



## **F.I.S. Flexicurity integrated services**

# **Desk Analysis in Greece**

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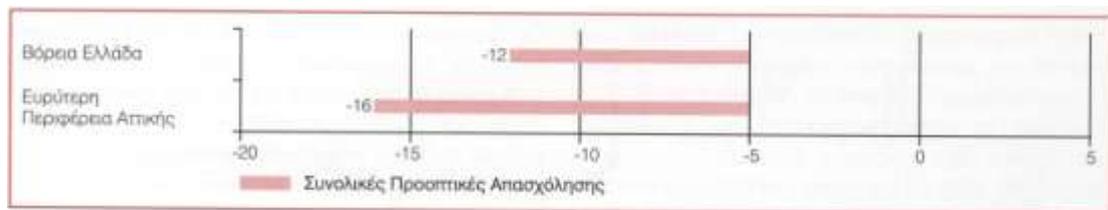
## 1. THE HELLENIC NATIONAL FRAMEWORK

### 1.1. LABOUR MARKET TRENDS

Labour market in Greece for 2011 seems to face structural difficulties in an instable economic environment. For the first semester of 2011, according to a relevant survey (Manpower, 2011) 23% of the firms in Greece will be reducing their personnel and only 8% expect to recruit. This estimates concern medium and senior managerial staff.

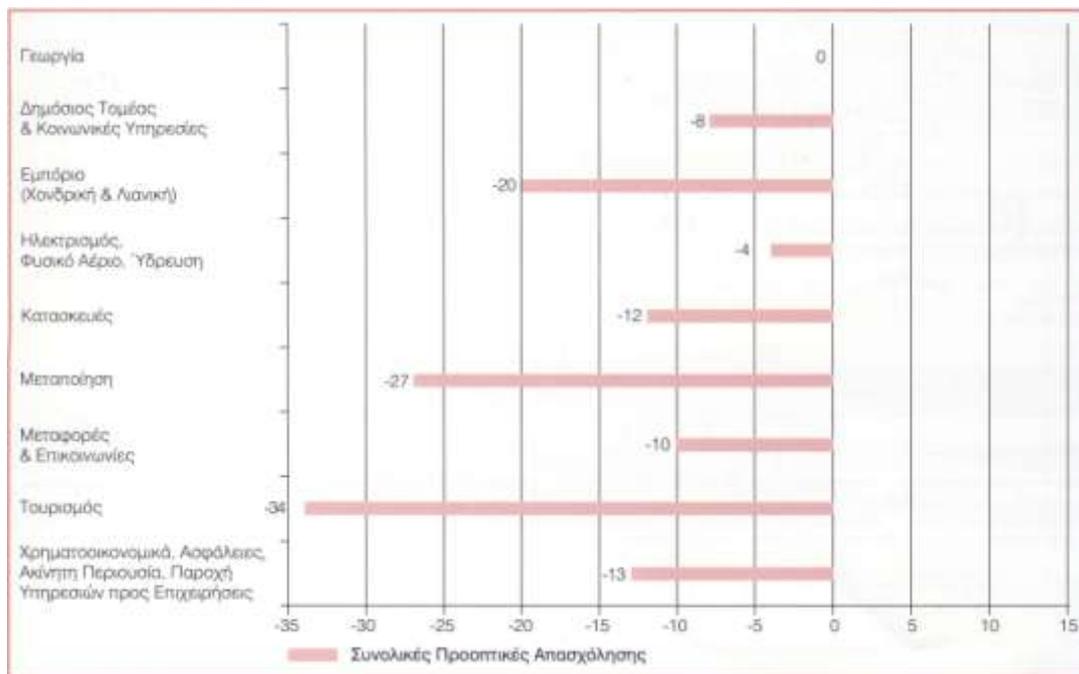
Regarding trends for employment at a **regional level**, in the wider Attica region employment trends appear negative (-16%) as well as for northern Greece (-12%).

**Table 1. Comparisons per Geographic Region**

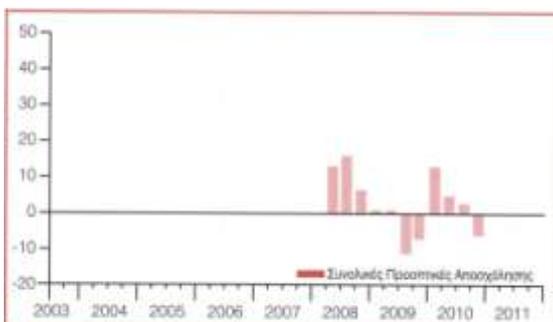


Employment perspectives **in sectors** of the economy are negative but intensity is varying.

**Table 2. Comparison of employment perspectives per sector for managerial staff**

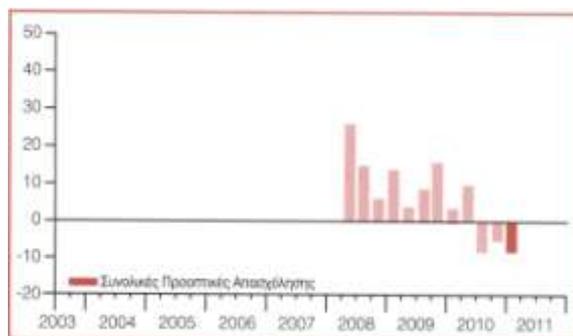


**Table 3. Agriculture (0%)**

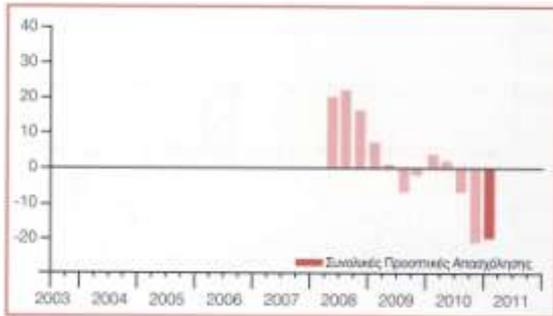


Η ελάχιστη γραφήματος σημαίνει ότι οι Συνολικές Προοπτικές Απασχόλησης είναι μηδενικές.

