



**European Approaches
to Inter-Generational
Lifelong Learning**

**Intergenerational Practice
in
GREECE**

**Case Study Identity Cards
2007**



Education and Culture

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INTERGENERATIONAL PRACTICE IN GREECE

Work Package: WP 2 Scoping & Mapping

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TABLE OF CONTENT

<i>GR 1</i>	<i>Summer Workcamps (Citizens in Action)</i>
<i>GR 2</i>	<i>Farmers Education for the Undertaking of Activities in the Secondary and the Tertiary Sector of Economy (ISIODOS)</i>
<i>GR 3</i>	<i>Neorion II</i>
<i>GR 4</i>	<i>Health Promotion and Educational Support for the Rehabilitation of Offenders (HERO)</i>
<i>GR 5</i>	<i>Greek as a Second Language for Employed Immigrants</i>



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**Summer Workcamps
(Citizens in Action)**

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EAGLE CASE STUDY

GREECE

Work Package:	WP 2 Scoping & Mapping
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TABLE OF CONTENT

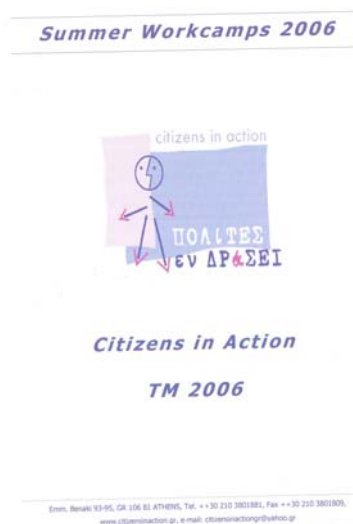
1	EXECUTIVE SUMMARY	3
2	GENERAL DESCRIPTION	4
3	DESCRIPTION OF COLLABORATING GROUPS	5
4	DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES	6

1 EXECUTIVE SUMMARY

Executive Summary

The *Summer Workcamps* programme is organised by the organisation Citizens in Action. Citizens in Action is a non-profit, non-governmental, youth organisation based in Athens, member of the Alliance of European Voluntary Service Organisations, which is an International Non-Governmental Youth Organisation promoting intercultural education, understanding and peace through voluntary service. The Summer Workcamps project is one of the International Volunteer Projects, which are organised by Alliance members either on a national or regional basis but always in collaboration with local communities. They engage the volunteer groups in a wide diversity of community development tasks including environmental, construction, and renovation, social, cultural and archaeological work. The project generally lasts two to three weeks and consists of about 10 - 20 volunteers drawn from a number of countries.

Projects are often in remote areas, in regions where local people may have minimal opportunity for meeting others from different countries. The volunteer groups bring new ideas and experiences into communities, providing a stimulus for ongoing work. The individual volunteers benefit from the interaction both within the group and with the local communities. The experience gives them the opportunity to travel to another country, use their time productively and make a positive contribution to the local community. They also have the chance to widen their horizons through meeting and learning from each other and local people. The objectives of these projects are not only the community and local development, but also the promotion of active citizenship and intercultural learning. Alliance collaborates with 50.000 volunteers in many countries across the world working in workcamps. Recently, the European Commission manifested great interest in getting informed about the workcamps activities and function.



2 GENERAL DESCRIPTION

<i>Title</i>	Summer Workcamps (Citizens in Action)
<i>Country/ Countries of origin</i>	Greece <u>Comments:</u> These workcamps take place in many countries of the world.
<i>Duration</i>	Starting Year: 2002 End Year: ongoing <u>Comments:</u> This project is running since 1997 by other volunteer organisations.
<i>Status</i>	Running
<i>Managing institution</i>	Voluntary/social sector/foundations
<i>Contact details</i>	Last Name: Arvaniti First Name: Chrysafo Title: Project Officer / Trainer Position/Role: Designing and implementation of projects Institution: Citizens in Action Street: 93-95, Benaki St. Town: Athens Post Code: 10681 Phone: 0030 210 380 18 81 Fax: 0030 210 380 18 09 E-Mail: citizensinaction@gmail.com URL: http://www.citizenship.gr
<i>Funding</i>	<ul style="list-style-type: none"> ▪ Public <u>Comment:</u> The work camps' activities are funded by local authorities (municipalities and communities).
<i>Partnership arrange- ment/organis ational form</i>	Bottom-up, grass root initiative <u>Comments/Description:</u> According to the organisation's philosophy, the organisation of the project is based on people's needs.
<i>Scale</i>	<ul style="list-style-type: none"> ▪ Community based ▪ Local ▪ Regional ▪ National ▪ European ▪ International ▪ Trans-national <u>Comments:</u> This project is implemented in several Greek communities with the participation of volunteers from many countries of Europe and other Continents. There are 500 exchange programmes running in the whole world.



3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	The Collaborating Group I consists of youth workers where females are majority. Most of them are social workers, have a bachelor degree (usually in political sciences), come from urban areas and belong to the middle social class.
<i>Total number of Collaborating Group I</i>	100 per year in all workcamps <u>Comments:</u> There are 20-25 coordinators / educators and about 80 workers.
<i>Age group(s) of Collaborating Group I</i>	<u>Minimum Age:</u> 18 <u>Maximum Age:</u> 34
<i>Collaborating Group II</i>	Kids, young teenagers, young adults, parents aged adults, young seniors, old seniors, local community where the project is taking place. Also: representatives of local associations and local groups of young people. Females are the majority (about 70%). The participants live in semi-urban areas, their educational level is mainly the secondary school and they belong to the middle social class.
<i>Total number of Collaborating Group II</i>	Some thousands per year <u>Comments:</u> The number of participants depends on the population of the village, given that the whole population of the local community participates in the activities.
<i>Age group(s) of Collaborating Group II</i>	<u>Minimum Age:</u> 5 <u>Maximum Age:</u> 80+ <u>Age distribution:</u> No age distribution is available. We can accept though the statistic data concerning the population of the Greek Province, provided by the Ministry of Interior Affairs.

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

Description of Learning Arrangement & Learning Practice

The aims of this learning are:

- To support and promote the idea of active citizenship to the young people, through new forms of social commitment and participation, for a democratic and open society.
- To encourage the circulation of people and ideas through international exchanges, with the aim of the enhancement of knowledge, mutual understanding and peace.
- To contribute to community and local development through the participation of local and foreign volunteers in projects of benefit to all, with an emphasis on rural areas.
- To promote people's participation to defend and define their quality of life, aiming at the protection of the human dignity and the environment.

To achieve its aims, Citizens in Action invites its members to practical action, with emphasis on youth voluntary work, youth mobility and communication, international exchanges and non-formal education.

Work camps are a very efficient training tool. The aim of this activity is to promote the idea of voluntary work for supporting local development and cover needs related to the protection of the environment and cultural heritage. For the realisation of these projects Citizens in Action is closely co-operating with local authorities and local youth groups.

We cite here the example of "Parelia Workcamps" in 2006 in Corfu:

C.i.A 01	Parelia I	Corfu	04/7 - 19/7	Envi/Kids	18+	15 Vols
C.i.A 02	Parelia II	Corfu	20/7 - 06/8	Envi/Kids	18+	15 Vols
C.i.A 03	Parelia III	Corfu	07/8 - 22/8	Envi/Kids	18+	15 Vols

The location i.e. the Municipality of Parelia is in the South West Part of Corfu, one of the most beautiful areas of Greece. Beautiful hills and gorgeous beaches surround it. Among them the bay of Ermones, which is according to tradition the place where Odysseus met Nausika and the beach of Myrtiotissa, perhaps the most exotic beach on Corfu.

The volunteers will be accommodated at the villages of the area (16-30km from the city of Corfu city). During the workcamps volunteers will try to visit all the Parelia villages.

