

Analysis per country of the current situation of non-formal, informal, and formal learning in agriculture – Greece

1. Introduction: Overview of the Greek education system's structure and levels of education

General framework of Greek educational system

Education in Greece is mainly state-funded through the ordinary budget and the Program for State Investments. 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 reforms* following recent (2013) legislation. The changes that are taking place refer primarily to the area of **vocational education and training (VET), which is considered under state of transition**, in order to open the VET system to the economy and the job market and attempt to regulate the field from the perspective of lifelong learning. However, elements of the general education sector are also affected. These changes have been embedded in the national (Hellenic) Qualification Framework (HQF) and its referencing to European one (EQF) including the qualifications of the law (4186/2013).

The description following does not provide a comprehensive description of the Greek education system but focuses on its VET areas, where programmes that result in the award of qualifications exist. Parts of the education system related to **agricultural vocational education of EQF level 3 & 4 are mainly described**, when other parts are briefly mentioned.

a. Description of formal education in Greece

Formal education in Greece comprises of the following **levels and types of schools and institutions**:

1. Pre-School Education: compulsory

2. Primary Education: Primary Schools (Dimotiko): 6 years duration.

3. Secondary Education:

a. Compulsory Secondary Education offered at the lower secondary schools (Gymnasio); of three (3) years duration.

b. Non-compulsory secondary education is formed in:

i) **General Education** of 3-year attendance offered in upper secondary schools (Lykeia) and

ii) **Vocational Education** offered by Vocational Upper Secondary Schools. These include:

a. Vocational Upper Secondary School (EPAL)

b. Vocational School (EPAS)

These two groups of vocational schools, EPAL and EPAS, offer occupationally-focused programmes with qualifications at **Level 4**; Qualifications awarded on completion of EPAL programmes are the **Vocational Upper Secondary School 'Degree'** and the **Vocational Upper Secondary School Certificate**. The qualification awarded on completion of EPAS programmes is the **Vocational School (EPAS) Certificate**. Graduates of EPAL achieving the Vocational Upper Secondary School Certificate are eligible to take the national examinations for access to technological sector of higher education programmes. All EPAL and EPAS qualifications enable access to post-secondary vocational education and training in the Institutes of Vocational Training (IEK –level 5).

The **difference between EPAL and EPAS** is that the second 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 a Lyceum or an EPAL. **With the new law (4186/13) EPAS are considered to be non-formal education and will be gradually replaced by the vocational training schools (SEK) of qualification level 3** (see below). It should be also mentioned that, in both EPAL and EPAS, the sectors and specialties where some growth seems to be developing are related to **services**. According to the new law, specialties offered by the vocational schools should be tailored to national and regional economic needs, following the

recommendations of the ministries, regional administrations and social partners. It is worth mentioning that, as estimated by CEDEFOP, specialties oriented towards the processing industry, construction and agriculture are either absent or inadequate.

4. Higher Education is composed of two sectors: the **University Sector** (AEIs) and the **Technological Sector** with Technological Educational Institutions (TEI).

5. Schools of post upper secondary and not higher' education belong in the so-called "tertiary education" system including various schools which provide vocational training in the field of religion, art, tourism, the navy, the army and public order.

b. Description of non formal education in Greece: Initial and continuous vocational training – General adult education

In Greece, **Life Long Learning (LLL)** comprises of:

- i) **Initial Vocational Education & Training (IVET)**
- ii) **Continuing Vocational Education & Training (CVET) & General Adult Education.**

The system of IVET and CVET **differs from the formal education system** in the fact that it offers official education which leads to accreditation of no particular level since it accepts students from various levels of education depending on the individual skills they have.

Providers of initial vocational training in the Greek education system are termed as providers of "non-formal education"; this sector of provision is not related to the European concept of 'non-formal' as it is understood in the context of the Validation of Non-formal and Informal Learning.

