

## Quality Assurance in VET: Greece

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

### VET system and quality assurance



#### Overview of the VET system and how quality assurance takes place

The Greek VET system has been reformed recently, by means of the provisions of the law 4763/2020, towards an integrated restructuring of the National System for Vocational Education and Training and lifelong learning.<sup>1</sup>

The main features of VET, incorporating the recent reform, entail:

- **Post-lower secondary VET**

At post lower secondary level (post compulsory level), vocational education is offered by:

- Vocational Training Schools (*ESK-Epangelmatikes Scholes Katartishs*), under the auspices of the Ministry of Education and Religious Affairs.
- Vocational Apprenticeship Schools of the Public Employment Service - DYPA (*EPAS DYPA – Epangelmatikes Scholes Mathiteias DYPA*).

Both forms of post compulsory VET offer a two-year study cycle, comprising theoretical and work-based learning and lead to an HQF<sup>2</sup> (*Hellenic Qualifications Framework*) Level 3 qualification (*Certificate of School of Vocational Training - ESK/ EPAS DYPA Vocational School Certificate*), upon Certification Exams.

- **Upper secondary VET**

At upper secondary level, VET is offered by Vocational Upper Secondary Schools (*Epangelmatiko Lykeio - EPAL*), which lead to a specialisation degree. Studies at EPAL comprises at least 25% of work-based learning and has a three-year duration. Upon successful completion of studies, EPAL graduates are awarded an HQF Level 4 qualification (*Vocational Upper Secondary School Degree*) which is equivalent to the General Education School graduates' qualification (*General Upper Secondary School Degree*). Furthermore, EPAL graduates can take part in national examinations for admission in tertiary education. EPAL graduates' quotas for access to tertiary

<sup>1</sup> <https://www.cedefop.europa.eu/en/news/greece-innovation-upper-secondary-vet-programmes>

<sup>2</sup> The referencing of Hellenic Qualifications Framework (HQF) to the European Qualifications Framework (EQF) has been approved, in terms of the 33th EQF Advisory Group Assembly in Berlin (02.12.2015).

education have been substantially increased, further enhancing permeability.

- **Post-secondary VET**

At post-secondary level, VET is offered in two formats:

- EPAL Apprenticeship Class Programme: EPAL graduates are offered the option to attend a post-secondary eleven months period study cycle of 'Apprenticeship Class', offered by EPAL schools. Students who are eligible for enrolment are EPAL school leaving certificate holders. 'Apprenticeship Class' EPAL graduates are eligible to sit for National Certification Exams, organised and implemented by the National Organisation for the Certification of Qualifications and Vocational Guidance, (EOPPEP) in order to obtain a qualification at HQF Level 5 (*Ptyxio Epangelmatikhs Eidikohtas Ekpaideyshs kai Katartishs*)
- Initial Vocational Training: Post-secondary VET is also offered by Vocational Training Institutes (*Institouta Epangelmatikhs Katartishs*, IEK). Studies have a duration of two and a half years (five semesters), including one semester of internship or apprenticeship. IEK graduates are eligible to sit for National Certification Exams, organised and implemented by the EOPPEP to obtain a qualification at HQF Level 5 (*Diploma Epangelmatikhs Eidikohtas Ekpaideyshs kai Katartishs*).

Furthermore, in terms of permeability, it is foreseen that holders of Certificate HQF Level 5, are eligible to sit for entrance exams to tertiary HQF Level 6 equivalent specialties, organised by University Departments, on a preset quota.

- **Non formal Continuing Vocational Training**

Continuing vocational training (CVT) falls in the scope of non-formal learning. It is addressed to adults aiming to maintain, enhance or upgrade their knowledge, skills, and competences, in order to ensure employability and assist career development.

CVT is provided mainly by Lifelong Learning Centres/KDVM (*Kentra dia viou Mathisis*) supervised by the Ministry of Education and Religious Affairs. Municipalities have the option to establish and operate KDVM, which will implement general adult education programmes with learning activities taking place at national and local levels. Local programmes proposed by municipalities are based on local needs and aim to foster residents' economic, social, cultural, and personal development. National programmes selected by

municipalities are reflecting the national and European policies in adult lifelong learning issues.

