



EUROPEAN INVENTORY OF NQFs 2024

GREECE

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A great deal of additional information on the European Union is available on the internet. It can be accessed through the Europa server (<http://europa.eu>).

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1. Introduction

Cedefop's work on qualifications frameworks dates back to 2003. The Centre has contributed to the conceptual development of the European Qualifications Framework (EQF) and has supported its further implementation, working alongside national authorities and stakeholders to introduce and develop national qualifications frameworks (NQFs). This report is part of the European inventory of NQFs, which systematically maps and analyses NQF developments in countries participating in the EQF process. The inventory is updated biennially in close cooperation with the EQF Advisory Group, the European Commission and the European Training Foundation. The report provides a detailed description of the structure of the Greek NQF and its institutional arrangements. It also examines the framework's implementation and its impact on broader policy areas, focusing on key developments since 2022.

Since 2010, Greece has been implementing an eight-level comprehensive framework for lifelong learning. The Hellenic qualifications framework (*Ελληνικό Πλαίσιο Προσόντων*) (HQF) includes qualifications from all sectors and levels of formal education and training. The HQF is at the activation stage, and was referenced to the EQF in 2015 (EOPPEP, 2016). Self-certification against the qualifications framework of the European higher education area is pending.

2. National context

2.1. Policy context

In 2022, public expenditure on education as a percentage of the GDP was 3.8%, well below the EU-27 average (4.7%). Greece is performing very well in participation in education, as it has a very low rate (3.7% in 2023) of early leavers from education and training. In 2023, the rate of tertiary education attainment (for those aged 25–34) was above the EU average (46.2% versus 44.2 %) (European Commission, DG Education, Youth, Sport & Culture, 2024). In 2023, participation in upper secondary vocational education and training (VET) (33.2%) was significantly lower than the EU average (49.1%). At post-secondary (non-tertiary) level, vocational pathways are learners' only option ⁽¹⁾. In 2022, adult participation in education and training in the last 12 months was much lower than the EU

(1) More information at [Eurostat \[educ_uae_enra13\]](#), accessed 17 June 2025.

average of 39.5% and the national 2030 target (40%) (European Commission, DG Education, Youth, Sport & Culture, 2024).

In December 2020, [Law 4763/2020](#) reforming VET was adopted, establishing a national system for VET and lifelong learning encompassing EQF/HQF levels 3, 4 and 5. It also established permeability arrangements from VET to higher education, by giving graduates of Schools of higher vocational training (*Σχολές Ανώτερης Επαγγελματικής Κατάρτισης*, SAEK) or of the post-upper-secondary year of apprenticeship (at level 5) the opportunity to access higher education programmes, following success in the entry exams. The law increased the engagement of social partners, aiming to boost VET's labour market relevance (European Commission & Cedefop, 2020). The [Law 5082/2024](#), as a continuation of law 4763, aims to strengthen the VET national system by promoting synergies among VET institutions offering qualifications at different HQF levels to enhance the achieved learning outcomes of VET graduates. The law also states that the governance of the VET system should ensure these synergies to enable VET to address the labour market and societal needs at national and regional level (Cedefop & ReferNet, 2024).

2.2. NQF legal basis

Law 3879/2010 on the development of lifelong learning prepared the ground for developing the HQF, and introduced levels and the concept of learning outcomes as essential elements of qualifications and awards ⁽²⁾. [Law 4763/2020](#) formalised all operational aspects of the HQF and strengthened its legal basis, firmly establishing its role within the education system. It explicitly described all level descriptors, identified the learning outcomes approach as the main tool for levelling qualifications to the HQF, aimed for qualifications awarded outside formal education and training to be included in the framework and stated that all levelled qualification should be included in the NQF register (see Section 7.4). The [law 4957](#) on higher education (art. 63), states the levels of bachelor's master's and doctorate degrees respectively included at levels 6, 7 and 8. The law has also introduced the integrated master's degree at the HQF/EQF level 7 ⁽³⁾.

