





IRENE.T – VET REPORTS SYNTHESIS

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Methodology method for WP5 VET report

The purpose of this deliverable is to present a consistent methodology for the collection of national research questions in order to produce results to be used by subsequent work packages. Specifically the aim is to assist all partners involved in the project on identifying, synthesising and analysing the information and material collected in the best possible way.

The work to be done in WP5 is one of the most important in the IRENE-T project as it will provide valuable feedback on the work done in the partners countries in the area of VET. The glossary will be defined, the research method in determining the national status quo in the VET area will enhance the work in other work packages. The work to be done in this work package involves secondary and primary research (through the use of the below short questionnaire) stating both general information but also insight into the partners own experiences.

Due to the linkage between the different tasks but also work packages, the methodology presented below is crucial not only in assisting in the identification, collection and synthesis of the material but also in guiding partners away from paths reserved for later tasks. As such, the respective report is split into different sections.

1. First the purpose of the work package and an outline of the basis of the methodology are presented.
2. Secondly the methodology for the collection of data is analysed along with the methods / tools and sources recommended for partners to use.
3. Timetable for development.

By the term "Methodology", we mean to set up *coherent successive steps* in order to achieve, to the closest possible, a predetermined goal.

Hence the main objective with the methodology is to extract the necessary information in order to complete work package nr 5 "Definition and arrangement of research methods and techniques", with sub packages: 5.1 "Background preliminary assessment", 5.2 "Identification and definition of research methods and techniques" and 5.3 "Language sharing: adoption of a common glossary for the VET and TS".

Methodology:

To enable a survey to take place and in order for the partners to respond to specific questions in a limited report format, it is important that they do a thorough survey in their respective countries and answer very specific. Hence, for this report to take place a short explanation was given in the kick off meeting on its requirements. furthermore, a short email with instructions was send to all preparing them for the questionnaires.

The national context report should include:

- Answers to the questions posed regarding the VET systems in their countries,
- Information on the national educational systems,
- government policies regarding the third sector as well as initiatives,
- common profile of third sector organisations that access VET training.

Partners need to respond about the situation of the third sector companies in their country: the report that will collate all information should give an overview about their profile and access to VET, how they access training and the initiatives on a higher level related to the third sector organisations.

As useful background knowledge, information on the national education system regarding educational paths can be collected.

2. Secondary, the methodology continues using a **one-step procedure**, namely:

Step A

A desktop survey will be performed – Internet

All Partners will do their best to collect information which is:

- 1 Web based
- 2 Through existing bibliography
This can be:
 - ✓ Designed announcements/advertisements in the local press of geographical areas that can support third sector activities.
 - ✓ Printed publications
 - ✓ Scientific associations
- 3 By approaching authorities that have under their jurisdiction the third sector organisations.
The entities that can be approached are:
 - ✓ The ministry of Employment / Development / Education,
 - ✓ NGOs,
 - ✓ Unions that help third sector organisations,
 - ✓ Existing cooperation/network of clients,
 - ✓ Members of the organisation,
 - ✓ Relevant vocational training centres,
 - ✓ Third sector organisations themselves.

Deliverable / Report per country

The Partners, having completed the previous step, will forward the information gathered in the form of a report in English, to the Work Package leader Apopsi SA.

This report will be of approximately 4 pages in length and will be prepared by each country participating in the survey.

Timeframe

The expected timeframe for this survey is 2 weeks. The partners are expected to send in their results latest by the 30th April 09.

Summary of the results sought / what to survey about:

In this Deliverable each Partner will describe for their country:

1. What is the compulsory education in your country? i.e. when does VET or IVT start.
2. Who is offering IVT and VET in your country,
3. How is VET structured in your country (policy level / legislation) related to the Third Sector i.e how do Third sector organisations have access to VET?
4. How is VET activities designed in order to target people working in the Third sector / social enterprises?
5. What is the profile of the social enterprise / third sector organisation which would seek VET training? i.e. in which field would they be active,

6. Please list the initiatives in your country related to VET and social partners,

When all the foreseen procedure above have been completed, Apopsi will analyse the results and produce the Final Report that will deliver information on the collected data.

GUIDELINES PROPOSAL FOR THE VOCATIONAL EDUCATION AND TRAINING

Below you will find a template to be completed related to the definition in your countries related to vocational education and training.

