

hakiAppendix 1  
Country Name: **Greece**

**Country team** (names, positions, email addresses, telephone numbers):

Names	Position	Email - address	Telephone numbers
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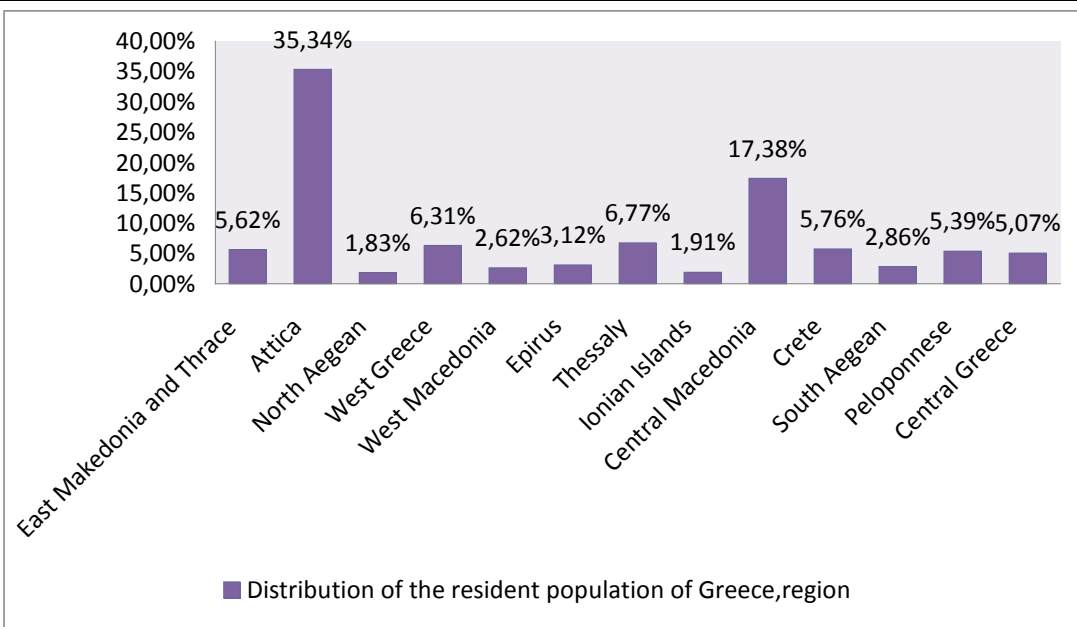
<b>Section 1</b>	<b>A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)</b>
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**Geography**

- Country in south-eastern Europe situated on the southern end of the Balkan Peninsula.
- Borders to the North: Bulgaria, Former Yugoslavian Republic of Macedonia and Albania
- Borders to the East: Turkey
- Aegean Sea lies to the east and Ionian Sea lies to the west of mainland Greece
- Both parts of the eastern Mediterranean basin, feature a vast number of islands (approximately 6.000)

**Demography**

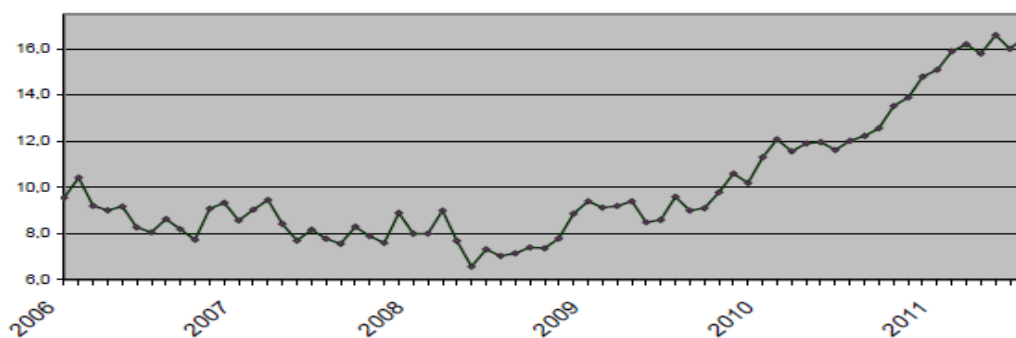
- Population: 10.787.690 (Women: 5.484.000 - 50, 8% - Men: 5.303.690 – 49, 2 %)
- Nationality: Greek
- Languages: Greek 99%
- Government: Presidential Parliamentary Republic
- Currency: Euro



