



SCENARIOS REPORT - GREECE

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List of abbreviations

EIEAD: National Institute of Labour and Human Resources
EOPPEP: National Organization for the Certification of Qualifications and Vocational Guidance
EPAL: Vocational High School / Professional Lyceum
EPAS: Vocational Education Schools
EQF: European Qualifications Framework
ESK: Vocational Training School
ESODE: National Coordinating Body for Dual Education
IEK: Vocational Training Institutes
IEP: Institute for Educational Policy
KEE: Central Scientific Committee
KSEEK: Central Council of Vocational Education and Training
KDVM: Lifelong Learning Centers
LLL: Lifelong Learning
NEDEAE: Prefectural Committees for Dual Education and the association with the Labour Market
OAED: Greek Manpower Employment Organization
PEPAL: Model Vocational Upper Secondary School
PSDE: Dual Education Regional Councils
SKEE: Advisory Sectoral Scientific Committees
SSPAE: Production and Labour Market Connection Committees
VET: Vocational Education and Training

1. Introduction

The apprenticeship system in Greece has a long established history. It was first introduced as a distinct choice of vocational education and training in the 1950s, provided by the Manpower Employment Organization (OAED). Since then, there have been several modifications of the apprenticeship governance system. The years 2013 and 2016 have been the most recent milestones in this procedure. However, despite the efforts to enhance Vocational Education and Training (VET) attractiveness and to build a governance system that can reflect market trends, VET had certain inefficiencies regarding:

- (a) Overlaps between educational pathways,
- (b) Absence of dual VET systems in EQF level 4,
- (c) Existence of obsolete specialties,
- (d) Insufficient interconnection with actual market needs,
- (f) Failures in the system of continuing vocational training provided in the Lifelong Learning Centers (KDVM).

Such weaknesses are the outcome, among others, of the lack of involvement of the social partners in the design of VET. The absence of procedures that actively engage the social partners precipitates an incoherent process for specialties determination. Moreover, it leads to a lack of credibility in the certification of professional qualifications. Overall, the multiplicity, complexity, and often blurriness of the legal framework complicates VET design and implementation.

Those predicaments partly explain Greek VET's high dropout rates, (Cedefop, 2018¹) and the fact that Greece is placed among the lowest performing countries in the EU. This fact however, is also linked to the long-lasting preference of the Greek society for liberal education and university studies over VET.

VET's shortcomings are also reflected in the Greek economy, which lacks well-trained human resources with practical knowledge and on-the-job training. Moreover, the feeble development of the VET system is linked to high rates of youth unemployment, whereas the provision of the appropriate skills and qualifications could provide a stepping stone for entering the labour market especially since 2/3rds of future jobs are expected to require VET training (Cedefop, 2018)

On those grounds, a major reform was introduced in December 2020, aiming to address the aforementioned sources of inefficiency. The 2020 law put forth a holistic reform in VET and Lifelong Learning (LLL), with the following aims:

- (1) to outline a joint strategic plan for VET and LLL,
- (2) to associate VET and LLL with labour market needs, through the effective participation of social partners, and
- (3) to upgrade VET and LLL structures and processes.

Based on a workshop with key VET stakeholders, and having in mind the recent implementation of this newly established VET system, in the following sections we assess and propose two alternatives, which aim to specify certain aspects of the VET governance system. This is a critical discussion that on the one hand promotes social dialogue with all stakeholders, while on the other hand it can enlighten all possible ways forward that would allow for an attractive, inclusive and modern VET system.

¹ Cedefop (2018), *Apprenticeship review: Greece. Modernizing and expanding apprenticeships in Greece*, Luxembourg: Publications Office of the European Union.

