

**THE DEVELOPMENT AND STATE OF THE ART OF ADULT LEARNING
AND EDUCATION (ALE)**

NATIONAL REPORT, GREECE

BY

**THE GENERAL SECRETARIAT FOR ADULT EDUCATION,
MINISTRY OF NATIONAL EDUCATION AND RELIGIOUS AFFAIRS**

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I. General Profile

The population of Greece, according to the National Statistical Service of Greece (ESYE), is 10.934.097 residents, from those 5.413.426 millions are men and 5.520.671 millions are women (census 2001).

According to the forecasts, the structure of population in different age fractions will alter significantly into the next decades due to unfavourable demographic changes and tendencies of low birthrate and the ageing of population. More specifically, in 2020 the age-related group of 0-14 is estimated to face a decrease of 14, 9% while the age group of 65 plus will constitute the 21% of total population.

Table 1 shows the age distribution of the population, based on data from the first quarter of 2001 census.

Table 1: Total population of Greece according to age

Total population of the country	0-14	15-24	25-39	40-54	55-64	65-79	Over 80
10.934.097	1.660.899	1.561.637	2.500.772	2.183.267	1.200.289	1.497.181	330.052

Source: National Statistical Service of Greece (ESYE)

Tables 2A & 2B show the distribution of population in urban and rural regions.

Table 2A: Total population of Greece according to sex in urban areas

URBAN AREAS	MALE	FEMALE
8.211.646	4.017.999	4.193.647

Source: National Statistical Service of Greece (ESYE)

Table 2B: Total population of Greece according to sex in rural areas

Rural areas	MALE	FEMALE
2.722.451	1.395.427	1.327.024

Source: National Statistical Service of Greece (ESYE)

Table 3 presents the distribution of labor active population per sex in the 4th Quarter of 2001.

Table 3: Occupationally active population of Greece in the 4th Trimester in 2001

TOTAL FOR THE COUNTRY	EMPLOYED	UNEMPLOYED
4.565.200	4.051.800	513.400
MALE	EMPLOYED	UNEMPLOYED
2.781.700	2.565.900	215.800
FEMALE	EMPLOYED	UNEMPLOYED
1.783.500	1.486.000	297.500

Source: National Statistical Service of Greece (ESYE)

The distribution of population per level of education in 2001 appears on Table 4.

Table 4: Total population of Greece according to education level in 2001

TRIMESTER EDUCATION LEVEL	A	B	C	D
PRIMARY EDUCATION	3.314.800	3.316.700	3.326.900	3.295.400
SECONDARY EDUCATION	2.379.700	2.396.600	2.399.700	2.434.600
HIGHER EDUCATION /TECHNOLOGICAL EDUCATION	709.900	693.000	688.700	679.800
HIGHER EDUCATION/POSTGRADUATE STUDIES	837.400	840.100	851.800	841.700

Source: National Statistical Service of Greece (ESYE)

School drop-out rates: Greece approaches the European school drop out benchmark for 2010. In Attica where 1/3 of secondary school population exists, the school drop-out rate is close to the European mean.

Table 5: Indicators of School Drop-out rates

INDICATORS	GREECE
Drop-out of secondary school (%)	6,09
Drop-out of high school (%)	2,98

Source: GSAE, 2006 - GSAE, 2006 – Employment Observatory Research-Informatics, 2005 - Eurostat, 2005 – OEEK, 2005.

The percentage of school drop-out rate has been decreased from 18, 2% in 2000 to 13,3% in 2005. It is estimated that 13, 3% of people between 18 - 24 years of age

leave school, whereas this percentage is overloaded by the male drop-out rates (17,5%) and those of women (9,2%).

Table 6: Ratio of population aged between 18-24 that has completed only the lowest level of secondary education without further study or training.

	2000	2005	2005	
			MALE	FEMALE
E.U. 25	17,7	14,9	17,1	12,7
GREECE	18,2	13,3	17,5	9,2

Source: Eurostat (Labour Force Survey)

During the 2nd quarter of 2002 9,2% of individuals of 15 years and above attended educational programs of education or vocational training as it appears on the following table.

Table 7: Individuals (over the age of 15) that have attended any kind of education or vocational training

	TOTAL	age of 15-19	age of 20-24	age of 25-29	age of 30-44	age of 45-64	age of 65+
TOTAL	8.977.231	603.014	670.062	679.560	2.140.928	2.666.760	2.216.908
Yes	829.819	523.591	242.782	41.077	19.751	2.619	0
%	9,2	86,8	36,2	6,0	0,9	0,1	0,0
Male	4.298.131	304.335	323.942	346.889	1.032.308	1.292.778	997.878
Yes	405.348	261.939	111.081	20.889	10.344	1.094	0
%	9,4	86,1	34,3	6,0	1,0	0,1	0,0
Female	4.679.101	298.679	346.120	332.670	1.108.620	1.373.982	1.219.030
Yes	424.471	261.652	131.700	20.188	9.407	1.525	0
%	9,1	87,6	38,1	6,1	0,8	0,1	0,0

Source: ESYE, Labour Force 2002 2nd Trimester

Table 8 shows the educational level of individuals (15 years old and above) that participated in educational programs in the 2nd Quarter of 2002.

Table 8: Educational attendance of any kind of education or vocational training starting of the age of 15.

	Total	%	15-19	20-24	25-29	30-44	45-64	65+
FORMAL EDUCATION	829.819		523.591	242.782	41.077	19.751	2.619	0
Primary Education	301	0,04	301	0	0	0	0	0
Secondary Education	408.321	49,2	400.651	6.066	936	670	0	0
Post-Secondary Education	65.534	7,9	21.203	38.255	4.031	1.979	65	0
Tertiary Education	322.215	38,8	88.626	191.905	31.576	9.076	1.034	0
NON-FORMAL EDUCATION								0
Liberal Studies Laboratories	6.175	0,7	1.698	1.962	1.300	1.215	0	0
Program of non-formal vocational training	10.463	1,3	2.052	1.877	1.135	4.044	1.355	0
Other programs	16.808	2,0	9.059	2.717	2.098	2.768	165	0

Source: ESYE, Labour Force 2002 2nd Trimester

Finally, Table 9 presents the reasons for which the individuals of age 15 years and above participated in educational programs the particular period.

Table 9: Reasons for which individuals (over 15 years of age) have attended educational or training programs.

	Total	Ratio	Age					
			15-19	20-24	25-29	30-44	45-64	65+
			523.591	242.782	41.077	19.751	2.619	0
Initial education or education that aims at the acquisition of qualifications	797.806		520.507	233.746	33.621	9.756	175	0
Continuing vocational training	29.307	100,0%	2.709	8.841	6.524	9.307	1.926	0
To improve qualifications or job position or to adjust to technological changes	26.378	90,0%	1.938	8.061	5.927	8.526	1.926	0
To prepare integration/return to work	108	0,4%	108	0	0	0	0	0
For other reasons	2.821	9,6%	663	780	597	781	0	0
Other cases	2.705		374	195	931	687	518	0
In the frames of formal state program to reinforce occupation	1.309	48%	264	0	553	389	102	0
For reasons that are irrelevant to the present or future job	1.396	52%	110	195	378	298	416	0

Source: ESYE, Labour Force 2002 2nd Trimester

The official language of the state is Greek. Since the beginning of the 1990s Greece has experienced an extensive immigrant flow, mainly from economic immigrants

from the Balkans, the former Soviet democracies and generally the Eastern Europe. According to the 2001 census, the number of immigrants is estimated in 762.191 individuals.

II. Adult Education

The General Secretariat for Adult Education (GSAE), Ministry of National Education and Religious Affairs (YPEPTH), is the Greek government body responsible for the sector of adult education. Its mission is the provision of life long learning opportunities to all citizens of the country (independent of their educational and other characteristics) as well as those of the Greek diaspora.

The GSAE collaborates with other government organisations, such as: the Ministry of Labour and Social Insurance, the Ministry of Health and Welfare, the Ministry of Justice, the Greek Manpower Employment Organization (OAED), the Organisations of Local Government, etc., to achieve the essential co-ordination for the successful implementation and maximisation of return investment in the area of adult education. Moreover, the GSAE promotes inter-country relations with the corresponding institutions of other European and third countries, mainly via the European Programs and Initiatives.

1. Legislation and Funding

1.1 Legislative Framework and Adult Education Policy

The promotion of Lifelong Learning constitutes a high priority for the Greek State, taking into consideration the European policies in this area. In this context the necessary legislative provisions have been developed to reinforce Adult Education, to strengthen the role of the General Secretariat for Adult Education and to regulate the different types of life long education and training providers.

1.1.1 Legislative framework

With the **Educational Law 2909/2001**, the General Secretariat of Popular Education “is renamed to General Secretariat for Adult Education (GSAE) and undertakes the planning, the co-ordination and the implementation of actions that concern lifelong learning on both national level and on the emigrant Hellenism” (Article 3). These are:

- The basic adult education programs, in order to counteract illiteracy and increase participation in compulsory education;
- The general adult education and training programs, which support continuing education and training, the training of special groups that are threatened by social exclusion, the Greek second language programs as well as the education in the sector of new technologies;
- The socio-cultural education and training that concerns cultural, social, health and environmental issues as well as European affairs;
- The open and distance education and training as well as the connection and collaboration with the modern distance learning organisations;
- The education of the adult trainers.

GSAE oversees the Institute of Continuing Adult Education (IDEKE). IDEKE supports technologically and scientifically the programs of GSAE as well as it implement the action and strategic plan of lifelong learning (Law 2009/2-5-2001).

The Educational Act 3369/6 - 7 – 2005 “For the systematization of lifelong learning” defines the lifelong education as an activity across people’s life-span aiming at both the acquisition or the improvement of general and scientific knowledge, skills and competencies as well as personal development and employability.

It also recommended the establishment of the National Committee of Lifelong Learning, which aims to ascertain the needs of lifelong education and training, to evaluate the overall quality of delivery and to co-ordinate the institutions of lifelong education and training as well as to oversee their interconnection with the National System of Connecting Vocational Education and Training with Employment (ESSEEKA).

The Law 3577/2007 defines the decision-making bodies with regards to technical and developmental works implemented by GSAE. In addition, common Ministerial Decisions and Presidential Decrees define the jurisdiction of the GSAE such as the foundation of additional programs, namely Adult Education Centers (KEE), Second Chance Schools (SDE), Parent’s Schools and Greek language knowledge program to migrants and the nationals of third countries, so that they can apply for a permanent Visa.

Finally, a new legislative regulation is imminent to ratify the rename of the GSAE to General Secretarial of Life Long Learning.

1.1.2. Priority Axes

The basic premise of the life long learning sector is that all citizens in Greece should have open and free of cost access to educational opportunities and pathways. More specifically, every citizen of 17 years and above has the opportunity, regardless of his/her socio-economic situation, level of education, country of origin, religion and place of residence, to develop his/her personality, to acquire modern knowledge and skills and to actively participate in the socio-economic context. (see II).