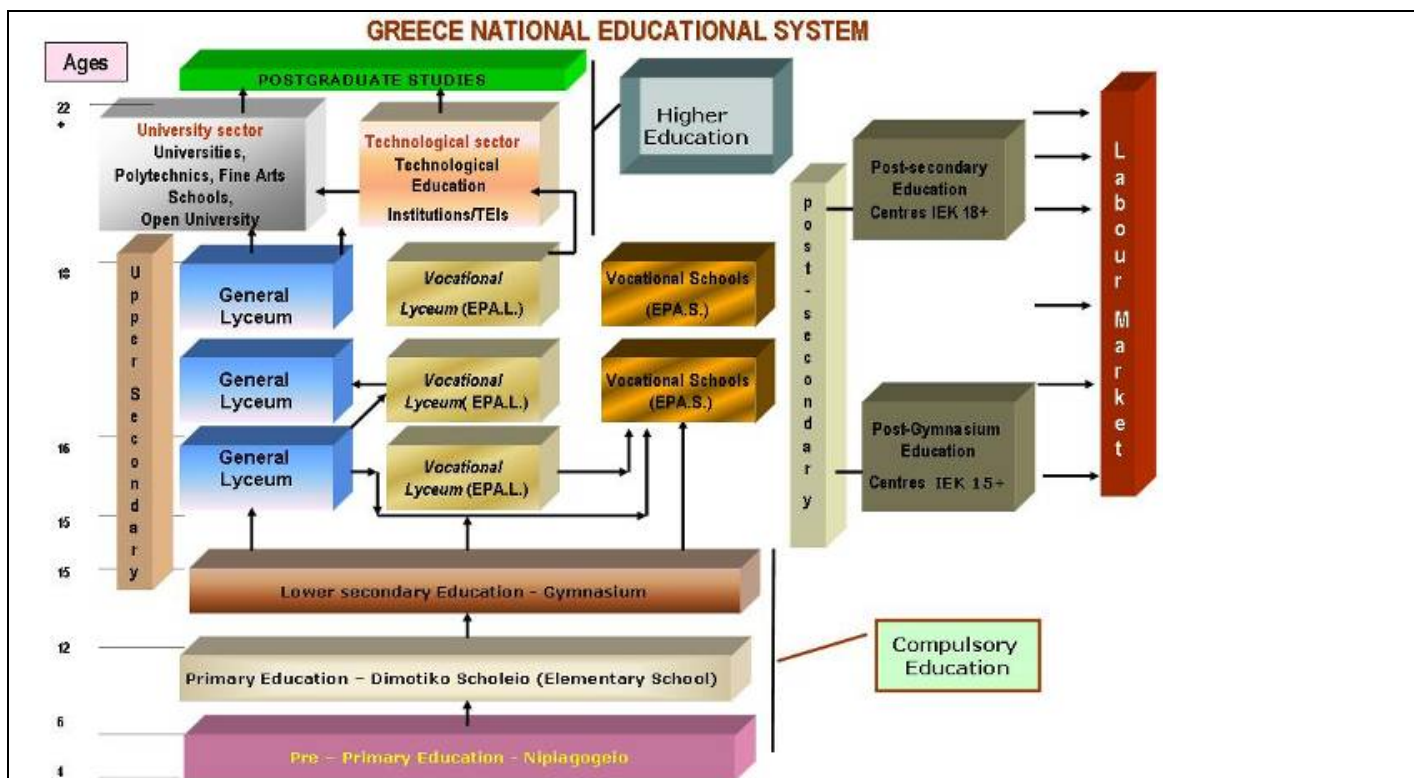
## Labour market

The unemployment rate in July 2011 was 16.5% compared with 12.0% in July 2010 and 16.0% in June 2011. The total employees in July 2011 were estimated at 4,140,007 people. The unemployed totaled 820,276 persons, while the economically inactive population stood at 4,382,901 people. The number of employed decreased by 299,289 persons compared with July 2010 (6.7% decrease) and 21,118 persons compared to June 2011 (0.5% reduction). The unemployed increased to 213,241 persons compared with July 2010 (an increase of 35.1%) and 26,591 persons compared to June 2011 (an increase of 3.4%).

Unemployment rate by month: January 2006-July 2011



## Education



### – Lifelong learning strategies

As part of an effort focusing on citizen's needs aiming at decreasing social inequalities by overcoming educational deadlocks, a new law 3879/2010 on lifelong learning has been in force since September 2010. It is titled "Development of Lifelong Learning and other provisions" ([http://www.hellenicparliament.gr/Nomothetiko-Ergo/Anazitisi-Nomothetikou-Ergou?law\\_id=6434ed52-6016-4d0c-9644-b403a44daf57](http://www.hellenicparliament.gr/Nomothetiko-Ergo/Anazitisi-Nomothetikou-Ergou?law_id=6434ed52-6016-4d0c-9644-b403a44daf57)) and its goal is the development of lifelong learning via alternative educational paths as well as the association of lifelong learning bodies with those of quality assurance so as to successfully connect lifelong learning with occupation and to provide these type of education beyond the formal educational system.

### – European Qualifications Framework

The ministry of Education Lifelong Learning and Religious Affairs in 2010, as part of its new policy on lifelong learning, proposed the establishment of the National Qualifications Framework in accordance to the European Qualifications Framework. The goal of organizing a unified National Qualifications Framework is the association, recognition and accreditation of all types and levels of formal, informal and non-formal learning on the basis of an agreement certifying quality and mutual trust between the state and social partners. In this context, the National Qualifications Framework will enable transparency in vocational qualification, it will facilitate access and progress in lifelong learning processes and it will support in a better way the relationship between education/training and employment. The planning