2. VET Governance system: Existing and proposed scenarios

The following scenarios are based on the specifications set in the framework of the European Project "INVOLVE". According to the adopted typology, governance systems are divided into three distinct levels:

- Political-strategic
- Technical-strategic and
- Technical-operational

The proposed scenarios on VET governance stem from the following sources of information:

1. The field research and the qualitative analysis carried out within the framework of the Project
2. The existing governance system in Greece, as formulated by the recent Law 4763/2020
3. The experience from previous governance systems in Greece.
4. The “scenario” workshop.

The “scenario” workshop was held online at the end of January of 2022, by INE GSEE, with the participation of many key players and stakeholders of the apprenticeship schemes in Greece. In particular, 15 people attended the workshop representing: a) the General Secretariat for VET (Ministry of Education), b) the Greek Manpower Employment Organization (Ministry of Labour), c) Ministry of Tourism and d) several Social Partners. All participants had received through email the desk research report, the findings of the fieldwork research as well as the proposed scenarios developed by INE GSEE, on which they had to deliberate during the workshop. The scenarios were developed after thorough examination and were mainly based on the fieldwork report. The qualitative research highlighted the most important axes around which the proposed scenarios were developed. The workshop started with an introduction on the main findings of the research. After setting the agenda for discussion, the attendees took the floor and commented on the proposed scenarios. The suggested scenarios (Scenario 2a and 2b) as well as the ideas of the participants are analysed below. Before this analysis, we will shortly present the current Governance System, which was also outlined during the workshop, as well as a brief evaluation of this system.

2.1. Current VET Governance System

The current VET governance system is formed by three main institutions as follows:

- **The Central Council of Vocational Education and Training (KSEEK)**
- **The Production and the Labour Market Connection Committees (SSPAE)**
- **The Central Scientific Committee (KEE)**

More specifically, KSEEK (which corresponds to the political-strategic level) has a key role to play regarding policymaking. KSEEK submits policy proposals and suggestions to the Minister of Education on nationwide plans for VET as well as for LLL. Knowledge, sustainable development, utilization of human resources, linking education with the labour market and employment are some of the critical parameters put forward in KSEEK policy proposals and suggestions.

Participants are appointed for three years. A total of 19 (which can reach up to 26) high-level representatives partake in KSEEK, including:

- a) representatives of co-responsible ministries,
- b) the Governor of OAED,
- c) the Managing Director of National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP),
- d) the President of IEP,

- e) three representatives of employers' organisations,
- f) three representatives of employees' organisations,
- g) representatives of Local Administration Unions (i.e. regional and municipality level),
and
- h) a representative of the Central Union of Chambers of Greece etc.

KSEEEK is responsible for the formulation of proposals and the evaluation of implementation. More specifically, KSEEEK submits suggestions to the Minister of Education for the developments and changes of the labour market, as well as for the continuous adaptation of VET and LLL, regarding the systematic adjustment of the professional sectors and specialties offered in Vocational Training Institutes (IEK), Vocational High School (EPAL) and Post-Secondary Year, Vocational Education Schools (EPAS) of OAED and the Vocational Training School (ESK). Moreover, KSEEEK is also assigned the utilization of the results of the Mechanism for Diagnosing the Needs of the Labour Market.

KSEEEK meetings are convened after the chairman's invitation to regular members. There are four mandatory yearly meetings. However, there can be additional meetings upon justification, whenever this is deemed necessary.

KSEEEK weaknesses are identified as follows:

- 1) KSEEEK can only propose to the Minister of Education, but cannot decide, thus, its power is limited.
- 2) KSEEEK can receive feedback from the Sectoral Councils, from employers, from Tertiary Organizations representing employees, from the Central Union of Chambers, and from OAED. However, this feedback is not systematically received and utilized.
- 3) No specific modes of operations in matters of organization (i.e. agenda and minutes of the meetings, secretarial and administrative support), and implementation of decisions (i.e. whether or not decisions are implemented by the political leadership) are followed.