⁽²⁾ Law 3879/2010 ([ΝΟΜΟΣ ΥΠ' ΑΡΙΘ. 3879 Ανάπτυξη της Δια Βίου Μάθησης και λοιπές διατάξεις](#)) (in Greek).

⁽³⁾ The integrated master has been included in the NQF by law; a formal levelling and referencing procedure to the HQF and EQF has not yet been performed (*Source*: internal communication with the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)).

3. NQF objectives and functions

According to Law 3879/2010, work on the HQF is directly linked to the country's efforts to promote lifelong learning policies and practices, improve the transparency and comparability of qualifications, allow recognition and certification of all kinds of education and training, and enhance horizontal and vertical permeability. Law 4763/2020 highlighted achieving transparency and comparability of qualifications as the main aim of the HQF, and reaffirmed the importance of the abovementioned objectives. It focused on reducing barriers, and strengthening bridges and cooperation between education sectors and institutions. Including qualifications from non-formal and informal learning was also explicitly stated as a policy objective.

4. Levels, learning outcomes and qualifications

4.1. NQF structure and level descriptors

The HQF has eight learning-outcomes-based qualification levels, reflecting the existing formal education and training system in Greece. Levels are defined in terms of knowledge (factual and theoretical), skills (cognitive and practical) and competence (autonomy and responsibility). Work on level descriptors for the HQF and on the qualifications framework for higher education has taken place separately (bachelor's degree, master's degree and doctorates are levelled to the HQF).

4.2. NQF scope and coverage

The HQF includes qualifications from all sectors of formal education and training (general and vocational education, post-secondary vocational training and higher education). Having developed qualification types, which are key elements of the framework, the country is now placing in them individual learning-outcomes-based qualifications (see Section 7.2). As of 2022, there are approximately 1 000 qualifications levelled to the HQF (European Commission & Cedefop, 2022).

The law 4763/2020 introduced the 2-year vocational training school (*Επαγγελματικές Σχολή Κατάρτισης*, ESK) programmes, leading to qualifications at HQF level 3, and levelled qualifications from apprenticeship vocational schools (EPAS), which are under the responsibility of public employment services, from HQF level 4 to level 3 ⁽⁴⁾.

⁽⁴⁾ There are two types of vocational schools. The two qualifications differ in terms of the necessary minimum entry requirements and the educational pathways that their

According to the law [Law 5082/2024](#), SAEK will have the chance to award microcredentials and issue an accompanying digital credential. The credential will include the name of the holder, the title of the microcredential, the day of issue, the achieved learning outcomes, the assessment method, awarding body and (when applicable) the HQF level.

Table 1. **Hellenic national qualifications framework (HQF)**

HQF level	Qualification type	EQF level
8	Doctorate (<i>Διδακτορικό Δίπλωμα</i>) (universities)	8
7	Integrated master's degree (<i>Ενιαίος και αδιάσπαστος τίτλος σπουδών μεταπτυχιακού επιπέδου</i>) Master's degree (<i>Μεταπτυχιακό Δίπλωμα Ειδίκευσης</i>) (universities / technological educational institutions (<i>Τεχνολογικά Επαγγελματικά Ινστιτούτα</i>) – higher education)	7
σ6	Bachelor's degree (<i>Πτυχίο Ανώτατης Εκπαίδευσης</i>) (universities / technological educational institutions – higher education)	6
5	Vocational post-secondary school 'degree' ^(a) for graduates of a vocational upper secondary school (EPAL) apprenticeship class, level 5 (post-secondary level) (<i>Πτυχίο Επαγγελματικής Ειδικότητας, Εκπαίδευσης και Κατάρτισης Επιπέδου 5 – ΕΠΑΛ</i>) Vocational training diploma (post-secondary level) from a School of higher vocational training (SAEK) (<i>Δίπλωμα Επαγγελματικής Ειδικότητας, Εκπαίδευσης και Κατάρτισης Επιπέδου 5 – Σχολές Ανώτερης Επαγγελματικής Κατάρτισης, ΣΑΕΚ</i>) Vocational training diploma ^(b) (post-secondary level) (<i>Δίπλωμα Επαγγελματικής Ειδικότητας, Εκπαίδευσης και Κατάρτισης Επιπέδου Μεταδευτεροβάθμιας Επαγγελματικής Κατάρτισης, ΙΕΚ</i>) Post-secondary non-tertiary education diploma or 'degree' ^(a) (<i>Δίπλωμα ή Πτυχίο Ανωτέρας Σχολής</i>)	5