National contributions should deal with the following questions:

1.- What is the compulsory education in your country? i.e. when does VET or IVT start.

Greece

In Greece Initial Vocational Education at upper secondary level (ISCED level 3) is provided by Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*), which are new types of upper secondary schools offering vocational education and training. In particular, *EPAL* provide general education as well as technical – vocational education along with training. *EPAS*, on the other hand, provide technical – vocational education along with training. Graduates of Lower Secondary Education are entitled to enrol.

Curricula in the Vocational Schools (*EPAS*) include only technical-vocational subjects and laboratory practice. For this reason, only those who have graduated from class A' of Vocational or General Lyceum can enrol in the Vocational Schools (*EPAS*), so that students have adequate general knowledge and the necessary knowledge background. As far as the Vocational Lyceums (*EPAL*) are concerned, lower secondary education graduates as well as holders of an equal certificate issued abroad can enrol in class A' without exams.

Spain

Compulsory education (ESO) finishes at 16 years. Subsequently there are two years of study for university entrance (batxillerat) or vocational training (FP). VET courses are conducted after the vocational training or university studies or during labour.

Denmark

[The Danish Folkeskole](#) – municipal primary and lower secondary school – consists of one year of pre-school, nine years of primary and lower secondary school, and a voluntary 10th form. In Denmark education is compulsory for everyone in the age 6/7-16. According to a 2008 [the Danish Ministry of Education](#) publication ([Tal der taler](#)), approximately 52% of the pupils in the 9th form continue education in the 10th form – mainly in the Folkeskole or at private independent 10th form continuation schools (“Efterskoler” – financed out of government funds and user’s fee). Thus, IVT may start at age 16/17 years. However, a declining share in IVT/VET comes directly from the compulsory education in the Folkeskole. A number of participants are admitted after having been in the labour market, and an increasing share in the VET system are admitted after having completed a general or vocational upper secondary education (either EGU/production School or STX/HHX/HTX/HF – see [this site!](#), on the Danish Ministry of Education website, for further information on upper secondary education in Denmark).

Sweden

Upper secondary education

All young people in Sweden who have finished compulsory school are entitled to three years of schooling at upper secondary. Upper secondary education provides a platform of knowledge for further studies and for a future career. Upper secondary education comprises the regular upper secondary school and upper secondary for young people with learning disabilities. Upper secondary offers various types of programme. 17 national programmes, which last for 3 years. These are divided into mandatory courses, optional courses, individual choices core subjects and project work. There are a total of 17 national programmes. Individual programmes for pupils with particular educational needs. This might for example include pupils who want to do an apprenticeship. Specially designed local programmes, which combine subjects from the various national programmes. Upper secondary education is separated into 13 vocationally-oriented and four academic national programmes. A little more than half of all students follow vocational programmes. All programmes offer broad general education and basic eligibility to continue studies at the post-secondary level.

Advanced vocational education and training

An alternative to university or college education is advanced vocational training (KY). This is post-upper secondary education offering courses designed in consultation with employers to meet the manpower needs of the labour market, and are to lead to jobs. About a third of the training is workplace experience known as Learning in Work. Advanced vocational education and training is counted in credit points, where one week's full-time study corresponds to 1 credit point. An advanced vocational education or training course can be between 40 and 120 credit points. Most however last for 80 credit points (2 years).

UK

Compulsory education in the UK is until 17 years of age and is soon to rise to 18 years of age. VET and IVT often start from the age of 14 when students are choosing their options for their future educational studies.

ITALY

In Italy there is the compulsory education until 15 years old (starting from the school year 2007/2008 it is foreseen a compulsory education for 10 years, from 6 to 16 y. o.). From 15 to 18 y.o. it is foreseen a compulsory Vocational Education.

Such obligation can be done also through education and vocational education integrated courses:

- 1)in the State Educational System;
- 2)in the Regional Professional Education;
- 3)in the apprenticeship.

2.- Who is offering IVT (Initial Vocational Training) and VET in your country?

Greece

Post-secondary education includes Vocational Training Institutes (*Institouta Epangelmatikis Katartisis, IEK* - ISCED level 4), which can be private or public. They are unclassified and cater for the needs of trainees 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.

Also Vocational Training Centres (KEK) are providing training. They can either be private or public as long as they conform to the criteria set by the state. They are monitored by the association EKEPIS (www.ekepis.gr).

