

Labour market information in lifelong guidance

AO/RPA/PMDFON/LMI in Guidance/007/14

Case study visit focusing on the “Interactive Guidance Portals for adolescents and youngsters and adults”, Greece

prepared for CEDEFOP – European Centre for the Development of Vocational Training

Disclaimer

This text is presented in its original form.

It has neither been revised nor edited by Cedefop.

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1. Background information for the case study

This section starts with a short introduction of the focus of the case study and the field-visit to Greece as well as the presentation of the host organisation that have been crucial in organising the field-visit.

1.1 Field-visit identity

The following Table 1 summarises the main elements of the field-visit, namely the host organisation that facilitated the activities during our visit, the main contact persons and the timing of the visit:

Table 1: Main elements of the field visit

County in focus	Greece
Host organisation	National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) (http://www.eoppep.gr)
Focus of the case study	(a) Interactive Guidance Portal for adolescents and youngsters (http://www.eoppep.gr/teens) (b) Lifelong Career Development Portal “e-Stadiodromia” for adults (http://e-stadiodromia.eoppep.gr)
Location(s)	(a) National Organization for the Certification of Qualifications and Vocational Guidance (http://www.eoppep.gr) (b) Career office, University of Piraeus (http://career.unipi.gr) (c) Institute of Vocational Training of the Greek Manpower Employment Organisation (OAED) (http://www.oaed.gr)
Contact persons	<u>Interviewees</u> (a) Fotini Vlachaki, Guidance Counsellor MSc, Head of Counselling and Vocational Guidance division, National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) <u>Interviewers</u> (a) Iakovos Delioglanis, - project manager, Q-PLAN INTERNATIONAL LTD (delioglanis@qplan.gr , +30 2310 411 191) (b) Dimitrios Daskalakis – director Q-PLAN INTERNATIONAL LTD (daskalakis@qplan.gr , +30 2310 411 191)
Dates of field-visit	26 to 28 May 2015

The present section follows with a short description of the objectives and operations of the main organisation that we visited in Greece.

1.2 Background on the host organisation

EOPPEP is the National Organisation for the Certification of Qualifications and Vocational Guidance which operates under the supervision of the Minister of Culture, Education &

Religious Affairs. EOPPEP has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: the National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS), the National Organisation for the Certification of Qualifications (EOPP) & the National Centre for Vocational Guidance (EKEP).

EOPPEP invests on better quality and more efficient & reliable lifelong learning services in Greece. Its mission is that of corresponding to the pressing need of creating and maintaining a holistic and interrelated policy framework by linking VET with labour market needs, upgrading people's occupational qualifications, reinforcing their employment perspectives and strengthening social cohesion. Additionally, it develops and implements comprehensive national systems for the accreditation of non-formal & informal learning and provides scientific and technical support in designing and implementing the vocational guidance national policy, as well as the provision of such services in Greece.

1.3 Context information

In order to analyse the “Interactive Guidance Portals for adolescents and youngsters and adults” initiative, we need to put it into the context of the overall characteristics of the labour market in Greece as well as of the national career education and vocational guidance system. This section presents the main elements that characterise the way that labour market intelligence is integrated into this context with some additional information on characteristics of the Greek labour market system.

1.3.1 General context of LMI in Greece

The use of LMI in Greece is considered by public bodies and organizations to be critical in the connection between education and employment. However, the level of effective use of LMI is quite low and the range of available tools incorporating LMI is limited. The attempts that have been made in order to establish reliable public mechanisms for identification of labour market needs (Employment Observatory and National Labour and Human Resources Institute) did not produce significant results.

According to OECD, there is a great mismatch between the labour market and vocational and career guidance services and tools. Information originating from the labour market and especially from sectors with high demand for specialised skills, fails to become transformed into useful information that will increase the effectiveness of career and vocational counselling services. Additionally, there is a lack of a centralised system and format that will facilitate effective diffusion of LMI to the relevant public services. The lack of a centralised information system responsible for LMI collection, analysis and diffusion is also mentioned by an extensive survey (conducted by the Labour Institute of the General Confederation of Workers in Greece-INE GSEE) of public career guidance services and organisations in Greece.

The following policy recommendations have been proposed by CEDEFOP, OECD and INE GSEE in order to facilitate a more effective use of LMI in vocational education and training. These are:

- (a) systematic collection of data relating to the skills in demand in the rising specialties and sectors of the economy and those offered by the education and training system to limit all types of mismatches between supply and demand in terms of skills;
- (b) development and application of standards for providing LMI on national level;
- (c) focus on learning outcomes and the development of certifiable skills;
- (d) more work-based education and training programmes;

- (e) development of skills within the labour force, with support from business and the state, including the possibility of recognition and certification;
- (f) boosting the development of new skills, such as problem-solving, communication, green skills, lifelong career management and entrepreneurship;
- (g) training of career counselling specialists in collection, analysis and dissemination of LMI;
- (h) connection of European and global career information systems with national databases and tools;
- (i) development of a national information system that will collect, analyse and disseminate LMI to public organisations;
- (j) development of an updated glossary of professions that will reflect the current labour market and the new economic and social realities.

