

Supporting the role of VET professionals to improve the trainees employability

TRAINVET4JOBS

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Overview of / introduction to National Vet system

General description

Strongly characteristic of the Greek education system in general, is its tendency to address the diachronic demand of the Greek society at large for general education and eventually tertiary education at University level. The aspirations of the 'Greek family' looking into securing their offspring's professional future, lie within its dedication to provide them with the social capital of higher education, leading to 'highly respected' professions, which tertiary education accounts for. Thus, Vocational Education and Training (VET) in Greece suffers at both the institutional and regulative level, as well as at the level of society's attitudes towards it, entangled in a vicious circle. Despite the well documented fact, according to which VET is providing better labour market inclusion opportunities, it is still looked upon as a last resort for young people and adults alike, severely affecting both the efforts of the Greek state to promote VET at all levels, as well as undermining the development of competitive advantages for the country vis-à-vis the rest of the EU Member-States. Thus, not surprisingly at all, according to recent studies and data (Special Eurobarometer 369, 2012), only 31% of the Greek population took vocational education and training in the past, compared to 47% for the EU average, placing Greece at position 24 among the EU 27.

Following the formal establishment of the pillars of the European Union and the Maastricht Treaty of 1992, reforms have taken place in Greece addressing the regulation and organisation of the Greek VET system. First off, according to Law 2009/1992 a National Vocational and Education Training System has been established, supported at the institutional level by the Organisation for Vocational Education and Training, assigned with the task to provide accreditation for diverse forms of formal training. At the same time, the Institutes of Vocational Training (IEKs) active in the frame of post-secondary level of education were formed. In 1997 and 1998 (Law 2525/97 & Law 2640/98), vocational education and training has been introduced at the upper secondary education level. Thus, **initial vocational educational and training** by the period of late 90's in Greece accounted for diverse routes in education and training ranging from:

- The **upper secondary education level** through Technical – Vocational Schools (TEEs) leading to Technological Education Institutes (TEIs) or Vocational Training Centers (KEKs) and **Continuing training (CVET)** to
- The level of **lower secondary education**, where a possible route for those not wishing to attend upper secondary education level and eventually tertiary education, is the one leading to Institutes of Vocational Training (IEKs) within initial, post-secondary vocational training, and from there on to Continuing training and Vocational Training Centers (KEKs).

At the time, the regulatory framework responsible for the organisation and monitoring of initial and continuing vocational education and training was quite complex, as a large number of ministries, institutes for education, observatories, as well as the overarching Greek Manpower Employment Organisation (OAED) and the private sector were involved in the issue of VET provisions and structures.

According to **recent legislation (Law no. 3879/2010 & Law no. 4186/2013)**, VET is formally engulfing the practice of 'in-job apprenticeship' at the upper secondary level, supported and supervised by the Greek Manpower Employment Organisation (OAED), thus coupling the labour market with school-based vocational training. In comparison to the former framework of VET routes presented above, the graduates of lower secondary level (Gymnasium) not wishing to attend upper education level leading directly to tertiary education are able to do the following:

- Attend vocational education programmes within the frame of **initial vocational education**

at Vocational Lyceums for 3 years (EPAL, *Epaggelmatiko Lykeio*), or a Vocational School for 2 years (EPAS, *Epaggelmatiki Scholi*) at the age of 16 corresponding to EQF 3/4 (European Qualifications Framework), including apprenticeship and/or on-a-job period for 1 year. Curricula for both alternatives mix general and vocational education subjects, leading to respective School Leaving Certificates

- Upon completion of exams, graduates can
 - receive a license for practicing a profession or trade
 - register to a Vocational Training Institute (IEK) at the post-secondary level corresponding to EQF 5
 - undertake special exams (distinct in subject and scope from those of the upper secondary level of *Geniko Lykeio*, which is not addressing vocational training) for attending tertiary education corresponding to EQF 6, 7 and 8 (bachelor, post-graduate diploma, PhD respectively)
 - attend Vocational Training Centers (KEKs) and other structures at the non-formal adult education and continuing training level (CVET)

All aforementioned structures at the secondary education level (**initial vocational training**) are referred to as '**formal vocational training and education**', while most structures in continuing, post-secondary vocational education (**continuing vocational training**) are referred to as '**non formal education**', meaning that they don't belong to the formal education system of the country. However, the Ministry of Education is supervising the 'General Secretariat for Lifelong Learning' and the 'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)', which is the main monitoring and accreditation bodies for post-secondary continuing vocational education.