Spain

The main applicant is the employer. The real demands for training are directed to the field of conventional management through courses offered by business schools, universities with master's and postgraduate courses, training schools and consultancy organizations in general.

The demands of training are very heterogeneous. Learning needs vary from person sought stricter professional to someone who wants information and solutions. There are courses of different lengths and varied specialties.

Trade unions and business associations are responsible for carrying out a task of intermediation between supply and demand mainly in VET training may be present but also in training at IVT. In general, large companies are those with greater organizational capacity to plan and organize training for their workers. Small businesses, which are the vast majority, have little capacity to organize the training of their employees. The government's action, regulation and policies to promote IVT VET initiatives plays important role.

The IVT and VET can be defined as the entire range of training that is not structured in a formal program, that meets the changing needs of the various progressive social sectors and is organized based on these needs. The IVT and VET are the answer to a specific need for these skills and emerge from the world of work, both by the group of employed persons as a group of unemployed people.

Companies and social actors respond to the training needs of growing but unevenly.

Public Administration in addition to its task of acting preferentially oriented funding IVT. In the latter case, it may be a financing between regional government and the European Social Fund.

If the IVT training or VET is managed by the government, an important part of the courses delivery rests with the private education employees. These schools may be businesses, organizations and unions, non-profit organizations, professional associations, universities, business schools and so on. Regional administrations also hire local government services for the provision of non-training course.

Denmark

Regarding VET, a distinction should be made between **formal and non-formal** education and training.

As to **formal VET**, IVT is accessible to all Danish citizens that have passed the compulsory education. IVT is mainly offered by publicly funded self-governing institutions. However, a number of private schools provide adult vocational training programmes (e.g. driving schools). As to CVT, this is offered in the context of the public sector and by private actors. However, publicly funded educational institutions may enter partnerships with private actors. Moreover, IVT programmes are generally or almost free of charge, and CVT is most often partly funded by the employee or, more often, by the workplace (often via funds earmarked for the CVT of employees as a result of social partners' bargaining).

Apart from these formal education activities, there is a wide range of **non-formal adult education activities**. These non-formal education or learning activities may be divided into two categories:

1) Non formal education activities partly funded by the Danish state. Very often these have a very long historical tradition and often perceived as a sort of basis for, or an indicator for the vitality of, the Danish democracy. This tradition of folk high schools ("Folkehøjskoler"), evening

schools (“Aftenskoler”) may be considered an integrated part of the Danish educational system. See more on non-formal education in Denmark [here!](#)

2) Secondly, there is a range of non-formal adult educational activities that aim at developing skills and competences that are applicable on the labour market and in the professional lives of the participants. These activities may be viewed as an independent sector of non-formal learning and education supplied on the initiative of private enterprises and organisations. The activities in this field comprise various types of educations and courses. The expenses to such activities are held by the participating individuals or their workplaces. Examples on such activities may be 1) the education of psychotherapists (“Psykoterapeuter”), an education which is not approved by the Ministry of Education; 2) various types of management courses offered by private consultancy enterprises; and 3) courses/learning activities facilitated by the social partners. The non-formal private education and learning comprise all types of educational activities as present in the publicly funded sector of formal education. The legitimacy of the learning activities in the sector of private non-formal education varies very much. Some activities in this sector are in general highly esteemed (i.e. courses provided by social partner organisations), and others are more likely to be perceived as frivolous in a labour market context (i.e. the education of crystal therapists).

Sweden

The Swedish school system is decentralised, and most upper secondary schools are managed by municipalities. Municipality-run upper secondary schools contain on average 614 students. In 2005, about 13% of students attended independent upper secondary schools (Skolverket, 2006a). Each municipality is required to establish objectives for its schools in a school plan. Each year, the school submits a ‘quality review’ to the municipality and the municipality delivers its report on the quality review to the National Board.

UK

These are offered by all schools, colleges, universities and training organisations.

ITALY

In Italy VET and IVT is offered by:

- a) VET Associations appointed by Regional Decree (like AS.FOR.IN.);
- b) State Professional Institutes;
- c) Companies for apprenticeship;

The realization of Education Policies comes from the following subjects:

- Public Bodies involved into VET activities;
- O.n.l.u.s. (non-profit) organizations;
- Consortia and consortia societies (with public participation);
- Enterprises and their respective consortia;
- Public Schools and Universities.

