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## *Feasibility study on company-based vocational education and training in the agricultural sector in Greece*

*Athens, July 2017*

GERMAN-HELLENIC CHAMBER OF COMMERCE AND INDUSTRY

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## **TABLE OF CONTENTS**

<b>INTRODUCTION</b>	<b>5</b>
<b>OBJECTIVES FOR THE STUDY</b>	<b>9</b>
<b>IMPORTANCE OF AGRICULTURE AND AGRICULTURAL VOCATIONAL EDUCATION IN GREECE</b>	<b>11</b>
<b>AGRICULTURE IN GREECE</b>	<b>11</b>
<b>EMPLOYMENT IN THE AGRICULTURAL SECTOR OF GREECE</b>	<b>12</b>
<b>VET AND CONTINUING EDUCATION IN THE AGRICULTURAL SECTOR OF GREECE</b>	<b>14</b>
VET AND COMPANY-BASED TRAINING IN GREECE	14
PUBLIC INSTITUTIONS OF VOCATIONAL EDUCATION AND TRAINING IN THE AGRICULTURAL SECTOR	16
PRIVATE INSTITUTIONS	17
<b>INTERVIEWS WITH EXPERTS AND QUESTIONNAIRES</b>	<b>19</b>
<b>INTRODUCTION</b>	<b>19</b>
<b>THE STRUCTURE OF THE INTERVIEWS</b>	<b>20</b>
<b>QUESTIONNAIRE</b>	<b>21</b>
<b>CONCLUSIONS REGARDING INTERVIEWS AND QUESTIONNAIRES</b>	<b>21</b>
<b>THE WORKSHOPS</b>	<b>23</b>
<b>GUIDING PRINCIPLES REGARDING THE ORGANISATION OF THE WORKSHOPS</b>	<b>23</b>
<b>REGIONAL FOCUS - SELECTION OF PARTNERS</b>	<b>24</b>
<b>WORKSHOP OF VERIA</b>	<b>25</b>
<b>WORKSHOP OF CHALKIDA</b>	<b>27</b>
<b>WORKSHOP OF NEMEA</b>	<b>29</b>
<b>CONCLUSIONS OF THE WORKSHOPS AND THE SURVEY</b>	<b>31</b>
<b>DRAFT CONCEPT FOR A PILOT PROJECT</b>	<b>34</b>
<b>SUBJECT</b>	<b>34</b>
<b>SCOPE</b>	<b>34</b>
<b>CHALLENGES</b>	<b>34</b>
<b>METHODOLOGY</b>	<b>35</b>
<b>EXECUTING BODIES AND PARTNERS</b>	<b>35</b>
<b>LEGAL FRAMEWORK</b>	<b>35</b>
<b>DISCIPLINES</b>	<b>36</b>
<b>TARGET GROUP</b>	<b>36</b>
<b>LOCATION</b>	<b>37</b>
<b>THE GREEK-GERMAN COOPERATION</b>	<b>37</b>
<b>NEED FOR INFRASTRUCTURE</b>	<b>38</b>
<b>EDUCATIONAL MATERIAL</b>	<b>38</b>
<b>TRAINERS AND TEACHERS</b>	<b>38</b>
<b>INFRASTRUCTURE OF COMPANIES</b>	<b>38</b>
<b>CENTRAL COORDINATION BODY</b>	<b>39</b>
<b>COMMUNICATION</b>	<b>39</b>

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<b>TYPICAL PROGRAMME - THE MODEL OF BAVARIA</b>	<b>40</b>
<b>PHASES OF THE PROJECT</b>	<b>41</b>
PHASE 0. KICK-OFF PHASE OF THE PROJECT	41
PHASE A. SET-UP AND DEVELOPMENT PHASE	41
PHASE B. VOCATIONAL SCHOOL & COMPANY-BASED TRAINING	43
<b>MILESTONES AND CRITERIA FOR TERMINATION</b>	<b>45</b>
<b>TIMETABLE OF THE PILOT PROJECT</b>	<b>47</b>
<b>STAKEHOLDERS</b>	<b>48</b>
<b>COST ESTIMATE</b>	<b>49</b>
<b>POSSIBLE SOURCES OF FINANCING</b>	<b>50</b>
<b>FURTHER PROJECT IDEAS</b>	<b>52</b>
<b>THE FARM OF THE MONASTERY OF VELLAS - DIOCESE OF IOANNINA</b>	<b>52</b>
GENERAL INFORMATION	52
MONASTERY OF VELLAS	52
THE REVIVAL OF THE FARM OF THE MONASTERY OF VELLAS	53
<b>TRAINING FOR GARDENERS FOR HISTORIC GARDENS</b>	<b>55</b>
<b>ANNEX - CONTACT DETAILS OF INTERVIEWED EXPERTS &amp; PARTICIPANTS OF WORKSHOPS</b>	<b>56</b>
<b>INTERVIEWED EXPERTS</b>	<b>56</b>
<b>INTERVIEWS</b>	<b>56</b>
<b>PARTICIPANTS OF WORKSHOPS</b>	<b>60</b>
<b>PROPOSED APPRENTICESHIP POSITIONS BY COMPANIES</b>	<b>62</b>
<b>ELECTRONIC QUESTIONNAIRE</b>	<b>63</b>
<b>DECLARATIONS OF INTENT OF PROJECT PARTNERS – STAKEHOLDERS</b>	<b>66</b>



## TABLE OF FIGURES

FIGURE 1: UNEMPLOYMENT IN THE EU 2016 (EUROSTAT)	9
FIGURE 2: YOUTH UNEMPLOYMENT IN EU REGIONS (10 LOWEST AND 10 HIGHEST) (EUROSTAT)	10
FIGURE 3: DEVELOPMENT OF EMPLOYMENT IN GREECE (LEFT AXIS: NUMBER OF WORKFORCE IN THE PRIMARY SECTOR, RIGHT AXIS: NUMBER OF WORKFORCE IN THE SECONDARY AND TERTIARY SECTORS)	12
FIGURE 4: INSURED FARMERS BY BIRTH YEAR IN GREECE (2016)	13
FIGURE 5: THE PREFECTURE OF IMATHIA	25
FIGURE 6: THE REGION OF CENTRAL GREECE	27
FIGURE 7: THE WINE-GROWING REGION OF NEMEA (SEE FIELD IN LIGHT-RED)	29
FIGURE 8: SYSTEM OF VOCATIONAL EDUCATION FOR FARMERS IN BAVARIA	40



## INTRODUCTION

The Greek economy has been struggling with a severe financial and economic crisis for eight years. A rapid decline in economic output and a very high unemployment (up to 25 %), especially among young people (up to 50%), are two consequences of the crisis. Pessimism and lack of perspectives are widespread in Greek society, although some economic indicators are now showing signs of recovery. The Greek economy hardly finds its way back to growth and many young educated Greeks want to continue their lives in another country. According to estimates by the Greek Central Bank, the so-called “*brain drain*” has meanwhile reached a number of more than 430,000 persons, which corresponds to approximately 5 % of the total population.

The reforms initiated to revitalise the Greek economy place emphasis on *vocational training*. Bringing education closer to the needs of the real economy is classified as an important measure. Opportunities for young people on the labour market shall thus be enhanced and the competitiveness of enterprises increased.

In the last decades, a rather negative attitude towards Vocational Education and Training (VET) had developed in Greek society. Vocational training was in most cases the last resort when all other alternatives to higher education had been unsuccessfully exhausted. Public VET institutions, such as the vocational upper secondary schools (EPAL), the institutes for vocational training (IEK) or the vocational schools (EPAS), were only regarded as an emergency solution for young people lacking access to higher education. Meanwhile, and not least because of the crisis, this negative attitude has changed. Virtually every serious measure that aims to improve the working opportunities for young people is positively received by the society.

The model of **dual VET**, as practised in Germany, can certainly enrich the Greek VET landscape. Good examples from Germany were already assimilated in Greece in the 1980s. The vocational training programmes of the Greek Labour Agency (OAED) still include elements of company-based training, whereas practical training in the form of apprenticeship class (Greek: Mathiteia) is provided in programmes of the OAED and since recently in programmes of EPAL (vocational upper secondary schools) or IEK (vocational training institutions), for a shorter (six months) or longer (9-12 months) period, and is supplementary, but not always obligatory.

In recent years, a modern interpretation of such programmes has taken place. Within the framework of a Greek- German cooperation in vocational education, the pilot projects VETnet and MENDI\* have been implemented as dual VET programmes for technical professions and occupations in the field of tourism.

Another important sector for the Greek economy is agriculture. It represents about 4 % of the economic output (GDP) of Greece; together with the food and beverage industry, the GDP share amounts to 7%. Approximately one in eight jobs in the country (about 12.2% of the workforce) is attributed to the primary sector<sup>†</sup>. Nevertheless, the primary sector does not seem to be attractive for young people in particular. The number of employees in the agricultural sector has halved in the past 40 years. According to numbers given

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\* MENDI - *Mentoring Dual International*: 3-year vocational education in the sector of tourism since 2013,  
VETnet: 2-year technical education since 2017

<sup>†</sup> Source: ELSTAT – Hellenic Statistical Authority

by the compulsory Greek Social Fund for Farmers (OGA) in 2016, only about 3% of the 600,000 insured persons were under 30 years old.

Agriculture (primary sector) is essential for about 11 % of the total population. According to the last report of the Greek Statistical Office the number of farmers (primary or secondary occupation) and their family members in Greece is estimated to be around 1.2 million.

A study of the National Bank of Greece (NBG) in 2015 underlines the low level of research and development expenditure (11 Euro per hectare compared to 33 Euro EU average) as well as the low level of qualifications (training) of Greek farmers, which according to OECD estimates is at a level of 7 % (EU average approx. 45 %), as structural problems of Greek agriculture. The training quota for young farmers corresponds to about 25 %, with an EU average of over 55 %. According to the NBG, the low education level is due to the family structure of the farms, which gives young farmers practical knowledge within the family and thus only little motivation for professional vocational education.

Young people interested in vocational education and training in the agricultural sector can attend the EPAL (155 vocational upper secondary schools nationwide, with an education for the grades 10-12) of the Ministry of Education, Research and Religion (Ministry of Education), the six EPAS (vocational schools, from the 11<sup>th</sup> grade as well) of ELGO DEMETRA (Ministry of Agricultural Development and Food - Ministry of Agriculture), as well as various public and private IEK (vocational training schools for graduates of the 12-year education) with relevant programmes.

Since the year 2016 dual vocational education has been offered to graduates of EPAL with a (voluntary) period of work/ internship (*Mathiteia*, 9 months) in companies. The six EPAS of ELGO DEMETRA also offer a kind of laboratory training in the schools' own facilities resembling to a company. The same applies for the American Farm School (AFS) in Thessaloniki, the private educational institution for farmers in Greece with a long tradition, which has its own farm for the students' practical training.

The report summarises the activities and the conclusions of the German-Hellenic Chamber of Commerce and Industry within the framework of a "Feasibility study on company-based vocational education and training in the agricultural sector in Greece". The study funded by the Federal German Ministry of Education and Research (BMBF) was announced in form of a tender in the summer of 2016 by the Federal German Office for International Cooperation in Vocational Education and Training (GOVET) through the German Federal Institute for Vocational Education and Training (BIBB) and awarded to the German-Hellenic Chamber of Commerce and Industry in October 2016. The present document is the 6th in a series of relevant feasibility studies. The other five studies which have already been conducted (2013-2014), deal with other important sectors of the Greek economy, such as energy production and efficiency, manufacturing, transport, logistics and tourism.

One of the tasks of this project was to determine the needs regarding specialists and qualifications in Greek agriculture, to identify interested parties for a possible pilot project of company-based vocational education, to develop a regional network with such stakeholders and to elaborate a concept for a pilot project.

In this respect, the German-Hellenic Chamber of Commerce and Industry has conducted interviews with a number of companies and experts (experts from universities, vocational schools, public and social institutions and companies) as well as three networking workshops in Northern, Central and Southern Greece under the participation of representatives from companies and social institutions. There the

opinion emerged that the need was not limited to specific professional qualifications, but that it was necessary to promote practical agricultural training in a general sense.

The interviewed experts and workshop participants welcomed the prospect of a systematic company-based and school-based vocational education as an appropriate way to improve the level of agriculture and to offer young people a real perspective regarding their work and the development of their skills.

The concept draft of this report proposes a pilot project in three possible professions:

1. Farmer - plant production
2. Farmer - animal husbandry
3. Winemaker (cultivation technique, viticulture)

The pilot project is based on a general approach regarding agricultural professions.

Public and private institutions were won as possible partners for the realisation of this pilot project.

The following are included:

- the vocational schools of the Greek Ministry of Rural Development and Food (ELGO DEMETRA)
- the Regional Administration of Central Greece,
- the Municipality of Nemea (one of the most important and traditional wine regions of Greece)
- the Chamber of Commerce and Industry of Imathia, one of the most important agricultural regions of Greece,
- the American School of Agriculture in Thessaloniki,
- cooperatives of farmers and winemakers and associations
- as well as a number of companies which expressed their willingness to offer a total of about 50 training positions.

Particularly the participation of agricultural cooperatives, which practically represent the individual farmers, enriched the exchange of views with the positions of the actual target group of the pilot project, as the farmers themselves were given the opportunity to express their own needs for training.

Furthermore, the Bavarian State Ministry of Education and Culture, Science and Art ensured the willingness to transfer know-how from Germany through experienced teachers from German agricultural vocational schools as advisers, in the course of the project. Such know-how is of major significance for e.g. the development of the dual training programmes, the enrichment of the training materials and the methodology for the training of trainers ("train the trainer") in the companies.

The draft concept provides for a total duration of 5 years for the pilot project, presuming three-year-programmes for two classes. It is estimated that about 60 - 80 students will be trained as part of the pilot project, which corresponds to 30-40 students per year.

The integration of the pilot project into the programme of existing vocational schools, such as the vocational schools of the Ministry of Agriculture (ELGO DEMETRA), increases the chances that the gained experience and methodology within the framework of the pilot project will continue to be integrated into the Greek vocational education system for farmers and support this model even after the conclusion of the project.

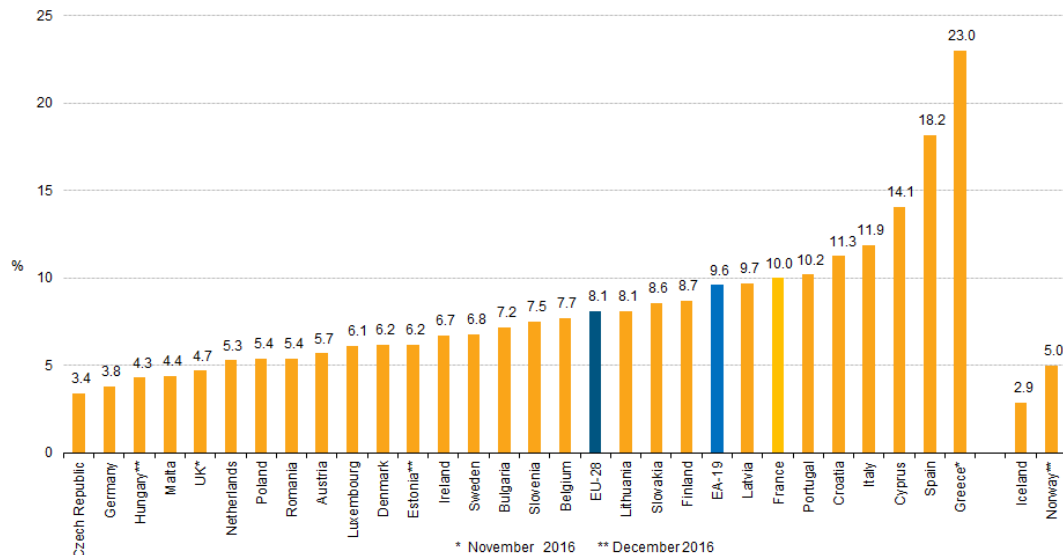
Furthermore, two further projects and ideas are outlined in this report. One project is devoted to the activities of the Diocese of Ioannina (Epirus, North-West Greece) in order to develop a monastic agricultural entity and to market high-quality monastery products (dairy products) and, in parallel, to open this entity



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for the vocational education of young people living in the region. The other idea deals with the articulated need for well-trained gardeners, specialised in the gardening of historical gardens such as the National Garden of Athens, designed and built by the wife of the first Greek king, Amalie, during the reign of King Otto (1832-1862).

## Objectives for the Study



**Figure 1: Unemployment in the EU 2016 (Eurostat)**

Greece has been suffering from high unemployment for more than 7 years. The respective rate corresponded in January 2017 to 23 % (see figure 1). Youth unemployment is estimated to be around 50 % in Greece (Eurostat for the last quarter of 2016).

The high unemployment is a result of the ongoing economic crisis. Within the last seven years, the Greek economic output (GDP) has declined by more than 25 %. The aid and rescue packages concluded between Greece and its creditors provide for a series of measures to bring Greece on the track of growth again. Thus, social conditions shall be improved and the problem of unemployment, particularly the youth unemployment, addressed.

The conducted reforms of the last few years in the field of education particularly presume vocational education as a suitable way to better prepare young people for their professional life and to improve their chances on the labour market<sup>‡</sup>. In addition, it is expected that a better training of medium-qualified professionals will have a positive effect on the competitiveness of Greek products, services and companies/enterprises.

The reform process of the Greek education system can be enriched by piloting different models and practices. In order to adjust vocational education to the labour market, a fourth year was introduced as a 9-month in-company VET for graduates of the three-year vocational diplomas (EPAL), as a pilot project and in 2017 upon completion of the regulations through the necessary ministerial decisions on national level.

When implementing such measures, priority should be given to promising or strong sectors of the Greek economy. This includes e.g. the agricultural sector with a share of about 12,2 % of employment (ELSTAT, Dec. 2016).

<sup>‡</sup> The regulations on vocational education were supplemented in the last five years through extensive laws (2010, 2013, 2015 und 2016) and a series of ministerial decisions (the last ones in 2017).

Young people (aged 15-24)					
Lowest			Highest		
1	Oberbayern (DE)	3.4	1	Ciudad Autónoma de Ceuta (ES)	(79.2)
2	Freiburg (DE)	4.7	2	Ciudad Autónoma de Melilla (ES)	(72.0)
3	Mittelfranken (DE)	5.2	3	Calabria (IT)	65.1
4	Weser-Ems (DE)	5.7	4	Thessalia (EL)	60.3
5	Karlsruhe (DE)	5.8	5	Ipeiros (EL)	(58.6)
6	Tübingen (DE)	6.0	6	Castilla-la Mancha (ES)	57.2
7	Lüneburg (DE)	6.6	7	Andalucía (ES)	56.8
8	Köln (DE)	6.9	8	Sardegna (IT)	56.4
9=	Darmstadt (DE)	7.0	9	Sicilia (IT)	55.9
	Stuttgart (DE)	7.0	10	Stereia Ellada (EL)	55.4
				Extremadura (ES)	55.4

( ) Data with reduced reliability due to sample size.