and establishment of National Qualifications Framework will take into account from the beginning all social bodies contributing in any way in education and training in Greece: accreditation bodies, agencies for recognition of academic titles and professional qualification, quality assurance bodies, social partners and of course the citizens. The creation of a National Qualifications Framework was completed within 2010. The public consultation on NQF started in the beginning of March and ended in the beginning of September 2010 and the law 3879/2010 established it.

### Main national career guidance services

In Greece, the responsibility for managing, maintaining and developing information, guidance and counselling services lies with the Ministry of Education Lifelong Learning and Religious Affairs, which is responsible for the provision of career information, guidance and counselling to students in the sectors of education and training, and the Ministry of Labour and Social Security, which is responsible for the provision of guidance and counselling services in the employment sector.

Career Guidance Services currently operating in the field of Education: Counseling and Guidance Centers (KESYPs), Career Guidance services in Post-Secondary education, Career Liaison Offices in the Organization of Tourism Education and Training (OTEK) in Athens, Thessaloniki, Crete and Rhodes, Career Guidance in Second Opportunity Schools, Career Liaison Offices in Universities and Technological Educational.

Career Guidance Services currently operating in the field of Employment: The official public authority responsible for Counselling and Vocational Guidance in the employment sector is the Greek Manpower Employment Organization (OAED). The aim of OAED is to implement governmental policies about employment and to combat unemployment, to facilitate people's access to the labour market, to protect them from unemployment, to promote career education and linking it with employment. Employment Promotion Centers (K.P.A) aiming at linking labour market with job demand, are staffed with career counselors and they provide services such as individual support to the unemployed, employment, career and entrepreneurship counseling, promotion to employment

and training opportunities, job search techniques programs etc. OAED is also the National EURES Service of Greece and has appointed specially trained Euro-advisers in the largest cities of Greece.

