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# Desk Research Results: National Report

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## Introduction

The recent Act on “**Development of Lifelong Learning**” (Official Governmental Gazette 163/A/21-9-2010 -L.3879/2010), attempts, for the first time in Greece, to set up under the responsibility of the Ministry of Education, Lifelong Learning and Religious Affairs a single comprehensive framework for Lifelong Learning. In this context, implementation of LLL policies will result in significant structural changes and coordination of the public, private and social sector involved in the promotion of LLL in Greece will strengthen cooperation and networking for development and growth in a knowledge economy and society.

**Lifelong learning** involves all forms of learning undertaken throughout an individual’s life, with the aim of acquiring and/or improving knowledge, skills and competencies for personal, social and/or employment reasons. The whole spectrum of learning, including formal, non-formal and informal learning pathways, encompasses active citizenship, personal fulfillment, social inclusion, professional development and employment related aspects.

LLL is a strategic tool for the implementation of the new policy priority in Greece on human resources qualifications. It is embedded in the redesign of the growth model of Greece, focusing on improving people’s knowledge, skills and competences. To this purpose, the Hellenic Qualifications Framework is being developed in alignment with the European Qualifications Framework, a tool for the classification of qualifications in terms of learning outcomes upon a set of prescribed reference levels.

The new law has launched the operation of the National Network for LLL for coordinating administration bodies with distinct responsibilities and operations and LLL providers and services in the learning areas of:

- Initial Vocational Education & Training (IVET)
- Continuing Vocational Education & Training (CVET), as well as
- General Adult Education.

The network supports cooperation in operations as follows:

- diagnosis of adult education and training needs in response to labour market needs and social growth,
- provision of LLL guidance and counseling services,
- accreditation of providers, trainers, occupational profiles and non-formal education curricula,
- recognition of occupational qualifications and certification of knowledge, skills and competences,
- recognition of professional rights in equivalence to occupational qualifications,
- information, dissemination and communication.

**A comprehensive framework for quality in education and lifelong learning in Greece is a principal policy priority for the Ministry of Education.** Quality assurance and improvement constitutes a fundamental pillar of the Strategy for Lifelong Learning in Greece under the Act on LLL (2010) and in reference to European quality assurance standards as defined by EQAVET mostly embedded in the National Program for LLL.

In this direction, the **National Framework for Quality Assurance in LLL** ( $\pi 3$ ) is being established to denote “quality, always and everywhere”. It stands for:

1. **quality in inputs**, i.e. provision of education and training: providers, teachers & trainers, curricula, material
2. **quality in processes**, i.e. teaching methods and practice

3. **quality in outcomes**, i.e. learning outcomes: knowledge, skills and competences acquired through learning paths.

π3 sets **Quality Principles** according to which LLL should be: attractive, effective, responsive to labor market's needs, promoting social cohesion, creativity & innovation, using high standard resources, incorporating social responsibility, utilizing networking and cooperation.

π3 sets **Quality Indicators** in a field unregulated to this date and is the outcome of elaborate consultation and extensive agreement with all relevant stakeholders aiming at the continuous improvement of educational and training services for the benefit of the learners.

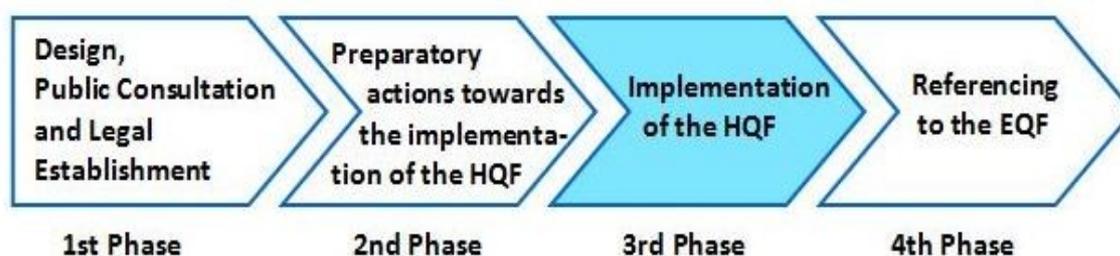
π3 is in line with the Recommendation and ensures an holistic approach including five stages : planning, implementation, measurement, evaluation and review.

