



Structures of Education,  
Vocational Training  
and Adult Education  
Systems in Europe

# GREECE

## 2003

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If you wish to have more detailed information on education systems in Europe, we warmly recommend that you consult the EURYBASE database (<http://www.eurydice.org>) and the CEDEFOP monographs (<http://www.cedefop.eu.int>)

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## INTRODUCTION

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Europe is characterised by a very wide variety of education and training systems. In order that this diversity should be fully appreciated, EURYDICE, the information network on education in Europe, the European Centre for the Development of Vocational Training (CEDEFOP) and the European Training Foundation (ETF) regularly update a set of national monographs entitled *Structures of Education, Vocational Training and Adult Education Systems in Europe*.

Descriptions relating to individual countries in turn include basic information on the administration and structure of their systems of education and initial vocational training at all levels (from pre-primary to tertiary). Also included are descriptions of initial vocational education and training in alternance and adult education and training within provision for lifelong learning. The initial and in-service training of teachers and their status are also considered.

The information is set out in accordance with a common structure to facilitate inter-country comparisons while ensuring that special features peculiar to each system are duly emphasised.

The description for each country is preceded by a diagram of its education system. Here again, the way the diagrams are presented has, as far as possible, been standardised so that common – and differing – features of the various systems can be more easily identified and compared.

The first chapter within each country section is devoted to a short presentation of the country concerned, together with the basic principles governing its education and training, the division of responsibilities and then more specific information (relating to administration, inspection, financing, private schooling and advisory bodies). The major reforms of education systems are also considered.

The other chapters deal in turn with pre-primary education, compulsory and post-compulsory education (general, technical and vocational provision entirely within schools). The way these chapters are structured depends on each national context. Where pre-primary education is not in reality separate from primary education, or where compulsory education spans different levels, no artificial division has been created. In the case of all countries, a brief description of the aims and structure of the level of education concerned is followed by further headings devoted to the curriculum, assessment, teachers and statistics.

Initial vocational education and training in alternance is the subject of a chapter in its own right. It includes all education and training for young people that is not essentially school-based, and thus covers for example apprenticeships based on the 'dual system' pattern, sandwich course training and any other initiatives and experiments with major elements of 'on-the-job' experience.

This is followed by a chapter on tertiary education, in which a summary description is supplemented by sections on admission, tuition fees, the academic year, courses, qualifications and assessment. The chapter includes any initiatives implemented as part of the Bologna process.

The last chapter deals with continuing education and training for adults (whether in or outside the labour market, employed or unemployed). It provides information on the political, legislative and financial framework of this kind of education, on the authorities concerned and their responsibilities, as well as on the general organisation of training for adults (types of institution, access requirements, programme objectives, the curriculum and quality assurance). There is also a brief description of guidance/counselling services, as well as of questions relating to assessment and accreditation including the recognition of non-formal kinds of learning.

The situation regarding teachers is dealt with in a specific section for each level of education discussed. Also provided are national statistics on the number of pupils, students, teachers and educational institutions and, where figures are available, on pupil or student/teacher ratios, attendance and attainment rates or, yet again, on the choice of branches of study or areas of specialisation.

The National Units in the EURYDICE Network have drafted the descriptions for their countries, each using the same proposed outline of content as a common framework. The information on initial vocational education and training in alternance, and on adult education has been prepared in close collaboration with members of the CEDEFOP REFER Network (in the case of the European Union and EFTA/EEA countries) and the National Observatories of the European Training Foundation (ETF) in the case of the 12 candidate countries. We are extremely grateful to them and to all those who were involved in this project in the EURYDICE European Unit in Brussels, CEDEFOP in Thessaloniki, and the ETF in Turin for their invaluable contribution to this fundamental source of information which is vital to a better understanding of education and training systems in Europe.

Given the number of countries now covered<sup>1</sup> and the amount of data available, the description of each system of education and training may be consulted solely electronically on the website of the EURYDICE Network (<http://www.eurydice.org>), which brings it to the attention of the largest possible number of people and enables it to be updated on a more regular basis.

Patricia Wastiau-Schlüter  
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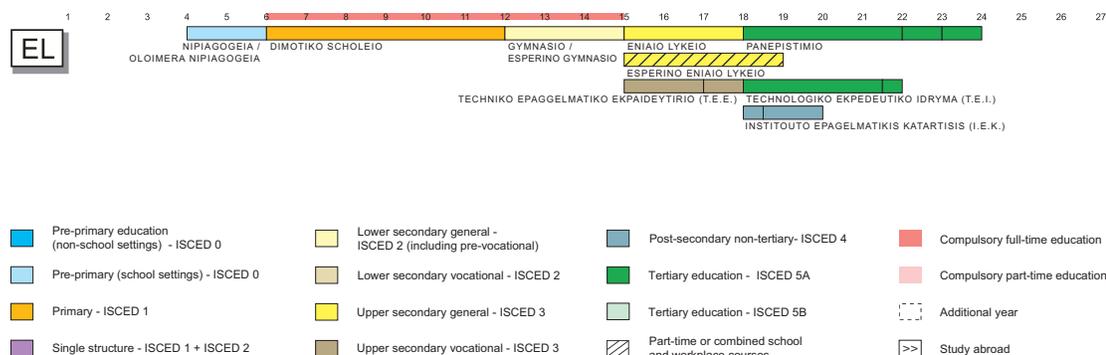
Peter de Roij  
Director of the ETF

June 2003

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(<sup>1</sup>) The 30 European countries taking part in the EU Education Programme, Socrates.

### Organisation of the education system in Greece, 2003/04



# 1. RESPONSIBILITIES AND ADMINISTRATION

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## 1.1 Background

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Greece covers a total area of 131,957 sq. km and has a population of 10,939,771. The official language of the State and education is Greek. The principle of religious freedom is enshrined in the Constitution. The prevailing religion is the Eastern Orthodox Church of Christ.

The political system in Hellas is that of a Presidential Parliamentary Republic; the President of the Republic is the head of state, and is the regulator of the political system and is elected by the Parliament of the Hellenes.

According to the Constitution, primarily the Parliament and the President of the Republic perform the legislative function. There are 300 Members of Parliament, elected for a four-year term by direct universal suffrage and secret ballot.

The President of the Republic and the Government perform the executive function.

The administration of the State is organised on a decentralised system in central and regional services. The country is divided into 13 regions and 51 prefectures that also include the provinces and municipalities. In each prefecture there are decentralised Ministry services headed administratively by the President of Prefectural Government who is elected for four years by direct universal suffrage and secret ballot.

## 1.2 Education: principles – legislation

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Education, according to the constitution, is one of the main missions of the State, aiming at the promotion of the moral, intellectual, vocational and physical education of the Hellenes, to develop their national and religious consciousness and to shape them as free and responsible citizens. All Hellenes have the right to free education at all levels.

All citizens are entitled to equal opportunities in education, regardless of family background, origin of gender

## 1.3 Distribution of responsibilities

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The Hellenic educational system is governed by national laws that have passed parliament and legislative acts (decrees, ministerial decisions) The general responsibility for education falls under the Ministry of National Education and Religious Affairs.

The administration of Primary and Secondary Education is conducted hierarchically by:

1. The Ministry of National Education and Religious Affairs (YPEPTH)
2. The Regional Education Directorates
3. The Directorates of Education (Prefecture)
4. The Education Offices (Province) and
5. The School.

A Principal, Assistant-Principal and a Teachers' Association direct every school.

The Head of the Directorate of Education administers schools of all types (public/private) in each prefecture, and at all levels. In prefectures with many provinces or many schools, there are education offices in the districts, for whose administration the Heads of these education offices are responsible.

The Prefect is in charge of the administrative units in the competent prefecture, and performs the duties he/she is assigned by the Minister of National Education and Religious Affairs.

The Minister (YPEPTH) is responsible for the administration of all the schools in the country, performed through the Ministry services (central and regional) and through Councils of a consultative and scientific nature that have been created and function in the Ministry's central and regional services (Directorates of Education).

In Higher Education, the *Universities (AEI)* and *Technological Education Institutes (TEI)* are self-administered legal entities of public law (NPDD) and the Minister exercises supervision and monitors the legality of their actions and decisions through the *Services of the Ministry's Central Service*.

### Administration at national level

The **Ministry of National Education and Religious Affairs**: Holds the responsibility of the national policy on education. The basic task and responsibility of the Ministry lies in defining, evaluating and creating the conditions to respond to the educational needs. More specifically the Ministry draws up the bills regarding the field of education and is in charge of applying the law and the administrative laws they entail. It coordinates and evaluates the regional services and schools and provides financial support of educational activities.

Certain competencies and duties have been assigned to public organisations and other bodies that report directly to the Ministry.

Moreover these organisations and agencies are the following:

- The **Pedagogical Institute**: A decentralised Public Service operating under the supervision of the Ministry of National Education and Religious Affairs. Its duty is to formulate the guidelines, draft the timetable and the curricula, approve and order textbooks, apply vocational guidance, introduce issues and innovations, apply new teaching methods, promote in-service training of teachers, etc.
- The **School Buildings Organisation (OSK)**: A self-administered organisation in charge of building and equipping school buildings. It is a société anonyme of the Public Sector responsible of building and equipping school buildings in the prefecture of Attica and undertakes projects of Prefectural Governments upon a Minister's Act.
- The **School Book Publishing Organisation (OEDB)**: A self-administered organisation in charge of publishing school and other educational books and distributing them free of charge to schools.
- The **Organisation for Vocational Education and Training (OEEK)**: A self-administered organisation established under Law 2009/14.2.1992 having as objective the organisation and management of public Vocational Education Institutes (IEK) falling under the Ministry of National Education and Religious Affairs, which also supervises the private IEKs. The Organisation's competencies also include: observation and evaluation of the requirements in specialised personnel for each sector of the economy, in co-operation with other agencies; certification and accreditation of education and training provided by IEKs; recognition of certificates awarded by other Hellenic vocational education and training agencies; rendering of equivalence to corresponding certificates awarded abroad; definition of vocational rights at all vocational education and training levels in co-operation with the competent Ministries and social partners; management of all E.U. funds related to technical and vocational education and training falling under the jurisdiction of the Ministry of National Education and Religious Affairs; and last but not least the conduction of surveys, the keeping of statistical information and the documentation of issues related to vocational education and training.
- The Board of Directors of the OEEK includes representatives from the Ministry of National Education and Religious Affairs, the Ministry of Labour, the Ministry of National Economy, the Ministry of Finance and the social partners (employees- employers).
- The **State Scholarships Foundation (IKY)**: Is the – self-administered – scholarship body, which also manages the Socrates Programme. Its objective is to provide scholarships, loans and rewards to Hellene expatriates and foreign citizens, to provide scholarships and financial support in the context of European co-operation programmes, to collect and disseminate information concerning all scholarships and financial support provided to Hellenic citizens.
- The **InterUniversity Centre for Certifying Degrees and Diplomas from Abroad (DIKATSA)**: A self-administered legal entity of Public Law whose task is to recognize foreign universities and to rule on the equivalence of degrees from University faculties abroad with those from counterpart Hellenic Universities, in the cases no corresponding specialty exist in Hellas.
- The **National Youth Foundation (EIN)**: A self-administered legal entity of Public Law of the broader Public Sector operating under the supervision of the Ministry of National Education and Religious Affairs. It establishes residences/facilities for higher and secondary education students, promotes cultural activities, excursions, camping programmes, and applies special programmes General Secretariat for Youth.
- The **Centre for Educational Research (KEE)**: A self-administered legal entity of Public Law. The KEE pursues to promote research on issues related to education and especially on educational; organisational issues, teaching methods, continuing education and training, conducts surveys and documentation on these issues.
- The **Organisation for the Further Education of Teachers (O.EP.EK.)**: Is a Legal Entity of Private Law, supervised by the Minister of National Education. Its task is to plan, apply

and certify the various forms and types of Primary and Secondary Teacher Further Education.

Also under the Ministry of National Education come: the General Secretariat for Youth, the General Secretariat for Adult Education, the Hellenic Language Centre, the Institute for Continuing Adult Education and the Technological Research Centre.

Last but not least the Ministry of National Education supervises the Historic Archives and the Libraries.

### Regional level administration

In the context of educational decentralisation policy, Administration is exercised at a Regional Level by the Regional Education Directorates whose jurisdiction cover Primary and Secondary Education.

The Regional Education Directorates come directly under the Minister of National Education and Religious Affairs.

Each Regional Education Directorate includes the:

1. Administration, and
2. Scientific – Pedagogic Guidance Departments.

Under each Regional Education Directorate headed by the Regional Education Director come:

- Prefectural Directorates of Primary and Secondary Education;
- Regional Training Centres;
- Diagnostic, Evaluation and Support Centres;
- Regional Support and Educational Planning Centres;
- Environmental Education Centres;
- Youth Consulting Centres;
- Pre-School, Primary, Secondary and Special Education School Advisors;
- At the headquarters of each Regional Education Directorate operate a Higher Regional Primary and Secondary Education Service Councils.
- As far as Higher Education Institutions are concerned (Universities and TEIs) a corresponding administrative structure does not exist as they are self-governing legal entities of public law under the supervision of the Ministry of National Education and Religious Affairs.

