



**EUROPEAN COMMISSION**  
Directorate-General for Education and Culture  
Lifelong Learning : policies and programme  
**School education; "Comenius"**

## **EDUCATION AND TRAINING 2010**

### **Cluster Key Competences – Cross-curricular approach and learning material**

#### **Peer Learning Activity on Key Competences for lifelong learning:**

**Greece – 9 to 13 December 2007**

#### **Final Report**

1	EXECUTIVE SUMMARY .....	2
2	MAIN REPORT .....	6
3	BACKGROUND.....	6
4	THE GREEK EDUCATION SYSTEM.....	6
5	GREEK EDUCATIONAL POLICY AND KEY COMPETENCES .....	6
6	LEARNING MATERIALS REFORM IN GREECE: COMPULSORY EDUCATION.....	7
7	VOCATIONAL EDUCATION AND TRAINING IN GREECE: THE CURRENT SYSTEM.....	8
8	EPAL: A NEW MODEL VOCATIONAL LYCEUM.....	9
9	ADULT EDUCATION AND VOCATIONAL EDUCATION AND TRAINING IN GREECE .....	10
10	LEARNING OUTCOMES FOR PARTICIPANTS IN THE PLA: THE GREEK CONTEXT .....	11
11	CONCLUSIONS OF THE PLA.....	12
	11.1 At the level of policy .....	12
	11.2 At the level of governance.....	12
	11.3 At the level of implementation .....	13

Annexes: Programme, List of participants

## 1 EXECUTIVE SUMMARY

### Background

The objective of the PLA was *to explore how Key Competences can be promoted by developing learning material.*

### Greek Educational Policy and Key Competences

The implementation of a *lifelong learning strategy* in Greece is seen as a unified process, involving *compulsory education, VET and adult education.*

The implementation of key competences and the modernisation of the education system are strongly related to *European integration.* There is a need to *develop human resources* in order to bring about a more flexible and capable workforce, able to communicate in foreign languages and via ICT.

The development of key competences in Greece is also strongly linked to *social inclusion and societal cohesion as well as economic need.* Educational developments need to include disadvantaged groups.

The move towards a competence-based approach should be seen in the context of the internationalisation of political economy. The open method of co-ordination provides a policy tool – Peer Learning Activities – to bring about a more *evidence-based approach to policy formulation.* There is a view in Greece that Member States need to work together *to fill the implementation gap.* Major aims of both *educational* and *employment* policies in Greece include: employability; flexible re-skilling; social inclusion; active citizenship.

Greece has a *coherent strategy for the implementation of reform* in both compulsory education and in vocational education and training. This includes: policy initiatives designed to encourage: a more student-focused approach to teaching and learning; the modernisation of textbooks; enhanced use of ICT; a programme for the updating of teaching skills; an evaluation system based on a combination of Quality Assurance procedures and an evidence-based policy approach.

### Learning Materials Reform in Greece: compulsory education

The Greek system is seeking a *paradigm shift*, from a more traditional curriculum and learning process to a *skills and competence-based curriculum.* The reform is supported by a teacher training programme and a network of local pedagogical advisors.

The '*Flexible Zone*' – 2 or 4 hour slots of project work – now applies in all primary and secondary schools. This has proved much easier to implement in primary than in lower secondary schools, where teachers are more resistant to working in a cross-curricular way.

A *spiral approach* is adopted, so that knowledge reappears in a broader context. Teachers are encouraged to help students develop common skills in meta-cognition, self-assessment and co-operative learning. This is based on a socio-constructivist theory of education, to support active participative learning.

The strategy for changing teaching and learning practice includes a reform of textbooks that aims at, inter alia, developing meta-cognitive understanding and social and teamwork skills. The process of producing new textbooks includes contributions from researchers, teachers and on occasions also contributions from students themselves. Textbooks are produced under the supervision of the Pedagogical Institute (PI), which is also responsible for curriculum policy and implementation as well as teacher training. The Institute is responsible for primary, secondary and vocational education. It oversees the whole process of textbook reform and offers training also to textbook publishers, as well as teacher trainers. The PI is currently engaged in the process of evaluation of the curriculum reform.

The aim is to move gradually to a more *cross-curricular approach* – with less rigid subject divisions, less reliance on the textbook and a greater degree of teacher initiative.