I. The system of Initial Vocational Training - IVET

Providers of IVET are 1) **Vocational Training Schools (SEK)** and 2) **Vocational Training Institutes (IEK)**:

1. Schools of Vocational Training (SEK), provide initial vocational training to graduates of formal compulsory education. SEK are newly-established and **is expected to gradually replace the previous EPAS**. SEK may be public or private and provide initial vocational training to those who have completed compulsory education. The duration of studies in SEKs is 3 years. Upon successful completion of the certification exam, graduates of Schools of Vocational Training are awarded a Vocational Training School (SEK) Certificate. Students graduating from apprenticeship year receive a diploma at EQF **level 3**. Graduates of SEK do not have access to higher education. For further information read the following chapter 1.2

2. Institutes of Vocational Training (IEK), provide initial vocational training to graduates of formal non-compulsory Secondary Education, GEL (general education) and EPAL (vocational education), as well as SEK; The duration of studies in IEK is 2 ½ years. Upon successful completion of the certification exam, IEK graduates are awarded a **Vocational Training Diploma** but do not have access to higher education. A list of public IEKs and specialties can be found [here](#) – in Greek. The qualification is currently at **level 5 of EQF**, therefore not described further in the current report.

II. Continuous vocational training & adult education- CVET

CVET and In Greece is organized and provided mainly by public and private sector agencies which the **Vocational Training Centres (KEK)**. KEK provide continuing vocational training services and are accredited by the National Organisation for the Certification of Qualifications and Vocational Guidance, (EOPEEP) as described in following paragraphs.

Continuing VET programmes are as well provided by municipalities offering programmes linked to the local labour environment and beyond. Most **municipalities** have set up **Lifelong Learning Centers (LLCs)**, which provide a variety of general adult education and continuous vocational training programmes. Most **universities** offer such programs too, covering a wide range of subjects, including ICT, tourism studies, accounting, economics and administration, energy and environment, food safety and production management. Finally and most importantly, the **Greek Agrrcultural Organisation (ELGO-DIMITRA)** specializes on agriculture-related programmes (see 1.1).

Table 1. Description of Greek educational system with regards to National Qualification framework (source: EOPPEP)

LEVEL	VET	GENERAL EDUCATION	HIGHER EDUCATION
1	PRIMARY SCHOOL CERTIFICATE (compulsory) (APOLYTIRIO DIMOTIKOU)		
2	LOWER SECONDARY SCHOOL CERTIFICATE (compulsory) (APOLYTIRIO GYMNASIOU)		
3	VOCATIONAL TRAINING SCHOOL (SEK) CERTIFICATE (post lower secondary level) (PTYCHIO EPAGGELMATIKIS EIDIKOTTIS EPIPEDOU 3- SEK) *(VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE (Initial Vocational Training - post lower secondary level) (PISTOPOIITIKO EPAGELMATIKIS KATARTISIS EPIPEDOU 1- I.E.K. EPIPEDOU 1)		
4	VOCATIONAL SCHOOL (EPAS) CERTIFICATE (post lower secondary level) (PTYCHIO EPAS) VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) 'DEGREE' ** (PTYCHIO EPAGGELMATIKIS EIDIKOTTIS EPIPEDOU 3-EPAL) VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) CERTIFICATE (APOLITIRIO EPAGGELMATIKOU LYKEIOU-EPAL)	GENERAL UPPER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO LYKEIOU)	
5	VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE' ** (VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE' ** / CERTIFICATE + APPRENTICESHIP CLASS) (PTYCHIO EPAGGELMATIKIS EIDIKOTTIS EPIPEDOU 4-EPAL) VOCATIONAL TRAINING DIPLOMA (Initial Vocational Training) (post secondary level) (DIPLOMA EPAGGELMATIKIS EIDIKOTTIS EPIPEDOU 4 - IEK) *(VOCATIONAL TRAINING DIPLOMA (DIPLOMA EPAGGELMATIKIS KATARTISIS EPIPEDOU METADEFTEROVATHMIAS EPAGGELMATIKIS KATARTISIS – I.E.K.)) (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.

