

1 Describe any specific policies in your country at national or regional level which are relevant to the provision of learning services by public libraries

- a) for children/schools
 - b) for adults
- Say how these policies are disseminated or promoted and by who (government, education or training bodies, local or central government etc)
 - Attach or give URLs for any relevant policy documents

Government and National Bodies

- The Ministry of National Education and Religious Affairs (<http://www.ypepth.gr/>) and Ministry of Employment and Social Protection (<http://www.ypergka.gr/>) are the two main bodies responsible for designing and implementing lifelong learning policies in Greece.
- Lifelong learning strategies have been incorporated and institutionalised in the Hellenic educational system under the auspices of the *Operational Programme for Education and Initial Training-EPEAEK* (<http://www.epeaek.gr/>) along with the *National Action Plan for Employment* and the *National Action Plan for Social Integration*.
- The *General Secretariat for Lifelong Learning (former General Secretariat for Adult Education)* (<http://www.gsae.edu.gr/>) is responsible for the design, coordination and implementation of adult education and lifelong learning activities in Greece.
- *The Institute for Continuing Adult Education* under the aegis of the General Secretariat for Lifelong Learning (GSLL) is aiming to support technologically and scientifically GSLL's lifelong learning activities.
- The *National System of Connection of Vocational Education and Training with Employment* aims to meet the needs that have emerged due to the rapid development of education and training systems as well as the transformations in contemporary working settings. This resulted in the introduction of the NCCVETE.
- The *National Council of Connection of Vocational Education and Training with Employment (NCCVETE)* is a body that can formulate and coordinate national policies, set quantitative and qualitative targets, regulations and principles, monitor and evaluate procedures. For the first time, a complete and reliable system for researching the needs of the labour market is created, thus generating a platform on which strategies for education, training systems and lifelong learning in general can be implemented.
- Act 3369 (2005), "Systematization of Lifelong learning", introduces the National Centres and Bodies responsible for delivering lifelong education and training to the public. **Unfortunately this act makes no reference whatsoever to any kind of libraries,(public, academic, etc.), museums, archives or cultural institutions.**
- *The National Secretary for Lifelong Learning* is aiming to analyse the needs of lifelong education and training, the evaluation and coordination of the centres and services for lifelong education and training.

Lifelong education and training - National Centres, Bodies and Institutions

- **Library Information Centres.** The Ministry of Education established 45 information centres in public libraries across Greece. These centres aim to provide access to ICT, the Internet, to library digital content, access to library OPACs, databases, national and international digital libraries, etc. Many times, libraries use these centres in order to offer information literacy programmes, as well as children and adult learning services, etc. This is one of the few actions that involves public libraries in the lifelong learning initiatives.
- **National Resource Centre for Vocational Guidance - Euroguidance Centre of Greece (EKEP- NRCVG)** (<http://www.ekep.gr/>) coordinates, supports, certifies and enhances the actions taken by those offering Counselling and Vocational Guidance services in education, training and employment. EKEP acts as an information resource centre for education and vocational guidance provides technical and scientific support for the application of a national policy for Guidance Orientation, coordinates actions and services of guidance and counselling at school level and develops communication between public and private services of guidance and counselling.
- **KEE (Adult Education Centres),** are responsible for the coordination of the Adult Education Programmes within the wider region where they are situated. They promote lifelong learning and they facilitate co-operation between local bodies and organizations. The educational programmes cover the following thematic areas: Literacy, Family literacy, Numeracy, ICTs, Counselling of special groups, management of free time, etc. Currently KEE are the centres which the Central Government pays attention. **It is worth mentioning that for once more, libraries are not involved in any part of this effort to provide lifelong learning education by the central and local governments.** (http://portal.unesco.org/education/en/ev.php-URL_ID=46077&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- **Lifelong Learning Institutes** can be established at universities and technological educational institutions. These are intended to broaden, enrich and modernize the knowledge of the adult members of the population. They will operate within institutions of tertiary education, while their purpose is to facilitate the process of lifelong learning. **University libraries also are not taken into account in this development.**
- **Second Chance Schools,** facilitating the fight against illiteracy of adults, the General Secretariat for Adult Education implements programmes, through which adults who have dropped out of school will have the opportunity to improve their academic and professional qualifications, so that they can get easily integrated in the labour market or even return to the formal educational system for the continuation of their studies. This action is addressed to people who could not obtain the necessary initial education which would allow them to function effectively in the social space they live in.
- **Programme of Parents' Education** aims at familiarizing parents with psychological and pedagogical issues, in order for them to cope with: the psychological, social, mental and material needs of their children (of school age or adolescents), the children's efforts to meet Primary School and High School demands, their communication with school and their co-operation with teachers, the more effective provision of help to their children, their communication with children.
- **The Vocational Orientation Institution (V.O.)** (http://www.oaed.gr/Pages/SN_153.pg) has also an educational orientation

