

VET in the Greek Education & Training System

Athens, 19 May 2016

ReferNet, National Organisation for the
Certification of Qualifications & Vocational
Guidance (EOPPEP)



VET in Greek Education and Training system

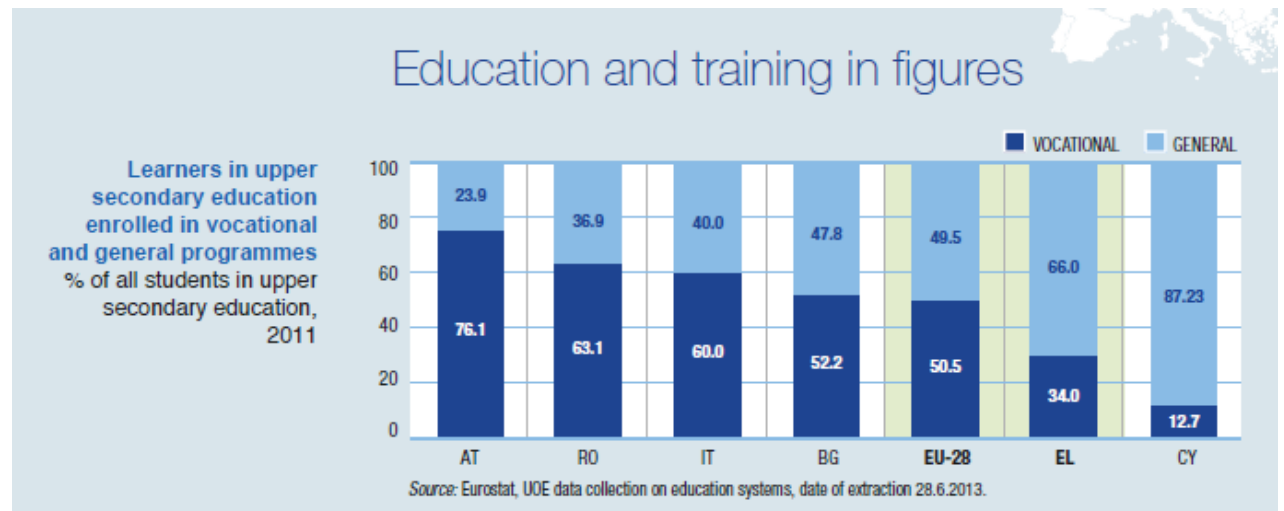
Legal Framework

- **Law 4186/2013** “Restructuring secondary Education and other provisions” and its amendments
- **Law 4386/2016** as the newest legislative framework development concerning the VET system

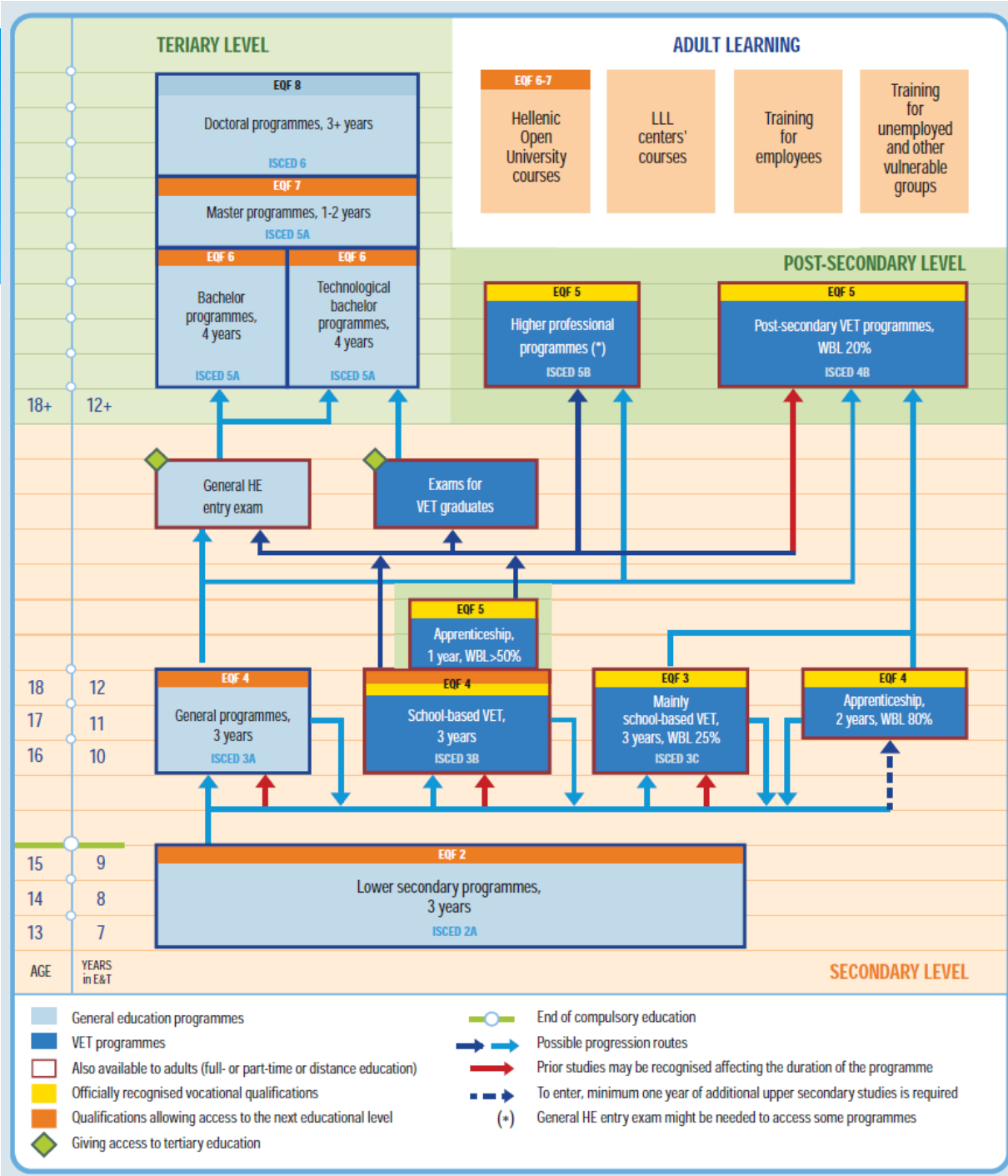
VET in Greek Education and Training system