We have different types of education: 1) professional VET (basic level (IVT), upper-technical, continuous, permanent and on line formation; 2) Compulsory Vocational Education. Beneficiaries differ depending by the different typology of VET and IVT.

Specifically:

Professional VET consists in courses financed by: FSE (European Social Found), Regions, Provinces, some Ministries.

The courses are mainly free of charge and are finalized to the acquisition of competencies and titles requested by the labour market.

Such education is targeted to:

young and adults looking for an occupation; former convicted; E.U. external migrants; drug users; rejected; physical and mental handicaps;; workers needing requalification or professional modernization. The Agency actives a course, emits a participation ban where lists

requirement (taking into account the final users), the program, the duration, the access modalities.

VET is divided into:

- a) **basic level IVT** (for young people looking for a work for the first time);
- b) **upper-technical (IFTS)**, highly professional. In fact in order to approach IFTS course it is needed to be graduate or to demonstrate to possess acquaintances and compatible basic competences with the IFTS Course to be approached. The scope is to form highly specialistic professional profiles (post-secondary level) in order to reply to the needs coming from the world of the public and private job. The didactic activities are carried out from university teacher, school, formation and from specialized teacher coming from the world of the job and the professions. The courses have a minimal duration of 1200 hours and the stage in companies for the acquisition of the professional abilities must represent 30% of the total mount hours of the course.
- c) **continuous**, including all the activities for working adults, finalized to the requalification or the professional modernization. Inside of such formation the "formation for the teachers" is also placed. The new system of the continuous formation is addressed and monitored by the Ministry of the Job and the Social Policies, through the Observatory on the Continuous Formation, composed of the representatives of the Ministry, the Regions and the social parts.
- d) **permanent (life long learning)**, defined by the European Commission, after the Lisbon Council 2000 as "every learning activity, during the human life, dedicated to improve the acquaintances, the abilities and the competences in a personal, civic, social and/or occupational perspective" (see *Memorandum on permanent education and formation*).

A segment of the *life long learning* is the Adult Education (EDA) specifically dedicated to adult people.

- e) **"Formazione a distanza" (FAD)**, i.e. the on-line or videoconference formation, permitting a continuous access to courses, without ties of timetables and from any place. It uses multimedia interactive instruments and, and allows to carry out personalized courses, measurable and certified. The Formazione a distanza has various modalities for the appraisal of the acquired competences: on-line tutor and auto verification test.

In Italy there's the compulsory education from 6 to 18 y.o. and it can be realized in various ways: alternation school/professional formation or through in companies apprenticeship. It is the alternance between education and professional experience in all the productive sector, including the agricultural one.

Every involved company must guarantee the "on job education" giving to the young apprentice a tutor who represents the link between on job education and external education.

The apprenticeship is divided into:

- a) apprenticeship for the accomplishment of right-obligation to the instruction and professional formation, for young people from 15 to 18 y.o. ;
- b) apprenticeship (medium professionalism) for young people 18 / 29 y.o.;
- c) apprenticeship to obtain a diploma, a title at secondary or university level.

3. - How is VET structured in your country (policy level / legislation) related to the Third Sector i.e how do Third sector organisations have access to VET?

Greece

Third sector organisations access VET training through the above mentioned organisations. There are specific training provided to specific target groups. Related to social partners, they co-sign with the Government the National General Collective Labour Agreement, which determines the provision of training to employees by enterprises and also participate in the formation of occupational profiles.

Spain

The supply of publicly funded training is governed by the following rules:

- Royal Decree 395/2007 regulates the IVT and VET funded wholly or partly with public money
- Organic Law 5 / 2002 Qualifications and Training that sets the range of professional qualifications
- The Organic Law 38/2003 which regulates grant management for the shares of IVT and VET.

The public offering of VET and IVT is directed to the employee, regardless of the status of the company is providing its services. The aim of the training is to get better qualifications. Because this, training has no specific link with legal status. An employee of a company with limited liability legal formula that needs to have more knowledge in accounting is identical to an employee of a cooperative or a non-profit organization that needs greater knowledge of accounting for the best performance of his work. There are no specific programs VET IVT only to Third System's organizations. The VET and IVT are directed to the employee, regardless of where they served.

