

Report:

Mapping of existing vocational training methods in Cyprus, Greece and Malta



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Table of Contents:

3. VOCATIONAL TRAINING IN GREECE.....	11
3.1 Introduction	11
3.2. Policies and methods for lifelong learning and vocational education and training for adults	12
3.2.1 Current situation	12
3.2.2 Policy directions	12
3.3 Entities for training and lifelong learning	16
3.3.1. Ministry of Education, Lifelong Learning and Religion.....	16
3.3.1.1.2 Committees for Training (CT)	22
3.3.1.1.3 Vocational Training Centres (VTCs).....	23
3.3.1.1.4 National Certification Centre for Continuing Vocational Training (NCC)....	23
3.3.2 General Confederation of Greek Labour (GCGL)	25
3.3.2.1 Educational Policy Development Centre (EPDC).....	25
3.3.3 Ministry of Labour and Social Insurance	26
3.4. Bibliography	29

1. General introduction

The *LitusGo* project aims at raising skill levels and human resource capacity of Local Authorities, practitioners (eg engineers, architects) and NGOs in the Mediterranean, on the issues of integrated coastal zone management and climate change, in line with LLP priority “to reinforce *sustainable development*, including issues relating to energy and *climate change*, through actions in all sectors of education and training”. The project aims at providing a strong capacity-building to the key actors of the Mediterranean coastal areas.

Within this framework, a very important “baseline study”, is the mapping of existing vocational training methods and policies in the countries of the partners where pilot trainings are going to be implemented i.e. in Cyprus, Greece and Malta. This study gives the background information on how each country treats vocational training and it forms a “guide” on how to introduce the curriculum that is going to be produced under LitusGo in each country's existing official mechanisms.

The Vocational Training Mapping Reports for each country have been prepared by the partners of LitusGo, on March 2010:

- For Cyprus, by ISOTECH Ltd, Beneficiary/Coordinator of LitusGo in cooperation with AKTI Project and Research Centre, Partner 3 (P3) of LitusGo.
- For Greece, by ELLINIKI ETAIRIA, Society for the Environment and Cultural Heritage, Sustainable Aegean Programme, Partner 4 (P4) of LitusGo.
- For Malta, by the team of Kirkop Community Council, Partner 6 (P6) of LitusGo.

This unified report was edited by ISOTECH Ltd.

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2. VOCATIONAL TRAINING IN CYPRUS

The report for the mapping of vocational training methods and policies in Cyprus was prepared by *ISOTECH Ltd*, March 2010, Cyprus. ISOTECH Ltd is the Beneficiary/Coordinator (Partner 1) of LitusGo.

2.1. Introduction:

Vocational training is now recognized as an important part of life-long learning procedure. Since Cyprus joined the EU, the opportunities have increased due to the introduction of European funding in those schemes. Human Resource Development Authority (HRDA) is the authority which has the main role in Cyprus for vocational training. HRDA has created a number of training schemes which are described in summary in the following pages.

Moreover the Ministry of Labour and Social Insurance operates the Cyprus Productivity Centre (CPC). CPC is mainly active in helping unskilled young persons become professionals and experts in technical jobs but also offers - through its institutions - master degrees in the area of public administration. Aside from these two institutions (which run from the government) there are some extra opportunities for vocational training here in Cyprus. Such opportunities are offered by other organisations such as the Fulbright Commission and the Life Long Learning Cyprus.

2.2. Human Resource Development Authority (HRDA)

A semi-government organization with the goal to create the conditions for systematic training for increasing the capacity of human resources in Cyprus. The Authority has a Management Council nominated by the President of the Republic. In the council there are representatives from the government, business sector and labour craft guild (13 in total). The Authority's mission, as the national institution for training and for development of human resources, is the creation of the conditions for a programmed and systematic training and development of human resources in all levels and subjects for the benefit of the needs of the economy.

In order to accomplish its task, HRDA functions the HRDA Fund.

The activities of HRDA are focused on the following:

- Implementation of a common training policy and improvement of human resources, according to the priorities of the socio-economic policy of the government.
- Continuing study of the economic needs for qualified human resources.
- Modernisation of the vocational training system with the creation of the necessary infrastructure and the certification of the training.
- Information of the businesses for the need of continuing training.
- The continuing analysis and follow-up of the European and international developments of the training and development of human resources, and for the promotion of actions for the adaption of the Cyprus reality to them.

2.2.1 Strategic planning for 2007-2013:

According to the strategic planning, there are five thematic axes:

- Training and development of Human Resources - specialized actions for vocational training of trainees/beginners to be re-introduced in the market.
- Business support for the update of their human resources - plus any kind of external or other kind/means of support in order to increase the capital for human resources and improve business productivity.
- Infrastructure and Development of Human Resources systems.
- Research and Development.
- Effective Governance.

For the period 2007-2013 the co-funding, from the European Social Funding, was very important in several areas, such as the introduction and re-introduction of special teams of people, such as the unemployed, women that are currently not in employment, into the work environment, support of SMES etc.

Therefore the Authority provides a number of special training programs to people from different disciplines and positions, irrespective of whether they have graduated from university or from secondary school. A short presentation follows below presenting the different educational processes that HRDA provides to Cypriots.

2.2.2 Schemes for beginners:

➤ Business Conventions - Operational practices

Each business has the ability to create and put into practice its own vocational training in order to cover its own needs for the training of their new employees (beginners). HRDA will provide 300 approvals under this scheme per annum.

➤ Employment of new university graduates in businesses:

This scheme's goal is to introduce qualified but inexperienced staff into business. This scheme provides a win-win situation, since companies will have the opportunity to improve competitiveness and the graduate will gain some valuable experience.

These programs have a duration of 6-12 months and include: (a). an inside-business plan which is applied in the business and (b). participation of the graduate in programs and training for specialization and improvement of their knowledge for 20 hours (6 months program) or 40 hours (12 months program).

These programs accept graduates with work experience of no more than 12 months and with a requirement that they have finished their studies no more than 3 years ago.

➤ Apprenticeship Scheme system:

This scheme is offered to young people between the ages of 14-17 years old that want to become professionals in technical jobs after finishing gymnasium in two years time. It is a five day per week program; two days per week the trainees take general subject classes in the Technical schools and the next three days are spent working in the industry. Besides the Ministry of Labour (CPC), the Ministry of Education and Civilization is also responsible for this program.

HRDA funds the whole scheme by providing employers a certain amount of money to hire trainees.

➤ Fast Learning Scheme

According to the needs of the market these courses are designed for beginners or the unemployed who want to join business after getting trained in a special field. This program is not only funded but also provides a weekly salary to the participants.

➤ Practical training of students:

This scheme offers the opportunity to participants to take part in training courses in secondary and higher education schools such as Higher Institute of Technology, Higher Hotel Institute and at secondary schools which are providing hotel management direction.

