INSTITUTIONAL FRAMEWORK: PROVISION OF LEARNING OPPORTUNITIES: GREECE

CEDEFOP EKNOWVET – DETAILED THEMATIC ANALYSES - THEME 003

GREECE 03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

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ABOUT EKNOWVET (2005-2010)

GREECE 03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - INSTITUTIONAL FRAMEWORK: BACKGROUND

The central government plays a dominant role in the design, development and implementation of vocational education and training in Greece. The institutions responsible for VET are the Ministry of Education and Religious Affairs (Ypourgeio Epaidefsis kai Thriskevmaton, YPEPTH) and the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). More specifically, YPEPTH has the general responsibility for IVET and lifelong learning. It is being provided through:

- Technical Vocational Schools (Techniko Epangelmatiko Ekpaideftirio, TEE) at upper secondary level
- the Organization for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK), which runs Institutes of Vocational Training (Institouto Epangelmatikis Katartisis, IEK). IEKs provide post secondary (non-tertiary) vocational training.

Lifelong education is the responsibility of:
the General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enlikon, GGEE) whose responsibility is the provision of lifelong education. GGEE supervises the Institute of Lifelong Adult Education (Institouto Diarkous Ekpaidefsis Enlikon, IDEKE). IDEKE is a legal entity whose mission is the technological and scientific support of programmes of GGEE and the implementation of actions concerning lifelong learning.

YPAKP is mainly responsible for:

- Apprenticeship Technical Vocational Schools (TEE Mathiteias)
- Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK)
- Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK) run by the Manpower Employment Organisation (Organismos Apascholisis Ergatikou Dynamikou, OAED)

Concerning CVET at the initiative of social partners, all four social partners of Greece have training institutions providing training opportunities.

- the Greek General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, GSEE) implements a large number of continuing vocational training courses and actively participates in almost all community initiatives in the context of the third Community Support Framework through the Institute of Labour of the Greek General Confederation of Labour (Institouto Ergasias tis Genikis Synomospondias Ergaton Elladas, INE/GSEE).

- The General Confederation of Professionals, Craftsmen and Tradesmen (Geniki Synomospondia Epangelmatikis Epiontechon Emporon Elladas, GSEVEE), which represents the interests of artisans, traders and professionals, provides vocational training and further training for staff and has established its own accredited KEK with 5 training structures.

- The Federation of Greek Industries (Syndesmos Ellinon Viomichanon, SEV) represents the interests of Greek industry vis-à-vis the state authorities and other social partner organisations. SEV is founding member of the Companies Association, Institute for Industrial and Vocational Training (Diepichirisiakos Synedromos, Institouto Viomichanikis kai Epangelmatikis Epimorfosis kai Katartisis, I.V.E.P.E.) which runs an accredited Vocational Training Centre (Kentro Epangelmatikis Katartisis, KEK) for technical staff.

- The National Confederation of Hellenic Commerce (Ethniki Synomospondia Ellinikou Emporiou, ESEE), established in 1994, is a nationwide confederal organisation representing commercial firms irrespective of size. The Confederation has established its own, accredited, vocational training structures. So ESEE has established the Development Centre of Greek Commerce (Kentro Anaptyxis Ellinikou Emporiou, K.A.E.L.E.), which is based in Athens and has seven training structures.

0302 - VET ADMINISTRATIVE FRAMEWORK

According to article 101 of the Constitution of Greece the administrative division of the country has been made according to a decentralised system. The administrative division of the country is shaped according to the geo economic, social and transport conditions. Prefectural bodies have the general responsibility for the affairs of their prefecture; apart from jurisdiction over special issues, Central Services aim at the directing, the coordination and the control of prefectural bodies according to the law. Greece is organised into 13 administrative regions, possessing a limited amount of political and economic independence, and 52
prefectures. Administrative responsibilities are spread over four levels of authority: central, regional, prefectural and local. As far as vocational education and training (VET) is concerned, policy is determined and courses are approved centrally, mainly by the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) and the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) while the administration and provision of education are under regional and prefectural control.

For example, in order to collect data at a local level, the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) has established Tripartite Advisory Committees (Trimelis Symvouleftikes Epitropes, TSE). They consist of representatives of employers, employees and Institutes for Vocational Training (Institoutes Epangelmatikis Katartisis, IEK) and their main task is to monitor the needs of labour market at regional and local level and to propose to the Administrative Board of OEEK the introduction of new specialisations according to regional manpower needs and the replacement of others that are no longer in demand. Specifically, the TSEs, which are set up at prefectural level, monitor and register the financial and social profile of local labour markets. They advise on issues relating to the linkage between training provided in the prefecture and the local labour market.

030201 - Role of EU in VET institutional, Legal and Administrative framework

Greece has aligned its policies with those of the European Union. Since the European Summit in Lisbon, educational policy has been considered a primary factor for promoting development and welfare at both individual and general level. High quality basic education in conjunction with initial vocational education will provide young people with the basic knowledge required by a knowledge-based society. So educational policy has become a framework for Europe to become the most competitive and dynamic economy based on knowledge in the world until 2010. The Ministers of Education have adopted the following concrete strategic objectives 2010.

- Increasing the quality and effectiveness of education and training systems in the European Union
- Facilitating the access of all to the education and training systems
- Opening up education and training systems to the wider world

Especially, lifelong learning constitutes one of the basic pillars of the Lisbon Strategy, a basic element of the European Employment Strategy as well as of the Bologna Follow Up Process from Prague and onwards (2001) and one of the main priorities of the E.U. Work Programme Education and Training 2010’ policy. Lifelong learning is adopted by the political leadership of the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH). This choice is in alignment with the basic strategy against unemployment, as it allows the continuous updating of knowledge, throughout the working life. Within this context, everyone should have the access to learning Institutes and the chance to gain the qualifications to help them find a job, if they are unemployed, or to maintain their job by adapting to the constantly changing demands in the labour market. At the same time, Lifelong Learning as a procedure, as well as a result, may contribute to the battle against social exclusion, if it is connected to the teaching of foreign languages and generally to the equal dealing of capital investment and investment in education.

In this framework, many of the changes promoted in Greece in the last few years have undoubtedly references to the EU work programme Education and Training 2010.

Therefore, the basic reform priorities of the education and training systems are:
• Quality improvement for the provided education services, mainly through the introduction of integrated changes in the structures and practices of education and training systems.

• Systematic professional development of teachers by means of pre-service and in-service training.

• Forging links between education and training and the employment sector through researching the needs and competences which are on demand or will be required in the future by the labour market. In this context, emphasis is placed on vocational guidance.

• **Promotion of equal opportunities for access to the labour market for those threatened with social exclusion.** Emphasis is placed on providing available alternatives to people with disabilities and most other vulnerable social groups, such as their admission to general population training programmes (mainstreaming), actions that include alternating training programmes and training programmes that target only people with disabilities.

• **Promotion and improvement of education and vocational training within the framework of Lifelong Learning.** The aim is to approach the relevant 2010 European Benchmarks

• **Development and promotion of entrepreneurship and the adaptability of youth.**

• **Improvement of women's access to the labour market.**

• Establishment of appropriate infrastructures or upgrading existing materials and resources available to Greek education, placing special emphasis on the development of educational materials and methods and technologies in teaching and learning.

A particular interest is demonstrated by the Greek educational system regarding the contribution of the EU in policy areas, such as the widening of access to all learners in the new technologies, the professional development of teachers/trainers, the creation of an open learning environment for all forms of education, the enhancement of links between training and the labour market, the development of youth entrepreneurship etc.

In the framework of the third Community Support Framework, the priorities set for Greece focus on investments in natural and human resources that will bring about the maximum possible increase in productivity and development.

Greece, aiming at the development of human resources, will also organize and bring into effect its interventions through the Operational Programmes Employment and Vocational Training, Education and Initial Vocational Training, Information Society, Health and Welfare, Competitiveness and the 13 Regional Operational Programmes. All the actions, which are co funded by the European Social Fund (Euroraiko Koinoniko Tameio, EKT), for the new period are definitely linked with the four pillars of the European Strategy for Employment as well as with the developmental aims that our country has set in the framework of our integration in the Economic and Monetary Union.

030202 - Role of central government in VET

**Bodies involved in IVET**

The Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) has the general responsibility for initial vocational education and training. To design, develop and implement the relevant policies, the Ministry employs the following bodies:
The Pedagogical Institute (Paidagogiko Instituto, PI) which is an advisory body on educational issues at primary level as well as at secondary level (general and vocational secondary education). It is responsible for developing policies, conducting research, designing and compiling curricula, organising teacher training, and developing teaching materials (books, laboratory manuals, teachers books, audiovisuals, etc.).

The Department of Technical Vocational Schools (Technika Epanelmatika Epidevtiria, TEE) in the Secondary Education Directorate of YPEPTH. This department is responsible for implementing programmes of secondary level vocational education in collaboration with the relevant regional and prefectural authorities (local TEE Bureaus in different prefectures).

The Organisation for Vocational Education and Training (Organismos Epanelmatikis Epaidefsis kai Katartisis, OEEK). Its aims are to define curricula, to plan and implement post-secondary IVET and make suggestions about training policies. OEEK also organises and controls the operation of public Vocational Training Institutes (Institouta Epanelmatikis Katartisis, IEK) (ISCED level 4) and supervises private ones. Moreover, it forms the regulatory framework for the operation of IEK belonging to other public bodies as far as issues of vocational education and training are concerned. OEEK is also responsible for the certification of professional qualifications relating to the courses and areas of specialisation at the formal vocational levels. These levels are set out in the directive 92/51/EEC on the recognition of vocational education and training. It also co-operates with other responsible bodies to analyse and evaluate the needs in specialized personnel in each economic sector and submit to YPEPTH proposals related to vocational education and training policy.

The General Secretariat for Adult Education (Geniki Grammateia Epaidefsis Enilikon, GLEE). It is the executive, public body responsible for adult education and training. GLEE is responsible for Second Chance Schools (Scholio Defteris Efkerias, SDE) for adults who have not completed compulsory education.

The Ministry of Employment and Social Protection (Ypourgeio Aspascholisis kai Koinonikis Prostasias, YPAKP) is also involved in IVET through

- Apprenticeship Technical Vocational Schools (TEE Mathiteias) which are run by the Manpower Employment Organisation (Organismos Aspascholiseos Ergatikou Dynamikou, OAED)
- Vocational Training Institutes (Institouta Epanelmatikis Katartisis, IEK) also run by OAED
- IEK belonging to the National Centre for Immediate Help (Ethniko Kentro Amesis Voithias, EKAB), which is supervised by the Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Alilengyis YYKA)
- IEK belonging to the Organization of Tourism Education and Training (Organismos Touristikis Epaidefsis kai Katartisis, OTEK) of the Ministry of Tourism (Ypourgeio Touristikis Anaptyxis)

For all the above OEEK determines the specifications and approves curricula of formal vocational training, provided by other bodies not being supervised by YPEPTH.

CVET

CVET in Greece is designed and implemented by the following bodies:
The Ministry of National Education and Religious Affairs (YPePTH) is responsible for:

- The **General Secretariat for Adult Education** (Geniki Grammateia Ekpaidefsis Enilikon, GGEE). GGEE organises and runs 54 Prefectural Committees of Adult Education (Nomarchiaki Epitropi Ekpedefsis Enilikon, NELE) for trainees at any level of education.

The Ministry of Employment and Social Protection (YPeA) provides CVET and implements policies mainly through the following bodies:

- The Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED): This is a significant provider of initial and continuing vocational training. To achieve greater flexibility and effectiveness, a recent reform (Law 2956/2001) allowed OAED to transfer part of its activities to three public limited companies operating under its supervision. These are:
  - National Employment Observatory Research - Informatics SA (Paratiritirio Apascholisis Erevnitiki Pliriforiki A.E., PAEP) that explores what human resources are needed in the labour market.
  - Vocational Training SA (Epangelmatiki Katartisi A.E.), which designs, organises and runs initial and continuing vocational training programmes in IEKs and Vocational Training Centres (Kentro Epagelmatikis Katartisis KEK).
  - Significant activities such as job placement for the unemployed, social insurance for the unemployed, apprenticeships and support for the unemployed (counselling career guidance) via Employment Promotion Centres (Kentro Proothisis Apascholisis, KPA) etc, are still the responsibility of OAED.
  - National Accreditation Centre for Continuing Vocational Training (Ethniko Kentro Pistopiisis Synehizesmenis Epangelmatikis Ekpaidevis, EKEPIS); EKEPIS is a statutory body supervised by YPAKP with administrative and financial autonomy. The mission of EKEPIS is to develop and implement the National Accreditation System for Continuing Vocational Training. This system aims at quality assurance in vocational training, linkage between initial and continuing vocational qualifications and recognition of vocational qualifications provided via continuing vocational training. EKEPIS also aims at accrediting KEK and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users (Exidikevmeno Kentro Koinonikis kai Epangelmatikis Entaxis gia atoma me anapiries kai apexartimena i ypo apexartisi atoma).

**Lifelong Learning**

Lifelong learning in Greece is designed and implemented by

- The Ministry of National Education and Religious Affairs (YPePTH) is responsible for the **General Secretariat for Adult Education** (Geniki Grammateia Ekpaidefsis Enilikon, GGEE). GGEE supervises:
  - the Institute of Lifelong Adult Education (Institouto Diarkous Ekpaidefsis Enilikon, IDEKE). IDEKE is a legal entity whose mission is the technological and scientific support of programmes of GGEE and the implementation of actions concerning lifelong learning. GGEE has assigned IDEKE the task of supporting the following lifelong education structures:
    - Adult Education Centers (Kentro Ekpedefsis Enilikon, KEE),
Parent Schools (Scholi Goneon) and the Centre of Distance Lifelong Education and Training for Adults (Kentro Dia Viou Ekpaidefsis kai Epimorfosis Enilikon apo Apostasi, K.E.E.EN.AP.).

030203 - Role of regional government in VET

Prefecture councils

According to article 102, paragraph 2 of the Constitution of Greece, Prefectural Authorities and Municipal Authorities are independent at an administrative level. These authorities are elected by general and secret voting. Prefectural authorities are responsible for distributing funding to municipal authorities for upper secondary general education (unified lyceum) and formal Initial Vocational Training Technical Vocational Schools (Tehnika Epangelmatika Ekpaideftiria, TEE). Prefectures are funded by the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) for educational institutions within the prefecture. Prefectures have no tax raising powers and are totally funded from central government budgets.

030204 - Role of local government in VET

Municipal authorities

Municipal authorities have recently become responsible for operating and maintaining the infrastructure of publicly-owned upper secondary institutions Unified Lyceums (Eniaia Lykeia, EL) and Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) within their area. Funding for these institutions comes from the Ministry of Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) via prefectures. Although municipal governments have tax raising powers (local sales tax on certain services), they are funded for training institutions within their jurisdiction from a central budget.

030205 - Role of social partners in VET

There are four social partners in Greece. The major employees organisation is the Greek General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, GSEE).

The major employers organizations are

- the Federation of Greek Industries (Syndesmos Ellinon Viomichanon, SEV),
- the General Confederation of Professionals, Craftsmen and Tradesmen (Geniki Synomospondia Epangelmation, Viotechnon, Emporon Ellados, GSEVEE) and
- The National Confederation of Hellenic Commerce (Ethniki Synomospondia Elliknikou Emporiou, ESEE).

The contribution by social partners to the definition and implementation of VET strategy and policies has been facilitated, allowing them to play a more important role than in the past. Their role is established and they can nominate their representatives in a wide array of public bodies; thus they participate in a large number of institutions, decision-making bodies, steering committees and monitoring committees of EU funded programmes. Those concerning vocational education and training are listed below.

First social partners are represented on the management committee of the Fund for Employment and Vocational Training (Logariasmos gia tin Apascholisi kai Epanegmatiki Katartisi, LAEK). LAEK is managed by a tripartite committee with technical support from the Manpower Employment Organisation (Organismos
Apascholiseos Ergatikou Dynamikou, OAED). Every year, the LAEK Management Committee draws up its annual programme for the allocation and management of funds from LAEK, covering the training programmes for employees of the eligible bodies. Enterprises can use these funds to cover the costs of training programmes for their employees.

Social partners have also undertaken other new VET responsibilities. They hold the vice presidency of OAED and participate in many boards of certain organisations, such as Employment Observatory Research Informatics SA (Paratiritirio Apascholisis, Erevnitiki - Pliroforiki AE) and the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK). Moreover, public organisations are legally obligated to cooperate with social partner bodies and to support their activities to establish institutions that promote employment and provide vocational training.

For example, social partners participate actively in committees such as the eleven-member Administrative Board that directs OEEK. The administrative board consists of the following social partners: GSEE, SEV, GSEVEE and ESEE. In addition to their participation in the Administrative Board, social partners take part in Tripartite Advisory Committees (Trimeleis Symvoulletikes Epitropes, TSE). They consist of representatives of employers, employees and Institutes for Vocational Training (Institouta Epangelmatikis Katartisis, IEK) and their main task is to monitor the needs of labour markets at regional and local level and to propose to the Administrative Board the introduction of new specialisations according to regional manpower needs and the replacement of others that are no longer in demand. Specifically, TSE, which are set up at prefectural level, monitor and register the financial and social profile of local labour markets, financial actions in each prefecture and the population trends. They advise on issues relating to the linkage between training provided in the prefecture and the local labour market. Social partners also participate in the process of certification examinations in OEEK.

