



**MINISTRY OF EDUCATION LIFELONG LEARNING
AND RELIGIOUS AFFAIRS**

DIRECTORATE FOR EUROPEAN UNION AFFAIRS

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STRATEGIC FRAMEWORK FOR EUROPEAN COOPERATION IN
EDUCATION AND TRAINING**

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QUESTION 1

Please provide a summary of the main education and training elements in your National Reform Programme (NRP)

National Reform Programme (NRP)-Targets

The National Reform Programme includes the national targets in the field of education which respond to the European targets highlighted in the Strategy "EUROPE 2020". According to this framework, the share of early school leavers is to decline to under 10% while at least 32% of the younger generation should have a tertiary degree.

Regarding the 10% drop-out target, in Greece, this figure rose to 18.2% in 2000 decreased to 14.8% in 2008 and by 2020 it is estimated that it will be further reduced to 9.7%. Therefore it is foreseen that this objective will be achieved by 2020 and potentially improve even further.

As for the second target concerning the younger generation with a tertiary degree, according to estimates of the Ministry of Education, a 32% target will also be achieved by 2020.

A National Education and Training Agenda has been developed and a radical reform of the education system is in progress in our country. Strong emphasis is placed on the levels of Primary and Secondary education, rendering them fundamental for the preparation of a broader reform in Higher Education.

There is a new strategy for primary and secondary level education, the "New School" (Law 3848/2010) which makes the student the focal point of the educational system. The "New School" policy is based on five key principles: all-day, inclusive, digital, sustainable and innovative school.

In the above mentioned context, during the current school year (2010-2011) per educational level the following actions are being implemented:

Primary and Secondary Education:

- Modern study curriculum
 - Developing a novel and flexible curriculum for compulsory education (ages 4-15 years old)

-Completion of the Draft for the structure, the content and the new curriculum of the "New High School".

-Implementation of the project "Primary Schools with an Integrated Reform Programme of Studies" with the 800 largest schools in the country (counting for the 30% of the student population).

- Teaching modules for the last two grades of the elementary school, the gymnasium and Lyceum are being streamlined and reduced in order to improve students' enhancement and make school more student-friendly.
- Introduction of School Evaluation. All primary and secondary level school units will be assessed according to their educational performance.
- Regarding Teachers

- Introduction of Pedagogical and Teaching Certificate for future teachers.

-Implementation of the integrated in-service training programme for the "New School". It is estimated that the number of those who are to be trained, until December 2013, will rise to approximately 150,000.

- Regarding vulnerable groups of the population

-Strategic restructuring of Special Education is on going.

_Procurement of special equipment for all special schools, the safeguarding of funds for parallel support (teacher per student) for children with disabilities e.t.c

-Educational actions, mainly through interventions for the vulnerable groups. More specifically:

- For the Roma: Special programmes are implemented in 80 municipalities

- For the Religious Muslim minority in Thrace: A support programme commenced in September 2010 covering all minority schools. Furthermore mobile units for distant villages are in use.

-Ccreation of Educational Priority Areas in 20 schools aiming at reducing school dropout rates in underprivileged areas of the country.

-Special programmes for migrant children are being developed.

- Digital and Technological School

-The "New School" strategy is being supported by the launching of the digital school policy in its pilot phase in 800 primary sector and in 1250 gymnasiums.

-The planning of the "Technological School" and, in particular, the 'Technological Upper Secondary School (Lyceum)" is underway.

- Mergers – Establishments of School Units in the Primary and Secondary Education

Mergers of school units of secondary and primary education are under way considering the assessed needs for each region, the landform, the infrastructures and the operational expenses of all schools. With this specific measure, it is expected to make better use of resources, exploit the use of existing infrastructures and human resources thus promoting the quality of the education provided.

Tertiary Education:

- The system of access in the higher education is being reexamined.
- Abolition of the specific requirements of minimum scores attained at the state country examinations for the admission into higher education in order to fill all the available posts in Universities and Technical Institutions.
- The legal framework of university to university student transfers is currently more flexible in order to relieve the financial burden for the families of the students.
- Through the new electronic system www.eudoxus.gr each student can directly select and order textbooks as well as gain access to 11,500 free electronic books and teachers notes that have been uploaded in the system .
- Public consultation referring to the reform of the tertiary education has been completed. The pillars of the proposed radical reform are broadly defined as follows:

-Substantial autonomy of higher education institutions, with the recognition of the governing and academic bonds

-Assessment of academic excellence in conjunction with social accountability, openness and internationalization of the academic processes,

-Linking Universities and Technical Institutions with the society and the economy,

-Focus on technology, research, and knowledge-based society, and

- Design and implement of improved monitoring systems

The scope of the said measures is to achieve maximum autonomy, modernize, internationalize, as well as upgrade the quality and the credibility of higher education institutions.

In LifeLong Learning

Comprehensive policy for "Lifelong Learning" has been developed with the following main priorities:

- the development of the National Lifelong Learning Network, through which the functions, the patterns and the means of Lifelong Learning are thoroughly analysed.
- the systematization and coordination assessing the educational and training needs in relation to the market labour demands and the social development.
- the decentralization of the lifelong learning actions.
- The promotion of the vocational training and the general adult education as two equivalent pillars of lifelong learning.
- the institutionalization of standards and means for the development and upgrading of quality of lifelong learning
- the development of an integrated National Framework for the recognition of qualifications and the certification of knowledge, skills and abilities (National Qualifications Framework).

QUESTION 2

What measures has your country taken to reduce early school leaving?

2.1 Measures to analyse current situation and monitor developments in early school leaving (e.g. data collection, surveys and research)

The Pedagogical Institute has set up the Transition Observatory of Educational and Employment Pathways of Secondary Education which aims - among other objectives - to collect and analyse data on early school leaving as well as to identify the main reasons for this phenomenon.

Four surveys¹ have been conducted until now on the matter and have resulted to determining several factors effectively preventing and dealing with early school leaving.

The data collected for the last survey on early school leaving "Pupils' Generation 2003-2004, *Early school leaving in lower and upper secondary education, Gymnasio, Lykeio, Technical and Vocational Lykeio*", Panagiotis Rousseas, Vassileia Vretakou, Athens 2008, indicate a percentage of 12,81% throughout the country for secondary education. The percentage in primary education is insignificant. It stands to no more than 0,8-1% and it refers to special social groups such as Roma.

This data alongside the data provided by Eurostat rank our country in a medium place in comparison to other E.U. countries. However, the data collection for the indicator "age group 18-24 having completed at least secondary education" which could be linked with early school leaving, illustrates a percentage of 82,1% in Greece which is relatively higher than the average european progress.

¹ 1st Survey on Early School Leaving : Pupils' Generations 1987-88, 1989-90, 1991-92, *Pupils abandoning their studies in lower secondary education / "Gymnasio" and their needs in vocational education and training*, Stamatis Palaiokrassas, Panagiotis Rousseas, Vassileia Vretakou, Athens 1996

2nd Survey on Early School Leaving : Pupils' Generation 1997-98 , *Survey on Early School Leaving in lower secondary education / "Gymnasio"*, Stamatis Palaiokrassas, Panagiotis Rousseas, Vassileia Vretakou, Athens 2001

3rd Survey on Early School Leaving : Pupils' Generation 2000-01, *Early school leaving in secondary education, Gymnasio, Lykeio, Technical and Vocational Lykeio*, Panagiotis Rousseas, Vassileia Vretakou, Athens 2006

4th Survey on Early School Leaving: Pupils' Generation 2003-2004, *Early school leaving in lower and upper secondary education, Gymnasio, Lykeio, Technical and Vocational Lykeio*, Panagiotis Rousseas, Vassileia Vretakou, Athens 2008

2.2 Please indicate the priority areas your country is focusing on (e.g. target groups, educational sectors)

The above mentioned surveys attempted to chart early school leaving on a geographical regional level. This helps with educational planning for regions with a high priority for such interventions.

