



Country Snapshot:

GREECE

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A. EXECUTIVE SUMMARY AND MAIN FINDINGS

This report has been conducted for the purpose of KA2 Erasmus+ **TESEUS - Training on Entrepreneurial Skills for EU Start-ups project**. TESEUS focuses at the promotion of start-ups and enterprises in the IVET sector through the creation of tools for teachers and mentors to develop their entrepreneurial talent of IVET students and a set of practical training for IVET students to create companies. The analysis represents a **Firm Creation Mapping** responding to the Intellectual Output 2 that depicts the current situation in Greece. It is a country Snapshot that illustrates the entrepreneurship education in IVET environment in Greece.

The Europe 2020 strategy focus at the promotion of the entrepreneurship by forcing sustainable, smart and inclusive growth. In Greece the evaluation of the education system as innovative is still in progress. During the last years the IVET system has a gradually enhancement and development in order to encourage students to accomplish their ideas in the entrepreneurial field. Form 2016 the Greek Government has developed a series of important reforms in order to create a better connection of the VET sector with the labour market. Throughout the last years, entrepreneurship education has been incorporated in the educational system as part of the New School strategy 2010. according to the statistics **the allocation of early stage entrepreneurs based on the level of education in 2016 was 9,6% from post-secondary graduates, while in 2017 the early stage entrepreneurs was raised at 10,4 %**, illustrating a gradually rise of the entrepreneurship at vocational education.

The last years have been tracked a great number of attempts to foster, promote and finally incorporate entrepreneurship at the Greek educational system. The report illustrates Social Enterprise 360, Virtual Enterprise, and Prince's Trust Enterprise Programme in Greece as ongoing initiatives in entrepreneurship education that have been developed especially for young people.

B. BRIEF OVERVIEW OF IVET SYSTEM IN GREECE

The Vocational Education and Training incorporates all the organized and structured activities that provide to people capabilities and qualifications significant for the realization of an occupation. In vocational education the IVET system constitutes the first educational level of a specific occupation that is associated with the acquisition of professional knowledge. This kind of training is designed to provide basic professional knowledge, skills, and competences in specializations aimed at integration, occupational mobility and the development of human resources in the labor market.

In Greece, the general responsibility for the education system belongs to the Ministry of Education, Research and Religious Affairs. **The Initial Vocational and Education Training system in Greek territory is separated in the public and private sector and has been designed in the upper secondary and post-secondary educational level.** Following the report of EQAVET 2016, the upper secondary education and training needs 3 years of attendance, is offered by vocational schools (EPAL), by vocational training schools (SEK) and a new kind of schools introduced by Law 4186/2013 and are replacing EPAS (both Level 4 of HQF). On the other hand, Vocational Training Institutes (IEK), developing in the non-formal education framework, provide a post-secondary non tertiary education that culminate in the acquisition of nationally recognized certificates (HQF Level 5). More specifically, IEK offers an informal initial professional training for graduates of formal non-compulsory secondary education, as well and to CVT graduates.

In the IVET system the quality assurance in the national context is notably centralized. The quality assurance, curricula and the weekly timetables for all types of primary and secondary education are centrally specified. An independent administrative authority called "Authority for Quality Assurance in Primary and Secondary Education" (ADIPPDE) is responsible for the quality assurance of the upper secondary Vocational Education or Training. Ministries such as the Ministry of Health, the Ministry of Tourism, the Ministry of Rural Development and various agencies such as the Manpower Employment Organization (OAED) running Vocational Training Schools are coerced to follow the relevant national curriculum (EQAVET, 2016). As described in the curricula, the teaching of different specialties of different grades in Vocational Upper Secondary School, is delivered by teachers of the respective specialty.

The management and supervision of IEK in the post-secondary (quality assurance at system level, curriculum, delivery of training) falls under the responsibility of the General Secretariat for Lifelong Learning of Ministry of Education, having commissioned the operation and management of public IEKs to the Youth and Lifelong Learning Organization. The validation and the certification of 'outcomes' of IEK, as well as quality assurance at provider level, is the responsibility of the newly established (2011) National Organization for the Certification of Qualifications and Vocational Guidance EOPPEP. On the other hand, the evaluation of the educational unit level (school/service/body) is based on internal evaluation and the reform initiatives are developed under the issue of the Presidential Degree on teacher evaluation.

In relation to post-secondary IVET, the providers of IEK are evaluated according to a number of pre-defined standards and criteria licensed by EOPPEP. The Lifelong Learning and Connection to Employment Council that has been established in 2010 is the one responsible for the recognition of the training needs, and it is also responsible to make the linkage among VET systems and the labor market connecting specializations, professions and qualifications.

Both in the private and public VET schools are forced to meet the requirements having accurate criteria that are deriving from relevant legislations. Public Vocational Schools (EPAL, EPAS/SEK) must have the

same set-up as the corresponding private ones, following the same syllabus and schedule. Private vocational schools fall also under the jurisdiction of MinEdu, which devolves its statutory authority to regional offices. In order to be licensed a private vocational school, firstly EOPPEP must evaluate and then confirm the appropriateness of its facilities. In the application for the authorization that the private IEKs are going to submit, they have to include the curricula and other elements of the vocational training that they are going to provide such as the number of students, teaching material, laboratory equipment etc.

From 2016 the Greek Government has developed a series of important reforms in order to create a better connection of the VET sector with the labour market. Within this framework a new apprenticeship programme, the *Post-secondary year - apprenticeship class*, has been launched in line with current European practices. The new apprenticeship programme was initially presented by the education ministry in the school year 2016/17 having as an aim to offer to EPAL graduates the opportunity to upgrade their education qualifications and obtain work experience. Thereon participants have more than doubled (+231%), there are 49% more EPAL schools offering apprenticeship programmes, and there are 128% more apprenticeship programmes offered all over the country.