### **Vocational Education and Training in Greece: the current system**

The Greek system of VET is very much a system in transition from a more traditional focus on the content of provision and the role of the providers, to more of a focus on learning outcomes and the needs of learners.

There is currently no National Qualifications Framework. The Common European Framework – based on learning outcomes - was therefore very welcome. However, it is difficult to make a *competence-based approach* a reality when the curriculum is expressed in traditional content-based terms. There is at present *no recognition of informal learning*, which is an important obstacle to successful VET provision.

There is a strong awareness that there needs to be a shift from an input-based to an *output-based approach* – in terms of what the student is expected to *know and be able to do* at the end of the learning process.

### **EPAL: a new model vocational lyceum**

The recently established new model VET institutions offer a much more flexible curriculum to learners, based on learning outcomes rather than prescribed provisions. New courses have equal status with academic courses, common examinations and in some cases common textbooks. Those graduating from EPAL institutions can proceed to higher education where appropriate. Important features of EPALs include enhanced ICT and laboratory facilities, which provide greatly increased opportunities for ‘real life’ learning.

Essential principles include:

- Providing students with the skills they need to make them people that employers want to hire
- A broad and balanced curriculum rather than a narrow emphasis on skills for a particular job
- An emphasis on ethics and personal and social education
- A tutor system to ensure good personal relations and effective guidance for students
- Students needing to know things that are not in the syllabus – there is room to experiment and innovate
- Students being seen as potential colleagues and treated seriously as learners.

## **Adult Education and Vocational Education and Training in Greece: the new system**

The new system offers a *more flexible approach* based on *learning outcomes and learners' needs*. It aims to meet the need for: personal fulfilment and development; active citizenship; social inclusion; enhanced employment opportunities.

*A framework of interdisciplinary competences* is being developed, which will correspond to the EU Framework for Key Competences.

Features of the new system include: a competence-based curriculum focusing on basic skills, social and personal skills and professional skills; inter-disciplinary projects; a secure pedagogical base for learning.

## **Learning outcomes for participants in the PLA: the Greek context**

### ***Factors supportive of reform in Greece***

- Links between the theory and practice of curriculum reform
- A holistic vision of a competence-based education and training system, including all sectors and phases
- The inclusion of practitioners in the processes of debate and of formulation of the new curriculum, together with academics and administrators
- Provision of training and support for teachers, in both initial training and in-service phases
- The piloting of reforms. Effective models of evaluation and QA in relation to textbooks and to the implementation of the new curriculum
- The opportunities for student reflection and understanding of learning processes within the new curriculum
- Strategies for giving positive messages about diversity and valuing other cultures
- Evident progress in beginning to change teaching and learning styles – within the context of a teacher-centred and textbook-centred curriculum
- Using the centralised nature of the system to ensure a cohesive approach, whilst encouraging teacher and student initiatives
- The professional dedication of those involved in implementing the reform.

### ***Challenges to be addressed***

- Bringing about a student-focused approach within a very centralised curriculum
- Supporting teachers in going beyond the textbook in their teaching, in order to engage with the learners' needs and perspectives
- Engendering and sustaining a cross-curricular approach – especially within academic secondary education (both lower and upper secondary)
- Moving eventually from a subject-based to a multidisciplinary approach, consonant with the needs of individual learners and society as a whole.

## **Conclusions of the PLA**

*Participants expressed the following views, in relation to lessons learned at the Greece PLA, which could be applied in their own national contexts, as well as more generally:*

### ***At the level of policy***

Reform processes need to be both theoretically well grounded – in relation to evidence-based policy – and also pragmatic, in terms of working with current practice and in relation to the realities of the educational environment.

A holistic vision of education is necessary to achieve deep and lasting change in society's attitude to education as well as in educational practice.

A strong correlation with the EU's Lisbon agenda is a potential source of strength, not just in terms of accessing funding, but also in terms of learning from and sharing with colleagues from other European countries.

### *At the level of governance*

The process of reform requires sufficient time for careful implementation, evaluation, feedback and review, at all levels.

A coherent pedagogical approach to key competences requires the development of many new teaching materials.

The question of the capacity of national systems to sustain effective reform in the implementation of a competence-based curriculum needs further investigation. What are the relative strengths and weaknesses of centralised and decentralised systems?

Evaluation of the processes is also crucial – both quantitative and qualitative. EU benchmarks are quantitative only, but effective measures of the quality of reforms need to be found and applied.

