

3. Detailed description of main measures and/or their packages ⁽¹⁾
Title
VET quality upgrade
Rationale/background, challenges addressed
Outdated criteria in the selection of VET specialties, Existence of outdated specialties and training guides, Existence of same specialties in different learning paths, Limited extroversion, Lack of innovation, Absence of a systematic approach to the selection of trainers, low VET attractiveness.
Specific objectives of the measure/package and their relation to the general objectives of the plan
Modernize VET, Increase autonomy of VET providers, Promote research and innovation, Develop international partnerships, Pilot application of: new vocational fields and specialties / new curricula/ modern syllabi / innovative teaching practises / quality assessment procedures/ new management and operation standards, Harmonization of professional sectors and specialties with the needs of local communities.
Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline
<ul style="list-style-type: none"> • <u>Establishment of 25 Model Vocational Upper Secondary Schools (EPAL) by 2025.</u> The main objectives of Model EPAL are: <ul style="list-style-type: none"> ✓ The development of the participation of social partners. ✓ The strengthening of the degree of autonomy of Vocational Education units, with an active role of the representatives of local communities. ✓ The promotion of educational research. ✓ The development of international collaborations. ✓ The further education/training of VET teachers.

¹ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

- ✓ The pilot implementation of new curricula and training programs, modern educational material, quality assessment of VET programs and infrastructure, new models of school administration and operation and good practices of teaching methods and internships.
- ✓ The harmonization of the fields and specialties of vocational education with the needs of local communities, with a view to the internship and employment of graduates.

The establishment of the Model EPAL will also include: renovation of buildings, supply of equipment and materials, integration of environmental and social sustainability in the curricula and organizational management. Furthermore, innovation and the use of digital learning technologies will be important operational features of Model EPAL and the teachers ~~employed in them~~ will choose digital tools that lead to broader strategies for innovation and regional development. Graduates of compulsory education will be admitted to Model EPAL based on the grade of their Lower Secondary School (Gymnasium) diploma.

- **Establishment of 5 Thematic and 10 Experimental Vocational Training Institutes (IEK) by 2025.**

The Thematic IEK will develop specialties in specific thematic fields such as Energy, Health, Primary Production, Tourism and STEM, while the Experimental IEK will apply special operating regulations and training guides to chosen specialties. The development of these units includes:

- the development of new curricula and training programs,
- further education/training for the trainers,
- renovation of buildings,
- supply of equipment and materials.

- **Upgrading the quality of human resources of adult education and training, including adult educators.**

In order to ensure the adequacy and the quality of all adult learning factors, the implementation of the following actions is promoted: a) training programs based on the new needs arising from the digital transformation of educational practices (e.g. distance digital education) for the certified trainers, members of the Register of Adult Educators of E.O.P.P.E.P. b) training of the candidates for inclusion in the Adult Educators Register of E.O.P.P.E.P. as well as trainers and evaluators of adult educators, c) training of teachers working in Second Chance Schools d) training of executives responsible for the design, organization and implementation of adult learning programs e) training of the management of the certified Lifelong Learning Centers and f) development and dissemination of training material for internship trainers in companies.

EU policy priorities addressed	
Council Recommendation on VET	Osnabrück Declaration
<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input checked="" type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input checked="" type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input type="checkbox"/> regional <input type="checkbox"/> local	
Beneficiaries/target groups	
<ul style="list-style-type: none"> • VET learners 	
Responsible ministries/bodies	
<ul style="list-style-type: none"> • Ministry of Education and Religious Affairs • Youth and Lifelong Learning Foundation 	
Source of funding (National, EU funds, sectoral)	
Recovery and Resilience Facility, Partnership Agreement for the Development Framework (main strategic plan for growth in Greece with the contribution of resources originating from the European Structural and Investment Funds of the EU)	

