

GREECE

Summary

**Country Report on the Vocational Education and
Training system, REFERNET Cedefop**

and

**Summary report on Vocational Education and
Training (VET) for learners with Special
Educational Needs (SEN)**



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1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

1.1 Definitions

PRE-VOCATIONAL EDUCATION

It is the kind of training which aims at the development of basic knowledge and skills that complement the knowledge and skills acquired during initial education, whenever they are inadequate (Official Journal Issue 1491/B/29-07-2008)

VOCATIONAL – TECHNICAL EDUCATION

Technical education is synonymous with vocational education. Vocational education aims at combining general education with technical vocational knowledge. In particular, it aims at: developing skills, initiative, creativity and critical thinking of the students, conveying all necessary technical and vocational knowledge and developing their relevant skills, providing students with necessary knowledge and supplies in order for them to continue their studies at the next level. Programmes include general education and technical-vocational subjects and laboratory practice (Official Journal 146 / Issue A / 13-07-2006 Law 3475). Moreover, the system of technical vocational education is the system that aims at offering trainees knowledge that combines general education with the basic technical and vocational knowledge and skills (Official Journal 258 / Issue A / 7-11-2003 Law 3191). VET is also defined as an action or a set of actions designed in order for the trainee to acquire the necessary vocational knowledge and skills (Official Journal Issue 1491/B/29-07-2008)

TERTIARY EDUCATION (synonymous with higher education)

It consists of two mainstreams:

The one that comprises Universities, National Technical Universities and the School of Fine Arts and the technological one which comprises the Technical Vocational Institutions (TEI).

POST-SECONDARY NON-TERTIARY EDUCATION

Vocational Training Institutes (IEKs) can be either public or private, are unclassified and do not belong to the formal education system. They aim at providing any kind of vocational education, initial or complementary, as well as at ensuring that trainees with respective qualifications receive scientific, technical and practical knowledge and skills in order to facilitate their professional integration and safeguard their adaptation in the changing needs of production. (Official Journal 18 / Issue A/ 14-02-1992 Law 2009)

ALTERNANCE TRAINING

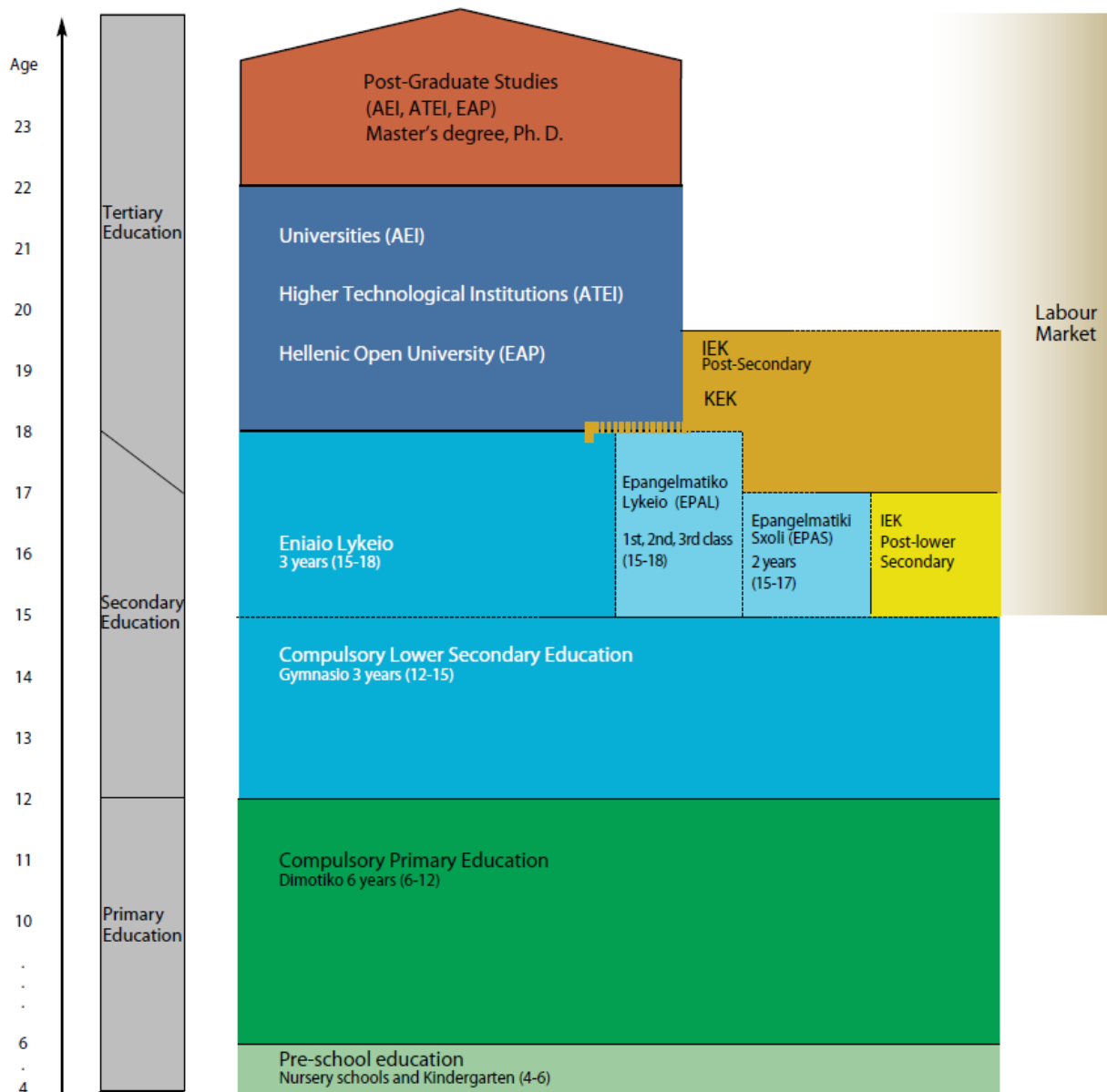
It refers to training that aims at specific subjects related to specific professions. It is based on the combination of theoretical and practical knowledge in the classroom and on the job training. In this way trainees are placed in enterprises dealing with their subject of training. (Official Journal Issue 1491/B/29-07-2008 Common Ministerial Decision 55582/1933)

APPRENTICESHIP

It is defined as alternating training in a school and the workplace. The apprentice is contractually linked to the employer and receives a wage. The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

(Official Journal 146 / Issue A / 13-07-2006 Law 3475)

1.2 Diagram of the education and training system



1.3 Objectives and priorities of the national policy development areas of VET

Lifelong Learning (LLL) strategy has been adopted by the political leadership of the Ministry of Education, Religions, Culture & Sports (Ypourgeio Paideias kai Thriskeumatou, Politismou & Athlitismou - Y.PAI.TH.P.A.). Under its latest Operational Program (2007-2013), YPAITHPA has planned a series of measures that aim at creating a system of education and lifelong learning that will provide the resources and skills necessary for active participation in society, for unimpeded access to the labour market and for completion of school education – especially regarding at risk populations – and which promote the reduction of regional educational disparities.



Policy developments focus on: The strategic goal of the National System of Linking Vocational Education and Training with Employment (ESSEEKA) is the construction and the continuous operation of an effective System of Counselling and Vocational Guidance and Connection with the Labour Market available for the trainees and the graduates of VET. A new development concerning teacher and trainer training in post secondary IVET and LLL structures is the drawing up of a single register of trainers that are employed in their structures. Other central and innovative development for VET concerning skills needs strategy was the development of 145 new occupational standards in March 2009.

1.4 Institutional and legislative framework for IVET

At **NATIONAL LEVEL**, the Ministry of Education, Religions, Culture & Sports (Υπουργείο Παιδείας, Θρησκευμάτων, Πολιτισμού και Αθλητισμού – Υ.ΠΑΙ.Θ.Π.Α.) is mainly responsible for IVET, whereas the Ministry of Labour and Social Insurances (Υπουργείο Εργασίας και Κοινωνικών Ασφαλίσεων - YEKA) has a role to play. The two Ministries have been cooperating since 2004 in VET issues and Law 3369/2005 on “Lifelong Learning” illustrates it. Their actions go through the central government and the national government without the participation of local government.