The **prevalent continuing vocational training structures** in Greece are the **Vocational Training Centers (KEKs)** of either the public or private sector. KEKs are providing CVET training programmes for diverse target groups such as the unemployed, employees of the public and private sector, the self-employed, as well as socially vulnerable groups. Their overall objective is to improve job opportunities, while they implement an assessment system for all trainees offering *Attendance Certificates* upon completion of mainly short-term training programmes. The training programmes of KEK's combine theoretical training in diverse subjects (e.g. financing, services, agriculture, tourism, health, education etc.), as well as practical training programmes in collaboration with firms and the

labour market.

The overall objective of the recent reforms in legislation and regulations in vocational education and training in Greece is to foster the connection between VET and labour market needs, as up to now, certain measurable linkages were by and large missing. However, in comparison to other EU countries, only a small percentage of pupils at secondary level (25%) prefers to follow initial vocational education, while an equally small percentage of the population as documented above follows short-term or mid-term VET programmes and provisions in continuing vocational training, deeming them either degraded or not sufficiently correspondent to clear and established professional rights. In the same vein, the labour market and the private sector in particular have no clear view on the merits of vocational education as no firmly established evaluation system is in place, in terms of a unified and tested system, monitoring both the quantity and quality of acquired skills and competences during vocational education and training at all levels.

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The form and content of qualifications

Since the enactment of Law 4186/2013, the Hellenic Qualifications Framework (HQF) addressing VET at all levels is as follows

(Source: <http://en.nqf.gov.gr/DevelopmentPhases/tabid/162/Default.aspx>) :

Level 3:

- Vocational Training school certificate (post lower secondary level) leading to certain professional expertise degree (ptychio epaggelmatikis eidikotitas)

Level 4:

- Vocational school (EPAS) certificate (post lower secondary level)
- Vocational Upper Secondary School (EPAL) Degree (professional expertise)
- Vocational Upper Secondary School Certificate

Level 5:

- Vocational Upper secondary Scholl Degree (Certificate plus Apprenticeship class)
- Vocational training Diploma (Initial Vocational Training at post secondary level through Vocational Training Institutes (IEK))
- Post secondary and not higher education diploma or degree

The development of the Hellenic Qualifications Framework (HQF) has gone through three phase since 2009, while the final development phase is still ongoing:

Phase 1: Design, Public Consultation and Legal Establishment (2009-2010)

- Basic principles
- Legal basis
- Consultations on HQF and EQF

Phase 2: Developing and referencing processes of the HQF to the EQF (2010-2013)

- Establishment of the national Body for the certification of Qualifications (EOPPEP)
- Architectural structure of the HQF
- Referencing levels of HQF to the EQF

Phase 3: Classification of qualifications awarded by the Greek informal educational system in the levels of the HQF (2014-2015)

- Piloting of methodologies for the identification and certification of Learning Outcomes
- Reconstruction of Qualifications Registry accounting for compatibility with EQF

The competences used (if at all, or alternatives)

According to the HQF structure for VET, **level descriptors** for each level determine the following aspects, in terms of foreseen achievements for learners:

(Source: <http://en.nqf.gov.gr/Home/ArticulationofLevelDescriptors/tabid/144/Default.aspx>)

Level 3:

Learner

- o 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.
- o 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.
- o 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.

Level 4:

Learner

- o 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**.

Level 5:

Learner

- 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**.

The training and didactical methods should be described.

With respect to initial vocational education at lower and upper secondary level within the formal educational system of the country, there are national curricula available as developed by the Ministry Of Education. Curricula address diverse topics at theoretical and practical level within the scope of determined professions and/or professional sectors, as well as general educational topics.