Furthermore, The Centre for the Development of Educational Policies of the Greek General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, KANEP/GSEE), which was established in July 2004 aims at supporting the policy of GSEE in labour relations. The aim of KANEP/GSEE is educational, scientific and also deals with research. As far as vocational education and training is concerned, it focuses on offering opportunities of post-secondary education of employees, the promotion of practical training, the improvement of professional rights, the upgrading of the quality of studies and opportunities of selecting specialities. Another aim is the establishment and function of a sector in an Academy of Labour and LifeLong Education and Training which seeks to offer the appropriate skills to employees/ trade-unionists to play a role in public life. Regarding Continuing Training for the Unemployed, the social partners will participate in the working groups for the identification of the thematic fields for training programmes. The new calls for proposals for continuing training programmes will be based in part on the conclusions that will be drawn from this process. The social partners participate in the administration of the National Centre for Vocational Orientation (Ethniko Kentro Epangelmatikou Prosanatolismou, EKEP). They also participate in the executive bodies of the National Accreditation Centre of Continuing Vocational Training (Ethniko Kentro Pistopoiisis Synechiomenis Epangelmatikis Katartisis, EKEPI), contributing to the planning and implementation of accreditation policies.

Social partners can also participate in the planning of programmes such as the "Operational Programme for Employment" (Epicheirisiako Programma gia tin Apascholisi) and they have been invited to participate in the process of preparing the National Action Plan for Employment (Ethniko Schedio Drasis gia tin Apascholisi, ESDA). Social partners have also participated in the Human Resources sub-committee coordinating activities in the human resources sector, of the Monitoring Committee of the 2000-2006 Community Support Framework (Koinotiko Plaisio Stirixis, KPS). Moreover, they participate in the Social Dialogue initiated by the Ministry of
National Education and Religious Affairs (Ypougeo Ethnikis Paideias kai Triskevmation, YPEPTH) so as to implement an integrated educational reform and fulfil Greece’s commitments in the context of the coordination of EU educational policies and specifically, in the context of the European Programme Education and Training.

Moreover, they have participated in the National System for Linking Initial Education and Vocational Training with Employment (Ethniko Systima Syndesis tis Epanelmatikis Ekpaidefsis kai Katartisis me tin Apascholisi, ESSEEKA); in this way, they substantially affect aspects linked to quality and more widely with lifelong learning.

Moreover, the Fund for Employment and Vocational Training (LAEK), which collects contributions from employers and workers, was set up at the initiative of social partners. LAEK mainly funds programmes of in-service training and programmes to increase the employability of those out of work. The social partners also make an important contribution to the creation of new structures in cooperation with local government agencies. They also have a valuable contribution in the design of individual programmes for employment, while they offer valuable input to the EQUAL initiative, since most of the EQUAL plans involve social partners in partnership relations.

03020501 - Role of enterprises and employers’ organisations

Chambers of commerce, professional associations, federations of employees have training departments and/or training units which provide employees with knowledge and skills which are required for their specific jobs.

The Athens Chamber of Commerce and Industry (Emporiko kai Viomichaniko Epimelitirio Athinon, EVEA) based on the theory that education and continuing education are essential factors for economic progress and development, is devoting systematic efforts in this field.

At the same time it is endeavouring to develop linkages between the schools and production by means of a set of concrete initiatives and policies.

With this purpose in mind, in recent years especially, it has been organizing a series of adult education seminars, some lasting for a whole academic year, on subjects such as:

- Management methods
- Marketing methods
- Sales techniques
- Computer Science
- Total Quality

Several of these seminars are financed by the European Social Fund (Evropaiko Koinoniko Tameio, EKT) while, very often, the instructors are university level professors assisted by experienced business executives.

Several of the above initiatives are part of a program of cooperation with corresponding organizations of other member-states of the European Union. This policy contributes to the strengthening of mutual contacts between the EVEA and the Community and encourages the internationalization of its activities in general.
Also the EVEA, in cooperation with certain particularly dynamic companies, is participating in the activities of the Athens Laboratory of Business Administration (A. L.B.A.). This is an organization whose aims are:

- the provision of training for company executives at an MBA level
- the liaising between companies and academia to promote the reciprocal relationship between the two.

In order to facilitate education, the EVEA has established the Company for Development and Progress (Etaireia gia tin Anapyxi kai tin Proodo, ETAP) a civil, non-profit company whose aims, among other things are: the development of computer science, the education of businessmen, the training of the unemployed, the participation in European Programs, the publication of information which may be of interest to commerce and industry, etc.

In parallel, in cooperation with Hellenic Company for Business Management (Elliniki taireia Dioikiseos picheiriseon, D), it is exploring the possibility for the establishment of:

- programs for the education of business personnel or young businessmen at a distance (i.e. home education during free time).
- special programs for businessmen (related to the start-up organization, management, etc., of business enterprises).
- a Data Bank for companies pertaining to books in print, magazines, seminars, conventions and organizations involved in education.

The Technical Chamber of Greece (Techniko Epimelitirio Elladas, TEE) contributes to making programmes on technical education, to developing local research and technology, and to maximising the potential of its members, in accordance with the development needs of the country. It also cares for the employment, continuing education, protection and promotion of the status of its members.

The Economic Chamber of Greece (Oikonomiko Epimelitirio tis Elladas, OEE) has established a company named Institute of Education and Training for OEE members (Institouto Ekpaidefsis kai Epimorfosis Melon tou OEE, ...- ... SA). It is a non-profit affiliated company which aims at offering integrated professional skills to economists that will enable them to confront successfully contemporary challenges of globalization. In particular it plans and implements a series of self-financed or subsidized seminars according to the training needs of particular groups.

In the field of Education similar action has been taken. For instance, the Departments and Laboratories of the National Technical University of Athens (Ethniko Metsovio Polytechnio, EMP) organize seminars independently on an annual basis without the coordination of any public body. In 1992 the Senate decided the establishment of a centre of Continuing Education. It provides graduates with new knowledge in a systematic way and plans an integrated political intervention in the field of CVET starting with short-term self-financed seminars for engineers.

- Management methods
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independently on an annual basis without the coordination of any public body. In 1992 the Senate decided the establishment of a centre of Continuing Education. It provides graduates with new knowledge in a systematic way and plans an integrated political intervention in the field of CVET starting with short-term self-financed seminars for engineers.

03020502 - Role of unions

The Centre for the Development of Educational Policies of the Greek General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, KANEP/GSEE), which was established in July 2004 aims at supporting the policy of GSEE in labour relations. The aim of KANEP/GSEE is educational, scientific and also deals with research. As far as vocational education and training is concerned, it focuses on offering opportunities of post-secondary education of employees, the promotion of practical training, the improvement of professional rights, the upgrading of the quality of studies and opportunities of selecting specialties. Another aim is the establishment and function of a sector in an Academy of Labour and LifeLong Education and Training which seeks to offer the appropriate skills to employees/trade-unionists to play a role in public life. More specifically fundamental knowledge is provided in the following fields: Economy, Sociology, Political Science, Constitutional Law, Social History and Philosophy, Labour Law and Relations as well as other subject that reinforce Trade Union training.

030206 - Role of other non-governmental bodies in VET

Not applicable.

0304 - INSTITUTIONAL STRUCTURE -IVET

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

Lower Secondary Schools (Gymnasio - Isced level 2) are day schools, but some operate during the evenings. Evening Gymnasia are open to working pupils over 14 years old. Remedial teaching is available for pupils with learning difficulties and for foreign students. There are also Special Gymnasiums and induction classes for children with special educational needs. Finally, since 1996, Multicultural Education has been adopted, aiming to meet the educational needs of social groups with a particular social, cultural or religious identity.

Post-compulsory secondary level education (Isced level 3), according to the reform of 1997, is provided in upper secondary education (Eniaio Lykeio), which offers general education and Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE), which provide vocational education and training. Upper Secondary Education lasts for three years (ages 15-18); students who complete their studies are awarded a certificate known as the Lyceum Leaving Certificate. Eniaio Lykeio is preferred by 65% of pupils over TEE.

Along with the mainstream schools in Secondary Education, special classes in Lower Secondary schools, Upper Secondary schools and Technical Vocational schools are in operation, which admit pupils with special educational needs. Musical, Ecclesiastical and Physical Education Gymnasia and Lykeia are also in operation. The institution of Second Chance Schools (Scholotia Deferteris Efkaırías, SDE) addressed to individuals that have not completed compulsory education, has been developed as an effort to combat the social exclusion of adults who have not finished basic education and do not have the necessary qualifications and skills to adapt to modern vocational requirements. Young people aged between 18 and upwards, who have dropped out of school, are now able to complete their compulsory 9-year education so as to integrate efficiently in
occupational and social life. Special, intensive primary and lower secondary school courses are run at Second Chance Schools and graduates receive a leaving certificate equivalent to that of Lower Secondary School leaving certificate. In formal education the award of a formal school-leaving certificate is the official authorization. As a consequence of the classification of the education institutions, a title (school-leaving certificate, degree etc.) is compulsory for pupils at each education level in order to continue to the next.

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

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

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

<table>
<thead>
<tr>
<th>Responsible actors</th>
<th>What people already have</th>
<th>Pathways</th>
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<tbody>
<tr>
<td></td>
<td>Upper Secondary Education (Eniaio Lykeio) Certificate</td>
<td>Tertiary Education: Universities (Anotata Ekpaideftika Idrymata, ...), Higher Technological Education Institutes (Technologika Ekpaideftika Idrymata, ...), Vocational Training Institutes (Institouta Epangelmatikis</td>
</tr>
<tr>
<td>Technical Vocational Educational Schools (Technika Epangelmatika Ekpaideftiria, TEE) Certificate</td>
<td>Katartisis, IEK), Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK), Hellenic Open University, (Elliniko Anoikto Panepistimio, EAP) Access to the Labour Market</td>
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<td>Tertiary Education: Higher Technological Education Institutes (Technologika Ekpaideftika Idrymata, ...), Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK), Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK) Access to the Labour Market</td>
<td>Masters degree (Metaptychiako) PhD degree (Didaktoriko) Hellenic Open University, (Elliniko Anoikto Panepistimio, EAP) Access to the Labour Market</td>
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<td>Tertiary education: Universities (Anotata Ekpaideftika Idrymata, ...), Higher Technological Education Institutes (Technologika Ekpaideftika Idrymata, ...)</td>
<td>Universities (Anotata Ekpaideftika Idrymata, ...) Masters degree (Metaptychiako) Hellenic Open University, (Elliniko Anoikto Panepistimio, EAP) Access to the Labour Market</td>
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<tr>
<td>Universiites (Anotata Ekpaideftika Idrymata, ...), Vocational Training Institutes (Institouta Epangelmatikis Katartisis, ...), Vocational Training Certificate</td>
<td>Post-secondary education Vocational Training Institutes (Institouta Epangelmatikis Katartisis, ...), Vocational Training Certificate</td>
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</table>
Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP)
http://www.ypakp.gr

Apprenticeship TEE (TEE Mathiteias) Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED) certificate.

Vocational Training Institutes (Institouta Epangelmatikis Katartisis, ...) Specialisation for getting access to the Labour Market

CVT provided by Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK)

Specialisation for getting access to the Labour Market

<table>
<thead>
<tr>
<th>030401 - IVET at lower secondary level</th>
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<tbody>
<tr>
<td>Not applicable.</td>
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<tr>
<th>030402 - IVET at upper secondary level: school-based and alternance</th>
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<tr>
<th>Table 1: IVET at upper secondary level</th>
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<tbody>
<tr>
<td><strong>Responsible actors</strong></td>
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</tbody>
</table>
Higher Technological Education Institutes (Technologika Ekpaideftika Idrymata, ...),
Vocational Training Institutes (Institouta Epangelmatikis Katartisis, ...),
Access to the Labour Market |
<table>
<thead>
<tr>
<th>Education Level</th>
<th>Type of Education</th>
<th>Access to the Labour Market</th>
</tr>
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<tbody>
<tr>
<td>Upper Secondary</td>
<td>Technical Vocational Educational Schools (Technika Epangelmatika Ekpaideftiria, TEE) Certificate</td>
<td>Tertiary Education: Higher Technological Education Institutes (Technologika Ekpaideftika Idrymata, ...), Vocational Training Institutes (Institouta Epangelmatikis Katartisis, ...), Access to the Labour Market</td>
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<tr>
<td></td>
<td>Tertiary education: Universities (Anotata Ekpaideftika Idrymata, ...), Higher Technological Education Institutes (Technologika Ekpaideftika Idrymata, A....)</td>
<td>Masters degree (Metaptychiako) PhD degree (Didaktoriko) Access to the Labour Market</td>
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<td></td>
<td>Post-secondary education Vocational Training Institutes (Institouta Epangelmatikis Katartisis, ...) diploma</td>
<td>Specialisation for getting access to the Labour Market</td>
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</table>

The duration of studies in *Upper Secondary Education* is three years. During the first year of Upper Secondary Education, all students study the same curriculum, while from the second year, in addition to a common curriculum, students also choose one of three different educational branches: sciences, arts or technology. The duration of studies in TEE is two years in order to complete the first cycle (a’ cycle, 15 - 17 years old) or three years in order to complete the second (b’ cycle, 17 - 18 years old). Mutual student transfer from one type of
school to the other is possible. There are evening schools equivalents for all types of secondary education. These are designed for working students and courses are of an extra year of duration.

Apprenticeship training is provided by Apprenticeship Technical Vocational Schools (TEE Mathiteias) under the control of the Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Employment and Social Protection (Ypourgeo Apascholisis kai Koinonikis Prostasias, YPAKP). They are called Apprenticeship TEE of a cycle of studies lasting for 5-6 semesters (ages 15-23) and are followed by b cycle of studies, lasting two additional semesters (age 18+) and provide both theoretical knowledge and laboratory practice. Young people aged 15-23, who have completed lower secondary education, are eligible to attend.

03040201 - Legislation and regulation: background and trends.

IVET at upper secondary level (Isced level 3) is provided by Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE). Law 2525/97, Unified Upper Secondary school (Eniaio Lykeio), access of its graduates to Higher Education, evaluation of teaching and other provisions introduced a major reform in the educational system. The general lycea (Geniko Lykeio, GEL) and parts of integrated lycea (Eniaio Epangelmatiko Lykeio, EPL) were merged to form unified lycea (Eniaio Lykeion, EL). The technical lycea (Techniko Epangelmatiko Lykeio, TEL), parts of integrated lycea (Eniaio Polykladiko Lykeio EPL) and technical vocational schools (Techniki Epangelmatiki Scholi, TES) were merged to form technical vocational schools (Technilo Epangelmatiko Ekpaidevtirion, TEE). In addition, studies in TEE and apprenticeship TEE were divided into two levels (upper secondary and intermediate).

Under law 2640/98 Secondary Technical-Vocational Education and other regulations, the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) reformed the upper-secondary cycle of education. It established TEE and supervised them in order to provide technical and vocational knowledge and skills as well as vocational awareness to facilitate young peoples entry into the labour market. The same law also regulated that other Technical-Vocational education units supervised by other ministries are transformed into TEE.

TEE are supervised by YPEPTH, although some are supervised by other Ministries and others by the Manpower Employment Organisation (Organismos Apascholisis Ergatikou Dynamikou, OAED). Pursuant to Act 2640/1998, their objective is to provide both general education and specialist technical and vocational skills to prepare trainees for the labour market. Besides day schools, there are also evening TEE for workers aged up to 50 who wish to improve their job prospects. The applicants are accepted without examination but must possess either a Gymnasium leaving certificate or an equivalent certificate issued abroad.

Apart from providing general knowledge, TEE aim at:

- Transmitting the latest specialized technical and vocational knowledge.
- Improving skills and shaping good practices so that TEE graduates will be able to enter the labour market having adequate vocational training and thus to contribute to the qualitative and quantitative increase of production.

03040202 - Administrative framework: background and trends.

The Greek educational and training system includes general education (primary, secondary and tertiary level), technical vocational education (secondary level and apprenticeship). Compulsory education starts with primary school (Dimotiko Scholeio) and lower secondary education (Gymnasio) and lasts for nine years.
There is the possibility of progressing from compulsory education to upper secondary education and higher education. Students can either choose the general education stream: Unified High School (Eniaio Lykeio) or the technical vocational stream: Technical Vocational Schools (Tehnika Epangelmatika Ekpaideftiria, TEE). The duration of studies in TEE is two years in order to complete the first cycle (a' cycle, 15 - 17 years old) or three years in order to complete the second (b' cycle, 17 - 18 years old).

Initial vocational training and education in Greece is provided by Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK) and operates in a purely supplementary manner to general education. This is organised according to the structure of the Greek economy and the characteristics of employment, as well as to the social-cultural standards of the country.

Provision of IVET has been reformed a number of times since the mid-1970s. While a number of private and public providers have existed in lower and upper secondary levels as well as for apprenticeship training, reforms have focused on making the structure more coherent and to ensure adequate options for all those leaving compulsory schooling. This has meant defining more clearly the missions and goals of different types of training provider at upper secondary level and regulating their provision within certain curriculum and qualification standards. It has also meant increasing opportunities for participants in upper secondary training to specialise further within post secondary or tertiary training institutions.

Most of these reforms have been undertaken by certifying the provision of private training institutions within the IVET structures and ensuring that public provision meets the different demands of participants in terms of level and type of training.

As a result of reforms during the 1970s-90s there has been a relative increase in public investment for vocational education. During this time the increase of upper secondary education students entering vocational education rose from 18% to 33% of the total number of upper secondary students.

A consequence of reforms was that in the 1980s private vocational schools gradually started to lose their dominance in the provision and quality of initial training. The infrastructure of public vocational schools improved and their capacity also increased.

In the 1990s a National System for Vocational Education and Training (Ethniko Systima Epangelmatikis Ekpaidefsis kai Katartisis, ESSEK) was established. The main goals of ESSEK are: the organisation, development and provision of vocational training, the formal certification of vocational training, the harmonisation of vocational training with the educational system and the implementation of various national or EU vocational education and training programmes. Within the framework of the ESSEK the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) was set up. It provides formal vocational education and training and has the overall responsibility for the Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK), the supervision and monitoring of the Private Institutes for Vocational Training (Idiotika Institouta Epangelmatikis Katartisis, IIEK) and works towards the accomplishment of ESEEK goals.

The Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED) was assigned more responsibilities related to vocational guidance and the provision of continuing training programmes for the unemployed and secondary technical vocational education was provided in the framework of upper secondary education.

Major steps were also taken in 2001 when Technological Educational Institutes (Technologiko Ekpaideftiko Idryma, TEI) became Higher Technological Educational Institutes (Technologiko Ekpaideftiko Idryma, ATEI). OAED also established three affiliated companies aiming at providing services to the unemployed. In 2003 the
National System for Linking Vocational Education and Training to Employment (Ethniko Systima Syndesis tis Epangelmatikis Ekaidefsis kai Katartisis me tin Apascholisi, ESSEEKA) was established which seeks to facilitate the process of meeting the manpower needs of the Greek labour market, through an integrated system that registers the needs of the labour market at national and local level. It creates a framework for the planning and coordination of a national policy related to vocational education and training structures and their linking with employment.

0304020201 - Role of central government

The Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) has the general responsibility for initial vocational education and training. To design, develop and implement the relevant policies, the Ministry employs the following bodies:

- The Pedagogical Institute (Paidagogiko Instituto, PI), an advisory body on educational issues at primary level as well as at secondary level (general and vocational secondary education). It develops policies, conducts research, designs and compiles curricula, organises teacher training, and develops teaching materials.

- The Department of Technical Vocational Schools (Tmima Technikon Epangnelmatikon Ekaideftirion) in the Secondary Education Directorate (Diefthinsi Defterovathmias Ekaidefsis) of YPEPTH is responsible for implementing programmes of secondary level vocational education in collaboration with the relevant regional and prefectural authorities (local TEE Bureaus in different prefectures).

- The OEEK defines curricula, plans and implements post-secondary IVET and makes suggestions about training policies. OEEK also organises and controls the operation of public Vocational Training Institutes (Instituto Epangelmatikis Katartisis, IEK) (Isced level 4) and supervises private ones. OEEK organises the final accreditation exams for the acquisition of a vocational training diploma. Moreover, it determines the specifications and approves curricula of formal vocational training, provided by other bodies not being supervised by YPEPTH. It also co-operates with other responsible bodies to analyse and evaluate the needs in specialized personnel in each economic sector and submit to YPEPTH proposals related to vocational education and training policy.

0304020202 - Role of regional government

As far as Secondary Education is concerned at a regional level, there are three tiers of administration. Regional Directorates of Primary and Secondary Education, (Perifereiakes Diefthiniseis Protovathmias kai Defferovathmias Ekaidefsis), Directorates of Secondary Education and Bureaus of Secondary Education (Diefthinesis Defferovathmias Ekaidefsis kai Grafeia Defferovathmias Ekaidefsis). On the other hand, Apprenticeship TEE (TEE Mathiteias) belong to the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED), which is supervised by the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP).

0304020203 - Role of local government

Not applicable.

0304020204 - Role of social partners

The Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) has been conducting social dialogue with all social partners since January 2005 so as to implement an
integrated educational reform and fulfil Greece's commitments in the context of the coordination of EU educational policies and specifically, in the context of the European Programme Education and Training.

The national dialogue is being carried out in the National Council of Education (Ethniko Symvoulio Paideias) so as to outline the problems of education and put forward steps in order to solve them. All interested parties from Tertiary University Education, Tertiary Technological Education and of Primary and Secondary Education are taking part. It aims at providing all Greek citizens with equal opportunities for access to an educational system similar to European and International ones.

0304020205 - Role of IVET providers

Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE)

In Greece Initial Vocational Education at upper secondary level (Isced level 3) is provided by Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) which are supervised by the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thrisevmaton, YPEPTH). It established TEE and supervised them in order to provide technical and vocational knowledge and skills as well as vocational awareness to facilitate young peoples entry into the labour market. Other Technical-Vocational education units supervised by other ministries were transformed into TEE in the competence of YPEPTH.

The day TEE are for young people 15+ who do not work, while there are evening TEE for working people up to the age of 50. The number of pupils attending TEE for the current school year (2005-2006) is 95084.

TEE offer full-time general, technical and vocational upper secondary education and they operate on the basis of two independent cycles, a first cycle lasting two years and provided to pupils between 15-17 years old and a second one lasting one year for pupils who are 17-18 years old. Evening classes last an extra semester for each cycle.

The number of departments and specialisations at any TEE depends on local socio-economic conditions and needs, and on the number of students and their preferences. The YPEPTH has overall responsibility for course development and approval, and also supervises most of these schools (481 TEE), which are public. It also supervises 75 private TEE which are follow the same curriculum and assessment procedures as public ones. There are also other TEE that are under the control of other Ministries. These TEE provide vocational training and education in specialisations corresponding to the relative ministries. So the following bodies provide school-based IVET, but always under the supervision of YPEPTH: The Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Alilengyis, YYKA) runs 52 1st cycle TEE and one evening TEE, the Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptixis kai Trofimon) runs 4 TEE which offer four specializations in sectors related to agriculture and animal breeding and the Ministry of Tourism (Ypourgeio Touristikis Anaptixis) runs 8 TEE which provide three specialisations related to culinary art, the hotel and catering industry and confectionery and 2 Higher Tourist Training Institutes (Anoteres Scholes Touristikis Ekpaideftis, ASTE). The number of specialisations at any TEE depends on local socio-economic conditions and needs as well as on the number of students and their preferences. In 2005-2006, first-cycle TEE provide vocational training and education in 13 sectors for 40 different areas of specialisation. Second-cycle TEE provide vocational training in 13 sectors for 41 different specialisations.

Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK)

In Greece, initial vocational training at post-secondary level operates under the supervision of the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaideftis kai Katartisis, OEEK). OEEK is supervised by YPEPTH and its aims are to plan and implement post-secondary level IVET and make suggestions
about training policies. The objective of Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK) is to provide all types of vocational training, and to ensure that students obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating work-related skills. In this way, IEK can facilitate their integration in the labour market and their adaptation to the changing needs of the production process. OEEK also organises and controls the operation of public IEK (Isced level 4) and supervises private ones. Moreover, OEEK organises the final accreditation exams for the acquisition of a vocational training certificate. It also determines the specifications and approves curricula of formal vocational training, provided by other bodies not being supervised by YPEPTH.

IEK are educational institutions that provide initial vocational training. There are 116 public IEK and 50 private IEK in the second semester of 2005. Both types of IEK follow the same curricula and assessment procedures and their graduates have to take part in final accreditation exams in order to obtain a diploma. There are also some IEK under the supervision of other ministries and bodies, such as the Greek Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED), which operates 28 IEK. There are IEK which belong to the National Centre for Immediate Help (Ethniko Kntero Amesis Voithias, EKAB), which is supervised by the Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Allilengyis YYKA), IEK which belong to the Organization of Tourism Education and Training (Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK) of the Ministry of Tourism (Ypourgeio Touristikis Anaptyxis). For all the above OEEK determines the specifications and approves curricula of formal vocational training, provided by other bodies not being supervised by YPEPTH.

The main target group consists of adults aged 18+ who do not wish to continue their studies in Higher Education (Anotata Ekpaideftika Idrimata, AEI) or Technological Educational Institutes (Technologiko Ekpaideftiko Idryma, TEI) but they need to obtain IVET so as not to enter labour market as unskilled workers. IEK also offer further specialist training to TEE graduates in their area of specialisation. They are also suitable for older people who want to upgrade their skills and adapt to the changing needs of the production process.

For Upper Secondary Schools (Eniaio Lykeio) and TEE graduates training lasts four semesters with the exception of TEE second cycle graduates who attend a specialty relevant to the one they studied in TEE, who attend for two semesters.

Trainees attend compulsory theoretical, laboratory and mixed lessons in the framework of the educational curricula, which cover a wide range of branches and specialisations. A total of 189 specialisations, which are taught at IEK fall into 14 fields. These fields are: Information technology - telecommunications networks, Financial and administration services, Food and drink, Transport and tourism, Electronics - electrics engineering, Construction, Industrial chemistry, Applied arts, Energy - environment, Health - cosmetics - social services, Communications and mass media, Clothing and footwear, Culture and sport, Agriculture. The subjects taught place emphasis on specialization rather than broader occupational skills. They can be theoretical or workshops. The overall balance between them is: 36.5% of theoretical subjects and 63.5% of workshops.

0304020206 - Role of other non-governmental bodies

Not applicable.

030403 - Apprenticeship training

Apprenticeship is defined as alternating training in a school and the workplace. The apprentice is contractually linked to the employer and receives a wage. The employer assumes responsibility for providing the trainee with training leading to a specific occupation.
Apprenticeship training is provided by Apprenticeship Technical Vocational Schools (TEE Mathiteias) under the control of the Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Labour and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). They are called Apprenticeship TEE of a cycle of studies.

There are 51 first-cycle Apprenticeship TEEs. Students in the 1st semester of training are young people aged 15-18. These age limits are valid for entry to all specialities except the following: Graphic Arts Technician, where the age limits are 17-20 and Mechanical, Electrical and Electronic Draughtsmanship, Electronic Automation Technician, Hairdressing, Pottery and Ceramics and Furriers, where the age limits are 15-23 years. There are no statistics concerning the average age of apprentices. Requirements to access apprenticeship TEE is at least a Lower Secondary Education certificate.

The apprentices’ attendance of first-cycle TEE lasts for 5-6 semesters (which corresponds to 2.5-3 years), according to the speciality chosen. During the first 2 semesters, the apprentice attends theoretical and laboratory subjects exclusively in the educational unit. As of the 3rd semester and for all subsequent semesters, the apprentice follows an alternance training programme. He/she does apprenticeship training in enterprises of the private or public sector in parallel with studies; the apprentice spends 4 days per week in practice within the enterprise for 6-8 hours a day and he/she attends classes for a whole day and two evenings every week in the educational unit. From the third semester onwards, semesters are termed “apprenticeship semesters”.

The sectors within which apprenticeship is usual are the following: Mechanical engineering, Electronics, Electrician, Applied arts, Textiles and clothing, Finance and administration, Agriculture, food and environment, Health and welfare, Mining and processing of minerals, Construction, Information Technology / Computer Networks, Beauty and hairdressing.

During the first year (2 semesters), the apprentices attend courses only within the school unit, which provide theoretical training in the classroom and practical training in the school's laboratory. At the beginning of the second year (3rd semester), the apprentices sign an “apprenticeship contract” with a private or public enterprise where they will carry out their practice. The placement of apprentices in enterprises is the responsibility of the school they attend. The apprenticeship contract is signed by the apprentice (or, if underage, their guardian) and by the employer or their representative, immediately following recruitment. The printed forms of apprenticeship agreements are supplied by the educational unit and their form and content are decided by the OAED Director. The apprenticeship agreement states the starting time and finishing time of the apprentice's practice, as well as the firm's obligations for the implementation of the apprenticeship programme. Three copies of this agreement are drawn up: 1 for the apprentice, 1 for the employer and 1 for the educational unit to which the apprentice belongs.

For all apprentices, the first 2-month period of the practice in a firm is on probation. During these 2 months, it is possible to cancel the apprenticeship agreement. After the end of this trial period, the agreement becomes definitive and can not be cancelled (except in special cases following the approval of the educational unit or the appropriate OAED service).

Enterprises which accept apprentices for their practical training may belong in any category. They may be Family Businesses, Joint Stock Partnerships, Limited Companies, etc. During the first year of attendance, apprentices receive no funding but they are provided with health insurance as well as housing and food allowance. As of the 3rd semester (1st semester of practice) and for all subsequent semesters, the apprentices are paid by the enterprise at a rate based on the daily wages for an unskilled worker. The rates of such payments are as follows:
- 1st Semester of practice: 50% of unskilled daily wages.
- 2nd Semester of practice: 60% of unskilled daily wages.
- 3rd Semester of practice: 80% of unskilled daily wages.
- 4th and all subsequent Semesters of practice: 100% of unskilled daily wages.

Payment may be made weekly or monthly, depending on the firm's policy.

During the first year of apprenticeship (which is spent exclusively in the educational unit), the timetable comprises, on average, 21 hours of theoretical subjects and 14 hours laboratory subjects (there are some small variations according to speciality). Out of the 14 hours of laboratory subjects, 10 are devoted to practice in the laboratory and the remaining 4 to theoretical courses on laboratory subjects. The proportion, therefore, between theory and practice is 25:10, i.e., 71.4% theoretical and 28.6% practical training. In the following semesters, as described in the previous paragraph, the theoretical training is minimal (totalling 11 hours per week).

In theoretical subjects, apprentices are assessed as follows:

By written exam every two or three weeks on the subject material taught immediately prior to the exam and also with an oral test, left to the teacher's judgement. The grades gained from this exam are noted as oral grading of the apprentice. To go up to the next class or achieve final certification, by written exams in two exam periods, i.e. February and June. Students can re-sit them in September.

Tests in laboratory subjects may be written or oral, according to the subject. If a subject is taught during the first semester only, the relevant exam takes place in February; if it is taught during the second semester only or throughout the year, then the exam takes place in May. When the apprentices complete their studies, they are examined on the material of laboratory exercises of all semesters in order to ascertain their level of technical training.

Diplomas are awarded by the Apprenticeship TEE to apprentices who complete their studies. They are called "Speciality Diplomas". The form and content of the "Speciality Diploma" are decided jointly by the YPAKP and the Ministry of National Education and Religious Affairs (Ypourogeio Ethnikis Paideias kai Thriskevmaton, YPEPTH), following a proposal by OAED's Administrative Board. The "Speciality Diploma" certifies that the apprentice has satisfactorily learned a specific trade.

Holders of the Speciality Diploma can: apply for a licence to practice a profession depending on their specialization and the legislation in force, enrol in the 2nd cycle of TEE in a relevant specialization or enrol in the 2nd grade of Upper Secondary Education (Eniao Lykeio).

Graduates of first cycle Apprenticeship TEE may submit the supporting documents for a claim to the relevant Ministry (according to speciality) in order to gain a "Licence to Practise a Trade". The requirements for the deposition of these supporting documents are that the applicant must be over 18 and must have certificated previous service (of 1 year or more, according to speciality). This means that the apprentices who complete successfully their apprenticeship and get a diploma must work for at least one year before they apply for a "Licence to Practise a Trade". By depositing these justification documents, candidates acquire the right to be examined, in writing and orally, before a committee of the relevant Ministry. Those who pass, gain the licence. If they don't get a licence, they can apply again.
There are 45 2nd cycle Apprenticeship TEE, covering a wide range of specialisations in the secondary and tertiary sector. The 2nd cycle, just as in all other TEE, lasts for one year. Students, independently of age, who have attended a first-cycle apprenticeship TEE or an equivalent teaching programme return to school full-time. Holders of second-cycle Apprenticeship TEE certificates (Isced level 3) can obtain a licence to practise a profession depending on their specialization and the legislation in force, enrol in a post-secondary Vocational Training Institute (Institouta Evangelmatikis Katartisis, IEK) in the same specialization or apply for admission to a Technological Educational Institute (Technologiko Ekpaideftiko Idryma, TEI) in a corresponding or related department, by sitting the national examinations in two general education subjects and one specialised subject. Graduates of Apprenticeship TEEs are given immediate access to the labour market. The advantage of experience in the workplace does not affect the formal qualifications and professional rights of the graduates of YPAKP-run TEE compared to YPEPTH-run TEE, but it does provide them with a qualitatively comparable advantage in the labour market.

03040301 - Legislation and regulation: background and trends

In Greece, apprenticeship training is provided by Apprenticeship Technical Vocational Schools (TEE Mathiteias) under the control of the Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). Pursuant to Law 2640/98 "Secondary Technical-Vocational Education and other regulations", Technical-Vocational Schools (TEE) were established, under the supervision of YPEPTH while other Technical-Vocational education units were transformed into TEEs. In this framework, OAED's Apprenticeship Schools were transformed into OAED's Apprenticeship TEEs of A' cycle by the Ministerial Decision 40026/99 "Transformation of OAED's Apprenticeship Schools into OAED's Apprenticeship TEEs of A' cycle of studies".

Legal status

Various Royal Decrees, Presidential Decrees, Legislative Decrees, Ministerial decisions and Laws governing the requirements and licences for practising trades, recruitment and appointments and other relevant matters set the framework for Apprenticeship Training.

- Royal Decree 3-6-52 (Official Journal Issue 57/t.A'/6-6-1952), "On the education of apprentice technicians".
- Law 1836/14-3-89 (Official Journal Issue 79/t.A'/14-3-1989), "Promotion of Employment and Vocational Training and other provisions".

03040302 - Administrative framework: background and trends
In Greece, apprenticeship schools operate only under the control of the Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). OAED educational units are called Technical-Vocational Training Centres (Kentro Technikis kai Epangelmatikis Katartisis, KETEK). Apprenticeship Schools operate within these units.

Under Law 2640/98 "Secondary Technical-Vocational Education and other regulations" TEE were established, supervised byYPEPTH. The Law also regulates the transformation of other Technical-Vocational education units into TEE. In this framework, OAED's Apprenticeship Schools were transformed to OAED's Apprenticeship TEEs of A' cycle of studies by the Ministerial Decision 40026/99 "Transformation of OAED's Apprenticeship Schools into OAED's Apprenticeship TEEs of A' cycle of studies". The same Decision regulates the operation of the 2nd and 3rd grade of Apprenticeship Schools in the previous educational framework until the graduation of the apprentices who are enrolled at the time of the Decision's publication.

Hereafter, Apprenticeship Schools will be called Apprenticeship TEE. Curricula defining theoretical and practical training are regulated by a Common Ministerial Decision (Article 5 of Law 2640/98 about Secondary Vocational Education and Training and other Regulations) by both Ministers of the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) and YPAKP following a proposition by the Paidagogical Institute (Paidagogiko Institouto, PI).