1.3.2 Career education and vocational guidance

In Greece, the responsibility for administering career guidance services in the fields of education and employment lies with the **Ministry of Culture, Education & Religious Affairs** and the **Ministry of Labour, Social Security & Welfare**, through the activities of **EOPPEP**. In this respect, EOPPEP acts as the national coordination body, implementing systemic guidance interventions, which ensures the quality provision and the professionalization of career guidance, the networking among the different guidance stakeholders and the constant development of information, guidance and counselling tools and material for the guidance practitioners working in education and employment settings in the public and private sector. In addition, innovative guidance services for end users of all ages are also developed within the activities of EOPPEP at national level.

Secondary Education: Both at a theoretical and practical level, School Career Guidance is applied in lower secondary education schools as part of the curriculum, including on-site visits to work places, implementation of career guidance programmes and career guidance days in school units. A new law (Law 4186/2013) that regulates secondary education, introduces two new forms of upper secondary schools (*Lykeion*) oriented towards vocational education and training with one being part of the formal education system and the other being privately or publicly funded and supervised by the government without belonging to the formal education system:

(a) vocational Upper Secondary Schools (EPAL) are publicly managed and cover national regional professional needs which are designated by ministries and regional administration and social stakeholders. Teaching material can be developed in accordance with the European credit system for VET (ECVET). Minimum age for attendance is 16 years. EPALs also offer to students the opportunity to extend the three year attendance programme with a one year apprenticeship;

(b) vocational secondary and post-secondary schools outside the formal education system. Vocational training schools (SEK), post-secondary VET schools (IEK), colleges and lifelong learning centres (LLC) may be privately or publicly funded and managed, and are supervised by the **General Secretariat for Lifelong Learning (GSLL)** of the Ministry of Culture, Education and Religious Affairs. Law 4186/2013 dictates that the offered vocational subjects are defined by the needs of the national and regional economy and proposed by ministries, social stakeholders and regional public administrations. The non-formal vocational schools can also follow ECVET and curricula is supervised by the GSLL and certified by EOPPEP.

The capitals of the country's prefectures host the Counselling and **Career Guidance Centres (KESYPs)**, which provide services of educational and professional counselling for people up to 25 years of age. Additionally, they support educators who offer School Career Guidance on individual or group basis in their schools.

Higher Education: By virtue of the new law 4009/2011 on higher education, the students carry out their practical training in the public or private sector domestically or abroad, when this is included in their programme of studies. The conditions and terms of practical training are regulated at the Organisational Charter of each Institution. Special care is also taken to facilitate students with disabilities to perform their practical training on equal terms.

Correspondingly, according to the law on higher education (Law 4009/2011), in the framework of the Innovation and Liaison Office, special services in public Higher education institutions regarding information and advice on career issues and professional rehabilitation are provided. Education Career Liaison Offices, Internship Offices and Innovation and Entrepreneurship Units are set up and operate in each University and Technological Educational Institution under their own initiative. The aim is to support their students and graduates in the transition phase from education to employment. Services offered include a) liaison with the labour market, b) opportunities to meet with potential employers during Career Days, c) provision of information about postgraduate studies and scholarships in Greece and abroad and d) individualized and group counselling to enhance the students' career management skills. However, in most cases, these services have a clear geographical and professional orientation. For example, the services on the University of Piraeus closely collaborates with 1,800 companies based mainly in the broader region and focuses on fields like economics and finance, maritime, ICT, etc. which constitute the scientific orientation of the University.

In higher professional schools, programmes require at least two years of study and may be as long as five years. In most cases, they include a period of practical training in the workplace, which is a particularly important feature of their courses. In some cases admission to these schools is contingent upon passing the general examinations for admission to higher education programmes, while others require special admission examinations (such as university-level schools of dance, theatre). These higher professional schools operate under the supervision of the relevant ministries.

Lifelong learning and Employment: Career Guidance, Information Services and Free Career Counselling, are provided by various public bodies to anyone who is interested, regardless of age. More specifically:

(a) the **Greek Manpower Organisation (OAED)** is the public authority supervised by the Ministry of Labour, Social Security & Welfare managing **Active Labour Market Policies (ALMPs)** for halting unemployment, promoting employment, and vocational training for both unemployed and employed citizens. These policies are enhanced with employment guidance services especially to the unemployed in order to support their labour market inclusion, including a) career guidance, b) career management - job searching techniques and c) entrepreneurial initiatives counselling. Finally, OAED is the Greek EURES node providing information to job seekers on the working conditions in Greece and operating the database of job offers in Greece, as well as supporting Greek citizens on their effort to work abroad through its network;

(b) the **Counselling and Career Guidance Centres (KESYPs)** of the Ministry of Culture, Education and Religious Affairs, operating on a regional Education Directorate level, serve any interested party such as students, young people up to the age of 25 and parents;

(c) information and advisory services are also provided by social partners, such as the the Information Centre of Workers and Unemployed of the General Confederation of Greek Workers (**GSEE**), the General Secretariat for Youth of the Ministry of Education and Religious Affairs, etc.;

(d) Career Guidance is also an essential service in the context of various training and support programmes which are implemented by the Ministry of Labour, Welfare and Social Insurance. These programmes are targeted mainly at young entrepreneurs, employees, unemployed and socially vulnerable groups.