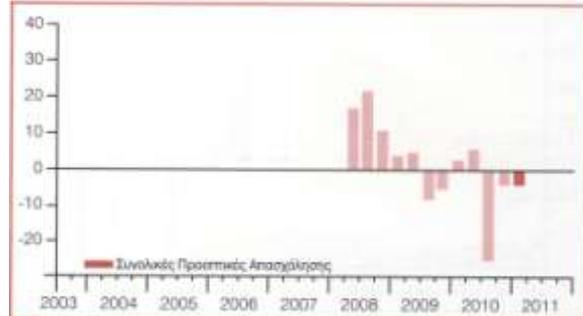
**Table 4. Public Sector and Social Services (-8%)**



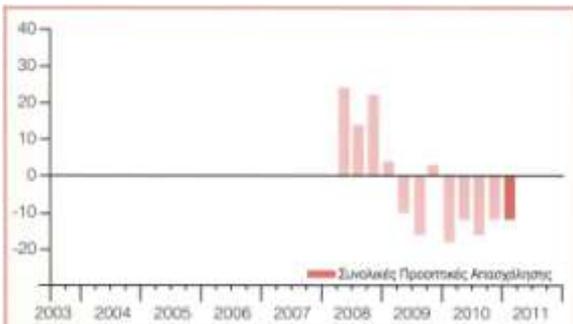
**Table 5. Commerce  
(Retail and wholesale -20%)**



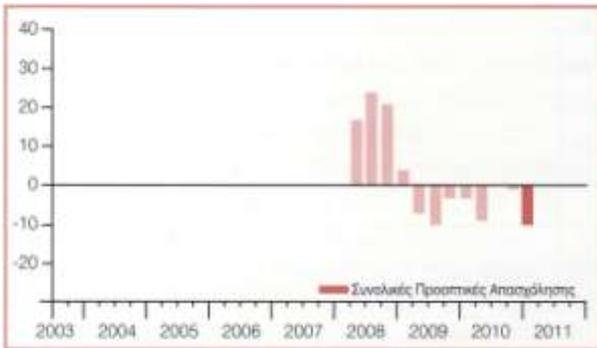
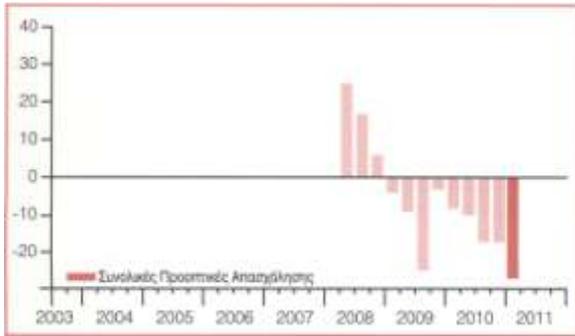
**Table 6. Electricity, Natural Gas,  
Water supply (-4%)**



**Table 7. Constructions (-12%)**

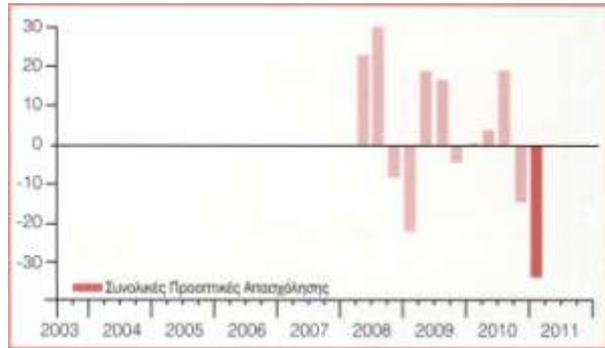


**Table 8. Manufacturing (-4%)**



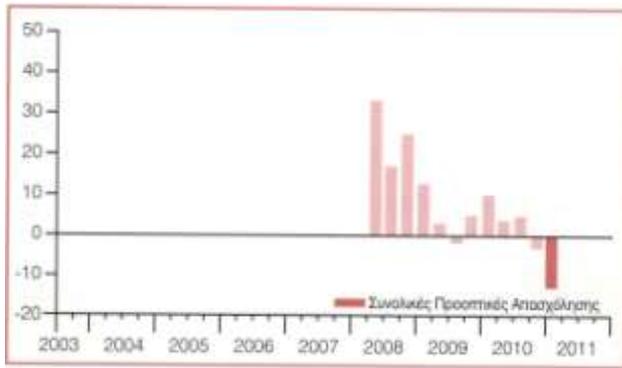
Η έλλειψη γραφήματος σημαίνει ότι ο Συνολικός Προστικός Απασχόλησης είναι μηδενικός

**Table 9. Transports and Telecommunications (-10%)**



**Table 10. Tourism (-34%)**

**Table 11: Financial services, Insurance services, Real Estate and Services to Corporations**



## 1.2. THE INSTITUTIONAL FRAMEWORK – PROVISION OF LEARNING OPPORTUNITIES IN GREECE

### Legislative framework for vocational education and training in Greece<sup>1</sup>

The scope and objectives of the laws regulating IVET and CVET in Greece are to set a legal framework for the provision of VET. Since 1976, when VET was assimilated at lower secondary education level, certain laws aiming at upgrading VET have governed it. The most recent laws in force are the following:

#### 1.2.1. LEGISLATION ON INITIATIVE VOCATIONAL EDUCATION AND TRAINING (IVET)

**LAW 2009/1992** ‘National System of Vocational Education and Training and other regulations’.

Established a National System for Vocational Education and Training (*ESSEK*), that develops in co-operation with Greek and European relevant bodies and Social Partners. It aimed at securing flexibility in training specialisations offered and improving the quality of training provision by introducing a national accreditation process for vocational knowledge and skills. It introduced changes at post-secondary level:

1. The Organisation for Vocational Education and Training (*OEEK*) was set up to supervise Institutes of Vocational Training (*IEK*) and to provide accreditation for all forms of formal training.
2. *IEK* were founded

<sup>1</sup> Laws available on the web : [www.et.gr](http://www.et.gr)

**LAW 3191/2003 ‘National System for Linking Vocational Education and Training to Employment (ESSEEKA)’.**

Seeks to facilitate the process of meeting the manpower needs of the Greek labour market, through an integrated system that registers its needs at national and local level. It creates a framework for the planning and coordination of a national policy related to vocational education and training structures and their linking with employment.

**LAW 3475/2006 ‘Organisation and operation of secondary vocational education and training and other regulations’.**

It established Vocational Lyceums (*EPAL*), a new type of school which are gradually substituting the existing Technical Vocational Schools (*TEE*). They aim at combining general secondary education with specialised technical and vocational knowledge and the quicker integration of graduates in the labour market. It also sets the framework for the establishment of Vocational Schools (*EPAS*). *EPAS* can be attended by graduates of the first class of *Eniaio Lykeio* or *EPAL*. They provide vocational training in a variety of specialties not provided in *EPAL*.

Apprenticeship *TEE* (*TEE Mathiteias*), were established in 1952 and since then a series of laws have governed their operation and the requirements and licences for practising trades. Currently, the law in force is:

**1346/83 (Official Journal Issue 46/t.A/14-4-1983), "Modification and completion of provisions in Labour Legislation and regulation of various matters".**

### **1.2.2. LEGISLATION ON CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET)**

**LAW 2224/94 ‘Regulation of work-related issues, trade union rights, health and safety of employees, the organisation of the Ministry of Labour and legal entities supervised by it and other regulations’.**

The Manpower Employment Organisation (*OAED*) can assign the implementation of training programmes for both the working population and the unemployed to public and private bodies.

The National Accreditation Centre for Vocational Training Structures and Accompanying Services (*EKEPIS*) of CVT structures and the framework for the certification and operation of vocational training centres (*KEK*) were established. *KEK* were established to provide vocational training to both employed and unemployed people.

**LAW 2434/96** ‘Policy measures for employment and vocational training and other regulations’.

It established a special Account for Employment and Vocational Training (*LAEK*). *LAEK* forms the most important source of private funding for training.