**Figure 2: Youth unemployment in EU regions (10 lowest and 10 highest) (EUROSTAT)**

As can be seen in Figure 2, three Greek (mainly agricultural) regions are among the top ten EU regions with the highest youth unemployment (Thessaly 60.3 %, Epirus about 60 % and Central Greece 55.4 %).

In Greece, there are six vocational schools of the Ministry of Rural Development and Food (Ministry of Agriculture), selected professional high schools (EPAL) of the Ministry of Education as well as various relevant educational programmes of private and public institutes (IEK). Among these schools, the Schools of the Ministry of Agriculture and the private American Farm School (AFS) in Thessaloniki offer a practice-oriented infrastructure.

Target of the study is to analyse the possibilities for applying elements of company-based vocational education in accordance with the German model and to submit proposals for the implementation of a relevant pilot project.

The following objectives, which were determined by the contracting authority, were:

- 1) Deliver findings on relevant occupations and skills needs in the agricultural sector.
- 2) Develop a regional network for the implementation of a pilot project for company-based training in the agricultural sector in Greece.
- 3) Provide a draft concept for the implementation of a pilot project for company-based training.
- 4) Identify sources of financing for the implementation of a pilot project for company-based training, and
- 5) Provide a description regarding assessment of occupational opportunities on the Greek labour market for those completing the training.

## Importance of agriculture and agricultural vocational education in Greece

### Agriculture in Greece

With 10.8 million inhabitants, Greece is the 10th largest country in the EU, comparable to Belgium, the Czech Republic, Portugal and Sweden.

The country is divided into 13 administrative regions. 35 % of the total population live in the region of Attica in the capital of Athens and about 17 % in the region of Central Macedonia (Hellenic Statistical Authority - ELSTAT).

With a total area of approximately 132,000 km<sup>2</sup>, Greece has about 3.4 million hectares of agricultural land, which corresponds to about 26 % of its total area.

80 % of the agricultural area is located on the mainland, mainly in the north (Macedonia - Thrace 37%), in Thessaly (12 %), Central Greece (8 %) and the Peloponnese (9 %) (ELSTAT).

The agricultural sector (primary sector) in Greece represents about 4 % of the GDP of Greece and reaches together with the food and beverages industry a rate of about 7 %. The total volume of agriculture and the food and beverages industry is estimated to be around 12.5 billion Euro (ELSTAT & IOBE<sup>§</sup>).

Approximately 445,000 jobs are attributable to agriculture and to the food industry, corresponding to 12.2 % of the working population (ELSTAT & IOBE). This means that about one in eight jobs can be allocated to agriculture.

The most important agricultural products (as the average of the years 2012 - 2014) are:

Vegetables	19 %
Fruits	18.5 %
Animal husbandry **	14.5 %
Animal Products	14 %
Cereals	10 %
Olive Oil	8 %
Industrial plants	6.5 %
Potatoes	4 %

(Source: Pireaus Bank, Sept. 2015).

Exports of Greek agricultural products have a volume of around 5 billion Euro. The most important export products are fruit and vegetables (34 %), fish (11 %), dairy products, oils and fats (each 8%), cotton and tobacco (each 7 %) as shown on the following table. The most important sales markets are Germany and Italy (15%each).

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<sup>§</sup> IOBE: Foundation of Economic and Industrial Research, an influential independent, not-for-profit economic research institute in Greece (Council of Economic Experts). The IOBE publishes various studies each year, including an annual updated study on the food and beverage industry.

\*\* Poultry corresponds to about 50 % of the total meat production Greece, pork to about 22 %, sheep and goats to 18 %, and beef to 10 % (ELSTAT 2016). Latter (beef, sheep and goats) play an important role with regard to milk production and dairy products.



#### Exports (approx. 5 billion Euro, average 2012 - 2014)

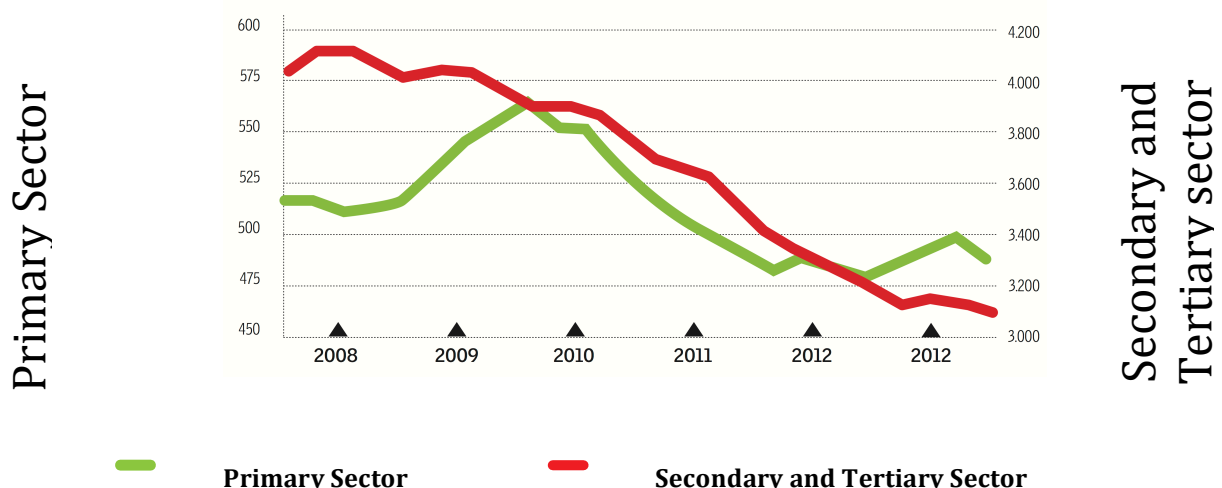
Main export products in ranking order:		Main export countries in ranking order:	
Fruit and vegetables	34 %	Germany	15 %
Fish	11 %	Italy	14 %
Dairy products	8 %	Bulgaria	7 %
Oil and fats	8 %	United Kingdom	6 %
Tobacco products	7 %	Cyprus	5 %
Cotton	7 %	USA	5 %
Cereals	6 %	Netherlands/ Belgium	4 %
Beverages	4 %	France	3 %
		Romania	3 %
		Spain	3 %

Source: Pireaus Bank, 2015.

#### Employment in the agricultural sector of Greece

Employment in the agricultural sector (primary sector) in Greece corresponds, as mentioned above, to a rate of about 12.2% or approximately 445,000 employees (ELSTAT 2017). The number of persons engaged in the agricultural sector has steadily declined in recent decades, from about 1 million in 1981 to 724,000 in 1998. In the last years (of the crisis) the number of employees in the primary sector has declined by about 22 % since 2008, while occupation in the secondary and tertiary sector decreased by about 25% (see Figure 3).

### Development of employment in Greece



**Figure 3: Development of employment in Greece (left axis: Number of workforce in the primary sector, right axis: number of workforce in the secondary and tertiary sectors)**

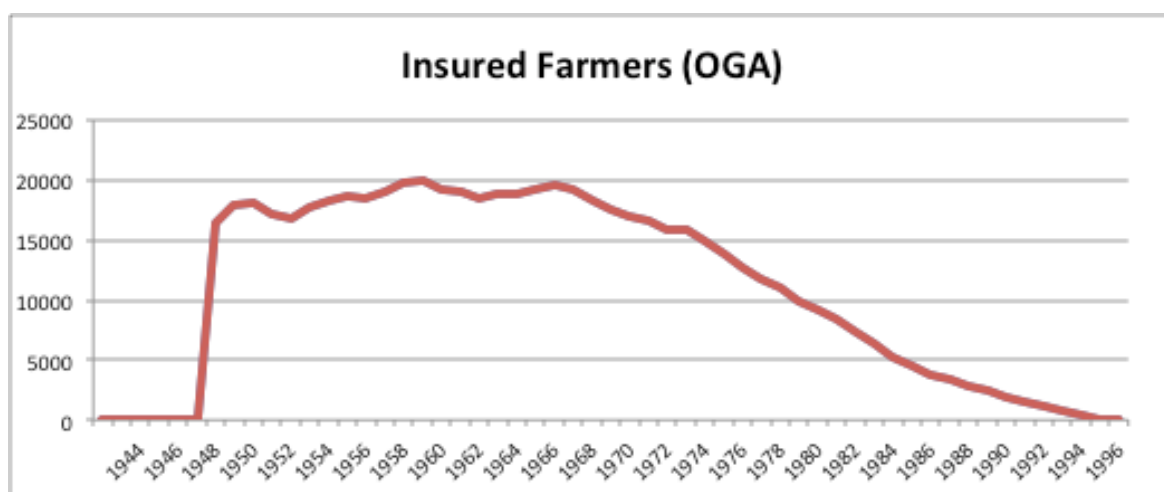


Many persons in Greece practise agricultural activities as a profession complimentary to their main profession. The Hellenic Statistical Authority (ELSTAT) estimates for year 2013 (last data available) that about 1.2 million Greeks (including family members) worked in about 870,000 individual farms (700,000 in crop cultivation and about 170,000 in animal husbandry).

The fact that approximately 54% of the individual farms in Greece are less than 2 hectares (EU average 29%) plays a key role and shows that farming is more likely a matter for individual persons, and in many cases even a secondary activity. Bigger farms in the form of legal entities have a less important role.

Prof. Char. Kassimis<sup>††</sup> estimated in 2014 that about 2/3 of the individual farms were in the best case offering (full) employment for one single person. 65 % of the individual farms are operated by their owners (and their family members), whereby the ratio between crop cultivation and livestock farming is about 7 to 3 (EU 1 to 1).

It is a widespread opinion in Greek society that many young (or even older) people will return to agriculture, not least because of the economic crisis. Although many young Greek people, often with academic degrees, have expressed this wish, the figures do not prove that this is actually the case. Of the approximately 600,000 farmers insured at the agricultural social fund (OGA), only 18,500 (3 %) were of an age of 30 years or younger and just 1 % was younger than 25 years by the end of 2016 (see Figure 4).



**Figure 4: Insured farmers by birth year in Greece (2016)**

Prof. Karantinis, who was interviewed in the framework of this project and wrote a study for the EU Task Force for Greece on Agriculture in 2014 believes that a better-organised agricultural sector, based on education and training would improve the quality, the diversity and the competitiveness of the products and ultimately lead to higher incomes and more employment.

<sup>††</sup> Currently General Secretary of the Ministry of Rural Development and Food

## VET and continuing education in the agricultural sector of Greece

### VET and company-based training in Greece

Vocational education & training (VET) in Greece is offered by the following institutions (categories) and at the following levels of the National and European Qualifications Framework for Lifelong Learning (HQP and EQF<sup>††</sup>)<sup>§§</sup>:

Level	Vocational Education and Training	General education	Higher education
1		Primary school (1st year - 6th year) Compulsory	
2		Lower secondary school (7th year - 9th year) Compulsory	
3	<b>Vocational Training school (SEK)</b>		
4	<b>Vocational school (EPAS)</b> <b>Vocational upper secondary school (EPAL)</b>	General Upper Secondary School (Lyceum ) (10th - 12th year)	
5	<b>Vocational upper secondary school (EPAL) + Apprenticeship class (Mathiteia)</b> <b>Institute of Vocational Training (IEK)</b> <b>Post secondary and not higher Education (Technological Educational Institute)</b>		
6			Bachelor (university)
7			Master (university)
8			Doctorate (university)

The laws 4184 from 2013 and 4386 from May 2016 (currently) as well as Ministerial Decrees of 2017<sup>\*\*\*</sup> apply for VET.

They refer to four different categories of VET institutes:

- vocational training schools (SEK),
- vocational schools (EPAS) for graduates of the 10th grade providing a 2-year school (and laboratory) education,
- vocational upper secondary school (EPAL) for students who have accomplished the 9th grade providing a 3-year school-based (and laboratory) vocational education,

<sup>††</sup> HQF: Hellenic Qualification Framework, EQF: European Qualification Framework

<sup>§§</sup> Source: [https://ec.europa.eu/ploteus/sites/eac-eqf/files/greek\\_referencing\\_report\\_2016.pdf](https://ec.europa.eu/ploteus/sites/eac-eqf/files/greek_referencing_report_2016.pdf)

<sup>\*\*\*</sup> They are the ministerial decrees as of February 2017 (26385 und 26412 of 20 Feb. 2017) and July 2017 (K1-118932 of 18 Jul. 2017)

- vocational training institutes (IEK), which offer for graduates of a 12-year education (level 4) a 2-year programme (4 semesters) plus one obligatory year for vocational education (*Mathiteia*)
- The so called Post-Secondary Technical Institutes (TEI) offer various disciplines as e.g. the vocational school for Tourism of the Ministry of Economy, Development and Tourism, the Schools of Dance and Theatre of the Ministry of Culture and Education, the Police School of the Ministry for civil protection etc.

Due to various reforms and adaptations of the Greek educational system in the last decades transitional regulations may apply as exceptions to the above.

According to current legislation the following applies:

- The SEK shall be abolished by 2019. The public SEKs of the Ministry of Education may be transformed into public vocational institutes (IEK) for adult graduates with an education level 2.
- The apprenticeship schools of the Greek Employment Agency (OAED) shall be continued until 2022. This is the third legal extension within three years, as these should have been abolished initially in 2015 and then in 2017. Further future extensions cannot be excluded.

It is expected that the vocational schools (EPAS) will be transformed into IEK as this was the case with the EPAS for nursery in 2015 which were transformed into public IEK of the Ministry of Health.

**Elements of company-based training** already exist in Greece, but only to a limited extent. According to current legislation the following applies:

- For the vocational schools (EPAS) of the Greek Agency of Employment (OAED) a compulsory school year of vocational with 28 weekly lessons (5 days per week) is provided.
- The vocational institutes (IEK) include a 3<sup>rd</sup> year with an VET-programme (*Mathiteia*).
- An optional school year (9 months) of company-based VET is provided for graduates of EPAL, which classifies EPAL-graduates at a higher level of the qualification framework (level 5). A compensation stipulated by law (75 % of the minimum daily wage) and a funding of the internship or the training year for graduates of an EPAL (about 50 % of the incurred costs for wages and contributions of the employer) are provided.

The framework of the so called *Mathiteia* was enhanced through the respective ministerial decisions of February 2017.

These ministerial decisions regulate, inter alia, the following:

- details of the training contract between the company and the apprentice
- path to recognition of the qualification at the EOPPEP (Greek National Organization for the Certification of Qualifications and Vocational Guidance )
- financing of the VET programmes
- structure of the system of company-based training with stakeholders as well as their roles and obligations
- specification of vocational training in the company
- role and obligations of the employer with regard to companies
- cooperation between vocational schools (e.g. EPAL or IEK) and companies
- requirements regarding the qualifications of the trainer

A key element of the ministerial decision is the establishment of a National Coordination Body for the planning and the implementation of company-based training programmes under the participation of the Ministries of Labour and Social Affairs, Education, Research and Religion, the Employment Agency (OAED), social partners, the Central Association of Greek Chambers, the Association of Regional Administrations and the Central Association of Municipalities. This body can outline recommendations for changes regarding

the legal framework, as well as proposals for the planning, implementation and evaluation of company-based training, and may, of course, cooperate with relevant chambers and scientific institutions.

The training positions in the companies shall be identified under the supervision of the OAED, in cooperation with teachers from vocational schools. The Ministry of Education (in cooperation with the Ministry of Labour) has the final say on the orientation of the programmes of company-based training.

At regional level, it is mainly the chambers' role to promote company-based training as well as the implementation of training and certification programmes in cooperation with the employment agency.

#### Public institutions of vocational education and training in the agricultural sector

ELGO DEMETRA, an organisation of the Ministry of Rural Development and Food, is the best-known public funding body for vocational education and training in the Greek agricultural sector.

26 **Continuing Education Centres** (DEMETRA centres) and 6 **vocational schools** are operated by ELGO DEMETRA at national level.

The Continuing Education Centres offer training seminars for farmers in the following disciplines:

- Beekeepers
- Young farmers (agriculture and animal production) for new farmers at an age between 18 and 40 years
- Certification regarding the correct use of plant protection products and pesticides

These programmes are usually offered in the form of seminars (e.g. programmes for young farmers with 150 hours) and financed through EU funding programmes, but also national funding. Their subject can be adjusted from time to time, depending on the priorities of agricultural policy and structural programmes for agriculture.

The six **vocational schools** of ELGO DEMETRA are very popular among young students in Greece. Each school admits approximately 25-30 students per year and offers a 2-year training programme with practical education on the school-owned farmland or in farms or laboratories.

The six schools of ELGO DEMETRA include the following schools:

- o Dairy School of Ioannina (Epirus)
- o "Averoff"-School for Agriculture with the disciplines (a) agricultural machinery and (b) animal technology (Larissa, Thessaly)
- o Vocational School "Syggrou" for floristics and landscape architecture (Maroussi, Athens)
- o Agricultural Vocational School of Nemea, vine-growing and viticulture (Nemea, Peloponnese)
- o Vocational School for Greenhouse Technology and Cultivation (Messara, Heraklion, Crete)
- o Vocational school for woodcutters (Kalampaka, Thessaly)

The vocational schools of ELGO DEMETRA accept students with a completed 10-year school education. The diploma of the schools corresponds to the level of HQF 4 and EQF, equivalent to the completion of the general upper secondary schools and the vocational upper secondary schools.

The vocational schools of ELGO DEMETRA in today's form of EPAS shall be still operated (as the EPAS of the employment agency OAED) until 2022<sup>+++</sup>. The same law authorises the Ministry of Rural Development and Food and ELGO DEMETRA to jointly determine the VET in the agricultural sector, as well as to establish vocational training institutes (e.g. IEK) through joint decisions with the Ministry of Education. It is expected that the ELGO DEMETRA vocational schools are going to be operated in another form (e.g. IEK) after the expiry of the above-mentioned period (and if this is not renewed).

In addition to the vocational schools of ELGO DEMETRA, agricultural education is offered as part of the programmes of the **vocational upper secondary schools (EPAL)** of the Ministry of Education. There are about 155 EPAL nationwide, offering vocational education in agriculture.

Some IEK even offer a training in various agricultural disciplines, e.g. Ioannina's public IEK (beekeepers, viticulture and dairy products), as well as various private IEK which provide training in fields such as greenhouse technology, organic agriculture, farm management, agrotourism, animal husbandry and production.

#### Private Institutions

The most famous and traditional private institution in Greece is the **American Farm School (AFS)** in Thessaloniki. The AFS currently offers a comprehensive education programme for every level, starting from pre-school to College. The focus on agriculture is a central element of all levels.

The AFS is in Greece especially known for the programmes of the vocational school (EPAS) and the vocational upper secondary school (EPAL) with disciplines in the agricultural sector (crop cultivation and animal husbandry), nutrition technology and environmental technology.

The AFS in Thessaloniki offers its own farm for training purposes. The products of the AFS (e.g. milk) are distributed nationwide and enjoy high recognition and acceptance among consumers, which in turn teaches students that high-quality products can be sold well.