According to OECD, career and vocational guidance for higher education students and adults in Greece is considered as inadequate. The main causes for the low level of effectiveness are the lack of specialised personnel in higher education career offices and public services for adults, lack of focus on specific target groups (disabled, immigrants, and long-term unemployed) as well as a general lack of qualifications and personnel in public career guidance services. According to the survey conducted by INE GSEE, there is a strong need for increased allocation of human and technical resources to public career guidance services as well as a need for training and specialisation of career guidance professionals.

The new Law 4186/2013 on the restructuring of secondary – including vocational education, which came into effect in September 2013, opens the **VET** system to the economy and the job market and attempts to regulate the field from the perspective of lifelong learning. Nevertheless, the major challenges facing the Greek VET system persist: closer links with the job market and economy, more vigorous involvement of the social partners, sense of social co-responsibility and consensus on vocational training matters, decentralisation and greater school autonomy, attracting more young people into vocational training, improving the quality of initial vocational training and linking it more closely to continued vocational training.

2. Initiative in focus: Interactive Guidance Portals for adolescents and youngsters and adults

2.1 Objectives

The field visit in Greece focused on the portals operated by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP): the “Interactive Guidance Portal for adolescents and youngsters” and the “Lifelong Career Development Portal “e-Stadiodromia” for adults”. They aim to support high quality, efficient and reliable career guidance services to secondary and upper secondary students, young people and adults, increasing access to lifelong career development services for citizens of all ages. The objective is to offer a wide variety of online user-friendly career tools to:

- (a) help teenagers, youngsters and adults assess their professional interests and values as well as the key factors affecting their occupational orientation (self-assessment tools) and highlight their competencies, achievements and talents (e-portfolio development tool);
- (b) inform them on the educational opportunities after completing the compulsory and upper secondary education, on professions (occupational monographs) and on labour market status and trends (relevant reports and studies); and
- (c) inform them on how they can get further assistance by professional guidance practitioners (e.g. Secondary education KESYP counsellors or other services).

The “**Interactive Guidance Portal for adolescents and youngsters**” was developed in 2012 and was co-funded by the European Union (European Social Fund) and national resources under the project “*Interactive Web Portal Counselling and Guidance for Teenagers*” (Priority Axes 4,5,6) of the Operational Programme “*Education and Lifelong learning*”. The various tools hosted in the portal have been developed by EOPEP and the Institute of Educational Policy “IEP” (former Pedagogical Institute) and digitized by EOPPEP, while EOPPEP experts collected information from various official sources, such as the Ministry of Culture, Education and Religious Affairs, the Ministry of Labour, Social Security & Welfare, the Manpower Employment Organisation (OAED), the General Confederation of Greek Workers (GSEE), the Hellenic Federation of Enterprises (SEV), the network of Greek Universities, the various Chambers of Commerce, etc.

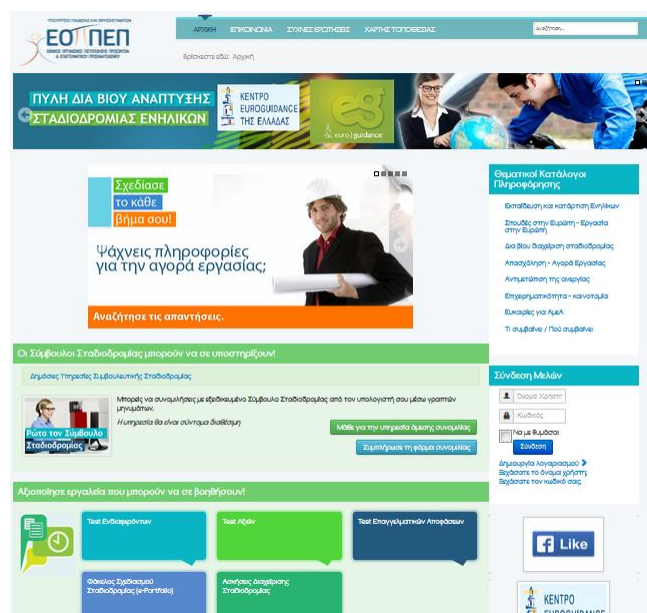
Figure 1: Interactive Guidance Portal for adolescents and youngsters



Source: <http://www.eoppep.gr/teens>

The “**Lifelong Career Development Portal “e-Stadiodromia” for adults**” was launched by EOPPEP within its activities as the Greek Euroguidance Centre at the end of 2013. The portal provides innovative services for career development and mobility information targeted to adults of all ages. The portal, even though is still under development, includes various career management tools adjusted for adults developed by EOPPEP experts.