Third System organizations have access to VET in the same way as a company. If it is a large organization can submit business plans. Small organization must join with other organizations or companies to submit a training plan together.

Denmark

The supply of formal VET is governed by a comprehensive body of laws. Nevertheless, the institutions providing education are self-governing in the sense that they have influence on the development of the education provided. Moreover, the social partners are very integrated in the supply of education via a number of councils and committees referring to the Ministry of Education. Non-formal VET, on the other hand is not regulated by law. Nevertheless, in some instances the relevant authorities may issue recommendations or guidelines for the quality of non-formal VET.

Third sector organisations have access to VET on the same terms as private and public enterprises. This is due to the fact that formal VET activities are targeted the individual and not the organisation/enterprise as such. It should be mentioned, however, that the specific content in the formal VET-programmes is determined in the dialogue between the councils/committees (representing the social partners) and the Ministry of Education/institutions providing VET. This means that third sector organisations have little impact on the provision of education and training in the established VET-system. The background for this is that the VET-system, quite naturally, is closely related and was developed in conjunction with the labour market system. Third sector organisations, on the other hand, are related more to the sphere of social services, and, thus, address learning and seek influence via other channels. This means that learning activities in the third sector are different from and not necessarily related to the learning activities in the labour market system (see point 4).

NB.: Please keep in mind that as we refer to the characteristics of third sector/system enterprises here, we refer to the concept as outlined in our contribution to "Working package 5 – third system section" (see point 6.1 in that paper). This, of course, is due to the specificities in the Danish national context.

Sweden

Below you find the main Swedish providers offering VET to the Third sector organisations:

- 1) First of all you find KFO Independent employers' organisation for co-operative business:

KFO are an independent employers organisation providing high quality services to Swedish co-operative businesses and non profit organisations; we are flexible with a small and cost effective administration!"

KFO in brief:

- independent employers´organisation for co-operative business and not-for-profit organisations
- established in 1943
- approx. 2,500 member companies with a total of 85,000 employees
- membership in most lines of business
- collective agreements with the majority of Swedish trade unions KFO's members are both large and smaller companies involved in trade, manufacturing and the private service sector, and also in health, welfare and education. Other member groups are non-profit organisations and NGOs. Since 1900 there has been a strong and active co-operative movement in Sweden. Trade is the largest private sector group in the KFO, and the public service sector is dominated by health, welfare and education.

Education and training

To be a good employer well versed in the many regulations of the labour market implies the need

for knowledge in many different areas. Such knowledge also needs to be right up-to-date. KFO offers courses covering a wide range of subjects for its members. These include courses in employer responsibility, labour law, work environment regulations and pensions, as well as accountancy, dispute handling and business administration. Course attendance is steadily increasing every year.

KFO, www.kfo.se

Secondly you find seven other Swedish providers offering VET to the Third sector organisations:

Coompanion

www.coompanion.se

NTG-Socialt företagande

www.socialaforetag.nu

Social redovisning

www.socialredovisning.nu

Svenska institutet för social ekonomi -

www.socek.se

slup.se Stockholms läns partnerskap för social ekonomi

www.slup.se

Pust

www.pust.coop

Internationella Kooperativa Alliansen -

www.coop.org

As companies work in different ways, they have different needs for training.

UK

Policy has been set by central government and there are opportunities for the third sector to become involved especially with marginalised groups or in areas of deprivation.

ITALY

In Italy the concept of social profession has been introduced with 2 laws: The decree to confer functions from the State to the Regions and local public bodies (D.lgs112/1998) and the law

“umbrella” on social services (L. 328/2000); both have a link with subsequent laws and rules to decide which professional profiles must be recognised at a National level.

Social professions are defined with a Regional official act, except some common basic guide lines which are a State prerogative.

In the past years, before the reform, the public health sector was the only actor able to define some profiles operating in that area.

Today in Italy there are only 3 professional profiles at national level: a basic one (OSS) Social-sanitary operator, on the job market after a 1000 hours course and 2 upper profiles, compared to a University level certificate, Social assistant and Professional educator on the job market after a 3 years course (of course after finished the secondary school).

TS organisations have approached the formation through the participation to bands in order to approach plans in the social field, emitted from the European Social Fund, the Region, the Province, the Municipalities and the Ministry for Social Policies.