1.1 Formal agricultural learning in Greece

Formal agricultural education is encountered in:

- i) **non-compulsory secondary (Vocational education)**
- ii) **higher education level**

I. Agricultural Vocational schools in Greece

These schools represent the main agricultural education providers and operate under the **ELGO-DIMITRA**, which is the outcome merged Organization of four distinct Agencies of the Hellenic Ministry of Agricultural Development and Food. The main aim of ELGO-DIMITRA is to support the rural population for the modernization of the agricultural sector and the development of rural economy dealing mainly with three (3) areas:

- a. Applied research,
- b. Agricultural Vocational Education and Training and
- c. Assurance of the quality of agricultural and food products.

ELGO-DIMITRA includes **6 Agricultural Vocational schools (EPAS)**, as well as **60 Vocational Training Centers** and **3 Practical Agricultural Schools** (seen [here](#) – in Greek) providing adult education.

The Agricultural vocational schools (EPAS) are the following:

1. EPAS of Crete- “Greenhouse Construction & Cultivation”
2. EPAS of Larissa – “Agricultural Machinery” and “Zootechnics”(Animal husbandry)
3. EPAS of Kalampaka – “Wood Carving and furniture decoration”
4. EPAS of Ioannina – “Dairy-farming and Cheese making”
5. EPAS of Nemea – “Viticulture and winemaking”
6. EPAS of Sygrou-Athens – “Horticultural enterprises and Landscape Architecture”

The Agricultural Vocational schools are **expected to be transformed in SEKs**, most probably within 2015, therefore they will be considered as non-formal.

Apart from ELGO “DIMITRA”, there is another body that offers vocational education and training to farmers. This body calls **American Farm School** of Thessaloniki. It is an independent, nonprofit educational institution founded in 1904 to serve the rural population of Greece and the Balkans. The educational program of the American Farm School, involves both **secondary education** as well as **lifelong learning for adult farmers**. The secondary education of the American farm school comprises of the **Vocational School** with Agricultural, Food Technology and Environment orientation.

II. Higher education (EQF level 7 and 8)

Briefly, the higher education institutions providing agricultural education in Greece are:

- Agricultural University of Athens (more [info](#))
- Faculty of Agriculture, Forestry and Natural Environment, Aristotle University of Thessaloniki (more [info](#))
- School of Agricultural Sciences and Forestry, Democritus University of Thrace (more [info](#))
- School of Agricultural Sciences, University of Thessaly (more [info](#))
- Technological Educational Institute of Crete (more [info](#))
- Technological Educational Institute of Epirus (more [info](#))
- Technological Educational Institute of Kalamata (more [info](#))
- Technological Educational Institute of Kavala (more [info](#))
- Technological Educational Institute of Larissa (more [info](#))
- Technological Educational Institute of Messolonghi (more [info](#))
- Alexander Technological Educational Institute of Thessaloniki (more [info](#))
- Technological Educational Institute of West Macedonia (more [info](#))

1.2 Non-formal and informal agricultural learning in Greece

Non-formal and informal agricultural learning include the

- i) **Vocational Training Schools (SEK) (initial vocational training)** and

ii) Vocational Training Centres (KEKs) (Continuous vocational training).

I. Vocational Training Schools (SEK)

There are 84 different vocational training schools in Greece. The specialties of SEK cover **5 orientation groups**: 1) **Agriculture, Food Technology and Nutrition**; 2) Technological applications; 3) Tourism Professions and Hosting; 4) Applied Arts & Artistic Sciences and 5) Sub-sectors and occupations, all of them including **56 technical specialties**.

Orientation group of **Agriculture, Food Technology and Nutrition** includes the specialties of:

1. Animal Production technician.
2. Crop Production technician.
3. Fisheries and Aquaculture technician.
4. Poultry technician.
5. Viticulture - Distillery technician.
6. Irrigation technician.
7. Greenhouse Crops and Structures technician.
8. Floriculture technician.
9. Apiculture technician.
10. Dairy products technician.
11. Agricultural Machinery Technician-engineer.

These specialties are **distributed among the 84 SEKs** depending on regional economy and production characteristics (see all SEKs and with corresponding specialties [here](#) (in Greek) There are **31 SEKs which include one or more of the Agricultural orientation group specialties**. **Organic farming related specialty is not found** among those offered by SEKs.

