




Analysis Report Summary

Country: Greece



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Upskilling Pathways Implementation

Project Partner Up is implemented in Greece by the Hellenic Adult Education Association (<https://adulthoodeduc.gr/en/>). In our country, adult education that deals with low-qualified persons is mainly provided by the Second Chance Schools, as well as by several NGOs, Cultural Centers, etc. The Second Chance Schools lead to a diploma of lower secondary education and offer multiple opportunities for creative learning and skills development. However, a structural historical characteristic of the CVET/ALE system and the adult education field in Greece is the lack of a coordinated strategy, governed by cooperation mechanisms and synergies. Another key feature of the Greek system is its centralized structure. Most of the responsibilities are held and decisions are made by the Ministries and the implementing central agencies, while the role of Regions and Municipalities, as well as of social partners, is limited. Regarding the providers of the field, they do not participate in any planning and decision-making bodies. On the other hand, however, synergies between other stakeholders are not frequent either, although there are positive examples.

The challenges of the lack of synergies are:

- The design of programmes is carried out exclusively by the central administration without the involvement of social partners, employers, and providers. In this context, the programmes, including the apprenticeships that take place within them, are not sufficiently linked to the needs of the labour market and the trainees.
- Municipalities and Regions do not have the expected financial and technical support from the central government to develop upskilling programmes.
- In the evaluation of CVET/ALE programmes, there is no provision for an internal evaluation with the opinion of the key actors, which are the staff who designed and organized the programmes, as well as the trainers.

Furthermore, the development of partnerships between stakeholders is not a structural characteristic of Greek society for reasons that are due to the historical formation of its social culture which is competitive rather than cooperative.





Stakeholder Cooperation in UP

The Hellenic Adult Education Association aimed to bring together key stakeholders, active in Adult Education and Vocational Training. The main actor is the General Secretariat for Vocational Education, Training, and Lifelong Learning of the Ministry of Education, Furthermore, the National Organisation for the Certification of Qualifications & Vocational Training (EOPPEP) was involved, as well as numerous Second Chance Schools, as they are the main providers of upskilling and reskilling training initiatives. The General Secretariat for Vocational Education, Training, and Lifelong Learning (Ministry of Education) recognizes the lack of synergies and the need to cooperate with other stakeholders and therefore has opened a dialogue with HAEA and other bodies to work together in Upskilling Pathways.

Lessons Learnt

Firstly, it became evident that the enhancement of the role of Second Chance Schools, is crucial, as they are the most effective tool in providing a certified level of lower secondary education that is generally recognised within the country.

Secondly, the need became clear for close cooperation between the two Ministries, the Ministry of Education, Religious Affairs and Sport and the Ministry of Labour and Social Affairs which are the two key actors in the field of Upskilling Pathways, since they constitute the government bodies that translate the central policies into specific initiatives. The two Ministries will have to be in constant communication in order to analyze the situation of the target group, identify possible opportunities for action, create contingency plans focus on the links between local labour markets needs and local target groups needs, oversee the creation of Upskilling Pathway courses by the providers and distribute the required funds accordingly.

Thirdly, the necessity of close cooperation between the local Chambers of Commerce, Industry, Tourism, etc, with the Professional Bodies and the strong support of the local government will ensure the creation of viable programmes which will be effective in providing the target group with the required skills that are needed in the specific locality and labour market.





Keeping all of the above in mind, the Hellenic Adult Education Association is currently involved in the formation of a “Pact for Skills” (https://pact-for-skills.ec.europa.eu/index_en), a skills partnership as a multi-stakeholder collaboration that will work to create upskilling and reskilling opportunities for people with low qualifications across Greece. So far, besides HAEA, members of the partnership are: The Labour Institute (INE GSEE), the Small Enterprises Institute of GSEVEE, four Second Chance Schools from different regions and with different needs (one of them is located in the Detention Center of Patras), two NGOs specialized in developing learning opportunities for socially vulnerable groups.

Furthermore, the HAEA has established an open dialogue with the Ministry of Education regarding the application of the EAEA Manifesto of Adult Education 2024, specifically in terms of Life Skills Development.

Priorities for Development Groups

Future Development Group discussions to enhance the Upskilling Pathways initiative will center on identifying solutions to strengthen cooperation structures among stakeholders. These discussions will aim to foster greater alignment between CVET/ALE providers, policymakers, and representatives of the labour market, to ensure better collaboration by addressing gaps in communication and policy implementation. The aim is to create a collaborative framework that supports lifelong learning and improves access to opportunities for individuals with low qualifications.

Promoting partnerships in Upskilling Pathways could be significantly strengthened, by straight-lining the procedures and diminishing the bureaucratic burden of the non-governmental entities that seek to participate in the relative initiatives. On the other hand, there is a need for a comprehensive strategy regarding reaching, communicating, and motivating the members of the target group to take part in the relative actions. The fact that local government, public agencies, and providers have to become creative to address the specific target group, through other than the usual communications channels, was repeated. This singularity points to the need for close cooperation and common planning of all the actors involved. It also points to the use of appropriate educational methods that will take into intensive account the trainers’ social characteristics and training needs.