The Hellenic Quality Assurance Reference Point for **EQAVET** in Greece is the **National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)**. EOPPEP is an organisation from the merger of the National Accreditation Centre for LLL providers (EKEPIS), the National Organisation for Vocational Guidance (EKEP), and the National Organisation for the Certification of Qualifications (EOPP), operating under the supervision of the Ministry of Education, Lifelong Learning and Religious Affairs (Joint Ministerial Decision 119959/H - Official Governmental Gazette 2351/20-10-2011).

## Part 1: Status of the introduction of EQARF Recommendation in (Partner Country)

### 1. Developments at national level

The Hellenic Qualifications Framework is planned to be developed in 4 stages. After a period of planning, public consultation, legal consolidation, and preparation, Greece is now in the 3rd phase.



Phase	Actions	Comments
<b>1st Phase: Design, Public Consultation and Legal Establishment</b>	<ul style="list-style-type: none"> <li>Working Paper on basic principles, suggested levels, general descriptors.</li> <li>A six-month public consultation on the Working Paper put forward by the Ministry of Education, Lifelong learning and Religious Affairs.</li> <li>Legal basis for the development of the Hellenic Qualifications Framework.</li> </ul>	<ul style="list-style-type: none"> <li>The public consultation was completed in September 5th 2010 and the Law 3879/2010 on the “Development of Lifelong Learning” that came into effect in September 2010 have set the legal framework.</li> </ul>
<b>2nd Phase: Preparatory actions towards the implementation of the Hellenic Qualifications Framework</b>	<ul style="list-style-type: none"> <li>Establishment of a National Body for the certification of qualifications.</li> <li>Registering in a database all the degrees, verifications, certifications awarded in the formal and non formal education.</li> <li>Development of a methodological guide, which will be used by all Working Groups with the</li> </ul>	<ul style="list-style-type: none"> <li>The National Organisation for the Certification of Qualifications has been established.</li> <li>A Qualifications Register has been set up and the process of registering is ongoing.</li> <li>A methodological guide has been developed.</li> </ul>

	aim to assure the use of a common approach and the quality of the Working Groups' output.	
<b>3rd Phase: Implementation of the Hellenic Qualifications Framework</b>	<ul style="list-style-type: none"> <li>• Formation of Working Groups.</li> <li>• Drafting descriptors for each level and sector and their reference to the HQF levels.</li> <li>• A methodology for the development of validation and recognition models in the field of non formal education, based on learning outcomes and job profiles to be developed.</li> <li>• A Methodology for the development and operation of a credit system for vocational education and training to be developed.</li> <li>• Pilot projects of certifying specific continuing vocational training ("green" jobs, tourism) and On-the-Job Training programmes to be undertaken.</li> <li>• Sector-specific descriptors development and pilot projects of referencing sectoral qualifications to the HQF (probably sector of Trade and Health).</li> <li>• Pilot projects of implementing independent and pluralistic procedures of validating non formal and informal learning to be undertaken.</li> <li>• A coherent system for the certification of qualifications to be established.</li> <li>• A coherent system for the accreditation of the Bodies, which will be responsible for certifying the</li> </ul>	<ul style="list-style-type: none"> <li>• This consists of the core phase of the HQF and it will be completed by engaging all stakeholders.</li> </ul> <p>The implementation phase is expected to be completed within 2012.</p>

	qualifications is planned to be established.	
<b>4th Phase: Referencing to the European Qualifications Framework</b>	<ul style="list-style-type: none"> <li>Referencing methodology application.</li> <li>Composition of the referencing report.</li> </ul>	<ul style="list-style-type: none"> <li>This phase is expected to be completed by the end of 2012.</li> </ul>

## 2. Legislation

The law (Law Nr. 3879/2010) on Lifelong Learning that was voted by the Greek Parliament in September 2010, sets the basis for the planning and implementation of a national holistic strategy on lifelong learning and for the creation of the National Network of Lifelong Learning (NNLL), which encompasses all LLL governing bodies and LLL service providers operating under the auspices of different ministries. The mapping and registration of the NNLL members, as well as their consequent briefing on national LLL policy and the priorities linked to quality assurance, validation & accreditation, interoperability & mobility, enhancement of attractiveness, participation and accessibility are a prerequisite for fruitful interaction within the network.

