

**ADMINISTRATION OF SECONDARY EDUCATION  
MAGNESIA PREFECTURE**



**REPORT**

**IN THE FRAMES OF PILOT PROJECT**

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**“E.T.C.S – Euro Trainers Coaching Service”  
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**ON  
VOCATIONAL EDUCATION  
AND  
TRAINING IN GREECE**

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## VOCATIONAL TRAINING SUPERVISING AGENCIES

# 1

***Vocational training "is an action or set of actions planned with the aim for the trainee to acquire the necessary vocational knowledge and skills"***

In the past few years, there has been an effort in Greece to define with precision basic notions encountered in the process of planning and materialisation of vocational training, so that there is homogeneity in their use. Thus, in 2003 the National System of Linking Vocational Education and Training with Employment was established. In the framework of this system we distinguish:

**I) The Initial Vocational Training System (IVT)**, which includes the first integrated training unit for a specific profession.

### **Structure, duration and objective**

Initial training is supervised by the [Ministry of National Education and Religious Affairs](#). Initial training is provided chiefly by the **Vocational Training Institutes** (IEKs). The public and private IEKs operate in the framework of the National System of Vocational Education and Training (ESEEK) which was established in 1992 under the aegis of the [Organisation for Vocational Education and Training](#) (OEEK). There are also some IEKs under the supervision of other ministries and agencies, such as the [Greek Manpower Employment Organisation](#) (OAED).

The objective of the IEKs is to provide all types of vocational training, both initial and advanced, and to ensure that the students obtain the necessary qualifications by imparting scientific, technical, vocational and practical knowledge and by cultivating skills with a view to facilitating their occupational integration and their adaptation to the changing needs of the production process.



Graduates of [Unified Lyceum](#) or older type of Lyceum and [Technical Vocational Schools](#) (TEEs) may enrol in the IEKs.

During term the students attend compulsory theoretical, laboratory and mixed lessons in the framework of the educational curricula, which cover a wide range of branches and specialisations. Besides, students have the opportunity to participate in subsidised practical exercises.

### **Examinations - Qualifications acquired**

The students are assessed during the semester in the form of progress tests; final examinations are taken at the end of the semester.

Trainees who successfully complete their training at public and private IEKs are awarded a **Vocational Training Certificate** which entitles them to take part in the qualifying examinations leading to the award of a **Vocational Training Diploma, at the level of post secondary (3+) vocational training**. The [OEEK](#) holds nationwide examinations twice a year, which include theoretical and practical tests.

**II) The Continuing Vocational Training System (CVT)** which includes training that is complementary to initial and constitutes a process that aims to ensure that the knowledge and skills of the individual are continuously adapted and respond to the evolving demands of his/her work and the needs of the labour market.

### **Structure, duration and objective**

**Continuing vocational training** includes all vocational training and further training activities organised outside the formal initial vocational training and education system.



The purpose of continuing vocational training is to maintain, refresh, upgrade and modernise the job skills of persons seeking employment and to help workers interested in career development.

Continuing vocational training in Greece is provided by a plethora of bodies which focus on specific population groups and are supervised by various Ministries. The existing institutional framework focuses on four categories:

- Training of the unemployed
- Training of private-sector workers
- Training of wider public sector workers
- Training of socially disadvantaged groups

The vocational training programmes are short-term and the number of hours of tuition depends on the subject, the content of the curriculum and the group to whom the programme is addressed.

### **Agencies - Educational curricula**

In Greece, the public and private sector agencies which organise continuing vocational training programmes are the **Vocational Training Centres (KEKs)**.

The KEKs provide continuing vocational training services and are accredited by the [National Centre for the Accreditation of Vocational Training Structures and Accompanying Support Services \(EKEPIS\)](#).

The KEKs organise informal continuing training programmes with a view to combining training and employment; programmes to combat social exclusion for the unemployed, the self-employed and special groups; and in-house training programmes.

The continuing vocational training programmes include theoretical training and practical exercises in firms; the trainees are subsidised for the duration of the programme.



