Greece
EQF Referencing Report

November 2016

ΕΘΝΙΚΟ ΠΛΑΙΣΙΟ ΠΡΟΣΟΝΤΩΝ

The Hellenic Qualifications Framework

European
Qualifications
Framework

Contents

Summary

The aim of the Hellenic Qualifications Framework (HQF) is to create a coherent and comprehensive system of classification of all qualifications obtained from formal, non-formal education and informal learning in Greece. This will be done gradually. In this first phase, the objective is the classification of qualifications within the formal educational system of the country. At a later stage a classification system will be developed for qualifications acquired through non-formal education and informal learning.

The HQF is a mechanism, which facilitates transparency and comparability in the Greek context. It will be a benefit for students, graduates and stakeholders of the Greek labour market. On the other hand, in accordance with the common European strategy "Europe 2020", which aims at smart, sustainable and inclusive growth the Hellenic Qualifications Framework and its referencing to the European Qualifications Framework provides a tool for "translating" and comparing qualifications and aims at becoming an opportunity to help promote the mobility of learners and employees.

The Ministry of Education, Research and Religious Affairs supervises the implementation of the Hellenic Qualifications Framework and coordinates the parties which are involved in this Framework, in accordance with the provisions of Law 3879/2010 "Development of Lifelong Learning and other provisions" and of Law 4115/2013 "Organisation and operation of Institution for Youth and Lifelong Learning and the National Organisation for Certification of Qualifications and Vocational Guidance and other provisions".

The National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.) is responsible for developing the Hellenic Qualifications Framework and for referencing it to the European Qualifications Framework, under the supervision and coordination of the Ministry of Education, Research and Religious Affairs. The project is called "Development of the National Qualifications Framework" and falls under the Operational Programme "Human Resources Development", co-funded by the European Union (European Social Fund - ESF) and National Resources. The Intermediate Management Body is the Specific Managing Authority of the Operational Programme "Education and Lifelong Learning" of the Ministry of Education, Research and Religious Affairs.

The first concerted effort for the development of the Hellenic Qualifications Framework was made by means of establishing the National Committee for Lifelong Learning in June 2008, which was set up again in May 2009 under the initiative of the General Secretariat for Lifelong Learning of the Ministry of Education and Religious Affairs[1]. The starting point for this decision was the Recommendation of the European Parliament and of the Council on the Establishment of the European Qualifications Framework (EQF), which entered into force on 23 April 2008.

In March 2010, the Ministry of Education and Religious Affairs conducted the first public consultation via web on the development of the Hellenic Qualifications Framework.

Afterwards informative material was published in print and a web site (www.nqf.gov.gr) on the Hellenic Qualifications Framework was developed to inform the public, while, at the same time, ten (10) meetings were held, six (6) informative events and four (4) technical seminars, both in Athens and other cities and prefectures of the country, i.e. Salonica, Volos, Heraklion of Crete, Patras, Piraeus.

The meetings aimed at informing about the European and the Hellenic Qualifications Framework focusing on the use of qualifications in work fields that are of interest to local communities.

In all regional events, most interventions were from representatives of Higher Education Institutions and professional unions.

The Law 3879/2010 on the "Development of Lifelong Learning" came into effect in September 2010 and has set the legal framework of the Hellenic Qualifications Framework (HQF).

After planning, public consultation, institutional consolidation and preparation Greece has completed the stage of developing and referencing the Hellenic Qualifications Framework to the European Qualifications Framework.

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1   regulated by Law 3699/2008 – (Official Gazette 199/A/ 2-10-2008) article 33, as modified and in force.

The Hellenic Qualifications Framework (HQF) has undergone a somewhat lengthy and laborious process of development[2].

Development Phases
1st Phase (2009– 2010): **Design, Public Consultation and Legal Establishment.**
Activities • Establishment of the National Committee for Lifelong Learning. • Working Paper on basic principles, suggested levels, general descriptors. • A six-month public consultation on the Working Paper put forward by the Ministry of Education, Lifelong learning and Religious Affairs. • Legal basis for the development of the Hellenic Qualifications Framework: Law 3879/2010 on the "Development of Lifelong Learning and other provisions". • Ten meetings, six informative events and four seminars about EQF and NQF were held in various Greek cities.
2nd Phase (2010–2013): **Developing and referencing process of the HQF to the EQF.**
Activities • Establishment of the National Body for the certification of qualifications (E.O.P.P.). • National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.) was created by the integration of three national bodies: the National Centre for the Accreditation of Lifelong Learning Providers (E.KE. PIS.), the National Organisation for the Certification of Qualifications (E.O.P.P.), the National Centre for Vocational Guidance (E.K.E.P.) and Establishment of the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.). • Initial phase of registration of qualifications awarded in formal and non-formal education. • Establishment of the Advisory Committee, which supports E.O.P.P.E.P. in the development procedure of the HQF. • E.O.P.P.E.P. designs the architectural structure of the HQF. • E.O.P.P.E.P. proposal on the HQF was submitted in March 2013 to the Advisory Committee, a Committee with a consultative status, involving representatives from the Ministry of Education and Religious Affairs, the educational and academic community, social partners and expert consultants. • The Advisory Committee submitted its opinion on EOPPEP. Then a decision was taken by the Board of E.O.P.P.E.P., submitted to the Ministry of Education and Religious Affairs. • On July 10, 2013, the Minister of Education and Religious Affairs announced the HQF. • Identification and analysing of "older" and existing qualifications. • Design and implement methodological tools for classifying qualifications of formal education in the levels of the HQF. • Classification of qualifications awarded by the Greek formal educational system in the levels of the HQF. Design of the referencing process. • Establishment of the Referencing Committee. • Referencing the levels of the National Qualifications Framework to the levels of the European Qualifications Framework. • Composition of the Referencing Report.
3rd Phase (2014–2016): **Referencing of the HQF to the EQF. Updating of the Referencing Report.**
The aim of the third phase is to enhance the presence and functionality of the HQF within education and training in Greece, ensuring its dynamic and prospective. For the realization of this goal by the targeted date of December 2015, a range of policies and measures has been decided. These policies took into account the European debate and international developments regarding the reorganization of educational systems and their relation to the needs of the labour market.

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2   See Chapter 2 of this Referencing Report.

Actions of the years 2014- 2016:
2014
Referencing of the HQF to the EQF

- On January 24, 2014 there was held in Cedefop a Consultation Meeting on the HQF and its referencing to EQF with the social partners and major stakeholders, and also the fourth meeting of the Referencing Committee.
- On February 27, 2014, the Referencing Report of the HQF to the EQF was presented at the 23rd Meeting of the EQF AG in Birmingham, United Kingdom.
- On March 31, 2014, at the 24th Meeting of the EQF AG in Leuven, Belgium, EOPPEP presented the answers to the remarks made by the AG and the Referencing Report of the HQF to the EQF.
- By Law 4283/2014, Classification of the following qualifications was legislated:

    - Vocational Training School (SEK) – Specialty Certificate-Level 3

    - General Upper Secondary School Certificate-Level 4

    - Vocational Upper Secondary School Certificate- Level 4

    - Vocational Upper Secondary School "Degree" (EPAL)- Level 4

    - Vocational upper secondary school "degree" and apprenticeship class-Level 5

    - Vocational Training Institute (IEK) – Specialty Diploma-Level 5

2015
Development of Learning Outcomes
EOPPEP has developed a methodology, using the definitions given by EQF, for the development and design of Learning Outcomes based on knowledge, skills and competence. Specific expertise regarding this thematic table was obtained by Prof. Dr. Mile Dželalija, whose contribution was valuable for the development of the HQF. Regarding further development of the Learning Outcome (LO) approach, Greece takes into account the latest CEDEFOP work as discussed during relevant forums (i.e. CEDEFOP - September 2015), as well as relevant findings from EU funded projects.

External evaluation
In the framework of a project entitled "External evaluation of the Action Development of the Hellenic Qualifications Framework", three focus groups were scheduled and have already been completed (November 2015): Focus Group A – Representatives of Higher Education and the Hellenic Quality Assurance and Accreditation Authority (HQA) - ADIP, Focus Group B - Representatives of Secondary Education and VET and Focus Group C - Representatives from social partners (employers and employees).
The subject areas that were examined are:

- Contribution, effectiveness and added value of the Action "Development of the Hellenic Qualifications Framework" as a project of national significance.
- Factors in the successful implementation of the HQF, obstacles and improvement proposals.

The evaluation results submitted in EOPPEP and are useful for the further implementation of the Hellenic Qualifications Framework.

The National Quality Assurance Framework for VET
From December 11 2015 to December 18, 2015, the Framework for Quality Assurance in Lifelong Learning (p3) and the application guide were put to public consultation. The above framework will be legislated as a framework for self-assessment of public and private IEK, pursuant to the provisions of Article 5 of no. MD 5954/2014 (Government Gazette 1807/B/ 2014) «Regulation Operation Training Institutes (IEK) under the General Secretariat for Lifelong Lea rning (GGDBM).» The proposed framework specifies the definition of quality in Lifelong Learning. It leverages existing and new sets of specific quality principles while providing measurable qualitative and quantitative indicators to assess the application of quality principles by stakeholders.
Referencing of the HQF to the EQF
At the 32nd Meeting of the EQF AG, in October 2015, the Greek delegation of EOPPEP expressed the position of the Ministry of Education, Research and Religious Affairs on the course of Referencing of the HQF to the EQF.
At the 33rd Meeting of the EQF AG, in December 2015, the Greek delegation of EOPPEP presented the latest developments on the course of Referencing of the HQF to the EQF. The Referencing of the HQF to the EQF was approved.
2016
Greek Qualifications Register
EOPPEP has established the **Greek Qualifications Register** online: **http://proson.eoppep.gr http://proson.eoppep.gr/en** under its responsibility for the creation and development of the Hellenic Qualifications Framework and its referencing to the EQF and under the supervision and coordination of the Ministry of Education, Research and Religious Affairs. It comprises the qualifications classified in the HQF and referenced to the EQF, coupled with information based on a unified description standard suggested by the European Commission, in order to allow for uniformity in the structure of information concerning qualifications among European countries.

The Qualifications Register was linked to the European Portal "Learning Opportunities and Qualifications in Europe" (http://ec.eu-ropa.eu/ploteus) in the section of "Qualifications". Clearly it is an application with the dynamics of constant updating and content enrichment. 674 qualifications are already included in the Register sent by the respective educational institutions and these are available on the website **https://ec.europa.eu/ploteus/en/content/national-qualifications-registry-greece**. Currently, EOP-PEP is in the process of constant updating the Register. In 2017-2018 it is planned for the awarding bodies to gain access to the Qualifications Register upon EOPPEP's authorization with a view to directly updating the qualifications they award and adding new qualifications. According to the relevant directive for the interconnection of the National Qualifications Registries with ESCO, the necessary steps have been made by EOPPEP to interconnect the Hellenic Qualifications Register with ESCO. On **21st and 22nd March 2016** in the framework of the Erasmus + programme the European Commission provided a technical visit for Greece with the aim of helping to assess the development of the Greek Qualifications Register and its linking to the Learning Opportunities and Qualifications in Europe and ESCO portal. The technical visit took place in EOPPEP. The aim of this operation is to allow qualifications that are part of a National Qualifications Framework (NQF) to be displayed in these European portals, for improved transparency and comparability of national qualifications at European level.

Vocational Education and Training and Apprenticeship

In April 2016 the National Strategic Framework for Upgrading of Vocational Education and Training and Apprenticeship was published by the Ministry of Education, Research and Religious Affairs.

In June 2016 launched a pilot apprenticeship for fifty (50) graduates of Vocational Upper Secondary School (EPAL) who were neither in training nor in employment nor in education (NEETs)[3] and wish to attend one year-long post-secondary programme (Apprenticeship class)[4] in two specialties: Modern Business Agriculture and Electrical Installations. The pilot apprenticeship was based on the cooperation of the Ministry of Education, Research and Religious Affairs, the Ministry of Labour and Manpower Employment Organisation (OAED) with regional authorities of Attica and Central Macedonia and enterprises.

Quality Assurance of private education institutes

Greece faced the past decade serious issues of legality and transparency regarding the procedures of obtaining degrees in private education and the general function of private education institutes. The new legislation (Law 4415/2016 'Arrangements for the Greek language education, intercultural education and other provisions' (Government Gazette 159 /A/ 06.09.2016)), as amended and in force) comes as a result of cooperation with the European authorities and after extensive dialogue with the social partners. The legislation issued by the Ministry of Education, Research and Religious Affairs ensures both the quality of educational service provided and the legality of qualifications issued by private education institutes. It also ensures conditions of fairness and transparency in the awarding of degrees and qualifications in the country in order to stop phenomena of false/illegal qualifications issued to date according to which hundreds of owners work illegally in public and private sector. Finally, this legislation will help tackling the widespread phenomena of undeclared work and tax evasion in private schools, preparation centers for secondary education and foreign language centers.

Dissemination

On November 30, 2016 took place at the Ministry of Education, Research and Religious Affairs Conference to communicate the Hellenic Qualifications Framework and its Referencing to the European Qualifications Framework in public.

Submitted to the Minister of Education, Research and Religious Affairs by EOPPEP the update Referencing Report of the Hellenic Qualifications Framework to the European Qualifications Framework.

A very large and varied audience attended the conference: Education and employment policy makers and influencers; social partners; education providers; career counselors; learners; employers and employees. The participation of the audience was notable for its quality.

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3   Greece and Italy recorded the highest proportions of young people who were neither in employment nor in education and training: http://ec.europa.eu/eurostat/statistics-explained. Data extracted in July 2016.

4   Vocational upper-secondary schools (EPAL) offer two-cycle courses of study: Secondary cycle: 3 years-long programme (A, B & C classes) and Post-secondary cycle (Apprenticeship class): is optional for graduates of Vocational Upper Secondary School (EPAL), lasts one year and is organized by the Ministry of Education and Manpower Employment Organisation (OAED).

To ensure a stable and secure base for the development and referencing of the HQF to the EQF, the actions of the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.) have focused on the following:

- To determine the architecture of the framework (levels, learning outcomes, qualification descriptors, types of qualifications).
- To design and implement methodological tools for classifying qualifications of formal education in the levels of the HQF.
- To record and analyse "older" and existing qualifications.
- To reference these levels to the levels of the European Qualifications Framework.

A. Architectural structure of the HQF

The architecture of the HQF is simple and, above all, functional:

Levels – Learning Outcomes – Descriptors – Types of Qualifications

The current needs of the country as well as the relevant European and international developments were taken into account when designing the Hellenic Qualifications Framework.

- The **8 Levels of HQF** cover the entire range of qualifications, from compulsory education to higher education. Each level is defined by descriptions of the knowledge, skills and competence which determine the learning outcomes for this particular level.
- **Learning outcomes**, i.e. what a person knows, understands and is able to do upon completion of a learning process, are classified into knowledge, skills and competence. The qualifications have the form of learning outcomes which are classified into levels.
- **Level descriptors** are the defining element of the structure and will provide the mechanism for the referencing of the Hellenic Qualifications Framework to the EQF. Learning outcomes corresponding to the qualifications of a specific level are defined by descriptors, which are determined by qualitative and quantitative grading of knowledge, skills and competencies.
- **Types of Qualifications** are the instrument that will allow the classification of Greek qualifications into the levels of the Hellenic Qualifications Framework, as well as enabling the comparison between them. Each qualification type will have a Type Specification that will describe the characteristics of qualifications of that type. Qualification types can constitute the basis for the subsequent development of new qualifications in the future.

Given that level descriptors and Types of Qualifications serve different functions, they also feature different characteristics:

- The level descriptors give a relatively short description, are general and totally independent of the field of learning.
- The Types of Qualifications are relatively extensive; they enrich the content of the level descriptors to provide descriptions of the learning outcomes for the type; in addition, they describe key characteristics of qualifications of the type, such as the purpose, the learning process, the transition arrangements, as well as the connection to employment.

B. Design and implementation of methodological tools for classifying qualifications in the levels of the HQF

The Hellenic Qualifications Framework has at its disposal a number of specialized tools for the description and classification of Qualification Types (see Chapter 2). Each Qualification Type is defined by a specification, which includes the following features:

Title: Refers to a specific nomenclature to be adopted for each Type, e.g. Upper Secondary School Certificate.

Level: Refers to the level of the Qualification Type in the Hellenic Qualifications Framework.

Brief description: Refers to a brief description of the Type and is intended to facilitate its understanding and use.

Volume: Considering that the main function of the frameworks is the description and comparison of qualifications, it is important to be able to describe the "amount" or "volume" of the learning outcomes associated with each Type of Qualifications. For the purposes of the HQF, a metric system that will facilitate an approximate calculation is being adopted. The proposed metric is based on the assignment of 60 credits as the "value" of a "learning year" of 1,500 hours. In this sense, one credit represents 25 hours of learning outcome. The adoption of this metric ensures that Greek titles can easily be referenced, then, to many national and international metrics, including the European Credit Transfer System (ECTS), which has been legislated and implemented in Greece since 2005.

Purpose: The specification of types of the Hellenic Qualifications Framework includes, also, a classification by the purpose or application of the specific type refers using a categorisation of 'basic', 'supplementary' and 'special purpose':

Educational Sector: Specification of the Type will also indicate which sector of the educational system is connected to the type of qualification using the following sectors: "Vocational Education and Training", "General Education", "Higher Education". A small number of Qualification Types fall into an intermediate category which combines "Vocational Education" and "General Education".

Relation to Employment: Provides a brief outline of the nature and range of employment opportunities, which relate to qualifications of the Type. This outline will refer to professional rights, if any.

Access / development potential: Each Type of qualifications will provide the necessary information on access to programs leading to the acquisition of qualifications of this Type (including monitoring of prior attainment, where required) and the development potential of the holders of qualifications through learning opportunities which either lead to qualifications at the same level or at a higher one.

C. Analysis and Classification of existing qualifications

The structural arrangement for the inclusion of qualifications in the HQF is that specific qualifications are related to define Qualification Types and the Types are placed at framework levels as appropriate. The following table illustrates the Qualification Types that are currently awarded and for which Type Specifications have been developed.

Table: Qualification Types in the HQF

LEVEL	VET	GENERAL EDUCATION	HIGHER EDUCATION
1		PRIMARY SCHOOL CERTIFICATE (compulsory) (APOLYTIRIO DIMOTIKOU)	
2		LOWER SECONDARY SCHOOL CERTIFICATE (compulsory) (APOLYTIRIO GYMNASIOU)	
3	INITIAL VOCATIONAL TRAINING VOCATIONAL TRAINING SCHOOL (SEK) 'DEGREE' (post lower secondary level) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 3) --- *(VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE (Initial Vocational Training – post lower secondary level) (PISTOPOIITIKO EPAGELMATIKIS KATARTISIS EPIPEDOU 1 – I.E.K. EPIPEDOU 1)*		

4	**VOCATIONAL EDUCATION** **VOCATIONAL SCHOOL (EPAS) CERTIFICATE** (post lower secondary level) (PTYCHIO EPAS) -- **VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) 'DEGREE'**** (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 4) -- **VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) CERTIFICATE** (APOLITIRIO EPAGGELMATIKOU LYKEIOU)	**GENERAL UPPER SECONDARY SCHOOL CERTIFICATE** (APOLYTIRIO LYKEIOU)	
5	**VOCATIONAL EDUCATION** **VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE'**** Post-secondary cycle **(Apprenticeship class)** (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5) -- **INITIAL VOCATIONAL TRAINING** **VOCATIONAL TRAINING DIPLOMA** (DIPLOMA EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5) (post secondary level) -- **POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR "DEGREE"**** (DIPLOMA/PTYCHIO ANOTERAS SCHOLIS)		
6			**BACHELOR DEGREE** (PTYCHIO) UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI) – HIGHER EDUCATION
7			**MASTER'S DEGREE** (METAPTYCHIAKO DIPLOMA EIDIKEFSIS) UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI) – HIGHER EDUCATION
8			**DOCTORATE** (DIDAKTORIKO DIPLOMA) UNIVERSITIES

* This qualification is no longer awarded since the enactment of the Law 4186/2013.

** It should be noted that the word "Degree" whenever used within quotation marks, it signifies that it is a direct translation from the terminology in Greek as it appears in the Greek legislation (ptychio). In Greek, the word ptychio is used for titles of study from different education levels (higher, secondary etc). It is by no means to be confused with its usage in the English language, whereby the word degree refers to higher education title of study, i.e. Bachelor's Degree.

- For qualifications awarded up to level 4 of the Hellenic Qualification Framework (HQF), the responsible authority is the Ministry of Education, Research and Religious Affairs. The Quality Assurance Authority for Primary and Secondary Education (ADIPPDE)[5] is responsible for the quality assurance for these levels of the HQF.

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5   http://www.adippde.gr/

- For qualifications awarded between levels 5 and 8, responsible authorities are the respective Awarding Bodies. The Hellenic Quality Assurance & Accreditation Authority (HQA) – ADIP[6] is the authority responsible for the monitoring and evaluating quality assurance issues in Higher Education (Level 6, 7, 8).

Regarding Initial Vocational Training, EOPPEP is responsible for the examination and certification of students having completed training at Initial Vocational Training Institutions (SEK-Level 3 and IEK-Level 5).

D. Referencing the levels of the Hellenic Qualifications Framework to the levels of the European Qualifications Framework

Referencing is the process that leads to the establishment of a relationship between the levels of the HQF and the respective levels of the EQF. In the process, the responsible national authorities for qualification certification, in cooperation with the entities involved in the development and quality assurance of the qualifications granted, determine referencing between the national qualifications frameworks to the eight (8) levels of the European Qualifications Framework[7].

E.O.P.P.E.P., as the National Coordination Point for the European Qualifications Framework, is the body responsible for organizing the referencing process of the HQF to the EQF.

The goal of this procedure is to demonstrate in a **transparent** and **efficient** way the referencing of the HQF and, consequently, of qualifications of Greece to the levels of the European Qualifications Framework.

The Board of E.O.P.P.E.P. approved on August 27, 2013 the proposal for the Referencing Process of the Hellenic Qualifications Framework to the European Qualifications Framework, which includes the composition of the **Referencing Committee[8]** (Steering Committee for the EQF Referencing Report of Greece) of the HQF to the EQF and the contribution of two international experts as members of that Committee[9]. The Commission's work is to guide the drafting of the referencing report, and to ensure that all referencing criteria have been answered.

The schedule of the Referencing Process (Steering Committee for the EQF Referencing Report of Greece) of the HQF to the EQF and the drafting of the referencing report of the HQF to the EQF is as follows:

- On September 20, 2013 the first meeting of the Referencing Committee was held in E.O.P.P.E.P.
- On November 19, 2013 the second meeting of the Referencing Committee was held in E.O.P.P.E.P.
- On November 25, 2013 the third meeting of the Referencing Committee was held in E.O.P.P.E.P.
- On November 29, 2013, the draft Referencing Report was sent by E.O.P.P.E.P. to the EQF Advisory Group.
- On December 11, 2013, the Council of Europe and Cedefop provided comments on the draft Referencing Report. These comments are incorporated in the text of the Referencing Report of the HQF to the EQF.
- On December 17, 2013, a draft Referencing Report was presented by E.O.P.P.E.P. at the Meeting of the EQF Advisory Group in Brussels.
- On January 24, 2014 a Consultation Meeting with the social partners and major stakeholders was held at Cedefop in Thessaloniki, followed by the the fourth meeting of the Referencing Committee. During the Consultation Meeting, the draft Referencing Report and the comments on the draft Referencing Report were presented to the stakeholders. The meeting was attended by representatives of the Hellenic Federation of Enterprises (SEV), the General Confederation of Greek Workers (GSEE), the Hellenic Confederation of Professionals, Craftsmen and Merchants (GSEVEE), the National Confederation of Hellenic Commerce (ESEE), the National Centre for

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6   http://www.adip.gr/en/index.php
7   REFERENCING NATIONAL QUALIFICATIONS LEVELS TO THE EQF, European Qualifications Framework Series: Note 3, Luxembourg: Publications Office of the European Union, 2011.
8   See Criterion 6 and Criterion 7.
9   Decision no. DP/29961/27.08.2013 of the 79th/27.08.2013 E.O.P.P.E.P. Board meeting, Item 5: "Approval of proposal on the Referencing Process of the Greek HQF to the European Qualifications Framework" under the project entitled "Development of a National Qualifications Framework", under code MIS 383574 (O.P. "Human Resources Development")".

Public Administration and Local Government (EKDDA), the Management Authority for Units of Employees in public sector (ADEDY), the Technical Chamber of Greece (TEE), the Rectors' Conference of Universities and Technological Educational Institutions Presidents' Conference, the Hellenic Quality Assurance and Accreditation Authority (HQA) - ADIP, the Ministry of National Defence, the Ministry of Education and Religious Affairs, the General Secretariat for Lifelong Learning and other major stakeholders.

- On January 31, 2014, the Referencing Report was sent by EOPPEP to the EQF Advisory Group.
- On February 27, 2014, the final Referencing Report was presented by EOPPEP at the Meeting of the EQF Advisory Group in the city of Birmingham, UK.
- On March 31, 2014, at the 24th Meeting of the EQF AG in Leuven, Belgium, EOPPEP presented the answers to the remarks made by the AG and the Referencing Report of the HQF to the EQF.
- At the 32nd Meeting of the EQF AG, in October 2015, the Greek delegation of EOPPEP expressed the position of the Ministry of Education, Research and Religious Affairs on the course of Referencing of the HQF to the EQF.
- At the 33rd Meeting of the EQF AG, in December 2015, the Greek delegation of EOPPEP presented the latest developments on the course of Referencing of the HQF to the EQF. The Referencing of the HQF to the EQF was approved.

E. The benefits of the HQF

According to the OECD Economic Surveys: Greece 2016[10], poverty has risen significantly since the eruption of the debt crisis in early 2010 and affects more than one third of the population. Following a deep depression, during which real GDP (Gross Domestic Product) fell by 26%, the economy is projected to grow again in the course of 2016 and 2017, but a full recovery will take time. Greece has the highest unemployment rate in the OECD at 25.6% in March 2015, and three out of four unemployed have been looking for work for longer than one year. Youth have been hit particularly hard by the economic crisis and almost 50% of 15-24-year olds in the labour force are unemployed, more than three times the OECD average. Moreover, 27% of 15 -29 year-old youth in 2014 were neither in employment nor in education or training (NEET). Increased workplace competition, and increasing time off work, leads to the shift of a great part of the economically inactive population to search, among others, for new qualifications – qualifications titles, in order to enrich their CV.

The need for VET provision, certification and quality assurance is constantly increasing. As the high unemployment leads many to migrate in order to seek and find work in other European countries, harmonization of VET in Greece with European standards, namely the development and referencing of HQF to EQF, is a major element of the Greek political strategy. In this constantly changing environment the Hellenic Qualification Framework aspires to signal a key element for the adaption of present and future labor forms to the new conditions and career changes. The classification of qualifications within the formal educational system of the country has been completed. In order for the HQF to be fully operational, there should be developed a classification system for qualifications acquired through non-formal education and informal learning.

Across Europe there is an unprecedented wave of migration/refugee flows, against which Europe looks for solutions. The dimensions of this issue are not just humanitarian, as it is also associated with pressure on social and other infrastructures, especially for countries such as Greece and Italy, being the main "entrance" countries. In the short term it is expected that it might raise issues in education and labor market systems (i.e. recognition of educational qualifications, access to education and employment).

During this difficult economic and social situation, Greece is committed to making profound reforms which are crucial for the country within the European context. The education and vocational training issues are a central component of these reforms. At present, throughout the vocational education system, a profound structural change is

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10 OECD Economic Surveys: Greece 2016. http://www.oecd-ilibrary.org/economics/oecd-economic-surveys-greece-2016_eco_surveys-grc-2016-en

occurring which aims to create well-qualified people with qualifications that can become even more linked to the needs of the labour market.

For the Hellenic Qualifications Framework to respond to social and economic developments it is of great importance that it should:

- Improve transparency of procedures regarding qualifications.
- Enhance horizontal mobility (within and outside the country of origin), as well as vertical mobility (shows pathways that a person can follow in order to move from one level to another).
- Enhance Life Long Learning.

The Hellenic Qualifications Framework is addressed to policy makers, public and private education and training providers trainees and apprentices, workers and unemployed, employers, professional sectors, professional bodies and social partners.

The benefits of the HQF to the community are:

- All citizens are empowered by systematic presentation of the content of their qualifications, with reference to the Hellenic and European Qualifications Frameworks (HQF and EQF).
- Trainees and employees, who wish to change educational path or job or country, have a "translation" and comparability tool for their qualifications.
- Employers have a potential for "quick reading" the knowledge, skills and abilities which are reflected in qualifications. The national qualification/certification system is clear and understandable at international level. In the future, when the HQF will be fully operating (throughout formal, non-formal, informal learning), it will have a strong impact on Lifelong Learning in Greece. It will become attractive to people because they will realise that through HQF interconnection is enhanced for all forms of learning and for qualifications gained through all sorts of learning paths (formal, non-formal, informal). These paths will be evaluated, validated, recognized, certified, classified at the levels of the Hellenic Qualifications Framework and referenced to the levels of the European Qualifications Framework.
- A wide range of stakeholders collaborates in the context of an open dialogue.

The analysis of the characteristics of qualifications in order to classify within the levels of the National Qualifications Framework helps to clarify the relationship between education, training and labour market and provides a reference point for quality assurance.

F. Further development of the HQF

As part of the reform of general and vocational education and training undertaken at this time in Greece in the spirit of the European initiatives 'Rethinking Education' and 'European Alliance for Apprenticeship', the Hellenic Qualifications Framework is a powerful tool which takes into account the individual effects of these reforms.

- In 2017 EOPPEP will undertake the development of a methodology for the classification of qualifications (knowledge, skills and competences) acquired through non-formal education in the EQF.
- In 2017-2018 it is planned for the awarding bodies to gain access to the Qualifications Register upon EOPPEP's authorization with a view to directly updating the qualifications they award and add new qualifications.
- In 2017 it is expected to assess the implementation of the HQF and to develop an updated version of the HQF.
- In 2017 the Greek Qualifications Framework is expected to be legislated by Presidential Decree.
- In 2018 it is expected to present an upgraded version of HQF.

The aim of the Greek government is for the Hellenic Qualifications Framework to be fully operational in the context of reforms as described in Chapter 1.2 Ongoing Reforms and Policy Developments.

1. Description of the Greek Education System

1.1 Introduction

Demographics

Greece is a country in Southern Europe covering an area of 131,957 m², with a population of 10,815,197, according to the last census of 2011. 75.1% is urban population and 24.9% is rural. The highest rates of population are concentrated in the Region of Attica (35.4 %) and the Region of Central Macedonia (17.4%).

(*Source: Hellenic Statistical Authority, 2011, Greece with numbers 2013. Hellenic Statistical Authority, 2013*).

The main demographic trends are the gradual ageing of the population and the change in composition brought about by immigration. Based on an OECD study (2011)[11] Greece's economically active population is expected to decrease by roughly 12% by 2050. As the workforce decreases, so do social insurance contributions, while the state spends more on social security and the health system. At the same time, the increasing number of immigrants, especially from third countries, creates new issues relating to their integration into education and employment[12].

Migration – Refugees

Greece is developing a mechanism to manage the largest refugee crisis in the past few decades. The OECD Economic Surveys Greece (March 2016, Overview) reported that the refugee crisis could pose major problems for the Greek economy. Preliminary estimates put the cost of the influx of refugees at around 0.4% of GDP in 2015. The dimensions of the refugee crisis is not just humanitarian, but it is expected that it might raise issues in education and labor market systems (i.e. recognition of educational qualifications, access to education and employment).

Early integration into the Greek education system is crucial for refugee children since they not only need to learn the Greek language, but also to catch up for the time of missed schooling. Academic scholarships and apprenticeship programmes will be important for refugee students so they continue their education and training. Education is indeed a key determinant of subsequent labour market performance and may affect social integration.

Economic background

During recent years, Greece has been suffering from a multifaceted and deep economic crisis, which appears in the form of debt crisis, under the pressure of which, the country has introduced and is implementing challenging fiscal adjustment measures. As a result, there is a long and cumulative reduction of GDP. The Gross Domestic Product (GDP) in Greece contracted 1.30 percent in the first quarter of 2016 over the same quarter of the previous year. GDP Annual Growth Rate in Greece averaged 0.86 percent from 1996 until 2016, reaching an all time high of 6.90 percent in the first quarter of 2004 and a record low of -10.70 percent in the first quarter of 2011. GDP Annual Growth Rate in Greece is reported by the National Statistical Service of Greece[13].

The European Commission publishes macroeconomic forecasts for the EU and the Member States three times a year, in the spring (May), in the autumn (November) and in the winter (February). The following data published on 3 May 2016.

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11 OECD (2011). Help wanted? Sizing up the challenge ahead: future demographic trends and long-term care costs. In: OECD (ed.). *Help wanted? Providing and paying for long-term care*. Paris: OECD, pp. 61-84.

   http://www.oecd.org/els/health-systems/47884543.pdf.

12 Cedefop (2014). Vocational education and training in Greece. Short description, p. 7.

13 http://www.tradingeconomics.com/greece/gdp-growth-annual

Main features of country forecast – GREECE

Growth rate							
Year	1996–2011	2012	2013	2014	2015	2016	2017
Annual percentage change **of GDP**	1,6	-7,3	-3,2	0,7	-0,2	-0,3	2,7

Figure 1: GDP Annual Growth Rate in Greece

Source: 3 May 2016, European Commission. Institutional Papers 25 | 2016

http://ec.europa.eu/economy_finance/eu/countries/greece_en.htm

Education

In Greece, educational policy is mainly issued by the Ministry of Education, Research and Religious Affairs. In some cases, concerning Vocational Training, the Ministry of Education, Research and Religious Affairs shares responsibility with other Ministries.

Management and supervision of primary and secondary education is exercised at a central level; it falls under the responsibility of the Ministry of Education, Research and Religious Affairs, while the managerial administration is exercised at regional level by the Regional Education Directorates. Higher education institutions are supervised by the Ministry of Education, Research and Religious Affairs, but are self-governed public law entities. The supervision of the providers for 'non-formal education'[14], both public and private, as well as the authority to define their educational framework, falls under the responsibility of the General Secretariat for Lifelong Learning of the Ministry of Education, Research and Religious Affairs. In this respect, accreditation of "input" (providers of Initial and Continuing Vocational Training, Occupational profiles, learning programmes for Initial and Continuing Vocational Training) falls under the responsibility of EOPPEP and Ministry of Education, Research and Religious Affairs, while certification of "output" (certification of graduates of the Initial Vocational Training and Continuing Vocational Training, certification of qualifications) falls under the responsibility of EOPPEP (Law 4186/2013, art. 17, paragraph 2).

The following table provides data about Greece in fact compared to the EU average.

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14 The term 'non-formal education' is a direct translation from the terminology in Greek legislation, and does not have the same meaning as the term 'non-formal learning' as defined in the 2012 Recommendation on the Validation on Non-formal and Informal Learning, as updated in 2015 (see Chapter 1.2).

Key Indicators and Benchmarks

			Greece		EU average	
			2011	2014	2011	2014
Educational poverty and spending cuts: challenges for the education sector						
Share of 15 year-olds with underachievement in:	Reading	●	:	22.6% [12]	:	17.8% [12]
	Maths	●	:	35.7% [12]	:	22.1% [12]
	Science	●	:	25.5% [12]	:	16.6% [12]
Education investment	Public expenditure on education as a percentage of GDP		4.4%	4.5% [13]	5.1%	5.0% [13]
	Public expenditure on education as a share of total public expenditure		8.2%	7.6% [13]	10.5%	10.3% [13]
Education attainment levels of young people across Europe						
Early leavers from education and training (age 18-24)	Men		15.9%	11.5% [u]	15.2%	12.7%
	Women		10.0%	6.6% [u]	11.5%	9.5%
	Total	●	12.9%	9.0% [u]	13.4%	11.1%
Tertiary education attainment (age 30-34)	Men		26.8%	32.9%	31.0%	33.6%
	Women		31.5%	41.6%	38.7%	42.3%
	Total	●	29.1%	37.2%	34.8%	37.9%
Policy levers for inclusiveness, quality and relevance						
Early childhood education and care (participation from age 4 to starting age of compulsory education)		●	76.0%	76.4% [13,p]	93.2%	93.9% [13]
Teachers' participation in training	Any topic (total)		:	: [13]	:	84.6% [13]
	Special needs education		:	: [13]	:	32.4% [13]
	Multicultural settings		:	: [13]	:	13.2% [13]
	ICT skills for teaching		:	: [13]	:	51.0% [13]
Foreign language learning	Share of ISCED 2 students learning two or more foreign languages		97.2%	95.8% [12]	63.0%	: [12]
Share of ISCED 3 students in vocational education and training (VET)			31.7%	33.7% [13]	50.4%	48.9% [13]
Employment rate of recent graduates by education attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-4		46.1%	38.8%	71.3%	70.8%
	ISCED 5-8		52.8%	47.4%	82.5%	80.5%
	ISCED 3-8 (total)	●	50.4%	44.3%	77.1%	76.1%
Learning mobility	Inbound graduates mobility (bachelor)		:	: [13]	:	: [13]
	Inbound graduates mobility (master)		:	: [13]	:	: [13]
Adult participation in lifelong learning (age 25-64)	ISCED 0-8 (total)	●	2.5%	3.0%	8.9%	10.7%

Figure 2: Statistical findings about Greece compared to the EU average.

Sources: Eurostat (LFS, UOE, GFS); OECD (PISA, TALIS). Notes: ● ET 2020 benchmark; data refer to weighted EU average, covering a different number of Member States depending on the source; b= break in time series, d= definition differs, p= provisional, u= low reliability, 12= 2012, 13= 2013. Further information is found in the respective section of Volume 1 (ec.europa.eu/education/monitor).

European Commission. Education and Training Monitor 2015. Greece, p. 2.

The proportion of low achievers is higher than the EU average in all three fields tested (reading, mathematics and science), and is significantly higher with regard to reading (OECD 2013). In its 2015 National Reform Programme, Greece recognised the need for a strategic framework to deal with the issue of achievement, based on research and focusing on the most vulnerable social groups (Hellenic Government 2015).

Early childhood education and care (ECEC): Participation of 4-6 year-olds in early childhood education and care (ECEC) is low. In 2013, 76.4% of children in that age group took part in ECEC, compared to an EU average of 93.9%.

The ability of citizens to communicate in at least two languages besides their mother tongue has been identified as a key priority in the EU's ET 2020 framework. Figure 2 shows that in 2011 97,2% of pupils at ISCED level 2 general in Greece learning two or more foreign languages, compared to an EU average of 63,0%.

General government expenditure on education as a proportion of GDP is among the lowest in the EU. The proportion of spending on education out of total public expenditure is the smallest in the EU, at 7.6%, compared to an EU average of 10.3%.