### Administration at a prefectural level

- Administration at a Prefectural Level is exercised by the Directorates and the Offices

of Primary and Secondary Education and the Education Committees.

- For the Administration and monitoring of Pre-school, Primary and Secondary Education Directorates of Primary and Secondary Education operate in each Prefecture, having their offices in the capital of the Prefecture. In addition to the Directorates, there is also one Education Office and one Physical Education Office in each prefecture.
- Directorates and Education Offices operate under the responsibility of their Heads.

The Heads of the Directorates and Offices administer and monitor the operation of the schools in their region; they are also the administrative and disciplinary superiors of the teachers and administrative staff serving in these offices, along with the Principles of Schools.

At the prefectural level, we also have the *Regional Service Councils for Primary and for Secondary Education (PYSPE and PYSDE)*, that are responsible for matters related to the service status of teachers. Among their competencies is the selection of Principles and Assistant Principles of schools. These councils consist of three (3) representative from the Administration and two (2) elected representatives of the teachers.

Regarding Higher Education Institutions there is no counterpart administration structure.

### Administration of schools

Heads of Kindergartens are kindergarten teachers.

Administrative bodies of each Primary and Secondary school are the Principal, the Assistant-Principal and teachers' association.

The principal is responsible for the smooth operation of the school, for co-ordinating school life, for ensuring conformity with laws, encyclicals and service instructions, and for implementing decisions of the teachers' association. The principal participates in the evaluation of the school's teachers and co-operates with the School Counsellors. The Assistant-Principal acts as deputy for the Principal when there is no principal, or when the principal is absent or prevented from carrying out his/her duties.

The Teachers' Association, president of which is the Principal of the school, comprises all its teachers and is the collective body for charting directions, for the better application of educational policy, and the better operation of the school.

Higher Education comprises of two sectors: University including Universities, Technical Universities and the Higher School of Fine Arts, and the Technological, including the Technological Education Institutes (TEI).

## Universities

These are fully self-administered legal entities of public law. Collective bodies that are established and act in compliance with special legislation administer each university. These bodies are the Senate, the Rector's Council and the Rector. Members of these bodies are exclusively members of the academic community of each university. A Presidential Decree or a Ministerial Act upon proposal of the university bodies and advice of the University Education Council (SAP) determines the organisation of universities. Each University comprises of Faculties. Faculties are divided into Departments and Departments into Sections. The General Assembly of the Department of each university Faculty is responsible for the drawing of the Department's curriculum. The Department also grants degrees that are the same for the entire department. Each Department's Sections applies the guidelines of the former.

**TEIs** fall under higher education and are fully self-governing legal entities of public law; state supervision is exercised by the Minister of National Education and Religious Affairs. Each TEI is composed of Schools and each School of specialisation related Departments. A Department is the basic academic unit. Studies in each Department lead to a degree that allows the practice of a profession.

The basic organisational features of TEIs, along with those of Universities, are their democratic structure and operation, with the participation of representatives of all components of the academic community in decision taking, university asylum, academic liberties; or freedom in scientific research and the exchange of ideas.

The compositions of Administrative Bodies have an advisory character.

The Participatory Bodies accordingly are:

- Departments:
  - General Assembly; Council, Head;
- Schools:
  - Council and Director;
- TEI:
  - Assembly, Council, President and Vice-President.

TEI Presidents, Vice-Presidents, School Directors. Heads of Departments come from the TEI's educational staff and are elected by the members of the academic community of each institute. The curriculum of each Department is drawn by the General Assembly of the Department and assessed by the Institute of Technological Education (ITE).

## 1.4 Quality assurance

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The responsibility of administrative supervision and monitoring of Pre-School, Primary and Secondary schools falls under the heads of the local Primary and Secondary Directorates and Offices accordingly. The responsibility of educational operation falls under the School Advisors. The Minister of National Education and Religious Affairs monitors Higher Education Institutions and compliance to legal issues.

## 1.5 Financing

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All levels of public education in Hellas are provided free of charge and primarily the national budget and the public investment budget provide its financing mainly and subsequently non-governmental sources (e.g. the E.U). Specifically, state financing covers expenditure concerning the purchase of land, the building- repair and maintenance of buildings, the procurement and maintenance of educational equipment and laboratories, the operational requirements of education at all levels and the Legal Entities of public or private law providing educational services. It also covers salaries, additional emoluments and compensations for the teaching and administrative staff at all levels of education.

And finally, it covers the expenditure entailed in providing financial assistance and support to pupils and students including free books, transportation of primary and secondary school pupils and students, provision of meals, accommodation, scholarships and loans.

## 1.6 Advisory and consultative bodies

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The fundamental laws on Education provide that in decision-making for all levels of education there shall be a participation of political and social representatives, along with representatives from the trade unions, the local governments, parents, Higher and Secondary Education students. Their role, depending on the provisions, is either decisive or advisory consulting.

More specifically, provisions for the following participatory bodies have been made:

- The **National Education Council** (ESYP). An independent administrative authority under

the supervision of the Minister of National Education and Religious Affairs that makes recommendations to the Government on educational policy related issues. ESYF bodies are the Plenary, the President, the Steering Committee, the departments and their sections, the units and their sections. The President and the Steering Committee perform the ESYF Administration. The ESYF Plenary comprises of representatives from Ministries; Scientific, Trade Union and Professional Organisations; political parties represented in the Parliament along with representatives from all educational levels. The Plenary has the responsibility of planning the educational system, drawing the general educational policy together with drafting proposals on issues submitted by the Minister of National Education and Religious Affairs.

The following advisory bodies make recommendations to the Minister of National Education concerning the organisation, development, financing, establishment etc. related to the University sector of Higher Education:

- **The National Academy of Letters and Sciences** (EAGE) comprising of representatives from ministries, political parties, social and scientific agencies.
- **The University Education Council (SAP)** comprising of the rectors from all the Universities together with representatives from all the political, productive classes and social partners of the country.
- **The InterUniversity Research Council (DSE)** that proposes research related issues and comprises academic researchers renowned internationally.

The following bodies makes recommendations to the Minister of National Education concerning the organisation, development, establishment etc. related to the Technological sector of Higher Education (TEI):

- **The Technological Education Council (STE)**, comprising of the Minister (YP.E.P.Th.) or his/her representative, TEI Presidents and representatives from: involved Ministries, organisations, scientific bodies and productive classes, trade unions, local governments and the political parties represented in the Parliament.
- **The Regional Technological Education Council (PSTE)**, chaired by the Prefect or his/her representative and comprising of the TEI Council and representatives from the local government, local social and productive classes and students.

The following participatory bodies operate, covering Primary and Secondary Education – at a local, prefectural and national level – with the

participation of school actors (teachers – parents – pupils/students):

- **The Prefectural or Provincial Education Committee** in the capital of every prefecture or province, members of which are: the prefect or eparch, representatives from the school Advisers, from education administration, from local governments, from the federation of parents' associations, from the productive classes, from scientific and professional organisations and from the teachers' trade unions. This Committee drafts proposals and reports to the Prefectural Council and to the Prefect regarding the allocation of funds, establishing or abolishing schools and generally on matters related to the operation of the state schools in the prefecture.
- **The Municipal Education Committee.** These operate in each Municipality and are made up of representatives from the Municipality, the association of parents; the productive classes and the teachers' trade unions. This Committee drafts proposals to the Mayor and the Municipal Council on issues related to the improvement of the running and organisation of the local schools; allocation of funds; establishment, abolishment or merging of schools.
- **A School Council** operates in each school and is made up of the teachers' union, the Board Members of the Parents' Association and one representative from the local government. The Council's task is to support the running of the school and to plan its activities.
- **The School Committee** Each Committee covers one or more schools, led by the Principles of the involved schools, representatives from the parents' and pupils'/students' associations, along with representatives of the local government. The Committee's task is to manage the funds provided to cover the school operational expenses (heating, power etc.).
- **The Parents' Association.** Is made up by the parents of each school's pupils/students. The parents' associations of the same municipality form the Union of Parents. The parents of pupils/students at every school are organised into a *Parents' Association*. The parents' associations of the schools in the same community, municipality or municipal department make up parents' union, in which each association is represented by at least one delegate for every 40 pupils/students. Parents' unions in every prefecture or prefectural department make up the parents' federation, in which each union is represented by one delegate for each four hundred parents. The parents' federations in

the country together make up the *parents' confederation*, in which each federation is represented by at least by one delegate.

- **Service Councils**, central and regional, which offer advice on matters related to teachers' professional status and on which the latter are represented by elected delegates. They are made up of three Administration representatives and two workers' representatives.
- **Pupil/Student Communities** provide to pupils/students the possibility to undertake initiatives and to contribute to the smooth running of the school.

## 1.7 Private schools

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Private primary and secondary schools in Hellas come under the jurisdiction of the Ministry of National Education and Religious Affairs (YPEPTH). Monitoring is carried out mainly with respect to the curriculum, the adequacy of the teaching staff, the number of pupils/students per class and the composition of the examining boards that conduct the examinations in the two last years of upper secondary school, the issuing of leaving certificates and financial auditing mainly related to the collection – increase of tuition fees.

The Government does not use private schools.

Certificates provided by private schools are equivalent to those granted by public ones. Concerning the organisation and the curriculum the same regulations apply as for public schools.

According to the stipulations of the law regarding foreign schools, there are private schools that provide education to foreign nationals living in Hellas.

And finally there are no private higher education institutions.

(Statistics on private schools are provided according to the level of education in chapters 2 and 3).

## 2. PRE-PRIMARY EDUCATION

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Attendance in pre-primary education is not compulsory, and addresses children from the age of four and lasts for two years. It is provided in kindergartens that operate independently or are in the same building with primary schools. Most kindergartens are public but there are some private ones. The formal requirement for a child to be admitted is to live in the vicinity of the kindergarten.

Attendance in public kindergartens is free of charge. For private ones, the pupils' parents pay defined tuition fees that are revised annually by the Ministry of Commerce.

At the opening of the academic year 1997/98, in the context of covering the social need of working parents to have their children kept, 160 all-day kindergartens were launched on a trial basis with an extended timetable, engaging the children in creative activities (at least eight hours per day). Ever since this institution expanded successfully and by 2002/03 1,513 all-day kindergartens operated.

The aims of kindergartens is the psychomotor development of small children, their social, emotional, moral and religious development on both the individual and collective level, the cultivation of their aesthetic sense within the framework of their more general development, their mental development and finally the cultivation of their skills (motor and mental). By operating all-day kindergartens (L.2525/97) the upgrading of infant education is pursued along with the full preparation of children for primary school, and moreover, the enhancement of the state's welfare role that aims at decreasing the educational-social discriminations and to serve the needs of working parents.

For the provision of education to infants with special educational needs Special Kindergartens operate independently or embodied in regular kindergartens staffed with qualified teaching and scientific personnel.

Apart from kindergartens, as regards education, care and recreation of pre-school children – in particular orphans or destitute children, or children of mothers who are incompetent or working – there are state-run nursery schools accepting children from the age of three till they reach the age go to primary school. Some of them provide facilities for babies that welcome infants from the age of eight months old.

During the academic year 2002/03 1,138

state-run nursery schools, out of which 55 providing baby facilities, operated. Roughly 37,000 infants and 1,100 babies attend nursery schools currently. There are also currently 42 creches caring 766 babies. State-run nursery schools and creches both come under the Ministry of Health and Welfare and are supervised by it.

A limited number of private creches also operate.

### 2.1 Organisation

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Kindergartens may have either one or two teachers, called one-position (*monothessio*) and two-position (*dithessio*) kindergartens respectively. The former, accommodate 7-30 children and the latter 31-60. Classes are coeducational and are structured regardless of the age of the children, while there are working groups depending on the age.

Kindergartens operate roughly 172 days annually and their working hours are 3 ½ hours daily, either in the morning (9 a.m. till 12.30 p.m.) or in the afternoon (2 p.m. till 5.00 p.m.). Kindergarten teachers must arrive half an hour earlier and leave 15 minutes later than their regular working hours.

A Presidential Decree stipulates that the kindergarten academic year starts on September 1 and ends on June 21 the next year, while courses start on September 11 and end on June 15 the next year, when souvenirs are awarded to the children.

The programme for the all-day kindergarten, which employs two teachers daily and has a working schedule between 7:45 to 16:00, is as follows:

Timetable for 1st teacher (N1): 07:45 – 12:00 (4h 15')

Timetable for 2nd teacher (N2): 11:45 – 16:00 (4h 15')

Time children are engaged: 8:00 – 15:45 (7h 45').

## 2.2 Programme of activities

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Kindergarten curricula are drawn up by the Pedagogical Institute and used as full instructions for carrying out the educational task. They include mainly: a. Clearly formulated goals for every course within the framework of the general and special objectives of education for each level; b. Subject matter selected in accordance with the objective of the course at each level, according to timetable requirements and to the assimilative ability of the pupils, and structured into individual units and topics; and c. Indicative directions as to the method and means of teaching every unit and topic.

Curricula are drawn up, tested experimentally, evaluated and reviewed constantly to reflect developments in knowledge and social needs and advances in the educational sciences.

In addition to the kindergarten curriculum, there is also an activity book for kindergarten teachers containing instructions and practical recommendations on how to organise and conduct each class.

