

Country Report GREECE

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1. Background and country context

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

The most recent actions / measures are the following:

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

The established institutional framework is continually updated to meet rising needs and challenges, and is supported by the Adult Education General Secretariat (including the Institute for the Continuous Education of Adults / IDEKE), the Greek Manpower Employment Organisation / OAED), the Organisation for Vocational Education and Training / OEEK, the Central Union of Municipalities and Communities of Greece / KEDKE, the Greek Association for Community Development and Self-Governance / EETAA (the latter two cosupervising the Centres for the Creative Occupation of Children / KDAP), the Hellenic Open University, the Adult Education and Training Centre "Euclid", the Tripartite Consulting Committees at the level of the Regions, the Centre for Adult Distance Education and Training and, finally, the National System for Linking Vocational Education and Training with Employment / ESSEEKA. In relation to the private sector, the Federation of Greek Industries / SEV, the Athens Chamber of Commerce and Industry, the Foundation for Economic and Industrial Research (IOVE) and the Greek Business Management Association (EEDA), et. al., contribute in various ways to the consolidation of a coherent LLL platform (PRAXIS Network, ALBA graduate degrees, etc.).

The provisions of this legislation will complement and generate synergy with those of the legislation on the National System for Linking Vocational Education and Training with

Employment (_SS____) - Law 3191/2003. The purpose of the above mentioned reform that copes with the issue of partnership and effective governance of the created LLL framework is to systematise and update the existing platforms for education and training so that knowledge and learning can be accessible during a person's working life and entire life span.

The above mentioned active synergy has also created a framework for the planning and coordination of a national policy for VET and its actual interrelation with employment. Furthermore, ESSEEKA distinguishes among six separate sub-systems and links them:

1. Needs in skills assessment regarding the labour market;
2. Technical vocational education (at secondary level);
3. Initial vocational training;
4. Continuing vocational training;
5. Accreditation of vocational training and qualifications (including issues such as learning outcomes and NQF), and
6. Counselling and vocational guidance.

Eighteen months of implementation have already changed the context and multiplied the chances for achieving the targets, combined with supplementary measures expanding the aforementioned strategy to every domain of the educational system (i.e. the expansion of the compulsory education to 10 years instead of 9 so far).

Due to the fragmented institutional framework and regulation system in Greece, initial education, pre-service and in-service training for teachers and trainers in VET are provided through a variety of programmes and by various actors. In spite of the fact that teachers' training is considered to be a priority for the Ministry of Education and the Ministry of Labor, which are both involved in VET, a standardized system based on a consistent regulatory framework, procedures and actions, evaluation and accreditation criteria has not yet been completely established.

Initial vocational education is provided in technical vocational schools (Technika Epangelmatika Ekpaideftiria, TEE, Epaggelmatika Lykeia, EPAL, from September 2006) and through apprenticeship programmes TEE (TEE Mathiteias), which operate within the framework of upper secondary education. The teaching personnel in these institutions are called teachers. Initial vocational training is further provided in vocational training institutes (Institouta Epangelmatikis Katartisis, IEK), which operate within the framework of post-secondary vocational training. The teaching personnel in these establishments are called teachers/trainers.

Continuing Vocational Education and Training is provided in: Vocational Training Centres (Kentra Epangelmatikis Katartisis, KEK), Education Centres for Adult Education (Kentra Ekpaideftisis Enilikon, KEE); the Centre for Distance Lifelong Education and Training of Adults (Kentro dia viou Ekpaideftisis kai Epimorphosis Enilikon, KEEENAP and at Prefectural Committees for Adult Education (Nomarchiakes Epitepotes Laikis Epimorphosis, NELE).

Policy priorities and policy tools in each domain

A policy priority is the constant needs and skills assessment and a flexible model for validation and recognition of non-formal and informal learning (including the accreditation of knowledge, skills and vocational qualifications of trainees) that enhances credit transfer and qualification portability and contributes to the development of a 'learning habitus' throughout life. In order to achieve such a target, Greece has established the National System for Linking Vocational Education and Training with Employment (ESSEEKA),

while using at its best the relevant know-how provided by the National Accreditation Centre (EKEPIS) and the data concerning the needs/trends of the labour market provided by the Employment Observatory Research-Informatics S.A. (PAEP).

Greece is aware of the fact that recognising prior learning was rather limited within the framework of the formal education system, which focused on knowledge acquired during a given period of study in recognised institutions of higher education. Therefore, measures in order to recognise non-formal and informal learning are currently being promoted, mostly based on experiences from relevant pilot projects under the European Leonardo da Vinci Programme. Also, one of the basic premises of a system of recognising prior learning is to make the 'translation' of experiential knowledge possible, i.e. transform informal learning into academic credits according to the Credit Transfer and Accumulation System that has been established. Within this framework, the formal education system, including higher education, has been classified according to the 8 levels of the European Qualifications Framework, at least with regard to knowledge (one of the EQF's parameters). The EQF's translating mechanism will allow for the recognition of each level of knowledge as regards the corresponding levels of skills and competences, thus making possible the recognition of all forms of prior learning.