graduates can follow. Thus, they are placed at different levels of the HQF (Source: Internal communication with the National Organisation for the Certification of Qualifications and Vocational Guidance [EOPPEP]).

HQF level	Qualification type	EQF level
4	<p>General upper secondary school leaving certificate (<i>Απολυτήριο Γενικού Λυκείου</i>)</p> <p>Vocational upper secondary school (EPAL) certificate (<i>Απολυτήριο Επαγγελματικού Λυκείου – ΕΠΑΛ Επιπέδου 4</i>)</p> <p>EPAL ‘degree’ ^(a) (<i>Πτυχίο Επαγγελματικής Ειδικότητας, Εκπαίδευσης και Κατάρτισης Επιπέδου 4 – Επαγγελματικό Λύκειο ΕΠΑΛ</i>)</p> <p>Vocational school certificate (EPAS) (<i>Πτυχίο Επαγγελματικής Σχολής, ΕΠΑΣ</i>)</p>	4
3	<p>Vocational school certificate of apprenticeship (EPAS) (<i>Πτυχίο Επαγγελματικής Σχολής, Μαθητείας ΕΠΑΣ</i>) ^(c)</p> <p>Vocational training school certificate (ESK) (post-lower-secondary level) (<i>Πτυχίο Επαγγελματικής Εκπαίδευσης και Κατάρτισης, Επαγγελματικής Σχολής Κατάρτισης ΕΣΚ</i>)</p> <p>Vocational training school certificate (SEK) (<i>Πτυχίο Επαγγελματικής Ειδικότητας Επιπέδου 3 Σχολής Επαγγελματικής Κατάρτισης, ΣΕΚ</i>) ^(d)</p> <p>IEK certificate (initial vocational training-post lower secondary level) (<i>Πιστοποιητικό Επαγγελματικής Κατάρτισης, Επίπεδο 1– ΙΕΚ</i>) ^(b)</p>	3
2	Lower secondary school certificate (3 years) (<i>Απολυτήριο Γυμνασίου</i>)	2
1	Primary school certificate (6 years) (<i>Απολυτήριο Δημοτικού</i>)	1

^(a) The word ‘degree’ used with quotation marks is a direct translation from the Greek terminology as it appears in legislation (*ptychio*). In Greek, the word *ptychio* is used as the title of study at many education levels (higher, secondary, etc.). It is not to be confused with its usage in English, where ‘degree’ is the title for higher education study (e.g. bachelor’s degree).

^(b) This qualification is no longer being awarded after the enactment of Law 4186/2013.

^(c) This programme is supervised by the public employment services.

^(d) This programme was abolished by Law 4386/2016. Cohorts already enrolled at that time could complete their studies and still acquire the qualification; the last cohort was expected to graduate in 2018/2019.

Source: European Commission & Cedefop (2022), and internal communication with EOPPEP.

4.3. Use of learning outcomes

The shift to learning outcomes represents a significant change in the Greek system from an ‘input’ approach to an outcome-oriented focus. The outcome-based HQF supports the design of outcome-based qualifications, thus moving towards a more transparent qualifications system. Law 4763/2020 made the use of the learning outcomes approach a prerequisite for any qualification to be included in the HQF. However, with a traditional input-oriented education system, designing and implementing competence-based qualifications will be a challenge. For more than 15 years, consistent effort has been made by the National Organisation for the Certification of Qualifications and Vocational Guidance (*Εθνικός Οργανισμός*

Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού (EOPPEP)) to promote the use of learning outcomes; for instance, in 2015, EOPPEP developed and published guidelines on how to define, design and assess learning outcomes (Dželalija, 2015) ⁽⁵⁾. However, the term learning outcomes is still not commonly used in Greece ⁽⁶⁾ (European Commission & Cedefop, 2022).