Policies:

LAW 2009/1992

“NATIONAL SYSTEM OF VOCATIONAL EDUCATION AND TRAINING AND OTHER REGULATIONS”

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.

LAW 3191/2003

“NATIONAL SYSTEM FOR LINKING VOCATIONAL EDUCATION AND TRAINING TO EMPLOYMENT” (ETHNIKO SYSTIMA SYNDESIS TIS EPANGELMATIKIS EKPAIDEFISIS KAI KATARTISIS ME TIN APASCHOLISI, ESSEEKA)

LAW 3475/2006

“ORGANISATION AND OPERATION OF SECONDARY VOCATIONAL EDUCATION AND TRAINING AND

OTHER REGULATIONS” They aim at combining general secondary education with specialised technical and vocational knowledge and the quicker integration of graduates in the labour market.

LAW 3699/2008

“SPECIAL EDUCATION AND TRAINING OF PERSONS WITH DISABILITIES OR SPECIAL EDUCATIONAL NEEDS”

It provides for special vocational lower secondary schools in which studies last for five years, special vocational upper secondary schools, in which studies last for four years. Moreover, it provides for a special vocational school in which studies last for four years and the laboratories of special vocational education and training in which studies last from five to eight years. At **NATIONAL LEVEL**, the Ministry of Education, Religions, Culture & Sports is mainly responsible for IVET, whereas the Ministry of Labour and Social Insurances has a role to play. The two Ministries have been cooperating since 2004 in VET issues and Law 3369/2005 on “Lifelong Learning” illustrates it.



1.5 Types of teacher and trainer occupations in VET

Teachers in Initial Vocational Education structures work at schools that provide IVET at upper-secondary level, namely in Vocational Lyceums (Epangelmatiko Lykeio, EPAL), Vocational Schools (Epangelmatiki Scholi, EPAS) and Apprenticeship EPAS, which operate within the framework of upper secondary education. The teaching personnel in these establishments are called teachers. The entry requirements for this type of teachers include a tertiary education certificate and a certificate in pedagogics (for those that pedagogics are not included in the curriculum of their basic studies) gained after they complete a two-semester training programme in the Higher School of Pedagogical and Technological Education (Anotati Scholi Paidagogikis kai Technikis Ekpaidefsis, ASPAITE). Additionally, in some practical specialties, secondary education graduates with considerable work experience may be employed.

IVET is also provided in Vocational Training Institutes (Institouta Epangelmatikis Katartisis, IEK), which operate within the framework of post-secondary vocational training. The teaching personnel in these establishments are called trainers. The entry requirements for trainers that work at IEK, include a tertiary education degree for those teaching theoretical subjects. Graduates of Secondary Vocational Education may teach practical subjects in laboratories or work as assistants of the formal trainers. Besides formal qualifications, the recruitment of trainers highly depends upon professional experience, which is considered to be an important factor for admission.

1.6 Systems and mechanisms for the anticipation of skill needs

EOPPEP is the **National Organisation for the Certification of Qualifications and Vocational Guidance**, an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece.

EOPPEP operates under the supervision of the Minister of Education & Religious Affairs, Culture & Sports and is seated in Athens. It has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: the former National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS), the former National Organisation for the Certification of Qualifications (OEEK) & the former National Centre for Vocational Guidance (EKEP).

The newly established national authority, the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), corresponds to the pressing need of creating and maintaining a holistic and interrelated policy framework for the development of lifelong learning and certification of qualifications in Greece, linking with the open market and responding to the needs of the citizens, a central issue in EU policy.

The EOPPEP mission is geared towards linking VET with labour market needs, upgrading people's occupational qualifications, reinforcing their employment perspectives and strengthening social cohesion.

EOPPEP develops and implements comprehensive national systems for the accreditation of non-formal & informal learning and provides scientific and technical support in designing and implementing the vocational guidance national policy, as well as the provision of such services in Greece.

EOPPEP aims at quality assurance in:

- inputs: accredited Providers implementing VET programs, developed upon accredited standards & specifications, based on accredited occupational profiles, employing accredited Trainers for Adults, with the aid of accredited Support Services Professionals for social vulnerable groups,
- outputs-learning outcomes: accredited knowledge, skills and competences acquired via non-formal & informal learning pathways and certification of qualifications,
- vocational guidance & counseling services: viable services & tools for supporting citizens of every age, as well as educational information tools according to the latest ICT applications.

Employment Observatory Research Informatics SA (*Paratiritirio Apascholis Erevnitiki Pliroforiki AE, PAEP*), that is affiliated to the Manpower Employment Organization (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*), aims at registering and analyzing the basic indicators on the labour market and employment.

Vocational Training SA (*Epangelmatiki 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 (*Kentro Epangelmatikis Katartisis, KEK*).

In Second Chance Schools (Scholio Defteris Efkaerias, SDE), the educational content corresponds to current social and economic priorities and needs of the labour market.

1.8 Guidance and counselling for learning, career and employment in IVET

The **Career and Counselling Centres (KESYP)** and the **Educational Guidance Offices (GRASEP – currently out of operation)** that first operated in the school year for counselling and Vocational Guidance for students of the General Lyceum, Technical Education and Initial Vocational Training. The personnel were a first degree teachers and with at least one year of studies in guidance and counselling and good knowledge of a foreign language.

The target group of the **School Career Orientation Bureau for the Disabled/ Socially Excluded** (*Grafeio SEP gia atoma me anapiries kai koinonikos apokleismena*) are disabled people and people at risk of marginalization. The Bureau provides information about vocational training and rehabilitation. Additionally, the Bureau's aims include support to School Career Counsellors and cooperation with agencies/ organizations operating in Greece and abroad.

1.9 Funding for initial vocational education and training

The funding for Vocational Lyceums (*Epangelmatiko Lykeio, EPAL*) and Vocational Schools (*Epangelmatiki Scholi, EPAS*) (*Isced level 3*) derives from national resources through the state budget.

Funds for secondary education derive from the budget of *YPAITHPA*, from those of Prefectures, Regional Secretaries General and the Ministry of Interior (*Ypourgeio Esotrikon, YPES*) for all schools providing secondary education and not for *EPAL* and *EPAS* separately. The rates they receive are determined by the General Accounting Office.

Apprenticeship training is provided by Vocational Schools of Apprenticeship (*Apprenticeship EPAS*) (*Isced level 3*), which are under the supervision of Manpower Employment Organisation (*Organismos Apascholiseos Ergatikou Dynamikou, OAED*) of the Ministry of Labour and Social Insurances (*Ypourgeio Ergasias kai Koinonikon*



Asfaliseon, YEKA). It is funded by the money allocated to YPAKP from the State Budget as well as by European funds.

Initial vocational training at post-secondary level operates under the supervision of the Organisation for Vocational Education and Training (Organismos Epangelmatikis Ekpaidefsis kai Katartisis, OEEK) and delivered by IEKs. OEEK is supervised by YPAITHPA. It is funded by the money allocated to YPETHPA from the State Budget as well as by European funds.

1.10 References

Cedefop Refernet Czech Republic (2009): VET in Europe. Country Report Thessaloniki: Cedefop.



2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

2.1 Population

The official definition of SEN in Greece, taken from the Agency document “Special Needs Education – Country Data, 2010” relates to the target group of our project, namely learners with SEN aged between 14 and 25 years old, in relation to vocational education and training (VET) as well as in relation to transition to employment.

People with SEN are considered to be people that have significant learning disabilities and require adjustments as a result of physical, intellectual, psychological, emotional or social distinctions.

Specifically speaking:

1. mental deficiencies,
2. visual or hearing problems,
3. severe neurological or orthopaedic problems or other severe health problems,
4. problems with speech,
5. special learning disabilities (e.g. dyslexia, dyscalcula),
6. complex cognitive, emotional and social difficulties, plus autism and other developmental disorders.

2.2 Organisation and Provision of VET programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

Secondary education in general for all SEN pupils:

Pupils up to the age of nineteen (19) years can attend Special Education Lower Secondary School (Gymnasio). Primary school graduates may enroll directly in the 1st year of Special Education Lower Secondary School, in other words, they can skip the preparatory year, upon evaluation and recommendation by the local KEDDY

Pupils up to the age of twenty-three (23) years can attend Special Education Upper Secondary School (Lykeio). Special Education Lower Secondary School graduate pupils may directly enroll in the 1st year of Lykeio, in other words, they can skip the preparatory year, upon evaluation and recommendation by the local KEDDY.