Projects on IEK training of trainers and measures seeking to guarantee the upgrading of trainers' quality:

- The expansion of ICT across the education and training system and the realization of targeted programmes, such as the "Programme on Adults Training in the Acquisition of Basic Skills in New Technologies – Heron" (coordinated by IDEKE), combined with the enhancement of e-learning platforms.
- The active involvement of the major social actors and stakeholders (see 1.4.1.).
- The increase of learning opportunities, via the expansion of LLL providers (as described above).
- Improving the Quality of Teachers and Trainers and developing skills for the Knowledge Society, within an open learning environment.
- Establishment of new Agencies which increase LLL accessibility and/ or enabling teachers and trainers to actively contribute to the promotion of LLL. On these grounds, the Distance Learning Centre for Adult Lifelong Education & Training has been established in September 2006. The Centre for Lifelong Education & Training Studies and the Centre for Adult Trainers' Training is ready to commence operation.
- The actual implementation of EU guidelines and prerogatives, plus the steady participation in every aspect of the European LLL policy (i.e. Greece chose to participate in the Education & Training 2010 cluster on "Access and Social inclusion in lifelong learning" and the cluster on 'Key competences').
- The best use of resources: In the framework of the CSFs, the Ministry's of Education Operational Programme for Education and Initial Vocational Training (EPEAEK) operates in parallel with important actions of an institutional nature in the area of human resource development (National Action Plan for Employment, the National Action Plan for Social Inclusion) in order to develop and contribute to the fulfillment of the abovementioned priorities of the national LLL strategy.
- The Ministry of Education has been appointed as the National Authority for the European LLL Programme (2007-2013), a fact which signals the increased capacity of the Ministry as the national coordinator of the LLL strategy. The work done in the last two years has led to formulating the strategic goals of the Operational Programme on Education LLL (2007-2013).

2. Organisation: How is the work and training of trainers organised?

The training arrangements for teachers and trainers are regulated by the same bodies that are officially responsible for the regulation of VET systems. The Ministry of National Education and Religious Affairs (Ypourgeoio Ethinikis Paideias kai Thriskevmaton, YPEPTH) and the Pedagogical Institute (Paidagogiko Institutouto, 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.

Institutions responsible for teachers in IVET (EPAL, Apprenticeship EPAL) include

- Ministry of National Education and Religious Affairs (Ypourgeoio Ethinikis Paideias kai Thriskevmaton, YPEPTH)
- Ministry of Development (Ypourgeoio Anaptixis)
- Ministry of Health and Welfare (Ypourgeoio Ygeias kai Koinonikis Allilengyis, YYKA)
- Ministry of Rural Development and Food (Ypourgeoio Agrotikis Anaptixis kai Trofimou)
- 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):

- Ministry of Employment and Social Protection (Ypourgeoio Apascholisias kai Koinonikis Prostatias, YPAKP).
- General Secretariat for Adult Education (Geniki Grammateia Ekpaidefsis Enilikon, GGEE)

The systems are totally centralised at the levels of vocational education and initial vocational education and training. VET teachers and trainers are active by participating in their trade unions and associations that aim at influencing the policy making bodies and the educational authorities. Particularly for vocational education related issues, teachers/trainers have established the Technology Teachers Association to handle VET policy and professional development issues in order to improve their status and advance the quality of vocational technical education in Greece.

Regarding the private sector enterprises, the size of the enterprise and the facilities that the enterprise have are the determinants for meeting the training needs of the managers and employees. Some of the large-scale enterprises meet this need with “human resources” and “training” units that are established within the enterprise. The decision makers are mostly top-level managers and training directors appointed by the managers.

Managers in enterprises have the primary responsibility for assigning qualified and sufficient number of training staff for the training fields in the enterprises. In upper secondary apprenticeship training it is the responsibility of vocational school directors to provide that the vocational trainings in the enterprises are done by qualified trainers.

Initial Vocational Education - EPAL

Teachers recruited in TEE to teach the vocational/technical subjects should have completed, either the post-graduate programmes or the pre-service pedagogical training programmes offered by A.S.PAI.T.E.

Post compulsory, secondary Vocational Education (TEE) teachers -general knowledge and vocational/technical subject teachers- are recruited through the ASEP (Higher Personnel Selection Council - Anotato Simvoulio Epilogis Prosopikou) competition. ASEP is an Independent Body –independent of any governmental or state control– under the predictions of the Constitution Law of the Republic of Greece. ASEP was founded by the Law 2190/1994 and has the responsibility of the civil servants recruitment.

In particular, ASEP is responsible of initiating the national (written) examinations for teachers' recruitment in the public school education sector.

Initial Vocational Training - IEK

Teachers and trainers in public IEK are recruited according to the needs and objectives of the training programs and curricula implemented by the training institutes. The Director of local IEK is authorized by the President of OEEK to publish a Call for tender addressed to candidate teachers and trainers. The required qualifications and skills are explicitly described in the particular Call for tender and those, who meet the requirements, are included in the lists of candidate teachers/trainers classified per subject and/or specialization.

The final selection of teachers is held by a committee officially consisted of a representative of the central administration OEEK, the Director of the vocational training institute and the Assistant Director. The Committee is supplemented by an employee to fulfill the duties of the Secretary. The selection Committee examines the profile of applicants (application form, CV, certificates, training experience, etc.) in order to judge for those suitable and efficient to perform the training tasks.

The lists of candidates are released before the commencement of the training semesters (the training period is divided in semesters) and are valid for six months.

The training models implemented at ASPAITE aim at providing both subject-based (specilisation) and pedagogical qualifications to candidate TEE teachers. Teachers of vocational/technical subjects obtain primarily qualifications dedicated to their chosen subject (e.g. electronic engineering, civil and construction engineering, etc.). The diplomas issued in the aforementioned subject areas qualify the graduates for teaching in the corresponding discipline in TEE.