Since the surveys have also indicated that failure is one of the primary reasons for early school leaving, efforts are made to tackle the problem. Improved curricula and text books, less syllabus, the introduction of innovative actions such as the "flexible zone" etc.

2.3 Measures to prevent early school leaving. Please mention the most effective measures taken at system level, at school level and in support of individual pupils/learners.

The objective set by the Ministry of Education, Lifelong Learning and Religious Affairs is to increase the length of pupils' schooling, so that pupils spend more time within the learning procedure and thus acquire more qualifications and reach the educational attainment, which will lead them to the labour market.

i) Law 3518/2006 introduces one year of compulsory education (pupils age group 5 to 6 year olds) at pre-school education level. This was implemented starting from the school year 2007-2008 increasing the number of years of compulsory education from 9 to 10.

ii) The modernisation of analytical curricula, the focus on new differentiated teaching approaches and their linking to the assessment procedures.

A newly arranged school timetable for the all-day primary school and newly introduced subjects for the afternoon zone. The all-day primary school finishes at 15:30 or at 16:15. Eight hundred new all-day schools with the new curriculum were operational in a pilot phase during 2010-2011. They offer more optional subjects, such as study/preparation as an integrated subject, sports, drama, english, music, second foreign language, arts, etc. They promote a differentiated and intercultural learning. It is expected that legal framework introducing the new curricula will be voted by the end of the year. It is also hoped that new curricula will contribute to achieving more active participation of both pupils and teachers, in general, in the evaluation process. All types of evaluation are made on the basis of standards and predetermined objective criteria.

iii) The digital school: infrastructure for ICT and Internet provision for pupils and teachers. All school teachers started training sessions on ICT in September 2010. Digital literacy is promoted.

iv) Development and distribution of modern educational material adapted to the new analytical curricula.

v) Training sessions for school teachers, mainly ICTs and training for the new analytical curricula.

vi) A major project of merger/unification of school units in early childhood education, primary and secondary education became effective in Greece during the year 2010. This program applies to neighbouring school units with an extremely low student population. This resulted in almost abolishing double –shift schools and in ameliorating teaching conditions for Greek pupils by integrating them into bigger school units, which are certainly better equipped and offer more options to their pupils for subjects such as ICT, foreign languages, etc.

vii) Children of undocumented immigrants enjoy official admission to Greek schools. This fact can be interpreted as a humanitarian initiative of the country's competent administrative authorities.

In the same context, the Ministry of Education Lifelong Learning and Religious Affairs, through the General Secretariat of Lifelong learning, has organized and has put into operation the educational project "Educating the immigrants into the Greek language, the Greek history, and the Greek civilization", called "Odysseus". The project is part of the operational program "Education and Lifelong Learning" of the Ministry of Education Lifelong Learning and Religious Affairs. "Odysseus" is addressed to citizens of the European Union and to nationals of third countries regardless of their country of origin, to those over 16 years of age who legitimately stay in our country.

The completion of the assigned curriculum offers the opportunity to the trainees to take part in the exams for the validation of the Greek language knowledge, level A2. This, according to Greek legislation, is a prerequisite for a long-residence status of the third countries nationals.

viii) Zones of Educational Priorities (ZEP), introduced by Law 3879/2010 of 21st September 2010, "Development of Lifelong Learning and other Regulations", are targeted plans per geographical region, which deal with school failure and consequently early school leaving and promote social inclusion.

Zones of Educational Priorities are set up by Ministerial Decisions. School units of primary and secondary education, operating in regions with a low total educational indicator, with a high rate in early school leaving, with a low rate in tertiary education, as well as with low social/economic indicators, namely a low synthetic indicator of prosperity and growth and a indicator of high poverty risk, are becoming part of Zones of Educational Priorities. The objective of ZEP is the equal integration of all pupils into the school system through the operation of support actions about the strengthening of educational outcomes, such as mainly the operation of reception classes, classes of remedial teaching, summerschool classes and classes where pupils' mothertongue is taught.

The more general framework under which the Zones of Educational Priorities fall is: "Fighting against school drop-out via the reinforcement of pre-school education and primary education, of the all-day pre-primary and of the all-day primary school, as well as via the reinforcement of remedial teaching at ISCED 2"

The project was implemented in the school year 2010-2011 in its pilot phase through three ZEP in the region of Attica where Athens is, including approximately 20 schools of all levels (ISCED 0, ISCED 1, ISCED 2) and with a follow-up and assessment plan of the action. The scope of the action is that the services offered by the ZEP meet the special educational demands of the local student population. It is hoped that further development of the above mentioned measures will allow pupils, who might otherwise leave school, to continue within the school system.

ix) Systematic review of evaluation practices and focus on the assessment of the school unit Law 3848/2010 (art.32) introduces the programming of school units and the evaluation of the actions undertaken by school units. Indicatively, every school unit sets up an action plan with the educational objectives for the forthcoming school year, by the end of September. At the end of the school year, the school unit draws up a report. On the basis of this report there is assessment of: a) the performance (outcomes) of the school unit in its entity, b) the achievement of the educational objectives set by the action plan, c) the success, the weakness and the problems during the school year. Implementation of the above mentioned project started gradually during the school year 2010-2011.

Teachers' evaluation is currently carried out within the current legislative framework, but there are proposals towards this direction. These proposals are quite analytical and use precise quantitative and qualitative criteria for the first time. Furthermore, concerning the evaluation of the educational actions and outcomes of the school unit as well as the procedures of internal assessment in the school unit, the proposals of the Ministry were submitted to the governmental site for public consultation and social concertation, an initiative which was completed in June 2010.

Therefore, a new specific law on assessment/evaluation is going to be voted. For the planning and decision making phase, the Ministry's report put forward the following:

A system of self assessment or of internal evaluation is promoted in order to contribute to the creation and the adoption of the so-called "culture" of evaluation. The general objective is the quality assurance of the education provided within the school unit. Four levels of analysis are proposed: a) thematic fields of assessment (means and resources, organisation and administration of the school unit, school climate and relations, educational procedures, educational outcomes), b) specific sectors of assessment (for example for the thematic field means and resources, we specify the sectors infrastructure/equipment, financial resources, human resources), c) assessment indicators. An indicator is considered to be the substantial level of assessment of educational practices (for example for the sector infrastructure, we have the indicators of general characteristics of the school unit, spaces /places of the school unit (classrooms), furniture, teaching material/aids), d) assessment criteria for each indicator.

The action was implemented in some schools. The schedule of the action stipulated that school headteachers and school teachers would receive, and indeed received, in-service training by school counselors at local level by September 2010, so as to promote it partially in the forthcoming year.

2.4 Measures to compensate early school leaving. Please mention the most effective measures taken

The target is that school becomes more appealing, more functional and more interesting for its students, mainly those coming from vulnerable groups, who are provided with incentives to stay within the schooling system. Within the general framework of the New School, supplementary measures in order to compensate the phenomenon of early school leaving are adopted, such as:

i) Law 3699/2008 about special needs education stipulates school provision for pupils with special needs as an integrated part of the compulsory and free of charge public education. Pupils with disabilities, special needs or/and learning difficulties are encouraged and facilitated with their schooling activities, when attendance within schools of the mainstream educational system becomes rather difficult. When the latter is not possible, there is provision that schooling of the above mentioned pupils is provided in autonomous school units of special education and care. There is also provision for home schooling, when needed, especially when pupils suffer serious health problems for a long or a short- time period, which prevent them from moving and attending classes at school.

ii) Special learning support services are provided at the levels of lower secondary school (Gymnasio) and primary school (Dimotiko) through the Remedial Teaching Programmes and at the level of uppersecondary school (Lykeio) through the Additional Teaching Support Programmes. At a primary school level, pupils who require additional teaching assistance when identified by teachers, attend the remedial teaching programme, whereas priority is given to 1st and 2nd grade pupils who have not mastered basic reading, writing and calculation skills yet. At the level of secondary education, these programmes address the needs of pupils, who either experience learning difficulties in a particular subject or who simply seek to enhance their school performance.

iii) Second Chance Schools, is an institution which has been established as a means of combat against social exclusion. In this way, legal provision is provided so that all citizens can return to school, regardless of their age group. It concerns citizens over 18, who have not completed the mainstream compulsory schooling period and therefore they could possibly experience social exclusion and marginalisation. With this new institution, these individuals are given the opportunity to obtain a leaving school certificate of lower secondary education (Gymnasio) and to regularly integrate into social, economic and vocational structures. Study curricula are quite flexible in order to respond to the particularities of the adult student population. Students of Second Chance Schools can continue their studies in upper general or vocational secondary education (Lykeio), in post-secondary institutes of vocational training and in post-secondary classes of the Greek Manpower Employment Organization (OAED), in adult education centres etc.

iv) Cross-cultural schools, which recognize students' particularities, cultivate mutual acceptance, exploit the cultural and language wealth that pupils carry and finally promote cross-cultural education in the framework of the local society.