The country has launched a process of introducing learning-outcomes-based curricula in primary and secondary general education. In 2021, the Institute of Educational Policy developed 166 new curricula for pre-primary, primary and upper secondary general education ⁽⁷⁾.

In 2022, new learning-outcomes-based curricula were being developed in vocational education, and they are expected to be in use in the school year 2025/2026 ⁽⁸⁾. In the 2022/2023 school year, the first **ESK programmes** started to operate. In line with Law 4763/2020, their training standards follow the learning outcomes approach. However, the introduction of the learning outcomes approach in VET started earlier. **Law 4186/2013** stated that VET, including apprenticeship programmes, should have clearly formulated learning outcomes, analysed in terms of knowledge, skills and competences. Subsequent ministerial decisions on enhancing the quality of VET curricula ⁽⁹⁾ supported the use of learning outcomes in VET.

The Labour Institute of the General Confederation of Workers (*Ινστιτούτο Εργασίας ΓΣΕΕ*) has created a new methodology for the development and updating of learning-outcomes-based occupational profiles. The methodology is in line with the HQF levels of skills, knowledge and competences. In 2023 and 2024, approximately 90 occupational profiles were updated, and 30 new profiles were developed. In total, 255 profiles are available online at the relevant **portal** hosted by EOPPEP (Cedefop & ReferNet, 2024).

In higher education, the **Hellenic Authority for Higher Education** uses, as evaluation criteria, the learning outcomes approach and expected competences in accordance with the national qualifications framework for higher education. Higher education qualifications are included in the HQF register, and general descriptors

⁽⁵⁾ The guidelines can also be accessed in Greek: [Οδηγός σχεδιασμού και ανάπτυξης Μαθησιακών Αποτελεσμάτων](#).

⁽⁶⁾ For example, teachers instead refer to ‘content’ to create relationships between learning objectives, learning content, teaching methods and techniques used to assess learners’ achievement.

⁽⁷⁾ More information (in Greek) is available on the Institute of Educational Policy’s website: [Βασικοί οριζόντιοι προσανατολισμοί των νέων Προγραμμάτων Σπουδών](#).

⁽⁸⁾ For more information (in Greek) see the [website](#) of the education ministry.

⁽⁹⁾ Ministerial Decisions [No 26412](#) and [No 26381](#) (in Greek).

of higher education programmes have been developed in cooperation with higher education institutions.

4.4. Quality assurance arrangements

The Hellenic Authority for Higher Education has completed its evaluations of higher education institutions ⁽¹⁰⁾ ⁽¹¹⁾. EOPPEP cooperates with the authority on quality issues in higher education. Another independent administrative authority, the Authority for Quality Assurance in Primary and Secondary Education, has been established ⁽¹²⁾, and is responsible for quality assurance in both general and vocational education (qualifications at levels 1–4).

EOPPEP is also the national reference point for European quality assurance in vocational education and training, ensuring direct coordination regarding quality issues related to the implementation of the HQF.

5. Institutional arrangements and stakeholder involvement

The education ministry, in collaboration with EOPPEP, is in charge of overall coordination and has oversight of the HQF. Since 2011, EOPPEP, supervised by the ministry, has been responsible for the development and implementation of the HQF, and for putting into practice procedures for validating learning outcomes and assuring quality in lifelong learning. EOPPEP has been designated as the EQF national coordination point (EQF-NCP). The HQF unit, operating under the Qualifications Certification Department of EOPPEP, is responsible for the implementation and day-to-day running of the HQF. HQF actions are often co-funded by the EU (European Commission & Cedefop, 2022).

