



European inventory on validation of non-formal and informal learning 2014

Country report Greece

by Stelina Chatzichristou

Cite this report as:

European Commission; Cedefop; ICF International (2014).
*European inventory on validation of non-formal and informal
learning 2014: country report Greece.*
http://libserver.cedefop.europa.eu/vetelib/2014/87059_EL.pdf.

In partnership with



CEDEFOP

European Centre for the Development
of Vocational Training

A project carried out by



This country update has been produced by Stelina Chatzichristou, as part of the 2014 Update to the European Inventory on Validation, a project managed by ICF International (lead consultants: Jo Hawley, Ilona Murphy and Manuel Souto-Otero). The report has benefitted from feedback from the European Qualifications Framework Advisory Group (EQF AG) Members for Greece as well as a quality assurance panel of experts and Cedefop (lead contact Ernesto Villalba-Garcia).

The contents of this publication do not necessarily reflect the position or opinion of the European Commission, Cedefop, ICF International, the EQF AG Members or the members of the quality assurance panel. Neither the European Commission nor any person/organisation acting on behalf of the Commission is responsible for the use which might be made of any information contained in this publication.

Contents

1	Introduction	3
2	National perspective on validation	4
2.1	National legal framework, system or policy on validation	4
2.2	Skills audits	10
2.3	Relationship with qualifications framework and credit systems, and information on standards used for validation	10
2.4	National institutional framework	12
2.5	Governance and allocation of responsibilities.....	12
2.6	Examples of national, regional, local or EU funded initiatives	14
2.7	Inputs, outputs and outcomes	15
3	Information, advice and guidance	16
3.1	Awareness-raising and recruitment	16
3.2	Role of information, advice and guidance networks/institutions	16
3.3	Measures to enhance the awareness of validation initiatives and practices amongst guidance practitioners	17
4	Quality assurance and evaluation.....	17
4.1	Quality Assurance Framework.....	17
4.2	Quality assurance systems/procedures	17
4.3	Evaluation framework.....	17
5	Validation methods	18
5.1	Methods used and the validation process.....	18
6	Validation practitioners.....	19
6.1	Profile of validation practitioners	19
6.2	Provision of training and support to validation practitioners	19
6.3	Qualifications requirements.....	19
7	References	20
7.1	Organisations interviewed/consulted	21

1 Introduction

In order to better understand the developments and state of play in the validation of non-formal and informal learning in Greece, it is important to highlight the definitions used in the country, regarding initial vocational education and training (IVET), non-formal learning and validation.

Definitions of key terms in the Greek context

Initial Vocational Education and Training (IVET): Under the latest law on Restructuring of Secondary Education¹ (September 2013), IVET in Greece includes Vocational Training Schools (SEKs) (ISCED 3) and Institutes of Vocational Training (IEKs) (ISCED 4). SEKs were introduced by the 2013 law and are also recognised as non-formal learning institutions. IEKs were also recognised as non-formal learning institutions from the 2010 Lifelong Learning law.

Non-formal learning: The 2010 Lifelong Learning law defined non-formal learning as “learning that is offered in an organised, *educational* environment outside the formal education system and can lead to certifications recognised *on a national level*”. It is therefore evident, that validation/recognition of non-formal learning is promoted but only if offered within an educational environment and leads to nationally recognised certification. Non-formal learning is offered both through IVET and CVET. Also, non-formal learning institutions do not allow direct access to higher education, as opposed to formal education.

Compared to the definition provided by the 2012 Council Recommendation for the validation of non-formal and informal learning, it is underlined that non-formal learning does not have the same definition in Greece. The 2013 Referencing Report of Greece also highlights this difference².

Validation: The word “certification’ (*pistopoihsh*)” is mainly used across processes and national policy documents; it may regard documentation that learning took place; but may also imply “validation”. It is also interesting to note that the word “certification” (*pistopoihsh*) is sometimes used when no actual assessment takes place. Experts suggest that for “validation” another term should be used in Greek (*Egyropoisi tis mathisis*), to imply assessment and equivalence in learning outcomes.

These definitions shape the way non-formal learning and its validation is handled in the country. The above definitions are also used in this report, when discussing national policy documents and processes.

Since 2010, steps have been taken in Greece towards the validation of non-formal and informal learning, especially developments in the National Qualifications Framework (NQF). The Ministry of Education and Religious Affairs (Ministry of Education) announced the HQF (Hellenic NQF) on 10 July 2013. The first draft of the Referencing Report was completed by the end of 2013 and presented to the Advisory Group on 17 December 2013.

According to the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), a national, comprehensive framework for validation is currently under development. Validation practices are in place but are fragmented. Where relevant processes are in place, the four stages of validation (identification, documentation, assessment, and certification) are not distinctively implemented.

National authorities recognise the importance of validating learning outcomes of non-formal and informal learning. This has been promoted by the 2010 law on Lifelong Learning (LLL law). The law introduced a National Committee on Lifelong Learning on which all key stakeholders sit, which was a first for Greece at the time. According to experts, validation is not yet high on the agenda of this Committee. The LLL law also introduced Prefectural Committees for Vocational Training (*Perifereiaki Epitropes Epaggelmatikis Katartisis* -

¹ 4186/2013 (17/09/2013)

² “The term ‘non-formal education’ is a direct translation from the terminology in Greek legislation, and does not have the same meaning as the term ‘non-formal learning’ as defined in the 2012 Recommendation on the Validation on Non-formal and Informal Learning.”

PEEP), which represent a more decentralised approach in the governance of lifelong learning. In this way, local stakeholders were empowered to promote the specific needs of their labour market, accordingly design and/or suggest the supply of vocational education and training and thus, support the employability of citizens. Three years after the law, it seems that PEEPs are not in place or fully operational in all Prefectures. Authorities cite obstacles as being limitations in human and financial resources. It should also be considered that the recently enacted law 4186/2013 foresees the establishment of Lifelong Learning Directorates (*Dieuthinsh Dia Viou Mathishsh*) in every Prefectural Unit, with the authority to: adopt and particularise the national policy of the General Secretariat of Lifelong Learning; to exercise the administration, monitoring and supervision of all non-typical education structures and of the administrative and training personnel within the region, to bear responsibility for the financial management and to cooperate with the central and regional Directorates of the Ministry of Education and Religious Affairs.

Since 2010, there have been important reforms also in the governance structure in the field of qualifications and certification: a new organisation, EOPPEP³ was formed in 2011 and is the responsible authority for inputs (infrastructures, trainers etc.), guidance, and outputs/certification. At this point, EOPPEP implements certification practices regarding graduates of Institutes of Vocational Training (IEKs) and non-regulated professions. Currently, certification processes are in place for professionals in security services without recognised qualifications and adult trainers in non-formal learning.

Non-formal learning in Greek (for foreigners) and other languages can also be validated through examinations offered by the Greek Language Centre of the Ministry of Education. The General Secretariat for Lifelong Learning also offers non-formal learning courses on the Greek language that lead to the Greek Language Competence Certificate. The Ministry of Education also offers the National Language Certificate that any individual can take through examinations, regardless of how the language skills have been obtained. This Certificate is recognised in the public and the private sector and is also mandatory for when applying for public sector positions.