The general curricula of state schools apply to cross-cultural schools as well; however, the Ministry of Education, Lifelong Learning and Religious Affairs may issue a decision adapting the curricula to the particular educational, social, or cultural needs. Thus, it is possible for specialized curricula to be implemented in cross-cultural education schools offering additional or alternative subjects, with reduced working hours for teachers and a smaller number of pupils per class.

v) Muslim minority schools: 198 Muslim Minority Schools operate in the geographic region of Thrace, in regions where part of the residents are members of the Muslim minority. The languages of instruction are both Greek and Turkish.

vi) The General Secretariat for Youth has elaborated a program, which supports young peoples' initiatives for the year 2010. The proposals to be granted should be

based on thematic axes such as social inclusion. This axe comprises actions and initiatives which target, amongst others, at coping with the phenomenon of early school leaving.

QUESTION 3

What measures has your country taken to increase tertiary (or equivalent) education attainment?

3.1. Measures to increase entry rates to higher education, including widening access to under-represented groups:

Admission of students depends on their performance at state exams, which organise every year by the Ministry of Education for reasons of objectivity and transparency, at the end of the 3rd grade of the upper secondary school. The Ministry of Education determines the exact *numerus clausus* for each academic institution / department.

Evening school graduates (who are usually employed) can take advantage of benefits such as the different examinations (different syllabus) and are admitted additionally to the regular number of the admitted students in all HEIs, apart from the military schools.

General Education graduates take up ninety percent of the available places. The remaining 10% is taken up by graduates of previous years who have received the certificate of access and have already taken the exams once, so they just resubmit their application and preserve the previous exam score.

Special category candidates have the right to be admitted to a HEI either by sitting special exams or under certain conditions. These categories are children of Greeks living abroad and have graduated from Greek upper secondary school, children of Greek employees working for Greek public services abroad or for international organizations of which Greece is a member, and have graduated from Greek or foreign upper secondary school, foreign citizens who have received a scholarship from the Greek state and European citizens and other foreign citizens.

Also, there are provisions for people with special needs or people who suffer from chronic diseases. They can be admitted to any faculty of any HEI they wish, up to 3% in addition to the total number of the newly admitted students for each faculty or department.

Up to the year 2010, a requirement for the admission to the HEIs was the achievement of a minimum score in the state examination which is equivalent to the half of the maximum rate. Law 3848/2010 abolished the abovementioned prerequisite. The result of this specific measure, was to fill the available positions at an increased percentage of 95,68% in 2010 compared to 77,94% in 2009. In other words, this means that in 2010, 84.368 new students were admitted while in 2009, 68.794 were admitted.

3.2 Measures to improve completion rates of students in higher education:

The Ministry of Education Lifelong Learning and Religious Affairs caters for students who come from socially vulnerable groups so that they can be facilitated to complete their studies. Apart from the fixed applied measures such as financial provisions, absence of fees, food and accommodation provisions, free manuals, every academic year the ministry also offers the possibility to facilitate the process of student transfers of special categories so that they can study near their permanent place of residence or in the same city with another member of their family so that the financial burden on the families is relieved. Therefore, for the academic year 2010-2011 the possibility of student transfers is provided for students who come from families with many children, they are children of victims of terrorism or are orphans. Also, siblings who study in different cities other than their parents' permanent residence, students who are parents, children, siblings or spouses of a person who is blind, deaf-mute or suffers from CKD or other serious incapability, are entitled to the right of student transfers. Furthermore, students who come from low income families are considerably taken care of.

A series of initiatives are taken in order to make higher education more attractive to students aiming at upgrading the quality of studies and the acquired qualifications. The new legislative framework for research (L.3653/2008) aims at modernizing the structures of the research services and creating a network of collaboration between the Greek and foreign research centers. Also, L.3374/2005 has been activated for the quality assurance in higher education so that the external assessment in 34 department schools of higher education can be completed . in 2010 Finally, by using the new electronic system (eudoxus) for the distribution of the text books, each student gains access to 11,500 free electronic books and teachers notes.

A consultation for the reform of higher education has been pursued during 2010. Among other measures the Ministry is planning amendments in the procedures of admission in higher education institutions so that students are allocated to the Faculties and Departments according to their preferences and their performance

after the completion of the first year of attendance. Also, a new system of student grants and loans is due with the cooperation of the banking sector.

QUESTION 4

What measures has your country taken to promote learning mobility?

It has been widely accepted that learning mobility is an important asset for the life of European citizens, whether young people or adults, both for their personal and their professional development. During the last years, major steps have been taken for the promotion of outgoing as well as of incoming learning mobility in all education levels in Greece. First of all, a new law 3879/2010 entitled “Development of Lifelong learning and other provisions” has been in force since September 2010. Specifically, the law places emphasis on the recognition and accreditation of all types and levels of formal, informal and non-formal learning. Moreover, in the context of the National Strategic Framework in the field of education, where school education is central, the Hellenic Ministry of Education and Lifelong Learning launched a national action plan in March 2010 under the title “The new school” in order to promote a reform in the field of school education. It tailors the “EU 2020” strategy, the objectives of “ET 2020” and the main areas for action in the EC’s communication “Improving Competences for the 21st Century” to the national situation by incorporating EU goals into national targets and priorities. In addition, since October 2010, a public consultation has been launched, which will lead to a new legislative framework around spring 2011, concerning the new strategic reform of Higher Education. The national strategy will revolve around three major pillars: 1. New management approach, reinforcement of the autonomy of HEIs and establishment of a reliable relationship with the society. 2. Reorganization of learning procedures and curricula in order to promote mobility and interdisciplinarity. 3. Promotion of international dimension and presence of HEIs, in the framework of internationalization of Higher Education.

4.1. Measures to promote outgoing/incoming learning mobility of students in different education sectors (schools, VET, higher education, adults).

Starting from primary and secondary education, the above mentioned action plan entitled “The new School”, contains, among others, a range of actions with a positive impact on the learning mobility of schools:

- Digital school: Schools will be provided (starting from secondary schools in 2010 and a pilot project for primary schools) with high-speed internet connection as well as with interactive boards, single digital environment, computer networks, digital school textbooks, a portal and a digital library for the on-line dissemination of information and distribution of educational/pedagogical/teaching material to all involved parties (teachers, pupils and parents). The action will also provide all teachers with the necessary training. The above will directly affect the quality and visibility of partnerships and other mobility initiatives. In particular, effective communication will promote partnerships between schools leading to enriched mobility opportunities. Especially schools from rural areas (teachers, pupils, parents, local society), will be granted the opportunity to collaborate with schools abroad, which will have been very difficult otherwise.
- Self-evaluation: An internal evaluation procedure is foreseen for all schools concerning various aspects (resources, management, school curricula and cultural programmes etc.), which is expected to endow schools with a “culture of evaluation”. From this point of view the action is likely to positively affect both the quality of partnerships and therefore the results of incoming and outgoing individual mobility.
- Language learning: The action aims at developing a coherent language learning programme including English and other modern languages. The standards of the “Common European Framework of Reference for Languages” are adopted and the target is to link level A2 or B1 with the primary school graduation and level B2 with the lower secondary school graduation. The action is expected to gradually remove the linguistic barriers and enhance the participation of schools and individuals in partnerships and other mobility activities.

