



Est. 2006

**IME GSEVEE**

Small Enterprises Institute  
of GSEVEE



**BILT Matchmaking sessions**

**PRESENTING**

**SMALL ENTERPRISES' INSTITUTE OF THE HELLENIC CONFEDERATION  
OF PROFESSIONALS, CRAFTSMEN AND MERCHANTS (IME GSEVEE)**

**Helsinki**

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The **Hellenic Confederation of Professionals, Craftsmen and Merchants (GSEVEE)** counts **103 years** of social presence. It is a **tertiary national employer organization** that **represents employers in micro and small enterprises and self-employed professionals in manufacture, trade and service business sectors**. The Confederation, also, actively participates in the social dialogue as one of the national **Social Partners in the collective bargaining for the conclusion of the National General Collective Agreement (NGCLA)**.



In 1995, GSEVEE, proceeded to the establishment of its educational center in order to meet the increasing needs of Greek enterprises' employers and employees in vocational basic and advanced training and lifelong learning. Today, GSEVEE's educational center is called **Vocational Training Center of GSEVEE – Lifelong Learning Center (KEK GSEVEE – LLLC)**. Is a certified organization by the General Secretary of Life Long Learning **and provides**, in the context of non-formal learning for adults, **either distance or conventional**: *a) continuing vocational training, b) reskilling, c) upskilling, d) general adult education, e) counseling and vocational guidance.*



In 2006, GSEVEE, established the Small Enterprises' Institute, with the aim to conduct studies and scientific surveys, to design and implement actions for the economy, the reinforcement of small enterprises, and the employment. Its main operational activity is the support and strengthening of GSEVEE and its member-federations. IME GSEVEE conduct also activities in the field of VET by *identifying educational needs, planning and implementation of educational, training and certification projects, linking education and vocational training with employment and economy.*

# Designing TVET programs: what we do



The **Hellenic Confederation of Professionals, Craftsmen and Merchants (GSEVEE)** and its entities, serves multiple purposes.

However, a key purpose for them is to provide to **employers in small enterprises and self-employed professionals in manufacture, trade and service business sectors** the skills needed in today's economy and society, while at the same time to prepare them for the skills that will be needed in the future.

# “IME GSEVEE”: The Small Enterprises’ Institute of the Hellenic Confederation of Professionals, Craftsmen, and Merchants

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- IME GSEVEE is a **non-profit organization** that carries out **studies and surveys**, acting as GSEVEE’s scientific advisor, providing GSEVEE with **evidence-based position papers and policy documentation**.
- IME GSEVEE analyzes policy proposals on economic growth and competitiveness, financial opportunities for SMEs, taxation of SMEs and the self-employed, employment and labor market, vocational education and training, social policy and inequality, upskilling and reskilling of the labor force, detection of skills.
- IME GSEVEE **designs and implements educational and vocational training programs** optimizing human resources empowerment, strengthening the skills of the human resources of SMEs, fostering entrepreneurship and innovation, promoting sustainable and competitive enterprises, in the era of green economy and digital transformation

# Main activities on skills-related topics

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- **Analyze** skills policies and participate in skill development institutions
- **Exploration and mapping** of labor market skills needs
- **Planning, implementation and assessment** of educational and training projects
- **Skills foresight tools** and sector-oriented in-depth studies
- **Skills assessment tools** and comparative skills' policy analysis
- **Participation** in actions as a stakeholder

# Major areas of activities on detection of skills needs

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## **“Social Partners' interventions for skills' foresight in the framework of the Labour Market Diagnosis System”**

- ❑ *A joint action of the Greek Social Partners' research institutes (IME GSEVEE, INE GSEE, INEMY ESEE, INSETE)*
- ❑ *IME GSEVEE, as the leader of the project, developed a set of methodologies and tools for skills foresight, detection of skills needs for specific occupations and sectors and impact assessment of policies of skills in Greece*
- ❑ *The project contributes to the strengthening of the social partners and their public interventions on skills agenda*  
(OP “Human Resources Development”, NSRF 2014-2020)