Another governance institution is SSPAE² (which corresponds to technical-operational level). **SSPAE's role** is to submit suggestions-opinions to KSEEEK regarding VET issues and, in particular, for sectors and specialties that must operate in the public IEK, the Post-Secondary Year - Apprenticeship Class in EPAL, the public ESK and the EPAS of OAED at regional level. Its contribution is also important in the selection of special courses, programmes and activities, in addition to the approved core of courses, provided that they are documented in a way that strengthens the development of the specific region.

SPPAE participants are appointed for a two-year term. SPPAE is consisted of 12 representatives as follows: a) a Director of public IEK subject to the Ministry of Education, b) a Director of an Experimental or Thematic IEK, c) a Director of a regional EPAL acting as a Deputy Coordinator, d) a Director of Model Vocational Upper Secondary School (PEPAL), e) a Director of an EPAS-Apprenticeship OAED, f) a representative of the Region, g) a representative of the Regional Association of Municipalities, i) two joint representatives of the employers, j) two representatives of the employees, who are appointed by the GSEE, k) a Director of an IEK subject to the Ministry of Tourism.

SPPAEs are responsible for:

- a) detecting local VET and LLL needs at regional level,
- b) submitting suggestions to KSEEEK regarding the regional VET and LLL needs,
- c) submitting suggestions to KSEEEK on sectors, specialties, special courses, programmes and activities that must operate in IEK, EPAL, Post-Secondary Year, EPAS OAED and the ESK at regional level,

² According to the most recent Ministerial Decision (K3/30446, 21/3/2022) the total number of SPPAE is 15. Namely one in each Greek Prefecture with the exception of Attiki Prefecture (largest of Country) in which there are three (3) separate SSPAE.

- d) submitting to KSEEEK proposals for the formation of educational activities regarding entrepreneurship and innovation, as well as suggestions for conducting studies on region specific VET and LLL issues,
- e) communicating, informing and mobilizing local companies for internships or apprenticeships at VET levels 3 and 5, based on the directions of KSEEEK, and
- f) supporting apprenticeship at regional level throughout the country, based on the directions of KSEEEK.

According to the 4763/2020 law, SSPAEs are expected to prepare an annual report on their activities and on yearly planning. Further specialization regarding the number and the frequency of their meetings is expected to be announced by a Joint Ministerial Decision.

Based on their current function, some changes could contribute to the improvement and effectiveness of SSPAEs. In detail, SPAAEs needs to systematize and specialize their operation, have periodic sessions, as well as administrative / secretarial support and thematic agendas. SPAAEs should be more involved at the local level and not only at regional level. In addition, SSPAEs should cooperate with the Prefecture, given the importance of locality in their tasks.

The third key institution of the Greek VET governance system is KEE. It's role (technical-strategic level) is to study and conduct scientific research and documentation on improving the quality and efficiency of VET and LLL programmes. KEE's participants are appointed for three years with a total of 9 representatives (not from social partners) consisting of :a) a university professor acting as the President, b) two VET experts in development priority areas, c) an Educational Project Coordinator -with code of scientific field (in Greek ΠΕ) 80-89, d) a qualified teacher, with experience in positions of responsibility and specialization in educational administration and evaluation (i.e. teachers evaluation, assessment of educational work), e) the Head of Planning and Development Directorate of the General Secretariat of VET and LLL, f) the Head of the Directorate of Vocational Education of the Ministry Of Education, g) the CEO of EOPPEP, h) the President of IEP.

KEE suggests, proposes or gives an opinion to the General Secretary of the Ministry of Education involved in VET & LLL, after their question, mainly regarding the following topics: a) scientific documentation of suggestions or proposals of KSEEEK, b) development of educational paths and educational methods of IEK, EPAL and Post-Secondary Year, EPAS OAED and ESK, including sectors and specialties of VET, c) assessment of adults' educational needs and development of new pedagogical methods, d) elaboration of studies on subjects of VET and LLL and association with the labour market e) evaluation of the criteria under which EPAL can be characterized PEPAL, and drafting a proposal to KSEEEK, f) setting the criteria for the selection of PEPAL directors and the renewal of their term of office, g) setting the criteria for the preparation of the teachers' evaluation classification tables for their placement in PEPAL.