Since 2004, the adult education services provided by the GSAE have been reformed, and upgraded illustrating important growth. This growth is ensured by the financing

from the European Structural Funds and mainly from the European Social Fund (EKT) in the context of the 3rd Community Support Fund (KPS), but also the Community Initiatives (EQUAL).

The major strategic priorities for adult education are the following:

1. The creation of a common registration for GSAE adult trainers. In the next 3 months this registry will be supplemented by the trainers that work under the banner of the Organisation of Vocational and Training (OEEK) so that a unified and certified registry come to force. This common Registration of Adult Trainers will be regulated according to the YPEPTH rules and legislation (see 2.4.1);
2. The connection of the adult education sector with the other structures of the formal educational system and its interconnection with the job market;
3. The promotion of strategic planning for the 4th programmatic period (2008-2013);
4. The promotion of a System of Quality Assurance, Program Evaluation and Certification (see 2.3);
5. The growth of collaboration with the Ministry of Labour and Social Insurance;
6. The finalisation of the operational charter and building infrastructure of the Life-long Learning Research Centre - “Aristotle”;
7. The constitution (with special Decree) of the National Library of Lifelong Learning in Chalandri Educational Centre-Attica and its sub-division, the Special Library in Sapes-Thrace focused on issues of socially sensitive groups;
8. The operation of the “Museum of Life Long Learning History” in Orchomenos-Voiotia;
9. The expansion of infrastructure with new buildings;
10. The development of a National System of Learners Assessment and Certification;
11. The modernisation of the Distance Education On-line Platform and the creation of 13 nodes of delivery in the capitals of all 13 Prefectures with 12 additional nodes in the islands and the border prefectures;
12. The national certification of all lifelong learning providers under the auspices of the National Committee of Lifelong Learning (the national authority for

lifelong learning accreditation). This also includes the Registration of Institutions and Structures and the formulation of common remuneration teaching-rates.

1.1.3. Organisational Structure of Adult Education

The following institutions are implementing the GSAE policy:

- the Institute of Continuing Adult Education (IDEKE) (see 1.1.1.);
- the Prefectural Committees of Popular Training (NELE), which provide training programs on culture, arts, social economy and business development at local level;
- the Centre of Vocational Training (KEK), which is responsible for reinforcing GSAE initiatives to counteract unemployment.

The major premise of the development of GSAE nation-wide programs is their delivery at the place of residence or at work place. In this context, the GSAE has developed a nation-wide “Network of Lifelong Education for Adults” in which every Municipality and Local Community Council can participate. Up to today more than 1000 Municipalities and local Community Councils participate in the network.

1.1.4. Harmonisation of strategic development with other sectors of national educational policy

The system of vocational education and training in Greece is distinguished in two basic sectors. The first sector refers to the formal educational activities and the second sector refers to the activities that are included in lifelong education and training.

In the context, of lifelong learning sector, activities that cover the fields of technical and vocational education and training are centered on three basic sub-systems:

1. The (sub) system of initial vocational training. The guiding institution of planning and implementing educational activities in this sub-system is OEEK, governed by the YPEPTH. Its actions are materialised via a network of public and private Institutes of Vocational Training (IEK). OEEK is also the National Centre of co-ordination of Europass. OEEK is responsible for the provision of all kinds of vocational training (initial or additional), the organisation and operation of IEKs, the determination of study curricula of Public and Private IEK and the monitoring and control of Private IEK.

2. The (sub) system of continuing vocational training. The National Accreditation Centre for Continuing Vocational Training (EKEPIS) is the national agency responsible for implementing national planning and concretization of actions together with Special Departments of the Ministry of Labour and Social Insurance. The EKEPIS policies are implemented via a network of public and private Vocational Training Centres (KEK). EKEPIS is the official institution for the development, implementation and follow-up of the National Certification System of Continuing Vocational Training in Greece. One of the EKEPIS core activities is to ensure via the Certification process that all continuing vocational training providers in Greece deliver quality programs (EKEPIS, 2003): This process includes certification of:

- the Vocational Training Centres (KEK) and the Special Centres of Social and Vocational Integration for socially excluded groups and individuals
- the trainers in VET and the Coordinators of Support Services (SYY)
- Vocational Profile Descriptions
- Vocational Training Programs
- Knowledge, Skills and Competencies.

3. The (sub) system of lifelong education and training for adults, which is being supervised by the General Secretariat for Adult Education (GSAE) (see 2.1.2.).

In addition, several Ministries carry out educational and training programs. For example:

The national Centre of Public Administration and Local-government (EKDDA). It is a Legal Public entity and it operates under the jurisdiction of the Ministry of Internal

Affairs. Its main mission is the improvement of organization and operation of Public Administration and Self-government, via the education and the continuing training of public employees.

EKDDA in collaboration with the ADEDY (Public Servants' Confederation) will draw a modern system of training, certification and evaluation of public employees. Paying particular attention to the importance of the decentralisation of its activities, EKDDA has established 12 Regional Institutes of Training (PINEP) in the seats of corresponding administrative regions, covering thus the localized needs in Greece. Since 2005 operates the National School of Local-government (ESTA), which is responsible for the education Local Local-government executive personnel.

In the Ministry of Labour and Social Insurance operates OAED, which is the main body for the implementation of Governmental Policy for employment. It develops a dense network of employment services as well as advisory and vocational orientation via the Centres of Employment Promotion and specialized labour Advisers. Moreover, it implements programs of workers' training.

The Ministry of Health and Social Solidarity provides educational programs, further training and specialization for health personnel via the National School for Public Health.

The Ministry of Agriculture via the Organization of Agricultural Vocational Training and Employment (OGEEKA) and the Centres of Continuing Training "DIMITRA", delivers programs for the farmers and other workers in the various occupations in the agricultural sector.

Finally, large enterprises of Public Sector (e.g. National Electrical Company, Hellenic Telecommunications Organization, Greek Post, Hellenic Railways, etc.), as well as trade-union organizations such as the General Confederation of Workers Greece (National Workers' Union of Greece) and ADEDY provide various educational programs for their workers.

1.1.5. Main Developmental Challenges

The national strategy for lifelong learning focuses on the need for national and regional growth as well as the implementation of a modern, flexible, dynamic,

competitive, efficient and fair system of education and vocational training. According to the specifications of the European policy, it must be ensured that the total population should have access to the educational services via a system of lifelong learning, which promotes quality, social cohesion, equality, employment and accountability. The increase of attractiveness and the quality of educational programs (to ensure mobilization of non traditional learners), the application of certification of knowledge, the continuous training of Trainers and the connection of programs of education and training with the job market constitute fundamental challenges.

1.1.6. Policies affecting Adult Education

The Operational Program of Education and Initial Vocational Training (EPEAEK) 2000 - 2006 was approved in March 2001. Its six axes of priority focus on objectives such as: the promotion of access & equity in the job market, the promotion and improvement of education and vocational training in the frame of lifelong learning and the promotion of gender equality. A profound financial gravity was given to the axis of the “Promotion and improvement of education and vocational training in the context of lifelong learning”.

The Operational Program (EP) “Education and Lifelong Learning” emphasizes (as pivotal point of its educational strategic planning and growth for the programmatic period 2007-2013) 4 goals, namely “Growth - Competitiveness- Education-Employment”. It is well portrayed in the EP that the high level of education and acquired skills constitute basic condition for the creation of active citizens as well as their integration in the job market and in the society more generally (YPEPTH- EU, 2007).

At the same time, the *National Reform Program (EPM) 2005-2008 for the Growth and the Employment* highlights the importance of developing the knowledge society. Priority is given to the human capital investment, such as the increase of public expense for the education, the reinforcement of the flexibility and cohesion of the educational system, the improvement of quality and its effectiveness via decentralization, the reduction of bureaucracy, the evaluation on all levels of education, the research and innovation. The utilization of new technologies not only

as object but also as means of teaching is basic parameter of planning, in the context of a more holistic national Digital Strategy. Lifelong learning is being chosen as the basic governmental strategy in order to ensure both the provision of knowledge that shapes the personality of modern active citizen and the acquisition of skills that would improve accessibility in the job market as well as reduce structural unemployment in Greece.

The above strategic directions and choices have been shaped in the context of concrete developmental model that has been adopted by the Greek Government for the Knowledge Society and Innovation, as it is described in the National Strategic Reference Framework (ESPA) 2007-2013. ESPA allows, 3,3 billions of Euros of public investment for education (via the EP Education and Lifelong Learning and the PEP of period 2007-2013). Additional national financial resources will be progressively invested by 2013, so that the expenses for education (as percentage of Gross Domestic Product) meeting the European mean and taking into consideration the EPM and the corresponding recommendations.

Thematic priority of ESPA's developmental strategy constitutes the "Society of Knowledge and Innovation". In the particular thematic priority the General Objective no 4 titled: "The improvement of quality and the intensity of investments in the human capital for the upgrade of Greek educational system" is also reported.

More specifically the aims of this general objective are:

- The reinforcement of lifelong learning. Lifelong learning services will be promoted, with the mobilization of individuals, particularly those of low qualifications or older people or those who have left their formal education;
- To counteract the school drop out rates by confronting school failure as well as promoting the growth of cross-cultural education and compensatory teaching.

1.2 The Financing of the Adult Education System

The adult education program delivery is free of charge in the context of GSAE planning. The Program of Public Investments includes all the co-financed actions from the European Social Fund, in the context of EPEAEK. The Community Support Framework, as the bigger developmental program of the country, was implemented

with financial recourses from both the European Union and the Greek Government. These resources were utilized for the creation of new infrastructures.

1.2.1. Public Investment in the Adult Education

Table 10, describes the diachronic development of GSAE budget allocations (Regular Budget and Budget of Public Investments) in the period 2003-2007.