### *At the level of implementation*

For a coherent reform, all actors need to be fully involved from the beginning of the process.

The quality of teaching is the most crucial factor in delivering education (as stated in the EC Communication on Teacher Quality).

At the institutional level, networks of schools working together on implementing key competences would be potentially very valuable (at both national and European levels).

## 2 MAIN REPORT

### 3 BACKGROUND

The Cluster on Key competences and curriculum reform organised Peer Learning Activity (“PLA”) in Greece took place over 4 days in December 2007 and involved representatives from ten countries participating in the Education and Training 2010 work programme (AT, CY, CZ, ES, GR, HR, HU, IE, LT, UK). Part of the fourth day was devoted to a Workshop, during which PLA participants were able to discuss some of the key issues raised and lessons learned with a wider group of Greek educational experts.

The objective of the PLA was *to explore how Key Competences can be promoted by developing learning material*. PLA participants looked into the Greek reform of learning materials and how the new material supports the learning of key competences – and the cross-curricular competences in particular. The reform is part of an overall administrative reform (75% of which is funded by Structural Funds) and, more specifically, the development of the Lifelong Learning Strategy for Greece. Many speakers referred to the benefits of European co-operation and peer learning as an application of the Open Method of Co-ordination.

In this context, the PLA focused on:

- presenting the recent reform regarding textbooks and learning material and
- critically analysing the contribution of the learning material to the actual promotion of key competences, via a cross-curricular perspective.

### 4 THE GREEK EDUCATION SYSTEM

- This is characterised as a top-down administrative system – highly centralised in its operation
- Textbooks and curricula are more or less uniform – textbooks are authorised by the Pedagogical Institute, which is responsible to the Ministry of Education
- The free provision of textbooks is considered as a social good – and this is an important factor within the Greek system
- There is now a strong emphasis on the teaching of modern foreign languages, which are seen as necessary for economic survival
- Increasing levels of immigration into Greece has led to the existence of many multicultural schools.

### 5 GREEK EDUCATIONAL POLICY AND KEY COMPETENCES

The implementation of a *lifelong learning strategy* in Greece is seen as a unified process, involving *compulsory education, VET and adult education*. There has been a very marked improvement in participation in adult education in Greece – within the context of a more gradual increase across the EU as a whole.

The implementation of key competences and the modernisation of the education system are strongly related to *European integration*. There is a need to *develop human resources* in order to bring about a more flexible and capable workforce, able to communicate in foreign languages and via ICT.

The development of key competences in Greece is also strongly linked to *social inclusion and societal cohesion as well as economic need*. Educational developments need to include minority ethnic groups and the disadvantaged.

The move towards a competence-based approach should be seen in the context of the internationalisation of political economy. In this context, EU policies are based on collaboration and policy convergence between Member State governments. The open method of co-ordination provides a policy tool – Peer Learning Activities – to bring about a more evidence-based approach to policy formulation. There is a view in Greece that Member States need to work together *to fill the implementation gap*.

Major aims of both *educational and employment* policies in Greece include: employability; flexible re-skilling; social inclusion; active citizenship.

Greece has a *coherent strategy for the implementation of reform* in both compulsory education and in vocational education and training. This includes: policy initiatives designed to encourage: a more student-focused approach to teaching and learning; the modernisation of textbooks; enhanced use of ICT; a programme for the updating of teaching skills (learning to learn, meta-cognition, digital competences); an evaluation system based on a combination of Quality Assurance procedures and an evidence-based policy approach.

## **6 LEARNING MATERIALS REFORM IN GREECE: COMPULSORY EDUCATION**

The Greek system is seeking a *paradigm shift*, from a more traditional curriculum and learning process to a *skills and competence-based curriculum*. The system is going through radical change – in teacher training, curriculum, methodology, evaluation, assessment. There is both top-down change – and also bottom-up change, since many teachers are anxious to modernise their methodology and enjoy more freedom to innovate.

A reform of the curriculum in compulsory education (five to fifteen) began in 2001, in response to the need to implement educational aspects of the Lisbon agenda. The newly introduced *Cross-thematic Curriculum* (introduced 2003-2006) is *concept-based* – but maintains a subject-based structure for 80% of curriculum time.