Additional training is offered to provide students with pedagogical/teaching skills and competences. The Teaching Practice Sessions implemented at A.S.PAI.TE, as part of the pedagogical training programme, constitute a basic graduation prerequisite for the School.

Pre-service, pedagogical training courses (two-semester courses) are also provided for candidate teachers (AEI, TEI graduates) with no pedagogical background. The training

model combines theoretical subjects (e.g. pedagogical psychology, didactics of specialisation courses, etc.) with teaching practice sessions [see attachment].

Compulsory and/or optional in-service training courses for teachers/trainers in secondary Vocational Education (TEE) is provided by the Regional Training Centres. The courses are mainly optional for in-service teachers. The duration of the courses is approximately 40 hours and the context covers a variety of subjects like didactic, psychology, and physics, using computers etc.

All training activities are supervised by the Organization of Teachers' Training (OEPEK) that has been operating since 2002 as a legal entity of public law supervised by the Ministry of Education. OEPEK is authorised to design the curricula for teachers training and define the standards for the certification of teaching and pedagogy skills.

Further education and in-service training courses are also provided ad hoc by other agencies such as Universities (Faculties of Education), regional centres, accredited schools, etc.

Successful completion of in-service training and further education programmes is considered an additional qualification for teachers in the public education system. Training certifications provided by accredited organisations support teachers' promotion and status improvement, i.e. teachers with advanced qualifications may undertake administrative, managerial responsibilities and duties, the role of school consultants, and participate in policy planning and consultancy bodies.

Further education courses are implemented by the Higher School of Pedagogical and Technological Education (ASPATE) addressed to in-service teachers in technical vocational schools (TEE).

Further Education or "specialization" programmes:
Pedagogy and Didactics of General Technology
Consultancy and Guidance

The curricula of initial education and pre-service training of VE teachers are defined by the Higher Education Institutes (AEI, TEI) and ASPATE according to the foundation law, the goals and learning objectives of each institute and the current needs and requirements of the IVET sectors. The authorised bodies design the content and curricula, introduce changes and adaptations to update obsolete topics and methodologies. The curricula are subject to approval by the Ministry of Education. Teachers' associations are not involved in curricula design; however, curricula are often subject to teachers' criticism which attempt to influence the decisions of the authorised bodies and the Ministry of Education.

The curricula aim at preparing candidate teachers for specific subject areas and specialisations. Particularly in ASPATE – the only school that prepares VE teachers/trainers in Greece – the curricula provide candidate teachers with a variety of skills and competences that facilitate them to teach in different learning environments (e.g. classroom, laboratories, workshops) and fulfil different roles (e.g. teachers, mentor, advisor). The pedagogical training sessions develop skills and competences that enable candidate teachers to implement collaborative learning sessions, coordinate and animate group working, design lesson plans with the use of IT, provide guidance and consultancy beyond the traditional teaching roles.

The Syllabi of the Pedagogical Training and the Teaching Practice Sessions programme have integrated a variety of subjects and activities that combine the subject oriented studies with pedagogical skills and competencies. The Teaching Practice Sessions have developed as a collaborative action between the General Department of Education and the undergraduate Technological Departments addressing three major themes:

- (a) Teaching and Learning, providing knowledge and skills for teachers' role in the classroom and in the school,
- (b) Policy and Change, providing guidance for teachers' role in the school and in society,
- (c) Professional Ethics, providing knowledge and understanding for teachers' role in the profession.

School Management and Administration courses are provided to VE teachers, as part of the pre-service, mandatory training (before placement) courses.

ASPATE and other Higher Education Institutes graduates can be employed in a variety of learning settings, i.e. TEE, IEK,

2. Economy: How is the work and training of trainers financed?

It took a long time to develop a distinct policy towards vocational education and training (VET) in Greece. Only recently have the State and social partners engaged in a process of social dialogue about the optimal way to prepare young people for work and to help adults adjust to the demands of their professions and labour market needs.

There have been a number of developments throughout the 1990s regarding initial vocational training (IVT), continuing vocational training for employed people (CVT) and training for unemployed people (UVT). These developments have been so fundamental that the attitudes towards training have changed greatly and have been spurred by the following factors:

- there was a high level of concern for those upper secondary school graduates who do not enter tertiary education but could benefit from initial vocational education and training;
- both policy makers and administrators became aware of the positive correlation between levels of participation in VET and economic growth;
- social partners were recognised as active participating members in the overall decision-making procedure in the education and training sectors;
- funding available through EU Community Support Frameworks (CSF) for Greece ensured that policy-makers were able to implement wider ranging schemes for IVT and CVT for both employed and unemployed people.

The most notable developments in each section of the VET system in Greece are as follows:

- a new type of institution, vocational training institutes (IEK) were established in 1992 at post-upper secondary level. These are operated either by the State or by private organisations and provide 2 years, part-time, specialist training for specific qualifications recognised at European level.
- a recent reform in the educational system, enacted in September 1998 has some major institutional implications related to IVT. The former 4 types of schools in upper secondary level have been merged into unified lyceio (EL) and technical vocational

institutes (TEE). The first type leads to tertiary level studies, while the latter provides VET for specific occupations.