There are also other private institutes, such as the various private IEK already mentioned above.

Overall, there is hardly any VET program in Greece with elements of a company-based training. The *Mathiteia*-Programme as a supplement to the EPAL is still new. Although the so-called *Mathiteia* is legally comprehensively regulated and has been practised as a pilot project for a year, it still has to prove its acceptance among the apprentices and, above all, the enterprises.

The current legal provisions create a clear environment for the introduction of a better organised and targeted company-based training. The National Coordinating Body, the integration of social and economic institutions, as well as the regional implementation of measures for the promotion of company-based training are to be considered as important steps. A critical factor for success, however, is to what extent the enterprises themselves are convinced by the advantages of this form of training and thus will participate in these training programmes.

Agriculture plays a special role in the Greek economy, since it is not dominated by enterprises, but rather by family enterprises and farms. However, market opportunities and the competitiveness of Greek

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<sup>+++</sup> Art. 60, Law 4384 of 2016



agricultural products can only be improved through targeted measures, which include e.g. the improvement of skills and thus of work. Well-trained farmers can produce products of higher quality and these products can find their way to national and international markets more easily. In addition, well-trained farmers, winemakers etc. can establish communities or cooperatives more easily in order to allow a more efficient coordination of production, quality requirements and the markets for their products. The following pages of this report reflect the opinion of experts, companies, individual farmers, cooperatives and local institutions on the need for well-trained workforce in the agricultural sector.

## Interviews with experts and Questionnaires

### Introduction

In order to supplement the findings of statistics and relevant literature, empirical data was also collected during the present feasibility study. We therefore conducted interviews with experts, collected data through questionnaires and realised various workshops.

The experts for the interviews were selected in order to collect different opinions and aspects regarding Greek agriculture and training.

The following main sectors were identified:

- academic research in agriculture
- vocational education and training
- quality and standards in agriculture
- cooperative agriculture
- agricultural and processing enterprises

Renowned representatives of the sectors were identified and asked if they were available for an interview. Their experience and their relation to Germany also played a major role with regard to the selection procedure.

In total, 17 interviews were conducted with experts from various sectors concerning the following topics:

- **Agricultural development** with Prof. K. Karantininis, who teaches at the Agricultural University of Uppsala (Sweden). He conducted a study on the situation, prospects and opportunities of Greek agriculture on behalf of the EU Task Force for Greece in 2014.
- **Quality and standards** with experts of *TÜV Hellas (TÜV Nord)* und *BIO Hellas*. Both are certification bodies responsible for a number of international industrial standards, including those of organic farming.
- **Vocational education and training**, as practised in Greece and with regard to agriculture, with Mr A. Athanassopoulos, an agricultural scientist with studies in Germany, who works as a school counsellor in Northern Greece for EPAL, together with Dr F. Papadopoulos, from the American Farm School of Thessaloniki, who is responsible for the development of new projects and programmes.
- **Entrepreneurial organisation** with focus on local cooperatives, with the company *Foodstandard*, which has been advising Greek agricultural associations, cooperatives and agricultural enterprises for years.
- Modern forms of **cooperative agriculture** with representatives of three innovative dairy cooperatives (dairy THESgala), vegetables and cereals (THESgi) and new products (STEVIA Hellas).
- **Production and trade of exportable products** with representatives of Dimitriaki SA (export of cereals) and KANAKAS Bros. (Processing and export of rice)
- Use of **plant protection products** and, in particular, the training needs for farmers regarding the use of such products with BASF experts in Greece.
- **Needs concerning trained farmers, Winemakers and other professionals** in the field of **wine production** with experts from Ev. Tsantalos SA, one of the most traditional, largest and most famous wine producers in Greece, as well as representatives of the Greek **brewery** in Atalanti (EZA). The



company *Ev. Tsantalis SA* is, with its 130-year history, the largest Greek wine producer with a turnover of about 30 million Euro. 40 % of the company's products are exported. Germany is the most important export market. *EZA* is a fast-growing Greek brewery. With a market share of approx. 10 % *EZA* is competing with the two major international breweries Heineken and Carlsberg, which together hold a market share of 80 % in Greece.

- Needs regarding professionals in the field of **livestock breeding** and **processing**, with the owner of one of the largest pig breeding and slaughtering companies in Greece (about 80,000 pigs per year), Mr. *Kelaiditis*. The company covers 10 % of the Greek pork production.
- Regional training needs in Epirus (Northwest Greece) and the prospects of a model plant for dairy products in cooperation with the **Metropolitan Maximos** from the Metropolis (Diocese) of Ioannina.

The interviews with the experts were conducted between December 2016 and mid-February 2017. Two interviews, namely the interview with the Stevia Hellas Cooperative as well as with the Kelaiditis farm were conducted in the end of February and on the 2nd of March 2017 respectively.

During the course of the project, there were also numerous opportunities to meet other experts and to listen to their opinions on training questions and needs. This exchange of views has also been included in the study, even though these discussions did not follow the strict methodological pattern of the expert interviews. Important discussion partners with helpful opinions and suggestions for the project included:

- Experts from the **Ministry of Education** responsible for vocational education, in particular Mr *Iraklis Pliakis*, consultant of the Ministry of Education regarding the subject of VET policy and implementation in Greece.
- Experts of the **Ministry of Agriculture**, in particular the Director of the Ministerial Office, Mr Nikolaos Vagias,
- Representatives of the **ELGO DEMETRA Organisation** as e.g. the President, Dr. Georgios Karetsos, the Managing Director Mr Athanassios Vlachos, the Director for agricultural education, Mr Spyridon Stachtiaris, Director of the Nemea School of Oenology, Mr Panagiotis Papavassiliou and the Director of the Gardeners' School in Athens, Mr Iosif Papanastasiou.

The workshops provided of course the opportunity to listen to the opinions of experts as for example of representatives of larger and smaller companies and cooperatives as well as vocational school teachers and pupils.

## The structure of the interviews

The following (general) structure applied for all interviews:

- a. Questions concerning the products or services offered by the organisation or the enterprise in the agricultural sector
- b. Clear positioning of the respective organisation (for example whether the organisation is directly involved with farmers or with companies/ cooperatives or with traders)
- c. Questions concerning the needs for trained specialists and the possible difficulties in finding or training such specialists
- d. Questions regarding an eventual lack of qualifications and skilled workforce in certain professions
- e. Evaluation and proposals on the improvement of qualifications and skilled workforce in specific professions



- f. Estimation of the situation and the prospects of Greek agriculture
- g. Challenges and opportunities for farmers and enterprises/ cooperatives
- h. Knowledge regarding the model of dual VET
- i. Experience with regard to internal and external VET

The structure and the questions to the respective interview partners were adapted to the situation.

## Questionnaire

Within the framework of this study, the enterprises were questioned directly about their need for skilled workers and their attitude towards the dual VET system via an electronic questionnaire. The aim of this survey was, on the one hand, to try to collect further information on the attitude of enterprises with regard to company-based training and their needs and, on the other hand, to use the electronic survey as an additional networking tool for the workshops.

The questionnaire included multiple-choice questions with general information on the respondent, as well as questions about the company's needs, in particular on shortage of skilled labour and needed qualifications. In addition, the participants were asked whether the company was generally interested in a possible pilot project for dual vocational education (questionnaire: see Attachment).

The questionnaire was initially sent to about 140 addressees - enterprises and cooperatives of the agricultural sector. The answers (9 enterprises) showed that the answers were quite similar. Attempts to reach other companies by phone were unsuccessful.

Approximately 150 companies were invited to the workshops. Eventually 30 companies took part in the three workshops. The participants received another short questionnaire with four questions in which they could also note their willingness to provide relevant training positions (see Attachment).

The participants of the workshops were asked the following questions:

1. Does VET in Greece fulfil the needs of the real economy?  
(Answer Options: Yes, rather Yes, rather No, No)
2. Would your company be willing to offer training positions?  
(Answer Options: Yes, with a number of, No)
3. Would you be willing to employ a graduate of dual VET?  
(Answer Options: Yes, No)
4. Do you believe that your company can participate in a programme of VET, as practised in Germany?  
(Answer Options: Yes, No)

## Conclusions regarding interviews and questionnaires

The common opinion of all interviewed and consulted persons was that the demand for well-trained specialists in the agriculture is eminent and urgent.

The analysis of the answers from the questionnaires showed that companies interested in a pilot project, partly knew the dual system and rated it positively. Thus e.g. the answer to the question "Do you know the dual VET system as practised in Germany" was answered with "yes" by 66.7 % of the companies. The question whether the company's experienced staff was willing to assist as an instructor in an educational programme was also confirmed in 90 % of the answers received.

In the survey the experts expressed the following needs for specialist qualifications, according to their expertise and experience:

- contemporary agricultural techniques and methods as opposed to traditional methods (*"I do it like this because my ancestors had always been doing this"*).
- knowledge and understanding of laws and regulations (rules) on agricultural products and nutrition
- basic knowledge regarding the commercial sector (farmers as small entrepreneurs or traders must be able to understand and implement everyday commercial basic practices)
- knowledge of modern technologies and their applications in agriculture
- technical knowledge concerning the operation and maintenance of machines and tools
- ICT-skills (!) in order to deal with modern systems, since ICT-tools have an increasing importance in modern Greek agriculture

Prof. Karantininis especially underlined the importance of lifelong learning, with his words *"knowledge never ends"*.

All interviewed and consulted companies complained about the difficulty to find - if at all - well-trained professionals. Dr. Salpiggidis e.g. explained how important trained professionals are for the winery sector. Dr. Papadopoulos from the EZA brewery underlined the importance of training regarding the operation and maintenance of machines and tools.

Most of the interviewed persons were familiar with the system of dual education, either through academic experience or international contacts. All the experts interviewed agreed that practical training for young farmers or skilled workers in farms would have a positive and indispensable effect on the general level of Greek agriculture.

## The workshops

### Guiding principles regarding the organisation of the workshops

In order to gather further information and to stimulate networking among the various relevant stakeholders, three networking workshops were organised as part of the feasibility study.

The main objective of these workshops was to develop networks with interested stakeholders in order to implement a possible pilot project for dual vocational education in the Greek agricultural sector.

For the implementation of the workshops, specific agricultural areas and regions were taken into consideration:

- a. All workshops took place in rural regions (no major cities like Athens or Thessaloniki).
- b. Due to practical and financial reasons the workshops took place on the mainland and not on islands.
- c. The focus was put on agricultural areas which are important for Greek agriculture and where German Know-how can be used particularly. With a general focus on agriculture as well as on plant and animal production, three regions were selected in Northern, Central and Southern Greece, where agriculture already plays a major role. They are regions which are already exporting products to Germany and where German agricultural know-how would be applicable.
- d. Furthermore, local partners were selected to support the organisation of each workshop, based on their possibilities to mobilise local enterprises and to contribute to the implementation of the pilot project.

According to these principles, workshops were respectively held in (a) **Veria**, (b) **Chalkida** and (c) **Nemea**.

The following guidelines applied for all three workshops:

- a. Every workshop was conducted in cooperation with institutional local partners.
- b. The participants were invited to the event.
- c. Each workshop should have 20-30 participants.
- d. The workshops had a duration of 2,5 hours in order to make it possible for busy participants, such as entrepreneurs, to participate in the workshop.
- e. The organisers had to
  - explain the aims of the study and underline the perspectives of a possible pilot project regarding dual vocational education and
  - present the model of dual VET in Germany as well as the experience gained from the pilot projects MENDI and VETnet in Greece.
- f. There was sufficient time for discussion and an exchange of views on the following topics:
  - the need for enterprises to employ skilled workers as well as the type of skills required
  - exchange of opinions with other participants (associations, vocational schools) regarding the needs of specialised workforce.
  - satisfaction of companies regarding search and recruitment of specialists
  - systematic company-based training
  - experience and opinions regarding vocational education in Greece
- g. At the end of each workshop the participants had to fill a short questionnaire asking their opinion on the topics of the workshop (for further explanations of the questionnaire, see previous chapter,

questionnaire). Companies and cooperatives could also declare their willingness to participate in a pilot project, indicating the number of possible training positions.

### Regional focus - selection of partners

As far as the selection process of the partners is concerned, an attempt was made to select the participants from different levels of administration and of different social and private institutions.

According to the guiding principles described above interested institutional partners were selected from three different regions in Greece:

- In **Northern Greece** the local **Chamber of Commerce and Industry of Imathia**.
- In **Central Greece** the **regional administration (Peripheria)** and their local ***Partnership for agriculture and food (Agrifood Partnership)***
- In **Southern Greece (Peloponnese)** the **Municipality of Nemea** as well as the **School for Winegrowers (ELGO DEMETRA)**, the **Cooperative of Wine Growers** and the **Association of Wine Growers of Nemea**.

Representatives of the following bodies took part in the workshops:

- agricultural enterprises
- agricultural cooperatives
- local chambers of industry and commerce
- specialised associations
- providers of specialised services (certification of agricultural products and methods)
- social Institutions (Church)
- public vocational schools (Ministry of Education and Ministry of Agriculture)
- private vocational schools

Thus, the participants of the three workshops covered together with the interviewed experts a broad spectrum of representatives of the agricultural sector in Greece. According to the new legal provisions, the local chambers of industry and commerce, specialised associations, regional administrations and municipalities now also play a major role with regard to the promotion and implementation of company-based training.

Each workshop will be described in detail.

## Workshop of Veria



**Figure 5: The Prefecture of Imathia**

Veria is the capital of Imathia, a region in northern Greece (Macedonia) with about 140,000 inhabitants.

Imathia is an almost exclusively agricultural region, well-known e.g. for its fruit production (mainly peaches, but also kiwis, apples, etc.), wine (the well-known Naousa wines) and cattle breeding.

The region is also famous for its local wine grape variety Xinomavro, one of the two most famous Greek grape varieties. Accordingly, some of the largest winegrowers are located in this region (such as BOUTARI, Kir Yanni and TSANTALI).

More than 200 local businesses and cooperatives are actively involved in the export of agricultural products, including some of the largest Greek cooperatives (as for example VENUS Growers with annual exports of over 50 million Euro)

With the neighbouring regions of Pella, Pieria and Thessaloniki, Imathia is situated in the fertile plain of the River Axios (Bardar). The region is an exclusively agricultural region with the cultivation of cereals, rice, cotton, but also known for its fruit production and animal breeding.

The local Chamber of Commerce and Industry supported the organisation of the workshop as a partner. About 45 enterprises and cooperatives were invited and selected for the workshop by the German-Hellenic Chamber of Commerce and Industry and the local chamber. The workshop was conducted in Veria on 20.2.2017. In total, 13 representatives from local farms, cooperatives, the local EPAL of Veria (with agricultural professions), the American Farm School of Thessaloniki and the local Chamber of Commerce and Industry participated.

Particularly the participation of representatives of agricultural vocational education (Mr. A. Athanassopoulos, school counselor, Mr. Michalis Genitsariotis from the American Farm School) as well as of teachers of the local vocational lyceum (EPAL) contributed to an interesting exchange of ideas with the representatives of companies and cooperatives participating.

As a conclusion of the approximately 3-hour discussion the following aspects can be mentioned:

- The companies complained about the lack of skilled workforce in various areas., The identification of qualified workers regarding fruit production or pig breeding was mentioned as a problem by the participants. As far as pig breeding is concerned, the participants primarily complained about the lack of knowledge and competences regarding livestock farming. In case of the fruit-growers the participants particularly referred to the lack of knowledge and skills of the (seasonal) workers in the processing of the products.
- Both, cooperatives and enterprises complained about the lacking knowledge of their suppliers and farmers/ family businesses regarding commercial processes and compliance with legal requirements, for example in quality issues. This is also in line with the expert opinion expressed in the interviews that the ability to implement modern production techniques and to comply with the legal requirements for food and nutrition has to be considerably improved.
- Processing companies spoke about their seasonal production cycle and mentioned that that they thus did not always employ the same workers. The workers are mostly farmers who want to supplement their income through seasonal work. For this reason, farmers should have a more general education. Thus, they will be able to carry out their own agricultural activity and a possible seasonal additional work.

The teachers who were present highlighted the following points:

- Vocational education should be mainly oriented towards young adults. Graduates of the 3-year EPAL-programme would thus have better chances for successful vocational education as a further specialisation and thus a better introduction (thrust) into professional life.
- The fourth year with its 9-month VET at the EPAL schools is already an important element of vocational education. A 2- or 3-year specialised programme would, however, further strengthen the qualification and significantly increase the chances on the labour market.
- Training combined with practical work on the school farm, as for example practised over decades by the American Farm School or the EPAS of ELGO DEMETRA can lead to good results regarding the qualification level of self-employed farmers or family businesses.
- The training of trainers is a critical success factor to introduce company-based VET structures.

The local Chamber highlighted the following points:

- Young people could possibly reject company-based vocational education, as this could imply the loss of the status as a long-term unemployed and the associated privileges.
- The Chamber is in a position to identify the needs of enterprises and to assist with regard to the elaboration of the training programmes.
- The Chamber would also like to promote the idea of dual training at the companies<sup>+++</sup>.

The AFS has declared its willingness to elaborate a further pilot project (also in writing).

The present participants from the companies declared in writing their willingness to participate in a pilot project with approx. 12 positions for apprentices.

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<sup>+++</sup> When the workshop took place, the ministerial decisions attributing a local role with regard to company-based VET to the chambers, had not been announced.

## Workshop of Chalkida



**Figure 6: The Region of Central Greece**

Chalkida is the most populous city in the region of Central Greece (Sterea Ellada). The region includes part of the Central Greek mainland as well as the islands of Evia and Skyros. With a population of approximately 550,000 inhabitants and an area of about 12 %, it is an important agricultural region due to the dry lake of Kopais in Boeotia, a plain which is about 24 km wide and 13 km long. Many industries (including metallurgy) and logistics companies have settled in the south of the region. For decades Bauxite (aluminium ore) has been extracted from the mountains of Parnassos and converted into aluminium.

Cereals and vegetables, olives, fruit, cotton, tobacco, animal products, dairy products, grapes and wine, honey, fish and herbs are some of the most important agricultural products of the region. Beverages, beer, meat products, flour, etc. are some of the processed products for the domestic and foreign markets.

The regional administration of Central Greece has established the so-called Agrifood Partnership for the promotion of local agriculture, a PPP initiative<sup>§§§</sup> with the participation of the administration, the local chamber and trade associations as well as a number of companies from the region. The aim of the initiative is to support local agriculture and to promote products from the region.

The German-Hellenic Chamber of Commerce and Industry contacted the Regional Governor's office to organise the workshop in the region, and the Governor on his side entrusted the Agrifood Partnership with the organisation of the event. He also explained the willingness of the administration to participate in a possible pilot project with resources and infrastructure beyond the workshop.

The workshop was held on 22<sup>nd</sup> February 2017 by the German-Hellenic Chamber of Commerce and Industry , with the support of the local administration and the Agrifood Partnership of Central Greece.