Figure 2: Lifelong Career Development Portal for adults



Source: <http://e-stadiodromia.eoppep.gr/>

2.2 Implementation

The portals are publicly accessible and are used both by young people and adults assisting them in their educational and professional orientation and lifelong career development, as well as career counsellors as a valuable tool during their interaction with clients. Labour market information is collected under the initiative of EOPPEP staff through a variety of stakeholders (such as the Manpower Employment Organisation (OAED), the General Confederation of Greek Workers (GSEE), the Hellenic Federation of Enterprises (SEV), the various Chambers of Commerce, etc.) and is presented in the form of videos on professions and thematic catalogues.

The “**Interactive Guidance Portal for adolescents and youngsters**” has been used by over 310,856 adolescents and youngsters and hosts the following ‘career guidance support tools’:

(a) Career Interests, values and decision making tests (based on structured questionnaires) (¹):

- (i) on professional skills and interests assisting the youngster to ‘map’ his/her personality and interests against the various work environments and necessary professional qualifications;
- (ii) on professional values aiming to highlight the expected benefits the youngster is looking for during his/her professional life; and
- (iii) on the key factors affecting a youngster’s professional orientation.

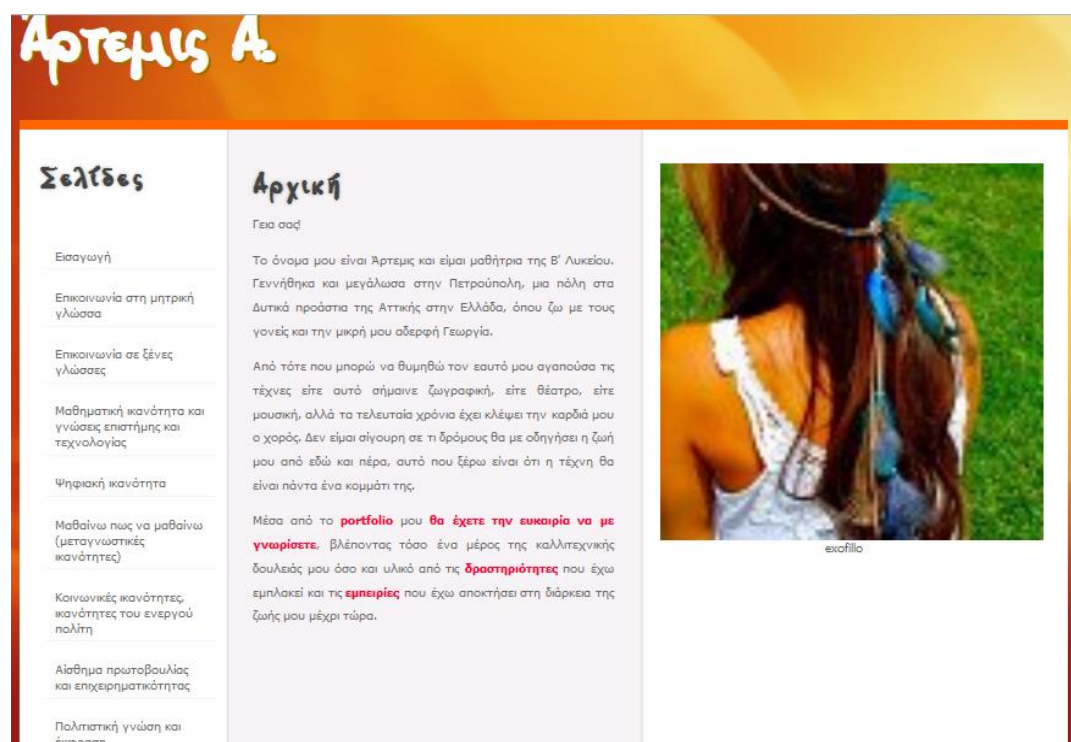
(b) Digital personal skills dossier (e-Portfolio) development tool helping youngsters to successfully collect, organize and present information and digital artefacts regarding their skills, competencies, achievements and progression while highlighting their personal, educational and professional goals. Youngsters can demonstrate the level of acquisition of the skills set within the European Reference Framework on *Key Competences for Lifelong Learning* (Recommendation of the European Parliament and of the Council, 2006/962/EC):

- (i) communication in the mother tongue;
- (ii) communication in foreign languages;
- (iii) mathematical competence and basic competences in science and technology;
- (iv) digital competence;
- (v) learning to learn;
- (vi) social skills and competences related to citizenship;
- (vii) sense of initiative and entrepreneurship; and
- (viii) cultural awareness and expression.

Adolescents are motivated to give examples about personal accomplishments linked to the above skills and upload proofs to demonstrate their qualities, e.g. photos, videos, pdf, excel, word files etc. At EU level, the above mentioned key competences are in the centre of the formal educational system to ensure that all students will have the opportunity to acquire those basic skills needed to cope with the growing needs of the modern era and next stages of personal and professional development. It must be noted that e-Portfolio differs from a ‘typical’ CV as it constitutes a more attractive and interesting way of presenting the individual by offering the ability to link the information with evidence (e.g. photos, videos, etc.).

(¹) The Real Game for adolescents aged 12 to15 and 15 to 18 translated and adapted to the Greek context will be soon included in the portal, so as to help adolescents develop and assess life and career skills.