The work of the programme is comprised by two parts:

- Part A: Volunteers will organise during some afternoons of the week free time activities for the children of different villages of the area, Vatos, Ag. Ioannis and Giannades. Most of the activities will be organised on the spot according to the needs of the kids and the experience of the volunteers. To give you some ideas, volunteers will organise: theatrical plays, construction of ecological toys, English (other languages) lessons etc.
- Part B: Volunteers will participate in the creation of a footpath network connecting all the historical and natural monuments of the area. Work will be hard at moments, as we will have to work under the strong sun. The local partner, hosting the project, decides on the priorities and the co-ordination of the work. Volunteers will work 6 hours per day, 6 days per week.

	<p>Each camp covers particular local needs without interfering or “stealing” the job of normal workers. They work on projects, which are not high priority according to local authorities’ planning process.</p> <p>The pedagogical approach is participatory, action based, tutoring and mentoring following the principle of non-formal education according to the standards of the Council of the E.U.. Learning materials are conventional texts, simulations and role-playing considering the activity and the age group to which it is addressed, while experts cover theoretically the practically provided knowledge. The interaction is organised with standard activities with focus on particular topics. Volunteer instructors and people provide the learning from the community.</p>
<i>Location of the learning activity</i>	<p>Informal setting i.e. Community facility/building</p> <p><u>Comments:</u> Schools, cultural centers and foundation, open air places.</p>
<i>Learning activities (related to policy objectives)</i>	<ul style="list-style-type: none"> ▪ Community development, living & safety ▪ Education, training & learning ▪ Mentoring i.e. intergenerational support, services and consultancy ▪ Mediation ▪ Social inclusion/participation, active citizenship ▪ History and reminiscence ▪ Arts incl. culture, theatre, play, music ▪ Environment & environmental protection ▪ Grandparents and grandchildren ▪ Travel, excursions & leisure time <p><u>Comments:</u> Development of skills and competences like team building, project management, teamwork.</p>
<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Skills for the Knowledge Society ▪ Individual competence development (for private and professional purposes) ▪ Societal/economic exchange and consultancy ▪ Development and continuity of societal values ▪ Productive cultural assimilation
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	<p>Balanced and/or bi-directional e.g. shared activities</p>
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ one-to-one ▪ one-to-many ▪ many-to-one ▪ group based ▪ many-to-many ▪ physical/offline interaction

<i>Categories of the learning activity¹</i>	Non-formal
<i>OECD/DeSeCo Competences addressed by the CS:²</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = The ability to use language, symbols and text interactively</p> <p>2 = Competence Category 2: Interacting in Heterogeneous Groups</p> <p>2.1 = The ability to relate well to others</p> <p>2.2 = The ability to cooperate</p> <p>2.3 = The ability to manage and resolve conflicts</p> <p>3 = Competence Category 3: Acting Autonomously</p> <p>3.1 = The ability to act within the big picture</p> <p>3.2 = The ability to form and conduct life plans and personal projects</p> <p>3.3 = The ability to assert rights, interests, limits and needs</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Communication in the mother tongue ▪ Communication in a foreign language ▪ Learning-to-learn ▪ Interpersonal and civic competences ▪ Cultural awareness
<i>Success factors and barriers of the CS</i>	<p>Since summer 2002 Citizens in Action has organized 12 international workcamps in Corfu. These workcamps fulfilled successfully their aim: support the local community to preserve the natural & cultural heritage and bring local youth in contact with the international voluntary movement. Local young people reacted very positively to the presence of the international volunteers and they were organising many free time activities, involving the volunteers too. The success factors to be identified are the empowerment of the local populations, the development of group dynamics and awareness.</p> <p>Different cultural backgrounds have led to conflicts but in all cases there has been a constructive synthesis out of it. The learning how to respect different cultural identities has as a result the development of tolerance of ambiguity. Nevertheless, it seems that conflicts have been inevitable.</p> <p>Sometimes the content and the topic of the activities had to change in order to be adjusted to the needs of the people. For example, once the volunteers had planned to speak about environment to children, but after a while they realised that they should speak about children's rights, so they changed immediately the scheduled activity.</p>

¹ The full definitions are based on the Commission Staff Working Paper SEC (2000) 1832 of the Commission of the European Communities (2000): A Memorandum on Lifelong Learning; URL: <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>

² The Executive Summary is available at: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>

Results of the CS

As specific outputs of Summer workcamps in Perelia can be described the restoration of monuments, the openings of walking paths connecting natural and physical monuments of the area, the creation of gobble path with traditional technique, series of educational activities (training kit of how to train young people or children on human right, environment and intercultural learning issues, a photo exhibition organised with the collaboration of volunteer students of the School of Fine Arts).

As far as evaluation is concerned, it is made by volunteers on an annual basis, is considered very positive and indicates problems to be solved, activities to be added and new perspectives to be gained during next summer.

The benefits for the participants concern are to be identified at a personal and collective level (higher self-esteem, skills development, social cohesion, quality of life, personal development/fulfilment and active citizenship). There are local groups of young people developing activities within the municipality and many individuals who are extremely willing to participate in international projects abroad.



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**Farmers Education for the
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TABLE OF CONTENT

1	EXECUTIVE SUMMARY	3
2	GENERAL DESCRIPTION	4
3	DESCRIPTION OF COLLABORATING GROUPS	5
4	DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES	6

1 EXECUTIVE SUMMARY

The Executive Summary (maximum length: ½ page) should give a concise and interesting summary of the case, its features, its achievements and what others can learn from the case. The Executive Summary will serve as the introduction to the in-depth analysis. Please provide in addition one or two photographs in a publishable format (e.g. *.jpg, *.gif, *.tif) and in a separate file in order to illustrate the case.

Executive Summary

The Farmers Education for the Undertaking of Activities in the Secondary and the Tertiary Sector of Economy (ISIODOS) programme is an innovative initiative which can, when completed, function as a pilot for other programmes concerning lifelong learning and employability. The main idea of the programme is that traditionally working farmers must take into account and apply to their work environment new technologies in the production, new strategies in the promotion of their product and a brand new philosophy regarding economy. The programme is intended for all farmers regardless of sex, age and educational level. A very important parameter is the method to approach the target group that those in charge of management adopted: they preferred not to establish big training centers in big cities but smaller and flexible ones in farmer's areas in order to facilitate the training purposes and motivate the target group.

Should the Greek farmers be more competitive and adjust their practices to the evolution of the agricultural production and the consumption needs of our society, they must acquire modern knowledge to become successful professionals, to understand the opportunities and the threats, the possibilities and the weaknesses of the Greek agriculture. A main issue of this project is the expansive use of the concept "farmer": the Greek farmers have to understand that their work does not finish with the production, but it goes further (processing, promotion and sale). Hence, the project concerns all professionals involved in the agricultural production in the secondary and the tertiary sector of economy.



2 GENERAL DESCRIPTION

<i>Title</i>	Farmers Education for the Undertaking of Activities in the Secondary and the Tertiary Sector of Economy (ISIODOS)
<i>Country/ Countries of origin</i>	Greece
<i>Duration</i>	Starting Year: 09/2005 End Year: 12/2006 (extended until 06/2008)
<i>Status</i>	<ul style="list-style-type: none"> Running <p><u>Comments:</u> The project was extended until 06/2008. The first part consisted of 485 groups. Each of them consists of 15 trainees. Now there are 795 groups.</p>
<i>Managing institution</i>	<ul style="list-style-type: none"> Public organisation/Ministry Private training organisation <p><u>Description:</u> The programme is an initiative of the General Secretariat for Adult Education of the Ministry of National Education and Religious Affairs. The undertaker is IDEKE (Institute of Adults' Continuous Education) which is a private organisation.</p>
<i>Contact details</i>	<p>Last Name: Koumparelis First Name: Anargiros Title: Government functionary Position/Role: Undertaker of the work Institution: IDEKE Street: Acharnon 417 Town: Athens Post Code: 11143 Phone: 0030 210 2533 260 Fax: 0030 210 2533 190 E-Mail: isiodos@ideke.edu.gr URL: http://www.isiodos.gr/default.asp?id=1&mnu=1</p>
<i>Funding</i>	<ul style="list-style-type: none"> Public <p><u>Comments/Description:</u> 75% European Social Fund and 25% National Resources.</p>
<i>Partnership arrange- ment/organis ational form</i>	<ul style="list-style-type: none"> Bottom-up, grass root initiative <p><u>Description:</u> The programme is subdivided in ten sections according to the needs of the execution of the learning activity.</p>
<i>Scale</i>	<ul style="list-style-type: none"> National <p><u>Comments/Description:</u> The programme is divided in 13 regions of Greece covering the 100% of the prefectures.</p>