III) Vocational Training Centres (KEKs)

In Greece, there are **223 operational Vocational Educational Centres** (446 when branches of the same KEK are considered), public or private, approved by EOPPEP, which organize continuing vocational training programmes (listed [here](#) – in Greek, as well as [here](#)). The KEKs implement trainee assessment systems on the basis of the training curriculum; on successful completion of their courses the trainees receive an **Attendance Certificate**. There is little official information regarding the educational programmes running by the KEKs and which are related to Agriculture. Among the well known KEKs involving agricultural educational programmes is the **Lifelong Learning Department of the American Farm School** offers a wide program of adult training, education and information by implementing continuing professional training and adult education programs, lectures, conferences, exchange programs and study visits on topics related to the agrifood sector, the environment, rural tourism, culture, agribusiness, IT and education. Some KEKs have are agriculture-oriented especially in rural areas (see examples [here](#) and [here](#) –in Greek). Education of a **specialty related to organic farming** is encountered in sporadically (see [here](#) and [here](#) – in Greek). See the specialty profile related to Organic farming [here](#) – in Greek.

ELGO-DIMITRA provides as well **agricultural adult education** in the 60 Vocational Training Centers and 3 Practical Agricultural Schools, on several topics of plant & animal production and Agrotourism (see [here](#) – in Greek), having included in the past **organic farming** (1) and **livestock** (2) training (see (1) and (2) – in Greek)

2. Accreditation of prior learning and/or previous experience (applying as well in the field of agriculture)

2.1 National perspective on validation

In Greece, the certification and validation system of the formal and non-formal learning is being supervised and managed by the **Ministry of Education, Lifelong Learning and Religious Affairs**. This Ministry is the body that **took over the establishment of the National Qualifications Framework and the creation of a National Network of Lifelong Learning**, pursuing the qualitative upgrading of the Lifelong Learning in Greece, the rationalisation of the

system of identification and certification of the qualifications and the consolidation of a broader “culture of learning which focus on the citizen and its needs.

As previously mentioned, following the **new regulations** (law 4186/2013 “Restructuring of Secondary Education and other issues of the Ministry of Education and Religious affairs” enacted on September 11, 2013) the **Greek system of certification of qualifications have changed**. The new framework brings together and unifies a number of scattered systems for the certification of qualifications that until today were run by government bodies and institutes of different ministries and via different criteria, mainly oriented to professional characteristics (such as the maritime professions, the recognition of diplomas obtained abroad, etc.)

The broader **Greek legislation covering the validation and certification of qualifications include:**

- Law 3191/2003 for the development of the National System of Connection of the Vocational Education and Training has set the general framework for the certification of qualifications regardless of the route and the manner that they have been acquired
- Law 3369/6.7.2005 «Systemization of Lifelong Learning »
- Joint Ministerial Decision by the Ministries of Economy and Employment 113708/30.12.2005 «System of Certification of Programmes of Knowledge, Skills and Abilities»
- Joint Ministerial Decision by the Ministries of Economy, Education, Employment 110998/08.05.2006 «Certified Occupational Profiles». In the two Joint Ministerial Decisions, the provisions of the above laws are being specified and the requirements for the development and certification of professional profiles are being identified and also their connection with the education and training programmes, since a prerequisite for the certification of the vocational education and training is the direct link of its contents with the corresponding certified occupational profiles
- Law 3879/21.10.2010, «Development of Lifelong Learning and other provisions» which calls for the **development of a validation and certification system** and the referencing of qualifications to the levels of the NQF.

The main umbrella public organizations are the **General Secretariat for Lifelong learning** (Ministry of Education, **GSLLL**- www.gsae.edu.gr) and the **National Organization for the Certification of Qualifications and Vocational Training** (**EOPPEP**- www.eoppep.gr).