➤ Health and Safety:

Aims to assist beginners in employment to gain the ability to develop health consciousness/awareness and to assess the dangers. CPC is the coordinator for this program and HRDA and the Department of Labour Assessment/inspection or Supervision of Labour are collaborating.

2.2.3 Plans for continued training

There are seven plans under this scheme:

- One-business program in Cyprus.

Each business has the ability to design, organize and implement programs in their own businesses. In this case depending on the job needs, the business can improve the knowledge of its employees. These programs can be implemented either through existing personnel or through external experts.

- One-business program abroad.

Improves the knowledge of business members in methods and special knowledge, concerning innovation and technologies, through the implementation of one-business vocational training program abroad.

With the implementation of this scheme the business can cover the training needs through their existing personnel.

- Usual Multi-business program.

Participation of the employees in training programs under public or private foundations or training organizations. For this scheme the participation is co-funded from the HRDA and the participation is ensured after the communication of the business with the organizers. Funding is provided after successful participation in the program.

The employer receives the funding after the end of each successful training, in order for him to cover the fees for participation. HRDA each year creates a catalogue with priority multi-business programs of usual and of vital importance, and sends it to the training organizations and foundations.

- Multi-business program of vital importance.

The same as above

- Programs for unions' staff.

Members of unions can participate in programs which are implemented by Union training centers. Eligible for participation in these actions are the organizations of all trade unions, union organizations, and associations with some exemptions (for government employees and self-employed). Participation is guaranteed through the communication of the unions with the union training centres. Successful implementation of the program can be a subject for funding.

Funding is given to the union training centre for training expenses. The amount depends on the number of successful participants, the hourly amount of funding and its duration.

- Multi-business for organizing Human Resources.

This plan aims at the improvement of competitiveness, increase of productivity of businesses and optimization of the quality of the products and their services, through the implementation of special team programs from the HRDA. The goal is to improve organization and function, as well as to promote the personal skills of their staff, in issues that need common needs for training.

These programs focus on the existing employees of the businesses and on the members of the human resource staff who belong in the same economic sector (or industry) and have common needs for training which cannot be implemented by any other action of HRDA.

The ideas for these actions come via HRDA or the organisations of different professions. For this plan, an application must be made four months before the training. It is important to say that those services are provided by the procedure of public procurements. In this scheme there is also a cost fee.

- Multi-business program abroad.

These programs have as goal to increase productivity, improve competitiveness and optimize product quality through the implementation of team training programs abroad for introducing know-how and qualification in practical knowledge and experiences from successful business abroad.

These programs are addressed to the owners/ directors and superior executives who cannot be trained from any other program of the HRDA (same as above).

Cooperation with the Authority:

The HRDA provides support to each collaborating business by providing help via HRDA's personnel in each stage of the training the interested business may ask.

2.3. Cyprus Productivity Centre CPC

CPC was established in 1963 and it is a department of the Ministry of Labour and Social Insurances.

The first long-term goal of CPC, which still applies today is "to assist private and public organizations to utilize their human and capital resources in the best possible manner, with a view to increasing their productivity". This goal still exists.

CPC aims are the following:

- Increasing Productivity and support decision making process
- Promotion of schemes and actions of EU by implementing programmes
- Improve the competitiveness of organizations
- Development of the skills of employed people (technical, managerial, administrative. Therefore CPC supplies organisations with well-trained workers (technicians, managers etc)
- Promotion of new technologies

CPC is organized in different sectors such as:

Management Development Training programmes:

CPC organizes courses and seminars in order to improve the management skills and the ability for good supervision in the private sector. This gives the chance to employees to improve their knowledge continuously and makes them familiar with the most recent updates in their fields. Each enterprise has the ability to aim to develop its own needs through the training program.

- Consultancy:

CPC gives advice to enterprises managing human resources, reducing costs, introduction of new technologies and more general the productivity's quality improvement.

- Vocational Training:

There are three different types of vocational training: upgrading programs, accelerated programmes and technical advice.

Upgrading programs are designed for people that work in the technical sector who want to improve their skills to enable them to meet market needs. Trades offered include welding, plumbing, building, woodworking and furniture making.

Accelerated programmes are offered in collaboration with the Human Resource Development Authority (HRDA) with the purpose of educating unskilled people in trades where the industry has needs. This leads to a reduction in unemployment since these individuals are able to work in the industry.

Technical advice??

- Mediterranean Institute of Management and International Activities

CPC runs the Med in order to promote professional management in Cyprus. It gives the opportunity to citizens to gain the following post graduates programmes, one part-time (Management and Public Administration) and one full time (Management Diploma Program).

- European Projects

Such as the introduction of women and young professionals in the working labour .

- E-learning:

Special e- training in Greek for meeting the needs of the Cyprus businesses community.

2.4. Cyprus Fulbright Commission (CFC)

CFC is offering Cypriot citizens who have more than 2 years of working experience the chance to travel to the USA for 3-12 weeks to be trained in their area of interest. These short courses aim to help in the development of Cyprus [as a country] more than the development of the professional skills of the candidate. Applications are accepted once a year and are open to both communities in Cyprus. Young professionals are preferred.

2.5. Life Long Learning Programme (LLL) Cyprus

LLL Cyprus is the authority-office (European Action programme) in Cyprus responsible for the implementation of different programmes such as Leonardo Da Vinci (collaboration of European institutions in order to improve vocational training and innovation in Europe) and GRUNDTVING (improving adults education). It also offers training in the form of local visits.

2.6 The Cyprus Scientific Technical Chamber - ETEK

Engineers from all disciplines must be members of ETEK in order to have a permission to work in Cyprus. The Cyprus Scientific Technical Chamber operates its own training centre. Special Scientists are the trainers. These training sessions cover the life-long learning needs of the engineers. They include trainings on contract management, on environmental issues such as energy efficiency, health and safety, new construction methods, green architecture, sustainable development etc. Every six months ETEK prepares a new series of training sessions and publishes a special leaflet in order to announce them. Human Resources Development Authority (HRDA) finances those seminars in most of the cases. Small, medium and large enterprises can be subsidized for their staff to attend the seminars.

2.7 Private companies specialized in vocational training

Several private companies offer vocational training in Cyprus. Full list is included in www.Cyprus-net.com. Most of the seminars offered by private companies are certified and supported by HRDA.