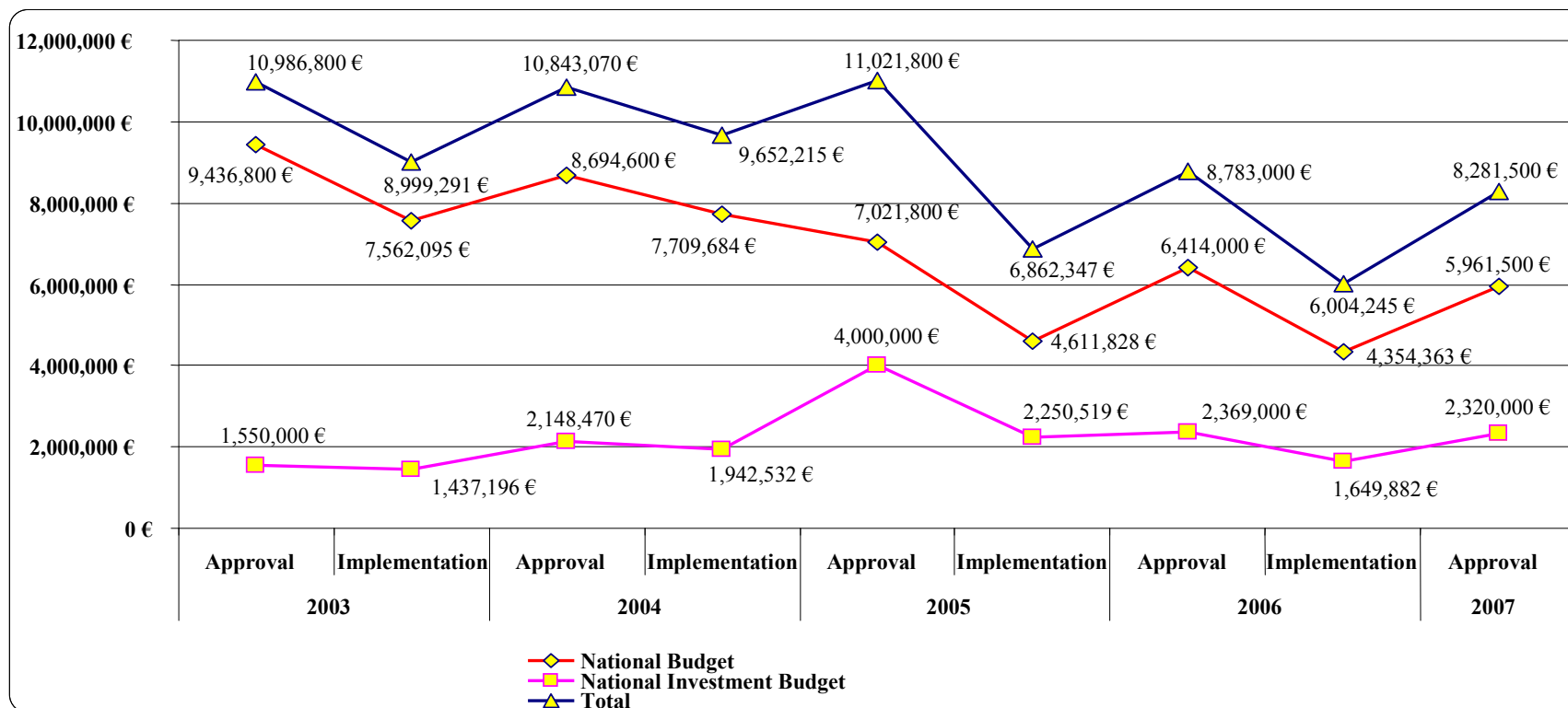
Table 10: Diachronic Budget Evolution of G.S.A.E. (Regular and Public Investments) [in €]

State Budget	Year								
	2003		2004		2005		2006		2007
	Approval	Materialization	Approval	Materialization	Approval	Materialization	Approval	Materialization	Approval
Regular Budget	9.436.800 €	7.562.095 €	8.694.600 €	7.709.684 €	7.021.800 €	4.611.828 €	6.414.000 €	4.354.363 €	5.961.500 €
Public Investments Budget	1.550.000 €	1.437.196 €	2.148.470 €	1.942.532 €	4.000.000 €	2.250.519 €	2.369.000 €	1.649.882 €	2.320.000 €
Total	10.986.800 €	8.999.291 €	10.843.070 €	9.652.215 €	11.021.800 €	6.862.347 €	8.783.000 €	6.004.245 €	8.281.500 €

Source: G.S.A.E., Financial Department, (Provided by the G.S.'s Office)

Note: The IDEKE is subsidized from the budget of the G.S.A.E.

Diagram 1 presents the diachronic development of GSAE budgets (Source: GSAE)



The following table describes the Greek State and European Union fund allocation for Educational and Training Work, in euros (€) for the period 2000 – 2007. The funding covered GSAE’s Educational - Training Programs, special pilot research programs and finally technical/construction projects.

Table 11. : G.S.A.E. – Funds⁽¹⁾ of the Greek State and the European Union for Educational Programs [in €]

Educational Programmes	2000 - 2003		2004 - 2007 ⁽²⁾		Σύνολο	
	Greek State	European Union	Greek State	European Union	Greek State	European Union
Structures	12.868.375 €	9.929,838 €	23.985,350 €	34.014,719 €	36.853,725 €	43.944,557 €
Autonomous Educational Programs	1.023.477 €	842.993 €	7.312.632 €	18.652.436 €	8.336.108 €	19.495.429 €
Research-Pilot Programs	27.777 €	45.129 €	140.822 €	333.754 €	168.599 €	378.883 €
Technical Help	0 €	0 €	87.500 €	262.500 €	87.500 €	262.500 €
Total	13.919.629 €	10.817.959 €	31.526.303 €	53.263.409 €	45.445.932 €	64.081.368 €
General Total	24.737.588 €		84.789.712 €		109.527.300 €	
Percentage Change: Four-year period [2004-2007] in comparison with Four-year period [2000-2003]	Funds from the European Union:		+		392.4%	
	Funds from the Greek State		+		126.5%	
	Total:		+		242.8%	

Source: G.S.A.E. (Provided by the G.S.'s Office)

Note 1: They refer to the budgets of programs. The programs are either co-funded by the E.U. and the Greek State or are funded by the Regular Budget of the G.S.A.E. (Greek State).

Diagram 2 depicts the Diachronic Development of the Greek State and European Union Resource Allocation for the period 2000 - 2007 for educational and training work. [in €] - (Source: GSAE)

Diagram 2

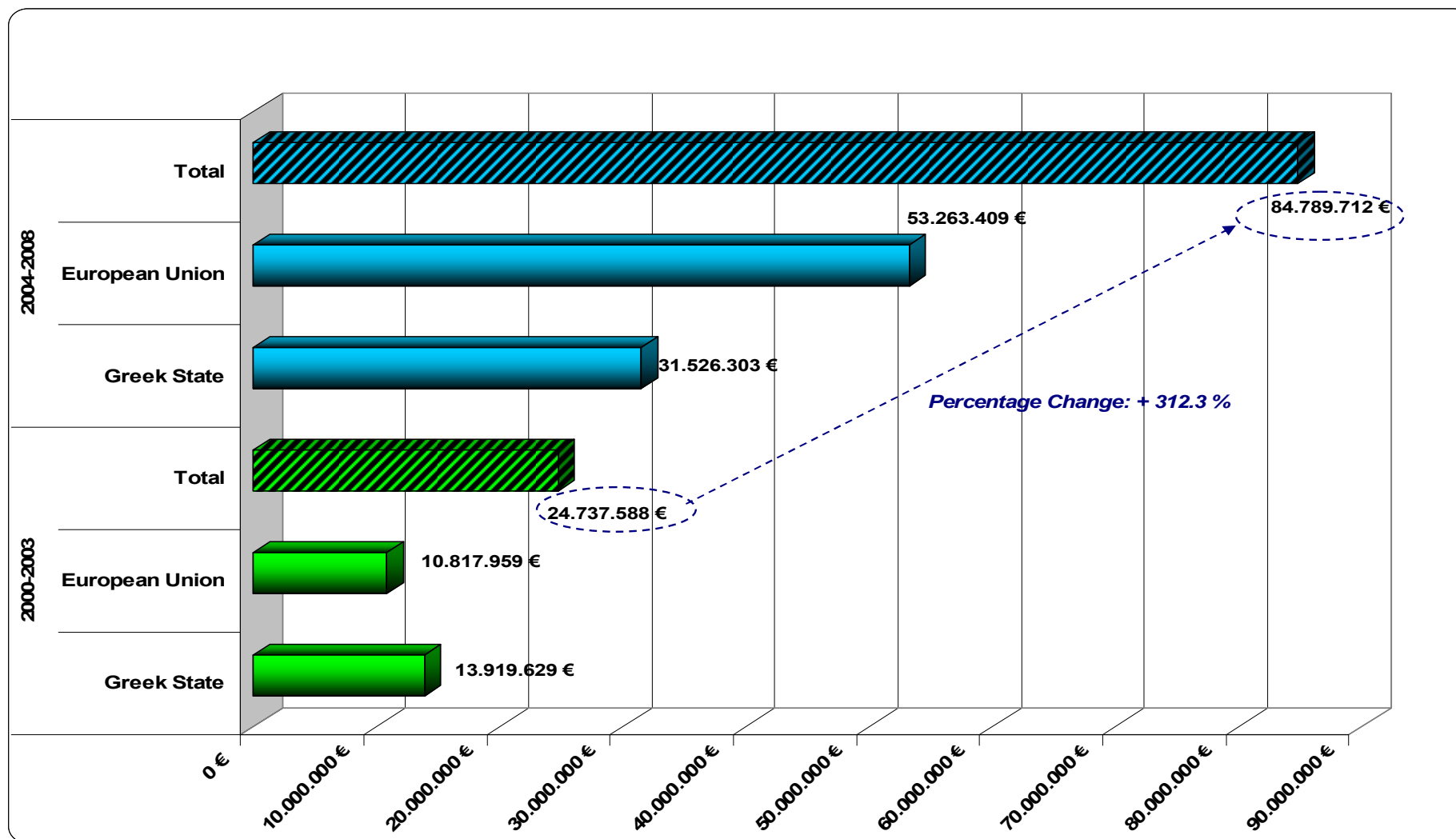


Table 12 reports the resources allocated to GSAE from the Greek State and the European Union for building infrastructures and equipment for the period 2000 - 2007. [in €]

Table 12: G.S.A.E. – Funds⁽¹⁾ of the Greek State and the European Union for Building Infrastructure and Equipment [in €]

Building Infrastructure & Equipment	2000-2004		2004-2007 ⁽²⁾		Σύνολο	
	Greek Government	European Union	Greek Government	European Union	Ελληνικό Δημόσιο	Ευρωπαϊκή Ένωση
Building Infrastructure of Regional Structures	175.189 €	525.566 €	7.221.634 €	10.967.867 €	7.396.823 €	11.493.433 €
Equipment of Regional Structures	99.409 €	298.226 €	1.090.600 €	3.271.800 €	1.190.009 €	3.570.026 €
Total	274.597 €	823.792 €	8.312.234 €	14.239.667 €	8.586.831 €	15.063.459 €
General Total	1.098.389 €		22.551.901 €		23.650.290 €	
<i>Percentage Change: Four-year period [2004-2007] in comparison with Four-year period [2000-2003]</i>	<i>Funds from the European Union:</i>		+		1629%	
	<i>Funds from the Greek State</i>		+		2927%	
	Total :		+		1953%	

Source: G.S.A.E. (Provided by the G.S.'s Office)

Note 1: They refer to the budgets of the programs. The programs are either co-funded by the E.U. and the Greek State or are funded by the Public Investments Budget of the G.S.A.E. (Greek State).

Note 2: The data refer to the period until 31/7/2007.

According to the above tables during the period 2004 - 2007 a total amount of **7.221.634 €** has been spent by the Greek State and **10.967.867 €** by the European Union for regional building infrastructures as opposed to **175.186 €** spent by the Greek State and **525.566 €** by the European Union between 2000 – 2004.