## **“Foresight Lab for monitoring drivers of change in Industries and Professions”**

- ❑ *The 'Foresight Lab' aims to enhance 'adaptive capacity' of of specific sectors and occupations by systematically focusing and monitoring of key parameters that will affect small businesses and particular professions in the next period (eg 3-5 years).*
- ❑ *The main output of this ongoing process is the elaboration of specific adaptation plans for each profession (“Road Maps”)*
- ❑ *Part of the action is the exploration of emerging skills in a large number of occupations*  
(OP “Competitiveness, Entrepreneurship and Innovation”, NSRF 2014-2020)

# IME GSEVEE involvement as a stakeholder in the national policy on skill strategy

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- Member of the National Coordinating Committee of the Labour Market Diagnosis System
- Member of the Operational Network of the Labour Market Diagnosis System
- Deputy member of the Administrative Council of the National Institute of Labour and Human Resources (NILHR)
- Member of the Central Council of Vocational Education and Training – Ministry of Education
- Member at the Regional Councils matching production and the labor market – Ministry of Education
- Member the “Sectoral Skills Council: Clothing, footwear and leather sector”

# IME GSEVEE involvement in several EU projects

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IME GSEVEE has also been involved in EU programs in the areas of skills empowerment, skills assessment, skills diagnosis and skills-focused policies across a wide range of different sectors. Such as but not limited to:

- TechCMS, Technology-Enhanced Career Management Skills (2020 – 2022), Erasmus+ KA 3
- METVET, Joint Higher VET Course in the Metal Sector, ERASMUS+ KA3 (2018-2020).
- Mentorship Evaluation and Training in Organisations for WBL at EU, Erasmus+ KA2 (2018-2020).
- BASIC - Building alternative skills' innovative schemes, EaSI programme (2018-2020).
- Live Skills, Skills and learning programmes for the Audiovisual and Live Performance sectors, ERASMUS+/Cooperation for Innovation and the Exchange of Good Practices Sector Skills Alliances (SSA) for Design and Delivery of VET (2016-2019).
- OpEn, Open Up Entrepreneurship, Strategic Partnerships for VET, Erasmus+ (2015-2017).
- BuS.Trainers - Building up Green Skills for Trainers from the construction industry (2016-2019), ERASMUS+ /Cooperation for Innovation and the Exchange of Good Practices Sector Skills Alliances (SSA) for Design and Delivery of VET (2016-2019).
- UPSWING: “UPgrading the construction Sector Workforce training and qualification in Greece”, European Commission, Intelligent Energy - Europe II (2014-2017).



# Designing TVET programs: An example

Between 2014 to 2017, **project BUS-GR (Pillar I of BUILD UP Skills initiative)** based on the priorities of the National Qualification Roadmap which was developed under the The project, named “Upgrading the construction sector workforce training and qualifications in Greece” concerning the provision of training and skills certification on energy saving of buildings, according to the EU's energy efficiency targets (Europe 2020).

In the framework of this project, the following actions were conducted:

1. Update and certification of the occupational profiles of three target-groups (aluminium/ iron workers, sealing technicians and burner installers/ servicers) by integrating new skills on the energy saving and energy efficiency special fields.
2. Setting forth the requirements and rules governing each certification scheme, by enabling the active participation of the groups concerned, in order to respond to the real needs of each profession.
3. Designing the required specialized programmes of vocational training and forming the necessary educational material.
4. Developing a basic, horizontal training module on energy efficiency of buildings, addressed to all construction workers.
5. Conducting pilot, training programmes aimed to evaluate and improve the workforce.
6. Qualifications' certification, as stipulated by the current institutional framework.
7. Recognising and broadly applying the three schemes of vocational training and qualifications certification.

# Designing TVET programs: An example

Project: Upgrading the  
construction sector workforce  
training and qualifications in  
Greece

## TARGETS & RESULTS OF PROJECT

- 139 trainees
- 107 certified trainees
- 59 trained trainers
- 3 updated occupational profiles on energy efficiency
- 3 pilot programme for trainers' training

# We are social



[www.imegsevee.gr](http://www.imegsevee.gr)



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