Stakeholder involvement has been apparent since the HQF referencing process ⁽¹³⁾. The involvement of social partners is important in the day-to-day implementation of the framework, and this involvement is ensured because the partners are represented on the governing boards of EOPPEP – the Central Examination Board for the Certification of Vocational Training (*Κεντρική Επιτροπή*

⁽¹⁰⁾ The evaluations of 36 higher education institutions were completed in June 2016.

⁽¹¹⁾ More information on the [external evaluation of higher education institutions](#).

⁽¹²⁾ Law 4142/2013 ([ΝΟΜΟΣ 4142/2013 Αρχή Διασφάλισης της Ποιότητας στην Πρωτοβάθμια και Δευτεροβάθμια Εκπαίδευση \(Α.ΔΙ.Π.Π.Δ.Ε.\)](#)) (in Greek).

⁽¹³⁾ An advisory committee was set up with members representing the education ministry, social partners, the National Centre for Public and Local Administration, and Cedefop.

Εξετάσεων Πιστοποίησης για την Επαγγελματική Κατάρτιση) ⁽¹⁴⁾, responsible for the accreditation of post-secondary initial VET – and of the committees for the development of occupational profiles/VET curricula.

6. Recognition and validation of prior learning

6.1. Recognising and validating non-formal and informal learning and learning pathways

Validation arrangements are coordinated by EOPPEP, which has been building parts of a framework for validation of non-formal and informal learning (VNFIL). For the time being EOPPEP focuses on the validation of continuing VET, having as a strategic objective to build a [National System for Certification of Outputs](#). Although Law 4763/2020 aims to strengthen the certification and validation of non-formal and informal learning, more needs to be done. There are limited links between the HQF and validation arrangements (Manoudi, 2024).

The National System aims to ensure that the certified qualifications are aligned to the relevant occupational profile (see Section 4.3). Professionals that do not hold a formally recognised qualification can apply to EOPPEP for certification, regardless of how they have achieved their professional knowledge, skills and competences. The system is currently operational for adult trainers, security guard professionals, hairdressers and nail care technicians, port loaders and career guidance counsellors (Manoudi, 2024).

There are limited options for an individual to recognise prior learning. For example, upper secondary VET graduates (HQF level 4) can get exemptions from programmes leading to a SAEK qualification (HQF level 5) relevant to their prior studies (INE GSEE, 2022). There is also limited progression in validating non-formal and informal learning. Upper secondary VET graduates who can prove a minimum number of employment hours can get an exemption from the apprenticeship year and directly sit the certification exams of EOPPEP leading to an HQF level 5 qualification. The same applies for SAEK students who can opt for skipping the semester of traineeship ⁽¹⁵⁾. Validation of non-formal and informal learning is not yet established in higher education (Manoudi, 2024).

⁽¹⁴⁾ The board consists of members of EOPPEP, and representatives of the Ministry of Education, the Ministry of Labour and Social Affairs, the Confederation of Greek Employers, the employees' associations and the Greek Chamber of Finance and Commerce.

⁽¹⁵⁾ In the national context, these examples are not formally considered as validation arrangements, but an initial step in linking validation with formal education programme and HQF qualifications.

6.2. Recognition of foreign qualifications

One of the responsibilities of EOPPEP is to recognise foreign secondary and post-secondary VET qualifications (EQF levels 2–5). If the recognition/equivalence procedure leads to a vocational education qualification that has been referenced to the HQF/EQF, then the level is indicated in the recognition document awarded to the individual (European Commission & Cedefop, 2022).

A dialogue has also started with the Greek recognition and equivalence competent authorities ⁽¹⁶⁾ on the HQF's role in and contribution to the recognition and equivalence of awarded qualifications.

6.3. Promoting lifelong learning

Continuing VET has been a policy priority in recent years. A regulatory framework has been developed for the operation of lifelong learning centres, which offer continuing vocational training, general adult education, vocational guidance and lifelong counselling.