In non-formal, continuous VET, training curricula are developed through the collaboration of National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP), Tertiary Education Institutions, as well as actors in the labour market (employers representative bodies etc.). The curricula encompass a wide array of professions and professional skills as described in Professional Outlines developed by the EOPPEP.

The methodological structure of the curricula in continuing VET accounts for the following:

- General knowledge (especially concerning the use of native language and topics related to the Professional Outline)
- Basic professional knowledge for the execution of profession-related primary and secondary tasks
- Special professional knowledge for the execution of profession-related primary and secondary tasks as well
- Competences (e.g. calculation, ICT, basic management competences according to profession) and skills (e.g. communication, memory skills, etc.)

Regarding the didactical methods, in-class theoretical and practical as well as apprenticeship methods are utilised.

For the assessment of competences and skills, a variety of tools are suggested according to fitness for purpose, e.g. written tests, oral tests and presentations, multiple choice tests, concise studies and workshops, on-spot observation.

State of the art of research on need of transversal competences in research / best practices

General description

For the period between 1992 and 2002, research in the field of Lifelong Learning, Adult Education and VET was more or less absent. Less than 40 scientific papers were published at national level in diverse educational journals and/or publications. More importantly, the topics suffering from underrepresentation among the research community are those of the theoretical approaches of VET and adult education, methodologies and practices, as well as adult trainers' and trainees' characteristics. To the contrary, VET and adult education was mainly being approached in terms of institutional structure and relevant policies. As of 2003 and on, research activities in the field of adult education were intensified, mainly through the formation and the activities of the Hellenic Adult Education Association (www.adulteduc.gr). Through numerous papers and articles at national and international level, the important topics of the identification of the field of adult education, the design, evaluation and methodology of training programmes, the interrelations between VET, the labour market and the development policies at national and EU level, as well as the main characteristics of trainers and trainees have been thematically addressed.

Dedicated research in the field of transversal competences and their assessment within the frame of VET cannot be easily identified and is very rare, as quality, in-depth research in the fields of adult education, continuing training and VET has only recently taken place in Greece. However, a vivid dialogue on the importance of skills and competences beyond the 'traditional', instrumental and technical ones required for specific professions and job positions is taking place among experts and scientific staff in the wider field of Lifelong Learning and VET. Certain aspects of this dialogue are available in the Proceedings of the 2nd International Conference of the Hellenic Adult Education Association in 2005 in Athens, Greece, entitled "Adult Education and Social Skills" (in Greek [Abstracts available in English], Link: <http://blogs.sch.gr/kkiourtsis/files/2011/06/praktika-synedriou-EEEE.pdf>).

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What training for teachers / trainers on transversal competences does exist

General description

Until 2002, there were no institutionalised procedures in Greece regulating a unified VET trainers' training system and the accreditation and/or evaluation thereof. Eventually, a mismatch between pedagogical and professional skills is still with us, leading to an overall conception of VET as an educational procedure providing technical, instrumental expertise to trainees, neglecting the educational methodologies and practices best suited to do this, as well as the panorama of needed skills and competences that should go along traditional professional skills for the execution of certain jobs and professions.

According to the latest legislation regulating the framework for the accreditation and training of trainers/teachers in VET and Lifelong Learning, in order to become an accredited trainer/teacher in VET and Lifelong Learning in Greece one has to follow a standard procedure as put in place by the 'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)'. It should be noted, that until recently, the procedure to become an accredited VET teacher involved teacher training and evaluation practices, which at the time are subject to certain reforms. Thus, with respect to the accreditation system, methodologies and requirements have taken place during the last couple of years, 2012 and 2013, and as of now, the issue at hand is at a transitional stage. This means, that in order to get hold of what training for VET teachers is foreseen, it is important to have a look at how the overall structure of requirements to become a VET teacher in Greece look like.