C. BRIEF OVERVIEW OF EXISTING DATA AND ANALYSES FOR GREECE

Entrepreneurship and economic growth have developed an inextricable linkage. During the last decade a particular emphasis has been developed from European Commission to entrepreneurship, since it is believed that by investing in it, entrepreneurship will restore the economic growth of Eurozone and absolve European countries from the economic crisis.

The **Europe 2020 strategy focus at the promotion of the entrepreneurship by forcing sustainable, smart and inclusive growth**. The basis of European Union's Economy is compromised by small and medium-sized enterprises constituting a requirement for the recovery from the economic crisis. Most of the enterprises in Greece are incorporated at the small and medium-sized businesses category. As a consequence, the European Union aims through funding programs to invigorate and encore innovative entrepreneurship. Among all its targets European Commission focuses at enhance the public perception of entrepreneurs by making easier the access to finance and promoting an improved training in entrepreneurship, according to a report from the University of Thessalia (2016).

Following the **Entrepreneurship Report** that has been conducted in Greece among 2017-2018 the **allocation of early stage entrepreneurs based on the level of education in 2016 was 9,6% from post-secondary graduates, while in 2017 the early stage entrepreneurs was raised at 10,4 %**, illustrating a gradually rise of the entrepreneurship at vocational education.

During the last years Greece has included the **entrepreneurship education as part of the New School strategy 2010**. This strategy brings together the learning objectives with entrepreneurship that are associated with the enhancement of innovation, creativity and the entrepreneurial spirit. In the body of the Greek education, the primary schools have widely recognized the necessity for the incorporation of entrepreneurship, through the development of creativity and the enhancement of problem solving. As far as the upper secondary level is concerned, students are coming in contact with units such as the Basic Principles of Organisation and Business Administration, that are dealing with administrative functions and managerial issues within companies. Supporting the formal education opportunities, Junior Achievement Greece works with pupils through non---formal and extracurricular teaching and learning methodologies. Established in 2005, the organization emphatically supports entrepreneurship development and helps young people to conjure their own jobs.

According to the last publication on analyzing policy from Cedefop (2019) the new apprenticeship reform in Greece has successfully expanded. The gradually expansion of the **Post-secondary year-apprenticeship class** has become a significant part of the strategy that Greece has adopted in order to update VET. This strategy shares also a significant role in linking the VET with the labor market and at the same time raises the attractiveness of the VET sector. Following Cedefop analysis the achievement of this strategy is that almost half of the placements are in the private sector. **As a consequence, the linkage among the education and labour market has increased participation by the private sector in the new apprenticeship programme from 25% in 2017/18 to 48% in 2018/19 and signifies that the reform is well-received by the labour market**. This achievement aims to enhance the entrepreneurship education in IVET institutions and engage students through an experiential process with enterprises and the entrepreneurial sector.

D. STATE OF EXISTING START-UP PROMOTION AND FIRM CREATION SUPPORT FOR IVET STUDENTS IN GREECE

In Greece the evaluation of the education system as an innovative is still in progress. Contrary to other European countries, in Greece the promotion of entrepreneurial thinking through universities, general schools and VET schools is still under stepwise development. Endeavor's survey illustrates that 41% of Greek students rate the preparation that they receive from their educational institutions for entrepreneurship as medium. In addition, the same survey depicts that the cooperation of Greek startups with established companies is ranged at the lowest end (58.6%), while the cooperation with other startups scores higher compared to other countries (Startups Greece reports, 2016).

Nonetheless, the last years have been tracked a great number of attempts to foster, promote and finally incorporate entrepreneurship at the Greek educational system. As detailed below, there are some ongoing initiatives in entrepreneurship education that have been developed especially for young people. Indicative this report represents some examples, from which two are going to be developed in the next section as case studies (School Education Gateway, 2016).

- **Social Enterprise 360**

Social Enterprise 360 is an initiative that focuses on learning about social entrepreneurship and involves experiential learning approaches. The initiative constitutes a collaboration among eight European partners and is co-funded by the Erasmus+ programme. Social Enterprise focuses mainly at teachers and students in the upper-secondary schools, supporting the growth of entrepreneurial skills with focus on environmental and social issues and problems at students immediate. The programme established during September of 2014 involving above 5,600 students and 450 teachers form more than 300 secondary schools.

- **Virtual Enterprise**

Virtual enterprise constitutes an educational programme that has been based on the principle of "learning by doing". The initiative focuses at students in upper--secondary education in Greece. Virtual Enterprise give the participants opportunities in order to create their own company and become familiar with the stages of operation and liquidation of a business.

- **Prince's Trust Enterprise Programme in Greece**

Prince's Trust Enterprise Programme in Greece compromise an initiative practice that encourages young people to accomplish their goals. The programme has been developed in the framework of Prince's Trust International in UK. Having training and mentoring to funding, the Enterprise Programme is supporting and educating young people in Greece in the entrepreneurship sector. The Enterprise Programme in Greece is implemented by Corallia, a Unit of the Research Center Athena and Action Finance Initiative with the support of Prince's Trust International.

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INTERESTING LINKS AND FURTHER READING

<https://www.ey.com/gr/en/issues/business-environment/ey-survey-seeking-a-closer-alignment-between-entrepreneurship-education-and-employment>

South East European Centre for Entrepreneurial Learning (SEECEL),
<http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=23936&no=4>