According to the latest data (European Commission 2014), the 2014 education budget was EUR 5.71 billion (3.16% of GDP), down from EUR 5.92 billion in 2013 (a decrease of around 3.5%).

The Greek national authorities indicate even lower expenditure:

Year/Amount	2015 (proj.)	2014 (est.)	2013 (pay.)	2012 (pay.)	2011 (pay.)	2010 (pay.)	2009 (pay.)	2008 (pay.)
% GDP	2,3	2,6	2,7	2,8	3.0	2,8	2,9	2,7

Figure 3: Public expenditure on education as a percentage of GDP

Source: Hellenic Ministry of Finance (2015)

The following table shows the unemployment rates of people according to their education levels: below upper secondary, upper secondary non-tertiary and tertiary. This indicator measures the percentage of unemployed 25-64 year-olds among 25-64 year-olds in the labour force.

Unemployment rates in Greece by education level (2014)

Education level	Unemployment rate % of 25-64 years-old
Below upper secondary	27,7%
Upper secondary, non-tertiary	19,1%
Tertiary	27,6%

Figure 4: Unemployment rates of people according to their education levels (Greece 2014).

Source: OECD Employment Outlook. Publication (2015). https://data.oecd.org/unemp/unemployment-rates-by-education-level.htm

1.2 Ongoing Reforms and Policy Developments

The new Memorandum of Understanding concluded in August 2015 sees education as part of a new national growth strategy[15]. The authorities will ensure further modernization of the education sector in line with the best EU and OECD practices, and this will feed the planned wider Growth Strategy. The authorities with the support of the OECD, independent experts and an observer of the Commission (DG EAC), will prepare an assessment of the Greek education system. Initial work with the OECD will address the following topics: a) procedures for budgeting expenditures for education; b) ways to increase the autonomy of schools and universities and other postsecondary institutions which will affect the functioning and the governance of education institutions as well the evaluation and transparency at all levels; c) training and development of all day schools; d) linkages between Research Institutes, Universities and the Technological Educational Institutes; f) the process of monitoring the implementation of reforms at all levels of education. The assessment of the education system will cover all levels of education, including linkages between research and education and the collaboration between universities, research institutions and businesses to enhance innovation and entrepreneurship. Inter alia, the assessment will analyse the effectiveness and implementation of the current legislation, the scope for further rationalisation (of classes, schools and universities), functioning and the governance of higher education institutions, the efficiency and autonomy of public educational units, and the evaluation and transparency at all levels. The assessment will evaluate the adequacy of resources devoted to education in Greece within the constraints of the MTFS fiscal targets.

The assessment work will be done in two phases.

Phase 1: It will provide a focused evidence-based update on key reform and implementation challenges, and provide analysis and policy options and recommendations. Then, based on the recommendations of the assessment of Phase 1 and on completion of the National and Social Dialogue for Education[16], the authorities will by September 2016, prepare a three-year Education Action Plan and, in agreement with the European Institutions, adopt those actions which can enter into force in time for the 2016/2017 academic year. In particular, the authorities commit to align the number of teaching hours per staff member, and the ratios of students per class and pupils per teacher to the best practices of OECD countries to be achieved at the latest by the beginning of the 2018-2019 academic year. The evaluation of teachers and school units will be consistent with the general evaluation system of public administration. The authorities will ensure a fair treatment of all the education providers, including privately owned institutions by setting minimum quality standards be satisfied by all education providers and a framework of non-discriminatory common rules allowing higher standards or quality controls by independent public authorities.

Phase 2: It will undertake further in-depth policy analysis on the topics mentioned above and will seek to engage a wide range of stakeholders. In the years 2015-2016 steps are continuously to improve the education system in Greece.

The Ministry of Education, Research and Religious Affairs planned interventions focus on the development of human resources and training, on innovations at all levels of education, on the consolidation of modern pedagogical approaches and the use of ICTs in all aspects of educational processes. Greece will implement Quality Assurance System for private education and training providers, as committed.

The laws which are enacted reforms are:

By Law 4283/2014, Article 12, paragraph 1 classification of qualifications at levels 3, 4 and 5 of the HQF was legislated.

Non formal learning:

The term 'non-formal education' is a direct translation from the terminology in Greek legislation, and does not have the same meaning as the term 'non-formal learning' as defined in the 2012 Recommendation on the Validation on Non-formal and Informal Learning, as updated in 2015.

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15 Education and Training Monitor 2015 Greece, p. 3, Luxembourg: Publications Office of the European Union, 2015.

16 http://dialogos.minedu.gov.gr/wp-content/uploads/2016/04/PORISMATA_DIALOGOU_2016.pdf

Non formal education in accordance with Greek legislation (Law 3879/2010, art. 2, paragraph 4 and Law 4386/2016, art. 66, paragraph 2) includes:

1. Initial Vocational Training
2. Continuing Vocational Training
3. General Adult Education
4. The fourth year after graduating from the Vocational Upper Secondary School (EPAL) named Apprenticeship Class is defined in the area of the non-formal education.

Regarding the Initial Vocational Training EOPPEP is responsible for the certification exam of students having completed training at Initial Vocational Training Institutions (SEK-Level 3 and IEK-Level 5).

Regarding the Continuing Vocational Training EOPPEP is responsible for the certification exam of students having completed training at Lifelong Learning Centers (KDBM).

Regarding the fourth year (**named Apprenticeship Class**) after graduating from the three-year vocational education at the Vocational Upper Secondary School (EPAL) EOPPEP is responsible for the certification exam of students who have successfully completed the fourth year named Apprenticeship Class.

Responsibilities

The supervision of the providers for 'non-formal education', both public and private, as well as the authority to define their educational framework falls under the responsibility of the General Secretariat for Lifelong Learning and Youth of Ministry of Education, Research and Religious Affairs. In this respect, Accreditation of "Input" (providers of Initial and Continuing Vocational Training, Occupational profiles, learning programmes for Initial and Continuing Vocational Training) falls under the responsibility of EOPPEP and of Ministry of Education, Research and Religious Affairs, while Certification of "output" (certification of graduates of the Initial Vocational Training and Continuing Vocational Training, certification of qualifications) falls under the responsibility of EOPPEP (Law 4186/2013, art. 17, paragraph 2).

HQF and EQF Level 3

The **School of Vocational Training (SEK)**, which provides **initial vocational training** to graduates of compulsory education; SEK programmes are of three years' duration. Holders of a lower secondary school leaving certificate or equivalent can enrol in the first year of SEK without sitting examinations. Students who are over 20 or employed attend evening vocational training schools for four years. The last year of the three-year SEK programme is apprenticeship. SEK programmes are structured into streams: agronomy/food technology/nutrition, technological applications, arts and applied arts, tourism and hospitality occupations. Upon successful completion of the certification exam, graduates of Schools of Vocational Training (SEK) are awarded a Vocational Training School (SEK) Certificate at HQF and EQF level 3. Non-compulsory Secondary Education (General Upper Secondary School (GEL), Vocational Upper Secondary School (EPAL), Vocational School (EPAS) and Initial Vocational Training Institutes (IEK) programmes are open to SEK graduates. According to recent law 4386/2016 SEK finally abolished on 31 8 2019.

Recognising and validating non-formal and informal learning and learning pathways

28.325 Private Security Professionals, not in possession of any recognized occupational title, have been certified by EOPPEP in the course of the last 5 years.

After successful participation in certification exam conducted by EOPPEP are certified approximately 11.500 Trainers for Adults enrolled in EOPPEP's Register for Certified Adult Trainers and eligible for tuition in non-formal learning programs.

The certification system of continuing vocational training of graduates of the Lifelong Learning Centres (KDBM) will be legislated in 2017. After enactment will apply this certification system in 2017 and subsequent years.

Continuing Vocational Training

EOPPEP is responsible for the certification exam of LLL Centers graduates. Certificate of Competence awarded by EOPPEP those who succeed in the exam to those who successfully complete the certification exam (Law 4283/2014, Article 12, paragraph 1).

Certification of adult trainers

Validation of non-formal and informal learning has been in place in Greece since 2006 for adult trainers of non-formal learning certifying their teaching competence qualification. The certification system of adult trainers of non-formal learning was designed by EOPPEP and was finalised in 2012 with the contribution of the General Secretariat of Lifelong Learning so the goal at the moment is to fully implement it.

By Law 4386/2016 "Arrangements for research and other provisions" (Gazette 83/A/11-05-2016) certification procedures are currently open to all interested parties fulfilling prescribed eligibility criteria. The updated system foresees three pathways:

a) direct certification upon conditions and criteria;

b) participation in an assessment process and then certification.

c) enrolment in training programmes and subsequent certification.

The law 4327/2015 Emergency measures for Primary, Secondary and Tertiary Education and other provisions (Gazette 50/A/14-05-2015) roll back a certain number of crucial improvements in the governance and functioning of the higher education sector, including the limitation of the powers of university councils and the abolishment of time limits for keeping the student status (Hellenic Parliament 2015). The public consultation of this new draft omnibus law on higher education was completed on 29 June 2015.

The National and Social Dialogue on Education

The National and Social Dialogue on Education has significant added value. The results of the dialogue were delivered in April 2016 and include *inter alia* the planning of the national curriculum, the access to and functioning of the higher education, the education of the disabled, the assessment of the teaching staff and the vocational education and training.

The main points of the reform proposals of the Greece's Committee for National and Social Dialogue for Education Reform refer to (a) the autonomy of schools and the adoption of a curriculum that is more flexible and friendly to the student, (b) a robust training programme for teachers throughout their career, (c) the creation of a two-year high school offering something similar to an International Baccalaureate type of programme, (d) changing the existing selection process and admission requirements for access to Higher Education, and (e) introducing research in secondary education.

Greece's Committee for National and Social Dialogue for Education Reform also suggest boosting of digital educational methods as well as the enhancement of audiovisual training tools. Generally speaking, there are problems caused specifically by the crisis as well as pre-existing problems of a long-term nature.

A joint effort with OECD is also in place with a view to facilitate the modernization of the education system in line with the best EU practices. More specifically, the review will focus on the procedures for budgeting expenditures for education, the autonomy of the educational institutions as well as the transparency, functioning and governing of the universities, the development of all day schools, the training and development of the schooling staff, the interconnection between education and the business sector and the monitoring of the effectiveness of the reform. However, it has to be noted that the actual economical crisis and the strong budgetary restrictions of the Greek program have a clear impact on the efforts for modernisation of the education system.

The reduction of Early School Leaving (ESL)

The early school leaving rate was 9% in 2014, with Greece performing significantly better than the EU average (11.1%). The early school leaving (ESL) rate fell by 5.3 percentage points during the economic crisis, from 14.3 % in 2007. Greece has also already reached its Europe 2020 national target of 9.7%[17].

The implementation of the national strategic policy framework for ESL:

- based on empirical data;
- covering the relevant education sectors;
- focusing especially on socially vulnerable at-risk groups;
- encompassing measures of prevention, intervention and compensation;
- including all policy areas;
- encouraging participation of all relevant bodies that are involved in addressing ESL.

Development of the system to collect and analyze information on ESL to support targeted policies

The DIOFANTOS CTI[18] will complete the implementation of the relevant MySchool Information System application and will streamline the data collection process according to the recommendations of the Institute of Educational Policy (IEP). In IEP, the Student Drop-out Observatory, will analyze the data and indicators on early school leaving. The aim is to take compensatory and supportive measures at regional and national level.

Zones of Educational Priority (ZEP)

ZEP is applied in regions with low overall educational performance, high drop out and low access to higher education and low socioeconomic environment. It concerns schools of primary and secondary education. Various actions are implemented as follows:

- Addressing school failure of repatriated and foreign pupils in the Greek school, in order to ensure as far as possible the equal learning opportunities between these groups and native pupils and their social integration.
- Implementing activities of intercultural education in Secondary Schools by strengthening transnational cooperation, that refer to the operation of Reception Classes ZEP and Remedial Teaching Classes for pupils who come fromsocially vulnerable groups (foreign, repatriated, Roma, Muslims, etc.).
- Implementing educational activities with special emphasis on culture and supporting the inclusion of students from vulnerable groups in Primary Schools.

Teachers in the primary and secondary education sector

Regarding in-service teacher training, a number of actions were undertaken. The efforts of the Ministry of Education, Research and Religious Affairs to improve quality assurance in all educational sectors has also been extended to formal vocational education. In cooperation with the "Institutions" (ECB, IMF, EC), a major restructuring of the secondary vocational education system, taking into consideration the main principles of "p3", has been agreed. It is important to mention here that part of the restructuring aims at the transformation / redesigning of vocational education curricula, following the Learning Outcomes approach. The 2015 national reform programme considers

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17 http://www.eca.europa.eu/Lists/ECADocuments/SR16_16/SR_EDUCATION_EL.pdf

18 The Computer Technology Institute and Press "Diophantus" is a research and technology organization focusing on research and development in Information and Communication Technologies (ICT). Particular emphasis is placed on education, by developing and deploying conventional and digital media in education and lifelong learning; publishing printed and electronic educational materials; administrating and managing the Greek School Network; and supporting the organization and operation of the electronic infrastructure of the Greek Ministry of Education and Religious Affairs and all educational units. Since its establishment in 1985, and in the past decades of rapid technological development, CTI has actively contributed to many of the advances that today are taken for granted.

teachers' education and training to be part of improving education quality and efficiency. However, the omnibus law adopted in May 2015 roll back a number of key improvements in the primary and secondary education sector, in particular as regards the autonomy of schools and the need for internal and external evaluation of schools and teachers.

Rationalizing and improving access to lifelong learning opportunities

Participation of 25-64 year-olds in lifelong learning is low. In 2014 3% in that age group took part in LLL, compared to an EU average of 10,7%. The aim is to increase the participation rate in lifelong learning and widen the range of beneficiaries. The facilitation of access to Lifelong Learning opportunities is sought after by strengthening the network of Centres for Lifelong Learning through the involvement of regional and local communities, higher education institutions, social partners and civil society organizations. In particular, the aim is to widen access to education and training through more effective and targeted actions. More specifically, these actions facilitate the participation of under-represented groups, such as low-skilled, unemployed, early school leavers, older workers, immigrants and minority groups, with emphasis on those coming from marginalized communities.

The national strategic policy framework for Lifelong Learning (LLL) includes the following measures for:

- the support of the development and interconnection of LLL services, including their implementation and foreseeing the participation and the co-operation of stakeholders,
- the development of skills of various targeted groups, that are defined as priority groups in the national or regional strategic policy framework,
- the widening of access to LLL, through the effective implementation of transparency tools (e.g. the European Qualifications Framework, National Qualifications Framework, the European Credit System for Vocational Education and Training (VET), the European Assurance Quality in VET).

Vocational Education and Training (VET) – Apprenticeship Programmes

The participation in VET is consistently low. In 2014, 33,7% of ISCED 3 students participate in VET, compared to an EU average of 48.9%. In April 2016 the National Strategic Framework for the modernisation of Vocational Education and Training and Apprenticeship was completed and agreed with the institutions[19] .

The implementation of national strategic policy framework to improve the quality and effectiveness of vocational education and training (VET) include measures for:

- restructuring the initial vocational training programs (IVET) with a view to be more compatible with the needs of the labour market,
- improving the compatibility of VET systems in accordance to the labour market needs, in close cooperation with stakeholders,
- improving the quality and attractiveness of VET, through the establishment of a national approach for the quality assurance in VET (according to the European Framework for Quality Assurance in VET).

To increase the number of students / graduates participating in apprenticeship programs by:

- redesigning the Apprenticeship Programmes for 150 specializations/professions,
- improving the curricula, enhancing the syllabus and the elaboration of the textbooks of all specializations,
- providing practical training in Maritime Academies,
- developing and implementing the apprenticeship programmes for Vocational Upper Secondary Schools (EPAL) and Initial Vocational Training Institutes (IEK) graduates,

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19 https://www.minedu.gov.gr/publications/docs2016/

- designing and implementing Apprenticeship pilot projects,
- upgrading quality and monitoring in CVET[20].

The Ministry of Labour with the support of the Greek Manpower Employment Organization (O.A.E.D.) and relevant stakeholders will develop, adopt the framework for, and launch a series of major VET partnerships, involving employer sectoral representative bodies and social partners, to serve as intermediary structures in order to support employers to offer work-based learning vacancies and ensure a sustainable expansion of apprenticeships for the academic years 2016-17 and 2017-18.

In addition the government will include a human capital dimension to the national growth strategy and adopt an integrated plan for Human Capital development, addressing economic growth and supported by the VET Reform (October 2016).

Rationalizing and modernizing higher education

The level of participation in higher education is generally high in Greece. In 2014, 37,2 % of 30-34 year-olds have higher level qualifications, compared to an EU-28 average of 37,9%. Greece has also surpassed the Europe 2020 national target of 32%. Greece continues to suffer from very low levels of employability for recent higher graduates, at only 47.4% in 2014, in comparison with an EU average of 80.5%. The higher education system could benefit from providing better matching between higher education outcomes and the future skills needs of the Greek economy (e.g. using the *ERGANI* system, which monitors the situation of the labour market), and by developing professionally focused higher VET opportunities. A step in the right direction is the participation of 8500 university and technological educational institutions graduates in a practical training programme implemented by the Greek public manpower and employment service (OAED).

Synergies between higher education and research can help reversing the tendency of young scholars and researchers to seek employment abroad (brain-drain). To this end, a planned co-founded programme for hiring post-doctoral fellows, teaching fellows and researchers in the HEIs and Research Centres of particular importance.

Mechanism for diagnosis of labour market needs

Thus, as the gap between VET and labor market needs remains, Greece is in the procedure of establishing a new and more effective mechanism for skills forecasting. This mechanism will be based on a more effective way of identifying labor market needs in skills which will have an impact in the development of VET curricula. According to this institutional framework social partners (employers and employees associations) will play an important advisory role in this new system. The integrated mechanism for diagnosis of labour market needs developed as part of the deployment of EU funds will be fully applied as of December 2016.

Capacity building

Over the medium term, the institutional capacity in the field of labour administration (encompassing the Ministry of Labour as well as all responsible implementing bodies and agencies) will be strengthened in terms of policy formulation, implementation and monitoring in order to increase the ability to deliver welfare reforms, active labour market policies, and achieve the front-loading of the absorption of Structural Funds. As a first step, by November 2016 the needs of the labour administration in terms of institutional capacity will be identified. The Greek public manpower and employment service (OAED) will be restructured and reinforced through the completion of the existing initiative on the re-engineering of OAED, by end 2016.

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20 The 2016 National Reform Programme Prepared by the Council of Economic Advisors, Ministry of Finance in collaboration with the Ministry of Interior and Administrative Reconstruction, the Ministry of Education, Resource and Religious Affairs, the Ministry of Reconstruction of Production, Environment and Energy, the Ministry of Economy, Infrastructure, Maritime Affairs and Tourism and the Ministry of Labour, April 2016, p.33-41.

Technical assistance

For the effective implementation of the reform agenda, including labour market reform, VET and capacity building of the labour administration, the authorities will use technical assistance, benefiting inter alia from expertise of international organisations such as the OECD and the ILO.

1.3 Structure of the Greek Education System – Levels of Education

It should be stated initially that the need for international comparability of education statistics leads the Member States and the Union institutions to facilitate education classifications developed to be compatible with the revised International Standard Classification of Education ISCED 2011 (hereinafter "ISCED 2011"), as approved by UNESCO Member States at the 36th general conference in November 2011.[21] Therefore, all levels of the Greek education system described below will be referenced to the revised International Standard Classification of Education ISCED 2011[22].

In relation to the structure of the Greek education system, it is most important to understand that the system described in this section has undergone significant reform following recent (2015-2016) legislation. The changes that are taking place refer primarily to the area of vocational education and training, but elements of the general education sector are also affected. This section of the Report does not attempt to offer a comprehensive description of the Greek education system. It is focused on the areas of the system where there are programmes that result in the award of qualifications, with the objective of explaining the context in which these qualifications should be understood

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21 Commission Regulation (EU) No 912/2013 of 23 September 2013 implementing Regulation (EC) No 452/2008 of the European Parliament and of the Council concerning the production and development of statistics on education and lifelong learning, as regards statistics on education and training systems.
    http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:252:FULL:EL:PDF
22 Commission Regulation (EU) No 317/2013 of 8 April 2013 amending the Annexes to Regulations (EC) No 1983/2003, (EC) No 1738/2005, (EC) No 698/2006, (EC) No 377/2008 and (EU) No 823/2010 as regards the International Standard Classification of Education.
    http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:099:0001:0010:EL:PDF

**Overview of the Education system**

Levels of Education
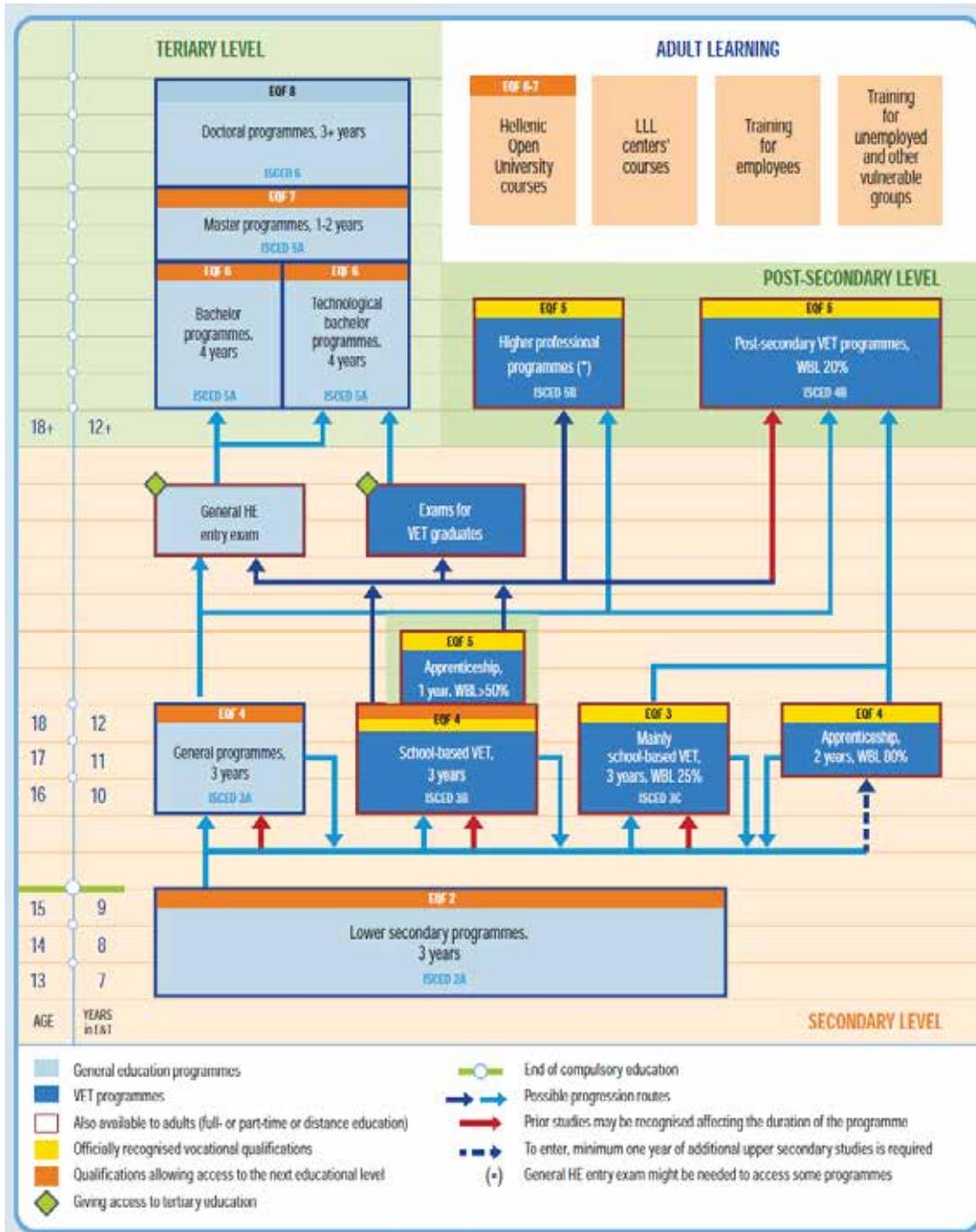
Figure 5: The structure of the education system in Greece

Source: Cedefop (2014). Vocational education and training in Greece. Short description, p. 22

NB: EQF levels are placed according to the January 2014 EQF-NQF referencing report.

ISCED 1997 was used on the chart. Conversion to ISCED 2011 is ongoing.

In Greece schooling is compulsory for all children aged 5 to 15. Compulsory education includes primary (pre-school, one year, and primary school, six years) and lower secondary education (three years), at a day school or, for working students, an evening school.

Graduation from lower secondary education completes the cycle of compulsory schooling and students can then choose whether to continue in general or vocational education. If they choose to continue in general education they will attend classes at a general upper secondary school (GEL), for three years of upper secondary education; there are also evening schools for working students, and in these the programme is four years. Students enter upper secondary school at the age of 15 and graduate at 18. In the first year the programme is general, while in the second and third years students take both general education and special orientation subjects.

1.3.1 Compulsory education

Pre-School Education (Nipiagogeio): Attendance in Pre-primary school lasts for two years, beginning at age 4. However, only the second year is integrated in the compulsory education. So, attendance is compulsory for children at the age of five. This could explain the low rate of the pupils' attendance in pre-school education (76,4%). As defined in Law 1566/1985, the purpose of Pre-primary school is to cater for the physical, emotional, mental, and social development of the infant. Attendance in Pre-primary school is expectd to contribute to the cultivation of the infants' physical senses, the structuring of their experiences, the development of the ability to understand and express themselves utilising symbols in the fields of language, mathematics, and aesthetics, and the ability to create interpersonal relations.

HQF and EQF Level 1

Primary education (Dimotiko): The purpose of attendance at the Primary School is the "multifaceted intellectual and physical development of children", according to the provisions of Law 1566/1985 (A 167/30.09.1985). Among others, specific objectives include understanding of the content of basic concepts, acquisition of the ability to properly utilize oral and written speech, improvement of physical and mental health, familiarization with moral and humanitarian values, and cultivation of the students' aesthetic criterion. In addition, Primary School hosts actions for increasing digital learning and foreign languages learning, by initially teaching one foreign language and a second one at the 5th Grade. Attendance at the Primary School lasts for 6 years, beginning at age 6, is compulsory, and is offered free of tuition fees in public schools. Private schools count less than 5 % of all Primary schools.

Curricula for the Primary School are developed by the Institute for Educational Policy (I.E.P.)[23] and are approved by the Ministry of Education and Religious Affairs. These curricula are applied to every school in the country.

Completion of Primary school leads directly to enrolment in a Lower Secondary School, and to the award of the **Primary School Certificate.** This is a level 1 qualification.

Secondary education: Secondary education is divided into two cycles: Compulsory lower secondary education (Lower Secondary School) and Non-compulsory upper secondary education (Upper Secondary School).

HQF and EQF Level 2

Compulsory secondary education: Upon completion of Primary School, students are obliged to continue their studies in the **Lower Secondary School (Gymnasio)**. The age of students ranges from twelve to fifteen years. Attendance lasts for three years and has the purpose of catering for "the integrated development of students in proportion to their abilities at that age and the respective requirements of life". Its specific objectives include linguistic

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23 I.E.P. is supervised by the Minister for Education and Religious Affairs; it is a "leading scientific body" with a main objective of conducting scientific research and studying issues of the primary and secondary education, the transition from secondary to tertiary education, as well as the provision of constant technical support for the planning and application of the respective educational policy.

cultivation, proper expression of thoughts, both orally and in written, enrichmet of their value system, problem solving strategies development, familiarisation with various forms of art, and realization of their abilities and talents, according to the provisions of Law 1566/1985 (A 167/30.09.1985). In Lower Secondary Schools students attend a common analytical program concerning all teaching subjects, except for English, which is delivered in many schools in two distinctive levels, depending on the level of knowledge and foreign language skills of students.

The analytical curricula for the Lower Secondary School are developed by I.E.P. and are applied throughout the country. Alongside the formal curriculum, innovative programs have been introduced and implemented covering areas such as Career Orientation, Health Training, Environmental Education, Youth Entrepreneurship, etc. Studies in the Lower Secondary School do not provide specialization in a specific field. However, there are certain specific Lower Secondary School types which, along with general education classes, provide education in the wider field of culture that could be related to future professional activity. Such institutions include Musical Lower Secondary Schools, Artistic Lower Secondary Schools, Ecclesiastical Lower Secondary School and Athletic Facilitation Classes.

At the end of this 3-year process, a qualification is awarded, the **Lower Secondary School Certificate**, which, on the one hand, certifies the completion of the compulsory cycle of education and, on the other hand, provides access to post-compulsory learning opportunities. The qualification is of Level 2.

There is also a range of other specialized types of Lower Secondary Schools. These include:

- Pilot Experimental Lower Secondary Schools which, in liaison with a university, implements innovative experiments on individual aspects of the formal curriculum.
- Evening Lower Secondary Schools, aiming to facilitate working students (above 15 years of age).
- Special Training and Education Lower Secondary Schools and Special Vocational Lower Secondary Schools aiming to cover educational needs of students with disabilities.
- Intercultural Lower Secondary Schools, Minority Lower Secondary Schools and the European Education School24 aiming to cover the needs of specific population groups.
- Finally, a special category of educational institutions includes the Second Chance Schools, operating within the area of lifelong learning, based on the principles of adult education. Duration of study is two years. They appeal to adults who have abandoned the education system before completing compulsory education and grant a diploma equivalent to that of Secondary School level.

It is to be noted that the Greek compulsory education focuses on the promotion of the eight (8) basic competences as they are described by European texts.

(http://eacea.ec.europa.eu/education/eurydice./documents/thematic_reports/145EL.pdf).

1.3.2. Non-compulsory Upper Secondary Education

Non-compulsory upper secondary education is divided into *General,* which is provided by General Upper Secondary Schools (GEL) and *Vocational,* which is provided by Vocational Upper Secondary Schools (EPAL) and by Vocational School (EPAS). EPAL and EPAS are also parts of Initial Vocational Education (see unit 1.3.3).

HQF and EQF Level 4

General Upper Secondary School (Geniko Lykeio–GEL**)**

General Education of 3-year attendance offered in **General Upper Secondary Schools (GEL).** The aim of **General Upper Secondary School** is, among others, to provide quality general education that will contribute to balanced cognitive, emotional, intellectual and physical development of all students.

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24 The **European Education School (E.E.S.)** is a general education school providing preschool training, primary and secondary education. It was established by virtue of Law 3376/2005 and operates within the context of the institution of European Schools in order to serve the children of employees working for International Organisations. The system of European Schools is intergovernmental and is based on an international convention of 1953.

At the end of this 3-year process, a qualification is awarded, the **General Upper Secondary School Certificate** (**"**Apolyitirio Lykeiou"), which, on one hand, certifies the completion of the post-compulsory cycle of studies and, on the other hand, ensures eligibility of the graduate to participate in the national exams for admission to institutions of Tertiary Education. The qualification is at Level 4.

Vocational Upper Secondary School (Epaggelmatiko Lykeio-EPAL) and Vocational School (Epaggelmatiki Scholi-EPAS)[25]

These two groups of vocational schools offer ranges of occupationally-focused programmes. The schools operate within the upper secondary sector of the education system.

The Vocational School (EPAS)

Pupils who finish the 1st year of General Lyceum or Vocational Upper Secondary School (EPAL) have the possibility to enrol to the 1st class of the Vocational School (EPAS). The Vocational School (EPAS) takes 2 years to complete.

The Greek public manpower and employment service (OAED) operates a total of 51 Vocational apprenticeship schools EPAS, which have an average annual enrolment of 10 000 students, depending on the relevant annual announcement. Their courses last two school years (four semesters). The paid practical work takes place four or five days a week in public or private sector enterprises on terms specified in the relevant apprenticeship contract. Participating enterprises are subsidised. The school is responsible for finding work placements for its students.

Graduates of the Vocational School (EPAS*)* have the option to:

a. to receive a license to practice a trade or profession (upon completion of exams);

b. to enrol in the second grade of the EPAL;

c. to register at an Initial Vocational Training Institute (IEK) in a similar specialisation.

According to Law 4386/2016 the operation of the Vocational School (EPAS) of OAED has been extended until the years 2020-2021.

The difference between EPAL and EPAS is that the EPAS provide vocational training in a variety of specialties not provided in EPAL and the students that follow them do not need strong theoretical studies, but they focus mainly on practice and they are absorbed in the labour market as skilled technicians. They are eligible to attend them if/ when they have completed the first grade of General Upper Secondary Schools (GEL) or Vocational Upper Secondary School (EPAL).

Only graduates of General Upper Secondary School (GEL) or Vocational Upper Secondary School (EPAL) have access to higher education, after taking State exams (the only point where learning outcomes from secondary education are in any way accredited in higher education). The graduates of Vocational Schools (EPAS) have no right to do so.

Qualifications awarded on completion of EPAL programmes are the **Vocational Upper Secondary School 'Degree'** [26] and the **Vocational Upper Secondary School Certificate**. The qualification awarded on completion of EPAS programmes is the **Vocational School (EPAS) Certificate**. These qualifications are at Level 4.

Last but not least, all programmes of secondary formal education in 2017-2018 will be redesigned on the basis of learning outcomes (for more detail, please, see the criterion 3).

The Vocational Upper Secondary School (EPAL)

Programmes at vocational upper secondary school (EPAL) can lead to two levels:

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25 EPAL and EPAS take part of initial vocational education but for the integrity of upper secondary education they are presented here and not in the next unit 'initial vocational training'.

26 The use of the term 'degree' in titles of some Greek qualifications awarded for secondary education is not associated with the meaning of the term 'degree' in the titles of higher education qualifications.

(a) a three-year programme;

(b) an additional 'apprenticeship year'.

The Vocational Upper Secondary School (EPAL) takes 3 years to complete. The curriculum of the Vocational Upper Secondary School (EPAL) consists of general education subjects and technical-vocational education subjects, the latter including theoretical, stages, design and combined (theory and stages) subjects. Graduates of the EPAL are awarded a School Leaving Certificate equal to that of the General Upper Secondary School (GEL). Graduates of EPAL achieving the Vocational Upper Secondary School Certificate are eligible to take the national examinations for access to the technological sector of higher education programmes.

Graduates of the Vocational Upper Secondary School (EPAL**)** have the following options:

a. to seek admission to higher education programs of studies relevant to their specialization upon completion of national examinations);

b. to receive a license to practice a trade or profession (upon completion of exams);

c. to enrol in an Initial Vocational Training Institute (IEK).

d. to enrol in the 'apprenticeship year' (fourth year) and after completion, can participate in certification exams.

HQF and EQF Level 5

Graduates of the 'apprenticeship year' receive a diploma at EQF level 5 issued jointly by the Ministry of Education and OAED, after procedures for certification of their qualifications by EOPPEP have been completed. Graduates of a vocational upper secondary evening school do not have to enrol in the 'apprenticeship year' but can apply for certification of their qualifications if they have worked for at least 600 days in the specialty with which they graduated from the third year. The body responsible for certification of qualifications and for awarding specialisation diplomas to graduates of 'apprenticeship year' is EOPPEP. Those who pass certification examinations receive both the related specialisation diploma and a licence to practise their trade. As appropriate, other ministries that issue corresponding occupational licences may take part in conducting examinations.

1.3.3 Initial Vocational Training

Providers of Initial Vocational Training

HQF and EQF Level 3

The **School of Vocational Training (SEK)**, which provides initial vocational training to graduates of compulsory education; SEK programmes are of three years' duration. Holders of a lower secondary school leaving certificate or equivalent can enrol in the first year of SEK without sitting examinations. Students who are over 20 or employed attend evening vocational training schools for four years. The last year of the three-year SEK programme is apprenticeship. SEK programmes are structured into streams: agronomy/food technology/nutrition, technological applications, arts and applied arts, tourism and hospitality occupations. Upon successful completion of the certification exam, graduates of Schools of Vocational Training (SEK) are awarded a Vocational Training School (SEK) Certificate at HQF and EQF level 3**.** Non-compulsory Secondary Education (General Upper Secondary School (GEL), Vocational Upper Secondary School (EPAL), Vocational School (EPAS)) and Initial Vocational Training Institutes (IEK) programmes are open to SEK graduates. According to recent law 4386/2016 SEK will be finally abolished on 31 8 2019.

HQF and EQF Level 5

The **Institute of Vocational Training (IEK)** provides initial vocational training to graduates of non-compulsory Secondary Education – General Upper Secondary School (GEL), Vocational Upper Secondary School (EPAL), Voca-

tional School (EPAS)) or higher education (Universities/Technological Educational Institutions (TEI))[27] – as as well as graduates of SEK. IEK programmes last five semesters. During the four semesters learners undertake theoretical and laboratory training, lasting 1200 hours, and during the fifth semester internship or apprenticeship takes place, lasting 960 hours [28].

Students who successfully complete all the prescribed semesters can participate the certification exam for graduates of initial vocational training institutes. This certification entitles them to take part in the (practical and theoretical) vocational training certification examinations conducted under the jurisdiction of EOPPEP. Upon successful completion of the certification exam, graduates of Institutes of Vocational Training (IEK), are awarded Initial Vocational Training Diplomas at HQF and EQF level 5.

1.3.4 Post upper secondary and not higher education
HQF and EQF Level 5

Vocational programmes are also offered by 'post upper secondary and not higher education' schools. Their programmes require two years, three years or four years of study. In most cases they include a period of practical training in the workplace, which is a particularly important feature of their courses. In some cases admission to these schools is contingent upon passing the general examinations for admission to higher education programmes, while others require special admission examinations (such as university-level schools of dance, theatre). These higher professional schools operate under the supervision of the competent ministries. In accordance with the Hellenic Constitution, it is allowed to provide vocational education at a higher level. This sector is described as 'Post Upper Secondary and not Higher Education". This framework includes the programs of study offered by the following Post Upper Secondary and not Higher Education Schools in the field of religion, art, tourism, the navy, the army and public order. More specifically, these include the Higher Ecclesiastical Institutes, the Merchant Marine Academy, the Higher Institute of Dance and Dramatic Art, the Higher Tourist Training Institutes, the Higher NCO Institutes of the Ministry of National Defence, and the Police Academy.

Post Upper Secondary and not Higher Education Schools also include private schools for drama and cinema studies including directing, sound engineering, filming and photography, provided the studies last for three years and the graduates have passed the relevant state exams held by the Ministry of Culture. The qualifications awarded for the completion of programmes in these institutions are variously titled:

 Post secondary and not higher education Diploma or 'Degree'[29] and they are collectively defined as level 5 qualifications. As final remark, it is obvious that in Greece, as generally in Europe, the level "5" contains different types of qualifications awarded for programmes provided in different kinds of educational institutions.

Quality Assurance (levels 1–5)

For the quality assurance at the levels 1-5 specific tools are being developed by the responsible authorities (for more details, please, see the responses to criteria 5 and 6).