that refers to the employability of manpower. The Directorate of V.O. is the main service of the organization, which consists of four departments and is responsible for carrying out this task in collaboration with the Local Services of the Organization which deliver Vocational Orientation services. The role of the Directorate of V.O. is to define the strategies of implementation and to coordinate the local V.O. Services.

- **The National Accreditation Centre for Continuing Vocational Training (EKEPIS)** (<http://www.ekepis.gr/>) was founded in 1997 under the Act 2469/1997. EKEPIS is a statutory body supervised by the Ministry of Employment and Social Protection with administrative and financial autonomy. The Centre's mission is to develop and implement the National Accreditation System for Continuing Vocational Training.
- In the framework of the *National System of Connection of Vocational Education and Training with Employment*, there has been established the **Hellenic Organization for Vocational Education and Training (OEEK)** (<http://www.oEEK.gr/index2.html>), has the responsibility for all the Institutes for Vocational Training (IEK) (both public and private).
- **NELE** are Prefectural board committees for adult education. Prefectures across the country are responsible for administrating these educational bodies. Each prefecture has its own body that designs and implements adult educational programmes. Greece has 51 prefectures and the same number of NELE. By one example: NELE Larisa (<http://www.nele-lar.gr/>).
- **National Centre for Public Administration and Local Government (E.K.Δ.Δ.Α.)** (<http://www.ekdd.gr/>). The centre aims to provide education and training to all public administration staff (central government, local authorities, etc.).
- **The Hellenic Open University (HOU)** (<http://www.eap.gr/>) provides an opportunity for open and distance learning. The HOU's main mission is "to provide educational opportunities to a wide spectrum of interested parties and age groups, on the assumption that education is a lifelong entitlement".

[length about 1000 words]

2 Say in general what difference you think these policies have made to the strategies and services public libraries actually offer (and why)

During the last eight years public libraries, initiated activities in an effort to participate actively in the "information society". They did that by transforming and modernising their services and focusing on serving the public. Most Greek public libraries encounter a number of problems such as limited and uncertain funding, inadequate staffing both in terms of quality and quantity, poor buildings and collections, lack of strategic planning and management skills, limited and ineffective use of ICT.

Public libraries with the supported by structural funds improved and revamped services based on ICT, offered learning services to users, established information centres, automated library services, digitized collections, designed and developed a portal for all public libraries (<http://www.infolibraries.gr/>), established the Hellenic Public Libraries Union Catalogue (<http://unioncat.blogspot.com/>), created digital content and services based on Web 2.0 (i.e.

<http://blog.libver.gr/wiki/index.php>, <http://blog.libver.gr/blog/>,

<http://www.flickr.com/photos/libver/2649405826/>) and launched mobile library services across Greece.

Even though public libraries are not directly involved in any governmental policy concerning lifelong learning, the initiatives that libraries develop show their determination and their driving force to become an integral part of the lifelong learning process and expand learning services. Thus, this demonstrates libraries ability to provide educational and learning services to their communities and to fulfil community expectations regarding the role of the library role in a modern society.