The accreditation of the VET and LLL trainers' skills and competences lie fully within the responsibility of EOPPEP, following the requirements of the Ministry of Education of the Greek State, as documented in the respective legislation of 2012. The legislation is providing formal definitions on the concepts of 'Lifelong Learning Trainer', 'Lifelong Learning Trainers' Trainer', 'Training Sufficiency /Proficiency' creating the framework within which the national lifelong learning strategy is organised and implemented. At the moment, **prospect VET trainers are able to apply for their inclusion in the EOPPEP register through participation in accreditation exams** scheduled to be implemented by the 'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)' starting from September 2014. According to their credentials and professional expertise, applicants are able to undertake the accreditation exams on the basis of the following categories, representing the different routes towards eligibility to do so:

- Category a: Direct accreditation
 - o Professors/Assistant professors in tertiary education at University level in the academic fields of Lifelong Learning, Adult Training, and Continuing Education and Training
 - o Lectures at tertiary level having a 3-years long experience in the same fields
 - o Scientific and teaching staff in tertiary education, holding a PhD and having a 3-years long in the academic fields of Lifelong Learning, Adult Training, and Continuing Education and Training
- Category b: Direct inclusion in evaluation and accreditation process
 - o Professors/Assistant Professors/Lecturers in tertiary education at University level subject to evaluation process with respect to knowledge and/or experience in Adult Learning practices and policies
 - o Bachelor and post-graduate Diploma holders in the fields of Lifelong Learning, Adult Training, and Continuing Education and Training who have developed, analysed or implemented micro-teaching methodologies.
 - o Registered members in the existing EOPPEP register who have successfully followed the former, discontinued programme of Train the Trainer as implemented by the Hellenic Ministry of Labour and Social Security
 - o Registered members in the existing EOPPEP register who have successfully followed Train the Trainer programmes provided by diverse public institutions in the past
 - o Trainers with adult training experience of 150 hours and more
- Inclusion in evaluation and accreditation process after following a Train the Trainer

programme as scheduled to be provided by EOPPEP

- All other applicants

As it has been documented above, the **foreseen accreditation exams** procedure by EOPPEP is going to be effective as of September 2014. However, the methodological outline of the exams procedure and scope has been documented and sheds a light upon the overall approach of skills and competences required by VET and LLL trainers. The foreseen exams structure consists in theoretical and practical tests addressing the following:

- Evaluation of knowledge and competences with respect to the organisation and preparation of teaching procedures, learning theories in adult learning, educational policies, socioeconomic context and needs of target population, implementation of educational techniques, evaluation of teaching methods and outcomes
- Presentation of a 20 minutes long micro-teaching session followed by an interview

The main objective of the exams is to explore the prospect trainers' skills within the so called Professional Outlines corresponding to the trainer's professional expertise corresponding in turn to the respective VET subject/sector. Professional Outlines refer to integrated descriptions of certain professions and/or professional sectors in terms of profession definition, evolvement and historicity, legal framework, specifications, knowledge/skills/competences required for their execution, as well as paths to acquire these skills and competences and ways to evaluate them. Professional Outlines are developed and accredited by EOPPEP in collaboration with social partners, i.e. employers and employees and the bodies representing them. At the moment there are 202 accredited Professional Outlines in place.

Studying those Professional Outlines we can have an overview of what teaching skills are actually expected by VET trainers in terms of transferring knowledge, skills and competences required for the successful execution of certain professions, and particularly with respect to transversal competences. Most of the Professional Outlines provide lists of required skills and competences for each profession, as linked with certain expected tasks characterizing diverse professions and job positions. VET teachers are supposed to respond to these detailed profession accounts and related skills as portrayed in the Professional Outlines. The majority of the mentioned skills and competences are highly profession-relevant, corresponding to an overall tasks analysis. Transversal skills are

mentioned and possibly implied, but to a much lower degree than those considered as profession-oriented skills. Following the frequency of occurrence among the 202 Professional Outlines available, the transversal skills mentioned across several professions and professional sectors are the following:

- Social competences and understanding
- Teamwork and team spirit
- Organisational skills
- Communication skills
- Active listening
- Time management

As we have seen, not all prospect VET teachers are obliged to attend train the trainers programmes before taking the accreditation exam implemented by EOPPEP, based on credentials and educational and professional qualifications standards.