Figure 3: Example of the Digital Personal Skills Dossier “e-Portfolio”



(c) Videos on professions, thematic information catalogues and other useful links

(i) Seventeen sectoral videos, 90 videos on professions and eight videos for the European Reference Framework on Key Competences for Lifelong Learning were developed by EOPPEP and will be very soon uploaded in the portal, accompanied by interactive quiz motivating youngsters to learn more about the professions and the labour market;

(ii) information of the various educational paths after completing compulsory education (e.g. upper secondary general and vocational education, vocational training schools, etc.) or secondary education (e.g. tertiary education, Apprenticeship Vocational Schools, institutes of vocational training, etc.) ⁽²⁾;

(iii) information of the labour market, namely useful reports and studies on the current status and future trends on various professions, more than 200 occupational monographs (general description of each profession, their basic qualifications and the various educational paths) and general information on entrepreneurship.

The “**Lifelong Career Development Portal “e-Stadiodromia” for adults**”, currently used by 30,000 adults, hosts the same Career Interests, Values and decision making tests which are also standardised by EOPPEP for adult users.

In addition, under a lifelong career management skills perspective, an e-Portfolio Development Tool has been developed based on a number of studies, such as the on-going OECD International Survey for evaluating the skills of adults (16 to 65 years) in 33 countries which is carried out under the "Program for the International Assessment of Adult Competencies" (PIAAC); the study of the International Labour Office" Enhancing youth employability: What?

⁽²⁾ A new section concerning interactive exercises facilitating the transition from secondary education to tertiary education or vocational training and to the labour market will be soon uploaded in the portal.

Why? and How? Guide to core work skills" (2013); and the relevant CEDEFOP survey "Piloting a European employer survey on skill needs" (2013). The digital tool (also in English language) provides the opportunity to adults to present and document the following skills that are related to adult participation in the labor market, employability (employability skills) and the management of personal and social life (life skills):

- (a) good knowledge and use of the greek language;
- (b) knowledge of foreign languages;
- (c) numerical ability;
- (d) digital competence;
- (e) ability for lifelong learning;
- (f) flexibility / adaptability;
- (g) interpersonal and communication skills;
- (h) problem solving;
- (i) creativeness;
- (j) working in group;
- (k) initiative and entrepreneurship;
- (l) professional skills (vocational skills), related to a particular profession.

Finally, a **Career Management Skills (CMS)** Section, including interactive CMS activities and CMS learning material, is offered in order to help adults understand and access several aspects of their career development.

Figure 4: Example of the e-Portfolio for adults



2.3 Results and SWOT of Interactive Guidance Portals for adolescents and youngsters and adults

The discussions with both EOPPEP experts and career guidance practitioners working in different guidance settings revealed two major contradictions in the Greek counselling and vocational guidance services: a) the existence of several on-line tools covering all aspects of career information and guidance (ranging from “knowing and preparing yourself” to “be informed on the various professions and the necessary qualifications as well as the alternative educational paths before starting the working life”) and b) a number systemic weaknesses that inhibit the extensive use of these tools.

On the one hand, the on-line tools are developed (while some more are currently under development) by EOPPEP and the Institute of Educational Policy on a solid scientific background and in-line with the EC directives for lifelong learning. More specifically:

(a) the test developed by the Institute of Educational Policy on “professional skills and interests” is based on the John Holland theory (1959) which suggests six basic types of personality and interests so that an individual may describe himself as well as the respective six basic types of professions;

(b) the tests on “professional values” and “key factors affecting a youngster’s professional orientation” are based on a long scientific analysis and their reliability and validity have been checked during 2 surveys with Greek pupils and are constantly monitored by EOPPEP experts;

(c) the unique at European level digital personal skills dossier (e-Portfolio) development tools (both the one targeting youngsters and adolescents and the one targeting adults) are in-line with the “European Reference Framework for the key competences for lifelong learning” (2006/962/EC, 18 December 2006), which defines the eight key competencies all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. In fact, according to the EOPPEP experts such tools don’t exist elsewhere in Europe constituting EOPPEP a pioneer in this field;

(d) the thematic information catalogues, although have been created and enriched under the initiative of EOPPEP, constitute a unique source of information for preparing an individual to enter his/her professional life or further developing/changing his/her career (i.e. to take decisions on his/her educational path and future occupation).