The development of the National Qualifications Framework (NQF) (law 3879/2010), in accordance with the European Qualifications Framework, will enhance learning mobility in the higher education area, by ensuring transparent academic recognition of the mobility experience.

Further to the above, the promotion of learning mobility, even within Greek HEIs, and the promotion of the international dimension and presence of the Greek HEIs, are some of the main priorities of the proposed reform of Higher Education. The main goal is to set up institutions with an international and leading presence, on the basis of academic excellence that offer internationally recognized and accredited courses, attracting competent students and staff from other countries; institutions that facilitate the free movement of students among different courses, disciplines and institutions of the country, and are able to recognize periods of studies of their students abroad. In this context, according to the document that was subjected to public consultation, the new law will foresee for the funding of joint masters

programs with eminent universities and research institutes from abroad in subject areas where our country holds important competitive advantages.

In addition, the above mentioned law 3879/2010, defines and develops the tools that can guarantee, among others, attractive and accessible training opportunities for adults. In this context concepts such as the description of specific skills for specific jobs, professional skills accreditation, transfer of credits in VET, the development of a national qualifications framework and its reference to the European one, are defined as distinctive responsibilities of newly established public and private bodies which will pursue them in a systematic way. This national initiative is expected to increase the appeal for adult learners seeking to train or retrain themselves, particularly through mobility activities, in order to boost their employment chances.

Furthermore, the development and certification of about 202 vocational qualifications, enhances the learning mobility in the field of Vocational Education and Training, by aiming at the identification of vocational education and training systems' outputs, the reinforcement of the credibility of vocational education and training and their closer ties with the labour market.

The International Hellenic University (IHU) is a further structure that promotes incoming learning mobility. IHU was established in 2005 and is Greece's first public university where programmes are exclusively taught in English. Its mission is to provide research and education that meet the needs of the international community, increase understanding of the economic, socio-political and technological issues that societies are faced with today, by means of teaching and research of the highest academic standard, as well as to create an international and diverse student and faculty community and foster greater understanding between cultures and nations.

Moreover, Greek Higher Education Institutions offer Masters Programmes in other languages than Greek, as a way to attract international students. Greek HEIs are able to offer these programmes separately, or in collaboration with foreign HEIs. In this framework, Greek HEIs participate in European Programmes, such as Erasmus Mundus, *“a cooperation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third-Countries”*. In addition, Greek HEIs have been selected to participate in the Mediterranean Office for Youth (MOY) which is a pilot program for students and young professionals mobility, the goal of which is to promote attractive Mediterranean educational options within a framework of assisted global mobility.

Through the successful implementation of the Lifelong Learning Programme (LLP), learning mobility of students of all levels of education is being in progress. Statistics about the implementation of the LLP in Greece are provided in the annex I.

Furthermore, the National Scholarships Foundation (IKY) awards scholarships to foreign students from countries all around the world, in order to carry out studies of

master's or doctoral level, post doctorate research or courses of Greek language / culture and Greek students in order to carry out their studies abroad. More specifically, the number of incoming individuals is in Annex II (1,2).

4.2. Measures to promote outgoing/incoming learning mobility of teachers and other education professionals in different education sectors (schools, VET, higher education, adults).

The Ministry of Education has launched the in-service training of all teachers and trainers since September 2010. The in-service training focuses on a) discipline b) teaching methods c) new information technologies and d) the guidance and administrative staff of education. Thus, the teachers will have acquired more skills and enhanced qualifications for the implementation of mobility activities.

The law 3879/2010 designates special measures for the creation and systematization of an integrated system of lifelong learning and the implementation of lifelong learning policies at local, regional and national level. General adult education and VET are the two main pillars of the lifelong learning system. Additionally, the development of a National Qualifications Framework and its reference to the European Qualifications Framework are upgraded into definite responsibilities of newly established public and private bodies, which will pursue them in a systematic way. Among the specific objectives of the new law, the following are mentioned: to ensure accessibility of people, particularly members of vulnerable and socially vulnerable groups to all training and adult education; the on-going training and evaluation of adult educators; the establishment of a coherent national framework for the evaluation and certification for all forms of adult education and training; the establishment of a single national framework for the identification of qualifications and certification of knowledge, skills and competences.

The proposed reform of Higher Education enables Greek HEIs to hire academic personnel who already employed by recognized institutions abroad, without the latter having to resign from their positions there. Moreover, the role of the visiting Professor/Researcher will be reinforced, within the upcoming legal framework.

As mentioned above, through the successful implementation of the Lifelong Learning Programme (LLP), learning mobility of teachers and other education professionals of all levels of education is being promoted. Statistics about the implementation of LLP in Greece are provided in the annex of this report.

Last, through the Joint postgraduate programmes mentioned in point 4.2, Greek academics have the opportunity to teach in foreign collaborating HEIs and respectively foreign academics have the opportunity to teach in Greek HEIs.

4.3. Steps to identify and reduce the obstacles to learning mobility

The Lifelong Learning Programme serves as one of the most important tools for learning mobility in our country. Following the European Commission guidelines, the

Ministry of Education conducted the interim evaluation report of LLP, in order to analyze the results achieved so far, to identify best practices and areas for improvement and provide recommendation for better implementation for the rest of its duration.

Still in the framework of Lifelong Learning Programme, the Ministry of Education set up a national network of promoters who will be responsible for informing all schools of the mobility opportunities offered through LLP, particularly in areas with minimum participation to the programme. Special provision has been also made for the participation of vulnerable and disadvantaged target groups in lifelong learning and the on-going training and evaluation of trainers/adult educators. National priorities set for the different sectoral programmes aim at overcoming the barriers and strengthening support conditions for learning mobility.

On the other hand, the upcoming law for Higher Education foresees for the funding of 1st cycle which will be offered in languages, other than Greek, attracting in this way international students and academics.

Seeking to identify obstacles to learning mobility in Higher Education, the Ministry of Education, in collaboration with IKY and Bologna Experts, launched a survey about the implementation of ECTS and Diploma Supplement among Greek HEIs. This survey revealed certain issues regarding the proper implementation of ECTS/DS. As a result, the Greek Ministry drafted a strategic plan for the information and guidance of HEIs, through sensitization meetings (further elaborated under question 8 below).

QUESTION 5

What measures has your country taken to improve the assessment of future skills requirements matching since 2009?

GENERAL FRAMEWORK

In order to comply to the strategic objectives of the new strategic framework for European cooperation in education and training 2020, namely:

- i) LLL/mobility,
- ii) quality assurance in ET,
- iii) promotion of equity and parity,
- iv) reinforcement of innovation and creativity,
- v) establishment of National Organisation of Qualifications Accreditation (EOPP)
- vi) reorganization of the National Accreditation Centre for Lifelong Learning

Greece has proceeded to the elaboration of a national programme plan for lifelong learning. The plan promotes Greece's policy on Lifelong Learning and is realised by a series of legislative initiatives, programs and actions.

The following 3 axes/tools constitute an effort focusing on citizen's needs and aiming at decreasing social inequalities by overcoming educational deadlocks:

- The new Law 3879/2010 on lifelong learning, which has been in force since September 2010. It is titled "Development of Lifelong Learning and other provisions" (http://www.hellenicparliament.gr/Nomothetiko-Ergo/Anazitisi-Nomothetikou-Ergou?law_id=6434ed52-6016-4d0c-9644-b403a44daf57).

Amongst the priorities set by this Law is the linking of lifelong learning with employment and financial development.

- The National Qualifications Framework (NQF), which has been adopted as a legal provision of the above mentioned Law for the first time,
- The National Network for Lifelong Learning coordinated by the General Secretariat of LLL and composed of administrative authorities and providers of services of LLL.