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<sup>§§§</sup> PPP: public private partnership

The event was opened by the governor of the region, Mr. Konstantin Bakoyannis. He reaffirmed the need for better professional training as an important factor in addressing youth unemployment and increasing the competitiveness of the local economy. Good practices and examples from Germany were referred to as indispensable. Furthermore, a joint initiative for a pilot project in the region should be set up.

After a presentation of GOVET on the structure and the advantages of the dual VET according to the German model, a detailed discussion and explanations of the study followed.

The participants actively participated in the discussion. The following conclusions were made in the discussions:

- There is a need for structured company-based training, not only as a VET for young people, but also as a training for farmers and skilled workers.
- This requires certified teachers or trainers.
- In addition to that, the question arose to what extent public funding for training was available or whether it could be made available.
- The Chamber of Commerce of Evia expressed its willingness to provide the building of a former vocational school for the pilot project in Chalkida.
- Some participants spoke about their positive experiences with specialists who had been trained in Germany according to the dual system.
- The participants underlined the need to promote VET even at schools and to present it as a possible career path.
- Furthermore, the idea of establishing networks for the (food) processing industry and producers/farmers and of offering VET to self-employed farmers was also expressed.
- Representatives of the food industry and the breweries underlined the need for improvement regarding the connection with the technical qualifications of industry specialists (nutrition sector).
- The participants also emphasised the need to adapt national legislation to company training and to recognise possible new occupations.
- The farmers also spoke about the possibility of cooperation with the public vocational schools of the Ministry of Agriculture (ELGO DEMETRA Schools).

The idea of a pilot project was welcomed by the participants. The participants from companies declared their willingness to take part in a pilot project with 22 training positions in writing.



## Workshop of Nemea



Figure 7: The wine-growing region of Nemea (see field in light-red)

Nemea is a part of the prefecture of Corinth in the Peloponnese region in southern Greece. The region is known from the mythology due to the *Nemean lion* of Heracles, as well as since ancient times for its wines from the high plateau of Nemea. It comprises about 43,000 hectares of agricultural land, about 2,000 hectares of which are used for wine cultivation. Other well-known products from the region are olives and olive oil as well as raisins (*currants*).

The grape variety Agiorgitiko (Saint George) is used for the production of red wines with a protected designation of origin and is famous not only at national level, but also world-wide.

The region of Nemea has about 10,000 inhabitants and is located in the immediate vicinity of the city of Corinth as well as the cities of Argos and Nafplion, all three known agricultural regions of Greece.

One of the six vocational schools of ELGO DEMETRA (Ministry of Agriculture), specialised in the VET of winegrowers, is located in Nemea. The school offers a two-year educational programme. Scholars complete their practical training in the laboratory and in agricultural simulation units. Graduates of the school mostly work as independent winemakers or in their family enterprises.

The school currently has about 20 students from different regions of Greece.

The German-Hellenic Chamber of Commerce and Industry approached the vocational school of Nemea with regard to a possible cooperation on the realisation of a pilot project. Special support was granted by the Mayor of Nemea, the Association of Winegrowers of Nemea (SON) and the Cooperative of Winegrowers of Nemea.

The **Winemakers' Association** of Nemea includes 34 winemakers from the region and has the goal to promote the wines of the region as well as wine tourism.

The local cooperative of winegrowers comprises about 1,000 self-employed grape producers. The cooperative produces various wines with protected designation of origin.

The workshop in Nemea was organised in cooperation with ELGO DEMETRA, the School of Wine Cultivation, the Municipality of Nemea, the Cooperative of the Wine-growers of Nemea and the Association of Winemakers of Nemea.

All members of the association and other local companies were invited.

The workshop was conducted in the town hall of Nemea on 1.3.2017. Apart from the mayor, local winemakers, the director of the wine-growing school (ELGO DEMETRA) of Nemea, as well as representatives of the local wine cooperative, Mr. Joseph Amberger, an experienced teacher and consultant for agricultural VET from Bavaria, took part in the event. Special attention was paid to the presence of the students of the wine-growing school ELGO DEMETRA who also expressed their ideas and expectations regarding their education.

Major results of discussion included the following:

- the need for trained specialists, especially for wine-growing
- the need for VET opportunities for the next generation of (family) enterprises
- the wish of the local authorities to assume a major role regarding the training of wine-growers
- the hope to support the vocational school of ELGO DEMETRA and to create modern training programmes aiming at the improvement of the level of vocational education
- the necessity to extend the educational capacities of the local vocational school (ELGO DEMETRA) in quantity
- the willingness of the wine-growers to offer VET positions in their company

The students of the local school of winegrowers of ELGO DEMETRA also had the opportunity to express their opinions. All students were from agricultural families from different regions of Greece. For the future, all students saw themselves as self-employed farmers in the field of wine and table-grapes cultivation or also in the brandy production.

The participants of the companies declared their willingness to participate in the pilot project with about 15 apprenticeship positions in writing.

## Conclusions of the Workshops and the Survey

All companies described the difficulty in finding well-trained specialists. Seasonal workers are mostly self-employed (small) farmers whose income is a combination of seasonal work and their own agricultural activity. The training of (young) farmers requires a general practice-oriented education. As far as skilled workers are concerned, the enterprises put an emphasis on general technical competence. For self-employed farmers, the knowledge and understanding of laws, standards and commercial principles is also considered important.

The representatives of the vocational schools (including EPAL teachers) underlined, due to their experience, the combination of training with the real working world.

The Chambers noted that the existing funding programmes for further education might give rise to the danger that the motivation for the participants is the (low) remuneration rather than the learning process itself. The same risk applies for the enterprises. If they receive extensive funding for an apprenticeship position, the funding might be considered as an incentive for the training, and not the training performance itself. Therefore, dual vocational education programmes should be indeed legally funded and supported respectively, but enterprises should also be obliged to cover part of the costs (e.g. salary, internal training of trainers) by themselves as apprenticeship shall be regarded as an investment, and not as a source of income.

The possibility of selecting apprentices, as practised in the German model, was welcomed by all companies.

Most of the companies indicated their interest to offer a number (1-3) of apprenticeship positions. The structure of the Greek agricultural sector with its small-sized enterprises and micro-entities that are characterised by a high number, offering only a few apprenticeship positions, will probably increase the administrative expense for a possible pilot project. The fact that the companies declared during the workshops their initial willingness to provide apprenticeship positions in their companies (16 enterprise with 36 - 43 positions in total) constitutes a solid basis. Those companies can form the initial contacts in case that a pilot project should be realised, a fact that is in principle envisaged based in the results of the present study.

All participants welcomed the perspective of implementing German know-how and methods in the framework of the pilot project. The Chambers expressed their wish to take a coordinating role with regard to vocational education between companies and vocational schools. The companies on the other hand underlined the value of the training programmes and contents, whereas the vocational schools and teachers focussed on methods and organisation.

The following results arose from the workshops, the questionnaires and the interviews:

There is a great need for systematic praxis-oriented VET. The integration of elements of the German dual system would be desirable, whereby the following aspects have to be considered:

- At least 2-year-vocational education with dual elements  
Apprentices should at least have a grade of level 3 or preferably 4 before entering an agricultural VET with elements of dual training. Furthermore, the apprentices should be of full legal age. Thus, young people should initially attend a vocational education programme of an EPAL and then enter

working-life as an apprentice. It is of major significance for the companies that the strict regulations on the employment of young people are not taken into account. The matter of the legal age was also brought to discussion within the MENDI Project, as regulations concerning e.g. Sunday work prohibition for minors made the conduction of the programme substantially more difficult.

- Selection of apprentices through interviewing procedures, under participation of the company
- In-school theoretical education in special disciplines and general disciplines
- Remuneration of the apprentices, as generally determined by law (75 % of the basic salary, possibly supported by funding programmes). The companies generally did not make any negative statements.
- Engagement of institutional stakeholders (chambers of commerce and industry, municipalities, associations etc.)<sup>\*\*\*\*</sup>
- Need for recognition and certification of education and profession by the competent authorities (EOPPEP).

To persuade the companies, is regarded as a special challenge. In the short time of the workshops, as well as in further discussions, the representatives seemed to be convinced of the concept and the advantages of the model. However, it is to be expected that the process of practical implementation is an unknown territory for everybody. This is why, intensive support is required, during the project development phase as well as during implementation, in order to tackle possible difficulties at an early stage and to sustain the enterprises as a company training partner.

The expert interviews and the exchange of opinions in the workshops led to the conclusion that young farmers would initially need a general practice-oriented agricultural VET. Although a rough distinction can be made between farmers in plant production and animal husbandry, in each of these two disciplines, a general education is required in practice. A further specialisation can take place in later professional life.

According to the experts, it is important that young farmers first should learn about the modern requirements of a farm. This doesn't include only techniques, but also knowledge e.g. on the use of plant protection products and pesticides, basic knowledge regarding the use of digitisation tools (IT) in agriculture, knowledge of commercial or business principles and company organisation.

Thus, the proposal emerged in the working group of the authors of this study, to coordinate the pilot project according to the model of the Bavarian agricultural vocational schools; here the education period is three years (with the first year at school corresponding to 80 %). In the next two years, the ratio is reversed and the education takes place at 80 % in farms. A typical programme for company-based education is carried out in the plant sector as well as in the animal sector (1 year, which means in Bavaria 1 year mainly school, 1 year plant sector and 1 year animal sector).

In the light of this example, the facts and numbers presented in this study and due to the fact that agriculture is mainly a family matter in Greece, there is a proposal to align the pilot project with the following two general fields:

- a. Farmer – Plant production**
- b. Farmer – Animal production**

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<sup>\*\*\*\*</sup> At the time of the workshop the ministerial decision providing for a National Coordinating Body under the participation of chambers, regional administrations and municipalities hadn't been announced yet.

Of course, various other occupational fields were brought up during the expert talks and workshops as well, as e.g. the field of dairy products (cheese etc.) or meat products (sausage products). Within the scope of the pilot project, however, such areas would be more difficult to cover and therefore also more complex to implement. Furthermore, the experts also underlined the primary need for the above-mentioned two disciplines.

As a specific example for a further specialisation of plant production and as an area in which German know-how could be of great benefit, the study also proposes the profession of the **winegrower** (cultivation technology, viticulture) within the framework of the pilot project.

The interviewed experts as well as the EPAL teachers expressed the opinion in the workshops that most apprentices would work in their own or in their family business. Work at another (third) company would rather consist a seasonal occupation to supplement their income. The training of young farmers should therefore provide the necessary competences primarily to develop a high-quality, efficient and environmentally friendly production in their own company, and eventually to become a qualified and indispensable specialist within bigger entities.

## Draft concept for a pilot project

### Subject

A possible pilot project could initially introduce vocational education into the agricultural sector in Greece as a model to test dual elements in this important field of education and subsequently evaluate the experience gained and, if necessary, transfer it to the overall system.

### Scope

The scope of the project is to combine existing Greek VET models for agricultural professions, within the framework of a pilot project, with elements of German dual system.

Helping young people to find their way into the working world, facing unemployment, and improving the competitiveness of Greek agriculture are further aims of the project.

It is of course of importance to take account of the sustainability by the implementation of the model in Greece. The application of good practices and the adaptation of the model to the needs and conditions in Greece are essential.

The proposals contained in this study shall be deemed as a framework for a pilot project in order to transfer German practice to Greece, to evaluate it and to provide ideas for possible reforms or adaptations to those responsible for VET in Greece, notably the Ministry of Education.

### Challenges

VET is, more or less, a stopgap solution for the Greek society, if there is no more any alternative to the higher academic education. The situation is somehow different in agriculture, where family traditions and smaller (family-) farms prevail. New farmers (being mainly children of farmers) usually don't choose a vocational training in this sector. According to Eurostat, Greece has a very low quota (7 %) within the EU with regard to trained farmers. Formal education is offered by the EPAL (until now only theoretical). The EPAS/ ELGO DEMETRA (limited offer of training positions in schools) or private institutions like the AFS or IEK. All of the above-mentioned institutions have been offering until now a company-oriented education only to a limited extent, if at all.

Furthermore, the range of agricultural VET opportunities is limited. The six public vocational schools of the Ministry of Agriculture admit only 100-200 students per year. Among the private schools, the American Farm School of Thessaloniki enjoys a very high reputation. The school is subject to a fee, even if different scholarship programmes reduce these costs. Other possibilities offered by private or public institutions (IEK) do not include practical training and the programmes of the vocational upper secondary schools (EPAL, 10th - 12th grade) will be practically supplemented in 2017 by a fourth voluntary apprenticeship class (Mathiteia, 9 months).

Furthermore company-based vocational education is something new for most of the companies. Company-based VET in Greek agricultural companies is also rather unknown (with a few exceptions, where larger companies, as for example in the food industry, offer internal on-the-job training for their own specialists). The companies often confuse this kind of education with existing state-funded programmes for training.

In this sense, the main planning of the project may refer to the following aspects:

1. Company-based vocational education should be combined with the existing systems of vocational education to allow an implementation in accordance with the legal provisions and the establishment of sustainable synergies.
2. Further entities have to be motivated to offer suitable apprenticeship positions.
3. The necessary resources must be provided and existing resources (as e.g. infrastructure) released for the pilot project.
4. The actors involved in the project (teachers, trainers, administrators, students, companies, etc.) should be comprehensively coordinated and attended, at least in the initial phases of the pilot project.

## Methodology

The project refers to the theoretical and practical education of young people. The practical part should take place in farms, according to the current framework of *Apprenticeship Class (Mathiteia)* in Greece.

The theoretical part shall be offered in form of school classes.

In contrast to the *Mathiteia* model, the general principle, as practised in Germany, should follow in the framework of the pilot project the following ratio: 70 % company-based and 30% in-school education. Due to the seasonal nature of agricultural production, a block teaching system during winter is likely to be effective.

## Executing bodies and Partners

The initiators of the project should first identify a suitable organisation in Greece to carry out and manage the project. The German-Hellenic Chamber of Commerce and Industry is, of course, available as a possible partner or executing body of such an initiative, mainly dealing with organisational aspects and the coordination of the project.

Possible implementation partners on the Greek side could be the following:

- The vocational schools of ELGO DEMETRA under the Ministry of Agriculture or the IEK or the EPAL vocational schools of the Ministry of Education as providers of the programmes and of theoretical education
- Regional administrations (such as the administration of the region of Central Greece), local initiatives such as the *Agrifood Partnership* of the Region of Central Greece and the Chamber of Commerce and Industry of Imathia, as well as other chambers and associations as supporters for the integration of enterprises, with the provision of resources (e.g. class rooms), material support or funds (e.g. integration of the pilot project into regional support programmes)

On the German side, the Bavarian Ministry of State for Education and Culture, Science and Art has declared its willingness to support the pilot project through advice and expert knowledge.

## Legal framework

In brief, mainly the following institutions offer agricultural vocational education in Greece:

**Vocational upper secondary schools (EPAL):** Vocational upper secondary schools admit students for the 10th to 12th grade, who have accomplished their 9-year basic education. At national level, about 155 EPAL offer an agricultural orientation. Since 2017 all graduates of the EPAL are offered the opportunity to complete a 4th year (9 months) as an “apprenticeship year” in companies. During this “apprenticeship year” the apprentice will be rewarded with daily rate of 17 Euro. As the employer receives a state subsidy, the costs for the employer amount to about 9 Euro per day. A similar structure also applies to the 51



vocational schools of the Greek Employment Agency (OAED), the so-called EPAs, which however don't offer any agricultural orientation and are therefore not relevant to this study.

For pilot projects (such as MENDI or VETnet) the statutory day rate of 17 Euro (calculated as 75 % of the basic salary) is applicable, but government support is not available. The employer has to pay the total amount.

The **Vocational Schools (EPAS) ELGO DEMETRA under the Ministry of Agriculture** accept students who have accomplished the 10th grade of school. They currently don't offer any form of company-based training and they are just operated as schools with internal laboratories and practical training infrastructure.

The different **public and private institutions (IEK)** apply for graduates of a 12-year school education.

The existing legal frame for EPAL and EPAS would constitute the basis for the pilot project. As in case of the projects of MENDI and VETnet, a special approval will be necessary in the form of a ministerial decision (Ministry of Education and possibly Ministry of Agriculture and Ministry of Labour) in order to approve any aspects of the pilot project, which are not provided for by law.

## Disciplines

As described above, the following disciplines were proposed for the pilot project:

- 1. Farmer - Plant production**
- 2. Farmer - Animal husbandry**
- 3. Winegrower (cultivation, viticulture)**

As far as concerns the programme for farmers - plant production, general knowledge about various agricultural production steps in agriculture (concerning cereals, vegetables, fruit, etc.) shall be provided. The programme for farmers - *livestock production* shall convey expertise in free and organised livestock breeding (sheep, goats, cattle, pigs and poultry).

Both disciplines should be regarded as comprehensive approaches in the context of the farmer's profession. This general approach became also evident in the interviews conducted with the experts and during the exchange of opinions in the workshops. The practical part within an (organised) enterprise shall be tested and evaluated during the pilot project for both disciplines. The theoretical part will be supplemented by input from existing German programmes and with new ideas and suggestions from both German and Greek stakeholders. Thus, the pilot character of the project will be retained.

The winegrowing technology can enrich the corresponding programmes of the public school of Nemea and become an example of the German model for a new generation of winemakers.

The programme should have a duration of two to three years. The final planning and the decision of the partners involved will play a decisive role. According to the present proposal the education period shall last three years.

## Target group

The target group of the pilot project should mainly consist of young people between 18-23 years. The graduation of the 9th grade should be a minimum requirement. A diploma of an upper secondary school or a vocational upper secondary school or other diplomas would be desirable. The fact that the apprentices



would have a legal age would also simplify the apprenticeship contract with the companies<sup>++++</sup> and allow the participation of the students with a higher education (EPAL or 12-year-education).

A number of 30-40 apprentices per year for (at least) two cycles is recommended, with about 60-80 students in total.

## Location

### *Enterprises*

If a decision is made in favour of a model with block courses at a vocational school, companies could be located in any geographic region of Greece. However, if a model with four days of company-based training and one day at the school were to be implemented per week, it would be practically expedient if the companies were located in relative geographical proximity to the place of the theoretical part.

At all three workshops, companies from the respective region announced their willingness to participate. The support by local institutional partners (regional administration, chambers of commerce, municipalities, etc.) will also allow the respective PR-work in order to encourage other companies to offer apprenticeship positions in the respective region.

### *School classes*

School classes can be offered in all three regions, which means in Imathia, in Central Greece and in Nemea.

As especially the disciplines concerning plant producers and wine growers have a seasonal character, classes should take place in form of blocks during winter, as this already has proven to be successful within the framework of the MENDI project for touristic professions.

Thus, the apprentices would have the opportunity to move to another location for some time. The EPAS schools of ELGO DEMETRA do already offer the necessary accommodation facilities for students. Otherwise, and if considered necessary, the matter of accommodation could be brought to further discussion with the institutional partners.