On the other hand, although these tools are publicly accessible and can be used by any individual before contacting a career counsellor, there is limited support by *adequate and stable face-to-face guidance services* offered by *high qualified guidance practitioners*. For example in secondary school:

(a) career guidance is not adequately integrated in the school curriculum as there is one hour per week during the final grade of the compulsory education (third grade in lower high school) and until recently one hour per week during the second semester of the first grade of the upper high school;

(b) the 79 Career and Counselling Centres (KESYPs) that were established in big cities through the country (at the capital of each prefecture with more than one centre been established in major prefectures like Attica and Thessaloniki) to support youngsters and adolescents (until the age of 25) and their parents as well as School Vocational Guidance practitioners are understaffed. For example, according to the KESYP practitioners interviewed, two counsellors support the pupils of 88 schools (both lower and upper high schools) in the municipality of Nea Ionia, Attica. As a result their main priority is the early identification of learning and/or social problems as well as to assist high school undergraduates in preparing their application form for continuing in the tertiary education (make their education choices considering their professional preferences and skills);

(c) there is currently no qualification framework for career counsellors, but only a general description of their duties. In fact, since the establishment of KESYPs, the overall operation of KESYPs heavily depend on EU funding and their staff is composed of high schools teachers, regardless of their speciality (most of them with no psychological background), who followed 160 hours training seminars and are employed on a two-three years contract and may return to his/her former duties after this period.

Overall, there is a strong interest to increase the use of EOPPEP's guidance portals by developing new on-line tools (such as the Real Game and more videos on professions) and expanding their end-users supporting them to develop adequate career management skills to design their educational and occupational pathways. In fact, the two portals have recently been connected with the portals of the Greek PES (OAED) and the Greek Ministry of Defence giving access to more end users, such as the unemployment and the young people during their military service.

The following table summarises the main conclusions that the field-study team has derived about the implementation and results of the two "Interactive Guidance Portals for adolescents and youngsters and adults" in the form of SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

Strengths

(a) Both Interactive Guidance Portals constitute unique 'single source of labour market information' as they include more than 200 occupational monographs, videos on professions, useful reports carried out by various social actors and links to other on-line portals with information on the labour market, professions and their qualifications, the alternative education paths, etc.;

(b) The publicly available on-line tools are developed on a solid scientific background and are in-line with EC directives for lifelong learning, lifelong guidance and career management skills ensuring a high level of career information and guidance;

(c) The digital personal skills dossiers (e-Portfolios) for youngsters and adults are unique at European level constituting an attractive way of presenting the individual by offering the ability to link the information with evidence (e.g. photos, videos, etc.).

Weaknesses

(a) EOPPEP's guidance portal are not fully exploited within secondary education schools as:

(i) KESYP centres are understaffed forcing their experts to focus more on addressing youngsters' 'educational' problems than career planning; while

(ii) career guidance is not adequately integrated in the school curriculum.

(b) Information on the labour market and the professions in general is fragmented increasing the effort of EOPPEP experts to collect reliable information from credible official sources.

Opportunities

(a) Various information tools and material is currently been developed, such as the Greek Real game and videos on professions;

(b) Both EOPPEP guidance portals have recently been connected with the Greek PES (OAED) portal and portals of the Greek Ministry of Defence giving access to more end users, such as the unemployed, young people joining the army, etc.

Threats

(a) The full potential of EOPPEP's guidance portal (both the tools and the wealth of information that exist in the portal) is not exploited by citizens as:

(i) in secondary education, KESYPs counsellors are employed on a contract basis for two- three years, increasing the possibility of new counsellors been employed after a contracting period adding a 'learning gap' for the new counsellors to get familiar with EOPPEP's portals; while

(ii) the overall economic crisis has resulted to very high unemployment rates, deeply affecting the citizens' career motivation: from finding a profession that suits their interests and expectations to searching for *any* job.

3. Developments towards the future

Career guidance in Greece was (and still is to a large extent) underutilised and fragmented while focused mainly to the unemployed or responding to individual requests for support. However, following the EU lifelong guidance priorities, there is strong effort to address a number of challenges and support citizens of any age to develop their Career Management Skills (CMS) so as to be able to search, find, interpret and make the most effective use of labour market information.

The collection of labour market information (both current status as well as forecasts on e.g. the skill needs in the labour market) is fragmented as various social actors (such as the Manpower Employment Organisation (OAED), the General Confederation of Greek Workers (GSEE), the Hellenic Federation of Enterprises (SEV), the various Chambers of Commerce, etc.) analyse the current situation in various business sectors and carry out foresight activities. As a result, information on professions and the world of work is scattered, making it difficult for the citizens to find answers to their questions when planning their career. EOPPEP experts consult all available official data sources and collect and present relevant information through the EOPPEP's Interactive Guidance Portals constituting it a 'single source of labour market information'. In addition, the recently launched information system "ERGANI" (under the supervision of the Ministry of Labour, Social Security & Welfare) collects information on the active workforce.

Currently, there is no qualification framework for career counsellors. However, a Joint Ministerial Decision is under preparation which will lead to the certification of the profession ensuring a unified level of service provision.

Even though, there is a gradually increasing focus on career management skills perspective as a key aspect of lifelong guidance interventions, there isn't an operational or national or sectoral CMS framework in Greece. However, EOPPEP organised several trainings and has developed relevant training material and tools targeting both:

- (a) guidance practitioners working in education, training and employment public and private settings in order to develop the relevant knowledge, competencies and skills required to serve the needs of the different target groups in acquisition of CMS; and
- (b) end users in order to help them acquiring the necessary skills for career management.