The developments in the governance structure since 2010 underline that there is a clear focus towards complying with EU frameworks and Directives, while upgrading the existing systems. However, there appears to be a societal preference for formal qualifications and traditional assessment methods, such as written tests. The lack of validation practices in formal education also underlines this. Authorities underline that, given the financial constraints due to the crisis, developments towards validation have to prioritise among the multiple sources of learning. Support for employment is likely to be the key goal of the next steps towards a more comprehensive approach regarding validation.

2 National perspective on validation

2.1 National legal framework, system or policy on validation

A significant step was taken in 2003 with the establishment of the National System for Linking Vocational Education and Training with Employment (ESSEEKA). ESSEEKA was based on learning outcomes, a novelty for the Greek education system, which has traditionally been based on inputs. ESSEEKA intended to create links between various systems: the System of Initial Vocational Training, the System of Technical Vocational Training, the System of Continuous Vocational Training, the Systems for Certification of Vocational Training and Qualifications, and the System of Counselling, Vocational Guidance. All these systems are linked to the labour market.⁴ The objective of ESSEEKA was to facilitate the certification of competences and vocational skills, no matter how and where

³ <http://www.eoppep.gr/index.php/en/>

⁴ <http://www.eyeisotita.gr/el/Pages/DictionaryFS.aspx?item=675>; Law 3191/2003

developed. According to authorities, ESSEKA was merged into the national Lifelong Learning framework in 2010 that was established by the 3879 law.

The development of occupational profiles and especially the development of the National Certification System for Qualifications by EOPPEP (see below) also underline the growing importance of learning outcomes regardless of the learning path. This can be identified in the legislation reforms and new governance structures introduced since 2010.

In 2010, the Lifelong Learning law⁵ recognised non-formal and informal learning as part of lifelong learning and the providers of such learning as parts of the National Framework for Lifelong Learning. The law also introduced new organisations and empowered decentralised authorities. However, the new organisational structure that the 2010 law provided has since changed given the restructuring of organisations and authorities under the overall reforms in the public sector.

In November 2011, EOPPEP was created in lieu of three relevant organisations: the National Organisation for Qualification Certification (EOPP) created from the 3879/2010 Law, the National Centre for Vocational Guidance (EKEP) and the National Centre for the Certification of Lifelong Learning Providers (EKEPIS). The merge has resulted in a single organisation that deals with inputs (infrastructures, trainers etc.), guidance, and outputs/certification. EOPPEP is the competent organisation for the certification of non-formal and informal learning under initial vocational education and training (IVET) and continuing vocational education and training (CVET). Regarding IVET, EOPPEP is the responsible organisation for certifying, among others, the qualifications of the Initial Vocational Education Institutes (IEK) (ISCED 4) graduates, which are included in non-formal education in Greece, as explained earlier.

The latest law on Restructuring of Secondary Education⁶ identifies entities/institutions offering non-formal learning that can lead to recognised certifications on a national level. According to the law, non-formal learning institutions (public or private) are:

- **Vocational Training Schools** (*Sxoli Epaggelmatikh's Katartishs - SEK*) that offer initial vocational training to graduates of compulsory education;
- **Institutes of Vocational Training** (*Institouto Epaggelmatikh's Katartishs- IEK*), offering initial vocational training to graduates of formal, non-compulsory secondary education (general or technical lyceums) and of SEK;
- **Lifelong Learning Centres**, offering continuous vocational training, general adult education, vocational guidance and lifelong counselling; and
- **Colleges** (*Kollegia*), which offer non-formal learning to graduates of non-compulsory secondary education.

These institutions can be public or private. Private providers have to meet specific criteria to receive licencing.

The Ministry of Education and EOPPEP are responsible for inputs in non-formal learning, whereas EOPPEP is the responsible organisation for the outputs. Additionally, graduates from the above mentioned non-formal learning institutions, except from Colleges (*Kollegia*), receive a certification of vocational training, and if they wish, can participate in examinations held by EOPPEP. Success in these examinations leads to: a) a 'Vocational Specialisation Diploma' (*Ptychio Epaggelmatikis Eidikothtas*) (ISCED level 3) for graduates of Vocational Training Schools (SEK) and b) Vocational Specialisation Diploma' (*Ptychio Epaggelmatikis Eidikothtas*) (ISCED level 4), awarded to graduates of Institutes of Vocational Training (IEK) that is linked to professional rights and licence to practice. The specialisation diploma will also be linked to the HQF when the latter is fully implemented.

A Common Ministerial Decree of the Minister of Education and Religious Affairs and the Minister of Finance, following initiation of the Board of EOPPEP, a Central Examination Committee for the Certification of Vocational Training (KEEPEK) will be established. The Committee will administer all the issues regarding the certification of exams of IVET/non-formal learning from IEKs and SEKs for Vocational Training Certification. This committee

⁵ 3879/2010 Law

⁶ 4186/2013 (17/09/2013)

comprises of representatives from EOPPEP, ministries, experts from the public and private sector, professional chambers and organisations, social partners and scientific associations⁷. The examinations for each specialisation are designed by EOPPEP, assisted by scientific and research organisations, social partners and professional bodies.

Regarding IEKs, the validation process, rules and regulations regarding the examinations and studies follow the ones from formal education⁸. For each IEK specialisation, EOPPEP has developed Certification Regulations Guides, where individuals can find information on the type of examinations and the relevant process, a description of the job profile, the task analysis that describes the knowledge-skills and competences that the individual should demonstrate under job relevant thematic areas, and duration of the process etc. The guides also include a pool of questions (approximately 300 questions) relevant to the content of examinations⁹. Examinations comprise of a theoretical and a practical part. The theoretical part involves written examinations. The examinations are held all over the country in specific Examination Centres, but are assessed centrally by EOPPEP. The written essays, included in the theoretical part of the exam, are assessed by two examiners. The practical part aims at assessing the individual's professional skills and competences as described in the pre-agreed job profiles. This part of the examination takes place in the IEK laboratories or in laboratories or work places where the applicants conducted their practical training/work placement during their studies; or at laboratories of other education institutions that the relevant Prefectural Committee for Vocational Training (*Perifereiaki Epitropi Epaggelmatikis Katartisis-PEEP*) has approved¹⁰. The examiners are present during the practical exam and evaluate in situ the individual's performance. An oral examination follows to allow individuals to explain their work. Three examiners selected by EOPPEP, after suggestion of the PEEP¹¹, evaluate each applicant. The examiners represent EOPPEP and regional social partners. In order to be successful, the individual must be positively assessed by at least two of the three examiners. The practical examinations may take place in more than one examination centre, depending on the specialisation.

The same process is followed by graduates of the Lifelong Learning Schools operated by and within higher education institutions and vocational trainings offered by Lifelong learning centres of social partners. The Lifelong learning law allowed those institutions to run Lifelong Learning Schools that are recognised to offer non-formal learning. After the completion of each training programme, participants receive a certificate of participation and a training certificate. Research shows that participants are assessed either through weekly tests or only through final examinations. Each Lifelong Learning School determines the way participants are assessed. Training programmes are very often taught exclusively through e-learning¹².