## The Greek-German Cooperation

The Greek-German Cooperation within the framework of this project shall help to provide know-how and methodology.

The declared willingness of the Bavarian State Ministry of Education, Culture, Science and the Arts to support the pilot project through the vocational schools of the country with expertise and counselling provides a solid basis for the further intensification of German-Greek cooperation in vocational education and training.

According to the Bavarian Ministry of State expertise and counselling can be understood as follows:

- Methods regarding the structuring of the vocational education programmes
- Support by enriching the content regarding different professions, based on good practices from Germany
- Elaboration of new and supplementing school books based on the German model

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<sup>++++</sup> Working contracts with apprentices of a younger age (between 16 and 18 years) are, similar to Germany, subject to stricter regulations and controls in comparison with older apprentices. Such regulations refer to working conditions, work load, working hours etc..

- Implementation of German methods regarding the monitoring and management of the programmes (in schools and companies)
- Implementation of methods and criteria regarding the monitoring of processes and the evaluation of the quality of education, based on the German model

Furthermore, short-term exchange programmes for students and trainers from the participating companies in both countries, could be conducted to improve the respective understanding on both sides. Thus, German experts would be better informed about the level and needs of their Greek partners, while Greek instructors and apprentices could get to know the German model in practice. Finally, partnerships and cooperation programmes between schools in both countries, either within the framework of EU programmes or bilateral co-operation, would be a great opportunity to share experiences and knowledge.

As already mentioned, the German-Hellenic Chamber of Commerce and Industry has the experience of the VETnet and MENDI projects to become a project coordinator regarding the final elaboration of the programme and to attract further stakeholders from Germany for the project.

### **Need for infrastructure**

Suitable infrastructure and appropriate laboratory facilities (in the case of introductory subjects) are required for the selected fields of specialisation.

It is assumed that local project partners can make this infrastructure available and cover potential costs. A determination regarding the need for improvements or additions to the school infrastructure will only be possible upon determination of the programme.

### **Educational material**

The need for supplementing or even the introduction of new educational material (books) should be determined. As far as the elaboration of the programmes is concerned, the existing material is evaluated accordingly and possibly enriched with German material. Translations and adaptations are part of the work for the preparation of the educational material.

### **Trainers and teachers**

Trainers and teachers must be certified according to current legislation for the theoretical and the practical part.

A preparatory course for certification should be offered especially for instructors within companies. The Ministerial Decision of February 2017 provides for special training for instructors, which is offered and certified by the local chambers of industry and commerce according to specific guidelines. Temporarily, any existing entities (e.g. OAED) should be ad hoc responsible for such training.

The trainers should learn in their training programmes apart from methodological approaches also pedagogic competences. This is a possible aspect for the pilot project to adapt and support the new educational concepts in the agricultural sector.

### **Infrastructure of companies**

Current minimum requirements of the Law presently relate also to the number of apprenticeship positions depending on the size of the company (number of full-time employees) and the existence of an appropriate infrastructure (premises, hygiene requirements). The legal framework gives a central role to the chambers in this respect. However, as the legal framework is still new and the chambers are not yet prepared

accordingly, the minimum requirements for the suitability of companies for VET training must be controlled and eventually worked out in more detail within the framework of the pilot project.

Further their compliance during the whole duration of the program has to be determined for each company.

### Central coordination body

As far as the development phase, but also on-going operations are concerned, a coordination centre is indispensable. The centre shall be responsible for the programme procedures, function as a point of contact for the apprentices and trainers, assume responsibility regarding the examination and compliance with the framework directives, supports the conclusion and the compliance regarding apprenticeship contracts, the search for companies offering apprenticeship positions and the organisation of the examinations with the help of an examination board. The German-Hellenic Chamber of Commerce and Industry has already acted as a coordination centre within the MENDI and VETnet projects with corresponding competences. However, according to the statutory provisions of the Ministerial Decisions (February 2017), this role is transferred at national level to the National Coordinating Body and at regional level to the local agency Labour Agency with the participation of teachers from the vocational schools and IEK. The coordinating body of the project shall act as an advisory and supportive body for the establishment of such a regional unit for the supervision and coordination of company-based training.

### Communication

A critical success factor for the successful implementation of the project is the correct communication of the objectives and the methodology of the project, in order to achieve a common understanding of all participants, e.g. apprentices, trainers, teachers, companies and other stakeholders.

The model of dual education will be new ground, especially for young people and the companies. Therefore, the model, the prerequisites for education, the requirements during the vocational education and the expected benefits after successful completion should be explained by means of appropriate measures to them.

In addition, appropriate information sessions and information material for young people and their parents, as well as for businesses, trainers and municipalities should be provided.

A further objective of these campaigns should be to increase the social awareness and acceptance of the model.

## Typical Programme - the model of Bavaria

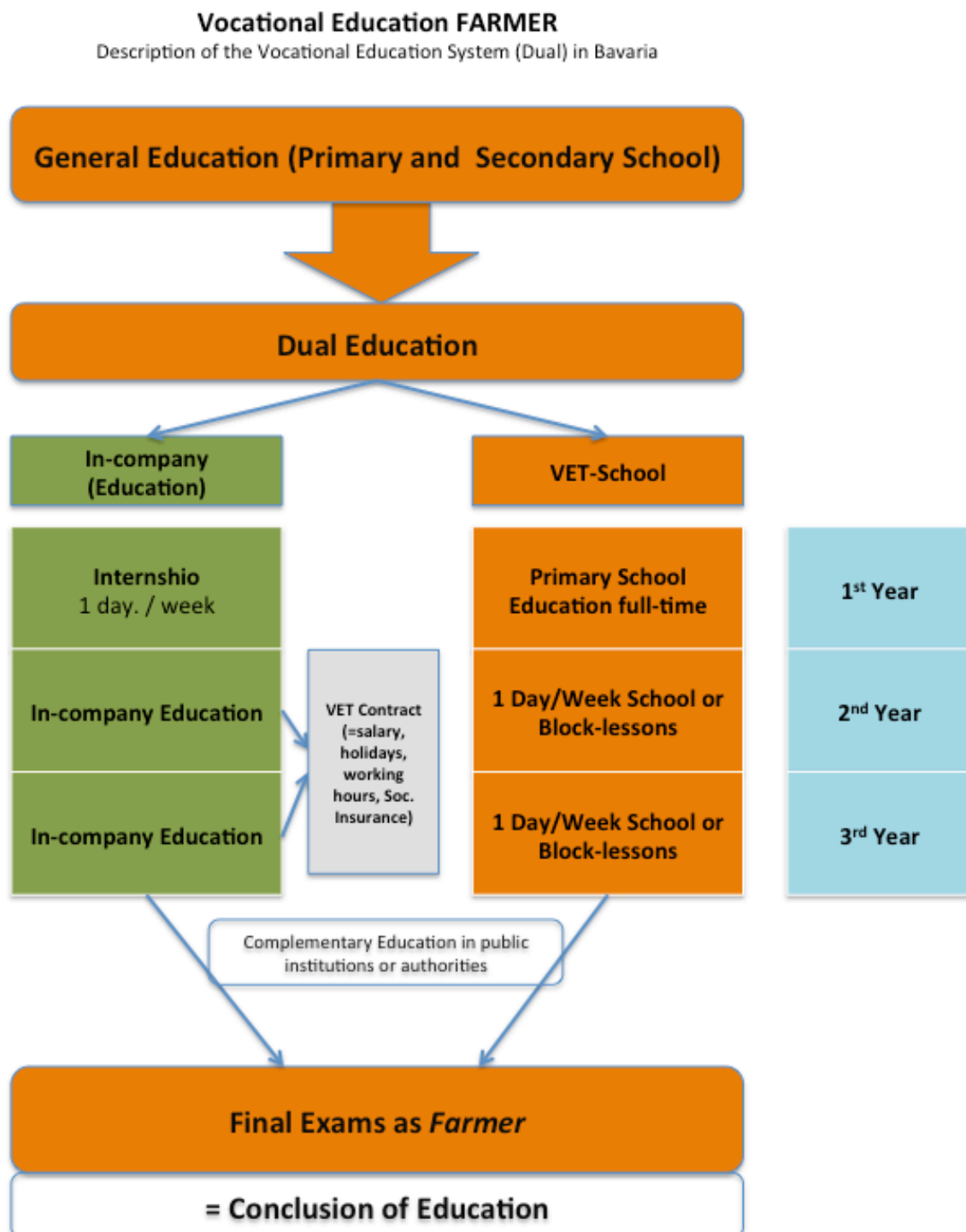


Figure 8: System of vocational education for farmers in Bavaria<sup>\*\*\*\*</sup>

<sup>\*\*\*\*</sup> The vocational education program for winegrowers follows the same structure.

As already mentioned, the Bavarian Ministry of State has supported the pilot project by providing advice and expertise. Respectively, our proposal is based on the corresponding vocational education in Bavaria, according to the upper scheme (see Figure 8).

According to the Bavarian model of vocational education, agricultural education consists of a 3-year programme, whereby the following applies:

- the first year is year of basic education at school. There are 30 lessons per week at the vocational school and six lessons in selected companies over a period of 36 weeks per year.
- The second and the third year comprise 9 hours of teaching per week for 36 weeks per year. The rest of the time is spent in accordance with the programme rules, on a farm.

## Phases of the Project

For the implementation of the project it is required to assign a local centre in Greece for respective realisation. This body should coordinate all measures within the framework of the project. This is the above-mentioned coordination body.

The different phases of the project will be described in the following paragraph. A possible time-table, stakeholders, milestones and cost estimations are subject to the following paragraphs.

The following project phases are envisaged for the implementation of the project:

### Phase 0. Kick-off phase of the Project

Before any further action, a kick-off meeting shall take place. It is assumed that a certain period will elapse between the completion of the study and the decision to implement the pilot project. It will therefore be necessary by meeting the decision to implement the pilot project to reactivate the interest and the motivation of the partners. Practically this means:

#### **O-WP1<sup>§§§§</sup>. Revision of the present project proposal**

Some circumstances might have changed at the beginning of the pilot project, either with regard to the legal framework or the identified stakeholders or because of the fact that other stakeholders from Greece or Germany might have expressed their interest in participating. The project coordinator will be in touch with all these stakeholders and will revise and update the proposal accordingly.

#### **O-WP2. Kick-off-meeting**

During the kick-off meeting, all stakeholders are called together. The goals of the kick-off meeting include:

- Coordination of the project objectives with all stakeholders
- Coordination of (updated) project planning
- Allocation of roles and coordination of the responsibilities for each participant
- Agreement regarding the (provisional) budget and its allocation to the stakeholders
- Agreement on a control mechanism for the project

### Phase A. Set-up and development phase

The following activities should be implemented during the set-up and development phase:

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<sup>§§§§</sup> WP: Workpackage

**A-WP1. Completion of the pilot project fields of education**

The three proposed fields of education (plant production, livestock and winegrowing) are described in detail. In this sense, the existing curricula may be revised or enriched with the participation of the stakeholders. Knowledge and Competences referring to the education will be detailed (programme regulations). Related expert knowledge and best practices from Germany could be proposed to enrich the programme.

**A-WP2. Analysis of needs with regard to infrastructure and instructors/trainers**

An Analysis on potential lacking capacities with regard to teachers and resources (infrastructure), qualification requirements for teachers and trainers, minimum requirements for the participating companies, as well as the need for school classes, laboratories or other institutions for school internships will be concluded.

**A-WP3. Detailed budgeting of the project**

A detailed budgeting of the project will determine the cost-calculation of this study (see below) more precisely. The financial sources and cash flows of the project are also presented in a cash flow.

**A-WP4. Preparation and submission of applications for national or EU funding**

National funding or funding through national or EU programmes might be available at the time of the planning of the project. The corresponding applications will be worked out and submitted to the responsible programme offices.

**A-WP5. Detailed planning of the operation of the vocational school (General rules of the Vocational School)**

General School Rules have to be elaborated for the operation of the vocational school. This means that the legal framework has to be adapted to the possible characteristics of the pilot project. In addition, the ratio of the apprentices, the school and the enterprises among themselves, the mutual obligations, the type of the examinations, the content of the company-based VET etc. have to be regulated. Presently there is a comprehensive legal framework for vocational education with elements of dual education. A pilot project which applies practices from another system and goes in some details beyond the local framework, requires certain derogations, as in previous projects (MENDI, VETnet) through targeted ministerial decisions.

**A-WP6. Approval of the pilot project as an approved VET programme**

According to the current situation, a pilot project requires within the scope of company-based vocational education an approval by the competent authorities of the Ministry of Education (and possibly of Agriculture) as well as other bodies such as e.g. the Employment Agency (OAED). As already mentioned above such projects are enabled by means of extraordinary authorisations in form of joint ministerial decisions. In any case, it is within the responsibility of the Ministry of Education to approve this pilot project. The cooperation of the Ministry of Agriculture would be necessary in case of a cooperation with ELGO DEMETRA.

**A-WP7. Information campaigns for apprentices and companies**

The motivation of companies and the attraction of apprentices should be combined with a detailed information about the educational system. Interested companies, apprentices, their families, local

communities and the public should be informed about the objectives, the benefits and the expected results of the programme. In addition, companies and apprentices should be informed about their obligations and rights regarding the implementation of the programme. This can be communicated to the participants through informative events, seminars, information material and electronic channels (websites, social media) respectively. Finally also the coordination centre functions as an information point for all stakeholders.

#### **A-WP8. Coordination and quality assurance**

Coordination and monitoring of the project planning are realised on a continuous basis. This is ensured by the coordination office.

### **Phase B. Vocational school & company-based training**

#### **B-WP1. Evaluation of programme suitability for the companies**

Before the beginning of the programme - and on a specific basis during the apprenticeship - it is essential to ensure that the prerequisites for a successful completion of the vocational education are ensured within the participating companies. In order to be able to provide company-based training, the companies must be suitable as a training centre: they therefore need to have the necessary premises for the apprentices as well as the necessary work processes and the required equipment for the respective apprenticeship. Furthermore, the company has to have an instructor who is personally and professionally suitable for the training of young people. In addition to the necessary professional qualifications, the instructor should also have pedagogic competences regarding the profession and the work in general. The suitability for pedagogic vocational education and work-related training should be proven with the successful completion of a training programme, in accordance with law (as a minimum requirement). The law provides for a special register of certified instructors, which will most likely not have been concluded until the realisation of the programme. For the transitional period, the law provides for special seminars including existing local training bodies. The competence of local chambers and professional associations in the training of instructors is an integral part of the law.

#### **B-WP2. Selection and training of Instructors and Trainers**

After phase A has been completed, instructors will be selected at the beginning of the course and trained according to the requirements of the law and programmes, as defined under A-WP2 and A-WP5 (see also B-WP1).

#### **B-WP3. Preparation of infrastructure**

At the beginning of the vocational education in school, the necessary infrastructure (see A-WP2) shall be fully operational, according to the requirements of the programme.

#### **B-WP4: Elaboration of a training plan for the company**

Each company should draw up an individual education plan for each apprentice, based on the programme regulations. This plan should be adapted to the specific conditions of each company. It should define the objective and timely structure of the training for the respective company and apprentices.

#### **B-WP5. Selection of Apprentices**

Upon completion of the PR-work (information campaign), the responsible coordination centre should, in cooperation with the companies and the school(s), process the applications of interested students and select the appropriate apprentices after a selection process (as defined in the Regulation for Vocational Schools). The selection of apprentices takes place in two phases. Initially



the coordinating body will provide information about the profession and the system of dual education in an interview. This is necessary because the system of company-based training is still unknown in the Greek society and the apprentices' ideas may differ from the actual character of the programme. Thus, misunderstandings and confusion about other work-promoting programmes among interested persons can be avoided. Subsequently, a shortlist of qualified candidates shall be drawn up, which will be presented to the participating companies. Then a second round will take place. The companies and the schools will conduct interviews with the candidates, whereby the coordinating body has a consultative role. This methodology has already been implemented in the MENDI and VETnet projects with great success. Although this approach differs from the German practice where interested apprentices directly apply at the companies, the German society is already familiar with the model of company-based training, whereas this idea is still new in Greece.

#### **B-WP6. Operation of vocational school and company-based training**

The pilot project should be initially planned for a 3-4 years period (in the present concept, 4 years for two classes with 3-year programme courses) in accordance with the plan described above and the School rules. At the end of the programme, the relevant examinations for the apprentices should take place according to the status of the vocational school or within the framework of the relevant EOPPEP examinations (Greek National Organization for the Certification of Qualifications and Vocational Guidance), as such examination will be described in the Programme Regulations. It is important that the completed education will be recognised in Greece.

#### **B-WP7. Coordination, evaluation and quality assurance**

A continuous coordination and monitoring of the project planning shall be ensured. The coordination centre has also to ensure the quality of the education over the entire duration of the programme. This is achieved - with regard to the training on farms - in particular by evaluating whether farms and trainers are suitable for training (B-WP4). To ensure that the level of quality of the training, which was initially ascertained, will be of permanent duration, regular visits of companies and schools are recommended. To this end, the coordination centre shall elaborate a plan for inspections, counselling and support, based on the situation of the respective companies. During these visits, companies should be advised on training issues, whereas the inspectors should review the relevant documentation regularly. The aim of these inspections is to ensure that the company-based training is carried out in accordance with the quality specifications.

An evaluation should also be carried out upon completion of the project. It should cover the entire project, but mainly the professional status of graduates about 1 year after their completion of the programme. In addition, this evaluation should determine how many graduates work in their family businesses as well as the number of those who work part-time or full-time in other companies or those who have possibly abandoned the profession of the farming industry, etc. The assessment should be compared with assumptions or statistics to allow conclusions with regard to the success of the project. A competent external service provider shall carry out the evaluation.

An important aspect of the project coordination is the sustainability of the experience gained, the developed methods and the expert knowledge. Since the current legal framework is still very new and the structures provided in it are not yet operational, the involvement and participation of stakeholders (such as chambers and local administrations) will provide experience and methodology.



## Milestones and criteria for termination

The preparation of such a project is a complex and comprehensive task. In some aspects, the popular question "What was first - chicken or egg?", arose which meant that companies might cancel their participation if funding was not secured, but on the other hand a request for funding could not be granted if the companies had not given their binding assent.

The following aspects are proposed as milestones and termination criteria as part of the project planning:

### Kick-off meeting

The kick-off meeting should take place in *the first month* of the project and include all the stakeholders (see next chapter "*Stakeholders*").

At the end of the kick-off meeting, the participants should have agreed on to the specific implementation of the project.

It is expected that positive answers will depend on the outcome of other measures, as e.g. the recognition of the pilot project as a dual vocational education and the applicability of the relevant legal provisions, the provision of financing, etc.

*Termination criterion: The stakeholders do not agree on the implementation of the project.*

### Approval of the pilot project as a vocational education programme

The approval of the pilot project as a vocational education programme should be submitted no later than the 9th of the month of the project. It should be provided primarily by the competent Ministry of Education, possibly in cooperation with other competent ministries (for agriculture and labour). The experience gained in the MENDI and VETnet projects has shown that such an approval is generally given in the form of a ministerial decision, and that sometimes changes in time and various adjustments are necessary (example VETnet).