EOPPEP is an all-encompassing statutory which operates under the supervision of the Minister of Education & Religious Affairs, Culture & Sports and is seated in Athens. It has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: the National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS), the National Organisation for the Certification of Qualifications (EOPP) & the National Centre for Vocational Guidance (EKEP). EOPPEP is also the responsible institution for the **development of Life-Long Learning (LLL)**, the **National Qualification Framework** and the relevant **recognition of competences of professional qualifications**. More precisely, **its work is to develop and implement the National Accreditation & Certification System for non-formal education, including initial and continuing vocational training and adult education, and provide scientific support to Vocational Guidance & Counseling services in Greece.**

EOPPEP's principal fields of activity and responsibility are:

I. Providers and Educational Framework:

- Accreditation/Licensing of Providers of non-formal education (Free Studies Workshops (EES), Private Vocational Training Institutes (IIEK), Vocational Training Centres (KEK), Special Centres for vulnerable social groups)
- Accreditation of **Occupational Profiles**
- Accreditation of **Curricula** (in terms of standards and specifications)

II. National Qualifications Framework (NQF)

- Development and implementation of the National Qualifications Framework (NQF) in correspondence with EQF & National Coordination Point for EQF (NCP);
- National Reference Point for ECET;
- National Centre for EUROPASS in Greece;
- Equivalencies & Occupational Rights for VET education title holders;
- Certification of Qualifications:

i. Development of the National System for the Certification of Qualifications

ii. Accreditation of Vocational Training & Certification of Vocational Training Institutes (IEK) graduates

- Certification of qualifications of "Trainers for candidates for car & motorcycle driver's license";
- Certification of teaching qualification of Trainers for Adults of non-formal education
- Certification of private security personnel;
- Licensing of Providers for the certification of qualifications & Providers for computer skills certification;

III. Vocational Guidance and Counseling

- Scientific and technical support of vocational guidance and counseling services;
- Networking of providers and vocational guidance professionals;
- Career development for youth & adults;
- National Centre of Euroguidance;
- National delegate in the European Lifelong Learning Guidance Policy Network (ELGPN);

iv. Quality Assurance in LLL

- Cooperation in the development and implementation of the National Framework for Quality Assurance in LLL (called π³)
- National Reference Point in EQAVET

The National Qualification Framework (NQF)

The development of **Greece's national qualifications framework (NQF)**, was instituted with the enactment of the law on life-long learning (Law 3879/2010). The object of the NQF is to recognise and correlate the learning outcomes of all forms of formal and non-formal education and informal learning, so that they can be certified and classified and referenced to the levels of the European qualifications framework.

The establishment of the NQF has brought about two main changes in the Greek education and training system: (a) the 'learning-outcome' approach has been officially adopted as a necessary condition for granting a qualification and/or designing new ones; (b) the possibility of checking and assuring the quality of all qualifications granted has been improved.

Already a host of Greek (public and private) and foreign entities have registered as providers of educational services and have been granted the right to issue awards. It is stated that with NQF Greece has for the first time undertaken to systematise recognition of the titles granted by these entities and organise them into a unified framework. The initial phase covers the integration of the titles awarded by the formal education system into the NQF with final target, to bring all the certificates of education or training awarded in the country within the NQF.

The **referencing of the NQF to the EQF was completed in 2013**, and the referencing report was presented to the advisory group for the European qualifications framework. For now the certification bodies whose qualifications are in the present phase covered by the NQF are the Ministry of Education, EOPPEP, and the universities and technological educational institutions.

2.1.1 Description of system of validation

Until recently, there has been no way of validating and certifying knowledge, skills and competences acquired through non-formal and informal learning, despite the fact that a substantial share of the vocational skills in Greece have been acquired in this way. With the later reforms, EOPPEP, alongside the development of the national qualifications framework, is responsible for the **creation of a system for the validation and certification of qualifications, which is not yet completed**. EOPPEP has undertaken the correspondence of qualifications, i.e. the knowledge, skills and abilities of the Greek citizens, that are acquired through the formal and non-formal education and the informal learning (work experience, experiential learning), to the levels of the NQF. A scheme of the certification procedure already developed by EOPPEP is summarized in figure 1. This procedure system leading to certification of qualifications through IVET has been developed by EOPPEP and up to date cover the certification of trainers of adults (non formal learning, security personnel (informal learning) and cargo loaders. The ultimate goal is the recognition and the certification of these skills in a unified manner and in connection with the European Qualifications Framework. **It is estimated that while some work has been done by EOPPEP, this project will take some time to complete**

expecting that within the following long-term period, further certification procedures will be developed with regards to other types of non-formal and informal learning.