- the fund for employment and vocational training (LAEK), formed in 1996 by merging 2 funds established in 1994. The LAEK fund is supported by a joint employer/employee contribution. Its main purpose is to reimburse enterprises for their expenses for training activities. LAEK is managed by a tripartite committee (State–employers–employees) and is the most important source of private funding for CVT in Greece.
- a new type of institution (vocational training centre–KEK) was established in 1995 to provide vocational training to unemployed as well as to employed people. At the same time, legislation created a framework to: develop appropriate training programmes; certify training providers to operate as a KEK; and register trainers. The principle underpinning this legislative framework was to ensure that public funds coming from the European Social Fund and the State budget were used in an efficient way.

The administrative structure regarding VET financing in Greece is complex. At central government level, 4 ministries are responsible for funding and managing VET programmes. The Ministry of Education and Religious Affairs is responsible for IVT programmes and the Ministry of Labour and Social Affairs for CVT and UVT. The Ministries of Economy and Finance are responsible for coordinating national and EU funding and financing as well as auditing procedures, respectively, for all VET programmes. A large number of bodies and organisations are involved in planning and implementing VET programmes and their financing.

The most important resources derive from European Structural Funds (via the CSF and Community Initiatives), the Greek State budget, employers' and employees' contributions and household budgets. During the last 20 years, a series of different mechanisms for financing VET have been established. The organisations related to training include: funding agents; allocating agents; providers; and final consumers.

The way in which these 4 types of entities interact with another constitutes the financing system for vocational training. There are 5 main sources for the provision and allocation of funds to the various training agents:

- Greek government;
- European funds;
- Public and private enterprises;
- Employees;
- Household budgets.

<i>VET funding sources, allocation, implementation and consumers</i>				
	Funding agents	Allocating bodies	Implementing bodies	Consumers
IVT (public)	European Funds- State Budget (Ministry of National Economy)	Ministry of Education and Religious Affairs OEEK Ministry of Labour and Social Affairs (OAED) Other Ministries	TES, TEL, EPL (until 1998) Technical vocational institutes (TEE)(after 1998) Vocational training institutes (IEK)	Persons seeking professional qualifications and skills (mainly 16- 22 years old)

IVT (private)	Households	Other Ministries	institutes (IEK) OAED apprenticeship schools Vocational schools of other Ministries	
CVT (public)	European Funds- State budget(Ministry of National Economy)	Ministry of Labour and Social Affairs OAED Other Ministries	Vocational Training Centres (KEK) Enterprises Private training schools (KES)	Employees
CVT (private)	Employers and employees (LAEK)	LAEK Committee (with the technical support of OAED)		
UVT (public)	European Funds- State budget (Ministry of National Economy)	Ministry of Labour and Social Affairs Regional Authorities	KEK	Unemployed
UVT (private)	Employers and employees (LAEK)	LAEK committee	KEK	

LAEK fund

The LAEK fund receives contributions from both employers and employees and part of it is used to reimburse enterprises for training costs. This contribution amounts to 0.45% of the yearly total gross employees' wages of each enterprise. Act 2434/96 defines the administrative framework and entitlement criteria.

Enterprises can claim reimbursement for expenditure on training after completion in the year after the training was undertaken. Enterprises are entitled to receive up to 80% of total expenditure on training from the LAEK fund up to a ceiling based on its contribution for the previous year to the fund. The whole procedure is supported by OAED services, according to LAEK regulations. There is a possibility to transfer unspent amounts to the following year.

The main problem with LAEK is that small enterprises contribute small amounts per year and are not able to use the amount of money they are entitled to for staff training within the framework of their needs. As a consequence, large amounts, which are left unused, are transferred after two years to employee and employer associations, which in return implement training programmes for their members. The LAEK fund, however, is used constructively by large enterprises (e.g. banks, insurance companies, big industrial enterprises, etc.), which have large amounts of money at their disposal and are able to plan their vocational training programmes effectively.

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3. Selection and allocation: How are trainers selected and how are human resources allocated?

OEEK is in the process of drawing up a register of the teachers/trainers employed in its structures. Trainers who want to work in KEK and generally CVET structures should be included in the Register of Trainers for Adults (Eisagogiko Mitroo Ekpaidefton Enilikon) initiated by the National Accreditation Center for Vocational Training (Ethniko Kentro Pistopolisis Synexizomenis Epangelmatikis katartisis, EKEPIS).

Table: Teachers/trainers in IVET (number, gender)

	Total number		Male	Female	
Vocational Education (EPAL)	18,796	Public	17,288 (418 institutes)	9,683 (56%)	7,605 (44%)
		Private	1,508 (77 institutes)	687 (45%)	821 (55%)
Initial Vocational training (IEK)	8,444	Public	125 institutes	4,701 (56%)	3,743 (44%)

Source: Ministry of Education/Operational Research and Statistics Dept. (statistics 2002-2003), OEEK Dept. of Personnel (2003).