Secondary vocational education:

Special Vocational Lower Secondary Schools (Epagematika Gymnasia) enroll graduates of either special or mainstream primary school and the schooling lasts for five years

Special Vocational Upper Secondary Schools (Epagematika Lykeia) enroll graduates of vocational gymnasia, and special or mainstream gymnasia and Lykeia. Attendance lasts four years.

Special Vocational Schools (Epagematikes Scholes) enroll graduates of Vocational and Special Gymnasia. Attendance lasts four years

Special Vocational Education and Training Workshops (EEEEK) enroll graduates of special or mainstream education primary schools upon recommendation by the diagnostic



services. Attendance fulfills the requirement for compulsory lower secondary education. The duration of attendance is from five to eight years. Pupils can enroll in an EEEEEK for the first time up to sixteen years of age. In regions where no EEEEEK operates, the initial enrolment may be extended to the age of twenty (20) years.

Post-Secondary vocational education:

Vocational Training Institutes (IEK) fall under post-compulsory secondary education and offer formal but 'unclassified' education since they enroll both Lower and Upper Secondary school leavers, according to the courses offered. General Upper Secondary School (GEL) graduates receive initial training, to acquire all necessary skills and facilitate integration into the labour market, whereas Vocational Upper Secondary School (EPAL) graduates may supplement their professional knowledge and receive further training. The duration of training depends on the course selected by the candidate trainees and on their qualifications. It may vary from one up to four semesters. Each training year is made of two (2) independent semesters, the winter and spring semester with each semester lasting fourteen (14) weeks of full training.

It is possible for other ministries or public law entities to establish IEK, which must organize and operate under the joint decision of the competent Minister and the Minister of Finance. In any event, specifications and approval of the IEK curriculum falls within the competence of the Minister of Education, Lifelong Learning and Religious Affairs.

The size of IEK units varies according to the number of trainees, teachers and courses offered. In state IEK the average number of courses per institute is between seven (7) and ten (10) but may range between one and sixteen.

The above are two different pathways or VET options available to SEN learners. Learners have the opportunity to attend mainstream educational/VET settings, where learners with SEN are included in mainstream VET courses, such as Vocational Non-Compulsory Secondary Education - (EPAL) and Vocational Education Training Schools (EPAS). There are also special educational/VET settings addressed specifically to learners with SEN, such as Special Vocational Education (EPAL) and Training Workshops (EEEEK) and the Special Vocational Special Technical Vocational Schools (TEE) -a' & b' level, which will provide vocational education services to SEN pupils as of this year, according to the announcement of The Special Education Division at The Ministry of Education, Lifelong Learning and Religious Affairs (Y81964/Γ6/19-5-2011).

There is also an adult training option, which is provided by the IEK (Vocational Training Institutes) and is considered part of post-compulsory non-tertiary education. It is formal but not assigned to any educational level.

The Ministry of Education, Religions, Culture and Sports regulates formal vocational education and training via the National System of Vocational Education and Training (ESEEK) that was established by Law 2009/1992 to implement the following:

- Organisation, development and provision of vocational training
- Formal certification of vocational training and harmonisation of vocational training with the educational system
- Implementation of national or community vocational education and training programmes and fulfillment of any other similar objective

Statistical data is not available.



The general goal of the organisation and the provision of VET programmes is to support the SEN population, so that they can develop physically, mentally, emotionally, ethically and aesthetically so far as their personal circumstances will allow. As such, they can be included in an educational and social environment, in a climate of equality, freedom and security that respects their personality.

The special pre-vocational goal is for the pupils:

1. to ascertain their personality,
2. to be aware of both their strong and weak points,
3. to develop pre-vocational skills and
4. to be vocationally oriented.

In particular, with regard to the pupils' Vocational Preparation / Readiness, as well as their Vocational Orientation, specific units and their teaching goals have been incorporated into the general plan of pre-vocational skills acquirement. The following tables provide a general description of these units and teaching goals, alongside the corresponding school activities

	UNIT	TEACHING GOALS
1.	The Tools	Learning about tools and materials
2.	Practical Skills	Using tools and materials
		Protection from danger
		Gardening
		Making clay objects
3.	Behaviour at Work	Making objects out of wood
		Sewing and needlework.
		Spinning using a loom
		Knowing and recognising the value of work
		Having good interpersonal relationships
		Having good work habits
		Evaluating their work results in terms of quality and quantity

	UNIT	TEACHING GOALS
1.	Labour Market Access	Knowing about the professions
2.	Working Rules	Knowing about economical matters



		Choosing a profession
		Keeping to the working regulations
		Continuing working
		Knowing about social insurance and its value
		Planning holidays

2.2.2 Different types of educational/VET settings

On the basis of the individual recommendation of the multidisciplinary Special Diagnostic Evaluation Committee of the local KEDDY, the education of persons with disabilities and special educational needs may be realised within the framework of the general school according to one of the following alternatives:

Pupils may attend:

mainstream classes, if they experience mild learning difficulties. The class teacher will support such pupils and to this end will work together with KEDDY, mainstream and special education School Advisors and Special Education Staff Advisors

mainstream classes, with concurrent additional support– inclusive instruction provision by special education teachers. Concurrent additional support may take place on a permanent and scheduled basis when deemed necessary by the local KEDDY. Recommendations for such provisions can only be made by the respective KEDDY. Applications for concurrent additional support are submitted to the school and are then forwarded to the Ministry of Education, Religions, Culture and Sports.

Concurrent support is provided to pupils with more serious special educational needs when there is no other special education setting available in their area (special school or induction class)

Integration classes/units operating in general and vocational education schools. These are appropriately organised and staffed in respect of special educational needs. Two types of programmes are offered: a) a combined mainstream and specialised programme (up to 15 teaching hours per week) as determined by the respective KEDDY for pupils with milder special educational needs b) a specialised programme at group level or on a one-on-one basis, as determined by the respective KEDDY for pupils with more severe special educational needs

When the attendance of persons with Disabilities and Special Educational Needs at mainstream schools of the common educational system is rendered especially difficult due to the type and severity of the disability or disorder, the following options exist for special education provision to pupils:

Self-contained Special Education School Units (SMEAE)

Schools or classes operating either as self-contained or as units attached to other schools in institutions such as hospitals, rehabilitation centres, institutions for persons with chronic conditions, or as educational services for the education and rehabilitation in Mental Health establishments. These educational structures are supervised by the Ministry of Education, Religions, Culture and Sports and may provide education, training and



counselling equivalent to that offered by the Ministry run SMEA to persons over the age of 15 suffering from severe mental impairments and accompanying disabilities

Home schooling, when deemed necessary due to serious short term or chronic health problems that do not permit the pupil's transport to, and attendance at, school

There are the following Special Education School Units at Secondary vocational education:

Special Vocational Lower Secondary Schools (Epagelmatika Gymnasia) enrol graduates of either special or mainstream primary school and schooling lasts five years.

Special Vocational Upper Secondary Schools (Epagelmatika Lykeia) enrol graduates of vocational gymnasia, and special or mainstream gymnasia and Lykeia. Attendance lasts four years

Special Vocational Schools (Epagelmatikes Scholes) enrol graduates of Vocational and Special Gymnasia. Attendance lasts four years.

At Special Technical Vocational Schools (TEE), pupils are taught different fields. The following fields with the corresponding specialisations are provided as an example of a TEE:

- Mechanical Engineering with specialisation in Refrigeration and Air conditioning installations
- Electrical Engineering with specialisation in Building and Industrial Space installations
- Applied Arts with specialisation in Conservation and Restoration of Works of Art
- Economics and Management with specialisation in Financial Services Clerks
- Health and Social Care with specialisation in Nursing, Lab and Pharmacy Assistants

Special Vocational Education and Training Workshops (EETEEK) enrol graduates of special or mainstream education primary schools upon recommendation by the diagnostic services. Attendance fulfils the requirement for compulsory lower secondary education. The duration of attendance is from five to eight years. Pupils can enrol in an EETEEK for the first time up to the age of sixteen years of age. In regions where no EETEEK operates, the initial enrolment may be extended to the age of twenty (20) years .