**LAW 2909/2001** ‘Arrangement of issues related to admission to tertiary education and other regulations’.

The Secretariat for Adult Education undertakes the planning, coordination and realization of activities concerning Lifelong Learning.

It also establishes the Institute of Lifelong Adult Education (*IDEKE*). Its purpose is the technological and scientific support of Programmes of *GGEE* and the realization of Lifelong Learning activities.

**LAW 2956/2001** ‘Restructure of *OAED* and other regulations’

It allowed *OAED* to transfer part of its activities to the following public limited companies operating under its supervision:

1. National Employment Observatory Research - Informatics SA (*PAEP*) that explores what human resources are needed in the labour market.
2. Vocational Training SA (*Epangelmatiki Katartisi A.E.*), which designs, organises and runs initial and CVET programmes in *IEKs* and Vocational Training Centres (*KEK*).

Significant activities such as job placement, social insurance, and apprenticeships and support for the unemployed (counselling – career guidance) via Employment Promotion Centres (*KPA*) etc, are still the responsibility of *OAED*.

**LAW 3369/2005** ‘Systematisation of Lifelong Learning and other regulations’.

Regulates provision of lifelong education and training as well as the development and accreditation of occupation profiles, which can form the basis for the design and accreditation of lifelong training programmes. It defines the main forms of CVET and adult education in Greece.

**AMENDMENT OF NUMBER 113172/2005** (Official Journal 1593 / Issue B / 17/11/2005)  
**Common Ministerial Decision of the Ministers of Economy and Finance and Employment and Social Protection about the system of accrediting adult trainers’.**

Candidate trainers wishing to be appointed in structures providing CVET should be included in the Introductory Register of Trainers in Continuing Vocational Training (*Eisagogiko Mitroo Ekpaidefton*) established by National Accreditation Center for Continuing Vocational Training (*EKEPIS*).

In order to draw up the Law 3369/2005 the Ministry of National Education and Religious Affairs (*YPEPTH*) and the Ministry of Labour and Social Security (*YPAKP*) cooperated for the first time in order to face VET issues. Their roles are complementary and their responsibilities are clearly defined in order to avoid overlapping. **Collective agreements** in IVET and CVET are important because they serve as means to implement IVET and CVET policies. They exist as a general framework rather than by sector. They are binding and cannot be broken. Social Partners organizations are strongly involved in the Lifelong Learning system through their involvement in the administration of EKEPIS. In all cases, the Social Partners have the opportunity to contribute in the legislative process within the Greek system with opinions and give their positions in a wider public consultation that takes place in every case of a draft law proposed by the government.

*Social Partners also form the so called “structured social dialogue” by their involvement in the ESC of Greece, who’s role is secured by Law to give its Opinion in any law project on vocational training and further more, is to be voted by the parliament.*

### **1.2.3. INSTITUTIONAL FRAMEWORK: IVET**

The Ministry of Education and Religious Affairs (*YPEPTH*) is mainly responsible for VET. The Ministry of Employment and Social Protection (*YPAKP*) has also a role to play.

#### ***YPEPTH* PROVIDES IVET THROUGH:**

- Vocational Lyceums (*EPAL*) and Vocational Schools (*EPAS*) at upper secondary level.
- The Organization for Vocational Education and Training (*OEEK*), which runs Institutes of Vocational Training (*IEK*).

### **THE EUROPEAN UNION**

National policies derive from the Lisbon goals and benchmarks and focus on their implementation. Reducing early school leaving rates, improving literacy and participation rates in life long learning are the priorities set. Laws like 3369/2005. ‘Systematisation of Lifelong Learning and other regulations’, 3475/2006 ‘Organisation and operation of secondary vocational education and training and other regulations’ and 3191/2003 ‘National

System for Linking Vocational Education and Training to Employment' aim at reaching the afore-mentioned goals.

#### **CENTRAL GOVERNMENT**

*YPEPTH* has the responsibility to design, develop and implement policies, through the following bodies:

- The Pedagogical Institute (*PI*) an advisory body on educational issues.
- The Department of Technical Vocational Schools (*TEE*) in the Secondary Education Directorate of *YPEPTH*.
- The Organisation for Vocational Education and Training (*OEEK*). *OEEK* organises, controls public Vocational Training Institutes (*IEK*), supervises private ones, forms the regulatory framework for the operation of *IEK* belonging to other ministries and is responsible for certifying professional qualifications.

The Ministry of Employment and Social Protection (*YPAKP*) is also involved in IVET through:

- Apprenticeship Technical Vocational Schools (*TEE Mathiteias*) run by the Manpower Employment Organisation (*OAED*).
- *IEK* run by *OAED*.

#### **REGIONAL GOVERNMENT**

There are Regional Directorates of Primary and Secondary Education, Directorates of Secondary Education and Bureaus of Secondary.

There are 51 first-cycle and 45 second-cycle Apprenticeship *TEE* (*TEE Mathiteias*) belonging to *OAED* and supervised by *YPAKP*.

#### **LOCAL GOVERNMENTS**

This is not applicable in the case of Greece because municipalities are not entitled to develop and implement any policies.

#### **SOCIAL PARTNERS**

They nominate representatives in public bodies; thus, they participate in a large number of institutions, decision-making bodies, monitoring committees of EU funded programmes as well as in the Tripartite Advisory Committees (*TSE*). *TSE* were established by the Organization of Vocational Education and Training (*OEEK*) as mechanisms for anticipating skills needs for Vocational Training Institutes (*IEK*). They monitor the needs of labour markets at regional and local level and propose to the Administrative Board of *OEEK* the introduction of new specialisations according to regional manpower needs and the replacement of others that are no longer in demand.

#### **1.2.4. INSTITUTIONAL FRAMEWORK: CVET**

CVET is mainly provided by Ministry of Employment and Social Protection (*YPAKP*). The Ministry of Education and Religious Affairs (*YPEPTH*) has also a part to play.

CVET provided by *YPAKP* focuses on Vocational Training Centres (*KEK*).

##### **CENTRAL GOVERNMENT**

Publicly promoted CVET for adults is provided by the General Secretariat of Adult Education (*GGEE*) of the Ministry of National Education and Religious Affairs (*YPEPTH*). It designs, coordinates and supports basic education and lifelong learning and training for the adult manpower and people at social risk.

Publicly promoted CVET for employees and self-employed people is provided by *KEK*, accredited by the National Accreditation Centre for Vocational Training Structures and Accompanying Services (*EKEPIS*) of *CVE* structures.

Some Ministries organise in-service programmes for employees. They are funded by the third Community Support Framework. They are too many to be cited and information can be retrieved at: <http://www.kps.gr>.

##### **REGIONAL GOVERNMENT**

The General Secretariat of Adult Education (*GGEE*) through 200 Adult Education Centers (*KEE*) and 54 Prefectural Committees of Adult Education (*NELE*) provides educational services in adult training.

##### **LOCAL GOVERNMENT**

Prefectures and Municipalities can found Vocational Training Centres (*KEK*). They are too many to be cited and information can be retrieved at: <http://www.ekepis.gr>.