**03040303 - Institutional structure for school-based part of apprenticeship training.**

In Greece, apprenticeship training is provided by Apprenticeship Technical Vocational Schools (TEE Mathiteias) under the control of the Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Labour and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). Curricula defining theoretical and practical training are regulated by a Common Ministerial Decision (Article 5 of Law 2640/98 about Secondary Vocational Education and Training and other Regulations) by both Ministers of the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) and YPAKP following a proposition by the Paidagogical Institute (Paidagogiko Institouto, PI).

**03040304 - Institutional structure for work-based part of apprenticeship training.**

Apprenticeship training at workplace starts at the 3rd semester and for all subsequent semesters, the apprentice follows an alternance training programme. He/she does apprenticeship training in enterprises of the private or public sector in parallel with studies; the apprentice spends 4 days per week in practice within the enterprise for 6-8 hours a day and he/she attends classes for a whole day and two evenings every week in the educational unit.

At the beginning of the second year (3rd semester), the apprentices sign an "apprenticeship contract" with a private or public enterprise where they will carry out their practice. The placement of apprentices in enterprises is the responsibility of the school they attend. The apprenticeship contract is signed by the apprentice (or, if underage, their guardian) and by the employer or their representative, immediately following recruitment. The printed forms of apprenticeship agreements are supplied by the educational unit and their form and content are decided by the OAED Director. The apprenticeship agreement states the starting time and finishing time of the apprentice's practice, as well as the firm's obligations for the implementation of the apprenticeship programme. Three copies of this agreement are drawn up: 1 for the apprentice, 1 for the employer and 1 for the educational unit to which the apprentice belongs.
For all apprentices, the first 2-month period of the practice in a firm is on probation. During these 2 months, it is possible to cancel the apprenticeship agreement. After the end of this trial period, the agreement becomes definitive and cannot be cancelled (except in special cases following the approval of the educational unit or the appropriate OAED service).

Enterprises which accept apprentices for their practical training may belong in any category. They may be Family Businesses, Joint Stock Partnerships, Limited Companies, etc. During the first year of attendance, apprentices receive no funding but they are provided with health insurance as well as housing and food allowance. As of the 3rd semester (1st semester of practice) and for all subsequent semesters, the apprentices are paid by the enterprise at a rate based on the daily wages for an unskilled worker. The rates of such payments are as follows:

- 1st Semester of practice: 50% of unskilled daily wages.
- 2nd Semester of practice: 60% of unskilled daily wages.
- 3rd Semester of practice: 80% of unskilled daily wages.
- 4th and all subsequent Semesters of practice: 100% of unskilled daily wages.

Payment may be made weekly or monthly, depending on the firm’s policy.

030404 - Other youth programmes

Not applicable.

030405 - Post secondary (non-tertiary) VET

Organisation of post-secondary (not tertiary VET)

<table>
<thead>
<tr>
<th>Responsible Actors</th>
<th>What is offered to whom</th>
<th>Pathways</th>
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</thead>
<tbody>
<tr>
<td>Organisation for Vocational Education and Training</td>
<td>Post-secondary education Vocational Training Institutes (Institouta Epangelmatikis Katartisis, ...) diploma, Vocational Training Certificate</td>
<td>Specialisation for getting access to the Labour Market</td>
</tr>
</tbody>
</table>

In Greece, initial vocational training at post-secondary level is provided by Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK) which operate under the supervision of the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK). OEEK is supervised by the Ministry of National Education and Religious Affairs (Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH) and its aims are to plan and implement post-secondary level IVET and make suggestions about training policies. OEEK also organises and controls the operation of public IEK (Isced level 4) and supervises private ones. Moreover, it forms the regulatory framework for the operation of IEK belonging to other public bodies as far as issues of vocational education and training are concerned. Those bodies are:
• OAED, which operates 28 IEK.
• the National Centre for Immediate Help (Ethniko Kentro Amesis Voithias, EKAB), which is supervised by the Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Alilengyis YYKA);
• the Organization of Tourism Education and Training (Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK) of the Ministry of Tourism (Ypourgeio Touristikis Anaptyxis);
• the Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptyxis kai Trofimon)

For all the above OEEK determines the specifications and approves curricula of formal vocational training, provided by other bodies not being supervised by YPEPTH.

030406 - Tertiary level VET

Not applicable.

0305 - INSTITUTIONAL FRAMEWORK : CVET

CVET is the process that ensures that a person's knowledge and skills constantly adapt to and correspond with the requirements of the manpower needs of the labour market. The primary aim of CVET in Greece is the development and improvement of the qualifications and skills of unemployed people and people in employment and the creation of new jobs.

Continuing Vocational training is primarily the responsibility of the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) and implemented by the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED). It is mainly provided by Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK), which provide Continuing Vocational Training. They offer short and long-term training programmes, specifically adjusted to meet particular needs of continuing training and professional development. Training courses are addressed to the unemployed, in-service employees, executives in the business sector, handicapped people and in general adult learners covering a wide range of subjects and specializations. Special courses and programmes are also provided for this purpose responding to particular needs and objectives of employment policies introduced by national and European authorities.

The body responsible for the certification of CVET is the National Accreditation Centre for Vocational Training (Ethniko Kentro Pistopoisis Synechizomenis Epangelmatikis Katartisis, EKEPIS). The mission of EKEPIS is to accredit KEK and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users (Exidikevmeno Kentro Koinonikis kai Epangelmatikis Entaxis gia atoma me anapiries kai apexartimena i ypo apexartisi atoma).

EKEPIS establishes systems of specifications, inspection and evaluation, which include modern views, experiences and new technologies. It implements transparent procedures and draws on social dialogue with the stakeholders.

Programmes of Continuing Vocational Training are implemented in the OAED Vocational Training Centres in cooperation with the Local Administration as well as programmes for employed people aiming to improve their skills and certify their abilities.
Programmes enabling Transition from Vocational Training programmes and programmes against Social Exclusion are already being implemented.

The aims of Lifelong Learning are the activation of individuals and groups of people for self and social development, the promotion of active participation of citizens and the increase of options for social integration and employment. The basic framework of a modern Lifelong learning policy is Adult Education. The body that plans and takes action in this sector in Greece is the the General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGEE). The most important aim of the GGEE is to constitute a dynamic policy factor for social integration.

Table 1: Organisation of CVET

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<thead>
<tr>
<th>Responsible Actors</th>
<th>What is offered</th>
<th>Pathways</th>
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<tbody>
<tr>
<td>Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP)</td>
<td>CVT provided by Vocational Training Centres (Kentra Epanangelmatikis Katartisis, KEK) including 3 KEK for disabled people (Kentro Epanangelmatikis Katartisis gia Atoma me Anapiries, KEK AmeA)</td>
<td>Specialisation Access to the Labour Market</td>
</tr>
<tr>
<td>Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH) through General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGEE)</td>
<td>Skills development for Adults</td>
<td>Reintegration in the Labour Market</td>
</tr>
<tr>
<td>- Prefectural Committees for Adult Education (Nomarchiakes Epitropes Laikis Epimorfosis, NELE) - Adult Education Centres (Kentra Ekpaidefsis Enilikon, KEE)</td>
<td>- Second Chance Schools (Scholeia Defteris Efkarías, SDE)</td>
<td>To complete compulsory education</td>
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<tr>
<td>Organisation</td>
<td>Education and training</td>
<td>Specialisation Access to the Labour Market</td>
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<tr>
<td><strong>Ministry of National Education and Religious Affairs (YPourgeio Ethnikis Paideias kai Thrisekvmaton, YPEPTH)</strong>&lt;br&gt;<a href="http://www.ypepth.gr">http://www.ypepth.gr</a>&lt;br&gt;Organisation for Vocational Education and Training (Ogranismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK)</td>
<td>Lifelong Education and Training of adults</td>
<td>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</td>
</tr>
<tr>
<td><strong>Ministry of National Education and Religious Affairs (YPourgeio Ethnikis Paideias kai Thrisekvmaton, YPEPTH)</strong>&lt;br&gt;<a href="http://www.ypepth.gr">http://www.ypepth.gr</a>&lt;br&gt;Hellenic Open University (Elliniko Anoikto Panepistimio, EAP)</td>
<td>Undergraduate and post-graduate studies</td>
<td>Specialisation Access to the Labour Market</td>
</tr>
<tr>
<td><strong>Ministry of Health and Welfare (YPourgeio Ygeias kai Koinonikis Allilengyis, YYKA)</strong>&lt;br&gt;<a href="http://www.mohaw.gr">http://www.mohaw.gr</a>&lt;br&gt;National Public Health Schools CVT provided by Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK)</td>
<td>Education, Retraining and Specialization for health care experts</td>
<td>Specialisation</td>
</tr>
<tr>
<td><strong>Ministry of Rural Development and Food (YPourgeio Agrotikis Anaptyxis kai Trofimon)</strong>&lt;br&gt;<a href="http://www.minagric.gr">http://www.minagric.gr</a>&lt;br&gt;Organization of Agricultural Vocational Education, Training</td>
<td>Training of farmers and other workers in the rural sector</td>
<td>Green certificates which are provided through various combinations of certifying education, distance learning,</td>
</tr>
<tr>
<td>Ministry of Mercantile Marine (Ypourgeio Emporikis Naftilias, YEN) <a href="http://www.yen.gr">http://www.yen.gr</a></td>
<td>1) Merchant Navy Officer Academies (Scholes Emporikou Naftikou) 2) Coast Guard School (Scholi Limenofilakon)</td>
<td>1) Higher Education 2) Post Secondary Education</td>
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<tr>
<td>Ministry of National Defence (Ypourgeio Ethnikis Amynas) <a href="http://www.mod.gr">http://www.mod.gr</a></td>
<td>Academies for officers and non-commissioned officers</td>
<td>Higher Education</td>
</tr>
<tr>
<td>Ministry of Public Order (Ypourgeio Dimosias Taxis, YDT) <a href="http://www.ydt.gr">http://www.ydt.gr</a></td>
<td>National Security Academy (Astynomiki Acadimia) - Further Education and Training Academy (Scholi Metekpaidefsis kai Epimorfosis)</td>
<td>Training of senior officers of the Hellenic Police Force</td>
</tr>
<tr>
<td>Ministry of the Interior and Public Administration (Ypourgeio Esoterikon Dimosias Dioikisis kai Apokentrosis, YPESDA) <a href="http://www.gspa.gr">http://www.gspa.gr</a></td>
<td>-National School for Public Administration (Ethniki Scholi Dimosias Dioikisis) - Institute of Training (Institouto Epimorfosis, IN.EP.)</td>
<td>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</td>
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seminars, practical exercises and apprenticeship.
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<th>Responsible Actors</th>
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<td>Ministry of Employment and Social Protection (Ypourceio Apascholisis kai Koinonikis Prostasias, YPAKP)</td>
<td>CVT provided by Vocational KEK) Training Centres (Kentra Epangelmatikis Katartisis</td>
<td>Specialisation for getting access to the Labour Market</td>
</tr>
<tr>
<td>Ministry of National Education and</td>
<td>To complete compulsory</td>
<td>Reintegration in the</td>
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<tr>
<td>Religious Affairs (Ypoursegio Ethnikis Paideias kai Thriskevmaton, YPEPTH)</td>
<td>education Lifelong Education and Training of adults</td>
<td>Labour Market Education and training</td>
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<tr>
<td><a href="http://www.ypepth.gr">http://www.ypepth.gr</a></td>
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<tr>
<td>General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGE) <a href="http://www.gsaedu.gr">http://www.gsaedu.gr</a></td>
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<tr>
<td>Institute of Lifelong Adult Education (Institouto Diarkous Ekpaidefsis Enilikon, IDEKE) <a href="http://www.ideke.edu.gr">http://www.ideke.edu.gr</a></td>
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<tr>
<td>- Prefectural Committees for Adult Education (Nomarchiakes Epitropes Laikis Epimorofosis, NELE)</td>
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<td>- Adult Education Centres (Kentra Ekpaidefsis Enilikon, KEE)</td>
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<td>- Second Chance Schools (Scholeia Deftoris Efkairias, SDE)</td>
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<td>- the Centre of Distance Lifelong Education and Training for Adults (Kentro Dia Viou Ekpaidefsis kai Epimorofosis Enilikon apo Apostasi, K.E.E.EN.AP.)</td>
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<td>Ministry of National Education and Religious Affairs (Ypoursegio Ethnikis Paideias kai Thriskevmaton, YPEPTH)</td>
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<td>Vocational education and training</td>
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<td><a href="http://www.ypepth.gr">http://www.ypepth.gr</a></td>
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<tr>
<td>Organisation for Vocational Education and Training (Ogranismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) <a href="http://www.oeek.gr">http://www.oeek.gr</a></td>
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<td>Hellenic Open University (Elliniko Education</td>
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<td>Organization</td>
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<tr>
<td>Anoikto Panepistimio, EAP</td>
<td>Education, Retraining and Specialization for health care experts</td>
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<tr>
<td>National Public Health Schools CVT provided by Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK)</td>
<td>Specialisation</td>
<td></td>
</tr>
<tr>
<td>Ministry of Mercantile Marine (YPourgeio Emporikis Naftilias, YEN) <a href="http://www.yen.gr">http://www.yen.gr</a></td>
<td>1) Higher Education 2) Post Secondary Education</td>
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<td>1) Merchant Navy Officer Academies (Scholes Emporikou Naftikou) 2) Coast Guard School (Scholi Limenofilakon)</td>
<td>Specialisation</td>
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</tr>
<tr>
<td>Ministry of National Defence (YPourgeio Ethnikis Amynas) <a href="http://www.mod.gr">http://www.mod.gr</a> Academies for officers and non-commissioned officers</td>
<td>Higher Education</td>
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<tr>
<td>Ministry of Public Order (YPourgeio Dimosias Taxis, YDT)</td>
<td>Training of senior officers of the Hellenic</td>
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<td>Organization</td>
<td>Program</td>
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<tr>
<td><strong>Ministry of the Interior and Public Administration (YPourgeio</strong></td>
<td>Pre-entry and post-entry education of newly appointed employees in the public sector as well as</td>
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<tr>
<td><strong>Esoterikon Dimosias Dioikisis kai Apokentrosis, YPESDA</strong>)</td>
<td>training and further education of the executives of public administration</td>
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<tr>
<td><strong><a href="http://www.gsma.gr">http://www.gsma.gr</a></strong></td>
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<tr>
<td><strong>-National School for Public Administration (Ethniki Scholi Dimosias Dioikisis)</strong></td>
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<tr>
<td><strong>- Institute of Training (Institouto Epimorfosis, IN.EP.)</strong></td>
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<tr>
<th>Organization</th>
<th>Program</th>
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<tbody>
<tr>
<td><strong>Ministry of Tourism (YPourgeio Touristikis Anaptyxis)</strong></td>
<td>Advanced Schools of Tourism Education Vocational training for the hotel, catering and tourism professions at all levels of study</td>
</tr>
<tr>
<td><strong><a href="http://www.mintour.gr/">http://www.mintour.gr/</a> Organisation of Tourism Education and Training (Organismos Touristikis Ekaidefsis kai Anaptyxis, OTEK)</strong></td>
<td>Specialisation for getting access to the Labour Market</td>
</tr>
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<td><strong><a href="http://www.otek.edu.gr">http://www.otek.edu.gr</a></strong></td>
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<tr>
<th>Organization</th>
<th>Program</th>
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<tbody>
<tr>
<td><strong>Major Public Enterprises</strong></td>
<td>Training departments and training units</td>
</tr>
<tr>
<td><strong>The Hellenic Telecommunications Organisation (Organismos Tilepikoinonion Ellados, OTE)</strong></td>
<td>They provide employees with knowledge and skills which are required for their specific jobs</td>
</tr>
<tr>
<td><strong>The Public Power Corporation (Dimosia Epicheirisi Ilekrismou, DEI), etc.</strong></td>
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</table>

Knowledge and skills obtained in CVET courses have not up to now led to the officially recognised certification of qualifications with the exception of Second Chance Schools (Scholeio Defteris Efkaïrias, SDE) that give Greek citizens over 18 the opportunity to obtain a certificate equivalent to Lower Secondary Education (Isced level 2). There are no pathways in CVET that can lead to higher levels of education.

03050101 - Legislation and regulation: background and trends.

The National Accreditation Centre (Ethniko Kentro Pistopiisis Synehizomenis Epangelmatikis Ekpaidefsis, EKEPI) for CVET was established alongside the framework for the certification and operation of Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK).
In 1995, under the Law 2327/1995 the Adult Education Centres (Kentra Ekpaidefsis Enilikon, KEE) were established.

In 1995, the foundation of the Vocational Training Centre (KEK) of the Adult Education General Secretariat is enacted under Law 2327/1995.

In 1995, the Institute of Continuing Adult Education (Institouto Diarkous Ekpaidefsis Enilikon, IDEKE) was founded (Law 2327/1995).

Under Law 2909/2001 "the title of the General Secretariat for Adult Education was changed to Adult Education General Secretariat (Geniki Grammateia Ekpaidefsis Enilikon, GGEE) and it undertakes the planning, coordination and realization of activities concerning Lifelong Learning (Article 3) at a national level and for Greeks abroad. Also, by the same article, GGEE undertakes the responsibility for the operation of Second Chance Schools.

IDEKE is a Legal Entity of Private Law, which comes under the Adult Education General Secretariat by Law 2909/2001. The purpose of the Institute is the technological and scientific support of Programmes of the GGEE and the realization of Activities concerning Lifelong Learning. The Activities of IDEKE are financed by Communal and National Resources and by other sources.

The GGEE cooperates with other State Agencies, such as: the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP), the Manpower Employment Organisation (Organismos Apascholisis Ergatikou Dynamikou, OAED), the Ministry of Justice (Ypourgeio Dikaiosynis) and the Local Authorities (Organismoi Topikis Aftodioikisis, OTA) for the successful implementation and maximization of the benefit of these actions.