[length about 300 words]

3 Describe and categorise in your own way the types of learning services which public libraries offer and who they offer them for (eg adults, children, disadvantaged or excluded groups, ICT learners, etc). What sources of learning materials are being used? What are the qualifications and competencies of learning service managers?

ICT (Introductory sessions to New technology, IT, PC skills, Information Retrieval, Internet use)

The services promote use of computers in everyday life. They focus on gaining basic IT skills, learn how to use and search the Internet, how to use MS Office, etc.

Run by the libraries using their own financial resources,

Targeted on adults, children and rarely elderly

Type of education/learning materials: lectures, workshops, lab exercises

Free of charge

The services run by librarians and library IT staff

Creation of new content – Web 2.0

These services run only by a few libraries and focus on Web 2.0 (i.e. how to create a blog, a wiki, publish photos and videos on the web, etc.)

Run by the libraries using their own financial resources,

Targeting mainly adults, students and young people

Type of education/learning materials: lectures, workshops, lab exercises, online support by library staff, autonomous learning

Free of charge

The services run by librarians and library IT staff

Provide space for learning and research

All libraries provide this service aiming at the general public. The service is free of charge and library staff maintains and develop the service.

Online resources

Greek libraries started to digitise collections, newspapers, rare materials and books. The new established services with the online resources that libraries used to provide, for example OPAC, online databases, web information, are form the online resources that are open to all free of charge

Emphasis on children education and learning activities

Activities concerning writing, painting, crafting, etc. focus on children and are free of charge. Many libraries run these activities during summer. Library staff, expertise on different subject areas, and other professionals run these services. The libraries cover the cost of the service. Classes and workshops are the main

two instruments of delivering the courses.

Mobile library services

Promote reading, writing and learning. The services main target group is children and young people. In some areas is general the public. The services run by the libraries, free of charge via visiting schools and villages.

Information literacy promotion (library instruction, user education programmes, use of IT, information retrieval, searching OPAC, databases, etc.)

Run by the libraries using their own financial resources,

Aiming at adults and elderly, and general the public

Type of education/learning materials: workshops, lectures, lab exercises, autonomous learning

Free of charge

The services run by librarians and library IT staff

Reading promotion (traditional story telling, book/reading clubs, presentation of new books, presentation of authors, meeting writers, book fairs, literary competitions, web based services, etc.)

The services run by librarians in conjunction with well established authors, book club members, and members of the public.

Targeting children, and the general public

Free of charge.

Learning materials: classes, students, children, adults, etc. borrow small book collections on a specific subject i.e. global warming, in order to present the subject, complete an assignment, do an exhibition, support a school performance, etc.

Targeting the general public. The experience shows that children, young adults, and students make heavy use of this service especially during the academic year.

Lending service providing materials such as books, DVDs, newspapers, magazines, audiovisual materials, etc.

Run by the libraries using their own financial resources,

Targeting all library users,

Free of charge, except for DVD and CD lending services

The services run by librarians

[length about 750 words]

4 Describe up to ten cases where public libraries have successfully introduced learning services of various kinds, including as far as possible

- Name and location of the library
- Contact details (including email address)
- Type of learning service (s)
- When service(s) began
- Target group (s)
- How service(s) is/are delivered (scheduled classes, 'walk-in', e-Learning etc)
- What type of technologies are deployed (PCs, broadband, games, other learning software, Web 2.0 etc)
- Whether service(s) offered in partnership with other organisation(s)
- Extent of service(s): opening hours, number and frequency of events etc)

- Use of service (number of users per day, month, year etc)
- Funding of learning services (from public budgets, at cost to user etc)
- Any information on user evaluation of learning services
- Attach any publicity material, images etc
- Provide URLs for any websites pointing to learning services

Zosimaia Library

M Botsari & E. Venizelou
Ioannina, Hellas
Tzannou Katerina, Library Manager
mail@vivil-ioann.ioa.sch.gr

Mobile Library Service was established in September 1999. It is funded by the EU (75%) and the Greek State (25%) under the aegis of the project "Supporting teaching through mobile libraries". The service aims to provide assistance to teachers and enhance the educational process in elementary and secondary education. It is available throughout the academic year and it is offered as a walk-in service. The Zosimaia library is responsible for carrying out the evaluation process for all public libraries. The initial analysis of the data indicated that mobile libraries have enhanced the educational process and became an integral part of it especially when it comes to rural and remote areas.