Progress has also been made on the upskilling pathways recommendation, in terms of offering opportunities for basic skills training to low-skilled adults. In 2022, the labour and education ministries have coordinated strategic actions and implementation plans for the certification of individuals, upgrading the role of universities in providing lifelong learning. According to Law 4921/2022, certification of individuals' non-formally acquired learning outcomes should not only be a trusted source of information for employers looking to recruit personnel, but, where possible, be functionally and institutionally linked with professional responsibilities and labour rights (Cedefop & ReferNet, 2024).

⁽¹⁶⁾ These are the Hellenic National Academic Recognition Information Centre (*Διεπιστημονικός Οργανισμός Αναγνώρισης Τίτλων Ακαδημαϊκών και Πληροφόρησης*), responsible for the recognition of foreign qualifications of higher education; the directorates of secondary education, responsible for the recognition of foreign qualifications of general education; the Agency of the Technological Educational Institutes, responsible for the recognition of qualifications of tertiary – not higher – education that are no longer awarded; the Council for the Recognition of Professional Qualifications (SAEP); and EOPPEP, which acts as the committee for the recognition of foreign and Greek qualifications of secondary and post-secondary vocational education and training.

7. NQF implementation and impact

7.1. Stage of implementation

The HQF is at the activation stage. Its establishment in education and training has been supported by several legislative developments in recent years. Law 4763/2020 was a significant step in this process.

7.2. Procedures for including qualifications in the NQF

The inclusion of individual qualifications in the HQF is done in two phases. Initially, qualification types (e.g. the bachelor's degree) were placed at framework levels as appropriate. Subsequently, individual qualifications are linked to the relevant qualification type. For each qualification to be included in a qualification type, predefined specifications should be described and met: the qualification title, level, awarding body, summary descriptor, volume of learning, purpose, education sector, learning outcomes, employment relevance and progression possibilities. The key definitive feature is the learning outcomes specifications of each qualification. The Board of EOPPEP is responsible, based on an advice of an expert committee, for deciding on the inclusion of qualifications in the HQF and for defining the range of qualification types included at each level of the framework, as well as the specifications for each type. Qualification types from all formal education sectors have been assigned to HQF levels (EOPPEP, 2016). Up till now, individual qualifications have been mainly included at levels 4 to 8 (Manoudi, 2024).

Specifications of qualification types have been developed in close collaboration with experts of the relevant awarding bodies. The HQF also includes qualification types, which refer to 'legacy' qualifications, which are no longer awarded but still in use (EOPPEP, 2016).

Article 19 of Law 4521/2018 connects bachelor's degrees to level 6, while the ministerial decrees on master's and doctoral degrees connect them to levels 7 and 8 respectively (Ministerial Decrees 3686/2018 and 112 /2018 respectively).

7.3. Indicating EQF/NQF levels

HQF and EQF levels are indicated on vocational training diplomas (SAEK diplomas) and vocational post-secondary school 'degrees' (apprenticeship class) (both at HQF level 5), and on VET Europass certificates and higher education diploma supplements (European Commission & Cedefop, 2022). More than 300 certificate supplements with reference to HQF and EQF levels have been issued

so far, mostly for SAEK diplomas and vocational upper secondary school (*Επαγγελματικά Λύκεια*) apprenticeship class degrees ⁽¹⁷⁾.

7.4. NQF dissemination

In 2021, EOPPEP designed a comprehensive set of communication and dissemination activities, targeting jobseekers and study seekers, social partners, researchers, employers, teachers and trainers, parents, unemployed people and career guidance practitioners; the activities will be co-financed by EU grants. The main aim of the strategy is to enhance the transparency and comparability of qualifications through the HQF and the HQF registry. As EOPPEP operates as an umbrella organisation for other European networks (Europass, the European quality assurance in vocational education and training initiative, and Euroguidance), a major communication channel will be networking; this will also happen with municipalities, career services, and education and training providers. The country uses events such as job fairs, career days and seminars to disseminate information about the HQF/EQF, Europass and Euroguidance to expert stakeholders and the public. Expert stakeholders, such as policymakers, social partners, and education and training providers, will also be reached through online and in-person meetings, and a conference. An advertising campaign will aim to raise awareness of the HQF/EQF, Europass and the Euroguidance network. Printed and digital promotional material such as leaflets, e-books and other materials about the three networks will be developed, and a corporate website will be created (European Commission & Cedefop, 2022).