Especially with regard to the career guidance services for youngsters, the on-line tools and material developed by EOPPEP are not yet adequately exploited due to both cultural (e.g. the vast majority of pupils are unused to seek assistance for their career development and most of the times follow the 'advise' of their social environment, such as family and friends, or the 'modern trends') and systemic (e.g. lack of resources for career guidance, there no vocational guidance in the school curriculum, etc.) weaknesses. However, the establishment of the Career and Counselling Centres (KESYPs) in all prefectures (despite all the difficulties in their operation) as well as the existence and development of new on-line tools (such as the Greek version of the Real Game which focus on youngsters and follow the latest gamification techniques), are positive signs on a changing mentality in the provision of career guidance services. In fact, the latest statistics of EOPPEP show a clear increase of the usage of those tools, while feedback from career practitioners highlight that pupils are getting more and more familiar with them and eventually approach KESYPs counsellors seeking assistance.

Overall, the economic crisis in Greece has a great impact on the career guidance services as the citizens do not choose are the profession that suits their interests and expectations but rather *any* profession. High levels of unemployment and long-term unemployment means there is an increasing demand for career guidance services, but the on-going recession inhibits the increase of human resources, among others, for the provision of career guidance services.

Annex I – Educational framework

I.1 Overview of the educational system

The Greek education system is governed by national laws and legislative acts (decrees, ministerial decisions), while the general responsibility for education lies with the **Ministry of Education and Religious Affairs**. The Greek education system was until recently predominantly **centralised**, however, within the framework of the country's adaptation to international standards, actions are being undertaken in order to shift towards decentralisation. Curricula and weekly timetables, for all types of primary and secondary education schools, are centrally specified and their application is compulsory for all schools in the country.

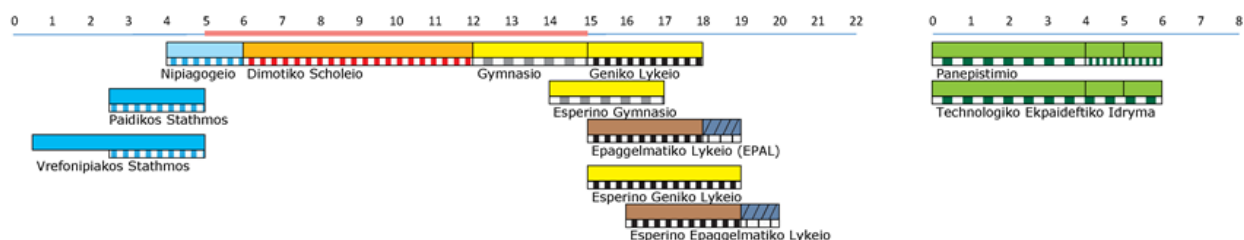
Pre-primary education begins at the age of four when children are allowed to enrol in pre-primary schools (*Nipiagogeia*) whereas attendance is compulsory only for five year old children. As far as primary education is concerned, compulsory attendance of Primary School (*Dimotiko Scholeio*) lasts for six years. The last period of compulsory education is that of lower secondary education (*Gymnasio*) with three years attendance which is a prerequisite for enrolling and attending general or vocational upper secondary schools. Attendance starts at the age of 14.

The tier of upper secondary education (three years) is non-compulsory and comprises general secondary education (including *Geniko Lykeio*/General Lyceum) and vocational secondary education (including *Epaggelmatiko Lykeio*/Vocational Lyceum). Vocational Lyceum offers two cycles of studies, which belong to the formal educational system: **a)** the secondary cycle and **b)** the (optional) post-secondary cycle of studies, also called "apprenticeship class". The minimum age for enrolment in General and Vocational Lyceum is 15 years of age. Finally, special provisions apply for those wishing to combine work with lower/upper secondary (both the general and the vocational) education by attending evening classes (*Esperino Gymnasio/Lykeio* and *Esperino Epaggelmatiko Lykeio*).

The upper level of the formal education system is Higher education which comprises the University and Technological sectors. The University sector includes Universities, Technical Universities, and the School of Fine Arts. The Technological sector includes the Technological Education Institutions (TEIs), and ASPETE which is the School of Pedagogical and Technological Education. Higher education institutions are fully self-administered legal entities of public law. Collective bodies that are established and act in compliance with special legislation administer each institution.

Below follows the figure of the Greek educational system's structure which describes how the different stages of education are followed in time (age of the pupil).

Figure 5: The Greek educational system



I.2 Governance and funding

The Greek education system is managed on three tiers: centrally, regionally and locally.

At central level, the key decisions relating to the long-term objectives and functioning of the educational system are taken by the **Minister of Culture, Education and Religious Affairs**, and are supported by collective and consulting organizations and institutions, such as the Institute of Educational Policy. The curricula, student textbooks, the teaching profession framework as well as school financing are centrally managed.

Furthermore, at central level, the Ministry of Culture, Education and Religious Affairs, via the **General Secretariat of Lifelong Learning**, assisted by the Lifelong Learning administration bodies and exercising its executive role, plans the public policy on Lifelong Learning, formulates the respective rules, implements the National Programme on Lifelong Learning and supervises its elaboration. The activities of the **National Programme on Lifelong Learning**, at regional and local level, are designed in order to be implemented in a decentralized manner in the Regions and the Municipalities through programme contracts; however most critical decisions are usually taken on a central level.