June 2004 witnessed the establishment of new service the **Public Information Centre**. The service is for all library users. It offers access to information technology and Internet resources. The average use of the service is 27 users per day and 8832 on a yearly basis. The service is sustained by the library and partially by the Panhellenic School Network, Edunet.

Library website: <http://www.infolibraries.gr/ioannina>

Koventarios Public library

28th October Square 7,
Kozani 50100, Hellas
Stergiopoulou Ioanna, Library director
Iostergiop@kozlib.gr

The **educational programme** "We are off to the library" was established in 2004 and aims to assist teachers and children (4-14 years old) in the educational and teaching process. It consists of school library visits, publications of a manual for educators and a suitcase of books. Educators also create informational material in cooperation with the library staff. The service is sustained by the library and it is taking place every 2-3 months.

In 2006 the **Public Information Centre** began its operation offering the use of technology for research educational and recreational purposes to all users. Introductory seminars in computer and Internet use are also on offer. Sustainability of service is secured through the cooperation with the local commercial sector, which sponsors the educators.

Since 2006 it has also created a book **reading club** targeting adults. The group consists of 10-12 users and they meet on a monthly basis at the library premises. No official evaluation process has been conducted but initial users urged others for the creation of a reading club in a secondary school.

The library also offers **seminars** on paleography and book binding. Seminars of

20-10 hours, on Creative writing will also be available from September 2008 for adults who are interested in writing and may have participated in literary competitions. Groups will be of 15-20 people. Users maybe asked to pay a small fee if sponsorship is not secured by the library. Library website: <http://www.kozlib.gr>

Levadia Public Central Library

Kadmou & Daidalou
Levadia 32100, Hellas
Diamantis Leonidas, Library Director
Leodiam@sch.gr

The library sustains **3 reading clubs** (2 for adults and 1 for children). The group (circa 15 people in each group) meetings take place at the library premises every fortnight. Library has created a blog and also provides notes and additional informational material for the group meetings. URL: <http://omada-anagnosis.blogspot.com/>

The establishment of the **Mobile Library Services** took place in 1984 and aims to service school communities in remote areas. It is offered as a walk-in service. Students and teachers can borrow printed and audiovisual material as well as use the Internet through satellite connection. The library has 139 visiting points from October to June each year. Statistics show 750 items are borrowed on average per month. The service is funded through the "Mobile libraries project" URL: <http://vivilivad.voi.sch.gr/kinitimonada>

Electronic information services were launched in 2003. The library created its webpage offering access to its OPAC, it sustains 6 blogs, wikis, and newsgroups. The service is for all users, there are 13 PC stations and Internet connection through the Panhellenic School Network Edunet. This service is available 24/7 and all information is updated on a daily basis.

Library website: <http://www.liblivadia.gr>

Papacharalampeios Public Library

A. Kozoni 7
Nafpaktos 30300, Hellas
Chalatsis Giannis
E-mail: mail@vivil-nafpakt.ait.sch.gr

The **Mobile Library Service** is equipped with 2 automobiles and it aims to assist in the educational process. The service is targeting students and educators of primary and secondary schools. Additionally students and educators can contact the library if they wish material on a specific subject area. In this case the material is prepared and delivered with the mobile library.

The library also provides introductory **seminars** on the use of the Internet as well as information retrieval from the Internet. The seminars take place once or twice a week and 3 persons is the minimum attendance. The service targets mainly adults and immigrants. There are organised seminars but there is also an instructor almost on a daily basis that can be consulted at any time, along with the help that all librarians can provide on demand. The library has 12 computers with internet access. Service is maintained through the library budget.