Specifically, according to the kindergarten teachers' activities book, the basic principle of the new curriculum is to obtain the child's active participation in achieving his/her all-round development with the guidance/teaching of the kindergarten teacher. By creating real situations, the child is encouraged to anticipate, investigate, experiment, compare, and discover relations, to classify and to grow mentally, while at the same time developing the mechanisms necessary to acquire knowledge.

In a similar fashion is the daily working programme organised in kindergartens.

## 2.3 Assessment

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Through assessment, an attempt is made to form a picture of the class in its entirety but primarily of each child individually, in order to permit constant adaptation of educational activities to the pace of every pupil.

## 2.4 Teachers

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Pre-primary teachers hold University degrees, being graduates of the Kindergarten Pedagogical Departments. They are permanent civil servants (or supplementary teachers in cases of special educational needs). Their recruitment follows the procedures described in unit 3.A.5.

The Pedagogical Institute and the Pre-Primary School Advisors provide educational guidance to teachers.

## 2.5 Statistics 2001/02

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	Pupils	Teachers	Schools
Public	138,544	9,973	5,647
Private	5,024	322	111

The ratio of infants per teacher was 1:13.9 for public and 1:15.6 for private kindergartens.

Source: Department of Operational Researches and Statistics of the Yp. E.P.Th.

Further, according to the Special Education Department of the Yp.E.P.Th 107 special Kindergartens and 74 rehabilitation classes operated with 780 infants.

## 3. COMPULSORY EDUCATION

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In Hellas the duration of compulsory education is 9 years (from the age of six to fifteen). The first six years pupils attend *Demotiko Scholeio* (Primary School) and the three last the *Gymnasio* (Lower Secondary Education).

### 3.A Primary education (*Demotiko Scholeio*)

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Attendance in Primary schools lasts for six years and includes grades 1, 2, 3, 4, 5 and 6. Pupils that have their sixth birthday by December 31<sup>st</sup> are entitled to register in the first grade.

Aim of Primary Education is moreover, the all-round mental and physical development of the pupils. More specifically, primary school assists pupils: to expand and redefine the relations between their creative activity and the objects, situations and phenomena they are studying; to build mechanisms that contribute to the assimilation of knowledge; to develop physically; to improve their physical and mental health and to develop their kinetic skills; to learn the most basic concepts and gradually to acquire the ability to derive abstract thought from sense data in the area of abstract thought; to acquire the ability to use the oral and written speech correctly; to become familiar gradually with moral, religious, national, humanistic and other values and to organise them into a system of values; and to cultivate their aesthetic criteria which will enable them to appreciate works of art and to express themselves accordingly, through their own artistic creations.

Primary schools are either public or private. The choice of a public or private school depends on the parents. After choosing a public school the child should be registered at the school nearest to his/her permanent address. Public Primary Schools are all over the country, even in the most remote and inaccessible areas.

Public education is provided free of charge. Textbooks are also provided free of charge.

From the academic year 1997/98 the law provides for the all-day primary school. This institution has expanded successfully and already by the academic year 2002/03 3,880 all-day classes operated. Further, for children with special educational needs there

are Special Primary Schools or Special Education Classes incorporated in the regular Primary Schools.

### 3.A.1 Organisation of the school

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Depending on the number of their permanent teaching positions, primary schools may have from one, two etc up to six or twelve teachers. By virtue of a joint decision by the Minister of National Education and Religious Affairs and the Minister of Finance, upon request by the Prefectural Education Committees, one-, two-, and three-position primary schools may be merged into schools with four or more positions. The classes of these many-position schools may be held on the premises of the merged schools, while one-position primary schools with fewer than fifteen (15) pupils may be merged, by district, into one central primary school.

Pupils are transported free of charge from the merged schools to the premises in which the new classrooms or facilities of the central primary schools will operate. The pupils are transported, by decision of the prefect, by the usual means of public transport or by leasing private means. Likewise, private coaches upon the responsibility and care of the National Youth Foundation or the local governments may transport them.

Pupils enroll in the grade corresponding to their age. The teacher can change classes or grades each year and teaches most of the subjects of the primary school curriculum. Teachers of the corresponding speciality teach foreign language, physical education and artistic subjects.

Primary schools work five days a week, 5 to 6 hours daily, depending on the grade. Hours per week vary from 25 to 30, depending on the grade and weather they include a foreign language, music etc. The school timetable is from 8:15 a.m. till 1:30 p.m. In case different schools use the same premises, a case occurring in a small number of schools in large urban centres, there is also accordingly an afternoon timetable from 2 p.m. till 7 p.m. The academic year lasts 175 days from September 11 till June 15.

### 3.A.2 Curriculum

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The subjects taught in the first and second grade are Modern Greek language, mathematics, environmental studies, physical education, aesthetic education and school life. In the third and fourth grade the curriculum includes: Modern Greek language, mathematics, environmental studies, religious education, history, physical education, aesthetic education; in the fourth grade the weekly timetable includes 3 hours of foreign language and one for school life and culture, aesthetic education and music. In the fifth and sixth grade the curriculum includes: Modern Greek language, mathematics, physics, religious education, social studies and civics, physical education, aesthetic education, music and foreign language. Further, environmental education – included in school curriculum – has been extended to primary education, forming a part and supplement to the subject *Environmental Studies*, which is already included in the curriculum.

All subjects are compulsory for all pupils and are considered to be of equal value.

The Pedagogical Institute drafts detailed curricula and timetables, and is also responsible for textbooks. There is no possibility of choosing textbooks.

A recent law (passed in 2003) launches the application of the Inter-disciplinary Single Education Course Framework for compulsory education (*Demotiko – Gymnasio*), the compiling of new books in accordance with the law and the production of supportive educational material (software, educational digital films, maps etc).

Apart from the regular curriculum there is support teaching for pupils who are behind the others, mainly in Modern Greek language and mathematics. We also have the creative activities courses after school for the children of working parents in the context of the all-day Primary school, courses for special social groups (illiterates, gypsies) and introduction classes for the children of repatriates and aliens. Further, children who due to health problems remain for a long time in Child Hospitals of the country can attend the Special Primary schools that operate in these hospitals.

### 3.A.3 Assessment

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Pupils in primary school are assessed: on the basis of the daily oral examination and their all-round participation in the learning process; the results of performance in terms of the assessment criteria for the pupils of the two last grades may refer to more than one general unit; the assignments done by pupils either at school or at home.

During the first trimester pupils of the last two grades prepare a short assignment on various issues that is completed with the assistance of the teacher and presented in the classroom.

A descriptive assessment is made for the pupils of all grades, allowing teachers to provide detailed information to the pupils and their parents on the results of their efforts in school, their capabilities and talents, along with their weaknesses and shortcomings demonstrated in specific areas. The classroom teacher keeps a pedagogical dossier in which the details of this descriptive assessment are recorded.

Apart from the descriptive assessment, for the third and fourth grades the following marking system is used: Excellent (A), Very Good (B), Good (C), Fair (D). In the fifth and sixth grades the following marking system is used: Excellent (9-10), Very Good (7-8), Good (5-6), and Fair.

The results of pupil assessment are discussed in a special meeting of the Teachers' Association. Parents and guardians of the pupils are invited to a special meeting with the classroom teacher where they are informed and discuss on the progress of the pupils and about any learning difficulties they might have and finally receive the report cards.

### 3.A.4 Progression - Transition

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Pupils are promoted automatically to the next grade. A pupil must repeat the subjects of a grade only in case he or she was absent for more than half the year.

At the end of every school year, pupils in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades are given a certificate confirming their promotion. For pupils in the 6<sup>th</sup> grade, a primary school-leaving certificate is issued, which can be used to register at the *Gymnasio*. The 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade certificates cite 'promoted'.

Apart from the citation 'promoted' or "leaves" the 5<sup>th</sup> grade certificate and the leaving

certificate of the 6<sup>th</sup> grade include accordingly the descriptive and the numerical assessment out of which the mean for the entire year is calculated. *Demotiko* graduates register with their leaving certificate and without any other procedure to *Gymnasio*, where they continue their compulsory education.

### 3.A.5 Teachers

The training of primary school teachers is provided by the Pedagogical Departments for Primary Education, which have been established in the Universities.

Hiring of teachers is regulated by L 2527/97. On December 31, 1997 the precedence lists for educators closed. For the years 1998 to 2002 a fixed rate of teachers were hired from the list according to their registration order. The remaining were hired according to the list of successful participants in an examination held by the *Supreme Employee Selection Board (ASEP)* and according to their order of success, a list that is valid for two years. For the final drafting of the list of those to be hired, according to L 2834/2000, the following criteria are taken into consideration:

- degree mark
- doctoral
- post-graduate qualification
- previous teaching experience

From the year 2003 on, teachers will be hired exclusively from lists drawn up of the results of an examination to select teachers and upon counting the above-mentioned criteria. From this year on, an additional qualification for hiring will be required: a certificate of *Pedagogical and Teaching Proficiency* issued by Universities. Temporary substitute teachers are hired also if, for any reason the permanent teachers are absent, or when there are special needs for a school to operate normally.

In-service training for teachers is organised by the Organisation for the Further Education of Teachers that operates as a legal entity of public law supervised by the Minister of National Education. The Organisation co-operates with other agencies such as Universities, Regional Further Education Centres (PEK) or Schools. Especially, for primary school teachers, a long-term further education is provided (two years) at the *Marasleio Primary School Teachers' Institute*. The Pedagogical Institute and the Primary Education School Advisors provide educational guidance and assistance to teachers. Regarding educational and

pedagogical issues of the class or a part of the pupils there is the Class Council.

### 3.A.6 Statistics 2001/02

	Pupils	Teachers	Schools
Public	594,639	47,998	5,739
Private	45,775	3,185	373

The ratio teacher per pupil was 1:12.4 for public schools and 1:14.4 for private.

**Source:** Department of Operational Researches and Statistics of the Yp. E.P.Th

Further, according to the Special Education Department of the Yp.E.P.Th, 155 Special Primary and 920 rehabilitation classes with 15.900 pupils operated.

### 3.B First level of secondary education (*Gymnasio*)

*Gymnasio* is the first level of secondary education. Attendance in *Gymnasio* is compulsory. It lasts three years and addresses pupils from the age of 12 to 15. There are public and private *Gymnasia*

Aim of *Gymnasio* is the promotion of the all-round development of pupils according to their abilities at that age and to the corresponding demands of life.

In particular, *gymnasio* helps pupils to:

- broaden their value system (moral, religious, national, humanitarian and other values) so that they can regulate their behaviour and control and direct their emotional world towards creative goals and humanitarian actions;
- supplement and combine the acquisition of knowledge with analogous social reflections;
- cultivate their ability of oral expression;
- develop their bodies in a normal way and cultivate their talents and skills in movement;
- become acquainted with various art forms and develop aesthetic criteria useful for their own creative expression; to become aware of their own abilities and inclinations, to acquire information about various trades

and professions so that they can develop in a balanced way both as individuals and as future working people, understanding the equal contribution of mental and manual work to social progress and development.

*Gymnasia* provide general education in all grades. There are day and evening schools (attended by workers over the age of 14). There are also *gymnasia* with special curricula covering the needs of repatriated Greeks, musical *gymnasia*, Experimental *Gymnasia*, Sports Facilities Classes and special schools for pupils with special educational needs. Further, for pupils who due to health reasons remain for a long period in the major children hospitals of the country Special *Gymnasia* operate in the latter.

*Demotiko* graduates are registered automatically in the first grade of *Gymnasio* submitting as proof the *Demotiko* leaving certificate. Attendance is free of charge and the textbooks for the pupils and the teachers are compiled in accordance to the curricula and distributed free of charges in the public schools by the Ministry of National Education and Religious Affairs.

### 3.B.1 Organisation of the school

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*Gymnasia* are coeducational. Each grade has one or more classes, depending on the number of pupils. The number of pupils in *Gymnasia* ranges mainly between 250 and 300, except for remote and inaccessible areas, where the number of pupils is somewhat less. The average number of pupils per class is roughly 25. With *Gymnasio*, nine-year compulsory education is completed.

*Gymnasia* operate five days a week and their timetable varies from 34 to 35 hours (40-45 minute hours) weekly. The school year starts on September 11 and ends on May 16. The academic year starts on September 1<sup>st</sup> and ends on June 30.

### 3.B.2 Curriculum

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The curriculum is the same for all the pupils and includes religious education, Ancient Greek literature, Modern Greek (language and literature), mathematics, physics-chemistry, history geography, biology, physical education, civics and social studies, democratic system education, aesthetics, computer science,

technology, foreign languages (English/French or German) school vocational guidance, home economics, civic education, depending on the grade and in accordance to L. 1566/85 and subsequent amendments, and more specifically those provided by the application of the Single Education Course Framework and the Inter-discipline Single Education Course Framework for Compulsory Education.

The curricula are drawn up, tested experimentally, evaluated and revised under the responsibility of the Pedagogical Institute, according to developments in the subject area and in the realm of education. In addition to the curriculum, innovative actions are introduced into secondary education, such as Health Education and Consumer Education, etc. falling under the Flexible Zone of Activities.

