

Key competences in initial vocational education and training

19-20
September
2019
Cedefop
Thessaloniki

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National example of challenges and remedies in implementing digital, literacy and multilingual competence in initial VET in Greece

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Policy description

- Operation of OAED Experimental Apprenticeship Schools (PSEK) at EPAS Kalamaki (Attica) and Heraklion (Crete) in tourism sector.
- Period of implementation: 2013-2017 Duration: 3 years.
- Transnational/National level
- The PSEK programme was implemented in cooperation with the Greek Ministry of Education, the German Federal Ministry of Education and Research, the Greek-German Chamber of Commerce and Industry, DEKKRA Akademie.
- 180 High-school graduates, aged 18-20 with basic English knowledge.



Objective and implementing mechanism

- The purpose of the programme was to offer students the necessary theoretical knowledge and work experience in 3 occupations (cooks, food and beverage managers and hotel employees).
- More specifically, the OAED PSEK focusing on tourism offer specialized curricula both in terms of training and work-practice according to the specific needs of the tourism labour market.
- Curricula included language, maths, english, german, IT, labor market issues, entrepreneurship.



Objective and implementing mechanism

- The OAED Apprenticeship scheme consists in putting theoretical training into practice, as students are required to implement at the workplace what they have learned in the classroom.
- Dual System, aims at developing both personal and field skills through the effective involvement of students in a specific specialty.
- The PSEK programme was particularly flexible, since the theoretical part of studies is offered over four months (during the off-season tourism period), while the work-practice part takes place over the months of the high-season tourism period. Thus, the training and work-practice curricula of the PSEK are most effectively harmonized with the needs of the tourism labour market.



Challenges

- Although the program had an excellent evaluation, there were no further actions concerning similar programs.
- There is a legal framework (Law 4387/2016) that foresees the operation of experimental EPAS OAED in any sector but haven't launched their operation yet (Joint Ministerial Decision of Ministries of Education and Labour).
- Studies at EPAS last for 2 years. Specialties and curricula haven't been updated since 2006 (JMD of Education and Labour). Curricula don't include lessons that enhance key competences to apprentices, according to EU policies.



Challenges

- On the contrary, before 2006, 3-year OAED Apprenticeship schools (TEE) had lessons of general knowledge (maths, language, english etc).
- There's a need for updating curricula and adjusting specialties at EPAS in order to be competitive and meet the labour market needs.

Remedies

- Implementation of new curricula (digital, lingual, multilingual competences) for cooks, hotel employees and electricians at EPAS from this school year (2019-20).
- Development and implementation of on-the-job training contents for all specialties (2018-19).
- Fruitful cooperation with British Council on social economy projects for apprentices and EPAS teachers.
- Our students won twice the 1st award on social economy projects 2018 & 2019 (EPAS Larisa and EPAS Kavala), showcasing the high educational level of EPAS students.