The 3879/2010 Act also identified institutes/research bodies of the most significant social partners¹³ as institutes providing lifelong learning services, thus including them in the National Lifelong Learning System. These stakeholders provide CVET opportunities to their members/employees of their members. The relevant training programmes are relative to professions and sectors. After the completion of the programme, participants are provided with a certification of attendance¹⁴. The successful completion of some of these training programmes is linked to the advancement of professional rights (for example, Energy

⁷ Law 4186/2013

⁸ <http://www.eoppep.gr/index.php/el/qualification-certificate/certificate-of-qualifications/certificate-graduates>

⁹ A list of available examination guides for each specialisation can be found at <http://www.eoppep.gr/index.php/el/certification-exams/2012-05-29-10-16-57> (in EL)

¹⁰ The 4186/2013 law abolished these Committees (PEEP)

¹¹ As previous footnote

¹² For example, <http://diaviou.auth.gr/French Aristotle University of Thessaloniki>; http://elearning.xrh.unipi.gr/index.php?option=com_content&view=article&id=51&Itemid=58 Piraeus University.

¹³ The Institute of Labour (IN.E.); The Centre for Education Policy Development (K.A.N.E.P.) at the Confederation of Greek Workers in Greece (G.S.E.E.); The Small Business Institute (I.M.E.) at the General Confederation of Professional Craftsmen and Tradesmen in Greece (G.S.E.V.E.E.); The Social Multi-Centre and Trans-Balkan Institute for Public Administration Senior Management Associations of Civil Servants (A.D.E.D.Y.)

¹⁴ <http://www.kekgseevee.gr/images/pdf/bebaiosi1.pdf>; cited 17.9.13

Inspector is eligible to be included in the relevant national registry)¹⁵. As these institutes are recognised to offer non-formal learning, their graduates can opt to sit the examinations held by EOPPEP for their specialisation.

It should also be noted that the 2013 law recognises distance learning as equal to traditional learning, as any private or public institution that offers non-formal learning can choose this type of learning. If a distance learning training programme regards an entire specialisation, then the graduates receive a Certification of Vocational Training and can sit in the EOPPEP Certification examinations.

The action “Development of a National System for the Certification of the Output of non-formal and informal learning”, under the Operational Programme “Human Resources Development”¹⁶, is currently under development. It is considered a significant step towards the development of a validation strategy¹⁷.

The National System for Certification of Outputs¹⁸

The development of a National System for Certification of Outputs is one of the strategic objectives of EOPPEP. This is a very important step, considering the focus of the national education system on inputs. The development of the National System underlines the commitment of EOPPEP as a national authority towards lifelong learning and the encouragement and recognition of all types and pathways of learning. When complete, the National System will include:

- The development of processes and legal framework for the certification of qualifications. The development of a system for the validation of non-formal and informal learning falls under this goal, as well as the framework for evaluating and licensing institutions for the certification of qualifications;
- All institutions that will be licenced to carry out certification will be inspected and evaluated by EOPPEP;
- Certification to take place by EOPPEP.

The National System aims at certifying qualifications that the Greek state is interested in and that are expected to boost employment. The certification is implemented according to criteria and processes that will ensure that the certified qualifications correspond to the requirements of the relevant certified occupational profile (*Epaggelmatiko Perigramma*). Also, the National System will allow all individuals interested to certify their qualifications, regardless of the learning pathway they have chosen.

Under this framework, professionals that do not hold a formally recognised qualification/title, regardless of the way they have developed their professional knowledge-skills-competences, can apply to EOPPEP for certification.

Currently, this is operationally implemented for professionals in private security services and for adult trainers of non-formal learning and also for the licensing of specific technical occupations (plumbers, technical works machinery operators, liquid and gas fuel installation and welding). More specifically and according to EOPPEP, “private security services” is a recognised specialisation in many EU countries and has been included in the HQF. These individuals usually have developed their professional skills only through work experience. Regardless of whether they have prior training, these professionals can apply to the Center for Security Studies (KEMEA), an entity of the Ministry of Civil Protection and Public Order¹⁹

¹⁵ <http://www.kekgsevee.gr/energy/401-2011-12-21-12-10-01>; cited 17.9.13

¹⁶ According to EOPPEP

¹⁷ In the context of developing a comprehensive Policy Framework Paper on Validation of Non-formal and Informal Learning, in April 2014 a public consultation with social partners took place on the issue of guidelines on compatibility cross examination between EU and international certification and qualifications systems and mapping their interconnection with international standards and EU practices; design of the certification and accreditation system for qualifications and the design of the accreditation system for awarding bodies.

¹⁸ <http://www.eoppep.gr/index.php/el/qualification-certificate/certificate-of-qualifications/development-national-certification-outcomes>

¹⁹ <http://www.kemea.gr/index.php/en/about-kemea>

. KEMEA, in cooperation with EOPPEP, holds responsibility for the organisation and implementation of examinations and go through the process of certification. In the application, individuals have to provide proof of professional experience.

Examinations include written tests and practical application. The written tests are evaluated by the Central Evaluation Committee (KEA), formed for this purpose. KEA has five members: two representatives of EOPPEP with experience in certification examinations, a representative of the employers, a representative of employee unions, and a representative of KEMEA²⁰.

Successful applicants receive a Certificate of Proficiency (*Vevaiosi Eparkeias*) which is equivalent to Vocational Training Certificate Level 1, according to the former relevant legislation²¹. The Vocational Training Certificate Level 1, however, following the provisions of the law 4186/2013, is no longer in use. Therefore the abovementioned Certificate of Proficiency has to be matched to one of the levels of non-formal learning, established via the law 4186/2103.

Adult trainers in non-formal learning

After September 2014, adult trainers in non-formal learning²² will need to have certified educational competence/proficiency to participate in non-formal learning programmes funded by public resources²³. This includes the Institutes of Vocational Training (IEKs- ISCED 4). The full implementation of the new certification system of adult trainers is believed to be necessary to meet the recent and future economic, social and educational needs²⁴.

Adult trainers were formerly certified and registered in a National Register by the National Accreditation Centre for Lifelong learning Providers (EKEPIS), which was in place from 2001 to 2011 that EOPPEP emerged. The new certification system of adult trainers of non-formal learning was designed by EOPPEP, before it went under public consultation. The system was finalised in 2012²⁵, with the contribution of the General Secretariat of Lifelong Learning. At the same time it was decided to further elaborate the already existing Register of adult trainers of non-formal learning that will include those trainers that have certified educational proficiency. EOPPEP will manage the Register, which includes the sub-registers of adult trainers and of the trainers of trainers. Each certified trainer, who is included in the Register formulates and maintains his/her own electronic qualifications portfolio (e-Portfolio), which includes trainers' education and training and professional experience etc.

It should be underlined that the certification process is accessible by all individuals who meet specific criteria: in order to enroll in the certification examinations, one has to meet certain criteria regarding education attainment or proven professional experience. More specifically, the individual must initially submit an electronic application. According to his/her educational and/or professional status, the system categorises the candidate in one of the following three certification paths: a) Actual Certification, in case the candidate meets certain criteria (e.g. tertiary education professors in the field of lifelong learning or adult education or continuing education and training); b) Eligible to participate in certification exams: most participants fall under this category, as the criteria are very broad, varying from specific educational titles to a minimum 150 hours relevant teaching experience of adults²⁶; c) Eligible to participate in certification exams, only after successful completion of train the trainer programme. The last category regards applicants with no relevant professional/teaching experience and who hold no applicable educational title in the field of adult learning.

