Vocational Education and Training in Greece. Lessons from a long experience

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Basic Concepts

- Pre-vocational education and technological prep-education as elements of general education
- (Technical and) Vocational Education
- Initial Vocational Training
- Life Long Learning / Retraining
 - Continuous education
 - Continuous Training
 - Transition Training
- Scholar and Vocational Orientation

Vocational Education in Greece

- Just EPAL (Vocational Lyceum) in secondary education
- Abolition of old post-secondary schools (for gaffers and medium level technical managers)
- The void created by the theoritical turn of Technological Education Institutions further turning now into universities
- The prospect of two –year long technological education programs from universities

Vocational Training in Greece (initial)

- Formal mostly through Vocational Training Institutes (IEK) in post-secondary level
- Dancing, theater and film-making schools, schools of professional unions, professional chambers' seminars also postsecondary
- Naval Academies and Tourism Vocational Schools in tertiary level (colleges)
- National School of Public Health, National Center for Public and Local Administration in postgraduate level (formal) and their respective Institutes (non-formal)
- Non-formal through various Vocational Training Centers (KEK, KΔBM etc.)
- Apprenticeship

Vocational Training in Greece(beyond current planning)

- Majorly served by one or two year long programs
- Structured for initial training
- VTI acting as de-facto further specialization and/or transition training unit (without the necessary provisions)
- There are also secondary training schools including Apprenticeship Schools (OAEΔ-GMEO) and a couple of experimental Vocational Training Schools (ΣΕΚ) slowly eclipsing due to legal restrictions

Life Long Learning in Greece (education)

- Transitional and alternative routes (e.g. de-facto Vocational Training Institutes –IEK and Second Chance Schools especially for manual workers)
- Revisiting not chosen routes (e.g. General Lyceum graduates enrolling in Vocational Lyceums)
- Continuation of a route abandoned

Life Long Learning in Greece (training)

- Long-term and very short (few hours long) programs
- Mainly initial training through long-term
- Further training/ specialization in ad-hoc provisioned short and very short programs

There are limited provisions for:

- Changing Specializations
- Transition (bridge courses) or re-training
 - Transition to a new specialization
 - Transition to a higher level of specialization

Some problems identified (education)

- In Greece there is no prevocational education and only limited technological prep-education outside vocational and special education
- During later years, vocational education tends to transform to prevocational
- There is a tendency to move vocational education to a post-secondary level
- There is no discrete second chance vocational education in Greece

Some problems identified (training)

- Training is oriented mostly to either initial training (VTIs) or very short term programs (various VTCs)
- There are minimal provisions for programs of further or refreshing training (level 2 LLL programs) and none for transition / retraining to new specializations
- The lack of prevocational and the inadequacy of technological prep-education renders training graduates of general secondary education difficult

Some problems identified (job market)

- Stated difficulty in acquiring mid-level technical and technical-management personnel with updated knowledge and current skills.
- Low levels of adult participation in training (and also life long learning) even among unemployed.
- Low levels of absorption of vocational education and training graduates.

Major reasons for the problems

- Policies for avoiding "early" direction towards vocational paths.
- Slow rates of developing job profiles and incorporating various routes to the national and European qualification framework.
- Slow rates of adjustment of training courses with the European Credit System for Vocational Education and Training (ECVET).
- Underdeveloped qualification system in correlation with an underdeveloped system for the identification of market needs.

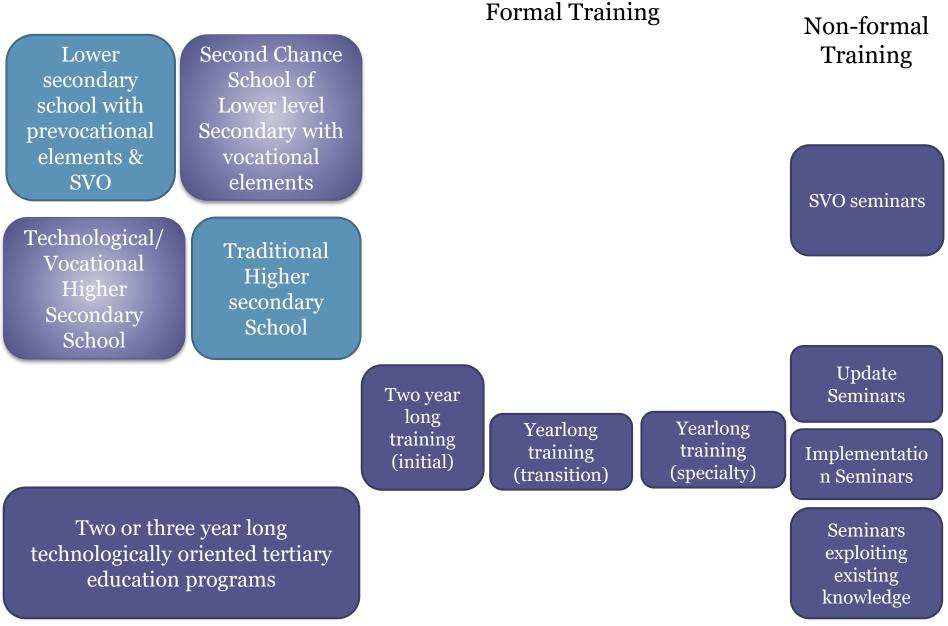
Suggestions

- Acknowledge the necessity of cooperation between policy making for VET and various other functions such as
 - Qualification organizations
 - Research centers and tertiary education institutions
 - Employer organizations such as professional chambers
- Inform stakeholders of development strategy, including
 - Policy makers for VET
 - Employer organizations
 - Students and Future students
- Form a suitable Scholar and Vocational Orientation System that
 - Is based on the developmental model that fits both crisis and development efforts
 - Is directed to the widest possible base of students and prospect students
 - Identifies the needs in area, subject and level of employment
- Give special priority in the technological sector

A suggested full structure for VET (mark dark blue)

- Extends to secondary, post-secondary and tertiary education and training
- Includes formal education and second chance education at least at the secondary level
- Includes formal and non-formal training at all levels
- Adapts to a fully developed qualification system that incorporates informal education, tacit knowledge and skills identification and certification
- Does not include blind (as in not leading to higher levels) routes
- It is matched with a national qualification framework and its levels







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