The leading agency in planning and monitoring the operation of the Continuing Vocational training system is the Ministry of Employment and Social Protection.

### **Examinations - Qualifications acquired**

The KEKs implement trainee assessment systems on the basis of the training curriculum; on successful completion of their courses the trainees receive an **Attendance Certificate**.

The programmes focus in particular on improving job opportunities for trainees.

### **Private Colleges**

Colleges are private training institutions for Lyceum leavers; courses last from one to four years, depending on the level of training they provide. These colleges are not subject to educational or other supervision by the Ministry of National Education and Religious Affairs. Some of these colleges collaborate with foreign Universities with a view to conferring university-level degrees. However, these degrees are not recognised by the Inter-University Centre for the Recognition of Foreign Qualifications (DIKATSA) as equivalent to those conferred by the Greek public universities and Technical Educational Institutes, because under the Greek Constitution it is not permitted to establish or operate private Universities or private Technological Educational Institutes.

**III) The Lifelong Training System** includes training and re-training of individuals throughout their life. It contains the two previously mentioned systems, as well as various other forms of training, such as Alternate Training, Distance Training and Tele-training. The National Centre of Public Administration and Self-government is the agency which provides services of lifelong education and training for the personnel of Public Administration, local Self-government and of the wider public sector.



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Agencies providing lifelong education and training can be founded also by third degree trade-union organisations of workers, employers and civil servants. The co-ordination and evaluation of lifelong education and training is performed by the National Committee of Lifelong Learning.



## PROBLEMS - ANTICIPATED ACTIONS OF IMPROVEMENT & DEVELOPMENT

# 2

Vocational training, as well as other Active Employment Policies, has not been satisfactorily developed in Greece. This is mainly due to the fact that these policies are relatively new for Greece, while they have been developed with the help of EU resources and not as a result of internal market demand.

Attempting to pinpoint the main problems that vocational training has faced in our country we realise that:

- 1)** The policies for initial and continuing vocational training, due, mainly, to the fact that they are under the supervision of different Ministries, are often evolved parallel to each other, independently and lacking co-ordination. Consequently, the continuing vocational training operates in many cases fragmentarily and as a substitute for initial training.
  
- 2)** A plethora of policies, measures and training practices, as well as their rapid and uncoordinated development over the past few years, have resulted in training structures developing in separate fields, without creating at the same time structures and processes of certification and recognition of vocational qualifications and skills.
  
- 3)** The basic institutional framework with regard to vocational rights for the initial vocational education remains Act 6422/1934, while for the continuing vocational training there is no institutional framework except for the regulations for the certification of continuing vocational training (EKEPIS).
  
- 4)** There is absence of a system of education, training and coaching for trainers and a certification system for their professional qualifications and skills.



5) The policies of lifelong learning and training are determined by their occasional and uncoordinated character and often by their redefinition in relation to the needs of the market and the distribution of community resources.

6) The structures for continuing training do not respond to the productive structure of the country and the needs of workers in the Small and Medium-sized Enterprises, and do not operate in a complementary and co-ordinated way to one another.

Finally, all policies of vocational training, whether initial, continuing, or training for the unemployed, do not apply an integrated system of evaluation and monitoring of their results, which would allow for continuous feedback and readjustment, but function as closed systems, where the determining factor for policy-planning and materialisation is the offer rather than the demand in the relevant professions and specialisations.

In order to address **the weaknesses and the problems** present in the educational system and the system of vocational training, so that the country can respond to the new challenges expected to influence Greek society, there are operational programs being planned and strategies financed by the Community Support Framework (KPS). Thus:

i) With the **1st Operational Program of Education and Initial Vocational Training (EPEAEK 1)** which is supported by the European Social Fund (ESF) and the European Regional Development Fund (ETPA) and is included in the 2<sup>nd</sup> Community Support Framework (B' KPS) there are structural interventions being made for the period (1994 -1999) that refer to:

A) **General and Technical Vocational Education.** The measures include the reformation of General Education programs, the Unified Lyceum, the education of teachers, the development of material and technical infrastructures and other supporting actions.



