

WP4 Survey Country report for Greece



1. Questionnaire sample and research

The present report aims to present the national situation regarding the present education/training of International Development Officers and the identification of the skill set and knowledge necessary to be effective managers.

Ways of collecting data:

- 40 questionnaires were distributed electronically at international planners or coordinators in VET institutes, schools and universities all over Greece and 16 responses were received.
- 5 of the persons we have contacted are willing to be interviewed for the skill set in the next step of the survey
- Desk research (see Appendix)

2. Summary of research findings

Current education and training

100% of the IDOs have at least one university degree and are foreign language qualified. Additional skills, such as ICT competence and use of new technology, are also notified.

The training for doing their job is mainly informal (not intentional), based on the experience they gain while they are dealing with international projects. Quite often, the training is also non-formal and this indicates that IDOs recognise and feel the need to gain a structured learning for their job.

Activities and skills

The two main activities that IDOs think as the most important for their role are communicating with others and especially in a foreign language, as well as networking. Administration of the project and writing bids and reports seem also to be time-consuming activities for the IDOs.

In accordance with the activities, they believe that the most necessary competences for an efficient IDO are communication skills (verbal and written). Equally important are interpersonal skills, like teamwork and motivating others. Project management, ICT and use of foreign languages are also necessary in order to complete your tasks.



WP4 Survey Country report for Greece



Key training needs and ways of validating non-formal and informal learning

The areas where specific training could be useful and needed are use of foreign languages, ICT and project management.

In Greece, there are no formal qualifications for the role of an International Development Officer. The majority believes that the best way of validating the competences acquired while working on international projects is a work based assessment or in second place the continuing professional development. Examinations are not at all preferable by professionals IDOs.

3. Specific country requirements & difficulties

Vocational Education and Training

Two Ministries, the Ministry of Education and Religious Affairs and the Ministry of Employment and Social Protection mainly govern vocational education and training in Greece. The two ministries under the pressure of the social partners promoted the establishment of the National System for linking Vocational Education and Training to Employment (ESSEEKA), in 2005. ESSEEKA consists of 6 subsystems:

- System of Labour market needs (S1)
- System of Technical vocational education (S2)
- System of Initial vocational training (S3)
- System of continuing vocational training (S4)
- System of accreditation of vocational training and competencies (S5)
- System of Occupational Guidance (S6)

and coordinates the work of the competent organisations in VET, vocational guidance, employment, social partners, ministries etc.

The main organisations responsible for VET in Greece are:

- ✓ **OEEK**, Organisation for Initial education and training, supervised by the Ministry of Education, responsible for all public and private centres for initial VET (IEKs).
- ✓ **EKEPIS**, National Accreditation Centre for Continuing VET, supervised by the Ministry of Employment. EKEPIS is responsible for the accreditation of c-VET centres and trainers and for the special centres (support services) for people with disabilities and ex-drug users.
- ✓ **OAED**, the Manpower organisation responsible for apprenticeships in lower secondary level.



WP4 Survey Country report for Greece



Certification of vocational education and training

Initial vocational training is recognised *through examinations* and certification at a national level.

Continuing vocational training is less regulated. The training centres provide certificates of attendance that are a qualification but are not formally recognised (for example in examinations for the public sector).

Now, EKEPIS is running a project for the accreditation of occupational profiles, on which continuing vocational training programmes are built. One representative from EKEPIS, OEEK, PAEP (Employment Observatory Research-informatics SA) as well as employers' and employees' representatives composes the working team. Until the end of 2008, it is expected to have the first set of 66 occupational profiles. The accreditation of the occupational profiles is the first step for the accreditation of continuing vocational training programmes.

Non formal - Informal learning

EC provides the following definitions for non-formal and informal learning.

Non-formal learning: learning that is not provided by an education or training institute and typically does not lead to certification. It is however structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

Informal learning: learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support). Informal learning may be intentional but in most cases it is non-intentional (or "incidental"/random)

At national level, there is no initiative for the certification and/or recognition of non-formal and informal learning. Nevertheless, one can find initiatives taken mostly by NGOs for the recognition of informal learning.

4. Recommendations

Examining the answers given, we could notice that although the majority believes that the most important skills for their job are communication and interpersonal skills, they do not give the same importance to training in order to develop these skills. They seem more supportive on training focused on practical issues (e.g. use of foreign language or use of technology). Maybe in these cases training seems more effective or useful. However, the importance they give to soft skills should definitely be taken in consideration as well.



WP4 Survey Country report for Greece



5. Appendix

There is a questionnaire attached that includes summary of all responses and comments

Bibliography

- European inventory on validation of informal and non-formal learning, Greece 2007, CEDE FOP
- Greece - Accumulating, accrediting and validating non-formal/informal learning, ETV thematic overviews, assessed on March 11th, 2008
- Identification, assessment and recognition of non-formal learning in Greece, Cede fop Panorama 1999
- Making learning visible: identification, assessment and recognition of non-formal learning, Jens Bjornavald, Vocational Training No 22, European Journal CEDE FOP
- Recognition and validation of non-formal and informal learning for VET teachers and trainers in the EU Member States, Cede fop Panorama series; 147