4.- How is VET activities designed in order to target people working in the Third sector / social enterprises?

Greece

VET activities in Greece are designed on a central level allowing their access by diverse organisations. In order to comply to the LLL and strategic goals of Lisbon, the Greek government has focused on the design of vocational training to different target groups. One innovation is the introduction of distance learning in training programmes of the Centre of Distance Lifelong Education (*KE.DVM.AP*), which offers programmes since September 2006. This innovation falls into the government policy. Moreover, it aims at reducing low participation rates in lifelong learning. The model of networking learning, which is used by *KE.DVM.AP* provides distance education. The presentation in class is widely used as a teaching method in the Vocational Training Centre (*KEK*) with the teacher imparting information. In some *KEK*, the method of networking learning is also used. Distance training has been implemented in *KEK* for people with special needs in order to facilitate both the access of the disabled in vocational training and their mobility. For this purpose, the internet seems to be a very effective solution.

The Ministry of Employment and Social Protection is active in the field of continuing vocational training through Vocational Training Centres (*KEK*) and through the National Accreditation Centre for Continuing Vocational Training (*EKEPIS*), the authority and policy maker for the development and implementation of an accreditation system for continuing vocational training. The social partners participate in the *EKEPIS* processes in a consultative role, contributing to the framing and implementation of policies in the field of accreditation of continuing vocational training.

Spain

A great organization for the Third Sector has the ability to create training plans for their employees. Red Cross is such that this year 2009 will provide an executive MBA at 65 directors, after proposing a basic training in the Royal Decree 395/2007. This initiative is funded with money from training fees previously paid to these workers have Social Security. Smaller organizations have less administrative capacity. Third System umbrella organizations are in charge to facilitate administrative structures to the members. For example, Catalan work cooperatives association has set up a second level structure whose members are cooperatives. This umbrella organization is responsible for managing the VET that is taught between the employee of small work cooperatives.

Denmark

There is a range a VET activities that, though not designed in order to meet the needs of third sector actors, are attended by actors in the third sector. These activities take place in the established VET-system and comprise formal as well as non-formal education and training. In the case of higher educated employees this is relevant as the competences demanded in a third sector organisation may be general competences, as provided in project management courses for example. It may also be the case that the competences needed are competences that are demanded across different sectors on the labour market due to the national regulation of enterprises; i.e. the VET, and certain types of CVT, of accountants may have elements that do not relate to the specific target or trade of the enterprise.

However, as pointed out there are educational activities that are designed in order to qualify the work of employees and volunteers in the third sector.

One example is the master in social entrepreneurship launched by the [Centre of Social Entrepreneurship](#) at Roskilde University. The research centre aims at qualifying the management in new types of social work/social innovation in the civil society (i.e. in third sector organisations), and the master degree focuses on matching the competences in these organisations with the knowledge and competences of partners in the public and the private sector (such partnerships are common for the third sector organisations in Denmark).

However, apart from the levels of management and administration most education and learning activities taking place in the third sector is conducted either internally in the organisation or via the different associations or umbrella organisations of third sector organisations. This is especially the case for volunteers in various organisations. The educational activities for volunteers in the third sector count such things as courses relevant for specific purposes, mentor schemes, and networks for volunteers across organisations. Most often, such training and learning activities are financed either fully or in part by various private funds for public utility or funded by government. Two main sources of financing is 1) a certain part of the revenue from Danish Games (“Danske Spil”), a betting and lottery enterprise partly (80%) owned by the Danish state, earmarked for educational initiatives. And 2) the “Education pool for volunteers in the field of social affairs” (“Uddannelsespuljen for frivillige på det social felt”) taken from the “Satspulje” (a pool for improving living conditions for people receiving transfer payments from the public sector, set up by the Danish parliament).

Sweden

There is a wide range of hoe to design VET activities in order to target people working in the Third sector / social enterprises. You can't find training specified for Third sector / social enterprises for the in the national VET programmes. In other hand you can find training and education for Third sector / social enterprises provided by Universities, folk high schools, NGO:s , companies and study circles. This training and education is open for the target group and is designed to meet the needs of training and education the Third sector / social enterprises. The training and education can be part and full time studies covering less than one week and up to more than twenty weeks

UK

VET activities are open to all. The Third sector may participate in the delivery or as recipients

ITALY

There are various profiles in Italy, and in the last years we registered a large number of new “non often useful” ones in the social area.