*If there is no approval by this time, this would be a reason to terminate the project or postpone its implementation.*

### Financing of the project

The financing of the entire project, including the operation of the vocational schools, has to be ensured. At the latest at the 9th of each month, which means before the beginning of the school year, all financial resources should have been granted and approved, whether in the form of grants or commitments from public budgets.

A lack of funding should either lead to an immediate search for alternative sources, or, if these attempts fail, to the termination of the project before the beginning of school and the company-based training.

### Lack of apprentices and/ or apprenticeship positions

At the latest at the beginning of the operation of the vocational schools, which means the 9th - 10th month of the project, the necessary apprenticeship positions should have been granted by the companies. *A lack of apprenticeship positions on the side of the companies is a termination criterion.*

Furthermore, the acceptance of the programme by interested apprentices at the same time is an important milestone regarding the implementation of the project.

It goes without saying that the apprenticeship positions should not only match the apprentices numerically. Apprentices should also be accepted by companies (as part of the selection process).

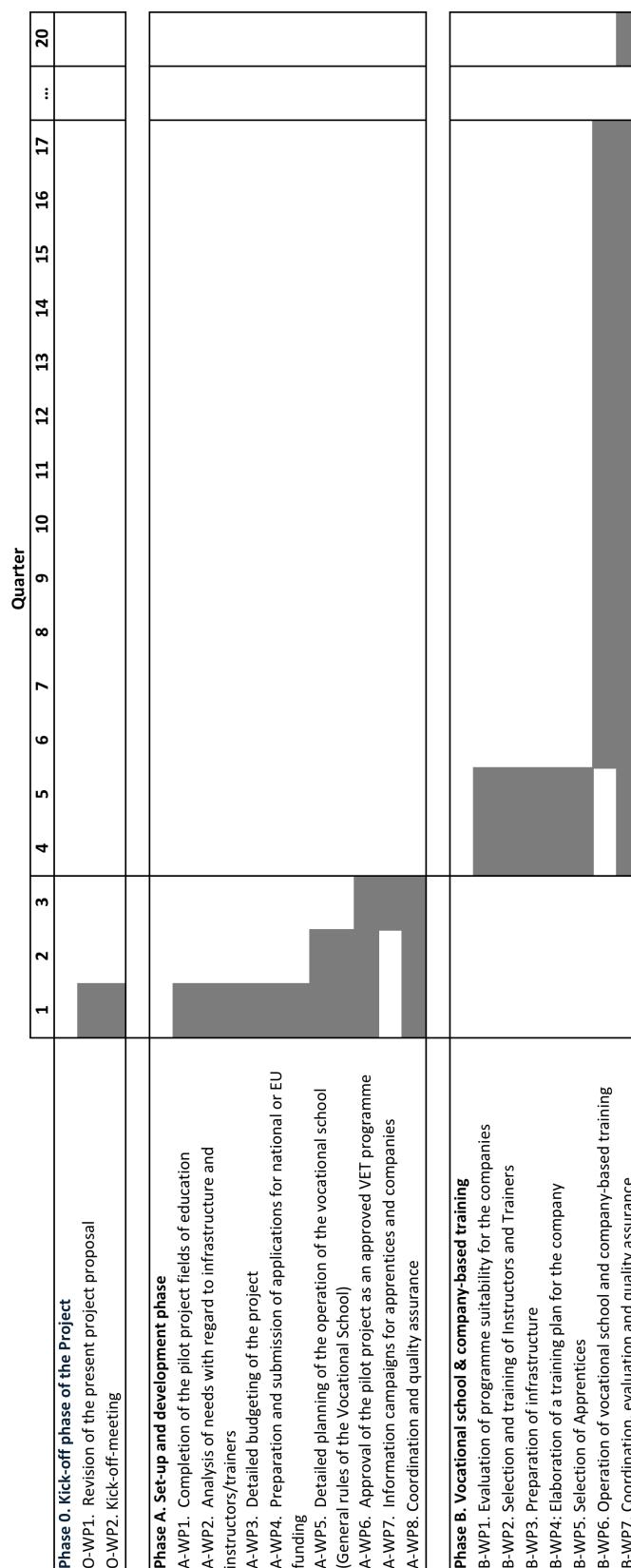
This is the most important starting point for the success of the programme. *If this cannot be achieved, at least for a pre-determined number of positions, in accordance with the requirements of the programme, then the programme should be cancelled.*



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During the coordination and quality assurance process, the progress of the project and its compliance with the planning are constantly evaluated. In this process, proposals for deviations, changes in time, or even termination of the project may be made. In this regard it is important that any potential damage (mainly for the companies, the apprentices and but also the image of the dual-VET) shall be avoided in any case.

## Timetable of the pilot project



## Stakeholders

The following stakeholders are considered necessary for the implementation of the pilot project:

### Recognised vocational school in Greece

The aim of the pilot project is to test the model of company-based vocational education in the sector of Greek agriculture, and to integrate elements of this into national vocational education programmes. In this sense, the implementation of the project requires the cooperation with a public (or at least publicly recognised) vocational school.

One possible stakeholder in this area is the organisation of the Ministry of Agriculture, *ELGO DEMETRA*, with its schools. ELGO DEMETRA has the appropriate school infrastructure with farm laboratories, which are currently used for training and further education courses. It is traditionally the public institution offering practical vocational education in the field of agriculture. Through the pilot project, the institution would have the opportunity to reorient itself (partially) as a vocational education institution in order to develop dual vocational education programmes after the 12th school year (Lyceum) or EPAL or adult graduates with completed compulsory education (level 2).

In addition, the *American Farm School of Thessaloniki* (private), which enjoys a high reputation as a training centre in agricultural professions, would also be available.

Alternatively, the programme could be implemented through the structures of the Ministry of Education (EPAL, IEK).

The role of the vocational school as part of the project would be:

- to contribute the local know-how, especially in terms of the in-school VET
- to integrate the pilot programme into the operation of the schools on a sustained basis,
- to provide teachers and infrastructure,
- to provide existing curricula for revision and to work towards their optimisation,
- to support the acceptance of the pilot project

### Know-how and advice from Germany

The whole project is based on the idea of implementing elements of the German model of company-based VET in Greece, as well as intensifying German-Greek cooperation.

The involvement of German stakeholders is of course a prerequisite and an important success factor for the project.

German know-how may refer to organisation, methodology, training regulations and content as well as the operation of the vocational schools. In these areas, therefore, the participation of corresponding agricultural vocational schools from Germany or other or higher authorities, such as, for example, relevant federal or state institutes, ministries, chambers and associations would be a valuable addition.

The Bavarian Ministry of State has declared its willingness to support the project with advice and expertise.

### Information campaign for companies and apprentices

The success of the project, in addition to the correct planning and integration of the German system, lies in the acceptance and recognition of the concept of dual VET among the final profiteers, companies and apprentices.

It requires on-going PR-work, as this has been done within the framework of the present study, in order to inform companies, interested apprentices and the society in general about the quality, the advantages and the future prospects of the programme and to convince them respectively.

In presentations, seminars or information material (as already practised by German-Hellenic Chamber of Commerce and Industry [www.dual.com.gr](http://www.dual.com.gr)) the concept, the advantages and the experiences from other countries and areas are explained.

Various **institutional** stakeholders were identified in this study:

- the regional administration of Central Greece with its Agrifood Partnership
- the city of Nemea
- the Chamber of Commerce of Imathia
- associations of companies such as the association of winegrowers of Nemea
- renowned collaborations such as the *Venus Growers*, the *VAENI Naoussa* and the *Cooperative of Winegrowers* of NEMEA

Other stakeholders which have to be taken into account according to the provisions of law are:

- workers' and farmers' organisations
- trade associations
- other social partners, e.g. Unions.

These are also mentioned in the institutional context, but should be invited to participate in the framework of this specific pilot project on vocational education in agriculture with regard to various information events.

The inclusion of these stakeholders, as far as the implementation of the project is concerned, can improve the *image* as well its recognition and its acceptance by companies and apprentices.

#### Companies

The companies or farms are, of course, the backbone for the implementation of company-based VET.

Without their active participation, the provision of apprenticeship positions and trainers, as well as compliance with the requirements (rooms, training programme, fulfilment of their duties as employer), the training programme cannot be realised.

As can be seen elsewhere in this study, during the preparation of this report several companies were addressed, many of which expressed their willingness to cooperate. Further work and education is needed to win these and other companies for the project, but also for the idea of company-based VET in the form of the so-called *Mathiteia*.

#### Coordination

During the entire project planning, there is a need to coordinate the project.

### Cost estimate

The cost estimate assumes the following:

- A project preparation phase of about 6-12 (on average 9) months is required. Over this time period approximately 3 persons are employed full-time.
- 30 apprentices per year shall be admitted for two cycles, which means in total 4 years.
- Classrooms and administrative offices with the necessary equipment must be rented.
- Approximately 3 teachers (full - time) have to be employed for the respective 1st year of the programme.

- Approximately 1 teacher (full - time) per year for the respective 2nd and 3rd year is required\*\*\*\*.
- The coordination office and administration should consist of approx. 3 persons (full-time).

The cost estimate includes all estimated costs. If a partner provides school rooms or teachers as a contribution without remuneration, this will be calculated as a contribution of this partner to the entire budget.

A preliminary cost estimate is as follows:

				Preparation	Pilot Operation				Evaluation	
	Persons	Months	Brutto monthly costs		1st Year	2nd Year	3rd Year	4th Year		Total
Project Development										
Personnell	3	9	3.000,00	81.000,00						81.000,00
Rents		9	1.000,00	9.000,00						9.000,00
Travelling		15	1.000,00	15.000,00						15.000,00
Other Expenses				10.000,00						10.000,00
Total				115.000,00						115.000,00
Opertion Expenses										
Instructors and Trainers Training					20.000,00					20.000,00
Rents			3.000,00		36.000,00	36.000,00	18.000,00	18.000,00		108.000,00
Instructors 1st Educ. Year	3	9	3.000,00		81.000,00	81.000,00				162.000,00
Instructors 2nd Educ. Year	1	9	3.000,00			27.000,00	54.000,00	27.000,00		108.000,00
Project Administration and Coordination	3	12	2.800,00		100.800,00	100.800,00	100.800,00	100.800,00	5.000,00	408.200,00
Educ. Material					10.000,00					10.000,00
Other Expenses					20.000,00	20.000,00	13.500,00	10.000,00		63.500,00
Travelling					15.000,00	7.500,00	7.500,00	5.000,00		35.000,00
Unforeseen - Overheads					28.280,00	27.230,00	19.380,00	16.080,00		90.970,00
Evaluation Consultants									20.000,00	20.000,00
Total OpEx					311.080,00	299.530,00	213.180,00	176.880,00	25.000,00	1.025.670,00
Total Project										1.140.670,00

The costs of the entire project cycle (approx. 5 years) are estimated at approx. 1.14 million Euro.

### Possible sources of financing

In this phase it is difficult to identify specific sources of funding. However, if the programme were to be implemented through an existing public school (such as ELGO DEMTETRA), it could be expected that the infrastructure and the corresponding operational costs were covered by this school. This is approximately 17 % of the estimated budget.

It should also be assumed that this organisation could at least contribute to the project with some of the teachers (a total of approx. 27 % of the project).

The companies would cover the remuneration of their apprentices and the costs of their employed trainers. A contribution for the organisation and the operation of the vocational school is not to be expected from their side. If the pilot project is approved by the responsible ministry or the relevant ministries, it would be desirable if the statutory provisions for the promotion of the participating companies were to be applied at about 45 % of the applicable costs for apprentices.

\*\*\*\* It is assumed that the theoretical part of education will be more intensive in the first year compared with the second and the third year.



The EU-Partnership Agreement, formerly the National Strategic Reference Framework (in Greek ESPA), has been funding VET programmes since February 2017. With an overall budget of about 30 million Euro, this funding is open to education and training entities of the Ministry of Education. We can assume that the pilot project may also benefit from subsidies of a future ESPA programme of funding.

The NSRF framework also includes Leader programmes, some of which can also be obtained from the Ministry of Agriculture. They are mainly used for regional and agricultural development. It is possible to include the pilot project in the Leader programmes and to finance specific areas or activities from them.

Both, ESPA and Leader programmes are launched from time to time. It depends on the date of the beginning of the project, which of these programmes will be available and suitable for the pilot project.

Furthermore, parts of the pilot project could be financed by sponsors. Such sponsors may either be private companies (e.g. companies of the agricultural sector) or foundations or non-profit organisations promoting education (including VET), such as The Bodosakis Foundation.

Last but not least, EU funding is also available for the exchange of teachers and apprentices. Bilateral cooperation programmes could also be supported by such programmes (such as ERASMUS +).



## Further project ideas

### The farm of the Monastery of Vellas - Diocese of Ioannina



The Region of Epirus (pink) and the Prefecture of Ioannina (red)

#### General Information

Ioannina is a prefecture of the Epirus region, in the north-west of Greece. Epirus is a region with about 340,000 inhabitants and considered as one of the poorest regions in the EU. In particular, youth unemployment is estimated to be about 59 in Epirus <sup>++++</sup>.

Epirus is an almost exclusively agricultural region known for its animal husbandry (goats, sheep, pigs and poultry). It is famous for its dairy products (such as Feta cheese). Livestock represents more than 65 % of primary production in the region (country average 39 %) (Source: ELSTAT).

#### Monastery of Vellas

The Diocese of Ioannina is the Metropolis of the Greek Orthodox Church in the geographical region of the prefecture of Ioannina.



Image 1: Monastery of Vellas

The area of the Metropolis is also home to the Monastery of Vellas, located about 35 km north of the town of Ioannina.

A (higher) priest's seminary belongs to the Monastery of Vellas for over a century, offering a priestly education at university level.

#### Agricultural infrastructure of the Monastery of Vellas

The Monastery of Vellas is located on the edge of a large high plateau. About 80 hectares of agricultural land, as well as buildings of former facilities for animal husbandry and storage of agricultural products, belong to the monastery.

<sup>++++</sup> See Ipeiros (=Epirus) in Figure 2.



Agriculture and priestly seminaries have a common history in the Monastery of Vellas. In 1912, a priests' school and a farmers' school were founded, with the aim of giving young priests also agricultural skills to complement their livelihood in their village communities. The model of this "dual training" ran successfully over decades.

### The revival of the farm of the Monastery of Vellas

In 2015, the Metropolis of Ioannina, led by Maximos (born and educated in Germany), revived the agricultural activities of the Monastery of Vellas.

Former stables and warehouses were renovated and a brand new dairy plant for about 64 goats and a chicken coop were built. The farm now counts over 1,000 goats and some cattle.

Small parts of the production (milk, eggs, meat) go to clerical social institutions for persons in need (old people's home). A considerable share of the milk production is sold to local cheese producers.

The aim of the diocese is to further expand the farm. This is to be realized according to the ideas of the Metropolitan Maximos in the following aspects:



Image 2: dairy plant of the Monastery

- expansion of dairy production plant
- establishment of a modern cheese factory besides the dairy production
- intensification of animal breeding and farming, especially of sheep and goats
- production of organic animal feed on the monastery-owned fields in the high plains of Vellas
- marketing of biologically certified monastery products (milk, cheese, meat, etc.).

Parallel to the farm, the Metropolis desires to promote the training of young people from the region. This would also be a contribution to the fight against unemployment and to the support of economic growth in the region. The Monastery of Vellas offers a modern school infrastructure (classrooms, auditorium, dormitory, cafeteria, etc.) which, in combination with the farm, would be suitable for training with elements of the dual model.

The German-Greek Assembly supports the Metropolis by providing experts and advice on the construction of the monastic enterprise.

Within the scope of the feasibility study, the authors had the opportunity to visit the region and to speak extensively with the Metropolitan Maximos as well as to visit the monastery and the farm. According to the author, the farm should be first built-up. Only if a full operation of the farm can be granted, the monastery could be regarded as a suitable location for practical vocational training. Furthermore, the authors of this study have not clarified the long-term coverage of the financial needs for the operation of the vocational school. \*\*\*\*



Image 3: Premises for school classes in the Monastery of Vellas

\*\*\*\* The pictures were taken by the authors of the study during their visit to Ioannina and the Monastery of Vellas in February 2017.



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In case of an expansion of the premises the monastery could become a training location for animal production. The existing school infrastructure in the Monastery of Vellas could also be provided to a vocational school (e.g. IEK) for certain subjects.

## Training for gardeners for historic gardens

### The National Garden of Athens

The National Garden was established as a Royal Court Garden under Otto of Greece (1815-1867) and his wife Amalie Marie Friederike (1818-1875), Duchess of Oldenburg.

The garden which covered initially 2.5 hectares was extended until 1862 several times, most recently to the present extent of almost 16 hectares.

Today, the National Garden is located in the densely-populated centre of Athens, between the great boulevards Vasilissis Amalias and Vasilissis Sofias, Irodou Atikou and the Zappeion Park in the south. It is state owned and currently managed by the city of Athens. With the exception of the area around the government buildings, the garden is public and used as a city park. Since 2011 the National Garden is regarded as a protected historic landscape.

### Responsibility

The National Park is owned by the Greek State and subject to the Ministry of Interior. In the 1920s the Garden came under the control of the Commission of state-owned gardens and boulevards and was administrated by a special authority.

In 2004, the City of Athens was awarded the right to use the garden for a period of 90 years under its own responsibility. From 2004 to 2011, the park was managed by a trustee, established by the city administration and exclusively responsible for this purpose. Since 2013, a department of the Municipal Park Office has been responsible for the maintenance of the park, which has its office, its depot as well as its greenhouses and cultivation areas within the National Garden. Currently the park is maintained by two permanent gardeners and about six seasonal workers.

### Need for gardeners

In a study from the year 2014 of the Athens-based Association "*Friends of the National Garden*", edited by Dr. Grad.-Eng. Katrin Schulze M.A., landscape architect, Department for park-landmarks and landscape architecture, Munich, and Grad.-Eng. Jost Albert, Director of the Bavarian Administration of state-owned Castles, Gardens and Lakes, the following is underlined with regard to the preservation of the National Park:

*"The prerequisite for the preservation of historic gardens is a **continuous professional care**. In order to provide a long-term and sustainable care of historic gardens, a two-stage organisational structure is recommended with the setting up of a **coordinating body**, which should in turn be supervised by a superior scientific planning authority."*

The sustainability of the care can be strengthened by the support of the responsible office of the city of Athens with know-how from Germany. A proper training of the gardeners and good practices regarding the preservation of the garden seem necessary to improve the level of the existing staff.

The authors of this report had the opportunity to visit ELGO DEMETRA's gardeners' school in the suburbs of Athens in November 2016. The orientation of a training programme for historical gardens in cooperation with Greek institutions as well as the professional advice and cooperation of German experts would contribute to a sustainable preservation of the National Garden and other parks in Greece.