The national strategic objectives concern the following fields of lifelong learning policy, as defined in the national programme plan for lifelong learning:

- i) screening of labour market needs, so as to adapt programs of education and training to labour market demands,
- ii) upgrade of the system of initial vocational education and training,
- iii) reinforcement of the system of continuous vocational education and training,
- iv) implementation of counselling and of professional orientation at a larger scale environment
- v) upgrade of the system of Technical and Vocational Education and its linking with the initial vocational education and training
- vi) accreditation of professional experience and differentiated types of learning,
- vii) promotion of the general adult education

The following institutions promote lifelong learning policies:

The National Accreditation Centre for Lifelong Learning Structures (EKEPIS), which forms part of the Ministry of Education, Lifelong Learning and Religious Affairs, has until now been responsible for accrediting Centres of Vocational Training, as well as specialized training centres for vulnerable groups of the population. Incorporating changes deriving from the new legislative framework, EKEPIS is being re-organised and restructured in a way that it accredits the inputs of non-formal education. Its mission is to develop and implement the National Accreditation System of the structures of non-formal education, is responsible for their licensing and it handles planning policy issues towards this direction.

Law 3879/2010 "Development of Lifelong Learning and Other Regulations", defines non-formal education as the education within an organised educational framework outside the formal educational system. It provides training leading to certificates recognised at national level. It comprises initial vocational education and training, continuous vocational training, as well as general education and training for adults. The same Law, defines inputs as human, financial and natural resources, used during the learning procedure and in particular structures, occupational profiles, programs and educators of non-formal education.

(www.ekepis.gr/main/Aboutus/tabid/124/Default.aspx).

The National Organisation of Qualifications Accreditation (EOPP), a newly established organisation by Law 3879/2010, is a Legal Entity of Private Law

under the auspices of the Ministry of Education, Religious Affairs and Lifelong Learning. This organisation, among other competencies, deals with the affairs of the former Organisation for Vocational Education and Training (OEEK), which is no longer in operation by Law 3879/2010.

The duties and functions of the new organisation have been significantly enlarged due to changes of the legal legislative framework. We could mention the creation and development of the NQF and its linking with European Qualifications Framework (EQF), in cooperation with the Ministry of Education, Lifelong Learning and Religious Affairs, as well as the accreditation of outputs of non formal education and informal education. More precisely, it is responsible for the development of a system of recognition and accreditation of qualifications acquired during formal, non-formal and informal education, the accreditation of these qualifications, as well as their correspondance to the different levels of the NQF.

The planning, the open deliberation procedures as well as legal provision and preparation of the NQF are completed. Greece is now moving to the next development phase of NQF, which is the correspondance of qualifications to its levels. Up till now, various working groups have been charged with proposing specialised descriptive indicators for the qualifications obtained at Institutions of formal education (secondary and tertiary), as well as their correspondance to the 8 levels of the Hellenic Qualifications Framework. Quality assurance for the provided findings by the working groups is the priority for the Ministry of Education and for the National Organisation of Qualifications Accreditation (EOPP) and it is obtained by well established methodology.

The National Center for Vocational Orientation (EKEP), the Euroguidance center of Greece, under the auspices of the Ministry of Education, Religious Affairs and Lifelong Learning. EKEP is a legal entity of private law, established under Laws 2224/1994 and 2525/1997. EKEP is the competent national coordination body in designing and implementing a National Policy on Guidance and Counselling in the field of education/training and employment. Since 2010, due to the changes of the legislative framework EKEP stands under the supervision of the Ministry of Education Lifelong Learning and Religious Affairs (Presidential Decree 24-Government Gazette A 56/15.4.2010)

In the framework of the new policy in relation to Lifelong Learning, EKEP has been placed in the National Network of Lifelong Learning, as one of the administrative bodies for lifelong learning regarding its responsibilities that are linked to counseling and vocational guidance in the lifelong learning framework (Law 3879 “Development of Lifelong Learning and other

provisions” Government Gazette A’ 163 21/9/2010).
www.ekep.gr/english/index.html

The Council of Lifelong Learning and of Linking with Employment. This new coordination policy instrument has been established with view to a better coordination, to contributing towards the improvement of the quality and of the effectiveness of Lifelong Learning services, as well as their linking with the Labour Market needs. Indicatively, among its members meeting twice a year and responsible for planning and policy making are :

- The Minister of Education, Lifelong Learning and Religious Affairs,
 - The President of the National Accreditation Centre for Lifelong Learning Structures (E.KE.PIS),
 - The President of the National Organisation of Qualifications Accreditation (EOPP)
 - The Head of the Greek Manpower Employment Organization (OAED),
 - The Head of the Employment Observatory & Information S.A (P.A.E.P)
 - Representatives of the professional associations
 - Representatives of the employers' associations
 - Representatives of the local authorities
 - Representative from Higher Education
- etc

5.1 Recent measures to improve skills forecasting (in addition to information provided through Eurydice in June 2010)

First of all, in the frameworks of the actions for the implementation of the national program for lifelong learning, the National Accreditation Centre for Lifelong Learning Structures (EKEPIS) has taken measures that contribute to the connection of the labour market with the planning of education and training and relate to :

- **Occupational profiles**

This takes into consideration the Greek particularities and responds to the new strategy of the E.U. in the field of "Europe 2020" as it contributes towards:

-the continuous upgrading of the qualifications of human resources

-the dynamic adaptation to new skills on a lifelong basis

-Meeting the demographic challenge and tackling the high rates of unemployment among the young

The system of developing and accrediting occupational profiles is complete with principles, methodology and procedures that respond to the above mentioned challenge, while it allows for the application of the Community Strategic Guidelines on a national level, as they have been formed by ECVET, EQF and EQARF.

Since the development and accreditation of the first generation of occupational profiles has been completed (since 2008 progressively accumulated 202 occupational profiles), there is provision that the existing system be systematically appraised, so that good practices as well as weaknesses could be highlighted.

In this perspective and in order to improve skills forecasting, a study assessment of the ongoing system of development and accreditation of Occupational Profiles will be submitted to EKEPIS after invitations to tender (24.01.2011). The study will also include proposals for improvement.

- **Trainers for Adults**

EKEPIS is responsible for the accreditation of Trainers for Adults as well as homogenizing the existing Registry of Trainers for Adults until 31-12-2012. This responds to the new strategy of the E.U. in the field of "Europe 2020" as it contributes towards:

-facilitating access to Lifelong Learning

-interrelating learning outcomes deriving from all forms of formal, non formal and informal education

-allowing the recognition and accreditation on the basis of an agreement that ensures quality and the mutual trust of parties involved

-enhancing transparency of the qualifications acquired by the Trainers for Adults

- **Accreditation/licencing of structures of non formal learning**

As mentioned above, EKEPIS has up till now been responsible for accrediting Centres of Vocational Training as well as specialized training centres for vulnerable groups of the population.

It has recently been assigned (Law 3848/2010) to give an advisory opinion for the licencing of Centres of Post-secondary Education (KEME) , while the accreditation / licencing under its auspices will also include Private Institutes of Vocational Training (Law 3879/2010).

Since July 2010 and onwards, positive opinion has been delivered regarding the issue of the operating licence of 36 Centres of Post-secondary Education (KEME), which provide post-secondary non-formal education and training and which operate franchise/validation programs with foreign Universities.

5.2 Recent measures to take the results on board in education and training planning processes, information and guidance

These are:

Actions deriving from the above mentioned measures implemented by EKEPIS:

1)those that allow the implementation of regulations and procedures that regulate the whole area of non formal education

2)those that guarantee the function of accreditation of the structures, the educators, the curricula and the job profiles by regulations for quality assurance, which are compatible with those set by the European Quality Assurance Reference Framework (EQARF) in order to respond to Labour Markets demands.

Programs for the employment of the unemployed, implemented by the Greek Manpower Employment Organization (OAED), introduced by Law 3833/2010 "*Protection of the National Economy-Urgent measures to offset the economic and financial crisis*".