1.3.5 Higher education

The organization and operation of the higher education institutions in Greece is largely defined by article 16 of the Hellenic Constitution of 1975, as applied, where it is stipulated that "the higher education is solely provided by fully-autonomous institutions under public law". These institutions are under State supervision; they are entitled to

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27 In the period of crisis some higher education graduates' chose an IEK program of studies in order to obtain more technical competences in a subject relevant or no to their previous studies in order to make more attractive their profile in the labour market.

28 regulated by Law 4386/2016

29 The use of the term 'degree' in titles of some qualifications awarded for programmes in schools of Post Upper Secondary and not Higher Education is not associated with the meaning of the term 'degree' in the titles of higher education qualifications.

receive financial support by it and operate in accordance with the regulations specified in the organizations and their internal rules.

Higher education comprises the **University Sector (Universities)** and the **Technological Sector (Technological Educational Institutions)** (Law 2916/2001).

The University Sector "places emphasis on the advancement and development of science, technology and art, on the production of new knowledge with basic and applied research, and on the sophisticated and holistic theoretical and applied education of the scientific, technological and artistic workforce of the country". The University Sector includes the Universities, the Technical Universities and the School of Fine Arts. In addition, this sector also includes the Hellenic Open University (EAP) and the International Hellenic University (DIPAE).

The Technological Sector aims to "educate for applications of high-standard quality". The institutions of the technological sector "combine the development of the proper theoretical background of studies with a high level of laboratory and practical training, while conducting technological research and developing knowhow and innovations in the respective professional fields". The Technological Sector includes the Technological Educational Institutions (TEI) and the School of Pedagogical and Technological Education (ASPAITE).

The legislation (Law 4009/2011 and Law 4076/2012) presupposes the existence in each institution of an internal organisational framework. These will define both the development and operation policies of each institution and individual administrative and educational issues.

Higher education in Greece comprised in a total of 40 institutions (24 Universities and 16 Technological Institutions), up to the spring of 2013. Now, through a restructuring of the network, known as the "Athena project", higher education comprises 36 institutions (22 Universities and 14 Technological Institutions). The 2012-2014 Athina project has not had a significant impact so far. In practice it has not produced the financial rationalisation expected, as many departments which were consolidated did not in fact have any academic staff and/or any students. The four universities abolished have in practice merged with other tertiary institutions (European Commission 2016). In June 2016 the Greek authorities presented a new higher education strategy for 2016-2020 (Hellenic Government 2016). The strategy includes several important general elements, such as improving the quality of education and learning and strengthening equity and access to the sector. It also includes the aim of improving quality assurance in higher education. The strategy contains fairly broad measures to increase participation, attainment levels and completion of higher education by all population groups[30].

University studies are structured in three levels: undergraduate (bachelor), postgraduate (master) and doctorate (PhD)[31]. Studies in Technological Educational Institutions include the levels of undergraduate and, most recently, postgraduate studies.

Furthermore, higher education institutions can develop lifelong learning programs of variable length, content and target audience.

Finally, the Greek higher education institutions now have the right to organize programs under international collaborations. These programs may not necessarily be taught in Greek. This applies also to the University of EAP (Open University) and the International University in Greece.

Undergraduate programs of study (First cycle – Bachelor)

According to Law 2525/1997, as applied, all Schools and Departments of Higher Education are classified, depending on the course of study thereof, into one of the following five *Scientific Fields*:

Field 1: Humanities, Law and Social Science (duration of undergraduate studies: 4 or 5 years).

Field 2: Science (duration of undergraduate studies: 4 years).

Field 3: Health (duration of undergraduate studies: 4, 5 or 6 years).

Field 4: Technology (duration of undergraduate studies: 4 or 5 years), and

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30 European Commission (2016). Education and Training Monitor 2016 Greece.

31 Nowadays, a new cycle of advanced studies is developed, the post-doctoral studies.

Field 5: Economics and Administration (duration of undergraduate studies: 4 years).

The curricula are developed by the General Assemblies of the academic units following proposals by the members of their academic unit and research staff. Academic courses are of different types: compulsory, compulsory facultative, facultative. In parallel, and depending on the course curriculum, there are laboratories and practical exercises within and outside the institution. The academic year is divided in two semesters. The undergraduate programs of study offered by the Hellenic Open University follow the "distance learning" approach.

Moreover, the Greek higher education institutions apply the European Credit Transfer and Accumulation System (ECTS). Each semester is allocated 30 ECTS and each academic year 60 ECTS. Therefore, for 4-year studies 240 ECTS are required (Law No 4009/2011, Articles 30 & 31).

Enrolment in higher education institutions is upon national entrance examinations. Entrance is achieved upon a combination of a) grades received in written examinions per school subject and grades received per subject in the national entrance exams, b) the preference ranking stated by candidates for higher education academic units, and c) the available student places per academic unit, which are determined each year by the Ministry of Education and Religious Affairs.

In excess of the defined number of available places, a number of candidates of special categories (i.e. members of large families, expatriates, immigrants etc) are enrolled. In addition, graduates from other Departments or Schools or Faculties can be accepted following special placement exams.

The members of the teaching and research staff (DEP) of Universities and the members of the scientific staff (EP) of TEI (excluding teachers of applications) normally have at least a PhD in a related field. Exemption from the PhD requirement applies only in specific fields where professional experience can substitute for a doctorate degree and/ or possession of a doctorate degree is not common.

The Hellenic Open University and the International Hellenic University have their own selection system and participation in the general examinations is not required. The Hellenic Open University is unique in the Greek context in that it exclusively provides distance education at both undergraduate and postgraduate level. Persons over 23 years of age may be admitted to the higher education system without exams via the alternative of the Hellenic Open University. The International Hellenic University specializes in offering postgraduate programs aimed at international students who are interested in studying in Greece but also at Greek students seeking an international outlook. The language of both instruction and administration for all of its programs is English.

Studying for a first Degree is free, with the exception of the Hellenic Open University, where students are required to pay tuition fees.

The type of examinations per course depends upon the options of the professor responsible. Most often they are a combination of final written examinations and educational activities during the semester (exercises, projects, etc).

A Degree award requires a specific number of ECTS credits, in accordance with the prescribed rules of the academic unit involved and within the rules of the European ECTS system. Neither dissertation nor internship is compulsory in all academic units of higher education, although there is a growing tendency of expanding them to academic units. A Department/School/Faculty, in a general academic unit of a University or TEI, cannot offer more than one undergraduate program.

On completion of the First Cycle of study, students are awarded the qualification of **Bachelor Degree (Ptychio),** at Level 6. This is the common qualification for this Cycle in Universities and in Technological Educational Institutions.

Postgraduate programs of study (Second cycle – Master's degree programs)

The Postgraduate Programs are designed by each higher education institution and academic unit and aim at promoting knowledge and developing research; the postgraduate programs provide specialties relevant to the scientific fields of the undergraduate programs.

As already seen, the Greek higher education system is in the process of reorganization. The same applies to Postgraduate Programs. Under the new legislative framework (Law 4076/2012), each School or Faculty coordinates and organizes postgraduate and doctorate programs under its responsibility and delegates their implementation to Departments or to interdepartmental cooperation.

Postgraduate and doctorate programs operate in accordance with the Organisation framework of the institution. However, since University Organisation frameworks have not yet been in place, Postgraduate Programs still operate under the former regime, under which Postgraduate Programs operated at academic unit level. They lasted 1 or 2 years and often had tuition fees (in the 70% of the cases).

Existing Postgraduate Programs can be single-departmental, inter-departmental, trans-university or international. The criteria for selection of students are established by the Department or Departments participating in the Postgraduate Program.

Completion of the program of study requires the preparation of a postgraduate research thesis. On completion of the Second Cycle of study, students are awarded the qualification of **Master's Degree,** at Level 7**.** This is the common qualification for this Cycle in Universities and in Technological Educational Institutions. An academic unit of the University or TEI can offer more than one postgraduate program.

Doctorate studies (Third cycle of study)

Doctorate studies are in a phase of transition in terms of organization, to the extent that specialized curricula should be organized in the near future. The entire framework will be specified at local level (institution) through the organization and regulation framework of each institution. The duration of study is minimum 3 years.

For PhD students, there is a 3-member committee, a member of which is a supervisor. The committee is appointed by the General Assembly (GA) of the academic unit. When a PhD student completes his/her thesis, a 7-member defend Committee is appointed upon both the committee's consent and the approval of the General Assembly of the Department, which leads the process of the doctorate defence. During the preparation of the doctorate candidates are encouraged to participate in seminars and conferences or other activities (publications), without this being obligatory.

Also, there is the possibility of preparing a doctorate with co-supervision, in collaboration with a foreign institution. In this case, the thesis is prepared in the language originally agreed and with an extensive summary in Greek. The defence process is performed under the regulations of the country where the defence takes place.

On completion of the Third Cycle of study, students are awarded the qualification of **Doctorate,** at Level 8. Only universities award the Doctorate.

Quality Assurance

The accreditation and quality assurance of Greek higher education institutions is conducted through the Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP (see Annex 14), which is the independent national Authority in charge of this project.

Evaluation of Higher Education Institutions of the Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP aims to improve them (evaluation for improvement). It is based on two stages, an internal evaluation (self-evaluation) and an outside evaluation by a 5 members team of experts from foreign higher institutions and stakeholders. The whole process was based on the standards and guidelines of ENQA. The programs offered by University academic units have been tested and found to meet the requirements of three distinct levels of the European Qualifications Framework (6, 7 and 8) (external evaluations can be found on the website:

http: //www. adip.gr/en/external-reports.php

In January 2015, the ENQA evaluated the work of the Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP with a site visit in Athens. In June 2015, the Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP was accepted as a full member of ENQA (http://www.enqa.eu/index.php/reviews/review-reports-and-decisions).

In June 2016, the Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP has completed the evaluation of the 36 higher education institutions. The Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP is preparing for a new project that is the accreditation of the internal quality assurance system of higher education institutions and the accreditation of study programs (evaluation for accreditation).

2. The development Process of the Hellenic Qualifications Framework

2.1 Milestones

Since 2006 at the European Councils of Ministers of Labour and Education respectively, our country has consented to the development of a system for the certification of qualifications and the linking of education and training with the labour market. There was fragmentation of responsibilities under different Organizations and Ministries.

In June 2008 the National Committee for Lifelong Learning was established, and this committee was set up again in May 2009 under the initiative of the General Secretariat for Lifelong Learning of the Ministry of Education and Religious Affairs.

In March 2010, the Ministry of Education and Religious Affairs conducted the first public consultation via web on the development of the Hellenic Qualifications Framework.

The web application of the public consultation on the Hellenic Qualifications Framework (EPP) was open to the public for six months, starting on 5th March 2010 on the webpage:

http://www.opengov.gr/ypepth/?p=43 and ending on 5th September 2010.

The citizens had at their disposal a proposal in text, explanatory comments on the European and the Hellenic Qualifications Framework, as well as 23 complimentary questions.

There was participation from representatives of VET providers, social partners, chambers and other professional institutions, as well as from citizens.

There were 496 comments upheld on the web consultation address, while, at the same time, interventions in text form were submitted. A wide range of issues and views emerged and important messages received. Those mainly focused on the following:

- The issues relating to the structure and processes for the development of the Hellenic Qualifications Framework. It was noted that these processes should be of wide social acceptance, reflecting views and perceptions of a wide spectrum of stakeholders from all levels of education, social partners and learners.

- The issue of the classification, in the Hellenic Qualifications Framework, of the total range of qualifications, i.e. qualifications acquired via formal, non-formal and informal learning.

- The issue that, in the beginning, the Hellenic Qualifications Framework should be able to differentiate effectively the qualifications awarded in Greece. An interesting view in this regard was that the 8 levels proposed may not be sufficient for this purpose (in the sense that they may be insufficient in number and clarity) and the solution of sub-levels was proposed.

- The issue of the necessity to include in the Hellenic Qualifications Framework the qualifications which reflect/combine both experiential learning and knowledge coupled with skills acquired via the formal education system.

- The issue of the possibility of unanticipated repercussions/confusions, which the development of a national framework may cause on the already known and established correlation between titles of study and professions. In the opposite perspective, there were comments that the Hellenic Qualifications Framework will assist in the clarification of this correlation.

- The issue of the need to take into consideration, in the referencing of the Hellenic Qualifications Framework to the EQF, the experience of other countries which have already completed this process, as well as, that the process should be based on the participation of a wide range of stakeholders.

Afterwards, informative material was published in print and a web site (www.nqf.gov.gr) on the Hellenic Qualifications Framework was developed to inform the public, while, at the same time, ten (10) meetings were held, six (6) informative events and four (4) technical seminars, both in Athens and other cities and prefectures of the country, i.e. Salonica, Volos, Heraklion of Crete, Patras, Piraeus.

The meetings aimed at informing about the European and the Hellenic Qualifications Framework focusing on the use of qualifications in fields of work those are of interest to the stakeholders.

The stakeholders were the local Authorities, Developmental Organisations/Enterprises, Chambers of every category, local trade-unions (second-level), Education Providers (Directorates and Offices for Primary and Secondary Education, Parents associations, Higher Education Institutions – Professors, Career Offices, Students associations), Non-formal Education Providers (providers of the General Secretariat for Lifelong Learning, Vocational Training Institutes (IEK) both public and private, Vocational Training Centres (KEK)), Social Partners.

2.2 Provisions in the legislation for the development of the Hellenic Qualifications Framework

Law No. 3879/2010 (A 163/21-9-2010) on "Enhancing of Lifelong Learning in Greece" sets out a range of criteria for the design of the HQF and defines the following: Within the context of the Hellenic Qualifications Framework, definitions are as follows:

"Descriptors": the indicators determining the learning outcomes (knowledge, skills, competence) corresponding to the qualifications of a particular level.

"Sectoral descriptors": specialized sectoral descriptors of the levels of the Hellenic Qualifications Framework, which identify sectoral learning outcomes corresponding to the qualifications per sector of economic activity.

"Sectoral qualification": the qualification awarded as an outcome of an assessment and validation process, upon verification by a competent sectoral body that an individual has achieved learning outcomes to set standards. If the competent sectoral body has international acknowledgment, the qualification is named "international sectoral qualification".

In accordance with paragraphs 1 and 2 of article 16 of the Law, the following are determined:

1. Through the Hellenic Qualifications Framework learning outcomes of all forms of formal education, non- formal education and informal learning are recognized and referenced, so that they are certified and classified into levels, in alignment with the levels of the European Qualifications Framework.

2. The Hellenic Qualifications Framework can be further specialized in sectoral qualification frameworks.

3. The terms of shaping and implementing the Hellenic Qualifications Framework and, in particular, the issues relating to aligning with the European Qualifications Framework and international sectoral qualifications, as well as determining sectoral descriptors, will be determined by Presidential Decrees (PDs), pursuant to the provisions of the same Law. The PDs are issued upon proposal of the Minister of Education and Religious Affairs, acting in turn upon EOPPEP's recommendation.

2.3 The HQF Development strategy

The aim of the Hellenic Qualifications Framework is to create a coherent and comprehensive system of classification of all qualifications obtained from formal, non-formal education and informal learning in Greece. This will be done gradually. In the first step, objective is the classification of qualifications within the formal educational system of the country. At a later stage, a classification system of qualifications acquired through non-formal education and informal learning will be developed.

In accordance with the common European strategy "Europe 2020", which aims at **smart**, **sustainable** and **inclusive growth**, the Hellenic Qualifications Framework and its referencing to the European Qualifications Framework provides a tool for "translating" and comparing qualifications and aims at becoming an opportunity to help promote the mobility of learners and employees between Greece and other European countries.

Serving the principles of transparency and quality assurance in accordance with European best practices, the architecture of the HQF was formed by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) with the active cooperation of educational policy makers, representatives of educational and academic community, the social partners, experts with international experience in Qualifications Framework development.

After planning, public consultation, institutional consolidation and thorough preparation, Greece has completed the stage of developing and referencing the Hellenic Qualifications Framework to the European Qualifications Framework.

Development Phases
1st Phase: (2009– 2010) **Design, Public Consultation and Legal Establishment**

Activities

- Establishment of the National Committee for Lifelong Learning
- Working Paper on basic principles, suggested levels, general descriptors.
- A six-month public consultation on the Working Paper put forward by the Ministry of Education, Lifelong learning and Religious Affairs.
- Legal basis for the development of the Hellenic Qualifications Framework: Law 3879/2010 on the "Development of Lifelong Learning and other provisions".
- Ten meetings, six informative events and four seminars about EQF and NQF were held in various Greek cities.

2nd Phase: (2010–2013) **Developing process of the HQF**

Activities

- Establishment of the National Body for the certification of qualifications (E.O.P.P.).
- National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.) was created by the integration of three national bodies: the National Centre for the Accreditation of Lifelong Learning Providers (E.KE. PIS.), the National Organisation for the Certification of Qualifications (E.O.P.P.), the National Centre for Vocational Guidance (E.K.E.P.) and Establishment of the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.).
- Initial phase of registration of qualifications awarded in formal and non-formal education.
- Establishment of the Advisory Committee, which supports E.O.P.P.E.P. in the development procedure of the HQF.
- E.O.P.P.E.P. designs the architectural structure of the HQF.
- E.O.P.P.E.P. proposal on the HQF was submitted in March 2013 to the Advisory Committee, a Committee with a consultative status, involving representatives from the Ministry of Education and Religious Affairs, the educational and academic community, social partners and expert consultants.
- The Advisory Committee submitted its opinion on EOPPEP. Then a decision was taken by the Board of E.O.P.P.E.P., submitted to the Ministry of Education and Religious Affairs.
- On July 10, 2013, the Minister of Education and Religious Affairs announced the HQF.
- Identification and analysing of "older" and existing qualifications.
- Design and implement methodological tools for classifying qualifications of formal education in the levels of the HQF.
- Classification of qualifications awarded by the Greek educational system in the levels of the HQF. Design of the referencing process.
- Establishment of the Referencing Committee.
- Referencing the levels of the National Qualifications Framework to the levels of the European Qualifications Framework.
- Composition of the Referencing Report.

3rd Phase (2014–2016):
Referencing process of the HQF to the EQF

The aim of the third phase is to enhance the presence and functionality of the HQF within education and training in Greece, ensuring its dynamic and prospective. For the realization of this goal by the targeted date of December 2015, a range of policies and measures was decided. These policies took into account the European debate and international developments regarding the reorganization of educational systems and their relation to the needs of the labour market.

Actions of the years 2014–2016:

2014
On January 24, 2014 there was held in Cedefop a Consultation Meeting on the HQF and its referencing to EQF with the social partners and major stakeholders, and also the fourth meeting of the Referencing Committee.
On February 27, 2014, the Referencing Report of the HQF to the EQF was presented at the 23rd Meeting of the EQF AG in Birmingham, United Kingdom.
On March 31, 2014, at the 24th Meeting of the EQF AG in Leuven, Belgium, EOPPEP presented the answers to the remarks made by the AG and the Referencing Report of the HQF to the EQF.
By Law 4283/2014, Classification of the following qualifications was legislated:
   Vocational Training School (SEK) – Specialty Certificate-Level 3
   General Upper Secondary School Certificate-Level 4
   Vocational Upper Secondary School Certificate- Level 4
   Vocational Upper Secondary School "Degree" (EPAL)- Level 4
   Vocational upper secondary school "degree" and apprenticeship class-Level 5
   Vocational Training Institute (IEK) – Specialty Diploma-Level 5

2015
At the 32nd Meeting of the EQF AG, in October 2015, the Greek delegation of EOPPEP expressed the position of the Ministry of Education, Research and Religious Affairs on the course of Referencing of the HQF to the EQF.
At the 33rd Meeting of the EQF AG, in December 2015, the Greek delegation of EOPPEP presented the latest developments on the course of Referencing of the HQF to the EQF. The Referencing of the HQF to the EQF was approved.

Development of Learning Outcomes
EOPPEP has developed a methodology, using the definitions given by EQF, for the development and design of Learning Outcomes based on knowledge, skills and competence. Specific expertise regarding this thematic table was obtained by Prof. Dr. Mile Dželalija, whose contribution was valuable for the development of the HQF. Regarding further development of the Learning Outcome (LO) approach, Greece takes into account the latest CEDEFOP work as discussed during relevant forums (i.e. CEDEFOP - September 2015), as well as relevant findings from EU funded projects.

External evaluation
In the framework of a project entitled "External evaluation of the Action Development of the Hellenic Qualifications Framework", three focus groups were scheduled and have already been completed (November 2015):
• Focus Group A – Representatives of Higher Education and the Hellenic Quality Assurance and Accreditation Authority (HQA) - ADIP.
• Focus Group B - Representatives from Secondary Education and VET.
• Focus Group C - Representatives from social partners (employers and employees).

The subject areas that were examined are:

- Contribution, effectiveness and added value of the Action "Development of the Hellenic Qualifications Framework" as a project of national significance.
- Factors in the successful implementation of the HQF, obstacles and improvement proposals. The results will be given to EOPPEP the following days and are very valuable for further development and implementation of HQF.

The National Quality Assurance Framework for VET

From December 11 2015 to December 18, 2015, the Framework for Quality Assurance in Lifelong Learning (p3) and the application guide were put to public consultation. The above framework will be legislated as a framework for self-assessment of public and private Initial Vocational Training Institutes (IEK), pursuant to the provisions of Article 5 of no. MD 5954/2014 (Government Gazette 1807/B/ 2014) «Regulation Operation Training Institutes (IEK) under the General Secretariat for Lifelong Learning (GGDBM).»

The proposed framework specifies the definition of quality in Lifelong Learning. It leverages existing and new sets of specific quality principles while providing measurable qualitative and quantitative indicators to assess the application of quality principles by stakeholders.

The programs of studies that relate to qualifications at levels 6-8 take place in universities and TEI; therefore the learning procedures for the certification of these qualifications, are attested by the procedures of the Hellenic Quality Assurance and Accreditation Agency.

2016

Greek Qualifications Register

EOPPEP has established the **Greek Qualifications Register** online: **http://proson.eoppep.gr** under its responsibility for the creation and development of the Hellenic Qualifications Framework and its referencing to the EQF and under the supervision and coordination of the Ministry of Education, Research and Religious Affairs. It comprises the qualifications classified in the HQF and referenced to the EQF, coupled with information based on a unified description standard suggested by the European Commission, in order to allow for uniformity in the structure of information concerning qualifications among European countries. The Qualifications Register was linked to the European Portal "Learning Opportunities and Qualifications in Europe" (http://ec.europa.eu/ploteus) in the section of "Qualifications". Clearly it is an application with the dynamics of constant updating and content enrichment. 674 qualifications are already included in the Register sent by the respective educational institutions and these are available on the website **http://ec.europa.eu/ploteus/en/search/site**. Currently, EOPPEP is in the process of constant updating of the Register.

Current state of play of the Hellenic Qualifications Register

QUALIFICATION TYPE	LEVEL OF HELLENIC QUALIFICATIONS FRAMEWORK & EUROPEAN QUALIFICATIONS FRAMEWORK	AMOUNT OF QUALIFICATIONS TO BE ENTERED IN THE REGISTRY
Primary School Certificate	1	1
Lower Secondary School Certificate	2	1
Vocational Training Institute Certificate (Pistopoiitiko Eppaggelmatikis Katartisis Epipedou 1 – I.E.K.	3	20
Vocational School Certificate (EPAS)	4	34
General Upper Secondary School Certificate	4	1
Vocational Upper Secondary School Certificate (EPAL)	4	1
Vocational Upper Secondary School Degree – EPAL	4	19
Vocational Training Diploma (Diploma Epaggelmatikis Eidikotitas I.E.K.)	5	185
Post Secondary and not Higher Education Diploma or Degree	5	4
Bachelor's Degree	6	220
Master's Degree	7	151
Doctorate	8	37
TOTAL		674

According to the relevant directive for the interconnection of the National Qualifications Registries with ESCO, the necessary steps have been made by EOPPEP to interconnect the Hellenic Qualifications Register with ESCO. On 21st and 22nd March 2016 in the framework of the Erasmus + programme the European Commission provided a technical visit for Greece with the aim of helping to assess the development of the Greek Qualifications Register and its linking to the Learning Opportunities and Qualifications in Europe and ESCO portal. The technical visit took place in EOPPEP. The aim of this operation is to allow qualifications that are part of a National Qualifications Framework (NQF) to be displayed in these European portals, for improved transparency and comparability of national qualifications at European level. The recommendations of ESCO Team were as follows:

- To include information and guidelines on the publishing of information about qualifications in any legal instruments to be developed in this area.
- To continue the linkage of every Greek qualification to a NQF and EQF level.
- To foresee the possible development of a centralized identifier schema for Greek qualifications and a centralized identifier schema for Greek organisations related to the publishing of information regarding Greece qualifications.
- To use the Qualification Metadata Schema included in the Call for proposals EACEA 24/2015 to model and capture required, recommended and optional data.
- To publish information about qualifications as Linked Open Data.

Vocational Education and Training and Apprenticeship

In April 2016 the National Strategic Framework for Upgrading of Vocational Education and Training and Apprenticeship was published by the Ministry of Education, Research and Religious Affairs.

In June 2016 launched a pilot apprenticeship for fifty (50) graduates of Vocational Upper Secondary School (EPAL) who were neither in training nor in employment nor in education (NEETs) and wish to attend one year-long post-secondary programme (Apprenticeship class)[4] in two specialties: Modern Business Agriculture and Electrical Installations. The pilot apprenticeship was based on the cooperation of the Ministry of Education, Research and Religious Affairs, the Ministry of Labour and Manpower Employment Organisation (OAED) with regional authorities and employers.

Further development of the HQF

In 2017 EOPPEP will undertake the development of a methodology for the classification of qualifications (knowledge, skills and competences) acquired through non-formal education in the EQF.

In 2017-2018 it is planned for the awarding bodies to gain access to the Qualifications Register upon EOPPEP's authorization with a view to directly updating the qualifications they award and add new qualifications.

In 2017 it is expected to assess the implementation of the HQF and to develop an updated version of the HQF.

In 2017 the Greek Qualifications Framework is expected to be legislated by Presidential Decree.

In 2018 it is expected to present an upgraded version of HQF.

A wider, long-term objective is to consolidate the HQF as the main lever of all efforts for the restructuring of the Greek education system. The expectation is that the HQF will thus evolve into a 'reforming NQF'.

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32 Greece and Italy recorded the highest proportions of young people who were neither in employment nor in education and training: http://ec.europa.eu/eurostat/statistics-explained. Data extracted in July 2016.

33 Vocational upper-secondary schools (EPAL) offer two-cycle courses of study: Secondary cycle: 3 years-long programme (A, B & C classes) and Post-secondary cycle (Apprenticeship class): is optional for graduates of Vocational Upper Secondary School (EPAL), lasts one year and is organized by the Ministry of Education and Manpower Employment Organisation (OAED).

2.4 The HQF and the Framework for Qualifications of the European Higher Education Area (QF – EHEA)

It is noted that most countries undertaking referencing of their qualifications systems to the EQF also undertake the process of establishing compatibility with the Framework for Qualifications of the European Higher Education Area (QF - EHEA): either in two parallel processes or in a single process to address both referencing tasks.

The HQF/EQF referencing relates to all formal qualifications in Greece, including the three types of qualifications awarded in the higher education institutions.

2.5 An outline of the Hellenic Qualifications Framework

The purpose of this section is to enable readers to gain an overview of the key features of the HQF. It explains the rationale and objectives that governed its design, the key underlying concepts, the architecture of the framework, the roles and responsibilities of the various players in the development process.

2.5.1 Rationale and Objectives of the HQF

Both in the context of the Consultation conducted during the first design stage of the HQF and through research on the recorded experience of other countries during the development of their National Qualifications Frameworks, a set of important conditions/criteria has been determined for the development of an effective National Qualifications Framework for Greece. These conditions focus on the necessity to:

- design a clear and uniform methodology for the description and comparison of qualifications;
- develop a cohesive, open framework for the classification of qualifications awarded in the full spectrum of education (primary, secondary and higher education) and of VET.·
- create a framework that is able to include qualifications awarded for learning outcomes achieved through formal, non-formal and informal learning processes.

Taking into account the above-mentioned characteristics, the HQF has been developed, aspiring to become the single, uniform structure through which all Greek qualifications can be described and compared and determining at the same time the relationship between them. The basic function of the HQF is to provide a reference framework for all existing qualifications: in addition to the classification of Greek qualifications for domestic purposes, the HQF is intended to be an instrument for establishing all correspondences and references between the Greek educational system and foreign systems of qualifications, including meta-frameworks such as the European Qualifications Framework (EQF).

The HQF also has the potential to constitute the basis for the design of new qualifications; however, it is proposed at this stage to develop a communication framework rather than a reforming one.

Scope of the HQF

The HQF development policy has focused initially on analysing and accommodating the full range of qualifications that are currently awarded within the formal system in Greece. This is the range of qualifications that is included in the referencing of the HQF to the EQF.

Looking to the future, the HQF apparatus contains elements that are specifically designed to facilitate the future inclusion of qualifications awarded for non-formal and informal learning – for example, the framework is designed to be able to include qualifications awarded for comparatively small or narrowly-focused learning achievements. Exploratory work to determine procedures and modalities for this extension of the HQF in 2017-2018.A key issue to be addressed is the development of appropriate measures for quality assurance of qualifications awarded for achievement of learning in non-formal and informal contexts; also, particularly in relation to the recognition of informal learning, new procedures for assessment and types of qualifications may need to be developed by the relevant awarding bodies.

2.5.2 Concepts underlying the HQF

The HQF incorporates a number of key concepts that are captured in the set of definitions that follow below. The central concept is the understanding that qualifications can be described in terms of 'learning outcomes'. The learning outcome-based nature of the HQF represents a significant change in current educational practice in Greece, which connects the award of a qualification with educational system "inputs" (e.g. curriculum, study programme, teaching methods, instructors) and/or the required time for the completion of a learning process. In relation to all policies and criteria for the Hellenic Qualifications Framework, definitions of terminology apply as follows:

"qualification" means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;

"national qualifications framework" means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved;

"level" refers to a structural element of a qualifications framework and is one of a series of successive steps that can be described in terms of the learning outcomes required for the award of qualifications;

"level descriptors" are sets of statements related to learning outcomes, which describe levels in a qualifications framework;

"learning outcomes" means statements of what a learner knows, understands and is able to do on completion of a learning process; the statements are defined in terms of knowledge, skills and competence;

"knowledge" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practises that is related to a field of study or work;

"skills" means the ability to apply knowledge and use know-how to complete tasks and solve problems;

"competence" means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development;

"qualification type" refers to a class of qualifications sharing common characteristics and level;

"awarding bodies" are bodies established in Greece, which are entitled by law or other procedure to set standards for qualifications and award qualifications to learners who are acknowledged to have achieved these standards.

2.5.3. Architecture of the HQF

The architecture of the Hellenic Qualifications Framework is basically simple. It is based on a structure of **8 levels**, and **qualification types** are being developed for each level. A range of classification tools supports these two key elements, so that every qualification awarded through the Greek educational system can be determined and described. This Framework structure also has the potential, at a future stage, to constitute the basis for the design of new qualifications. Following this rationale, the model of the HQF contains two key instruments:

- The **eight levels** of HQF are the foundation on which the whole framework is built. Level descriptors are the defining element of the structure and will provide the mechanism for the referencing of the HQF to the EQF. The HQF level descriptors are described in terms of learning outcomes; they are set out below in Annex 1 to this section.

- **Qualification Types** are the instrument that allows the classification of Greek qualifications into the levels of the HQF, as well as enabling the comparison between them. Each Qualification Type has a Type Specification that describes the characteristics of qualifications of that type. Qualification Types can constitute the basis for the subsequent development of new qualifications in the future.

The Structure of the HQF

```
  HQF Levels  ───────────▶  Qualifications Types
      │                            │
      ▼                            ▼
  Learning  Outcomes ──▶ Level Descriptors ──▶ Qualifications Type
                                               │
                                               ▼
                                        Specific Qualifications
```
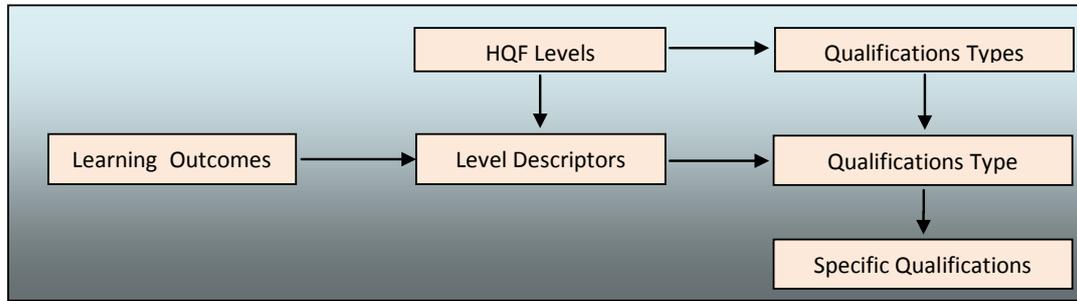
The diagram illustrates the way specific, 'subject-based' qualifications relate to HQF levels via their primary classification into Qualification Types. The Types derive their specifications from the Level Descriptors, which are defined in terms of learning outcomes.

Levels and Types

As the level descriptors and type specifications serve different functions, they also have different characteristics:

- The level descriptors give a relatively short description, are general, and totally independent of the field of learning.
- The type specifications are relatively extensive; they enrich the content of the level descriptors to provide descriptions of the learning outcomes for the type; in addition, they describe key characteristics of qualifications of the type, such as the purpose, the learning process, the transition arrangements, as well as the connection to employment.

Levels and level descriptors

The Hellenic Qualifications Framework is a structure composed of 8 levels. Following the model established by the European Qualifications Framework, each level is defined by the learning outcomes required for the award of a qualification at that particular level, which are expressed in terms of knowledge, skills and competence. The set of statements related to learning outcomes, which determine the level, are the **"level descriptors"** (provided at the end of this section). As already mentioned, descriptors are very general in terms of their content, and levels are determined without any reference to a specific learning field. Level descriptors are the foundation on which the HQF is built.

Qualification Types

A Qualifications Type is a grouping of qualifications that share common characteristics and correspond to the same level descriptor. The use of Qualification Types facilitates the differentiation of qualifications that are classified into the same level but are, at the same time, significantly different from one another.

In the course of the development of the proposed model for the HQF, an overview of the range of qualifications which should be classified revealed that it would be impossible to achieve an effective classification by using only levels. This difficulty originates from a previous deign decision according to which the Framework is to comprise 8 levels: the range of qualifications to be classified would require several more levels, or a further set of 'sub-levels'. This issue was noted also in the responses to the consultation on HQF. The solution to this problem was to determine, in addition to the level-based structure, a range of 'Qualification Types' within the HQF. The Types represent groups of qualifications that are well-known in the Greek society. They reflect the state of play within the labour market. Together with the Levels, Qualification Types constitute a particularly flexible mechanism for the recognition/referencing of any learning achievement and will also facilitate decisively one of the basic principles of the Framework, the ability of learners to access, transfer and progress within the system.

The identification of Qualification Types required, and the development of Type Specifications, was undertaken with

the support of working groups appointed by the relevant awarding bodies. Twelve working groups were established and worked together with EOPPEP. A list of awarding bodies, having appointed representatives for the working groups is attached in Annex 3. An initial list of Qualification Types has been identified, of which 11 are 'former' qualifications that are no longer awarded: these 'former' qualifications are classified to levels in a table in Annex 5.

Methodology for the classification of Qualification Types to Levels in the HQF

The classification of Greek qualification types to the HQF levels involved two related processes:

- the identification of an appropriate range of types; and
- the development of specifications for each type and the testing of each type to ensure its location at the correct level of the HQF.

In both of these processes, EOPPEP (as the coordinating authority) availed of the cooperation of the relevant awarding bodies, as these bodies are the sources of expertise and information about the qualification types. Working groups were established, as listed in Annex 3 below; the members of the working groups, delegated by the awarding bodies, were experts in areas such as curriculum, programme development, programme monitoring and evaluation, assessment and examinations, and quality assurance. In the case of some qualifications, some or all of the learning outcomes required for their award was already identified: however, in the case of most existing qualifications in the Greek system, the learning outcomes required had to be identified from an examination of other information about the qualification – typically, from the learning activities and programmes that lead to qualifications, from syllabi, from a consideration of assessment and examination procedures, and taking into account the patterns of access and progression for learners within the education system that relate to each qualification. It should be noted that the analysis included many 'former' qualifications that are no longer awarded but that are still in active use in Greek labour market: information about some of these older qualifications was less comprehensive that that available for modern, currently-awarded qualifications.

The first task was the identification of an appropriate range of qualification types. The approach taken was to seek to identify the minimum number of types to enable the accurate classification of all qualifications in use throughout the formal education system. Each awarding body examined the range of qualifications awarded under their remit and proposed groupings of qualifications for which similarities could be perceived. In many cases, further analysis revealed that groups of qualifications that at first appeared to be distinct could, in fact, be classified together. Thus, in an iterative process of analysis and discussion, a range of groupings or 'types' emerged that was sufficient to classify all of the qualifications in the system.

The second task undertaken by the working groups was to develop specifications for each of the qualification types identified. A template was adopted so that similar categories of information could be assembled in relation to each type, as set out in the following section. The key element in each specification is the description of learning outcomes. In each specification, these learning outcomes were elaborated from the relevant HQF level descriptor. Where two or more types are at the same HQF level, in most instances there are significant differences in the learning outcomes in the type specifications; however, it will be seen that two types at Level 3 specify identical outcomes – these types classify qualifications that are awarded by different awarding bodies, that are associated with typical programmes of differing lengths, and that relate to different progression opportunities in work and study.

As each Type Specification was developed, the working party tested it against the HQF Level Descriptors to ensure that it was correctly located in the framework. The process was to start by comparing the learning outcomes of the Specification with those of the Descriptor for the most likely level; then to compare them with the outcomes of the adjacent Levels above and below in the framework structure. Any inconsistencies emerging from this comparison led to a reconsideration of the Specification and, if required, to an adjustment.

In addition to the learning outcomes of the type, each Type Specification in the HQF sets out a range of other information about the type, as set out in the following section. These features are descriptive rather than definitive in HQF terms, but they are important tools in enabling the location of specific qualifications in the HQF, within the Type classification.

It should be also highlighted that it is intended that an awarding body can always propose additional Types for inclusion in the HQF and the operational criteria for HQF will set out the basis on which such ongoing development can take place.

Every Qualification Type is defined by a Specification, setting out the learning outcomes related to such a qualification and providing more information, which includes:

- the 'size', or 'volume' of the learning achievement related to the qualification type
- the purpose of the qualification type (see classification by purpose below)
- the education sector related to the Type
- the access and progression possibilities related to the Type
- the connection of the Type to employment.

Learning outcomes described in the Type Specification are extended from the respective level descriptor.