Career Guidance Services operated by the Social Partners: Information Centers for the Employed and Unemployed of the Greek Workers' Confederation (GSEE), Portal for the Interconnection of the Unemployed and Business in the Vocational Training Center of the Hellenic Confederation of Professionals Craftsmen and Merchants (GSEVEE), Employment & Enterprises Staffing Services Office in the Vocational Training Center of Athens Chamber of Commerce and Industry (ACCI).

<b>Section 2</b>	<b>Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).</b>
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**Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies**

<b>Strength 1</b>	<b>Weakness 1</b>
<p>The 'new school' plan creates a suitable educational environment for promoting the development of career management skills.</p> <p>The 'new school' plan (May 2010 new law 3848/2010) according to the 'pupil first' principle, so that new generations to be able to:</p> <ul style="list-style-type: none"> <li>◦ Firmly step upon values and principles,</li> <li>◦ Continue their effort to learn throughout their lives,</li> <li>◦ Participate successfully in economic life and to have opportunities to upward social mobility,</li> <li>◦ Act as responsible citizens and</li> <li>◦ Be active citizens.</li> </ul> <p>Critical aspects of the "new school plan" and the "Development of Lifelong Learning" reform include (among other things):</p> <ul style="list-style-type: none"> <li>◦ New curricula for secondary education based on the "learning to learn" skill</li> <li>◦ Introduction of project method in school curricula to facilitate skills development</li> <li>◦ Upgrading the technical vocational education – promoting entrepreneurship</li> <li>◦ The ICT School (Digital Educational Platform)</li> <li>◦ Self Evaluation of School entities</li> <li>◦ Administrative restructuring - decentralization (enhancing the autonomous school entity, merging and upgrading of educational structures, enhancing the regional education administration)</li> </ul>	<p>The Greek Economy crisis leads to cuts of the funding for guidance services.</p> <p>The deficit and debt of Greek budget has increased and has already reached alarming levels. The GDP fell and is expected to continue this path, while causing great concern the empty state coffers. As a result if this situation the Government has decided to redesign all the public sector and off course the educational system and the existing guidance services in the field of education so that the new structure can be more cost effective. Nevertheless, the guidance community is highly concerned about the issue of maintaining sufficient resources available to meet the needs of the students and clients, as well as having enough qualified and competent guidance practitioners available to help unsupported individuals to cope with the problems they face within this terrible economic crisis.</p>

<b>Strength 2</b>	<b>Weakness 2</b>
<p>The opportunities to use the ESF funding for raising the access to guidance services.</p> <ul style="list-style-type: none"> <li>◦ The National Centre for Vocational Orientation - EKEP is currently developing an interactive multimedia guidance internet portal for adolescents which will include the Real Game adapted in Greek, Video job profiles, E – portfolio, on – line self evaluation questionnaires etc. The aim is to raise adolescents' access to information and career development services).</li> <li>◦ The Greek PES OAED is currently organising career days and counselling workshops for the unemployed.</li> </ul>	<p>The rising levels of unemployment rates.</p> <p>One of the major consequences of the crisis the economy is the rising unemployment which has reached double figures, while among the new jobless rate is 25%. Details of recent months suggest the existence of a structural weakness of the Greek economy to create new jobs, intensifying concern about the phenomenon.</p>

**Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities**

<b>Strength 1</b>	<b>Weakness 1</b>
<p>Lifelong Guidance is part of the new Lifelong Guidance Policy in Greece.</p> <p>New Law 3879 "Development of Lifelong Learning and other provisions" Government Gazette A' 163 21/9/2010):</p> <ul style="list-style-type: none"> <li>◦ The National Centre for Vocational Orientation has been placed in the National Network of Lifelong Learning, as one of the administrative bodies for lifelong learning regarding its responsibilities that are linked to counseling and vocational guidance in the lifelong learning framework.</li> <li>◦ Counseling services and/or Vocational Guidance services providers are also part of the National Network of Lifelong Learning as the relevant bodies providing lifelong learning services.</li> </ul>	<p>The operation of the National Network of Lifelong Learning is delayed.</p> <p>Due to financial crisis many of the organizations assigned as the administrative bodies for lifelong learning are going to merge. This situation has delayed the implementation of the National Network of Lifelong Learning and the development of its action plan.</p>
<b>Strength 2</b>	<b>Weakness 2</b>
<p>The context of the new regional administration and local government (decentralization system) KALIKRATIS provides a greater potential towards the provision of integrated lifelong guidance services to citizens of all ages through the enhancing cooperation, networking and joint efforts and resources in the fields of education and lifelong learning.</p>	<p>The new regional administration and local government system KALIKRATIS has been implemented since the beginning of the current year 2011 so it is still in the process of organization and therefore several structures at regional or local level are not established yet.</p>

### **Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners**

<b>Strength 1</b>	<b>Weakness 1</b>
<p>Guidance practitioners in Greece are offered several opportunities to develop their skills and competences.</p> <p>In service training in Counselling and Career Guidance is offered to active practitioners in the sectors of employment and education by the relevant Ministries and bodies responsible for the implementation of counselling and career guidance in education and employment.</p> <p>The National Centre for Vocational Orientation – EKEP also runs in yearly basis several seminars in the field of counselling and career guidance addressed to guidance practitioners in the</p> <p>University departments also run specialisation programmes and postgraduate courses in the field of Counselling, Career Guidance and other related areas, as following:</p> <p>COURSE TITLE / Institutions</p> <ul style="list-style-type: none"> <li>◦ Postgraduate Course (MSc):"Counseling and Career Guidance" Requirement: University Degree / University of Athens - Department Philosophy, Pedagogy &amp; Psychology – Faculty: Pedagogy <a href="http://www.cgc.ppp.uoa.gr">www.cgc.ppp.uoa.gr</a></li> <li>◦ Postgraduate Course (MSc) in Education Sciences with a major in Counseling and Career Development / Requirement: University Degree / University of Patras - Department of Primary Education</li> </ul>	<p>The heterogeneity of skilled personnel working in public and private sector.</p> <p>Practitioners with different scientific background received in service training in order to work in the relevant public bodies of guidance in the filed of education and employment. Today most of them are not currently employed in the guidance services for several reasons. Also the in service training provided was fragmented and not designed in a unified way.</p> <p>The most highly educated guidance counsellors who graduate from the existing Postgraduate courses in the field of Counselling &amp; Career Guidance in Greece are mostly employed in the private sector.</p>

<p>www.elemedu.upatras.gr</p> <ul style="list-style-type: none"> <li>○ Postgraduate Course (MSc): "Counseling on Special Education, Education &amp; Health" Requirement: University Degree / University of Thessaly, Special Education Department, <a href="http://www.sed.uth.gr/sed/index.php">www.sed.uth.gr/sed/index.php</a></li> <li>○ Diploma in Counseling and Career Guidance / Requirement: University Degree / ASPETE, School of Pedagogical &amp; Technological Education PESYP, <a href="http://www.aspete.gr">www.aspete.gr</a></li> <li>○ Postgraduate Course (MSc): "Counseling Psychology and Counseling in Education, Health and Employment " / Requirement: University Degree University of Athens, Faculty of Early Childhood Education / Democritus University of Thrace, Department of Social Administration <a href="http://www.ecd.uoa.gr/simvouleftiki%20psycologia/pms%20all.htm">http://www.ecd.uoa.gr/simvouleftiki%20psycologia/pms%20all.htm</a></li> </ul>	
<b>Strength 2</b>	<b>Weakness 2</b>
<p><b>"National Centre for Vocational Orientation / EKEP study for the accreditation of counselling and guidance practitioners' qualifications and determination of the operation conditions of the relevant structures"</b></p> <p>The most prominent university professors and scientists as well as representatives of relevant stakeholders in the field of Counselling and Vocational Guidance, studied international practices, the Greek reality and came up with the respective criteria for our country. Based on the results of this study, the National Centre for Vocational Orientation / EKEP designed the relevant framework, specifying the conditions and rules of operation governing private providers of vocational guidance and counselling services, and also the criteria for accreditation of counselling and career services practitioners' qualifications.</p>	<p>The framework and procedures resulted by EKEP's study are not yet implemented.</p> <p>A relevant activity is designed to be funded by the ESF within the action plan for the development of vocational guidance and counselling services in education, initial training and employment.</p>