Main objectives

- to improve the social perception of VET and to increase the attractiveness of VET
- to create an alternative path for students who wish to follow a different type of school
- to develop curricula that meet the needs of labour market
- to enhance the connection between vocational education and labour market through apprenticeship and work-based learning programmes
- to sensitize companies to actively participate to apprenticeship schemes



THE GREEK EDUCATION & TRAINING SYSTEM
(Source: Cedefop (2014) - VET in Greece)



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Available pathways/providers

Formal Learning

- Vocational upper-secondary schools (EPAL)

Non-Formal Learning

- Schools of Vocational Training (SEK)-are now abolished
- SEK/EPAS for other Ministries (their function is prolonged)
- Vocational Training Institutes (IEK)
- LLL centres
- Colleges
- Other forms (*enterprises, social partners, etc..*)

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FORMAL EDUCATION SYSTEM

Vocational upper-secondary schools (EPAL)

Graduates of lower
secondary education



Vocational upper-secondary schools (EPAL)

offer two-cycle courses of study



Secondary cycle

- 3 classes (A, B & C)
- Courses of **general education**



Post-secondary cycle (Apprenticeship class)

- optional
- lasts for 1 yr
- Jointly organised by the Ministry of Education and Manpower Employment Organisation (OAED)

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FORMAL EDUCATION SYSTEM

Vocational upper-secondary schools (EPAL)

EPAL Secondary cycle – ALLOCATION of TEACHING HOURS

Class A

**General Education+Orientation
Classes+free choice subjects
Same for all students**

Classes B & C

**Class B
General
education +
sectoral training**

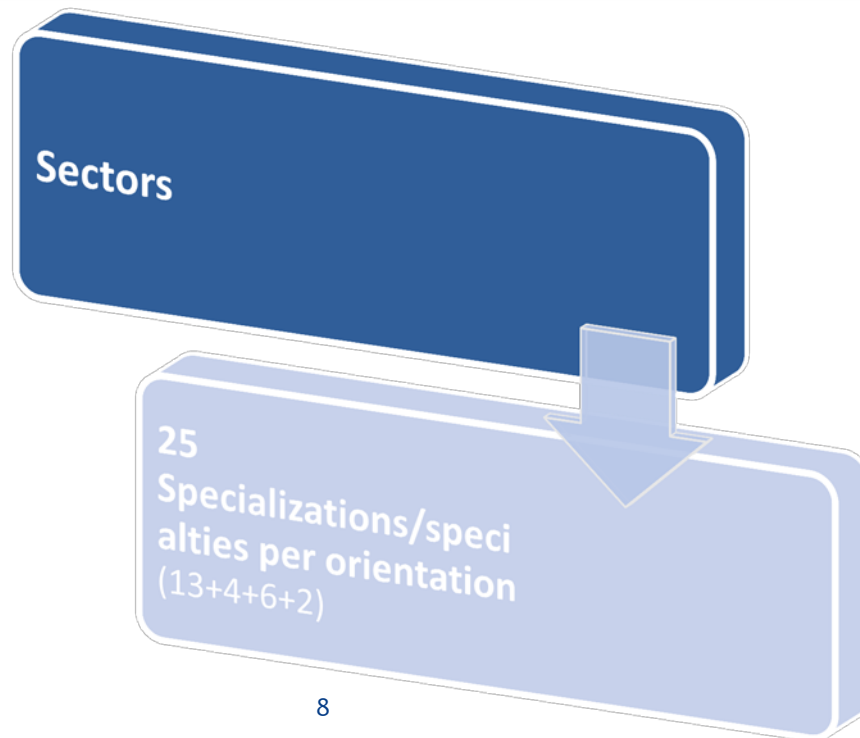
**Class C
Specialization**
Will be taking
place in the third
year