## ANNEX - Contact details of interviewed experts & participants of workshops

### Interviewed experts

#### Interviews<sup>§§§§§</sup>

Name(s): **Mr. Savvas Peltekis, General Manager**  
**Mrs. Uxue Azpiroz, Branch Manager, Crete**  
**Mr. Thomas Arapogiannis, Agrisystems Manager, Southern Greece**  
Organisation: **TÜV Hellas (TÜV Nord) SA**  
Place: Athens  
Date: 8.12.2016  
Interviewed by: V. Sakas, Dr. A. Perdikaris,

Name(s): **Mrs Vassiliki Roussi, Deputy General Manager, Certification Manager**  
Organisation: **BioHellas S.A.**  
Place: Athens  
Date: 13.12.2016  
Interviewed by: V. Sakas, Dr. A. Perdikaris, Mr. N. Kokkosis

Name: **Prof. Kostas Karantininis**  
Dept. Of Economics  
Organisation: **Swedish University of Agricultural Sciences (SLU) – Upsala Sweden**  
Place: via Skype  
Date: 8.12.2016  
Interviewed by: V. Sakas, Mr. N. Kokkosis

Name: **Mr. Constantinos Gougolias, General Manager**  
**Mr. Tsouros**  
Organisation: **THESGala Cooperative**  
Place: Larissa, Greece  
Date: 15.12.2016  
Interviewed by: V. Sakas, Dr. A. Perdikaris

Name: **Mr. Antonios Malamis, Administration and Development Consultant**  
**Mr. Orestis Rizos – Financial Manager**  
Organisation: **THESGi Cooperative**  
Place: Larissa, Greece

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<sup>§§§§§</sup> The list was drawn up according to the chronological order of the interviews



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Date: 15.12.2016  
Interviewed by: V. Sakas, Dr. A. Perdikaris

Name: **Mr. Spiridon Grigoratos, First Vice President and Managing Director**  
Organisation: **DIMITRIAKI S.A.**  
Place: Athens, Greece  
Date: 20.12.2016  
Interviewed by: V. Sakas, Dr. A. Perdikaris

Name: **Mr. Stelios Dris, Managing Director**  
Organisation: **Foodstandard SA**  
Place: Chalandri, Athens, Greece  
Date: 22.12.2016  
Interviewed by: V. Sakas, Dr. A. Perdikaris

Name: **Dr. George Papadopoulos, Quality Control Director**  
Organisation: **EZA S.A. – Hellenic Brewery of Atalanti**  
Place: Atalanti, Greece  
Date: 25.1.2017  
Interviewed by: V. Sakas

Name: **Mr. Theodoros Kanakas, Managing Director**  
**Mr. Dimitrios Kanakas, Finance Manager**  
Organisation: **KANAKAS Bros. Ltd. – Macedonian Ricemills**  
Place: Kalochori - Thessaloniki, Greece  
Date: 26.1.2017  
Interviewed by: V. Sakas

Name: **Dr. Filippas Papadopoulos, Director of Strategic Project Management Office**  
Organisation: **American Farm School of Thessaloniki**  
Place: Thessaloniki, Greece  
Date: 26.1.2017  
Interviewed by: V. Sakas

Name: **Dr. George Salpiggidis, Viticultural Director**  
Organisation: **Evangelos Tsantalis S.A.**  
Place: Agios Pavlos, Chalkidiki, Greece  
Date: 27.1.2017  
Interviewed by: V. Sakas

Name: **Dr. Andreas Athanassopoulos, School Advisor Agriculture**  
Organisation: **Ministry of Education, Greece**  
Place: Athens, Greece



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Date: 2.2.2017

Interviewed by: V. Sakas

Name: **Mr. Tassos Klitsinaris**, Technical Market Development Manager

Organisation: **BASF Hellas S.A.**

Place: Maroussi, Athens, Greece

Date: 7.2.2017

Interviewed by: V. Sakas

Name: **Bishop Maximos – Diocese of Ioannina**

Organisation: **Church of Greece**

Place: Ioannina, Greece

Date: 7.2.2017

Interviewed by: V. Sakas

Name: **Mr. Christos Samatis**, Managing Director

Organisation: **Stevia Hellas Cooperative**

Place: Athens, Greece

Date: 15.2.2017

Interviewed by: V. Sakas

Name: **Mr. George Kelaiditis**, Managing Director

Organisation: **Agroktima Kelaiditis Ltd**

Place: Pissones, Evia, Greece

Date: 2.3.2017

Interviewed by: V. Sakas, J. Amberger



<b>Name</b>	<b>Firma, Organisation</b>	<b>Position</b>
<b>Mr. Savvas Peltekis</b>	TÜV Hellas (TÜV Nord) AG	Managing Director
<b>Mrs. Uxue Azpiroz</b>	TÜV Hellas (TÜV Nord) AG	Food Sector Manager
<b>Mr. Thomas Arapogiannis</b>	TÜV Hellas (TÜV Nord) AG	Agrosystems Manager, Südgriechenland
<b>Mrs. Vassiliki Roussi</b>	BioHellas	Deputy General Manager, Certification Manager
<b>Prof. Kostas Karantininis</b>	Swedish University of Agricultural Sciences (SLU) – Upsala Sweden	
<b>Mr. Constantinos Gougoulas</b>	<u>THESGala Cooperative</u>	General Manager
<b>Mr. K. Tsouros</b>	<u>THESGala Cooperative</u>	Director Milk Zone Production
<b>Mr. Anbtonios Malamis</b>	<u>THESGi Cooperative</u>	Administration and Development Consultant
<b>Mr. Orestis Rizos</b>	<u>THESGi Cooperative</u>	Financial Manager
<b>Mr. Spiridon Grigoratos</b>	<u>DIMITRIAKI S.A.</u>	First Vice President and Managing Director
<b>Mr. Stelios Dris</b>	<u>Foodstandard SA</u>	Managing Director
<b>Dr. George Papadopoulos</b>	<u>EZA S.A. – Hellenic Brewery of Atalanti</u>	Quality Control Director
<b>Mr. Theodoros Kanakas</b>	<u>KANAKAS Bros.Ltd. – Macedonian Ricemills</u>	Managing Director
<b>Mr. Dimitrios Kanakas</b>	<u>KANAKAS Bros.Ltd. – Macedonian Ricemills</u>	Finance Manager
<b>Dr. Filippas Papadopoulos</b>	American Farm School of Thessaloniki	Director of Strategic Project Management Office
<b>Dr. George Salpiggidis</b>	Evangelos Tsantalis SA	Viticultural Director
<b>Dr. Andreas Athanassopoulos</b>	Ministry of Education	School Advisor Agriculture
<b>Mr. Tassos Klitsinaris</b>	BASF Hellas SA	Technical Market Development Manager
<b>Metropolit Maximos</b>	Metropolie von Ioannina	
<b>Mr. Christos Samatis</b>	STEVIA Hellas Cooperative	Managing Director
<b>Mr. George Kelaiditis</b>	Kelaiditis Farm Ltd	Managing Director

## Participants of Workshops

The following persons participated in the workshop of Veria on 20.2.2017:

2. Nikolaos Ousoutzoglou, G & P Cotton Ginning SA, President of the Chamber of Industry and Commerce
3. Antonios Markovitis, VENUS Growers Cooperative, fruits
4. Georgis Gkasnakis, Gkasnakis SA, pig breeder
5. Irii Georgiadou, GEOVET Hellas SA, ecological fertilizing agents
6. Aspasia Progka, Cooperative Apostel Pavlos SA
7. Evstratios Katis, VAENI Naussa SA, Cooperative of winegrowers
8. Theodoros Kanakas, Macedonic Rice Mill, rice processing
9. Dimitrios Kanakas, KANAKA Bros Limited, production and export of rice
10. Michalis Genitsariotis, American Farm School of Thessaloniki, Project Manager Strategic Projects
11. Andreas Athanassopoulos, school counsellor, Northern Greece, Ministry of Education
12. Six (6) teachers from the Vocational Lyceum of Veria
13. Anastatios Giagkoglou, Chamber of Commerce and Industry of Imathia, President of the Department of the Processing Industry
14. Malamati Petrakopoulou, Chamber of Commerce and Industry of Imathia, President of the Department of Commerce

The German-Hellenic Chamber of Commerce and Industry was represented by Vassilis Sakas, who is the responsible project coordinator of the current study. Nikolaos Malliaros, representing the DEKRA Academy (Hellas) SA, presented the MENDI pilot project in the field of tourism.

The Conference of Chalkida on 22.2.2017 was attended by:

1. Nikos Koudounis, Chairman of the Industrial Association of Central Greece
2. Loukas Papaharalampous, Chamber of Viotia
3. Spiros Koutsaftis, Chamber of Evia
4. Ioannis Stathoopoulos, Chamber of Evia
5. Evangelos Koukouzas, Chamber of Evia
6. OChristos Pagonis, Mayor of Chalkida
7. Asimina Papanastasiou, President of the Regional Council
8. Konstantin Roussopoulos, General Secretary, Region of Central Greece
9. Stavros Tselas, General director for farming and livestock, Region of Central Greece
10. Apostolos Ziogas, President of the association of poultry producers
11. Savvas Dimitriadis, Aggelakis AG - Poultry
12. Vassilis Daskalakis, Aggelakis AG - Poultry
13. Maria Simitopoulou, Aggelakis AG - Poultry
14. Konstantin Moschochoritis, Cooperative of Rovia - Table olives
15. Lefteris Lachouvaris, Mushrooms of Dirfys
16. Vassiliki Kontou, E&D Konstos AG - Dried vegetables and fruit
17. Nikolaos Tsikouras, Agrozoi AG - Poultry
18. Ioannis Karipidis, Stayia Farm - Honey



19. Vassiliki Rousi, BIOHELLAS SA - certification of biological products
20. Christos Stamatis, Cooperative Stevia
21. Dr. Georgios Papadopoulos, Hellenic Brewery of Atalanti SA - Beer
22. Abbot Chrysostomos Kalyviotis, Representative of the Diocese of Chalkida

The organisers were represented by:

- Georgios Kelaiditis, President of the Agrifood Partnership, Central Greece
- Dr. Antonios Perdikaris, Charokopion University
- Vassilis Sakas, project coordinator of the current study
- Katharina Ayenew, Central Office of the Federal Government for International Cooperation on Vocational Education and Training (GOVET) at the Federal Institute for Vocational Education and Training (BIBB)

The Workshops in Nemea on 1.3.2017 were attended by the following persons:

1. Konstantinos Kalatzis, Mayor of Nemea
2. Apostolos Karachontzitis, Deputy Mayor of Nemea
3. Panagiotis Papavassileiou, Director of the School for winegrowers ELGO DEMETRA, Nemea
4. Nikos Vlachos, Lafkiotis Vinery SA, President of the Winegrowers of Nemea
5. Theodoros Tsianos, Cooperative of Winegrowers of Nemea
6. Dr. Enangelia Chorti, Cooperative of Winegrowers of Nemea, lecturer of viniculture, TEI Athens
7. Ioannis Pappas, Green Evolution EPE, environmental consulting
8. Polykseni Mastoraki, LandmArch, Landscape architects
9. Christos Mparafakas, Mparafakas Vineyard, Nemea
10. Achilleas Lampsidis, STROFILIA SA, Winegrower
11. Andreas Zavvos, Zafeiri Vineyard, Nemea
12. Panagiotis Efthimiou, Decostar, Furnishing
13. Spyros Poulidis, student, EPAS Nemea
14. Panayiotis Ntourantonis, student EPAS Nemea
15. Konstantin Mylonas, student, EPAS Nemea
16. Stefanos Tsoilis, student, EPAS Nemea

The organisers were represented by:

- Joseph Amberger, teacher of a vocational school, Ministry of Education and cultural affairs of Bavaria
- Vassilis Sakas, project coordinator of the current study

### Proposed apprenticeship positions by companies

<b>COMPANY</b>	<b>Repr.</b>	<b>Workshop</b>	<b>from</b>	<b>to</b>
G & P Cotton Ginning SA	Nikolaos Ousoutzolglou	Veria	3	3
Gkasnakis SA	Georgis Gkasnakis	Veria	4	4
Cooperative Apostel Pavlos SA	Aspasia Progka	Veria	1	2
Macedonic Rice Mill	Theodoros Kanakas	Veria	4	4
Cooperative of Rovia	Konstantin Moschochoritis	Chalkida	1	2
Mushrooms of Dirfys	Lefteris Lachouvaris	Chalkida	2	2
E&D Kontos SA - Dried vegetables and fruit	Vassiliki Kontou	Chalkida	4	4
Stayia Farm	Ioannis Karipidis	Chalkida	2	2
Cooperative Stevia	Christos Stamatis	Chalkida	3	6
Lafkiotis Vineyard SA	Nikos Vlachos	Nemea	1	1
Cooperative of Winegrowers of Nemea	Theodoros Tsianos	Nemea	5	5
Cooperative of Winegrowers of Nemea	Dr. Evangelia Chorti	Nemea	1	3
Green Evolution EPE	Ioannis Pappas	Nemea	1	1
Mparafakas Vineyard	Christos Mparafakas	Nemea	2	2
STROFILIA SA	Achilleas Lampsidis	Nemea	1	1
Zafeiri Vineyard	Andreas Zavvos	Nemea	1	1
<b>IN TOTAL</b>			<b>36</b>	<b>43</b>

## Electronic Questionnaire

The following questionnaire was circulated in the Greek language. Here the English translation:

### A. Details regarding Company or Organisation

1. Name

.....

2. Legal form

Professional farmer	Self-employed (with the exception of farmers)	General partnerships/ Limited partnerships	Private Company
Limited Company	SA	Social Society	Private corporation/ Club
Cooperative	Official institution	Non-profit institution	Research Institute
Other .....			

3. Annual Turnover (1000 Euros)

0-100	101-1.000	1.001-5.000	5.001-10.000	10.001-....
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4. Number of employees

0-10	11-50	51-100	101-...
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5. Seat and branches

Seat	.....
Branch 1	.....
Branch 2	.....
Branch 3	.....

### B. Activities in the agricultural and nutrition sector

1. Under which form are you operating in the agricultural sector? (products, raw materials, services, machines etc.)

Producer	Supplier of products and/or raw materials	Supplier of machines	Service providers (counselling in the agricultural sector)
Recipient of products	Trade with agricultural products and nutrition products	Other .....	
Not at all			

2. Which agricultural sectors have a relevance for your activities?

Vegetable	Large-scale cultivation (cereals, cotton,	Fruit and similar products	Animals and meat products
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	tobacco etc.)		
Dairy products	Grapes and wine	Olives and olive oil	Fishing and aquacultures
Aromatic plants	Production of seeds	Packaging and processing	
Other..... .....			

### C. Agricultural VET

1. Do you need for your activities qualified personnel in agricultural or other similar professions?  
YES ☐ NO ☐

2. If YES, in which areas?

Agricultural sciences	Logistics	Management and Administration	Accounting
IT and GIS	Commercial department	Other.....	
Technology			

3. Do you need for your entity qualified personnel in agricultural or other similar professions?  
YES ☐ NO ☐

4. If YES, in which areas?

Farming	
Logistics	
Administrative Tasks	
Procurement (products, raw materials)	
IT	
Sales	
Packaging	
Quality Assurance	
Technical competences (operation or maintenance of machines)	
Other	

1. Do you think that the qualification of the employees in the agricultural sector in Greece corresponds to modern standards?  
YES ☐ NO ☐

5. In which professions or with which qualifications is it difficult for you or your business partners to find employees?

	Your Organisation	Your business partners
Farming		

Operation and maintenance of machines		
Packaging / Logistics		
Markets and business processing		
Marketing		
Quality Assurance		
Administrative activities		
New Technologies		
Knowledge regarding the institutional framework		
Other ....		

#### **D. Dual VET**

1. Do you know the model of dual VET which has been practised in Germany over the last decades?  
YES ☐ NO ☐
2. Would you like to take part in conferences regarding the opportunities of dual VET or to receive information material?  
YES ☐ NO ☐
3. Do you think that it would be possible for your company or your organisation to take part in a programme for dual VET and to offer apprenticeships?  
YES ☐ NO ☐
4. Would other experienced employees of your company be willing to participate as instructors within the scope of the training programme?  
YES ☐ NO ☐



**Deutsch-Griechische  
Industrie- und Handelskammer**  
Ελληνογερμανικό Εμπορικό  
και Βιομηχανικό Επιμελητήριο

### **Declarations of intent of project partners – Stakeholders**

- a. Bavarian State Ministry of Education and Culture, Science and Art
- b. ELGO DEMETRA
- c. American Farm School Thessaloniki
- d. Regional Administration of Central Greece
- e. Chamber of Commerce and Industry Imathia

# Bayerisches Staatsministerium für Bildung und Kultus, Wissenschaft und Kunst



Bayerisches Staatsministerium für Bildung und Kultus, Wissenschaft und Kunst  
80327 München

## Per E-Mail

Herr Geschäftsführer  
Dr.-Ing. Athanassios Kelemis  
Deutsch-Griechische Industrie- und  
Handelskammer  
Dorileou 10-12  
GR-115 21 Athen

Ihr Zeichen / Ihre Nachricht vom  
21.03.2017

Unser Zeichen (bitte bei Antwort angeben)  
VI.1-BO9262.G1/2/2

München, 12.04.2017  
Telefon: 089 2186 2523  
Name: Herr Dr. Geiger

## **Duale Berufsausbildung im landwirtschaftlichen Bereich in Griechenland**

Sehr geehrter Herr Dr. Kelemis,

haben Sie vielen Dank für Ihr Schreiben vom 21.03.2017. Es freut mich sehr zu hören, dass Sie die griechische Wirtschaft so tatkräftig unterstützen und dabei auf die Vorteile der dualen Berufsausbildung setzen.

Das von Ihnen vorgeschlagene Pilotprojekt für die Ausbildungsberufe Landwirt und Winzer interessiert uns sehr und werden dieses spannende Vorhaben von Seiten des Bayerischen Staatsministeriums für Bildung und Kultus, Wissenschaft und Kunst durch Beratung und Expertenwissen gerne unterstützen. Es würde mich sehr freuen, wenn wir Sie und weitere Beteiligte an dem Pilotprojekt dazu im Staatsministerium empfangen könnten.

Mit Herrn Amberger konnten Sie ja bereits einen anerkannten Experten der Landwirtschaft für das Vorhaben gewinnen. Es würde mich sehr freuen, wenn Herr Amberger in dem Vorhaben weiterhin als Kontaktperson fungieren könnte.

Weiter fände ich es sehr begrüßenswert, wenn sich zwischen dem von Ihnen vorgeschlagenen Pilotprojekt und dem Vorhaben des Metropoliten von Ioannina, Pater Maximos, der dort eine Landwirtschaftsschule gründen möchte, Synergien ergeben könnten.