##### **SOCIAL PARTNERS**

They co-sign with the Government the National General Collective Labour Agreement, which determines the provision of training to employees by enterprises and also participate in the formation of occupational profiles. See also Social Partners 0402. Social Partners within Greece, have a different level participation in public policy and decision making concerning CVET in Greece.

*The Economic and Social Council of Greece which issues opinions either on its own initiative or after receiving draft bills from the competent Minister or from Members of Parliament, has issued 7 opinions on CVET and IVET, the following: n.4, «Policies for employment and Vocational Education and Training», n.17, «Vocational Training», n.59, "Education and initial vocational training - Operational Programme / 3rd Community Support Framework", n. 64, "Employment and vocational training - Operational Programme / 3rd Community*

*Support Framework", n. 91, "The National System of Linking Vocational Education and Training with Employment (ESSEKA)", n. 126, "Life Long Learning", n.243, "Development of life long learning". Social Partners are strongly involved in OAED administration, EKEPIS administration and the participation in the General Planning of EVET and CVET in Greece from the definition of needs to the adoption of relevant EVET, IVET and CVET courses and training services.*

## **1.2.5. CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET) FOR ADULTS<sup>2</sup>**

### **1.2.5. a. PUBLICLY PROMOTED CVET FOR ALL**

CVET, which is publicly promoted, is provided by the Vocational Training Centres (*KEK*) of the Manpower Employment Organization (*OAED*). Apart from *KEKs* of *OAED*, private *KEKs* and *KEKs* run by social partners also provide publicly promoted CVET since many of their training programmes are subsidised by *OAED*. More specifically, they implement CVET programmes that *OAED* administers to them after they have submitted proposals to *OAED* for running them. Publicly promoted CVET is not part of formal education; it is co-financed by the European Social Fund and the state budget. *OAED*, through its nationwide network of *KEKs*, implements continuing vocational training programmes that aim at:

- ❑ the integration of unemployed trainees in the labour market,
- ❑ the continuing training of employees
- ❑ the implementation of European mobility programmes
- ❑ counselling and guidance for enterprises and people
- ❑ the provision of technical support for submitting proposals for European programmes.

The main focus of *OAED* and *KEKs*, which implement its programmes, is to develop and/or expand upon existing continuing vocational training courses with the aim of more effective intervention in the labour market and to cover the needs of the largest possible number of interested persons in training services.

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<sup>2</sup> A description of the framework available at : [www.ekepis.gr](http://www.ekepis.gr) and [www.oaed.gr](http://www.oaed.gr)

The programming of the activities of *OAED* is in accordance with the National Plan for Employment. Continuing vocational training programmes supported by *OAED* are:

- Continuing vocational training courses for the unemployed.
- Pilot vocational training courses for young people, who have abandoned the formal education system (early school leavers).
- Training courses for self-employed people (small family enterprises employing 1 to 5 persons), who require education or skills to meet the requirements of their occupations.
- CVET for vulnerable social groups.

*KEKs* implement trainee assessment systems on the basis of the training curriculum; on successful completion of their courses, trainees receive a certificate of attendance. Because publicly promoted CVET is not part of formal education, it cannot provide certificates officially recognised by the state. Consequently, these certificates are not documents that their holders can use in order to seek a position in the public sector. Nevertheless, certificates of attendance at such courses are an element that may be positively taken into account during staff selection procedures by employers. They also constitute qualifications for their career development in their jobs.

CVET programmes provided by *OAED* are implemented by training institutions in other ministries too. The *KEK* of the General Secretariat of Adult Education (*GGEEA*) focuses on the provision of useful educational services in adult vocational training, as well as the development of mechanisms for the promotion to employment for unemployed trainees. Specifically it targets unemployed people, people in employment and vulnerable groups. *KEK GGEE* covers a wide range of thematic areas all over Greece.

The Ministry of Rural Development and Food, via the Organization of Agricultural Vocational Education, Training and Employment (*OGEEKA*) implements CVET in the agricultural sector. *OGEEKA* is responsible for 71 continuing training centres, accredited by the National Accreditation Centre for Continuing Vocational Training (*EKEPIS*), distributed throughout the country.

*OGEEKA* implements a large programme within the 3<sup>rd</sup> Community Support Framework (CSF) for training agricultural workers. Until 2006, about 50.000 new farmers were trained in programmes that helped them cope with the problems in the agricultural sector. Trainees attended seminars lasting at least 150 hours and concerning programmes of the 3<sup>rd</sup> CSF, developments at national and global level, modern needs of Greek agriculture, methods of agricultural production and essential forms of agricultural organization.

In addition, *OGEEKA*, in the context of linking non formal vocational education and training with production and labour market, promotes the issuing of “green” certificates which are provided via various combinations of certifying education, distance learning, seminars, practical exercises or apprenticeship.

CVE in all areas of specialisation in the health sector for the unemployed and the employees is implemented by accredited *KEKs* in hospitals of the National Health System (*ESY*). Accredited *KEKs* under the supervision of the Ministry of Health and Welfare (*YYP*) implemented vocational training actions within the framework of the Operational Programme “Health – Welfare 2000-2006”. They targeted all the employees in the field of Health and Welfare as well as unemployed people who had initial training or/and employment experience in the sectors of health.

In addition, the National Centre for Public Administration and Local Administration (*EKDDA*) is a public entity under the supervision of the Ministry of the Interior, Public Administration and Decentralisation (*YP.ES.D.D.A*). Its mission is to constantly improve the organization and operation of public and local administration, through the education and training of its human resources.

More specifically, National School of Public Administration (*ESDD*) aims at creating specialised executives, capable of responding to the challenge of exerting specific public policies. *ESDD/s* students during their studies have to acquire competences or skills for responding to the needs of their future posts. The aim of *ESTA* is to provide Local Authorities with well-trained and specialised executives.

*IN.EP* aims at training both newly appointed civil servants and serving civil servants through specially designed short-term programmes. The goal of its training programmes is to offer civil servants of all ranks an understanding of modern administration and of new challenges and problems facing the public sector. Moreover, regional *IN.EP* are considered regional units of *IN.EP*. Their role is to provide both introductory and continuing education and training to the personnel of the Public Services situated in the geographical areas that fall under the jurisdiction of each regional *IN.EP*. Their actions, especially one-day events and conferences, are implemented either autonomously or in cooperation with the scientific and administrative personnel of *IN.EP*.

The Ministry of Tourism has set up and runs 18 CVET structures throughout Greece for people working in tourism or seasonal workers who only have practical experience. CVET programmes offer trainees necessary theoretical knowledge so that they improve their efficiency in tourist services.

Despite the policy statements and the actions that have been taken, Greece, along is among the European Union member countries that rank lowest in the field of citizen participation in Lifelong Learning training and education programs at the age group of 24-64. Greece's participation percentage is only 3.6%, when at the same time the average European participation is 10.8%.

