



## STATE OF THE PLAY REPORT – NATIONAL REPORT OVERVIEW

Learning & Guidance TWG – AUTH

### Aims of the report

- To contextualise the case studies.
- To serve as a basis and contextualisation for analysing constraints and barriers as required under WP 4 (e.g. to understand why it could be easier to transfer research results outside university; to apply research results e.g. on other LLL education fields.
- To contextualise the recommendations.

### Structure

#### 1. Methodology

Explain how this report has been done: perception of one or few persons ...

This report was compiled based on Lifelong Learning legal and policy documents from the late 1990s until today as well as the experience of academic staff in AUTH (particularly on guidance and counselling) and literature relevant to learning and guidance in Greece.

#### 2. Facts and Figures on LLL and ULLL

Definition of ULLL in your country (Formal, Informal, CPD...)

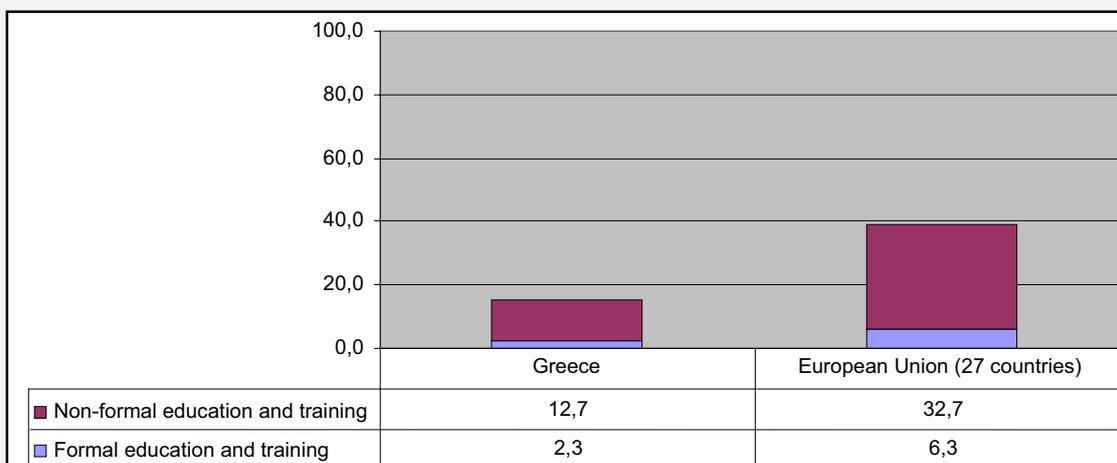
Definition of the theme in your country

Eurostat figures or other authoritative statistical data

Debates about LLL in Greece began in 1996 with 'the European year for LLL'. The year for LLL was a significant landmark for promoting its concept and practice in Greece by raising awareness and initiating a dialogue amongst social partners, including the universities. By then, considerable attention had been given to education and training, but there was almost nothing concerning the core aspects and complexities of LLL. The basic message was to stress the need for LLL, not simply as a new form or a new method of education, but as an inevitable consequence and tool for the survival of individuals, groups and even States in the information society. The main point of most literature was that learning in the 21st century should be understood as a lifelong process. The problem however was how to invent mechanisms by which that process could be achieved for all. The various conferences, seminars and other activities for the year of LLL were organised primarily by the General Secretariat of Further Education of the Ministry of Education and dealt with topics such as providing incentives for young people aged 14 to 19 who had abandoned their studies; providing new forms of education and training for the long term unemployed or those threatened by unemployment; raising parents' awareness of the importance of LLL for their children; urging social partners and firms to participate in LLL programmes; providing incentives for the participation of working adults in programmes of continuing or recurrent education.

Under the first seminal Law 3369/2005 (Official Journal 171/ Issue A'/06.07.2005) on 'Systematisation of Lifelong Learning and Other Regulations', the operation of the already operating bodies-providers of adult education and training as well as of the newly-founded bodies (such as the Lifelong Learning Institutes that never operated) is systematised and integrated into the rubric of a coherent institutional framework for LLL<sup>1</sup>. This law also defines the lifelong education as an activity across people's life-span aiming at both the acquisition and the improvement of general and scientific knowledge, skills and competencies as well as personal development and employability. Little progress however has been done since 2005.

*Adult Education Survey: Participation rate in education and training, Source Eurostat (AES) 2007.*



LLL is a newcomer to Greek higher education, but there is now a movement in its favour in the universities. This is the result of a top-down government policy within a general framework for wider educational reform, but it is not clear yet how far it has been taken on board by the universities as a matter of strategy<sup>2</sup>. The policy in its present form has only been in operation for the last year or so (since September 2010 with the Law 3879/2010). It is financed primarily by the EU and has both positive and negative implications. On the positive side, the revenues from the EU act as an incentive for many university departments and academics to become involved<sup>3</sup>. On the negative side, those who see no benefit in engaging in such courses are reluctant to participate and many question their value and survival. But it seems that LLL is here to stay. Indeed, everything indicates that it will gain momentum in the immediate future. The traditionalists and those who oppose reform have no convincing arguments or alternative proposals and they have no answer as to what must be done in the face of rapid socio-economic change. LLL as a concept and as an educational policy remains fuzzy and continues to mean different things to different people. Certainly, its deeper educational philosophical and social implications have not been clarified or even discussed in the literature. Hence, many opponents see the new programmes as a policy imposed by international organisations

and governments to serve the needs of the free market. This is perhaps more evident today with the economic crisis. Related to this is the criticism that LLL is simply a training tool, which is not really what university education is about. Hence, they see its introduction as an erosion of university autonomy and a threat to its standards.