Generally, in the period 2000-2007 the Greek state invested **7.396.823 €** for regional building infrastructures compared to **11.493.433€** by the European Union.

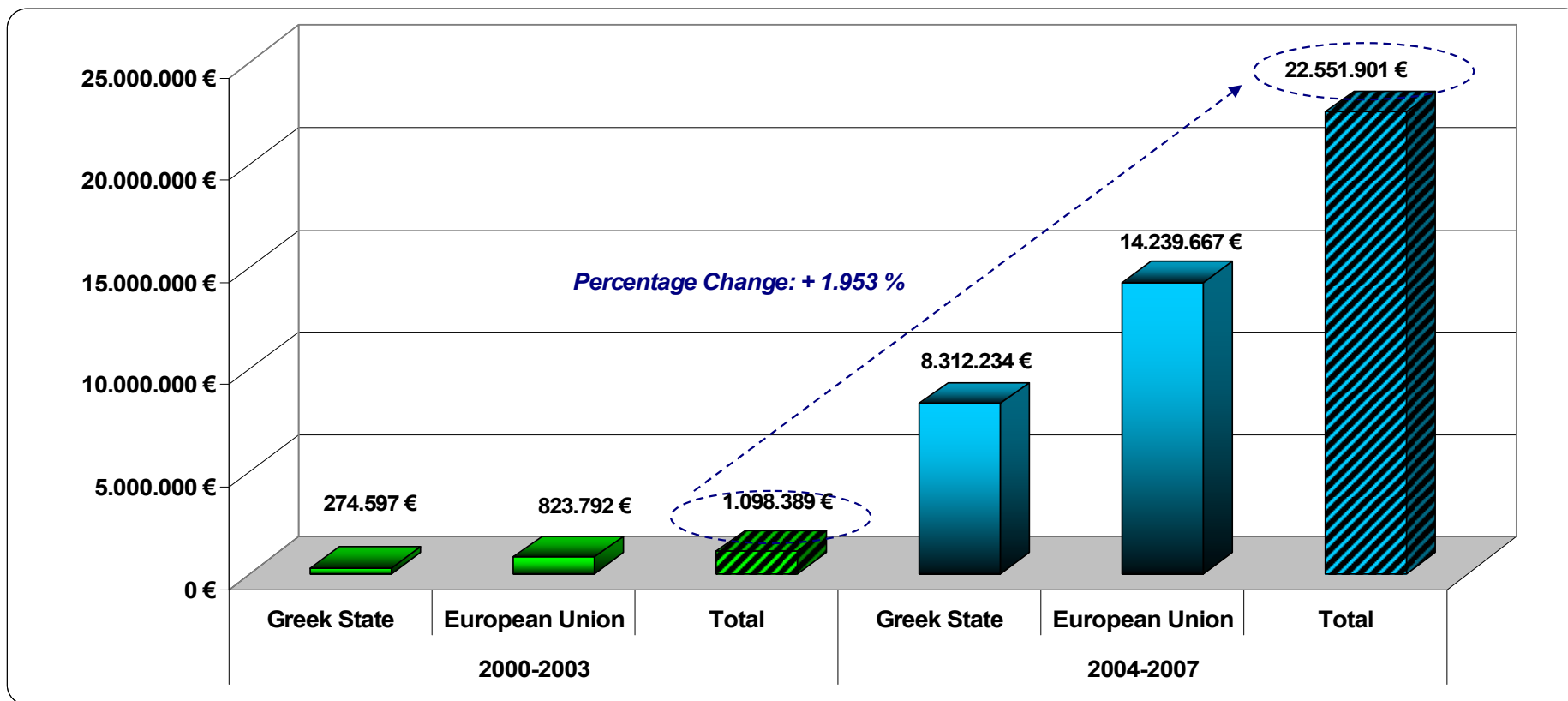
The period 2004 - 2007 the Greek State spent **1.090.600 €** together with **3.271.800 €** by the European union for regional structures equipment compared to **99.409 €** spent from the Greek State and **298.226 €** by the European Union in the period 2000 - 2004.

In general terms, the Greek State has invested **1.190.009 €** in Equipment of Regional Structures supplemented with **3.570.026 €** which were allocated by the European Union.

In the period 2004 - 2007 an overall **22.551.901 €** were spent in building infrastructures and equipment compared to **1.098.389 €** between 2000 - 2004.

Diagram 3 depicts the resource allocation to the GSAE by the Greek State and the European Union for building Infrastructures and Equipment in the period 2000 - 2007. [in €]

Diagram 3



In addition extra funds are allocated by the EPEAEK II with final Beneficiaries:

a) Universities and Technological Educational Institutes (TEI). The institutes of lifelong Education (IDBE) provide lifelong education services in university graduates and are responsible for the organisation and operation of lifelong Education Programs at Universities and TEI.

b) Lifelong education providers (Developmental Cooperation “Work and Education” of the Centre of Growth of Educational Policy of GSEE and the Institute of Work of GSEE, Social Multicentre of ADEDY, Inter-Balkan Institute of Public Administration / [ADEDY] of National Confederation of Greek Trade (ESEE), Institute of Small Enterprises of the General Confederation of Vocational Tradesmen Greece ([IME - GSEBEE]) and National Confederation of Individuals with Special Needs ([ESAmA]).

1.2.2. Foreign multilateral economic subsidies

The State Scholarship Foundation (IKY) of the YPEPTH manages actions in the sectoral programs Comenius, Erasmus, Grundtvig, Leonardo da Vinci and the Study Visits [Sokrates]. It is reported that in 2007-8 IKY has subsidised with 64 Educational Cooperation Grundtvig projects, 39 scholarships of internal training and 25 Grundtvig preparatory visits.

1.2.3. Economic Support of Adult Education from private institutions

Private institutions operate in the area of adult education. Enterprises [with more than 100 workers], Banks, chambers, vocational unions and workers’ federations run training programs and/or structures that promote workers’ knowledge and skills required for work positions. However, there is lack of relative data with regards to economic provision.

1.2.4. Participation of social organizations in Adult Education

Social organizations participate in actions related to the Adult Education system. Also, collaborative projects have been developed amongst ministries and social institutions. In this context two networks of wide collaboration between institutions and one collaboration with foreign educational institution operate.

- a) The GSAE is one of the founding members of the Network of Collaboration for the Support of Young People (DISYN). This network supports the coordination and supplementary action amongst institutions, which deliver services for young persons up to

25 years of age who are at risk. It also promotes the acquisition of know-how of executive members of these institutions. The network functions since 2002 with founding members the Ministry of Justice, the Ministry of Public Order, the General Secretariat for Youth, the Centre of Treatment of Addicted Persons.

- b) In October 2005, the Network for the Fighting of Children's Corporal Punishment was founded. Founding members are the Ministry of Education, the Ministry of Health and Welfare, the Independent Authority "the Advocate of Citizen - Ombudsman" (Circle Right of Child), the GSAE, the General Secretariat for Youth, the Institute of Social Protection and Solidarity, the Institute of Child Health, the Greek Pediatric Company and the UNICEF Greek National Committee.

Objectives of the Network are the development of common actions, the legislative changes and an information and sensitization campaign of parents, children as well as vocationals who deal with the children, family and wider public issues.

- c) Annual Documentary Festival, in collaboration between GSAE and the French Institute of Athens.

Two additional collaborative programs of the GSAE have been co-organized with other institutions, namely the program "Child and Environment" with the support of UNESCO and the program "EYTROCHOS" for two-wheel candidate drivers aiming at their driving and First Aid education.

Finally, in 2004 the Scientific Association of Adult Education was founded, which organizes numerous seminars, conferences and publications.

1.2.6. Motives for participation in adult education

The attendance in the GSAE educational programs is free of charge, as it was reported in 1.2. All GSAE programs also provide free of cost educational materials. In the end of each educational period, certification ceremonies take place during social events (see for the certificates cf. 2.1.4).

Also, all adult learners in SDE receive a cultural card, which gives them free entry in the museums, as well as a special concession card for the Public Transportation System. In collaboration with the Ministry of Justice it has been decided that the time of study in SDE, which function in correctional departments counts as double the time of serving the sentence.

Also adult learners who participate in information technology programs (e.g. KEE, HERON) as well as SDE are eligible for concession rates in the examination fees for ICT certification. Finally,

GSAE executive personnel have the opportunity to enroll in the Postgraduate Program of the Hellenic Open University “Adult Education” (see.2.4.).

2. Quality of Adult Education: Terms, Attendance and Achievement of Objectives

2.1.1. Provision of education and new legislative frames

The providers of adult education programs have been reported in 1.1.4

2.1.2 Adult Education and Programs

GSAE has developed Regional Educational Institutions and Autonomous Programs. These institutions include providers such as SDE, KEE, Parent's Schools, NELE, KEEENAP, the Plato training Centre and the Centre for Educational Training.

The Autonomous Programs include: HERON, ISIODOS, Volunteerism, the Learning of Greek as a second language for working immigrants and Health Education. More specifically:

SECOND CHANCE SCHOOLS (SDE)

This innovative institution targets people between 18 - 40 years old, who have not completed the 9year compulsory education, are unemployed or unskilled, with part-time or seasonal employment and wish their social integration, evolution and development. After a two-year program, they acquire modern knowledge and skills and they receive a Certificate equivalent to Primary School Qualification (level I) or equivalent to High school Qualification (level II).

Core objectives of the program are the development of a positive learning attitude, the acquisition of basic knowledge and skills, the vocational orientation, the access in the job market and the reconnection with the formal education system.

48 SDE operate in Greece, from these 18 were founded during 2000-2003, whereas 30 have been founded since March 2004. Three schools function in correctional departments. Until September 2008 nine more schools will be in operation increasing their number to 57.

ADULT EDUCATION CENTRES (KEE)

KEE support the learning of citizens who have completed various levels of education. In the educational period 2007-2008, 77 educational programs have been offered including a wide spectrum of thematic fields. KEE programs include: Greek language - history, European languages - European history, Basic knowledge of mathematics - statistics, Information Technologies - Communications, Economy - enterprises, Environment - Tourism - Regional Growth, Active Citizen: rights – obligations, Culture - Arts - Management of Leisure Time, Special Programs (special groups of population). Program duration is up to 250 hours. 58 KEE operate in Greece, 10 of which had been founded before March 2004 and the remaining 48 were established after March 2004.

PARENTS' SCHOOLS

Parent's Schools aim to provide advisory support and counseling to parents in order for them to assume a successful parenting. The program takes into account the complexities and difficulties of parenting in the modern socio-economic conditions. The program focuses on three training strands:

- 1) "ParentsCounselling", duration of 40 hours,
- 2) "Relations of School-family", duration of 20 hours,
- 3) "Education and Counselling Support of Families from ROMA, Muslim, Repatriate and Immigrant Background", total duration of 50 hours. This program is delivered in collaboration with KEE.