In this framework, the General Secretariat for Lifelong Learning, acting as the executive authority for Lifelong Learning in Greece, conducts for the first time, at national policy level, an initial registration of all LLL activities organized and implemented by state agents and major social partners.

Since the National Quality Framework, the accreditation of LLL programs and outcomes and the overall alignment of Greek LLL policy with the ECVET (European Credit System for Vocational Education and Training) are at an early stage of development (a detailed and exhaustive registration of all continuing vocational training and adult – non-formal and informal – education is not feasible at this stage).

## 3. Regulatory and institutional arrangements

### **Regulatory bodies or institutions that govern or regulate Quality assurance in education and/or VET:**

- General Secretariat for Lifelong Learning (GSLL)
- Regional LLL department units (Attica, Central Greece, Central Macedonia, East Macedonia and Thrace, Western Greece, Western Macedonia, Epirus, Thessaly, Ionian Islands, Crete, Peloponnese)
- Municipal LLL department units (Athens, Thessaloniki)
- National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)
- National Centre for Public Administration and Local Government (EKDDA)

## 4. Stakeholders involvement

### Key players/institutions that are involved in Quality assurance in education and/or VET

- Education: Ministry of Education, General Secretariat for Youth, Youth and Lifelong Learning Foundation (INEDIVIM), Hellenic Open University, University of Athens, University of Thessaloniki, University of Crete, University of Thessaly, University of the Aegean, Centre for the Greek Language (KEG), National Book Centre of Greece (EKEBI)
- Employment: Manpower Employment Organization (OAED), National Institute of Labor and Human Resources (EIEAD), Specialized Centers for Re-integration of the Disabled and of Former Addicts into Society and into the Labor Market
- Health: National School of Public Health (ESDY), Institute for Social and Preventive Medicine (IKPI), Organization Against Drugs (OKANA), Therapy Centre for Dependent Individuals (KETHEA), Greek Union of Nurses (ENE), Health Units SA (AEMY AE), Therapeutic Education Study Group and other health related LLL providers
- Agriculture: Hellenic Agricultural Organization “Dimitra” (EGEEKA), Institute of Agricultural Sciences (IGE)
- Justice: Ministry of Justice, Transparency and Human Rights, National School of Judges (ESDL)
- Shipping: Directorate for the Education of Marines and Sailors
- Tourism: Ministry of Tourism
- Security: Centre for Security Studies (KMA)
- Interior Affairs & Decentralization: Ministry of Interior, National Centre for Public Administration and Local Government (EKDDA)
- Foreign Affairs: Diplomatic Academy
- Tertiary Trade Union Organisations: Greek General Confederation of Labour (GSEE), Hellenic Confederation of Professionals, Craftsmen & Merchants (GSEVEE), Senior Management of Civil Servant Unions (ADEDY), National Confederation of Hellenic Commerce (ESEE), Hellenic Federation of Enterprises (SEV)
- Foundations, museums, collectives, unions, chambers, NGOs, cultural groups, private entities and other social partners: Hellenic Management Association (EEDE), Hellenic Adult Education Association (EEEE), Technical Chamber of Greece (TEE), Journalists Unions of Daily Press (of Athens, Macedonia and Thrace, Thessaly and Central Greece, Peloponnese, Epirus and the Islands) & Periodical and Electronic Press Union, ETAction etc.

## 5. Methods and practices developed

The aim of the national strategy for education is to increase the quantity, quality and efficiency of investment in human capital in order to upgrade the Greek system of education

and vocational training. The Programme focuses on four strategic objectives, which correspond to four thematic priorities of the program.