The reform is supported by a teacher training programme and a network of local pedagogical advisors. The centralised system allows for a systematic and comprehensive approach, which is also quite pragmatic. It builds on the fact that teachers do use textbooks instead of broader curricula as they plan their activities. The strategy for changing teaching and learning practice aims to achieve this by including in the

textbooks exercises aimed at, inter alia, developing meta-cognitive understanding and social and teamwork skills. The process of producing new textbooks includes contributions from researchers, teachers and on occasions also contributions from students themselves.

Textbooks are produced under the supervision of the Pedagogical Institute (PI), which is also responsible for curriculum policy and implementation as well as teacher training. The Institute is responsible for primary, secondary and vocational education. It oversees the whole process of textbook reform and offers training also to textbook publishers, as well as teacher trainers. The PI is currently engaged in the process of evaluation of the curriculum reform.

The '*Flexible Zone*' – 2 or 4 hour slots of project work – now applies in all primary and secondary schools. According to guidelines, primary education should devote 20% and lower secondary education 10% of teaching time to project that integrate the learning outcomes of various subjects. This has proved much easier to implement in primary than in lower secondary schools, where teachers are more resistant to working in a cross-curricular way.

The *curriculum remains very much textbook-centred*, however. Individual subject planning is carried out centrally and seeks to ensure links between subjects within macro-concepts spanning different subject disciplines.

A *spiral approach* is adopted, so that knowledge reappears in a broader context. Teachers are encouraged to help students develop common skills in meta-cognition, self-assessment and co-operative learning. This is based on a socio-constructivist theory of education, to support active participative learning.

*Project work is also required within subject-based learning. Textbook packages* are provided, with books for students, for teachers (with a guide); software/dvds/charts/maps/dictionaries (pictorial for younger students and non-Greek speakers). Books emphasise teamwork and social and civic competences and include a meta-cognitive tool. Questions at the end of each section ask: 'What did you learn – what was difficult? What did you like? How did you study?'

The aim is to move gradually to a more *cross-curricular approach* – with less rigid subject divisions, less reliance on the textbook and a greater degree of teacher initiative. The philosophy of the new curriculum is *to give space to teachers*. There is a clear understanding that the teacher is at the heart of the process of developing learning to learn. This underpins the approach to in-service training in relation to the new curriculum.

Currently, research on the impact and effectiveness of the new curriculum is under way.

## **7 VOCATIONAL EDUCATION AND TRAINING IN GREECE: THE CURRENT SYSTEM**

The Greek system of VET is very much a system in transition from a more traditional focus on the content of provision and the role of the providers, to more of a focus on learning outcomes and the needs of learners. The traditional structure of VET is highly centralised and has allowed *insufficient space for experimentation*. The status of VET in

Greece is not high. There has been a very strong emphasis historically on getting young people into university. This mentality is changing however.

Within the current system, the regulatory context of training is very much provider-focused. VET graduates have in several cases access to university. In fact, the new structure, together with the new curriculum, gives equal opportunities to the students of Vocational Lyceums for entry not only to Higher Technological Institutes (T.E.I.), as used to be, but also to the Universities (A.E.I.), providing students with flexible learning pathways. Additionally, the Second Chance Schools (SDE) are completely intergraded in the new functional LLL network.

It is still difficult for adults to return to learn.

There is currently no National Qualifications Framework. The Common European Framework – based on learning outcomes - was therefore very welcome. However, it is difficult to make a *competence-based approach* a reality when the curriculum is expressed in traditional content-based terms.

There is at present no fully established recognition of informal learning, which is an important obstacle to successful VET provision, but new pilot efforts towards the recognition of informal learning have been undertaken during the last years, within the context of a constant needs-in-skills assessment and a flexible model for validation and recognition of non-formal and informal learning that enhances credit transfer and qualification portability. Mentalities are changing– and the dramatic increase participation in adult education has created a mood friendly to Lifelong Learning.

There is a strong awareness that there needs to be a shift from an input-based to an *output-based approach* – in terms of what the student is expected to *know and be able to do* at the end of the learning process. The need for change has been stimulated by an awareness of the need for people to develop flexibility and broader competences, rather than narrow job-specific skills. Participation in a range of EU programmes such as Leonardo has been a strong stimulus for change.

## **8 EPAL: A NEW MODEL VOCATIONAL LYCEUM**

The recently established new model VET institutions offer a much more flexible curriculum to learners, based on learning outcomes rather than prescribed provisions.

New courses have equal status with academic courses, common examinations and in some cases common textbooks. Transfer is now possible from lower to upper levels in both academic and vocational courses – those graduating from EPAL institutions can proceed to higher education where appropriate.