KEE assembles after the invitation of the President. Meetings are held regularly once a month and extraordinarily at the discretion of the President -when extraordinary issues discussion might arise.

The suggested changes in the formation of KEE include:

- To involve social partners in its composition
- To include, as the case may be, industry bodies' representatives
- To receive feedback from all competent bodies (e.g. OAED, EIEAD, etc.)
- To receive inputs both at regional, local and sectoral level. KEE should not be a "Committee of Wise Men".
- To be responsible for the coordination of the Classic Skills Councils, which must acquire a stable operational and organizational structure
- To consist of different persons from KSEEEK

- To have greater representation from universities

2.1.1. Evaluation of the current Governance System

The current Governance System was adopted back in December 2020, while its implementation started during 2021. Being a relatively new system, participants in the workshop argued that it is very early to evaluate its effectiveness. Thus, there was a general consensus that any improving interventions should be based on the current governance system.

Regarding improving interventions, it was agreed upon that the new governance system does not make provisions specifically for the governance of Dual VET and apprenticeship. Consequently, it was deemed necessary to adopt concrete structures and/or practices that will improve dual VET. Within this framework, two major proposals were submitted. The first one, which was more popular among participants, involved the creation of a subcommittee as part of KSEEEK, which would be solely responsible for dual VET and apprenticeship. The second one consisted of the scheduling of periodical meetings of KSEEEK with an agenda exclusively targeted to dual VET. Regardless of the rationale that would be adopted, all participants agreed on the need for a specified procedure on dual VET governance.

Another issue was the different levels of multi-level governance. The current system makes specific provision for participation at central and regional level, but not at prefectural or municipality level. Social dialogue at lower levels was evaluated as something important and necessary. The main justification for that assumption was that at local level, labour market needs are better monitored and accounted for. Moreover, a lower level of governance would offer an “institutionalized” role to educational structures (i.e. schools) which are the key players at the operational dimension of the system. However, it was highlighted by most participants that such a potential may only have long-term prospect, given the lack of necessary conditions such as knowledge, experience, well-established procedures and human resources.

Currently, local level is only covered through the already existing structures (e.g. Interconnection Offices) that operate at school level. This is a practice that could be further expanded at all related apprenticeship systems. However, it should be made clear that those offices do not have the form of a social dialogue structure, but rather that of an initiative aiming to capture local training and companies’ needs.

Beyond the aforementioned parameter of dual VET, several other proposals were submitted regarding the system's improvement. Among those there were specific references to the necessity for smaller and more flexible structures, as well as, the urgency for concrete procedures regarding systems’ scientific needs (e.g. specialties identification, skills needed).

Finally, the ministry's representatives announced that the Sectoral Skills Councils' function, which is now optional, will become obligatory. An important development was that, according to the Ministry’s representatives, the specific councils will operate under social partners’ responsibility.

Deficiencies / problems of the current system

The system, despite the recent reform remains highly centralized and state-centred. Moreover, the role of the competent bodies is restricted merely to an advisory one, which hampers participants' contribution and disposition. Apart from the regional level, KEE overlooks local needs by not incorporating individuals and bodies from the local and sectoral levels, who would offer an insight into those needs at local level. The scientific contribution on the issues of dual VET is not sufficient and systematic. There is a need to systematize the operation of KEE. KSEEEK specialization paved the way towards that direction, followed by the -expected- Joint Ministerial

Decision regarding the SSPAE operation. Overall, KEE's role and responsibilities must be reinforced and KEE's composition should also be modified.