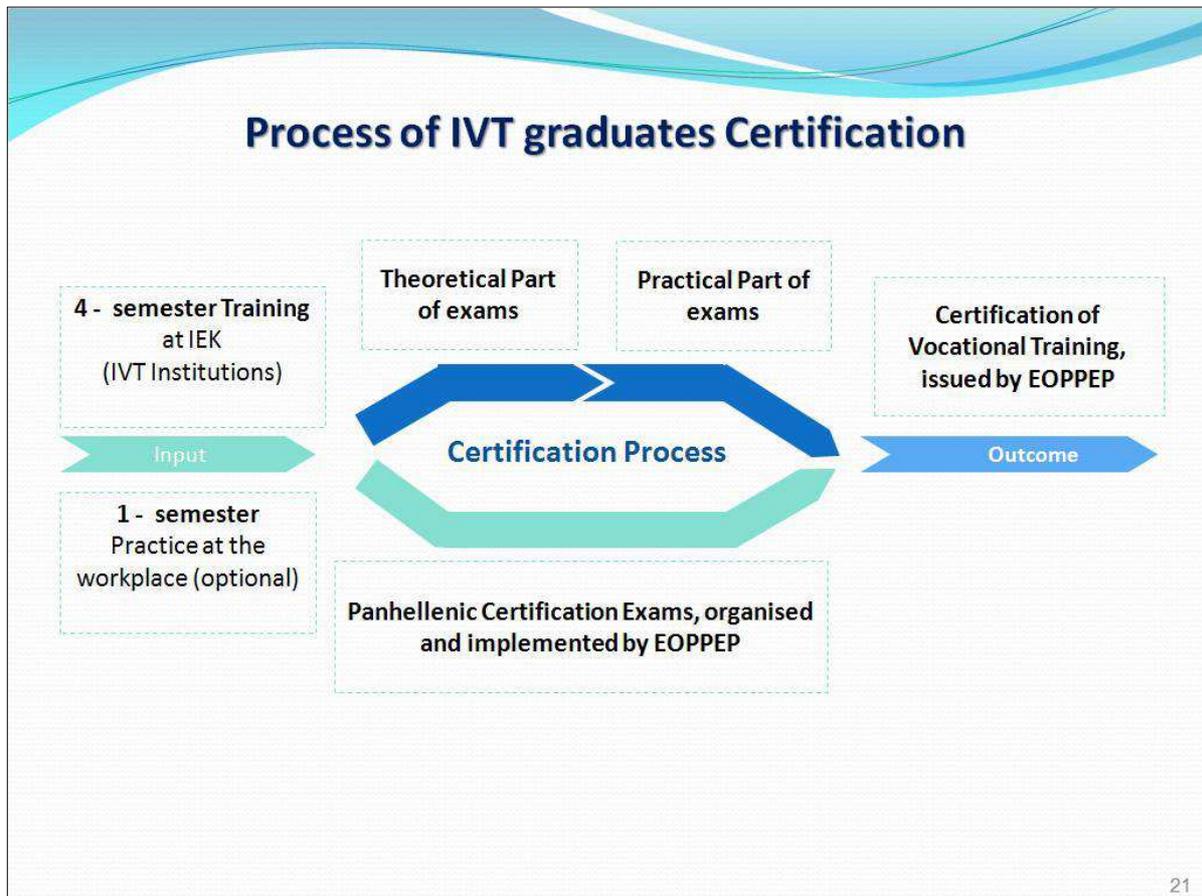


Figure 1. Process of certification of qualifications in vocational training (source: EOPPEP)

Conclusively, the later reforms are actually bringing together and unify a number of scattered systems for the certification of qualifications previously run by government bodies and institutes of different ministries and via different criteria, mainly oriented to professional characteristics (such as the maritime professions, the recognition of diplomas obtained abroad, etc.). It is estimated that the above is a new concept for Greece, since until to date there was an unstructured system of production of certificates of seminar attendance, of certifications and diplomas that were not being recognized nor did it promoted the professional development of the citizens. This system is expected to allow people who have acquired qualifications via non-formal and informal learning paths to have them validated and certified.