Certification examinations comprise of a theoretical and practical part and are aimed at ensuring the candidate meets the relevant knowledge, skills and competences, described in

²⁰ Ministerial decision 10/1/13; http://www.eoppep.gr/images/security/Kanonistiko_Plaisio_neo.pdf;

²¹ Law 2009/1992

²² As defined in Greece

²³ Law 4115/2013

²⁴ <http://www.eoppep.gr/index.php/el/qualification-certificate/certificate-of-qualifications/figures-accreditation/teacher-certification-educational-attainment-lifelong-learning-ill-adult>

²⁵ Ministerial Decision no. ΓΠ/20082/ΦΕΚ Β' 2844/23-10-2012

²⁶ According to EOPPEP

the respective certified Occupational Profile. All details of this assessment stage are explicitly described and analysed on EOPPEP's website²⁷. Additionally, a relevant ministerial decision defines the requirements for training programmes for train the trainers.

According to EOPPEP, the goal is to fully implement the certification process of the new system, which was introduced in 2012. At this stage EOPPEP a) has released an e-application, addressed to participants who will enroll in a piloting of the new certification process; b) has developed an inventory of Certification Exam Centres; c) has developed and soon will release at its website a pool of questions for the theoretical part of the examination process and; d) has transferred the relevant application and all the e-portfolio data of the nearly 25,000 trainers of the Register to the new database.

Another attempt for certifying learning outcomes from non-formal learning regards the development of a Training Certification System for employees of the wider public sector. The relevant law²⁸ introduces the System and aims at certifying the knowledge acquired by public servants through seminars/trainings delivered by the National Centre of Public Administration, other public sector schools, public universities, technical and vocational institutes (TEI) that belong to tertiary education, the European Institute of Public Administration, the Social Polycentre and the Inter-balkan Institute of Public Administration. All training and training structures should be certified by a Central Certification Committee (KEP). Regarding the certification of participants' knowledge and competences, the law defines that it is based on the learning objectives included in the plan of training. The assessment-certification is managed by the training institutions mentioned earlier. It could include multiple-question tests or open questions, case studies, or assignments that participants have to complete. If successful, participants receive a Certificate of Accreditation linked to training points. It should be noted that promotions in the public sector take into consideration these points. Unsuccessful participants receive a certification of participation.

Non-formal learning in Greek (for foreigners) and other languages can also be validated through different paths. The Ministry of Education and Religious Affairs, through the Greek Language Centre²⁹ offers non-native speakers to take examinations and test their knowledge and competence in Greek. There is no prerequisite for sitting the examinations, so self-learning, informal learning or any type of learning is acceptable. The Greek Language Competence Certificate has six levels, following the Common European Framework of Reference for Languages of the Council of Europe³⁰. The General Secretariat for Lifelong Learning offers non-formal learning courses on the Greek language that lead to the Greek Language Competence Certificate³¹. Also, as underlined in the 2010 Greek Inventory report, the Ministry of Education has set up a process, based on examinations, that leads to the National Language Certificate. This certificate is not linked to formal education and there are no restrictions regarding participation in examinations. The Certificate is recognised in the public and the private sector. In applications for positions in the public sector, the National Language Certificate is a prerequisite (usually for English).

Although these are significant steps for the country, validation of non-formal and informal learning is not yet recognised as an individual's right. As described, EOPPEP is the centralised authority for such validation, but only takes into account learning coming from specific providers.

Regarding CVET, the common practice is to provide participants with certifications of participation and no actual assessment of the knowledge acquired takes place. This seems to be the common practice for training offered to public servants. While participants are awarded with points after such training (promotions in the public sector are based on a point system), participants are assessed in any way after the training. This is the process predicted for training/seminars run by public authorities (e.g. Ministries) and for some

²⁷ <http://www.eoppep.gr/index.php/el/qualification-certificate/figures-accreditation/teacher-certification-educational-attainment-lifelong-learning-III-adult>; cited 20.3.14

²⁸ Government Gazette no. 1592/30-9-2010

²⁹ <http://www.greeklanguage.gr/node/15>

³⁰ http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf; cited 20.3.14

³¹ <http://www.gsae.edu.gr/en/geniki-ekpaidefsi-enilikon/ellinomatheia/mathe-gia-tin-ellinomatheia>

seminars offered by private providers, and other organisations. Exceptions can be identified, as in the case of the Hellenic Management Association³² (EEDE), which offers training in various fields, from general management to specialised technical fields. EEDE offers Programmes of Vocational Certification, such as a Diploma in Environmental Management. After the completion of the programme, participants undertake examinations at the end of the programme and only those successful receive the diploma³³.

Informal learning

The validation of informal learning is currently in the early stages of development in Greece. There is no evidence for an official framework, neither in the public nor in the private sector. However, some steps have been taken in this direction. In the vocational training schools, created by the 2013 law, students that complete the third year of studies and can prove a minimum number of wages/ employment hours are not obliged to attend the fourth study year, the apprenticeship year. These people can directly take the certification exams of EOPPEP. In that way, the professional experience of a student is recognised as equivalent to part of the curriculum.

The same holds for students in IEKs (IVET): if minimum wage/hours thresholds are met, students can opt to skip the semester of traineeship. This cannot be regarded as a validation process, but underlines the recognition of informal learning in official education processes.

2.2 Skills audits

The Manpower Employment Organization (OAED) is the Greek public employment service (PES). OAED provides services to unemployed individuals regarding their promotion to the labour market. In this context, unemployed individuals can visit OAED to develop their individual action plan, assisted by employment counsellors. The latter record the individual's profile (studies, previous work experience etc.) and taking into consideration the individual's career aspirations, then design the individual action plan towards employment. Steps in the plan may include further training, and existing job positions are suggested. Next steps are jointly agreed, but it is the individual's responsibility to carry them out.

The individual action plan does not certify or validate the unemployed individual's knowledge, skills, and competences or link them to a qualification level. The employment counsellor, based on his/her personal assessment, provides feedback to the individual about necessary next steps. Due to high unemployment rates and lack of resources, OAED does not formally monitor unemployed individuals or follow-up on the suggested steps. It is up to the individual to reconnect with OAED and seek additional guidance, if he/she does not manage to find employment. The employment counsellors are OAED employees that have been trained accordingly.

2.3 Relationship with qualifications framework and credit systems, and information on standards used for validation

Qualifications and qualifications frameworks

EOPPEP is the competent authority for the development of the Greek NQF (Hellenic National Qualifications Framework (HQF)). The EOPPEP proposal for the HQF to the Ministry of Education was accepted and has been in development since July 2013. By the end of 2013, the first draft of the referencing report was completed and presented to the EQF AG. The 2010 Lifelong learning law³⁴ underlines that the HQF should 'recognise and correlate learning outcomes from all types of formal, non-formal and informal learning'.