EOPPEP has also tried to foster quality assurance in defining, describing and assessing learning outcomes. These actions include the creation of the methodology for the design and development of learning outcomes (see Section 4.3), and consultative and information activities to create a common understanding of the learning outcomes approach (European Commission & Cedefop, 2022). For instance, guidelines have been disseminated to education providers offering qualification at HQF level 5 and above, and to the main representatives of the social partners and key stakeholders ⁽¹⁸⁾.

7.5. Qualifications databases and registers

The [HQF register](#), developed in cooperation with the respective education institutions, includes more than 1 000 learning-outcomes-based qualifications from the formal education system. The register does not include VET (HQF levels 2–4)

⁽¹⁷⁾ Examples (in Greek) on [Europass Συμπληρώματα Πιστοποιητικών για Ειδικότητες IEK](#).

⁽¹⁸⁾ *Source*: internal consultation with EOPPEP.

and general education (HQF level 4) qualifications that are no longer awarded, the ESK qualification or the integrated master's qualification. Many higher education qualifications are not yet included in the register, as the awarding institutions are not yet convinced of the advantages of the HQF/EQF (European Commission & Cedefop, 2022).

The HQF register aims to make it easier for Greek and European citizens to find information on qualification types and individual qualifications levelled to the HQF, fostering mobility at national and European levels. Information on qualifications is available in Greek and English. The register targets jobseekers and study seekers, social partners, researchers, employers, teachers and trainers, parents, unemployed people and career guidance practitioners. Users can find information on the title of each qualification, and its EQF level, field of study and awarding body, as well as a description of the qualification and a link to it. Awarding education institutions are responsible for updating the information on their qualifications. The HQF Unit has established communication channels with awarding bodies; when the latter issue new qualifications, they send the necessary data to the HQF Unit. Furthermore, awarding institutions should respect specific criteria when drafting learning outcomes description for the database; the criteria are included in the 2015 methodology for the design and development of learning outcomes, commissioned by EOPPEP (EU, Europass & EOPPEP, 2016).

The HQF register connects to the Europass platform via the qualifications dataset register, connecting to the European employment services and the learning opportunities of the Hellenic Euroguidance database. The register has been used as a pilot project to link the learning outcomes of the qualifications to the relevant European Skills, Competences, Qualifications and Occupations pillar ⁽¹⁹⁾.

According to the [Law 5082/2024](#), it is planned that all graduates at HQF level 5 will gain access to an online platform, which will be updated in real time with their learning achievements and working experience and will offer them information on learning opportunities related to their profile.

7.6. Awareness and use of the NQF

A small-scale study (see Section 7.6) evaluating the HQF showed that awareness of the framework is high among end users and expert stakeholders. Furthermore, the interest that a significant number of private education institutions expressed in levelling their awards to the HQF indicates that non-formal education and training providers are aware of the HQF (European Commission & Cedefop, 2022).

⁽¹⁹⁾ More information on the [multilingual classification of European Skills, Competences, Qualifications and Occupations](#).

Legislative documents widely use the HQF levels in describing qualifications, demonstrating that the HQF is institutionally well embedded. The guidance directorate of EOPPEP refers to the HQF/EQF in events such as training for counselling practitioners, and career days for students and parents. The HQF is also used by EOPPEP in the procedure for recognising foreign secondary and post-secondary VET qualifications at EQF levels 2–5 (European Commission & Cedefop, 2022).

7.7. Monitoring and evaluating the NQF

In 2017, a small-scale study was conducted to evaluate the impact of the HQF and its referencing to the EQF ⁽²⁰⁾. It served as a pilot for a nationwide research study regarding the recognition/impact of the NQF and EQF within Greek society, which will be published in the second half of 2025 ⁽²¹⁾. Although the sample used was small and not representative enough, the study revealed positive indications of awareness of the HQF among education and training providers, and end users. Most respondents also held favourable opinions on the usefulness of qualifications frameworks in general, and on presenting the knowledge, skills and competences of employees.