The Types of the HQF – e.g. the Master's Degree (Metaptychiako Diploma Eidikefsis)" or the General Upper Secondary School Certificate (Apolytirio Lykeiou)- are not linked to any specific learning field. Type specifications are used by the relevant awarding bodies to develop or specify a range of qualifications of each Type related to specialized learning fields. For instance, a University may award a range of Master's Degrees including Master's Degree in Administration or Master's Degree in Philosophy".

The Specifications for the Qualifications Types currently awarded are provided in Annex 4.

Classification procedures for Qualification Type Specifications

The HQF provides a range of means to describe and classify Qualification Types, resulting in a complete Specification for each Type:

Title: this refers to a standard nomenclature to be adopted for each Type, e.g. General Upper Secondary School Certificate.

Level: this refers to the level of the Type within the HQF.

Awarding body: this refers to the body entitled by law or other procedure to set standards for qualifications of this Type and award qualifications to learners who are acknowledged to have achieved these standards.

Summary Descriptor: this is a brief outline of the Type; the summary is descriptive and for ease of use, it is not definitive.

Volume: it is important to be able to describe the "amount" or the 'volume' of learning outcomes associated with each Qualification Type. However, no means or technique has been invented for the direct measurement of the volume of learning outcomes. For this reason, in HQF a metric will be adopted for an approximate calculation for this purpose. This implies that each Qualification Type has a "value" measured in credit points, based on an estimate of the total effort required by the learner to acquire it, by defining a notional "average" which the full-time learner is obliged to obtain. The proposed metric is 60 credit points as the value of one "learning year" of 1,500 hours. In that sense, a credit point corresponds to 25 hours of learning.

To the extent that this is possible, the same metric will be used to calculate the volume of each Qualification Type in the HQF at every level. Some Types may contain a range of specific qualifications of varying volumes and thus may have a volume/credit range rather than a single volume/credit value. This process will be undertaken by EOPPEP in collaboration with the relevant Awarding Bodies. The adoption of this metric will guarantee that Greek awards can be easily referenced to many national and international systems, including the European Credit Transfer and Accumulation System (ECTS).

Purpose: The Type Specification for HQF Qualification Types includes a classification of the "purpose" or "application" of the Type, on the following basis:

- "**Basic**" qualifications reflect coherent sets of learning outcomes and are usually comparatively high in volume; they convey a sense of 'completion' – in relation to a stage in a learning process (such as the Apolityrio Lyceum, marking the end of secondary education), or in relation to a defined area of learning (such as 'office

administration skills'), or in relation to an occupation (such as Architect).

- **"Supplementary"** qualifications are awarded for learning achievement that is additional to a previous qualification. They relate to updating and refreshing of knowledge or skills, or to continuing professional development – e.g. a qualification in the application of VAT, which extends the value of a Basic qualification in accountancy.

- **"Special purpose"** qualifications are awarded for sets of learning outcomes that form a distinct, coherent achievement but that may relate to only some of the strands of learning outcomes defining a level. These qualifications are often based on occupational standards, and have relatively narrow purposes e.g. certification of competence in health and safety in the construction industry. They are of relatively low volume, by comparison with Basic qualifications.

It is anticipated that different Types will be identified for inclusion in the future, particularly in the context of the inclusion of many qualifications associated with non-formal and informal learning and qualifications associated with non-statutory awarding bodies.

Education sector: the Type Specification will indicate which sector within the education system is associated with each Qualification Type, using the classification of VET / General Education / Higher Education.

Learning outcomes: each Type Specification will provide a description of the learning outcomes associated with qualifications of that Type. These will begin with the relevant level descriptor and build and expand on this to provide a more elaborate description of the learning outcomes; however, these descriptions will not refer in any way to specific fields of learning.

Employment relevance: each Type Specification will provide a brief outline of the nature and range of employment possibilities associated with qualifications of the Type; these outlines will refer to professional rights where these apply.

Transitions: each Type Specification will set out the arrangements that apply for access to programmes leading to qualifications of that Type (including required prior attainment where applicable).

2.5.4 Roles and responsibilities of organisations

The development of the HQF and its introduction into the qualifications system in Greece require that a range of organisations collaborate and interact. The governance arrangements for the HQF are described in the response to Criterion 1 below; in relation to the actual operation of the framework, the roles and responsibilities of the various organisations are as follows:

EOPPEP is the body responsible for the design and development of the HQF. It is also the body that represents Greece as the national coordination point for EQF and is responsible for undertaking the referencing of the HQF to the EQF. EOPPEP is also an awarding body in relation to two Qualification Types in the framework.

The design of the architecture of the HQF and the development of the framework levels was led by EOPPEP, in consultation with a wide range of stakeholders. The development of specifications for Qualification Types is the joint responsibility of EOPPEP and the relevant awarding bodies. The task of identifying and describing the learning outcomes for specific qualifications of each type will be the responsibility of the relevant awarding bodies – in some cases, with the support of education providers. These various roles are illustrated in the diagram:
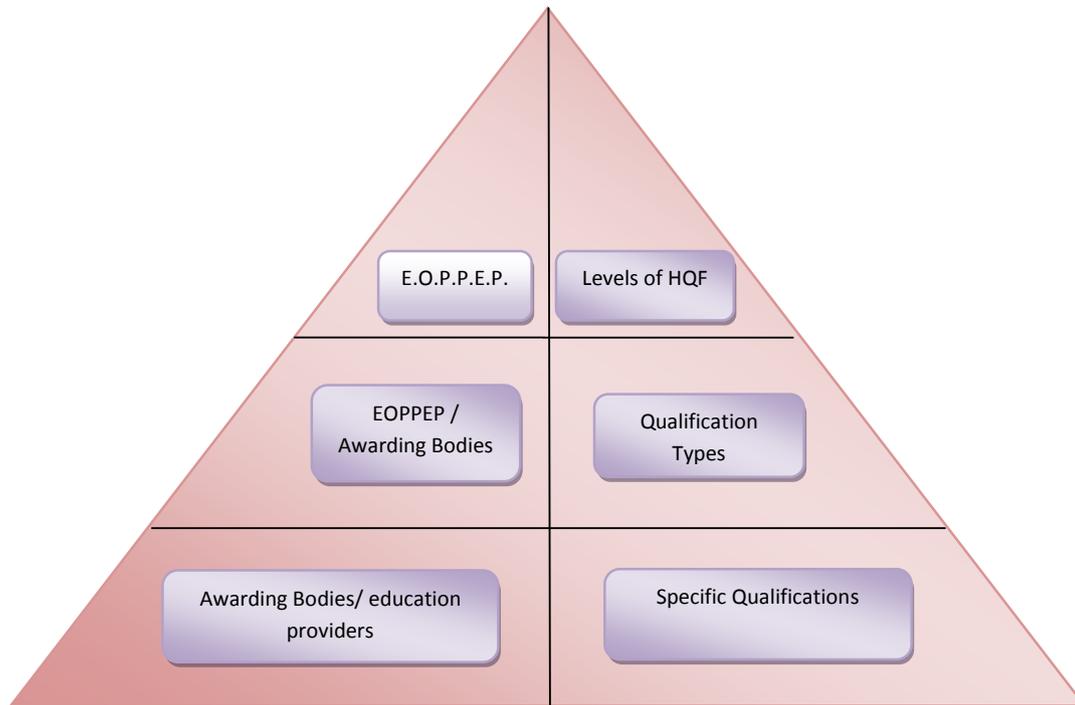
Awarding bodies

"Awarding bodies" are entities of key importance within the HQF. They are bodies established in Greece, which are entitled by law or other procedure to set standards for qualifications and award qualifications to learners who are acknowledged to have achieved these standards. An awarding body can be solely responsible for this function, i.e., to design and /or award qualifications (e.g. the Ministry of Education, Research and Religious Affairs and EOPPEP), or it can also be an education provider. Universities are both education providers and awarding bodies.

The awarding bodies in the context of the Hellenic Qualifications Framework are the following:

- The Ministry of Education, Research and Religious Affairs.
- The Ministry of Culture and Sports.
- The Ministry of National Defence.
- The Ministry of Tourism.
- The Ministry of Marine, Transport and Island Policy.
- EOPPEP.
- The Universities and Technological Educational Institutions.

For the development of Hellenic Qualifications Framework and its Referencing to the European Qualifications Framework, EOPPEP collaborated with the social partners, representatives of the Ministry of Education, Research and Religious Affairs, representatives of the Assembly of Rectors of Universities, representatives of the Assembly of Presidents and Vice Presidents of Technological Education Institutes, representatives of the Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP, two international experts and external field experts.

2.5.5. HQF Level Descriptors

LEVEL	A learner achieving a qualification at a particular level
1	• Has acquired basic general knowledge related to the working environment that may serve as input into lifelong learning paths. • Can apply basic knowledge and perform a specific range of simple tasks; has basic and recurring social skills. • Can perform simple and repetitive tasks by applying basic knowledge and skills under direct supervision in a structured context.
2	• Has acquired basic general knowledge related to a field of work or study that allow them to understand the procedures for implementing basic tasks and instructions. • Can apply basic knowledge and perform a variety of complex tasks in a field of work or study; has communication skills. • Can perform tasks in a specific field of work or study under limited supervision and/or with some autonomy in a structured context.
3	• Has acquired basic general knowledge that allows them to understand the relationship of theoretical knowledge and information with a field of work or study; understands the components and procedures appropriate to complex tasks and instructions. • Can demonstrate broad cognitive and practical skill in successful execution of complex tasks both in intimate and non-intimate contexts; has communication skills and problem-solving capabilities through selecting and applying basic methodologies, tools, materials and information. • Can perform tasks autonomously in a particular field of work or study; has the ability to adjust their behavior depending on the needs of problem solving; takes initiatives in specified fields of work or study and acts under supervision in implementing emergency procedures of quality control.
4	• Has acquired a wide range of theoretical knowledge and intelligence analysis allowing them to understand the field of work or study and apply data and processes in a general context. • Can use fluently the knowledge and ability to apply a range of techniques and specialized skills in a field of work or study; has communication skills at the level of theoretical and technical information and can find solutions to specific problems in a field of work or study. • May perform independently qualitative and quantitative tasks in a specific field of work or study that requires professional competence; has the ability to oversee the quality and quantity of work of other people with responsibility and autonomy; demonstrates an increased level of key competences that can serve as the basis for studying higher education.
5	• Demonstrates comprehensive, specialized, factual and theoretical knowledge within a field of work or study and is aware of the limits of knowledge. • Holds a wide range of cognitive and practical skills required to find creative solutions to abstract problems. • Can manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur; can revise and develop both their personal performance and that of others.
6	• Has advanced knowledge of a field of work or study, involving critical understanding of theories and principles. • Possesses advanced skills and has the ability to demonstrate the virtuosity and innovation required to solve complex and unpredictable problems in a specialized field of work or study. • Can manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; can assume responsibility for managing the professional development of individuals and groups.

7	• Has highly specialized knowledge, some of which is cutting-edge knowledge in a field of work or study and which is the basis for original thinking; has a critical awareness of knowledge issues in a field and at the interface of different fields. • Holds specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields. • Can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; can take responsibility for contributing to professional knowledge and practices and/or for the performance evaluation of strategy groups.
8	• Has knowledge at the most advanced levels of a field of work or study and at the interface with other fields. • Has acquired very advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation for enlarging and redefining existing knowledge or existing professional practice. • Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

3. Compliance with the EQF Referencing Criteria

This section presents an analysis of how the HQF relates to the European Qualifications Framework for Lifelong Learning. The analysis is set out in a series of responses to the ten Criteria for Referencing established for the EQF.

Scope and parameters of the referencing

It is anticipated that Qualifications awarded for learning achieved in non-formal and informal learning contexts will be included in the HQF in 2018 and these will be the subject of further referencing submissions in due course; the development of procedures for the inclusion of such qualifications in the HQF will begin in 2018.

Criterion 1

The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process, including the National Coordination Point, are clearly determined and published by the competent public authorities.

Introduction

The development of the National Qualifications Framework was established in our country by Law 3879/2010 (A 163/21-9-2010) "Enhancing of Lifelong Learning in Greece". This law seeks to take measures to strengthen citizen participation in lifelong learning (for more information and a brief historical overview see Chapter 2).

Specifically, the purpose of the National Qualifications Framework is the recognition and correlation of learning outcomes of all forms of formal education, non-formal education and informal learning so that they are certified and classified into levels corresponding to the levels of the European Qualifications Framework. The HQF project will be developed gradually. The first step concerns formal education.

By presidential decree, issued upon proposal of the Minister for Education, Research and Religious Affairs, upon recommendation of E.O.P.P.E.P., are defined, inter alia, the terms of formulation and implementation of the National Qualifications Framework and, in particular, issues related to the referencing to the European Qualifications Framework and international sector qualifications and the creation of sector descriptors. A draft Presidential Decree has been prepared and a relevant recommendation of E.O.P.P.E.P. has been scheduled to be submitted to the Minister of Education, Research and Religious Affairs during the first quarter of 2017.

Responsibilities

According to the provisions of Law 3879/2010 (A 163/21-9-2010) "Enhancing of Lifelong Learning in Greece" and Law 4115/2013 (A 24/30-1-2013) "Organisation and operation of Youth and Lifelong Learning Institution and the National Organisation for the Certification of Qualifications and Vocational Guidance and other provisions", responsibilities and powers to supervise the configuration and operation of the National Qualifications Framework, to coordinate those involved with this Framework, to develop the National Qualifications Framework and make it correspond to the European Qualifications Framework, are shared by the following national actors:

Main national actors

A. Ministry for Education and Religious Affairs

Paragraph 3 of Article 16 of Law 3879/2010 (A 163/21-9-2010) "«Enhancing of Lifelong Learning in Greece", as applicable, states that:

Supervision of the configuration and operation of the National Qualifications Framework and the coordination of those involved with this Framework, such as representatives in national and community collective bodies, training bodies and institutions, social partners and Chambers, is carried out by the Directorate for European Union of the Central Office of the Ministry of Education, Lifelong Learning and Religious Affairs.

B. National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.)

According to the case c of paragraph 2 of Article 14 of Law 4115/2013 (A 24/30-1-2013) "Organization and operation of Youth and Lifelong Learning Institution and the National Organisation for the Certification of Qualifications and Vocational Guidance and other provisions", as applicable, aims of E.O.P.P.E.P. include:

- creation and development of the National Qualifications Framework and its referencing to the European Qualifications Framework;
- referencing of skills acquired through formal education, non-formal and informal learning to the levels of the National Qualifications Framework;
- referencing to the National Qualifications Framework of international sector qualifications; and creation of sector descriptors in the form of knowledge, skills and competences, which correspond to the levels of the National Qualifications Framework.

The 9-member Board of E.O.P.P.E.P., apart from its Chairperson, comprises:

- The CEO.
- Two experts.
- A representative of the Ministry of Education, Research and Religious Affairs.
- A representative of the Ministry of Labour and Social Security and Welfare.
- A representative of the General Confederation of Workers in Greece (G.S.E.E.).
- A common representative of the employer bodies (S.E.V., E.S.E.E., G.S.E.V.E.E.).
- A representative the Management Authority for Units of Employees in public sector (A.D.E.D.Y.).

National Coordination Point for the European Qualifications Framework

According to paragraph 1 of Article 14 of Law 4115/2013 (A 24/30-1-2013) "Organization and operation of Youth and Lifelong Learning Institution and the National Organisation for the Certification of Qualifications and Vocational Guidance and other provisions", E O.P.P.E.P. is, inter alia, the National Coordination Point for the European Qualifications Framework.

Supporting Committees

Advisory Committee under paragraph 9 of Article 11 of Law 3879/2010 (Government Gazette A163)

To support E.O.P.P.E.P. in the development and implementation of the HQF, a Committee with a consultative status was established and formed by ministerial decision[34], involving representatives from the institutions providing formal education and informal education services, the institutions that recognise and certify qualifications, the social partners and expert consultants.

More specifically, the 17-member Committee, apart from its Chairperson, comprises:

- Representatives of E.O.P.P.E.P.
- Representatives of the Directorate for European Union of the Central Office of the Ministry of Education and Religious Affairs.
- Representatives of the National Accreditation System (E.SY.D. S.A.).
- Representatives of the National Centre for Public Administration and local Administration (E.K.D.D.A.).

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34 Decision no. 72159/H/28.06.2011 of the Deputy Minister of Education, Lifelong Learning and Religious Affairs "Establishment and Composition of the Advisory Committee under paragraph 9 of Article 11 of Law 3879/2010, definition of its responsibilities, administrative support and Rules of Operation" (Government Gazette 1642 B), as amended and currently in force with decision no 17166/H/17.02.2012 of the Deputy Minister of Education, Lifelong Learning and Religious Affairs (Government Gazette 571 B).

- Representatives of the Conference of Rectors of Universities.
- Representatives of the Conference of Presidents of Technological Educational Institutions.
- Representatives of the Federation of Enterprises and Industry (S.E.V.).
- Representatives of the General Confederation of Professional Craftsmen and Tradesmen in Greece (G.S.E.V.E.E.).
- Representatives of the National Confederation of Greek Commerce (E.S.E.E.).
- Representatives of the General Confederation of Workers in Greece (G.S.E.E.).
- Representatives of the Public Administration Senior Management Associations of Civil Servants (A.D.E.D.Y.)
- Representative of CEDEFOP.
- two experts.

The task of the Advisory Committee is to express an opinion on any issue forwarded to it by E.O.P.P.E.P. and concerning the development and implementation of the Hellenic Qualifications Framework, in particular:

a) The methodology and procedures for the inclusion of qualifications in the Hellenic Qualifications Framework;

b) The creation of sector descriptors in the form of knowledge, skills and competence, which correspond to the levels of the Hellenic Qualifications Framework;

c) Issues of drafting principles, mechanisms, guidance tools, which ensure the transparency of the processes and procedures for the establishment of the Hellenic Qualifications Framework and rational correlation with both the Greek reality and the guidelines of the European Qualifications Framework;

d) Issues of networking and of synergies between stakeholders at national and sectoral level, as well as of major social partners in setting up and updating of the Hellenic Qualifications Framework;

e) Issues of adopting guidelines that will facilitate the opening of training pathways between Higher Education, Vocational Education and Training and General Education, while taking into account broader issues of certification of informal and non-formal learning; However, in this first step of HQF, priority has been given to formal education;

f) The application, per sector, of a system of examination, evaluation and validation of knowledge, skills and competencies for the individuals to be certified, and of a system of examination, evaluation and validation of operation for the bodies to be authorized;

g) Issues of synergy with the certification of inputs of Lifelong Learning;

h) Any other issues related to the development and implementation of the HQF, either voluntarily or upon written request posed by E.O.P.P.E.P.

The Committee recommends to E.O.P.P.E.P. the establishment of sectoral working groups. For issues on which the Committee gives its opinion following a written request of the Board of E.O.P.P.E.P., its opinion is provided within the period laid down in this written request of the Board of E.O.P.P.E.P. If the time limit for an opinion elapses, E.O.P.P.E.P. may issue a relevant decision without the Committee opinion. The rationale of the Committee opinions must be clear, specific and sufficient, and should result from the evidence of the file. The Board of E.O.P.P.E.P. may decide in any case differently from the opinion expressed by the Committee.

It is indicatively stated that the Board of E.O.P.P.E.P., by its decisions, has asked the Advisory Committee to formulate an opinion on issues such as:

- The proposal of the Single Administrative Sector of Higher Education / Special Secretariat of the Ministry of Education for levels 6, 7 and 8 of the National Qualifications Framework ;
- The proposal of the Single Administrative Sector of Primary and Secondary Education / Directorate of Secondary Education Studies / Section D of the Ministry of Education for the learning outcomes of the Secondary Formal Education;
- The first updated Draft version of a "Methodological Guide for referencing qualifications of non-formal education

and informal learning (as submitted by STY E.S.S.E.E.K.A.)35;

- The deliverable entitled "Preparing the institutionalization of the terms of development and implementation of the National Qualifications Framework – Draft Presidential Decree" by April 30, 2013.

- The proposal on the National Qualifications Framework in Greece developed by the relevant Division of E.O.P.P.E.P. under the supervision of the international expert Mr. Edwin Mernagh.

Referencing Committee

The Board of E.O.P.P.E.P., taking into consideration the following:

1. Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, according to which Member States are recommended to link their national qualifications systems to the EQF;

2. The ten (10) criteria developed by the EQF Advisory Group and which set the framework for implementation of the referencing process of national qualifications frameworks to the EQF;

3. The referencing terms and processes, as followed by the EU countries which have already completed the procedure;

4. The need to establish a Referencing Committee, which will guide and help with its authority and expertise to the successful outcome of the referencing process of the NQF to the EQF.

approved on 27.08.2013 the proposal of the responsible department for the referencing process and established a Referencing Committee of the HQF to the EQF. This Committee involves:

- Representatives of the Ministry of Education, Research and Religious Affairs.
- Representatives of E.O.P.P.E.P.
- Representatives of the Conference of Rectors of Universities.
- Representatives of the Conference of Presidents of Technological Educational Institutions.
- Representatives of the Authority for Quality Assurance and Certification.
- Representatives of the General Confederation of Professional Craftsmen and Tradesmen in Greece (G.S.E.V.E.E.).
- Representatives of the General Confederation of Workers in Greece (G.S.E.E.).
- Two international experts.

The task of the Referencing Committee consists of:

a. guiding the drafting of the Referencing Report and

b. ensuring that the implementation framework of the referencing process of the NQF to the EQF meets all the criteria developed by the EQF Advisory Group.

Criterion 2

There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the European Qualifications Framework.

The link between the qualifications levels of the Hellenic Qualifications Framework (HQF) and the level descriptors of the European Qualifications Framework (EQF) derives in the first instance from the use of the EQF descriptors as guidelines for the development of the HQF levels. The primary function of the HQF is to be an instrument for refer-

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35   The fact that priority has been given to formal education, in this first step of HQF, it does not mean that actions have not been attended to in relation to non-formal and informal learning. In this text, all actions are presented in order to be clear that work has been done in all fields of learning. However, we continue with the progressive development of HQF.

encing to the EQF, and the HQF development process had, from the outset, the objective of developing a structure of eight levels corresponding to the levels of the EQF.

The EQF descriptors were modified and elaborated to adapt them to the particular context of the Greek qualifications system, but the overall correspondence of the levels in the two frameworks is close. This can be demonstrated by a comparison of

- the structures of the two frameworks;
- the conceptual basis of the two frameworks;
- the HQF level descriptors and EQF level descriptors.

Having undertaken a comparative analysis on the basis of these three factors, it can be concluded that the HQF levels and the EQF levels correspond as follows:

Table: Correspondence of HQF levels and EQF levels

HQF	EQF
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8

It is immediately evident from the table that there is a complete correspondence between the levels in the two frameworks. In the following pages we present the comparative analysis on which this correspondence is based.

Comparing the structures of the HQF and the EQF

A general comparison of the HQF and the EQF establishes that there are clear similarities between the levels of the two qualifications frameworks, but that there are also some differences between them.

Similarities

- HQF is a structure of eight levels, defined by level descriptors.
- HQF is a comprehensive and integrated framework, designed to relate to qualifications awarded for
  - all learning, whether acquired through formal, non-formal or informal processes, or through learning
  - in general education, VET or higher education programmes.
- In the HQF, the statements that define the levels are completely neutral in terms of fields of learning.
- In the HQF the level descriptors are designed to be read across all strands of learning outcomes, and aspects of each strand are sometimes elaborated or clarified in other strands; also, the outcomes for a given level build on and subsume the outcomes of the levels beneath.
- In the HQF, key words or phrases are introduced as 'threshold' or distinguishing factors in the description of learning outcomes at each level.

Taking all of the above into account, it can be concluded that the HQF and the EQF share core design criteria and this indicates that a direct comparison of the levels in the two frameworks is feasible.

Comparing the concepts that underpin the HQF and the EQF

There is a very strong correlation between the core concepts of the HQF and those that underpin the EQF: both frameworks define levels in terms of the learning outcomes associated with qualifications at a level; both frameworks define learning outcomes in three domains - Knowledge, Skills and Competence. Moreover, the definitions of these terms - learning outcomes, knowledge, skills and competence - as developed for the EQF, have been adopted for the HQF, so that a direct comparison of the level descriptors of the two frameworks is greatly facilitated.

In addition, definitions of other key terms developed for the EQF have also been adopted for use in the HQF; these are: 'qualification' and 'national qualifications framework'.

The HQF adopts the concept of 'qualification types'. Qualification types are a feature of many national qualifications frameworks that have been successfully referenced to the EQF. It is now well established that this concept is in harmony with the general approach of the EQF and, indeed, is widely considered to be an effective vehicle for the transparent inclusion of qualifications in the HQF, as required under criterion 4 below.

Comparing the HQF level descriptors and the EQF level descriptors

As indicated above, the HQF levels were designed to facilitate referencing to the EQF levels. At some levels the HQF levels clearly and explicitly correspond to the EQF descriptors, but at others the Greek level descriptors elaborate the EQF equivalents, providing a richer source of factors on upon which specifications for multiple Qualification Types at these levels are based. The correspondences are analyzed below, level by level. In preparation for this analysis, the HQF and EQF descriptors were aligned in a table, in sets of statements for the factors of knowledge, skills and competence. This enables cross-referencing of the statements in the two frameworks. The table is included in Annex 1.

Comparison of HQF level 1 with EQF level 1

The two descriptors correspond very closely, sharing the same key words for knowledge and skills: 'basic, general, simple'; in relation to competence, both descriptors refer to operating in 'structured contexts' and under 'direct supervision'.

Comparison of HQF level 2 with EQF level 2

The two descriptors correspond quite closely, although the HQF statements are somewhat more elaborate. Both refer to field-relevant knowledge. In relation to skills, while both refer to the use or application of knowledge/information, the HQF statement mentions the use of knowledge in performing 'complex tasks' as well as specifying communication skills. Both descriptors refer to working 'under supervision' and with 'some autonomy'.

Comparison of HQF level 3 with EQF level 3

The HQF descriptor for level 3 is more elaborate than its EQF counterpart. This allows for the development of three different Qualification Types at this level. The EQF statement for knowledge mentions 'facts, principles, processes and general concepts'. The HQF descriptor refers to 'theoretical knowledge and information', and separately to knowledge of 'components and procedures' related to complex tasks. In relation to skills, both descriptors refer to 'range of cognitive and practical skill', to 'problem-solving' and to the 'application of basic methodologies and tools'; however, the HQF statement refers to the deployment of skills in addressing 'complex tasks'. In relation to competence, both descriptors refer to the need to operate autonomously or with responsibility, and to be able to 'adjust' or 'adapt' to solve problems in particular contexts.

While these two descriptors correspond generally and in many particulars, the overall thrust of the HQF descriptor is for a slightly higher level of attainment.

Comparison of HQF level 4 with EQF level 4

The HQF descriptor for level 4 is more complex than its EQF counterpart, but the overall correspondence between them is, nevertheless, strong. Both knowledge statements mention 'breadth of theoretical knowledge'. In relation to skills, both descriptors refer to the skills required to find 'solutions to specific problems'; the HQF statement also refers to 'communication skills at the level of theoretical and technical information'. Both descriptors refer to competence factors that require autonomous action -'exercise self-management' in EQF, 'perform independently' in HQF. EQF refers to 'supervising the work of others' and taking responsibility for 'evaluation and improvement'; HQF requires the ability to 'perform independently' and 'oversee the quality and quantity of work of other people'. The HQF descriptor also mentions explicitly the attainment of 'key competences that serve as the basis for study in higher education'.

The more elaborate HQF descriptor for level 4 accommodates a range of three Qualification Types, two with strong association with VET and with occupational opportunities, and one with an orientation towards progression within education, specifically into higher education. At the same time, the HQF descriptor remains close to the design guideline of the EQF levels, as is evident from the strong correlation between the key words and concepts that characterise these two descriptors for level 4.

Comparison of HQF level 5 with EQF level 5

The descriptors for level 5 in both the HQF and the EQF are extremely similar, with precisely aligned concepts for all factors and only minor variation in the words adopted to express these concepts - e.g. 'is aware of the limits of knowledge' in the HQF and 'awareness of the boundaries of that knowledge' in the EQF. We can declare that there is very strong correspondence between the two frameworks at this level.

Comparison of HQF level 6 with EQF level 6

The HQF descriptor for level 6 is almost identical to its EQF counterpart, so that a complete correspondence can be declared.

Comparison of HQF level 7 with EQF level 7

The HQF descriptor for level 7 is almost identical to its EQF counterpart, so that a complete correspondence can be declared.

Comparison of HQF level 8 with EQF level 8

The HQF descriptor for level 8 is almost identical to its EQF counterpart, so that a complete correspondence can be declared.

Criterion 3

The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems.

Learning outcomes

The Hellenic Qualifications Framework (HQF) has been established in accordance with Law No 3879 (Greek Official Gazette 163/A'/21.9.2010) which, through a general package of policies and measures, aims at enhancing lifelong learning in Greece. Within this context, the establishment of the HQF aims at *recognizing and correlating learning outcomes in all types of formal, non-formal and informal education, so that they are certified and classified into levels which correspond to the European Qualifications Framework levels (article 16).*

It is thus clear that the design brief for the HQF, from the outset, has been conditioned by the requirement to base the national qualifications framework for Greece on the principle of learning outcomes. This design brief has been fully realised in the HQF model that has been developed and adopted as the national qualifications framework for Greece. The HQF is a structure of levels and qualification types and both the Level Descriptors and the Qualification Type Specifications - the key defining elements of the entire structure - are based on learning outcomes described in terms of knowledge, skills and competence. The centrality of the learning outcomes concept in the HQF is illustrated in the diagram:

The Structure of the HQF
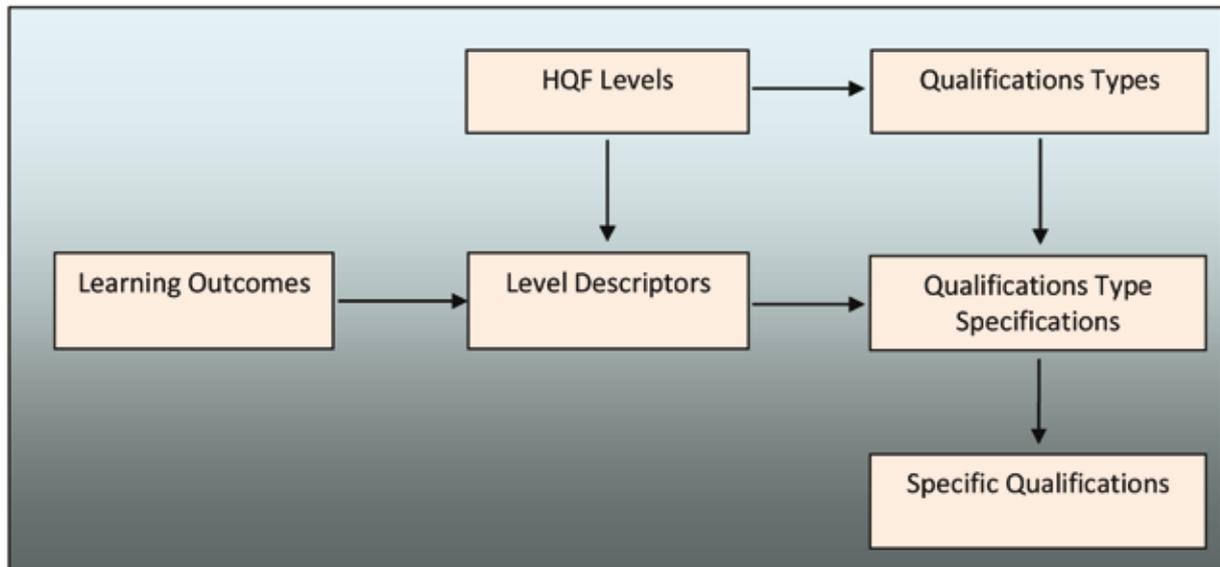
The learning outcome-based nature of the HQF represents a significant change in current educational practice in Greece, which - as is also the case in the educational systems of many other countries - connects the award of a qualification with educational system "inputs" (e.g. curriculum, study programme, teaching methods, instructors) and/or the required time for the completion of a learning process. We add to this reality the fact that the HQF has been designed and adopted in the first instance as a classification instrument, focused primarily on the objective of referencing to the EQF. The Qualification Types in the HQF are based on the learning outcomes defined for the award of a qualification of that type. However, the need to identify the learning outcomes that are inherent in specific, subject-based qualifications is one of the challenges in the development of the HQF. The completion of this task will take some time. The design of the HQF does allow for it to be deployed in the future as a more active element in the Greek education and training area a basis for the design of new types of qualifications, and the expectation is that such qualifications will be designed around specified learning outcome requirements.

In summary, we can say that the HQF is intrinsically and completely based on the principle and objective of learning outcomes; that the range of qualifications currently awarded in Greece is, in the main, input-based; that the HQF is designed to be able to support the design of new, outcomes-based qualifications in the future.

Linkage to the validation of non-formal and informal learning

Considering the linkage of the HQF to arrangements for the validation of non-formal and informal learning, we again address the instruction in the legislation governing the HQF, which sets out that the national framework should be aimed at *recognizing and correlating learning outcomes in all types of formal, non-formal and informal education.* This instruction has been carried out in the development of the HQF, which is explicitly designed to accommodate qualifications of all kinds, related to all modes of learning.

The HQF development policy has focused initially on analysing and accommodating the full range of qualifications that are awarded within the formal system. Already, a significant number of private educational bodies have

engaged with the HQF authorities and expressed interest in the inclusion of their awards in the framework. EOPPEP is the responsible body in Greece for the certification of non-formal and informal learning as well as for the accreditation of other awarding bodies. The certification system of continuing vocational training of graduates of the Centres for Lifelong Learning will be legislated in 2017. After enactment this certification system will apply in 2017 and subsequent years.

Example of the certification of Adult Trainers (continuing vocational training)

After successful participation in a certification exam conducted by EOPPEP, approximately 11.500 Trainers for Adults have been certified and enrolled in EOPPEP's Register for Certified Adult Trainers, and they are eligible for tuition in non-formal learning programs.

Example of the Certification of individuals holding only professional experience

28.325 Private Security Professionals, previously not in possession of any recognized occupational title, have been certified by EOPPEP in the course of the last 5 years.

Responding to this issue, the HQF apparatus contains elements that are specifically designed to facilitate the inclusion of qualifications awarded for non-formal and informal learning. It is anticipated that such qualifications are likely to be of widely varying 'shapes' and 'sizes', sometimes addressing only some of the learning outcome factors in the level descriptors. Accordingly, the template for Qualification Type Specifications in the HQF has been designed to facilitate the accurate description of types of qualification that are significantly different from those awarded in the formal system. An example is the facility for identifying the 'purpose' of a Qualification Type, using a classification range of 'basic', 'supplementary' and 'special purpose' types. All of the Types included in the initial version of the HQF, as now published, are 'basic' types; the expectation is that many of the professional and occupation-based qualifications in use in the Greek labour market will classify as supplementary or special purpose types and the HQF will be able to arrange appropriate inclusion for such qualifications in due course.

Linkage to credit systems

ECTS is widely used in the higher education area in Greece. The internationalisation of higher education seems to facilitate the use of ECTS. The promotion of the use of credit systems is a matter for the awarding bodies rather than for the HQF. Nevertheless, the HQF design does allow for the inclusion of qualifications that have been achieved through credit accumulation and transfer processes.

The HQF may facilitate the introduction of systematic credit processes, as it does make use of the credit principle within the apparatus of the framework. HQF Type Specifications seek to define the "size" or the 'volume' of learning outcomes associated with each Qualification Type. As no means or technique has been invented for the direct measurement of the volume of learning outcomes, in HQF a metric has been adopted for an approximate, notional calculation for this purpose. The proposed metric is 60 credit points as the value of one "learning year" of 1,500 hours.

The policy in implementing the HQF will be to ensure that the same metric will be used to calculate the volume of each Qualification Type at every level. This process will be undertaken by EOPPEP in collaboration with the relevant Awarding Bodies. The adoption of this metric will contribute to the referencing of Greek qualifications to many national and international qualifications frameworks, and it will facilitate possible future adoption or extension in Greece of the European Credit Transfer and Accumulation System (ECTS) [36] .

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36 1. Chatzichristou Stelina (2013). European Inventory on Validation of Non-formal and Informal Learning. Country Report- Greece; 2. ICF GHK. (2013). EU Quality Assurance in Vocational Education and Training. Evaluation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET): Country Report – Greece, 159-173, European Commission, DG Education and Culture. Brussels.

Criterion 4

The procedures for inclusion of qualifications in the national framework or for describing the place of qualifications in the national qualification system are transparent.

The structural arrangement for the inclusion of qualifications in the HQF is that specific qualifications are related to defined Qualification Types, and the Types are placed at framework levels as appropriate.

Qualification Types are defined as part of the HQF apparatus. For each Type a Specification is developed, which sets out a range of features that characterise qualifications of that type. Some of these features are descriptive; the key definitive features are the specifications for learning outcomes. The learning outcomes for a Type derive directly from the relevant level descriptor, but these are elaborated to capture a broader range of factors within the core taxonomy of knowledge, skills and competence. This process also enables the construction of learning outcome descriptors for multiple types within one framework level.

HQF Type Specifications have been developed in close collaboration with experts of the relevant awarding bodies. An initial group of twelve Types have been identified for the HQF and Specifications for these have been developed or are in the development process. In addition, a further eleven Types have been identified to classify qualifications that are no longer awarded but that are still in use in Greek society. Specifications for these 'former' or 'legacy' qualifications will be developed in due course, as the HQF is implemented.

It is anticipated that further Qualification Types will be defined in the future: to provide classification and enable the inclusion of qualifications awarded for non-formal or informal learning; and also to support the inclusion of new qualifications that may be introduced in the Greek system from time to time.

The validation arrangement for the inclusion of qualifications in the HQF is that it is a matter for the EOPPEP Board to agree the range of Types included at each level in the framework, and the Specifications for each Type, having received advice from expert committees. It is a policy objective of EOPPEP to work towards the construction of a national register of qualifications; This has the form of a database. Qualifications are registered in the Register according to the Types of qualifications and specifying the learning outcomes of each qualification.

Criterion 5

The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system and are consistent with the relevant European principles and guidelines (as indicated in Annex 3 of the Recommendation).

In recent years many important steps have been made in the direction of developing coherent arrangements for quality assurance in vocational education and training, and in general education in Greece. In the higher education area quality assurance is coordinated by a specialized Authority.

As early as in 2010, on the occasion of Law 3879/2010, the Ministry of Education, Research and Religious Affairs, through the General Directorate for Lifelong Learning and in cooperation with all governing bodies, has proceeded to shaping a national framework for quality assurance in lifelong learning, which is in compliance to the principles of the European Quality Assurance reference framework for VET (EQAVET), resulting from the relevant recommendation of the European Parliament and of the Council of 18 June 2009.