³² <http://www.eede.gr/>

³³ http://www.eede.gr/pdf/training/epagg_pistop.pdf

³⁴ 3879/2010 law

The HQF comprises of eight levels, as the EQF, defined in learning outcomes for knowledge, skills, and competences. Key definitions in Greek have been developed to facilitate the adoption of the Framework, and a broad range of qualification types have been identified and integrated within the Framework. This is expected to allow for the differentiation of qualifications that have been grouped under the same HQF level. The Framework has been designed to incorporate all formal qualifications. In order to fulfil this goal, the Advisory Committee has closely collaborated with higher education institutions³⁵.

The NQF Advisory Committee includes representatives from numerous stakeholders (such as the Ministry of Education, Higher Education Bodies, employers and employees' organisations, experts and others). These stakeholders are also represented in the Board of EOPPEP. The Committee has identified key challenges in the promotion and adoption of the HQF, such as the low level of awareness of the concept of learning outcomes and the limited number of qualifications in place that are defined in learning outcomes. Overall, the Greek education system has been traditionally inputs-based and thus it is challenging to reverse this understanding and promote acceptance of the new system.

Nonetheless, the HQF is expected to promote the transition to an outcomes-based perception of learning, facilitating the recognition of non-formal and informal learning. The Framework will include provisions for when a relevant national system or framework for the recognition and validation of non-formal and informal learning is adopted. According to authorities, the development of a national policy on the validation of non-formal and informal learning is included in the agenda of the Ministry of Education and will be part of reforms underway.

Credit systems

Significant steps have also been taken in regard to credit systems.

The European Credit Transfer and Accumulation System (ECTS) is used in higher education. The latest law on higher education³⁶ introduced changes whereby curricula are to be defined in learning outcomes in accordance with the EQF, and the use of ECTS is introduced for doctoral programmes³⁷. The law allows curricula of first cycle qualifications to include courses from domestic or international higher education institutions, based on the transfer of credits. However, validation of non-formal and informal learning is not yet established in higher education. Nonetheless, the law modified the Lifelong Learning law, calling for the development of a National Qualifications Framework for Higher Education, in accordance to the EQF and the European Qualification Framework of Higher Education Area.

The 3879/2010 law foresaw implementation of the European Credit System in Vocational Education and Training (ECVET), but the system has not been implemented. EOPPEP was identified as the National Contact Point. Nonetheless, the latest law³⁸ on the reform of technical and vocational education explicitly recognises that vocational education curricula will be shaped according to ECVET credits and where available, to the occupational profiles developed by EOPPEP. The latest legislative developments have triggered awareness raising events on ECVET³⁹.

Standards

For the two occupations where certification is possible, as well for certification of IEK graduates, the standards used are the occupational profiles⁴⁰. Occupational profiles have been developed by EKEPIS, one of the organisations that formed EOPPEP. Currently there are 202 certified occupational profiles in place covering a wide spectrum of occupations⁴¹. It

³⁵ Information provided by EOPPEP

³⁶ 4009/2011 law

³⁷ National Report regarding the Bologna Process implementation 2009-2012

³⁸ 4186/2013 law

³⁹ http://www.iky.gr/images/seminar_outline.pdf

⁴⁰ "Epaggelmatika perigrammata in Greek

⁴¹ List of occupational profiles <http://www.eoppep.gr/index.php/el/structure-and-program-certification/workings/list-ep>

should be underlined that social partners have been highly involved in the development and certification of all such profiles. This, in effect, validates the certification process that EOPPEP operates. More specifically, according to the institutional framework for the certification of Occupational Profiles, representatives from the competent authorities and from organisations of social partners participate in the opinion-issuing Committees.

Occupational profiles include descriptions of the tasks, job functions, necessary knowledge, skills, and competence for each occupation or specialty and indicative ways to assess them. Possible pathways towards the attainment of the profile are also included.

These occupational profiles are certified by EOPPEP. According to the organisation, these profiles⁴²:

- Are for occupations with high demand in the labour market;
- Are included in the national database of accredited professional profiles;
- Lead to the development of vocational education and training programmes that respond to labour market needs;
- Promote upgrade of knowledge, skills and competence;
- Contribute to the recognition of vocational skills in the labour market;
- contribute to the promotion of lifelong learning;
- Support the credibility of vocational education and training.

The shift towards modularised curricula in IEKs, including attribution of credits, is going to be based on these certified occupational profiles. According to authorities, this will facilitate the certification of a larger number of professionals and learners.

2.4 National institutional framework

In Greece, there is currently no comprehensive national framework on the validation of non-formal and informal learning. However, EOPPEP is the competent institution for the validation of non-formal and informal learning.

Overall, the Ministry of Education is the competent authority in education in Greece, especially in formal education. The 2010 Lifelong Learning law introduced more participatory decision-making bodies and procedures, introducing the Lifelong Learning Committee. This committee, responsible for IVET and CVET (and therefore, non-formal learning), involves representatives of ministries, authorities relevant to qualifications, occupational profiles and guidance⁴³, prefectures and local authorities, as well as representatives of the main social partners.

Regarding IVET, curricula for each specialisation are designed and controlled by the General Secretariat of Lifelong Learning and certified by EOPPEP. Since EOPPEP validates the outputs, it can be inferred that the two bodies collaborate in ensuring quality training and its validation.

2.5 Governance and allocation of responsibilities

2.5.1 Allocation of responsibilities (at national, regional, local, social partner, provider level) according to the different aspects of validation

EOPPEP is the responsible authority for the validation of non-formal and informal learning. Stakeholders are highly involved, although indirectly, in the validation processes in place (called certification - *pistopoihsh*).

The Lifelong Learning law introduced decentralised Lifelong Learning Committees on a regional (prefectures) level. The law empowered prefectures to develop their specific lifelong learning programme, distilling the national one. The Prefectural Committees for Vocational Training were also launched in order to link the local labour market with the supply of education and training. Although these decentralised approaches could promote the

⁴² <http://www.eoppep.gr/index.php/el/structure-and-program-certification/workings>

⁴³ These authorities have been merged in 2011 into EOPPEP.

validation of non-formal and informal learning, until November of 2013 these are not in place due to shortages in human and financial resources.

According to the 2013 law reforming secondary education, public and private providers of non-formal learning can be established across the country and with prefectural representations of the General Secretariat of Lifelong learning. Professionals of technical occupations will be able to run certification examinations, as EOPPEP does, under the authority of these prefectural, lifelong learning administrations. Professionals of technical occupations will be able to receive licence from these prefectural, lifelong learning administrations: they will have the authority to run certification examinations, as EOPPEP does. As the implementation of the new law matures, more information and insights will be available to allow for the evaluation of the process.

It should also be considered that there are in place new institutional frameworks, regarding certification of qualifications for certain occupations, namely: a) Certification of cargo uploaders⁴⁴; b) Recognition of Engine drivers examiners and candidate engine drivers^{45,46}; c) Licensing examinations regulations for technicians of liquid and gas fuel, plumbers, technicians of engineering installations, and welders⁴⁷. The certification regards examination in theory and practice, that are organised and quality assured by EOPPEP, as in the case of trainers of adult learners.