2.1.2 Links with existing national qualification framework and standards used for validation

The Hellenic Qualifications Framework comprises of **8 levels**, which cover all types of qualifications from compulsory education to higher education. The innovation lies in the fact that the Framework **facilitates the validation of non-formal (initial and continuing vocational training) and informal (vocational experience) qualifications**. The Greek NQF is underpinned by the **learning outcomes approach**, whereby the qualifications are described in terms of learning outcomes that are classified into levels. The learning outcomes (what an individual knows, understands and can do on the completion of a learning process) are classified in terms of knowledge, skills and competences; in other words the learning outcomes that correspond to the qualifications of a specific level are defined through a set of descriptors. The articulation of the descriptors is based on a classification of quality and quantity of knowledge, skills and competences. It should be noted that the Greek NQF does not award qualifications, but simply categorizes them

in levels and describes them in terms of learning outcomes. The certifications of any qualification will be under the responsibility of the national bodies (and not of NGO's or other bodies).

The development of the HQF and its introduction into the qualifications system in Greece require that a range of organisations collaborate and interact. 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.

With regards to standards followed, EOPPEP has developed and certified **occupational (job) profiles** as complete descriptions of each occupation, including:

- (a) title/definition of the job and/or specialty;
- (b) background history;
- (c) current legislative framework;
- (d) breakdown of the job and/or specialty into specifications;
- (e) knowledge, skills and competences required to practise it;
- (f) proposed pathways for acquiring the necessary qualifications;
- (g) indicative ways of assessing the knowledge, skills and competence associated with the job.

Occupational (job) profiles are drawn up in cooperation via a common methodology by the association of legal entities composed of the social partners (workers and employers) and certified by EOPPEP. To date, EOPPEP has drawn up and certified 202 job profiles. Job profiles were intended, among other things, to be used for the development of VET programmes and standards for the recognition and certification of qualifications. **These aims have not yet been achieved and the use of the profiles has remained limited mainly by IEKs.**

The statistical distribution of these **202 occupational profiles** is as following:

- 126 concern artisans and crafts professions
 - 23 concern professions of the tourist sector
 - 12 concern agricultural professions (one for “**Executive of management and marketing of organic products**” – see profile description [here](#) – page 4: in English)
 - 12 concern the Green Economy
 - 29 concern various other professions
- All occupational profiles concern exclusively the secondary and the post-secondary education.

2.1.3 Forms of identification and recognition of non-formal and informal learning

No information encountered on this topic

2.1.4 Target groups requiring assessment of the prior learning and/or experience

The analysis of target groups requiring assessment of the prior learning and/or experience in Greece is limited. It is described that service users face a lack of professionalism, while workers without recognised and certified qualifications have little opportunity for career advancement. However, it is stated that assessment and validation of prior learning and/or experience will allow to Greek citizens who have acquired qualifications via non-formal and informal learning paths to have them validated and certified, independently of any education or training institution and without involving closed bureaucratic procedures, which systemically reproduce educational, vocational – and by extension social – exclusion.

2.1.5 The situation with regard to validation of informal and non-formal learning and/or experience in the field of agriculture

The general description applying for the validation of informal and non-formal learning is applicable as well to the field of agriculture without any major differences. Therefore the above descriptions concern as well the agricultural sector. However, a previous initiative regarding the agricultural sector was the one of the Green Certificate. The Green Certificate (GC) was promoted by the Ministry of Rural Development & Food and regarded training and certification of knowledge and skills of farmers. The GC would be provided through specialized educational process, combining theoretical knowledge, practical training and apprenticeships. The GC was established by regulation of the Greek state 128877 / 12.06.2003 and included five areas: Agriculture, Livestock, Fisheries, Forestry and Agrotourism. This initiative, especially after the latest developments in the VET sector did not get institutionalized.