2.8 Sources of information

1. Cyprus Fulbright Commission <http://www.fulbright.org.cy/>
2. Cyprus Productivity Centre
http://www.mlsi.gov.cy/mlsi/kepa/kepa.nsf/DMLkepa_en/DMLkepa_en?OpenDocument
3. ETEK <https://secure1.voloper.net/etek/2.aspx>
4. Human Resource Development Authority <http://www.hrdauth.org.cy/>
5. Lifelong Learning Programme – Cyprus National Agency <http://www.llp.org.cy/>
6. The Cyprus Directory <http://www.cyprus-net.com/>

3. VOCATIONAL TRAINING IN GREECE

The report for the mapping of vocational training methods and policies in Greece was prepared by ELLINIKI ETAIRIA, Society for the Environment and Cultural Heritage, Sustainable Aegean Programme, March 2010, Athens. Elliniki Etairia is Partner 4 (P4) of LitusGo.

3.1 Introduction

Many radical changes have occurred in the working sector throughout the last decades (introduction of new technologies, new scientific knowledge, economic and social changes, etc). Nowadays, due to these new circumstances, the development of new specified policies in vocational training and lifelong learning in general, is of outmost importance in order for the increasing demands in employment as well as personal growth to be met.

This situation has led the Member-States of the European Union to design and implement methods and policies for the vocational training and lifelong learning of their citizens in different thematic areas. The aim is to meet the needs of the modern labour market, to create a social manpower that will be able to participate actively in society and finally to meet the increasing needs of social inclusion and employment for all the social strata. (General Secretariat of Lifelong Learning of Ministry of Education, Lifelong Learning and Religion (2008), <http://www.gsae.edu.gr/>)

In Greece, however, in this period of time, the structure of lifelong learning, vocational education and training is being reformed, due to the reorganisation and undertaken activities by the new Greek government, elected in October 2009.

The statistics, given in the second chapter, present the current situation flowing from government policies that have been applied so far in relation to their results on society. These statistics are the most recent available and appear in the text outlining the political directions for lifelong learning held by the present government.

The new government has announced that it will institute certain structural changes, such as the transfer of some services or bodies engaged in vocational education, training and lifelong learning in general, from the Ministry of Labour and Social Insurance to the Ministry of Education, Lifelong Learning and Religion. Some of the proposed changes have already been implemented, while others are still in the process of implementation.

Recently the Ministry of Education launched a text containing the new policy proposals for public consultation. The relevant chapter (Chapter 3) refers to the main directions of the

new policies, focused on the paper of the Ministry of Education. At this moment nothing more specific is available.

Many of the relevant bodies and entities for lifelong learning and vocational education and training are in the process of reconstruction, too. Chapter 4 presents these entities, with all the changes that may or may not have been applied to date included. A main source of information is their website.

3.2. Policies and methods for lifelong learning and vocational education and training for adults

3.2.1 Current situation

The following statistics (listed by the Greek government) refer to specific indicators that measure areas related to lifelong learning and vocational education and training of adults. According to these statistics it seems that at the beginning of 2010, Greece is placed in a lower position, compared to other Member States of the EU, namely:

1. As far as the extent of participation by adults is concerned, Greece is located at the 27th position out of the 33 countries evaluated. Average adult participation in Greece reaches only 2.9%, while the 27 EU member states as a whole reach 9.5%. (Ministry of Education, Lifelong Learning and Religion, opengovernment (2010), <http://www.opengov.gr/ypepth/?p=30#comments>)
2. In relation to the participation in Vocational Education and Training, Greece is located in the 29th position and is in the last position concerning the proportion of workers' participation in seminars on Continuing Vocational Training. (ibid.)
3. Greece is in last place, regarding the setting-up of the National Qualifications Framework, based on the relevant European framework. (ibid.)

3.2.2 Policy directions

This chapter focuses on the main policy directions according to the “Text of political guidelines of the Ministry of Education, Lifelong Learning and Religion for public consultation TOWARDS A NEW POLICY IN LIFELONG LEARNING IN GREECE”. Due to the fact that the current situation on the matter is not settled but is in a restructuring process, this text helps to give us a clearer idea on the political framework that the government is about to implement in the next years. (Ministry of Education, Lifelong Learning and Religion, opengovernment (2010), <http://www.opengov.gr/ypepth/>)

According to the text, new fundamental strategic planning, based on experience and research about lifelong learning is necessary in order to be used as an important strategic

tool for the implementation of some of the national policy choices, such as development (green development, innovation, etc.), integration (social integration, employment integration etc.), education (dissemination of knowledge across society, development of personality, training of adult educators and trainers etc), issues of great social importance (environmental education and awareness, traffic education etc.). ([ibid.](#))

It is important to notice the thematic framework of knowledge and skills of citizens who make up the potential manpower that will staff the labour market. All this should be taken into account in terms of social justice, covering all the social strata and particularly those citizens more in need. ([ibid.](#))

According to the principles of the guidelines above the trainee is a priority (an anthropocentric approach). These principles also imply a continuity and consistency in the citizens' opportunities for personal, social and professional improvement in all phases of their lives and they aim to promote and educate about cognitive subjects, in accordance with the current social and economic circumstances. They also support the integration of vulnerable and marginal groups with the prompt diagnosis of needs at the national and local level and lastly, they promote the cultivation of personality of people through cognitive qualifications, highly compatible with local and international circumstances which can also motivate people in their active engagement with the commons. ([ibid.](#))

Quantitative targets

These policies mainly aim to change substantially all the qualitative and quantitative aspects of the current situation in Greece, as described in section 2.1. The basic quantitative targets as set by the Ministry are the following (Ministry of Education, Lifelong Learning and Religion, opengovernment (2010), <http://www.opengov.gr/yppepth/>):

1. An absolutely essential increase of the level of adult participation of the working population in lifelong learning activities up to 9% by 2013, as opposed to today's 5%. ([ibid.](#))
2. The doubling (100%) of national participation of adults in General Education through activities of lifelong learning, such as Second Chance Schools, Vocational Training for adults, Education for the elderly. ([ibid.](#))
3. The increase of adult participation in Continuing Vocational Training by more than 50%, both for the employed and the unemployed. ([ibid.](#))

Quality objectives

To ensure the success of the quantitative targets set by the Ministry, there should be qualitative changes in existing structures, processes and policies for lifelong learning and

vocational education and training. Such changes have been anticipated and presented by the Ministry of Education, within the “Text of the political guidelines for lifelong learning”. According to that text, the Ministry (Ministry of Education, Lifelong Learning and Religion, opengovernment (2010), <http://www.opengov.gr/ypepth/>):

1. seeks to ensure quality in all sectors such as: i) the training of trainers and consequently the education of trainees, ii) the cognitive subjects, iii) the equipment, iv) the evaluation and certification processes etc. ([ibid.](#))
2. is directed towards new educational methods, such as experiential learning, e-learning and blended types of learning. ([ibid.](#))
3. intends to establish a National Qualifications Framework (NQF) to ensure the compatibility of the skills acquired by the procedures of lifelong learning with national and international labour market. ([ibid.](#))
4. tries to avoid the overlapping responsibilities of bodies that implement the relevant policies of the Ministry in order to achieve better efficiency and maximize the use of the relevant funds. ([ibid.](#))
5. shows willingness to focus on qualitative and sustainable programs coherent with the objectives set, in order to use funds available effectively and to have the best possible social effect. Such programs include the operational programs “Education and Lifelong Learning” and “Developing human potential”, covered by the National Strategic Reference Framework. ([ibid.](#))