Library website: <http://www.vivil-nafpakt.westnet.gr>

Serres Central Public Library

N. Nikolaou 20, 62124 Serres
Sapountzis Ioannis: Library Director
ioannis@serreslib.gr

The Library of Serres displays a consistent track record in offering a number of activities in an effort to promote reading and literature. Various series of **seminars** on modern and ancient Greek literature as well as on foreign literature have taken place as well as reading activities for children that were realized in cooperation with a leading publisher and well known Greek authors.

Additionally it has established a series of **educational programmes** on a diverse subject variety aiming to promote awareness on these issues to school children. Throughout the years programmes were offered on subjects like: climate change, local wild life, protection of the sea turtle, astronomy, ancient Greek pottery, Acropolis & the Parthenon etc. These programmes were always realised with the support of organizations and communities that are active on each subject area and can demonstrate the necessary expertise.

The **Public Information Centre** began its operation in 2003 as a way to provide access to internet resources to users for research educational and recreational purposes. It is available for every user during library opening hours. Average number of users per day is around 20. Presentation of the PIC URL:

<http://www.youtube.com/watch?v=pTgQ-Esif8I>

Web 2.0. services were initiated in 2007 and it aims at library users that are already familiar with the use of the Internet. A series of videos has been published on YouTube. Statistics of use can be found of YouTube. Both of the above services are sustained by the library.

Library website: <http://www.serrelib.gr/>

Veria Central Public Library

Ellis 8, Veria, Greece
Trohopoulos Ioannis: Library Director
ioannis@libver.gr

The **Mobile Library Service** currently operates 2 mobile vehicles. It begun in 1993 with funding by the EU under the programme "Mobile". Mobile libraries are fully equipped with computers now use vodafone cards for wireless Internet and serve Municipal High Schools in the Prefectures of Imathia, Pella, Pieria and Kozani. There is a monthly visiting programme or every fortnight during the school year. There are 155 routes 56 lending points, 5960 members and 29530 borrowings.

Learning Service began in 1999 targeting adult users who are interested in the use of Internet technologies. It is offered with registration but walk-in is also available. 3-5 courses are carries out per week and they are delivered by the library staff. The average number of participants is 88 per month. The library offers access to computers to all users since 1998 and the service is available during regular library opening hours. Average use is 75 periods (every period lasts 30 min) that's 37.5 hours of daily computer use. In May 2008, three more computer stations were added in order to provide services to citizens with visual

impairments or mobility problems.

Web 2.0 services the library is on Flickr since December 2006 <http://www.libver.gr/photos/libver/> a collection of 5880 photos are available organised and tagged in 3 collections. There is also City Talks an action service in which all citizens have the opportunity to create their own short podcasts or vidcasts in cooperation with the library staff.

<http://www.libver.gr/ecPage.asp?id=3817&nt=127&lang=1> . The library also maintain a blog the URL is: <http://blog.libver.gr/blog/>

Additionally there are regular reading activities throughout the year. List of acquisitions and material that is proposed by the library staff through the official website. Organised tours of the library are also taken place on demand. The first five months of 2008, 57 tours were realised and 1110 students visited the library of which 321 were already members.

Library website: <http://www.libver.gr>

5. Describe any evaluation or impact assessment frameworks in use at national, regional or institutional level which are relevant to learning through public libraries

- Summarise the results of any data collection exercises which have used these frameworks.
- Attach or send URLs for any reports or statistical outputs which make use of this data

It is of immense importance to stress out the lack of a national evaluation framework. However a national survey concerning use of mobile libraries carried out by the Ministry of Education, although findings of the survey have not been made publicly available as yet.

Some individual libraries have carried out evaluation surveys, on a local scale, in order to determined the impact of their services to their users, the use of services, their performance, usability and accessibility issues, usefulness, etc. of learning services. For example the Serres Central Public Library publishes these evaluation tasks in YouTube. Veria Central Public Library publishes research reports and papers on specific services (www.theverigrad.org, <http://www.light-culture.net>) or keep web and library statistics and create annual reports (www.libver.gr).

[no prescribed length]