B) **Initial Vocational Education and Training.** The measures include the modernisation of IEKs and of the other agents of initial vocational education and training, as well as the development of the respective necessary material and technical infrastructure.

C) **Tertiary Education.** The measures include the reformation of educational programs for under-graduate and post-graduate studies, research and scholarships, as well as measures for the development of the material and technical infrastructure and the connection of education with production.

D) **Organisational and Administrative Modernisation - Technical Support.** The measures include the modernisation in the administration of Education, as well as the corresponding support by material and technical infrastructure.

ii) The strategy for employment is being reformed and modernised mainly as a result of the European Employment Strategy and the creation of the National Plan of Action for Employment (2001). It is through these that the country is currently in a better position for the planning and application of active employment policies that respond to the actual needs and problems of the labour market. Thus, it is imperative that actions be imposed for the continuous promotion and improvement of education and initial vocational training in the framework of lifelong learning strategy, which actually constitutes the essence of the field of policy 3 of the European Social Fund.

iii) The National System for Linking Vocational Education and Training with Employment (ESSEEKA) is established in 2003, and determines the national policy for linking vocational education with vocational training and their interlinking with employment. Its enactment (ESSEEKA) indubitably contributes to the application of coordinated policy and the lifting of any chance overlaps of action among responsible agents.



**iv)** Aiming at the development of Human Resources, the country will organise and materialise its interventions via the **Operational Programs “Employment and Initial Training”, “Education and Initial Vocational Training”, “Information Society”, “Health & Welfare” and “Competitiveness”**.

**v)** Co-funded by the European Social Fund (ESF) and the European Regional Development Fund (ETPA), the **2nd Operational Program for Education and Initial Vocational Training (EPEAEK 2)** (2000-2006) innovates because:

- Lifelong Learning is incorporated and enacted in the educational system,
- European and national policies for human resource development, as well as the National Action plan for Employment and the National Action Plan to combat Social Exclusion are joined.

*The basic objectives of the program are:*

- Upgrading of the quality of education
- Prevention and elimination of social exclusion
- Co-formation of a unified European ground for quality education and work

and are developed around 5 action lines - axes:

**1. Promotion of equal opportunities of access to the labour market for those threatened with social exclusion.**

Aiming at the promotion of equal opportunities for the entire school population, the reduction of school failure and educational drop-out and providing support to all young people to acquire the necessary knowledge and skills increasing thus, their possibilities of occupational integration.



## **2. Promotion and improvement of education and vocational training in the framework of lifelong learning.**

The main objectives of the axis are:

Linking of education with employment by developing alternative forms of lifelong education. Development of professional guidance and career counselling, as well as extension of practical exercise and skills development programs.

Reformation of the programs of study for initial vocational and higher education, so that they provide essential knowledge and skills, increasing thus, the possibilities of young people for employment and occupational integration.

Improvement of quality of the education provided with the upgrade of educational work through the continuous training of teachers, the evaluation of all parameters of educational work and the reinforcement of infrastructure and means of teaching.

## **3. Development and promotion of young people's entrepreneurship and adaptability.**

The axis is innovative for the area of education and aims at the development of those skills that promote entrepreneurship and increase the adaptability of young people to the changes of the labour market. This axis attempts to develop skills that promote the modernisation of administrative processes, the expansion of the entrepreneurial spirit, as well as the development of people on issues of research and technology.

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

The objective of this axis is to improve and reinforce the position of women and their access to new vocational fields in the labour market. The



actions that will develop in the framework of the axis will conduce towards the following:

Reinforcement of women's participation in technical and vocational education (TEE, IEK, TEI, polytechnic schools - sectors where women are underrepresented) through a special system of motives and professional orientation.

Liberation of women from family obligations that impede seeking or confine them as to their further education.

Introduction of gender equality in school education.

Increase of women's entrepreneurship and lifting of obstacles in undertaking higher administrative duties.