#### **1.2.5.b. PROVIDERS OF LIFELONG EDUCATION AND CONTINUING VOCATIONAL TRAINING IN GREECE**

The main provider of Lifelong Education is the General Secretariat of Adult Education (*GGEE*). *GGEE* is the executive, public body responsible for adult education and training. Its mission is to design, coordinate and support measures which relate to supplementation of basic education and lifelong learning and training both for the adult manpower of Greece and for people at social risk. Its main fields of action relate to basic education programmes, literacy programmes, continuing training programmes, measures to combat exclusion from the labour market and Community Initiatives, as well as social - cultural education courses, continuing training and retraining measures for adult manpower; all of these are financed by the European Social Fund of the EU.

*GGEE* supervises the Institute of Lifelong Adult Education (*IDEKE*). *IDEKE* is a legal entity whose mission is the technological and scientific support of programmes of *GGEE* and the implementation of actions concerning lifelong learning. *GGEE* is directly responsible for organising and running a Vocational Training Centre (*KEK*) and 54 Prefectural Committees of Adult Education (*NELE*) for trainees at any level of education.

The main provider of lifelong education at tertiary level is the Hellenic Open University (*EAP*). Academic programs are based on distance learning and award degrees equivalent to those of conventional universities.

On the other hand, Continuing Vocational Training is primarily the responsibility of the Ministry of Employment and Social Protection (*YPAKP*) and its executive body: the National Accreditation Centre for Continuing Vocational Training (*EKEPIS*). The mission of *EKEPIS* is to accredit *KEKs*, and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users. CVET in Greece does not belong to the formal educational system.

*KEKs* accept graduates of Lower Secondary Education and Upper Secondary Education as well as Higher Education graduates. They are privately-owned (non profit or profit making) or state-run training institutions which have been officially accredited by *EKEPIS*. They are financed from national funds and European Community funds. *KEKs* design, organise and

provide courses in continuing vocational training for employees, the unemployed and school leavers at all levels of education in many different subjects (environment, health, education, agriculture, financing, services etc).

Continuing Vocational Training focuses on specific population groups within the existing institutional framework:

- Training of the unemployed
- Training of private-sector workers
- Training of workers in the wider public sector
- Training of socially disadvantaged groups

The main provider of CVET in *KEKs* is the Manpower Employment Organization (*OAED*) under the supervision of *YPAKP*. Most *KEKs* are private while there are *KEKs* organised and run at the initiative of social partners.

### **1.2.5.c. QUALITY ASSURANCE INITIATIVES**

Because of the great number of training institutions, both public and private ones, it became necessary to set up a national body that would supervise and coordinate all agencies that were involved in CVT. The National Accreditation Centre for Vocational Training (*EKEPIS*) is supervised by the Ministry of Employment and Social Protection (*YPAKP*) and it has administrative and financial autonomy. The Center's mission is to develop and implement the National Accreditation System for Continuing Vocational Training. This system aims to achieve quality assurance in vocational training, linkage between initial and continuing vocational qualifications and recognition of vocational qualifications provided via continuing vocational training. The following are criteria generally employed in designating a training institution as a *KEK*:

- experience in organising adult training courses
- teaching personnel
- facilities

In order to assure the quality of non-formal vocational training courses *EKEPIS* uses evaluation criteria and has implemented systems for:

- Accreditation of vocational training centres (*KEK*).
- Accreditation of continuing vocational training trainers via the establishment of a register.
- Accreditation of continuing vocational training courses that result in the acquisition of accredited knowledge, skills and qualifications related to the needs of the labour market.

- Accreditation of staff providing support services via the establishment of a register.
- Development of the system for the ongoing monitoring and evaluation of the work of accreditation centres.

### **1.3. FINANCING - INVESTMENT IN HUMAN RESOURCES IN GREECE**

#### **Background information concerning financing arrangements for training<sup>3</sup>**

The Greek government promotes educational policies which develop people, improve the young people's opportunities for employment, combat social exclusion, sensitize citizens to various topics like the environment, innovations and equality of sexes and closely watch advancements in the various fields of policies of the European Social Fund (*ESF*). Educational policies take seriously into consideration the efforts made by European societies towards a 'Knowledge Society', the development of European Employment Strategy (*ESDA*) and the preservation of multiculturalism.

The Operational Programme for Education and Initial Vocational Training (*EPEAEK II*) is funded by the third Community Support Framework (*CSF*), and aims at facing unemployment, economic development and social cohesion and are directly related with *ESDA* aims. Within this framework the development of human resources is attempted through a series of educational policies that fall into two categories: the first category consists of medium and long-term educational and training policies while the second consists of short-term ones with limited aims. The total cost of the programme is EUR 2 763 907 617. The community participation amounts to EUR 2 072 930 711 while the national participation is EUR 690 976 906. There is no private participation.

Today, OP "Education" sets the foundation for the education of the future. It is co-financed by the ESF and the European Regional Development Fund (ERDF) as well as national resources. OP "Education" incorporates Lifelong Learning into the educational system by combining European and national policies related to the development of human resources with the National Action Plan for Employment and the National Action Plan for Combating Social Exclusion. There are therefore three targets: improving the quality of education, prevention and remedy of social exclusion and formation of an integrated European educational area and quality employment.

Concerning 2006, *YPETH* was allocated EUR 425 million by co-funded programmes and EUR 328 million by national resources. *YPAKP* was allocated EUR 401 million by co-funded

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<sup>3</sup> Data available at : [www.espa.gr](http://www.espa.gr)

programmes and EUR 50 million by national resources. Concerning the expenditure per sector, EUR 761 million were spent on Education in 2005, 438 of which will be provided by co-funded programmes and the rest 323 by national resources. Training absorbed EUR 400 million all deriving from co-funded programmes. According to the State Budget of 2007 the Ministry of National Education and Religious Affairs was allocated EUR 418 million by co-funded programmes and EUR 239 million by national resources, which were distributed to primary, secondary and tertiary education. The Ministry of Labour and Social Security was allocated EUR 254 million by co-funded programmes and EUR 54 million by national resources. Concerning the expenditure per sector, the resources provided to Education in 2005 by co-funded programmes amounted to EUR 422 million, while another EUR 234 million derived from national resources. The Training sector received EUR 254 million all deriving from co-funded programmes.

## **2. BEST PRACTICES IN GREECE**

### **2.a. TRAINING FOR DEGREE HOLDERS or MANAGERIAL STAFF VULNERABLE TO RESTRUCTURINGS**

One of the major goals of CVET in Greece is the development and upgrading of qualifications and skills of the unemployed or employed managerial staff vulnerable to market adjustments (ESC of Greece, Avis 32, 100, 156, 157, 183, 196, 198, 207, 223, 234, 236, 247). CVET for the unemployed and others vulnerable to exclusion in the labour market is provided by Vocational Training Centres (*KEK*) within the Operational Programme (OP) 'Employment and Vocational Training'. *KEKs* carry out interventions and actions of European programmes for these target groups. More specifically, the OP 'Employment and Vocational Training' involves strengthening and upgrading the interventions and actions in favour of the unemployed, both long-term unemployed and young unemployed people, in order to adapt their skills to the needs of the labour market. Specific categories as for eg. managerial staff in different sectors of the economy facing restructuring or obsolescence are included in the O.P. as a priority. It also involves the development of unemployed peoples' skills and their employment in the sectors of natural and cultural environment as well as interventions in favour of special disadvantaged groups and in favour of unemployed persons in areas or sectors of high unemployment.