Under Law 3191/2003 the National System for Linking Vocational Education and Training with Employment (Ethniko Systima Syndesis tis Epangelmatikis Ekpaidefsis kai Katartisis me tin Apascholisi, ESSEEKA), is enacted, in order to achieve the coordination and complementary nature of the Initial and Continuing Training systems with Employment.

Finally, according to the new Law 3369/2005 on "Systematisation of Lifelong Learning and Other Regulations", the function of the already operating bodies-providers of Adult Education and Training as well as of the newly-founded Bodies (such as the Lifelong Learning Institutes) is systematized and is now governed by a single institutional framework for Lifelong Learning.

03050102 - Administrative framework: background and trends.

Publicly promoted CVET for adults addresses a wide range of groups. In particular people belonging to the following groups can be subject to it.

- employees in all sectors of economy
- self-employed people in all sectors of economy
- people who are 18 years of age and over
- people who are 18+ and have not completed primary education
- people who are 18+ and have completed primary education
- people who are 18+ and have completed secondary education
- young farmers

Publicly promoted CVET is offered by the following bodies:

- The Ministry of National Education and Religious affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH)
- The Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptyxis kai Trofimon)
- The Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) and
- A number of Ministries which organise in-service training programmes.

0305010201 - Role of central government

Publicly promoted CVET for adults is provided by the General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGEE) supervised by the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH).

The Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptyxis kai Trofimon), via the Organization of Agricultural Vocational Education, Training and Employment (Organismos Georgikis Epangelmatikis Ekpaidefsis Katartisis kai Apascholisis, OGEEKA) is the main provider of CVET in the agricultural sector. OGEEKA is responsible for 71 continuing training centres, accredited by the National Accreditation Centre for Continuing Vocational Training (Ethniko Kentro Pistopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS), which are distributed throughout the country. All of them are equipped with state-of-the-art laboratories, restaurants and libraries while most of them provide housing facilities for trainees.

Training programmes are implemented in DIMITRA Centres across the country by experienced trainers, who attend teacher training programmes.

Publicly promoted CVET for employees and self-employed people is provided by Vocational Training Centres (Kentro Epangelmatikis Katartisis, KEK), which have been accredited by EKEPIS.

A number of Ministries organise in-service training programmes for their employees in order to upgrade their skills and provide further knowledge. Each Ministry implements such programmes either in KEK or at their own facilities. Their design is determined by the content, the target and the duration of the programme according to the needs of the particular Ministry that organises it. All these programmes are funded by the third Community Support Framework (Koinotiko Plaisio Stirixis, KPS). These programmes are too many to be cited and relevant information can be retrieved at http://www.kps.gr

0305010202 - Role of regional government

The General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGEE) through 200 Adult Education Centers (Kentro Epkededefsi Enlikon, KEE) and 54 Prefectural Committees of Adult Education (Nomarchiaki Epitropi Epkededefsi Enlikon, NELE) provides useful educational services in adult vocational training. All of them are equipped with laboratories and libraries which facilitate training.

0305010203 - Role of local government
Prefectures and Municipalities are entitled to found Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK). Such KEK are accredited by the National Accreditation Centre for Continuing Vocational Training (Ethniko Kentro Pistopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS).

0305010204 - Role of social partners

The Social Partners in Greece are:

- The Federation of Greek Industries (Syndesmos Ellinon Viomichanon, SEV),
- The Greek General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, GSEE),
- The General Confederation of Professionals, Craftsmen and Tradesmen (Geniki Synomospondia Epangelmation Viotechnon Emporon Elladas, GSEVEE),
- The National Confederation of Hellenic Commerce (Ethniki Synomospondia Ellinikou Emporiou, ESEE).

Providers of CVET cooperate with public and private enterprises and social partners so as to adapt their programmes to current manpower needs. The National General Collective Labour Agreement (Ethniki Syllogiki Symvasi Ergasias) signed by all the Social Partners and the government every year in Greece determines that all enterprises must provide their employees with training programmes.

In particular, GSEE is actively involved in the provision of CVET through the Centre of Education Policy Development of Greek General Confederation of Labour (Kentro Anaptyxis Ekpaideftikis Politikis, KANEP/GSEE). More specifically, KANEP/GSEE is involved in CVET by

- participating in the National Accreditation Centre for Continuing Vocational Training (Ethniko Kentro Pistopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS) and the Economic and Social Committee of Greece (Oikonomiki kai Koinoniki Epitropi tis Ellados, OKE);
- taking action through the Vocational Training Centres (Kentro Epangelmatikis Katartisis, KEK) of the Institute of Labour of the Greek General Confederation of Labour (Institouto Ergasias tis Genikis Synomospondias Ergaton Elladas, INE/GSEE);
- the participation of KANEP/GSEE and INE/GSEE in the implementation of CVET programmes (training of unemployed people, socially vulnerable groups, women, drug addicts) in the framework of the Operational Programme for Education and Initial Vocational Training (Epicheirisiako Programma Ekpaidefis kai Archikis Epangelmatikis Katartisis, EPEAEK) or programmes of CVET conducted by the The Ministry of Employment and Social Protection (Ypourageio Apascholisis kai Koinonikis Prostasias, YPAKP).

0305010205 - Role of CVET providers

The most important aim of the General Secretariat of Adult Education (Geniki Grammateia Ekpaideftikis Enilikon, GGEI) is to constitute a dynamic policy factor for social integration. Accordingly, a series of programmes focusing on socially vulnerable and disadvantaged groups are being implemented and promoted; even non-formal adult education programmes that lack specific curricula (since they are formulated according to the educational objectives and specific target groups) demonstrate this major policy concern for social integration:
• Education and training adult ROMA which includes: literacy, vocational training, health education and parental counselling.

• Education for repatriates which includes: Modern Greek language, History, Literature, Geography, Labour Legislation, information about the operation of Greek public services.

• Education and training for prisoners or former prisoners in Greek reformatory institutions, programmes include: literacy, social and psychological support, vocational training various trades, such as carpentry, pottery, silver work, car mechanics and new technologies.

The aims of the National School for Public Administration (Ethniki Scholi Dimosias Dioikisis) are:

• To improve the administrative role of public administration

• To increase the response of public administration to contemporary needs

• To promote the developmental processes throughout the country

• To represent efficiently the country abroad

The mission of the School of Further Education and Training (Scholi Metekpaidefsi kai Epimorfosis) of the Ministry of Public Order (Ypourgeio Dimosias Taxis) is to train, specialize and further educate the staff of the Hellenic Police Force. The objective is to constantly brief the police staff on current issues of either general concern or sole police interest. The School is based in Athens and an annex is also running in Thessaloniki.

The School of Further Education and Training comprises the following departments:

• Further professional training of Top-Rank Executives

• Post-graduate education of Police Officers

• Post-graduate education of Police Lieutenants

• Foreign Languages

• Special Police Training

• Training - Post-graduate Education of Police Dogs Instructors Dogs and of Squads for the Investigation and Disposal of Explosive Devices.

Studies last from one up to nine months, depending on the department.

The main goals of the Organisation for Vocational Education and Training (Organismos Epanelegantikis Ekpaidefsi kai Katartisis, OEEK) are: the organisation, development and provision of vocational training, the formal certification of vocational training, the harmonisation of vocational training with the educational system, the implementation of various national or E.U. vocational education and training programmes. It is also responsible for the accreditation of the providers of certificates in Information Technology skills.

The Hellenic Open University (Elliniko Anoikto Panepistimio, EAP) addresses a great number of candidates, covering a very large spectrum of ages, wishing to follow undergraduate or postgraduate studies. Specifically, the EAP pursues:
To offer a second opportunity to adults for undergraduate studies.

To provide postgraduate curricula to graduates who wish to extend or upgrade their studies to subjects related to their work position.

0305010206 - Role of other non-governmental bodies

Not applicable.

030502 - Training for unemployed people and others vulnerable to exclusion

Providing training to the unemployed helps them to improve their skills and to acquire new ones. Unskilled workers especially can acquire certain skills and get a specialisation in order to improve their access to the labour market. Moreover, the programmes in which they participate are subsidised. According to the National Action Plan for Employment 2004, it is estimated that about 400,000 unemployed persons received some form of aid in 1997-2001. This figure corresponds to almost 17% of the unemployed receiving help each year, which, in terms of coverage, is a clear improvement in relation to earlier periods.

As far as socially vulnerable groups are concerned, they become active citizens through the process of receiving training. They earn money during their training; they are integrated in society and get specialisation that will enable them to seek better places in the labour market. One of the main aims of CVET in Greece is the occupational and social integration of people with special needs and the increase in their employability. For this reason, there is a provision that 10% of the total student population consists of people with special needs. In addition, there are 22 specialized KEKs for people with special needs, who are not able to attend programmes for the general population (mainstreaming). These KEKs offer programmes adapted not only to the developments and needs of the labour market but also to the trainees special characteristics and needs.

Table 1: Organisation of training for unemployed people and others vulnerable to exclusion

<table>
<thead>
<tr>
<th>Responsible Actors</th>
<th>What is offered</th>
<th>Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) <a href="http://www.ypakp.gr">http://www.ypakp.gr</a></td>
<td>CVT provided by Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK) including 3 KEK for disabled people (Kentro Epangelmatikis Katartisis gia Atoma me Anapiries, KEK AmeA)</td>
<td>Reintegration in the Labour Market Education and</td>
</tr>
<tr>
<td>Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPHT) <a href="http://www.ypepth.gr">http://www.ypepth.gr</a></td>
<td>Training for the socially vulnerable and disadvantaged groups To complete compulsory</td>
<td></td>
</tr>
</tbody>
</table>


03050201 - Legislation and regulation: background and trends.

In the eighties it was increasingly recognised that it was necessary to support CVET for employees (due to changes in production systems) and to support unemployed people more actively in re-entering the labour market. Realisation of this need led to an increasing number of policy initiatives. The provision of training for unemployed people has also been reformed in light of increasing levels of unemployment and the need to create a coherent structure for provision. Law 2224/94 established the National Accreditation Centre of Continuing Vocational Training (Ethniko Kentro Postopoiisis Synechizomenis Epangelmatikis Katartisis, EKEPIS) and the framework for the certification and operation of Vocational Training Centres (Kentro Epangelmatikis Katartisis, KEKs). KEKs were established exclusively to provide vocational training to both employed and unemployed people.

During the last five years or so, i.e. since the launching of the European Employment Strategy (Evropaiki Politiki Apascholisis, EPA), a certain progress in the design and especially in the delivery of active measures is clearly noticeable. Most of the improvements in the field of policy making are directly attributable to the establishment of a number of supportive structures and mechanisms for controlling the quality of interventions. Progress is also visible in the number of unemployed persons benefiting from active measures. According to the National Action Plan for Employment 2004, it is estimated that about 400.000 unemployed persons received some form of aid in 1997-2001. This figure corresponds to almost 17% of the unemployed receiving help each year, which, in terms of coverage, is a clear improvement in relation to earlier periods.

Law 3227/2004 promotes active employment policies with special provisions for involving of social vulnerable groups in schemes such as Public Employment Services run by OAED or vocational training programmes run by KEKs. For instance Employer contributions for hiring unemployed women with two or more children, are also subsidised. Long-term unemployed people older than 55 are also subsidised through the employer who hires them. The law includes a training component too since it specifies that people who receive an unemployment benefit have priority for participating in training programmes implemented by the company Vocational Training SA (Epangelmatiki Apascholisi, AE) of OAED and by KEKs. During training they receive a training benefit.
In view of the European strategy for employment and the achievement of the Lisbon strategy, Greece has emphasised the development and promotion of active policies for combating and preventing unemployment, preventing long term unemployment and promoting equality of sexes and equal opportunities. To fulfil the above goals, it has carried out numerous actions and has set regulations. In this framework, the National Plan for Employment (Ethniko Schedio Drasis gia Apascholisi, ESDA) includes CVET actions for unemployed people and those at risk of social exclusion.

The most important development in active labour market policies is the creation of a relatively adequate network of public employment services in 2004-2006 that provide individualised assistance to unemployed. It is also important that the targets of active labour market policies have been more focused while identification of manpower needs has improved. Measures have been taken for sex equality and fight against discriminations in the labour market. At the same time, procedures of planning, application, monitoring and evaluation of training programmes and training providers have been applied.

Moreover, the National Reform Programme for Growth and Jobs issued by the Ministry of Economy and Finance (Ypourgeio Oikonomias kai Oikonomikon) highlights the need to increase low employment rates, in particular for women, to tackle high unemployment and to develop education and lifelong learning as central employment priorities. It also seeks to improve operation of the labour market and adaptability of workers and enterprises.

The programme sets out a number of measures to attract and retain more people in employment, in particular in regions lagging behind. It assumes sustained levels of economic growth and therefore of labour demand in the years to come. Active labour market policies are being strengthened to support job-seekers, with significant efforts to modernise public employment services, including improving identification of labour market needs. At the same time, possible financial disincentives for taking-up a job are being partially eliminated through employment subsidies granted for registered unemployed people. However, a more in-depth review of the impact of the tax and benefit system would seem appropriate. Measures proposed to address high youth unemployment, reduce gender pay gaps, and to promote older workers' participation would also benefit from greater clarity. In particular, the programme could be clearer and more ambitious in responding to the long-term challenge of population ageing, for example by raising the average exit age as part of a wider modernisation of the social protection system.

03050202 - Administrative framework: background and trends.

CVET aiming at the unemployed and others vulnerable to exclusion is offered by the following bodies:

- The Ministry of National Education and Religious affairs (Ypourgeio Ethnikis Paideias kai Thrisevmaton, YPEPPTH) through the General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGEE)
- The Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) through the Manpower Employment Organisation (Organismos Apascoliseos Ergatikou Dynamikou, OAED) that runs Vocational Training Centres (Kentro Epangelmatikis Katartisis, KEK) in order to cover the needs of the above target groups who require specialisation in order to find work. The main focus of OAED is to develop and/or expand upon existing continuing vocational training courses with a view to making a more effective intervention in the labour market and covering the needs of the largest possible number of interested persons in training services. OAED has set up three KEK AmeA.
0305020201 - Role of central government

Publicly promoted CVET for people belonging to socially vulnerable groups (migrants, Roma, repatriates, refugees and prisoners) is provided by the General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGEI) supervised by the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideiais kai Thrisskevmaton, YPEPTH). It is also provided by the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED) supervised by the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). OAED is the main body providing publicly offered training programmes for the unemployed in Greece. Apart from the unemployed, it provides publicly promoted CVET to people with disabilities and people vulnerable to social exclusion. It is responsible for implementing continuing vocational training programmes through Vocational Training Centres (Kentro Epangelmatikis Katartis, KEK) in order to cover the needs of the above target groups who require specialisation in order to find work. The main focus of OAED is to develop and/or expand upon existing continuing vocational training courses with a view to making a more effective intervention in the labour market and covering the needs of the largest possible number of interested persons in training services. OAED has set up 52 KEKs, three of which are KEK AmEa.

A number of Ministries organise training programmes for the unemployed in order to upgrade their skills and provide further knowledge. Each Ministry implements such programmes either in KEK or at their own facilities. Their design is determined by the content, the target and the duration of the programme according to the measures adopted against unemployment. All these programmes are funded by the third Community Support Framework (Koinotiko Plaisio Stirixis, KPS). These programmes are too many to be cited and further information can be retrieved at http://www.kps.gr

0305020202 - Role of regional government

The General Secretariat of Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGEI) through 200 Adult Education Centers (Kentro Ekpedefsis Enilikon, KEE) and 54 Prefectural Committees of Adult Education (Nomarchiaki Epitropi Ekpedefsis Enilikon, NELE) provides useful educational services to unemployed people and others vulnerable to social exclusion.

0305020203 - Role of local government

Data not available.

0305020204 - Role of social partners

The Greek General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, GSEE) is involved in the management and provision of publicly promoted CVET through the Centre of Education Policy Development of Greek General Confederation of Labour (Kentro Anaptyxis Ekpaiadftikis Politikis, KANEP/GSEE). More specifically, KANEP/GSEE is actively involved in CVET in the following ways:

- In the field of post-secondary education and training by offering opportunities for education and training to employees, by promoting practical training, by expanding professional rights, by improving the quality of studies and by offering opportunities for the choice of specialties.

- By establishing and running an Academy of Labour and Lifelong Learning, which aims at offering employees/ trade unionists supplies in order to play a part in public life. In particular, the basics in the following subjects are offered: Economy and Finance, Social Science, Constitutional Law, Social...
History and Philosophy, Labour Law and Labour Relations as well as in more subjects that promote labour training.

**0305020205 - Role of CVET providers**

Continuing Vocational training is primarily the responsibility of the Ministry of Employment and Social Protection (Ypourgειο Απασχολήσεως και Κοινωνικής Προστασίας, YPAKP) and implemented by the Manpower Employment Organisation (Οργανισμός Απασχολήσεως Εργατικού Διαμόρφωσης, OAED). It is mainly provided by Vocational Training Centres (Κεντρα Επαγγελματικής Κατάρτισης, KEK), which provide Continuing Vocational Training. They offer short and long-term training programmes, specifically adjusted to meet particular needs of continuing training and professional development. Training courses are addressed to the unemployed, in-service employees, executives in the business sector, handicapped people and in general adult learners covering a wide range of subjects and specializations.