There are four organisations that, between them, oversee arrangements for quality assurance that apply to the Qualification Types in the HQF. They are:

- The Authority for Quality Assurance in Primary and Secondary Education (A.DI.P.P.D.E.).
- The Educational Policy Institute – IEP.
- The Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP.
- EOPPEP.

In addition, a scheme for developing quality systems for non-formal and informal learning has been introduced. This is known as 'The national framework for quality assurance in lifelong learning, p³'.

There follows an outline of the functions of the quality assurance bodies and a description of the p³ initiative.

The Authority for Quality Assurance in Primary and Secondary Education (A.DI.P.P.D.E.)

The Authority relates to six of the Qualification Types in the HQF in relation to quality assurance, at levels 1, 2, 3, 4, (Apolytirio Demotiko, Apolytirio Gymansium, Ptychlo EPAS, Ptychlo EPAL, Apolytirio Lyceum, Apolytirio EPAL).

This is an independent administrative authority which is supervised by the Ministry of Education. It was recently formed (act. 4110/2013), with a view to ensuring the quality of the educational work in the area of primary and secondary education. In particular, the authority is to

- monitor, study and evaluate the implementation of educational policy in the above mentioned areas as this policy has been designed by ITE (Educational policy Institute).
- assess the quality of the educational work of school units and entities supervised by the Ministry of education. Educational work means the work of scientific and pedagogic guidance as well as each kind of organization and support of the project of school units.
- supervise assessment processes and procedures of teachers of primary and secondary schools in participation with institutions or representatives, with a view to ensuring the validity, reliability and objectivity of evaluation.
- Post-evaluate systems of evaluating educational work.

To achieve their goals the Authority

- Organizes, specifies and standardizes the procedures for evaluating educational work (indicators, criteria, specifications)
- Develops integrated management information systems and databases of the evaluation of educational work.
- Supports school units, managers and regional directors of education in implementing evaluation of actions of the educational units.

A detailed account of the procedures and processes of the Authority is provided in Annexes 7, 9 and 10.

Educational Policy Institute – IEP

This scientific institution is supervised by the Minister of Education and Religious Affairs. It supports primary and secondary education, and the transition from secondary to higher education. The purpose of the IEP is the scientific research and study of issues referred to below, and the continuous scientific and technical support to the design and implementation of this policy. To achieve this purpose I.E.P. provides opinion or advice on issues

- related to the modernization of educational policy, the curricula of primary and secondary sector of education,
- the harmonization of training and further training of teachers, the selection of teachers, programs of scholarships;
- concerning the assessment of the administrative and educational structures and teachers in primary and secondary education in Greece and abroad

Also, I.E.P. systematically researches topics such as

- school life and its improvement
- special education as well as specific student population groups
- factors which affect directly or indirectly the character, the functioning and effectiveness of school units

The functions and processes of IEP are elaborated in Annex 6

The Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP

The work of the Authority relates to three Qualification Types at levels 6, 7 and 8 in the HQF.

This is an independent administrative authority, established by the law 3374/2005, and its' mission is:

- to support higher education institutions in the realization of procedures aimed at ensuring and improving the quality of their work,
- to provide the guarantee of transparency of procedures,
- to promote research on relevant issues and
- to update information of the State and its foundations for current international developments and trends in its sector.

The purpose of the Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP is to formulate and implement a quality assurance system as a single system for reporting on achievements and the work performed by the institutions of higher education. Also, to assemble and codify critical information that will guide the State on the effective strengthening of higher education in the country.

The Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP has evaluated all academic units of Greek higher education (about 400). For this work, HQA was evaluated by ENQA. From June 2015, HQA-ADIP has become a full member of ENQA. By June 2016, HQA-ADIP has finished with the institutional evaluation of all institutions of higher education.

With the law 2009/2011, HQA-ADIP has some new tasks: a) accredidate the programs of studies and, b) accredidate MODIP (the internal quality assurance system of each institution).

A 15-member body governs HQA -ADIP 10 of these members (6 from universities and 4 from TEI) are elected after public call, 1 is representative of Hellenic research institutes, 1 is representative of professional Chambers, 1 student from universities, 1 student from TEI and the president. The president is named by the Parliament after proposition of the Minister of Education.

The full circle of the quality assurance evaluation procedures includes: 1. Internal evaluation (self-evaluation). 2. External evaluation by a 5 members committee composed of academics of foreign higher education institutions and stakeholders.

HQA-ADIP is also an associate member of the INQAAHE network.

The role of EOPPEP in relation to the quality assurance of qualifications

The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP**)** is the body responsible for the certification of

a) the graduates of SEK and IEK (HQF and EQF levels 3 and 5) and

b) the graduates of apprenticeship year of the Vocational Upper Secondary School (EPAL) (HQF and EQF level 5)[37].

EOPPEP is implementing a national quality system in the area of non-formal education drawing upon European and international experience. Availability of adequate and consistent data and indicators is the key to understanding the components of Vocational Education and Training, in order to strengthen lifelong learning and to assess in qualitative terms the progress in LLL development and promotion.

The design of the National Framework for Quality Assurance in Lifelong Learning (p3) is in alignment with the recommendation of the European Parliament and Council 2009 / C 155/01 of June 18 in order to establish a European Reference Framework for quality assurance in Vocational Education and Training.

EOPPEP is the **National Reference Point for Quality Assurance in VET** and represents Greece in the **European network for Quality Assurance in Vocational Education and Training (EQAVET).**

EOPPEP develops the regulatory framework for the certification of qualifications, i.e. the learning outcomes of non-formal education and informal learning, in response to labour market needs and priorities and in liaison with the certification of inputs, i.e. providers, trainers, occupational profiles and curricula standards.

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37 After three years of study at EPAL the graduates can attend the fourth year (apprenticeship year) and after completion can participate in certification exams.

EOPPEP's current fields of responsibility are:

- the certification of the qualifications
- the licensing of awarding bodies.

Designing and developing a national system for the certification of qualifications is EOPPEP's principal policy priority in the field of lifelong learning (LLL), comprising the following key areas of responsibility:

- Development of a model system for the accreditation of outputs and setting the respective legal framework. Designing a system for the recognition and certification of qualifications acquired via non-formal and informal learning and establishing the framework for licensing awarding bodies.
- Inspection, monitoring and evaluation of awarding bodies.
- Implementation of certification processes by EOPPEP.

The National System for the Certification of Qualifications aims at:

- certifying those qualifications for which a state interest is attested and those which reinforce employment,
- assuring the certified qualification corresponds to the specifications set in the respective certified occupational profile and the accreditation/certification process is in compliance with set standards and criteria
- providing equity and open access to qualifications, irrespective of the learning pathway and regardless of the way learning outcomes have been acquired.

Certification procedures:

- **Certification of Vocational Training Institute (IEK) Graduates**

The accreditation of vocational training and the certification of the vocational training institutes (IEK) graduates embeds a national accreditation exam procedure conducted at national and regional level and based on the vocational training exam regulation framework per speciality.

EOPPEP organises at national level the certification examinations for IEK graduates of all specialities. Upon successful examination results, IEK graduates are awarded the Vocational Training Diploma recognised both in Greece and in EU member states (for lower secondary education graduates) or the Certificate Level I (for upper secondary education graduates).

- **Certification of the teaching qualification of Trainers for Adults of non-formal education**

Trainers for adults are required to possess a teaching qualification awarded upon certification in order to fulfil eligibility conditions for public funded non-formal education programmes, pursuant to Law 3879, article 19.3 (GOG 163/A/21-09-2010) on "*Development of Lifelong Learning*".

Developing and implementing a comprehensive and innovative certification system for the teaching qualification of "Trainers for Adults of non-formal education", including the unification of registers in operation, responds to new social, economic and educational needs: gearing the education system to learning outcomes,

- linking education content to labour market & reinforcing social partners' role in human resources development,
- expanding trainers' field of activity into initial & continuing vocational training as well as non-formal education, including adult education,
- updating knowledge, skills and competences of trainers for adults.

Additionally, the regulatory framework pertaining to the certification of professionals who do not possess a recognised occupational title has been enacted (Government Gazette 2160/18-07-2012).

- **Accreditation of Awarding Bodies**

EOPPEP currently accredits Awarding Bodies certifying computer skills upon legislated criteria and specifications. The accredited awarding bodies conduct the evaluation procedure in examination centres via an automated exam system and award the certificate for computer skills.

EOPPEP plans to develop a system for the accreditation of awarding bodies certifying knowledge & skills in additional areas of expertise.

Further information about the quality assurance role of EOPPEP is in Annex 8.

The national framework for quality assurance in lifelong learning, p3.

For the field of lifelong learning, a tool has been developed under the aegis of The Ministry of Education and Religious Affairs, through the General Directorate for Lifelong Learning and E.O.P.P.E.P. and in collaboration with lifelong learning service providers, which gives to governing bodies and education and training providers the ability to control the quality of education and training offered. This tool is known as 'the national framework for quality assurance in lifelong learning, p3'.

This is a self assessment tool for the performance of agencies under a single framework of principles and indicators of quality, compatible with both national policies and with the European guidelines for quality assurance in lifelong learning, which is addressed to all governing bodies and all lifelong learning service providers (Article 3 of Law 3879/2010).

The supervision of public and private non-formal education bodies (Schools of Vocational Training (S.E.K.), Institutes of Vocational Training (I.E.K.), Lifelong Learning Centres and Colleges); the power to configure the educational framework belongs to the General Directorate for Lifelong Learning of the Ministry of Education and Religious Affairs. "Input" certification falls under the responsibility of E.O.P.P.E.P. and services of the Ministry of Education and Religious Affairs. "Output" certification falls under the responsibility of E.O.P.P.E.P.

"Input" means any human, financial and natural resources used in the learning process, in particular structures, occupational profiles, programs and instructors of non-formal education.

"Output" means the direct results of the learning activity, i.e. the knowledge, abilities and skills acquired by the individual).

This tool is of interest for the above operators and general adult education service providers, including:

social, religious and cultural institutions, and structures of general adult education service provision, such as the Second Chance Schools (S.D.E.) and the Schools for Parents;

Service providers of counselling and guidance;

The Centres for Employment Promotion (K.P.A.) in so far as they provide lifelong counselling and guidance services;

Operators of public and broader public sector providing non-formal education to human resources in the public and broader public sector, such as E.K.D.D.A., and entities recommended by professional associations and Chambers and providing non-formal education to their members;

Providers of lifelong learning services, which are constituted of the tertiary trade union organisations of employees and employers that co-sign the national collective labour agreement.

The National Network for Lifelong Learning (Law 3879/2010) involves also actors and structures of the formal educational system in so far as they provide lifelong learning services or implement lifelong learning programs, such as the Institutes of Higher Education and Institutes For Lifelong Learning of these Institutions, the Centres for Environmental Education and the bodies that organize and implement company training programs publicly funded, as far as shaping of the educational framework of these programs is concerned.

Moreover, the Law 4115/2013 (Government Gazette A 24/30-01-2013) "Organisation and operation of Youth and Lifelong Learning Institution and the National Organisation for the Certification of Qualifications and Vocational Guidance" defines among the objectives and responsibilities of E.O.P.P.E.P. quality assurance of lifelong learning and lifelong counselling and guidance in cooperation with other appropriate bodies. E.O.P.P.E.P. is the National Point of Reference to safeguard quality and represents Greece at the European Quality Assurance reference framework for VET (EQAVET).

Criterion 6

The referencing process shall include the stated agreement of the relevant quality assurance bodies.

The report on the referencing of the Hellenic Qualifications Framework to the European Qualifications Frame-

work for Lifelong Learning has been agreed by the bodies responsible for quality assurance in relation to the qualifications included in the HQF. These are:

- The Authority for Quality Assurance in Primary and Secondary Education (A.DI.P.P.D.E.).
- The Educational Policy Institute (IEP).
- The Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP.
- The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP).

Criterion 7

The referencing process shall involve international experts

EOPPEP has established a steering committee to assist in overseeing the process of referencing the HQF to the EQF. The Committee includes two international experts, with knowledge and experience of the EQF and qualifications systems.

Selection of international experts was based on two criteria: the first concerns their participation in the EQF Advisory Group and familiarity with EQF, the second refers to their experience in the development of national qualifications frameworks. As a result of this selection, the Referencing Committee involves the following two international experts:

Mile Dzelalija, Professor at the University of Split (Croatia) and
Isabelle le Mouillour, BIBB (Germany)

Mile Dzelalija, Professor at the University of Split (Croatia)

Mile Dzelalija is a professor in the Faculty of Science at the University of Split, Croatia. He completed his Ph.D. in Physics in 1995. Many of his works have been performed at GSI, Darmstadt and at CERN, Geneva. His interests vary, ranging from Physics to Education and Philosophy. He is the author of more than 300 publications. He has participated in several research projects (FP, Tempus, IPA, Unesco, LLP, etc). Mr. Dzelalija is a member of the EQF Advisory Group and National Correspondent for the QF of the European Higher Education Area (EHEA). He participates in the ESCO Cross-sectorial Reference Group. He is also a member of the Croatian team of Bologna Experts. He is the president of the Croatian Agency for Science and Higher Education (ASHE) and has been leading the NQF development and implementation in Croatia. Finally, he is an expert in relation to EQF referencing in Austria, Poland and various countries of the Balkan region.

Isabelle le Mouillour, BIBB (Germany)

Isabelle Le Mouillour is Head of Unit in the Federal Institute for Vocational Education and Training (BIBB), Germany, and former member of CEDEFOP. Ms. Le Mouillour, during her employment in CEDEFOP (2008), had shown significant research activity in the field of the European transparency tools (including National Qualifications Frameworks). Main area of her interests is to link vocational education and training to higher education, particularly the potential for transition and recognition (for example, alternative development paths, processes of certification of informal learning in the context of certification systems, learning outcomes, etc.). Since 2003 she has been involved in the development of the European Credit System for Vocational Education and Training (ECVET).

Because of her work in Greece, Mrs Le Mouillour has a basic knowledge of the Greek language and the Greek vocational educational system; through her new position, she is the scientific executive responsible for the co-operation which is being developed between Greece (Ministry of Education and Religious Affairs) and Germany to promote the apprenticeship system in vocational education.

Criterion 8

The competent national body or bodies shall certify the referencing of the national qualifications framework or system with the EQF. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies, including the National Coordination Point, and shall address separately each of the criteria.

The final report on referencing the Hellenic Qualifications Framework to the European Qualifications Framework for Lifelong Learning was prepared by EOPPEP under the supervision of the Ministry of Education and Religious Affairs, the EQF National Coordination Point for Greece, with the assistance of a steering committee representing all of the bodies that award qualifications in the HQF.

- On January 24, 2014 a Consultation Meeting with the social partners and major stakeholders,on the HQF and its referencing to EQF, was held in Cedefop; also the fourth meeting of the Referencing Committee took place.
- On February 27, 2014, the Referencing Report of the HQF to the EQF was presented at the 23rd Meeting of the EQF AG in Birmingham, United Kingdom.
- On March 31, 2014, at the 24th Meeting of the EQF AG in Leuven, Belgium, EOPPEP presented the answers to the remarks made by the AG and the Referencing Report of the HQF to the EQF.
- By Law 4283/2014, Classification of the following qualifications was legislated:
    - Vocational Training School (SEK) – Specialty Certificate-Level 3
    - General Upper Secondary School Certificate-Level 4
    - Vocational Upper Secondary School Certificate- Level 4
    - Vocational Upper Secondary School "Degree" (EPAL)- Level 4
    - Vocational upper secondary school "degree" and apprenticeship class-Level 5
    - Vocational Training Institute (IEK) – Specialty Diploma-Level 5
- At the 32nd Meeting of the EQF AG, in October 2015, the Greek delegation of EOPPEP expressed the position of the Ministry of Education, Research and Religious Affairs on the course of Referencing of the HQF to the EQF.
- At the 33rd Meeting of the EQF AG, in December 2015, the Greek delegation of EOPPEP presented the latest developments on the course of Referencing of the HQF to the EQF. The Referencing of the HQF to the EQF was approved.

The updating of the Referencing Report of the HQF to the EQF

The Board of EOPPEP decided on August 2, 2016 at the 222nd meeting, to delegate the initial assessment of the updated Referencing Report of the HQF to the EQF to Prof. Mr. George Stamelos and the final evaluation of the updated Referencing Report of the HQF to the EQF in two international experts: Mr. Edwin Mernagh and Prof. Mr. Mile Dželalija.

The updated Referencing Report of the HQF to the EQF will be published on the EOPPEP /HQF website: http://nqf.gov.gr/

Criterion 9

The official EQF platform shall maintain a public listing of member states that have confirmed that they have completed the referencing process, including links to completed referencing reports.

This report will be forwarded to the Ministry for Education, who will inform the European Commission that the referencing process has been completed and provide a link to the published report. The report will be presented at the EQF Advisory Group and then it will be published on the official EQF platform and on the EOPPEP/HQF website: www.nqf.gr

Criterion 10

Following the referencing process, and in line with the timelines set in the Recommendation, all new qualification certificates, diplomas and Europass documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level.

The classification of new qualification certificates, diplomas, titles and Europass documents towards the HQF levels will be regulated by relevant institutional framework.

4. Planning for further development and implementation of the National Qualifications Framework

Plans for the further development and implementation of the HQF involve undertaking a programme of actions over the 2017-2018 period:

- In 2017 EOPPEP will undertake the development of a methodology for the classification of qualifications (knowledge, skills and competences) acquired through non-formal education in the EQF.

- In 2017-2018 it is planned for the awarding bodies to gain access to the Qualifications Register upon EOPPEP's authorization with a view to directly updating the qualifications they award and add new qualifications.

- In 2017 it is expected to assess the implementation of the HQF and to develop an updated version of the HQF.

- In 2017 the Greek Qualifications Framework is expected to be legislated by Presidential Decree.

- In 2018 it is expected to present an upgraded version of HQF.

5. Validation by international experts

Validation of the Greece Referencing Report
Mile Dželalija, Professor at the University of Split (Croatia)

The aim of the Greece EQF Referencing Report is to verify the compatibility of the National Qualifications Framework in Greece (Hellenic Qualifications Framework, HQF) with the European Qualifications Framework for Lifelong Learning (EQF), and implicitly with the Qualifications Framework for the European Higher Education Area (QF-EHEA). The report presents the existing education and training system in Greece and stakeholders' involvement during the development of the HQF. The report gives detailed background of the fulfilment and response to the EQF demonstrating that the National Qualifications Framework in Greece is compatible with the EQF and implicitly with the QF-EHEA.

The Greece Referencing Report is a transparent and comprehensive report with a lot of details on the existing educational system, quality assurance arrangements and responsibility of main actors. A number of relevant annexes in the report give additional value and view of the qualifications system and its quality assurance. Tables, illustrations and examples give additional understanding and values to the report. Definitions of main concepts, type specifications and purposes of qualifications (basic, supplementary and special purpose) bring more transparency and understanding of the qualifications system. Methodology and procedures for qualifications levels have been described, including development of qualifications type specification. The report clearly presents three development phases of the HQF: design, public consultation and legal establishment; developing and referencing process of the HQF to the EQF (including levelling of qualifications from formal education system); classification of qualifications awarded by the Greek informal educational system. All relevant stakeholders have been involved in the referencing process, including both profiles of higher education institutions – university and technological profiles.

What is interesting and different from other reports, is that the response to the QF-EHEA criteria and procedures are not explicitly written in the report. But, it is explicitly stated (and with detail analysis it is possible to conclude) that all QF-EHEA criteria and procedures are fulfilled for higher education system, including implementation of ECTS credit system.

The eight levels of the HQF cover the range of qualifications system in Greece, from compulsory to higher education. Each level is defined by level descriptors of learning outcomes, which are classified in three domains: knowledge, skills and competence. Besides level descriptors, very important parts in the classification of qualifications are qualifications type specifications, describing all main profile-neutral characteristics of qualifications. Each qualifications type is defined by several characteristics, including unique title, level and volume (workloads, defined by credits), which is absolutely in line with theoretical view of minimal but complete characteristics. One qualifications type belongs to only one level, and one level usually includes more qualifications types.

For the current time the HQF is a communicative and transparency framework, but intended to be a reforming framework – learning outcomes implementation, modernisation of internal and external quality assurance systems, validation of non-formal and informal learning. The report presents the aim of the Hellenic Qualifications Framework, which includes step-by-step process of creating of coherent and comprehensive system of classification of all qualifications (formal, non-formal and informal).

Referencing process of the HQF to the EQF has been guided by the Steering Committee, ensuring that all referencing criteria have been implemented. The referencing committee met several times, discussing and updating version of the referencing report. The comments submitted by the international experts have been well taken into account. All activities were accompanied by an open communication per e-mail and Skype especially in the final phase, giving international experts additional opportunities for involvement.

The referencing process of the Hellenic Qualification Framework (HQF)
Validation review
Isabelle le Mouillour, BIBB (Germany)

The Hellenic Qualification Framework (HQF) is of high political priority in Greece. The framework and the referenc-

ing report of the HQF to the EQF have been elaborated and finalised in a stressful period for the Greek vocational education and training system since the new law for vocational education and training has been passed in summer 2013. HQF development and the referencing process to the EQF generated a substantial dialog between education and training stakeholders at large.

The Hellenic Qualification Framework (HQF) is foremost conceived as a transparency and communication tool towards national and international stakeholders. It is also conceived as a tool to support the future development of qualifications and quality assurance in the Greek education system. It is foreseen to evolve towards a reforming tool once fully deployed. The referencing report describes the different phases of the development of the qualification framework in a convincing manner. The timeline could include a longer period of time (after 2015) since the HQF also pursues the objective to support the gradual development of a system for classifying general and vocational qualifications; thus renewing the qualification register run by the qualification authority (EOPPEP).

The referencing process has been time wise very ambitious. The committee met four times; for each meeting an updated version of the referencing report has been provided and discussed; the comments submitted by the external experts have been well taken into account by the redaction group. These activities were accompanied by an open communication per mail in English and Greek especially in the final phase, so that the external experts could be fully involved. This has led among others to an improvement of the description of the Greek education and training system (including the higher education system) and the agreement on the levelling of specific qualification types. It is useful to quote the qualifications in Greek and to insert a literal translation of the terms so as to guarantee the understanding of the concepts in the Greek context.

The main features of the qualification framework include the level descriptors, the decision on learning outcomes approach to qualifications (criterion 3), and the decision on qualification types. These features are designed to accommodate the qualifications awarded following the new VET law, forthcoming qualifications as well as the qualifications awarded in the informal system. A strong decision has been taken from the beginning to include 8 levels and operate the qualification framework with the three descriptors (knowledge, skills and competence); this is essential to the referencing process. A synopsis of the Hellenic qualification framework is missing in the report; such a synopsis could be useful for the transparency of the framework and its communication towards national and international stakeholders.

The structure of the type specification offers a good overview of the regulatory context and size of the qualifications; it includes the description of learning outcomes associated. This structure enables to link the education and training system with the labour market. In the current context this aspect could prove a strong basis to develop qualifications and training regulations. It gives some indications of the future reforming character of HQF; it also builds a lever to ensure the employability of qualification holders. The referencing report bears some clerical errors in the description of the qualification types which should be corrected in due time since they make the differentiation between levels difficult to comprehend.

The report could still be improved concerning the referencing criterion 5. The approach to quality assurance in the main document is viewed from an institutional perspective; it has to be read together with annex 8 'framework for quality assurance in lifelong learning', and annex 16 'the field of initial vocational training and analysis of the quality assurance processes for the qualifications awarded'. However there is a need for further explanation and links between the texts. It could be useful to demonstrate with an example (for instance development of a specific qualification) how the institutions and quality assurance mechanisms are articulated.

I would like to thank the EOPPEP colleagues and members of the referencing group for the open discussions I have experienced and their commitment in this difficult period. The referencing report is an important step in the change process of Greek education and training system.

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ANNEXES

Annex 1

Cross-referencing of the descriptor statements for levels in the HQF and in the EQF

The following table provides an alignment of the HQF and EQF descriptors in sets of statements for the factors of knowledge, skills and competences. This enables cross-referencing of the statements in the two frameworks.

HQF descriptors A learner achieving a qualification at a particular level….	level		EQF descriptors The learning outcomes relevant to each level are….
• Has acquired basic general knowledge related to the working environment that may serve as input into lifelong learning paths • Can apply basic knowledge and perform a specific range of simple tasks; has basic and recurring social skills. • Can perform simple and repetitive tasks by applying basic knowledge and skills under direct supervision in a structured context.	1	1	basic general knowledge basic skills required to carry out simple tasks work or study under direct supervision in a structured context
• Has acquired basic general knowledge related to a field of work or study that allow them to understand the procedures for implementing basic tasks and instructions • Can apply basic knowledge and perform a variety of complex tasks in a field of work or study; has communication skills. • Can perform tasks in a specific field of work or study under limited supervision and/or with some autonomy in a structured context.	2	2	basic factual knowledge of a field of work or study basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools work or study under supervision with some autonomy
• Has acquired basic general knowledge that allows them to understand the relationship of theoretical knowledge and information with a field of work or study; understands the components and procedures appropriate to complex tasks and instructions. • Can demonstrate broad cognitive and practical skill in successful execution of complex tasks both in intimate and non-intimate contexts; has communication skills and problem-solving capabilities through selecting and applying basic methodologies, tools, materials and information. • Can perform tasks autonomously in a particular field of work or study; has the ability to adjust their behavior depending on the needs of problem solving; takes initiatives in specified fields of work or study and acts under supervision in implementing emergency procedures of quality control.	3	3	knowledge of facts, principles, processes and general concepts, in a field of work or study. a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

• Has acquired a wide range of theoretical knowledge and intelligence analysis allowing them to understand the field of work or study and apply data and processes in a general context. • Can use fluently the knowledge and ability to apply a range of techniques and specialized skills in a field of work or study; has communication skills at the level of theoretical and technical information and can find solutions to specific problems in a field of work or study. • May perform independently qualitative and quantitative tasks in a specific field of work or study that requires professional competence; has the ability to oversee the quality and quantity of work of other people with responsibility and autonomy; demonstrates an increased level of key competences that can serve as the basis for studying higher education.	4	4	factual and theoretical knowledge in broad contexts within a field of work or study a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change ; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
• Demonstrates comprehensive, specialized, factual and theoretical knowledge within a field of work or study and is aware of the limits of knowledge. • Holds a wide range of cognitive and practical skills required to find creative solutions to abstract problems. • Can manage and supervise, in the context of a specific task or learning process, in which unforeseen changes can occur; can revise and develop both their personal performance and that of others.	5	5	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
• Has advanced knowledge of a field of work or study, involving critical understanding of theories and principles. • Possesses advanced skills and has the ability to demonstrate the virtuosity and innovation required to solve complex and unpredictable problems in a specialized field of work or study. • Can manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; can assume responsibility for managing the professional development of individuals and groups.	6	6	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts ; take responsibility for managing professional development of individuals and groups

• Has highly specialized knowledge, some of which is cutting-edge knowledge in a field of work or study and which is the basis for original thinking; has a critical awareness of knowledge issues in a field and at the interface of different fields. • Holds specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields. • Can manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; can take responsibility for contributing to professional knowledge and practices and/or for the performance evaluation of strategy groups.	7	7	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking; critical awareness of knowledge issues in a field and at the interface between different fields specialsed problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
• Has knowledge at the most advanced levels of a field of work or study and at the interface with other fields. • Has acquired very advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation for enlarging and redefining existing knowledge or existing professional practice. • Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.	8	8	knowledge at the most advanced frontier of a field of work or study and at the interface between fields the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

Annex 2
Definitions

In relation to all policies and criteria for the Hellenic Qualifications Framework, definitions of terminology apply as follows:

'qualification' means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards;

'national qualifications framework' means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved;

'level' refers to a structural element of a qualifications framework and is one of a series of successive steps that can be described in terms of the learning outcomes required for the award of qualifications;

'level descriptors' are sets of statements related to learning outcomes, which describe levels in a qualifications framework;

'learning outcomes' means statements of what a learner knows, understands and is able to do on completion of a learning process; the statements are defined in terms of knowledge, skills and competence;

'knowledge' means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practises that is related to a field of study or work;

'skills' means the ability to apply knowledge and use know-how to complete tasks and solve problems;

'competence' means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development;

'qualification type' refers to a class of qualifications sharing common characteristics and level

'awarding bodies' are bodies established in Greece, which are entitled by law or other procedure to set standards for qualifications and award qualifications to learners who are acknowledged to have achieved these standards.

Annex 3
Working Groups established to analyze Qualifications Types in the HQF and develop Type Specifications

From 30th May 2013 until 30th January 2014, the following Types of Qualifications were analyzed by working groups, the members of which were appointed by the institutions as seen below:

TYPE OF QUALIFICATION	HQF LEVEL	AWARDING BODY	AUTHORITY REPRESENTATIVE
ELEMENTARY SCHOOL CERTIFICATE (APOLYTIRIO DIMOTIKOU)	1	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
LOWER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO GYMNASIOU)	2	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
VOCATIONAL TRAINING SCHOOL (SEK) CERTIFICATE (post lower secondary level) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS EPIPEDOU 3- SEK)	3	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
*** (VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE) (Initial Vocational Training – post lower secondary level) (PISTOPOIITIKO EPAGELMATIKIS KATARTISIS EPIPEDOU 1- I.E.K. EPIPEDOU 1)*	3	EOPPEP	EOPPEP
VOCATIONAL SCHOOL (EPAS) CERTIFICATE (post lower secondary level) (PTYCHIO EPAS) -- **VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) 'DEGREE'**** (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 4) -- **VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) CERTIFICATE** (APOLYTIRIO EPAGGELMATIKOU LYKEIOU- EPAL) -- **GENERAL UPPER SECONDARY SCHOOL CERTIFICATE** (APOLYTIRIO LYKEIOU)	4	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE'** (VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE'** / CERTIFICATE + **APPRENTICESHIP CLASS**) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5)	5	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS + MANPOWER EMPLOYMENT ORGANIZATION (OAED)	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS + MANPOWER EMPLOYMENT ORGANIZATION (OAED)
INITIAL VOCATIONAL TRAINING VOCATIONAL TRAINING DIPLOMA (DIPLOMA EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5) (post secondary level)	5	EOPPEP	EOPPEP

POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR "DEGREE" ** (DIPLOMA/PTYCHIO ANOTERAS SCHOLIS)	5	MINISTRY OF TOURISM/ MINISTRY OF MARINE & AEGEAN SEA/ MINISTRY OF CULTURE/ MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS/ MINISTRY OF NATIONAL DEFENCE	MINISTRY OF TOURISM/ MINISTRY OF MARINE & AEGEAN SEA/ MINISTRY OF CULTURE/ MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS/ MINISTRY OF NATIONAL DEFENCE (HELLENIC AIR FORCE/ HELLENIC NAVY/ HELLENIC ARMY)
BACHELOR DEGREE (PTYCHIO) (UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI)- HIGHER EDUCATION)	6	UNIVERSITIES / TECHNOLOGICAL EDUCATION INSTITUTIONS (TEI)	RECTORS' CONFERENCE TEI PRESIDENTS' CONFERENCE
MASTER'S DEGREE (METAPTYCHIAKO DIPLOMA EIDIKEFSIS)	7	UNIVERSITIES / TECHNOLOGICAL EDUCATION INSTITUTIONS (TEI)	RECTORS' CONFERENCE
DOCTORATE (DIDAKTORIKO DIPLOMA)	8	UNIVERSITIES	RECTORS' CONFERENCE

* This qualification is no longer awarded since the enactment of the Law 4186/2013

** It should be noted that the word "Degree" whenever used within quotation marks, it signifies that it is a direct translation from the terminology in Greek as it appears in the Greek legislation (ptychio). In Greek, the word ptychio is used for titles of study from different education levels (higher, secondary etc). It is by no means to be confused with its usage in the English language, whereby the word degree refers to higher education title of study, i.e. Bachelor's Degree.

Annex 4
Type Specifications of the HQF

This annex provides the Type Specifications developed for the Types that are classified in the HQF.

It is anticipated that some revision of the range of Types will be required when new qualification types are introduced as part of ongoing reforms of the vocational education and training system in Greece.

		TYPE SPECIFICATIONS		
1.	**TITLE**	**PRIMARY SCHOOL CERTIFICATE** (APOLYTIRIO DIMOTIKOU)		
2.	**LEVEL**	1		
3.	**AWARDING BODY**	Ministry for Education and Religious Affairs		
4.	**GENERAL DESCRIPTION**	A holder of an PRIMARY School Diploma has the necessary basic knowledge and cultivates the mental, emotional, and psychosocial competencies and skills that are necessary for performing a specific range of simple tasks. The PRIMARY School diploma is necessary in order to enrol in the following level of compulsory education.		
5.	**SIZE / VOLUME**	6 years		
6.	**PURPOSE**	Basic		
7.	**EDUCATIONAL SECTOR**	Primary education		
8.	**LEARNING OUTCOMES**	**Knowledge**	• Basic knowledge of vocabulary, functions, and structure of the Greek language for every communication instance. • Understands and approaches basic scientific concepts and methods (mathematics, physics, and history) and applies them effectively in his/her everyday life. • Acquires basic knowledge regarding the use of a computer and of a foreign language. • Understands basic concepts about arts (visual arts, theatre, and music).	
		Skills	• Properly uses the Greek language for understanding, reading and also producing written and oral speech level. • Uses simple materials and tools. • Uses language as a code of communication and as a system of thought in numerous communication instances. • Uses simple computer operations.	
		Competence	• Performs simple tasks based on specific instructions, by applying his/her basic knowledge. • Performs tasks within a team.	
9.	**RELATION TO EMPLOYMENT**	Holders of "PRIMARY School Diploma"-type titles may be employed for simple tasks, after the age of 16.		
	TRANSITIONS	Access to this type of qualification is possible for anyone having attended Pre-primary school School or any class of the PRIMARY School. Holders of such qualification types have access to the first circle of secondary education.		

		TYPE SPECIFICATIONS	
1.	**TITLE**	**LOWER SECONDARY SCHOOL CERTIFICATE** (APOLYTIRIO GYMNASIOU)	
2.	**LEVEL**	2	
3.	**AWARDING BODY**	Ministry of Education and Religious Affairs.	
4.	**SUMMARY DESCRIPTOR**	Holders of qualifications of this type acquire basic general education, elements of aesthetics, social skills and collaboration skills. By this type, the compulsory education is completed.	
5.	**VOLUME**	3 years	
6.	**PURPOSE**	Basic	
7.	**EDUCATIONAL SECTOR**	Secondary Education	
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• To have a good knowledge of vocabulary and the functions of the Greek language. • To understand the basic content of the subjects taught in high school. • To communicate in English at a moderate level. • To acquire basic knowledge for becoming active democratic citizens (concepts about constitution, environment, nutrition, hygiene, etc.)
		SKILLS	• To use basic computer applications in all the subject areas (digital literacy) • To communicate orally and in writing with simple sentences in familiar environments. • To listen, read and understand simple texts. • To participate environmental education programs, health education, sports, theatrical education. • To take part in programmes concerning the environment, health education, sports and theatrical education.
		COMPETENCE	• To act with limited autonomy at school or at work. • To possess the necessary knowledge to meet the requirements of study in Lykeio (upper secondary school).
9.	**EMPLOYMENT RELEVANCE**	Holders of qualifications that belong to this type may work either as self-employed in professional fields where professional license or special studies are not required or as employees in public or private sector.	
	TRANSITIONS	The PRIMARY school graduates (Apolytirio Dimotikou) have access to this type of qualification. Holders of qualifications of this type have access: to Lykeio (GEL or EPAL) to IEK, for acquiring only the certificate.	

		TYPE SPECIFICATIONS		
1.	**TITLE**	**VOCATIONAL TRAINING SCHOOL (SEK) CERTIFICATE** (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS EPIPEDOU 3- SEK)		
2.	**LEVEL**	3		
3.	**AWARDING BODY**	• Ministry of Education and Religious Affairs • OAED – Manpower Employment Organization – Ministry of Labour, Social Security and Welfare other Ministries		
4.	**SUMMARY DESCRIPTOR**	"Vocational Training School Certificate (SEK)" fits in Initial Vocational Training Education. Training in Vocational Training Schools (SEK) comprises of two years of training (grade A' and B') plus "Apprenticeship Class", which applies a "Training Program in the Workplace - Apprenticeship in the Workplace" of twenty-eight (28) hours per week, allocated in five (5) days for a school year. Graduates of the Apprenticeship Class, if they so wish, can attend the Preparatory Certification Courses, totalling seventy (70) hours, for a more thorough preparation for their participation in the procedures for qualification certification and acquisition of Specialty Degree by E.O.P.P.E.P		
5.	**VOLUME**	3 years		
6.	**PURPOSE**	Basic		
7.	**EDUCATIONAL SECTOR**	Initial Vocational Training		
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• To recognize and understand the basic theoretical and practical knowledge in the fields related to their specialty. • To understand the basic principles, concepts and procedures related to each specific field of study related to their specialty. • To understand the instructions, duties and procedures of the tasks related to their specialty. • To analyze, evaluate and argue critically upon topics related to their taught curriculum. • To be able to correlate basic field knowledge, deriving from different parts of their taught curriculum.	
		SKILLS	•To handle the tools, equipment and devices of their specialty. •To fully implement the instructions of the relevant manuals. •To perform a series of complex tasks associated with their duties. •To communicate effectively with the staff of their business environment and with customers. •To use professional terminology accordingly. •To resolve and handle specific issues arising during the execution of their work. •To follow and implement accordingly regulations and standards about work hygiene, safety and environmental protection.	
		COMPETENCE	• To perform tasks, under supervision, in a particular field of work or study related to their specialty. • To take responsibility for completion of tasks. • To work and cooperate within a group. • To resolve, either alone or by requesting appropriate assistance from third parties, problems that may occur during the execution of their work. • To search, select and evaluate information and data in the context of vocational and/or learning activities. • To identify their personal shortcomings and needs and to seek guidance.	
9.	**EMPLOYMENT RELEVANCE**	License to provide services, in accordance with the provisions of each specialty.		
	TRANSITIONS	Upon successful completion of the certification exam, graduates of Schools of Vocational Training (SEK) are awarded a Vocational Training School (SEK) Certificate at HQF and EQF level 3. **N**on-compulsory Secondary Education (General Upper Secondary School (GEL), Vocational Upper Secondary School (EPAL), Vocational School (EPAS) and Initial Vocational Training Institutes (IEK) programmes are open to SEK graduates. According to recent law 4386/2016 SEK finally abolished on **31 8 2019**.		