3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	The trainers are professionals. Among them 33% are agronomists, 50% are economists and 17% computer scientists. 70% have obtained Bachelor Degree and 30% Master Degree. 60% are male and 40% female.
<i>Total number of Collaborating Group I</i>	369
<i>Age group(s) of Collaborating Group I</i>	<u>Minimum Age:</u> 27 <u>Maximum Age:</u> 60 <u>Average Age:</u> 35
<i>Collaborating Group II</i>	Farmers of all ages, genders, national origins income and educational levels. Among them 80% are male and 20% female. Most of them have accomplished compulsory education and live in agricultural and semi-urban areas.
<i>Total number of Collaborating Group II</i>	14,700 <u>Comments:</u> Although according to the initial calculation each group would be consisted in 15 persons, the average of participants per group is actually 18,5. The first part of the programme consisted in 485 groups. During the second part, the groups have reached 795.
<i>Age group(s) of Collaborating Group II</i>	<u>Minimum Age:</u> 22 <u>Maximum Age:</u> 67 <u>Average Age:</u> 35-40

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

Description of Learning Arrangement & Learning Practice

The general objectives of the programme are to help farmers to improve their income through production of competitive agricultural products, to ensure the high quality of food in connection with the demand, to take measures for the decrease of the production cost, to reinforce the processing, the commerce and the export, to guarantee the social cohesion and to confront poverty among farmers, to reduce the regional inequalities and to contribute to development protecting the natural sources and the environment.

The major problems of the learning activity and their solutions were:

- To convince the farmers to be trainees. The problem was solved by transferring the training meetings near farmers' residences. An extra motivation for them is the certification of lifelong learning they will receive by the end of the programme.
- The textbook, containing technical and scientific terms, was rather difficult for them to study, so they decided and realised its popularisation.
- To train the training staff in order to be able to provide efficiently the required knowledge, therefore they organised two training circles (ten days each) for the trainers.
- The bureaucratic inflexibility of the management organisations and of supervisory mechanism, so they hired 70 professionals, 5 in each region, to supervise the learning activity.

The learning activity runs daily (not more than 4-5 hours per day). The whole programme lasts 150 hours. The basic pedagogical approach is tutoring and mentoring commensurate with the subject to be taught, while the learning tool is the handbook. The informatics course has mainly to do with the use of internet, so the farmers will be able to search information regarding their work and avoid the regional bureaucracy. The instructors are professionals.

Location of the learning activity

Formal setting i.e. educational institute

Comments: The learning is area based. This fact is indeed a major motive for the farmers to participate in the programme.

Learning activities (related to policy objectives)

- Education, training & learning incl. general education and training
- Lifelong Learning, digital literacy
- Media education incl. Information and Communication Technologies (ICTs)
- Employability
- Environment & environmental protection

Fields of Learning

- Skills for the Knowledge Society
- Individual competence development (for private and professional purposes)
- Societal/economic exchange and consultancy

<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Balanced and/or bi-directional
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ group based ▪ blended interaction (i.e. combination of virtual and physical interaction);
<i>Categories of the learning activity¹</i>	<p>Formal</p> <p><u>Description:</u> The endeavour to achieve recognition of the certification is still in progress. This certification of lifelong learning will facilitate the financing of the owner by banks and other institutions and finance companies.</p>
<i>OECD/DeSeCo Competences addressed by the CS</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.2 = The ability to use knowledge and information interactively</p> <p>1.3 = The ability to use technology interactively</p> <p>2 = Competence Category 2: Interacting in Heterogeneous Groups</p> <p>2.2 = The ability to cooperate</p> <p>3 = Competence Category 3: Acting Autonomously</p> <p>3.2 = The ability to form and conduct life plans and personal projects</p>
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Communication in the mother tongue ▪ Digital literacy and ICT skills ▪ Learning-to-learn ▪ Entrepreneurship
<i>Success factors and barriers of the CS</i>	<p>The instructors and the supervisors tried to inform the farmers about the necessity to follow the technological evolution in order to improve the productivity of their land and to get to know the mechanisms that interfere in the course of the food production and distribution. However, the target group consisting of individuals with a high traditional way of thinking is not so willing to learn new methods of confronting agriculture. The lack of specific knowledge, the narrow minded conception of how economy and commerce function based upon the accustomed practice and the natural suspicion against anything innovative were the most significant obstacles to learning. Notwithstanding, the management responsible and the trainers achieved to convince them to enter the world of information and to collaborate with each other. Consequently, despite the initial doubts and hesitations and of the fact that this initiative has no precedent in Greece, the project managed to maximise the participation and to offer quality knowledge to a large population of farmers in Greece. The only necessary alteration during the life cycle of the programme was the reconsideration of the material of the handbook. Some chapters were rewritten in an attempt to cover the actual needs of the farmers and to be adjusted to their education level.</p>

¹ The full definitions are based on the Commission Staff Working Paper SEC (2000) 1832 of the Commission of the European Communities (2000): A Memorandum on Lifelong Learning; URL: <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf>

Results of the CS

This learning activity leads to a lifelong learning certification, which is not yet officially recognised. However, it is an extra qualification for those who would try to expand their activities in the secondary and tertiary sector of economy.

Until now there is no internal evaluation available. Hence, the project managers confided the evaluation to a private company (Hightec Consultative Company), which examined qualitative and quantitative data of the first part of the project (until 12/06). The results are more than encouraging given that ISIODOS has more groups, instructors and participants than any other IDEKE project, covers all the prefectures of the Greek territory and the learning provided is very well organised and efficient. A common conviction of all workers in ISIODOS project is that it must be linked to relevant projects of other institutions (e.g. OGGEKA-Dimitra) so that the farmers can profit by the advantages of finance and resulting from the recognition of these lifelong learning programmes at a European and national level.

The benefits for the participants concern their skill development and the improvement of their employability and entrepreneurship which can ensure better job and career opportunities, not only in the field of agriculture production, but also in the other sectors of economy. The farmers were also taught the know-how of forming cooperative societies, of business management and investing in human resources. Consequently, the short-term outcomes of their learning experience are mainly the change of their mentality on agriculture and their introduction to the information society. It is very early to identify long-term outcomes, but some of them are expected to be: modernization of production methods, expansion of their enterprising activities and employment to other jobs related to food commerce.



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Lifelong Learning**

Neorion II

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EAGLE CASE STUDY

GREECE

Work Package:	WP 2 Scoping & Mapping
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TABLE OF CONTENT

1	EXECUTIVE SUMMARY	3
2	GENERAL DESCRIPTION	4
3	DESCRIPTION OF COLLABORATING GROUPS	6
4	DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES	7

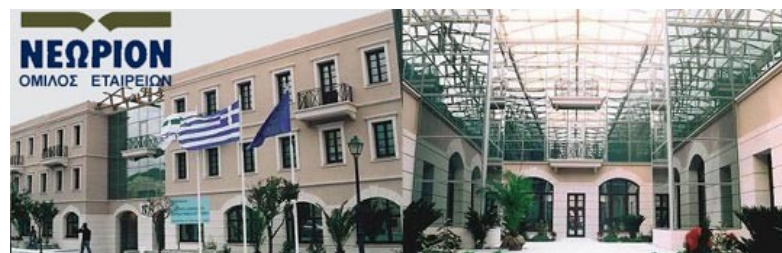
1 EXECUTIVE SUMMARY

Executive Summary

The two shipyards, of Neorion and Elefsis, which participate in the project, being fully aware of the challenges and the difficulties of the shipbuilding sector, possessing the leader role in it and being the direct recipient of the activities and the results of the project, appeared as the best choice for the implementation and the use of its actions as well as for their dissemination.