Focus of training (on transversal competences and / or transferring transversal competences to students / pupils)

At the moment, train the trainer programmes are provided mainly by **Vocational Training Centers (KEKs)**, preparing applicants for the accreditation exams of EOPPEP. Other accredited providers and organisations active in the field of VET and LLL, as well as tertiary education University departments in the academic fields of LLL, VET and Educational Policies can provide train the trainer programmes for VET trainers.

The foreseen programmes are developed by tertiary education institutions active in the fields of Adult Education, Lifelong Learning, Continuing education and vocational training, as well as by accredited organisations and institutions in LLL. The duration and respective curricula are developed along the lines of the National Qualifications Framework (NQF) as corresponding to the European Qualifications Framework (EQF). EOPPEP is the monitoring organisation, supervising the training providers and the implementation of the training programmes.

The train the trainer programmes involve theoretical training, preparation and drafting of studies in the field of Lifelong Learning, tests, face-to-face workshops, and real-life implementation of teaching methodologies preparing prospect VET trainers for the accreditation procedures and foreseen exams.

Targetgroup

The training programmes are addressing prospect VET and Lifelong Learning teachers who have the required credentials as documented above, wishing to participate in the accreditation exams of EOPPEP and to get enrolled in EOPPEP's register of VET trainers.

Subject

The subjects of the train the train programmes consist of the following:

- Theoretical framework in Lifelong learning and Adult Education
- The role and characteristics of VET and LLL trainers
- Methodology for the development of teaching practices and techniques
- Development of Training tools
- Fostering active learning practices
- Development of micro-teaching sessions

Methodology and / or tools used

The train the trainer programmes are mainly provided through distance learning tools and methodologies and consist of the following:

- Study of education material in Lifelong Learning and Adult Education in line with the requirements of the accreditation exams and foreseen tests
- Practices and methodologies for the development and implementation of micro-teaching sessions
- Educational face-to-face workshops
- Drafting and presentation of studies

Competences focused on in the training (if possible refer to the list used in the questionnaire)

There are no clear evidences or data upon which we can safely document the specific competences focused on in the provided train the trainer programmes. The relevant provisions seem to highlight the preparatory aspect of the foreseen accreditation exams, following closely the exams requirements, rather than providing in-depth training for prospect VET trainers. Furthermore, in the same vein, we should take into consideration the limitations posed by the fact that the VET system of the country is going through a transitional period.

However, there are clear indications on the fact that 'traditional', instrumental for each profession competences and skills are by far more promoted in VET trainers' training curricula and practices. This trend can be easily traced by studying both the Professional Outlines of the trainees' professions as developed, as well as the respective profile of the VET trainer as a profession in the wider field of

education. The developed profile of the VET trainer, takes into consideration many theoretical aspects in lifelong learning and especially VET as documented by the National Qualifications Framework which is being established at the moment. Furthermore, all the recent trends and priorities in VET and Lifelong learning as provided by the European Centre for the Development of Vocational Training (CEDEFOP), especially in terms of the needs of future skills and transversal competences in EU's labour market are being accounted for. However, those trends and priorities don't seem to have been fully adopted by the VET system of Greece, especially when looking at the methodologies and practices involved in the training of VET trainers. On the other hand, looking at the professional profile of VET trainers as accredited by the 'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)', the acquisition and transferability skills of certain transversal competences are documented as follows:

Fields/levels of professional function of VET trainers	Transversal competences involved
ORGANISATIONAL LEVEL	<ul style="list-style-type: none"> - CULTURAL AWARENESS - NEGOTIATION SKILLS - GROUP DYNAMICS
EDUCATIONAL/PEDAGOGICAL LEVEL	<ul style="list-style-type: none"> - KNOWLEDGE MANAGEMENT - GROUP DYNAMICS - CULTURAL AWARENESS - CRITICAL THINKING
EMPOWERMENT LEVEL	<ul style="list-style-type: none"> - CRISIS MANAGEMENT
SOCIOCULTURAL LEVEL	<ul style="list-style-type: none"> - ORGANISATIONAL SKILLS - CULTURAL AWARENESS