A crucial action of the above OP for unemployed people is: "Training of unemployed people in accredited Vocational Training Centres. This action concerns CVET programmes and aims

at the training and retraining of 23,000 unemployed people so as to adapt their skills to the needs of their local labour market. CVET programmes, which are implemented by accredited *KEKs* throughout Greece, are related to occupations in the following fields: health and welfare, economy and management, administration, information technology, tourism and services, agriculture, technicians and transport. The duration of the CVET programmes is 150 to 400 training hours with practical training covering 30-70% of the total training hours. Target groups are young unemployed people, long-term unemployed people, women (60% of the total number of the unemployed), older unemployed (45-64 years of age), social vulnerable groups. Unemployed people who participate in those programmes receive EUR 3.52 per hour (gross) while for the unemployed people who belong to social vulnerable groups the benefit is EUR 4.99 per hour (gross). *KEKs* have to provide medical insurance to the trainees during the course.

So it provides:

- A considerable number of CVET programmes, implemented by Vocational Training SA (*Epangelmatiki Katartisi AE*) of *OAED* and targeting the unemployed (both long-term unemployed workers and unemployed people who do not receive an unemployment benefit and are 18-60 years of age). They aim to enable the transition to the labour market. Unemployed people who participate in those programmes receive EUR 3.52 per hour (gross) while for the unemployed people who belong to vulnerable social groups EUR 4.99 per hour (gross). CVET programmes include theoretical training and workshop training that are implemented in the *KEKs* of Vocational Training SA. Their duration is 400 to 600 hours in total depending on specialization.
- Vocational training for the unemployed managerial staff as part of the comprehensive measures being taken in prefectures that face serious unemployment problems. Such measures include a career guidance, training and employment package.
- The creation of specialized programmes of short duration for the unemployed managerial staff who receive unemployment benefit, in cooperation with *KPAs*. This is a basic way of intervention in the labour market as the vocational counsellor cooperates with the appropriate *KEK* in order to place the unemployed in short-term vocational programmes relevant to their skill shortage.

## **2.b. CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET) AT THE INITIATIVE OF ENTERPRISES OF SOCIAL PARTNERS<sup>4</sup>**

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<sup>4</sup> See for more: ESC of Greece, Avis no 4, 17, 59, 64, 89, 91, 126, 212, 214, 243.

The Account for Employment and Vocational Training (*LAEK*) is a major mechanism of CVET at the initiative of enterprises in Greece. This account has decisively contributed to the reinforcement of vocational training and employment policies. The financial resources of *LAEK* come from the joint contributions of both employers and employees, which amount to 0.45% of the total salary of each employee and are collected by the Social Security Institute (*IKA*). *LAEK* is managed by a Tripartite Committee with technical support from the Manpower Employment Organisation (*OAED*). Every year, the *LAEK* Management Committee draws up its annual programme for the allocation and management of funds from *LAEK*, covering the training programmes for staff of the eligible bodies. Enterprises can use these funds to cover the cost of training programmes for their employees. *LAEK* programmes take place either in the premises of enterprises or in educational units. They can be wholly theoretical or can consist of a theoretical part (at least 70% of the total training hours) and a practical part (at least 30% of the total training hours). The programmes can also take place outside or within hours of work. The enterprises that are entitled to *LAEK* funding may be private enterprises or semi-state bodies which want their staff to be trained. Especially, public enterprises can be legal persons under public law, legal persons under private law and organisations of local administration. The personnel that are trained have to be insured in *IKA*. There are also *LAEK* programmes which offer training opportunities for employees in small enterprises (1-25 employees). *LAEK* programmes are carried out by bodies representing employers for small businesses. These bodies, either on their own or in cooperation with the corresponding bodies representing employees (trade unions) can submit proposals for financing the training of employees of the enterprises in the sector that they represent. These programmes include only a theoretical section and their thematic range is expected to improve the career development of trainees not only in their specific jobs but also in the labour market generally. However, participation in such programmes is rather low because enterprises do not provide time off work for training. Another factor impeding small enterprises from encouraging employees' participation in such programmes is the minimum number of employees that are necessary for the enterprise to operate. In case some of the employees are absent from work, the enterprise cannot operate with the remaining staff. In addition, there are internal business training programmes, which are supervised by *OAED* and financed by public as well as private funding. The programmes cover enterprises of all sizes (small, medium and large) and sectors. *OAED* makes public annual calls for interest and enterprises submit proposals outlining their training programme, which can be 150 to hours long and cover a variety of fields. The proposals are evaluated by *OAED* and most are approved for funding, usually with a smaller budget than within the bid. Before submitting their proposals,

enterprises should make an agreement with a *KEK* to implement the training programme. *OAED* local agencies are responsible for inspecting each programme, since the public contribution to the budget varies from 50% to 70% (depending on enterprise size), while enterprises contribute the remaining 50% to 30%.

Moreover, major semi-state enterprises (the Public Power Corporation (*DEI*), the Hellenic Telecommunications Organisation (*OTE*), etc.) and private enterprises (banks, companies with more than 100 employees, etc.) as well as chambers of commerce, professional associations and federations of employees, have training departments and/or training units which provide employees with knowledge and skills which are required for their specific jobs. Concerning CVET at the initiative of social partners, all four social partners of Greece have training institutions providing training opportunities.

Particular mention can be made of the Labour Institute of the General Confederation of Greek Workers (*INE/GSEE*), which has prepared a series of studies on lifelong learning and vocational training. *INE/GSEE* also implements a large number of continuing vocational training courses and actively participates in almost all community initiatives in the context of the third Community Support Framework. It aims at the scientifically supported intervention of the trade union movement in the following areas of action:

- Research, studies and data gathering of subject matters which are of interest of all working people.
- The planning, implementation and development of appropriate schemes for vocational training.
- The development of systems of trade union education and training.

*KEK-INE/GSEE* is the body for implementing the policies of *GSEE* and *INE* regarding the development of manpower through training. It has developed training and employment actions within several programs (for example within the framework of CVT, programs for Combating Exclusion from the Labour market, Community Initiative "Employment") all over Greece since 1995 for employed and unemployed people and also for specific social groups facing problems in accessing the labour market or to insure professional stability and career development.

The General Confederation of Professionals, Craftsmen and Tradesmen (*GSEVEE*) represents the interests of artisans, traders and professionals. Among the services provided by *CSEVEE* to its members are:

- vocational training and further training for staff: *GSEVEE* has established its own accredited *KEK* with 5 training structures, targeted at employees, self-employed workers and employers of small commercial and manufacturing firms. It also supports trade unions

of small and medium enterprises in planning, organising and implementing training actions. Finally, it implements integrated European programmes and initiatives.