In the above Special Education School Units, children of varying ages and different special educational needs may attend the same class. Attendance of pupils in autonomous secondary education level SMEAE can extend beyond the age of twenty-three years upon the recommendation of the local KEDDY.

The establishment and operation of a special primary school and EETEEK requires a minimum of five pupils. In the event that there are fewer pupils, the operation of the special education school unit is suspended and considered for closure. Integration classes/units are established in its stead at mainstream schools. Usually, the minimum number of pupils per classroom is from five to eight (5-8).

2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc.)

Curricula – including subject hours – for primary and secondary school education are drafted by the former Pedagogical Institute (PI), which is now called the Education Policy Institute. The Ministry of Education, Religions, Culture and Sports gives final approval to the curricula, which are then implemented in all schools in Greece.



Therefore, at present, the Education Policy Institute sets the national curricula for all upper secondary schools.

The curriculum of the *Epaggelmatiko Lykeio* includes general education subjects similar to the *Geniko Lykeio* (Greek language and literature, history, mathematics, sciences, religion, a foreign language, technology, social sciences, physical education), as well as technical – vocational subjects that vary according to the stream followed (technological, services, and maritime).

EPA.S. (Vocational School) curricula include technical – vocational subjects and workshop courses. Class size in vocational education is limited to 25 pupils.

There are also some examples of curricula concerning prevocational and vocational skills provided by the former P.I. for the pupils of EEEEEK and TEE.

Pursuant to Law 3475/2006, the curriculum at Vocational Lykeia includes general knowledge subjects, technical – vocational subjects and workshop exercises. Therefore, in all grades of the Vocational Upper Secondary School, except for general knowledge subjects that are common to all pupils, the curriculum includes subjects in cycles for the 1st grade, in professional sectors for the 2nd grade and in specializations for the 3rd grade. Pupils must attend both the common subjects corresponding to their class and the cycle subjects of the selected sector.

In the 1st grade of Vocational Lykeia (for the integrated SEN students) there are three subject cycles (Ministerial Decree 36618/ Γ2):

- Technology
- Services
- Nautical - Shipping

In the 2nd grade:

- Engineering
- Vehicles
- Electrician
- Electronics
- Construction
- Applied Arts
- Informatics
- Economics and Management
- Health and Welfare
- Agriculture, Food & Environment
- Marine Masters
- Nautical Engineering

In the 3rd grade:

- Mechanical installation and construction
- Cooling equipment and air conditioning
- Car engineering and electric systems



- Electrical facilities
- Computer systems & networks electronics
- Electronic Communication Systems
- Construction Designer
- Graphic Arts
- System, Applications and Computer Networks Support
- Management & Financial Services
- Tourist enterprises
- Assistant Child Nurse
- Medical & biological laboratories assistants
- Assistant Nurses
- Technology & Food Control
- Landscaping and Environment
- Modern Business Agriculture
- Merchant Marine Masters
- Mercantile Marine Engineers

Upon registration in the 1st Grade of the Vocational Lykeia, pupils select the subject cycles they wish to attend. Upon registration in the 2nd Grade, they select their field irrespective of the subject cycle attended in the 1st grade, with the exception of Marine Masters and Marine Engineers, which may only be selected by those pupils that attended Marine cycle subjects in the 1st grade. Upon registration in the 3rd grade, pupils select the specialization they wish to follow, provided it corresponds with the field selected in the 2nd grade. The correspondence of 1st grade subject cycles to the sectors and specializations of the 2nd and 3rd grade of Vocational Upper Secondary School (Epagelmatika Lykeia) comply with Ministerial Decree 36618/C2/2007. The number of fields and specializations operating in each EPAL depends on the local socio-economic conditions and needs, the numbers and preferences of the pupils, and on the recommendations of Municipal Committees, the Pedagogical Institute, Prefectoral Committees and the Heads of Secondary Education Offices.

In the Vocational Education Training Schools – EPAS, the curriculum includes theoretical and workshop modules.

Based on Ministerial Decree 56645/Γ2/2007, Vocational Education Training Schools' specializations are defined as follows:

- Hydrothermal Installations and Central Heating Maintenance
- Fuel Gas Technician (Natural Gas)
- CNC Power Tools
- Aircraft Maintenance
- Bodywork
- Electrical Works Technicians
- Building Works



- Internal Space Planning
- Silver/Goldsmiths
- Cabinet making
- Ceramics/ clay making
- Mosaic/ Glass Painting
- Art Works Maintenance – Restoration
- Wood Sculpture - Furniture Decoration
- Cloth Design and Manufacture
- Agricultural Machinery
- Viniculture – Wine technology
- Plant technology Enterprises – Landscaping Architecture
- Greenhouse Constructions and Cultivations
- Arboriculture
- Animal science
- Dairy - Cheese making
- Agricultural Tourism and Handicraft Enterprises
- Dental Technician Assistants
- Physiotherapist Assistants
- Radiological Units Assistants
- Pharmacy Assistants
- Laboratory Chemists and Material Quality Control
- Aesthetician
- Hairdressing
- Hotel and Food Services
- Cookery
- Patisserie

Vocational Upper Secondary School - EPAL

Enrollment in the 1st grade is without examination, on submission of a school-leaving certificate from a lower secondary school (Gymnasio) or an equivalent foreign certificate. Pupils are registered in the school unit nearest to their place of residence as all modules of all three (3) cycles are offered in every unit. Each pupil selects a cycle of similar professional sectors, excluding the general education modules – as stipulated by the provisions of the relevant ministerial decision (Ministerial Decision 36618/Γ2).

In the 2nd and 3rd grade where, in addition to the common core of general education modules, there are also modules of vocational sectors and specialisations, pupils enroll in a school they select based on their preferences relating to the courses provided, since not all vocational specialisations are taught at all school units.

Vocational Education Training Schools (EPAS)



In the case of Vocational Education Training Schools (EPAS), registration is independent of vicinity. Students enroll based on their preference for the courses provided. Specialisations offered by the EPAS depend on the demand of pupils and the socio-economic conditions and needs of each area. Pupils who have successfully completed the 1st grade/year of either Vocational or General Upper Secondary School may subsequently enroll in the 1st grade/year of EPAS and holders of the 1st Grade TEE may enroll in the same or similar specialisation. (Law 3748/20009)

The EPAL is for pupils who are at least fifteen (15) years old and are not gainfully employed. The Evening EPAL is intended for pupils that work. Pursuant to Law 3475/2006, classes in Vocational Upper Secondary School (EPAL) and Vocational Education Training Schools (EPAS) may not exceed 25 pupils in number.

The **assessment** of pupils in the EPAL (Vocational Upper Secondary School) is governed by the same general aims, principles and methods that apply to the General Lykeio, e.g. two distinct categories of subjects according to assessment type (final written exams or not), diagnostic evaluation at the beginning of the first year, individual or group projects etc. Furthermore, as the EPAL curriculum includes technical-vocational subjects (theoretical, workshop, design or mixed theoretical and workshop), more applied methods of practical assessment are also employed.

Student **assessment methods** for the EPAL are defined by Presidential Decree 50/2008, which further specifies methods by subject area. Overall, this decree stipulates that question types should be analogous to those in student textbooks and in the directions of the Pedagogical Institute, and that they should cover a broad range of content and education goals and be graded in difficulty. The material on which the pupils are examined in finals for each subject is specified as 2/3 of the material taught, if this is not less than half of the total curriculum material. For each subject, a single assessment score is given at each four-month period as well as a yearly average general mark.

For pupils to **graduate** and receive a school-leaving certificate, an average general mark of nine and a half (9.5) is compulsory; this is calculated based on the total of the marks for subjects requiring written examinations, after taking into consideration the oral mark. Where pupils are not promoted or do not receive a school leaving certificate, they may re-take examinations in September of the following school year for all the subjects in which they did not receive a pass mark.

Vocational Upper Secondary School - Graduates of Vocational Upper Secondary School (EPAL) receive a School Leaving Certificate equal to that of the Unified Upper Secondary School. The School Leaving Certificate Mark is the General Average Mark of the subjects of the last grade (3rd for the Day and 4th for Evening schools). A School Leaving Certificate is issued once only by the school the pupil attended. It lists the field, the specialisation and the marks obtained in the subjects of the last grade.