### Teaching Methods

In *gymnasio*, methods of modern pedagogy and active learning are applied, and, according to the subject, traditional and modern teaching aids are used. All *gymnasia* have computer science laboratories. The Pedagogical Institute and the competent School Advisors provide educational guidance to the teachers.

### 3.B.3 Assessment and certification

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*Pupil assessment* is regarded as being an on-going pedagogical process which makes it possible to follow-up the pupil's learning progress, to determine its final results and to evaluate the different aspects of the pupil's personality as related to the school's task. Assessment does not report only on the pupils' performance in the various subjects, but also on their other characteristics, such as their efforts, interest, initiatives, creativity, co-operation with other people and respect for school regulations.

The assessment is based on:

- The daily oral examination and the pupil's total participation in the teaching – learning process.
- Short written tests.
- Hour-long compulsory written tests, which are given without notice in each of the first two three-month terms, at the discretion of the teacher and in consultation with the school principal.
- The assignments done by the pupils at school or at home, as part of their daily obligations that contribute to the learning process.

- The composite creative projects undertaken by the pupil either alone or in co-operation with classmates, on a subject of his/her choice and under the guidance of the teacher.
- Written examinations to review the material. They are held right after classes finish, for subjects that do not last for the entire school year; and in June – after classes finish – in all subjects other than physical education, music, home economics, technology, art and school vocational guidance.

The material on which the pupils will be examined on the finals in each subject is determined as being 3/5 of that taught, providing it is not less than half of the total curriculum material to be taught.

The assessment is:

*Numerical* and *Descriptive*, referring to the pupil's effort, interest, initiatives, and activity as well as to the proficiency acquired in each subject.

The mark assigned for the pupil's performance in each subject, in which a review examination is held, is based on ¼ of the sum total of the three term marks plus the mark received on the written final examination in June. In subjects that have no written final examination, the yearly mark will constitute 1/3 of the sum total of the three term marks. In subjects taught for half the school year, the annual performance mark is based on 1/3 of the sum total of the two three-month term marks plus the mark on the written examinations.

The annual mark for subjects, which have branches, constitutes the average of the final marks per branch.

### 3.B.4 Progression - Transition

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In *gymnasio*, pupils are judged worthy of being promoted or of graduating in the following instances:

1. When they have an annual general mark of at least ten (10) in each of the subjects of groups A and B.
2. When pupils have a mark of less than 10 in one (1) up to four (4) subjects in the B group and an overall average mark in both groups of at least a full ten (10).

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\* The subjects in group B are: physical education, music, art, home economics, technology and vocational guidance. All the rest are group A.

3. When they have a mark of less than 10 in one (1) up to four (4) subjects in the A group but have an average overall mark of at least thirteen (13) in all subjects in the A group.
4. When their mark is less than 10 in one (1) up to four (4) subjects of groups A and B and the conditions outlined above in 2 and 3 for the subjects in each group apply.

Pupils may sit for a written and oral supplemental examination in September in as many subjects as they have failed to receive a pass mark of 10. This is the case when they have failed from one up to four subjects and do not fulfil the conditions outlined above. Pupils who do not fall into any of these categories (i.e. promotion or supplemental examinations) are not judged worthy of promotion or graduation, in which case they must repeat the same grade.

Pupils in the last year of lower secondary school who have not been judged worthy of a leaving certificate or of writing supplemental examinations, are permitted to repeat the examinations during the examination periods anticipated by the provisions in effect for each school year, until they are granted a leaving certificate. This certificate allows pupils to continue their studies by enrolling at a *Lykeio* or Apprenticeship Schools of the Manpower Employment Organisation (OAED).

For *gymnasio* pupils with learning difficulties, help is available under the Presidential Decree 492/91 in the form of support teaching. Support teaching for weaker pupils, consists of their attendance at a special programme in the subjects: language, mathematics, physics, chemistry and foreign language. The programme in question begins at the start of the second three-month term.

### Musical *Gymnasia* – Ecclesiastic *Gymnasia*

A) Musical *Gymnasia* were established in 1988, aiming at promoting not only general knowledge, but also special music knowledge for talented pupils wishing to follow a professional career in music, without lacking behind in general education in case they will eventually chose to follow a different professional or scientific field. *Demotiko* graduates are welcome to these schools after entry exams. The syllabus is examined and drafted by a five member artistic committee. Pupils attend, apart from the general education subjects, musical subjects for 17 hours weekly. Currently, 34 Musical *Gymnasia* operate all over the country.

B) Ecclesiastic *Gymnasia* and Secondary Ecclesiastic Schools were established in

1976, aiming at teaching general knowledge subjects, but also specialised theological knowledge to pupils wishing to follow clergy, without lacking behind in case they will eventually chose to follow a different professional or scientific field. *Demotiko* graduates are welcome to these schools. The subjects taught and the weekly timetable in Ecclesiastic *Gymnasia* and Secondary Ecclesiastic Schools is the same as that of *Gymnasia* of General Secondary Education plus 3 hours weekly of additional theological subjects. Currently all over the country 24 Ecclesiastic Schools (*gymnasia*, *lykeia* and secondary ecclesiastic schools) operate in the country.

### Gymnasio sports facilities classes

These classes were established for the first time during the academic year 1988/89. Sports facilities classes operate in 80 *gymnasia* all over the country.

In these classes the subject of physical education is replaced by two hours of daily sports training, coached by physical education teachers specialised in the specific sport. All other subjects are taught as in the general *gymnasia*. Each class provides two to five sports, coached by different teachers. Pupils are selected after special examinations for each sport they have been chosen for.

### 3.B.5 Teachers

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Teachers teach the subject of their specialty. They are University graduates and in order to be hired the same apply as in the cases of Primary Education teachers. Certain temporary substitute and teachers paid by the hour are hired to cover special educational needs. In-service training is organised in the same fashion as for pre- and primary school teachers.

### 3.B.6 Statistics 2001/02

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	Pupils	Teachers	Schools
Public	321,674	35,221	1,768
Private	19,054	2,301	112

The ratio teacher per pupils was 1:9.1 for public and 1:8.3 for private schools.

**Source:** Department of Operational Researches and Statistics of the Yp. E.P.Th

Further, according o the Special Education Department of the Yp.E.P.Th 9 special *gymnasia* and 68 rehabilitation classes operated with 690 pupils.

## 4. POST-COMPULSORY EDUCATION (SECOND LEVEL OF SECONDARY EDUCATION)

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With the enactment of L 2525/97 on Unified Upper Secondary Education, from the academic year 1997-98 the institution of *Eniaio Lykeio* (Unified Lyceum) was established. On the other hand L 2640/98 provided as an alternative type of post-compulsory Secondary Education the institution of *Technical Vocational Education Schools (TEE)*.

Thus, pupils graduating from *gymnasio* are registered in either of the two types of upper Secondary School without entry exams. Despite the fact that it is optional, the vast majority of *gymnasio* graduates register in either of the level's two types, while a small portion register in the OAED Apprenticeship Schools. It has been estimated that over 80% of *gymnasio* graduates complete their post-compulsory Secondary Education.

*Eniaia Lykeia* and technical Vocational Education Schools (TEE) are either public or private. There are daytime and evening schools. In public post-compulsory Secondary Schools attendance is free of charge and textbooks are distributed by the state to the students, free of charge.

### 4.A *Eniaio Lykeio* (Unified upper secondary education)

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The various *Lykeia* that used to exist before the enforcement of L. 2525/97, i.e. *General, Classical, Comprehensive, Technical-Vocational*, along with *Musical* and *Ecclesiastical*, were transformed into *Eniaia Lykeia (EL)*.

Aim of the EL is:

- the provision of a high level of general knowledge;
- the development of the students' abilities, initiative, creativity and critical thought;
- the provision of knowledge and abilities to students necessary for them to continue their studies on to the next level of education;
- the cultivation of skills which will enable the access of graduates, after specialisation or

training, facilitate to the labour market.

There are daytime and evening upper secondary schools (*Lykeia*). Attendance at daytime *Lykeia* is three years; in *Lykeia* operating in the evening, attendance is four years. *Gymnasio* graduates are enrolled in the first grade of unified upper secondary school (*Eniaio Lykeio* or EL) without examinations and without limitations. Enrolment in evening *Lykeio* requires further that attending students eventually work during the day.

For students with special educational needs, Special *Lykeia* operate, or Special Education classes incorporated in regular *Lykeia*.

There is no age limitation. Normally, 15-18 year olds attend daytime, and 18-25 evening *Lykeia*.

#### 4.A.1 Organisation of the school

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All *Eniaia Lykeia* are coeducational and normally around three hundred (300) students attend them, with the exception of remote and inaccessible areas where schools operate with fewer students. The average number of students in each classroom is roughly 25.

*Lykeia* operate 5 days a week. And the weekly timetable covers 30-35, 45 (and sometimes 40) minute hours.

The school year starts on September 11 and ends on May 16. The academic year starts on September 1<sup>st</sup> and ends on June 30.

#### 4.A.2 Curriculum, subjects, timetable

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##### 1<sup>st</sup> grade of EL

In the first grade of EL, which is an orientation year, general knowledge subjects are taught over a total of thirty (30) hours of weekly teaching, as well as elective subjects, out which the students is obliged to select one subject with two hours of weekly teaching, and if he or she wishes one more subject (two hours weekly). The timetable of the first grade is shown in the table below:

General Knowledge Subjects	Hours per week
Religious Education	2
Greek (Ancient and Modern)	8
History	2
Mathematics	5/4
Physics – Chemistry	4/5
1 <sup>st</sup> Foreign Language	3
Principles of Economics	2
Technology	2
Physical Education	2/1
School Vocational Guidance	-/1
Elective Subjects	
2 <sup>nd</sup> Foreign Language	2
European Civilization and its Roots	2
Information Science Applications	2
Aesthetic Education (drama, music, the arts)	2
Psychology	2

## 2<sup>nd</sup> grade of EL

The subjects of the 2<sup>nd</sup> grade of EL are divided into three categories: *General Knowledge Subjects*, *Direction Subjects* and *Elective Subjects*.

- General Education subjects are taught in total for twenty-four (24) hours a week.
- Direction subjects are divided into three seven (7) -hour groups: Theoretic, Science and Technological Direction.
- Out of the elective subjects, each student has to select a subject covering two hours per week, and in addition, if he or she wishes to select another subject covering two hours per week.

In total in the 2<sup>nd</sup> grade 33 hours are taught weekly.

The timetable of this grade per direction, appears in the following table:

I. General Knowledge Subjects	Hours per week
Religious Education	2
Foreign Language	2
Physical Education	2
Greek (Ancient and Modern)	6
History	2
Mathematics (Algebra-Geometry)	4
Physics -Chemistry-Biology	4
Introduction to Law and Civil Institutions	2
II. Direction Subjects	
i. Theoretic Direction	
Ancient Greek Texts	3
Principles of Philosophy	2
Latin	2
ii. Science Direction	
Mathematics	3
Physics	2
Chemistry	2
iii. Technological Direction	
Mathematics	3
Physics	2
Communication Technology	2
III. Elective Subjects (for all directions)	
Social and Political Organisation in Ancient Hellas	2
Principles of Environmental Sciences	2
Modern European Literature: History and Texts	2
2 <sup>nd</sup> Foreign Language	2
Astronomy and Space Studies	2
Leaner Design	2
Free Hand Design	2
History of Social Sciences	2
History Topics	2
Computer Applications*	2
Biology	2
National Resources Management	2
Chemistry	2
Technical Design	2

\*The elective subject *Computer Applications*, taught both in the 2<sup>nd</sup> and 3<sup>rd</sup> EL grades can only be selected in either the second or the third grade of lykeio.

### 3<sup>rd</sup> grade of EL

The subjects of the 3<sup>rd</sup> grade of EL are divided into three categories: *General Knowledge Subjects*, *Direction Subjects* and *Elective Subjects*.

- General Education subjects are taught in total for sixteen (16) hours a week.
- Direction subjects are divided into three twelve (12) -hour groups: Theoretic, Science and Technological Direction. In the 3<sup>rd</sup> EL grade Technological Direction is divided into two courses: the Technology and Production Course and the Information Science and Services Course.
- Out of the elective subjects, each student has to select a subject covering two hours per week, and in addition, if he or she wishes to select another subject covering two hours per week.

In total in the 3<sup>rd</sup> grade 30 hours are taught weekly.

The timetable of this grade per direction, appears in the following table:

I. General Knowledge Subjects	Hours per week
Religious Education	1
Foreign Language	2
Physical Education	1
Modern Hellenic Literature	4
Modern Hellenic History	2
Mathematics & Statistics	2
Physics – Biology	2
Sociology	2
II. Direction Subjects	
i. Theoretic Direction	
Ancient Greek Texts	5
Modern Hellenic Literature	3/2
Latin	2/3
History	2
Principles of Philosophy	2
ii. Science Direction	
Mathematics	5
Physics	3
Chemistry	2
Biology	2

iii. Technological Direction	
a. Technology and Production Course	
Mathematics	5
Chemistry – Biochemistry	2
Physics – Mechanics	3
Electric Technology	2
b. Information Sciences and Services Course	
Mathematics	5
Physics	3
Development of Applications in Computer Environment	2
Principles of Organisation, Business Administration and Services	2

III. Elective Subjects (for all directions)	
2 <sup>nd</sup> Foreign Language	2
Multimedia – Networks	2
Software Applications	2
Principles of Economic Theory	2
Statistics	2
Principles of Accounting	2
Technical Design	2
Architectural Design	2
Software Applications *	2
History of Art	2
Logic: Theory and Practice	2
History of Science and Technology	2
Philosophy issues	2
Modern Hellenic Literature	2
Technology and Development	2
Agronomy and Agricultural Development	2
Industrial Production and Energy	2
Computer systems technology and Operating systems	2

The Unified Musical *Lykeia* have in addition musical education subjects, while Unified Ecclesiastic *Lykeia* provide Theological Education subjects.