□ documentation services: *GSEVEE* is setting up its own portal, with a view to providing daily updated information on all issues of interest to its members, and eventually also distant training. Moreover, through its *KEK*, *GSEVEE* conducts studies and research, with special emphasis on skills, innovation and know-how issues.

The Federation of Greek Industries (*SEV*) collectively represents the interests of Greek industry vis-a-vis the state authorities and other social partner organisations. *SEV* is founding member of the Companies' Association, Institute for Industrial and Vocational Training (*I.V.E.P.E.*) which runs an accredited Vocational Training Centre (*KEK*) for technical staff.

*KEK IVEPE*, which is of national range, aims to provide vocational training for workers and the unemployed. It provides 50 standard training programmes, which cover technical, professional, technological and financial subjects, as well as computing and business administration. At the same time, training programmes announced by *OAED*, the Ministry of Employment and Social Protection (*YPAKP*) and the Ministry of Development (*YPAN*) are being implemented for the employed and unemployed alike.

The National Confederation of Hellenic Commerce (*ESEE*), established in 1994, is a nationwide confederal organisation representing commercial firms irrespective of size. In practice, however, the Confederation mostly represents small commercial firms employing less than 10 employees. One of the main fields of services provided by *ESEE* to its members is vocational training of employees, unemployed and entrepreneurs: the Confederation has established its own, accredited, vocational training structures. So *ESEE* has established the Development Centre of Greek Commerce (*K.A.E.L.E.*), which is based in Athens and has seven training structures. The basic aim of *K.A.E.L.E.* is to help commercial enterprises to obtain manpower adapted to the needs and requirements of market nowadays and to encourage enterprises employ trainees that are members of vulnerable groups.

## **2.c. CVET FROM PRIVATE INITIATIVE**

Centres of Liberal Studies (*KES*) are private training centres for holders of Upper Secondary School certificate. Courses are self-financed and last from one to four years, depending on the level of training they provide. These centres are not subject to educational or other supervision by the Ministry of National Education and Religious Affairs (*YPEPTH*). Some of them are colleges and collaborate with foreign Universities in order to confer university-level degrees. These degrees have not been recognised up to now by the Hellenic National

Academic Recognition and Information Centre (*NARIC*) as equivalent to those conferred by Greek Universities (*AEI*) or Technological Educational Institutes (*TEI*), because under the Greek Constitution, it is not permitted to establish or run private Universities or private *TEIs*. In total, 17% of the Greek population from 25-64 participated in any kind of learning in 2003 (*source: Eurostat, 2005 “Lifelong Learning in Europe” Statistics in Focus, 2005*).

## **2.d. MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS FOR MANAGERIAL STAFF**

The mechanisms for anticipating skills needs for Vocational Training Institutes (*IEK*) are provided by the Organization of Vocational Education and Training (*OEEK*). *OEEK* sets up Tripartite Advisory Committees (*TSE*). Their main task is to monitor the needs of labour markets at regional and local level and to propose to the Administrative Board of *OEEK* the introduction of new specialisations according to regional manpower needs in contents that empower managerial professions and the replacement of others that are no longer in demand. Specifically, *TSEs* advise on issues relating to the linkage of training provided in the prefecture with the needs of the local labour market.

Employment Observatory Research Informatics SA (*PAEP*), which is affiliated to the Manpower Employment Organization (*OAED*), aims at registering and analyzing the basic indicators of the labour market and employment. It registers and forecasts medium-term needs in vocational training. It also implements a model of identifying specializations and skills in demand according to market needs as are reported by different employers' organizations, for all occupations in the labour market, including all-level managerial staff.

Vocational Training, SA (*Epagelmatiki Katartisi AE*), also affiliated to *OAED*, collaborates with *PAEP* and makes use of the above information in order to develop training programmes in its *IEKs* and Vocational Training Centres (*KEK*). Providers of CVET and IVET cooperate with public and private enterprises and social partners so as to adapt their programmes to current manpower needs.

Distance learning is a basic feature of programmes in Centres of Distance Lifelong Education and Training for Adults (*KEEENAP*). The e-learning model used in *KEEENAP* combines distance learning with traditional teaching of adults. Essentially, it is a blended learning model, in which there are group meetings and seminars during each module in an educational programme.

The Hellenic Open University (*EAP*), established in 1997, is a successful initiative in lifelong education, incorporating a several innovative elements. Studies are exclusively provided using

the distance learning method. In addition, a modular system is used and the faculty is replaced by a more flexible programme of studies format which can easily be changed depending on social at educational needs from time to time. Finally, the absence of entrance examinations, the wide age range among students, the provision of modular courses and the option to develop a personal time schedule for completing their studies are the main reasons for people to opt for the *EAP*. Acquisition and certification of qualifications are achieved in the case of the *EAP* by combining self-teaching methods, project work and group meetings with a tutor. Student e-mails and the University web page provide prompt information and permit communication.

### **3. SOME INNOVATIVE ELEMENTS EMERGING**

#### **THE ISSUE OF FLEXICURITY<sup>5</sup>**

##### **3.a. THE CONCEPT**

Flexicurity is a policy strategy, which aims to align flexibility – in the labour market, in work organisation and in labour relations – with employment and income security. Increasing globalization and technological progress requires rapid adaptation and development of production methods, service delivery and human resources practices. The challenge for the European social model is to enable workers to make secure transitions on the labour market while preserving and improving the competitiveness of companies (European Commission, 2010a). Flexicurity is an approach that promotes open, responsive and inclusive labour markets and avoids segmentation. It becomes an issue of great significance for managerial professions in a fast moving environment. According to the terms of the concept, support should be available to enhance the employability of those who are not active in the labour market (or who are at its margins), the unemployed those in undeclared work, or those in unstable employment need to be provided with better opportunities, financial incentives and support measures to enable them to more readily gain access to stable and legally secure employment (Council of the European Union, 2007).

Flexicurity implies a shift of emphasis from job security to employment security. Rather than protecting specific jobs, it promotes the employability of the workforce. This leads to an emphasis on active labour market policies, lifelong learning, modern social security systems,

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<sup>5</sup> See: ERM Report, 2011.

support for jobseekers and fostering equal opportunities for all (European Commission, 2007 and 2010a). the intention is to create a win-win situation for both workers and employers, with flexibility and security mutually reinforcing –rather than contradicting- each other (European Expert Group on Flexibility, 2007). As such, flexicurity has also become an important part of the European Employment Strategy and its implementation and monitoring instruments (Auer, 2010) and plays a prominent role in the Europe 2020 strategy (European Commission, 2010b).

Flexicurity is, however, an intangible concept, and indeed has been characterised by some as lacking in conceptual rigour (Schmid, 2010).

Moreover, due to different economic, cultural and institutional differences, a “one–size–fits–all” approach to flexicurity in Europe is not appropriate (European Expert Group on Flexicurity, 2007).