Fifty four (54) Parent's Schools operate in Greece currently (14 had been founded before March 2004 and 40 after March 2004).

Prefectural Committees of Popular Education (NELE)

NELE constitute a traditional form of educational delivery on regional level. During the last 4 years, a reform agenda was put in place supporting this institution. NELE offer to citizens 55 localized training programs including thematic units such as culture - arts, social economy - business development, education of citizens, programs for Physically Handicapped Persons. Program duration is up to 75 hours. NELE promote the GSAE programs and constitute self-governed public services under the auspices of the Prefectural Self-government. In each prefecture

NELE engages, after relevant decision by the Prefect, representatives, proposed by the participating local institutions (Local Self-government, Working Centre, Union Rural or Agricultural Cooperatives, Organisation of work force Employment, etc.). 54 NELE operate all over Greece.

Centre of Distant Adult Education & Training (KEEENAP) – Lifelong Programs

The centre offers lifelong education services with a dual mode of delivery (face to face teaching & distance learning) utilizing the modern information technology and communication systems. During the educational period 2006-07, two pilot educational programs were offered of annual duration 250 hours each. KEEENAP also offers 2 more training programs namely, the Parent's Schools program and the educational program for farmers. They offer the following thematic units:

- Information Technology and Communications
- Economy - Administration - Enterprises
- Social Economy and Social Business Entrepreneurship
- Growth of Social Skills in the Working Place
- Management of Dangers and Crises and Confrontation of Emergencies
- Education of Adult Trainers

Training Centre PLATO

see. 2.4

Centre of Vocational Training (KEK)

The Centre, which operates under the auspices of the GSAE, is one of the institutions responsible for the implementation of the national policy to counteract unemployment. It provides quality educational services in the sector of continuing vocational training as well as it promotes mechanisms for career development and job matching.

KEK programs appeal to unemployed, workers and socially sensitive groups (Immigrants, Repatriates, Refugees, ROMA, Prisoners, Youth at risk, Former Drug Users, etc.)

HERON - «ADULT TRAINING IN THE ACQUISITION OF BASIC ICT SKILLS»

The program was initiated during the educational period 2005-2006 and constitutes the first large-scale effort of educating citizens in the acquisition of basic skills in the New Technologies. The educational program lasts for 50 hours. It has been reported that programs have been completed in the 90% of the country's municipalities.

ISIODOS – “EDUCATION OF FARMERS FOR UNDERTAKING ACTION IN THE SECONDARY AND TERTIARY SECTOR OF THE ECONOMY”

The program aims to improve the knowledge and skills of farmers and to encourage them to undertake enterprising activities so that they have a successful passage from primary to the secondary and tertiary sector of production and economy.

VOLUNTEERISM

G.S.A.E. in a joint effort with the Ministries of Internal Public Administration and Decentralisation (General Secretariat of Political Protection), National Defence (KOMAK.), PEXODE, (Organization of Antiseismic Planning and Protection), Public Order (Fire Brigade), Commercial Shipping (Harbour Authority), as well as the NGO's "Greek Red Cross" and "PRAKSIS", has developed the national educational program of crisis management "I PROTECT MYSELF AND OTHERS". The program is 100 hours of duration. The educated volunteers may join the National Registration of Volunteers of the General Secretariat of Political Protection.

Also, seminars and congresses have been organised for the training of 2.500 executives of Public Administration and Local LLLLocal-government on issues of crisis management in collaboration with the National Centre of Public Administration and Self-government. Finally, a number of actions were taken concerning the education of teachers such as the program "Management of Dangers in the School Unit", in collaboration with the National Centre of Public Administration and Self-government.

LEARNING GREEK AS A SECOND LANGUAGE BY IMMIGRANT WORKERS

The educational program "Learning of Greek as a second language by working immigrants" is offered to immigrants regardless of their nationality, to spouses of Greek citizens as well as to nationals of third countries that wish to acquire the status of a long term resident in Greece, for which essential condition is the certified Greek language proficiency and the knowledge of elements of Greek history and culture.

This educational program is structured in four levels of learning. The three first levels have duration of 100 hours each, while the fourth has duration of 125 hours.

HEALTH EDUCATION

GSAE in collaboration with the Center for Infectious Disease Control (KEELPNO), the Ministry of Health and Social Insurance has developed a program for “Sexually Transmitted Diseases - AIDS”. The program is being delivered via IDEKE and refers to upper secondary students, Parents’ Association, the army (in collaboration with the Ministry of National Defence), employees and prisoners (in collaboration with the Ministry of Justice), and more generally, to all citizens.

2.1.3 Connection formal and not formal learning

According to Law 2525/1997 (article 5), graduates from the Second Chance Schools (SDE) are granted a title equivalent either to a Primary or High school certificate. In SDE, according to the same Law, teachers from Primary and Secondary education can be seconded or part-time and seasonal tutors can be employed.

Also refer to Paragraph 2.3.2 for National System of Qualifications in Greece and 2.4.2 for admissions in the Hellenic Open University (EAP).

2.1.4. Certification and Adult Training

Adult learners that have undertaken programs of 75 hours or more can be awarded with a Certificate of Training whereas learners that have participated in programs of 250 hours with a Certificate of Life Long Education.

According to Common Ministerial Decision in 2005, EKEPIS has developed a process of certifying adult Trainers (see 1.1.4.) who participated in its certified instructor education program.

2.2 Attendance in the Adult Education

2.2.1 Statistical elements of attendance

a) Table 13 presents the total number of adult learners in Greece during the educational periods 2000-2001 until 2006-2007. In addition, it presents the available educational places for the educational period 2007-2008. It is evident that 754.226 citizens were educated in the programs of the General Secretariat for Adult Education (GSAE) during the educational period 2004-2008, compared to 157.864 citizens educated during the educational period 2000-2004 (Total percentage increase 378%).

Table 13: Total for the Country

Trainees in the Educational Periods 2000-2001 till 2006-2007 and Available Positions of Education for the Educational Period 2007-2008

Structures & Autonomous Programs	Educational Period				Total (2000-2004)	Educational Period				Total (2004-2008)	Total (2000-2008)	
	2000-2001	2001-2002	2002-2003	2003-2004		2004-2005	2005-2006	2006-2007	2007-2008 *			
Total of trainees through the Structures	40.701	30.606	35.424	50.773	157.504	65.347	113.586	109.124	128.999	417.056	574.560	
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	165%				
Total of trainees through the Autonomous Programs ⁽¹⁾	0	0	120	240	360	2.316	56.167	46.420	37.016	141.919	142.279	
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	39322%				
Total of trainees through the Autonomous Programs ⁽²⁾	0	0	120	240	360	12.316	97.042	100.796	127.016	337.170	337.530	
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	93558%				
Total of trainees ⁽¹⁾	40.701	30.606	35.544	51.013	157.864	67.663	169.753	155.544	166.015	558.975	716.839	
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	254%				
Total of trainees ⁽²⁾	40.701	30.606	35.544	51.013	157.864	77.663	210.628	209.920	256.015	754.226	912.090	
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	378%				
Ratio (%) according to Target-Population ⁽¹⁾	0.6%	0.4%	0.5%	0.7%		0.9%	2.3%	2.1%	2.3%			
Ratio(%)according to Target-Population ⁽²⁾	0.6%	0.4%	0.5%	0.7%		1.1%	2.9%	2.9%	3.5%			
Target-Population: Citizens aged 18-67	7.361.535											

Source: G.S.A.E. (Provided by the G.S.'s Office)

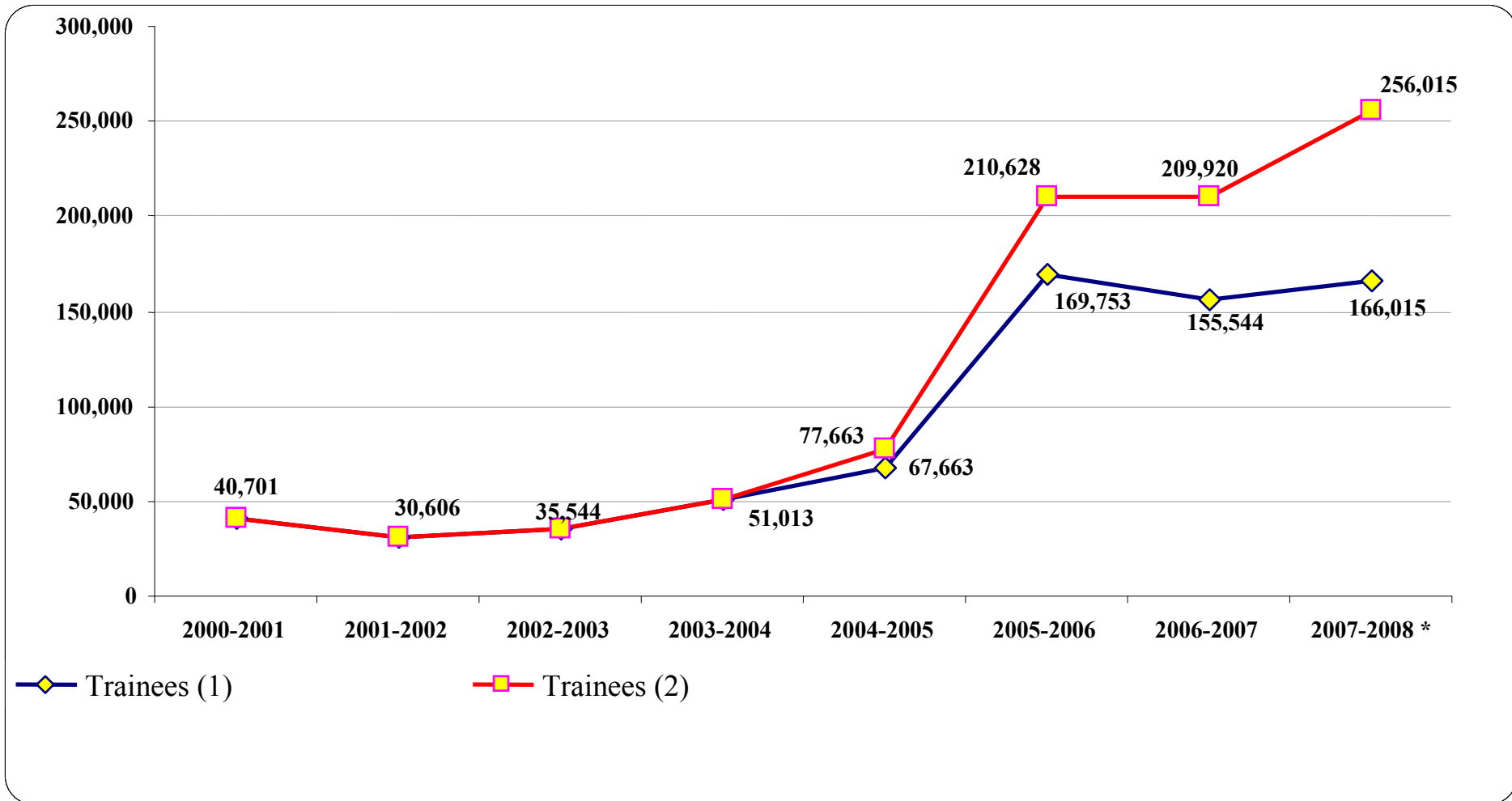
Note *: The data state available positions for education until June 2008 [funded by the 3rd Community Support Framework]

Note (1): Total not including the training program "Health Education"

Note (2): Total including the training program "Health Education"

Diagram 4 shows the progressive development of the total number of learners in the period 2000-2008.