Table: Salary rates of teachers/trainers in Vocational Education (TEE) according to their educational background and work experience

Basic salary rates (monthly) *

Secondary education (SE)		Technical education (TE)		Higher education (PE)		Higher education 5-6-years		6-years	
Years	Basic salary	Years	Basic salary	Years	Basic salary	Years	Basic salary	Years	Basic salary
0	720	0	750	0	808	0	843	0	877
1	749	1	782	1	843	1	877	1	911
3	778	3	813	3	877	3	911	3	945
5	807	5	845	5	911	5	945	5	980
7	837	7	877	7	945	7	980	7	1,014
9	866	9	909	9	980	9	1,014	9	1,048
11	895	11	940	11	1,014	11	1,048	11	1,082

13	924	13	972	13	1,048	13	1,082	13	1,117
15	954	15	1,004	15	1,082	15	1,117	15	1,151
17	983	17	1,036	17	1,117	17	1,151	17	1,185
19	1,012	19	1,067	19	1,151	19	1,185	19	1,219
21	1,041	21	1,099	21	1,185	21	1,219	21	1,254
23	1,071	23	1,131	23	1,219	23	1,254	23	1,288
25	1,100	25	1,163	25	1,254	25	1,288	25	1,322
27	1,129	27	1,194	27	1,288	27	1,322	27	1,356
29	1,158	29	1,226	29	1,322	29	1,356	29	1,391
31	1,188	31	1,258	31	1,356	31	1,391		
		33	1,290	33	1,391				

Salary rates 01.01.2004, Law 3205/03, Ministry of Education and Ministry of Economy and Finance.

Table: Teachers/trainers in CVT (number, gender)					
	Total number	Male	Female	General subject teachers	Practical subject trainers
Continuing Vocational Training (KEK)	12,885 (*)	8,481 (66%)	4,404 (34%)	11,040	11,272 + 2,367 (**)

Table: Salary rates of teachers/trainers in IEK according to their academic status and qualifications (per hour €)	
Academic Scientific Staff / Higher Education Institutes (AEI)	
1. Professor AEI	28.61 €
2. Associate Professor AEI	26.41 €
3. Assistant Professor AEI	23.48 €
4. Lecturer AEI	21.13 €
Scientific Staff /Higher Technological Education Institutes (TEI)	
1. Professor TEI (PhD)	21.13 €
2. Professor TEI (MSc/MA/MBA)	19.96 €
Other Staff	
1. PhD holders	20.54 €
2. Msc/MA/MBA holders	19.37 €
3. University graduates of six-year studies	17.61 €
4. University graduates of five-year studies	17.02 €
5. University graduates of four-year studies	16.43 €
6. University studies (PE) / without diploma	15.85 €
7. Technological Education (TE) full-time studies (ex AP4 No.3 Law 2470/97) SELETE graduates	15.85 €
8. TEI graduates (No.3 Law 2470/97)	15.26 €
9. Technological Education (TE) without TEI diploma or equivalent (No 3 Law 2470/97)	14.67 €

10. IEK graduates/ post secondary vocational training	14.09 €
11. Secondary Education (SE) /Law 1505/84 and Law 576/77	12.33 €

(Source: OEEK 2003)

Salary rates for teachers/trainers in IVET are decided by the Ministry of Education and the Ministry of Economy and Finance taking into account and following the provisions of the National Collective Employment Agreements - Ethniki Sillogiki Simvasi Ergasias (ESSE) either for the private or the public sector. ESEEs are negotiated between the private sector trade unions (GSEE) and/or the public sector trade unions (ADEDY), the employers' unions/associations and the state representatives. Supplementary Sector Collective Employment Agreements are negotiated between the Ministry of Education and the Secondary Education Teachers' Federation (OLME); they exemplify the special terms and conditions of employment (including salary rates) for teachers/trainers in Secondary Education including TEE.

Teachers and trainers are mainly tertiary education graduates. However, in some cases, the bodies that offer CVET may use as trainers, persons that are not tertiary education graduates but have an extensive work experience. A teacher/trainer may work in different providers.

The Table below summarizes the admission requirements, as well as the in-service training opportunities for teachers and trainers in Vocational Education (TEE) and Initial Vocational Training (IEK). For more details on each feature of the Table, the reader should refer to the headings below.

Type of IVET	Type of practitioner (*)	Initial admission requirements	Opportunities for in-service training
Vocational education (TEE)	General subject teachers	Higher Education (AEI) diploma ASEP national competition: selection through written exams	Training courses implemented by the Regional Training Centres (PEK) and other training bodies. Training courses (further training) implemented by ASPAITE.
	Vocational / technical subject teachers	Higher Education (AEI, TEI) diploma or ASPAITE technological education diploma ASPAITE pedagogical training certification for candidates with no pedagogical background ASEP national competition: selection through written exams	Training courses provided by the Regional Training Centres. Training courses (further training, specialization) implemented by ASPAITE.
	Trainers	TEI diploma ASPAITE pedagogical training certification ASEP competition: selection through written exams	Training courses provided by the Regional Training Centres.

Initial Vocational training (IEK)	Theoretical subject teachers	Higher Education (AEI, TEI) diploma ASPATE technological education diploma	No in-service training is foreseen.
	Practical subject trainers	Higher Education (AEI, TEI) diploma ASPATE technological education diploma Secondary Vocational Education (former EPL, TEL, TES) diploma Training experience Professional experience	No in-service training is foreseen.

(*) Vocational Education:

1. General subject teachers: PE1 Theology, PE2 Greek Language and Literature, PE3 Mathematics, PE4 Physics, Chemistry, Natural History, Biology, Geology, PE5 French Language, PE6 English Language, PE8 Art Subjects, PE9 Economics, PE10 Sociology, PE11 Physical Education, PE13 Law and Political Science, PE33 Methodology, History and Theory of Science (Higher Education - A.E.I. graduates).

