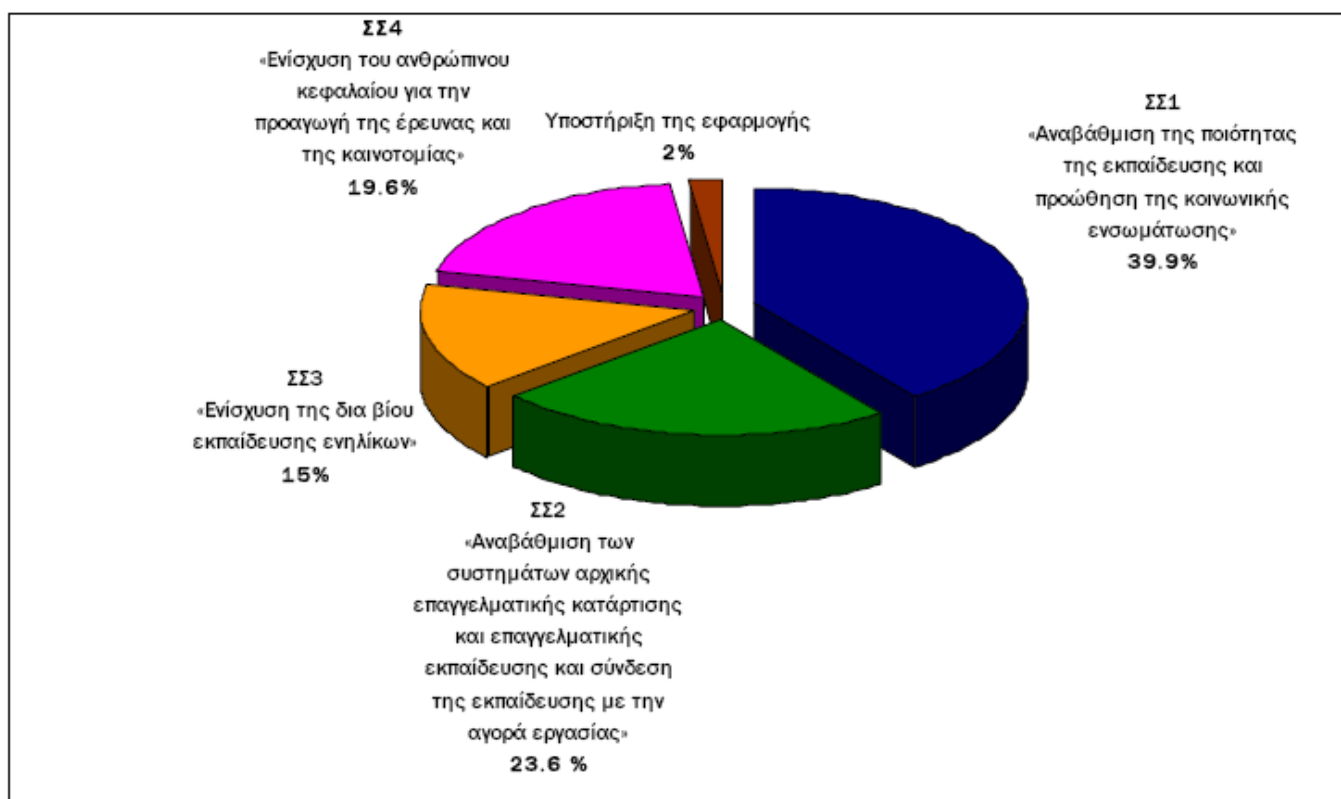
ANNEX

GSLLL Trainees per special population group
(periods 2003-2004, 2004-2005, 2005-2006, 2006-2007 & 2007-2008)

Special Population Group	Educational Period				Total [2000-2004]	Educational Period				Total [2004-2008]
	2000-2001	2001-2002	2002-2003	2003-2004		2004-2005	2005-2006	2006-2007	2007-2008	
Repatriated				20	20	35	340	784	780	1,959
ROM				40	40	1,107	1,262	890	557	3,856
Religious Muslim Minority				130	130	1,010	1,452	2,141	1,323	6,056
Prisoners				1,840	1,840	2,869	4,107	2,563	1,519	12,898
Immigrants				3	3	1,468	2,805	9,345	12,069	25,690
Special educational needs.					0			876	422	1,298
Total	0	0	0	2,033	2,033	6,489	9,966	16,599	16,670	51,757