#### **5. Creation and strengthening of infrastructure for the materialisation of ESF measures.**

The objective of the axis is to create new infrastructure and strengthen the existing one for the materialisation of the ESF measures, which is essential for the support of materialisation of all the Operational Program objectives.

**In general, the EPEAEK 2 (2000-2006) has helped to reform our own perception for education. The course for the development of identity for the aware and active citizen is delineated through the right to employment and the personal completion that lifelong access to knowledge offers.**



## PROFESSIONAL TRAJECTORY OF THE TRAINERS

# 3

### **Motives for Profession Selection**

The motives that prompt somebody to select the profession of teacher - trainer are not clearly determined but depend on factors such as the role of teacher - trainer in society, the professional status, the individual's personality, and other factors related to the peculiarities of the Greek educational system (eg selection process for University admission). It could be said that the role of the teacher is determined by conscious or unconscious expectations and demands by all social groups and bodies that are directly or indirectly related to the school. These social groups (students, parents, associations, public opinion, trade unions, administration, state, etc.) develop and change, and bring, consequently, changes to the role of the teacher as well. Yet, what also determines the teacher's role is his/her scientific training, the meaning and gravity that the teacher bestows upon this role, as well as the school reality where this role is materialised.

In the past, the prevailing motives for selecting this profession were the acknowledged model of the omniscient teacher with the innate pedagogic talent, the social role of the teacher as an official and the resulting respect and esteem that it enjoyed in the local communities.

Today, the allocation of candidates who succeed in the Pan-Hellenic Examinations to Greek Universities, could lead somebody to the profession without it being their original choice. Additionally, in the last few years there has been a clear turn to more materialistic motives for profession selection as a result of the prevailing instability in finding and keeping a job and the increasing demands of the labour market. Thus, it is rather the prospect of professional and financial stability, than aspiration, that dictates the final selection of profession.



## The education of trainers

The initial education of trainers is mainly dominated by training in their thematic object rather than psycho-pedagogic preparation. Their initial education is mainly provided by:

- University Faculties
- Technological Educational Institutions
- The Hellenic Open University
- Technical Vocational Schools

The teachers and trainers, mainly technologists (engineers, electricians etc.), who have not attended courses on psycho-pedagogic preparation during their initial education, in order to teach at schools which are under the responsibility of Ministry of National Education and Religious Affairs (YPEPTH), are obliged to attend courses at the Higher School of Pedagogical and Technological Education (**ASPATE**) that it is supervised by the YPEPTH and organises programs of pedagogic training, or further training, or specialisation training for in-service or prospective secondary education teachers, which last up to two academic semesters, and awards to those who have successfully completed these programs, a Certificate of Pedagogical and Teaching Competence, or a Certificate of Further Training or Specialisation Training.

([http://www.aspete.gr/Idrysh\\_Aspaite.aspx](http://www.aspete.gr/Idrysh_Aspaite.aspx)).

During their initial education at Universities and Higher Technological Institutions, the trainers have access to counselling and career guidance services, in combination with practical exercise in businesses, in order to facilitate their access to the labour market.

The study of prospective trainers at Universities and Higher Technological Institutions lasts, depending on their speciality, from 3 to 5 years. Studying normally lasts for 4 years with full attendance (full-time). Tuition and books are provided free of charge to all students. For those students who come from low-income families, accommodation and board are covered with a small contribution on their part; the others cover their



accommodation and board expenses on their own resources (today 700-1000 Euros/month).

### **Professional development**

Most definitions of professional development consider as its main objectives the acquisition or the enrichment of knowledge around a subject or the acquisition of skills related to teaching. However, the professional development of a teacher is actually an exceptionally complicated process. It is by no means limited to the acquisition or the enrichment of knowledge around a subject or the acquisition of skills related to teaching. It is the process through which teachers acquire and develop in a critical way knowledge, skills and emotional intelligence that are essential in proper professional thinking, in planning and practical exercise with children and their colleagues in every stage of their professional life.