<b>Theme 4: Evidence-based practice; evidence-based policies</b>	
<b>Strength 1</b>	<b>Weakness 1</b>
<p><b>Establishment of the National Framework for the Quality Assurance in Lifelong Learning.</b></p> <p>As a part of the new Lifelong Learning Strategy the National Framework for the Quality Assurance in Lifelong Learning was recently adopted. The framework includes among others the basic quality criteria and indicators related to lifelong guidance provision. The National Centre for Vocational Orientation / EKEP is one of the administrative bodies to be activated for the implementation of the National Framework for the Quality Assurance in Lifelong Learning.</p>	<p><b>The implementation of the National Framework for the Quality Assurance in Lifelong Learning has not started yet.</b></p> <p>Due to financial crisis many of the organizations assigned as the administrative bodies for lifelong learning are going to merge. This situation has delayed the implementation of the National Framework for the Quality Assurance in Lifelong Learning.</p>
<b>Strength 2</b>	<b>Weakness 2</b>
<p><b>"National Centre for Vocational Orientation / EKEP study for the international systems for quality assurance in counseling and guidance services"</b></p> <p>International and national quality assurance systems in general (ISO 9000, EFQM Excellence Model), and in the career guidance and counselling field in particular were reviewed (a relevant study conducted by CEDEFOP, the Canadian Model BLUEPRINT for life/work designs, the British Model MATRIX STANDARD, the British Model "Investors in Careers"). Finally a model System for Quality Assurance in counseling and guidance services was developed which after a period of pilot application, can be implemented for the initial and continuous evaluation of counselling and vocational guidance services in Greece, including its mechanisms</p>	<p><b>The Greek Economy crisis affects the quality of guidance services.</b></p> <p>The merging of guidance services, the reduction of funding for the development of adequate guidance resources and the reduction of guidance practitioners working in the public guidance services as well as the increasing rate of unemployment creates an unstable environment for the implementation of a quality assurance framework and also affects the quality level in the provision of lifelong guidance services.</p>

<p>underlying it and the requirements for its implementation. At the same time, a curriculum was designed and a training programme was materialized in international systems of quality management assurance in counselling and vocational guidance services, regarding both structures and processes. EKEP's scientific staff and guidance practitioners from relevant sectors attended the training programme, as well as executives from the Ministries of Education and Employment that would be involved in the work of quality assurance in the counselling and vocational guidance services in Greece.</p> <p>The National Centre for Vocational Orientation / EKEP is currently conducting a pilot study on the quality criteria observed by the guidance services in the field of education and initial training. The aim of the study is to lead to the implementation of the National Quality Assurance Management System for Guidance Services in Greece.</p>	
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<b>Section 3</b>	<b>Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)</b>
Political, economic and social changes and the changing role of career guidance and career guidance policies	Priority <u>1</u> 2   3   4
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	Priority 1   2   3 <u>4</u>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	Priority 1   2 <u>3</u> 4
Evidence-based practice; evidence-based policies	Priority 1 <u>2</u> 3   4