The body responsible for the certification of CVET is the National Accreditation Centre for Vocational Training (Εθνικό Κέντρο Πιστοποίησης Συνεχιζομένης Επαγγελματικής Κατάρτισης, EKEPIS). The mission of EKEPIS is to accredit KEK and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users (Εκδικευμένο Κέντρο Κοινωνικής και Επαγγελματικής Εντάξεως για ατόμα με αναπηρίες και απεξαιρέτως ατόμα). 22 specialised Vocational Training Centres for disabled people (KEK AMEA) together with 26 accredited structures have been accredited. EKEPIS has also accredited 4 Specialised Centres for the Social and Vocational Integration of Former Drug Users and Drug Users in Treatment along with 12 structures.

The most important aim of the General Secretariat of Adult Education (Γενική Γραμματεία Εκπαίδευσης Ενηλίκων, GGEE) is to constitute a dynamic policy factor for social integration. Accordingly, a series of programmes focusing on socially vulnerable and disadvantaged groups are being implemented and promoted; even non-formal adult education programmes that lack specific curricula (since they are formulated according to the educational objectives and specific target groups) demonstrate this major policy concern for social integration:

- Education and training adult ROMA which includes: literacy, vocational training, health education and parental counselling.
- Education for repatriates which includes: Modern Greek language, History, Literature, Geography, Labour Legislation, information about the operation of Greek public services.

Education and training for prisoners or former prisoners in Greek reformatory institutions, programmes include: literacy, social and psychological support, vocational training various trades, such as carpentry, pottery, silver work, car mechanics and new technologies.

**0305020206 - Role of other non-governmental bodies**

Data not available.

**030503 - CVET at private enterprise initiative or promoted by social partners**

The Ministry of Development (Ypourgειο Ανάπτυξης, YPAN) with the Operational Programme Competitiveness comes under the 3rd Community Support Framework (3rd CSF) 2000-2006. It incorporates a package of actions and subsidies designed to improve the competitiveness of the Greek economy and to promote the country's social and economic convergence with the other member States of the European Union.
Under the Operational Programme, YPAN is also promoting projects to upgrade industrial regions, the national quality system, energy infrastructures and regional structures providing information, consultation, education and management support to businesses (in particular SME’s). Along with Operational Programme actions and projects, the Ministry is also initiating a series of structural and institutional reforms in order to streamline the business environment, promote long-term development of the national workforce, and make optimal use of the country’s natural resources and energy.

03050301 - Legal/regulatory framework

There is no legal or regulatory framework for CVET at private enterprise initiative.

As far as social partners are concerned the National General Collective Labour Agreement (Ethniki Syllogiki Symvasi Ergasias) is signed every year by all the Social Partners in Greece and the government. It determines that all enterprises must provide their employees with training programmes.

The Social Partners in Greece are:

- The Federation of Greek Industries (Syndesmos Ellinon Viomichanon, SEV),
- The General Confederation of Greek Workers (Geniki Synomospondia Ergaton Elladas, GSEE),
- The General Confederation of Professionals, Craftsmen and Tradesmen (Geniki Synomospondia Epangelmation Viotechnon Emporon Elladas, GSEVEE),
- The National Confederation of Hellenic Commerce (Ethniki Synomospondia Elliknikou Emporiou, ESEE).

Act 2434/96 established the Account for Employment and Vocational Training (Logariasmos gia Apascholisi kai Epangelmatiki Katartisi, LAEK). LAEK has acted as a major mechanism of CVET at the initiative of enterprises in Greece. This account has decisively contributed to the reinforcement of vocational training and employment policies.

LAEK is managed by a tripartite committee with technical support from the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED). Every year, the LAEK Management Committee draws up its annual programme for the allocation and management of funds from LAEK, covering the training programmes for staff of the eligible bodies. Enterprises can use these funds to cover the cost of training programmes for their employees. LAEK programmes take place either in the premises of enterprises or in educational units. They can be wholly theoretical or can consist of a theoretical part (at least 70% of the total training hours) and a practical part (at least 30% of the total training hours). The programmes can also take place outside or within hours of work. The enterprises that are entitled to LAEK funding may be private or public enterprises which want their staff to be trained.

The above-measures guarantee that enterprises provide training to their employees without defining the type of training to be provided. The enterprises themselves determine if the training to be provided aims at solving some skills shortages in employees or if they need to upgrade the employees knowledge.

03050302 - Administrative framework and institutional structure
The body responsible for the certification of CVET is the National Accreditation Centre for Vocational Training (Ethniko Kentro Pistopoiisis Synechizomenis Epanagelmatistikis Katartisis, EKEPIS). The mission of EKEPIS is to accredit KEK and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users (Exidikevmeno Kentro Koinonikis kai Epanangmatistikis Entaxis gia atoma me anaptires kai apexartimena iypo apexartisi atoma).

EKEPIS establishes systems of specifications, inspection and evaluation, which include modern views, experiences and new technologies. It implements transparent procedures and draws on social dialogue with the stakeholders. In order to assure the quality of non-formal vocational training courses the main agency for making and implementing policy of the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) EKEPIS which, using evaluation criteria, has developed and implemented systems for:

- Accreditation of vocational training centres (Kentra Epanagelmatistikis Katartisis, KEK)
- Accreditation of KEK trainers via the establishment of a register
- Accreditation of continuing vocational training courses that result in the acquisition of accredited knowledge, skills and qualifications related to the needs of the labour market.
- Accreditation of staff providing support services via the establishment of a register.
- Development of the system for the ongoing monitoring and evaluation of the work of accreditation centres.

EKEPIS establishes systems of specifications, inspection and evaluation, which include modern views, experiences and new technologies. It implements transparent procedures and draws on social dialogue with the stakeholders.

The structure and content of the detailed courses is the responsibility and competence of each KEK.

Quality assurance in non-formal vocational training and education is achieved via the activities of EKEPIS and in particular via

- A system of on-going inspections, monitoring and evaluation of accredited vocational training centres and
- Accreditation of trainers enlisted in the Trainers Register of Continuing VET.

During the process of developing the aforementioned systems, EKEPIS invited all interested parties, e.g. vocational training providers, social partners, representatives of the respective managing authorities and YPAKP to participate in the public dialogue. Views were exchanged and proposals put forward on the procedures, terms, conditions and criteria for the implementation of each action.

030504 - CVET at individual initiative

Data not available.

0306 - TRAINING VET TEACHERS AND TRAINERS
The training arrangements for teachers and trainers are regulated by the bodies that are officially responsible for the regulation of VET systems. The Ministry of National Education and Religious Affairs (Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH) and the Pedagogical Institute (Paidagogiko Institouto, PI) which is the scientific body of YPEPTH, regulate the provision of Initial Vocational Education in TEE as well as the training and other managerial and scientific issues. More precisely, the bodies responsible for the regulation of the above mentioned VET structures and accordingly the respective teachers/trainers training arrangements are described below.

For teachers in Initial Vocational Education structures, Technical Vocational Schools (Technika Epagelmatika Ekpaideftiria, TEE), Apprenticeship TEE (TEE Mathiteias)

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

For teachers/trainers in Initial Vocational Training structures (IEK):

- Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK)
- Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED)
- Tourism Education and Training Organisation (Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK)
- National Centre for Immediate Help (Ethniko Kentro Amesis Voithias, EKAB)

For trainers in Continuing Vocational Education and Training structures (IEK)

- General Secretariat for Adult Education(Geniki Grammateia Ekpaidefsis Enilikon, GGEE)

Teachers/Trainers registers

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

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

Teachers in Initial Vocational Education structures (TEE, Apprenticeship TEE)
Concerning admission requirements and recruitment of teachers and trainers in Apprenticeship TEE applicants are recruited according to certain criteria depending on the speciality they apply for. These include a Degree either a BA, Masters Degree or a Ph Degree- relevant to the speciality the applicant is interested in and any Pedagogical qualifications they may have. Besides formal qualifications, the recruitment of teachers/trainers depends upon professional experience, which is considered to be an important factor for admission. Successful applicants are employed for a specific period of time and paid on an hourly basis.

Teachers and trainers for TEE are recruited through the Higher Personnel Selection Council (Anotato Symvoulio Epilogis Prosopikou, ASEP) competition. ASEP is an independent body responsible for initiating the national written examination for the recruitment of teachers in the public school education sector, which takes place every two years.

The entry requirements for this type of teachers include a tertiary education certificate and a certificate in pedagogics (for those that pedagogics are not included in the curriculum of their basic studies) gained after they complete a two-semesters training programme in the Higher School of Pedagogical and Technological Education (Anotati Scholi Paidagogikis kai Technikis Ekpaidefsis, ASPAITE). They work on a permanent basis, they are civil servants and are paid according to their rank.

In-service training is provided through YPEPTH structures as follows:

- Compulsory training programmes implemented by the Regional Training Centres (Periferiaka Epimorfotika Kentra, PEK), on various subjects

- Training programmes provided by the Training Support Centres (Kentra Stirixis Epimorfosis, KSE).

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

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

Training curricula are designed by teams of experts employed by the Pedagogical Institute (Paidagogiko Institutou, PI), the scientific body of YPEPTH, and approved by YPEPTH. Teachers can be members of such teams.

Teachers/Trainers in Initial Vocational Training structures (IEK)

The entry requirements for this type of teachers/trainers include a tertiary education certificate and a certificate in pedagogics (for those that pedagogics are not included in the curriculum of their basic studies) gained after they complete a two-semesters training programme in the Higher School of Pedagogical and Technological Education (Anotati Scholi Paidagogikis kai Technikis Ekpaidefsis, ASPAITE). Additionally, in this type of structures may serve Secondary Vocational Education graduates (TEE graduates) who work as assistants of the formal teachers/trainers. Besides formal qualifications, the recruitment of teachers/trainers depends upon professional experience, which is considered to be an important factor for admission. The
number of years of prior professional experience varies and is usually correlated with formal qualifications and the training subject. They are employed for a specific period of time and are paid on an hourly basis.

There is no pre-service training provided for this type of teachers/trainers.

In-service training is provided by the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) through the organization of seminars on the latest advancements and current trends in the various fields related to the specialties available.

In-service training is also provided by the Pedagogical Institute (Paidagogiko Institouto, PI), the scientific body of YPEPTH. The PI, in an attempt to make use of the potential offered by new technologies, has initiated a Distance Learning Centre, which provides teachers/trainers with training in the following fields: self-education, cooperative learning and virtual classes.

Training curricula are designed by teams of experts employed by OEEK and PI respectively. Teachers/Trainers can be members of such teams.

**Trainers in Continuing Vocational Education and Training structures**

The entry requirements for this type of trainers are either a tertiary education certificate or a Secondary Vocational Education certificate (TEE graduates) or an Initial Vocational Training certificate (IEK graduates). Besides formal qualifications, the recruitment of trainers depends upon professional experience, which is considered to be an important factor for admission. They are employed for a specific period of time and are paid on an hourly basis.

Pre-service training is provided by the National Accreditation Centre for Vocational Training (Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS). EKEPIS has initiated the National Training Programme for trainers in Continuing Vocational Training (Ethniko Programma Ekpaidefsis Ekpaidefton apo Apostasi, EPEEA). The programme was launched in late 2002 and aimed at setting up and providing pre-service, pedagogical training for trainers in Continuing Vocational Training. The programme has planned to implement distance learning methods and techniques for large-scale, nation-wide training courses. Candidate trainers who wish to be appointed in KEK, Education Centres for Adult Education (Kentra Ekpaidefsis Enilikon, KEE), the Centre for Distance Lifelong Education and Training of Adults (Kentro dia viou Ekpaidefsis kai Epimorphosis Enilikon, KEENAP), Prefectural Committees for Adult Education (Nomarchiakes Epitropes Laikis Epimorfosis, NELE) should have been accredited before by EKEPIS and be included in the Register of Accredited Trainers in Continuing Vocational Training (Mitroon Pistopeimenon Ekpaidefton). The criteria for the accreditation of teachers in Continuing Vocational Training are: formal qualifications, pedagogical-teaching skills and experience and work experience.

In-service training for CVET trainers is not foreseen. Trainers in CVET have possibly the opportunity to participate in training courses provided by various educational and training institutions. However, training is voluntary and not necessarily related to the tasks performed in CVET training structures.

Up to now there are no continuous assessment procedures to evaluate quality and performance of trainers while in-service.

0307 - SKILLS AND COMPETENCE DEVELOPMENT: CURRICULA

**Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE)**
The curricula in formal education are designed by research teams in the Pedagogical Institute (Paidagogiko Institouto, PI) and approved by the Ministry of National Education and Religious Affairs (Ypourgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH). The teams usually consist of university teachers, counselors and teachers of secondary education.

**Apprenticeship Technical Vocational Schools (TEE Mathiteias)**

Apprenticeship Technical Vocational Schools (TEE Mathiteias) belong to the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED), which is a legal entity of Public Law and is supervised by the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). The curricula are set according to a Common Ministerial Decision of the Ministers of National Education and Religious Affairs and Employment and Social Protection and is regulated according to a proposal made by the Pedagogical Institute (Paidagogiko Institouto, PI) (article 5 of Law 2640/98 Secondary vocational education and training and other regulations - Official Journal 206 / Issue A/ 3-09-98).

New pedagogical methods are taken into account in the designing of new curricula. Foreign students can enroll provided they fulfill the requirements set by the annual circular regarding the entry of students (Lower Secondary Education (Gymnasio) Certificate, age, residence permit and Greek language competence). The aforementioned circular is set by the Head of the OAED and is issued according to the regulations of Article 5 of the Regulatory Framework for Technical Vocational Schools (Common Ministerial Decision 40109/03-09-03, Official Journal 1298 / Issue B/ 12-09-03). It has been issued according to article 5 of Law 2640/98 Secondary vocational education and training and other regulations.

**Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK)**

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

**Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK)**

The curricula for Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK) are designed by groups of specialist professionals in each field. The body responsible for their design and implementation is the National Accreditation Centre for Continuing Vocational Training (Ethniko Kentro Pistopiisis Synehizomenis Epangelmatikis Katartisis, EKEPIS). Experienced teachers and trainers of each field can be members of such committees and participate in designing curricula.

**Framework for curricula development**

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

In general education, there has been an effort to adopt new educational practices that promote the development of critical thinking, collaborative skill and creative activity in the formal education. For this purpose the PI has worked since 2001 on the development of the new Cross Curricular/Thematic Framework introducing a cross-thematic approach to learning. This innovative endeavour focuses on the horizontal linking of all subject content, ensuring a multidimensional analysis of concepts. This can involve planning and
designing teaching subjects, which are not clearly within the field of only one specific discipline. Examples of such subjects are: Studies of the Environment, Social Studies and Citizenship Education, Exploring the Natural World etc.). However, as far as Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) are concerned, there is no provision yet for such approaches to education.

In Vocational Training Institutes (Institouto Epangelmatikis Katartisis, IEK), during the last semester, trainees either in small groups or individually, have to complete one or more projects, theoretical and/or practical ones under the supervision of trainers. This project can be practical, requiring that trainees utilize all the knowledge and skills that they have acquired throughout the training course. On the other hand, trainees will have to carry out a cross-thematic project on a subject that they have been taught in the previous semesters. Especially, they have to draw on subject-specific knowledge and use the results of research that they have conducted in areas of interests. Moreover, their sources can be books or visits to the workplace. Trainees have to present their projects using Powerpoint at the end of the semester and this is evaluated.

Distance learning is a basic feature of programmes in Centres of Distance Lifelong Education and Training for Adults (Kentro Dia Viou Ekpaidefsis kai Epimorforia Enilikon apo Apostasi, KEEENAP.). The e-learning model used in KEEENAP combines distance learning with traditional teaching of adults. Essentially, it is a blended learning model, in which there are group meetings and seminars during each module in an educational programme.

In VET and lifelong education, the introduction of new methods and skills aims to broaden adults educational and occupational options, providing opportunities for further learning and updating of knowledge and skills. Below is a number of examples that illustrate the effort to integrate new skills and methods into the curricula of IVET and CVET programmes.

In Second Chance Schools (Scholio Defteris Efkairias, SDE), the educational content corresponds to current social and economic priorities and needs of the labour market. The skills and competences integrated in the programme include: basic skills (reading, writing, numeracy), social skills (group work, communication), social and cultural education and preparation for working life. The syllabus of SDEs combines the following educational activities which are mandatory for all teachers: teaching in class, cross-curricular teaching, projects and workshops (remedial teaching, when necessary, as well as free electives, in which teachers organize workshops in various areas of knowledge and skills according to the learners interests). The acquisition of general knowledge, the use of new technologies, foreign language learning, and vocational guidance improve the opportunities for access to the labour market.

Centres for Adult Education (Kentro Ekpedefsis Enilikon, KEE), in co-operation with the local authorities, provide adult education on basic skills, new basic skills, social skills and language learning for immigrants. The learning programmes are based on studies concerning the specific needs of the local communities carried out by the local authorities and other social and professional bodies under the responsibility of the General Secretariat for Adult Education (Geniki Gramateia Ekpaideftiria Enilikon, GGEE). Furthermore, among the innovative methods employed in KEEs is the combination of a personal portfolio with systematic monitoring of student performance to identify gaps at an individual level.

The Hellenic Open University (Elliniko Anoikto Panepistimio, EAP), established in 1997, is a successful initiative in lifelong education, incorporating a several innovative elements. Studies are exclusively provided using the distance learning method. In addition, a modular system is used and the faculty is replaced by a more flexible programme of studies format which can easily be changed depending on social at educational needs from time to time. Finally, the absence of entrance examinations, the wide age range among students, the provision of modular courses and the option to develop a personal time schedule for completing their studies are the main
reasons for people to opt for the EAP. Acquisition and certification of qualifications are achieved in the case of the EAP by combining self-teaching methods, project work and group meetings with a tutor. Student e-mails and the University web page provide prompt information and permit communication.

0308 - VALIDATION OF LEARNING

Assessment can be defined as the continuous pedagogical processes through which the progress of learners is measured. Moreover, several characteristics of the learners personality related to school life are assessed.