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FORMAL EDUCATION SYSTEM

Vocational upper-secondary schools (EPAL)

EPAL Secondary cycle – STRUCTURE of SPECIALIZATION COURSES



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FORMAL EDUCATION SYSTEM

Vocational upper-secondary schools (EPAL)

EPAL Graduates are awarded:

- **A NQF level 4 certificate** giving access to a professional license
- **A certificate equivalent to that of General Lyceum** allowing graduates to:
 - *enter Higher Education Institutes*
 - *enroll in Vocational Training Institutes (IEK)*
 - *enroll in Apprenticeship class*

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FORMAL EDUCATION SYSTEM

Vocational upper-secondary schools (EPAL)

EPAL Graduates can also enroll



Apprenticeship classes (pilot phase)

- Implementation in specific Prefectures of Greece and for specific specialties
- **Last for at least 6 months**

- After certification exams from EOPPEP the graduates will be awarded a NQF level 5 certificate
- *The details of the implementation of the pilot phase are expected to be clarified by a common ministerial act (Ministries of Education and Labour)*

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NON-FORMAL EDUCATION SYSTEM

Post-secondary Vocational Training Institutes (IEK)

Graduates of upper secondary education – SEK Graduates



Vocational Training Institutes (IEK): 5 semesters

Theoretical & Lab Training

- 4 semesters (up to 1200 hrs)

Practical Training or Apprenticeship

- 1 semester (up to 1050 hrs)

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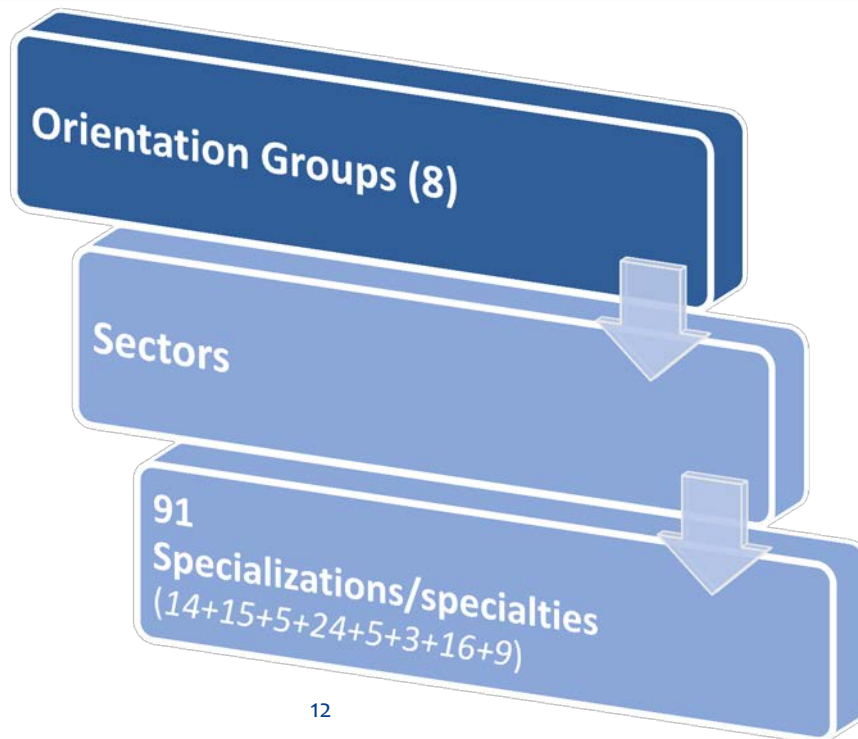
NON-FORMAL EDUCATION SYSTEM

Vocational Training Institutes (IEK)

Graduates of upper secondary education – SEK Graduates



VET Institutes (IEK) – STRUCTURE of SPECIALIZATION COURSES



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NON-FORMAL EDUCATION SYSTEM

Vocational Training Institutes (IEK)

IEK graduates are awarded:

- **An attestation of Vocational Training** to those who successfully complete 5 semesters
- **and**
- **A NQF level 5 certificate** to graduates who successfully complete (theoretical & practical) certification exams