Graduates of EPAL also receive a level 3 Vocational Certificate. The grade of this certificate is the average of the final grades obtained by the student in their specialisation courses during the last year at day EPAL and during the two last years in the case of attendance at evening EPAL.

Vocational Education Training Schools - Graduates of Vocational Education Training Schools (EPAS) receive a Level 3 Vocational Certificate. This title lists the average of final grades obtained in all the subjects of the last year (year two) as well as the vocational specialisation course attended by the pupil. Certificates are issued once every year and may not change.

Links for the Graduates



Vocational Upper Secondary School (EPAL). Graduates of Epagelmatiko Lykeio - EPAL (Vocational Upper Secondary School) have the following options:

- To seek admission to departments or faculties of Higher Education Institutes (after exams) pursuant to the terms and conditions of Article 7 of Law 3475/2006.

- To receive a license to practice a trade (after exams)

- To enroll in a Vocational Training Institute (Institouto Epagelmatikis Katartisis - IEK) preferably in vocational specializations that correspond to their EPAL course.

Vocational Education Training Schools (EPAS). Graduates of Epagelmatiko Lykeio - EPAL (Vocational Upper Secondary School) have the following options:

- They may receive a license to practice a trade

- They may enroll in the 2nd grade of Vocational Upper Secondary School (EPAL)

- They may register for a corresponding specialization at a Vocational Training Institute

Post-Secondary Non-Tertiary Education - IEK

Adults possessing at least a Lower Secondary School Certificate can study at an IEK.

The selection procedure for the 1st semester in State IEK takes place twice a year, in early September for the winter semester and late January for the spring semester. Students are selected for state IEK through a points system based on criteria such as a school leaving certificate grade, age, and work experience in relevant areas, member of a large family, or other social criteria.

Institouta Epagelmatikis Katartisis (Vocational Training Institutes, IEK) are for persons who are at least eighteen (18) years old. The number of trainees per specialty department varies from 20 to 30 persons and depends on the geographical location of IEK, the demand for the specialty and other parameters.

Trainees' assessment is in two stages: during and after training.

Assessment during training:

Trainees' assessment is every semester by a test in each subject between the 8th and 10th week of training. At the end of each semester, there is a final test for each course, in the form of an examination.

The final grade of each course is calculated based on the average of the progress grade and the final examination on a scale from one (1) to twenty (20).

At this stage of the training, assessment is by the teacher/instructor of each course.

Trainees successfully completing all semesters in state and private IEK receive a Vevaios (Confirmation) of Vocational Training (BEK).

Assessment after training:

Upon acquisition of the BEK, graduates are entitled to participate in the external examinations for the Vocational Training Certification in order to acquire a Vocational Training Diploma or Certificate. These examinations are held twice a year and trainees are examined by the Central Examination Committee for Vocational Training Certification



(ΚΕΕΠΕΚ) and the Regional Certification Examination Committees (PEEP) set up by the Minister of Education, Religions, Culture and Sports.

The certification examinations are common for State and Private Institouta Epangelmatikis Katartisis-IEK (Vocational Training Institutes) as well as the IEK of other bodies.

Graduation from one semester to the next is based on a successful examination in all courses confirmed by a final grade of at least ten (10) for each course on a scale of 1 to 20.

If a trainee does not pass just one course in which he/she has a grade of at least eight (8), then he/she is entitled to enroll in the next semester, if the average mark of all courses is at least ten (10) and under the condition that they re-sit the exam attaining a grade 10.

In any other case, the person failing one or more courses must attend these courses again without having the right to enroll in the next semester.

If the state IEK attended by a trainee does not provide a specialization department or semester in courses not passed or has inadequate training, there are two options:

- to join a department with a specialization for an equivalent semester that does provide the course or courses from the start and participate in the training procedure along with all other trainees or
- to attend a course or courses in a different state IEK that provides this specialization in the equivalent training semester.

Individuals who successfully complete their training course receive a Vevaiosi (Vocational Training Certificate) from their IEK. This Vevaiosi gives them the right to participate in external certification examinations to acquire either a Vocational Training Diploma granted after completing four (4) semesters training or a level I Vocational Training Certificate granted to Gymnasio graduates who have attended two (2) semesters at an IEK. The examinations are organised twice a year by EOPPEP and cover both the practical and theoretical components of training courses. Graduates of public and private IEK and IEK of other bodies are examined on specific questions that are the same for all the country.

Links for the Graduates

Institouta Epangelmatikis Katartisis - IEK (Vocational Training Institutes) aim at providing high-level qualifications and securing graduate employment in the labour market.

Market research is carried out in the areas where IEK operate, in order to adapt courses to local and regional needs. The fields, specializations and numbers of each are established overall taking into account geographic and local criteria.

The decision to introduce, operate or abolish specializations is made by the Board of Directors of the OEEK, upon proposal of the Tripartite Consultative Committees (TSE), made up of representatives of employees, employers and the IEK.

Graduates of IEK who have not yet sat examinations for certification of vocational training are entitled to take the six-month apprenticeship. The time spent on this apprenticeship is recorded as prior experience for the grant of a license to practice a trade.

The apprenticeship, supervised by a coordinator, may take place in the public sector, in legal entities of public or private law, or in private companies. Apprenticeship is a measure that aims to help graduates obtain jobs corresponding to their qualifications, to reduce unemployment and to improve the quality of the services provided.

The introduction of the inter-thematic approach to knowledge in TEE in Special Education is an innovative attempt to readjust the targets and methods of teaching and construct



possible differentiations in the current content of the teaching subjects on the basis of a balanced horizontal and vertical distribution of the teaching material. In this way, the connection of the knowledge items and the spherical analysis of basic meanings are promoted through suitable projections of the teaching issues. Additionally, the inter-thematic approach parameter in the schooling process is a highlight that reinforces all the subjects of general education.

The readiness of pupils to learn in Technical and Vocational Education is supported by suitably constructed teaching programmes that reflect teaching targets in accordance with the sector and the speciality in which the pupils participate.

Technical and vocational education cultivates academic knowledge and skills in order to assist the vocational adjustment of pupils with SEN.

Special VET programmes prepare people with SEN to become full citizens with the use of deep special knowledge and vocational speciality in a wide range of vocational activities through which an autonomous vocational incorporation is achieved in conditions of equality, social flexibility and working security.

The programmes also provide people with SEN with a connection to the labour market, production needs and the occupational policies.

The VET programmes intend to enable pupils to acquire vocational knowledge and key-skills in order to support their vocational mobility and then utilisation of their continuous training and qualifications.

The VET programmes use new technology and other methods to provide ensure accessibility for the disabled.

2.3 VET programmes and employment

2.3.1 *Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes*

School Career Counselling Offices (GRASEP – currently out of operation) used to operate at Secondary Education Special Education Units and at the EEEEEK. The number of GRASEP at special education schools was meant to be increased. Both the local GRASEP and the regional Centres for Counselling and Guidance (one per Prefecture) provide support and preparation to socially vulnerable groups for opportunities in education and the labour market and they used to develop activities such as:

- Programmes fostering relations and mutual acceptance between disabled pupils and their peers in mainstream schools.
- Collaborating with bodies representing persons with disabilities.
- Supporting pupils with disabilities and special educational needs (Counselling – Educational and Vocational).
- Cooperation with parents.

Parents and guardians are invited to the schools to be informed about the aims and targets of vocational guidance and the educational and vocational outlets for their children. Parents and guardians are informed about the possibilities for their children to continue their studies in secondary education, and the educational and vocational possibilities and outlets after graduating from secondary education. Within the framework of these activities developed at school and the implementation of vocational guidance, a possibility exists for cooperation between schools and **social partners** and **organizations operating at local level**. Furthermore, the **entrepreneurship programme** places special emphasis on



employers' organizations and has been operating for the last six years on the initiative of schools in collaboration with the **Federation of Greek Industrialists (SEV)** and the **Educational Institute**.

The **Ploteus** website (www.ploteus.net) provides access to information for professionals in the area of vocational guidance, as well as to young people, pupils, students, employment seekers etc. in relation to educational and vocational opportunities at national and European level.

In addition, the Educational Institute's website (<http://sep.pi-schools.gr>) provides access to recent educational information in electronic format to anyone who may be interested. The same Internet site offers the possibility to research study subjects at different levels by means of a keyword search, as well as vocational monographs drafted under the supervision of the Educational Institute. A complete list of the vocational guidance structures which operate throughout Greece is also provided along with useful links.