INSTITUTIONAL AUTONOMY OF GREEK HEIs					
INSTITUTIONAL GOVERNANCE	STAFF	STUDENTS	FINANCE	EDUCATION	RESEARCH
<ul style="list-style-type: none"> <li>- Legal Status</li> <li>- Own infrastructure</li> <li>- Commercialization of activities</li> <li>- Parameters for internal decision – making including freedom to set up internal governance structure</li> </ul>	<ul style="list-style-type: none"> <li>- Selection appointment and dismissal of academic staff</li> <li>- Academic career structure</li> <li>- Career advancement</li> <li>- Working conditions (e.g. salaries)</li> </ul>	<ul style="list-style-type: none"> <li>- Selection of students</li> <li>- Number of students enrolling.</li> </ul>	<ul style="list-style-type: none"> <li>- Set and differentiate tuition fees</li> <li>- Borrow funds on capital markets</li> <li>- Allocate funds as the institution sees fit.</li> <li>- Income generating activities</li> <li>- Right to build up a portfolio of assets and to accumulate financial capital</li> </ul>	<ul style="list-style-type: none"> <li>- Supply of Programmes, including their accreditation</li> <li>- Design curriculum</li> <li>- Contents of courses</li> <li>- Modes of instruction and delivery</li> </ul>	<ul style="list-style-type: none"> <li>- Design research</li> <li>- Decide the priorities of research</li> </ul>

Others who follow the lead emanating from the rhetoric of the literature of international organisations and governments talk of LLL as a panacea for all social, economic and even political problems. This leads to the conclusion that extensive research on its various aspects and ramifications which will allow for in-depth discussion and understanding of the problems and the possibilities involved is now urgently needed. A general conclusion is that the introduction and the operation of LLL available in Greek universities is bound to be affected by the fact that the educational system at large is highly centralised and state controlled at all levels. Due to historical political developments in modern Greece, education, and higher education in particular, have been subject to political influence, if not control. This is still true and includes the universities which, despite their constitutional autonomy, cannot really initiate independent reform. They are aware of the need for reform in view of the cosmogonic changes which are taking place in contemporary society. Official educational provision, however, must be provided within a strict legal framework and be approved by the government. All courses must be approved by the Ministry of Education, as must the appointment of the regular members of staff working in the official system. Any educational reform follows a top-down process with the government as the initiator. In this context, the government has tried to introduce LLL in higher education within its general programme of reform of higher education. The legislation introduced in the last five years (first with the Law 3369/2005 and then with

the Law 3879/2010 and more recently with the Law 4009/2011 that stipulates the operational structure for all HE institutions), and the last two in particular, points clearly to favourable conditions for LLL provision. It must be emphasised, however, that the reforms and LLL as a form of education provision are a response to the demand for mass education and immediate socio-economic problems rather than a well thought out, long term strategy based on sound educational considerations.

A major development in the functioning of LLL at university level was the creation of the Hellenic Open University (EAP)<sup>4</sup>. It is gathering momentum and shows good prospects for LLL. Details of its organisational and administrative structure are developed by Lykourgiotis (1998, pp. 125±155).

In general terms and although there is still lack of a cohesive ULLL strategy the current policy trends in ULLL in Greece address the following issues as these appear in the newly established Law 4009/2011: internationalization; flexibility in curricula design; strategic planning; self-diversity; market opportunities; diversification of institutions.

### 3. The legal context for the thematic practice (on Learning and Guidance)

- a. Current
- b. New one if any
- c. Comparison

Although there is no specific national legal context on learning and guidance in the universities, many HE institutions have developed their own framework either through study/course programmes or through specially organised agencies that operate within the universities (e.g. committees for social and psychological support). AUTH operates such a committee however few departments operate their own course programmes as well (e.g. department of Psychology). Besides those initiatives there is a large variety of organised initiatives and actions at a national level largely focusing on guidance and counseling (for employment or career) that in many cases operate in collaboration with HE institutions or at a voluntary basis with the support of HE institutions. In AUTH as in most HE institutions the **Career Liaison Offices** have this role. Funding for establishing Liaison Offices is provided to Higher Education Institutes through the Operational Programme for Education and Initial Vocational Training (Community Support Framework, 2000-2006). Liaison Offices provide students with all relevant information about postgraduate and doctoral study programmes, scholarships, loans, and opportunities they have for a job or a stage in the internal and the European labor market. In Greece there are 20 Liaison Offices in Universities and 14 in Technological educational Institutions all over the country. The most active initiative in this respect is the Guidance & Counselling Centers (KESYP) and School Career Guidance Offices (GRASEP) founded to improve Counselling and Career Guidance services to young people. Under the Law 2525/97, art. 10.3 sixty eight 68 Guidance and Counselling Centers (KESYP) were founded at the headquarters of each prefecture, one (1) center at the Ministry of National Education and Religious Affairs and two hundreds (200) School Career Guidance Offices (GRASEP) in 200 secondary education school units. KESYP

are located in central areas that are easily accessible. The objective of KESYP is Counselling and development of Career Guidance institution to a prefecture level, providing help not only to specific individuals (school students, university students), in order to realize their abilities and enter smoothly the social and labor world, but to larger groups as well (school units, students, parents, teachers etc). They also serve people with special needs, but only a few KESYP are accessible to people with moving difficulties. KESYP and GRASEP are connected to each other and communicate through “Nestor” network (a panhellenic Intranet network). “Nestor” facilitates the flow of current, correct and documented information about career related issues (educational and professional information, counselling and career guidance, seminars, conferences or other activities, information about various websites and many other issues related to the existence and function of KESYP and GRASEP). Recently, almost all school units are connected to Panhellenic Intraschool Network EDUnet. GRASEP are connected to EDUnet through their school units. KESYP are, also, connected to EDUnet. KESYP are staffed by teachers trained in counselling and career guidance and teachers trained in information and documentation. They have information and educational material about educational, training and labor market issues both in printed and electronic form. As organizations KESYP are connected to the Ministry of National Education and Religious Affairs (YPEPTH), to the National Centre for Vocational Orientation (EKEP) database, to the Pedagogical Institute (PI), to the GRASEP. Organize gatherings of parents and students about issues relevant to education and professions training seminars and conferences for teachers who implement career guidance in their school units, in collaboration with local social, educational and professional organizations, EKEP, YPEPTH and PI.