The organizations involved in the specific Development Partnership contributed decisively to covering the needs of all the beneficiaries from the project groups. These groups consisted of the employees of the two participating shipyards, of newcomers in the sector, the freelancers who acted around the two shipyards, like the staff of the subcontracting companies, the suppliers, the planners and the external associates. In general terms, the learning was addressed from the older employees to the younger ones through transmitting their know-how and experiences from work. However, in cases where new technologies and techniques were taught, the younger employees assumed the role of teacher.

The dissemination of the project to the local society and within the wider region, but also to the country as a total contributed to covering the needs of a wider spectrum of employees - apart from the two shipyards. The project secured and enhanced the employment in the shipbuilding industry and in the implementation areas, contributed to adapting qualifications of employees and new entrants in the sector to the modern work requirements, introduced advanced applications of training and modern systems for manpower development. The social consent was ensured for overcoming old fashioned work organization forms in the sector, flexible labour methods and work time arrangements was developed in dependence of the real market needs and distance working and network entrepreneurship was dynamically enhanced. Finally the development of social dialogue between employers and employees was established, for introducing and assessing flexible work forms, the efficiency of specific processes of the sector's enterprises was increased and the benefit of the local economy was maximized. A very important parameter was also the sustainability of the project. Actually Neorion II is the prelude of the Ploigos project for the Management of Changes in Shipyards' Sector through Development of Human Resources.



2 GENERAL DESCRIPTION

<i>Title</i>	Neorion II
<i>Country/ Countries of origin</i>	Greece
<i>Duration</i>	Starting Year: 01/2002 End Year: 07/2005
<i>Status</i>	Finished
<i>Managing institution</i>	<p>University/Polytechnics, Public organisation/Ministry, Public training organisation, Private company</p> <p><u>Description:</u> The Company Neorion New SA of Syros Shipyards was the main managing organisation. The following institutions and companies were partners at a national level:</p> <ul style="list-style-type: none"> ▪ Association of the Greek Shipbuilding - Ship-repairing Industries ▪ Institute of Labour of the Greek General Confederation of Workers ▪ Marine Technology Development Company S.A. ▪ Neorion Vocational Training Centre ▪ Region of the South Aegean ▪ Regional Development Agency of Cyclades S.A. ▪ University of Patras - Laboratory for Manufacturing Systems ▪ University of the Aegean ▪ Workers' & Employees' Centre of the Cyclades ▪ Workers' Union of the Neorion Shipyards ▪ Workers' Union of the Elefsis Shipyard ▪ e-HELLAS ▪ Elefsis Shipbuilding and Industrial Enterprises S.A.
<i>Contact details</i>	<p>Last Name: Andronikos First Name: Grigoris Title: Dr. in Mechanical Engineering Position/Role: Technical Project Manager Institution: NEORION New S.A. Syros Shipyards Street: 1, Neoriou Str. Town: Ermoupolis, Syros Post Code: 84100 Phone: 0030 2281 096 000 Fax: 0030 2281 096 132 & 016 E-Mail: neorkek@otenet.gr URL: http://www.neorion-shipyards.gr</p>
<i>Funding</i>	<ul style="list-style-type: none"> ▪ Public <p><u>Description:</u> This project was part-financed by the European Union – European Social Fund (75%). The rest 25% was covered by national sources. Budget: € 1,500,000 – 2,000,000</p>



Partnership arrangement/organizational form

- Bottom-up, grass root initiative

Comments: The objectives and the means of the project are specified in great detail from the beginning. The objectives mainly concern the efforts of the shipbuilding sector to improve its competitiveness. Utilizing modern technological tools, including flexible labour-time arrangements, developing the sector's manpower and improving communication and cooperation between the two participating shipyards and their external environment, are the particular means for achieving the objectives. All the activities were planned and executed on the basis of equality between the partners.

Scale

- Regional
- National
- European
- International
- Trans-national

Comments: The main subject of this activity was to design, prepare and implement training programs, to observe the evolutions in the local labor markets and to fight exclusion of certain population groups from the labor market. The Association of Greek Shipbuilding Industries was expected to validate the project results from a business point of view, as well as to broaden their dissemination network to the business community on national and international level. Nevertheless, during these years (2001-2005) this work was already underway within the framework of the Trans-national Cooperation of the Neorion II DP with a Finnish and an Italian DP, called "EUNETYARD". Dissemination of good practices to be developed within either Neorion II DP, or within EUNETYARD, both on national and European range, was also a major goal, and was considered to be an inherent part of the project concept. For this reason, a complex of traditional (i.e. seminars and conferences, guides, presentations, press releases, papers, leaflets, etc.), as well as modern (i.e. web page and portal, CD-ROMs, e-publications, etc.) means and activities had been employed.

3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	The trainers were mostly old and experienced workmen in the Shipyards. Gender: Male Average Age: 50 years old. Profession: Skilled labourers and foremen. Some engineers of the National Technical School of Athens (E.M.P.) participated in the training programme.																												
<i>Total number of Collaborating Group I</i>	8-10																												
<i>Age group(s) of Collaborating Group I</i>	<u>Minimum Age:</u> 40 <u>Maximum Age:</u> 60																												
<i>Collaborating Group II</i>	<p>The DP was representative of the target groups that were actively involved in the project. These participated in the planning as well as the implementation of the project. They were involved for the whole duration of the project by taking part in actions of assessment and "alignment" of the project, as well as in training actions.</p> <p>Target group II were the current workers in the Shipyards or unemployed former workers in the same sector. The average cultural, residential, educational and economic status was the typical one of a skilled labor or unskilled labor.</p> <p>The beneficiaries of the programme were:</p> <table border="1"> <thead> <tr> <th>Professional Status</th> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>Unemployed</td> <td>10.0%</td> <td>5.0%</td> </tr> <tr> <td>Employed</td> <td>75.0%</td> <td>10.0%</td> </tr> <tr> <td>Total</td> <td colspan="2">100.0%</td> </tr> <tr> <th>Age</th> <th>Male</th> <th>Female</th> </tr> <tr> <td>< 25 year</td> <td>25.0%</td> <td>6.0%</td> </tr> <tr> <td>25 - 50 year</td> <td>33.0%</td> <td>9.0%</td> </tr> <tr> <td>> 50 year</td> <td>27.0%</td> <td>0.0%</td> </tr> <tr> <td>Total</td> <td colspan="2">100.0%</td> </tr> </tbody> </table>		Professional Status	Male	Female	Unemployed	10.0%	5.0%	Employed	75.0%	10.0%	Total	100.0%		Age	Male	Female	< 25 year	25.0%	6.0%	25 - 50 year	33.0%	9.0%	> 50 year	27.0%	0.0%	Total	100.0%	
Professional Status	Male	Female																											
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25 - 50 year	33.0%	9.0%																											
> 50 year	27.0%	0.0%																											
Total	100.0%																												
<i>Total number of Collaborating Group II</i>	140-150																												
<i>Age group(s) of Collaborating Group II</i>	<u>Minimum Age:</u> 20 <u>Maximum Age:</u> 55 <u>Comments:</u> See above.																												

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

Description of Learning Arrangement & Learning Practice

The objectives of the NEORION II DP arose on the basis of the specific project's scope and the special characteristics and interests of the DP members. With a focus on solving the adaptation problem of the Greek shipbuilding industry, the objectives mainly concerned the efforts of the shipbuilding sector to improve its competitiveness.