		TYPE SPECIFICATIONS		
1.	**TITLE**	***VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE*** *(PISTOPOIITIKO EPAGGELMATIKIS KATARTISIS EPIPEDOU 1 –IEK)* ***(no longer awarded)***		
2.	**LEVEL**	3		
3.	**A W A R D I N G BODY**	E.O.P.P.E.P. (National Organisation for Certification of Qualifications & Vocational Guidance)		
4.	**S U M M A R Y DESCRIPTOR**	The qualifications of this type belong to the initial vocational training that is offered after the completion of lower secondary education (gymnasio). It covers a range of professional qualifications. The training includes theoretical, laboratory and mixed classes, in the field of initial vocational training. A prerequisite for the award of the title is the successful participation in initial vocational training certification exams for the graduates of IEK. The internship is optional, lasts for 6 months and it should be completed before the certification exam results. The internship period is counted for the obtaining of professional rights.		
5.	**VOLUME**	Up to 2 semesters		
6.	**PURPOSE**	Basic		
7.	**EDUCATIONAL SECTOR**	Initial vocational training (post lower secondary education).		
8.	**L E A R N I N G OUTCOMES**	**KNOWLEDGE**	• Analyze information that enable them to understand their work field. • Possess the content, the specific principles and concepts of their specialty. • Understand the required procedures in their field of work and/or study. • Possess at an adequate level the methods and procedures of the new technologies. • Know the safety and hygiene requirements and the relevant actions for their specialty.	
		SKILLS	• Hold the cognitive and practical skills relevant to their specialty. • Apply specialized techniques in their field of expertise. • Solve specific problems that arise in their working environment. • Have communication skills at a specialized level in subjects of their expertise. • Handle adequately the required technological equipment of their specialty.	
		COMPETENCE	• Operate with autonomy in their field of work. • Engage effectively in group work. • Act within the scope of their specialty according to the principles of the professional ethics.	
9.	**EMPLOYMENT RELEVANCE**	Holders of qualifications that belong to this type may work as employees in their specialty, in accordance with the applicable legal framework.		
	TRANSITIONS	Access to this type of qualification have the students that have completed the lower secondary education (Gymnasio, level 2). Holders of this type of qualifications do not have access to programs at a higher level.		

		TYPE SPECIFICATIONS		
1.	**TITLE**	**VOCATIONAL SCHOOL (EPAS) CERTIFICATE (PTYCHIO EPAS)**		
2.	**LEVEL**	4		
3.	**AWARDING BODY**	• Ministry of Education and Religious Affairs • OAED – Manpower Organization – Ministry of Labour, Social Security and Welfare • Ministry of Health • Ministry of Rural Development and Food		
4.	**SUMMARY DESCRIPTOR**	«Ptychio EPAS» fits in secondary vocational education. The training is organised in business areas and is divided into specialisations. The curriculum includes technical and vocational courses (theoretical and laboratory exercises).		
5.	**VOLUME**	2 years		
6.	**PURPOSE**	Basic		
7.	**EDUCATION SECTOR**	Post lower Secondary Education		
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• To recognize the basic theoretical and practical knowledge in the fields related to their specialty. • To describe the principles of operation of appliances and materials related to their specialty. • To understand the instructions, duties and procedures of the tasks related to their specialty.	
		SKILLS	• To handle the tools, equipment and devices of their specialty. • To implement the instructions of the relevant manuals. • To perform a series of complex tasks associated with their duties. • To communicate effectively with the staff of their business environment and with customers. • To use professional terminology. • To solve specific problems arising during the execution of their work. • To follow regulations and standards about work hygiene, safety and environmental protection.	
		COMPETENCE	• To perform tasks, under supervision, in a particular field of work or study related to their specialty. • To take responsibility for completion of tasks. • To work within a group. • To resolve, either alone or by requesting appropriate assistance from third parties, problems that may occur during the execution of their work. • To search, select and evaluate information and data in the context of vocational and/or learning activities. • To identify their personal shortcomings and needs and to seek guidance.	
9.	**EMPLOYMENT RELEVANCE**	License to provide services, in accordance with the provisions of each specialty.		
	TRANSITIONS	Access to EPAS is given to graduates of 1st grade of General Upper Secondary School (Lykeio) or Vocational Upper Secondary School (EPAL), The holders of Ptychio EPAS have access to : the 2nd grade of General Upper Secondary School (Lykeio) or the 2nd grade of Vocational Upper Secondary School (EPAL), in a non-related specialty to the obtained EPAS qualification. the 3rd grade of Vocational Upper Secondary School (EPAL), in a specialty related to the obtained EPAS qualification Vocational Training Institutes (IEK) – Level 5		

		TYPE SPECIFICATIONS		
1.	**TITLE**	**UPPER SECONDARY SCHOOL CERTIFICATE** (APOLYTIRIO LYKEIOU)		
2.	**LEVEL**	4		
3.	**AWARDING BODY**	Ministry of Education and Religious Affairs		
4.	**SUMMARY DESCRIPTOR**	Geniko Lykeio (GEL) diploma holders have a general high level education, as well as, the knowledge, skills and competence for the continuation of their studies in higher education. At the same time, they gain access to the labour market.		
5.	**VOLUME**	3 years		
6.	**PURPOSE**	Basic		
7.	**EDUCATIONAL SECTOR**	Secondary Education		
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• To possess in-depth the basic principles and concepts, the content and scientific vocabulary of each subject area. • To understand, express and interpret symbolic and abstract concepts. • To acquire basic knowledge for conducting a research. • To have basic knowledge of linking different subject areas. (Interdisciplinary knowledge). • To read and understand complex texts. • To possess the basic principles of the new technologies, at a sufficient level. • To write texts, depending on the current requirements (CV, projects, research results, applications, reports, etc).	
		SKILLS	• To express their views with clarity on various issues opposing the appropriate arguments. • To use applications of new technologies, in an advanced degree. • To conduct experiments and record their results. • To develop problem-solving strategies (everyday life or theoretical problems). • To be engaged in group work. • To take part in programmes concerning the environment, health education, sports and theatrical education.	
		COMPETENCE	• To act with moderate autonomy at school or at work. • To supervise others in duties of their responsibility in the work field. • To possess the necessary competence to meet the requirements of study in schools of higher education.	
9.	**EMPLOYMENT RELEVANCE**	Holders of qualifications that belong to this type may work either as self-employed in professional fields where professional license or special studies are not required or as employees in public or private sector.		

	TRANSITIONS	Holders of qualifications of compulsory education (Apolytirio Gymnasiou) have access to the qualifications of this type.
		Holders of qualifications of this type have access:
		    to the 2nd class of Epagelmatiko Lykeio (EPAL), only to obtain Apolytirio Epagelmatikou Lykeiou.
		    to Vocational Training Institutes (IEK) – Level 5
		    to post secondary and not higher education –Level 5.
		    to Higher Education (Technological Educational Institutes (TEI) and Universities –Level 6).		

		TYPE SPECIFICATIONS	
1.	**TITLE**	**VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE** (APOLYTIRIO EPAGGELMATIKOU LYKEIOU)	
2.	**LEVEL**	4	
3.	**AWARDING BODY**	Ministry of Education and Religious Affairs	
4.	**SUMMARY DESCRIPTOR**	Holders of «Apolytirio EPAL" have a satisfactory level of general education and the necessary knowledge, skills and competence to continue their studies in higher education.	
5.	**VOLUME**	3 years	
6.	**PURPOSE**	Basic	
7.	**EDUCATION SECTOR**	Secondary Vocational Education	
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• To possess the basic principles and concepts, the content and scientific vocabulary of each subject area. • To acquire basic knowledge for conducting a research. • To have basic knowledge of linking different subject areas (interdisciplinary knowledge). • To possess the basic principles of the new technologies, at a sufficient level. • To write texts, depending on the current requirements (CV, projects, research results, applications, reports, etc).
		SKILLS	• To express their views with clarity on various issues opposing the appropriate arguments. • To use applications of new technologies, in an advanced degree. • To conduct experiments and record their results. • To be engaged in group work. • To take part in programmes concerning the environment, health education, sports and theatrical education.
		COMPETENCE	• To act with moderate autonomy at school or at work. • To supervise others in duties of their responsibilities in the work field. • To possess the necessary competence to meet the requirements of study in schools of higher education.
9.	**EMPLOYMENT RELEVANCE**	EPAL Graduates are awarded: A HQF level 4 certificate giving access to a professional license	

	TRANSITIONS	Access to EPAL is given to graduates of Gymnasium or the graduates of 1st grade GEL (enrolling at 2nd grade EPAL)
		The holders of Apolytirio EPAL have access :
		    to Vocational Training Institutes (IEK) – Level 5
		    to post secondary and not higher education –Level 5.
		    to Higher Education (Technological Educational Institutes (TEI) and Universities –Level 6).	

		TYPE SPECIFICATIONS		
1.	**TITLE**	**VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) 'DEGREE'**** (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 4)		
2.	**LEVEL**	*4*		
3.	**AWARDING BODY**	Ministry for Education and Religious Affairs		
4.	**SUMMARY DESCRIPTOR**	Holders of EPAL Degree have technical vocational knowledge and skills. At the same time, they gain access to the labour market.		
5.	**VOLUME**	3 years		
6.	**PURPOSE**	Basic		
7.	**EDUCATION SECTOR**	Secondary Vocational Education		
8.	**L E A R N I N G OUTCOMES**	KNOWLEDGE	• They hold the basic theoretical and practical knowledge and the scientific terminology in the fields related to their specialty. • They describe the principles of operation of devices and materials related to their specialty. • They understand instructions, duties and the procedures for performing their duties, which are related to their specialty. • They have a satisfactory command of the basic applications of the new technologies of their specialty. • They obtain basic knowledge in order to conduct research work in their subject area.	
		SKILLS	• They operate with adequacy and safety tools, equipment, and devices falling into their specialty. • They easily apply the instructions laid in relevant manuals (issued in Greek and in a foreign language). • They manufacture and present personally and in groups projects of their specialty, within the context of research work. • They can adequately perform a series of composite tasks related to their duties. • They can successfully communicate with the other personnel of their work area and with customers. • They can easily use professional terminology. • They can effectively resolve specific problems arising during their work, by adjusting their actions to the various conditions and to their work environment. • They observe the work health and safety as well as environment protection regulations and specifications.	
		COMPETENCES	• They perform tasks with moderate autonomy in a specific field of work or study, related to their specialty. • They can supervise others in duties of their responsibility. • They can undertake the responsibility for completing their duties. • They can work within a team. • They can resolve, either on their own, or by asking for suitable assistance by third parties, problems that may arise during their work. • They search for, select and evaluate information and data within the context of their professional and/or learning activities. • They can assess their personal deficits and needs.	
9.	**EMPLOYMENT RELEVANCE**	EPAL Graduates are awarded: A HQF level 4 certificate giving access to a professional license		
	TRANSITIONS	Access to EPAL is given to graduates of Gymnasium or the graduates of 1st grade GEL (enrolling at 2nd grade EPAL) The holders of Apolytirio EPAL have access : to Vocational Training Institutes (IEK) – Level 5 to post secondary and not higher education –Level 5. to Higher Education (Technological Educational Institutes (TEI) and Universities –Level 6).		

		TYPE SPECIFICATIONS	
1.	**TITLE**	**VOCATIONAL UPPER SECONDARY SCHOOL "DEGREE"** Post-secondary cycle **(Apprenticeship class)** (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5)	
2.	**LEVEL**	5	
3.	**AWARDING BODY**	Ministry for Education and Religious Affairs OAED [Manpower Employment Organisation] (acting together)	
4.	**GENERAL DESCRIPTION**	This title belongs to the post-secondary vocational education of the system of formal education. It covers a range of numerous professional specialties. It is a result of theoretical education and apprenticeship with practical training.	
5.	**SIZE / VOLUME**	1 YEAR	
6.	**PURPOSE / CLASS**	Supplementary / 1 YEAR APPRENTICESHIP CLASS following three-year attendance to EPAL.	
7.	**EDUCATIONAL SECTOR**	Post-secondary Education	
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• They have additional knowledge in comparison with the knowledge obtained in the three classes of EPAL. • They have knowledge obtained under actual work conditions, oriented to the current needs of the labour market and technological developments. • They have specialised knowledge regarding their specialty. • They have knowledge regarding their professional right and obligations, deriving from their professional activity. • They have knowledge concerning the operation of the labour environment of their specialty. • They are aware of the conditions for entering the professional bodies of their specialty.
		SKILLS	• They are experienced in resolving problems arising during their professional practice. • They have the communication skills required in their work environment. • They have obtained environmental conscience and apply rules of Health and Safety in their work environment.
		COMPETENCES	• They have business spirit and are capable of taking decisions with regard to their professional growth. • They are capable of autonomously performing their profession. • They can supervise and lead others in duties of their responsibility.
9.	**RELATION TO EMPLOYMENT**	Holders of qualifications of this type can be either self-employed or employed in fields of their subject area, based on the currently applicable institutional framework.	
	ACCESS / POTENTIAL FOR GROWTH	• Graduates of the 3rd class of EPAL have access to this Title. • Holders of this Title have access to the labour market.	

		TYPE SPECIFICATIONS		
1.	**TITLE**	**VOCATIONAL TRAINING DIPLOMA – INITIAL VOCATIONAL TRAINING** (DIPLOMA EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5)		
2.	**LEVEL**	5		
3.	**AWARDING BODY**	E.O.P.P.E.P. (National Organisation for the Certification of Qualifications & Vocational Guidance)		
4.	**SUMMARY DESCRIPTOR**	The qualifications of this type belong to the initial vocational training that is offered after the completion of upper secondary education (Lykeio). It covers a range of professional qualifications. The training includes theoretical, laboratory and mixed classes, in the field of initial vocational training. A prerequisite for the award of the title is the successful participation in initial vocational training certification exams for the graduates of IEK. The internship is optional, lasts for 6 months and it should be completed before the certification exam results. The internship period is counted for the obtaining of professional rights.		
5.	**VOLUME**	5 semesters (4 + 1semester practice or aprenticeship)		
6.	**PURPOSE**	Basic		
7.	**EDUCATIONAL SECTOR**	Initial vocational training (post secondary education)		
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• Know the special principles and concepts, the content and scientific vocabulary of their specialty. • Analyze information that enable them to understand their work field. • Possess at an adequate level the methods and procedures of the new technologies. • Know the safety and hygiene requirements and the relevant actions for their specialty.	
		SKILLS	• Hold a wide range of cognitive and practical skills of their specialty. • Apply with fluency a range of specialized techniques in their field of expertise. • Solve in a creative manner specific problems that arise in their working environment. • Have communication skills at the level of theoretical and technical information in subjects of their expertise. • Handle with expertise the required technological equipment of their specialty.	
		COMPETENCE	• Operate with autonomy in their field of work and have the ability to supervise others, depending on their specialty and in the context of their duties. • Engage effectively in group work. • Act within the scope of their specialty according to the principles of the professional ethics. • Develop initiatives in specific fields of their specialty.	
9.	**EMPLOYMENT RELEVANCE**	Holders of qualifications that belong to this type may work either as self-employed or as employees in their specialty, in accordance with the applicable legal framework.		
	TRANSITIONS	Access to this type of qualification have the students that have completed the upper secondary education. Holders of this type of qualifications do not have access to higher education.		

		TYPE SPECIFICATIONS		
1.	**TITLE**	**POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR 'DEGREE'** (DIPLOMA/PTYCHIO ANOTERAS SCHOLIS)		
2.	**LEVEL**	5		
3.	**AWARDING BODY**	"Schools of POST SECONDARY AND NOT HIGHER EDUCATION" are the public and private schools listed below and provide POST UPPER SECONDARY AND NOT HIGHER EDUCATION. These schools are supervised by the competent Ministries.		
4.	**SUMMARY DESCRIPTOR**	These qualifications are closely connected with specific professional fields: military forces, merchant marine, tourism and fine arts. The holders of these qualifications are specialized in their field and have the ability to supervise others.		
5.	**VOLUME**	The programmes that lead to this type of qualifications have, at least, 2 academic years duration.		
6.	**PURPOSE**	Basic		
7.	**EDUCATIONAL SECTOR**	POST SECONDARY AND NOT HIGHER EDUCATION		
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• To have broad, specialized, factual and theoretical knowledge in their field and are aware of the limits of this knowledge • To possess the main concepts, the regulations and the procedures of their domain to the extent it is needed, in order to interpret, calculate and evaluate the various elements in their occupational field. • To know and interpret the prerequisite security requirements and the necessary actions referred to their occupational field.	
		SKILLS	• To possess a wide range of cognitive and practical skills required for the performance of the activities and tasks. • To have specialized communication skills at a high level of theoretical and technical information and find solutions to specific problems in their occupational field.	
		COMPETENCE	• To work harmoniously with superiors, subordinates, and colleagues while working as a member of a team. • To manage and supervise a specific task or learning process, under pressure where unforeseen changes can occur. • To assume responsibility for the professional development of individuals and groups.	
9.	**EMPLOYMENT RELEVANCE**	Holders of **POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR 'DEGREE'** are considered as expert practitioners in an occupational field. Many of these qualifications relate to supervisory or command roles in organisations.		
	TRANSITIONS	Holders of qualifications of **GENERAL UPPER SECONDARY SCHOOL CERTIFICATE** (LYKEIO) **VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE** (EPAL) have access to programmes in the Anoteres Schools. Some programmes accept students on the basis of specific talent or achievement (e.g. in artistic fields). Holders of **POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR 'DEGREE'** may access a range of Higher Education programmes leading to qualifications at Level 6 or higher.		

			TYPE SPECIFICATIONS
1.	**TITLE**		**BACHELOR DEGREE** (PTYCHIO)
2.	**LEVEL**		6
3.	**AWARDING BODY**		(UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI)– HIGHER EDUCATION)
4.	**SUMMARY DESCRIPTOR**		Universities give special emphasis on high and comprehensive training, in accordance with the requirements of science, technology and the arts, as well as the international scientific practice in the respective professional fields.
5.	**VOLUME**		Minimum 240 ECTS
6.	**PURPOSE**		Basic
7.	**EDUCATIONAL SECTOR**		Higher Education
8.	**LEARNING OUTCOMES**	**KNOWLEDGE**	• Have a coherent and comprehensive body of knowledge, which contains data from scientific or other cutting-edge developments and understand the concepts, methods and practices of a theoretical scientific, technological or artistic field of knowledge that encompasses elements from their respective professional fields to deepen, broaden and increase their prior knowledge. • Possess an understanding of evolutionary dynamics of their scientific field and have knowledge of the current innovative applications. • Possess analytical and advanced knowledge on their domain, including critical understanding of theories, concepts, principles, and methodologies of scientific or applied knowledge field.
		SKILLS	• Analyze and adjust their acquired knowledge to implement it on a variety of topics in the field of study or academic and professional field, as well as to acquire new knowledge. • Apply correctly the right tools and the appropriate analytical techniques in exploring key issues of their scientific field of studies • Resolve complex or new problems in their scientific field of study, by developing integrated and creative or innovative solutions and approaches, while also supporting the solutions and opinions in a methodical and scientific way. • Using scientific sources or other sources specialized in theoretical, technical, and professional issues, gather, analyze, and choose in a critical and responsible manner, ideas, and information on the aspects of their interest. • Develop topics, mainly within the framework of their professional knowledge and field, based on scientific documentation and make valid judgements that take into account the relevant social, economic, cultural and ethical dimensions of the issue. • Communicate with laymen or specialists, in order to convey verbally, in writing and through other means, information, ideas, problems and solutions in specific topics.
		COMPETENCE	• Plan, manage and implement research tasks with supervision in the context of their scientific field of study, both at individual and collective level. • Transfer the knowledge and skills acquired in a professional or business context and apply them with autonomy and in a way that shows professionalism and social responsibility to plan and manage complex technical or professional activities or tasks. • Make decisions, evaluate and assume their responsibility in complex professional and business frames that change and evolve. • Be able to undertake a responsibility, within a specified frame, of the development of knowledge, skills and abilities of individuals and groups.

| 9. | EMPLOYMENT RELEVANCE | Holders of qualifications that belong to this type may work either as self-employed or in positions of responsibility in companies and organizations in the private or in the public sector. |
| | TRANSITIONS | Access to this type of qualification have those who have completed **at least** the secondary education (level 4).
Holders of such qualifications gain access to study programmes at the same level or at level 7 or 8. |

		TYPE SPECIFICATIONS		
1.	TITLE	**MASTER'S DEGREE** (METAPTYCHIAKO DIPLOMA EIDIKEFSIS)		
2.	LEVEL	7		
3.	AWARDING BODY	(UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI)- HIGHER EDUCATION)		
4.	SUMMARY DESCRIPTOR	In this category belong the Master degrees awarded by Universities and TEIs.		
5.	VOLUME	Minimum 60 ECTS, or 300 ECTS minimum, including the ECTS points for the Ptychio at level 6		
6.	PURPOSE	Basic		
7.	EDUCATIONAL SECTOR	Higher Education		
8.	LEARNING OUTCOMES	KNOWLEDGE	• Have increased specialized knowledge in a specific discipline, in relation to the previous level (level 6), that contains sufficient data from state of the art scientific developments and represents the basis for original thinking, research and professional activity. • Demonstrate critical understanding of the principles, theories, methodologies and practices in a particular field and of the interlinking to other cognitive domains. • Have heightened critical awareness of evolutionary dynamics and state of the art issues of their field.	
		SKILLS	• Apply, easily, the theories and methodologies of their field knowledge in their studies and work, in a critical and creative way. • Apply with originality the acquired knowledge in research, analysis and development of innovative solutions to complex, interdisciplinary and innovative issues. • Be able to evaluate, interpret and promote modern scientific research and studies in their field. • Articulate in a scientifically documented way, solutions to complex and new issues and make valid judgements taking into account the social, economic, cultural and ethical dimensions. • Substantiate their positions using specialized information and arguments before a specialized or general audience with clarity, adequacy and accuracy.	
		COMPETENCE	• Continue to develop with autonomy their knowledge and their skills at a high level. • Apply professionally their specialized knowledge and skills and effectively address new, interdisciplinary or unforeseen issues. • Solve problems and take strategic decisions based on inductive thinking. • Contribute to the development of knowledge and practices in professional and business space and have operational capability in crisis management. • Take autonomous responsibility for education/training and managing a team and assess its performance.	
9.	EMPLOYMENT RELEVANCE	Holders of qualifications that belong to this type may work either as self-employed or in positions of responsibility in companies and organizations in the private or in the public sector.		
	TRANSITIONS	Access to this type of qualification have those who have completed at least the secondary education (level 4). Holders of such qualifications gain access to study programmes at the same level or at level 8.		

	TYPE SPECIFICATIONS	
TITLE	**DOCTORATE** (DIDAKTORIKO DIPLOMA)	
LEVEL	8	
AWARDING BODY	Universities	
GENERAL DESCRIPTION	The Universities are qualified for awarding Doctorate Diplomas. This usually refers to the preparation of a research thesis on a specific scientific discipline. In most cases, a Master's Diploma is necessary in order to obtain a doctorate diploma.	
VOLUME	Minimum 3 years	
PURPOSE	Basic	
EDUCATIONAL SECTOR	Higher Education	
LEARNING OUTCOMES	**KNOWLEDGE**	• They have increased specialized knowledge in a specific field of the exact cognitive field in relation to the previous level (level 7) that includes sufficient data from cutting-edge scientific developments and serves as the basis for original thinking, and research and professional activities. • They show critical understanding of the principles, theories, methodologies and practices for a specific field of their cognitive field, along with its interconnection with other cognitive fields. • They have increased critical perception of the evolutionary dynamic and of the cutting-edge issues of the specific cognitive field that served as the subject of their doctorate.
	SKILLS	• They apply with ease the theories and methodologies of the specialized subject of their doctorate in a critical and creative way on their own research, studies, and work. • They apply with originality any specialized knowledge obtained through their doctorate on research, on analysis and on the development of innovative solutions for complex, interdisciplinary or pioneering issues. • They are capable of assessing, interpreting and promoting modern scientific research and studies related to the specialized field of their doctorate. • They provide inductively-reasoned solutions, with scientific documentation, to complex and new issues of the specialized field of their doctorate and formulate valid judgments after considering the various relevant social, economic, cultural, and moral aspects. • They document their positions using specialized information and arguments, related to the subject of their doctorate, towards a specialized or non-specialized audience with clarity, adequacy and accuracy.
	COMPETENCE	• They have developed with autonomy their knowledge and competencies at a high level. • They apply with professionalism the specialised knowledge and competencies acquired from their doctorate and can efficiently deal with new, interdisciplinary or unforeseen issues. • They solve problems and take strategic decisions starting with inductive reasoning, which has been acquired during the in-depth studying of their doctorate's subject. • They contribute significantly to the progress of knowledge and practices in the professional and business field, and they have operational skill in managing crises. • They undertake autonomously the responsibility for educating / training / teaching as well as for managing a team and they evaluate its performance.
EMPLOYMENT RELEVANCE	Having high qualifications of this type, they may either be self-employed or they may work in key positions for state or private businesses and organisations.	
TRANSITIONS	Access to this type is possible only for those who have obtained at least a level 7 qualification (unless it is provided for otherwise). Holders of such type qualifications have access to programs of study of the same level.	

Annex 5

Table of 'former' qualifications, classified in relation to the HQF Levels.

Although these qualifications are no longer awarded, they are still in use in Greek society and in the labour market. Their classification is based on the judgement of experts from the Ministry. This is an initial classification, and it will be verified in due course by comparing the outcomes associated with each qualification with the relevant level descriptors.

Level	VET	VET / General	General education	HE
	Ministry / EOPPEP	Ministry	Ministry	Universities / TEIs
1				
2				
3	Ptychio TEE (A) Ptychio TES			
4	Ptychio TEE (B) Ptychio TEL Ptychio EPL	Apolytirio EPL (pre-vocational)	Apolytirio Gym. (6 yr) Apolytirio EPL (Academic) Apolytirio TEL	
5	Ptychio KATEE Ptychio KATE			
6				
7				
8				

Institute for Educational Policy (I.E.P.)

The Institute for Educational Policy (I.E.P.) has absorbed with its foundation previous relevant institutions, such as the Pedagogical Institute (P.I.), the Teacher Training Agency (O.EP.EK) and the Centre for Educational Research (K.E.E.).

IEP was founded as a private organization and is a leading scientific body that supports the Ministry of Education, Lifelong Learning and Religious Affairs on issues relating to primary and secondary education, and the transition from secondary to tertiary education (Article 1 and 2.1).

Purpose of I.E.P. is the scientific research and study of the issues associated with these two stages of education and continuous scientific and technical support for the design and implementation of education policy in these issues (Article 2.2.).

To fulfil its purpose, I.E.P. performs, in particular, the following tasks:

a) Gives an opinion or recommends, after a relevant question of the Minister of Education, Lifelong Learning and Religious Affairs, or on its own, respectively, for subjects including: aa) the shaping, constant modernization and optimal implementation of education policy in all types of schools, bb) the curricula of primary and secondary education, school textbooks and other teaching aids, etc (Article 2.3).

In order to be effective in its work, it cooperates with services of the Ministry of Education, Lifelong Learning and Religious Affairs, the National Education Council (E.SY.P.), Higher Education Institutions (A.E.I.), in particular their Pedagogical Departments, advisory boards of education, institutions and organizations for research and studies, native or foreign, and other entities with similar mission (Article 2.4).

In parallel, to recommend or give its opinion on issues of major interest, I.E.P. seeks the views of the Teachers' Federation of Greece (D.O.E.), the Federation of Secondary Education Teachers (O.L.M.E.), the Federation of Greek Private Educators (O.I.E.L.E.) and the Pan-Hellenic Union of School Advisors (Article 18.1.).

Finally, basic mission of I.E.P. is to conduct studies aimed at addressing problems and documenting policy setting.

Therefore, in order to effectively implement its task concerning, inter alia, educational curricula of secondary education, I.E.P. is asked to work with other institutions of the State (ESYP, Universities, etc) and with stakeholders, such as unions of teachers and of School Advisors.

Annex 7

Institutional framework and evaluation procedures for learners in Primary and Secondary Education

For a fuller presentation, it will be performed by education institution.

PRIMARY School

The evaluation of the primary education student refers to a number of features such as: a) his/her performance, but also effort during attendance, b) initiatives taken, c) cooperation with others and, d) respect to the rules of the school. The assessment is done by teachers of the students. In the first years assessment is descriptive and, gradually, a rating scale (verbal and numerical) is used.

Lower Secondary School

Students are assessed a) through the oral score of the three semesters and b) in writing at the end of the school year; based on these two items, their average score results. Students who are unable to obtain the required score are referred to repeat examinations in the September period.

The Interdisciplinary Unified Curriculum Framework (D.E.P.P.S) specifies:

A) Evaluation Objectives

The main objective of the student evaluation is the feedback of the educational process and the identification of learning deficiencies, with the purpose to improve the offered school education and, eventually, to enhance student progress. In particular, student evaluation aims to assist in terms of:

i)   evidence of achievement of the learning objectives;

ii) design of the next learning stages;

iii) exploration and capture of the individual and collective progress of students, their capabilities, interests and particularities at all levels and stages of acquiring knowledge;

iv) qualitative upgrading in total of the educational process, which aims to assist and encourage students and create learning incentives;

v) identification of learning difficulties and shortages of students aiming to design the appropriate interventions to improve the teaching process;

vi) cultivation of research spirit, development of problem-solving abilities and the acquisition of knowledge and skills through interdisciplinary approaches;

vii) acquisition of accountability in students by means of processes of collective work and self-assessment;

viii) strengthening of confidence and self-esteem of students and, in total, in the formation of their personality;

ix) acquisition of meta-cognitive skills on behalf of students by means of controlling and managing their learning.

B) Evaluation Forms

i)   **Initial or Diagnostic Evaluation:** It applies in principle at the start of the learning process, but also during it, and seeks to determine the level of knowledge, experience and interests and identify potential difficulties faced by students. Its aim is on the one hand to reflect the pre-existing level of knowledge and on the other hand to identify the causes that are inhibitory to learning so as to allow form measures to prevent and address learning problems. In this sense, the teacher tries to adjust learning processes at the level, possibilities and particularities of each student, in order to lead all students to achieve the didactic and pedagogical goals pursued.

ii) **Formative or Process Evaluation**: It applies during teaching, focuses mainly on information and aims at controlling the progress of each student to the conquest of specific educational goals. The final findings result from a

pedagogical, creative, learning-based dialogue between teacher and students, the main purpose being to extract the information needed for the possible change in design or the teaching method, so that students can achieve the goals pursued.

iii) **Final or summative evaluation:** This is a summary, feedback process used to assess the degree of achievement of instructional and educational goals, compared with the goals prescribed as final. Indeed, the learning level of each student is compared with what he / she possessed before; the same applies to the class performance in relation to the one expected and pursued.

C) Basic principles of evaluation:

i)   The evaluation of the progress of students is a continuous and deliberate operation, which is integrated in the process of teaching and learning.

ii) The evaluation of students is mainly based on assessment of their performance based on specific criteria, arising from learning objectives, rather than on comparison with their classmates.

iii) The evaluation of students concerns not only the acquired knowledge, but also acquisition of skills and shaping of attitudes, values and behaviours.

iv) The evaluation process should be transparent, reliable, objective and valid. The evaluation objectives and criteria should be clear and communicated promptly to students. The results of the evaluation are also made known, used for the benefit of students.

v)   The evaluation of students concerns both their performance and progress achieved compared to their past performance.

vi) Various methods are used in the evaluation process, depending on the objectives, content and didactic approach of subjects. The assessment methods should be appropriate for the age, learning needs and experience of students.

vii) The specific characteristics of students and their individual mode and pace of learning are taken into account in the evaluation. Factors such as the stage of language development of students, and opportunities for every child to learn in his / her social and family environment are also taken into account.

viii) Students with disabilities (disabled persons) are evaluated based on the general principles of assessment. Regarding the purpose of evaluation of such individuals, particular attention should be given to the opportunities developed and used by the student compared with day-to-day life. Also, particular emphasis must be placed on: a) the principle of all-round assessment of the student's presence, so that evaluation does not focus only on weaknesses; b) the motivating principle of evaluation (encouraging effort); and c) the correlation of evaluation data with the tailor-made education program of a each student. The successful completion of the grade by students should also be co-estimated, i.e. the degree of their inclusion, since the purpose of the evaluation is, inter alia, to gather information for decision-making in relation with special educational facilities the student may need.

ix) In all forms of evaluation students should be involved, depending on their age and mental maturity, evaluating their effort and, assisted by their teachers, trying to acquire more and more effective self-assessment skills.

D) Evaluation techniques

The evaluation techniques are directly related to the specific characteristics, objectives and content of the subject. They are affiliated with basic organizational - communicative situations which ensure the pedagogical content of evaluation. They aim to investigate the cognitive effects, but also place emphasis on the ability to acquire and manage knowledge and to its multiple application and use; they may also showcase the communication skills and learning "identity" of each student. Evaluation techniques include written or oral exams with closed or open type questions, semi-structured dynamic dialogue between participants in learning process, synthetic creative - exploratory projects (draft projects), the effective observation, student's portfolio / bulletin, self-evaluation of the student or assessment by his / her classmates, the combination of different techniques (e.g. test and oral examination) etc.

General Upper Secondary School

Students are assessed a) through the oral score of the two quarters and b) in writing at the end of the school year; based on these two items, their average score results. Students who are unable to obtain the required score are referred to repeat examinations in the September period.

Article 3 of Chapter A of Law 4186/13 (A 193) defines issues concerning evaluation, promotion and graduation of students of Upper Secondary Schools as follows:

1. Evaluation of the courses in all three classes focuses on essential understanding of key issues and fundamental concepts of each subject and, also, in winning higher cognitive abilities and skills, such as critical and synthetic thinking, self-assessment, use of data to produce documented arguments, resourcefulness and originality in solving problems.

   Evaluation primarily aims at providing useful information for the improvement of the education provided, either at national level (through the improvement of curricula, of textbooks etc.), or at the everyday teaching process level, so that the teacher may adjust teaching methods and approaches for the benefit of his / her students.

2. Evaluation is mainly based on:

   a) determination of syllabus per course, based on topics;

   b) the ability to interface essential knowledge coming from broader sections of the course syllabus;

   c) understanding of basic concepts or, depending on the subject, of facts, procedures or processes of any field of knowledge; and

   d) the ability to critically assess and develop logical arguments and documentation on issues related to the curriculum.

3. The written examinations for promotion to the first grade of Daytime General Upper Secondary Schools and the first and second grades of Vesper Upper Secondary Schools are conducted in-school, including all taught courses except Research Project and Physical Education, with common topics for all sections of the same school, defined as follows: a) by 50% by lot, from a bank of test topics of graded difficulty; and b) by 50% from the instructor or instructors. The writings are corrected by the respective instructor.

   The average mark of oral scores of the quarters and the written examination results in accordance with the current provisions. The overall promotion grade from Grade A of Daytime General Upper Secondary Schools and Grades A and B of Vesper General Upper Secondary Schools is the quotient of dividing the sum of the average oral or written (if applicable) student's performance in each course by the total number of courses taught.

   A prerequisite for the promotion of the student is: a) to achieve an overall grade of not less than ten (10) and b) to achieve an average oral and written score per separate subject area in the courses: Greek Language, Mathematics, of at least ten (10) and at least eight (8) in each of the other courses. When a student does not qualify for a and b in the previous paragraph, he / she repeats the class; when he / she does not qualify for requirement b of the previous paragraph per separate course subject(s) or in the remaining courses, he / she is referred to a re-test in this or these and is promoted or repeats the class, as defined above.

4. The written examinations for promotion to the second Grade of Daytime General Upper Secondary Schools and the third Grade of Vesper General Upper Secondary Schools are conducted in-school, including all taught courses except Research Project and Physical Education, with common topics for all sections of the same school, defined as follows: a) by 50% by electronic ballot per school, from a bank of test topics of graded difficulty; and b) by 50% from the instructor or instructors. The writings are corrected by the respective instructor.

   The average mark of oral scores of the quarters and the written examination results in accordance with the current provisions. The overall promotion grade from Grade B of Daytime General Upper Secondary Schools and Grade C of Vesper General Upper Secondary Schools is the quotient of dividing the sum of the average oral or written (if applicable) student's performance in each course by the total number of courses taught. A prerequisite for the promotion of the student is: a) to achieve an overall grade of not less than ten (10) and b) to achieve an

average oral and written score per separate subject area in the courses: Greek Language, Mathematics, and direction group courses, of at least ten (10) and at least eight (8) in each of the remaining courses. When a student does not qualify for a and b in the previous paragraph, he / she repeats the class; when he / she does not qualify for requirement b of the previous paragraph per separate course subject(s) or direction courses, or in the remaining courses, he / she is referred to a re-test in this or these and is promoted or repeats the class, as defined above.

5. The written examinations for promotion to the third Grade of Daytime General Upper Secondary Schools and the fourth Grade of Vesper General Upper Secondary Schools are conducted in-school, including the courses of Modern Greek Language and Literature, Introduction to the Principles of Computer Science, Religion, History, Foreign language (for Vesper General Upper Secondary Schools they only include the course of Modern Greek Language and Literature) and three (3) courses from the selected direction group courses, with common topics for all sections of the same school, defined as follows: a) by 50% by lot, from a bank of test topics of graded difficulty; and b) by 50% from the instructor or instructors. The writings are corrected by the respective instructor.

The course of Greek Language and Literature, with distinct curriculum objects – branches, i.e. Modern Greek Language and Literature, is examined as a single discipline with 60% topics on Greek Language and 40% on Literature.

The average mark of oral scores of the quarters and the written examination results in accordance with the current provisions. The overall promotion grade from Grade C of Daytime General Upper Secondary Schools is the quotient of dividing the sum of the average oral or written (if applicable) student's performance in each course by the total number of courses taught. A prerequisite for the promotion of the student is: a) to achieve an overall grade of not less than ten (10) and b) to achieve an average oral and written score in the courses: Modern Greek Language and Literature, and each of the courses in the selected Direction Group, of at least ten (10) and at least eight (8) in each of the remaining courses. When a student does not qualify for a and b in the previous paragraph, he / she repeats the class; when he / she does not qualify for requirement b of the previous paragraph, per separate course, he / she is referred to a re-test in this or these and graduates or repeats the class, as defined above.

Vocational Upper Secondary School

Evaluation of the courses in all three grades focuses on essential understanding of key issues and fundamental concepts of each subject and, also, in winning higher cognitive abilities and skills, such as critical and synthetic thinking, evaluation, reasoning, problem solving and originality.

Evaluation is mainly based on:

a) determination of syllabus per course, based on topics;

b) the ability to interface essential knowledge coming from broader sections of the course syllabus;

c) understanding of basic concepts or, depending on the subject, of facts, procedures or processes of any field of knowledge; and

d) the ability to critically assess and develop logical arguments and documentation on issues related to the curriculum.

The written examinations for promotion and graduation in all EPA.L. Grades are conducted in-school, including all general education taught courses and courses of Direction Groups except Research Project, Physical Education and School Vocational Guidance - Work Environment - Safety and Hygiene, with common topics for all sections of the same school.