At regional level, the corresponding Regional Education Directorates undertake the administrative control and refer directly to the Minister of Culture, Education and Religious Affairs. The Regional Education Directorate is responsible for the administration and the scientific and pedagogical guidance of education in the region. It supervises the implementation of the national education policy, adapting it to meet the specific requirements of the region and connects the regional educational services with the central education authorities.

At local level, the educational policy is formulated and applied by the **Directorates of Primary and Secondary Education**, which fall within the competence of the respective Regional Education Directorates and the **School Units**. Administrative bodies at the school level is the Director, Deputy Director, the Teachers' Association, backed by the School Committee and the democratic planning bodies, such as the Municipal Committee of Education and Parents' Associations.

Higher Education Institutions (HEIs) are self-governed Legal Entities of Public Law. On these institutions, legal due diligence is exercised by the Minister of Education and Religious Affairs only for the issuing of administrative acts.

Funding: The Greek educational system is primarily funded by the Greek government. The Regular Budget covers operational expenses, teaching staff salaries, textbooks, student transport and alimentation. Fixed asset expenses, scientific research, new educational programmes and educational policies' funding are covered by the **Public Investments Programme**. Research and innovation programmes are funded by the E.U. by 75% and 25% from national funds. Higher education institutions are funded by the **State Budget** and Public Investments Programme by submitting a four year development plan to the government. Higher education institutions are also able to manage their assets and use them in order to fund their activities. Attendance in Greek higher education institutions is free of charge by virtue of the Greek Constitution.

Annex II - Agenda of the field-visit

Day 1 – Tuesday 26 May 2015	
9.30 – 10.30	<p>Interviews at management level</p> <ul style="list-style-type: none"> ✓ Fotini Vlachaki, Guidance Counsellor MSc, Director of the Career Guidance Directorate, National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) ✓ Dimitris Gaitanis, Guidance Counsellor MSc, Guidance Counsellor MSc, Manager of the Department for the Scientific Support of Guidance Counsellors and Guidance Services, EOPPEP
10.30– 11.00	Short break
11.00– 12.00	<p>Focus group – open discussion with policy makers and practitioners</p> <ul style="list-style-type: none"> ✓ Dimitris Gaitanis, Guidance Counsellor MSc, Guidance Counsellor MSc, Manager of the Department for the Scientific Support of Guidance Counsellors and Guidance Services, EOPPEP ✓ Dimitra Dede, Manager of the Department for the Development of Guidance Tools and Services, EOPPEP ✓ Andronikos Kaliris, Guidance Counsellor MSc, Freelancer, Scientific Associate of EOPPEP ✓ Stavroula Doulami, Psychologist - Guidance Counsellor MSc, EOPPEP staff ✓ Vassia Iosifidou, Psychologist - Guidance Counselor MSc, Freelancer, Scientific Associate of EOPPEP
12.00– 13.30	Lunch break
13.30– 15.30	<p>Observation activity within the context of the “Euroguidance Greece Academia Training” study visit/training/hob shadowing event organized by EOPPEP as the Greek Euroguidance Centre (25 to 29 May 2015, Athens, GR):</p> <ul style="list-style-type: none"> ✓ visit to <u>local Counselling and Guidance Center (KESYP)</u> and open discussion on the Guidance Services for secondary education students ✓ short interview with a KESYP guidance practitioners: Anthi Fountouka and Olga Zoudoula
Day 2 – Wednesday 27 May 2015	
9.30 – 15.00	<p>Observation activity within the context of the “Euroguidance Greece Academia Training” study visit/training/hob shadowing event organized by EOPPEP as the Greek Euroguidance Centre (25 to 29 May 2015, Athens, GR):</p> <ul style="list-style-type: none"> ✓ Visit to the <u>University of Piraeus Career Services</u> to learn about the Career Services to Tertiary Education Students ✓ Short interviews with: <ul style="list-style-type: none"> ○ Sofia Tampouri (head) and Antigoni Katsara – career counsellors at the Career Liaison office ○ Dimitrios Emiris - Scientific director of the Internship office ○ Victoria Pekka – head of the Innovation and Entrepreneurship office
Day 3 – Thursday 28 May 2015	
9.30 – 15.00	<p>Observation activity within the context of the “Euroguidance Greece Academia Training” study visit/training/hob shadowing event organized by EOPPEP as the</p>

	<p>Greek Euroguidance Centre (25 to 29 May 2015, Athens, GR):</p> <ul style="list-style-type: none"> ✓ Visit to <u>OAED – Greek PES</u> to learn about Career guidance in connection with labour market ✓ short interviews with: <ul style="list-style-type: none"> ○ Katerina Flaka (head), George Karachalios,– EURES advisors ○ Maria Bartzoka (head) and Kondilia Xatzigianni – General Directorate of Vocational Education and Training ○ Konstantina Dolgyra – General Directorate of Support
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Annex III – References, sources of information

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