\* The elective subject *Computer Applications*, taught both in the 2<sup>nd</sup> and 3<sup>rd</sup> EL grades can only be selected in either the second or the third grade of *lykeio*.

### Teaching methods

The aim of *Unified Lykeia*, is to apply in teaching, methods of modern pedagogy, according to the subject, and to use traditional and modern teaching aids, depending on the case. Generally, *Unified Lykeia* have modern and fully equipped Computer, Technology, Physics and Chemistry Laboratories.

The Pedagogical Institute (PI) and the Secondary Education School Advisors provide educational guidance. Especially, on student assessment related issues, it is also the Centre for Educational Research (KEE) that provides educational guidance. Further, on educational and pedagogical issues related to the class or grade there is the Class Council, while the competency for pedagogical issues at the school level, falls under the entire Teachers Association.

### 4.A.3 Assessment and certification

The assessment of students in the EL is regarded as an integral part of the teaching process.

An effort is made to apply a variety of assessment forms and techniques, so as to arrive at a valid, reliable, objective and accurate assessment of students knowledge, critical ability and skills, with the ultimate goal of fostering their self-knowledge, keeping themselves and their guardians fully informed, and so the teacher can draw conclusions about the results of his or her efforts, and receive feedback from the teaching act. Within this framework, students are evaluated on the basis of:

1. participation in daily classroom work and their overall activity at school;
2. performance in written tests during the two four-month terms of the school year;
3. composite creative projects;
4. individual file (keeping such files is optional for the school).

The school year has two four-month terms. The first term lasts from 1 September until 20 January, and the second term from 21 January to 16 May.

The subjects in the 1<sup>st</sup> grade fall into three groups:

1. General knowledge subjects, requiring written examinations.
2. Elective subjects, requiring written examinations.

3. Subjects not, requiring written examinations. These are: Aesthetic Education, Physical Education, Computer Applications and School Vocational Guidance.

The subjects in the 2<sup>nd</sup> and 3<sup>rd</sup> grades fall into four groups:

1. General knowledge subjects, requiring written examinations.
2. Direction subjects, requiring written examinations.
3. Elective subjects, requiring written examinations.
4. Subjects, not requiring written examinations. These are: Physical Education and Computer Applications.

The marking scale on which the students' performance is graded is from 0-20 and is described in words with the following descriptions:

Poor:	0 – 5
Unsatisfactory	5.1 – 9.4
Fairly good:	9.5 – 13
Good:	13.1 – 16
Very good:	16.1 – 18
Excellent:	18.1 – 20

The following forms of assessment are applied:

1. Diagnostic assessment. This is carried out at the beginning of the school year in the Greek language, Physics, Chemistry and Foreign Languages. The main purpose of diagnostic evaluation is to determine the students' level of knowledge so as to adjust the teaching programme accordingly. Diagnostic procedures are not taken into account in assessing a student's performance. The diagnostic assessment is compulsory for the first grade and optional for the second and third grades.
2. Procedures for evaluating the oral mark. To evaluate this parameter for the term, the following factors are taken into account:
  - i. Students' participation in the teaching-learning process.
  - ii. Students' diligence and interest in the particular subject.
  - iii. The assignments done at home or in class.
  - iv. Students' performance on short or hour-long written tests in class. The hour-long written tests, when they are not based on the material for the day, but on a broader unit, take place after the students have been notified once during the entire academic year,

mainly during the first term. Any form of written tests in the classroom should not exceed one every day or three for the same week.

- v. The file of performance and activities (wherever kept).
3. Composite – creative projects. These projects seek to develop the students' creativity and exploratory spirit. They are either assigned by the teachers or proposed by the students and approved by the teachers who undertake to follow and support the projects. These creative projects can be either group or individual work. Every student must complete such a project in the first grade in one of the subjects in which written examinations are required. For the second and third grade, projects of this type are optional. Performance on these projects is considered only positively in the teacher's total assessment of the student.
4. Assignments and activities that make up the students' optional performance and activity file. These are assignments carried out over and above the compulsory school assignments, reports on school activities, self-evaluating questionnaires, and distinctions by officially recognised scientific, educational, cultural, or athletic organisations, etc. Before submitting their oral mark for the terms, teachers are obliged to take this file into account, wherever kept.
5. Written examinations for promotion or graduation. These examinations for students in the first grade are given on questions set by the teachers at the school level. For the students in the second and the third grades on some of the General knowledge subjects, the examinations are realised on matters set up at school level by the teachers, while for the rest of the General knowledge subjects and all the Direction subjects, the questions are set by a special nation-wide examination committee and are graded by two markers in marking centres at the prefectural level. If, in the two marks awarded, there is a difference of less than 12 points on a scale of 0-100, the final mark on the papers will be the average of the two. If the difference between the two marks is larger than 12, the paper is re-marked by a third person. In this case, the final mark is the average of the third mark and the nearest one of the other two.

The mark showing annual progress in each subject is the sum of the average oral mark for the two terms, plus the mark on the written examinations, divided by two.

Students in the first and the second grades of evening *lykeio* are assessed according to the

procedures set up for the first grade of daytime schools. The students in the third grade of evening schools are evaluated by the procedures of the second grade in day schools, and the students in the fourth grade of evening schools are evaluated by the procedures of the third grade in day schools.

Students who graduate from an EL are given an upper secondary school-leaving certificate entitled *Apolitirio Eniaiou Lykeiou*. For students to acquire this certificate, 30% of their second grade mark is calculated together with 70% of their third grade mark. The mark acquired at the second grade is calculated only in case it is greater than the third grade's mark. A title of music specialisation after sitting for special examinations is awarded to Musical *Lykeia* graduates (certificate in European Music Theory, certificate in Hellenic traditional music and certificate in Hellenic traditional instruments).

#### 4.A.4 Progression - Transition

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Concerning promotion, the following are applied: students are promoted to the next grade or receive a school-leaving certificate when the general average mark of subjects requiring examination, including the oral mark is at least nine point five (9.5).

If the above conditions are not met, the students are not promoted or do not receive a leaving certificate. In this case, students in the first and the second grades may sit in the examination period of September for all the subjects in which they did not gather the 9.5 passing mark. If even then passing conditions are not met, then they must repeat the class. Students in the third grade can either repeat their third grade or retain the term marks and re-write the written certificate examinations the following June in all the subjects.

Persons holding an *Apolitirio Eniaiou Lykeiou* have the following options:

1. They may wish to seek admission to higher education.
2. They may study at a Vocational Training Institute (IEK) of their choice to acquire a specialisation.
3. They may participate in competitions for employment in the public or private sector.
4. They may enter the labour market without a specialisation.

#### 4.A.5 Teachers

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The teachers *Eniaio Lykeio* are qualified after having studied for four years in University Faculties in their speciality. They are public servants (normally, regular or substitutes in special cases).

Compulsory initial and in-service training for *Eniaio Lykeio* teachers is organized in the same fashion as in the case primary education teachers.

#### 4.A.6 Statistics

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Types of Schools	Public/Private	Schools	Students	Teachers
Eniaia	Public	1,182	224,573	21,454
Lykeia	private	98	16,508	1,879

The teacher/student ratio for *Eniaia Lykeia* was 1:10.2 for public and 1:8.9 for private.

Source: Department of Operational Researches and Statistics of the Yp. E.P.Th

According to the Special Education Department of the Yp.E.P.Th 4 special *Eniaia Lykeia* and 10 rehabilitation classes operated with 185 students.

#### 4.B Technical vocational education schools (T.E.E.s)

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An alternative to continue studies at a post-compulsory level (upper Secondary Education) is provided by the Technical Vocational Education Schools (TEEs).

The particular purpose of the technical vocational education schools (TEEs) is to provide technical and vocational knowledge, to transmit modern and specialised technical and professional knowledge and to create a professional consciousness so graduates will be sufficiently trained when joining the labour market, enabling them to contribute to the quantitative and qualitative development of production.

There are both daytime and evening Technical Vocational Education Schools (TEEs). Students that do not work and are 14 years of age and over attend them, while exclusively workers aged up to 50 are welcome to evening schools.

For individuals with special educational needs, Special Education TEEs operate, along with rehabilitation classes in regular TEEs.

#### 4B.1 Organisation of the school

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The TEE offers two levels. The first lasts for two years, the second one year. In the case of evening schools, one more semester is added to the first level and one to the second. These two levels are independent and a certificate is granted by both. Boys and girls who are graduates of a lower secondary school (*gymnasio*) may be admitted to technical vocational education schools (TEE). They may register in the first level without examinations, by means of a statement they submit to the principal of the *gymnasio* from which they have graduated. They register in the second level by presenting a certificate of having completed the first level. 300-400 students usually attend each TEE. TEEs operate 5 days a week and the weekly timetable comprises of 34 teaching hours. The academic year lasts from September 1<sup>st</sup> till June 30, while the teaching year from September 11 till May 16.

#### 4B.2 Curriculum

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In Technical Vocational Education Schools, *General Knowledge* subjects and *specialisation* subjects are taught. The General Knowledge subjects cover 38-42% of the total programme at the first level and 33-37% at the second level. Both levels have the following fields, listed in the table and which are divided into individual specialisations:

Technical Vocational Education Schools (T.E.E.)
Specialisation Fields
Mechanical engineering
Electronics
Electrician
Applied Arts
Textiles and Clothing
Construction
Economics and Management
Agronomy, Food and the Environment
Health and Welfare
Chemistry Laboratory Applications
Maritime and Shipping Occupations
Information Science and Networks
Aesthetics and Hairdressing

The number of fields operating in each TEE depends on the local socio-economic conditions and needs, and the numbers and preferences of the students.

In the first grade of the first level, 14 hours of General Knowledge subjects are taught (Religious Education, Modern Greek language, Mathematics, Physics, Chemistry, Physical Education, Foreign Language and Computer Use) and 20 hours of specialisation subjects. The weekly programme covers a total of 34 hours of teaching.

In the second grade of the first level, there are 10 hours of General Knowledge subjects (Modern Greek language, History, Mathematics, Physics, Chemistry, Foreign Language, Physical Education) and 24 hours of specialisation subjects. The weekly programme covers 34 teaching hours.

On the second level, there are 8 hours of General Knowledge subjects (Modern Greek language, Mathematics, Physics, Computer Applications) and 26 hours of specialisation courses, a total of 34 hours per week.

In evening TEEs, the programme includes the same subjects, but with a shorter weekly programme. In particular, there are provided for 6-9 hours of General Knowledge subjects, depending on the grade, and 13-18 hours of specialisation subjects.

### Teaching methods

Technical Vocational Education Schools (TEE) aim at applying the methods of modern pedagogic in teaching, depending on the subject. The main applied teaching methods are lectures, demonstrations, teaching in groups, exercises to develop skills, practice in the

school's workshops or the School Workshop Centres (SEK), practice on-the-job in relevant workplaces, encouraging the student to be self-motivated and to participate actively.

## 4B.3 Assessment – Certification

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Student assessment in Technical Vocational Education Schools (TEE) is governed by the general principles and reasoning of the similar procedure applied in *Eniaia Lykeia*. Further, methods evaluating the progress of students in workshop subjects are applied.

Graduates of the first level in a TEE are granted a second level certificate after successfully writing examinations. The examinations are held in the school. Graduates of the second level of a TEE are given a third level certificate after successfully writing examinations mainly held at school level (2 General Knowledge and 1 specialisation subjects) and partially at a national level.

## 4B.4 Progression – Transition

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TEE students move up to the next class or are granted a leaving certificate, when each of the subjects requiring written examinations has a general 9.5 mark at least. In case 1 to 4 subjects are marked less than 9.5, students move up under the condition that the total average mark of subjects requiring examinations is exactly 13. If this requirement is not met, the procedures of re-writing examinations, as in *Eniaia Lykeia* are applied.

Graduates of the first level of Technical Vocational Education Schools (TEE) have the following options:

1. They may receive a certificate to practice a trade.
2. They may register in the corresponding specialisation in the second level or
3. They may register in the second grade of an EL.

Graduates of the second level of the TEE have the following options:

1. They may receive a certificate to practice a trade.
2. They may register, in order of precedence, in a corresponding specialisation at a Vocational Training Institute (IEK) or

3. They may, seek admission to a Technological Education Institute (TEI), which are the technological Sector of Higher Education.

#### 4B.5 Teachers

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The TEE teachers are qualified after having studied for four years in University Faculties in their speciality

Technical Education Institute (TEI) graduates after studying in courses that last 3,5 – 4 years are entitled to be hired in Technical Vocational Education Schools (TEE). They teach subjects of technical nature and have attended pedagogic courses for one year at the Pedagogic Technical School (PATES), which a law of 2002 has renamed and transformed into Higher School of Pedagogic Technological Education (ASPAITE) and is included in the Technological Sector of Higher Education. They are also public servants.