#### 4. The current implementation of this legal framework

In recent years, the strengthening of the role of counselling and vocational guidance in relation to developing better education and employment policies, social inclusion and economic development, made quality assurance in guidance provision a key priority. The role of the universities, national centers, private non-profit organizations and associations, the role of the European programmes in the development of a coherent national policy on guidance, in quality assurance of the offered services, in monitoring the conditions and the rules of operation governing services and in identifying the relevance of guidance counsellors’ qualifications, was directly linked to this priority and very significant, to the extent that produced the required know-how and practice. Below there is a brief presentation of some of these initiatives:

**Higher School of Pedagogical and Technical Education (ASPAITE):** Following the establishment of the Higher School of Pedagogical and Technical Education in 2002 the Counselling and Vocational Guidance Department became part of the Pedagogical Subjects General Department. The course taught by the Counselling and Vocational Guidance Department is aimed at graduates of Universities and Technological Educational Institutes where they also hold degrees from the Pedagogical Technical School or Higher School of Technologist-Engineer Training of SELETE. Moreover, it is aimed at graduates of

the Departments of Philosophy-Pedagogy-Psychology or Philosophy and Pedagogics of University Philosophy Faculties. Furthermore, it is aimed at holders of tertiary level education degrees who also hold a degree from the Pedagogical Institute or a degree in kindergarten or preschool education studies or a degree from a kindergarten school. Lastly it is aimed at graduates of the Departments of Philosophy and Social Studies of Greek University Philosophy Faculties and graduates of tertiary level education who have successfully completed studies on in-service training courses run by the Ministry of Education and Religious Affairs lasting at least 500 hours on the subject of educational vocational guidance in general or some of its main aspects. The course lasts for two academic semesters and requires that 21 subjects be studied, a dissertation prepared and 300 hours practical work experience be completed. Following successful attendance, a Specialized Degree in Counselling and Vocational Guidance is conferred.

**National Centers, private non-profit organizations and associations (indicative)**

- (E.O.P.P.) National Organization for the Certification of Qualifications
- National Center for Vocational Guidance (EKEP)
- National Accreditation Centre for Continuing Vocational Training (EKEPIS)
- Higher School of Pedagogical and Technological Education (ASPETE/ASPAITE)
- Institute of Training & Career Guidance (IEKEP)
- Institute of Career Guidance & Career (IEPAS)
- Association of Greek Career Counsellors and Vocational Practitioners (SESEP)
- Hellenic Society of Counselling and Guidance
- Organisation for Vocational Education and Training (O.E.E.K.)

During 2010 in Greece, under the new Law on Lifelong Learning, major changes are being introduced in many state structures. A new legal entity of private law has been established, under the name of **(E.O.P.P.) “National Organization for the Certification of Qualifications”** (from the merger of EKEP & EKEPIS). The new organization has administrative and financial independence and is supervised by the Minister of Education, Lifelong Learning and Religious Affairs. E.O.P.P. is the national body for the certification of the outcomes of non formal education and informal learning and will operate as the national structure competent for European networks on issues of qualifications and European instruments of transparency and mobility, such as the National Europass Centre (NEC), the National Point of Coordination for the European Qualifications Framework (NCP), and the National Point of Reference for Quality Assurance. In 2011, the NCP continues to transmit all related information to the citizens and it continues to promote National Qualifications Framework and European Qualifications Framework all over the country by different ways and activities. Conferences and technical seminars are organized with the participation of experts in order to better elaborate the NQF and to promote the referencing process of EQF.

The **National Center for Vocational Guidance (EKEP)** is a legal entity under private law, established under Law 2224/1994 & 2525/1997. It operates since 2000 under the supervision of the Ministry of Employment and Social Protection and the Ministry of National Education and Religious Affairs, pursuant to Presidential Decree 232/29-07-1998

(Government Gazette 179A), as modified by Presidential Decree 44/9-2-2004 (Government Gazette 37). At national level, EKEP is the competent national coordination body responsible for:

- providing scientific and technical support to the relevant stakeholders in the Ministries of Education and Employment in designing and implementing a National Policy on Guidance and Counselling,
- the development of communication & coordination of actions taken by private & public counselling & guidance service providers, aiming at the improvement of existing services,
- the education, initial and continuous training of counselling and guidance practitioners, in collaboration with/or supplementing those provided by current training services in the relevant Ministries of Employment and Education,
- defining the conditions and rules under which guidance and counselling services should operate, the relevance and adequacy of counselling and guidance practitioners' qualifications and keeping the relevant registers,
- establishing a National Information Network for the use of all relevant stakeholders and individuals on matters of education, training and exchange with other E.U countries,
- developing criteria & human resource assessment standards regarding education & training,
- designing and implementing projects that are relevant to EKEP's mission either by the Center's own structures or in collaboration with other private or public structures in the context of national, European and international programmes.
- conducting and commissioning surveys, research and projects to achieve its aims,
- the cooperation in issues relevant to its responsibilities with organizations, centers and other key actors in Greece or abroad in order to achieve its aims,
- organizing conferences, meetings and other events relevant to its aims.

Also EKEP creates the registry of Private offices and service centres for counselling and vocational guidance. Furthermore, EKEP is the executive body of System 6 of ESSEKA "System of Counselling, Vocational Guidance and Connection with the Labour Market" (Law 3191/2003). At European level, EKEP is the National Euro-guidance Center, member of the Euroguidance network, with the support of Lifelong Learning Program and the national body representing Greece in the European Lifelong Guidance Policy Network - ELGPN, established by the European Commission in 2007.

