In Greece, there is currently no comprehensive national framework for validation of non-formal education and informal learning. A legal framework based on common principles for all formal adult education and training, has not been in place yet and tools for documenting knowledge, skills and competences acquired through non-formal education and learning have not been developed systematically.

As a result, individuals do not have the right to request an assessment of their prior learning, no matter where and how competences have been required, in relation to the standards of an education and training programme (bottom-up approach).

On the other hand, in order to better understand the developments in the validation of non-formal and informal learning in Greece, it is important to highlight the definitions used in the country, regarding non-formal learning, compared to the definition provided by the 2012 Council Recommendation for the validation of non-formal and informal learning because non-formal learning does not have the same definition in Greece compared to other countries.

In accordance with Greek legislation (law 3879/2010 [1]), non formal education includes:

- Initial Vocational Training
- Continuing Vocational Training
- General Adult Education
- The Apprenticeship Class, which is a fourth year after graduating from the vocational upper secondary school (EPAL).

In addition, the word certification (pistopoihsh) is mainly used across processes and national policy documents; it may regard documentation that attests that learning took place; but it does not necessarily imply validation because no actual assessment takes place.

Experts suggest that for validation another term should be used in Greek (epikirosis or egyropoiisi tis mathisis than pistopoihsh), to imply assessment and equivalence in learning outcomes (Cedefop 2016, GR [2] - update to the European inventory on validation of non-formal and informal learning)

In this context, some processes of certification, have been developed by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) [3] (law 4115/2013 [4]) which has the authority to certify inputs and outputs of non-formal learning.

Thus, EOPPEP grants licenses to providers of non-formal education and training, (both initial and continuing) upon quality criteria and standards and provides certification of skills for the training staff and programmes.

EOPPEP also provides accreditation of occupational profiles and curricula standards in collaboration with the social partners. An occupational profile is defined as the job function and the required knowledge, skills and competences for exercising an occupation or specialisation.
Based upon accredited occupational profiles, EOPPEP is planning to develop standards and credits for modularised education and training curricula.

**Source URL:**
https://eacea.ec.europa.eu/national-policies/eurydice/content/validation-non-formal-and-informal-learning-32_en

**Links**
[1] http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wGYK2xFp5SwMnXdtvSoClrlBTq6rbLkT5HR5MXD0LzQTLWPU9yLzB8V68knBzLcmTXKaO6fpVZ6Lx9hLsLJUqiQNBQRdHxIgFW40iHhhX5D_gaf3nTjt0m3ccfhMxV_aY.
[4] http://www.et.gr/idocs-nph/search/pdfViewerForm.html?args=5C7QrtC22wEaosRGzKxO6XdtvSoClrlB0oXl4aC2zmBjtll9LGdkF53Ulxx8x942CdyqxSQYNuqAGCF0IfB9Hl6qSYtMSEQeEHLnFqmgISA5WsIuV-nRwO1oKqSe4BIOTSpEWYhzz8f8P8UqWb_zFijGXTNg17faVZkOCZZZ9QiPieOaCcd_WFK60B0Sg6GXAU