In workshop subjects of TEEs, graduates of lower Schools that have already been abolished can be hired as assistants.

Compulsory in-service training for TEE teachers is organised in the same fashion as in Primary Education.

#### 4B.6 Statistics

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Type of School	Public/ Private	Schools	Students	Teachers
T.E.E.	public	418	117,603	15,973
	private	77	6,502	1,399
The ratio professors per students was for TEEs: 1:7.7 in the public sector and 1:4.6 for the private				
<b>Source:</b> Department of Operational Researches and Statistics of the Yp. E.P.Th				

Further, according to the Special Education Department of the Yp.E.P.Th 8 Special Education TEEs and 2 rehabilitation classes operated with 110 students.

## 5. INITIAL (INTRODUCTORY) VOCATIONAL TRAINING

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The Ministry of National Education and Religious Affairs supervises initial vocational education and training through the National System of Vocational Education and Training (ESEEK) that was established by L 2009/1992.

The ESEEK follows up the changing needs of the labour market at a national and local level, along with the scientific and technological developments; it evolves and develops in co-operation with the social partners, with all the public and private agencies, Greek and international and moreover with those of the European Union.

Among the aims of the ESEEK are: the organisation, development and provision of vocational training, the formal accreditation of vocational training, the harmonization of vocational training with the educational system and the running of all kinds of national or community vocational education and training programmes.

In the context of the ESEEK, the Organisation for Vocational Education and Training (OEEK) a Legal Entity of Public Law was established; the OEEK provides initial vocational training and holds the total responsibility of Vocational Training Institutes (IEKs) that have been operating in the country since 1992.

The Labour Ministry through the Manpower Employment Organisation (OAED), directs the Technical Vocational Schools (such as the Apprenticeship Schools), but also the Vocational Training Centres (KEKs) whose standards and programmes are approved by the OEEK.

Other Ministries such as the Ministry of Agriculture, The National Tourist Organization (EOT) etc supervise Vocational Training Schools that fall in the specialized fields of their competencies.

### 5.A.1 The Organisation for vocational education and training (OEEK)

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The Organisation for Vocational Education and Training (OEEK) that falls under the ESEEK is self-governing from a managerial and financial point, it is supervised by the Ministry of National Education and Religious Affairs (YP.E.P.TH.) and

its scope is to materialize the aims of the ESEEK., to organize and operate the Vocational Training Institutes (IEKs) falling under the responsibility of the YP.E.P.Th), supervise and monitor the private IEKs, formulate the regulatory framework of IEK operation of other public entities concerning topics of the training they provide.

The OEEK is managed by a eleven-member Board of Directors, that is set up upon decision of the Minister of National Education and Religious Affairs, and comprises of the President, the Vice-President and representatives of the YP.E.P.Th, the Ministry of National Economy, the Ministry of Finance, the Labour Ministry and the social partners (General Confederation of Workers of Greece (GSEE), the Federation of Greek Industries (FGI), the General Confederation of Greek Small Businesses and Trades (GSEBEE), the National Confederation of Greek Commerce (ESEE).

Aim of the OEEK is to provide any type of initial or supplementary vocational training, to assure to trainees fit qualifications by providing scientific, technical, vocational and practical knowledge and to offer them the opportunity to develop competent skills in order to facilitate their incorporation in society and assure their adoption to the changing needs of the production procedure.

### 5.A.2 Vocational training institutes (IEKs)

---

Vocational Training, falling under the OEEK, is provided by the Vocational Training Institutes (IEK). IEKs do not fall under a specific level of education. There are Public and Private Vocational Training Institutes (IEKs) that are supervised by the OEEK. Today there are 132 Public IEKs and 65 Private IEKs all over Greece and the specialisations provided amount to 166.

Usually, in every public IEK seven (7) to ten (10) specialisations are offered. The maximum number of trainees in each specialisation is 28.

The organisational structure of the Public IEKs is the following:

- Director

- Deputy Director
- Administrative Services Department, Material Management Department, Training Department, Computerization and Information Science Department.

Training in Public IEKs is performed both in their premises (schools, or leased buildings that meet the appropriate requirements), and enterprises, industries, etc.

The various IEK specialisations welcome *Eniaio Lykeio*, *TEE* and *Gymnasio* graduates. The duration of training is four (4) semesters for *Eniaio Lykeio* Leaving Certificate holders, and two (2) semesters for *Gymnasio* Leaving Certificate holders. For 2<sup>nd</sup> level TEE graduates that continue in the same specialisation, training lasts for two (2) semesters. Each training year comprises two independent training semesters, the autumn and spring semesters, each one including 14 full weeks of training. The autumn semester starts in October and ends in February, while the spring semester starts in February and ends in June. The selection procedure in Public and Private IEKs is applied twice annually: in early September for the autumn semester and in late January for the spring semester.

### 5.A.3 Access requirements

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Trainees are admitted to Public IEKs on the grounds of certain requirements, such as: marks of leaving certificate, the knowledge of foreign languages (for certain specialisations), experience, while some social criteria are taken into consideration (e.g. children of large families).

### 5.A.4 Financing

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The financial sources of the OEEK derive from European Union financing, national and own resources.

Each Public IEK trainee pays tuition fees that currently amount to the sum of 367 euros per training semester. These tuition fees drop to the amount of 190 euros for trainees coming from low-income families. On the other hand roughly 14% of the trainees are entitled to OEEK scholarships on the grounds of social and economic criteria.

### 5.A.5 Curriculum

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Trainees have to attend theoretic, workshop and mixed courses. The average time of practice on-the-job for trainees in real circumstances varies, depending on the specialisation. It is estimated that it ranges from 25% to 60% of the total training period.

### 5.A.6 Assessment – Qualifications

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During training, the assessment of trainees is performed both by tests during the semester, and by final written examinations at the end of the semester.

Students are promoted from one semester to the next by the successful examination in all courses, which is confirmed by a final mark of at least ten (10) on a scale of 1 to 20.

On completion of their training in Public or Private IEKs, trainees receive a Confirmation of Vocational Training. This Confirmation gives them the right to participate in certification examinations to acquire a Post-Secondary Education level Vocational Training Diploma or a post-*Gymnasio* level Vocational Training Diploma.

By a joint decision of the Minister of National Education and Religious Affairs and the Minister of Finance, a National System of Vocational Training Certification has been established. OEEK with the assistance of the Central Examination Committee for Vocational Training Certification (KEEPEK), in which the social partners participate, conducts examinations for the certification of vocational training on a nationwide level twice a year. In these examinations that comprise of a theoretic and practical part, sit the graduates of Public and Private IEKs, with common theoretic questions for the entire country, in order to obtain the Diploma of Vocational Training. The Diploma of Vocational Training is recognized both in Hellas, and in the EU Member States (Presidential Decree 231/98 through which the 92/51EEC Directive was incorporated in Hellenic Law).

## 5.A.7 Guidance

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The objective of IEKs is to provide high-level qualification aiming at enabling the graduates to be absorbed by the labour market. To this aim, among others, the OEEK performs market researches to adopt specialisations offered by each IEK to the local needs of the labour market, while it has also established Career and Employment Centres.

## 5.A.8 Teachers – Trainers

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IEK teachers-trainers come from the labour market and Higher and Secondary Education and are chosen on the grounds of their qualifications (pedagogic skills and labour experience). They are not permanently employed.

Under the 2<sup>nd</sup> Community Support Framework an in-service training programme for public IEK teachers-trainers has been applied.

## 5.A.9 Statistics

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According to OEEK data the academic year 2002-2003:

- 132 public and 65 IEKs operated;
- The number of specialisations offered was 166;
- The number of trainees at the opening of the autumn semester was 20,270 in the public IEKs;
- The number of teachers-trainers in public IEKs was 8,966;
- By the autumn semester of 2002, the total number of public IEK graduates was 93,367.

The total number of those certified by the autumn semester of 2002 was 41,084 public and 22,583 private IEK graduates.

## 5.B.1 Manpower Employment Organisation (OAED)

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The Manpower Employment Organisation is a Legal Entity of Public Law and is supervised by the Labour Ministry. One of the basic activities of the Manpower Employment Organisation (OAED) is the provision of technical and vocational training to young people and adults in various technical specialisations, in traditional or modern vocations through a system of initial vocational training – apprenticeship.

The apprenticeship system combines training at the Apprenticeship Schools and on-the-job practice – employment in the public or private sector.

The OAED central administration supervises all the schools that operate in most of the Prefectures of the country. An Administrative Board with an equal three-partite representation of the country's social partners manages the OAED.

## 5.B.2 Apprenticeship schools

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Training falling under the OAED is provided at the Apprenticeship Schools. These Schools are actually 1<sup>st</sup> level Technical Vocational Education Schools but courses expand to three years and not two. Currently, in the entire country 53 Apprenticeship Schools operate. During the academic year 2001-2002 there was a pilot operation of one-year Apprenticeship Schools equivalent to 2<sup>nd</sup> level TEEs. During the academic year 2002-2003 this application was generalised and we now have Apprenticeship Schools including three-year courses of 1<sup>st</sup> level TEE and one-year courses of 2<sup>nd</sup> level TEEs.

## 5.B.3 Access requirements

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The apprenticeship system addresses young unemployed people aged 15 to 19 and in exceptional cases up to 23 years of age. *Gymnasio* graduates are accepted.

### 5.B.4 Financing

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The training provided by the OAED is financed by the national budget and the European Union.

Attendance in courses is compulsory and free of charge. To facilitate students' on-the-job practice in working places, the OAED subsidizes employers with 6 euros daily.

### 5.B.5 Curriculum

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The curriculum of Apprenticeship School combines training with on-the-job practice and this is why 1<sup>st</sup> level TEE courses last one year more than the conventional TEE courses. The first year the trainee attends daily at School the same courses as his/her classmates in TEEs for 35 hours a week. In the second and third year students attend courses in the classroom and similarly practice on-the-job at the employer. The ratio between courses and practice for these two years is 10:60.

The curriculum has only compulsory subjects, and no elective or optional ones. The curriculum subjects follow the planning of 1<sup>st</sup> level Technical Vocational Schools (TEE) with the necessary adjustments for the Apprenticeship system. 2<sup>nd</sup> level TEE apprenticeship follows the curriculum of conventional TEEs.

### 5.B.6 Assessment qualifications

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For the assessment of Apprenticeship School students, the same applies as in the case of conventional TEEs. The progress of trainees in workshop practice is registered in the 'Career Booklet'. Graduates of the 1<sup>st</sup> level are granted a second level certificate, while those of the 2<sup>nd</sup> level a third level certificate, following the same procedures applied in conventional TEEs (point 4.B.3). 2<sup>nd</sup> level graduates can sit entry exams for the Technological Educational Institutes, just like the conventional TEE graduates.

### 5.B.7 Guidance

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The OAED organises the departments and the partial specialisations in the Apprenticeship Schools after having examined the needs of the local labour market. To facilitate the students and graduates it has set up the Vocational Guidance Directorate.

### 5.B.8 Teachers – Trainers

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The basic training and qualifications of teachers/trainers vary, depending on the specialisation each one has been hired to teach. This means that the trainers in OAED Schools are experienced technicians, mechanical engineers, engineers, general subject and information science teachers, etc.

Depending on their status, permanent teachers are 35% of the total number of teachers, while those on a contract are 65%.

There is no compulsory in-service training, but occasionally the OAED holds various seminars in Hellas or abroad for the training of permanent teachers.

### 5.B.9 Statistics 2002/03

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Over the last years an increasing trend in the number of students enrolling in OAED Apprenticeship Schools has been observed. Thus, from 3,500 enrolments in 1994, for the training year 2002/03 enrolments in the 53 Apprenticeship Schools were about 7,500. That same year the OAED permanent teachers were 690 and those hired by the hour on a contract 2,000.

## 6. TERTIARY EDUCATION

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Higher – Tertiary – Education consists of two parts: the University, which includes the Universities, Technical Universities and the Athens School of Fine Arts, and the Technological that includes the Technological Educational Institutes. An organisational alteration of university education is the Hellenic Open University (EAP).

Some Schools that are considered «Higher» provide non-university Tertiary Education. These Schools provide Tertiary or Special Education of certain categories and studies last three years at the most, and do not fall under any of the two types of Tertiary Education (University or Technological). Schools of this kind are the following:

- Higher Ecclesiastical Schools, under the supervision Ministry of National Education and Religious Affairs;
- Merchant Marine Academies under the supervision of the Ministry of Mercantile Marine;
- Higher Schools of Dance and Drama under the supervision of Ministry of Culture;
- Higher Schools of Tourist Professions under the supervision of the Ministry of Development;
- Higher NCO Schools under the supervision of the Ministry of Defence;
- Higher Police Academies under the supervision of the Ministry of Public Order.

### 6.A Technological sector – Technological Educational Institutions (T.E.I.)

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Higher technological education is mainly provided by the Technological Education Institutes (TEI), which are self-governing legal entities under public law, supervised and subsidised by the state through the Ministry of National Education and Religious Affairs.