Such proliferation indicates a diversification of the needs, because in every region we have different social problems to which we need to give reply through new professional profiles. On

the other side that excessive specialization in particular fields places problems in relation to their operating effectiveness that often is bound to the belonging territory.

So in the last period the main policy is oriented to the specialisation of existing profiles rather than the creation of other new ones. See N° 6 for the list.

5.- What is the profile of the social enterprise / third sector organisation which would seek VET training? i.e. in which field would they be active.

Greece

The activity field of the social enterprise / TS organisations in Greece, usually relate to philanthropically related activities, support for people belonging in disadvantaged groups, immigrants and polyclinics related to medical services.

Spain

Preferably large organizations. The main topics are related to the professional management and administration of organizations.

Denmark

The profile of the social enterprise that would seek VET would 1) be active, in some way, in the field of social service (in a broad sense) or interest groups. For example, Children's Conditions is an interest group promoting the health and wellbeing of children in Denmark. 2) It would be likely to have some size. 3) It would most likely have higher educated and/or administrative personnel.

Sweden

Examples of business activities conducted in social enterprises are: transport, cleaning, fitness, gardening, staff, service, education, crafts in all forms, property, forestry work, day care for dogs, vehicle engineering, transport, adventure education, bakery, office services, conference activities, agriculture, Caretaker services, camping and fishing centres, data / communications, newspaper sales, B & B, recycling, graffiti cleanup etc

There is a lack of skills that are closely related to the acquits and services financed by the society, which inhibits the social economy in the growth phase (the Law on public procurement, rules of the game with the voluntary sector, etc.). There is also a need to increase their knowledge in business administration and management.

UK

They could be active in any sector of social enterprise. Health and social care would be a good example but there are many other examples.

ITALY

Social enterprises / organisations interested into VET are the ones operative in the following scenario: Volunteer Associations, Social Cooperatives, Non Profit Organisations (ONLUS), Cultural associations, International Cooperation Bodies (NGO's).

6.- Please list the initiatives in your country related to VET and social partners.

Greece

Law 2434/96 'defines the Account for Employment and Vocational Training (*Logariasmos gia tin Apascholisi kai Epangelmatiki Katartisi, LAEK*) 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. The financial resources of *LAEK* come from the joint contributions of both employers and employees, which amount to 0.45% of the total salary of each employee and are collected by the Social Security Institute (*Idryma Koinonikon Asfaliseon, IKA*). At the same time employees training is also foreseen in the National General Collective Labour Agreement (*Ethniki Syllogiki Symvasi Ergasias*), which is signed annually between employers and employees.

In addition, there are internal business training programmes, which are supervised by *OAED* and financed by public as well as private funding. The programmes cover enterprises of all sizes (small, medium and large) and sectors. *OAED* makes public annual calls for interest and enterprises submit proposals outlining their training programme, which can be 150 to hours long and cover a variety of fields. Training depends in the field of activity of the enterprise. The fields of ICT, tourism, finance, administration and labour market relations are some of the fields in which training is provided. The proposals are evaluated by *OAED* and most of them are approved for funding, usually with a smaller budget than within the bid. Before submitting their proposals, enterprises should make an agreement with a *KEK* to implement the training programme. *OAED* local agencies are responsible for inspecting each programme, since the public contribution to the budget varies from 50% to 70% (depending on enterprise size), while enterprises contribute the remaining 50% to 30%.

Moreover, major semi-state enterprises (the Public Power Corporation (*Dimosia Epicheirisi Ilektrismou, DEI*), the Hellenic Telecommunications Organisation (*Organismos Tilepikoinonion Elladas, OTE*, etc.) and private enterprises (banks, companies with more than 100 employees, etc.) as well as chambers of commerce, professional associations and federations of employees, have training departments and/or training units which provide employees with knowledge and skills which are required for their specific jobs.

Concerning VET at the initiative of social partners, all four social partners of Greece have training institutions providing training opportunities. (*KEK-INE/GSEE*, The General Confederation of Professionals, Craftsmen and Tradesmen, The Federation of Greek Industries, The National Confederation of Hellenic Commerce)

Spain

Some municipalities offer VET to employees of small organizations of the Third Sector.

Trade Unions in collaboration with Third System associations also offer VET courses to Third System employee.