2.2. Scenarios: Alternative Governance System (two alternatives / similar versions)

The current section aims to propose two alternative scenarios of governance systems, through the creation of new institutions, within several levels (e.g. central, local, scientific) based on specified criteria. More specifically, two key criteria were taken into consideration for the development of the alternative scenario, which includes two versions. The criteria were based on the findings of the qualitative research, but also on the experience gained so far.

The first criterion refers to the **separation of the scientific and the administrative component** of the system. In this direction, it is crucial to acknowledge that the scientific and the administrative / management components cannot be jointly subject to consultation, as they require different knowledge, focus and analysis. For example, issues such as skills' identification or curricula, should be a matter of discussion for a scientific institution. While issues, such as companies' involvement, should be discussed within an administrative institution.

The second criterion refers to **the involvement at local level** (e.g. schools or prefecture). The regional level (which is the level of participation based on the existing system described in the previous section), despite its major significance, cannot be central for a number of reasons, such as the economic differences within the same region (e.g. in regions' prefectures), the structure of social partners' representation schemes and the informal role played by school units in relation to local communities. Therefore, the regional level retains an institutional role in one of the two scenarios, but with limited responsibilities.

The proposed schemes require more institutions, but appoint a smaller number of people to these institutions. The systematic (periodic) operation of the respective bodies is also suggested as a necessary condition for the most effective involvement of all bodies.

2.2.1 Scenario 2a

The **National Coordinating Body for Dual Education (ESODE)** (political-strategic level) constitutes the central management institution of dual education and apprenticeship with an emphasis on the overall coordination of the in-company learning (i.e. positions, specialties, specifications), having decision-making responsibilities. The creation of an institution solely responsible for dual VET issues aims primarily at responding more effectively in matters related to apprenticeship and similar in-company training systems.

ESODE operates at national level under the coordination of the Ministry of Education. Participants are higher level representatives of the following bodies and organizations:

- a) representatives of co-responsible ministries (i.e. Education, Labour, Finance, Development, Tourism),
- b) a representative of OAED
- c) a representative of EOPPEP,
- d) a representative of IEP,
- e) 3 representatives of employers' organisations,
- f) 3 representatives of trade unions
- f) a representative of the Local Government, and
- g) a representative of the Central Union of Chambers of Greece.

ESODE is responsible for:

- a) the coordination of the different systems in dual education (i.e. apprenticeships, internships, professional experience programmes),

- b) setting the basic guidelines for the managerial and scientific processes and informing the PSDE (or NEDEAE in the 2nd scenario) and SKEE, and
- c) evaluating the proposals submitted by the other institutions.

ESODE assembles 3 to 4 times a year at a predetermined time (i.e. before the definition of specialties), but it can also call extraordinary meetings when deemed necessary. ESODE's operation is meant to set the priorities for the lower levels of government and to adequately evaluate the proposals submitted by other institutions involved in the governance system. In that sense, ESODE needs to have operational support provided by the participating ministries (e.g. secretarial / administrative).

The **Dual Education Regional Councils (PSDE)** (technical-strategic level) aim to connect all different levels of government, focusing on management issues and at the same time collecting and evaluating requests and proposals from lower levels. PSDE operates at regional level, with the regions of Attica and Central Macedonia being able to justify more than one such councils.

PSDE appoints 7 participants:

- a) a representative of the region
- b) a representative of trade unions
- c) a representative of employers' organisations,
- d) up to 4 representatives of school systems (IEK, EPAL, EPAS, Ministry of Tourism educational units) representing the respective educational structures.

Its main responsibilities are:

- a) the submission of proposals to the ESODE,
- b) the collection and categorization of the proposals formulated by the prefectural committees,
- c) the submission of suggestions for the promotion of dual education at regional level, and
- d) the specification of ESODE proposals to be forwarded to lower levels.

PSDE has a close cooperation and collaboration with ESODE. It convenes 3 to 4 times a year according to the priorities set by ESODE and receives operational support from local agencies (e.g. region, OAED, school units).