2. Vocational subject teachers: PE12 Civil Engineering, Architecture, Surveying, Mechanical Engineering, Electronic Engineering, Electrical Engineering, Nautical Engineering, Chemical Engineering, Metallurgy, Chemical Metallurgy, Radio-Electricity Physics, Computer Science, PE14 Medicine, Dentistry, Pharmacology, Agronomy, Forestry and Natural Environment, Nursing, PE15 Home Economics, PE 16 Music, PE32 Theatrical Studies, PE17 teachers of Electricians, Mechanics, Electronics, Infrastructure Civil Works and of Civil Building Works (AEI, A.S.PAI.T.E. graduates).

3. Technical subject teachers/trainers: PE18 Graphic Arts, Business Administration, Accounting, Medical Laboratory, Dental technician, Assistant Social Worker, Nursing, Plant Production, Animal Production, Fish Farming-Fishery, Farm Machinery, Forestry, Farm Management, Vehicles, Textiles, Radiology, Occupational Therapy, Physical Therapy, Graphic Design, Interior Design, Conservation of Antiquities and Works of Art, Photography, Green House Cultivation and Floriculture, Infant Care (TEI graduates).

(*) Initial Vocational Training: a total of 168 specialisations are currently taught in the institutes.

1. Theoretical subject teachers: Higher Education graduates (A.E.I. and T.E.I.), A.S.PAI.TE. graduates.

2. Practical subject teachers: TEI graduates, former Eniaio Polikladiko Lykeio (E.P.L.), Techniko Epagelmatiko Lykeio (T.E.L.) and Techniki

4. Qualification: How are trainers qualified?

The entry requirements for the trainers of initial VET 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-semester training programme in the Higher School of Pedagogical and Technological Education (Anotati Scholi Paidagogikis kai Technikis Ekpaidefsis, ASPATE). There is no pre-service training provided for this type of teachers. 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 Institutouto, PI), the scientific body of YPEPTH, and approved by YPEPTH. Teachers can be members of such teams.

The entry requirements for the trainers in Continuing VET 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.

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, KEEENAP), Prefectural Committees for Adult Education (Nomarchiakes Epitepotes 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.

Prerequisite for the accreditation of Trainers for Adults and Support Services Professionals is the participation in training programmes accredited by E.KE.PIS. Participation in a training programme is a non-formal learning process since no official recognition is received. Nevertheless, the certificate awarded upon successful completion of the training programme constitutes a prerequisite for the participation of the trainee in the subsequent accreditation procedure. Additionally, the accreditation certificate provided by E.KE.PIS to Trainers for Adults is a prerequisite for being eligible to teach from 1.1.2008 onwards in EU co-funded vocational training programs. Similarly, the

accreditation certificate provided by E.KE.PIS to Support Services Professionals is a prerequisite for being eligible for employment from 1.1.2008 onwards in EU co-funded Support Services programs and actions.

Initial Vocational Education - secondary, post-compulsory Technical Vocational Schools (TEE) Candidate teachers complete their basic studies in specific subject areas and receive their pedagogical training at the following educational institutions:

1. At the Higher Education Institutes (Higher Education Institutes - A.E.I., Technological Education Institutes - T.E.I.): general subjects and vocational/technical subjects teachers.

2. At the Higher School of Pedagogical and Technological Education - Anotati Sxoli Pedagogikis kai Teknikis Ekpaidefsis (A.S.PAI.T.E.): candidate teachers in the PE17 subjects (four-year studies including pedagogical training). A.S.PAI.TE. offers courses in five major subject areas:

- Electrical Engineering
- Electronic Engineering
- Mechanical Engineering
- Civil and Construction Engineering
- Civil and Structural Engineering

The graduates of Higher University and Technological Education Schools (A.E.I. and T.E.I.) who have not been provided with pedagogical skills during the course of their studies, have to complete one year of pedagogical training (pre-service) in ASPAITE in order to be appointed in the Technical Vocational Schools (T.E.E.). For example the graduates of the National Technical University of Athens (NTUA), who have no pedagogical skills acquired as part of their five-year studies, can possibly be employed as TEE teachers, if they acquire the ASPAITE's pedagogical skills certification.

Pre-service training courses (short-term) on pedagogical, administrative and professional topics are mandatory for candidate teachers who have successfully passed the ASEP written competition; they are offered by the Regional Training Centres.

Initial Vocational Training (IEK) teachers/trainers can be Higher Education graduates (AEI and TEI), Vocational/Technical Education graduates (TEE, IEK), Secondary Education graduates (former TES, TEL, EPL or Eniaio Lykeio) depending on the needs and requirements of the training programmes implemented by each Vocational Training Institute (IEK). Apart from formal qualifications, the selection of teachers/trainers appointed in IEK depends on professional experience as well, that is considered to be an important prerequisite for admission. The number of years of prior professional experience vary and is usually correlated with formal qualifications and the subject of training.

No special pre-service training is foreseen or required for practitioners who wish to be recruited in initial vocational training institutes (IEK). According to the admission requirements or selection criteria stated by OEEK, teachers/trainers may have acquired knowledge, qualifications and skills at various levels and institutions, through various education and pre-service training programmes.

[an overview of IVET initial education and pre-service training is provided in 0602; see the Table: IVET teachers/trainers classification and main characteristics]

Teachers in CVT acquire their general and technical subject qualifications in Higher Education and Technological Institutes (AEI, TEI, ASPAITE). Qualifications on technical subjects may also be acquired at the post-secondary level (IEK) for teachers

who perform practical subject training, although IEK graduates are usually employed as trainers and operate in-practice training, labs and workshops.