**National Accreditation Centre for Continuing Vocational Training (EKEPIS):** The EKEPIS was founded in 1997 and is a statutory body supervised by the Minister of Employment and Social Protection with administrative and financial autonomy. It is administered by the Board of Directors, the Chairman of the Board and the General Director. The Centre's mission is to develop and implement the National Accreditation System for Continuing Vocational Training. This system aims at: ensuring quality assurance in vocational training, improving effectiveness of training services, reinforcing reliability in vocational training,

linking vocational training with employment and the demands of the labour market, interlinking the systems of VET (linking initial with continuing vocational training systems), promoting lifelong learning. EKEPIS currently employs 51 people of high expertise in a wide range of fields. The Centre also keeps a Register of Evaluators, who is external-expert collaborators in the EKEPIS projects Accreditation of Vocational Training Centres and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users. EKEPIS's Work is Monitoring and Evaluation of Accredited Vocational Training Centres and Special Centres, Accreditation of Trainers of Continuing Vocational Training, Accreditation of Support Services Providers, Accreditation of Job Profiles, Accreditation of Continuing Vocational Training Programmes, Accreditation of knowledge, skills and competencies.

**Institute of Training & Career Guidance (IEKEP):** The IEKEP is a private non-profit organization, founded in 1990 to meet the growing needs of the labour market in the areas of training and career guidance. It is a regional Vocational Training Centre, certified by the Greek Ministry of Employment. It provides training to employed and unemployed people as well as to social groups at risk of social exclusion Furthermore, IEKEP designs and manages Innovative European Projects, in cooperation with other European organizations. It has expertise and wide research experience in areas like: Career guidance, Development of educational material, Trainers training, Certification of vocational competencies. Equal opportunities, gender equality and quality assurance are solid values of IEKEP that transverse all its activities. Its permanent staff has long experience in adult training and career guidance. All adult trainers are accredited by the Ministry of Employment and have long teaching and vocational experience. The trainers are evaluated, on a constant basis, by the administration of IEKEP. **Institute of Vocational Guidance & Career (IEPAS):** IEPAS is a private non-profit association created by a group of people from different professional fields, who wanted to join their forces in order to disseminate and promote the idea of vocational guidance. IEPAS has scientific and professional goals: 1. monitoring of the Vocational Guidance, scientifically and practically, in Greece and abroad, 2. contributing to the notification and acceptance of the idea of the Vocational Guidance to all interested parties, 3. providing effective Career Guidance services of a social character. IEPAS deals with the interspersion and promotion of Career Guidance and Career Counselling. Using modern methods, this association seeks to help people with using their talents and identifying their status within the modern labor market, thus greatly improving the quality of their lives in personal, social and economic level.

**Association of Greek Career Counsellors and Vocational Practitioners (SESEP):** The (SESEP) founded in 2000 has scientific and professional goals, aiming at 1. the promotion of scientific work and research round the subjects of Counselling, Career Guidance and Career Management, 2. the scientific and professional accreditation of the exercise of Counselling and Professional Orientation in our country, 3. the connection with corresponding institutions of European Union and other countries, 4. the distribution and the extension of Association's activities in modern educational, scientific, social,

economical status and 5. the dissemination of public information concerning the exercise of Counselling and Vocational Guidance. SESEP consists of approximately 100 members with a BA degree in humanitarian studies (graduates of departments of Philosophy of Pedagogic Psychology, Philosophy and Social Study, Psychology, Sociology, Pedagogies, Economics etc.) and Postgraduate Studies (Master's of Science) in the field of Counselling and Vocational Guidance, in Greek University or other Universities abroad.

**The Hellenic Society of Counselling and Guidance (He.S.Co.G.)** was established in 1985. It is a non-profit scientific society whose objective is to bolster, promote, and establish the institution of counselling and guidance in Greece. Moreover, it is interested in protecting the professional rights of counsellors in Greece, and in cooperation and contact between members of the Society. It publishes the specialist journal "Counselling and Guidance Review", organizes training courses, seminars and conferences as well as research activities. All persons involved with counselling and guidance or all those interested in such issues may become members of the Society. Furthermore, all those with special studies or training in counselling and guidance lasting for more than 500 hours are named as ordinary members and are entitled to elect and be elected to the Society's management bodies

#### **5. The legal framework for the thematic research (on Learning and Guidance)**

The validation of non-formal and informal learning through the development of a national and easily understood system, based on occupational standards, is undergoing radical reform. Relative to the development of national standards for the provision of quality services in the domain of vocational guidance, significant progress has been made since 1984. Specialized bodies, faculties, institutes, private training centers and professional associations promote and disseminate expertise with regard to the good practices provided throughout the Greek society. At the same time, these bodies enable the persons under consideration to receive professional orientation on the whole or to be educated in individual sectors, or to be certified as professional consultants, or even in the context of self-learning to update their knowledge of professional orientation as a science. It could however be noted that in recent years a fairly clear professional profile has been put forward which ensures work for the entities supervised by the State as well as their membership in professional associations. Furthermore, these entities who fail to meet the standards required are discouraged from shouldering the responsibilities entailed in the profession itself. Most universities provide special degree courses. AUTH provides a specific MA degree course in the Department of Psychology (Faculty of Philosophy). Similarly other universities provide similar degree courses.

#### **6. The current implementation of this legal framework**

**University faculties: National and Kapodistrian University of Athens:** the Faculty of Philosophy, Pedagogy and Psychology conducts programs of study leading to Master Degree in "Counselling and vocational guidance". The program has been running since the

academic year 1993-94. The graduates of this program have the opportunity to work as specialists of Counselling and vocational guidance in the public or in the private sector.

**University of Patra:** From the 2001-2002 academic year, the Primary School Education Pedagogic Department within the Faculty of Humanities & Social Sciences of the University of Patra has offered a Postgraduate Course leading to the conferment of a Postgraduate Diploma in Education Sciences with a major in “Counselling in education and the people support professions: a relational-dynamic-person-centred and ecosystemic approach”. Graduates of University departments from Greece or similar University departments abroad are admissible for the course with preference being given to graduates to pedagogic departments. Moreover, graduates of the relevant departments of Technological Educational Institutes may also be admitted. Conferment of the Diploma requires successful attendance at four semesters including a period of at least 3 months for preparation of a research based or composite dissertation. Also, it should be noted that many university faculties, have incorporated counselling and vocational guidance in their postgraduate studies in pedagogy or/and psychology (“Counselling in Special Education, Education & Health”, University of Thessaly and so on).