Source: GSLLL (General Secretary's Office)

GREECE 		Greece		EU average		EU Benchmarks and goals
		2000	2007	2000	2007	2010
Low achievers in Reading, 15 years old		24.4 %	27.7 % ⁴	21.3 %	24.1 % ⁴	17.0 %
Early school leavers (age 18-24)		18.2 %	14.7 % ^(b)	17.6 %	14.8 %	10 %
Completion of upper secondary education (age 20-24)		79.2 %	82.1 %	76.6 %	78.1 %	85 %
Higher education graduates in Maths, Science and Technology	Increase since 2000	:	+24.1 % ⁴	:	+26.0 % ⁴	+15 %
	Share of females	:	40.9 % ³	30.8 %	31.3 % ⁴	Improve gender balance
Participation of adults in lifelong learning, (age 25-64)		1.0 %	2.1 % ^(b)	7.1 % ^(a)	9.7 % ^(a)	12.5 %
Participation in pre-primary education, 4 years old		53.9 %	56.1 % ⁴	82.8 %	86.8 % ³	90 %
Population with higher education (age 15-64)		14.0 %	19.2 %	17 %	20.6 %	
Public investment in education, % of GDP		3.71 %	3.98 % ³	4.94 % ⁴ (a)	5.03 % ³ (a)	Significant increase



Σχήμα 2-1: Ποσοστιαία κατανομή της Κοινωνικής Συνδρομής στους στρατηγικούς στόχους του ΕΠ Εκπαίδευση και Δια Βίου Μάθηση

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 for Lifelong Learning (GGLLL) - 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 - Organization of Agricultural Vocational Education, Training and Employment (OGEEKA) (KEK Dimitra)	Training of farmers and other workers in the rural sector	“Green” certificates which are provided through various combinations of certifying education, distance learning, seminars, practical exercises and apprenticeship.
Ministry of 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
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NATIONAL STRATEGIC REFERENCE FRAMEWORK (ESPA) 2007-2013

7. OP "Education and Lifelong Learning"

This OP focuses on three strategic objectives: investment in the future – improvement of level of basic competencies of all, reform of the educational system so that lifelong learning come a reality for all and increase the quality and attractiveness of vocational education and training.

The OP is structured into four Thematic Priority Axes:

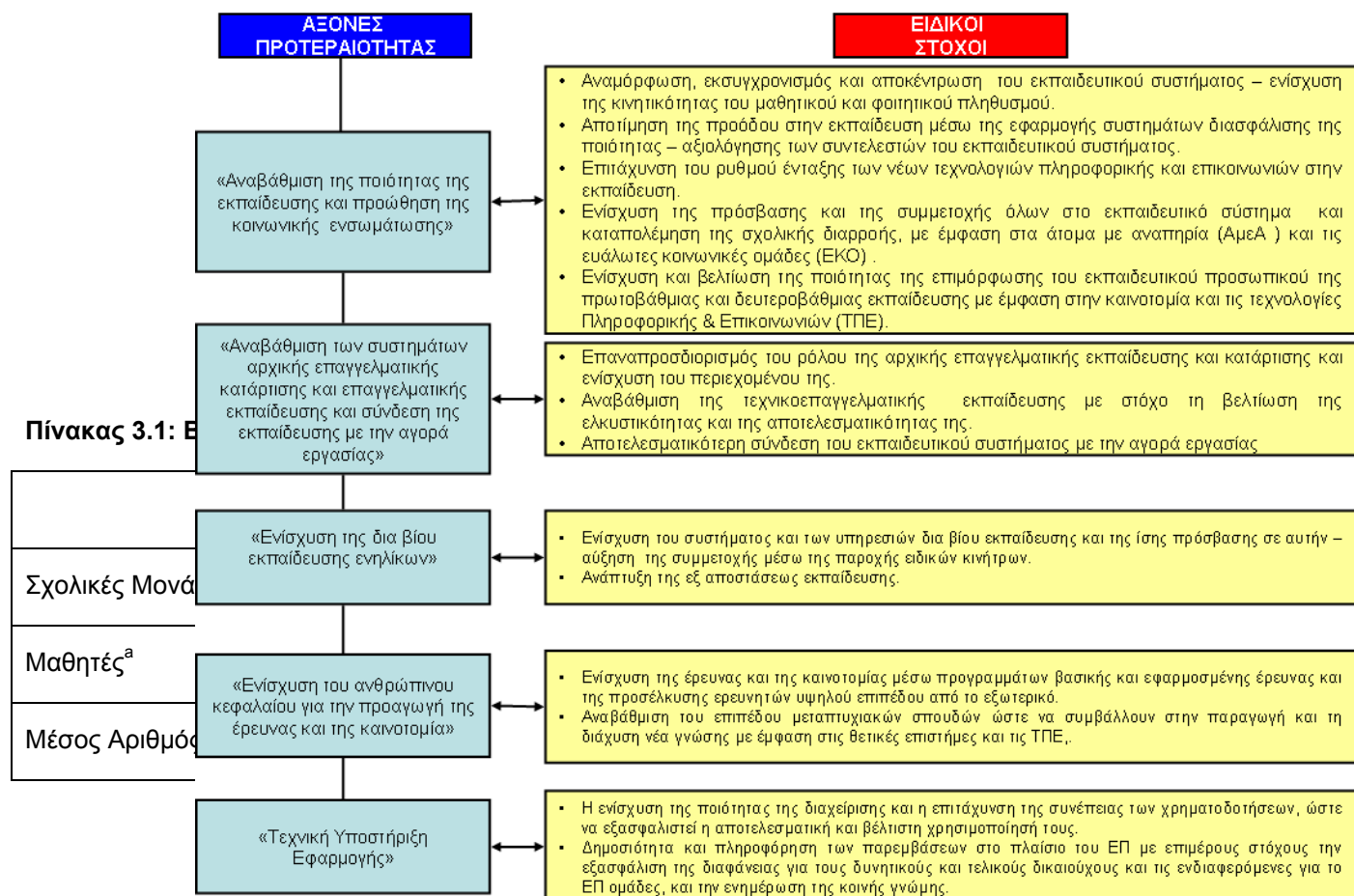
Axis 1 relates to the improvement of the quality of education and the modernization of the educational system.

Axis 2 aims at improving the systems of initial vocational education and training and linking them with the labour market.

Axis 3 aims at reinforcing lifelong learning, at facilitating the access to and reducing social exclusion in education.

Axis 4 aims at promoting the Knowledge Society with the development of human resources, postgraduate studies, research and innovation.

Indicative proposed interventions include the redrafting of Curricula, accelerating the rate of integration of new technologies, the restructuring of vocational training, the expansion of Secondary Opportunity Schools, Adult Education Centres and the Open University, the reinforcement of institutes of Lifelong Learning, the training of educators and the reinforcement of teaching for priorities. .



Εκπαιδευτικοί ^a	12.172	277
Αναλογία Μαθητών προς Εκπαιδευτικούς	11,8	19,3
Μέσος αριθμός Μαθητών ανά Τμήμα	16,0	21,4
Αριθμός Αποφοιτησάντων ^a	84.365	3.217

Πηγή: ^a ΥΠΕΠΘ, Δι.Π.Ε.Ε, Τμήμα Επιχειρησιακών Ερευνών και Στατιστικής

Πίνακας 3.3: Βασικά Μεγέθη Παιδικών και Βρεφονηπιακών Σταθμών των ΟΤΑ, Σχολικό Έτος 2005-2006

	Αριθμός	Ποσοστό
Μονάδες	1.792	
Βρέφη (6 μ. - 2,5 ετών)	6.641	8,5%
Νήπια (2,5 - 6 ετών)	71.631	91,5%
Σύνολο	78.272	100%

Πηγή: Ελληνική Εταιρία Τοπικής Ανάπτυξης και Αυτοδιοίκησης (ΕΕΤΑΑ). 2008. "Εκθεση Καταγραφής, Αποτίμησης και Αξιολόγησης αναφορικά με Παιδικούς και Βρεφονηπιακούς Σταθμούς των Ο.Τ.Α." Υπουργείο Εσωτερικών, Διεύθυνση Οργάνωσης και Λειτουργίας ΟΤΑ, Τμήμα Νομικών Προσώπων Ιδρυμάτων, και Επιχειρήσεων.