Additionally, the Directorate of Vocational Guidance (SEPED) website which targets pupils, parents and teachers, provides information on vocational guidance in secondary education, the vocational guidance office, the relevant legislation on vocational guidance in secondary education and, finally, the programmes carried out in the framework of EPEAEK II.

2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level.

There is no official data concerning the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and /or local level.

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

There is no official data concerning how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

There is no official data concerning the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level.

The only data available, from the Ministry of Education, Religions, Culture and Sports - Directory of Special Education, indicates that the number of compulsory school aged pupils who have SEN in all educational settings is 8646 in secondary education (public sector). The number of pupils with SEN in segregated special schools in secondary education in general is 3910 in the public sector. The number of pupils with SEN in



segregated special units in mainstream schools is 4484 in secondary education (public sector).

The general youth population (not SEN pupils) of the same age enrolled in VET programmes at national level for the 2010/11 period was **85.351 attending EPAL** (84.956 in the public sector and 395 in the private sector), **13.096 attending EPAS** (12.857 in the public sector and 239 in the private sector), **12.396 attending EPAS (OAED)**, **170 attending EPAS in the public sector** (Ministry of Rural Development and Food) and **1.218 attending EPAS in the public sector as well** (Ministry of Tourism).

(http://www.statistics.gr/portal/page/portal/ESYE/BUCKET/A1402/PressReleases/A1402_SED21_DT_AN_00_2010_01L_F_GR.pdf)

2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

The Organisation for Economic Cooperation and Development [OECD (2002)] defines a “dropout” as a student who leaves a specific level of education system without achieving their first qualification. According to UNESCO, “dropping out” or “early school leaving” is understood as leaving school education without completing the started cycle or programme.

The term drop out in Greece, used in the former Pedagogical Institute’s research, refers to pupils who have not attended at all, or studied for a time (in grade of A cycle/level of TEE for example) stopped and left the school, or attended the first grade, did not graduate and left school.

The only available data provided by the former Hellenic Pedagogical Institute states that the dropout rate in the Gymnasium (lower secondary education level) is 6.09 percent. This number, when compared to previous findings, indicates that in recent years there has been a reduction of dropout rates at this specific educational level. In the Lyceum (upper secondary education level) the drop out percentage is 3.32 percent. The dropout rate in the two-year Technical Vocational Schools (EPAL), also part of the upper secondary education level in Greece, is 20.28 percent (www.ypepth.gr/docs/4_1_07_sxoliki_diarroi.doc).

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

There is no official data concerning the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level.

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

The basic structure and organization of non-compulsory General and Technical Vocational Secondary Education, according to Laws 2525/1997 and 2640/1998 on the Unified Upper Secondary School (Eniaio Lykeio) and Technical Vocational Education Training Schools (Technica Epagelmatika Ekpaideftiria) has been replaced by Law 3475/2006. The Vocational Upper Secondary School (Epagelmatiko Lykeio) (EPAL) and Vocational Education Training Schools (EPAS Epagelmatiki Scholi) were established and replaced former types of Technical Vocational Education Training Schools (TEE). There are



therefore two types of Lykeia: General (GEL) and Vocational (EPAL) as well as Vocational Education Training Schools (EPAS).

Special Education issues were regulated by the Framework Law 1566/85 (Section I).

The Framework Law provided that all special education units and special vocational training units, which were under the competence of various ministries and organisations, as well as private units, would henceforth be under the competence or supervision of the Ministry of Education, Religions, Culture and Sports.

Generally, Laws 1143/1981, 2817/2000 and 3699/2008, exclusively on Special Education, constituted milestones in the development of the institution in Greece, reflecting the prevailing views with respect to Special Education and persons with Special Educational Needs. For instance, Law 1143/1981 pertains to “Special Education, Special Vocational Training and Social Care of Handicapped persons”, Law 2817/2000 on “Education of Persons with Special Educational Needs and Other Provisions” and Law 3699/2008 on “Special Education for Persons with Disabilities or with Special Educational Needs”.

Specifically, Law 2817/2000 dealt with longstanding institutional and operational issues relating to “persons with special educational needs”. The former Regional Centres of Diagnosis, Evaluation and Support (KDAY) now called KEDDY, were established to provide the corresponding services to pupils, as well as support and guidance to teachers. The Special Education School Units, (SMEA) were set up. Furthermore, it fell to KEDDY to assess and recommend the type of special education required by pupils. In addition, special education teachers provided support to pupils with special educational needs attending regular school classes in mainstream schools.

Law 3699 on "Special Education for Persons with Disabilities or with Special Educational Needs" was enacted in 2008. This law updated, codified and supplemented prior legislation. It was the first time that the compulsory nature of Special Education was enshrined in law. Law 3299 stipulated that Special Education is an integral part of compulsory and free public education and specified the minimum duration thereof, promoting meaningful and functional support for inclusive education. Measures for ‘early intervention’ have been introduced for children of pre-school age. The right of academically gifted and talented pupils for special education services was recognised for the first time – Law 3194/2003 (Article 2, par.7) with a simple statement that persons with outstanding mental skills and talents could enjoy special educational support.

The basic legislation for Secondary and post Secondary non tertiary education is the following:

Presidential Decree 338/1982: 'Admission of Secondary Education learners to lower and upper secondary Model Schools'

L. 1566/1985: 'Structure and operation of primary and secondary education and other provisions'

L. 2009/1992: 'National System of Vocational Education and Training and other provisions'

P.D. 409/1994 'Assessment of lower secondary education pupils'

L. 2525/1997: 'Unified upper secondary school, access of its graduates to tertiary education, evaluation of the educational work and other provisions'

L. 3376/2005: 'Establishment of European Education School'

L. 3475/2006: 'Organisation and operation of secondary vocational education and other provisions'



Presidential Decree 60/2006: 'Assessment of the Unified Upper Secondary School pupils'

L. 3699/2008: 'Special Education and Training of persons with disabilities or with special educational needs'

Presidential Decree 50/2008: 'Attendance and assessment of Vocational Upper Secondary School pupils'

Presidential Decree 51/2008: 'Attendance and assessment of Vocational School pupils'

Presidential Decree 12/2009: 'Modification of the P.D 60/2006 (Assessment of the Unified Upper Secondary School pupils)'

L.3748/2009: 'Access to tertiary education of Vocational Upper Secondary School leaving diploma holders and other provisions'

L. 3879/2010: 'Development of Lifelong Learning and other provisions'.

L.3848/2010: 'Upgrading of teacher role-establishment of assessment and meritocracy rules in education and other provisions'

Presidential Decree 43/2010: 'Modification of the P.D 50/2008 (Assessment of the Vocational Upper Secondary School pupils)'

The basic legislation for *Educational Support and Guidance* is the following:

L.1143/1981, (Government Gazette 80), 'on special education, special vocational education, employment and social care of non mainstream persons and other educational provisions'.

L.1566/1985, (Government Gazette 167), 'on the structure and operation of Primary and Secondary Education and other provisions'

L.2817/2000, (Government Gazette 78), "Education of persons with special educational needs and other provisions"

L.3699/2008, (Government Gazette 199), 'Special Education of persons with disabilities or with special educational needs'

L.2470/1997, (Government Gazette 40), 'Revision of the public administration personnel payroll and other related provisions'

L.3194/2003, (Government Gazette 267), 'Regulation of educational issues and other provisions'

L.3852/2010, (Government Gazette 87), 'New Architecture of Local Government and Decentralised Administration-Kallikratis Programme'

L.2009/1992, (Government Gazette 18), 'National System of Vocational Education and Training and other provisions'

L. 2413/1996, (Government Gazette 124), 'Greek education abroad, cross-cultural education and other provisions'

Presidential Decree 462/1991, (Government Gazette 171), 'Assessment and remedial teaching of primary school pupils'

Presidential Decree 301/1996, (Government Gazette 208), 'Special Education curriculum'

Presidential Decree 429/1991, (Government Gazette 156), 'Assessment and remedial



teaching of lower secondary school students'

Ministerial Decision 96734/C7/Government Gazette 1301/issue B'/12-9-2003

Ministerial Decision 113321/C7/Government Gazette 1923/issue B'/18-09-2008

Ministerial Decision 125730/C7/12-10-2009

Ministerial Decision F10/20/C1/708/Government Gazette 1789/issue B'/28-09-1999

2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

The new law on Special Education (Law 3699/2008), states that its main purpose, both within a general school and a special school unit setting, is to ensure that all citizens with disabilities and special educational needs have equal opportunities in terms of participation in and contribution to society, independent living, financial self-sufficiency and autonomy. In addition it seeks to safeguard fully their rights to education and social inclusion and employment.