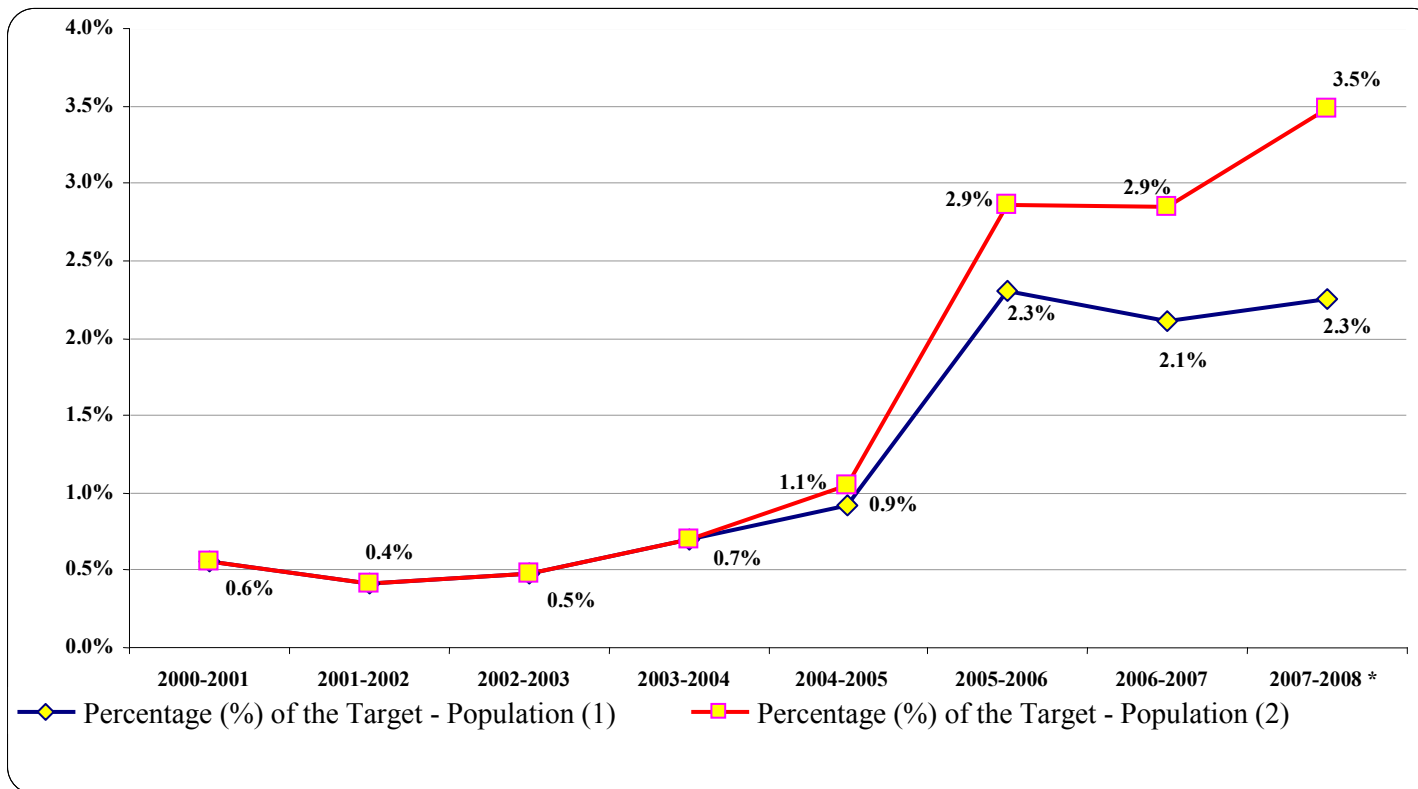
Diagram 4: The progressive development of the total number of learners (Source: GSAE)



Note *: Available educational places until June 2008
Note (1): Except educational places of the «Health Education» program
Note (2): Including educational places of the «Health Education» program

Diagram 5 shows the progressive development of the total percentage of the target-population.

Diagram 5: The progressive development of the total percentage of the target-population. (Source: GSAE)



Note *: Percentage (%) of available educational places until March 2008
Note (1): Except educational places of the «Health Education» program
Note (2): Including educational places of the «Health Education» program

b) Table 14 presents the total learner population for Greece during the period 2000-2001 and 2006-2007 as well as the available learning positions for the period 2007-2008 in the GSAE providers.

Table 14: Structures of the G.S.A.E. – Total for the Country

Trainees during the Educational Periods 2000-2001 till 2006-2007 and Available Positions of Education for the Educational Period 2007-2008

Structures	Educational Period				Total [2000-2004]	Educational Period				Total [2004-2008]	Total [2000-2008]
	2000-2001	2001-2002	2002-2003	2003-2004		2004-2005	2005-2006	2006-2007	2007-2008 *		
Second Chance Schools	36	235	439	1.119	1.829	2.225	3.146	3.361	3.849	12.581	14.410
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	588%			
Adult Education Centres				10.507	10.507	24.798	69.531	72.176	86.840	253.345	263.852
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	2311%			
Centre of Educating-Training Adults from a Distance "Archimedes"					0			788	1.738	2.526	2.526
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						→	+ ∞			
Parents' Schools				4.514	4.514	5.647	16.323	11.618	11.954	45.542	50.056
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	909%			
Prefectural Committees of Popular Training	40.665	30.371	34.985	34.618	140.639	32.677	24.281	21.181	22.518	100.657	241.296
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>							-28%			
Centre of Educating Adult Trainers - "Plato"					0				2.100	2.100	2.100
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						→	+ ∞			
Centre of Vocational Training				15	15	0	305	0	0	305	320
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	1933%			
Total of trained people through the Structures	40.701	30.606	35.424	50.773	157.504	65.347	113.586	109.124	128.999	417.056	574.560
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	165%			
Ratio (%) according to Target- Population	0.6%	0.4%	0.5%	0.7%		0.9%	1.5%	1.5%	1.8%		
Target-Population: Citizens aged 18-67	7.361.535										

Source: G.S.A.E. (Provided by the G.S.'s Office) Note *: The data state available positions for education until June 2008 [funded by the 3rd Community Support Framework.]

Table 15 presents the total learner population for Greece during the period 2000-2001 and 2006-2007 as well as the available learning positions for the period 2007-2008 in the GSAE Autonomous Programs.

Table 15: Autonomous Programs of the G.S.A.E. – Total for the Country

Trainees during the Educational Periods 2000-2001 till 2006-2007 and Available Positions of Education for the Educational Period 2007-2008

Autonomous Programs	Educational Period				Total (2000-2004)	Educational Period				Total (2004-2008)	Total (2000-2008)
	2000-2001	2001-2002	2002-2003	2003-2004		2004-2005	2005-2006	2006-2007	2007-2008 *		
Education of Adults on New Technologies ("HERON")					0		46.718	34.647	27.031	108.396	108.396
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						→	+ ∞			
Education of Farmers ("ISIODOS")					0		6.668	4.907	2.865	14.440	14.440
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						→	+ ∞			
Danger and Crisis Management (Volunteerism)			120	240	360	879	783	578	550	2.790	3.150
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	675%			
Education of immigrants on the Greek language, history and culture					0	1.437	1.998	5.178	4.650	13.263	13.263
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						→	+ ∞			
Education and consultative support of special population groups					0			1.110	1.920	3.030	3.030
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						→	+ ∞			
Health Education-Sexually Transmitted Diseases- AIDS					0	10.000	40.875	54.376	90.000	195.251	195.251
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						→	+ ∞			
Total of the Trained people through the Autonomous Programs⁽¹⁾	0	0	120	240	360	2.316	56.167	46.420	37.016	141.919	142.279
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	39322%			
Total of the Trained People through the Autonomous Programs⁽²⁾	0	0	120	240	360	12.316	97.042	100.796	127.016	337.170	337.530
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>						+	93558%			
Ratio(%) according to Target-Population⁽¹⁾	0.0%	0.0%	0.002%	0.003%		0.03%	0.8%	0.6%	0.5%		
Ratio (%) according to Target-Population⁽²⁾	0.0%	0.0%	0.002%	0.003%		0.2%	1.3%	1.4%	1.7%		
Target-Population: Citizens aged 18-67	7.361.535										

Source: G.S.A.E. (Provided by the G.S.'s Office)

Note *: The data state available positions for education until June 2008 [funded by the 3rd Community Support Framework]

Note (1): Total not including the training program "Health Education"

Note (2): Total including the training program "Health Education"

In general terms, as it is indicated in table 14, 417.056 citizens were educated between 2004-2008, compared to 157.504 citizens educated during the period 2000-2004 with a total percentage increase of 165%.

In conclusion, as it appears in table 15, the total number of adult learners that participated in Autonomous Programs during the educational period 2004-2008 are 337.170 citizens compared to 360 citizens in the period 2000-2004 (percentage increase 93.558%).

2.2.5. Adult Education and Special Groups

Table 16 presents the total number of special group learners in Greece

Table 16: G.S.A.E. – Trainees according to Special Population Group (educational periods περίοδοι 2003-2004, 2004-2005, 2005-2006, 2006-2007 & 2007-2008*) and Percentage Changes

Special Population Group	Educational Period				Total [2000-2004]	Educational Period				Total [2004-2008]	Total [2000-2008]
	2000-2001	2001-2002	2002-2003	2003-2004		2004-2005	2005-2006	2006-2007	2007-2008 *		
Repatriates				20	20	35	340	784	1.000	2.159	2.179
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>							+	10.695%		
ROMA				40	40	1.107	1.262	890	1.000	4.259	4.299
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>							+	10.548%		
Muslims				130	130	1.010	1.452	2.141	2.500	7.103	7.233
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>							+	5.364%		
Prisoners				1.840	1.840	2.869	4.107	2.563	3.000	12.539	14.379
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>							+	581%		
Immigrants				3	3	1.468	2.805	9.345	10.000	23.618	23.621
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>							+	787.167%		
People with Special Needs					0			876	1.000	1.876	1.876
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>							→	+ ∞		
Total	0	0	0	2.033	2.033	6.489	9.966	16.599	18.500	51.554	53.587
	<i>Change of Percentage in Period [2004-2008] in comparison with Period [2000-2004]:</i>							+	2436%		

Source: G.S.A.E. (Provided by the G.S.'s Office)

Note *: The data state available positions for education until June 2008 [Funded by the 3rd Community Support Framework]

GSAE has developed educational programs for individuals that belong in socially excluded groups. Table 16 presents the number of learners educated in the periods 2000-2004 and 2004-2008. Percentage changes between the two periods are illustrated in the following special groups of participants:

- 2.159 repatriates were educated compared to 20 individuals during 2000-2004 (percentage increase 10695%). In addition, 4.259 ROMA attended GSAE programs compared to 40 individuals during 2000-2004 (percentage increase 10548%),
- 7.103 Muslims were trained as opposed to 130 individuals during 2000-2004 (percentage increase 5364%),
- 12.539 prisoners compared to 1.840 prisoners during 2000-2004 (percentage increase 581%) and finally, 1.876 persons with special needs compared to 0 during 2000-2004 (percentage increase 787.167%).