Due to the lack of pre-service training structures, the National Accreditation Centre of Vocational Training Structures (EKEPIS) has initiated the National Training Programme for teachers/trainers in CVT – Ethniko Programma Ekpaidefsis Ekpaidefton apo Apostasi (EPEEA).

The programme was launched in late 2002 and aimed to set up and provide pre-service, pedagogical training for teachers/trainers in Continuing Vocational Training. The programme has planned to implement distance learning methods and techniques for large-scale, nation-wide training courses. The first (pilot) phase of EPEEA aimed to design the distance training model, to develop the training material and provide training to 265 tutors that were supposed to act as trainers of trainers during the second (large scale) phase of the programme.

The Hellenic Open University (EAP – Elliniko Anoikto Panepistimio) was the coordinator of the project during the first phase. The training of trainers was implemented between February and July 2003.

In the second phase, the National Programme intends to train all teachers/trainers in Continuing Vocational Training, approximately 12,700 currently included in the Register of TT in CVT that has been compiled by EKEPIS (statistics 2003). Training will be obligatory for trainers who aim to be appointed in vocational training programmes supervised by the Ministry of Labour. EPEEA is expected to advance the quality and efficiency of the training programmes in CVT and, moreover, to promote and standardize distance learning in Greece.

For the time being, the second, large-scale training phase of the EPEEA has not been announced.

5. Integration: How is the reputation of trainers and how are they integrated in enterprises/society?

Material and motivational appreciation, and support from the top management is highly deficient in Greece, which requires serious measures to be taken.

On the other hand, no progress has been made to this day due to various reasons. Moreover, the enterprises that have training units and expert teachers should be encouraged by the state because these units have the quality of schools. The state should search for the ways of satisfying the expert teachers working in the vocational training units in the enterprises, both financially and morally.

Given the traditional divide in many European countries between the academic and vocational routes, achieving parity of esteem is a long-term aim. It is not surprising, therefore, that no EU country has fully achieved parity of esteem. It is, however, one of the positive (if sometimes indirect) effects of a combination of initiatives designed, for instance, to enhance vocational provision and build better progression routes. The most difficult factor to influence is the perception of the families, students, employers and higher education institutions. There appears to be a lack of information for the general public about the reality of labour market opportunities, and the effects of new measures

concerning vocational provision could be enhanced if they were accompanied by information and communication campaigns.

This report also summarises the recommendations of the working groups at the seminar organised by ELWa on 27 November 2002 (World Class Learning in Wales. Case Study: Parity of Esteem – in Search of the Holy Grail?). The outcomes of the working groups' discussions, combined with the desk research led to a number of actions being identified which are considered to be effective in improving parity of esteem.

6. Innovation: How innovative is the work and training of trainers?

In the framework of the Operational Programme “Education and Initial Vocational Training” is implemented the further training programme for trainers of all the sectors and specializations trainers of primary and secondary education in the use of ITC, for their effective utilization in the class, which encompasses the following two phases:

A) Further training of first and secondary degree trainers in the use of ITC in education, in appropriate lab rooms – room of the recognised Centres for the Support of Further Training, from selected (from a relevant Registry) trainers. The study program covers basic concepts of IT and basic elements for the use of a PC, effective use of a word processor, spreadsheets and presentation software, as well as connecting and communicating through the internet. The program refers to the obtainment of basic knowledge and the effective use of ITC in the educational procedure through the use of educational software products.

B) Accreditation of knowledge and skills of the trainers in ITC, which takes place in planned time periods, electronically, through the appropriate software, at a fully equipped and accredited Accreditation Centres (University and TEI labs which have been selected through an open process)

The VTIs, public and private, which are managed or controlled by , who is controlled from the Ministry of National Education and Religious Affairs, encompass in their specializations the Information Technology-Communications-Networks specialization. They are encompassed in the post-compulsory secondary education and accept both high school graduates, and lyceum graduates.

The National Accreditation System of Vocational Training was established under the Ministerial Decree of both the Minister of National Education and Religion Affairs and the Minister of Economy and Finance. O.E.E.K, with the contribution of the Central Examining Committee for the Accreditation of Vocational Training, in which participate all the social partners, implements, at a national level, examinations for the accreditation of vocational training twice a year. In these examinations, which include a practical and a theoretical part, the graduates of public and private VTIs, compete in common theoretical subjects for all the country, in order to obtain the Vocational Training Diploma.

The Vocational Training Diploma is recognized both in Greece, as well as in the member states of the EU [Presidential Decree (PD) 231/29-07-98, which made feasible the inclusion in the Greek Law the Directive 92/51/European Economic Community].

Companies of the Wider Public Sector

Big companies of the wider public sector implement educational programs-seminars through their own structures. The Public Power Corporation S.A. (PPC SA) and the Hellenic Telecommunications Organization S.A. (OTE SA) are mentioned indicatively:

The PPC SA Department of Education implements the educational policy of the company, taking in its responsibility the initial and continuing vocational education and further training of all the employees of PPC SA. Moreover, the PPC SA Department of Education, operating as a vocational training centre, ensures the prospect for the provision of its educational and consulting services to the wider public sector and the private corporations. The PPC SA Department of Education constitutes a modern training unit, having at its disposal seven organized and fully equipped educational centres all over the country, in which are implemented educational programs which cover specific subjects or subjects adapted to the needs of the clients (ITC subjects included). It has been accredited for the obtainment of the European certificate for the accreditation of skills in matters which concern computers and IT.