Regional and local governments also promote VET among Third Sector Organizations employee.

Any employee of Third System's organization can assist the VET courses financed by public money and provided by any private educational institution.

It would emphasize that what is important to access the publicly funded VET is to be employee.

Denmark

As to Denmark, this is quite impossible as the social partners are among the main architects of the VET system, and they are an integrated part in the functioning and development of the VET system.

Sweden

Summary of main subjects and VET providers in the Third sector / social enterprises in Sweden.

Subject	Provider	Web
Values, cooperatives and networks	Kooperativa utvecklingscentra/Coompanion SKOOPI (NGO)	www.coompanion.se www.skoopi.com
Organizational, business development, management	Coompanion (NGO)	www.coompanion.se
Develop your business, expertise in the work	Adult education and training providers (NGO:s): ABF Studieförbundet Vuxenskolan Folkuniversitetet NBV Medborgarskolan Sensus	www.abf.se www.sv.se www.folkuniversitetet.se www.nbv.se www.medborgarskolan.se www.sensus.se
Business Contacts	Local Chambers of Trade. The Swedish Chambers of Commerce are regional, independent, non-profit making organizations, funded by the members. They are also part of the global network of Chambers of Commerce	http://www.cci.se/en/start/
Employers questions, board work, organizational issues	KFO	www.kfo.se
Social accounting	Mälardalens högskola Coompanion Studieförbundet Vuxenskolan	www.mdh.se www.coompanion.se www.sv.se
Social Entrepreneurship	Mälardalens högskola	www.mdh.se
Contributions to education for persons with disabilities is a particular contribution to search for short-term training courses carried out by schools or educational.	SISUS – Socialstyrelsens institut för särskilt utbildningsstöd	www.sisus.se
EU funds for projects with skills development of employees. Application.	The Social Fund in Sweden Swedish Agency for Economic and Regional Growth	www.esf.se www.tillvaxtverket.se

Training Concepts to start the social workers' cooperatives.	EntréK – Sunderby Folkhögskola	www.entrek.se
Training to start the social workers' cooperatives	Marieborgs folkhögskola Kooperatörshuset, Göteborg	www.marieborg.net www.kooperatorshuset.goteborg.se

Source "Guide to support social enterprise in Sweden". Produced by the Equal project NTG Social Enterprise

UK

Schools:

Programmes of vocation studies equivalent to GCSE covering co-operative studies, health and social care, numeracy, literacy etc.

Colleges:

National Vocation Qualifications (NVO) covering a very wide range of trade, vocational and specialist areas.

Skills for life training and assessment programmes.

Modern Apprenticeships programmes.

Vocational awards, certificates and diplomas.

Universities:

Vocational degrees, certificates and diploma

ITALY

Our Initiatives linked to education and to social partners are various and are composed by 2 different types:

a) Projects for disadvantaged users (children "at risk", lone mothers, prisoners, handicaps, Non E.U. migrants)

b) Courses, professional, to prepare operators working in the social educative area, in the family mediation, in the rehabilitation, in the "toxic" recovery, in the sanitary assistance. In this ambitus we have profiles for each area:

Sanitary Assistance Area. PROFESSIONAL PROFILES: OSS (social-sanitary operator), OSA (social-assistance operator), Home assistant for old people;

Social-educational area. PROFESSIONAL PROFILES: Baby sitter, Addicted to services for infancy and adolescence, entertainer for hospital minors, entertainer of community, road educator, expert in services to the family and the minors, associate-cultural Operator;

Familiar mediation Area. PROFESSIONAL PROFILES: Familiar mediation, Post university Master in familiar assistance;

Rehabilitation Area. PROFESSIONAL PROFILES: Psychiatric assistant (600 hour formation), generic Interpreter – Italian and signs (1.200 hours formation), Braille language operator, Social – Assistance operator for people with sight problems , music therapy operator;

Management and development Area. PROFESSIONAL PROFILES: planner for social services; Expert in fund-raising for the social area; Expert of communication and publicity in the social area;

Psychotropic substance user recovery Area. PROFESSIONAL PROFILES: Communities operator specialized in the toxic substances user;

Migration Area. PROFESSIONAL PROFILES: Cultural Mediator; Linguistic Mediator, Cultural – Linguistic Mediator.

Annex 1

The Greek Educational System.

