

10.9.2025

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Title

Adult education / lifelong learning policies in Greece in the early 2010s : influences from European education policy and national practices / Eleni Prokou

Publication year

2014

Source/Footnote

In: European Education. - 46 (2014) 1, S. 34 - 54

Inventory number

36743

Keywords

Ausland : Griechenland : Studenten, Studium, Lehre ; Ausland : Griechenland ; Erwachsenenbildung

Abstract

This article argues that adult education/lifelong learning policies in Greece, as these are expressed by law 3879/2010 "Development of Lifelong Learning and Other Provisions," have the characteristics of the "statist" model of lifelong learning in Europe, namely strong governmental control and centralization. However, there are also characteristics of the "social partnership" model: regulations through a legal framework and stronger involvement of social partners and local government. Finally, under the influences of European education policy, a special emphasis in Greek policies is placed on the issues of accreditation/quality assurance and the formation of a qualifications framework. These issues are dominant in the market-driven systems of lifelong learning, are consistent with the model of "voluntary partnership," and stress the individualization of the responsibility for learning.. (HRK / Abstract übernommen)