Flankierend zu Ihrem Vorhaben betrachten wir Besuche von Schülerinnen und Schülern sowie Lehrkräften mit Hilfe der europäischen Bildungsprogramme oder die Anbahnung von Schulpartnerschaften als weitere vielversprechende Entwicklungsmöglichkeiten.

Mit besten Wünschen für Ihr Pilotprojekt und freundlichen Grüßen

gez. Dr. Robert Geiger  
Ministerialrat





**Deutsch-Griechische  
Industrie- und Handelskammer**  
Ελληνογερμανικό Εμπορικό  
και Βιομηχανικό Επιμελητήριο

**Bavarian State Ministry for Education, Culture, Science and Art**

....

April 12, 2017

**Subject: Dual VET in the agricultural sector in Greece**

Dear Mr. Kelemis,

We thank you for your letter of March 21, 2017. I was pleased to hear that you support actively the greek economy and in this regard you place value on the advantages of the dual vocational education and training.

We have a great interest on the proposed pilot project for Farmers and Winegrowers and we would like as Bavarian State Ministry for Education, Culture, Science and Art to support you through the provision of consulting and experts. I would be glad to receive you and further participants to this pilot project in our Ministry.

Mr. Amberger is already one of the appreciated experts in the Agriculture that you work with. I would be very glad if Mr. Amberger continues to be our liaison in this project.

Furthermore I would also be glad if there might develop synergies between your proposed pilot project and the project of Metropolit of Ioannina, Pater Maximos, who is interested to form an agricultural vocational school.

In addition to your project we consider visits of scholars and teachers within the framework of European educational programmes or the partnership between schools as further promising projects.

We wish you all the best for your pilot project and our best regards,

Dr. Robert Geiger  
Head of Ministry Department



**ΓΡΑΦΕΙΟ ΔΙΟΙΚΗΣΗΣ  
& ΓΡΑΜΜΑΤΕΙΑΣ ΔΣ**

**Αθήνα, 11.04.2017  
Αριθμ. Πρωτ.: 15506**

**ΠΡΟΣ: Ελληνογερμανικό Εμπορικό και  
Βιομηχανικό Επιμελητήριο  
Δρ.Αθανάσιος Κελέμης  
Γενικός Διευθυντής & Μέλος Δ.Σ.**

**Θέμα :Συνεργασία για Πιλοτική Εφαρμογή Προγράμματος/ων Διττής Εκπαίδευσης στον  
Αγροτικό Τομέα**

**Σχετ.: Η από 04.04.2017 επιστολή σας**

Αξιότιμε κ. Κελέμη

Δια της παρούσας θα θέλαμε να σας εκφράσουμε τις ευχαριστήριες για την πρότασή σας να συμμετέχουμε στην ενδεχόμενη υλοποίηση ενός πιλοτικού προγράμματος αγροτικής εκπαίδευσης στην Ελλάδα βασισμένου στο μοντέλο της Διττής Εκπαίδευσης όπως εφαρμόζεται στην Γερμανία.

Το Υπουργείο Αγροτικής Ανάπτυξης & Τροφίμων μέσω του ΕΛΓΟ ΔΗΜΗΤΡΑ όσον αφορά την επαγγελματική εκπαίδευση στον αγροτικό χώρο λειτουργεί σήμερα έξι Γεωργικές Σχολές, ως ΕΠΑΣ (Επαγγελματικές Σχολές). Οι Γεωργικές Σχολές όσον αφορά τις προσφερόμενες ειδικότητες από άποψη επαγγελματικού προσανατολισμού είναι άκρως ενδιαφέρουσες και συνδέονται στενά με την τοπική και όχι μόνο παραγωγική/οικονομική δραστηριότητα. Οι σχολές του Οργανισμού μας σε διάφορα μέρη της Ελλάδας καλύπτουν ένα εύρος ειδικοτήτων από την φυτική παραγωγή και την κτηνοτροφία μέχρι την γαλακτοκομία, την αμπελουργία/οινοποιία και τεχνικά θέματα (πχ Θερμοκήπια).

Σε συνδυασμό και με τις λοιπές δραστηριότητες του Οργανισμού μας (Αγροτική Έρευνα, Διασφάλιση Ποιότητας Αγροτικών Προϊόντων, Σύστημα Γεωργικών Συμβουλών, κλπ) αποτελεί επιθυμία μας να διερευνούμε και να εφαρμόζουμε εκπαιδευτικά προγράμματα και μεθόδους που ανταποκρίνονται στις ανάγκες της εκάστοτε εποχής, ακολουθούν την αιχμή της επιστήμης και αναβαθμίζουν το εκπαιδευτικό αλλά και επαγγελματικό επίπεδο σχετικά με την αγροτική οικονομία στην χώρα μας.

Θα θέλαμε λοιπόν να σας εκφράσουμε το κατ' αρχήν ενδιαφέρον μας και δέσμευσή μας να συνδράμουμε με την επιστημονική γνώση και εμπειρία μας στον λεπτομερή σχεδιασμό και την

υλοποίηση ενός προγράμματος αγροτικής εκπαίδευσης βασισμένου στο μοντέλο της Διττής Εκπαίδευσης όπως εφαρμόζεται στην Γερμανία προσαρμοσμένο στις ανάγκες του αγροτικού χώρου στον Ελλάδα .

Προφανώς οι σχετικές τελικές μας οριστικές αποφάσεις θα ληφθούν από Διοικητικό Συμβούλιο του ΕΛΓΟ ΔΗΜΗΤΡΑ όταν υποβληθεί στο Οργανισμό μας η τελική πρόταση από την πλευρά σας όπου θα περιγράφεται η διαδικασία και οι όροι υλοποίησης της συνεργασίας.

**Με εκτίμηση  
Ο Πρόεδρος Δ.Σ.**

Δρ. Γεώργιος Καρέτσος



**Deutsch-Griechische  
Industrie- und Handelskammer**  
Ελληνογερμανικό Εμπορικό  
και Βιομηχανικό Επιμελητήριο

**ELGO – DEMETRA**  
**Management Office and Board Secretariat**

Athens, April 11, 2017

**Subject: Cooperation on a Pilot Project for Programme(s) of dual VET in the agricultural sector**

Dear Mr. Kelemis,

We would like to thank you for your proposal to participate in the eventual implementation of a pilot project related to vocational education and training in Greece and based upon the dual-VET model as practised in Germany.

The Ministry of Rural Development and Nutrition through ELGO DEMETRA has today six agricultural VET schools (EPAS). Those agricultural schools offer specializations that are very interesting and related not only to the local production. Our schools in different parts of the country cover a wide spectrum of specialties from plant production and animal breeding up to dairy, winemaking and technical issues (for example greenhouses).

In combination with other activities of our organisation (agricultural research, Quality Assurance for agricultural products, Consulting for farmers etc.) we would like to examine and implement educational programmes and methods that correspond to the needs of our time, follow the state of art and improve the educational and professional level within the agricultural sector of our country.

Therefore we would like to express our initial interest and commitment to contribute with our scientific knowledge and experience in the detailed planning and implementation of a program in agricultural VET based upon the German model of dual VET and adapted to the needs of the Greek agricultural sector.

Of course our final decisions have to be met from the board of ELGO DEMETRA when we receive the final proposal and terms of cooperation from your side.

Best regards,

The President of the Board

Dr. Georgios Karetsos



Δρ. Αθανάσιος Κελέμης  
Γενικός Διευθυντής & Μέλος Δ.Σ.  
Τηλέφωνο  
+30 210 6419020  
Fax  
+30 210 6445175  
E-Mail  
[a.kelemis@ahk.com.gr](mailto:a.kelemis@ahk.com.gr)

Θεσσαλονίκη, 13 Μαρτίου 2017

Αξιότιμε κε Κελέμη,

Ευχαριστούμε για την πρότασή σας να συμμετέχουμε στην ενδεχόμενη υλοποίηση ενός πιλοτικού προγράμματος αγροτικής εκπαίδευσης στην Ελλάδα, βασισμένου στο μοντέλο της Διττής Εκπαίδευσης όπως εφαρμόζεται στην Γερμανία.

Η Αμερικανική Γεωργική Σχολή Θεσσαλονίκης έχει παρουσία και εμπειρία για περισσότερο από ένα αιώνα στην αγροτική εκπαίδευση. Προσφέροντας τις εκπαιδευτικές μας υπηρεσίες σε ένα εύρος από το νηπιαγωγείο μέχρι και την ανώτερη βαθμίδα, επιθυμούμε πάντα να διερευνούμε και να εφαρμόζουμε προγράμματα και μεθόδους που ανταποκρίνονται στις ανάγκες της εκάστοτε εποχής, ακολουθούν την αιχμή της επιστήμης και αναβαθμίζουν το εκπαιδευτικό αλλά και επαγγελματικό επίπεδο σχετικά με την αγροτική οικονομία στην χώρα μας.

Θα θέλαμε λοιπόν να σας εκφράσουμε το κατ' αρχήν ενδιαφέρον μας και δέσμευσή μας να συνδράμουμε με την επιστημονική μας γνώση αλλά και με την τοπική μας εμπειρία στον λεπτομερή σχεδιασμό και την υλοποίηση ενός προγράμματος αγροτικής εκπαίδευσης βασισμένου στο μοντέλο της Διττής Εκπαίδευσης όπως εφαρμόζεται στην Γερμανία.

Προφανώς οι σχετικές τελικές μας οριστικές αποφάσεις θα ληφθούν από τον αρμόδιό μας Συμβούλιο όταν οριστικοποιηθεί και η διαδικασία και μορφή υλοποίησης του προγράμματος.

Με εκτίμησή,

Δρ Ευάγγελος Βέργος,

Κοσμήτορας Σχολής Επαγγελματικής Εκπαίδευσης



**Deutsch-Griechische  
Industrie- und Handelskammer**  
Ελληνογερμανικό Εμπορικό  
και Βιομηχανικό Επιμελητήριο

**AMERICAN FARM SCHOOL  
SCHOOL of PROFESSIONAL EDUCATION**

....

Thessaloniki March 13, 2017

Dear Mr. Kelemis,

We would like to thank you for your proposal to participate in the eventual implementation of a pilot project related to vocational education and training in Greece and based upon the dual-VET model as practised in Germany.

The American Farm School has presence and experience in agricultural education for more than a century. Offering a wide range of education services from kindergarten to the higher level and we would like to examine and implement educational programmes and methods that correspond to the needs of our time, follow the state of art and improve the educational and professional level within the agricultural sector of our country.

Therefore we would like to express our initial interest and commitment to contribute with our scientific knowledge and local experience in the detailed planning and implementation of a program in agricultural VET based upon the German model of dual VET.

Of course our final decisions have to be met from our respective Council when the process and form of the program will be concluded.

Respectfully,

Dr. Evangelos Vergos



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΠΕΡΙΦΕΡΕΙΑ ΣΤΕΡΕΑΣ ΕΛΛΑΔΑΣ  
ΠΕΡΙΦΕΡΕΙΑΡΧΗΣ**

Λαμία, 24/01/2017  
Αρ.πρωτ.(οικ.): 14718/199

Ταχ. Δ/ση : Λεωφ. Καλυβίων 2  
Ταχ. Κώδικας : 35132 Λαμία  
Τηλέφωνο : 22313 52601-602  
Αρ.Τηλεομ. : 22313 52610  
Διευθ. Ηλ.Ταχ.: periferiarchis@pste.gov.gr

**ΠΡΟΣ:** Ελληνογερμανικό Εμπορικό και  
Βιομηχανικό Επιμελητήριο  
Δορυλαίου 10-12  
11521 Αθήνα  
Υπόψη κυρίου Κελέμη Αθανασίου

**ΚΟΙΝ:** Πρόεδρο Αγροδιατροφικής Σύμπραξης  
Περιφέρειας Στερεάς Ελλάδας  
Κύριο Κελαϊδίτη Γεώργιο

Αγαπητέ κύριε Κελέμη,

με μεγάλη μου χαρά διάβασα για το ενδιαφέρον του οργανισμού σας στην δημιουργία πιλοτικών προγραμμάτων εκπαίδευσης στον Αγροτικό τομέα.

Όπως γνωρίζετε, σαν μια κατ' εξοχήν αγροτική Περιφέρεια, δίνουμε ιδιαίτερη έμφαση στον πρωτογενή μας τομέα, η εξέλιξη του οποίου δεν μπορεί να προχωρήσει χωρίς την ενσωμάτωση μέσα σε αυτόν των νέων μας. Παρ' ότι τα μέτρα του Προγράμματος Αγροτικής Ανάπτυξης 2014-2020 στηρίζουν την ανάληψη επιχειρηματικής δράσης των νέων στον Πρωτογενή τομέα, παρατηρείται ένα μεγάλο κενό στην σύνδεση της ακαδημαϊκής εκπαίδευσης ή κατάρτισης των φοιτητών με την πραγματική παραγωγή. Το κενό αυτό έστω και πιλοτικά σε πρώτη φάση, πιστεύω ότι μπορεί να καλυφθεί εν μέρει από ένα πρόγραμμα το οποίο θα κάνει κοινωνούς-εταίρους σε αυτήν την διαδικασία τις επιχειρήσεις του αγροτικού μας τομέα και της μεταποίησης, με αμοιβαία οφέλη για όλους μας.

Η Περιφέρεια Στερεάς Ελλάδας έχει από την πρώτη στιγμή προσεγγίσει ένα μεγάλο αριθμό επιχειρήσεων της περιοχής με σκοπό την αντιμετώπιση παθογενειών και την παράλληλη ανάπτυξη μηχανισμών υποστήριξης της ανταγωνιστικότητας και εξωστρέφειάς τους. Μέσα από την σχέση αυτή έχουμε την διάθεση και την δυνατότητα να σας υποστηρίξουμε τόσο σε προπαρασκευαστικό επίπεδο, όσο και κατά τη διάρκεια του σχεδιασμού και της υλοποίησης του προγράμματος.

Σε πρώτο χρόνο, η Αγροδιατροφική Σύμπραξη Περιφέρειας Στερεάς Ελλάδας και ο πρόεδρος της Αγροδιατροφικής κ. Κελαϊδίτης, είναι στη διάθεσή σας προκειμένου στην επιλογή κάποιων δυναμικών για την Περιφέρειά μας κλάδων του Πρωτογενούς μας τομέα, και επιχειρήσεων οι οποίες θα έχουν να συνεισφέρουν σε πληροφόρηση και θέσεις μαθητείας. Πέρα από τα χρήσιμα αποτελέσματα και τις κατευθύνσεις που θα προκύψουν από την σχετική ενημερωτική ημερίδα, είμαστε στην διάθεση σας να συνδράμουμε στην αναζήτηση της αναγκαίας υλικοτεχνικής υποδομής και των χρηματοδοτικών εργαλείων που θα υπηρετήσουν την επιτυχία του όλου εγχειρήματος.

Θα ήθελα τέλος να σας ευχαριστήσω για το ενδιαφέρον σας στην υποστήριξη αυτού του τόσο ζωτικού για την Περιφέρεια Στερεάς Ελλάδας τομέα, ειδικά όταν επικεντρώνεται στα νέα μας παιδιά, και να σας βεβαιώσω ότι θα έχετε την έμπρακτη στήριξη μας καθ' όλη την διάρκεια της εξαιρετικής αυτής προσπάθειας.



Με εκτίηση

Κωνσταντίνος Π. Μπακογιάννης





Deutsch-Griechische  
Industrie- und Handelskammer  
Ελληνογερμανικό Εμπορικό  
και Βιομηχανικό Επιμελητήριο

Hellenic Republic  
Region of Central Greece  
The Governor

Lamia, January 21, 2017

....

Dear Mr. Kelemis,

I was glad to read about the interest of your organization in the development of pilot educational programs in the agricultural sector.

As you know, as a mainly agricultural region, we place a high importance on our primary sector, a sector that cannot be further developed without the inclusion of our youth. Although the measures of the program for Rural Development 2012-2020 support the entrepreneurial action of young people in the primary sector, we consider a gap in the connection between the academic or vocational education of students and the real production. This gap can be filled, even in terms of a pilot project at a first phase, with a program that will consider as stakeholders in this process the enterprises of our agricultural and processing sector, with mutual benefits for all of us.

The region of Central Greece has approached from the first moment a wide number of enterprises in our region in order to solve problems and develop mechanisms to support exports and competitiveness. Through this relationship we would like and we can to support you both in a preparatory level as well as during the planning and implementation of the program.

At a first phase the *Agrifood Partnership of Central Greece* and its president Mr. Kelaiditis, are at your disposal to identify in our region some dynamic primary sector areas and enterprises that could contribute to apprenticeship positions. Beyond the useful results and directions that would assume from an informative workshop, we stay at your disposal to contribute on identifying the necessary material infrastructure and financial support that would serve to the success of the initiative.

Finally I would like to thank you for your interest to support this vital sector for our Region, especially as this concerns our youth, and I would like to ensure you that you will have our active support throughout this interesting project.

Respectfully,

Konstantinos P. Bakoyiannis



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ

Βέροια, **15/03/2017**

ΕΠΙΜΕΛΗΤΗΡΙΟ ΗΜΑΘΙΑΣ

Αριθ. Πρωτ. 555/Φ.10.Δ

ΤΜΗΜΑ : ΔΙΟΙΚ/ΚΟ - ΟΙΚ/ΚΟ

ΓΡΑΦΕΙΟ : ΛΟΓΙΣΤΗΡΙΟ

Διεύθυνση : Κεντρικής 3

Τ.Κ. : 591 00

Πληροφορίες : Α.Μαυροπούλου

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Ο πρόεδρος και τα μέλη του Δ.Σ. του Επιμελητηρίου Ημαθίας σας ευχαριστούν για την συνεργασία της διοργάνωσης της ενημερωτικής ημερίδας προκειμένου να παρουσιαστεί το μοντέλο της διττής επαγγελματικής εκπαίδευσης.

Σας ενημερώνουμε ότι το Επιμελητήριό μας είναι πρόθυμο να υποστηρίξει την προσπάθεια ενός πιλοτικού προγράμματος, σε συνεργασία πάντα με εσάς, προωθώντας τις ανάγκες και τις απόψεις των επιχειρήσεων του Νομού, με τα μέσα που αυτό διαθέτει.

Με εκτίμηση

Ο ΠΡΟΕΔΡΟΣ  
  
ΝΙΚΟΛΑΟΣ ΠΡΟΔ. ΟΥΣΟΥΛΤΖΟΓΛΟΥ



**Deutsch-Griechische  
Industrie- und Handelskammer**  
Ελληνογερμανικό Εμπορικό  
και Βιομηχανικό Επιμελητήριο

**HELLENIC REPUBLIC  
CHAMBER of IMATHIA**

Veroia, March 15, 2017

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The president and the members of the Board of the Chamber of Imathia would like to thank you for organizing an informative workshop to present the model of dual vocational education and training. We would like to inform you that our Chamber is willing to support a pilot project initiative, in cooperation with you, promoting the needs and the opinion of the enterprises of Imathia, with any means available.

Respectfully,

The President,

Nikolaos Prod. Ousoooutzoglou