Presidential decree 8/1995 defines and describes assessment in primary education (Dimotiko - ISCED level 1). Primary education lasts for six years. Pupils are assessed through their participation in class activities, tests and projects carried out either in class or at home. Descriptive evaluation is used in the first two grades while for the next two grades both descriptive evaluation and descriptive scales are used. In the final two classes a grade is given along with a descriptive evaluation.

As far as lower secondary education (Gymnasio ISCED level 2) is concerned, Presidential decree 409/1994 defines the pupils evaluation as the result of their contribution in the learning process, performance in tests and projects carried out in the three school terms as well as their performance in the final exams.

Concerning assessment in upper secondary education (Eniaio Lykeio ISCED level 3), Presidential decree 86/2001 and its amendments 26/02 and 80/03 define that students are assessed during the two semesters of the school year against the following criteria: their performance in class, the results in tests taken during the two semesters, projects they undertake, portfolios and their performance in final exams held within the school unit for grades A and B. The same applies to grade C, the final one, but students also participate in final exams held at a national level in some subjects in order to gain access to tertiary education.

030801 - Assessment and validation of formal learning

Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE)

There are no IVET elements at lower secondary level. Lower secondary education (Gymnasio Isced level 2) is part of compulsory education. It is principally designed to promote the students' all-round development according to the abilities which they have at that age. Specifically, it aims to help pupils to supplement and combine the acquisition of knowledge with their awareness of social problems, to develop their powers of verbal expression, to achieve physical development, to familiarise themselves with the various forms of art, and to become aware of their abilities and skills, inclinations and interests. In this way, pupils can obtain the appropriate skills in order to continue their studies in general Upper Secondary Education or start IVET.

In Greece Initial Vocational Education at upper secondary level (Isced level 3) is provided by Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) which are supervised by the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskevmaton, YPEPTH). It established TEE and supervised them in order to provide technical and vocational knowledge and skills as well as vocational awareness to facilitate young peoples entry into the labour market. Other Technical-Vocational education units supervised by other ministries were transformed into TEE in the competence of YPEPTH. TEE offer full-time general, technical and vocational upper secondary education and they operate on the basis of two independent cycles, a first cycle lasting two years and provided to pupils between 15-17 years old and a second one lasting one year for pupils who are 17-18 years old. Evening classes last an extra semester for each cycle. There are also other TEE that are under the control of other Ministries. These TEE provide vocational training and education in specialisations corresponding to the relative ministries. So the following bodies...
provide school-based IVET, but always under the supervision of YPEPTH: The Ministry of Health and Welfare (Ypourgeio Yeias kai Koinonikis Alliengyis, YYKA) runs 15 1st cycle TEE, the Ministry of Rural Development and Food (Ypourgeio Agrotikis Anaptixis kai Trofimon) runs 3 TEE which offer four specializations in sectors related to agriculture and animal breeding and the Ministry of Tourism (Ypourgeio Touristikis Anaptyxis) runs 8 TEE which provide three specialisations related to culinary art, the hotel and catering industry and confectionery.

On successful completion of the first cycle, students are awarded a diploma which gives access to employment, to the second cycle of the corresponding field of specialisation. They can also obtain a licence to practise a profession depending on their specialization and the legislation in force. In some specialisations, the diploma is enough to ensure occupational access. In other specialisations, apart from a diploma, it is necessary to get work experience in the relevant fields or pass examinations or both. The responsible body who regulates occupational qualifications is the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsi kai Katartisis, OEEK).

The second-cycle TEE certificate gives access to employment or to Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK), or entitles its holders to sit entrance exams for a Technological Educational Institute (Technologiko Ekpaideftiko Idryma, TEI) by sitting the national examinations in two general subjects and one specialised subject. Regarding those cycle 2 certificate holders who want to attend in a post-secondary IEK, they can enrol in a post-secondary IEK as from the second year of studies in the same specialization, or in the first year in any other specialization.

They can also obtain a licence to practise a profession depending on their specialization and the legislation in force. In some specialisations, the diploma is enough to ensure occupational access. In other specialisations, apart from a diploma, it is necessary to get work experience in the relevant fields or pass examinations or both. After students have regularly attended the teaching programme in the first cycle, they can participate in examinations organised within the school and in all the subjects that have been taught. The successful pupils receive an Isced Level 2 Vocational Training Certificate and are deemed competent to follow an occupation in independent specializations.

On completion of Cycle 2 examinations are organised within the school in all the subjects taught and the successful students obtain an Isced Level 3 Vocational Training Certificate; they are then deemed capable of performing technical tasks. After the completion of Cycle 2, students who wish to continue their studies at TEI take a common national examination in two general subjects (Mathematics and Modern Greek language) and one specialized subject.

**Apprenticeship Training**

In Greece apprenticeship is defined as alternating training in a school and the workplace. The apprentice is contractually linked to the employer and receives a wage. The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

In Greece, apprenticeship training is provided by Apprenticeship Technical Vocational Schools (TEE Mathiteias) under the control of the Manpower Employment Organization (Organismos Apascholiseos Ergatikou Dynamikou, OAED) of the Ministry of Labour and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). They are called Apprenticeship TEE of a cycle of studies.

During the first year of apprenticeship (which is spent exclusively in the educational unit), the timetable comprises, on average, 21 hours of theoretical subjects and 14 hours laboratory subjects (there are some small variations according to speciality). Out of the 14 hours of laboratory subjects, 10 are devoted to practice in the laboratory and the remaining 4 to theoretical courses on laboratory subjects.
In theoretical subjects, apprentices are assessed as follows:

By written exam every two or three weeks on the subject material taught immediately prior to the exam and also with an oral test, left to the teacher’s judgement. The grades gained from this exam are noted as oral grading of the apprentice. To go up to the next class or achieve final certification, by written exams in two exam periods, i.e. February and June. Students can re-sit them in September.

Tests in laboratory subjects may be written or oral, according to the subject. If a subject is taught during the first semester only, the relevant exam takes place in February; if it is taught during the second semester only or throughout the year, then the exam takes place in May. When the apprentices complete their studies, they are examined on the material of laboratory exercises of all semesters in order to ascertain their level of technical training.

Diplomas are awarded by the Apprenticeship TEE to apprentices who complete their studies. They are called "Speciality Diplomas". The form and content of the "Speciality Diploma" are decided jointly by the YPAKP and the Ministry of National Education and Religious Affairs (Ypouorgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH), following a proposal by OAED's Administrative Board. The "Speciality Diploma" certifies that the apprentice has satisfactorily learned a specific trade.

Holders of the Speciality Diploma can: apply for a licence to practise a profession depending on their specialization and the legislation in force, enrol in the 2nd cycle of TEE in a relevant specialization or enrol in the 2nd grade of Upper Secondary Education (Eniaio Lykeio).

Graduates of first cycle Apprenticeship TEE may submit the supporting documents for a claim to the relevant Ministry (according to speciality) in order to gain a "Licence to Practise a Trade". The requirements for the deposition of these supporting documents are that the applicant must be over 18 and must have certificated previous service (of 1 year or more, according to speciality). This means that the apprentices who complete successfully their apprenticeship and get a diploma must work for at least one year before they apply for a "Licence to Practise a Trade". By depositing these justification documents, candidates acquire the right to be examined, in writing and orally, before a committee of the relevant Ministry. Those who pass, gain the licence. If they don’t get a licence, they can apply again.

Holders of second-cycle Apprenticeship TEE certificates (Isced level 3) can obtain a licence to practise a profession depending on their specialization and the legislation in force, enrol in a post-secondary Vocational Training Institute (Institouta Epangelmatikis Katartisis, IEK) in the same specialization or apply for admission to a Technological Educational Institute (Technologiko Ekpaideftiko Idryma, TEI) in a corresponding or related department, by sitting the national examinations in two general education subjects and one specialised subject. Graduates of Apprenticeship TEEs are given immediate access to the labour market.

Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK)

In Greece, initial vocational training at post-secondary level operates under the supervision of the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK). OEEK is supervised by the Ministry of National Education and Religious Affairs (Ypouorgeio Ethinikis Paideias kai Thriskevmaton, YPEPTH) and its aims are to plan and implement post-secondary level IVET and make suggestions about training policies. The objective of Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK) is to provide all types of vocational training, and to ensure that trainees obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating work-related skills. In this way, IEK can facilitate their integration in the labour market and their adaptation to the changing needs of the production process. OEEK also organises and controls the operation of public Vocational
Training Institutes (Institouta Epangelmatikis Katartisis, IEK) (Isced level 4) and supervises private ones. Moreover, it forms the regulatory framework for the operation of IEK belonging to other public bodies as far as issues of vocational education and training are concerned. Finally, OEEK organises the final accreditation exams for the acquisition of a vocational training diploma.

The trainees are assessed during the semester in the form of progress tests; final examinations are taken at the end of the semester. The Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) holds nationwide examinations twice a year, which include theoretical and practical tests. Before taking the qualifying examinations for the vocational training certificate, graduates of public and private IEK may attend an optional six-month practical training course which is considered as a recognised period of service for obtaining a licence to exercise an occupation. This training is provided by the public sector or by private firms and is supervised by a coordinator who is appointed by OEEK.

Trainees who successfully complete their training at public and private Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK) are awarded a Vocational Training Certificate, which entitles them to take part in the final certification examinations. Certification examinations lead to the award of a Vocational Training Diploma, at the level of post secondary (Isced level 4) vocational training. The Vocational Training Diploma is recognised both in Greece and in the other E.U. member states and is a prerequisite for obtaining a licence to exercise a profession in the relevant specialisations.

Regarding legislation the following law is applicable:


CVET - Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK)

Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK) are private sector bodies (profit-making or non-profit) or public bodies providing continuing training accredited by the National Accreditation Centre for Vocational Training (Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS) and supervised by the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP).

There is no legislative framework that transfers qualifications fully or partially from CVET to higher education. Certificates issued by bodies providing CVET are not officially recognised and their holders cannot obtain the licence to exercise their profession and have their professional rights protected. So these certificates cannot lead to access to regulated professions and trades where formal qualifications are required. Likewise, these certificates cannot be used for appointment to the public sector. Moreover, they do not give their holders the chance to get a pay rise.

030802 - Assessment and validation of non-formal/informal/prior learning

Acquisition of knowledge and skills in some subject area via informal learning can promote and improve the qualifications which someone has to a large extent, even without their being any form of prior formal or non-formal vocational training. Bodies involved in non-formal/informal learning are:

- The National Accreditation Centre for Vocational Training (Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS) supervised by the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP). The mission of EKEPIS is to accredit
Vocational Training Centres (Kentro Epangelmatikis Katartisis, KEK), and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users (Eksidikevmeno Kentro Koinonikis kai Epangelmatikis Entaksis gia atoma me anapiries kai apeksartimena i ipo apeksartisi atoma).

- Concerning informal learning, individuals, who have skills in using computers, are certified by exams held by Schools of Liberal Studies (Kentra Eleftheron Spoudon, KES). These exams lead to the acquisition of the European Computer Driving License (ECDL) certificate for candidates. The Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) is responsible for the certification of providers of such training.

Moreover, in Greece, various private sector companies operate which provide certification of knowledge for various information technology applications in collaboration with information technology companies from abroad (Microsoft, Oracle, 3 Com, etc.).

The certificates provided by bodies providing non-formal vocational education are not occupational qualifications that their holders can use in order to seek a position in the public sector. Despite this, the courses run by the Education Directorates of the various Ministries for their staff can lead to certificates which constitute qualifications for their career development inside the departments. Likewise, in the private sector vocational qualifications acquired via vocational education courses run by companies themselves in their own work environment for their staff are accredited. For employers, the non-existence of a qualifications certification system leads to non-acknowledgement of skills which have been acquired by employees via informal learning with everything this entails in terms of pay, professional rights, etc.

Concerning informal learning, in Greece, despite the lack of a specific vocational qualifications certification system, there is limited opportunity for acknowledgement of skills via the acquisition of certificates or a licence to exercise a profession issued by various services or agencies. Certificates of attendance at such courses are an element that may be positively taken into account during staff selection procedures by employers. The certificates provided by private sector companies for various information technology applications in collaboration with information technology companies from abroad (Microsoft, Oracle, 3 Com, etc.) are only recognised by businesses that use the software applications of the above companies.

Regarding legislation the following law is applicable:

- Law 3369/2005 includes provisions about the providers of lifelong education and training as well as the development and accreditation of occupation profiles, which can form the basis for the design and accreditation of lifelong training programmes.

030803 - Quality Control and Inspectorates

Quality control for IVET

The Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thrisevmaton, YPEPTH) is conducting social dialogue with social partners since January 2005 so as to implement an integrated educational reform and fulfil Greece's commitments in the context of the coordination of EU educational policies and specifically, in the context of the European Programme Education and Training.

The national dialogue is being carried out in the National Council of Education (Ethniko Symvoulio Paideias) so as to outline the problems of education and put forward steps in order to solve them. All interested parties from Tertiary University Education, Tertiary Technological Education and of Primary and Secondary Education
are taking part. It aims at providing all Greek citizens with equal opportunities for access to an educational system similar to European and International ones.

Some of the issues being discussed in the National Dialogue are:

- Re-evaluation of methodology, curricula, syllabuses and teacher training at the first two levels of education.
- The upgrading of studies in Higher Education and Quality assurance in procedures of internal and external evaluation.

As for assessment of IVET provided at secondary level, Technical Vocational Schools (Technika Epangelmatika Ekpaideftiria, TEE) are assessed by competent ministries, i.e., TEE under the supervision of YPEPTH are assessed by the Ministry itself whereas TEE belonging to other Ministries are run under the supervision of the competent Ministries. Educational policies are defined according to the legal framework set by YPEPTH. The foundation of schools and their curricula are defined by common Ministerial Decisions. Moreover, the curricula for Apprenticeship TEE are defined by a common Ministerial Decision of YPEPTH and the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) after proposals made by the Pedagogical Institute (Paidagogiko Institouto, PI) according to article 5 Law 2640/1998 Secondary Technical-Vocational Education and other regulations Official Journal 206/issue A/03-09-1998.

The competent body appointed to implement the Copenhagen objectives in Greece is the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK). Hence, OEEK supervises the Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK) in line with article 2 of Law 2009/1992. The Administrative Board of OEEK regulates the contents and methods of providing vocational training, the timetables and the detailed programmes of studies and workshop exercises per skill, class and training, the format, duration and terms of training periods and implementation, which can be done in the workshops.

**Quality control for CVET**

Because of the great number of training institutions, both public and private ones, it became necessary to set up a national body that would supervise and coordinate all agencies that were involved in CVT. The National Accreditation Centre for Vocational Training (Ethniko Kentro Pistopoiisis Synexizomenis Epangelmatikis Katartisis, EKEPIS) is supervised by the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) and it has administrative and financial autonomy. The Center's mission is to develop and implement the National Accreditation System for Continuing Vocational Training. This system aims to achieve quality assurance in vocational training, linkage between initial and continuing vocational qualifications and recognition of vocational qualifications provided via continuing vocational training. The following are criteria generally employed in designating a training institution as a KEK:

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

261 private and public KEKs have been accredited by EKEPIS together with 541 structures (separate buildings) with a capacity of 45,541 trainees throughout the country. Moreover, 22 KEK AmeA together with 26 accredited structures have been accredited (trainees capacity: 464). EKEPIS has also accredited 4 Specialised
Centres for the Social and Vocational Integration of Former Drug Users and Drug Users in Treatment (Exeidi kentra Koinonikis kai Epangelmatikis Entaxis Apexartimenon Atonon) along with 12 structures (trainees capacity: 1581). The above specialised centres are primarily run by welfare organisations.

0309 - GUIDANCE

In Greece a lot of bodies are involved in the provision of vocational guidance and counselling.

The National Centre for Vocational Orientation (Ethniko Kentro Epangelmatikou Prosanatolismou, EKEP), which was established in 1994 and reactivated in 1997, aims at the scientific and technical support of the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias Kai Thriskevmaton, YPEPTH) and the Ministry of Employment and Social Protection (Ypourgeio Apascholisis Kai Koinonikis Prostasias, YPAKP) in the planning and implementation of a national policy in the field of vocational guidance and counselling. Moreover, EKEP is responsible for the accreditation of bodies and individuals that provide vocational guidance and counselling. At this stage, EKEP has started operating by participating in the Euroguidance Network National Resource Centre for Vocational Guidance (Evropaiko Diktyo Kentron Pliroforias). On a national level, EKEP is the body for the coordination, support, certification and enhancement of the actions taken by those offering Counselling and Vocational Guidance services in education, training and employment. EKEP endeavours to contribute, along with other competent bodies, to the harmonization of the content and orientation of education and training with the requirements of the labour market to meet the demands of employers and employees in the light of current socio-economic concerns. It places particular emphasis on the dissemination of information about education, training and employment in Greece and Europe.

Guidance and Counselling in IVET

Vocational Guidance and Counselling in secondary education, has been structured as follows.

The Ministry responsible for the institution is YPEPTH. More precisely, the Educational Guidance Office (Grafeio Scholikou Epangelmatikou Prosanatolismou), under the Directorate of Vocational Counselling and Educational Activities (Diefthinsi Epangelmatikou Prosanatolismou kai Ekapideftikon Drastiriotidon), has undertaken the coordination and administrative support of vocational counselling structures in secondary education. Additionally, in the Pedagogical Institute (Paidagogiko Instituto, PI) operates the Educational Guidance Sector (Tomeas Scholikou Epangelmatikou Prosanatolismou Tomeas SEP) of PI which has undertaken the scientific support of the structures described below.

There have been established 75 Career and Counselling Centres (Kentra Symvouleftikis kai Prosanatolismou, KESYP), in each Greek prefecture. Their task is to provide educational and career guidance, counselling and information to young people up to 25 years of age and to their parents. These Centres co-operate, co-ordinate and support GRASEP (described below) of their responsibility-namely those that operate in schools within their prefecture. In addition, KESYP support and train the teachers who are occupied in implementing educational guidance in schools. They are staffed by one or more experts responsible for Vocational Guidance and Counselling and one expert in Information and Documentation.