In General Education courses, topics are defined as follows:

a) by 50% by lot, from a bank of test topics of graded difficulty; and

b) by 50% from the instructor or instructors. In the remaining courses examined in writing, topics are posed by the instructor or instructors. In any case, the writings are corrected by the respective instructor.

The overall promotion grade for all EPA.L. Grades is the quotient of dividing the sum of the average oral or written

(if applicable) student's performance in each course by the total number of courses taught. The average mark of oral scores of the quarters and the written examination results in accordance with the current provisions. When the student does not achieve the basic average and has a mark below ten in up to two courses, he / she is referred to an examination in September and, depending on the results, he / she is promoted or graduates. A prerequisite for the promotion of the student is to achieve an overall grade of not less than ten (10). When a student does not qualify for the requirement of the above paragraph, he / she repeats the class. The degree of certificate and diploma of Vocational Upper Secondary Schools results from the average overall score of General Education and specialty courses examined in writing, and the oral mark of the student in Physical Education.

Annex 8

Framework for Quality Assurance in Lifelong Learning

The Ministry of Education and Religious Affairs, through the General Directorate for Lifelong Learning and E.O.P.P.E.P. and in collaboration with lifelong learning service providers has recently completed a second revised version of the **national framework for quality assurance in lifelong learning, p³**.

This is a **self assessment tool** for the performance of agencies under a single framework of principles and indicators of quality, compatible with both national policies and with the European guidelines for quality assurance in lifelong learning, which is addressed to all governing bodies and all lifelong learning service providers (Article 3 of Law 3879/2010 and subparagraph I.3 of Article 1 of Law 4093/2012).

1. HISTORY

For the development of the **initial version of the National Framework for Quality Assurance in Lifelong Learning, p ³** a working group was established in 2011 composed of officials from the Ministry of Education, the General Secretariat for Lifelong Learning, the National Organisation for the Certification of Qualifications, the National Certification Centre, the National Centre for Vocational Guidance and the Institute of Continuing Adult Education. The group was supported by the Director of Technical Support of ESSEEKA, based on assignment (assignment of the General Secretariat for Lifelong Learning No. 234/29.03.2011, entitled "Draft final proposal on quality improvement of lifelong learning").

Then, the p³ framework was put into **first pilot implementation** by all LLL governing bodies supervised by the Ministry of Education, Lifelong Learning and Religious Affairs and by LLL service providers, on a voluntary basis. To implement this action, a new working group was established, consisting of officials from the Ministry of Education, the General Secretariat for Lifelong Learning, the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.) and the Foundation for Youth and Lifelong Learning. The group was supported by the Director of Technical Support of ESSEEKA, based on assignment (assignment of the General Secretariat for Lifelong Learning No. 1126/20.10.2011, entitled "Support to pilot implementation of p³").

Finally, after a comprehensive implementation of the framework in a broader representative sample of LLM service providers, in **a second pilot phase** in 2013, in order to ensure its functionality and added value, the **second revised edition of p ³** was finalized **and the following deliverables** were delivered on 02.07.2013 by the General Secretariat for Lifelong Learning to E.O.P.P.E.P.

2. DELIVERABLES
A) p3 Framework

- 2nd revised **edition of p³**
- Final version of the **implementation guide** of p³
- Final version of the **Instrument to obtain the p³ mark** to the bodies proving that they apply it

B) Evaluators of the p3application

- Educational seminar for training p³ evaluators
- Code of Conduct for evaluators
- Management Procedures of Evaluators' Records

C) Instrument to obtain the p3 mark

- Process to obtain the p3 mark
- Application and other forms to obtain the p3 mark

D) Good practical of p3 application

- Questionnaire on p^3 application

3. INTRODUCTION TO THE FRAMEWORK

The creation of a framework of principles for quality assurance in lifelong learning and, therefore, the establishment of a unified and coherent monitoring and evaluation system, was the result of the growing interest of all stakeholders at national and European level to increase its added value and properly and effectively use resources, financial and otherwise, invested in it. **Factors that necessitated the existence of a quality assurance framework for lifelong learning included mainly**:

- The extension of provision of lifelong learning services in new areas, uncontrolled until recently by a national authority;
- the need for lifelong learning service providers to develop and maintain competitive advantages in a rapidly changing and competitive market;
- awareness on the part of learners of the importance of their role in shaping the conditions and assuring quality of services for lifelong learning;
- the need of the players formulating and implementing policy to establish procedures and standards of effectiveness and efficiency of lifelong learning.

In this context, **the p^3 quality framework** came to refine the definition of quality in this field utilizing, inter alia, existing relevant studies, and to set qualitative assessment conditions for governing bodies and lifelong learning service providers through a process of consultation and consensus with stakeholders, with a view to creating an open, feedback system, whose main objective is the constant improvement of lifelong learning services for the benefit of students, employers and the country itself.

It is necessary to note that the **p^3 quality framework** does not seek, nor can substitute other models / tools of total quality (e.g. EFQM, CAF), management systems (e.g. ISO9001) and strategic management systems (e.g. management by objectives) which, for the Greek Public Administration, have been established with Law No. 3230/2004, but complements them. More specifically, the **p^3 quality framework** is an additional evaluation tool aiming to provide education, training and counselling and guidance (Sy.E.P.), which leverages the documentation resulting from the application of total quality tools, management systems and strategic management systems as a source of information on evaluation (e.g. questionnaires on satisfaction of recipients of services, performance indicators, etc.). Lifelong learning is a dominant strategy of the European Union, which forms a broad and comprehensive approach to active citizenship, social cohesion, employment and personal development *[European Report on Quality Indicators of Lifelong Learning, European Commission, June 2002]*.

The basic principles of lifelong learning which have been raised aim to:

- create a society of equal opportunities in terms of access to quality learning throughout the life of the individual, the provision of which is primarily based on individual needs;
- adjust the way education and training is provided and the qualifications acquired through this to changing professional requirements, work environment and work methods; and
- encourage the participation of the individual in all aspects of modern life, especially the socio-political, including the European dimension.

At the level of applied policy, the achievement of the **objectives of the European strategy, in terms of education and training**, requires the coordination of stakeholders in the implementation of common basic principles of quality in the design, provision and certification of results, as well as of prescribed procedures and mechanisms of quality assurance and improvement.

It is towards this direction that moves the **Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (VET)** *[Recommendation of the European Parliament and of the Council 2009 / C 155/01 of 18 June 2009]***,** which recommends that Member States, inter alia:

- use and further develop the European reference framework for quality assurance in VET;
- improve and further develop vocational education and training systems;
- support lifelong learning strategies;
- implement the European Qualifications Framework and the European Quality Charter for Mobility;
- cultivate a spirit of quality improvement and innovation at all levels; and
- pay particular attention to the transition from vocational education and training (VET) to higher education.

In the field of Lifelong Counselling and Guidance, the Council of the European Union has called on Member States to reinforce the role of lifelong guidance and career counselling as part of their national policies for lifelong learning *[Council Resolution on better integrating lifelong guidance into lifelong learning strategies, Council of the European Union, 2905 Education, Youth and Culture Council Meeting, 21 November 2008],* and set the following four priorities in order to help the lifelong professional transitions of citizens:

- Encourage lifelong acquisition of career management skills by citizens
- Facilitate the access of all citizens to Sy.E.P. services.
- Develop quality assurance systems in providing Sy.E.P. services.
- Encourage cooperation between all stakeholders in lifelong SyEP at national, regional and local level.

Besides the European reference texts that define the requirements for quality assurance in Vocational Education and Training and Lifelong Counselling, the alignment with which was the main concern when creating this framework, the configuration of the framework for Quality Assurance in Lifelong Learning took into account two important models / tools of total quality, the European **EFQM Excellence Model and the tool of total quality management in public administration CAF and, especially, the concentrated on education CAF and Education.**

Both these models / tools, and the specialized for education CAF, which are supersets of the p^3 framework, define excellence and continuous improvement of an organization as the result of an integrated and comprehensive self-assessment of various parameters of operation, starting from the leadership of organizations itself and ending with major operational results, achieved through alignment and strategic management of personnel, partners, logistics and processes.

At national level, the Law 3879/2010 (Article 18, paragraph 1e) also establishes incentives for the development of lifelong learning and updating of skills and knowledge of the human resources of the country, including a connection between assessment of lifelong learning operators and their funding. In particular, lifelong learning service providers which are publicly funded, are evaluated according to the objectives set in the corresponding LLP and funded by effectiveness and efficiency.

In regard to quality assurance, Article 6, § 2y of Law No. 3879/2010 defines self-assessment as a method of valuation of the educational project, which falls within the competence of the General Secretariat for Lifelong Learning.

Moreover, Article 19 of Law 3879/2010 provides, inter alia, the establishment of a system of continuing education and evaluation of instructors and officials of non-formal education and teachers of S.D.E., and of a system monitoring and evaluating programs and the effectiveness of the National Network for Lifelong Learning.

In addition, the National Lifelong Learning Program, which includes all implementation actions of public policy for lifelong learning, refers to the following strategic objectives:

- Global participation

- Quality everywhere
- Change in pedagogical methods
- Value and transparency in qualifications acquisition
- Serve the new development model
- Liberation from educational taboos
- Rational allocation, coordination and utilization of community resources

In addition to the above institutional framework, which is directly related to the quality of lifelong learning, the configuration of the p^3 framework has also taken into account Law 3230/2004 (Chapters A and B), which has introduced in the Greek Public Administration a management system with objectives and has set the overall objective of determining the quality and efficiency of services through the measurement of relevant indicators.

The Ministry of Education and Religious Affairs, as required by Law no. 3879/2010 (Article 6 § e and f), has undertaken the responsibility of shaping the educational context of all units of Secondary Technical and Vocational Education, Initial and Continuing Vocational Training, and other units, whether public or private, which do not belong to Higher Education. Additionally, it has the responsibility to recommend, design and certify educational standards and in particular the content, teaching methods, trainers and infrastructure of programs of continuing professional training of the General Secretariat for Management of Community and Other Resources (Article 4, paragraph 2, case c).

The Ministry, in exercise of its regulatory role in shaping the educational framework, and taking into account existing national legislation on quality, efficiency and strategic management, has developed a framework for quality improvement of lifelong learning, p^3. It aims to the effective coordination among all stakeholders and enhancing their work towards improving the quality of lifelong learning in line with both national policy and European strategy "Education and Training 2020".

p^3 helps improve the quality by setting a framework of principles for Quality Assurance in Lifelong Learning, giving stakeholders an additional tool for designing, providing and evaluating the results of lifelong learning, as it:

- defines quality, making use of existing, and setting new, specialized quality principles, in the three dimensions
- of lifelong learning, i.e. inputs, processes and outputs; and

- provides measurable qualitative and quantitative indicators for assessing the implementation of quality •
principles by stakeholders.

Article 2, paragraph 17, of Law 3879/2010 stipulates that all governing bodies and lifelong learning service providers constitute the National Network for Lifelong Learning. According to Article 3 of the same Law, the bodies of the National Network for Lifelong Learning develop systemic relations and make use, inter alia, of standards and instruments for the operation and development of the National Network, i.e. means of quality assurance.

Based on the provisions of Article 3 of Law 3879/2010 and subparagraph I.3, of Article 1, of Law 4093/2012 "Approval of the Medium Term Fiscal Strategy 2013-2016 - Urgent Measures on Application of Law 4046/2012 and the Medium Term Fiscal Strategy 2013-2016" and under the current mergers of agencies and organizations in the authority of the Ministry of Education and Religious Affairs, Lifelong Learning is managed and provided by the following agencies:

A) Governing bodies of lifelong learning

- General Secretariat for Lifelong Learning
- Departments of the Regions, exercising powers on lifelong learning
- Departments of the municipalities, exercising powers on lifelong learning
- the National Organisation for the Certification of Qualifications and Vocational Guidance
- the National Centre for Public Administration and Self Administration (E.K.D.D.A.)

B) Lifelong Learning Service Providers

- Institutes of Vocational Training (I.E.K.)
- Centres for Lifelong Learning, level 2

- Colleges and Centres for Lifelong Learning, level 1
- Other public and private schools of vocational training
- the Foundation for Youth and Lifelong Learning (INEDIVIM), in so far as it provides lifelong learning services
- The service providers of general (formal and non-formal) adult education, including:
- Social, religious and cultural institutions, and structures of general adult education service provision, such as the Second Chance Schools (S.D.E.) and the Schools for Parents;
- Service providers of counselling and guidance;
- The Centres for Employment Promotion (K.P.A.) in so far as they provide lifelong counselling and guidance services;
- Operators of public and broader public sector providing non-formal education to human resources in the public and broader public sector, such as E.K.D.D.A., and entities recommended by professional associations and Chambers and providing non-formal education to their members;
- Providers of lifelong learning services, which are constituted of the tertiary trade union organisations of employees and employers that co-sign the national collective labour agreement;
- Operators of informal learning, i.e. bodies of all forms operating at national, regional or local level and providing lifelong learning services, where they are recognized as operators of informal learning for the society and entered in the register kept by the General Secretariat for Lifelong Learning.

The National Network for Lifelong Learning (Law 3879/2010) involves also actors and structures of the formal educational system in so far as they provide lifelong learning services or implement lifelong learning programs, such as the Institutes of Higher Education and Institutes For Lifelong Learning of these Institutions, the Centres for Environmental Education and the bodies that organize and implement company training programs publicly funded, as far as shaping of the educational framework of these programs is concerned.

Moreover, the recently adopted Law 4115/2013 (Government Gazette 24/30.1.2013) "Organisation and operation of Youth and Lifelong Learning Institution and the National Organisation for the Certification of Qualifications and Vocational Guidance" defines, in Article 14, among the objectives and responsibilities of E.O.P.P.E.P. (point f) quality assurance of lifelong learning and lifelong counselling and guidance in cooperation with other appropriate bodies.

4. IMPLEMENTATION PROCESS OF p3 FRAMEWORK

For the purposes of this framework, the system of lifelong learning includes, as subsystems, non-formal education (as defined in Article 2, paragraph 4, of Law No. 3879/2010), i.e.:

- general adult education;
- initial vocational training; and
- continuing vocational training

as well as counselling and career guidance.

Within these subsystems, each training and learning process and the provision of counselling and guidance are based on three components: inputs, processes and outputs. Fundamental for the effective cooperation of these components is the feedback and continuous improvement, which ensures the sustainability of the system; it is shaped on the basis of the quality assurance framework for lifelong learning - p^3 framework.

Lifelong Learning as an institution is deemed to meet high quality standards when it succeeds, in terms of planning, provision and evaluation of results, to achieve such results as to meet or even exceed the short- and long-term needs of its participants.

In this context, p^3 raises the following principles of quality in lifelong learning, applied by all entities of the National Network for Lifelong Learning, based on their role, responsibilities and field of activity:

EOPPEP
NATIONAL ORGANISATION FOR THE CERTIFICATION
OF QUALIFICATIONS & VOCATIONAL GUIDANCE
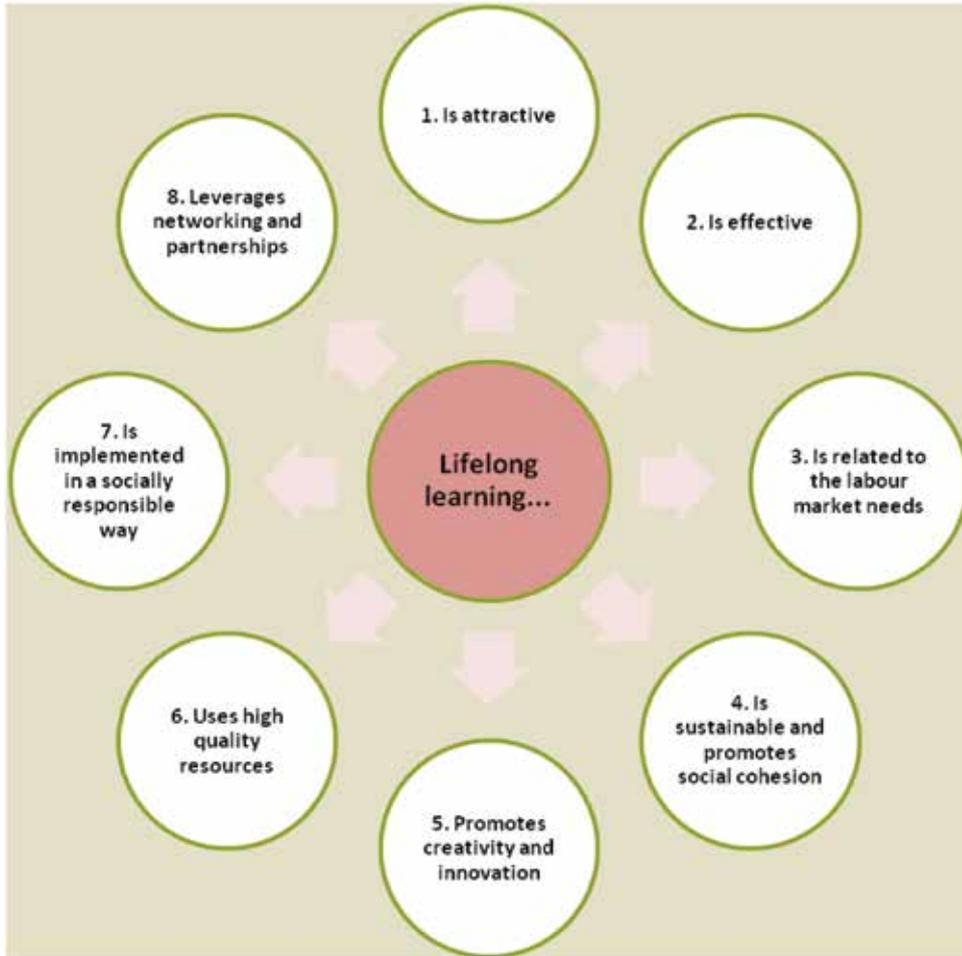
The continuous improvement of lifelong learning requires an integrated and continuous compliance with, implementation of and measurement of the fundamental principles of quality, as well as evaluation of, feedback on and redesign of its systems and procedures through a circular path, which comprises a repeating sequence of five (5) intermediate "milestones" as shown in the following diagram: PLANNING – IMPLEMENTATION – MEASUREMENT - EVALUATION – REVIEW.
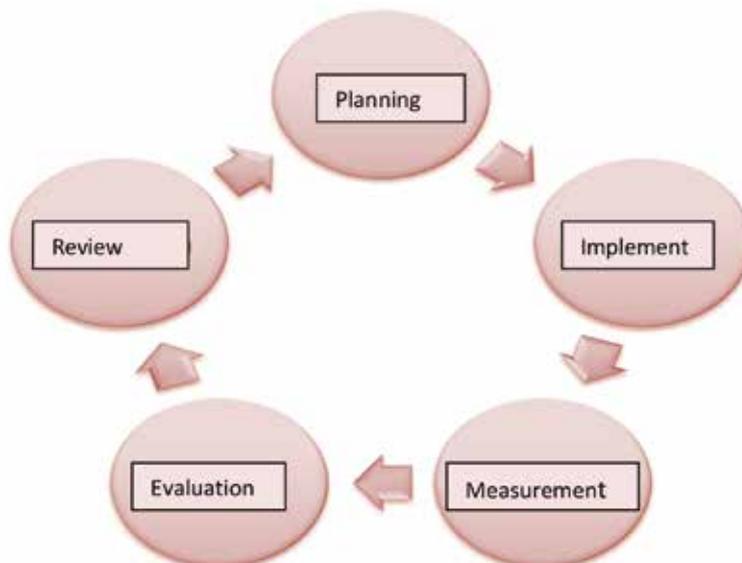
p³ application means the **self-assessment** of a body as to the degree of compliance with the fundamental principles of quality, which leads to the formation of plans for improvement, in order to better align the system for planning and provision of lifelong learning services to these principles.

Self-assessment is a process of thorough analysis of the current situation of the organization in relation to compliance with eight (8) quality principles. Each of these principles is analyzed in different dimensions, which compose its content and are guidelines to help harmonize the function of governing bodies and lifelong learning service providers with quality assurance framework for lifelong learning.

The result of this process of self-assessment is to thoroughly understand both the strengths of the body and the points which require improvement, in relation to quality principles.

Evaluation of the implementation of the p³ framework is an iterative process, which focuses on the organization itself. This means that any lifelong learning entity conducts regular self-assessment as to the extent that its operation framework is in line with the requirements of the p³ framework, using as a self-assessment tool the Cycle of Quality (with its 5 distinct stages- milestones) and locates per principle the strengths and areas that need improvement.

Effective compliance with the fundamental principles of quality involves assessing their degree of integration in the system and the functions of the bodies, through measurable qualitative and quantitative indicators of quality.

In this context, a list of mandatory **key quality indicators** of lifelong learning was formed by the Ministry of Education and Religious Affairs, classified per quality principle.

These indicators must necessarily be followed by lifelong learning operators, depending on their role as governing bodies or service providers, and on the subsystem in which they operate.

In addition to these indicators, and for the principles for which the mandatory key quality indicators are less than four, lifelong learning operators should adopt additional quality indicators to ensure that, for each of these principles, they keep **at least four indicators.** Search of additional indicators is not required for cases of principles for which four, five or six key quality indicators have already been designated.

To support this, the Ministry of Education and Religious Affairs has developed a **toolbox of additional quality indicators**, shown in an Annex to the **implementation guide** of p³.

These indicators – key and additional – include several related to the qualifications' certification process and absorption by the labour market, both for governing bodies and for providers.

These key indicators **have been associated with six of the 10 indicators of the European quality assurance framework in VET – EQAVET**, i.e. have been associated with those indicators that in our country are developed and managed by LLL-related bodies. It should however be noted that p³ indicators refer generally to LLL, while EQAVET indicators refer to vocational education and training.

A **minimum of four (4) quality indicators** per quality principle (for those quality principles matched with less than four (4) key indicators) is set as a requirement of the p³ framework, given that the range of the scale of each principle requires a multidimensional measurement of its application.

Thus, any institution wishing to apply the p³ framework is called to formulate a **list of quality indicators**, using **necessarily** the key indicators of the quality framework and completing them with any other indicator it judges and can demonstrate to be suitable for measuring the implementation of each principle (taking into account the supporting toolkit of quality indicators in the annex).

Finally, for an organization to be able to prioritize the improvements identified during the implementation of the Cycle of Quality, the p³ framework provides **a scoring tool,** which aligns with the milestones of the Cycle of Quality and the individual questions placed per milestone.

The overall score of an operator as to the application of any fundamental principle of the p³ framework results from the average scores of this principle in each one of the milestones of the Cycle of Quality.

5. PROCESS TO OBTAIN THE MARK

All organizations, public or private, which are principally engaged in the provision of lifelong learning services (general adult education, initial vocational training, continuing vocational training), and in counselling and guidance, have the potential to participate in the **process to obtain the p³ mark**. Additionally, all governing bodies of lifelong learning, defined in Law No. 3879/2010, as applicable, can participate in the process to obtain the p³ mark.

To obtain the p³ mark, the applicant organization for lifelong learning (governing body or provider) must prove that both of the following apply:

i.   It implements self-assessment, identifies strengths and areas for improvement and prioritizes areas for improvement

ii.   It effectively designs and implements improvement actions based on the identified areas for improvement and in accordance with the Cycle of Quality.

The p³ mark is expected to have duration of two (2) years, upon completion of which the license is removed, unless the organization re-applies and successfully completes again the evaluation process, as provided.

In any case, the Department of National Quality System of EOPPEP is expected to keep records of the marks assigned and promptly inform the bodies of the impending expiry of their mark.

Annex 9
Monitoring and evaluation of educational work in Primary and Secondary Education

Before the establishment of I.E.P. and A.D.I.P.P.D.E., the task to evaluate educational work was borne by the Centre for Educational Research and the Pedagogical Institute (Law No. 2986/2002).

More specifically, the Centre for Educational Research had undertaken to develop and implement model indices and criteria for dynamic depiction of the situation and control the reliability of surveying and monitoring system of the educational work both at school and region level and at national level. It also gathered and processed reports of the Regional Support and Educational Planning Centres, and self-evaluation reports of schools prepared by the teachers' board, and drafted an annual evaluation report on the educational work, which was submitted to the Minister for Education.

On the other hand, the Pedagogical Institute undertook the evaluation of educational work and educators in order to contribute to the upgrading of the education offered in teacher training.

With the establishment of I.E.P., the newly founded Institute has held the right to recommend for issues related to the assessment of the administrative and educational structures of primary and secondary education and educators (Article 2.3.dd), while the main task of evaluation was transferred to A.DI.P.P.D.E founded in April 2013.

Indeed, quality assurance issues are transferred by Law No. 4142/2013 to the new Authority, including the monitoring and evaluation procedures of the educational work.

So, in order to improve the quality of education, both self-evaluation and external evaluation of the activities of schools, the degree of updating of performance criteria, and the assessment of learning outcomes, were judged appropriate.

A. Evaluation of the educational work of the school unit – self-assessment process
Purpose of evaluation

The school unit is the main provider of planning and evaluation of its educational work.

Purpose of the Evaluation of Educational Work is to improve and upgrade the quality of all factors of the educational process. By evaluating the educational work, shaping a philosophy (culture) of evaluation in schools, strengthening cooperation and participation among members of the school community, enhancement of self-awareness and of professional development of teachers, acquisition of experiences from high officials and teachers in the field of evaluation, highlighting positive points and weaknesses, and development of actions to improve the quality of educational work at school are sought.

The Evaluation of Educational Work is expected to contribute to improved management and operation of schools, effective utilization of human resources, strengthening of relationships and partnerships in school, upgrading of teaching and pedagogical practices, promotion of innovation and the development of supportive practices. It is also expected to assist in highlighting the achievements of schools, the diffusion of best practices, pinpointing weaknesses in the education system and acquiring feedback for the design of educational policy and the determination of training and other interventions.

Evaluation is a process of mobilization of all actors of the educational community to develop actions aimed at improving the quality of teaching and learning, balanced and all-round development of students, enhanced equality and alleviating social inequalities, combating discrimination and exclusion and the opening of school in society.

Scope

Schools of all levels of general education in the country (scope: Article 4, paragraph 1 and 2, of Law No. 2986/2002 and Article 32, paragraph 2, of Law No. 3848/2010) evaluate each year their educational work as to the achievement of educational goals.

Each school unit, until the end of September, sets educational goals, plans the activities of the school year and prepares specific action plans to address problems and weaknesses and improve the quality of its educational work.

The Context of Evaluation of Educational Work

The Evaluation of Educational Work in schools is carried out on the basis of the relevant framework. The process of evaluation takes into account both the quantitative and qualitative characteristics of the educational work in school, which correspond to the following analytical / interpretive categories of educational work:

- School data
- Educational Processes
- Educational Outcomes

The educational work is valued through quality indicators of educational work, which have their own particular characteristics, acquire a different meaning in the implementation of educational work, their values are affected by differences between schools and contribute differently to the evaluation process and results.

A detailed description of the implementation framework of the Evaluation of Educational Work is given by a Circular of the MINEDU at the recommendation of the Institute for Educational Policy (I.E.P.).

Evaluation Method / Process

The Evaluation of Educational Work in schools is carried out through the process of self-evaluation; responsible for the implementation of the evaluation process are the Principal and the teachers' board of the school.

The evaluation process is conducted annually and is associated with the overall instructional design of the school and development of specific action plans to improve the educational work in the areas chosen by each school depending on its peculiarities.

The Evaluation of Educational Work process includes:

- Valuate educational work
- Plan improvement actions
- Implement, monitor and evaluate actions
- Evaluate and exploit the results of the actions.

At the end of each school year, the school unit shall prepare an evaluation report under the responsibility of the school Principal in collaboration with the teachers' board and School Advisors, which is published on the school website and submitted to the relevant Department of Education and the Regional Directorate of Education through the Reporting Network of the Evaluation of Educational Work.

A detailed description of the evaluation process is given by a Circular of the MINEDU at the recommendation of I.E.P.

The educational material of the Evaluation of Educational Work

The educational material of the Evaluation of Educational Work includes:

- The theoretical framework of the Evaluation of Educational Work
- Tools and Implementation Procedures
- Draft assessment reports
- The context of educational planning and examples of action plans.

The educational material of the Evaluation of Educational Work is approved by a Circular of the MINEDU at the recommendation of I.E.P. and is posted on the website of I.E.P. to be accessible from all schools in the country.

The Observatory of the Evaluation of Educational Work

An Observatory of the Evaluation of Educational Work was created at the national level, which aims to (http://aee. iep.edu.gr/about/intro):

- Support the viability and good functioning of the Evaluation of Educational Work.
- Continuously monitor developments in assessment issues at national and international level and process relevant data and studies.
- Provide scientific support to School Advisors, Principals of schools and teachers in matters of Evaluation of Educational Work.
- Exchange expertise, experience and share best practices on specific issues on the assessment of educational work in schools of the country.

The Evaluation Observatory is supervised in terms of operation and management by I.E.P.

The Information Network of the Evaluation of Educational Work

Additionally, an Information Network of the Evaluation of Educational Work was created at the national level, which aims to:

- Process data from school reports and inform educational authorities at local, regional and central level.
- Support the work of School Advisors when using the reports of schools and submitting proposals to the MINEDU.
- Constantly inform services of the MINEDU at central level on school data to support educational planning and policies of the MINEDU.

The Information Network is supervised in terms of operation and management by I.E.P.

Monitoring and assessment of the Evaluation of Educational Work

Responsible for the supervision, coordination and evaluation of the Evaluation of Educational Work are:

- At central level, Directorates of Studies of Primary, Secondary and Special Education of the MINEDU.
- At regional level, Regional Directorates of Primary and Secondary Education of the country and Directorates of Primary and Secondary Education.

The process of evaluation of schools is conducted on an annual basis. In June each year schools of Primary, Secondary and Special Education submit an annual evaluation report to the relevant Directorate of Education.

Subsequently, Directorates of Primary, Secondary and Special Education prepare and submit a consolidated report to the respective Regional Directorate of Education on the basis of reports of schools.

The Regional Directorates of Education prepare and submit a consolidated report on the Evaluation of Educational Work to the MINEDU, notified to I.E.P. Data from the reports are utilized for educational planning at central and regional level.

Evaluation of the implementation and results of the Evaluation of Educational Work takes place every four years. At the regional level, a Regional Evaluation Team (POA) is established, which includes School Advisors and Education Directors. The work of POA concerns assessing the procedures carried out in schools and the results they produce, the operation of an information network between schools and School Advisors, the use of report data in educational planning at local and regional level. POA reports the results and suggestions for improvement of the Evaluation of Educational Work to the MINEDU. The composition of POA is determined by ministerial decision.

An Evaluation Team is formed within IEP, which includes members of IEP and the MINEDU and members of the educational community. The Evaluation Team supports the work of the Evaluation of Educational Work in schools, studies data from assessment reports of the regions and reports the results and suggestions for improvement of the Evaluation of Educational Work to the MINEDU.

Upon recommendation of I.E.P, context, educational materials and application procedures of the Evaluation of Ed-

ucational Work may be updated and amended by the MINEDU according to the new circumstances prevailing in the area of education.

External Audit

The external audit of all processes of schools of formal education is conducted periodically, according to the description of processes of internal quality control in general education schools.

The external quality control of activities of general education schools is organized and conducted in the following phases:

- Preparatory work
- Initial school visits by leading auditors
- School audit
- Audit summary
- Preparation and harmonization of report
- Actions by the school administration, the education directorate of the Region, and the external audit group, after the presentation of external audit report.

Internal auditors spend at least 75 percent of their working time in schools: observing the educational process meeting with school teachers and other administrative staff, with parents and students, representatives of the local community and other stakeholders.

The remaining time is used to analyse and summarise: the process and results of the internal audit, of school documents and other information collected.

Annex 10
Monitoring and evaluation of teachers in Primary and Secondary Education

With its founding, A.DI.P.P.D.E. has undertaken among other responsibilities for the evaluation of teachers.

More specifically, in the context of its mission the Authority undertakes responsibilities relating to:

- The procedures to evaluate teachers in primary and secondary education, in which it may be involved with institutions or representatives as specified in the relevant provisions, in order to ensure the validity, reliability and objectivity of the evaluation;

- Post-evaluation of evaluation systems of educational work and educators, and identification of weaknesses and ways to overcome them (Law No. 4242/2012, Article 1.3a, cc and dd).

In addition, the Authority, to achieve its mission and exercise its powers, supports schools, directors of education and regional directors of education in the implementation of evaluation of the action of educational establishments under the provisions of article 32 of Law 3848/2010 (A 71) and, in general, the services of the Ministry of Education and Religious Affairs, Culture and Sport in any matter relating to the evaluation of educational work and educators (3.1.b, cc).

Very recently (05/11/2013), a new Presidential Decree was published in the Government Gazette about the evaluation of teachers in primary and secondary education (Presidential Decree 152).

According to this, the purpose of teacher evaluation is to improve the quality of their teaching and administrative work through direct association with training for the benefit of themselves, their students and society (Article 2.1.). This evaluation completes the mapping of data resulting from the evaluation of the school unit and the educational system as a whole with a view to improving it (Article 2.2.a).

The evaluation is divided, depending on the nature of the work being assessed, into administrative and educational. Administrative evaluation is a review of those actions and results that compose the overall task of management, organization and evaluation of staff and structures along with its educational outreach; educational evaluation is defined as the assessment of actions and results associated with the practice of pedagogical, teaching, educational work and scientific and professional development; part of it is the evaluation of active class educators (Article 1.2.).

This evaluation concerns teachers of primary and secondary education, but also all education officers (Article 1). Depending, however, on the position of responsibility, the importance of the criteria is variable. For example, teachers serving in schools are evaluated under the following criteria, listed by category (Article 3):

A) Category I - Educational environment, which includes the following criteria: (weighting factor 0.75):
1) Interpersonal relationships and expectations.
2) Educational climate in the classroom.
3) Organization of the classroom.

B) Category II - Design, planning and preparation of teaching, which includes the following criteria (weighting factor 0.50):
1) Degree of awareness of students' capabilities and needs in shaping the design of teaching.
2) Objectives and content.
3) Teaching activities and educational resources.

C) Category III - Conduct of teaching and evaluation of students, which includes the following criteria (weighting factor 1.25):
1) Preparing students for teaching.
2) Teaching activities and educational resources.
3) Actions of students during the learning process.
4) Consolidation of new knowledge and student evaluation.

D) Category IV - Consistency and adequacy in his / her work, which includes the following criteria (weighting factor 1.50):

1) Typical service liabilities.

2) Participation in the operation of the school unit and its self-evaluation.

3) Communication and collaboration with parents and actors.

E) Category V - Scientific and professional development of the teacher, which includes the following criteria (weighting factor 1):

1) Qualifications and scientific development.

2) Professional development.

Those evaluated are assessed differently, according to their positions. For example, class teachers are evaluated as follows: in terms of criteria of administrative evaluation by Principals of their schools and of the School Laboratory Centres (SEK), respectively, and in terms of criteria of educational evaluation, primary school teachers by their School Advisors, secondary education teachers by School Advisors of their specialty, and responsible of laboratory sectors and operators of school laboratories by School Advisors under the pedagogical responsibility of SEK, defined by the Regional Director (Article 4l).

Teachers' work is assessed as a whole and separately for each category of criteria and each individual criterion mentioned in the previous article. For the evaluation, a descriptive fourth-grade scale is used. The integration of the person evaluated in a gradient of the descriptive scale implies his / her classification in terms of quality as follows: "incomplete", "sufficient", "very good" or "excellent" (Article 5.1.).

The process of administrative evaluation is conducted as follows:

Evaluators, before the start of the evaluation, invite in writing those evaluated in a discussion meeting on the forthcoming evaluation at a specific day and time (Article 17.1a). Evaluators, after the procedure end, prepare evaluation reports. These shall be demonstrably communicated, within five (5) working days from the date of preparation, to those evaluated (Article 17.1b).

Educational evaluation begins with the notification of a relevant notice to those evaluated. However, the opposite may also occur (17.2a). Educational evaluation includes the following steps (17.2b):

1) Planning and preparation of monitoring teachings. At this stage, the evaluator provides clarification to the person assessed on the criteria and the evaluation process and the teacher to be assessed informs the evaluator on socio-cultural and learning data of his / her class. Then, the evaluator and the teacher to be assessed plan monitoring of teachings of the latter at a time specified by the evaluator. The evaluator may take into account the preferences of the teacher to be assessed on courses and classes in which he / she wishes to be monitored.

2) Monitoring of two (2) at least teachings.

3) Post-evaluation discussion and reflection. At this stage, an oral discussion is performed between the evaluator and the evaluated, during which feedback is provided by the evaluator on the monitoring of teachings. Within one week of this discussion, the teacher to be assessed submits to the evaluator his / her educational self-assessment report and any accompanying personal file.

Educational evaluation is completed with the drafting of a relevant report. In cases where the assessed teacher has been deemed "incomplete" in some criterion, the evaluator should propose appropriate forms of training, especially of in-school nature. Evaluation in this criterion is repeated within a reasonable time not more than one year. Self-evaluation reports are accompanied, voluntarily, by a personal file in which each teacher to be evaluated can include any supporting documentation substantiating his / her self-assessment (Article 17.3.).

The self-assessment report and the personal file are designed to better inform the evaluator and do not bind him / her as to his / her evaluative judgment (Article 17.4.).

Annex 11
SECTORS AND SPECIALTIES IN VOCATIONAL UPPER SECONDARY SCHOOLS (EPAL)

According to the Law 4386/2016 (Government Gazette 83/A/11-5-2016) "Arrangements for research and other provisions" and the ministerial Decisions: a. "Specifying sectors offered by Vocational Upper Secondary School –EPAL of the Law 4386/2016 (A 83) " (Government Gazette 2079/B/06-07-2016) and b. "Changes in sectors offered by Vocational Upper Secondary School –EPAL" (Government Gazette 2423/B/5-8-2016), specialties of Vocational Upper Secondary Schools (EPAL) modified. The sectors and specialties in Vocational Upper Secondary Schools (EPAL) are:

1. Sector of Agriculture, Food and Environment
SPECIALTIES

(A) Technician Plant Production, (B) Technician Animal Production, (C) Technician Technology Food and Beverage, (D) Technician Floriculture and Landscape Architecture.

2. Sector of Management and Economics
SPECIALTIES

(A) Employee Administration and Finance, (B) Employee Tourism, (C) Employee Marketing and Advertising, (D) Employee Warehouse and Logistics.

3. Sector of Building, Built Environment and Architectural Design
SPECIALTIES

(A) Technician and Structural Engineering and Geoinformatics.

4. Sector of Applied Arts
SPECIALTIES

(A) Graphic Arts, (B) Silversmith, (C) Preservation of Art - Rehabilitation Works, (D) Design and Garment Production, (E) Design-Interior Decoration, (F) Furniture - Woodcarving.

5. Sector of Electrical, Electronics and automatics
SPECIALTIES

(A) Technician Electronics and Computer Systems, Installations, Networks and Telecommunications, (B) Technician Electrical Systems, Installations and Networks, (C) Technician Automation.