There is no evidence that validation of non-formal and informal learning takes place in formal education. Higher education institutions are autonomous and can create a Lifelong Learning Centre, so these Centres can be found across higher education institutions in Greece. The Centre for Continuous Education and Training of the University of Athens offers numerous opportunities for e-learning. The Centre has requested the certification of its programmes by EOPPEP (certification pending)⁴⁸. This highlights that the importance of validation of non-formal learning is gaining momentum in higher education, even with small steps.

2.5.2 Explain more specifically the role of different stakeholders

Education and training providers

Training providers do not take part in the validation process. Since the only official validation process is the one run by EOPPEP, training providers in IVET or CVET only provide certifications of vocational training to their participants. In order to obtain and sustain their operational licence, private providers are obliged to conform to specific regulations regarding their infrastructure and trainers.

Private sector actors (including social partners)

Social partners collaborate with EOPPEP in the development and certification of occupational standards. Moreover, they participate in all competent examination committees that provide certification of qualifications (e.g. for the licensing process of technicians, which is carried by Prefectures, a representative of the respective federation participates in the examinations committee and can be supported by a representative of the Technical Chamber). Equally, in the case of IVET (IEKs) graduates certification, representatives of Chambers, professional bodies, social partners and scientific organisations participate in the Central Examinations Committee (KEEPEK).

Additionally, representatives of social partners participate in the Board of EOPPEP: a) one representative of the General Confederation of Workers of Greece (GSEE) and b) one representative of the employers' organisations⁴⁹.

⁴⁴ 9296/300 Common Ministerial Decision (B' 749/01.04.2013)

⁴⁵ ΑΣ1901κ.49045/5005 Common Ministerial Decision (B' 3178/29.11.2012)

⁴⁶ In 2013 there were 29 Recognized Assessors of Engine Drivers

⁴⁷ 411/14/Φ.Γ.9.6.4. Common Ministerial Decision (B' 21/10.01.2013)

⁴⁸ http://elearn.elke.uoa.gr/elearn/pist_prog.html

⁴⁹ <http://www.eoppep.gr/index.php/el/eoppep/management> (in EL); cited 19.3.14

Third sector organisations

In the third sector, there is no specific framework for validation. However, it seems that organisations develop their own validation systems: for example, the Greek Red Cross offers Train the Trainers opportunities for all specialisations of interest (such as lifeguards). The offered training and its certification are linked to specific international criteria. The diploma earned at the end has a validity of five years and examinations are required for its renewal⁵⁰.

2.5.3 Coordination between stakeholders

Social partners are involved in the development and certification of occupational profiles that are linked to the validation of non-formal learning through the EOPPEP examinations. These examinations are designed by EOPPEP but other relevant bodies can be included, such as the Centre for Security Studies (KEMEA) of the Ministry of Civil Protection and Public Security.

Stakeholders also participate in the Prefectural Committees of Vocational Education and Training, where these are active.

Next steps on validation seem to rely heavily on EU funds, as underlined by relevant projects and initiatives in place.

The Development of a National System for the Certification of Outputs 2013-2015 predicts that after the relevant public consultation, it will be decided how EOPPEP will certify and control other validation bodies, both private and public. These bodies will certify qualifications and so will also include validation of non-formal and informal learning. A Presidential Decree was anticipated in December 2013 to define the criteria for the newly established certification and validation bodies. The project is co-financed by the European Social Fund.

2.6 Examples of national, regional, local or EU funded initiatives

Several EU funded projects have taken place in Greece, regarding the validation of non-formal and informal learning.

The Back to Work project⁵¹ targeted employment counsellors in assisting migrants and unemployed to re-enter the labour market. These counsellors do not have formal qualifications, but have knowledge-skills-competences from non-formal and informal learning. The two-year project ended in December 2012. According to the Greek partner, the objective was to accumulate experiences from the partnering countries and to develop a tool that would allow the validation of counsellors' knowledge-skills and competences.

During the project, a matrix of competences was developed against which counsellors could assess themselves. Candidates then gave an interview to a counsellor/expert, regarding the results of the self-assessment. Assessment of the counsellors also took place through observation by experts involved in the project. A consolidation stage followed, where the observer /evaluator and the counsellor/candidate discussed the results of the two previous stages. In Greece, 16 counsellors were selected in coordination with the Prefecture of Central Macedonia, the Manpower Employment Organisation (OAED) and private employment services companies. Nine of them were certified at the end. The evaluators that worked in the project had at least 15 years of professional work experience and relevant studies. Through the project, a Modular Object-Oriented Dynamic Learning Environment (moodle) was developed that provides users with access to a self-evaluation tool. The project did not validate non-formal and informal learning per se, but created opportunities for the use of relevant tools. Based on the tool, competences can be certified.

VITA⁵² is another EU-funded project where a Greek partner is involved. The project has run since 2011 and is expected to conclude at the end of 2013. VITA deals with the validation of non-formal and informal learning regarding Level 5 of social, personal, and organisational

⁵⁰ http://www.samarites.gr/?section=1349&language=el_GR

⁵¹ <http://www.backwork.eu/>

⁵² <http://vita-eu.org/index.php?id=1>

competences (SPOC). The tool in use is quality assured, as it is the outcome of a previous EU project (Level 5), and is a validation tool appropriate for a wide range of competency types. It is based on the EQF so it incorporates learning outcomes. Thirty five participants from Greece have participated, 12 of which are assessed and can be validated. According to experts, although the results of these projects can add significant value to validation, they have not been adopted or used by public bodies. Therefore, relevant initiatives are not disseminated and implemented in the domestic labour market.

No specific initiatives can be found regarding validation of the non-formal and informal learning of disadvantaged groups, such as early-school leavers. At the same time, provision of guidance seems to be weak.

Europass is widely known and used in Greece. Since its launch in 2005, the completion rate of CVs has risen significantly, from about 1 500 CVs in 2005 to more than 95 000 in 2012⁵³. From 2010 to 2011, the completed CVs increased by 76 %, possibly due to the economic crisis and young people seeking employment abroad. In the first quarter of 2013, almost half the number of CVs in 2012 have already been completed. The Language Passports seem to be less popular than CVs, but their use has also risen significantly in the past two years.

Youthpass is less well-known than Europass. Nonetheless, its use has spread from 54 projects in 2010 to 73 in 2013, as of 10 September 2013.

2.7 Inputs, outputs and outcomes

2.7.1 Funding

Validation is not recognised as a national framework for specific funding.

EOPPEP, as the leading institution in validation is a legal entity of private law and so does not burden the state budget. EOPPEP is co-funded by the Operational Programme “Development of Human Resources,” in the case of certification of teaching competence of Adult Trainers for non-formal education⁵⁴. The development of a coherent System for the Certification of Outputs and the development/amendment of other national Certification Systems are also co - funded by the European Social Fund (ESF).

2.7.2 Distribution of costs

In order to participate in the certification examinations organised by EOPPEP, an IVET graduate has to pay a participation fee of 50 EUR, for the theoretical part of the exam and EUR 50 for the practical part. Respectively, for the certification examinations for professionals in private security services, the cost rises to EUR 150⁵⁵, of which EUR 100 goes to EOPPEP and EUR 50 to the Centre for Security Studies (KEMEA), an entity of private law on security studies of the Ministry of Public Order and Civil Protection. Individuals that failed in previous certification examinations and want to re-sit the examinations have to pay EUR 100.