There have been established 470 Educational Guidance Offices (Grafeia Scholikou Epangelmatikou Prosanatolismou, GRASEP) in respective secondary education school units. Their task is to support the implementation of educational guidance in schools, as well as provide counselling and information to pupils and their parents. They are staffed by trained guidance counsellors.
Additionally, there have been established two more KESYP, one operating in YPEPTH and the other operating in PI which co-ordinate and support the task of all KESYP and GRASEP.

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

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

- educational opportunities after Lower Secondary Education (Gymnasio - Isced level 2), Upper Secondary Education (Eniaio Lykeio) (Isced level 3) and Technical Vocational Schools (Technika Epanangelmatika Ekpaideftiria, TEE) (Isced level 3)
- job descriptions in the Greek labour market
- the activities pursued by KESYP, GRASEP
- local job markets
- electronic versions of the educational and career counselling textbooks
- links to a large number of other websites with additional informational material

Offices of Vocational Development and Career offices (Grafeio Epanangelmatikis Anaptyxis kai Stadiodromias, GEAS) aim to provide:

- timely and reliable Vocational Guidance and Counselling services to trainees and graduates of public Institutes of Vocational Training (Institouta Epanangelmatikis Katartisis, IEK)
- information about jobs (job descriptions and occupational profiles), manpower needs in the Greek labour market as well as employment programmes and training programmes run by the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED). The guidance personnel can draw this information from enterprises and by conducting research.
- the target groups guidance on basic skills in job search such as how to write curriculum vitae and take part in an employment interview.

In particular:

- They contribute to the reduction of structural unemployment, the improvement of manpower employability, the reduction of imbalance between demand and offer as well as the promotion of equality of opportunities between the two sexes
- They facilitate the integration of IEK graduates in the labour market
They provide valid information for opportunities, training, lifelong learning and employment at a national and EU level.

They collect valuable information about the employability of IEK graduates and their potential contribution to the upgrading of training programmes on offer by adapting IEK specialties to the needs of the labour market.

GEAS monitor and follow the career development of IEK graduates by giving them questionnaires and inviting them to career day events with the participation of social partners and entrepreneurs.

The sector of employment represents the second, basic area of initiatives in counselling and vocational guidance in Greece. The Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP) is the supreme supervising authority, with the Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED) functioning as the main body of YPAKP. In the context of Initial Training Programmes, the OAED is responsible for Apprenticeship Technical Vocational Schools (Scholes TEE Mathiteias) intended to cater for the needs of upper secondary graduates. In the context of restructuring these schools, Information and Counselling Offices (Kentra Proothisis Apascholisis, KPA) have been set up in each Apprenticeship TEE with a view to providing information and guidance to the students with respect to training and employment opportunities.

Guidance and Counselling for the Socially Vulnerable and the Unemployed

In 1999, in PIs Educational Guidance Sector, started its operation the School Career Orientation Bureau for the Disabled/Socially Excluded (Grafeio SEP gia atoma me anapiries kai koinonikos apokleismena). The target group of the Bureau are disadvantaged groups (disabled people and people at risk of marginalization). It is aimed at providing counselling and vocational guidance services to disabled people and people at risk of social exclusion. It was founded within the framework of the relevant project, "Study, planning and development of a School Career Orientation unit and a SEP Centre for the Disabled and Socially Excluded".

The Bureau provides information on education, career and rehabilitation of these groups, and is an innovative function. Additionally, the Bureaus aims include support to School Career Counsellors and cooperation with agencies/organizations operating in Greece and abroad for the benefit of socially vulnerable groups. The Bureaus activities are part of the Operational Programme for Education and Initial Vocational Training (Epicheirisiako Programma Ekpaidefsis kai Archikis Epangelmatikis Katartisis, EPEAEK) that includes measures and actions intended for groups of the school population with specific cultural and linguistic characteristics (Muslim and Roma children, repatriated Greeks, foreigners and expatriates), disabled people, students who have dropped out school before completing compulsory education and students who present low school performance or learning difficulties. The Bureau has the necessary infrastructure to support visits of KESYP counsellors, as well as any other interested party like disabled/socially excluded people and their organizations; parental groups, teaching professionals and school counsellors.

The major methods applied include: meetings with the career counsellor, individual and group counselling, visits to the webpage of the Bureau that provides fast access to the necessary information, registering in the service of electronic information of the career services office. The Bureau also has the capacity to offer teleconferencing and electronic information provision to anyone with access to similar systems.

At a central level, OAED operates the Directorate of Counselling and Vocational Guidance (Diefthinsi Epangelmatikou Prosanatolismou). Units of similar aims and objectives are dispersed at a regional and local level as well. They provide local employment services through 79 Centres for the Promotion of Employment.
Employment Offices for Special Social Groups (Grafeia Ergasias Eidikon Koinonikon Omadon) of OAED come under the Directorate of Special Social Groups (Diefthinsi Eidikon Koinonikon Omadon) of the same Organization. There are six offices whose objective is to help groups of people with difficulties adjusting to changing economic conditions and entering the labour market. The individuals that can benefit from the operation of these Employment Offices are: people with special needs, ex-offenders, rehabilitated addicts, juvenile delinquents or other marginalized individuals and other vulnerable social groups. The aforementioned offices provide psychological and social support, counselling, vocational information and guidance. A number of programmes are promoted and carried out to benefit these social groups. Furthermore, the groups receive on-going support during their inclusion in the special programmes for vocational rehabilitation. Employment Offices for Special Social Groups operate in Athens, Thessaloniki, Larissa, Volos, Patras, and Heraklion-Crete. Similar services are also provided by OAED offices and agencies established to address the needs of the general population.

The Information Office for Unemployed and Enterprises GSEE (Kentro Pliroforisis Ergazomenon kai Anergon (KEPEA) is functioning in cooperation with OAED. Its main goal is to provide reliable and immediate information to the unemployed about employment and training programs and information to enterprises about financing programs for hiring unemployed and education and training programs for their staff.

**0310 - FINANCING VET**

**Financing IVET**

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

Apprenticeship training is provided by Apprenticeship Technical Vocational Schools (TEE Mathiteias) (Isced level 2) under the control of the Manpower Employment Organization (Organismos Apascholieos Ergatikou Dynamikou, OAED) of the Ministry of Labour and Social Protection (Yporgeio Apascholieis kai Koinonikis Prostasias, YPAKP). They are called Apprenticeship TEE. 25% of the funding of Apprenticeship TEE is covered by YPAKP and the rest by ESF through the Operational Programme for Education and Initial Vocational Training (Epicheiriseiako Programa Archikis Epanelmatikis Ekpaidefsis kai Katartisis, EPEAEK) funding.

In Greece, initial vocational training at post-secondary level operates under the supervision of the Organisation for Vocational Education and Training (Organismos Epanelmatikis Ekpaidefsis kai Katartisis, OEEK). OEEK is supervised by YPEPTH. The objective of Vocational Training Institutes (Institouta Epanelmatikis Katartisis, IEK)
(Isced level 4) is to provide all types of vocational training, and to ensure that trainees obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating work-related skills. 75% of the funds for IEK also derive from EPEAEK and the rest 25% from the Greek State Budget.

Moreover, there are IEK operated by the company Vocational Training SA (Epaglematiki Katartisi AE), which belongs to OAED, IEK which belong to the National Centre for Immediate Help (Ethniko Kentro Amesis Voithias, EKAB), which is supervised by the Ministry of Health and Welfare (Ypourgeio Ygeias kai Koinonikis Allilengyis, YYKA), IEK which belong to the Organization of Tourism Education and Training (Organismos Touristikis Ekpaidefsis kai Katartisis, OTEK) which belong to the Ministry of Tourism (Ypourgeio Touristikis Anaptyxisis). 75% of the funds derive from EPEAEK and the rest 25% from the Greek State Budget. IVET is funded by the OP Education and 565.465.290 euro is allocated to it. It is funded 75% by the ESF and 25% by national resource.

**Funding publicly provided CVET**

The funding sources for publicly promoted CVET are the European Social Fund (Evropaiko Koinoniko Tameio, ESF) and national resources. State and EU co-funding for CVET is planned and realized by 75% through the Operational Programmes (OP) of the Third Community Support Framework (Koinotiko Plaisio Stirixis, CSF). The ministries, which are involved, supervise the planning, allocation and expenditure of this funding. Regional authorities are also allocation agents for minor portions of CSF funding for CVET through their Regional OP budget for training programmes. Overall, according to the State Budget of 2004, the sector of training received 287 million euros, all deriving from co-funded programmes while in 2005, again, training is expected to absorb 400 million euros, all deriving from co-funded programmes.

State and EU co-funding for CVET is primarily realized within OP Employment and Vocational Training through the Third CSF. This OP is the responsibility of the Ministry of Employment and Social Protection (Ypourgeio Apascholisis kai Koinonikis Prostasias, YPAKP).

The OP total budget amounts to 2,189,116,480, 2,121,783,147 of which correspond to Public Expenditure. Community participation for public expenditure is 1,585,737,360 while national participation amounts to 536,045,787. 13,333,333 of the Greek budget are co-financed by the ERDF. The remaining 2,108,449,814 are co-financed by the ESF and attract directly 67,333,333 of private funds. CVET actions aim to promote and upgrade interventions and actions in favour of unemployed people, vulnerable social groups and women. It also aims to improve the skills of self-employed people and employees in the private and public sector with a view to promoting employment. It also reinforces accreditation actions for training units, programmes and trainers.

Moreover, there are the actions and measures within other operational programmes which cover training activities. In OP Education and Initial Training EPEAEK II of the Ministry of Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskefmaton, YPEPTH), the focus is on lifelong education and adult learning. The total cost of the programme is 2.763.907.617 euro. The community participation amounts to 2.072.930.711 euro (75% of the cost) while the national participation is 690.976.906 euro (25% of the cost). There is no private participation.

In OP Information society, CVET focuses on the development of basic and advanced Information and Communications Technology (ICT) skills of unemployed and working people, the training of teachers in the use of ICT, the training of manpower in the public sector, in the sector of health and welfare and that of communications. The total cost of the programme is 2,987.5 million euros. Public expenditure amounts to 2,418 m euro and the EU participation amounts to 1,793.5 euro 1,321 of which derives from the European
Regional Development Fund (ERDF) and the rest 472.5 m euro from ESF. The national participation amounts to 624.4 m euro whereas private participation amounts to 569.5 m euro.

**Funding for enterprise-based CVET**

The major mechanism of enterprise-based CVET in Greece is the Account for Employment and Vocational Training (Logariasmos gia tin Apascholisi kai Epangelmatiki Katartisi, LAEK). This account has decisively contributed to the reinforcement of vocational training and employment policies. The financial resources of LAEK come from the joint contributions of both employers and employees, which amount to 0.45% of the yearly total gross salary of employees in each enterprise and are collected by the Social Security Institute (Idryma Koinonikon Asfaliseon, IKA). LAEK is managed by a tripartite committee with technical support from Manpower Employment Organisation (Organismos Apascholiseos Ergatikou Dynamikou, OAED). Every year, the LAEK Management Committee draws up its annual programme for the allocation and management of funds from LAEK, covering the training programmes for staff in the eligible bodies. Enterprises can use these funds to cover the cost of training programmes for their staff, if LAEK programmes take place either in the premises of enterprises or in educational units, either outside or within hours of work. The enterprises that are entitled to LAEK funding may be private or public enterprises which want their staff to be trained. Especially, public enterprises can be semi-state, legal entities of private law and municipalities. The personnel that are trained have to be insured in IKA. OAED local agencies are responsible for inspecting each programme.

Enterprises which implement internal business programmes within OP Employment and Vocational Training have to contribute a percentage to the budget. This is 30% for small enterprises, 40% for medium-sized enterprises and 50% for large enterprises. OAED is the organisation responsible for administering this programme that allocates the funds and plans the annual general framework for types of training eligible for funding; enterprises submit proposals to OAED for running CVET programmes.

Another major funding source consists of household budgets from individuals participating in training offered by the free market. So individuals can attend training programmes at their own expense or the training cost can be covered by the enterprises that employ them.

**Funding for training unemployed people and other groups excluded from the labour market.**

CVET for the unemployed and others vulnerable to exclusion in the labour market is primarily funded by the Operational Programme (OP) Employment and Vocational Training. Table 1 presents the budget for OP Employment and Vocational Training concentrating on measures relevant to the unemployed.

The Government defines each year the exact funds allocated to Employment according to the priorities that have been set by national and EU policies. No changes have occurred in the legislation relevant to funding.

Law 2434/96 defines the Policy measures for employment and vocational training and other regulations.

It has established a special Account for Employment and Vocational Training (Logariasmos gia tin Apascholisi kai Epangelmatiki Katartisi, LAEK) by merging two funds. Its financial resources come from the joint contribution by employees and employers, which amounts to 0,81% (0,45% for vocational training and 0,36% for employment) of the total salary of each employee and are collected by the Social Security Institution (Idryma Koinonikon Asfaliseon, IKA). LAEK forms the most important source of private funding for training in Greece.
The goal of mobility in education and VET is achieved through programmes financed by the European Union within the framework of the Operational Program for Education and Initial Vocational Training (Epichreisiako Programma Ekpaidefsis kai Archikis Epangelmatikis Katartisis, EPEAEK II). They are implemented in cooperation with the Ministry of National Education and Religious Affairs (Ypourgeio Ethnikis Paideias kai Thriskefmaton, YPEPTH) and the National Youth Foundation (Ethniko Idryma Neotitas, EIN). The following programs promote the connection between the Greek educational system and the educational systems of E.U: Leonardo da Vinci, which is about initial, continuing, and lifelong vocational training and Socrates and Erasmus, which aim at developing the European aspect of education. They provide teachers and students with possibilities for education and training that are not available in their home institution or region, either elsewhere in Greece or in other European countries. The mobility projects undertaken in the context of the programmes can either happen in the shape of school stays or as placements in companies. Further aims are foreign language proficiency, the acquisition of intercultural skills, and personal development. In the framework of Leonardo da Vinci, the Organization for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) has started implementing Diaplus, a European tool for lifelong career management. Diaplus, in which four countries (Greece, Great Britain, Germany and Cyprus) and seven partners are involved, helps people review their career and redesign their future course. The field of Information Technologies and Communications has been chosen for piloting the tool.

Greece also participates in eTwinning, the main action of the European Unions eLearning programme. It promotes the use of Information and Communication Technologies (ICT) at schools in Europe. Teachers and students use the Internet to work together across borders. They cooperate, exchange information and share learning materials.

Moreover, OEEK is the Europass National Centre. The Europass has been quite successfully applied in Greece. Up to date, 3,200 Europasses have been issued out of 70,000 all over Europe. The rate at a European level is quite higher than the anticipated one, on the basis of population data.

The Operational Programme for Education and Initial Vocational Training (Epicheirisiako Programma Ekpaidefsis kai Archikis Epangelmatikis Katartisis, EPEAEK II), which is co-funded by the European Social Fund (Evropaiko Koinotiko Tameio, ESF) and the European Regional Development Fund (Perifereiako Tameio Anaptyxis, ERDF) together with national resources, makes a very important innovation: Lifelong Learning is incorporated and institutionalized into the educational system. It also connects European and national policies for the development of human resources with the National Action Plan for Employment.

An important development in national education and training has been the development of the National System for Linking Vocational Education and Training with Employment (Ethniko Systima Syndesis tis Epangelmatikis Ekpaidefsis me tin Apascholisi, ESSEEKA). ESSEEKA works towards the double target of linking VET with employment and of applying a co-ordinated policy to the specific domain. Such an integrated system will provide every citizen with the opportunity to certify their qualifications and vocational skills, regardless of the pathways they followed to obtain them.

Moreover, the Organization for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) is appointed to implement the Copenhagen objectives in Greece.

Regarding the transfer of training credits, OEEK has had a special contribution to the European working group through its Sustainable Vocationalism initiative.

This is a methodology to establish common training programmes (common diplomas) that was launched in France, Greece and Italy. It has been positively evaluated by the European Commission and is considered as a
rather successful practice. The initial proposal included common planning of the training curriculum, by establishing common diplomas in the field of hotel reception services and logistics. In the second phase of Sustainable Vocationalism, the Greek-Italian team proposed the establishment of a permanent system to entitle the partners to elaborate certificates in a vast number of sectors and to establish occupational profiles.

OEKEK is in the process of implementing on a pilot basis the transference of credit units in the information technology sector. This scheme will first be introduced in 2008.

0312 - SOURCES AND REFERENCES

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ABOUT EKNOWVET (2005-2010)

eKnowVET was Cedefop’s database to structure and present information on vocational education and training (VET) systems in 27 countries in Europe (EU member states plus Iceland and Norway). The eKnowVet database was organised around VET themes and contained three main information points:

1. overviews of national VET systems (thematic overviews) were prepared and updated annually. They described the main features of the respective VET systems, using a common structure that allowed for a transnational extraction of information.
2. detailed thematic analyses gave a more precise description of each theme for each country.
3. comparative thematic analyses were being developed to present transnational comparative information on the different themes.

The themes were:

- Institutional framework - provision of learning opportunities
- Initial vocational education and training
- Continuing vocational education and training
- Training VET teachers and trainers
- Skills and competence development and innovative pedagogy
- Accumulating, transferring and validating learning
- Guidance and counselling for learning, career and employment
- Financing - investment in human resources

Information for each theme or sub-theme could be viewed by country or range of countries.

Most information was collected from Cedefop’s network of nationally-based consortia (ReferNet). Other VET experts had also been involved in specific themes including, for the theme on guidance and counselling, experts on guidance contracted by Cedefop, OECD and the ETF.