**Higher School of Pedagogical and Technical Education (ASPATE):** Following the establishment of the Higher School of Pedagogical and Technical Education in 2002 the Counselling and Vocational Guidance Department became part of the Pedagogical Subjects General Department. The course taught by the Counselling and Vocational Guidance Department is aimed at graduates of Universities and Technological Educational Institutes where they also hold degrees from the Pedagogical Technical School or Higher School of Technologist-Engineer Training of SELETE. Moreover, it is aimed at graduates of the Departments of Philosophy-Pedagogy-Psychology or Philosophy and Pedagogics of University Philosophy Faculties. Furthermore, it is aimed at holders of tertiary level education degrees who also hold a degree from the Pedagogical Institute or a degree in kindergarten or preschool education studies or a degree from a kindergarten school. Lastly it is aimed at graduates of the Departments of Philosophy and Social Studies of Greek University Philosophy Faculties and graduates of tertiary level education who have successfully completed studies on in-service training courses run by the Ministry of Education and Religious Affairs lasting at least 500 hours on the subject of educational vocational guidance in general or some of its main aspects. The course lasts for two academic semesters and requires that 21 subjects be studied, a dissertation prepared and 300 hours practical work experience be completed. Following successful attendance, a Specialized Degree in Counselling and Vocational Guidance is conferred.

## 7. Practical links between Research and Practice on the thematic

### How is it applied?

- Greece is currently facing a deep economic crisis. Unemployment is expected to continue to increase, reaching 16.6% in 2011, and 19.8% in 2012 (projection). This situation implies extra difficulty for the government and the citizens alike. Various

measures are implemented at the same time. The country is facing the parallel effect of expenditure cuts and the increases in taxes, levies, charges etc. The government is committed to maintaining fairness in putting its finances on a sustainable path and at the same time protecting the most vulnerable from the effects of the recession. The targeting of social expenditures will be revised to strengthen the social safety net for the most vulnerable.

- The system of career guidance and support in Greece is undergoing a radical reform. Currently, the government announced the merger, consolidation, and reorganization of the following bodies: Labor Force Employment Organization (O.A.E.D.), Workers' Housing Organizations (O.E.K. & O.E.E.), Employment Observatory-Research Data-SA, Vocational Training S.A. into a single modern national Organization of Labor (E.O.E.). The additional measures taken to tackle the problem of unemployment in the second half of 2011 aiming to the reduction of unemployment, through corrective actions were:
  - a. **formation of a joint group of experts** from all line ministries to co-ordinate, manage and control all of the programmes, b. **monitoring** of all ongoing programmes and designed projects (posted on the common website of all Ministries for easy access to any interested party), c. **the implementation** of social working programmes in all regional administrations for 55,000 people. d. **operating** an Advisory Center (call center), for all people to obtain valid information and help options, e. initiation of regional programmes in support of employment (TOPSA) with a budget of 190 million EUR. The implementation of the specific programmes shall be determined for the end of 2011-2012. Finally, the acceleration of all programmes of OAED and reinforcing them with 8 new programmes. c. Active employment support services are more important than ever. In Greece, each client to Employment Services is unique and to this end he/she merits all due respect. Upon registering at a KPA2, unemployed are required to see a counsellor who collects their data and records any lack of skills that may prevent them from finding a job. This information is used to prepare an individual action plan which offers access to the services provided by OAED. The plan's implementation is monitored and its content is revised (if needed) for up to twelve months from the initial contact. Also there are free internet portals for job searching that can be used. Job vacancies are announced by employers at the labour offices throughout the county and the website of OAED offers access to such information to any job seeker. A noticeable increase in the effort to provide qualified guidance services took place in Greece. Yet there is further work to be done mainly in relation to the conditions and the duration of unemployment benefits. d. The Third sector in Greece is a constantly developing domain. Over the last 10 years the recognition of non-governmental organizations and the level of citizen participation in their actions has increased significantly, as reflected in several government initiatives and policies. Additionally, the Third Sector is developing via Media and Internet. The government put a lot of effort to raise the awareness of citizens in regard to the Third Sector. Yet, promoting and embedding the volunteering mentality, a new legal framework and new tax regulations for civil society organizations are the key challenges for the future. e. A

number of programmes and initiatives on guidance services (most of which are funded by EU resources) have been undertaken by municipal bodies and other organizations over the last few years but the duration of these projects is limited, this resulting in low term benefit for the recipients. f. Despite the crisis, the population and workforce kept growing, with incoming immigrants and asylum seekers, as Greece becomes one of Europe's major countries of transit and destination, partly due to EU policies (e.g. Dublin II). Also, despite the high level of unemployment there seems to be no serious competition from native Greeks for the kind of jobs secured by immigrants. On the contrary, immigrants have played a rather complementary economic role, that is in the workforce of the construction and agricultural sectors where their contribution is widely acknowledged. However, the integration of migrants into Greek society appears to have been achieved largely from individual/family strategies of the migrants themselves, rather than from the provisions of an institutional framework. After previous governments' integration actions (e.g. Estia programme), Greece stepped on with three laws from the new government. A promising measure could be the Migrant Integration Councils (MICs). The local self-administration reform programme Kallikratis has introduced the setting up of MICs in the 325 Municipalities of the country. MICs are entrusted with a consultative role on issues pertaining to migrant integration in local communities. They include elected municipal counselors, representatives of migrant communities in each municipality and representatives of related non-governmental organizations. Yet, effective measures for the labor market integration and training of immigrants, improved access to the health system, emergency centers for immigrant support, and measures for the improvement of cultural exchanges among the various ethnic communities must become the reality of everyday life for the immigrants. Conclusively, the key role in combating unemployment is undoubtedly played by the educational process. Incorporating the European experience, thus enriching theoretical knowledge with its true, practical use is the challenge.