The beneficiaries were empowered through:

- The pluralism of representatives of the target groups involved in design and implementation stages, in actions of assessment and redefinition of the project, as well as training actions.
- The anthropocentric design of the project and the fulfilment of identified needs of the target groups, as these were made clear by their representatives/partners of the DP.
- The Internet portal as well as the training software applications that were accessible to anyone wishing to either express an opinion or use the services (i.e. communication, job seeking, training, tele-training, etc).
- In more specific terms, the empowerment and active involvement were pinpointed in the following levels of the project:
- Description, study, design, development, audit and evaluation of the products or deliverables of the project
- Use of new technologies on work organization and on supporting new forms of work i.e. tele-working
- Support of the exchange of views between employees, Ministry of Labour and management of the companies, using the Forum for Employment as a medium, concerning the transitional phase of employment worldwide, where the relations of the companies with the social partners (employees, ministry, etc), were considered as important as the ones with their stockholders.

Despite the relatively good results achieved in the '60s and the promising development prospects that arose for the Greek shipbuilding industry at that time, the particular sector could not positively meet the crisis that affected shipbuilding worldwide in the period after 1980. As a result, the situation in the sector today is rather disappointing. Failing to keep pace with the technological change and to utilize the modern technological tools, the sector remained beyond the challenges of the global market, depriving the employed labour force from development opportunities.

On the other hand, the vacant work places were being covered by young employees who did not provide the necessary qualifications and the experience, while old fashioned views and practices on allocation of work and work time arrangement drove to increased operation costs that inflected any effort of the enterprises for regaining business competitiveness.

The lack in modern work organization systems and approaches for efficient work time arrangement and the inability to develop the social dialogue within the companies, disabled the introduction of appropriate changes in the work organization and the improvement of the communication and the cooperation between employers and employees.

However, these difficulties were not met only inside the shipyards. The lack in qualified personnel in the subcontracting firms constituted a serious obstacle in their cooperation



with the shipyards. The disability of the suppliers to respond reliably and on time to the requirements of the shipbuilding enterprises, drove shipyards to seek for co-operations in other markets, increasing duration and cost of supply, depriving at the same time the local market from a serious economic activity. Similarly, the design firms which could accumulate and develop know-how and expertise for the strategic support of the shipbuilding enterprises had mostly lost their worthy personnel and could hardly cope with the emerging challenges. Finally, the lack of an appropriate communication environment made the possibility of supplementary work of the two shipyards participating in the DP, difficult as regards exchange of experience and labour force and cooperation with external design and research centres.

The DP through the involvement of representatives from the entire range of the shipbuilding and repair industry was not a consortium set up only in order to materialize a certain profit-making project. It primarily aimed at the complementarity, mutual assistance and cooperation of the DP members, and, subsequently, at a horizontal mainstreaming of all the members of the sector through particular good practices. Another goal of the DP was to have the needs of the shipbuilding sector for change and adaptation heard in other economy sectors, the needs being common in more ways than one. It was considered that adaptation does not only refer to technology, but mainly to the new needs of the employees and the industry.

These needs are the ones that create the work environment that is the relation between employers and employees, which is one of the most important factors that determine business routes, and securing of employment. Special mention was given to the effort for achieving transparency in skills and knowledge of the employees in the sector that is the main target group. This was to be achieved through the development of pilot job specifications and job profiles, which was assisted by the introduction of supporting training material (i.e., training packages, software applications and tele-work and virtual reality applications). All the above material was accessible to the employees of the sector, aiming at upgrading their skills and safeguarding their jobs. Moreover, using the commonly accepted skills and specifications aforementioned, the system for development and evaluation of human resources in the shipyards, was expected to be critical in achieving the project goals.

<i>Location of the learning activity</i>	Formal setting i.e. work based
<i>Learning activities (related to policy objectives)</i>	<ul style="list-style-type: none"> ▪ Media education incl. Information and Communication Technologies (ICTs) ▪ Employability
<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Individual competence development (for private and professional purposes)
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Balanced and/or bi-directional e.g. shared activities
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ one-to-many ▪ group based ▪ many-to-many

<i>Categories of the learning activity</i>	Non-formal
<i>OECD/DeSeCo Competences addressed by the CS</i>	1 = Competence Category 1: Using Tools Interactively 1.2 = The ability to use knowledge and information interactively
<i>EC Key Competences addressed by the CS</i>	<ul style="list-style-type: none"> ▪ Entrepreneurship
<i>Success factors and barriers of the CS</i>	<p>In relation to its content, the project's innovative concept was that organizational change was used as a means for the upgrading of human resources, not just on the scale of one single industrial unit, but on the scale of an entire industry sector (cross-cut approach). More specifically, under this concept, actions such as the inventory and the assessment of production potential to achieve a rational allocation of human resources, the introduction of a system of production standards to rationalize skill specifications, the induction of a standardized system for human resources upgrading and evaluation, and skill enrichment and updating, were considered to be highly innovative, as they approached human resources issues as parts of an integrated question to meet the needs of an entire market.</p> <p>The main obstacle was the generation or mentality gap. The older workers were unable and unwilling to understand and apply the informatics tools. This involved a major communication problem because the project managers and the trainers had to persuade this group of workers to cooperate and understand the new corporate philosophy and tactics. The problem is also due to the approach methodology on behalf of the trainers and the project managers.</p> <p>During training the emphasis on the theoretical informatics was gradually reduced because of the lack of culture on issues of Lifelong learning and because of the wrong communicative methodology. Since then, special emphasis was given to the development of new communicative methods.</p>
<i>Results of the CS</i>	<p>The specific outputs of the activity were workers' skills and productivity improvement and better employability.</p> <p>Although they did not receive any formal accreditation, because there are no formal certificates of technical specialisation in this sector at a national and European level, the companies achieved to create a trans-national internal accreditation in cooperation with the Shipyard Companies in Europe. So, the participation in the programme is accredited but the specialisation is not officially recognised.</p> <p>The company issued a Handbook (unfortunately available only in Greek), which contains a full detailed evaluation. Moreover, this project was submitted to qualitative and quantitative internal and external evaluation. The quantitative evaluations showed that the project achieved its purposes regarding the company's production efficiency and the upgrading of workers' skills, notwithstanding the fact that the qualitative evaluations made emerge the communication and mentality problems.</p> <p>The benefit for the participants from their learning experience was higher self-esteem, skills development, future job and career opportunities. Consequently, they became more employable and self-confident.</p>



**European Approaches
to Inter-Generational
Lifelong Learning**

**Health Promotion and
Educational Support for the
Rehabilitation of Offenders
(HERO)**

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TABLE OF CONTENT

1	EXECUTIVE SUMMARY	3
2	GENERAL DESCRIPTION	4
3	DESCRIPTION OF COLLABORATING GROUPS	5
4	DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES	6

1 EXECUTIVE SUMMARY

Executive Summary

The HERO project aims to contribute to the rehabilitation of offenders within the European Criminal Justice system.

The main objective of the project is to develop two sets of support services: a health promotion and health monitoring module, and a learning and skills support module, for two groups of end users: young and 'first' offenders (typically 'on remand'), and prisoners preparing for re-entry into society (typically on parole).

By the end of the verification stage of the project, the health promotion and educational support services will have been tested in four pilot correctional institutions, involving 20 prisoners in each site. By the end of the project, at least four additional pilot sites will be using the services.

Taking into account the different approaches to rehabilitation in different EU Member State penal systems, the project aims to make a contribution to addressing a number of problems facing European prisons today. Penal problems considered will include:

- The incidence of mental health disorders;
- The level of drugs misuse;
- HIV/STD transmission risks;
- Employment and skills training needs;
- Rehabilitation strategies and services.