Means of implementation

In order to achieve these objectives the Ministry of Education intends to establish a new institutional framework which demonstrates clearly the main policy elements regarding lifelong learning. This will be implemented by certification of the final learning result as well as through the modernisation of the institutional framework of the National System which links Vocational Education and Training with employment. These changes also intend to overcome the constraints deriving from bureaucracy. (Ministry of Education, Lifelong Learning and Religion, opengovernment (2010), <http://www.opengov.gr/ypepth/>)

In addition, the General Secretariat of Lifelong Learning, -as the main body for the implementation of policies and the monitoring of most entities through which these policies are implemented- will also be reformed, while the role of the social partners in the National Committee for Lifelong Learning will be upgraded. ([ibid.](#))

The composition of the Individual Lifelong Learning Registry for every citizen is imminent. At the same time the National Registry of adult Trainers is established. ([ibid.](#))

The role of the National Certification Centre is reformed and expanded, and undertakes

from now on the certification of all the stakeholders in education and training (Vocational Training Institutes, Vocational Training Centres, Free Study Centres, the entire post-secondary education in general). At the same time the role of the Vocational Education and Training Organization is changing in order to avoid role conflicts. ([ibid.](#))

Several other institutions and bodies are reinforced, such as those for General Adult Education (Second Chance Schools, Adult Education Centres or programs of teaching Greek for immigrants), the Hellenic Open University and the National Centre for Vocational Guidance. ([ibid.](#))

In order to ensure the quality of the above measures and policies of lifelong learning, there will be established a new Research and Innovation Unit in order to study the international experience, the integration of good practices and the establishment of quality assurance measures. ([ibid.](#))

Strategy

The main strategy for the implementation of the policies mentioned above has four axes. The first one is implementation, which means putting into practice the announcement of objectives. The practical implementation of the objectives will be shown by measurable qualitative and quantitative results. The second axis is the continuous monitoring of the implementation of the objectives through a continuous and integrated system for this purpose. A more integrated, coordinating and executive role of the Ministry of Education, Lifelong Learning and Religion consists the third axis. The main purpose is to ensure the coherence and effectiveness of the implemented practices from all the relevant institutional grid and entities. The last axis refers to the participatory implementation, which means the active participation of the local authorities, through their institutional leading role, particularly through the part of the Lifelong Learning that aims at the social integration of vulnerable groups. (Ministry of Education, Lifelong Learning and Religion, opengovernment (2010), <http://www.opengov.gr/ypepth/?p=30#comments>)

The axis of the expanded participatory implementation (local authorities, social partners, citizens) throughout all the phases of the policy planning aims to create an integrated National Network of Lifelong Learning. Partial objectives of the Network are:

- i) the creation of an integrated national framework for the evaluation and certification of all forms of adult education and training, as well as for the recognition of the professional qualifications -through the certification of knowledge, skills and competences- of the trainee,
- ii) the systematization of the detection of the labour market's needs as well as the needs of the citizens for vocational training, at national and local levels,

- iii) to ensure the right of every citizen to have access to all training activities, giving more emphasis on socially weak and vulnerable groups, and, finally,
- iv) the continuing and effective training of adult educators, in order for them to be able to provide special knowledge as well as to respond to their teaching duties. (ibid.)

3.3 Entities for training and lifelong learning

There are several public and private entities that specialize in the promotion and implementation of lifelong learning and vocational education and training in Greece. Nevertheless, all the relevant and necessary procedures these entities need to follow (with just a few exceptions), in one way or another are subject to or supervised by the public sector (Ministries).

Unlike the institutions supervised by independent organizations or bodies, -such as the Educational Policy Development Centre which comes under the General Confederation of Greek Labour- the role of the entities responsible for the implementation of the relevant policies of the new Ministries, (Ministry of Education, Lifelong Learning and Religion and Ministry of Labour and Social Insurance), has not been determined yet, due to the forthcoming announced changes by the new government. This means that the context which refers to their jurisdiction still remains unclear.

This section describes the roles, responsibilities and objectives of the relevant lifelong learning and vocational education and training for adults entities, as they hold in the present.

3.3.1. Ministry of Education, Lifelong Learning and Religion

The new government aims to upgrade the role of the Ministry of Education. So far, together with the Ministry of Labour and Social Insurance, the two Ministries held the responsibility on lifelong learning and vocational training in Greece. Due to the fact that the division of jurisdictions proved to be ineffective and inflexible, a simplification of process was necessary. The result was the concentration of all relevant responsibility to the Ministry of Education, alone.

The main entity-tool of the Ministry of Education for the compliance and implementation of these policies and guidelines, is the General Secretariat of Lifelong Learning.

3.3.1.1 General Secretariat of Lifelong Learning (GSSL)

The main body for the implementation and supervision of the new policies will be the General Secretariat for Lifelong Learning (GSSL), which has been reformed and its role upgraded. The same goes for the role of social partners in the National Committee for Lifelong Learning.

The General Secretariat for lifelong learning will supervise (General Secretariat of Lifelong Learning of Ministry of Education, Lifelong Learning and Religion (2008), http://www.lifelonglearning.gr/index.php/nomoi/cat_view/48-?limit=10&limitstart=0&order=date&dir=ASC):

1. basic adult education, focusing on decreasing illiteracy and the completion of compulsory education. (General Secretariat of Lifelong Learning of Ministry of Education, Lifelong Learning and Religion (2008), <http://www.gsae.edu.gr/>)
2. general adult education and training, i.e. the provision of continuing training, the training and education of special groups threatened by social exclusion, teaching Greek as a second language and education in the field of new technologies. (ibid.)
3. socio-cultural education and training related to issues of culture, health and environment, as well as the information on social, cultural and European issues. (ibid.)
4. distance learning and open education and training as well as the connection with all the relevant modern systems . (ibid.)
5. the adult education instructors. (ibid.)

The main structures which implement these policies are (General Secretariat of Lifelong Learning of Ministry of Education, Lifelong Learning and Religion (2008), <http://www.gsae.edu.gr/index.php/purpose>):

1. the Adults' Continuing Education Institute (ibid.), which supervises:
 - a. *the Adult Education Centres*
 - b. *the Second Chance Schools*
 - c. *the Schools for Parents*
 - d. *the Distance Learning Adult Education and Training Centres*
 - e. *the Lifelong Learning Training Study Centre*
 - f. *the Centre for Training Educators for Adults*

2. Popular Training Prefectorial Committees (ibid.),
3. Vocational Training Centres. (ibid.)

3.3.1.1 The Adults' Continuing Education Institute (ACEI)

One of the three main bodies, belonging to and under the supervision of the General Secretariat for Lifelong learning (GSLL) is the Adults' Continuing Education Institute (ACEI). According to Presidential Decree 142 of 31/5/02 its main purpose is the technical and scientific support of GSLL and to carry out activities relating to lifelong learning (Adults' Continuing Education Institute (2007), <http://www.ideke.edu.gr/>).