- **Other Innovative VET provisions:**

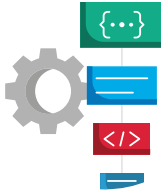
- In terms of the recent legislative VET and lifelong learning (LLL) reform (law 4763/2020), new 'model' Upper Secondary Vocational Schools (Model - EPAL) are introduced. In terms of their administration, it is foreseen that a system of Quality Management will be established.
- Another new feature, attributed to the recent reform, is the introduction of 'Thematic' or 'Experimental' IEK, endorsing quality assurance principals, with a mission to promote and pilot new cutting-edge specialties, implementing innovative methodologies and best practices.
- It should also be mentioned that via the law 4763/2020 the Hellenic Qualifications Framework (HQF) has been institutionally established, designating the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) as the national statutory body for its development and implementation and also as the national coordination point, responsible for the classification of qualifications to HQF and the development of the respective methodological principles and tools.

Overall, the national approach to QA is aligned with the EQAVET quality cycle indicative descriptors and indicators and the Council Recommendation on VET for Sustainable Competitiveness, Social Fairness and Resilience.

- **Quality assurance entails:**

- Restructuring of VET and LLL governance. According to the provisions of the law 4763/2020, in principle, the General Secretariat for VET, LLL and Youth of the Ministry of Education and Religious Affairs, is the national authority responsible for designing, implementing, coordinating, and monitoring policies regarding VET and LLL. It is also the supervisory body for the implementation and monitoring of VET and LLL programmes.

Moreover, the law foresees the establishment of new Governance bodies, namely: i) Central Council for VET (*KSEEK*), which includes representatives from the Ministry of Education and Religious Affairs and other relevant Ministries, employers' and employees' associations, and chambers, ii) Regional Councils for linking VET with the local



	<p>labor market (SSPAE), iii) Central Scientific Committee (KEE), to support the General Secretariat for VET, LLL and the Youth and the Central Council for VET.</p> <ul style="list-style-type: none"> <li>○ Reforming of IVET Curricula, endorsing the learning outcomes approach and creating mechanisms for better skills matching.</li> <li>○ Introduction of a ‘Transition Observatory’, which will facilitate tracking of IVET graduates, in the labour market. According to law 4763/2020 in each public Vocational Training Institute (IEK) operates a Bureau of Career Development (GEAS) responsible for organising and monitoring the apprenticeship and internship of students in work positions offered by private companies in order to facilitate their smooth transition to the labour market.<sup>3</sup></li> <li>○ The introduction of “Bureaus of Career Development” (GEAS) in every IVET institute, responsible for organising and monitoring the apprenticeship and internship of students in work positions offered by private companies in order to facilitate their smooth transition to the labour market.</li> </ul> <p>More information about VET system in Greece can be found currently on Cedefop’s VET in Europe database: <a href="https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/greece-2019">https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/greece-2019</a></p> <p>More information can also be retrieved from Cedefop’s European Inventory of NQFs 2020, Greece (Cedefop (2021). European inventory of NQFs 2020 – Greece <a href="https://www.cedefop.europa.eu/files/greece_-_european_inventory_on_nqf_2020.pdf">https://www.cedefop.europa.eu/files/greece_-_european_inventory_on_nqf_2020.pdf</a> )</p>
 <p><b>System-level QA arrangements</b></p>	<p>Institutionally, law 3879/2010, which has been initiated for LLL, sets the benchmarks for quality standards in VET and LLL, introducing a requirement of teacher and trainer competences and professional development for teachers and trainers in adult education and stipulating continuous monitoring and evaluation of the national lifelong learning network.</p> <p>Other relevant legislative initiatives in Greece aiming to upgrade the quality of VET, include, indicatively, the following:</p> <ul style="list-style-type: none"> <li>• The provisions of the law 3848/2010, on upgrading the role of teachers and trainers.</li> <li>• The establishment of the National Adult Trainers Certification System and of the national Register of Certified Adult Trainers,</li> </ul>