2 GENERAL DESCRIPTION

<i>Title</i>	Health Promotion and Educational Support for the Rehabilitation of Offenders (HERO)
<i>Country/ Countries of origin</i>	Greece <u>Comments:</u> The HERO project took also place in Germany, England, Italy, United Kingdom and Spain.
<i>Duration</i>	Starting Year: 01/04/2001 End Year: 30/09/2003
<i>Status</i>	Finished
<i>Managing institution</i>	Public organisation/Ministry
<i>Contact de- tails</i>	Last Name: Koulterakis First Name: Georgios Title: Scientific Assistant, Department of Sociology, NSPH Athens Institution: National School of Public Health (NSPH) Street: 196, Alexandras Av. Town: Athens Post Code: 11521 Phone: 0030 210 6450958 Fax: 0030 2106443864 E-Mail: gkoulter@nsph.gr URL: http://www.nsph.gr/sociology/Research/research.html
<i>Funding</i>	Public
<i>Partnership arrange- ment/organis- ational form</i>	Top-down programme/project
<i>Scale</i>	European

3 DESCRIPTION OF COLLABORATING GROUPS

<p>Collaborating Group I (e.g. kids, young teenagers, young adults/twens, parents aged adults, empty nest adults, young seniors, old seniors; marginalized groups, people with special needs, 'people at risk', immigrants, students, teachers, family, community, other target groups)</p>	<p>Implementation of HERO in the Closed (maximum security) prison of Chalkida started on September 2002. The initial (Verification) phase ended January 2003, while the next (Demonstration) phase lasted from February to September 2003. The 'verification group' comprised of thirteen inmates (eleven Greeks, one Serbian and one Albanian) who were selected through interview of 75 candidates. Following the initial selection, candidates' names were given to the Director of the prison for approval. Director rejected one inmate and added two more (from the extended list of interviewees). Shortly, three inmates left the group for unspecified reasons. One, left after 5 sessions, due to transfer to another prison. The average age of the remaining nine was roughly 35 years. All but one had a very low level of IT knowledge. The "computer expert" inmate was purposively selected in order that his knowledge and his status could act as connecting links between the HERO content and the rest of the group. About in the middle of this group's life, three more inmates abandoned the program (two were transferred into another prison - one missed a significant number of plenary and educational sessions). Thus, at the end of the Verification phase the group comprised of six inmates.</p>
<p>Total number of Collaborating Group I</p>	<p>6 <u>Comments:</u> The above number represents the inmates who completed the whole 'cycle' of the group.</p>
<p>Age group(s) of Collaborating Group I</p>	<p><u>Minimum Age:</u> 20 <u>Maximum Age:</u> 60, 42, 40 <u>Age distribution:</u> Their mean age was around 35 years.</p>
<p>Collaborating Group II (e.g. kids, young teenagers, young adults/twens, parents aged adults, empty nest adults, young seniors, old seniors; marginalized groups, people with special needs, 'people at risk', immigrants, students, teachers, family, community, other target groups)</p>	<p>On starting the demonstration phase, seventeen inmates were selected to participate and the list was again given to the Director for approval. The Director rejected four inmates with the pretense that they were new comers in prison. Origin of the remaining 13 inmates was: 11, Greeks, 1, Polish and 1, Moroccan. The youngest inmate of this group was 23 years old and the oldest was 57 years. Though both the average educational and technological level was very low, there were three inmates who were University graduates and one 'computer expert' whose support was beneficial for the other members of the group. Soon after the initiation of the group, 5 inmates stopped coming for undetermined reasons, while 3 more inmates were deferred to other prisons. Five inmates remained in the group until the end of its functioning. Finally, the same selection procedure took place on June 2003, in order to have another group, during Demonstration phase. The HERO group interviewed 16 new applicants and selected 8 new inmates, together with 3 inmates who continued from the previous groups. Again, the list of inmates was given to the Director of the institution for approval. No one was rejected this time, thus the last group comprised of 11 inmates, of whom 8 were Greeks and 3 were Albanians, who had nonetheless fluency in speaking and comprehending Greek. Their mean age was 35 years. Their educational and IT level was low, except the three inmates who continued from the previous group.</p>
<p>Total number of Collaborating Group II</p>	<p>16 <u>Comments:</u> The above number represents the inmates who completed the whole "cycle" of the groups.</p>
<p>Age group(s) of Collaborating Group II</p>	<p><u>Minimum Age:</u> 21, 26 <u>Maximum Age:</u> 42, 40 <u>Age distribution:</u> Their mean age was 35 years</p>



4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

Description of Learning Arrangement & Learning Practice

As a result of the development and implementation of the HERO tools and services, the expected outcomes are:

- Common health promotion and educational support model for EU prison systems;
- Measurable improvement in health gains in the HERO pilot sites;
- More effective integration of released prisoners into the economic and social environment;
- Increase in public awareness of prisons and rehabilitation approaches; an expansion of the HERO network to include private security organisations, NGO's and national government agencies .

A key objective of the project will be to link the evaluation of HERO with ongoing project management, and with the exploitation and dissemination activities. This will entail an iterative evaluation approach, which will incorporate both formative and summative criteria and indicators. It will include a User Board to build ongoing reflexive critical review into the development process. The main criteria used to evaluate the HERO tools and services will focus on cost-effectiveness; accessibility; transferability, user acceptance, health behaviour and learning outcomes.

HERO can best be thought of as a 'collaborative knowledge system'. It's core is an 'evolving knowledge base' (called an 'Interactive Content Repository'). This essentially provides for:

- The collection, classification and categorisation of resources that can be used to develop customised health and learning services for a range of users (prisoners, ex-offenders, prison staff, NGOs etc);
- Tools to edit, add to and enhance these resources;
- Tools to enable users to find the material most suited to their needs (searching; user profiling; advisor agents).

In addition, HERO provides a range of services based on:

'Interactive user monitoring' (IUMT) and 'virtual case conferencing' (VCC) tools to facilitate decision support for users (e.g. on learning; sexual behaviours; coping with prison life; coping with release and re-settlement), and promote collaborative working between professionals to support these decisions.

Diagnostic and assessment tools to enable a 'skills audit' and a 'health audit' to be carried out for individual prisoners. These provide input to a learning and health plan, progress of which can be monitored via the IUMT and VCC

'Video Lounge' and 'Talking Shop' which enable users to 'step into the shoes' of each other (for example through prisoner-public dialogue; professional-professional debates and so on).

Location of the learning activity

Prison facility

<i>Learning activities (related to policy objectives)</i>	<ul style="list-style-type: none"> ▪ Education, training & learning ▪ Mediation incl. problem/conflict solving, prevention of violent behaviour ▪ Media education incl. Information and Communication Technologies (ICTs) ▪ Social inclusion/participation, active citizenship ▪ Employability ▪ Health
<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Skills for the Knowledge Society ▪ Individual competence development (for private and professional purposes)
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Predominantly 'upstream' i.e. younger to older
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ one-to-many ▪ group based
<i>Categories of the learning activity</i>	Informal
<i>OECD/DeSeCo Competences addressed by the CS</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = The ability to use language, symbols and text interactively</p> <p>1.2 = The ability to use knowledge and information interactively</p> <p>1.3 = The ability to use technology interactively</p> <p>2 = Competence Category 2: Interacting in Heterogeneous Groups</p> <p>2.1 = The ability to relate well to others</p> <p>2.2 = The ability to cooperate</p> <p>2.3 = The ability to manage and resolve conflicts</p>
<i>EC Key Competences addressed by the CS</i>	Digital literacy and ICT skills
<i>Success factors and barriers of the CS</i>	<p>In terms of the main project objectives, as set out in the Technical Annex, the project has:</p> <ul style="list-style-type: none"> ▪ Developed and successfully verified the conceptual coherence and potential transferability of an innovative approach to offender rehabilitation; ▪ Developed and successfully verified viable e-learning and e-health models; ▪ Developed and implemented a technical platform, applications and tools to deliver the rehabilitation approach; ▪ Adapted the technical infrastructure to eight scenarios of use, reflecting different levels of offender environment, varying approaches to rehabilitation and different configurations of user needs; ▪ Produced an extensive resource database to support rehabilitation with over 1,600 learning objects; ▪ Promoted the active use of the resource base with over 200 registered users in the eight pilot sites;

- Realised measurable health, learning and personal development outcomes through the use of the services;
- In response to emergent and transformed needs of participating users, developed a number of additional tools and services – including the interactive game, 'How to survive' module and video library;

The project has been less successful in relation to its objective of increasing public awareness of prisons and rehabilitation approaches; an expansion of the HERO network to include private security organisations, NGO's and national government agencies. Although it has successfully developed the infrastructure and tools to address these objectives, the utilisation of these tools has been relatively modest.