Important features of EPALs include enhanced ICT and laboratory facilities, which provide greatly increased opportunities for ‘real life’ learning, such as the operation of ‘fictional companies’ in relation with one other as buyers, sellers, providers of technical services, etc.

In the view of the speaker, these schools are much more successful in engaging the students with the learning process. EPALs ‘*provide the only barrier between the students and unemployment. It’s not the best solution – it’s the only solution.*’ Students used to

give up in general education because they were bored, or they couldn't cope with the level of learning demanded. '

Essential principles include:

- Providing students with the skills they need to make them people that employers want to hire
- A broad and balanced curriculum rather than a narrow emphasis on skills for a particular job
- An emphasis on ethics and personal and social education
- A tutor system to ensure good personal relations and effective guidance for students
- Students needing to know things that are not in the syllabus – there is room to experiment and innovate
- Students being seen as potential colleagues and treated seriously as learners.

PLA participants commented that *EPALs could be seen as a model of good practice in terms of values for vocational education*, in that they combine *effective training in skills for the labour market* and a commitment to helping students to develop appropriate *social and personal competences*.

## **9 ADULT EDUCATION AND VOCATIONAL EDUCATION AND TRAINING IN GREECE**

The new system offers a *more flexible approach* based on *learning outcomes and learners' needs*. It aims to meet the need for: personal fulfilment and development; active citizenship; social inclusion; enhanced employment opportunities.

The reform is under the supervision of the General Secretariat for Adult Education and Training, now renamed the General Secretariat for Lifelong Learning (GSLLL). A *framework of interdisciplinary competences* is being developed, which will correspond to the EU Framework for Key Competences.

Features of the new system include: a competence-based curriculum focusing on basic skills, social and personal skills and professional skills; inter-disciplinary projects; a secure pedagogical base for learning. Centres for Adult Learning are being established throughout the country. There is a particular emphasis on the provision of adult education in rural Greece, through both distance and face-to-face learning. Second Chance Schools are also being developed, along with Parent Schools, to support the family in learning together. There is also enhanced provision for the teaching of Greek to recent immigrants.

The Adult Education system has undergone a process of considerable change and renewal. Demand currently exceeds supply – and there has been very significant process in recent years, from a relatively low starting point in terms of participation in adult

education. Current priorities include the enhancing the educational opportunities for the Muslim community. A systematic programme of training for adult education trainers is also under way.

The aims of the Greek adult education system could be summed as helping to build a true society of knowledge, which can be competitive in the global society and lead to both the best employment opportunities for all citizens – and enhanced social cohesion. These aims are seen in the context of constructive European co-operation – and of the whole continuum of lifelong learning.

## **10 LEARNING OUTCOMES FOR PARTICIPANTS IN THE PLA: THE GREEK CONTEXT**

### ***Factors supportive of reform in Greece***

Participants were impressed by the coherence of the reform process leading to the implementation of key competences in Greece, in relation to:

- Links between the theory and practice of curriculum reform (for instance through the overarching role of the Pedagogical Institute in curriculum design, in-service training, research and textbook production/training of textbook publishers)
- A holistic vision of a competence-based education and training system, including all sectors and phases - from primary to adult education
- The inclusion of practitioners in the processes of debate and of formulation of the new curriculum, together with academics and administrators
- Provision of training and support for teachers, in both initial training and in-service phases, linked to textbook reform
- The piloting, monitoring and evaluation of reforms – such as the introduction of the Flexible Zone. Effective models of evaluation and QA in relation to textbooks and to the implementation of the new curriculum
- The opportunities for student reflection and understanding of learning processes within the new curriculum
- Strategies for giving positive messages about diversity and valuing other cultures
- Evident progress in beginning to change teaching and learning styles – within the context of a teacher-centred and textbook-centred curriculum
- Using the centralised nature of the system to ensure a cohesive approach, whilst encouraging teacher and student initiatives
- The professional dedication of those involved in implementing the reform.

### ***Challenges to be addressed***

- Bringing about a student-focused approach within a very centralised curriculum

- Supporting teachers in going beyond the textbook in their teaching, in order to engage with the learners' needs and perspectives
- Engendering and sustaining a cross-curricular approach – especially within academic secondary education (both lower and upper secondary)
- Moving eventually from a subject-based to a multidisciplinary approach, consonant with the needs of individual learners and society as a whole.