<sup>3</sup> <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/greece-u2>

- via the provisions of the Ministerial Decision 20082/23.10.2012 (GG B' 2844/2012), following the mandate of the law 4186/2013.
- The provisions of the law 4115/2013, regarding the establishment of IVET and CVET adult trainers' obligation to hold a national teaching competence certificate, in order to enroll co-funded training programmes.
  - Furthermore, the provisions of the law 4485/2017, as it was amended by the article 68 of the law 4623/2019 and by the law 4722/2020, re-affirmed that starting from September 2021, the certification of teaching competences of VET teachers and adult trainers will become a prerequisite for their enrolment in training programs partly funded by the State.
  - The provisions of the law 4368/2016, regarding the establishment of a mechanism for the anticipation of labor market needs.
  - The provisions of the law 4921/2022 (A' 75/18.04.2022) 'Jobs Again': "Re-Organisation of the Public Employment Service and digitalisation of its services, upgrading of workforce skills and diagnosis of labour needs and other provisions" establishes the National Council for Workforce Skills.
  - The law 5029/2023: Chapter B: "Evaluation of Directors, Deputy Directors and Trainers of Public Vocational Training Institutes under the responsibility of the Ministry of Education and Religious Affairs", stipulates that the purpose of the evaluation system is to promote the continuous development and improvement of the individual performance of the Directors, Deputy Directors and trainers of Initial Vocational Training Institutes (IEK).
  - The joint Ministerial Decision 4146/2021 on the quality framework for Apprenticeship and the implementation of the Post-Secondary EPAL Apprenticeship Class.
  - The new Regulation for the operation of Vocational Training Institutes (Decision: K5/ K5/160259/15-12-2021).

Concerning the anticipation of skills needs, the former National Institute for Labour and Human Resources (*EIEAD*), which was abolished via the provisions of the article 32 of the law No 4921/2022 under the Ministry of Labour and Social Affairs, represented the national competent authority with the mandate to coordinate the development of the mechanism of labour market needs diagnosis. A coordination committee consisted of representatives from the Ministries of Labour and Social Affairs, the Ministry of Education and Religious Affairs and the Ministry of Finance, EOPPEP, representatives of DYPA and the social partners. EIEAD had been publishing reports every six months and the results of the forecasting system inform the development of new occupational profiles and curricula.<sup>4</sup>



<sup>4</sup> <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/greece-u2>

	<p>The National Organisation for the Certification of Qualifications and Vocational Guidance, (<i>EOPPEP</i>), as the National Reference Point (NRP) for EQAVET<sup>5</sup>, has collaborated closely with the National Institute for Labour and Human Resources (EIEAD), the responsible body for the skills forecasting mechanism and conducted two surveys, relating to VET graduate tracking in Greece. These surveys aimed to develop a model linking VET systems to labour market needs by identifying the placement rate of IVET graduates, as well as the degree of satisfaction of employers and IVET graduates (EQAVET indicators 5 and 6).<sup>6</sup> The surveys and the published study are available via EOPPEP/NRP of EQAVET webpage: <a href="https://eqavet.eoppep.gr/en/activity-en/ivet-graduates-tracking-survey">https://eqavet.eoppep.gr/en/activity-en/ivet-graduates-tracking-survey</a></p> <p>In terms of recent legislative reform (law No 4921/2022, A' 75/18.04.2022, 'Jobs Again'), the newly established National Council for Workforce Skills has been commissioned to develop and monitor the implementation of the Workforce Skills Strategy and oversee issues related to the continuous vocational training of the workforce, its reintegration, upgrading of skills and its linkage to the labour market and employment, and to make recommendations for the development of relevant policies to the Minister of Labour or other competent bodies in accordance with the legislation in force.</p>
 <p><b>Provider-level QA arrangements</b></p>	<p>In VET, under the provisions of the law 3879/2010, providers are required to implement self-assessment. Additionally, law 3879/2010 (Articles 18 &amp; 19) foresees incentives for the development of lifelong learning and updating of the knowledge, skills and abilities of the country's human resources, including subsidies for lifelong learning providers. VET providers are supported by public funds based on their effectiveness.</p> <p>Regarding CVET, many providers develop and maintain quality assurance systems on a voluntary basis. Both IVET and CVET providers are required to assess and address labour market needs at regional and local level, as stated by Greek law.</p>
 <p><b>Which organisation(s)</b></p>	<p>The Ministry of Education and Religious Affairs holds overall responsibility for education, VET, and LLL.</p> <p>More specifically, the General Secretariat for VET, Lifelong Learning and the Youth, holds responsibility for policy making and the issues concerning VET and LLL.</p>

<sup>5</sup> EOPPEP is also the Refernet national reference point, EQF national contact point, and the national centre for Europass, ECVET, Euroguidance and of the European Lifelong Guidance Policy Network (ELGPN).