Special Education is provided to pupils with disabilities and special educational needs which – similarly to the objectives of primary, secondary, tertiary, non formal and informal education and of lifelong learning – seeks to develop their personality and to make them capable of autonomously participating in family, professional, social and cultural life.

More specifically, Special Education has the following objectives:

- To develop a balanced and well-rounded personality.
- To improve pupils' abilities and skills so as to include or integrate them.

2.5.3 Roles and responsibilities within the institutional framework

The roles of Ministries, Institutes and social partners:

- **of Education, Religions, Culture and Sports** (Directorate of Vocational Guidance and Education Activities/SEPED)
- **Institute of Educational Policy** (vocational guidance sector)
- **General Secretariat for Lifelong Learning**
- **National Organisation for the Certification of Qualifications and Vocational Guidance** (EOPPEP) At European level, E.O.P.P.E.P. is:
 - the National Euroguidance Centre, member of the Euroguidance network, with the support of the Lifelong Learning Programme,
 - the national body representing Greece in the European Lifelong Guidance Policy Network – ELGPN, established by the European Commission in 2007.
- **Ministry of Labour and Social Insurances** (in relation to the vocational guidance of adults and young people aged 16 and over who are not part of the education system)
- The **Guidance Centres** and **Centres for Promoting Employment** (KPA) (under the responsibility of the Ministry of Labour and Social Insurances); the **Active Guidance Programme** for young people aged 16 and over has been set up in the past three years.
- The **Observatory of Occupational Research and Information Technology** comprises one of the two subsidiary companies of the Greek Manpower Employment Organisation (OAED). Its main aim is to conduct research and studies



on the labour market and to provide complete solutions for the computerization and statistical observation of the actions developed by the OAED and its subsidiaries.

- The **National System Linking Vocational Education and Training to Employment** (ESSEEKA) incorporates 5 auxiliary sub-systems of vocational education and training and operates as a coordinator of the entire institutional environment.

In addition, the new Operational Programme of the YPAITHPA called 'Education and Lifelong Learning' (which establishes the national aims for education and training for 2007-2013), and more specifically, the second strategic objective of the programme, tries to achieve – through combined actions – the formation and consolidation of a positive climate of cooperation and participation of those directly involved in the education procedure (pupils, students), the labour market and the world of entrepreneurship. The more specific interventions which have been included for its achievement are:

the institutional, organizational and operational expansion of the **liaison offices**;

the expansion of traineeships within the framework of the curricula of the different levels and degrees of education;

the promotion of youth entrepreneurship in order to develop a spirit of enterprise and familiarity with matters of research, technology and innovation;

the re-planning and expansion of vocational guidance in all degrees and levels of education for the improvement of its quality and effectiveness. The foundation of management units/vocational guidance structures in the regional directorates of primary and secondary education, with support provided to existing and new structures. The establishment of pupils' reports and CVs and the promotion of individual counselling.

the reform of the vocational guidance curriculum, development of the appropriate educational material and promotion of programmes for the academic and vocational training of teaching staff, with the possibility of earning a specialised master's degree.

Focusing on the National Institutes that cooperate regarding the effective implementation of VET programmes for learners with SEN.

- The former Pedagogical Institute (P.I) – today called the **Institute of Educational Policy**
- The former National Centre of Career Guidance in Greece (EKEP) - today called the **National Organization for Accreditation of Qualifications & Vocational Guidance** (EOPPEP).

The Institute of Educational Policy (IEP) was established in 2011 by Public Law 3966 (Government Gazette A' 118/24-05-2011). It is a Private Legal Entity supervised by the Minister of Education, Lifelong Learning and Religious Affairs.

IEP operates for the benefit of the public interest as an executive scientific body which supports the Ministry of Education, Religions, Culture and Sports with its main aim the scientific research and study of the issues relating to primary and secondary education, as well as the transition from secondary to tertiary education and on-going scientific and technical support for the design and implementation of educational policy issues.

The former National Centre of Career Guidance in Greece (EKEP) was established in 1997 (law 2525/97) and was co- governed by both of National Education and the Ministry of Labour. It aimed at strengthening bonds and cooperation among agencies and organisations of both public and private sector that run activities, provide services and take initiatives in the area of Career Counselling and Vocational Guidance. E.K.E.P also placed



particular emphasis on the dissemination of information about existing education, training and employment schemes at national and European level. Through its participation in the Euroguidance Network (NRCVGs), E.K.E.P. used to make its own contribution to the convergence of Counselling and Vocational Guidance systems developed by the Member States of the European Union.

Nevertheless, particular tests have been designed and tested out by P.I, and initial training for school career counsellors was implemented five years ago. These tools are at the disposal of career practitioners soon after they have been trained.

The National Organisation for the Certification of Qualifications and Career Guidance” (E.O.P.P.E.P.) is a legal entity under private law, supervised by the Ministry of Education, Religions, Culture and Sports and established under the Joint Ministerial Decision No 119959/20-10-2011 (GG 2351V). E.O.P.P.E.P. merged by absorption the National Centre for Vocational Orientation (Presidential Decree 232/29-07-1998 (Government Gazette 179A), as modified by Presidential Decree 44/9-2-2004 (Government Gazette 37).

The responsibilities of E.O.P.P.E.P. serve the need for a strong pillar for the actions under the national policy in the areas of counselling and guidance, certification qualifications and structures for lifelong learning.

In the framework of the new policy in relation to Lifelong Learning, and within the National Network of Lifelong Learning, E.O.P.P.E.P. is one of the administrative bodies for lifelong learning as its responsibilities are linked to counselling and career guidance. Counselling services and/or Career Guidance services providers are also part of the National Network of Lifelong Learning as the relevant bodies providing lifelong learning services.

At national level, E.O.P.P.E.P is the competent national coordination body responsible for:

- providing scientific and technical support to the relevant stakeholders in the Ministries of Education and Employment in designing and implementing a National Policy on Guidance and Counselling,
- the development of communication and coordination of actions taken by private and public counselling and guidance service providers, aimed at the improvement of existing services,
- the education, initial and continuous training of counselling and guidance practitioners, in collaboration with/or supplementing those provided by current training services in the relevant Ministries of Employment and Education,
- defining the conditions and rules under which guidance and counselling services should operate, the relevance and adequacy of counselling and guidance practitioners’ qualifications and keeping the relevant registers,
- designing and implementing actions of counselling and guidance supporting the work of counsellors and of lifelong support of citizens for development and career management.
- participating in the formulation of standards, rules and procedures for quality assurance consulting services and guidance under the National Quality Framework for lifelong learning.

At European level, E.O.P.P.E.P is:

- the National Euroguidance Centre, a member of the Euroguidance network, with the support of the Lifelong Learning Programme.



- the national body representing Greece in the European Lifelong Guidance Policy Network – ELGPN, established by the European Commission in 2007.

Target Groups benefiting from E.O.P.P.E.P 's work:

- Counselling and vocational guidance practitioners, career development practitioners in education, training and employment in public and private sectors.
- Public and private stakeholders providing counselling and vocational guidance services in the areas of education, training and employment.
- Interested citizens (school and university students, parents, the unemployed, professionals etc.) that seek information about counselling and vocational guidance services and learning, employment and mobility opportunities.
- All members of the Greek society as potential beneficiaries of quality counselling and vocational guidance services, at regional and national level.

EKEPIS is merged with two other organisations into a single entity, EOPPEP - the National Organisation for Accreditation of Qualifications & Vocational Guidance, under the supervision of the Minister of Education, Lifelong Learning and Religious Affairs.

The National Accreditation Centre for Continuing Vocational Training (EKEPIS) was founded in 1997 under Law 2469/1997 (O.G. 38A/14-03-1997) and the Presidential Decree No 67 (O.G. 61A/ 21-4-1997) and is located in Athens, Greece. EKEPIS is a statutory body supervised by the Minister of Employment and Social Protection with administrative and financial autonomy. It is administered by the Board of Directors, the Chairman of the Board and the General Director.