In particular, the objectives of ACEI are (ibid.):

1. The creation of the appropriate technological and scientific infrastructure that will enable the proper support of the relevant programs and activities.
2. The integration of the information and communication technology in adult education.
3. The modern educational multimedia training, using modern educational software.
4. The implementation of special research and educational programs and the development of a distance learning methodology that will be used in adult education.
5. The management of European programs related to adult education.
6. The production and dissemination of educational material for all levels of adult education.

The ACEI supports the function of bodies under its supervision (Adult Education Centres, Second Chance Schools, Schools for Parents, Centre for Training Educators for Adults etc.) as well as Autonomous Educational Programs after their assignment by the GSLL. (ibid.)

The text below, describes the function and the purposes of the bodies, the procedures of which are supported and promoted by the ACEI.

Adult Education Centres (AECs)

The Adult Education Centres (AECs) have been founded in order to implement the strategy set by the Ministry of Education. The function of AECs is supported, promoted and supervised by ACEI. (Adult Education Centres (2006-2009), <http://kee.ideke.edu.gr/?p=historical>)

The AECs project was funded in its initial phase by the Ministry of Education. Currently and until 2013 AEC is integrated to the Ministry of Education's Operational Program

"Education and lifelong learning" in the context of National Strategic Reference Framework (NSRF) and is co-financed by the European Union and the Greek Public Sector. (ibid.)

AECs promote, among other things, equality of opportunities in education. These Centres coordinate the development and implementation of programs, addressed to all adults. Their function is local –on a Prefecture level-, and thus they have a close collaboration with local authorities. The programs intend to meet the needs of the local area in which they operate. They also form the basic link between the local and the main implementing body, GSLL. (ibid.)

The primary objective of the training programs, implemented by the AECs is to educate adults on new basic knowledge and skills and to upgrade their current knowledge within the context of a continuously evolving social and economic field. There are special educational programs aiming at vulnerable social groups (gypsies, prisoners, the Muslim minority, immigrants, refugees, etc). This is a way to ensure the conditions for equal opportunities, the integration of the trainees in the labour market, the shaping of active citizens and the alleviation of social exclusion. (ibid.)

According to the official website of AECs, there are currently 56 Centres of adult education all over Greece, covering all 13 Regions of Greek territory. The AECs, offer programs on the following topics:

1. Greek language - History
2. European languages – European history
3. Basic knowledge in Mathematics and Statistics
4. Informatics and Communication Technologies
5. Economy-Administration-Business
6. Active Citizen: Rights - Obligations
7. Culture – Arts – Leisure Management
8. Special programs
9. Lifelong Learning programs
10. Environment – Culture – Tourism – Regional Development

Second Chance schools

Second Chance Schools are institutionalized in Greece by law. They abide by the framework specified by the European Union. Their role became more specific to the responsibilities relevant with lifelong learning, with the 2008 Ministerial Decision

concerning the organization and operation of these Schools. (Second Chance Schools, Adults' Continuing Education Institute (2007), <http://www.ideke.edu.gr/programs.asp?cat=1&pr=1>)

They are considered innovative, since they serve adults who have not completed the compulsory minimum secondary education. This is why their educational program differs from that of formal education, in terms of its content, teaching methodology and evaluation of trainees. More specifically, the main target is to provide immediate acquisition of basic knowledge and skills, as defined in European Union's annotation for lifelong learning (2000). Such knowledge is writing, reading, basic mathematics, basic knowledge of a foreign language and computer literacy. These along with vocational orientation advice, can improve the trainees' possibilities of accessing the labour market. Further subjects included in the program of these schools are: social and environmental education, technology, natural sciences etc.

The main purpose of these schools is to provide training that meets the needs of the labour market and the social and economic conditions of each region. In addition, they aim to be a key tool in the battle against social exclusion, in the improvement of employability chances and the active participation of citizens in society. (ibid.)

The attendance is free and the duration of the studies is only two years. The degree is equivalent to that of Secondary Schools. (ibid.)

There are 57 Second Chance Schools in Greece, according to the 2008-2009 figures. These are co-financed by the European Social Fund (ESF), the Operational Program for Education and Initial Vocational Training and the Greek State. (ibid.)

Schools for Parents

Schools for Parents aim at the systematic information and training of parents about i) relationships and communication between the members of the family, ii) communication between parents and the schools their children attend, and iii) the development of knowledge and skills about various needs (mental, social, spiritual, etc.) or odd behavior of children in the different stages of their upbringing. Finally, these Schools aim at providing advisory support on several matters, in order to support families which belong to various minorities or socially vulnerable groups (gypsies, Muslims, immigrants, refugees, etc). (Schools for Parents, Adults' Continuing Education Institute (2007), <http://www.ideke.edu.gr/programs.asp?cat=1&pr=3>)

The various training programs ("Advisory for Parents", "School-family Relations",

“Education and counseling for Gypsy/Muslim/Repatriated and Immigrant Families,”) are addressed to parents of children of all ages, national origin, educational level, as well as to all interested citizens. (ibid.)

54 Schools for Parents have been functioning in the period 2005-2008, covering all prefectures of the country. (ibid.)

Distance Learning Adult Education and Training Centres (DLAETCs)

These Centres were established by the General Secretariat for Lifelong Learning (GSLL), they are implemented through the program “Creation of Advanced Educational Online Services”, and are a public, qualitative and effective adult education and training system, providing online distance education. This is done by creating electronic teaching and learning systems, focusing on the construction of online learning resources, hardware and services, since the internet has been used increasingly in the past recent years as a technological infrastructure in e-learning systems. (Distance Learning Adult Education and Training Centre (2007), <http://www.keenap.gr/keenap//index.php>)

DLAETCs are reinforcing the model of adult education of GSLL by using information and communication technologies, creating an e-learning model for adults. (ibid.)

The programs, offered by the DLAETCs, are the following (Distance Learning Adult Education and Training Centre (2007),

http://www.keenap.gr/keenap//index.php?option=com_content&task=view&id=20&Itemid=34):

1. Information and communication technologies (for High School graduates)
2. Information and communication technologies (for Intermediate school graduates)
3. Economy - Administration – Business (for High School graduates)
4. Economy - Administration – Business (for Intermediate School graduates)
5. Environment and Sustainable Development (for High School graduates)
6. Culture, Tourism, Regional Development (for High School graduates)

Lifelong Learning Training Study Centre (LLTSC)

There is no data available.