6. Sector of Mechanical engineering
SPECIALTIES

(A) Technician Mechanical Installations and Constructions, (B) Technician Thermal and Hydraulic Installations and Technology Oil and Gas, (C) Technician Cooling Installations Ventilation and Air Conditioning, (D) Vehicle Technician, (E) Aircraft Technician.

7. Sector of Nautical Professions
SPECIALTIES

(A) Captain Merchant Navy, (B) Engineer Merchant Navy.

8. Sector of Computer science

SPECIALTIES

(A) Technician Informatics, (B) Technician computer and Networks.

9. Sector of Health-Welfare-Wellness

SPECIALTIES

(A) Assistant Nurse, (B) Assistant Medical - Biological Laboratories, (C) Assistant nurses, (D) Assistant Physiotherapist, (E) Assistant Dental Technician, (F) Assistant Radiographers, (G) Assistant Pharmacy, (H) Art Salons, (I) Hairdressing.

Annex 12

NON–FORMAL POST–LOWER SECONDARY SCHOOL EDUCATION
SPECIALTIES of Schools of Vocational Training (SEK)

Level of Education	Specialties	Institutional Framework for Specialty approval
NON–FORMAL EDUCATION	1. The Direction Groups with their respective Specialties of the School of Vocational Training are as follows: a) Direction group of Agronomy, Food Technology and Nutrition: 1. Craftsman of Animal Production 2. Craftsman of Plant Production 3. Craftsman of Fisheries and Aquaculture 4. Craftsman of Poultry 5. Craftsman of Viticulture - Handicraft - Distillery 6. Craftsman of Irrigation 7. Craftsman of Greenhouse Crops and Structures 8. Craftsman of Floriculture – Landscaping 9. Craftsman of Apiculture 10. Craftsman of Dairy Products – Cheese Production 11. Craftsman / Engineer of Agricultural Machinery.	Law 4186/13 (A 193)
	b) Direction group of Applied Technology: 1. Craftsman of Building Operations (brickwork - plaster - coating - insulation - concrete) 2. Craftsman / Painter 3. Craftsman / Stonecutter – Marble Mason and Lapidary 4. Craftsman of Steel Construction – Glass Panes and Frames 5. Craftsman of Mosaics - Tiling 6. Craftsman of Plating 7. Craftsman of Cutting - Sewing 8. Craftsman of Leather and Fur Clothing 9. Craftsman of Footwear 10. Craftsman / Electrician of Automated Vehicles 11. Craftsman of Refinishing and Vehicle Painting 12. Craftsman of Shipyard 13. Craftsman of Electronic Devices 14. Craftsman / Engineer of Automobiles, Motorcycles and Marine Engines 15. Craftsman / Engineer of Construction Machinery (cranes, forklifts and rigs) 16. Craftsman of Machine Tools, Milling Machines, Turners 17. Fitter of Electrical Installations 18. Craftsman of Hydraulic and Thermo-hydraulic Installations 19. Craftsman of Aircraft Structure and Power Systems 20. Craftsman of CNC Machine Tools.	

	c) Direction group of Applied Arts and Design Studies: 1. Craftsman of Watch Making 2. Silversmith / Goldsmith 3. Craftsman of Jewellery and Metal works 4. Craftsman of Joinery and Furniture Making 5. Craftsman of Photography Workshop 6. Craftsman of Ceramic – Pottery 7. Craftsman / Hagiographer of Icons and Frescoes 8. Craftsman of Wall Mosaics 9. Craftsman of Woodcarving 10. Craftsman of Glass Making – Mosaic Art – Stained Glass 11. Craftsman of Construction of Stringed Musical Instruments 12. Craftsman of Graphic Arts 13. Craftsman of Decorative Applications 14. Craftsman of Engraving 15. Craftsman of Musical Instruments Maintenance 16. Craftsman of Art Work and Library and Archival Material Conservation.	
	d) Direction group of Tourism Management and Hosting Business professions: 1. Craftsman of Tourism Units and Hospitality Businesses (Reception – Floor Service – Merchandise Knowledge) 2. Craftsman of Beverages and Oenology (Barman) 3. Craftsman of Restaurant - Food (Waiter) 4. Craftsman of Pastry and Bakery 5. Craftsman of Cooking Art.	
	e) Sub-sectors and occupations: 1. Craftsman of Aesthetic Art and Makeup 2. Craftsman of Coiffure 3. Craftsman / Beautician podiatrist - Nail Toiletries and Polish 4. Craftsman / Computer and Call Centres Operator, Information and Customer Service exclusively for the Blind and Visually Impaired.	

Annex 13

NON-FORMAL POST-UPPER SECONDARY EDUCATION
SPECIALTIES of Institutes of Vocational Training (IEK)

Level of Education	Specialties	Institutional Framework for Specialty approval
NON-FORMAL EDUCATION	a) Direction group of Applied Technology: Sector of Informatics 1. Technician of Networks and Telecommunications 2. Technician of Computers 3. Technician of PC Software 4. Technician of Informatics Applications (Multimedia/Web designer – Developer/ Video games). Sector of Chemical Applications 1. Technician of Chemical Laboratories and Quality Control of Materials 2. Technician of Pharmaceuticals, Cosmetics and Similar Products. Sector of Clothing and Footwear 1. Technician of Clothing and Footwear Technology - Fashion Designer. Sector of Construction Works 1. Designer of Construction Works and Geomatics Sector of Engineering 1. Technician / Engineer of Thermal Installations and Engineer of Oil and Gas Technology 2. Technician of Cooling Facilities and Air-Conditioning 3. Technician of Mechatronics 4. Technician of Renewable Energy installations Sector of Electrical Engineering, Electronics and Automation 1. Technician of Medical Instruments 2. Automation Technician b) Direction group of Administration and Economics: Sector of Administration and Economics 1. Skilled Personnel of Administration and Economics 2. Skilled Personnel of Administration and Economics in the Field of Sport 3. Skilled Personnel of Administration and Economics in the Field of Shipping 4. Skilled Personnel of Administration and Economics in the Field of Tourism 5. Skilled Personnel of Administration and Economics in the Field of Culture 6. Skilled Personnel of Administration and Economics in the Field of Healthcare 7. Skilled Personnel of Administration and Economics in the Field of Transport 8. Skilled Personnel of Marketing, Advertising and Product Promotion 9. Skilled Personnel of Supply Chain Services (Logistics) 10. Skilled Personnel of Computerised Accounting - Tax Consultant Office 11. Skilled Personnel of Statistical Surveys and Polls 12. Skilled Personnel of Real Estate Management 13. Skilled Personnel of Financial and Insurance Operations 14. Skilled Personnel of Costing 15. Secretary of junior and senior executives.	Law 4186/13 (A 193)

NON-FORMAL EDUCATION	c) Direction group of Agronomy, Food Technology and Nutrition: Sector of Agronomy 1. Skilled Personnel of Administration and Economics in the Field of Agricultural Economics 2. Technician of Agro-tourism 3. Technician of Technological Applications and Facilities in Landscape and Environment Projects Sector of Nutrition and Dietetics 1. Skilled Personnel of Nutrition and Dietetics. Sector of Food and Beverage Technology 1. Skilled Personnel of Food and Beverage Technology and Control. d) Direction group of Applied Arts and Design Studies: Sector of Design Studies and Applied Arts 1. Photography Art 2. Painting Art 3. Metalwork 4. Engraving Art 5. Mural art 6. Ceramic art 7. Mosaic art 8. Interior Architecture Decoration and Object Design 9. Music Technology 10. Filming 11. Sound Engineering 12. Operator of Image Electronic Mounting (Monter) 13. Literary Translation of Texts and Correction, Proofreading 14. Art of creative writing 15. Art of sketch - Illustration - Graphics 16. Technician of Animation - Graph Electronic Design 17. Theatre - Cinema Acting Art 18. Screenwriting art 19. Film direction art 20. Scenography - Costume Art 21. Dance Applied Arts 22. Music - Song 23. Printed and Electronic Media Graphics 24. Maintainers of Art Works and Antiquities.	Law 4186/13 (A 193)

NON-FORMAL EDUCATION	e) Group of Communications and Media Professions 1. Journalism, Journalists and Reporters 2. Sports journalism 3. Radio Producer 4. Organizing production coordinator 5. Television producer. f) Direction group of Tourism Management and Hosting Business professions: 1. Technician of Tourism Units and Hospitality Businesses (Reception – Floor Service – Merchandise Knowledge) 2. Technician of Bakery and Pastry 3. Technician of Cooking Art - Chef g) Direction group of Health and Welfare: 1. Physical Therapy Assistant 2. Pharmacy Assistant 3. Nursing Midwifery Assistant 4. Ergotherapy Assistant 5. Radiology Assistant 6. Medical Laboratory Assistant 7. Dental Technology Assistant 8. Optics and Optometry Assistant 9. Early Childhood Care Assistant 10. General Nursing Assistant 11. Trauma Nursing Assistant 12. Surgery Nursing Assistant 13. Oncology Disease Nursing Assistant 14. Intensive Care Units Nursing Assistant 15. Persons with special conditions Nursing Assistant 16. Paramedic - Ambulance Crew. h) Sub-sectors and occupations: 1. Technician of Aesthetic Art and Makeup 2. Technician of Coiffure 3. Technician / Beautician podiatrist - Nail Toiletries and Polish 4. Skilled Personnel of Persons' and Infrastructure Security 5. Instructor of candidate car and motorcycle drivers 6. Dispatcher 7. Skilled Personnel of Air Services 8. Skilled Personnel of Thalassotherapy / Spa 9. Sport Coach	Law 4186/13 (A 193)

Annex 14
A.DI.P.

The Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP

Below is given more information on the management and operation of ADIP.

Council of the Authority

1. The supreme governing body of the Authority is the Council. The Council of the Authority consists of fifteen members who are appointed by decision of the Minister of Education, Lifelong Learning and Religious Affairs, published in the Government Gazette. Council members enjoy in the performance of their duties personal and operational independence.

2. The Council of the Authority consists of the following members:

   a) The president, who is a scientist with high level, internationally recognized scientific work and proven international academic experience, preferably including experience in management and quality assurance issues in higher education, appointed by the Minister of Education, Lifelong Learning and Religious Affairs, after consulting the competent committee in accordance with the Parliament Rules.

   b) Six first-tier active professors of Universities with respective expertise in the disciplines of:
   - the humanities or fine arts;
   - legal, political or social sciences;
   - health sciences or biology;
   - economics or business administration;
   - engineering or geotechnical sciences; and
   - sciences or IT.

   c) Four first-tier active T.E.I. professors with relevant expertise in the fields of:
   - administration or economy;
   - health or welfare professions;
   - technological or engineering sciences; and
   - technological or geotechnical sciences, or food sciences.

   d) A representative of undergraduate students who has participated in a collective body of quality assurance in his / her institution, recommended by the National Student Union of Greece (E.F.E.E.) (due to internal problems of EFEE no representative has currently been designated).

   e) A representative of undergraduate students who has participated in a collective body of quality assurance in his / her institution, recommended by the National Union of Greek Students (E.S.E.E.) (due to internal problems of ESEE no representative has currently been designated).

   f) A first-tier active researcher of non-academic research institutions supervised by the General Secretariat for Research and Technology.

   g) A representative of the Technical, Geotechnical and Economic Chamber of Greece, proposed jointly by these chambers (no representative has currently been designated).

MANAGEMENT AND OPERATION OF THE HQA-ADIP

1. The Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP (hereinafter the Authority) is governed by a 15-member Council.

2. The organization and operation of the Authority will be set by an organization to be issued by the Authority, published in the Government Gazette in accordance with paragraph 1 of Article 61 of Law No. 4055/2012 (Government Gazette A 51) and is consistent with the provisions of the Code of Administrative Procedure. Until

publication of this Authority Organization, regulations decided by the Council of the Authority are to be implemented, provided they are not contrary to the existing provisions.

3. Job posting concerning members of the Authority is published three months before the expiry of the mandate of a member, upon its President's decision, is posted on the website of the Authority, communicated to Universities and Research Centres supervised by the General Secretariat for Research and Technology, and made public through all appropriate means.

4. The ranking of the candidate members for the Council of the Authority made by the three-member evaluation committees is accompanied by a special reasoned report. Committee members may invite candidates to interview. Ranking tables are submitted to the Authority by the three-member committees within one month of receipt of the candidate files by members of the evaluation committees. If the time limit expires, the Authority sets a new committee. In case of diverse opinions among members of the committee, the table is established in accordance with the opinion of the majority of members, the dissenting opinion being recorded too.

5. The members of the evaluation committees, the ranking tables with reasoned reports and the opinion expressed by rectors, TEI Presidents and Research Centres Directors - according to point c) of paragraph 3 of Article67 of Law No. 4009/2011 (A 195) - are published on the Authority's website, as soon as the process of appointing each member of the Council has been completed.

6. Rectors, TEI Presidents and Research Centres Directors formulate the reasoned opinion within two weeks of receipt of the ranking tables with the evaluation reports. If the deadline expires without opinion, this is considered to be positive.

INTERNAL STRUCTURE AND FUNCTION OF THE AUTHORITY

Powers of the President and Council

The President of the Authority has overall responsibility for achieving the goals and mission of the Authority and possesses mainly the following powers:

- represents the Authority judicially and extra-judicially
- convenes the Council and presides at its meetings
- draws up the agenda, upon recommendation of the Director General
- monitors the progress of implementation of Council decisions and the overall work of the Authority
- is responsible for the procedures for the election of Council members, and
- appoints the Director General and other staff of the Authority.

If the President is absent, non-existent or indisposed, he / she is deputized by the Vice-President appointed by his / her decision. In case of non-existence, replacement lasts until the appointment of a new President.

The Council is responsible to coordinate the activities of the Authority that are necessary to achieve the objectives of its mission. It sets the framework, objectives, criteria, procedures and methods of handling the responsibilities for administrative and scientific support services of the Authority.

The Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP members may also assume specific responsibilities assigned to them by a Council decision upon recommendation of the President of the Authority and, in particular, support the processes of preparation of the Register of Independent Experts and the formation of certification committees with scientists internationally recognized for their scientific work.

The Authority cooperates or participates as a member of international networks, institutions or organizations that develop activities related to its mission.

For its operation, the Authority is supported by an administrative and scientific service in accordance with Article 69 of Law No. 4009/2011, whose head is the Director General of the Authority.

The Organization of ADIP, although filed, has not yet been approved. This is expected to happen in the near future. After its approval, staffing of Directions set up by the Organization will follow.

Annex 15

The process of external evaluation by the Hellenic Quality Assurance and Accreditation Authority (HQA) – ADIP **is as follows**:

TABLE OF CONTENTS

The External Evaluation Committee

Introduction

I. The External Evaluation Procedure

- Brief account of documents examined, of the Site Visit, meetings and facilities visited.

II. The Internal Evaluation Procedure

- Comments on the quality and completeness of the documentation provided and on the overall acceptance of and participation in the Quality Assurance procedures by the Department.

A. Curriculum

APPROACH

- Goals and objectives of the Curriculum, structure and content, intended learning outcomes.

IMPLEMENTATION

- Rationality, functionality, effectiveness of the Curriculum.

RESULTS

- Maximizing success and dealing with potential inhibiting factors.

IMPROVEMENT

- Planned improvements.

B. Teaching

APPROACH:

- Pedagogic policy and methodology, means and resources.

IMPLEMENTATION

- Quality and evaluation of teaching procedures, teaching materials and resources, mobility.

RESULTS

- Efficacy of teaching, understanding of positive or negative results.

IMPROVEMENT

- Proposed methods for improvement.

C. Research

APPROACH

- Research policy and main objectives.

IMPLEMENTATION

- Research promotion and assessment, quality of support and infrastructure.

RESULTS

- Research projects and collaborations, scientific publications and applied results.

IMPROVEMENT

- Proposed initiatives aiming at improvement.

D. All Other Services

APPROACH

- Quality and effectiveness of services provided by the Department.

IMPLEMENTATION

- Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).

RESULTS

- Adequateness and functionality of administrative and other services.

IMPROVEMENTS

- Proposed initiatives aiming at improvement.

Collaboration with social, cultural and production organizations

E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors

Short-, medium- and long-term goals and plans of action proposed by the Department.

F. Final Conclusions and recommendations of the EEC on:

The development and present situation of the Department, good practices and weaknesses identified through the External Evaluation process, recommendations for improvement.

N.B. *The structure of the "Template" proposed for the External Evaluation Report mirrors the requirements of Law 3374/2005 and corresponds overall to the structure of the Internal Evaluation Report submitted by the Department.*

The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; they are meant to provide a general outline of matters that should be addressed by the Committee when formulating its comments.

Introduction
I. The External Evaluation Procedure • Dates and brief account of the site visit. • Whom did the Committee meet ? • List of Reports, documents, other data examined by the Committee. • Groups of teaching and administrative staff and students interviewed • Facilities visited by the External Evaluation Committee. II. The Internal Evaluation Procedure Please comment on: • Appropriateness of sources and documentation used • Quality and completeness of evidence reviewed and provided • To what extent have the objectives of the internal evaluation process been met by the Department?

A. Curriculum

To be filled separately for each undergraduate, graduate and doctoral programme.

APPROACH
- What are the goals and objectives of the Curriculum? What is the plan for achieving them?
- How were the objectives decided? Which factors were taken into account? Were they set against appropriate standards?
- Did the unit consult other stakeholders?
- Is the curriculum consistent with the objectives of the Curriculum and the requirements of the society?
- How was the curriculum decided? Were all constituents of the Department, including students and other stakeholders, consulted?
- Has the unit set a procedure for the revision of the curriculum?

IMPLEMENTATION
- How effectively is the Department's goal implemented by the curriculum?
- How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?
- Is the structure of the curriculum rational and clearly articulated?
- Is the curriculum coherent and functional?
- Is the material for each course appropriate and the time offered sufficient?
- Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?

RESULTS
- How well is the implementation achieving the Department's predefined goals and objectives?
- If not, why is it so? How is this problem dealt with?
- Does the Department understand why and how it achieved or failed to achieve these results?

IMPROVEMENT
- Does the Department know how the Curriculum should be improved?
- Which improvements does the Department plan to introduce?

B. Teaching

APPROACH:
- Does the Department have a defined pedagogic policy with regard to teaching approach and methodology?
- Please comment on :
- Teaching methods used
- Teaching staff/ student ratio
- Teacher/student collaboration
- Adequacy of means and resources
- Use of information technologies
- Examination system

IMPLEMENTATION
Please comment on:
- Quality of teaching procedures
- Quality and adequacy of teaching materials and resources.
- Quality of course material. Is it brought up to date?
- Linking of research with teaching
- Mobility of academic staff and students
- Evaluation by the students of (a) the teaching and (b) the course content and study material/resources

RESULTS
Please comment on:
- Efficacy of teaching.
- Discrepancies in the success/failure percentage between courses and how they are justified.
- Differences between students in (a) the time to graduation, and (b) final degree grades.
- Whether the Department understands the reasons of such positive or negative results?

IMPROVEMENT
- Does the Department propose methods and ways for improvement?
- What initiatives does it take in this direction?

C. Research

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH
- What is the Department's policy and main objective in research?
- Has the Department set internal standards for assessing research?

IMPLEMENTATION
- How does the Department promote and support research?
- Quality and adequacy of research infrastructure and support.
- Scientific publications.
- Research projects.
- Research collaborations.

RESULTS
- How successfully were the Department's research objectives implemented?
- Scientific publications.
- Research projects.
- Research collaborations.
- Efficacy of research work. Applied results. Patents etc.
- Is the Department's research acknowledged and visible outside the Department? Rewards and awards.

IMPROVEMENT
- Improvements in research proposed by the Department, if necessary.
- Initiatives in this direction undertaken by the Department .

D. All Other Services

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

APPROACH
- How does the Department view the various services provided to the members of the academic community (teaching staff, students)?
- Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?
- Does the Department have a policy to increase student presence on Campus?

IMPLEMENTATION
- Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).
- Form and function of academic services and infrastructure for students (e.g. library, PCs and free internet access, student counseling, athletic- cultural activity etc.).

RESULTS
- Are administrative and other services adequate and functional?
- How does the Department view the particular results?

IMPROVEMENTS
- Has the Department identified ways and methods to improve the services provided?
- nitiatives undertaken in this direction.

Collaboration with social, cultural and production organizations

Please, comment on quality, originality and significance of the Department's initiatives.

E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors

For each particular matter, please distinguish between under- and post-graduate levels, if necessary.

Please, comment on the Department's:
- Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.
- Short-, medium- and long-term goals.
- Plan and actions for improvement by the Department/Academic Unit
- Long-term actions proposed by the Department.

F. Final Conclusions and recommendations of the EEC

For each particular matter, please distinguish between under- and post-graduate levels, if necessary.

Conclusions and recommendations of the EEC on:
- the development of the Department to this date and its present situation, including explicit comments on good practices and weaknesses identified through the External Evaluation process and recommendations for improvement
- the Department's readiness and capability to change/improve
- the Department's quality assurance.

Annex 16

The field of initial vocational training and analysis of the quality assurance processes for the qualifications awarded

Introduction

The field of initial vocational training (A.E.K.) in Greece corresponds to the field of non-formal education and is destined to provide training services. In the context of non-formal education, i.e. education provided in an organized framework outside the formal education system, the educational outcomes produced can lead to a certificate recognized by the Greek state. Specifically, the area of initial vocational training involves activities providing basic professional knowledge, abilities and skills in disciplines and specialties for the integration, reintegration, job mobility and advancement of human potential in the sphere of employment, and opportunities for long-term professional and personal development. Additionally, the area of initial vocational training is part of the post-secondary, non-compulsory education by providing formal and institutionally recognized training which constitutes one of the main pillars of non-formal education in Greece.

Specifically, the main objectives of initial training institutions in Greece are:

1. Provide to learners initial vocational training

2. Ensure appropriate qualifications (depending on the chosen specialty) through provision of scientific, technical, professional and practical knowledge

3. Provide the opportunity to develop skills corresponding to their specialties

4. Facilitate vocational integration into society and the labour market

5. Ensure responsiveness to changing needs of the production process

The main task of the field of initial vocational training is to provide high-level qualifications, with a view that trainees can be absorbed in the sphere of employment in a way that the specialties provided correspond to the real and current needs of the labour market.

This is achieved by:

1. selection and configuration of certified programs of initial vocational training corresponding to specific job profiles, within specialties that are in demand in the labour market

2. selection of trainers with appropriate knowledge and / or experience in order to provide high quality training

3. implementation of programs in fully equipped laboratories in the structures of formal education, ensuring the right environment to complete their training.

Certification of initial vocational training

The certification of the initial vocational training of I.E.K. graduates is assigned to the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.), where a Central Examination Committee for the Certification of Vocational Training (K.E.E.P.E.K.) is established.

K.E.E.P.E.K. is established by resolution of the Board of E.O.P.P.E.P. and its task is the smooth, objective and fair conduct of the certification exams for initial vocational training, a procedure based on final examinations of a **theoretical** and **practical** part, conducted at **national level**, according to the Rules of Certification of Vocational Training for each specialty**.**

Specifically, K.E.E.P.E.K. involves:

- **Representatives of E.O.P.P.E.P. and their substitutes, one of whom is defined as Chairman with the establishment resolution;**

- **Representative of the Ministry of Education and Religious Affairs and his/her substitute;**

- **Representative of employees (G.S.E.E.) and his/her substitute;**

- **A common representative of employers' bodies (S.E.V., E.S.E.E., G.S.E.V.E.E.) and his/her substitute.**

Examination Procedure for the Certification of Initial Vocational Training

The certification of the vocational training of S.E.K. and I.E.K. graduates **is** based on examinations of a theoretical and practical part, conducted at national level, according to the current Rules of Certification of each specialty.

The current Rules of Certification are posted by E.O.P.P.E.P. on its website, so that exam candidates can obtain them in their diligence, and be informed when submitting their application**.**

Theoretical Part

The theoretical part of the exam aims to establish whether the S.E.K. and I.E.K. graduate possesses and is able to use in specific professional applications, the theoretical knowledge required to exercise the profession**.**

Practical Part

The practical part of the exam controls professional abilities and skills of the candidate, as described in the Job Profile, the syllabus profile of the profession and the individual professional duties of the Rules of Certification of the specialty**.**

Test Procedure of the theoretical part of the Certification Exams for Initial Vocational Training

When examined on the theoretical part of the Certification Exams for Initial Vocational Training, examinees are asked to answer a number of questions addressing the theoretical part of the subject of each specialty and are part of all questions included in the Rules of Certification of each specialty then in force and are notified to candidates at least twenty (20) days before the tests by posting them on the website of E.O.P.P.E.P. The topics of the theoretical part to be examined are selected by K.E.E.P.E.K. by electronic ballot conducted on the day of exam, in such a number that the knowledge subject of the specialty tested is covered**.**

Evaluation is based on a scale from one to twenty (1-20) and each written essay is evaluated by two (2) assessors. Any person who has scored a grade between ten (10) and twenty (20) is considered to "have succeeded" in the theoretical part of the Certification Exams for Vocational Training. The scoring is done by integer.

Test Procedure of the practical part of the Certification Exams for Vocational Training

When examined on the practical part of the Certification Exams for Vocational Training, candidates are examined on topics selected by the examiners from a list of practical abilities' and skills' profiles (syllabus profile of the practical part) included in the Rules of Certification of each specialty valid during the tests. The examination of candidates is made in laboratories or workplaces which, at the discretion of the Head of Examination Centre, meet the evaluation requirements**.**

Any person who has scored an average grade of ten (10) to twenty (20) is considered to "have succeeded" in the theoretical part, so he/she is characterized as 'SUCCESSFUL'.

Final evaluation

The score of the examination of the theoretical part is measured at a rate of sixty percent (60%) in the final score and the score of the practical part of the examination at a rate of forty percent (40%). For the award of certificates to those S.E.K. and I.E.K. graduates who have successfully completed the Certification Exams for Initial Vocational Training, a relevant application is submitted by interested parties to E.O.P.P.E.P**.**

Quality assurance procedures in relation to the development of curricula and the provided qualifications of initial and continuing training in accordance with the existing institutional framework.

The supervision of public and private bodies and the power to configure the educational framework belongs **to the General Secretariat for Lifelong Learning of the Ministry of Education, Research and Religious Affairs**, while **"input" certification falls under the responsibility of E.O.P.P.E.P. and Ministry of Education, Research and Religious Affairs and "output"' certification under E.O.P.P.E.P**. Referring to the manner in which the func-

tion of SEK and IEK is specified, the Operating Rules of the above entities, public and private, is established by the General Secretariat for Lifelong Learning of the Ministry of Education and Religious Affairs, is ratified by decision of the Minister of Education and Religious Affairs, and regulates issues such as:

- matters relating to the organization of student life, issues related to the definition of vacation and holidays, and any matter relating to attendance and internships or apprenticeships, to disciplinary offenses and penalties imposed on students, and to relevant institutions and the process to enforce them;

- the competent bodies, procedures and criteria for quality assurance in Lifelong Learning;

- transparency of all administrative and teaching processes and decisions that are followed;

- processes of self-assessment, reassessment of structures and student assessment; the formative assessment – research and external evaluation;

- duties and obligations of trainers in private entities, and the process to assess them;

- staff issues and disciplinary status of personnel of private operators, the procedure to issue training titles by private operators, and any other details relating to the organization and function;

- issues of bureaucratic and administrative nature concerning the organization and functioning of public institutions, such as official forms that should be kept by private bodies etc.

While in Greece there is not yet a distinct higher institution specialized in quality assurance issues in the area of initial vocational training and, generally, in the field of non-formal education, **E.O.P.P.E.P.** is the **National Point of Reference** to safeguard quality and represents Greece at the European Quality Assurance reference framework for VET (EQAVET). **Distinct, however, is also the role of G.G.D.V.M**, which oversees and promotes processes and practices ensuring quality of initial vocational training services provided in the country.

To configure each specialty curriculum, relevant job profiles certified by the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.), if any, are taken into account; otherwise, configuration is performed on the basis of the professional qualifications requested. Curricula are evaluated and reassessed and, where appropriate, updated every six at least years.

Curricula of initial training

The curricula of initial training are reflected in their respective study guides per profession direction group, sector or specialty. The study guide of each specialty includes components such as:

- professional profile;

- learning outcomes (knowledge, skills and competencies per course and specificity);

- credits;

- candidates' specialty and ranking referencing;

- curriculum and syllabus of any theoretical or laboratory module, modelled according to the intended learning outcomes of each course;

- instructor qualifications;

- teaching methods;

- equipment;

- teaching means.

The **curricula** by specialty of initial vocational training are developed **and supervised in terms of application by the General Directorate for Lifelong Learning**. **Curriculum certification** is performed **by E.O.P.P.E.P.**

The curricula of initial vocational training may link learning outcomes with Credits in implementation of the National Qualifications Framework and the European Credit System for Vocational and Education and Training (ECVET), described in the Recommendation of the European Parliament and of the Council of 18 June 2009 (EU C 155/02 of 8.7.2009), whose performance both allows referencing acquired skills and qualifications and enhances mobility between different education systems and different countries of the European Union.

Providers of initial vocational training

School of Vocational Training (S.E.K.)

The **School of Vocational Training (SEK)**, which provides **initial vocational training** to graduates of compulsory education; SEK programmes are of three years' duration. Holders of a lower secondary school leaving certificate or equivalent can enrol in the first year of SEK without sitting examinations. Students who are over 20 or employed attend evening vocational training schools for four years. The last year of the three-year SEK programme is apprenticeship. SEK programmes are structured into streams: agronomy/food technology/nutrition, technological applications, arts and applied arts, tourism and hospitality occupations. Upon successful completion of the certification exam, graduates of Schools of Vocational Training (SEK) are awarded a Vocational Training School (SEK) Certificate at HQF and EQF level 3. Non-compulsory Secondary Education (General Upper Secondary School (GEL), Vocational Upper Secondary School (EPAL), Vocational School (EPAS) and Initial Vocational Training Institutes (IEK) programmes are open to SEK graduates. According to recent law 4386/2016 SEK finally abolished on 31 8 2019.

S.E.K. Curriculum

S.E.K. operate **first and second grade and an Apprenticeship Class**.

- **In the first grade** enrol without examinations holders of Lower Secondary School certificate or equivalent;
- **in the second grade** enrol those promoted from the first grade;
- i n the Apprenticeship Class enrol those promoted from the second grade of S.E.K.;
- **The first and second grade** of S.E.K. apply a curriculum of thirty (30) hours per week in total. The specialty courses comprise roughly **50% theory and 50% lab**.
- **The "Apprenticeship Class"** curriculum consists of the laboratory course "Reinforcing Laboratory Training of Apprenticeship", of seven (7) hours in total, allocated in two (2) days a week. The "Apprenticeship Class" applies a "Training Program in the Workplace - Apprenticeship in the Workplace" of twenty-eight (28) hours per week, allocated in five (5) days for a school year. Graduates of the Apprenticeship Class, if they so wish, can attend the **Preparatory Certification Courses**, totalling seventy (70) hours, for a more thorough preparation for their participation in the procedures for qualification certification and acquisition of Specialty Degree by E.O.P.P.E.P, which are conducted annually in the last quarter of each year.

Procedures for Evaluation, Promotion and Graduation of Students

Evaluation of the courses in all three classes focuses on essential understanding of key issues and fundamental concepts of each subject and, also, in winning higher cognitive abilities and skills, such as critical and synthetic thinking, assessment, argumentation, problem solving and originality.

Evaluation is mainly based on:

- determination of syllabus per course, based on topics;
- the ability to interface essential knowledge coming from broader sections of the course syllabus;
- understanding of basic concepts or, depending on the subject, of facts, procedures or processes of any field of knowledge; and
- the ability to critically assess and develop logical arguments and documentation on issues related to the curriculum.

The written examinations for promotion to the first or second grade of the School of Vocational Training are conducted in-school, including all taught courses of general education and specialty, with common topics for all sections of the same school, defined by the instructor or instructors. The writings are corrected by the respective instructor. The overall mark of grades A and B results from the average of the oral and/or written (if applicable) performance of the student in each course. A prerequisite for the promotion of the student is to achieve an overall grade of not less than ten (10).

The qualifications provided by S.E.K.

Those promoted from the second grade of S.E.K., a **Vocational Training Certificate** is awarded, which automatically gives them the right to participate in the Apprenticeship Class.

After successful completion of the Apprenticeship Class, students are awarded a Vocational Training School (SEK) Certificate. A prerequisite for the graduation of the student who enrols in the Apprenticeship Class is the successful completion of the certification exam. Upon successful completion of the certification exam, graduates of Schools of Vocational Training are awarded a **Vocational Training School (SEK) Certificate at level 3**. Graduates of S.E.K. do not have access to higher education.

Institutes of Initial Vocational Training

The purpose of the Institutes of Vocational Training is to provide initial vocational training services to secondary education graduates and S.E.K. graduates. Attendance at public Institutes of Vocational Training is free.

I.E.K. students who have completed **at least 150 salaries** in the specialty for which they have enrolled **are exempted** from the **obligation to attend the internship semester** and are awarded a Vocational Training Certificate upon completion of four semesters of theoretical and laboratory training.

Supervision, coordination, **quality assurance** and **evaluation of the internship** is performed under the responsibility of the Director of I.E.K. or other person appointed by him/her as Internship Coordinator, whose task is to monitor the presence of trainees, to ensure the quality of the working environment of the trainee, to check the business in situ and to keep personal files of traineeship with the relevant monthly progress reports. Attendance at I.E.K. lasts five (5) semesters in total.

The Initial Vocational Training Qualifications[38]

- Level 3 VOCATIONAL TRAINING SCHOOL 'DEGREE', awarded to Vocational Training Schools (SEK) graduates who successfully complete (theoretical & practical) certification exams.
- Level 5 VOCATIONAL TRAINING DIPLOMA, awarded to Vocational Training Institutes (IEK) graduates who successfully complete (theoretical & practical) certification exams.

To determine the professional rights of holders of level 3 vocational education and training qualifications[39], and by decisions of the Minister of Education and Religious Affairs and any other competent Ministers, a **national list of recognized professions is compiled and the levels of vocational training are determined for each profession**.

E.O.P.P.E.P. singly, or in collaboration with professional chambers and/or scientific societies, is the operator which applies the qualifications' certification procedures to award **Specialty Degrees**. Where appropriate, Ministries which grant corresponding licenses to practise for any specialties for which there is such a requirement are also involved in the organization and conduct of certification exams. Candidates successful in the certification exams acquire, along with the forecasted Specialty Degree, the corresponding license to practise as provided for by law for the particular level of qualification. By joint decision of the Ministers of Education and Religious Affairs and Finance, issued upon the recommendation of the Board of E.O.P.P.E.P., the certification system of initial vocational training in all specialties for graduates of Schools of Vocational Training (S.E.K.) and Institutes of Vocational Training (I.E.K.) is determined.

Considering necessary for Greece the existence of a well organized, efficient and flexible system of vocational education and training, the strategic objective is to implement a **National Quality System in the field of non-formal education**, drawing on European and international experience. Specifically, the existence of adequate and consis-

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38   IEK Specialties (2013-2014) http://www.gsae.edu.gr/images/stories/iek_idikotites.pdf

SEK Specialties (2013-2014) http://www.gsae.edu.gr/images/stories/sek_idikotites.pdf

39   http://www.eoppep.gr/images/Isotimies_Kai_Epaggelmatika_Dikawmata/ed_iek.pdf)

tent data and indicators is the key to understand the components of vocational education and training so as to enhance lifelong learning and to assess in qualitative terms the progress in its development. The design of the National Framework for Quality Assurance in Lifelong Learning (**p³**) is in line with the <u>Recommendation of the European Parliament and of the Council 2009/C 155/01 of 18 June</u> on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training (VET).

According to the new institutional framework for quality assurance of the training provided, substantial arrangements are introduced, under which public I.E.K. apply, on an annual basis, the practice of self-assessment.

Self-assessment includes evaluating both current policies and procedures, and assessing measurable performance results. The measurable outcomes are related to quality indicators, including key quality indicators of the framework, which the administrations of public I.E.K. should target and systematically monitor under the supervision of the General Secretariat for Lifelong Learning and with the support in terms of implementation of E.O.P.P.E.P. Measurable outcomes of quality indicators will be recorded at regular intervals in a special database, in accordance with the procedures established to create the necessary basis for benchmarking between I.E.K. and, thus, the mobilization of continuous improvement of services . The annual self-assessment of public I.E.K. is based, inter alia, on the results of formative (ongoing) evaluations and investigations, including but not limited to:

- Research on trainees
- Research on trainers
- Research on graduates
- Research on employers
- Evaluations of management authorities
- Evaluations by the General Directorate for Lifelong Learning.

The tools for conducting surveys (questionnaires) are provided by the General Directorate for Lifelong Learning to ensure the homogeneity of the data collected; inquiries may also be held at the central level, the results of which are forwarded to local I.E.K. to take measures for improvement. The results of the annual self-assessment, and the material that documents its findings, including investigations and evaluations of the preceding paragraph, are evaluated by a team of evaluators specially trained to the purpose, established by E.O.P.P.E.P. Furthermore, compliance with the rules and regulations related to structures, curricula, provision of educational work and, in general, operation of public I.E.K., is the responsibility of the General Secretariat for Lifelong Learning and E.O.P.P.E.P., based on their responsibilities. In this context, these entities may perform audits throughout the year, the results of which are notified to Regional Councils as well. The results of self-assessments and of any kind of external assessments are notified to the General Secretariat for Lifelong Learning, which drafts a comprehensive annual report on lifelong learning in Greece.

The role of trainers in initial vocational training to ensure quality of the supplied work

The trainers in Initial Vocational Training play a crucial role in ensuring the quality of the work supplied in structures and training providers. For this reason, they are recorded in the General Register of Adult Trainers where, according to the new framework, Adult Trainer means a professional who has the competence and the qualifications for the exercise of his/her profession and the required certified Educational Adequacy for general adult education and vocational training in the context of lifelong learning, as determined on the applicable certified Job Profile of Adult Trainer.

The adequacy and constant renewal and updating of qualifications of trainers and the use of appropriate teaching methods and tools, including adult education techniques, are key **requirements for ensuring the high quality** of the training provided. For this reason, the curricula include clear directions regarding the qualifications of trainers per module, and the required educational means, methodologies and tools. As early as October 23, 2012, a new institutional framework has been published (Government Gazette B 2844) under the Ministerial Decision No. GP/20082 on "Certification System of Educational Adequacy for Adult Educators in non-formal education", which specifies the procedures for the certification for trainers of adults[40].

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40 Cedefop (2013). Trainers in continuing VET: emerging competence profile. Luxembourg: Publications Office.

Greece
EQF Referencing Report

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ΕΘΝΙΚΟ ΠΛΑΙΣΙΟ ΠΡΟΣΟΝΤΩΝ

The Hellenic Qualifications Framework

European
Qualifications
Framework