<sup>6</sup> <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>



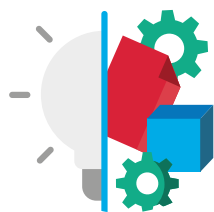
<p><b>are responsible for VET policy?</b></p>	
 <p><b>Recent policy developments</b> (in the last 12 months)</p>	<ul style="list-style-type: none"> <li>• New legal framework for VET and Lifelong Learning, introduced via the law 4763/2020.</li> <li>• Elaborated standards for the development of IVET programmes and study guides.</li> <li>• Introduction and pilot implementation of Experimental/Thematic Vocational Training Institutes (IEK).</li> <li>• Introduction of new ‘model’ Upper Secondary Vocational Schools (Model - EPAL).</li> <li>• Establishment of Transition Observatory and Bureau of Career Development (GEAS) in each Vocational Training Institute, in terms of tracking IVET graduates in the labour market.</li> <li>• Institutional establishment of the Hellenic Qualifications Framework (HQF).</li> </ul>
 <p><b>Priority areas for QA in your country</b></p>	<p>In the context of the current working period, EOPPEP, as the National Reference Point (law 4415/2013) of the EQAVET network, implements the approved proposal "Towards an Enhanced Post-Covid VET-EPOS VET", under the remit of the ERASMUS+ programme ‘EQAVET NRPs 2019-2021.</p> <p>Via the ‘EPOS – VET’ project, EOPPEP aims to enhance QA in VET by:</p> <ul style="list-style-type: none"> <li>• Developing an integrated IVET study programme QA methodology. The proposed Quality Assurance Methodology of Initial Vocational Education &amp; Training (IVET) Study Programmes is accompanied by an Implementation Manual, which further details and describes the processes of QA in IVET. To implement the project activities, EOPPEP has created synergies with the relative initiatives of the Documentation and Communication Directorate of the General Secretariat for VET, LLL and Youth of the Ministry of Education and Religious Affairs/</li> <li>• Piloting this QA Methodology in two IVET Institutes (one “Thematic” and one “Experimental”) with reference to new / innovative study programmes, in coherence with the 2020 EQAVET Recommendation of the European Council. The IVET study programmes that were chosen for the pilot phase are:             <ul style="list-style-type: none"> <li>○ Air Transport Services Officer.</li> <li>○ Communication and Information Technologies in the Travel Industry (V.I.C.T. Travel).</li> <li>○ Digital Marketing in e-Commerce specialist.</li> </ul> </li> </ul> <p>Another important initiative that EOPPEP has launched is the current project for the “<i>Support to the design of a national framework for quality assurance of non-formal education and the assessment and validation of prior learning.</i>” This project is funded by the European Union via the Technical Support Instrument and implemented by the</p>

OECD, in cooperation with the European Commission's Directorate General for Structural Reform Support.

The aim of this project is to draft a proposal for the introduction of a quality assurance framework for non-formal and informal learning and to initiate discussions with relevant stakeholders on introducing a system for the assessment and validation of prior learning. In terms of this project, OECD experts in collaboration with EOPPEP have already conducted a series of fact-finding in-depth interviews with various stakeholders. Moreover, via an online Peer Learning Workshop, best practices on different approaches to quality assurance in selected EU countries, with substantial expertise in non-formal learning, have been presented.

During the next steps it is anticipated that national consultation meetings will focus on specific technical issues of the role-model QA systems which have been showcased and facilitate discussions towards a proposed national approach for the introduction, in due time, of a sustainable system for quality assurance of non-formal and informal learning and the assessment and validation of prior learning.

### Specific projects in the country (optional)



**Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to highlight for your country**

EOPPEP, within their capacity as the EQAVET NRP under the Erasmus+ programme 'EQAVET NRPs 2019-2021' and appointed by law (4115/2013), conducted a nationwide survey to track IVET graduates in the labour market (information is available here: <https://eqavet.eoppep.gr/en/activity-en/ivet-graduates-tracking-survey>).

EOPPEP published an integrated study in 2021 concerning the results of the nationwide survey, which was conducted during the period 2020-2021. The survey used a structured electronic questionnaire, and it included 50 000 IVET graduates and 1 000 employers. A comparison of the results with the initial, corresponding research, conducted during the period 2018-2019 was included. The purpose of the survey of tracking IVET graduates in the labour market was twofold: a) to encapsulate the perceptions and attitudes of IVET students, regarding VET, acquired knowledge, skills and competences, the relevance of training to employment, etc. b) to record the attitudes, perceptions, and degree of satisfaction, from the point of view of employers who have employed IVET graduates.

These large-scale research projects are important as they provide the necessary scientific documentation and data for effective planning and further development and assurance of the quality and reliability of VET, as an equal pillar of the education and training system.





**Which organisation(s) are responsible for the project / initiative**

National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), with the collaboration and support of the former National Institute for labour and Human Resources (EIEAD).

### Use of EQAVET labels

**Do you use an EQAVET label or seal to certify VET providers in your country?**

No

Yes