The Centre for Educating Trainers for Adults (CETA)

The Centre for Educating Trainers for Adults (CETA) was established by the General Secretariat of Lifelong Learning (GSLL) and is supervised by the Adults' Continuing Education Institute (ACEI). (Centre for Training Educators for Adults, General Secretariat of Lifelong Learning of Ministry of Education, Lifelong Learning and Religion (2008), <http://www.gsae.edu.gr/index.php/fkedvmeken>)

The main objectives of the Centre are:

- 1) Providing education for trainers for adults
- 2) Improvement of the above mentioned education. (ibid.)

3.3.1.2 Committees for Training (CT)

The second main group of bodies for the implementation of the Ministry of Education's policies and strategies on lifelong learning are the Committees for Training (CT). These are self-contained public services of the Prefecture, established after a Prefect's decision. The need for the creation of these Committees arose in 1981, when the institution of popular training became a training policy keynote. However, their inclusion in the Prefectures' work was finalized in 1994. (Committees for Training, Adults' Continuing Education Institute (2008), <http://www.gsae.edu.gr/index.php/nele>)

The programs carried out by these Committees, follow the guidelines of GSLL and take into consideration the needs of each Prefecture. The Committees are funded by their budget and their objective is to coordinate adult education and vocational training. The programs focus mainly on illiteracy issues, the completion of basic education, social and cultural issues, vocational training, etc. Some examples of the themes of the programs are:

1. Culture – Arts
2. Social economy – Entrepreneurship
3. Programs for people with disabilities.

These programs are addressed to all citizens and aim at including the vulnerable social groups. Once these programs are completed, the participants are presented with a certificate. (ibid.)

Today 54 such committees are operating throughout Greece. (ibid.)

3.3.1.3 Vocational Training Centres (VTCs)

The third basic group for the implementation of the national strategy on lifelong learning and vocational training are the Vocational Training Centres (VTCs) of GSLL. These Centres have been certified according to the no. 6023/10-10-2001 and no.226/8-1-2007 decisions of the National Certification Centre (NCC), which is the official national certification body of Continuing Vocational Training in Greece. (Vocational training Centre, General Secretariat of Lifelong Learning of Ministry of Education, Lifelong Learning and Religion (2008), <http://www.gsll.edu.gr/index.php/fkek>)

The VTCs are addressed to both unemployed and employed as well as socially vulnerable groups (immigrants, refugees, repatriated, gypsies, etc). Their main objectives are (ibid.):

1. combating and reducing unemployment through quality education services offered through continuing vocational training,
2. the development of mechanisms for improving and strengthening the professional skills of employees,
3. the development of mechanisms for the promotion of those employed and the integration of the unemployed into the labour market.

The programs carried out by VTCs apply to the following professions (ibid.):

1. Environment Professions
2. Health and Welfare Professions
3. Culture and Sports Professions
4. Education Professions
5. Economy and Administration Professions
6. Informatics Professions
7. Tourism and Services Professions
8. Agriculture Professions
9. Technical and Transportation Professions

3.3.1.4 National Certification Centre for Continuing Vocational Training (NCC)

The National Certification Centre for Continuing Vocational Training (NCC) is the official national body for the development, implementation and monitoring of an integrated National Certification System of Continuing Vocational Training in Greece. It was

introduced in 1997 and was originally named National Certification Centre for Continuing Vocational Training Structures and Accompanying Supporting Services. Its current name was established in 2005. It is a private legal entity. Initially it was under the supervision of the Ministry of Labour and Social Insurance, and today it is supervised by the Ministry of Education. It is administratively and financially independent. (National Certification Centre for Continuing Vocational Training, General Secretariat of Lifelong Learning of Ministry of Education, Lifelong Learning and Religion,, <http://www.ekepis.gr/main/%CE%A4%CE%BF%CE%95%CE%9A%CE%95%CE%A0%CE%99%CE%A3/tabid/36/Default.aspx>)

The National Certification System of Continuing Vocational Training is implemented and monitored by the NCC and aims at ensuring quality and reliability, as well as at improving the effectiveness of vocational training services, at connecting the latter to the requirements of the labour market demands and at recognising and entrenching professional qualifications. (ibid.)

NCC certifies (ibid.):

1. various vocational training providing entities, such as Vocational Training Centres (VTCs) and specialized centres for social and occupational integration of people belonging to vulnerable social groups,
2. trainers of adults, executives of accompanying supporting services,
3. professional profiles,
4. various vocational training programs,
5. acquisition of knowledge, skills and competences.

According to NCC's database there are 283 eligible for certification VTCs, and 560 other eligible Certified Structures. (ibid.)

3.3.1.5 Vocational Education and Training Organization (VETO)

The Vocational Education and Training Organization (VETO), was established within the context of the National Vocational Education and Training System (NVETS). VETO provides vocational education and training and has the overall responsibility for the operation of the Vocational Training Institutes (VTIs) operating in Greece since 1992. It is administratively and financially independent and is supervised by the Ministry of Education. (Vocational Education and Training Organization (VETO), of Ministry of Education, Lifelong Learning and Religion, <http://www.oEEK.gr/index2.html>)

Among its main objectives is the implementation of NVETS' goals. NVETS, established

with the law N. 2009/1992, monitors the labour market's changing needs, the socio-economic conditions of the country -nationally and locally- and the scientific and technological progress. NVETS is a very important tool, since it is able to provide vocational education and training as well as its organisation and coordination, its official certification and its connection to the educational system. (ibid.)

VETO is responsible for the proper organization and operation of the public VTIs and the supervision and control of the private VTIs, since it plays an important role in the formation of the regulatory operational framework of VTIs and other public entities. (ibid.)

NVETS, also, contributes to general guidelines and policies elaboration about vocational education and training in Greece by submitting its proposals.

In addition, NVETS manages the European funds related to the Ministry's vocational education and training programs, monitors international trends in the field of employment, participates in the design of the content of the public and private VTIs's educational programmes, defines standards and approves vocational training programmes provided by other entities, non-supervised by the Ministry of Education, etc. (ibid.)