___ SA implements ITC seminars through its subsidiary company 'OTE Academy'. Participation in the seminars includes both the newly hired employees and the 'old' employees of the company. They last 2-5 or 10 days (6 hours per day). With the completion of the seminar is awarded the certificate for the participation in the seminar.

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

To date, approximately 17,150 Trainers have enrolled in the EKEPIS Register. Additionally, accredited Trainers for Trainers for Adults are enrolled in the respective EKEPIS Register. Accreditation is upon successful completion of an accredited training programme based on the respective job profile. The process for their accreditation entails a combination of different methodologies and is currently underway. c. Accreditation of Support Services Professionals: Within the national and European policy for combating social exclusion and distinction, EKEPIS aims at upgrading the quality of support services provided and the qualifications of the professionals in the field. Support Services Professionals are engaged in both the public and private sector and provide specialised counselling and social services to people who are socially excluded or threatened to be. EKEPIS has designed and currently implements the Accreditation System for Support Services Professionals (Joint Ministerial Decision 113709/2005).

This specific accreditation system entails 3 main phases:

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

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

The first phase was to develop a trainers' register and until now more than 15.000 trainers are already registered at EKEPIS (the National Accreditation Body for VET). There were three main criteria in order for a trainer to be registered: a. specific academic qualifications (mainly a university degree), b. minimum professional experience which is at least three years' experience in his profession and c. adult teaching experience, which is very crucial. One had to fulfil all these three criteria in order to be registered. According to a recent Ministerial Decree (December 2006) adult teaching experience is not

necessary, once the trainer attends a specific 300 hour training programme for adult trainers.

The second (undergoing) phase is the training of more than 10.000 trainers (out of the total). This includes a 300-hour distance learning course addressing the need of enhancing the ability of trainers to teach vocational skills.

The third and final phase is the accreditation of these trainers.

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

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

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

Teachers and trainers do not have any additional roles in the VET system. In some cases, however, they may be chosen by the bodies responsible for providing VET, to form committees that will be engaged for some period in curriculum development, in different types of assessment etc. The choice is based upon their qualifications, experience etc.

GREECE: Summary of expert interviews

Issues

1. Needs regarding the training and qualification of in-company trainers are largely ignored, both at the policy and company level.
2. There is an increasing demand lately for in-company trainers but nevertheless there is a big gap between the needs of the companies and the skills of those who are in charge of training.
3. There is a lack of training culture. Neither the employers nor the employees fully understand the importance of training and re-training with the consequence of not giving the appropriate qualitative characteristics. The in-company trainers lack the necessary information and educational support.
4. The allocation of human resources is not efficient.
5. Trainers lack motivation and interest to engage in continuing learning. Top-down approaches seem to lead to better results.
6. Also the majority of companies expect a top-down approach in that the state should be responsible for the organisation of training. Thus, companies avoid initiatives in the direction of taking charge of developing training methods and content.

Discussion

- Innovation in learning is an issue; training and learning methods remain underdeveloped in terms of making greater use of modern and innovative methods.
- The professional in-company trainers are still a very rare case in Greece. In most cases the trainers are experienced employees who have parallel duties. Although it is clear that the needs are calling for well educated and trained trainers there are no incentives and even very few possibilities for them to develop their competences. Therefore the implementation of modern methods is still problematic and the diversification of the trainee groups in most cases is considered a luxury. There is no clue on the existence of associations or professional bodies of trainers.
- Regarding the accreditation of prior learning this is a more general problem as in Greece a legislative framework or relevant competent bodies to recognise accomplishments of prior learning through different learning pathways do not exist.
- Being a trainer is considered a respected position within the company. Thus, the status within the company is respectable although it is not supported financially or through other incentives. The recognition of the training profession has to pass through the official existing infrastructure which is the system of continuing vocational training. Further career pathways are dependent upon on-the-job experience and do not follow any guidelines or specific procedures.

Examples of 'good practice'

- In the Greek banking sector there are examples of good practice. ALPHA Bank, for example, has established a modern system for internal training and offers incentives

to the trainers, recognising their working experience and enabling a smoother promotion procedure. It is interesting that supporting e-tools were developed in house.

- The 'school' for the employees of the Ministry of Finance introduce e-learning to foster:
 - i. On the job training of the trainers to convey the experience on training of trainers from Universities and companies to the staff of the Ministry.
 - ii. E-Training for the employees by the trainers of category a.
 - iii. Real time training
 - iv. Evaluation and retraining of trainers.
- Neorion shipyard, based in Syros island developed a system of specialised training for the staff focusing on the changing needs of the sector.
- Other good practice examples can be found within some multinational companies.

Future trends

The decreasing number of skilled workers and overall qualification of the workforce combined with lifelong learning policies will increase the importance and recognition of training personnel in the mid and longer term. From big and multinational companies this changing role will also trigger down to SMEs.

Currently, Greece lacks significantly in the organisation and provision of in company training. So far a supporting framework for the upgrading of the trainers' competences has not yet been developed. However, following examples of trend setting companies and public organisations it is expected that within the next few years the whole system will be rationalised. Operating in the European market, companies and employees will recognise the importance of continuous up-grading of skills and competences permitting an enhanced role for the trainers.