For this report, the distinction between internal and external flexicurity, both of which should be promoted, is important. Internal flexicurity refers to transitions and adjustments made within an enterprise: employees invest in their workers’ skills to move them into other jobs and develop their talents which, in turn, leads to an improvement in work organisation (European Commission, 2007). External flexicurity refers to the movement of workers from one job to another with different employers (or to self-employment); it includes the provision of benefits to cover a period of unemployment, if needed (European Commission, 2007) and support for the transition between unemployment or inactivity and work. Flexicurity policies include active and passive labour market policies, training and education, social protection, labour law and collective bargaining (Auer, 2010). In order to illustrate the broad scope of policy tools available in the framework of flexicurity, Wilthagen and Tros (2004) created a framework for a matrix that provides an overview of flexicurity measures as combinations of the various types of flexibility and security. The issue of flexicurity also affects managerial staff since in times of crisis and wider restructuring in many industries it becomes nearly a necessity to continuously provide new kinds of training and knowledge that will respond to the changing market needs and technological appraises.

**Table 11: Flexicurity matrix**

	<b>Job security</b>	<b>Employment security</b>	<b>Income security</b>	<b>Combination security</b>
<b>External numerical flexibility</b>	Types of employment contracts Employment protection legislation Early retirement	Employment services/active labor market policy Training/lifelong learning	Unemployment compensation Other social benefits Minimum wages	Protection against dismissal
<b>Internal numerical flexibility</b>	Shortened working weeks/part-time working arrangements	Employment protection legislation Training/lifelong learning	Part-time supplementary benefits Study grants Sickness benefits	Different types of leave schemes Part-time retirement
<b>Functional flexibility</b>	Job enrichment Training Labour leasing Subcontracting Outsourcing	Training/lifelong learning Job rotation Teamwork Multi-skilling	Performance-related pay systems	Voluntary working time arrangements
<b>Labour cost/wage flexibility</b>	Local adjustments in labour costs Scaling or reductions in social security payments	Changes in social security payments Employment subsidies In-work benefits	Collective wage agreements Adjusted benefits for shortened working weeks	Voluntary working time arrangements

*Source: Wilthagen and Tros, 2004 (row and column headings); Pacelli et al., 2008*

### **3.b. SOME INDICATIVE EXAMPLES OF PRACTICES IN GREECE**

Examples of flexicurity policies in Europe are numerous and varied. The rest of this report will be devoted to short-time working and temporary layoffs, which are instruments combining internal numerical flexibility with job security, income security and combination security. However, prior to that, the following will illustrate some other flexicurity instruments especially applied in the case of managerial professions. These are shown in

Table 1 – note that the same measure may serve as a tool for several flexibility –security combinations. Furthermore, the following examples show the different levels at which flexicurity measures may be applied, whether as public, governmental, or legal instruments, as

In Greece, during 2004-2010 it was estimated that more than 230000 unemployed and 155000 employed individuals participated in VET structures. A number scientifically increased comparing to previous years. This was achieved through the National Accreditation Centre for Vocational Training (*EKEPIS*) which had proceeded to the planning and implementation of certification procedures. In addition, “Vocational Training” S.A has implemented some pilot programmes on combined training, with the aim to identify best practices and apply them to a wider range of activities adapting educational and training systems to the new demands on flexibility of the market. A diagnosis at an early stage, of skills and specialties was needed. Hence, the Employment Observatory (*Paratiritirio Apascholis, PA*) has taken some first steps in this field, in registering these needs and is moving on to the development of its methodology tools, to be in a position to provide better information of the market needs, to the planners of educational and training programmes, in cooperation with *OEEK* and Vocational training S.A.

### **3.c. WEAKNESSES AND ELEMENTS OF IMPROVEMENT**

Most of the organizations, that currently provide services for Lifelong Learning, are mostly financed from EU funds, through the Operational Programs. As each Operational Program is focused solely on its own priorities and actions, the overall design of an effective and comprehensive Lifelong Learning seems to lack consistency with the Lisbon strategy goal regarding the overall employment rate since the goal is far from being achieved by 2010. As for the aim to achieve 75% of the population in work for 2020 as it is introduced in Europe 2020 strategy, there is in the case of Greece little to hope in the frame of the current financial situation that faces the country. So, imbalances may lead to a growing gap with other countries regarding the goals that occur in the 5 priorities of the Europe 2020 strategy.

Moreover, the validity of the result of training is questioned, a fact which undermines the objectives of Lifelong Learning. More specifically, the validity of the desired outcome of education and training can only be acquired if the end results of training are certified by independent testing body, through examinations. Innovation and knowledge transfers should be introduced as elements of a new culture present in all dimensions of the process, including the case of training for managerial professions.

The fact that the vast majority of KEK have signed contracts with the State, leads the KEK not to compete on quality of training and the lowest financial offer. So, it doesn't seem to be a clear competitive superiority of certain KEK. Also, KEK have no incentive to adapt services to the preferences of the unemployed and employers. Under the contracts signed, the deliverables do not relate to the rate of certified unemployed trainees or unemployed trainees that found employment after the training, but are related to the certified hours of training.

According to the contractual terms, the unemployed trainees should be monitored for 18 months after their training. But since the deliverable of the contract is the certified hours of training, the state managing authorities find it hard to check whether the KEK are fully consistent to the contract or not.

Many large educational institutions of national range, that undertake many programs, seem not to reach the goal of regular attendance of the training courses and the reduction of the "leakage" of trainees. While EKEPIS certifies the structure capacity and the administrative and organizational competence of KEK (number of rooms, staff, trainees), there is no monitoring process on the overall actions that each KEK undertakes in accordance with their available capacity.

Additionally, the almost exclusive financing for Lifelong Learning structures and programs from the OP creates delays in implementation but also raises questions about their viability in case there will be less funding from the European Union in the future.

In order for the system to be improved, a mechanism must be created for the head bodies of Lifelong Learning structures to receive continuous feedback with valid data deriving from field researches regarding potential professional skill needs of the Greek economy at the national but especially at the local level. Also the local communities' needs for lifelong learning services should be probed. In that frame, overall planning of a comprehensive network of Lifelong Learning providing organizations is necessary.

Moreover incentives for better performance of the organizations that provide services for Lifelong Learning should be defined. They should be subjected to systematic evaluation of their progress according to the pre-defined goals and aims instead of the complex and bureaucratic system of evaluation of the rather minimum standards of operations and available capacity. The definition of "deliverable" should not be confined to the sum of certified training hours, but also be related to the effect of the training regarding the recruitment of unemployed trainees after their training and the relevance of training with their occupation. The results of the evaluation should be taken into account, when it comes to the proposal submission by the educational institution, in the future

The competition between the VET providing organizations should be strengthened. Suitable incentives regarding the contracts with the State should be established. The financial or other gains should depend on the outcome compared with the pre-defined and measurable goals and not by evaluation of the described intentions or the candidate contractor or the check of training services factor of production.

Also motives for attracting trainees need to be established, for active participation on the programs, successful certification and acknowledgement of their skills in the labour market, with the collaboration of the social partners.

Furthermore, the concept of “Lifelong Learning” must be amplified and disseminated. On that basis, a plan for informational and awareness actions is needed with the necessary flexibility regarding the needs and approaches suited to different professional groups.