### Relevant sources

- Association of Voluntary Service Organizations (AVSO) and the European Volunteer Centre (CEV), *Legal Status of Volunteers: Country Report Greece*, Brussels, 2003.
- CEDEFOP (2003). *Lifelong learning: citizens' views*, Luxembourg: Office for Official Publications of the European Communities.
- CEDEFOP|Refernet (2009). *VET in Europe Country Report – Greece*, Thessaloniki: CEDEFOP.
- Centre for International Mobility & Institute for Educational Research. (2005). *Multicultural Guidance and Counselling. Theoretical Foundations and best Practices in Europe*, eds M. Launikari & S. Puukari. Διαθέσιμο στην ιστοσελίδα [www.cimo.fi/dman/Document.phx/~public/Julkaisut+ja+tilastot/English/multiculturalguidanceandcounselling.pdf](http://www.cimo.fi/dman/Document.phx/~public/Julkaisut+ja+tilastot/English/multiculturalguidanceandcounselling.pdf)
- Consultation for the delivery of a NQF in line with the EQF (2010). Occasional Paper submitted for Social Dialogue by the National Committee for Lifelong Learning (25 February 2010). [available in Greek]



- Council of the European Union. (2008). Council Resolution on better integrating Lifelong Guidance into Lifelong Learning Strategies. Brussels. [http://www.consilium.europa.eu/ueDocs/cms\\_Data/en/educ/104236.pdf](http://www.consilium.europa.eu/ueDocs/cms_Data/en/educ/104236.pdf)
- Defourny J., Pestoff V.(eds.)WP no. 08/02 Images and Concepts of the Third Sector in Europe.
- Distant Adult Education & Training: <http://www.keeenap.gr/keeenap>
- EKEPIS (2003). *The Role of National Qualification Systems in Promoting Lifelong Learning in Greece*, Athens: EKEPIS.
- European Commission (2001). *Communication - Making a European Area of Lifelong Learning a Reality*, Brussels: European Commission.
- European Commission (2003). *Progress Report on the follow-up to the 2002 Council Resolution - Implementing Lifelong Learning Strategies in Europe – HELLAS*, Brussels: European Commission.
- European Commission (2005). *Progress Report - Implementing 'EDUCATION AND TRAINING 2010' Work Programme – HELLAS*, Brussels: European Commission.
- European Council (2002). Council Resolution on lifelong learning. Brussels: European Council.
- European Foundation for the Improvement of Living and Working Conditions (1998). *Guidelines for Good Practice in Employment Counselling and Guidance*, [www.eurofound.eu.int/publications/files/EF9834EN.pdf](http://www.eurofound.eu.int/publications/files/EF9834EN.pdf)
- EURYDICE (2008). *Organisation of the Education System in Greece*, Brussels: European Commission.
- EURYDICE (2009). *Structures of Education and Training Systems in Europe – Greece*, Brussels: European Commission.
- Feronas, A. (2007). The impact of the European Employment Strategy on Greek Employment Policy, *Journal of Social Cohesion and Development (SCAD)*, Vol.2 no. 2, pp. 109-127. IN GREEK
- General Secretariat for Lifelong Learning: <http://www.gsae.gr>
- General Secretariat of the National Statistical Service of Greece, August 2009 Survey on Labour Market Situation of Migrants and their Descendents (press release), Piraeus.
- Hellenic Constitution 2001 (Art.16). [available in Greek]
- Hellenic Open University: <http://www.eap.gr>
- Hellenic Quality Assurance Agency for Higher Education (HQAA): <http://www.hqaa.gr/>
- <http://seped.ypepth.sch.gr> Consulting Career and Educational Activities (S.E.P.E.D.).
- <http://sep.pi-schools.gr> (Pedagogical institute)
- <http://users.otenet.gr/~makine/rights.htm> Makedoniko Labour Institute
- <http://www.iccdpp.org> (**International Centre for Career Development and Public Policy**)
- Institute for Continuing Education of Adults: <http://www.ideke.edu.gr>
- Ioannou C. A. (2009) Odysseus or Sisyphus. Revisited: Failed Attempts to Conclude Social-Liberal Pacts in Greece, Paper prepared for Social Pacts in the European Union, ETUI/REHS Brussels, OSE Brussels.

- Karalis, T. Vergidis, D. (2004). "Lifelong education in Greece: recent developments and current trends", *International Journal of Lifelong Education*, 23(2). 179-189.
- Katrougalos, G. S. (1996) „The south European welfare model: the Greek welfare state, in search for an identity“, *Journal of European Social Policy*, Vol. 6 (1): 39-60.
- Kokosalakis, N. (2000) Lifelong Learning and the Universities in Greece: the state of the art, in *European Journal of Education*, 35(3). 329-342.
- Kyriazis A. & Asderaki F. Monographs on Higher Education: Higher Education in Greece, Bucharest 2008.
- Lampousaki, S. (2008). Greece: Temporary agency work and collective bargaining in the EU, Report for the European Industrial Relations Observatory (EIRO), Document ID.:GR0807019Q. Retrieved from: <http://www.eurofound.europa.eu/eiro/studies/tn0807019s/gr0807019q.htm>
- Lanzieri, G. (2009). Population and social conditions, in *EUROSTAT – Data in Focus*, n.47.
- Law 1566/1985: 'Structure and Operation of Primary and Secondary Education and other Provisions'. [available in Greek]
- Law 2817/2000: 'Regional Directorates of Education'. [available in Greek]
- Law 2916/2001: 'Structure of Higher Education and regulation of issues in the Technological Sector'. [available in Greek]
- Law 2986/2002: 'Organisation of Regional Services of Primary and Secondary Education, assessment of teaching task and staff, teachers' in -service training and other provisions'. [available in Greek]
- Law 3027/2002: 'Regulations concerning the Organisation of School Buildings for Higher Education and other provisions'. [available in Greek]
- Law 3255/2004: 'Regulation of Issues of all Educational Levels'. [available in Greek]
- Law 3369/2005: 'Systematisation of Lifelong Learning and other provisions'. [available in Greek]
- Law 3374/2005: 'Quality assurance in HE and ECTS'. [available in Greek]
- Law 3467/2005: 'Selection of primary and secondary education teachers, regulations for Administration and Education issues and other provisions'. [available in Greek]
- Law 3475/2006: 'Organisation of secondary vocational education and other provisions'. [available in Greek]
- Law 3549/2007: 'Reform of the institutional framework as regards the structure and the operation of HEIs'. [available in Greek]
- Law 3653/2008: 'Institutional framework for research and technology and other provisions'. [available in Greek]
- Law 3699/2008: 'Special Education for persons with disabilities or with special education needs'. [available in Greek]
- Law 3879/2010: 'Development of Lifelong Learning'. [available in Greek]
- Law 4009/2011: 'Operational structure and quality assurance of Higher Education Institutions'. [available in Greek]