TEIs differentiate from Universities, regarding their role, their orientation and courses and the diplomas they lead to. More specifically, their

objective is to:

- provide theoretic and practical education adequate for the application of scientific, technical, artistic and other knowledge and professional skills;
- contribute to the shaping of responsible citizens capable of actually contributing, in the context of democratic planning, to the economic, social and cultural development of the country;
- implement the right of all Greek citizens to free education depending on their abilities, and in line with competent laws.

TEIs emphasize on educating executives of high quality standards that will be able to combine knowledge with application, and to use and promote modern Technology.

Every Technological Education Institute consists of at least two (2) Schools each of which covers a group of related subject fields. Each School includes two or more Departments, which cover the subject field of one profession or trade. There are today 14 Technological Education Institutes in various cities and towns in Hellas; many institutes also have branches, i.e. independent departments in another town. There is a total of 84 specialisations offered by the TEIs in the following fields:

- Graphic arts and artistic studies
- Administration and economics
- Health and welfare occupations
- Technological applications
- Food and nutrition technology
- Agronomy technology
- Music technology.

#### 6.A.1 Admission requirements

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Concerning the admission requirements to TEIs the same apply as described in point 6.B.1.1.

### 6.A.2 Fees – Financial support for students

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In TEIs admission to courses and textbooks are free and under certain circumstances, meals and housing is provided. Students are also entitled to medical care and a reduced fare on means of public transport.

### 6.A.3 Academic year

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The academic year starts on September 1 and ends on July 5. It is divided into two semesters.

### 6.A.4 Courses

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Each TEI Department is responsible for the drawing of the programme of studies (curriculum), which includes the titles of compulsory, compulsory elective or optional courses, their content, the weekly hours and the teaching methods, along with the chronological sequence or interdependence of courses, as some have been described as prerequisites of other, dependent, courses. The curriculum consisting of seven (7) or eight (8) semesters adapts to the defined number of semesters required to lead to the diploma of each Department.

Each semester course includes a number of academic credits (a.d.m.), with each credit corresponding to one weekly hour of courses for one semester. A graduation project grants 12-15 a.d.m. The curriculum also defines the minimum number of a.d.m. required in order to be granted a diploma. In the various TEI Departments this number ranges from 195 to 220 a.d.m.

Each semester of studies in TEI Departments includes fifteen (15) weeks of classes and is followed by two examination periods, of two weeks each. The curriculum also includes apprenticeship in the workplace for at least six (6) months under the supervision of the Department.

The teaching methods employed in TEI Departments are:

- theoretical lectures;
- laboratory or clinical exercises;

- assignment of exercises on specific topics and the holding of seminars;
- overseeing of graduating projects;
- supervision of a compulsory six-month apprenticeship in the workplace.

Textbooks or other educational materials are provided free to the students.

### 6.A.5 Assessment – Qualifications

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Students are assessed by the professor of the course by means of examinations or tests and assignments given out, along with the final semester examinations.

For a student to be granted a diploma, he/she should have a. successfully attended all courses; b. drafted a graduation project the mark of which is considered in the diploma mark, and c. successfully completed apprenticeship in the workplace.

A student completes studies and is granted a diploma when succeeding in the defined courses and gathering the necessary academic credits (a.d.m.). The holder of a TEI Department Diploma is entitled to work in the corresponding professional field. It is possible for a TEI Department to include more specialised directions or for a student to decide to attend more specialised courses, and to be directed to a more specified field. In any case, the Department diploma is single.

A TEI diploma is valid without any further accreditation procedure required. Some TEI however, along with University Departments have opted to participate in the European pilot programme for evaluating quality in higher education, which was established by the EU Council of Ministers of Education in 1994.

### 6.A.6 Teachers

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TEI teachers that perform the main educational and research work – the Teaching Faculty (EP) as they are called, fall under 4 ranks:

- Laboratory Instructors;
- Assistant Professors;
- Associate Professors;
- Professors.

Classification in the four ranks is made on the

grounds of a scale of qualifications increasing bottom-up (academic –scientific qualifications are considered more important requirements, but also professional experience is taken into account).

Apart from the EP members, qualified assistant Scientific Associates and Laboratory Associates whose teaching work is similar to that of Assistant Professors and Laboratory Instructors respectively also provide teaching work in TEIs.

## 6.A.7 Statistics

(Source: Department of Operational Researches and Statistics of the Yp. E.P.Th)

Number of students/graduates and teaching/administrative TEI personnel					
Academic Year	Students	Graduates	Permanent Professors	Extraordinary Professors	Administrative – Assisting Personnel
1996-97	101,206	8,623	2,456	4,100	1,399
1998-99	116,106	9,452	2,593	4,490	1,512
2001-02	165,928	9,935	2,606	4,000	1,753

### 6.B.1 University sector: undergraduate level

According to the Constitution of Hellas (article 16, paragraph 5). University education is provided exclusively by the State in institutions, which are fully self-administered legal entities of public law. The Minister of National Education and Religious Affairs exercises state supervision.

The general objective of the courses in University departments is to provide a high level of theoretical and all-round training to the country's future professionals, scholars, scientists and academics. University courses place emphasis on the documentation, production, development and transmission of knowledge, science and technology, on pure and applied research and on the development of modern postgraduate studies. The ultimate aim of University education is to equip graduates with the ability to adapt to the ever changing and constantly growing demands of financial and community life.

In Hellas there are twenty (20) Universities.

The Universities consist of faculties. The faculties comprise a group of related disciplines to ensure the interaction necessary for the development of knowledge and for the co-ordination of research and teaching. Faculties are divided into departments.

The department is the main operating academic unit, which covers a discipline's field of knowledge. The department course leads to a single degree. Each department can grant more than one specialisation of this single degree.

Departments are divided into sections. The section co-ordinates the teaching of that part of the department's field of knowledge, which corresponds to its special field. The Universities operate through independent departments, which are not subject to any faculty or through departments that are subject to faculties. To ensure the best operation of every University, laboratories and clinics are established which belong to the Section or Department and, under certain conditions, to the faculty. Their operation is governed by the internal regulations of each University. In every University a library is established to serve research and teaching purposes. It operates as an independent and decentralised service consisting of the Main University library and the department libraries.

#### 6.B.1.1 Admission requirements

- The holders of a leaving certificate from the *Eniaio Lykeio* can claim admission to higher education institutions by means of the following procedure:
  1. The faculties and departments of higher education are grouped into five (5) areas of similar or related fields of knowledge:
    - I. Humanities, Law and Social Sciences
    - II. Science
    - III. Health Science
    - IV. Technology
    - V. Economics and Administration

2. The Ministry of National Education determines the number of students admitted to each University or technological education department every year in compliance to the provisions of Law 1351/83. Within the framework of the policy applied since 1996, the number of places offered in the last years has doubled, as provided by Law 2525/97 regarding unhindered access to higher education.
3. In cases where the number of places offered fails to cover the demand, the following criteria will be used to determine the final number of points for each candidate:
  - A. The general average (G.M.O) of the student performance at the 2<sup>nd</sup> and 3<sup>rd</sup> grades in nine (9) subjects of general knowledge and directions tested at national level. The oral mark is also taken into consideration by 30% and the written mark by 70%. This final average is multiplied by a factor of eight (8). The 2<sup>nd</sup> grade mark is calculated only in case it is higher than that in the 3<sup>rd</sup> grade. The 2<sup>nd</sup> grade mark contributes to the final average (G.M.O) by 30% and the 3<sup>rd</sup> grade mark by 70%.
  - B. The mark in two subjects of "special weight", from the category of direction subjects of the 3<sup>rd</sup> grade, are multiplied by factors, 1.3 for the first special weight subject and 0.7 for the second. In case the student chooses to attend a school falling under a field of knowledge not corresponding to the direction followed in the 3<sup>rd</sup> grade, these factors are 0.9 and 0.4 accordingly.

The total number of points out coming according to criteria A and B is multiplied by ten (10) for a more accurate grading of candidates.

*Eniaio Lykeio* graduates regardless of being admitted or not to higher education, have the right of reclaim admission according to the following procedure:

  - a) Re-submit their computerised application form and be judged for a percentage of 10% on the total amount of places (per University or TEI) or
  - b) Keep their oral mark and repeat (for as many years as they wish) the written examination in the subjects of the 3<sup>rd</sup> grade, tested at national level.
4. Candidates submit their applications after the publishing of their final mark. On their

computer form, they have the right to select departments, which belong to a maximum of two fields of knowledge.

5. For admission to certain faculties (such as physical education, science, foreign languages and literature, military schools etc.) candidates are examined additionally in special courses or sports.
6. Graduates of the second level of secondary technical vocational education schools (TEE) can claim a certain number of places at the technological education institutes, after passing nation-wide examinations in two general knowledge subjects and a specialisation subject. Evening second level TEEs graduates are not examined in specialisation subjects.

#### **Selection of candidates in special categories**

Over and above the determined number of students to be admitted to each department or faculty, candidates will be admitted in case they belong to the following special categories:

- 1) Hellenes living abroad
- 2) Children of Hellenic employees abroad
- 3) Cypriots
- 4) Foreign nationals
- 5) Foreign nationals holding scholarships
- 6) Ethnic Hellenes from abroad holding scholarships.

An exception to the rule, and at a rate of 3% of all students admitted in each faculty, candidates suffering from serious diseases such as thalassemia or persons who have undergone the transplant of an organ such as heart, kidney, etc., may also be admitted to Universities. The same applies as well for persons who are blind and deaf.

#### **6.B.1.2 Fees – Financial support for students**

In Universities admission to courses is free. Textbooks are distributed free of charge. Meals and housing is provided also, depending on the student's family income, while students are also entitled to medical care and a reduced fare on means of public transport.

### 6.B.1.3 Academic year

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The academic year begins on the 1<sup>st</sup> September of each year and ends on August 31 of the following year. The educational task for each academic year is structured chronologically into two semesters. Each semester includes at least thirteen (13) full weeks of classes and three (3) weeks of examinations. The first semester begins in the second fortnight of September and the second semester ends during the second fortnight of June.

#### 6.B.1.4 Courses

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The programme of studies of every University department contains the titles of the courses (compulsory, compulsory elective and optional), their subject matter, the number of hours of classes per week and other useful information about the courses. The programme of studies is adapted to the number of semesters required to receive a degree (minimum of eight).

Each semester course carries a number of credits (d.m.). A credit represents one hour of classes per week per semester in the case of independent courses, and from one (1) to three (3) hours per week of class or practice per semester for the remaining educational task. The programme of studies also determines the minimum number of credits required for the student to obtain a degree.

A department's programme of studies may include a compulsory practical training for students in the workplace for at least six (6) months under the supervision of the department.

Teaching task include:

1. independent lectures of a course;
2. laboratory and clinical exercises and, in general, practical training for students;
3. supervision of an undergraduate thesis and the holding of seminars or other similar activities which aim to consolidate students' knowledge.

The teaching task is assisted by the use of textbooks and other teaching aids that are distributed free of charge to students, as well as by ensuring that students have access to the relevant Hellenic and foreign bibliography.

### 6.B.1.5 Assessment – Qualifications

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In every course, the faculty member teaching the course must at his or her discretion hold written and/or oral examinations or to rely on assignments or laboratory exercises to award the student's mark. In the event that a student fails a compulsory course, he or she is obliged to repeat it in a subsequent semester. In the event of failure in an optional course, the student may either repeat it in a subsequent semester or replace it by another optional course.

Students complete their studies and receive their degree when they have passed the required number of courses and have accumulated the required number of credits.

Students complete their studies and receive their degrees when they have passed the required number of courses and have accumulated the required number of credits.

Degree types are defined by the internal regulation of the university and are valid in the labour market without any further certification.

#### 6.B.1.6 Teachers

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There are two categories of faculties in Universities. The first category of faculty who do not have a doctoral degree consists of assistants, scientific associates and special post-graduate scholars. Persons in the second category of faculty have a doctoral degree and are members of so-called *Teaching and Research Faculty (DEP)*, of which there are four ranks: (Lecturers, Assistant Professors, Associate Professors, Professors). The qualifications required for the three University teaching ranks from Assistant Professor to Professor increase to reflect the total scientific and teaching work of each one.

Members of the *Teaching and Research Faculty (DEP)* of Universities fall under and upon their application in one of the following categories of employment: a. full-time or b. part-time. Each Teaching and Research Faculty member is obliged to be employed full-time for the first three (3) years after being appointed at a Hellenic University. In some cases upon approval of the competent bodies it is allowed to perform a secondary profession.

The General Assembly of the Department may decide to engage on the basis of an annual contract: *Specialist Scholars*, holders of a

doctorate to cover special educational requirements and *Designated Assistant Professors* with the qualifications of an *Assistant Professor*, or holders of the rank of assistant professor. Specialist Scholars and the Designated Assistant Professors teach on a part-time basis, are paid accordingly, and do not participate in the collective University bodies.

In-service training of University professors is performed mainly by sabbaticals at universities and research centres.