Prefectural Committees for Dual Education and the association with the Labour Market (NEDEAE) (technical-operational level) is a lower-level institution in which school units play an important role. The purpose of NEDEAE is twofold, to promote the institutional recognition of local links between schools and market representatives, and to provide better inclusion of local needs. Prefectural committees operate at regional units/level. In smaller regional units, where the role of dual education is limited, joint committees operating in more than one regional unit may be introduced.

The number of participants varies from 6 to 8 representatives depending on the dual education structures of each region. The committee consists of:

- a) representatives of school units (EPAS, EPAL, IEK),
- b) a local representative of trade unions,
- c) a local representative of employers' organisations,
- d) a representative of the local Chamber of Commerce
- e) a representative of local government (i.e. a representative of the prefectural unit or the municipality), and
- f) a representative of educational units subject to the Ministry of Tourism (when applicable).

Main responsibilities of NEDEAE are to:

- a) make suggestions regarding the creation of new specialties,
- b) coordinate actions for the promotion of apprenticeship and dual education (i.e. publicity actions), and
- c) communicate and liaise with local unions of employees and employers.

NEDEAE operates ad hoc, triggered either by the school units or by the local representatives of employers or employees.

Finally, this scenario introduces the operation of the **Advisory Sectoral Scientific Committees (SKEE)** (technical-strategic level), due to the need for separating the managerial from the scientific component of dual education, as well as due to the need for providing further support to the scientific component. Committees are formed in large professional categories (i.e. tourism, engineering, new technologies or based on the 9 areas of specialties that have been institutionalized in the EPAL schools). A prerequisite is the involvement of executives with knowledge on the relevant professions.

Each committee consists of 8 to 10 participants:

- a) representatives of the Ministry of Education or school units (maximum 4 representatives),
- b) representatives of social partners (one employee and one employer),
- c) experts of organizations such as EIEAD, IEP, EOPPEP (maximum 2 experts), and
- d) two representatives of universities from a related scientific field.

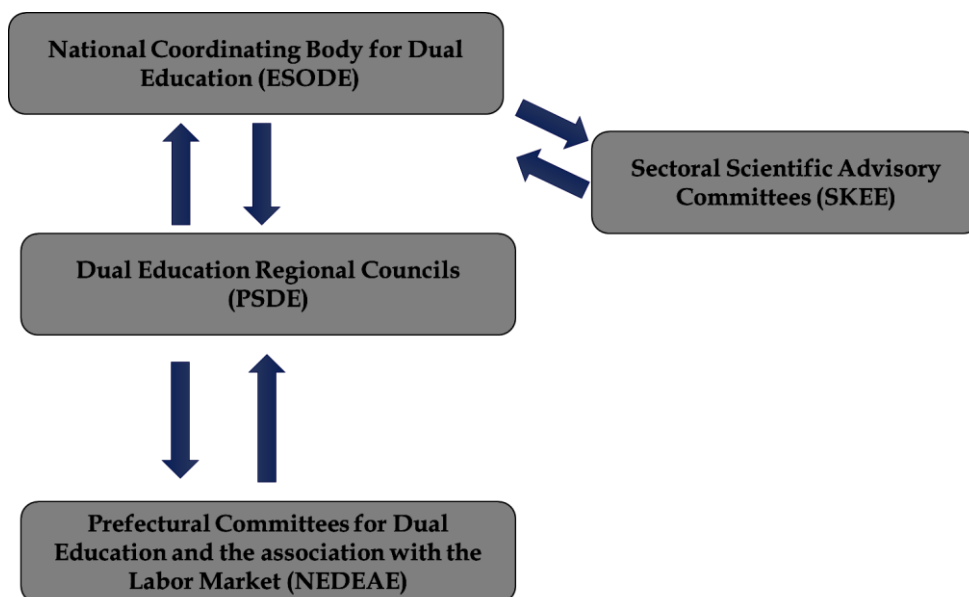
SKEE's main responsibility is to provide advice for:

- a) the creation of new specialties,
- b) curricula updates,
- c) needs description, providing all relevant data and information, and
- d) ESODE.

