# Greece

## Good Practice: GR GP2

George K. Zarifis
Kyriakos Bonidis
Achilleas Papadimitriou
Charikleia Manavi

# "VET for long-term Unemployed"

## Main features of the GP programme:

| Type of programme | Type of organisation | Field of practice for organisation | Programme scope | Programme duration | Programme occurrence/ frequency | Type of funding for GP |
|---|---|---|---|---|---|---|
| Vocational Education and training | Private organisation | Adult Education, VET | Regional | 150 hours | Continuous (2016-2020) The programme is provided twice each year | Voucher funded (EU 75% AND State 25%) |

## 1. What – Focus (theme, orientation)

This is a co-funded training programme for unemployed aged 18-29 years old which includes vocational counselling, theoretical and practical training in order to help them enter or re-enter the labour market. The programme is focusing on reducing unemployment and reintegrating the unemployed people into the open labour market. The programme centres on entrepreneurship and capacity building for those young adults with low skills who want to upgrade their competences and also acquire new ones in order to organise their portfolios and also learn how to develop a business plan for a startup small enterprise.

## 2. For whom – Target group(s)

Low-skilled young adults (18-29) who are long-term unemployed (27 weeks or more).

## 3. Requirements and access

All participants must have ISCED 2 (lower secondary general or vocational).

## 4. Elements of good practice

Entrepreneurship is connected to an idea of responsibility, for the self and for others. Such responsibility concerns the 'ability to work both independently and with others'. The focus is thus on work, and abilities connected to cooperation, but also concerns the ability to be self-sufficient. One trainer in particular with a legal studies background also suggested that cooperation is here connected to a broader idea of society, as compared to the quite narrow definition used in the current curriculum, where cooperation first and foremost relates to the individual's social relations on the labour market. In the curriculum, solidarity is a key concept signifying the individual's social responsibility towards other people, and society in general. Thus, responsibility is not something the individual not only directs towards the self but also towards others, that is towards the broader societal community.

Project-based methodology involves the preparation of plans that are carried out during the training phase in order to achieve a unique service or product through a series of tasks and the effective use of resources. The approach of projects can comprise the curriculum and learning together according to the trainer, but the important thing is that it is organized with activities from an experiential perspective, in which the trainees learn through personal, active and direct experience in order to strengthen and assimilate cognitive learning. Games and interactive techniques are also used to enable the trainees to make use of the vocabulary, to aid collaboration, accountability and interdependence, thus, becoming socially compliant. The games ensure the effective transfer of learning, in that they are used by the trainees to be more participative and active in more productive sense.

Men and women aged 18-29 are equally invited to participate. The major element of the training in this programme is student engagement because of the complexity of the entrepreneurship process.

The programme is not thoroughly evaluated. A rigorous and reliable kind of evaluation may also be of benefit to potential future trainees, particularly if they are to be asked to pay part or the whole of the cost of the training themselves in the near future; clearly someone who is planning to start a business, and is deciding how to deploy whatever funds they can raise, would in those circumstances want information on the past results achieved by other trainees in order to assess and compare the return on the possible training investment with other alternatives.

## 5. Perceived challenges

A major challenge is that practically, all trainers, in the entrepreneurship field need to focus both on the design and implementation of entrepreneurship teaching and course programmes based on the various aspects in terms of the teaching model(s) being adopted from the perspectives of providing answers to the questions of the why (purposes of the learning), what (contents), how (methods and pedagogies), for whom (audiences, participants), and for which outcomes (assessment). The programme itself is not entirely designed having VYAs in mind and this needs to change. The fundamental outcomes of entrepreneurship education in this case (referring to VYAs) need to comprise of generating the environment for responsiveness, information and understanding about the concept and practice of entrepreneurship. In addition to the above another challenge is the lack of assessment. A reliable evaluation method or tool is required to "measure" the impact and value of the programme. This does not exist yet. Another challenge is how to transfer knowledge to practice. Most trainees find it extremely difficult to connect the dots between theory and practice and suggest the programme to include more practical elements.

## 6. Testimonials

"...the programme cultivates APC learning by focusing on authentic problem solution because it comprises the presentation of real situations or authentic simulations linked to the application or exercise of a field of knowledge or professional practice, in which the trainee must analyze the situation and choose or build one or several viable alternatives of solution"...

"When it comes to working in small groups in order to optimize learning and that of other team members, then I recognise the benefit of the training easier [...] what this method is trying to generate does not necessarily occur naturally however when giving an instruction or tasks to us, since there must be an intentionality that generates the desired or planned learning through teamwork"

# 7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)