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Table: Qualification Types in the HQF

LEVEL	VET	GENERAL EDUCATION	HIGHER EDUCATION
1		PRIMARY SCHOOL CERTIFICATE (compulsory) (APOLYTIRIO DIMOTIKOU)	
2		LOWER SECONDARY SCHOOL CERTIFICATE (compulsory) (APOLYTIRIO GYMNASIOU)	
3	VOCATIONAL TRAINING SCHOOL (SEK) CERTIFICATE (post lower secondary level) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS EPIPEDOU 3- SEK) <i>*(VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE</i> <i>(Initial Vocational Training - post lower secondary level)</i> <i>(PISTOPOIITIKO EPAGELMATIKIS KATARTISIS EPIPEDOU 1 - I.E.K. EPIPEDOU 1)</i>		
4	VOCATIONAL SCHOOL (EPAS) CERTIFICATE (post lower secondary level) (PTYCHIO EPAS) VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) 'DEGREE'*** (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS EPIPEDOU 3-EPAL) VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) CERTIFICATE (APOLITIRIO EPAGGELMATIKOU LYKEIOU-EPAL)	GENERAL UPPER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO LYKEIOU)	

* This qualification is no longer awarded since the enactment of the Law 4186/2013

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5	<p>VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE'*** (VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE'*** / CERTIFICATE + APPRENTICESHIP CLASS) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS EPIPEDOU 4-EPAL)</p> <p>VOCATIONAL TRAINING DIPLOMA (Initial Vocational Training) (post secondary level) <i>(DIPLOMA EPAGGELMATIKIS EIDIKOTITAS EPIPEDOU 4 - IEK)</i></p> <p><i>*(VOCATIONAL TRAINING DIPLOMA (DIPLOMA EPAGGELMATIKIS KATARTISIS EPIPEDOU METADEFTEROVATHMIAS EPAGGELMATIKIS KATARTISIS – I.E.K.))</i> (post secondary level)</p> <p>POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR "DEGREE" ** (DIPLOMA/PTYCHIO ANOTERAS SCHOLIS)</p>		
6			<p>BACHELOR DEGREE (PTYCHIO) UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI) – HIGHER EDUCATION</p>
7			<p>MASTER'S DEGREE (METAPTYCHIAKO DIPLOMA EIDIKEFSIS) UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI) – HIGHER EDUCATION</p>
8			<p>DOCTORATE (DIDAKTORIKO DIPLOMA) UNIVERSITIES</p>

* This qualification is no longer awarded since the enactment of the Law 4186/2013

More about the VET system

- * CVET is mostly funded by ESF (European Social Fund). It's under the common jurisdiction of the Ministries of Education (General Secretariat for Lifelong Learning and Youth and the Ministry of Employment)
- * In December 2015 the Referencing Report of the HQF was approved by AG Group paving the way for the second phase (structuring an operational NQF)
- * A Quality assurance framework compatible with EQAVET is expected to be legislated soon (or come into force in another way)
- * A skills needs forecasting system will soon be incorporated into relevant legislation
- * Strategic planning and Governance of the VET system is part of the Reform Agenda

“Technical” Facts

- * There's no LO culture (still content- based with subsystems more relevant to the LO shift)
- * The NQF's evolution is expected to have a major impact on the Curriculum reform and the validation of non-formal and informal learning
- * Cedefop supports the Greek VET reform is three axisQ
 - a)Skills needs forecasting, b)NQF,
 - c)apprenticeship schemes
- * There are 202 (+3 accredited occupational profiles) to act as the basis for a curriculum reform

Challenges/Aknowledgements

- * Many legal interventions within the last decade have “damaged” the attractiveness of VET in Greece (however this picture is shifting)
- * The “accommodation” of all students in the apprenticeship system is a major challenge

EOPPEP (as the Greek ReferNet partner)

- * One stop shop for all European tools (EQF, EQAVET, ECVET, Europass, Euroguidance)
- * Accreditation of occupational profiles
- * NQF Competent Authority
- * Validation of informal and non-formal learning (examples: Security personnel and Adult teachers and trainers)
- * Professional rights for all subsystems excluding HE
- * Certification exams for IEK graduates (and the 4th post-secondary (Lyceum) class (Apprenticeship class)
- * LL Guidance and Counselling (scientific support)

Conclusions

- * This is a transitional period for the Greek VET system
- * The Governance of the system is organised systematically and will soon be legislated or given any other institutional “form” (with defined roles and duties for each one of the relevant Authorities-stakeholders)
- * VET is a priority but continuity and consistency must be assured
- * The LO approach needs to be established, systematically put into practice for all subsystems and expanded
- * The reform agenda and operational plan should be followed through consistently

Thank you for your attention !