3.3.2 General Confederation of Greek Labour (GCGL)

The General Confederation of Greek Labour (GCGL) consists of 157 members (secondary organisations such as federations and labour centres) and represents more than 2 million workers. (General Confederation of Greek Labour (2008-2009), http://www.gsee.gr/left_menu_files/left_m_p2.php?p_id=3&men_pos=2)

The GCGL has founded the following supportive structures in order to be able to meet the contemporary needs and challenges (socio economic, contemporary demands in the field of labour etc.). These structures are (ibid.):

1. The Labour Institute
2. The Information Centre for the Employed and Unemployed
3. The Syndicates' History Archive
4. The Educational Policy Development Centre (EPDC)

3.3.2.1 Educational Policy Development Centre (EPDC)

The Educational Policy Development Centre (EPDC) of the General Confederation of

Greek Labour (GCGL) was founded in 2004 in order to develop specific structures and educational, scientific and research strategies (Educational Policy Development Centre of the General Confederation of Greek Labour (2006), <http://www.kanep-gsee.gr/>):

1. for a smooth transition of all workers to the knowledge society through the creation of an educational policies' evaluation and implementation system covering all the educational spectrum (formal and non formal education),
2. in order to increase citizens' opportunities in accessing the educational system (formal and non formal) as well as to improve the quality of the education provided,
3. in order to link education to employment,
4. in order to study, register and evaluate the Greek educational system and to investigate good practices of educational policies,
5. in order to collaborate with international research centres for joint action on educational policies.

For the achievement of those goals, EPDC establishes, designs and participates in scientific programs in various fields, such as (ibid.):

1. the field of post-secondary education - vocational training, offering opportunities to employees for higher education, promoting practical training, improving the quality of studies and the possibility of choosing specialties.
2. the link of education to employment and society, by activating and monitoring all systems of education and by studying and analysing all official and applied education policies.

EPDC has also founded the Labour and Lifelong Learning Academy, in order to equip workers with qualifications in Economics, Sociology, Political Science, Constitutional Law, Social History-Philosophy, Labour Law, Work Relationships, as well as other subjects that will allow them to enhance their role in society. (ibid.)

3.3.3 Ministry of Labour and Social Insurance

The Ministry of Labour and Social Insurance is one of the two national governmental bodies along with the Ministry of Education, Lifelong Learning and Religion that deal with the issues of lifelong learning and vocational education and training.

The Ministry of Labour used to play a major role in policy planning. However, three problems arose: i) overlapping activities among the bodies supervised by the two

Ministries, ii) bureaucracy and iii) lack of clear and well defined objectives. The main focus of the structural changes announced by the new government is the separation of duties related to lifelong learning and vocational education and training and the concentration of most of them in one body, and in particular, the Ministry of Education, Lifelong Learning and Religion, that will be responsible for the policy making in these sectors. The supervision of the National Certification Centre for Continuing Vocational Training (NCC) has already been transferred from the Ministry of Labour and Social Insurance to the Ministry of Education.

Currently the main entities belonging to or supervised by the Ministry of Labour and Social Insurance, are the Manpower Employment Organization (MEO) and a company called Vocational Training S.A.

3.3.3.1 Manpower Employment Organization (MEO)

Manpower Employment Organization (MEO) is the main body for implementing governmental policy about employment in order to ensure the necessary conditions of rapid adaptation of labour supply in meeting the needs of labour demand, in accordance with Greece's economic development program. MEO is a private legal entity supervised by the Ministry of Labour and Social Insurance. (Manpower Employment Organization (2009), <http://portal.oaed.gr/portal/page/portal/OAED>)

The organization focuses on various topics related to employment and labour. It uses continuing education and training programs and promotes vocational orientation programs to enhance the skills of the workforce, meeting thus the needs of both the unemployed who need expertise in order to search for work and the employed whose extra knowledge will facilitate them in their career. (ibid.)

In particular, the main objectives of the organization are (Manpower Employment Organization (2009), http://portal.oaed.gr/portal/page/portal/OAED/Organization/Apostoli_Stoxoi):

1. the specialization and immediate implementation of existing continuing vocational training programs in order to cover the needs of the labour market,
2. the training of the unemployed through the continuing and rotating vocational training system,
3. the integration of members of vulnerable social groups (such as people with disabilities) in the labour market,
4. the training of the employed, through corporate training.

In order to integrate members of vulnerable social groups –such as people with disabilities- in society and the labour market, the organization encourages and promotes their participation in special educational programs of apprenticeship and continuing training, - implemented throughout the country-, as well as to the rest of the programs, addressed to the general population. There are also special training structures for people with disabilities. The programs adapt to the labour market trends, as well as to the specific characteristics of the trainees. Every year 10% of the entrants at the training schools of the organization are people with disabilities. (Manpower Employment Organization (2009), http://portal.oaed.gr/portal/page/portal/OAED/Unemployeed_Employ/Programmata_katartisis/amea)

The organization co-ordinates 79 vocational training bodies throughout the country. (Manpower Employment Organization (2009), http://portal.oaed.gr/portal/page/portal/OAED/Organization/Dioikitiki_Organosi)

3.3.3.2 Vocational Training S.A. (VT S.A.)

Vocational Training S.A. (VT S.A.) was founded and established as a subsidiary of Manpower Employment Organization (MEO) in order to undertake part of its responsibilities related to vocational training. The Ministry of Labour and Social Insurance is responsible for its supervision. (Vocational Training S.A., <http://www.ep-katartisi.gr/>)

VT S.A., has a wide range of activities. Some of these are (ibid.):

- to create and co-ordinate vocational training centres (CVTs), social exclusion combating centres and vocational training centres for people with disabilities.
- to link vocational training to employment, in collaboration with other relevant bodies.
- to upgrade and enrich the qualifications and skills of the workforce in order to meet the demands of the contemporary labour market.
- to facilitate the employment of the unemployed.
- to conduct specialized studies in collaboration with other public or private bodies (e.g. "National Employment Research Observatory – Informatics S.A.") for the achievement of its objectives.
- to participate in European and international networks for the exchange of information, know-how and experience in vocational training and lifelong learning.

Vocational training programs, continuing vocational training and lifelong learning undertaken by VT S.A. are addressed to everyone interested. The focus is on the people who are in a disadvantaged position in terms of accessing and remaining in the labour market, such as young people, women and people who have been unemployed for a long time, employers and employees of small and small-medium enterprises, older (over 55) and part-time employees, self-employed and employees threatened with dismissal, people with disabilities and individuals from vulnerable social groups (such as immigrants, refugees, drug users and former drug users, single-parents etc.). VT S.A. participates in European and International programs in order to remain updated on European priorities relating to vocational training and good practices on an international level in order to adapt and integrate them into the Greek system. (ibid.)

Finally, VT S.A. contributes to the national policy and guidelines planning as well as to the field of Continuing Vocational Training (CVT) by (ibid.):

1. transmitting the contemporary know-how and experience from abroad and implementing it in Greece,
2. designing, planning, organizing, implementing and monitoring specific programs or other projects funded by European and/or national resources,
3. continuous updating of the vocational training programs,
4. conducting researches for the development and promotion of continuing vocational training,
5. making proposals and recommendations to the Greek State and other appropriate institutions for the reforming and promoting of new approaches and methods,
6. designing and implementating internal operational programs,
7. promoting and implementing training programmes for the professional specialization of unemployed people with disabilities, in specialties relative to their disability in order to facilitate their integration in the labour market.