The main problems and issues encountered can be divided into three main groups: Large-scale systemic and structural problems associated with the social and political climate in which HERO operated; Organisational problems within the actual pilot sites themselves; Technical issues around the design, production and implementation of the HERO services.

The technical solutions adopted included: re-design of the HERO web site; re-design of the Interactive Monitoring Tool, with improved integration with the content repository; implementation of Aridane standards for metadata; production of additional tools like the video library and 'how to survive' tool.

Addressing organisational issues and problems focused on: Patience and perseverance; Reducing institutional anxieties by introducing modest and incremental changes that demonstrate that the system can work, and has no catastrophic side effects; Identifying and engaging 'product champions' within the organisation, who have enthusiasm, credibility, trust and time to invest; Providing back up and support – for example training in the use of the content management system.

Dealing with the structural and systemic issues is a much more difficult undertaking, and there remains a good deal to be done to enable HERO to become a sustainable force for European rehabilitation. To this end, the project has identified a number of possible strategies - set out in Deliverable 21: Final Report on the Evaluation of HERO. These include the expanding and adapting the common rehabilitation framework to develop a 'Rehabilitation Rights Programming' framework and good practice methodology, addressed at government agencies and NGOs; segmentation of HERO services and localising them to adapt to prevailing localised scenarios of use; setting up local partnerships, involving NGOs, private enterprise, local government and community-based organisations to package and manage funding; supporting the introduction of e-health and e-learning services with consultancy services, aimed particularly at promoting cross-boundary working.

As the project developed, and in response to its ongoing evaluation, a number of additional 'add on' tools were produced to enhance the HERO system, and to address the evolving and 'transformed' needs (additional needs that develop as a result of using the HERO system) of the HERO users. These included:

- The HERO interactive game – this modelled decision points and the implications of decisions across the offending life cycle. It presented key decisions and 'critical incidents' at seven levels in the cycle: from sentence, through prison induction, health and learning options whilst 'inside', to preparing for release, and finally decisions around re-settlement. The game presents the implications of these various choices and allows users to access the HERO content repository and chat rooms to acquire information and advice to support their decision-making.
- The HERO visual asset database – a library of video clips (tagged and categorised using ARIADNE standards) which acts as a resource for users to develop their own learning and health content resources.
- The HERO 'How to.....' tool. Like the interactive game, this tool enables users to go through a diagnostic of issues and activities related to a particular stage in the



offending life cycle. For evaluation purposes, the tool was used to develop a 'How to survive induction' module. This module took newly-arrived young offenders through a checklist of essential activities (including meetings with health officers, establishing prison visits and so on). The tool provides access to the HERO content repository to enable users to acquire relevant information and advice on each aspect of the induction process.

Results of the CS

The evidence suggests that HERO most likely had a bigger impact on employment and skills than in the health sector. A number of reasons account for this finding:

- The fact that health services are typically more established and 'ring fenced' in the prison system. This meant that there was less scope for HERO to fit into and add value to the existing service provision
- Health professionals typically are more 'role conscious' and 'status conscious' and typically express fears about collaborating with new innovations, since they tend to feel they may undermine their position
- Motivational issues – offenders are reluctant to engage in discussions over sensitive issues like health, even when these can be provided remotely, for example through the HERO discussion fora and 'ask an expert'
- Prison administrators' anxieties about the legal basis and liability associated with on-line health support services

Against this background, the following Table below summarises the contribution made by HERO to health gains in the pilot sites.

Target group	Evaluation criteria/indicators	Potential impact
Offenders	Self-reported awareness of key issues about mental health, STD's, drugs Impacts on 'lifestyle' behaviour (e.g. exercise) Impacts on personal relationships Impacts on day to day life (e.g. coping with the regime) Effects on treatment management (e.g. adherence to therapy) Psychological effects (e.g. sense of well-being) Improvements in skills baselines Contribution to reducing re-offending	High. Improvement in resources across all sites Negligible – insufficient time for cultural change to embed Moderate. Some evidence that participation improved collaboration Negligible Moderate. Some evidence that participation improved self-esteem. Variable across sites Insufficient evidence
Professionals	Improvements in the efficiency and administration of health services Impact on level and quality of monitoring data	Moderate. Variable impacts and tended to be localised Moderate. HERO provided basis for more effective monitoring but utilisation low.

Areas where HERO has made a high impact include:

- Raising awareness of key issues about mental health, STDs and drugs, through the provision of a comprehensive, searchable resource database that is categorised and tailored to specific user needs

- Areas where HERO has made a moderate contribution include:
- Contributing to improving offenders' personal relationships, for example by providing effective induction services to enable them to cope with daily life; address mental health issues around anxiety, depression and self-image

Areas where HERO has had least impact - or impact that cannot be measured - include:

- Impacts on lifestyle behaviour – for example exercise, diet, drugs rehabilitation compliance

This set of objectives has met with variable success. HERO's weakest contribution has been in raising awareness in the public domain. As part of its overall vision, HERO developed an elaborate model for collaborative learning across the different constituencies of knowledge represented in the criminal justice system. This included facilitating 'prisoner-public' interaction. The underlying intentions were to raise public awareness about problems and issues in the criminal justice system; to disseminate HERO's work within the public domain; to get both offenders' and public to 'step into each others shoes' and understand each others perspectives and, as a result, to make contribution to reducing re-offending by, amongst other things, providing opportunities for offenders to understand the effects crime had on people's lives.

In addressing these issues, the project generated tangible outputs. These included:

- The development of a visual assets library, which included video clips of members of the public and offenders presenting their positions on these issues;
- The creation of a 'virtual tour' of the pilot sites, to enable the public to 'drop in' to prisons and see what they were like;
- The creation of a 'Talking Points' facility to promote discussion on the issues;
- The implementation of a 'Showcase' within the One Spirit pilot to demonstrate to a public audience the things participants had learned.



**European Approaches
to Inter-Generational
Lifelong Learning**

**Greek as a Second Language for
Employed Immigrants**

**GREECE
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EAGLE CASE STUDY

GREECE

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TABLE OF CONTENT

1	EXECUTIVE SUMMARY	3
2	GENERAL DESCRIPTION	4
3	DESCRIPTION OF COLLABORATING GROUPS	5
4	DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES	6

1 EXECUTIVE SUMMARY

Executive Summary

The Programme 'Greek as a Second Language for Employed Immigrants' has been planned and is supervised by the General Secretariat for Adult Education of the Ministry of National Education and Religious Affairs. It is been implemented by the Institute for Continuing Adult Education of the General Secretariat for Adult Education and is a part of the European Operational Programme for Education and Initial Vocational Training.

The programme is addressed to employed immigrants of all nationalities, husbands and wives of Greek citizens, as well as to all those wishing to receive a residence permit in Greece. Immigrants are a very fragile social group facing social exclusion in labour markets and in the area residence. Language is a fundamental obstacle for immigrants' social integration.

Consequently, the targets of the programme are the smoother incorporation of the immigrants into the economic, social, as well as the cultural life of the country, the strengthening of their employment status and the participation in the certification procedure of the knowledge for all those wishing to do so. The educational programme is structured of learning levels, in which the trainees are graded further to their application and the relevant grading test as well.

Given the fact that this programme is addressed only to employed immigrants, the good practices of this case can be extended or simply transferred to another programme covering also the case of unemployed immigrants. Many applicants experience continuous or temporary unemployment and they do not have the possibility to participate in the programme.