Σχολικό Έτος 2007-08 – Πρωτοβάθμια Εκπαίδευση

	Δημόσια Σχολεία	Ιδιωτικά Σχολεία
Σχολικές Μονάδες ^a	5.448	371
Μαθητές ^a	592.855	45.278
Μέσος Αριθμός Μαθητών ανά Σχολείο	108,8	122,0
Εκπαιδευτικοί ^a	60.558	3.841
Αναλογία Μαθητών προς Εκπαιδευτικούς	9,8	11,8

Μέσος αριθμός Μαθητών ανά Τμήμα	16,7	20,5
Αριθμός Αποφοιτησάντων ^a	103.913	7.504
Τμήματα ^a	35.495	2.207

Πηγή: ^a ΥΠΕΠΘ, Δι.Π.Ε.Ε, Τμήμα Επιχειρησιακών Ερευνών και Στατιστικής, <http://yrepth.gr/el_ec_category6638.htm>

5.21.1.1. Σχολικό Έτος 2007-08 Γυμνάσια

	Δημόσια Σχολεία	Ιδιωτικά Σχολεία
Σχολικές Μονάδες ^a	1 884	110
Μαθητές ^a	322 695	18 876
Μέσος Αριθμός Μαθητών ανά Σχολείο	171	172
Εκπαιδευτικοί ^a	41 907	2 399
Αναλογία Μαθητών προς Εκπαιδευτικούς	7,70	7,87
Μέσος αριθμός Μαθητών ανά Τμήμα	21,5	25,3

Πηγή: ^a ΥΠΕΠΘ, Δι.Π.Ε.Ε, Τμήμα Επιχειρησιακών Ερευνών και Στατιστικής

5.21.1.3. Σχολικό Έτος 2007-08 Γενική και Επαγγελματική μη-Υποχρεωτική Δευτεροβάθμια Εκπαίδευση

5.21.1.3. Σχολικό Έτος 2007-08 Γενική και Επαγγελματική μη-Υποχρεωτική Δευτεροβάθμια Εκπαίδευση

	Δημόσια		Ιδιωτικά	
	Γενικά Λύκεια	Επαγγελματικά Λύκεια, ΤΕΕ και ΕΠΑΣ	Γενικά Λύκεια	Επαγγελματικά Λύκεια, ΤΕΕ και ΕΠΑΣ
Σχολικές Μονάδες ^a	1293	927	112	41

Μαθητές ^a	224 000	89 986	17 649	967
% κοριτσιών	54%	35,1%	49,50	41,1
Μέσος Αριθμός Μαθητών ανά Σχολείο	173	97	158	24
Εκπαιδευτικοί ^a	25 394	17 123	2205	365
Αναλογία Μαθητών προς Εκπαιδευτικούς	8,8	5,26	8	2,65
Μέσος αριθμός Μαθητών ανά Τμήμα	21,1	15,1	22,1	13,4

Πηγή: ^a ΥΠΕΠΘ, Δι.Π.Ε.Ε, Τμήμα Επιχειρησιακών Ερευνών και Στατιστικής

5.21.2.1. Δημόσια και Ιδιωτικά ΙΕΚ και Παραρτημάτων ανά περιφέρεια, 2007-2008

Περιφέρεια	Δημόσια	Ιδιωτικά
Αττικής	28	24
Κεντρικής Μακεδονίας	20	12
Ανατολικής Μακεδονίας και Θράκης	9	0
Δυτικής Μακεδονίας	5	0
Ηπείρου	5	0
Θεσσαλίας	7	6
Στερεάς Ελλάδας	7	1
Δυτικής Ελλάδας	7	4
Πελοποννήσου	5	2
Κρήτης	7	3
Βορείου Αιγαίου	4	1
Νοτίου Αιγαίου	6	0
Ιονίων Νήσων	4	0
Σύνολο	114	53

Πηγή: Οργανισμός Επαγγελματικής Εκπαίδευσης και Κατάρτισης, Αθήνα 2007.