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4. VOCATIONAL TRAINING IN MALTA

The report for the mapping of vocational training methods and policies in Malta was prepared by the team of Kirkop Community Council, March 2010, Malta. Kirkop Community Council is Partner 6 (P6) of LitusGo.

4.1 Vocational Upper Secondary Education

4.1.1 . MCAST - Malta College of Arts, Science and Technology

The Malta College of Arts, Science and Technology (MCAST) is the main provider of all post-compulsory, post-16 vocational education and training in Malta and Gozo except for tourism studies and health care. Its mission is to provide universally accessible vocational and professional education and training with an international dimension, responsive to the need of the individual and the economy.

The Institutes that make up the College are the following:

1. Institute of Art and Design
2. Community Services Institute
3. Maritime Institute
4. Institute of Information and Communications Technology
5. Institute of Mechanical Engineering
6. Agribusiness Institute
7. Institute of Electrical and Electronics Engineering
8. Institute of Business and Commerce
9. Institute of Building and Construction Engineering



Each institute offers a variety of courses related to its area of study. The majority of programmes offered by the institutes are either attended by students on full-time basis, or by apprentices, who combine College-based activities with work experience with an appropriate employer (sponsor). Programmes are offered at all levels from pre-foundation (entry level 0) to Higher National Diploma (level 4). Each Institute has a variety of courses for all entry-level requirements in order to provide a progression route for those who would not otherwise be able to continue with their studies. The Foundation courses, which are at Level 1, provide a progression route into the higher level certificate and diploma courses. Between them the nine Institutes cover most of the vocational areas. Courses vary in duration according to the level and whether it is part of the apprenticeship scheme. Courses lead to appropriate certification either College-based or through an external examination

body. The full array of assessment methods is used including written examinations, course work and portfolios. Achievement at one level can lead to progression to a higher level programme.

The College also offers a programme of part-time evening and day courses throughout the year for adults who are in employment and/or who would like to update their skills. The College year extends from September until the middle of July and is made up of three terms.

Student Support

In addition to providing tuition for vocational training, support is also given to those students who have a low level of general education and basic skills, through the Basic Skills Unit of the Learning Support Centre. Students who have learning difficulties or disabilities are helped through the Inclusive Education Unit. This unit provides support to students who require additional help while studying on qualification courses. It also helps students with mild learning disabilities through its Pathway to Independent Living course. The Learning Support Centre runs Pre-foundation courses for students whose level of general skills is below entry level. The centre also offers a wide variety of part-time day and evening courses for adults.



Guidance and Counselling

The College has an Information and Support Service that provides information about courses offered at the different Institutes of MCAST on a full-time or part-time basis.

A service of guidance and counselling is also offered to potential students especially those in their last year in compulsory education. Students who are still undecided or uncertain as to which route of vocational study they would like to pursue are encouraged to ask for the assistance of a Counsellor before they enroll for a course. MCAST students who would like help with personal difficulties or problems are encouraged to use the Counselling service of the College.

4.1.2. ITS - Institute of Tourism Studies

The Institute of Tourism Studies prepares students for the hospitality and tourism industry. The hospitality and tourism industry provides work placements for students. One of the current programmes of study (*Higher Diploma in Hospitality Management*) enables graduates to join a degree course in tourism offered by the University of Malta. Foreign universities and Hotel Schools accredit programmes of study organised by the institute. The

Institute is also accredited by the *Hotel and Catering International Management Association*. The courses offered at the institute range from operational to managerial levels.



The Institute of Tourism Studies offers guidance and counselling services to all its students. Besides having its own counsellors who offer personal counselling to students seeking this service, there are also course tutors /industrial mentors who support the students in their vocational and career choices. These tutors/mentors support the students throughout their stay at the institute including the Local Industrial Trade Practice and the Overseas Internships which form an integral component of the programmes of studies at the Institute of Tourism Studies.

4.1.3 Institute of Health Care

Apprenticeship Training, Initial Vocational Training

Students following technical/vocational upper secondary education are eligible to enroll in apprenticeship schemes. These schemes are the Technician Apprenticeship Scheme (TAS) and the Extended Skills Training Scheme (ESTS).

The organisation responsible for work placements and follow up is the Employment Training Corporation (ETC) which falls under the Ministry of Education. Vocational courses are linked with industry through the two training schemes available (TAS and ESTS). The ETC offers a wide range of training opportunities for persons willing to learn a trade or skill and thus improve their chances of finding and retaining full time employment.

Institute of Health Care (IHC)

The Institute of Health Care within the University of Malta was set up specifically to develop courses in Health Care on an academic level. For many years, the University has provided education for future doctors, dentists and pharmacists. However, today it is recognised that health care involves the efforts of a multidisciplinary team of caring professionals who meet, discuss and plan together the health care needs of individuals and specific client groups.

The Institute of Health Care provides the knowledge and skills for the professional carer, so that s/he may contribute to effective decision making and policy setting. The Institute is

also involved in continuing updating exercises, thereby keeping professionals abreast with recent developments in health care.

The Institute of Health Care offers undergraduate courses at Diploma and Bachelor levels.

Malta Centre for Restoration (MCR)

The Malta Centre for Restoration has been set up with the aim to advise Government on policies related to conservation and restoration, including the identification of priority areas and special needs.



The Centre's premises contain Malta's main diagnostic science and restoration laboratories complemented by a fully-resourced documentation division incorporating photography, photogrammetry and laser scanning facilities for the documentation of artefacts, archaeological sites and historic buildings.

Through its Institute for Conservation and Restoration Studies, MCR trains its students on internationally recognised professional standards in various conservation and restoration techniques. Apart from degree programmes carried out together with the University of Malta, MCR also provides post-secondary vocational courses in conservation and preservation of Maltese and cultural property.



These objectives are consistent with the vision of developing and promoting MCR as a centre of excellence with a distinct Euro-Mediterranean dimension and as a hub in the field of teaching and research activity in conservation and restoration at the heart of the Mediterranean region.

Adult Education

The **Department for Further Studies and Adult Education** is responsible for the provision of adult education under the Ministry of Education. The Adult Education and Evening Course Section within this department provides various services including vocational, academic, craft and leisure subjects as well as courses in drama, music and art. The section provides centres for adult basic literacy and also a day centre, the Adult Education Centre also provides courses in a number of subjects at secondary level particularly aimed at returnees. Courses are also organised for various entities including other government departments and private entities.



Courses are generally held on a one-year basis, but there are also short thirteen-week courses and others tied up with certification.

Courses for adults are also held by the ETC, Employment Training Corporation (ETC) which provides basic literacy classes and training for the unemployed. The ETC also set up the Night Institute for Further Education providing further opportunities for adults wishing to pursue various vocational courses, including IT and Computer Practice.

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