SKEE works in close cooperation and collaboration with ESODE, and convenes 2 to 3 times per year, before deciding upon the next year's specialties. Moreover, SKEE receives operational support from a ministry (e.g. secretarial, administrative).

The following Graph shows the mode of operation of the governance scheme depicting the associations between different bodies according to Scenario 2a.

Graph 1: Scenario 2a



2.2.2 Scenario 2b

In this scenario, both ESODE and SKEE maintain the same role, while, due to the lack of an intermediate institution, NEDEAE enhances its significance by assuming further responsibilities. NEDEAE reflects the important role of school units and maintains the same twofold purpose, to promote the institutional recognition of local links between school units and market representatives, as well as to provide better inclusion of local needs. NEDEAE maintains the same geographical reference operating at regional units level - with the option of introducing joint committees operating in more than one regional unit in cases where the role of dual education is limited and the same composition- having 6 to 8 representatives, and consisting of:

- i) representatives of school units (EPAS, EPAL, IEK),
- ii) a local representative of employees,
- iii) a local representative of employers' organisations,
- iv) a representative of the Chamber of Commerce,
- v) a representative of local government (i.e. a representative of the prefectural unit or the municipality), and
- vi) a representative of educational units subject to the Ministry of Tourism (when applicable).

NEDEAE's responsibilities are enhanced by an added point the implementation of proposals by ESODE on top of:

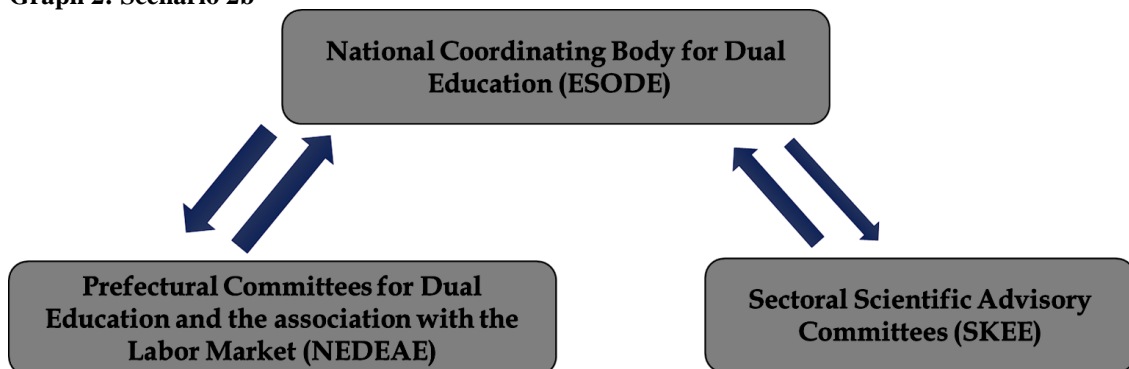
- the suggestion for the creation of new specialties
- the coordination of actions for the promotion of apprenticeship and dual education
- the communication and liaison with local unions of employees and employers.

NEDEAE's operating conditions remain the:

- a) close cooperation and collaboration with ESODE,
- b) periodicity \approx 2-3 times a year based on the relevant priorities set by ESODE,
- c) operational support from local agencies (e.g. region, OAED, school structures, chambers).

The following graph depicts the simplified Scenario 2b.

Graph 2: Scenario 2b



2.2.3. Evaluation of the proposed scenarios

Participants argued that the existence of a governance system solely for Dual VET is an ideal prospect. However, all participants were skeptical about such a perspective. In most cases reservations were expressed concerning the viability of such a system. Their main concern

focused on the lack of necessary resources and structures to support too many parallel governance systems (e.g. VET, LLL, Dual VET). Especially, among social partners' representatives, it was clarified, that at this point they cannot undertake the primary role of becoming the leading actors of the system.