7.8. Impact of the NQF

The HQF has started to have an impact on the transparency and comparability of qualifications, especially regarding VET qualifications at levels 3–5. The HQF register and the indication of HQF levels on specific VET qualifications (see Section 7.2) have supported this effort.

The main impact of the HQF has been in promoting the use of learning outcomes by gradually nurturing a cultural shift in that direction. An important milestone in this process was the adoption of Law 4763/2020, which made the use of the learning outcomes a prerequisite for qualifications to be levelled to the HQF. This has triggered a curricular reform as the country develops learning-outcomes-based curricula for pre-primary, primary and secondary programmes. The HQF has also influenced the update of existing and the development of new occupational profiles. Law 4763/2020 also indicates that the HQF has influenced VET reforms and fostered increased permeability between VET and higher education. The country considers HQF an instrument for raising VET's attractiveness and credibility, but this remains a challenging aim.

⁽²⁰⁾ The study 'Evaluating the impact of the national qualifications framework and its referencing to the EQF' was commissioned by EOPPEP and conducted by the Soliddop company.

⁽²¹⁾ Source: Internal consultation with EOPPEP.

8. Referencing to the EQF

The HQF was referenced to the EQF in 2015, and self-certification against the qualifications framework of the European higher education area is in progress. The country is planning to prepare an updated referencing report but has not yet decided when this will take place.

9. Reflections and plans

The main success factors for the HQF reaching its aims are related to the clear structure of the HQF; the use of qualification types that facilitate the grouping of qualifications into broader categories at the same level; and the HQF register, which concisely presents the qualifications in the HQF. The HQF quality assurance procedures have also set an example for training providers (European Commission & Cedefop, 2020).

The involvement of a broad range of stakeholders in HQF development and implementation is seen as crucial. Although EOPPEP is strongly linked to social partners, more needs to be done in this area.

A future priority is for the HQF to include qualifications awarded outside the formal/regulated system, international qualifications and the remaining higher education qualifications ⁽²²⁾. EOPPEP will play an active role in the upcoming public dialogue and consultation regarding the HQF's potential inclusion of qualifications awarded outside formal education and training. Including non-formal qualifications requires a specific methodology, which will be developed by EOPPEP in cooperation with education and labour market stakeholders (European Commission & Cedefop, 2020; 2022). Other priorities include:

- (a) further developing synergies and links with networks, facilitating the mobility and comparability of skills and qualifications, aiming to reach and inform wider target groups;
- (b) strengthening the use of learning outcomes, which EOPPEP considers an important step towards broadening the trust and confidence in VET qualifications (European Commission & Cedefop, 2022).

The HQF is mainly a communicative framework that promotes transparency, but it has a role in reform as well. So far, the framework has played an important role in the curriculum reforms in primary and secondary education, and helped reshape the qualification types defined in learning outcomes, thus facilitating the

⁽²²⁾ For the time being, qualifications awarded by foreign institutions cannot be included in the HQF.

grouping of qualifications into broader categories at the same level (European Commission & Cedefop, 2020; 2022).

Acronyms

ΕΟΡΡΕΡ	<i>Εθνικός Οργανισμός Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού</i> ([National Organisation for the Certification of Qualifications and Vocational Guidance])
EQF	European qualifications framework
ΕΣΚ	<i>Επαγγελματική Σχολή Κατάρτισης</i> [vocational training school]
HQF	<i>Εθνικό Πλαίσιο Προσόντων</i> [Hellenic qualifications framework]
ΙΕΚ	<i>Ινστιτούτο Επαγγελματικής Κατάρτισης</i> [vocational training institute]
NQF	national qualifications framework
ΣΑΕΚ	<i>Σχολές Ανώτερης Επαγγελματικής Κατάρτισης</i> [Schools of higher vocational training]
VET	vocational education and training

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