Overall, in Greece 51.554 individuals from special groups were trained during 2004-2008 compared to 2.033 individuals during 2000-2004 (percentage increase 2436%).

In addition, up until 2004 several educational actions for special social groups, such as repatriates, gypsies, immigrants, prisoners, were implemented. The actions included the learning of Greek language, social skills, the vocational training or re-training, the publication of educational materials, the development of studies and researches, whereas the Unit for the Promotion of Employment was also established. Finally, the 10-year program MELINA (started in 1995-96) focused on research and teachers' training. An important dimension of the MELINA program was the conduct of Training Seminars for schoolteachers. Also, the program offered educational programs in the Greek culture and in the Media, such as local seminars of hagiography, photography and radio.

2.3. Evaluation of programs and training results

2.3.1 Assessment of Learning Outcomes

Program evaluation and monitoring constitutes a core priority for the GSAE. A National Office has been established in 2007 to implement the National Quality Assurance & Assessment Framework. The National Framework focuses on both *program evaluation* and the *accreditation of learning outcomes*. Its aim is to improve and monitor quality of educational practice across all Adult Learning and Education Providers (ALEP) in Greece (more than 470 ALE units).

More specifically, the GSAE is piloting (2006-2008) *the national quality assurance framework* (NQAF), which follows the general principles of the *Common Quality Assurance Framework for VET in Europe* (CQAF). According to the Greek *framework* each ALEP designs and implements self-evaluation procedures for its programs following national program evaluation standards and procedures (see *National Quality Assurance and Assessment System for Adult Education, 2006/7*, GSAE, Athens). In addition, audit procedures are carried out by external evaluators in all 13 regions of the country to ensure accountability and quality improvement.

2.3.2 Tools and Mechanisms of Quality

As it was reported in the Axes of Priority (see 1.1.2.) the improvement of quality of the adult education system constitutes fundamental objective of the GSAE. Consequently, the National System of Quality Assurance and Evaluation of Adult Education was enacted. The system constitutes a text of common evaluation specifications and criteria for all GSAE public structures and autonomous programs. The main objective of the system is the evaluation and the continuous improvement of educational provision through processes of self-assessment and evaluation of adult education providers as well as processes of external quality evaluation. The system has been placed in pilot application, with the decision of the Secretary-General for Adult Education, YPEPTH.

In addition, the certification of IDEKE (GSAE) is still in progress.

The main mechanisms, which are used to monitor and evaluate Adult Learning Education (ALE) programs in order to ensure quality, are:

- a) **the evaluation procedures of ALE operation** (administrational procedures, management and leadership, resources and outcomes/educational pathways),
- b) **the quality of the educational process** (teaching methods, training packages and contents, learner assessment model, teacher evaluation procedures and training, etc.)
- c) **the assessment of learning outcomes.** More specifically the GSAE is now developing a National Competency Framework (NCF) to assess learner achievements and performance (mainly in the School of 2nd Chance and the Centres for Adult Education). Overall six key competencies (i.e. *organizational, technical, cultural, personal, civic, communicative*) have been developed to capture the *Knowledge, Skills and Attitudes* adult learners acquire after their training in each individual program. Finally, the NCF assesses and recognizes prior learning.

Program accreditation and credit transfer. The GSAE offers two main cohorts of national qualifications/certificates, namely, i) A certificate of compulsory education (via SDE) equivalent to level 2 of European Qualifications Framework and (ISCED level 2) and ii) the Lifelong Learning Certificates for its 250 hour programs equivalent to level 4 of European Qualifications Framework and ISCED level 4.

Due to the lack of a National Qualifications System, there is still some in-flexibility with regards to the provision of training pathways fully integrated into a national scheme. However, the GSAE is now developing a credit transfer system for its programs.

2.3.3 Utilization of Results

A *national quality assurance framework* has been developed after a two-year piloting period and through vigorous consultation processes with the educational community and social partners. In July 2008 the framework will be finalized at the National Quality Assurance Summit to be held in Athens, where the 26 regional quality assurance officers will finalize the national quality criteria and benchmarks for all

ALE providers in Greece. Finally, the NQAF will form the basis of a national legislation for a) quality assurance, b) competence assessment and c) credit transfer according to the major European documents.

2.4 Education of Adult Trainers

The Centre of Education and Training of Adult Trainers – PLATO, designs and delivers programs for adult education trainers. Aim of the Centre is to ascertain the vocational needs of Adult trainers, plan their vocational educational and training and promote their continuous vocational development on national level. “PLATO” operates on a trial basis after the decision made by the Secretary-General (GSAE).

2.4.1. Qualifications and Education of Adult Trainers

The Secretary General of GSAE adopted the decision made by the National Committee of Learning and approved the establishment of the Centre of Education and Training of Adult Trainers - “PLATO” (KEEEEN) as of 2007. Aim of the Centre is the detection of needs, the planning and the education and training of Adult Trainers as well. The Centre is expected to improve the adult education trainers vocational development on three levels. The Centre will:

- a. Provide Quality Initial and Continuing Education to trainers according to the “Common European Framework of Qualifications and Competencies of Teachers and Trainers”, and via the determination of concrete measurable objectives;
- b. Develop a system of collaborative learning amongst trainers;
- c. Follow-up the Trainers improvement and their efficiency on the level of administration and management. The Centre develops educational and training activities on national and regional level and coordinates the processes of trainers training in all GSAE Providers.

This program will be combined with other relevant actions such as the creation of a common Registration of Adult Trainers and their continuous evaluation, according to the National System of Quality Assurance and Evaluation and on the basis of the Action Plan of the European Committee for the development of new indicators of

evaluation and promotion of Lisbon strategies. Finally, EKEPIS had developed and applied a similar System of Certification of Adult Trainers certifying more than 6.000 Trainers up to the end of 2007. This System was enacted with a Ministerial Decision.

2.4.2. Adult Learning Provision in Tertiary Institutions

Adult teaching is a part-time job for many of the trainers participating in this field. During the past few years the number of trainers, which have undertaken studies in Adult Education, has been increased. Higher Education Institutions, which offer programs in the area of the Adult Education, are:

A) The University of Macedonia. The departments of Educational and Social Policy awards double degree, with two main specializations, one of which is Continuing Education. This direction aims to educate students with respect to the acquisition of educational, psychological and administrative skills, so that they can work as experts in the Continuing Education. The minimal duration of study for the reception of the degree is a fixed period of eight (8) semesters. The program of study is comprised of two circles of study (duration of two years each). The first circle of study is common for all students. The courses of this circle include subjects such as pedagogy, psychology, sociology, philosophy, the didactics of special objects, ICT and statistics. The second circle of study includes specialised courses (e.g. Continuous Education, Education of Persons with special needs).

B) Hellenic Open University (EAP). The postgraduate Program “Adult Education” has been offered by the EAP since the academic year 2003-2004. The “aim of the program is the provision of specialised knowledge and the development of skills, in order to enable the graduates to design, organise and evaluate adult education programs, as well as to teach in them, using modern educational methods as well as methods of distance learning”. The program includes the following Thematic Units and Subjects:

- The Methodology of adult education,
- Open and Distance Education,
- Planning, administration and evaluation of adult education programs,
- Educational Research into practice

Special entry requirements apply for the scientific personnel of the GSAE, EKEPIS and the graduates of the Department of Educational and Social Policy of University of Macedonia.

During the academic year 2007-2008 375 students enrolled in the postgraduate program “Adult Education”.

C) The University of Peloponnese. The department of Social and Educational Policy of the University of Peloponnese operates in the Faculty of Social Sciences in Corinth. The department of Social and Educational Policy has as its mission to “promote the science and the research in the sectors of the protection of citizens’ social rights as these are shaped in the frame of EU, the deepening of structures of social state, the prevention and the security in combination with social growth, the continuous education, the education of adults and the planning of new social and educational policies and institutions”.

2.4.4. Teaching rates

The selection of adult trainers and executive personnel in GSAE is an open process according to certain criteria. Expressions of interest for all positions are made public via IDEKE’s web page and are published in the Press. The Register of adult trainers will be finalized in the educational period 2008-2009 (cf. 1.1.2.). An hourly remuneration rate is given to the trainers according to Ministerial Decision. Thus, trainers remuneration differentiates depending on the level of study and experience.

3. Research, Innovation and Good Practice

GSAE proceeds with the foundation of the Centre of Lifelong Learning Studies - “ARISTOTLE”. The Centre’s core activities will be the establishment of a library, the participation in studies and research programs on national, European and international level, the promotion of collaboration and joint ventures with institutions inside and outside Greece, the provision of services via seminars and relevant activities, the organisation and participation in conferences, educational programs, meetings and the publications. It also creates, supports and participates in lifelong learning networks.

GSAE publishes the *Lifelong Learning Journal*, which aims to contribute to the promotion of lifelong learning in Greece via the dissemination of information and research data. Other objectives include the scientific research in the sector of lifelong learning, as well as the collection, documentation, analysis and distribution of scientific information both in Greece and abroad. GSAE has already published two volumes, whereas the publication of volume 3 is underway.

GSAE encourages the exchange of expertise between scientists and organises international conferences as a public forum of discussion and consultation taking into account the latest scientific developments in the planning of future programs. These conferences include:

A) The Pan-Hellenic and International Scientific Congress “Lifelong Learning for the Growth, the Employment and the Social Cohesion” organised by the Centres of Adult Education in Volos.

B) The Pan-Hellenic and International Scientific Congress “Parent’s Schools together with our children” organised by the Parent’s Schools, 11-12 May 2007.

G) The International Congress of South-eastern European Countries for Lifelong learning, which is scheduled for November 2008.

3.1. Research studies in the field of adult education

GSAE participates in the OECD’s pilot research of titled “JRA module pilot”. The pilot research constitutes action of the Program for the International Evaluation of Skills of Adult Individuals. This aims to:

- Classify and measure the skills acquired in certain work-roles at the workplace
- Specify and measure the differences between individuals and countries in skills’ acquisition
- Ascertain the skills needed for a work-role and also the demand for these skills
- Identify people’s lack of skills and thus, counteract social and economic exclusion
- Follow-up the tendencies with regard to skills demand and availability

This program can help in the development of policies, particularly for those individuals with low skills and the unemployed.