In order for a non-native speaker to take part in the examinations towards the various levels of the Greek Language Competence Certificate one should pay EUR 65⁵⁶.

2.7.3 Data on flows of beneficiaries⁵⁷

From 17 September 2012 to 7 October 2012, graduates from public and private IEKs were examined by EOPPEP for all available specialisations. In total 9,000 people participated in the 2012 certification exams. The applicants covered 140 specialisations in examination

⁵³http://europass.cedefop.europa.eu/Statistics/2._Activity_since_launch_by_country_and_language/Europass_Statistic_Reports_SinceLaunch_Locale_el_GR.PDF

⁵⁴ According to EOPPEP anticipated beneficiaries in 2013 is 13,000 and for 2014, 17,000 beneficiaries are anticipated.

⁵⁵ http://www.eoppep.gr/index.php/el/securityexams/securitynews/292-security_3_2013

⁵⁶ <http://www.greeklanguage.gr/certification/node/15>

⁵⁷ Data provided by EOPPEP

centres across the 13 prefectures of the country. Most examination participants were registered in the prefectures of Attica and Central Macedonia.

For the certification examinations of professionals without a formally recognised vocational qualification in the field of private security, four examinations have been carried out until October 2013⁵⁸. Overall, 4,164 people participated in the exams, 3,740 of which were successfully certified. It should be noted that only 542 of the successful applicants were females.

In the Register of Trainers of Adults with certified teaching competence are registered 8,312 trainers, while a further 16,042 have enrolled and expect to participate in certification exams.

EOPPEP keeps analytical records and electronic data of the number of applications and examination participants for every specialisation, under each examination period and per prefecture. The organisation also keeps record of the members of the examination committees, various demographic and other specific data, as well as an integrated Register of Examiners and Assessors. This data is not publicly available.

2.7.4 Evidence of benefits to individuals

According to national experts, individuals who have been certified by EOPPEP as professionals in private security services have easily found employment, some of them even abroad.

Overall, formal certifications from public bodies are highly valued in the Greek labour market and society. Therefore, it can be expected that individuals who successfully sit the EOPPEP certification process benefit significantly.

Regarding the validation of foreigners in Greek language, their benefit is explicitly recognised in the related legislation: the Greek Language Competence certification is a prerequisite to obtain a 'long-stay' permit in Greece and it has to be submitted along with the relevant application to the Ministry of Interior. Also, the Greek Language Competence is a requirement for practicing several professions in Greece - anyone who wishes to obtain a professional/vocational licence has to demonstrate sufficient knowledge of the Greek language. The level of competence in Greek is determined by competent authorities for each licence and is adjusted to the demands of the profession⁵⁹.

3 Information, advice and guidance

3.1 Awareness-raising and recruitment

Individuals can be informed on the process of certification through the website of EOPPEP.

No specific awareness-raising practices or initiatives have been found, specifically targeting the validation of non-formal and informal learning.

However, in terms of the HQF development (2009-2010), a six-month public consultation took place, regarding the working paper of the main principles underpinning the HQF. Also, 10 meetings, six information events and four seminars about EQF and HQF were organised in various cities. On the 10 July 2013, the Minister of Education and Religious Affairs announced the HQF in a widely publicised event held at the Ministry.

3.2 Role of information, advice and guidance networks/institutions

In the programming period 2014-2020, EOPPEP will promote the link between certification and lifelong learning guidance. The focus of this initiative will be unemployed individuals to facilitate their re-entry to the labour market.

⁵⁸ For the 2014 period, EOPPEP anticipate that 20,000 participants will enrol.

⁵⁹ According to Presidential Decree 38/2010 that transposes the EU Directive 2005/36/EK; <http://www.greeklanguage.gr/certification/node/4>

3.3 Measures to enhance the awareness of validation initiatives and practices amongst guidance practitioners

EOPPEP, through its Directorate for Vocational Guidance and Counselling is committed to promoting relative information to professionals and practitioners, thus promoting participation in various European and National Networks. In parallel, several e-tools that facilitate the overall awareness-raising and knowledge exchange⁶⁰ of practitioners and beneficiaries have been developed and launched, while providing vocational guidance e- services. However, no specific initiative or practice has been found that directly and specifically targets the validation of non-formal and informal learning.

4 Quality assurance and evaluation

4.1 Quality Assurance Framework

Since November 2013, EOPPEP is one of the first public entities in Greece that is certified in Level 1 of the European Foundation for Quality Management (EFQM)⁶¹. This means that the organisation and its activities are quality assured.

4.2 Quality assurance systems/procedures

The certification examinations that EOPPEP runs, both for IVET graduates (non-formal learning) and for professionals without formal qualifications, are developed based on already certified vocational/occupational profiles. As described in Section 2.3, these profiles are used as qualifications standards. As they have been developed through consultation and collaboration of all major social partners, research centres/think tanks and the competent national authorities (since 2011 EOPPEP, previously EKEPIS) the process and mainly the outcomes (certification) can be considered as approved by stakeholders. Also, representatives from stakeholders are involved in the examination committees for the certification of IVET graduates, the certification of adult trainers of non-formal learning, professionals of private security services and technicians in specific technical occupations. Although EOPPEP leads all these examinations and its employees are involved also as supervisors, the process is designed to ensure that all relevant stakeholders have a voice, even indirectly. This is why these certifications have high acceptance in the private sector as well.

As far as the examination stage of the process is concerned, Supervisors are accountable for ensuring that the pre-set process takes place as foreseen. For this reason, they observe and report back to EOPPEP all the stages of an individual's examination. EOPPEP determines the steps the Supervisor should take if there are issues and problems during the process.

For the state certificates on foreign language competences and ICT, participants sit specific examinations. The state certificate on language competence is organised by the Department of Validation of Foreign Languages Competence from the Ministry of Education.

4.3 Evaluation framework

The certification system currently in place by EOPPEP is evaluated through the EFQM framework (obtained mid-November 2013). Under the EFQM, the organisation is obliged to run annual satisfaction surveys to all users of its services, including individuals that participated in the certification.

The certification process per se has not been evaluated yet.

⁶⁰ For example, the development and operation of the e-forum for lifelong career counselling "Iris" (<http://guidanceforum.eoppep.gr>)

⁶¹ http://www.eoppep.gr/images/Anakoinwseis/Deltio_typou_EOPPEP_EFQM.pdf

5 Validation methods

5.1 Methods used and the validation process

Based on the description above, all four stages of validation take place except for identification. Overall, the focus lies on assessment methods. Regarding the certification of adult trainers of non-formal learning by EOPPEP, e-portfolios are developed and used as a documentation method. E-portfolios may include teaching programme planning, development of teaching material, video-taped teaching of the applicant and electronic files from e-learning teaching experience. When applying for the certification process for adult trainers, individuals need to provide documentation that proves, among others, their minimum teaching experience.