In Greece trainers who work in the Public Sector can upgrade their knowledge through:

**1)** the Regional In-service Training Centres (**PEK**), supervised by YPEPTH, where they can attend:

- Intensive Compulsory Further-Training Programs of Short Duration
- Intensive Optional Further-Training Programs of Short Duration organised by the Organisation of Teacher Training (**OEPEK**)

**2)** Postgraduate Studies at the Universities of the country or studies through the system of Open Distance Learning at the Open University (subject to tuition fees)

**3)** the Training Support Centres (**KSE**) which are supervised by YPEPTH (<http://www.ypepth.gr/ktp/home.htm>) with the help of bodies with scientific and technical support by the Pedagogical Institute (**PI**) (<http://www.pi-schools.gr/programs/ktp/>) and the Research Academic



Computer Technology Institute (**EAITY**) (<http://www.cti.gr/epimorfosi/>) with programs of short duration that aim at Teachers' Training in Information and Communications Technologies (ICT) Exploitation in Education.

**4)** Congresses, Seminars, One-day Conferences, and Further-Training Programs which are organised by various bodies and trainers' trade unions.

Trainers who work in the Private Sector can upgrade their knowledge through:

- 1)** Postgraduate Studies at the Universities of the country or studies through the system of Open Distance Learning at the Open University (subject to tuition fees)
- 2)** Further-Training programs organised by EKEPIS
- 3)** Congresses, Seminars, One-day Conferences, and Further-Training Programs organised by various bodies
- 4)** In-service training in big enterprises

### **Professional Status**

In older years there was full recognition and acceptance of the social role of trainers who enjoyed the respect of their social environment. Today that the criteria of social status are mainly economic, the trainer's profession is not considered as something special although the salary in most cases is above average.

Undeniably, the profession of teacher - trainer and the way that he/she perceives and experiences his/her professional role, is a complex issue. The majority of trainers perceive their role with fundamental professional values at the core of their perception, such as the sense of responsibility, the devotion to their work and lifelong learning. Trying to respond successfully to the requirements of their work, they face various and complex demands in modern society and are often called to overcome deficiencies and omissions on the part of the state.



They comprehend that in the special conditions that prevail in Greek education where:

- continuous surveys record insufficient pedagogic preparation during the initial studies of teachers - trainers
- often there is a long time stretch between graduation and the appointment of the trainer
- there are important deficiencies with regard to the principles of adult education being recorded
- there is recorded increasing ageing of teacher's manpower

lifelong education as well as the continuous support of their educational work is essential.

### **Trade-union Organisations**

The main trade-union organisations of teachers with regional unions in each prefecture and intense activity (organisation of one-day conferences, congresses, training in special subjects and publication of information bulletins) are:

- Greek Primary Teacher's Federation (**DOE**) members of which are State School teachers of Primary education (<http://www.doe.gr>).
- Greek Federation of State School Teachers of Secondary Education (**OLME**) members of which are the teachers of State Secondary education (<http://www.olme.gr/>).
- Hellenic Federation of University Teachers and Research Staff Associations (**POSDEP - AEI**) members of which are the teaching and research staff of tertiary education ([www.ntua.gr/posdep](http://www.ntua.gr/posdep)).
- Federation of Private School Teachers of Greece (**OIELE**) members of which are the teachers who belong to private education (<http://www.oiele.gr>).

Other trade-union organisations with intense activity are:

- Hellenic Mathematical Society (**EME**) members of which are graduate mathematicians who teach or use mathematics in their work (<http://www.hms.gr/>).



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- Hellenic Union of Information Technology Teachers (**PEKAP**) members of which are graduate computer specialists who teach information technology at schools (<http://www.pekap.gr/>).
- Pan-Hellenic Union of Philologists (**PEF**) members of which are graduates of Philosophical Faculties in Greece and abroad (<http://www.p-e-f.gr/index2.html>).
- Union of Greek Physicists (**EEF**) members of which are graduates of Physics or a related field (<http://www.eef.gr/>).

**The formal Education System in Greece**