More in detail, OAED can subsidize up to 100% the social contributions of both the employers and the employees. The above mentioned applies in the case of businesses or employers that recruit their employees through special programs for the employment of the unemployed, which are laid down by Decisions of the Minister of Labour and Social Security and after proposal of the Council of OAED.

Joint Ministerial Decisions have been issued by taking into account the above mentioned legislation. Indicatively, we can refer to the following programs during the year 2010 :

a)Grant program in order to obtain work experience for 10.000 unemployed persons, belonging to the age group 16-24 and entrants on the Labour Market .This program applies to private businesses and employers of the private sector and provides full subsidy for social contributions for the time period of 12 months , that

is during the work experience placement . The program offers the possibility to continue the granting for another 12 months, if the work experience contract becomes a work contract.

b) Program concerning the support of businesses for the creation and implementation of "integrated plans of structural adjustment for the businesses and for the employees' " with the objective to respond to the new conditions , which emerged with the economic and financial crisis and to integrate new technologies into production procedure. The integrated plans of businesses' and employees' structural adjustment include very precise actions in order to ensure working places of the targeted working groups and to upgrade the qualifications and competencies of the personnel working in the businesses in question within the areas / specialisations which come up from the special objectives of the submitted adjustment plan.

The above mentioned programme concerns businesses which recruit 50 employees and more and is also integrated into the Operational Program "Human Resources Development" of the NSRF (National Strategic Reference Framework) 2007-2013 , in the framework of Thematic Axe 2, Priority Axes 4, 5, and 6 "Reinforcement of the Adaptability of Businesses and of Human Resources". The estimated number of employees which will directly benefit from the program is about 14.000. The program is cofinanced by the European Social Fund (ESF) and by national resources from the Program of Public Investment of the Ministry of Labour and Social Security.

Concerning the content of this programme, it deals with the training of the business employees and with business counselling services. The training is in thematic fields relevant to the business "object" and /or the employees' needs for training and obtaining competencies. There are specific factors for the evaluation of the submitted plans and for their eligibility. For instance, 10% for the professional qualification of the chosen business councillor, another 10% for the plan's realisability budget, 35% for the integrity of the educational plan (for instance, relevance of the educational program with the objectives of the plan) etc.

The programme about supporting initiatives for young people for the year 2010, which the General Secretariat for Youth has submitted to open consultation. The proposals address to any kind of Association or Council for young people, Local Youth Councils or Non Profit Organisations. The thematic axes of the proposals are the following:

a) labour relations, employment, combat against unemployment comprising actions which target indicatively at the improvement of young people's individual and social skills and at the improvement of young people's transition to labour market,

b) social integration, combat of social exclusion comprising initiatives which target indicatively at social inclusion and reintegration of young people with fewer opportunities and in danger of marginalisation, combat of early school leaving etc.

c) the development of an ecological conscience, green development, climate change and environment, indicatively the decrease of the ecological deficit by protecting the environment etc.

Each proposal can be financed in general at a maximum limit of 25.000 euros.

Last but not least, there is a programme called "portal for young entrepreneurship", which helps young people wishing to start their own business and gives them support for the creation of their business.

The national action plan for lifelong learning, provided by the General Secretariat for Lifelong Learning and the Municipalities. The implementation actions of this action plan are divided into categories after a thorough research and consideration of european and national trends in Lifelong Learning as well as the impact of the economic and financial crisis on the Greek society. Indicatively, the categories of the implementation actions are the following:

Category 1 of actions: actions for initial vocational education and training,

Category 2 of actions: actions for continuing vocational training,

Category 3 of actions: actions for general adult education,

Category 4 of actions: actions for training public sector, of regional or local authorities, of social partners etc.

Category 5 of actions: actions for screening educational needs, professional orientation and reinforcement of young entrepreneurship,

Category 6 of actions: actions for the accreditation of inputs and outputs of lifelong learning.

The cost of the above mentioned actions will be covered by their integration into the National Strategic Framework of Reference (NSFR) 2007-2013. Indicatively, some specific actions deriving from the Operational Programme Education and Training 2007-2013 of the NSFR are the following:

For the 1st category of actions :

i) revision / reforming of curricula of IEK (Institutes for Vocational Training) and other institutions of initial vocational education and training,

- ii) Development of specialised curricula (Nautical Schools, Schools for Tourism etc),
- iii) New curricula for studies of initial vocational education and training,
- iv) System of recognition of credits in initial vocational education and training,
- v) Scholarships,

For the aforementioned the potential available resources are of 76.000.000 euros.

For the 3rd category of actions:

- i) Hellenic Open University,
- ii) Curricula of lifelong learning for the study of culture / civilisation,
- iii) Second Chance Schools,
- iv) Schools of Parents and of Local Society, etc.

The aforementioned are part of the OP Education and Training and of the OP Development of Human Resources

Actions, which have integrated into the National Strategic Reference Framework (NSRF) 2007–2013 implemented by the National Center for Vocational Guidance (EKEP):

a) Within the Operational Programme "Education and Lifelong Learning" of the Ministry of Education, Lifelong Learning and Religious Affairs, EKEP is responsible for redesigning and expanding School Vocational Guidance in the areas of secondary education and initial vocational training.

b) Within the Operational Programme "Human Resources Development" of the Ministry of Labour and Social Security, EKEP is responsible for materializing actions regarding the implementation of guidance counselling systemic interventions in the framework of lifelong learning.

There are also Guidance Projects funded by NSRF 2007-2013, which are currently running such as:

- Pilot study on the quality criteria followed by the guidance services in the field of education and initial training. (Aim: to lead to the implementation of the National Quality Assurance Management System for Guidance Services in Greece.)
- Interactive multimedia guidance internet portal for adolescents, including the Greek version of Real Game, Video job profiles, E-portfolio, on-line self evaluation questionnaires etc. (Aim: raising adolescents' access to information and career development services)

Moreover, EKEP has developed a "Common Action Plan for the development of vocational guidance and counselling services in education, initial training and employment" to be funded jointly by the responsible Ministries of Education and Labour, aiming at streamlining counselling and vocational guidance services in Greece and harmonizing their provision with the European and National Education and Employment Policy.

QUESTION 6

How has the economic and financial crisis affected education and training budgets in your country (please refer to developments in particular education sectors, if appropriate)

As expected, in our country the education budget has been slightly affected by the economic crisis. The budget for 2010 was 7.609.948.000,00 euro while the budget for 2011 is 6.271.749.000,00

The decrease in the budget fluctuates between 10% and 30% according to the type of expense e.g. operational costs at Universities 30%, costs for teaching staff at Universities 10%, costs for the education of the Greeks abroad 16% etc.

However, quality of the provided education has not been affected, because measures compensating the situation have been adopted. For instance, the school merger program has helped the Greek state to cut running costs for schools. The Ministry's policy is towards perspective of adopting a more sensible way of administering the expenses which have been inscribed in the State's budget concerning the Education Sector. Moreover our policy is to regenerate human and capital resources which have not been properly used for a long period.

QUESTION 7

What progress has your country made in the development and implementation of a coherent and comprehensive lifelong learning strategy?

7.1. Does your country have such a strategy?

A new system of lifelong learning is coming into effect by law 3879/2010, through the recognition of alternative educational ways, the networking of lifelong learning services and the clearance and quality assurance aiming at achieving the interconnection of lifelong learning and vocation.