Validation or assessment including transversal competences

General description
<p>Until 2002, there were no institutionalised procedures in Greece regulating a unified VET trainers' training system and the accreditation and/or evaluation thereof.</p> <p>According to the latest legislation regulating the framework for the accreditation and training of trainers/teachers in VET and Lifelong Learning, in order to become an accredited trainer/teacher in VET and Lifelong Learning in Greece one has to follow a standard procedure as put in place by the</p>

'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)'. It should be noted, that until recently, the procedure to become an accredited VET teacher involved teacher training and evaluation practices, which at the time are subject to certain reforms. Thus, with respect to the accreditation system, methodologies and requirements have taken place during the last couple of years, 2012 and 2013, and as of now, the issue at hand is at a transitional stage.

The accreditation of the VET and LLL trainers' skills and competences lie fully within the responsibility of EOPPEP, following the requirements of the Ministry of Education of the Greek State, as documented in the respective legislation of 2012.

At the moment, **prospect VET trainers are able to apply for their inclusion in the EOPPEP register through participation in accreditation exams** scheduled to be implemented by the 'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)' starting from September 2014. According to their credentials and professional expertise, applicants are able to undertake the accreditation exams.

The foreseen exams structure consists in theoretical and practical tests addressing the following:

- Evaluation of knowledge and competences with respect to the organisation and preparation of teaching procedures, learning theories in adult learning, educational policies, socioeconomic context and needs of target population, implementation of educational techniques, evaluation of teaching methods and outcomes
- Presentation of a 20 minutes long micro-teaching session followed by an interview

As we have seen, not all prospect VET teachers are obliged to attend train the trainers programmes before taking the accreditation exam implemented by EOPPEP, based on credentials and educational and professional qualifications standards.

At the moment, train the trainer programmes are provided mainly by **Vocational Training Centers (KEKs)**, preparing applicants for the accreditation exams of EOPPEP. Other accredited providers and organisations active in the field of VET and LLL, as well as tertiary education University departments in the academic fields of LLL, VET and Educational Policies can provide train the trainer programmes for VET trainers.

The foreseen programmes are developed by tertiary education institutions active in the fields of Adult Education, Lifelong Learning, Continuing education and vocational training, as well as by accredited organisations and institutions in LLL. The duration and respective curricula are

developed along the lines of the National Qualifications Framework (NQF) as corresponding to the European Qualifications Framework (EQF). EOPPEP is the monitoring organisation, supervising the training providers and the implementation of the training programmes.

The train the trainer programmes involve theoretical training, preparation and drafting of studies in the field of Lifelong Learning, tests, face-to-face workshops, and real-life implementation of teaching methodologies preparing prospect VET trainers for the accreditation procedures and foreseen exams.

What tools are used

The assessment tools used in supporting the validation of VET teachers' competences during the procedure of the accreditation exams are the following:

a) Theoretical Part (written test)

Three (3) to five (5) open questions/topics, randomly chosen from a dedicated Topics Bank. The test duration is up to one (1) hour.

b) Practical part (Presentation of micro-teaching session and short interview)

20 minutes long oral presentation of a micro-teaching session supported by certain tools such as ppts, slideshows, documents, matrices, etc. in presence of five (5) more prospect VET trainers, two (2) evaluators and one (1) supervisor.