Assessment in Greece traditionally involves written tests. This seems to be the main methodology in most relevant (although not comprehensive) processes of validation that one can currently find in the country. Nevertheless, for IVET graduates, professionals of private security without formal qualifications and adult trainers of non-formal learning, assessment also entails a practical part, which involves oral tests, case studies analysis, demonstration of skills and competences and teaching simulation.

In the assessment stage for adult trainers, the practical part also involves a presentation of a teaching plan (simulation of teaching, through a 20-minute implementation of a teaching plan by the examinee at a group of nine co-candidates, who undertake the role of “trainees”. The presentation is assessed in situ by two competent assessors. A DVD is recorded in the event the candidate should be reassessed. After the presentation, the examinee is interviewed by two Assessors and the Supervisor.

Examinations for other forms of non-formal and informal learning, such as the Language Certificates, take place exclusively through written tests.

	Identification	Documentation	Assessment
Debate			
Declarative methods			
Interview			x
Observation			x
Portfolio method		X	
Presentation			x
Simulation and evidence extracted from work			x
Tests and examinations			x
Other (e.g. e-learning methods) – please specify			

6 Validation practitioners

6.1 Profile of validation practitioners

Certification examinations for adult trainers for non-formal learning (practical part) are operated by two Assessors who can be employees of EOPPEP or other public authorities that are competent for the implementation, coordination, and assessment of lifelong learning activities, adult education and training and employment promotion; experts in lifelong learning, labour market and/or vocational education and training come from the Registry of Assessors of EOPPEP. There is also a Supervisor, appointed by EOPPEP as well.

6.2 Provision of training and support to validation practitioners

Before their involvement in the assessment/examination stage of the certification process of EOPPEP, Assessors and Supervisors attend a short, focused training course run by EOPPEP.

KEMEA also trains Supervisors and Examiners so they can participate in the certification process of professionals in security services without a recognised vocational qualification.

6.3 Qualifications requirements

Applications for the certification examinations of adult trainers in non-formal learning are initially screened by Assessors. As stated earlier, according to the relevant legislation, these Assessors can be employees of EOPPEP or other public authorities that are competent for the implementation, coordination, and assessment of lifelong learning activities, adult education and training and employment promotion; experts in lifelong learning, labour market and/or vocational education and training come from the Registry of Assessors of EOPPEP. All assessors should have tertiary education qualifications⁶².

The Assessors of the written tests of the theoretical part and of the practical part (teaching simulation) and interviewers who are already included in the Assessors Registry need to have a Master's degree or PhD in one of the following fields: Pedagogy; Adult Training; Lifelong learning; Continuous Education; Continuous VET; Continuing Education; Education

⁶² Government Gazette no. 2844/23.10.2012, Article 3, par. 11; available at <http://www.eoppep.gr/images/EKPAIDEYTES/FEK2844.pdf>

Policy; Human Resources Management or Training. Additionally, they need to have five years of professional experience or/and significant teaching experience in relevant fields and attend relevant training run by EOPPEP⁶³.

Adult trainers who obtain training proficiency/competence certification, but are not included in the Registry of Assessors can also become Assessors, given that they possess the same qualifications and professional experience as the ones who are already in the Registry. These Assessors, however, are not allowed to evaluate candidates that they have trained as trainers of adult trainers.

The Center for Security Studies (KEMEA) sets requirements for Assessors and Supervisors for the examinations of professionals of private security without prior formal qualification. KEMEA runs a Registry of Supervisors and Examiners. It should be noted that EOPPEP's Assessors grade the written tests of the theoretical part of the examinations.

Overall, the minimum requirement to be included in the KEMEA Registry is to have a tertiary level qualification in a field relevant to the topics under examination. At least five year's professional experience is also mandatory⁶⁴. In a recent call for Supervisors and Examiners, KEMEA asked for active or retired members of the Security Forces and Armed Forces or trainers in those Forces who are graduates of tertiary education have at least five years of professional experience, and strong ICT skills. The candidates should have studied law, sociology, criminology, psychology, medicine, nursing, or other relevant specialties⁶⁵.

7 References

- EOPPEP (2014). *Greece EQF referencing report*.
Government Gazette (2012). *No 2844/23.10.2012, Article 3, par. 11.*
<http://www.eoppep.gr/images/EKPAIDEYTES/FEK2844.pdf>.
Government Gazette (2010). *No 1592/30-9-2010.*
2009/1992 Law
3879/2010 Law
4009/2011 law
4186/2013 Law
4115/2013 Law
Ministerial Decision No ΓΠ/20082/2012. ΦΕΚ Β' 2844/23-10-2012.
Ministerial decision 10/1/13.
http://www.eoppep.gr/images/security/Kanonistiko_Plaisio_neo.pdf.
National report regarding the Bologna process implementation 2009-12 Greece.
<http://www.ehea.info/Uploads/National%20reports/Greece.pdf>
9296/300 Common Ministerial Decision B' 749/01.04.2013.
AΣ19 οικ.49045/5005 Common Ministerial Decision B' 3178/29.11.2012
411/14/Φ.Γ.9.6.4. Common Ministerial Decision B' 21/10.01.2013.
Presidential Decree 38/2010.

Websites/Web-links

- <http://www.eoppep.gr>
<http://www.kemea.gr>
<http://www.eyesotita.gr/el/Pages/DictionaryFS.aspx?item=675>

⁶³ "Methodology for the Certification of Educational Proficiency of Adult Trainers in Non-Formal Learning";
<http://www.eoppep.gr/images/EKPAIDEYTES/Methodologia.pdf>

⁶⁴ <http://www.kemea.gr/index.php/el/syxnes-erwthseis/78-kemea-el/262-syxnes-erwthseis21>

⁶⁵ <http://www.kemea.gr/index.php/el/2013-06-25-12-03-18/prokirkseis/273-prosklshsh-ekdhlwshs-endaferontos-synergath>; The call was active until 20/4/2013

<http://diaviou.auth.gr/French>
http://elearning.xrh.unipi.gr/index.php?option=com_content&view=article&id=51&Itemid=58
<http://www.kekgsevee.gr/images/pdf/bebaiosi1.pdf>
<http://www.greeklanguage.gr/node/15>
<http://www.gsae.edu.gr/en/geniki-ekpaidefsi-enilikon/ellinomatheia/mathe-gia-tin-ellinomatheia>
<http://www.eede.gr/>
http://www.iky.gr/images/seminar_outline.pdf
http://elearn.elke.uoa.gr/elearn/pist_prog.html
http://www.samarites.gr/?section=1349&language=el_GR
<http://www.backwork.eu/>
<http://vita-eu.org/index.php?id=1>
http://europass.cedefop.europa.eu/Statistics/2._Activity_since_launch_by_country_and_language/Europass_Statistic_Reports_SinceLaunch_Locale_el_GR.PDF
<http://www.greeklanguage.gr/certification/node/15>
<http://www.greeklanguage.gr/certification/node/4>

7.1 Organisations interviewed/consulted

National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)

General Secretariat for Lifelong Learning

The Manpower Employment Organization (OAED) – National Public Employment Service

Aristotle University of Thessaloniki, Department of Pedagogy

DIMITRA Institute of Training and Development S.A.

MILITOS EMERGING TECHNOLOGIES & SERVICES