This law, regulates issues that concern lifelong learning beyond the formal educational system, as well as issues relating to the actions of the lifelong learning services of the formal educational system. More specifically the targets of law 3879/2010 are the following:

- the development of the National Network of Lifelong Learning, through which the functions, the patterns and the means of Lifelong Learning are described.
- the systematization and coordination of identifying the educational and training needs in connection to the market labour demands and social development.
- the programming and decentralization of the lifelong learning actions, the continuing support of the National Lifelong Learning Network agencies with the Lifelong learning provision of services.
- to bring forward the vocational training and the general adult education as two equivalent pillars of lifelong learning.
- the institutionalization of standards and means for the development and upgrading of quality of lifelong learning
- the safeguarding of people's access -especially community group members who are socially vulnerable – to all actions of training and general adult education.
- the ongoing training and assessment of adult trainers.
- the establishment of a cohesive National Framework of assessment and certifying for all modes of training and general adult training through the means of setting up the E.O.P.P. The E.O.P.P. undertakes the responsibility of constituting a system of recognizing and certifying the qualifications in a way so that quality and mutual trust between the state and the social partners is secured. Also, transparency in qualifications is reinforced, the access and progress in the sectors of lifelong learning are facilitated and the relation between education and training with the market labour demands are supported.

- the establishment of an integrated national framework of the recognition of qualifications and certifying of knowledge, skills and abilities (National Framework Qualifications) based on student results.

The Ministry of Education Lifelong Learning and Religious Affairs through the General Secretariat of Lifelong Learning, acting as a supervising agent, plans the policy of lifelong learning, forms the relevant rules, designs the National Program of Lifelong learning, oversees the implementation of the public policy and the rules of this program and coordinates the administration system of lifelong learning. The National Program of Lifelong Learning is a task designed within the National Development Program and it includes investments, projects or individual actions of vocational training and/or adult general education and generally actions realising the public policy strategies of lifelong learning.

The National program of Lifelong Learning includes all actions of implementing the public policy strategies of lifelong learning that are financed by European or national state resources. The interrelation and coordination of the field of education with labour forms a cornerstone of this program. The two pillars of the National program are the vocational training (initial and continuing) and the adult general education.

The entire budget of the National Program of Lifelong Learning for the period up to year 2015 is roughly estimated at €2,29 billion. 93% of the total budget is intended for implementing actions aiming at citizens, working men, unemployed and generally, the human labour force as a whole, while the remaining 7% is intended for actions of executive support. To materialize the actions of the program a significant number of stakeholders coming both from the public sector and social partners are involved.

The financial resources of the National Program of Lifelong Learning stem from the national funds and the co-financed operational programs from the European Union for the period 2007-2013.

The managing of the implementation of the public policy, the rules and the National program of Lifelong Learning in regional and local level, is realized by the regions and the municipalities respectively.

The regional administration structures a regional program of lifelong learning in which its actions can be funded by the regular budget, the program of public investments of the ministry of Education, by sponsorships as well as the resources of the region itself.

What is undertaken regionally, among other things, is the operation and the management of the public Institutions of Vocational Training (IEK) and the

constitution of a Regional Committee of Vocational Training. The Committee's responsibility is to draft proposals to the regional council for issues concerning vocational training and their relation to the labour market and primarily to look into the data of the labour market provided at a regional level and the sequencing of the vocational specialties which should function at the Institutions of Vocational Training and generally all vocational training schools.

The municipality designs a local lifelong learning program which includes implementation actions of public policy at a local level, such as the connection of the school units with the society, adult training actions and actions of promoting entrepreneurship and innovation through its relation to the local economy.

Under the liabilities of the municipality lie the following: the establishment and operation of lifelong learning centers, the operation and management of the local structures and the implementation of the General Secretariat of Lifelong learning programs, the implementation of the programs of the centers of Environmental Education of the Ministry of Education Lifelong Learning and Religious Affairs.

The role of the municipalities as far as the constitution of the National Networking of Lifelong Learning agents is concerned, since all partners of informal education are registered in the Network through the municipality services while its management is accomplished through the General Secretariat of Lifelong learning. The aim of the registry is to record all the agents of informal learning so that at a later stage there will be a possibility of certifying the studies offered by them.

Within the framework of the necessity of certifying the studying results of all the educational procedures the National Organisation of Certifying Qualifications (EOPP) was set up under the law 3879/2010. Its main mission is to form the National Qualifications Framework (NQF) and its referencing with the European Qualifications Framework (EQF). One of the responsibilities of EOPP is the equivalence of qualifications (i.e. knowledge as a whole, skills and competences) of the people who have acquired the qualifications in question through the formal non formal and informal education at the level of the National Qualifications Framework.

For the development of Lifelong learning and the updating of knowledge skills and competences of the human force, law 3879/2010 adopts a series of motives such as:

- The connection of the programmes of non formal education with the system of formal education through modular and certified curricula which

offer the possibility of recognizing, summing up and transferring the credit educational units from one system to the other.

- Administering special educational leaves in order to facilitate the participation of the interested parts, in lifelong learning programmes.
- The introduction of personal educational accounts with the participation of the employer and the employee from which the employee will have the possibility to withdraw money in order to cover educational needs. In the aforementioned accounts the state can also be a participant.
- The introduction of personal accounts of learning time for the employees in order to attend programmes of continuing education and training.
- The connection of the evaluation of the lifelong learning services with their funding.

7.2. Please briefly refer to the main measures addressing the principles of shared responsibility, effective financial mechanisms, flexible pathways and quality initial and targeted continuing training.

- Through the development of the National Network of Lifelong Learning, the providers of non formal and informal learning are explicitly defined.
- An Account for the Employment and Vocational Training of the Manpower Employment Organisation (OAED) is used for financing vocational training programs of the workforce.
- The management of the implementation of the public policy, the rules and the National program of Lifelong Learning in regional and local level, is realized by the regions and the municipalities respectively.
- Within the framework of the necessity of validating the studying results of all the educational procedures the E.O.P.P. (National Organisation of Certifying Qualifications) was set up under the law 3879/2010 . Its main mission is to form the National Qualifications Framework corresponding to the European Qualifications Framework (EQF) . One of the responsibilities of E.O.P.P. is the equivalence of qualifications (i.e. knowledge as a whole, skills and competences) of the people who have acquired their qualifications through the formal non formal and informal education at the level of the National Qualifications Framework.
- The financial resources of the National Program of Lifelong Learning stem from the national funds and the co-financed operational programs from the European Union for the period 2007-2013.

- Under the law 3879/2010 the Ministry of Education and public providers of lifelong learning, are entitled to draw contracts with each other and with the private sector, in order to carry out investments and actions in the area of lifelong learning. In these contracts may participate private providers of lifelong learning.
- A system of continuing training and evaluation of the trainers of the non formal education is established, in order to reassure the quality of lifelong learning system.
- Programs realised through the Account for the Employment and Vocational Training.

OTHER SIGNIFICANT REFORMS IN THE PRIORITY AREAS

QUESTION 8

What progress has your country made in making reforms in the priority areas not directly addressed in questions 2 – 7?

Greece has stressed the importance of implementing Lifelong Learning. On a regulatory basis, the Greek Ministry of Education has been renamed to “Ministry of Education, Lifelong Learning and Religious Affairs”. Moreover, for the first time, in 2010, a new position was created for the Deputy Minister directly responsible for lifelong learning matters.

In the framework of the ET2020 priorities, the following have been achieved:

- **International Advisory Committee on Higher Education:** this committee’s main task is the evaluation of Greek Higher Education Institutions in terms of management and operation. The Committee aims to provide general recommendations and advice on the restructuring of the Greek Higher Education system, so that it achieves its mission to educate and contribute to the enhancement of the quality of life, as well as to harmonize this mission with that of other European universities.
- **Sensitisation meetings in Greek HEIs:** IKY, acting as the National Agency of the LLP/Erasmus programme in Greece, under the support of the European Commission and in close collaboration with the Ministry of Education, is organizing Sensitisation meetings around all Higher Education Institutions in Greece. These sensitization meetings aim to support HEIs to effectively implement the ECTS system, the Diploma Supplement and Quality Assessment principles. All information is provided by experts on the European Higher Education Area, Bologna Experts, who are specialized in issues of recognition and validation, quality assurance, etc.
- **Professional Training Institutes:** According to law 3879/2010 Professional Training Institutes, as a set of responsibilities, positions, personnel and infrastructure are transferred to the General Secretariat for Lifelong Learning.
- **Active participation of the school community and local society to education and training:** The local development programme that is elaborated by municipalities contains the local programme for the support of education and lifelong learning. The local development programme is being developed in accordance with the National Programme for Lifelong Learning.
- **Certificate of sufficient knowledge of the Greek language and elements of Greek history and culture:** Sufficient knowledge of the Greek language, history and culture is demonstrated by a title of completion of -at least- compulsory education in Greek schools in Greece or in high schools abroad pertaining to the Greek educational system or by a recognized title of completion of studies in Greek language departments in Universities abroad or by a Certificate of Attainment in Greek. This certificate of attainment is issued upon successful participation in the Greek language exams held under the supervision of the General Secretariat for Lifelong Learning of the Ministry of Education, Lifelong Learning and Religious Affairs. Participation in these exams is open to all foreigners legally residing in Greece, regardless of

their having or not followed a relative educational programme in Greek language and elements of Greek history and culture.