10 minutes long face-to-face interview

What is the aim of this procedure (validation and/ or assessment)

a) Theoretical Part (written test)

Assessment of the level according to which the prospect VET trainer can clearly present knowledge and skills to implement the foreseen pedagogical and educational tasks, coordinating learning audiences and corresponding to the prescribed Professional Outline for VET teachers as developed by the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP), as already described.

b) Practical part (Presentation of micro-teaching session and short interview)

Assessment of the following aspects with respect to VET teachers' competences to:

- Put into action theoretical knowledge and practices in VET and Lifelong Learning
- Organise a pedagogical session accounting for documented theories in adult education
- Take into consideration the wider socioeconomic context Encourage dialogue and active participation of learners
- Foster critical thinking
- Evaluate and reinforce hers/his teaching skills

How is it used in practice

Validation takes place within a traditional testing environment. The evaluation of the performance of VET trainers taking the theoretical and practical exams foresees the following:

a) Theoretical Part (written test)

Assessment by two evaluators upon the basis of a 1 – 20 scale. In order to pass the test, a grade between 10 and 20 must be obtained from both evaluators. The evaluators have no access to the personal data of the VET teacher during the evaluation procedure.

b) Practical part (Presentation of micro-teaching session)

Assessment according to the following indicators:

- Micro-teaching session structure
- Level of clarity
- Correspondence between teaching material and educational objective
- Relevance of time
- Efficiency of supporting tools and techniques
- Levels of encouragement and participation incentives
- Securing of all needed practices for equal participation and opportunities for social groups at risk

In order to pass the test, a grade between 10 and 20 must be obtained by dividing each evaluator's grade by two.

The face-to-face interview is taken into consideration for the final grade, but is not subject to a

grade system of any form.

Overall allocation of validation:

- a) Theoretical Part (written test) 30%
- b) Practical part (Presentation of micro-teaching session) 70%

Conclusions

Identify what are the strong points and where gaps exist that the TrainVet model should address. Please conclude on your own VET system, qualifications, VET trainers training programs and validation practice regarding the position of transversal competences as described above.

Your national VET System

During the better part of the 20th century, both scientific inquiry as well as policies in the field of education scantily approached adult education and VET. As late as 2002, the attendants of non formal adult or VET education programmes accounted for only 1,2% of the population at the ages between 25-64. Continuing Vocational training gained momentum during the late nineties, however, the quality of the provisions were of a rather low quality. This was mainly due to the insufficiency of the involved institutions to back up VET and adult education with the needed human resources and knowledge, the substantial lack in training the trainers' structures, and the limited interventions of the Greek State both in terms of quantity as well as quality. University level studies and programmes were for the most part of the recent times absent, leading to a shortage of qualified and expert scientific staff in the field.

Vocational Education and Training (VET) in Greece suffers at both the institutional and regulative level, as well as at the level of society's attitudes towards it, entangled in a vicious circle. Despite the well documented fact, according to which VET is providing better labour market inclusion opportunities, it is still looked upon as a last resort for young people and adults alike, severely affecting both the efforts of the Greek state to promote VET at all levels, as well as undermining the development of competitive advantages for the country vis-à-vis the rest of the EU Member-States. According to legislation and recent reforms in the regulation of the Greek VET system, structures at

the secondary education level (**initial vocational training**) are referred to as '**formal vocational training and education**', while most structures in continuing, post-secondary vocational education (**continuing vocational training**) are referred to as '**non formal education**', meaning that they don't belong to the formal education system of the country. However, the Ministry of Education is supervising the 'General Secretariat for Lifelong Learning' and the 'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)', which is the main monitoring and accreditation bodies for post-secondary continuing vocational education.

The **prevalent continuing vocational training structures** in Greece are the **Vocational Training Centers (KEKs)** of either the public or private sector. KEKs are providing CVET training programmes for diverse target groups such as the unemployed, employees of the public and private sector, the self-employed, as well as socially vulnerable groups. The training programmes of KEK's combine theoretical training in diverse subjects (e.g. financing, services, agriculture, tourism, health, education etc.), as well as practical training programmes in collaboration with firms and the labour market.

The overall objective of the recent reforms in legislation and regulations in vocational education and training in Greece is to foster the connection between VET and labour market needs, as up to now, certain measurable linkages were by and large missing. However, in comparison to other EU countries, only a small percentage of pupils at secondary level, while an equally small percentage of the population follows short-term or mid-term VET programmes and provisions in continuing vocational training, deeming them either degraded or not sufficiently correspondent to clear and established professional rights.