<b>Section 4</b>	<b>Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.</b>
<b>High-level key public policy/practice initiative 1</b>	
<p>Programmes for Lifelong learning vocational training organised by the Labour Institute of Greek General Confederation of Labour.</p> <p>The L.I. has been created in 1990 with the aim to systematically contribute to social and political intervention of the Greek labour movement based on scientific justification. Ever since its main tasks consist of :</p> <ol style="list-style-type: none"> <li>1. Research and study on the themes that are of interest to Greek Economy and Social Policy, the GSEE and the trade unions of the confederation at regional as well as at sectoral and industry level, but also all employees, unemployed and even the retired in the country.</li> <li>2. The planning, realisation and the development of the programmes a) of professional training and b) of support for the most vulnerable groups of the population.</li> <li>3. Programmes for Lifelong learning vocational training: <ul style="list-style-type: none"> <li>o 90 training prog. for employees in the whole country aiming at enriching their skills and improving their productivity.</li> </ul> </li> </ol>	



- 80 professional training programmes for the unemployed in the whole country.
- 5 common programmes on 'tele-training' for the unemployed and the disabled concerning basic computer skills.
- 6 training programmes for trainers of adults in the framework of lifelong learning.

Main principles :

Career development services need to balance economic and social goals need to be more closely linked to community development and to social, economic and environmental sustainability.

Our consultative structures have multi-stakeholder membership in order to reflect a lifelong career development perspective and to address the needs of all citizens.

**Linked most closely to Theme 1 Political, economic and social changes and the changing role of career guidance and career guidance policies**

**High-level key public policy/practice initiative 2**

**National Learning Opportunities Database «Ploigos» - Ploteus II** <http://ploigos.ekep.gr>

"Ploigos" database is the official national learning opportunities database of Greece. It was created by the National Center for Vocational Orientation (EKEP), within the scope of the European Portal Ploteus II (Portal on Learning Opportunities throughout the European Space). Ploigos is a constant source of information, to which the Greek public may have access through EKEP's website ([www.ekep.gr](http://www.ekep.gr) or <http://ploigos.ekep.gr/> and all European citizens through the European portal Ploteus <http://ec.europa.eu/ploteus/>. The aim of the database is to be a valid and trustworthy tool available to every European citizen interested in getting information about the learning and training opportunities in our country. Through "Ploigos" the following are achieved:

- Creating a common space and structure of the learning opportunities available in Greece.
- Giving users the opportunity to access learning opportunities through the European portal Ploteus II, in an open and transparent way.
- Creating a web space that allows direct access to learning opportunities in Greece, by giving more searching opportunities than the ones centrally available from Ploteus II.

Ploigos, through a common protocol that interconnects all national learning databases, presents learning opportunities available in Greece, at all levels of education regarding both initial education at the first stages of one's life before entering the job market, and lifelong education. It covers all levels and types of education, such as general education, technical-vocational education, initial training, continuing training, adult training, open or distance learning, education for socially vulnerable groups e.t.c.

**Linked most closely to Theme 2 Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities**

**High-level key public policy/practice initiative 3**

**Labour Forum Organized by the Greek PES OAED**

OAED organized for the first time a 2-day Forum of Labour with the aim to facilitate communication between businesses and job seekers. The forum was held twice this year in Athens and Thessaloniki. Specifically the Forum included the following activities which were supported by specialized staff of OAED:

- Job Search Skills Workshops
- Provision of information by the EURES counselors in cooperation with invited of P.E.S – EURES Counselors from other E.U member states (Sweden, Netherlands and United Kingdom)
- Provision of information for OAED services, ESF funded projects, scholarships and labour market developments.
- Provision of information by business experts regarding modern job search tools and techniques via internet and labour market developments.

During the events, enterprises operated kiosks to provided information for job vacancies and held job interviews and private training providers offered scholarships to the unemployed.

1650 people visited the Athens Labour Forum and over 3000 people the Thessaloniki Labour Forum.

**Linked most closely to Theme 1 Political, economic and social changes and the changing role of career guidance and career guidance policies**

<b>Section 5</b>	<b>Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).</b>
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Development and implementation of an integrated national strategy that will enable the life-long and life-wide access for all citizens to quality assured career guidance services that cover all sectors (schools, VET, high education, labour) and all geographical regions of our country.