## **11 CONCLUSIONS OF THE PLA**

*Participants expressed the following views, in relation to lessons learned at the Greece PLA, which could be applied in their own national contexts, as well as more generally:*

### **11.1 At the level of policy**

Reform processes need to be both theoretically well grounded – in relation to evidence-based policy – and also pragmatic, in terms of working with current practice and in relation to the realities of the educational environment.

A holistic vision of education, including school education, VET and adult education – including parenting education – is necessary to achieve deep and lasting change in society's attitude to education as well as in educational practice.

A strong correlation with the EU's Lisbon agenda is a potential source of strength, not just in terms of accessing funding, but also in terms of learning from and sharing with colleagues from other European countries.

### **11.2 At the level of governance**

The process of reform requires sufficient time for careful implementation, evaluation, feedback and review, at all levels.

A coherent pedagogical approach to key competences requires the development of many new teaching materials. Key questions are: how and where are these developed; how are they disseminated, trialled and evaluated?

The question of the capacity of national systems to sustain effective reform in the implementation of a competence-based curriculum needs further investigation. What are the relative strengths and weaknesses of centralised and decentralised systems?

There was evidence of effective teamwork and a pro-active approach at the school level in Greece to implementing new methodologies. A centralised system which has a clear vision of change and supports innovation at the school/VET institution level may be well placed to provide the necessary impetus to change teaching and learning practice.

Evaluation of the processes is also crucial – both quantitative and qualitative. EU benchmarks are quantitative only, but effective measures of the quality of reforms need to be found and applied.

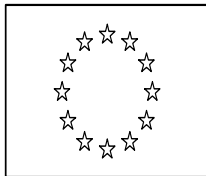
### **11.3 At the level of implementation**

For a coherent reform, all actors need to be fully involved from the beginning of the process. Teachers should have all necessary support, including having advice available to solve problems of implementation.

The quality of teaching is the most crucial factor in delivering education (as stated in the EC Communication on Teacher Quality).

At the institutional level, networks of schools working together on implementing key competences would be potentially very valuable (at both national and European levels).

### **Annex: The Programme of the PLA**



**EUROPEAN COMMISSION**  
**Education and Culture**

**Lifelong Learning: Policies & Programme**

**MINISTRY OF EDUCATION AND RELIGIOUS**  
**AFFAIRS**



**Cluster Key Competences – Curricular Reform**

**Peer Learning Activity (PLA) in Greece**  
**Key Competences, Cross- Curricular Approach and Learning Material**

**Greek Ministry of Education and Religious Affairs**  
**Athens, 10-13 December 2007**  
**Starting at 9:00 AM on 10 December, closing at 14:30 PM on 13 December**

**THE PROGRAMME**

Hosted by: the Greek Ministry of Education and Religious Affairs (YPEPTH)  
Topic: “Key competences, cross- curricular approach and Learning Material:  
issues of interrelation and transformations in the learning process”  
Coordination:  
Athina Papadaki- Plessa, Director of the Directorate of European  
Union and International Affairs of YPEPTH  
Tapio Saavala, Coordinator of the Cluster on Key Competences, DG  
EAC, European Commission  
Nikos Papadakis, Department of Political Science, Un. of Crete,  
Member of the E.C. Cluster on “Key Competences”.

**DAY 1**

10 December 2007

POLICY INITIATIVES ON LEARNING MATERIAL, DAILY PRACTICES & KEY  
COMPETENCES  
(Ministry of Education: New building)

Day chairman: Mr Jaroslav FALTYN

Reporter: Ms Mary KETT

09:00- 14:30 MORNING SESSION: Presentations

09:00- 09:20 Presentation 1

The Greek Educational System.

A snap shot

09:20- 10:00 Presentation 2

Greek Educational Policy & Key Competences.

by Nikos Papadakis, Dept of Political Science, University of Crete

10:00- 10:30

DISCUSSION

10:30- 11:00

Coffee Break

11:00- 11:40 Presentation 3

The learning material reform

by Sotiris Glavas, Deputy President of Greek Pedagogical Institute (P.I.) and P.I. experts  
team

11:40- 12:00 Presentation 4

Critical cases.

by Maria Sotiriadou, Directorate of Studies, Training & Innovation of YPEPTH

12:00- 13:00 DISCUSSION

13:00- 14:30

Lunch

14:30- 16:30 AFTERNOON SESSION: Participants' Contribution

14:30- 16:30

Participants' potential contributions  
Panel Discussion (on the issues raised within the 4 presentations and relevant issues in different national cases) &  
Day Report.