The program for the International Evaluation of Skills of Adult Individuals (PIAAC) will address issues such as the assessment of general skills that are used in the workplace, utilizing the so-called Job Requirement Approach, (JRA-module), which measures the abilities of team working, planning and communication.

The pilot research evaluation, which will be carried out in 2008, will utilize a sample of at least 500 individuals from each participant country.

In this context, the GSAE will have the opportunity to appreciate the degree of its influence on adult education development in Greece seeking at the same time to improve its adult learning programs. For the conduct of this research a collaborative partnership with the Greek Open University, the National Centre of Social Research, The General Secretariat of National Statistical Service of Greece and the National Centre of Public Administration and Local-government has been developed.

The exchange of know-how and good practices on an international level constitutes significant target for the GSAE. In addition, the GSAE participates in the working group of the European Commission for “Adult Learning Action Plan” as well as it is actively engaged in the Mediterranean Dialogue for the Adult Education (MEDA) attending conferences organised by the IIZZ/DVV in Malta, in Larnaca and in Berlin.

EKEPIS is currently working on the specifications of qualifications in 65 professions, as well as in the process of knowledge certification. These job descriptions will include the title, the definition and the analysis of profession or speciality, namely the necessary knowledge, skills and competencies in order to correspond worker’s skills with the specifications of a particular profession or speciality. Emphasis is given on the ways, processes and means, so that the required vocational specifications can be achieved. In the list of vocational outlines the new profile of adult trainer is also included.

A funding allocation of 1,6 millions € is available to social partners in order to develop vocational outlines (job profiles). A further research study will be subsidized for the period 2007-2013 in order to develop the outlines of more than 150 professions with a budget of 5 millions €. In addition the 2% of the Operational Program “GROWTH of HUMAN POTENTIAL”, namely up to 150 millions of € will be available to research partners. The EKEPIS participated in 2001 in OECD’s major

study on “the role of national systems of qualifications in the promotion of lifelong learning”. In this report experiences were recorded from the planning, the management and the application of national systems of qualifications in Greece through processes of formal, non formal and informal learning, the degree of interconnection of these systems as well as their contribution to in the promotion of lifelong learning.

EKEPIS also participates in the OECD’s inquiry about “The Recognition of Non Formal and Informal Learning”. In June 2007 EKEPIS submitted a Report in collaboration with GSAE and OEEK. The study began in 2006 and will conclude in 2008. Also, in 2003 EKEPIS published a book titled “Continuing vocational training and certification: Process and results in KEK 2001-2003”.

3.2. Innovation and Examples of Good Practice

GSAE actively participates in European programs, which focus on innovation and particularly the education of trainers and the socially excluded groups. More specifically the GSAE participates in European programs, such as:

a) [Sokrates]: ITINERARIES MEDITERRANEANS, for a) the development of innovative Teachers’ guide (methodology and teaching) regarding the European citizen, [AEM], b) the creation of database and special web page to disseminate innovation in education in Museums and archaeological sites (ALICE), c) the creation of data base on the non-formal adult education, d) the social integration of immigrants via the art (art therapy –Colours project), e) the support of adult trainers (ADDED), f) the utilisation of the experiential approach for the creative writing with the use of multimedia (FILOGRAFIA), g) the distribution of good European practices of lifelong learning in Libraries and Museums (DILLmuli: Dissemination of Lifelong Learning Activities in Museum and Library projects), h) the promotion of products and results of all Grundtvig programs, mainly, via New Technologies, BSSE (Basic Skills and Social Enterprises) for the support of individuals that work in social enterprises (Propagator Initiative), i) the growth of strategy for the preparation of detainees for a smooth transition in the social environment (Beyond the open Doors project). The network of Learning Cities (NewTELS), developed on a pilot basis the National Axis of Learning Cities in several regions of Attica.

B) Leonardo Programs: such as the Webpol for the development of educational activities in virtual educational environment for the Municipal Police of European Union member- countries, the Meter project for the creation of a frame of skills/competencies essential for the instructor of distance lifelong education.

C) E-LEARNING EuNIC- ATENE Centre of Excellence- E-Learning for the education of digital illiterate citizens between 18-65 years old.

D) EQUAL On Wheels - Next Stop Job Market, for the empowerment and vocational integration of young persons who drop out education.

In addition, EKEPIS includes in its action plan a) the ENVI-E - Developmental cooperation for the growth of an open system of acquisition and certification of vocational qualifications in the area environmental protection, b) the TECHNOMATHEIA project; An innovative distance lifelong learning model for the certification of skills in the small to medium-sized enterprises and c) the E-Quality project; a system to ensure quality of advisory support services and employment.

4. Adult literacy

4.1 Defining adult literacy on national level

Adult education activities in Greece were enacted with Law 4397/29, in order to counteract the problem of adult illiteracy. With the term adult illiterate refers to people who never had any kind of education (organic illiterate) as well as those who have not completed their primary education (functional illiterate).

Table 17 shows the total number of adult illiterate population in 2004.

Table 17: Illiteracy according to sex and age in 2004

Illiteracy according to sex and age in 2004			
In total for the country in 2004			
Age	In total	Male	Female
15-19	3.348	1.242	2.106
20-24	4.203	1.856	2.347
25-29	3.497	2.046	1.451
30-44	15.752	8.272	7.480
45-64	91.171	29.556	61.615
65+	528.706	159.635	369.071
In total	646.677	202.607	444.070

Source: ESYE, Labour Force survey, 2004

However, in modern era, literacy does not refer only to the acquisition of skills of writing, reading and arithmetic. It is extended so that it covers the skills needed in new learning environments, such as digital literacy and scientific literacy.

GSAE programs adopt the significance of literacies and aim not only at the content but also at the action learning and the acquisition of communication skills, problem solving, growth of personal interests as well as utilization of information in planning personal and social life (GSAE, 2007).

The program development, which aims at the combination of education and action in order to combine experiential knowledge and informal learning, constitutes a challenge for adult education. GSAE participated in a meeting organised by the UNESCO Institute of Lifelong Learning about family literacy and discussed the development of various literacy forms, such as the family and economic literacy.

4.2 Implementing Policies for Adult Literacy

The new policies on adult literacy emerge from the above theoretical approaches and are implemented via the Second Chance Schools, Adult Education Centres and HERON as it has already been reported (see 2.1.2).

4.3 Examples of Innovative Literacy Programs

SDE promote the cross-thematic approach to ensure an integrated learning and holistic literacy capabilities. In addition, a competency framework is being developed, in order for SDE programs to specifically identify the level of knowledge, skills and attitudes acquired by learners upon program completion. Thus, the system of adult education in Greece enhances its interconnection with corresponding systems of the European countries. Finally, the adult education will be more interconnected with the Greek formal educational system allowing citizens to access a variety of educational pathways.

4.4. Gender and Adult Education

Since 2004 the Governmental Committee has adopted a four-year Action Plan for the General Secretariat for Gender Equality (GGI), the Ministry of Interior, Public Administration and Decentralisation, titled “National Priorities of Policy and Axes of Action for Gender Equality”. With this program the issues of equality are further integrated with the national priorities of “Growth, Employment, Education and Social Cohesion”. One of the priority actions of the Program is the fighting of stereotypes via education.

GGI runs programs with advisory and vocational orientation promoting gender equality. It also supports country’s TEE and IEK libraries with books and resources relevant to gender equality and it maintains an on-line connection between TEE and IEK libraries and the Library of GGI (KETHI, 2005).

Other actions for gender equality according to the EPEAEK 2000-2006 include:

- Programs to support initial vocational training and education of women (e.g. the sensitization of teachers in sex discriminations and production of relative educational material).

- Training and research programs in tertiary education for women, together with scholarships for research on gender and equality issues. Affirmative action for women in the context of lifelong education, with special programs on issues equality and with the provision of motives (eg scholarships) enhance women participation in sectors where their presence is limited.

In addition, women training programs delivered by the OAED on issues, such as ICT, Textile Art, etc.

During the programmatic period 2008-2013 GSAE will also offer programs for gender equality and all GSAE adult trainers will be informed on relevant issues.

More specifically, the GSAE has participated in two EQUAL programs, which promote gender equality: These are:

- Dioni II “Women Business Skills and Trans-regional System of Support in the Social Economy” for the creation of mechanisms to support women business and social activities and counteract social exclusion and gender inequalities.
- TO.ME.S. A regional pilot project (in the Prefecture of Evros) for the development of women business skills and the empowerment of special population groups in border areas of Greece.

5. Expectations from the CONFINTEA VI and prospects for Adult Education

5.1. Expectations from the CONFINTEA VI

- The development of new educational methodologies;
- The development of ways to increase attendance in the adult education;
- The reinforcement of collaboration for research programs and partnerships;
- The greater interconnection of the educational sectors in Greece (formal educational system, adult education and vocational training system).

5.2. Prospects for the policy development and good practices in the adult education

- The institutional collaboration and the existence of national systems of monitor progress and development in the area of lifelong learning;
- The education of teachers on lifelong learning issues;
- The education on gender equality and the provision of educational opportunities to enhance intergenerational learning;
- The increase of attendance in adult education especially in remote regions;
- The intensification of collaboration between institutions that provide education and institutions that provides vocational training as well as their connection with the job market;
- The policy development for lifelong learning on special population groups, such as persons with special needs and young persons who serve in the army;
- The development of consultations for educational pathways.

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Abbreviations

ADEDY	Public Servants' Confederation
GSAE	General Secretariat for Adult Education
GGI	General Secretariat of Gender Equality
GSEE	General Confederation of Greek Workers
EAP	Hellenic Open University
EU	European Union
EKDDA	National Centre of Public Administration and Local Government
EKEPIS	National Accreditation Centre for Continuing Vocational Training
EKT	European Social Fund
EP	Operational Program
EPI	National Competence Framework
NQAF	National Quality Assurance Framework
EPEAEK	Managing Authority of the Operational Program Education and Initial Vocational Training
EPM	National Reform Program
ESPA	National Strategic Reference Framework
ESSEEKA	National System of Connecting Vocational Education and Training with Employment
ESYE	National Statistical Service of Greece
IDBE	Institutes of Lifelong Education
IDEKE	Institute of Continuing Adult Education
IEK	Institute of Vocational Training
IKY	State Scholarships Foundation
KEE	Adult Education Centre
KEENAP	Centre of Distant Adult Education and Training
KEEEN	Centre of Educating and Training Adult Educators
KEK	Vocational Training Centre
KPS	Community Support Framework
MEE	Units of Adult Education
NELE	Prefectural Committees of Popular Training
OAED	Greek Manpower Employment Organization
OGEEKA	Organization of Agricultural Vocational Education, Training and Employment
OEEK	Organization for Vocational Education and Training
OOSA	Organization for Economic Cooperation and Development
OTA	Organizations of Local Government
SDE	Second Chance Schools
YPEPTH	Ministry of National Education and Religious Affairs

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