2 GENERAL DESCRIPTION

Title	Greek as a Second Language for Employed Immigrants
Country/ Countries of origin	Greece <u>Comments:</u> It is a part of the European Operational Programme for Education and Initial Vocational Training.
Duration	Starting Year: 11/2004 End Year: 12/2005 <u>Comments:</u> The first part of the project finished in 12/2005, when it was extended.
Status	<ul style="list-style-type: none"> ▪ Running <u>Comments:</u> The second and the third phase of the project are running simultaneously.
Managing institution	<ul style="list-style-type: none"> ▪ Public organisation/Ministry ▪ Private training organisation <u>Comments:</u> The programme is an initiative of the General Secretariat for Adult Education of the Ministry of National Education and Religious Affairs. The undertaker is IDEKE (Institute of Adults' Continuous Education), which is a private organisation.
Contact de- tails	Last Name: Lili First Name: Eleni Title: Government functionary Position/Role: Contractor Institution: IDEKE Street: Acharnon 417 Town: Athens Post Code: 11143 Phone: 0030 210 2584804 Fax: 0030 210 2530349 E-Mail: metanastes@ideke.edu.gr URL: http://www.ideke.edu.gr/programs.asp?cat=2&pr=40
Funding	<ul style="list-style-type: none"> ▪ Public <u>Comments:</u> 75% European Social Fund and 25% National Resources. The budget of the first phase was 500.000 €. The current budget is 3.300.000 €.
Partnership arrange- ment/organis ational form	<ul style="list-style-type: none"> ▪ Bottom-up, grass root initiative <u>Comments:</u> The programme was designed in detail from the beginning. Only few changes were made afterwards.
Scale	<ul style="list-style-type: none"> ▪ National <u>Comments/Description:</u> It covers 56 prefectures (100% of the Greek territory).

3 DESCRIPTION OF COLLABORATING GROUPS

<i>Collaborating Group I</i>	All trainers have a bachelor degree (only a few a Master degree or Ph.D.) in philology. The majority of them are specialised in linguistics. Females are the majority. All trainers work in schools and private institutions as teachers. Most of them live in urban and semi-urban regions. They belong to the middle social class.
<i>Total number of Collaborating Group I</i>	231 <u>Comments:</u> This number represents the participants in the whole country. It is not stable: it varies with the needs of the programme.
<i>Age group(s) of Collaborating Group I</i>	<u>Minimum Age:</u> 26 <u>Maximum Age:</u> 45
<i>Collaborating Group II</i>	Immigrant workers, husbands and wives of Greek citizens. They belong to the lower or middle social class. Most of them have accomplished only compulsory education or only primary. They live in all regions of Greece (agricultural, semi-urban and urban).
<i>Total number of Collaborating Group II</i>	8,553
<i>Age group(s) of Collaborating Group II</i>	<u>Minimum Age:</u> 18 <u>Maximum Age:</u> 65 <u>Age distribution:</u> From a sample the period from January to June 2006: the classification of participants is as follows: <20: 29, 20-29:446, 30-44:1030, 45-64:406 and >65:18. 69 participants did not respond.

4 DESCRIPTION OF INTERGENERATIONAL LEARNING PRACTICES

The practice description of intergenerational learning practices serves a twofold purpose: i) a qualitative practice description of the case and ii) a quantitative assessment of additional case descriptors.

Description of Learning Arrangement & Learning Practice

The aims and the objectives of the programme go hand in hand with the needs of the immigrants. The learning of Greek as a secondary language give immigrants the opportunity to:

- Develop the required competences so that they will be able to come up to the communication situations of everyday life.
- Familiarize themselves with the social habits, the living conditions and everything that belongs to social life, to history and culture of the country, through the development of communication ability in the Greek language.
- Develop the communication competence so they will be able to come up to a good level of knowledge of the Greek language, recognize the diplomas acquired in the country of origin and be integrated in the formal educational system (Second Chance Schools) or acquire new skills, essential for their personal and professional development.

General objectives of this programme are to contribute to the equality of opportunities between the two sexes, as well as to the empowerment of the social and professional status of women and to promote the diffusion of the Greek language.

All of the above aim in motivating the immigrants to participate to this programme because they confront major problems of integration and they want to improve their quality of life. These problems are:

- Exclusion from cultural and political activities;
- No possibility to assert their rights at work (time off work, health and safety, trade unions);
- Harassment and discrimination.

The courses are structured in such way to offer to immigrants' as many as possible examples from the everyday life so they can improve directly their communicational ability. Visits to cultural sites, visits to cinema and theatre, video projections, newspaper articles, role playing workshops, Greek songs listening lessons, literature based reading and listening lessons are the main learning materials and methods that initiate them to the Greek civilisation and culture. The basic pedagogical approach is tutoring and mentoring according to the Adult Education principles.

The 100 hours learning programme defines the learning activity that takes place twice or three times per week (3 hours lesson). The interaction between the participants and the trainers is organised in relation with the competences of the instructors who are professionals and with the immigrants' needs.

Location of the learning activity

Formal setting i.e. educational institute

Comments: Sometimes the learning activity takes place in museums.

Learning activities (related to policy objectives)

- Education, training & learning
- Mentoring i.e. intergenerational support, services and consultancy
- History and reminiscence incl. oral history, preserving cultural heritage, work with contemporary witnesses

<i>Fields of Learning</i>	<ul style="list-style-type: none"> ▪ Individual competence development (for private and professional purposes) ▪ Productive cultural assimilation
<i>Knowledge & Learning Exchange/Flow between the target group(s)</i>	Balanced and/or bi-directional e.g. shared activities
<i>Interactions between the target group(s)</i>	<ul style="list-style-type: none"> ▪ one-to-many ▪ physical/offline interaction
<i>Categories of the learning activity</i>	<ul style="list-style-type: none"> ▪ Formal <p><u>Comments:</u> The certificate provided for Lifelong Learning is not officially recognised. The endeavour to achieve recognition of the certification is still in progress.</p>
<i>OECD/DeSeCo Competences addressed by the CS:¹</i>	<p>1 = Competence Category 1: Using Tools Interactively</p> <p>1.1 = The ability to use language, symbols and text interactively</p> <p>1.2 = The ability to use knowledge and information interactively</p>
<i>EC Key Competences addressed by the CS:²</i>	<ul style="list-style-type: none"> ▪ Communication in a foreign language ▪ Interpersonal and civic competences
<i>Success factors and barriers of the CS</i>	<p>This programme designed to cover a very important need and it is the very first initiative in Greece regarding the employed immigrants. The use of such teaching methods totally adjusted to trainees' special needs is to considered innovative practice that can be applied in other relevant programmes of teaching of Greek as a second language (minorities). The main barriers to overcome have to do with prejudices from the part of the Greek population, stereotypes in the local societies, suspicion and mistrust from the part of the immigrants. However the programme is running successfully and its efficiency corresponds to the initial plan.</p> <p>The instructors mention that there are no critical incidents to be referred inside the classroom. Nevertheless, slight problems are encountered when the participants can not speak Greek and English at all – the English language is used as auxiliary in some cases of vocabulary teaching. The help of the other participants is more than welcome. Finally, the phenomenon of the division of the class in small groups according to the participants' nationality (Russians, Albanians, people from the former Soviet Republics) does not constitute significant problem.</p> <p>The only noteworthy changes during the past two years are:</p> <ul style="list-style-type: none"> ▪ The programme begun without hiring professionals in charge of management issues in every prefecture. From 10/2006, managers are responsible for the function of the programme in every prefecture. ▪ From 2006 the groups and the budget of the programme increased due to great demand.

¹ The Executive Summary is available at: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>

² The Key Competences of the European Commission is available at: <http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>

Results of the CS

The specific short and long-term outcome of the learning activity is the facilitation of the everyday life of immigrants; because they will be able to deal with official papers, to assert better job opportunities and better work terms, to participate in cultural and political activities, help their children to integrate into school and social life. In general terms, immigrants obtain higher self-esteem and become more social and less afraid of facing the daily routine, because speaking Greek is a primary factor for their inclusion in the Greek society.

Another benefit is evidently the certification of Lifelong learning they get by the end of the programme, although it is not yet officially recognized.

Finally given that an internal evaluation will be available only after the end of the second phase of the programme, the project managers confided the evaluation to a private company (P.L.M.). This external evaluation is positive, though there are no specific data available.