**Priority Axis 1:** Improving the Quality of education and promoting social inclusion

- Overhaul, modernization and decentralization of educational system - enhancing the mobility of the student and the student population
- Assessing progress in education through the implementation of quality assurance systems - evaluation of the rates of education system
- Accelerate the integration of new information technologies communications and education Increase access and participation in the educational and the fight against school dropouts, with emphasis on people with disabilities (disabilities) and vulnerable social groups (EKO)
- Strengthening and improving the quality of training of teaching staff in primary and secondary education with emphasis on innovation and Information and Communication Technologies (ICT)

**Priority Axis 2:** Upgrading the systems of initial vocational training and vocational education and link education with the labor market

- Redefining the role of initial vocational education and training and strengthening the content
- Upgrading of technical-vocational education in order to improve the attractiveness and effectiveness
- Effective links between the educational system and the labor market

**Priority Axis 3:** Enhancing Lifelong Learning for Adults

- Strengthen the system and services for lifelong learning and equal access to it - increase participation by providing special incentives
- Support the actions of lifelong education and providing incentives to increase participation
- Development of distance education

**Priority Axis 4:** Strengthening human capital for the promotion of research and innovation

- Strengthening research and innovation through basic and applied research and attracting high level researchers from abroad
- Upgrading the level of graduate study in order to contribute to the production and dissemination of new knowledge with an emphasis on mathematics, science and ICT

## 6. Results and future trends

In education sector, for the next programming period, three strategic objectives are promoted:

- Improve the quality, efficiency and openness of higher education.
- Improve the access to lifelong learning, upgrading skills and competencies, and link education and training with the labour market.
- Address and reduce early school drop-outs, improve the quality of education and promote equal access.

## Part 2: Qualifications relevant for the quality manager in VET institutions in the partner countries.

### 1. A list of qualifications specific quality assurance qualifications

Noted that at least 85% of employees in Greece are working in SMEs. SMEs with 0-49 employees (self-employed, Very Small and Small Business) employ a total of 73.5% of workers, while in the Medium Business category, the number of employees reaches 13.1%.

In these companies, specialized personnel in quality, is a luxury because of limited financial resources (except some cases where there is legal obligation e.g. quality managers for food and beverage companies). The quality assurance in these businesses is usually implemented by the director /owner or at best by a consultant (outsourced) for a limited time.

There are various training seminars provided by adult training organizations on the topic of quality management and quality auditing. Certification bodies and private consulting companies provide similar training as well, related to quality standards, such as:

- Quality Management Systems (ISO 9001)
- Environmental Management Systems (ISO 14001/EMAS),
- Occupational Health and Safety (OHSAS 18001)
- Systems of Food Hygiene and Safety HACCP, (ISO 22000 / DS 3027 / EL0T 1416 / BRC - British Retailers Consortium)
- Systems for Social Accountability (SA8000)

EOPPEP (The National Organisation for the Certification of Qualifications) has developed the occupational profile of "Member of quality department". Only for sectors:

- Industry
- Food
- Construction
- Agriculture
- Shipping

## 2. A list of qualifications from education and training, business and administration that may be relevant to VET quality managers

In VET sector, the responsible for quality assurance is usually the manager of the VET organization or a senior trainer.

No license is required to undertake the role of VET quality manager. Most important is considered on-the-job training and work experience.

It is preferable if the candidate for this job position holds a Master or a PhD in Adult Education or Management of Education Units or Quality Assurance in Education.

There are also several training seminars provided by public entities or private institutions specialized in adult education issues, focused on:

- Adult Education, planning and organization of training programs, coordinating and evaluating educational work
- Management of Education Units
- Quality Assurance

## 3. A list of units of learning outcomes that can be transferred.

**Title:** Competence to continuously monitor and evaluate the adult learning process in order to improve it on an ongoing basis: being an evaluator of the learning process.

**Description:** The professional is competent in continuously monitoring the progress of the adult learners in the learning process and in evaluating the learning process itself, the learning strategy chosen, their own professional practice and the learning resources used.

The professional is able to assess the learning outcomes and is able to formulate a well-balanced and grounded judgement of the progress of the adult learners and is able to create an atmosphere in which adult learners feel free to give their judgement or opinion on the learning process and the role the professional plays in this.

Essential knowledge, skills and attitudes are:

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes:</b>
has knowledge of different monitoring and evaluation techniques	is able to use the different techniques	is self-reflective
has knowledge of the ways that outcomes can be used to improve the learning process,	is able to listen carefully	is willing to invest in the further development
learning strategies and his/her own practice	is able to interpret the outcomes of the monitoring or evaluation process	is willing to improve the learning process and the strategy used in his/her own practice

## References

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