### 6.B.1.7 Statistics

(Source: Department of Operational Researches and Statistics of the Yp. E.P.Th)

Number of University Students and Graduates				
Academic Year	Students	With a bachelor	With a post-graduate degree	With a doctorate
1997/98	253,915	21,309	1,555	728
1998/99	266,103	21,154	1,354	796
1999/2000	276,902	22,784	2,275	1,049

Number of Teaching/Administrative – Technical Personnel of Universities						
Academic Year	Teaching		Special Administrative and Technical Staff		Administrative Staff	
	Total	Permanent	Total	Permanent	Total	Permanent
1997/98	9,794	7,999	2,200	2,176	3,885	2,713
1998/99	10,038	8,260	1,994	1,937	3,719	2,603
1999/2000	10,459	8,027	1,949	1,923	3,560	3,049

### 6.B.2 University sector: post-graduate level

At Hellenic Universities there are postgraduate study programmes (PMS) that lead to the granting of a postgraduate specialisation degree (MDE) and/or Doctorate. The responsibility to operate a PMS falls in the Department covering the field of knowledge of the postgraduate study programme, and the Minister of National Education grants the final approval. In some postgraduate programmes it is possible to have the involvement of TEI Departments.

Candidates are admitted to *Postgraduate Study Programmes (PMS)* either through a selection process or through examinations (written or oral). A necessary condition is the knowledge of a foreign language (for Hellenic candidates), while in the selection process the mark received on the candidate's undergraduate degree,

performance in undergraduate courses related to the PMS, the undergraduate thesis, and any research or writing activity on the part of the candidate are taken into account.

The necessary requirement for registration in a doctoral programme is for the candidate to hold a University postgraduate specialisation degree (MDE), organised and operating in the same University.

The duration of a *Postgraduate Study Programme (PMS)* cannot be less than one calendar year. The programme of studies, courses taught and number of hours required in each course are set out by the *Special General Assembly (GSES)* of the Department and are approved by the University Senate.

To be awarded a doctoral degree, a candidate must write an original thesis, which is expected to contribute to the advancement of knowledge and science. The research work should be conducted within a strictly defined framework and under the supervision of a three-member advisory committee appointed by the relevant University department.

### 6.B.3 Open university

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In 1997 the *Hellenic Open University (EAP)* was established, constituting an independent and fully self-administered *Higher Education Institution (AEI)* and in the form of a legal entity under public law. The mission of the EAP is to provide distance – undergraduate and postgraduate – education and adult education, by developing and utilising appropriate educational materials and teaching methods. Among the goals of the EAP is to promote scientific research in the field of transmitting knowledge from a distance.

The EAP organises vocational training or re-training programmes that lead to certification of attendance, or educational programmes which, under certain conditions, can lead to the awarding of academic degrees (undergraduate or postgraduate).

The EAP welcomes without entry exams *Lykeio* Leaving Certificate holders or those with an equivalent or corresponding Secondary Education certificate from Hellas or abroad. A priority is given to candidates aged 23-45 and to the inhabitants of the country's remote areas. In case of the quite common situation of an increased demand, then students are selected by drawing lots.

In particular, this institution provides the possibility of higher education studies irrespective of the candidates' age, i.e. it ensures them a 'second chance' for lifelong learning and training. Also, the EAP offers University studies to those, who, for whatever reason, cannot attend classes or laboratories.

Already since 1998 EAP postgraduate programmes have been operating, which lead to postgraduate specialisation diplomas and certificates of postgraduate education.

## 7. CONTINUING EDUCATION AND TRAINING FOR ADULTS

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Adult education in Hellas appears mainly in the type of non-formal education and the main abundance of its actions and activities fall under this category. There are, however, some measures, especially new regulations regarding adult formal education.

Participation of adults in non-formal education has as an objective the acquiring of fundamental educational qualifications, skills and knowledge that will enable trainees to adapt or to rehabilitate to labour life and to face constant social and vocational changes.

As far as adult formal education is concerned, its objective is to supplement basic education, upgrade the general educational level and allow trainees to gain formal qualifications that are expected to better the professional proficiency and career.

### 7.1 Policy and legislative framework

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In the field of non-formal adult education, already from the mid-1970s there is an effort to develop and modernise the institution of Adult Education by establishing the *Directorate for Adult Education* at the Ministry of National Education and Religious Affairs. A Law of 1983 upgraded it to General Secretariat for Adult Education (GGEE), and similarly an effort was made to give a new orientation to the institution and to adjust its objectives at a central and local level. Under a law of 2001, the General Secretariat for Adult Education is renamed "to Adult Education General Secretariat (GGEE), which undertakes at a national level but also for Greeks abroad, the planning, co-ordination and implementation of lifelong learning. The same law stipulates that the Institute of Continuing Education for Adults (IDEKE) that was established in 1995 will fall under the GGEE. Under this status the IDEKE undertook the technological and scientific support of GGEE programmes, without stopping the independent implementation of lifelong learning related actions. Second Chance Schools (SDE) are supervised by the IDEKE, foreseen by a 1997 law, and are established with the co-operation with Local Governments. The running of this innovative institution aims at striving against social exclusion.

Last but not least, the Open Hellenic University (EAP) that was established by a 1997 law, has a

fundamental contribution in the field of adult education.

In the field of formal adult education provided by Evening Schools, the legal regulations governing Secondary Education are generally applied.

### 7.2 Management – Organisations involved

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The master plan for adult education is made by the Adult Education General Secretariat, which falls under the Ministry of National Education and Religious Affairs. The GGEE plans, organises, co-ordinates and finances related actions and training programmes.

Depending on the case, there is a co-operation with other state agencies such as: the Ministry of Labour and Social Security, the OAED, the Ministry of Justice etc. There is also an involvement of the Local Governments in the establishment of Adult Education Schools and Vocational Training Centres (KEK). Local Governments are also involved in the establishment of Second Chance Schools upon proposal of the IDEKE. It must be noted that in the establishment of Vocational Training Centres other state agencies are also involved (e.g. Ministries of Labour and Justice), while other legal entities under private law are also entitled to establish Vocational Training Centres.

In the case of formal adult education, regulations concerning administration, and which are applied by the Ministry of National Education at the Secondary Education level, nationwide, regionally, at the prefecture and local level are applied. Evening Schools can be established and operated by individuals. These schools are under the supervision of the Y.P.E.P.TH.

### 7.3 Financing

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Resources for the financing of adult education related activities and actions are provided by the National Budget and the Public Investment Programme. Further for the programmes and

actions included in the 3<sup>rd</sup> CSF Operational Plans (Operational Programme for Education and Initial Vocational Training -EPEAEK, Continuing Training, Striving against Exclusion from the Labour Market) there is the foreseen co-financing of the European Social Fund. Co-financing also applies in the case of public entities of private law establishing Vocational Training Centres.

## 7.4 Human resources

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Teachers who teach in formal adult education belong to the same field as those in conventional formal education, public or private.

Educators-trainers in non-formal adult education are paid by the hour and are hired for the particular programme, after they have attended special training seminars.

## 7.5 Organisation

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The organisation of formal adult education applies the same pattern as Secondary Education. In non-formal education and training the organisation is differentiated, depending on the types of the establishments that provide it.

### 7.5.1 Types of training institutions

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Non-formal adult education is provided in the Adult Education Centres operating under the supervision of the Prefectural Adult Education Committees (NELE), in the Vocational Training Centres (KEK) run by the Adult Education General Secretariat (GGEE), in Second Chance Schools and in special locations (e.g. correctional institutions, institutions for persons with special needs, regions of gypsy settlements, etc.), mainly by means of distance education (more information on the EAP can be found in unit 6D).

Formal secondary education for adults is provided in regular educational institutions, i.e. in evening lower and upper secondary schools (*esperina gymnasia, esperina Lykeia*) and in Technical Vocational schools.

### 7.5.2 Access requirements

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Access to non-formal adult education follows eligibility criteria that vary, depending on the specific educational programme (e.g. programmes for adults 18-30 years old, adult immigrants, unemployed adults 25-64 years old that have not completed compulsory education, adults wishing to gain new basic skills, special groups of the population – gypsies, inmates, etc.).

The admission requirement for adults to study at the evening lower and upper secondary schools in formal education is a report from the employer certifying that the adult in question is employed in a morning job.

### 7.5.3 Objectives of the programmes

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Adult non-formal education has a large number of objectives such as:

- literacy and gaining the basic educational skills;
- gaining the basic qualifications to achieve an access to the labour market;
- ITC training;
- contribution to the vocational rehabilitation of trainees through various support actions (personal development, awareness of employers etc).

More specifically, for sensible social groups that are struck by social exclusion, apart from the above-mentioned objectives, there are also others, such as:

- increasing the awareness of the broader population and agencies in order to smooth out prejudices and stereotypes and to achieve mutual acceptance;
- encouraging their active participation in issues that concern them and enhancing their self-confidence.

The objectives of formal adult education are the:

- gaining of formal qualifications at various educational levels (completion of basic education – secondary – higher);
- improvement of vocational perfection and perspectives to access the labour market.

### 7.5.4 Organisation of the institutions

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Formal adult education and training is provided exclusively in evening schools. The school and academic year start and end as in conventional Secondary Education. Studies in evening *Gymnasia* last as in daytime ones (3 years). In the Evening *Eniaia Lykeia* they last 4 years. Studies in Evening Vocational Education Schools also last 4 years, as one semester is added to the 1<sup>st</sup> level and one to the 2<sup>nd</sup> compared to the regular day-time schools. Courses are given Monday through Friday and the weekly timetable covers 17-24 hours. As far as non-formal education and training is concerned, we have a large variety in the organisation of time. For example:

- In Second Chance Schools with students over 18 years of age, who for various reasons have not completed compulsory education, studies last 18 months and courses are given in the evening from Monday to Friday for 21 hours a week.
- In Education and vocation centres the courses are organised on the basis of a predefined duration (200, 300, ... hours).
- In Adult Schools, education is organised on the basis of annual or semester programmes. There are, however, shorter programmes given as seminars or lectures.
- In the Hellenic Open University, programmes (undergraduate, postgraduate, training) are based mainly on distance education, and the duration of studies varies, depending on the courses and the progress of projects assigned to the trainees. In the case of undergraduate courses, however, studies last at least four years.

### 7.5.5 Curriculum

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For non-formal adult education, there are no specific curricula. They are worked out according to the educational objectives for the particular target group. Some examples will be mentioned indicatively that have to do with specific categories of citizens who attend such programmes of study. For example:

- The education of adult gypsies includes literacy, vocational training, health education, parental counselling.
- Education for repatriates includes: Modern

Greek language, history, literature, geography, labour legislation, information about the operation of the Hellenic public services, etc.

- For present or past inmates of Hellenic correctional institutions, education includes: literacy, social and psychological support, vocational training in various trades such as carpentry, pottery, silverwork, motor mechanics and new technologies.

The curriculum and the timetable in formal adult education (evening schools) follows more or less the regulations governing the corresponding regular day-time schools with the difference that education in the Evening *Eniaia Lykeia* and TEE last more.

#### Teaching methods

Apart from the traditional teaching methods, depending on the groups of trainees and the specific course, special audio-visual material, with films or videotapes, is used, while multimedia and educational software compatible computers is also used. Quite often, courses are held in working places and especially in the case of TEE workshop practice is common.

### 7.5.6 Quality assurance

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In formal education and training the same quality assurance procedures as in conventional Secondary Education are applied. Generally, the same stands for Second Chance Schools.

The Hellenic Open University, where mainly distance education is applied, emphasis is given to feedback procedures and the monitoring of the learning procedure.

In the remaining range of non-formal education and training, quality is assured by applying high standards in courses and quality controlling procedures during implementation, which are organised by the Adult Education General Secretariat.

### 7.6 Guidance-counseling services

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The Pedagogic Institute and School Advisors provide guidance in formal Adult Education and Training, as in the case of conventional Secondary Education.

In non-formal education and training, guidance is based on the scientific and pedagogic standards of the courses. Further, to this end,

the Adult Education General Secretariat has started the procedures of setting up a Documentation and Information Centre on Continuing Education.

### 7.7 Assessment – Accreditation – Recognition

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The assessment of formal education adult students follows the same regulations as in the case of students attending daytime schools. The assessment of those attending adult non-formal education courses is not made on the grounds of specific rules, mainly because attendance in these courses does not lead to recognised certificates.

Certificates of study awarded within the framework of formal adult education are fully equivalent to those given in counterpart day schools. No diplomas are given to persons finishing non-formal adult courses, other than certificates of attendance in the particular programme.

A recognised certificate of study, equivalent to the corresponding conventional Secondary Education one, is granted to Second Chance School graduates.

The Hellenic Open University grants certificates (undergraduate degree or post graduate specialisation diploma) that are equivalent to the corresponding university certificates. To be granted a degree, it is necessary to successfully complete and sit examinations in at least twelve thematic units covering the four years of studies.

Evening *Eniaio Lykeio* and TEE certificates of study entitle their graduate holders access to a certain number of positions in Tertiary Education.

### 7.8 Statistics 2001/02

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#### EVENING SCHOOLS

Type of School	Public/Private	Schools	Students	Teachers
GYMNASIA	Public	75	9,553	784
	Private	5	232	28
E.L.	Public	55	7,184	449
	Private	6	587	47
TEE	Public	39	11,337	1,048
	Private	4	580	86

(Source: Department of Operational Researches and Statistics of the Yp. E.P.Th)