

New training guides and educational materials for SAEK schools based on certified occupational profiles

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 GREECE

Timeline

2024 Implementation

ID number 48636

Background

Labour market developments, both in Greece and internationally, have shaped a new landscape in vocational education. Schools of higher vocational training (SAEK) (former vocational training institutes IEK) serve as a key pillar of initial vocational education in Greece and must effectively respond to emerging challenges.

The project „Development of training guides and educational materials for IEK, now called SAEK, under Law 4763/2020 was launched in 2020 and aims to address key challenges in initial vocational education and training (IVET) in Greece. It seeks to reduce fragmentation and inconsistencies in IVET programme implementation by establishing a systematic and scientifically robust approach to developing and updating educational materials. The initiative supports the modernisation of the VET system by aligning it with professional standards, labour market needs, and international best practices. By ensuring that trainees acquire relevant skills and knowledge for successful labour market integration, the project enhances the credibility and attractiveness of VET in Greece.

Objectives

The project's objectives are:

- (a) Enhancing quality and standardisation: develop scientifically robust, high-quality training guides for 130 approved specialisations and future ones and establish a standardised methodology for creating and updating training guides, educational materials, and exam topics banks.
- (b) Alignment with Job profiles: use certified occupational profiles, ESCO skills databases, and international vocational education practices to ensure relevance and applicability, transforming professional tasks into measurable learning outcomes.
- (c) Support for trainers and trainees: provide comprehensive, tailored support materials for trainers (in classrooms and workplaces), trainees, and other stakeholders involved in learning and certification.
- (d) Continuous improvement: methodological facilitation of regular updates and revisions to educational materials, ensuring alignment with labour market developments.
- (e) Collaboration with social partners: engage social partners and their scientific institutes in content validation to ensure alignment with occupational research and workforce needs.

- (f) Promoting lifelong learning and career development: leverage certified occupational profiles to bridge education and professional practice, fostering lifelong learning opportunities.
- (g) Enhancing the attractiveness of vocational education and training (VET): improve learning outcomes and assessment procedures to make VET a more appealing option for students and stakeholders.

Description

The project is a comprehensive initiative to update and develop educational materials for SAEK (Former IEK) programmes. It is expected to include three distinct actions:

- (a) Conducting a study to investigate the characteristics, specificities, and challenges in the field of initial vocational education.
- (b) Developing an educational methodology and producing training guides and educational materials based on it. This action includes the development of a training guide for both learners and trainers, a student textbook accompanied by trainer guidelines - leading to the creation of exam topic banks- and a support guide for textbook authors.
- (c) Establishing a methodology for the flexible periodic evaluation and updating of the guides' content.

2024 Implementation

In 2024, new training guides were developed for all 130 specialisations and certified by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP). These guides were officially published in Government Gazette B 4920/28.8.2024.

More specifically, core training materials - including training guides, educational resources, and exam topic banks - were created for all 130 SAEK specialisations. These materials provide detailed implementation specifications for apprenticeships and assessments, featuring restructured exam topic banks and practical examination guidelines.

Methodology and standardisation

To ensure consistency and adaptability across disciplines, a single, standardised methodology was adopted. This methodology transforms professional tasks into measurable learning outcomes, allowing for seamless updates and alignment with other educational curricula, including higher education.

A total of 390 integrated training materials were produced, covering 65 000 pages of content. This extensive effort was supported by 5,005 external contractors and 30 scientific support staff.

Alignment with professional standards

EOPPEP played a critical role in developing the training guides by providing 134 Certified Occupational Profiles, which serve as a framework for aligning vocational education curricula with labour market demands and professional standards.

Continuous monitoring and improvement

From the project's inception, a structured process for content updates and quality assurance was established. Continuous monitoring and periodic revisions are key to ensuring the relevance and effectiveness of training materials.

Collaboration and expertise

During this phase, the project has engaged 1 349 authors and consultants, with 281 competitive calls for proposals issued to recruit external experts. Training materials for

each specialisation were collaboratively developed by teams of subject-matter experts and methodology consultants, ensuring both scientific rigour and practical applicability.

Bodies responsible

- General Secretariat for VET, Lifelong Learning and Youth
- National Organisation for Certification of Qualifications and Vocational Guidance (EOPPEP)

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)

Education professionals

Trainers
Adult educators
Guidance practitioners

Entities providing VET

VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)

Thematic categories

Governance of VET and lifelong learning

Coordinating VET and other policies
Engaging VET stakeholders and strengthening partnerships in VET
Establishing and developing skills intelligence systems

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses
Using learning-outcome-based approaches and modularisation
Developing and updating learning resources and materials
Reinforcing work-based learning, including apprenticeships

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Subsystem

IVET

Further reading

[New training guides 2024](#)

Related policy developments

2024 Approved/Agreed

Legal Framework for Strengthening the National System of Vocational Education and Training (Law 5082/2024)

Law No 5082/2024, published in Government Gazette A 9/19.1.2024 and titled 'Strengthening the National System of Vocational Education and Training and Other Urgent Provisions', aims to further enhance the National system of vocational education and training (VET) established under Article 1 of La

 GREECE

Type of development

Regulation/Legislation

Subsystem

IVET

2023 Completed

Quality Assurance of IVET Programmes

EOPPEP - in its capacity as an EQAVET NRP - is authorised to run an Erasmus+ programme entitled Towards an enhanced post-COVID VET (EPOS - VET).

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Type of development

Practical
measure/Initiative

Subsystem

IVET

2024 Implementation

Updated occupational profiles as key element in modernising VET offer and delivery

The INE/GSEE implemented the project Support to quality development of industrial vocational training and its alignment with employee certification (regardless of age), under

the priority, Development and update of occupational profiles and framework curricula, under the operational programme, Co

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Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2024 Implementation

The 2022-24 Strategic plan for vocational education and training, lifelong learning and youth

The six strategic objectives of the plan are further analysed into sub-objectives that serve the effective implementation of the strategy.

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Type of development

Strategy/Action
plan

Subsystem

IVET CVET

2024 Approved/Agreed

Reform of the national system of VET and lifelong learning

In December 2020, Law 4763/2020 introduces a legal framework regulating VET and LLL and describing the organisation of each school type, the qualifications and the role of their staff (manager, teachers, career/vocational counsellors).

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Type of development

Regulation/Legislation

Subsystem

IVET CVET

“ … ” Cite as

Cedefop, & ReferNet. (2025). New training guides and educational materials for SAEK schools based on certified occupational profiles: Greece. In Cedefop, & ReferNet. (2025). *Timeline of VET policies in Europe* (2024 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/48636>