- **Introduction of the National Council for Research and Technology (ESET):** ESET operates as an independent consultative and advisory body of the Minister of Education. This body's mission is to indicate to the General Secretariat for Research and Technology the thematic priorities and mechanisms regarding the implementation of the National Strategic Framework of Research and Innovation, at the same time evaluating implementation results. ESET also participates in the process of assessment of the country's research web and submits proposals for the selection of directors of Research Centres and Institutes.
- **Incorporation of the Directive 2005/36/EC into our national legislation** regarding the "Certification of the professional rights of foreign universities" with the presidential decree no 38/2010.

PROPOSALS FOR THE PRIORITY AREAS OF THE SUBSEQUENT PERIOD

QUESTION 9

1) Improving quality and efficiency of education and training

One of the main priority areas of the Hellenic Ministry of Education is the reinforcement of human resources and the enhancement of decentralized education structures, so as to improve the quality of the Greek education system, upgrade its services and better meet the needs of modern society and economy. Also the Ministry of Education aims at the development of human resources in the

framework of upgrading the initial vocational education and training, offering at the same time opportunities for the continuous development of young people's qualifications and skills.

Through the National Qualifications Framework, learning outcomes of all types of formal, non formal and informal education are recognized and correlated, so that they are certified and classified in categories according to the European Qualifications Framework.

Specific priority areas include the following:

- Reform, modernization and decentralization of the educational system, as well as reinforcement of mobility activities of pupils and students
- Assessing the progress in education, through the implementation of quality assurance
- Accelerating integration of ICT in education
- Enhancing access and participation of everyone in the educational process and combating early school leaving, placing particular emphasis on people with disabilities (special needs) and vulnerable groups of society
- Strengthening and improving the quality of training of teachers in primary and secondary education, placing particular emphasis on ICT
- Redefining the role of initial vocational education and training and updating its content
- Upgrading the technical and vocational education, so as to improve its attractiveness and effectiveness
- Linking educational system and labour market

2) Making lifelong learning and mobility a reality

A wide Lifelong Learning system is being developed in Greece, covering all age groups from preschool children to elderly people, including not only formal learning delivered in schools and other education and training institutions, but also non formal and informal learning acquired out of this context.

- Linking educational system and labour market
- Reform of the initial and continuous vocational educational and training systems
- Broadening of the vocational guidance and orientation

- Validation of previous vocational experience and learning
- Promotion of adult education

3) Promoting equity, social cohesion and active citizenship

The promotion of equity, social cohesion and active citizenship is mostly achieved through adult education. In particular, the Ministry of Education aims at expanding provision so as to participate into lifelong learning actions, in order to acquire new knowledge, skills and competences that will promote personal development, increase active participation in the labour market (of women, in particular) and contribute to social cohesion, decrease of social exclusion and improvement of access to education. Particular emphasis is placed regarding vulnerable groups, people with disabilities and women involved in lifelong learning activities.

Specific priority areas include the following:

- Improving lifelong education systems and services and ensuring equal access to it
- Providing specific incentives to increase participation
- Development of distant learning

4) Enhancing innovation and creativity, including entrepreneurship at all levels of education and training

One of the main priorities of the Ministry of Education, given the current financial crisis that our country is facing, is the development of human resources through a) promoting research and innovation, and b) upgrading the quality as well as the subject-targeted orientation of postgraduate programmes in Higher Education, run independently or in cooperation with research centers and institutes, so as to further strengthen skills and competencies, taking into consideration the future perspectives of science and labour market needs.

Specific priority areas include the following:

- Promoting research and innovation through the implementation of basic or applied research, as well as by attracting renowned researchers from abroad.
- Raising the level of postgraduate studies, in order to contribute to the development and dissemination of new knowledge, placing particular emphasis on science and ICT.

ANNEX I
LLP STATISTICS

A. COMENIUS

A1. COMENIUS PARTNERSHIPS 2007-2009			
Year	Total	Multilateral	Bilateral
2007	89	82	7
2008	121	109	12
2009	156	147	9

A2. COMENIUS IN SERVICE TRAINING 2007-2009	
Year	Approved
2007	203
2008	232
2009	178

A3. COMENIUS ASSISTANTSHIPS 2007-2009	
Year	Approved
2007	15
2008	15
2009	15

A4. COMENIUS SELECTION OF HOST SCHOOLS 2007-2009	
Year	Approved
2007	10
2008	18
2009	12

B. ERASMUS

B1. ERASMUS STUDENT MOBILITY FOR STUDIES 2007-2009	
Year	Realised
2007/2008	2.308
2008/2009	2.737
2009/2010	2.790

B2. ERASMUS STUDENT MOBILITY FOR PLACEMENT 2007-2009	
Year	Realised
2007/2008	160
2008/2009	292
2009/2010	390

B3. ERASMUS STAFF MOBILITY FOR TEACHING ASSIGNMENTS 2007-2009	
Year	Realised
2007/2008	37
2008/2009	40
2009/2010	41

B4. ERASMUS STAFF MOBILITY for STAFF TRAINING 2007-2009	
Year	Realised
2007/2008	30
2008/2009	37
2009/2010	39

B5. ERASMUS INTENSIVE LANGUAGE COURSES 2007- 2009	
Year	Realised
2007/2008	6
2008/2009	6
2009/2010	6

B6. ERASMUS INTENSIVE PROGRAMMES 2007-2009	
Year	Approved
2007/2008	5
2008/2009	13
2009/2010	17

C. LEONARDO DA VINCI

C1. LDV IVT-PLM-VETPRO PROGRAMMES			
Year	IVT	PLM	VETPRO
2008	55	8	44
2009	52	17	31

C2. LDV TRANSFER OF INNOVATION PROJECTS	
Year	
2008	6
2009	6

C3. LDV PARTNERSHIPS	
Year	
2008	36
2009	29

D. GRUNDTVIG

D1. GRUNDTVIG LEARNING PARTNERSHIPS 2007-2009	
Year	
2007	64
2008	44
2009	59

D2. GRUNDTVIG IN-SERVICE TRAINING 2007-2009	
Year	
2007	45
2008	69
2009	57

E. STUDY VISITS

E1. STUDY VISITS 2007-2009	
Year	
2007	35
2008	66
2009	52

F. PREPARATORY VISITS

F. PREPARATORY VISITS			
Programme	2007	2008	2009
COMENIUS	60	28	29
ERASMUS	1	8	16

LdV	0	8	13
GRUNDTVIG	25	19	18
TOTAL	86	63	76

ANNEX II

Scholarships to foreign students

Programme	Number of successful applicants for the academic year 2009-2010	Number of successful applicants for the academic year 2010-2011
Programme for the Balkan region, Central – Eastern Europe (non EU member states), Asia, Africa, Latin America (academic year 2009 – 2010)	61	81
Programme for the EU member states, Switzerland, U.S.A., Canada, Australia, New Zealand, Japan (academic year 2009 – 2010)	30	29
Greek language and culture programme (Academic year 2009 – 2010)	61	59

Scholarships to Greek students

Year	Number of scholars
2009	548
2010	494