2.2 Overview of existing initiatives

2.2.1 Examples of local, regional or national based initiatives

A Greek example of investigating the validation of informal and non-formal learning and/or experience involved, is the ROM-ACT Project ([link](#)) (2013 -2014) with a Greek partner involved: Kekpa diek – municipal enterprise of the municipality of the city of Volos, Greece. Rom-act is aimed at widening access to non-formal and informal learning validation systems among Roma and traveller women in Europe in order to strengthen their educational, social, and labour inclusion. The aim of ROM-ACT consortium is to improve the current non-formal and informal validation systems in Europe, bringing them closer to the needs of non-academic people and disadvantaged groups such as the Roma and Traveller communities, as well as to improve the access to the non-formal and informal learning validation systems.

2.2.2 Description of methods used

In the ROM-ACT project, mentioned above, the methodology used included the involvement of non academic Roma and Traveller women in discussion groups and including their contributions in the main outputs. The main outputs of the project include five national reports and one European Report with the state of the art of non-formal and informal learning validation systems in Europe and recommendations done by Roma and traveller women and representatives of centres for adult education and Roma and traveller organizations. In addition, an awareness raising campaign will be conducted, which will include, among others, a DVD with interviews to Roma and traveller women explaining their successful validation experiences, an European guide to support organizations in the accompaniment of non-academic groups in the validation process, and the project's website. Moreover, a lobbying campaign to impact validation policies will be carried out and a network of associations involved in validation accompaniment will be created. Through the project, 50 non-academic Roma and Traveller women will validate their non-formal and informal learning. With these results, the project will benefit not only Roma women but all disadvantaged groups.

2.2.3 Advantages/disadvantages of the methods used

No information encountered/assessment possible

2.2.4 Benefits for the individuals (target group)

In the Rom-act project, mentioned above, it is stated that the benefits of target groups (Roma and traveller women in Europe) will be to improve the access to non-formal and informal learning validation systems, in order to strengthen their educational, social, and labour inclusion.

2.3 Condition on implementation of the APL in the country in the context of organization, individuals and VET teachers, counsellors

No information encountered on this topic

2.3.1 Relevant organisations, stakeholders helping in the implementation process of new tools

1. Ministry of education, lifelong learning and religious affairs (www.minedu.gov.gr)
2. General Secretariat for Lifelong learning (www.gsae.edu.gr)
3. National Organization for the Certification of Qualifications and Vocational Training (www.eoppep.gr).
4. ELGO-DIMITRA (elgo.gr and www.ogeeka-dimitra.org.gr)
5. The Hellenic Qualifications Framework (en.nqf.gov.gr)
6. National Institute of Employment and Human Resources (www.eiead.gr)
7. Manpower employment organization (www.oaed.gr)

2.3.2 Awareness of VET teachers, counselors, advisers on the importance of the validation of non-formal and informal learning

No information encountered on this topic

Bibliography

1. Greece EQF referencing report (2014) EOPPEP ([link](#))
2. Vocational education and training in Greece (2014) CEDEFOP ([link](#))
3. Greek National Qualification Framework (NQF) (2014) EOPPEP
4. Report on the certification process and requirements for the building workforce (2013) EOPPEP ([link](#))
5. National informal and non-formal learning validation systems. State of affairs in Greece and recommendations from Roma women and civil organizations (2014) Kekpa diek ([link](#))

3. Most important training centres for non formal, informal and formal education in agriculture in Greece

1. EPAS of Crete- “Greenhouse Construction _& Cultivation”
2. EPAS of Larissa – “Agricultural Machinery” and “Zootechnics”(Animal husbandry)
3. EPAS of Kalampaka – “Wood Carving and furniture decoration”
4. EPAS of Ioannina – “Dairy-farming and Cheese making”
5. EPAS of Nemea – “Viticulture and winemaking”
6. EPAS of Sygrou-Athens – “Horticultural enterprises and Landscape Architecture”
7. Practical Agricultural School of Messara, Crete
8. Practical Agricultural School of Velos-Corinthos
9. Practical Agricultural School of Patra
10. American Farm School