Nevertheless, the proposed scenario was considered to have some important advantages that should be taken into consideration for the improvement of the current system. The first is the involvement of local representatives (e.g. social partners, schools, local administration) in dual VET manipulation, given that local structures are considered more appropriate to identify needs (e.g. labour market, schools). Furthermore, the existence of more flexible and small governance institutions was also considered an advantage - a condition that was evaluated as very important for the effectiveness of social dialogue. Finally, the existence of a clear structure concerning the scientific needs of dual VET was evaluated as to be very important.

Contrary to the aforementioned advantages, a general hesitation was evident on whether local representatives of the involved acting parties, such as social partners and chambers, have the capacity to respond to such an enhanced role, especially under the current circumstances, given their lack of required human resources.

3. Overall overview

The scenarios proposed in the framework of the project were based on qualitative research findings (see report on the Project's website). The evaluation during the workshop of the proposed scenarios, as well as, of the existing governance system, highlighted in a number of weaknesses and accordingly proposals for the improvement of the governance system on Dual VET and apprenticeship in Greece.

More specifically, given that the current governance system operates for less than a year, it is deemed necessary to retain the existing structure and to promote initiatives that would improve the current system. Taking for a fact that the existing system is targeted to VET in general, there were two major proposals for its improvement. The first one was that of the creation of a subcommittee as a part of KSEEEK, solely responsible for dual VET issues. Another proposal was the scheduling of periodical meetings with an agenda focused on dual VET.

In the same vein, the creation of structures at a lower local level (e.g. prefecture, municipality), instead of the current (regional) level, is of major importance for enhancing the effectiveness of the system. However, such a prospect requires long-term preparation. As it was made clear, local actors (social partners, chambers, schools' representatives) need specific training and directions in order to undertake such a role, a parameter which also holds for the regional level (i.e. SSPAEs).

Social actors' involvement is an issue of major importance. However, even social partners' representatives agree that under the current conditions they cannot undertake such a major role in a governance system. Their main role at this point should focus on the scientific support (i.e. skills identification, definition of specialties) and the advisory role regarding labour market needs and in-company training. In any case, it is a matter of importance to adopt specific practices and procedures that would enhance the system's effectiveness (e.g. minutes, supporting structures, detailed defined agendas).

In addition, it was agreed upon that any potential change of the governance system should take into consideration that the major actors of dual VET, at this point, are the main users involved, i.e. state authorities and schools. The existing system, however, should be more flexible, with fewer members and better identified authorities.

Currently, skills' identification and specialties definitions are two crucial issues that should be identified based on effective procedures of social dialogue. Regarding skills' identification, the operation of Sectoral Skills' Councils is an important decision which may have an effective impact on the system's operations. Given that their operation will take place under social actors' jurisdiction, it is of major importance to identify a number of issues, such as participants' role and supervision procedures.

Furthermore, specialties definition is another issue of major importance that should be looked into within the framework of the governance system. So far, the existence of different systems of dual VET and apprenticeship (e.g. EPAL, EPAS, IEK) lacks concrete coordination. For that reason, the same specialties are offered in different systems and EQF levels, without a well-defined procedure. This often generates confusion among dual VET main users, namely trainees and companies. The role of social dialogue at this point is critical, with a considerable effect at all systems of in-company training.

Dual VET constitutes a recurring theme of social dialogue in Greece during the last few years. There seems to be an ongoing interest on the subject from involved parties (e.g. state, social partners) and across different fields. However, attempts made so far for the establishment of an effective governance system were not as fruitful as expected. Specific practices such as a state-oriented perception and lack of a long-term planning seem to be at the root of the problem. The newly adopted system of VET governance, although not targeted to dual VET and apprenticeship, seems to hold some interesting prospects. As it was derived from our research, the success of the system relies on specific adjustments that should be made, having as the ultimate target a more effective governance of dual VET.