- Lioutas, A. (2008). KPA: Ways of approaching and tackling unemployment, Presentation at the one day Conference on Labour Market titled: "OAED"s role in tackling unemployment (today)".
- Lykourgiotis A. (1998) The Greek Open University, in: Open and Distance Learning, EAP, vol. I. Patra [available in Greek].
- Magoula, T. (1998) Education and Economic Growth: The Greek Reality. Unpublished Ph.D., Economic University of Athens [available in Greek].
- Ministerial Decision 111232/12/12/1997
- Ministerial Decisions 21072α/Γ2/ Official Journal 303 v.B'/13-3-2003 and 21072β/Γ2/ Official Journal 304v.B'/13-3-2003, 'Cross-Curricular Thematic Framework and Curricula of Primary and Secondary Education'. [available in Greek]
- Ministry of Education Lifelong Learning and Religious Affairs: <http://www.ypepth.gr>
- Ministry of Labour and Social Security General Secretariat of Social Security(2002), The Greek Social Security System, Athens.
- Ministry of National Education and Religious Affairs (2009). *Key Competences For Lifelong Learning-Hellas National Report*, Athens: YPEPTH.
- Ministry of National Education and Religious Affairs|General Secretariat for Adult Education (2008). *CONFINTEA National Report for UNESCO - Greece*, Athens: GSAE.
- Ministry of National Education and Religious Affairs|General Secretariat for Adult Education (2001). *National Dialogue Report on the Memorandum on Lifelong Learning*, Athens: GSAE.
- National Accreditation Centre of Vocational Training Structures and Accompanying Services: <http://www.ekepis.gr>
- National Centre for Vocational Orientation: <http://irida.ekep.gr>
- Prokou, E. (2003). "International Influences on Educational Policy –With Special Reference to the Technological Sector of Higher Education in Greece– as a European Semi-periphery", in *Compare*, 33(3). 301-313.
- Study on Volunteering in the European Union Country Report Greece
- Vretakou, V. Rouseas, P. (2003) *CEDEFOP Summary Report - Vocational Education and Training in Greece*, Luxembourg: Office for Official Publications of the European Communities.
- [www.asep.gr](http://www.asep.gr) ASEP
- [www.acci.gr/](http://www.acci.gr/) Commercial and Industrial Chamber of Athens
- [www.aspete.gr](http://www.aspete.gr) Higher School of Pedagogical and Technological Education (ASPAITE)
- [www.astynomia.gr](http://www.astynomia.gr) Hellenic Police
- [www.cedefop.eu.int](http://www.cedefop.eu.int)
- [www.ekep.gr](http://www.ekep.gr) National Center for Vocational Guidance (EKEP)
- [www.ekepis.gr](http://www.ekepis.gr) National Accreditation Centre for Continuing Vocational Training (EKEPIS)
- [www.elesyp.gr](http://www.elesyp.gr) Hellenic Society of Counselling and Guidance
- [www.elinyae.gr/](http://www.elinyae.gr/) Greek Institute of Occupational Health and Safety
- [www.equal-greece.gr](http://www.equal-greece.gr) EQUAL-GREECE
- [www.espa.gr](http://www.espa.gr) ESPA Development program



[www.european-research-network.org](http://www.european-research-network.org) European Research Network  
[www.gsee.gr/](http://www.gsee.gr/) GSEE - C singular Confederation of Greek Workers  
[www.ideke.edu.gr](http://www.ideke.edu.gr) Institute of Adult Continuing Education  
[www.iekep.gr](http://www.iekep.gr) Institute of Training & Career Guidance (IEKEP)  
[www.inegsee.gr/](http://www.inegsee.gr/) Labour Institute GSEE  
[www.keaes.gr](http://www.keaes.gr) National and Kapodistrian University of Athens  
[www.kepea.gr](http://www.kepea.gr) Information Center for Workers and the Unemployed (Greek General Confederation of Labour GESEE)  
[www.kethi.gr](http://www.kethi.gr) General Secretariat for Gender Equality  
[www.mipex.eu/greece](http://www.mipex.eu/greece) Migrant Integration Policy Index  
[www.oaed.gr](http://www.oaed.gr) Labor Force Employment Organization (OAED)  
[www.oaed.gr/Pages/SN\\_8.pg](http://www.oaed.gr/Pages/SN_8.pg) Employment Agency-Online Job Search Service  
[www.oecd.org](http://www.oecd.org) Organization for Economic Co-operation and Development  
[www.paep.org.gr](http://www.paep.org.gr) Employment Observatory Research - Informatics SA,  
[www.pi-schools.gr](http://www.pi-schools.gr) Transition Observatory of the Pedagogical Institute (P.I.).  
[www.prosonotachos.gr](http://www.prosonotachos.gr) Operational programme for employment and vocational training  
[www.guidance-reaserch.org](http://www.guidance-reaserch.org) National guidance research forum  
[www.rhodes.aegean.gr/employability/](http://www.rhodes.aegean.gr/employability/) Employ@bility-People with disabilities, and Open Employment  
[www.sesep.gr](http://www.sesep.gr) Association of Greek Career Counsellors and Vocational Practitioners (SESEP)  
[www.sylesyp.gr](http://www.sylesyp.gr) Club officials counselling and orientation  
[www.vouli.gr/](http://www.vouli.gr/) [www.hellenicparliament.gr](http://www.hellenicparliament.gr) Hellenic Parliament  
[www.wave-network.org](http://www.wave-network.org) National Centre for Social Solidarity (E.K.K.A.)  
[www.ypakp.gr/](http://www.ypakp.gr/) MINISTRY OF LABOUR AND SOCIAL INSURANCE  
[www.ypepth.gr/el\\_ec\\_category1806.htm](http://www.ypepth.gr/el_ec_category1806.htm) MINISTRY OF NATIONAL EDUCATION AND RELIGIOUS AFFAIRS - Announcements, Contests  
Zachariou, St., Labour Force Survey, 2<sup>nd</sup> Quarter 2011, Hellenic Statistical Authority, Press Release, Piraeus 15/09/2011.  
Zambarloukos, S. & Constantelou, A. (2002). "Learning and skills formation in the New Economy: Evidence from Greece", in *International Journal of Training and Development*, 6(4). 240-253.