The Centre's mission is to develop and implement the National Accreditation System for Continuing Vocational Training. This system aims at:

- ensuring quality assurance in vocational training
- improving effectiveness of training services
- reinforcing reliability in vocational training
- linking vocational training with employment and the demands of the labour market
- interlinking the systems of VET (linking initial with continuing vocational training systems)
- promoting lifelong learning

Their work is:

- Accreditation of Vocational Training Centres and Special Centres for the Social and Vocational Integration of people with disabilities and ex-drug users.
- Monitoring and Evaluation of Accredited Vocational Training Centres and Special Centres
- Accreditation of Trainers of Continuing Vocational Training.
- Accreditation of Support Services Providers.
- Accreditation of Job Profiles
- Accreditation of Continuing Vocational Training Programmes
- Accreditation of knowledge, skills and competencies



2.5.4 *The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market*

The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market:

- The former Pedagogical Institute (P.I) – today called the **Institute of Educational Policy**
- The former National Centre of Career Guidance in Greece (EKEP) - today called the National Organisation for Accreditation of Qualifications & Vocational Guidance (EOPPEP).
- Career Counselling Offices.

Focusing on Career Counselling Offices:

- a. Establishment of Career Counselling Offices (pilot) at Special Schools (currently 5 such units all over Greece). The services provided differ from those in general education, as they are more focused on the features and characteristics of the particular population.

- b. Career Office for People with Special Needs, based on former Hellenic Pedagogical Institute (P.I)

In 1998 the former Pedagogical Institute (P.I) – today named the Institute of Educational Policy (I.E.P.) set up a SEP Office with the aim of providing Counselling and Vocational Guidance services to people with special needs and others threatened by social exclusion. This Office provides information about vocational training and rehabilitation for the targeted individuals. Additional aims include support to School Career Counsellors, cooperation with agencies / organisations operating in Greece and abroad for the benefit of such socially vulnerable groups, as well as with representatives from the sector of production and with prospective employers.

- c. Cross thematic notions in the educational material/text books (i.e diversity, acceptance, intercultural communication) in order to cultivate the awareness of the general student population regarding students with special educational needs and/or disabilities.

- d. Drop out surveys (last cohort 2003-04 dropout rate 14%)

- e. Research papers on: a. Vocational preparation and integration of the disabled (for sight, hearing, mobility, learning, sickle cell anaemia) b. Vocational preparation and integration of socially excluded (emigrants, immigrants, former dependants on drugs, Muslim minorities, gypsies etc)

- f. Studies focusing on Career Counselling methodologies whilst working with: a. students with learning disabilities and hyperactive students b. dyslexic students, c. highly functional autistic students and students with Asperger syndrome.

- g. Guides in paper and electronic form for career counsellors focusing on particular sub-groups of students (disabled, ethnic and cultural minorities, delinquents etc)

- h. Relevant Guides for Primary and Secondary education professionals

- i. Employers' guides (for employers of people in danger of social exclusion or with disabilities etc)

- j. Psychometric material (construction and/or adaptation) use with children and adolescents in danger of social exclusion: a. offenders, former dependents on drug substances; released from prison; underage offenders b. emigrants, immigrants, refugees



c. Muslim minorities and gypsies d. for sight-impaired adolescents, e. Becker's interests questionnaire for adolescents with mental disorders.

Along with educational services, the type of EEEEK schooling usually offers:

a. Social Services Unit (staffed by social workers, psychologists, logotherapists) the objectives of which are individual and group work, psychological support, the facilitation of school attendance, family work, community (social and employment) integration and so forth.

b. Ergo-Therapy Unit the main objective of which is the cultivation of independent living.

c. Social Career Unit whose objective is to support individually students for their daily life in school.

2.6. VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers etc.)

- Most of the educators in secondary VET are professional teachers (of either primary or secondary education) who have extra training on Special Education (of various levels such as PhD, MA, or short training courses of 400 teaching hours). Most of them also have attended the [School of Pedagogical and Technological Education](#) (ASPETE).

The Head teacher and/or the school advisor provide in-service training where needed.

The staff in vocational guidance structures (KESYP, vocational guidance offices, etc.) are secondary school teachers who, in addition to having the basic qualifications which allow them to be employed in education, may possess one of the following:

a master's degree or a doctorate in vocational guidance;

master's-level training in vocational guidance of a duration of one year;

in-service training in vocational guidance of a duration of 1000 hours, under the supervision of the YPAITHPA;

in-service training in vocational guidance of a duration of 520 hours, under the supervision of the YPAITHPA;

in-service training in vocational guidance of a duration of 5 months.

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

The concept of Counselling & Vocational Guidance refers to either organisations or experts that are able to facilitate individuals or groups of different ages, within a life long guidance perspective and the critical developmental discourse, to:

- explore, analyse and develop aspects of their personality and self (interests, personal qualities and characteristics, values, skills, etc.)
- develop critical self-awareness and positive self-esteem
- develop critical social awareness and positive attitudes towards active citizenship



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- explore, locate, evaluate, process and classify information and alternative education and vocation pathways with respect both to their needs and choices and to labour market requirements,
 - integrate information about education and vocation/career with information derived from self-observation so that they develop decision-making and problem solving skills both with respect to their orientation in education and choices in occupation(s) befitting their particular psycho-social make up,
 - create and successfully implement their own educational and vocational plans.

Ultimately, the individuals will be able to make the correct choices with respect to their future occupation/vocation and thus be (re)included into active life.

The above aims are stressed more in school career counselling practice than the employment sector where the emphasis is heavily on using techniques and cultivating skills for successful work integration. It is also worth mentioning that aims related to career counselling and guidance practice and services offered do not exclusively refer to individuals, such as clients, but also to individuals as practitioners and experts as well as to organisations, to social and economic communities, to policymaking and so on. Thus, one could enrich those aims, mentioned above, with respect to the scope of those potentially involved as stakeholders.

Facilitating the transition from school to social and work integration

School mission /objectives:

- to design and implement individualised educational plans
- to offer opportunities within and beyond the curriculum for the cultivation of key skills related to self determination, social integration and independent leaving
- to open school activities and life to local community stimuli and vice versa
- to strengthen ties among actors involved (learners, families, teachers, local community, other social and educational authorities)

in order to meet these objectives the organisation put in practice:

- internal weekly meetings with social and career services
- internal monthly meetings with teachers and social and career services
- pre-organised either individual or group meetings with learners and/ or families
- organised extra curriculum activities such as:
- short organised programmes focusing on independent leaving
- focus careers education programmes



- theatrical group
- school visits
- internal/external athletic activities
- involvement in local and peripheral community activities such as festivals, fairs, parades, cultural activities
- school outings such as excursions

2.7 Funding

Education is financed by the State through the Ordinary Budget and the Public Investments Programme and to a lesser degree by non-state sources.

The Ordinary budget covers education staff salaries, operational costs of schools, books, pupil transport, provision of meals and accommodation of pupils-students, scholarships and purchase of teaching materials and equipment.

The Public Investments Programme covers all fixed asset expenditures, i.e. the purchase of land, the construction, repair and maintenance of buildings and facilities and the provision and maintenance of equipment and laboratories. Furthermore, it covers the expenses incurred by drafting and creating new educational programmes, the enhancement of scientific research and support of overall educational policy.

In the context of the **National Strategic Reference Framework (ESPA) 2007-2013**, innovative and development projects have been drawn up and implemented, 75% financed by European Union funds and 25% by national funds. These projects include the Sector Operational Programme “Education and Lifelong Learning” co-financed by the European Social Fund as well as Regional Operational Programme co-financed by the European Regional Development Fund for infrastructure and equipment for all educational levels for both initial vocational training and Lifelong Learning. The main aim is to organise education and Lifelong Learning in such a way as to lead to active participation in society, a smooth transition into the labour market and to curb school drop-out rates, especially in vulnerable groups.

Private expenditure on education covers the provision of educational services by private schools operating in parallel with state schools. It further covers the services of private tutorial centres (Frontistiria), offering parallel tuition on school subjects, private foreign language courses as well as private tutors employed by families and students to provide supplementary teaching.