Qualifications

Since 2009 and up to the end of 2015 the National Qualifications Framework is going through reforms along the lines of the European Qualifications Framework. As it stands, initial vocational training and post- secondary VET structure and provisions, correspond to the developed qualification Levels 3 to 5. Informal, post-secondary VET qualifications correspond to Level 5 encompassing the following expected learning outcomes for the learners:

- Demonstration of comprehensive, specialized, factual and theoretical knowledge within a field of work or study and **awareness of the limits of knowledge**.
- Acquisition of a wide range of cognitive and practical skills required to **find creative solutions to abstract problems**.

- o Ability to **manage and supervise**, in the context of a specific task or learning process, in which unforeseen changes can occur; ability to **revise and develop both their personal performance and that of others**.

VET trainers training programs

Until 2002, there were no institutionalised procedures in Greece regulating a unified VET trainers' training system and the accreditation and/or evaluation thereof. Eventually, a mismatch between pedagogical and professional skills is still with us, leading to an overall conception of VET as an educational procedure providing technical, instrumental expertise to trainees, neglecting the educational methodologies and practices best suited to do this, as well as the panorama of needed skills and competences that should go along traditional professional skills for the execution of certain jobs and professions.

According to the latest legislation regulating the framework for the accreditation and training of trainers/teachers in VET and Lifelong Learning, in order to become an accredited trainer/teacher in VET and Lifelong Learning in Greece one has to follow a standard procedure as put in place by the 'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)'.

At the moment, train the trainer programmes are provided mainly by **Vocational Training Centers (KEKs)**, preparing applicants for the accreditation exams of EOPPEP. Other accredited providers and organisations active in the field of VET and LLL, as well as tertiary education University departments in the academic fields of LLL, VET and Educational Policies can provide train the trainer programmes for VET trainers.

The foreseen programmes are developed by tertiary education institutions active in the fields of Adult Education, Lifelong Learning, Continuing education and vocational training, as well as by accredited organisations and institutions in LLL. The duration and respective curricula are developed along the lines of the National Qualifications Framework (NQF) as corresponding to the European Qualifications Framework (EQF). EOPPEP is the monitoring organisation, supervising the training providers and the implementation of the training programmes.

The train the trainer programmes involve theoretical training, preparation and drafting of studies in the field of Lifelong Learning, tests, face-to-face workshops, and real-life implementation of teaching methodologies preparing prospect VET trainers for the accreditation procedures and foreseen exams.

The subjects of the train the train programmes consist of the following:

- Theoretical framework in Lifelong learning and Adult Education

- The role and characteristics of VET and LLL trainers
- Methodology for the development of teaching practices and techniques
- Development of Training tools
- Fostering active learning practices
- Development of micro-teaching sessions

Validation practice

Prospect VET trainers at the stage of applying to become one, have to undertake the foreseen exams by 'National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)'. The structure of the exams consists in theoretical and practical tests addressing the following:

- Evaluation of knowledge and competences with respect to the organisation and preparation of teaching procedures, learning theories in adult learning, educational policies, socioeconomic context and needs of target population, implementation of educational techniques, evaluation of teaching methods and outcomes
- Presentation of a 20 minutes long micro-teaching session followed by an interview

Validation takes place within a traditional testing environment. The assessment tools used in supporting the validation of VET teachers' competences during the procedure of the accreditation exams are the following:

a) Theoretical Part (written test)

Assessment of the level according to which the prospect VET trainer can clearly present knowledge and skills to implement the foreseen pedagogical and educational tasks, coordinating learning audiences and corresponding to the prescribed Professional Outline for VET teachers as developed by the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP), as already described.

b) Practical part (Presentation of micro-teaching session and short interview)

Assessment of the following aspects with respect to VET teachers' competences to:

- Put into action theoretical knowledge and practices in VET and Lifelong Learning

- Organise a pedagogical session accounting for documented theories in adult education
- Take into consideration the wider socioeconomic context Encourage dialogue and active participation of learners
- Foster critical thinking
- Evaluate and reinforce hers/his teaching skills

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