## Endnotes

<sup>1</sup> Other basic legislation regulating education affairs that has affected or is affecting adult education is as follows:

- Law 2983/92, Article 27 'Hellenic Open University – HOU'.
- Law 2327/1995 stipulates the establishment of the Institute for Permanent Education of Adults (ΙΑΕΚΕ/ΙΔΕΚΕ).
- Law 2525/1997 establishes Second Chance Schools (SDE) attended by adults who have not completed compulsory education and who are granted a qualification equivalent to the one obtained after successful completion of Lower secondary (or primary) Education.
- Law 3191/2003 stipulates the establishment of the National System for Linking Vocational Education and Training with Employment (ΕΣΣΕΕΚΑ/ΕΣΣΕΕΚΑ).

- 
- The Law 3577/2007 defines the decision-making bodies with regards to technical and developmental works implemented in the area of LLL.
  - The Law 3879/2010 stipulates the development of an overall Lifelong Learning strategy (including HE).
  - The Law 4009/2011 which stipulates the operational structure and quality assurance of Higher Education Institutions was (and still is) a very controversial law that has come in effect only very recently, but the results of its application are still under question for Universities refuse to apply it in practice as it disputes certain academic freedoms.

<sup>2</sup> LLL was introduced in Greek universities to respond to the urgent problem of the very high demand for access to higher education (PSE). The aim of PSE was to contribute to the flexibility of the universities and the Higher Technological Institutions (TEI) and offer places, within 3 to 5 years, to some 160,000 pupils who sought access to higher education (Magoula, 1998). In September 1998 seven universities launched PSE courses in the human sciences, four in the natural sciences, two in economics and management, two in technological subjects and three in environment sciences. Some, however, did not operate according to plan, mainly because of opposition by staff and students. According to a list of PSE provided by the Ministry of Education, ten programmes (1,868 students) in five universities and 15 programmes (2,878 students) in eight TEI were in operation in the academic year 1999±2000. So there are 4,746 students out of 6,750 candidates attending these programmes. Following Law 2752/1999, the government seems determined to promote these programmes, both in TEI and in the universities. This will entail substantial change in the higher education system, as many of these programmes involve more than one department and in many cases more than one institution. Tensions grew concerning the relationship between conventional and LLL degrees and the status of TEI and universities. Higher education institutions were also invited by the Ministry of Education to submit proposals of distance learning courses to EPEAEK (1997) in order to select those which could be used as models for further planning and policy making in this area. Priority was given to: informatics, communications and other technological areas, with the use of information technology, environment studies, economics, business administration and public administration, regional development, European and international studies, pedagogic science, nursing, pharmacology, human and social sciences, social care and security, Greek language and foreign languages, and tourist development.

<sup>3</sup> In the last ten years twelve universities out of eighteen have established Centres of Vocational Training (KEK). These are: The Metsovio National Technological University, Aristotle University of Thessaloniki, Panteion University of Social and Political Sciences, University of Patras, University of the Aegean, University of Thessaly, University of Makedonia, University of Ioannina, Economic University of Athens, Economic University of Piraeus, Agricultural University of Athens, and Technological University of Crete. Six are accredited to provide education and training that aim to combat social exclusion in the context of the Community Support Framework (KPS) programme. The universities' KEKs are defined as regional centres which are free to choose the content of their courses. They mainly offer short courses and provide training in the primary and the secondary sector in management, informatics and multimedia, culture, sports, communication, environment, tourism, etc. Their purpose is to provide 'non formal, continuing vocational training of every form of LLL, with specific learning targets, addressed to trainees who belong to the workforce (employed or unemployed) in order to supplement knowledge and skills which have been acquired during general education and professional training including initial training or in the context of previous employment' (Ministerial Decision 111232/12/12/1997, article 1). University KEK are free to offer training in any subject of their competence, unlike the KEK of other agents which must offer training in areas that are specified by the Ministry of Work and Social Security. Moreover, the Ministry decides the terms and conditions of infrastructure; of teaching and administrative staff; and of quality assurance and control. It is too early to assess the function of university KEK, but they are intended to be a substantial part of the infrastructure of university LLL.

<sup>4</sup> EAP provides undergraduate and post-graduate courses on distance learning and specialisation courses. In the year 2000, it launched a major programme of continuing education, a major undergraduate and a major postgraduate programme in the natural sciences, the social sciences, the humanities and technology. Demand, however, by far exceeds supply. Although admission is, in principle, open to all, at present priority is given to those who do not possess a first degree and are between 23 and 45 years of age. Other criteria include election by lot when all others have been exhausted. But this great demand augurs well for EAP as a major higher education institution specialising in LLL provision.