**DAY 2**

11 December 2007

LISTENING TO THE FIELD'S VOICE

(Greek Pedagogical Institute, Arsakeion Primary & Secondary school and Ministry of Education)

Day chairman: Mr Andreas TSIAKKIROS

Reporter: Ms Raimonda JARIENE

09:00- 15:30 MORNING SESSION: Study Visits

09:00- 11:30 Study Visit 1

Visit of the whole PLA group to the Greek Pedagogical Institute.  
Presentations & Open discussion with experts and members of relevant sectors of the Greek Pedagogical Institute.

Coffee Break is included

11:30- 12:00 Departure and travel to the Schools

12:00- 14:00 Study Visit 2a (PLA Group 1)

Visit to Arsakeion Primary School and open discussion with headmaster and teachers

Coffee Break is included

12:00- 14:00 Study Visit 2b (PLA Group 2)

Visit to Arsakeion Secondary School and open discussion with headmaster and teachers (raising similar issues to the Study Visit 2a)

Coffee Break is included

14:00- 14:30 Departure and travel to the Ministry

14:30- 16:00

Lunch

16:00- 17:00 Panel Discussion & Day Report

**DAY 3**

12 December 2007

STAKEHOLDERS & ORGANIZATIONS  
( Vocational Lyceum, Organisation for Vocational Education and Training and Ministry  
of Education)

Day chairman: Ms Rosario Sánchez Núñez-Arenas

Reporter: Mr Erich Svecnik

08:30- 14:30 MORNING SESSION: Study Visits

08:30- 09:00 Departure and travel to EPAL

09:00- 10:30 Study Visit 3

Visit to a Vocational Lyceum (EPAL) in Athens

10:30- 11:00 Departure and travel to OEEK

11:00- 13:00 Study Visit 4

Visit to the Organisation for Vocational Education and Training (OEEK)

Coffee Break is included

13:00- 13:30

Departure and travel to the Ministry

13:30- 14:30

Lunch in the Ministry

14:30- 17:00

AFTERNOON SESSION: Final Presentation & Participants' Contribution

14:30- 15:30

Presentation 5

LLL, learning material and key Competences in Greece  
by Kostas Tsamadias, General Secretary of the General Secretariat of LLL

15:30- 17:00 Participants Contribution

Panel Discussion

Preparation for the DAY 4 Workshop

Day Report

The rest of DAY 3 is free of formal activities

**DAY 4**

13 December 2007

WORKSHOP

Ministry of Education, New Building, Maroussi Athens

Day Chairman:

Reporter:

09:30- 11:00

PLA Group Meeting

11:00- 11:30 Coffee Break

11:30- 13:30

WORKSHOP: Topic: Key competences: The Cluster, the PLAs, their outcomes and issues of Key competences development, via a cross curricular approach in education, training and LLL.

13:30- 14:30

Lunch

List of participants			
country	name		institution
AT	Erich	SVECNİK	Federal Institute for Educational Research, Innovation and Development of the Austrian School System, Dept. Evaluation and School Research, Graz
BG	Neda	KRISTANOVA	Center for Control and Assessment of the Quality in Education
CY	Andreas	TSIAKKIROS	Ministry of Education and Culture
CZ	Jaroslav	FALTYN	Vyzkumny Ustav Pedagogicky V Praze
ES	Rosario	SANCHEZ NUNEZ-ARENAS	Ministerio de Educacion y Ciencia Instituto de Evaluacion
GR	Nikos	PAPADAKIS	University of Crete, Ministry of Education and Religious Affairs, Directorate of EU Affairs
HR	Nevenka	LONČARIĆ-JELAČIĆ	Institute of Education of Republic of Croatia
HU	Laszlo	KOJANITZ	Institute of Textbook Research
HU	Aniko	ORBAN	Ministry of Education and Culture
IR	Mary	KETT	Department of Education and Science
UK	Desiree	LOPEZ	National Research and Development Centre for Adult Literacy and Numeracy, Institute of Education, London
UK	Helen	CASEY	National Research and Development Centre for Adult Literacy and Numeracy, Institute of Education, London
CSES	Martin	Whittle	consultant
	Tapio	Saavala	European Commission