Quality Assurance in Lifelong Learning and Lifelong Counselling is within the competence of The National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P) and the collaboration of the General Secretariat for Lifelong Learning and other competent bodies. E.O.P.P.E.P. also acts as the National Reference Point of the European network for Quality Assurance in Vocational Education and Training (EQAVET [1]).

The strategy for Lifelong Learning (LLL), under which the reforms in this field are promoted, aims at the development of LLL in Greece, both in quantitative and qualitative terms. Improving and guaranteeing quality has become a key pillar of the LLL strategy, as reflected in the provisions of Law 3879/2010 [2] and Law 4115/2013 [3].

One of the objectives laid down by L. 3879/2010 is to set the standards and means for the development and qualitative improvement of LLL. In article 18, the law stipulates motivations for developing LLL and updating the knowledge, skills and competences of the country’s labor force. Included is the connection of the evaluation of LLL bodies with their funding. As far as quality assurance in LLL is concerned, the legal framework currently in force (L. 3879/2010 and L. 4115/2013) provides for the establishment of a system of continuous training and assessment of teachers and other education officials which includes non-Formal Education Second Chance Schools teachers. It also provides for the creation of a system for monitoring and evaluating of both syllabus and curricula and the efficiency of the National Network for Lifelong Learning [4]. In particular, the following are provided:

- Certification procedures of the input and output of non-formal education and Informal Learning undertaken by the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P)

- Procedures for monitoring and evaluating the National Network for Lifelong Learning at central level by the Ministry of Education, Research and Religious Affairs through the General Secretariat for Lifelong Learning and Youth [4] (GGDBMNG), and

- Self-assessment procedures for all the bodies that constitute the National Network for Lifelong Learning.

In 2016 in the area of non-formal education the Ministry introduces the institution of the Post-secondary Apprenticeship year and in 2017 the quality framework for the study programmes in Vocational Education and Training.

**Responsible Bodies**
General Secretariat for Lifelong Learning

Pursuant to L.3879/2010 (article 6, par. 1) the General Secretariat for Lifelong Learning (G.G.D.B.M) of the Ministry of Education, Research and Religious Affairs, as the main body of LLL, has the task to design the public policy of LLL, define the relevant regulations, prepare the corresponding national programme and oversee its implementation. Among the responsibilities of the G.G.D.B.M. are:

- the coordination and evaluation of the functions of the National Network for Lifelong Learning and of its results, the redefinition of the objectives and the redesign of its functions, where appropriate, as well as the adoption of measures to improve their efficiency and enhance their quality,
- the serious consideration for quality assurance and for the evaluation of the provided adult training and general education services,
- the development of a system for the monitoring and evaluation of the programmes and the effectiveness of the National Network for Lifelong Learning,
- the definition of the minimum evaluation standards for the assessment of the provided educational work at local, regional and national level,
- the development of a comprehensive annual report on LLL in Greece,
- the mapping of an external evaluation process of the National Network for Lifelong Learning every three years with the participation of experts from European or international organisations.

National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P)

An integrated strategy on the quality of services is defined as one of the main horizontal actions that support the operation of the National Agency for the Certification of Qualifications & Vocational Guidance (E.O.P.P.E.P) and it is related to the development, promotion and integration of the quality principles set by the National Framework for Quality Assurance of LLL, the certification of inputs and qualifications acquired through non-formal Education and Informal Learning, as well as counselling and vocational guidance.

Pursuant to Law 4115/2013, the National Organisation for the Certification of Qualifications & Vocational Guidance (E.O.P.P.E.P), a private entity supervised by the Ministry of Education, Research and Religious Affairs, is the body responsible for the quality assurance of Lifelong Learning and Lifelong Counseling and Guidance, in collaboration with other relevant public bodies. Specifically, E.O.P.P.E.P is, among others, responsible for:

- the certification of input of non-formal education,
- licensing providers, vocational schemes, initial vocational training institutes and non-formal education providers in general, including general adult education providers,
- the certification of providers of career guidance counselling services,
- the authorisation of those bodies, where needed,
- the certification of the output of non-Formal Education and Informal Learning,
- the development of a system of recognition and certification of skills acquired through non-formal education and informal learning, the certification of these qualifications and their correspondence with the levels of the National Qualifications Framework,
- the certification of adult education teacher training and of providers of guidance counselling,
• the authorisation, monitoring and supervision of the operation of certification bodies for qualifications acquired through non-formal Education and Informal Learning,

• the creation and development of the National Qualifications Framework and its correspondence with the European Qualifications Framework,

• the quality assurance of Lifelong Learning and Lifelong Counselling and Career Guidance in collaboration with other relevant public bodies,

• the development and implementation of a credits transfer system in Vocational Education and Training.

Furthermore, the **National Organisation for the Certification of Qualifications & Vocational Guidance** (E.O.P.P.E.P) is, inter alia, responsible for the development and operation of the National Qualifications Framework and its corresponding with the European Qualifications Framework.

**Educational Unit**

In Article 6 of **Law 3879/2010** [2] self-assessment is defined as a method of evaluation of educational work, which falls under the competence of the General Secretariat for Lifelong Learning and Youth. All agents of the National Network for Lifelong Learning - government agencies and service providers - are required, under the existing institutional framework, to submit an annual self-assessment report of their work.

**Approaches and Methods for Quality Assurance**

**Certification of adult education trainers (EOPPEP)**

Pursuant to ΤΠ/20082/22-10-2012 (ΦΕΚ 2844/τ.Β'/23-10-2012) Ministerial Decision, the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P), in accordance with the principles and guidelines of the European and especially the National policy, develops and implements an Educational Proficiency Certification System for Trainers of non-formal Adult Education and establishes a Registry of teacher trainers of non-formal Adult Education who are certified to teach. The aim is to upgrade the system of non-formal Adult Education in the context of Lifelong Learning, in order to ensure the quality of the services provided and the essential upgrading of qualifications of trainers involved in the implementation of programmes.

The certification of Educational Attainment for Adult Teacher Training entitles entrance to the Adult Education Teacher Trainers Registry. The constant reception of electronic applications and documents for the participation in the certification process for Educational Attainment is a common practice for EOPPEP. Applications and related documents are checked periodically and assessed as to their inclusiveness in accordance with the provisions of the institutional framework in force. After the assessment of their application forms, the candidates have the following options:

1) Direct certification of Educational Attainment

2) Direct involvement in the Educational Attainment certification process (through exam taking)

3) Participation in the Educational Attainment certification process (through exam taking) after successfully attending a certified by the National Organization for Certification and Vocational Guidance training programme.

The Educational Attainment Certification process of Adult Education Teacher Trainers complies with the
content of the current Certified Professional Outline of Adult Trainers and is in correspondence with the Framework of the Teacher Training Programme. The procedure details in the certification methodology of the process for Educational Attainment as well as the exact time the examinations are conducted are decided by the Board of E.O.P.P.E.P. Specifically, the process may include a written examination test, a teaching presentation and alternative forms of assessment.

The Educational Attainment certification process takes place in examination centres. Upon completion of the certification process, the result of the evaluation of the candidate, as defined by the certification process, is sent to the Director of the relevant Department of E.O.P.P.E.P in order for him/her to advise the Board on the confirmation or otherwise of the Educational Attainment of the candidate. The Board of E.O.P.P.E.P decides whether to grant or not the certification of Educational Attainment, the granting of certificates and the inclusion of the candidate in the Registry of Adult Education Teacher Trainers with certified Educational Attainment.

At the end of this process participants are awarded a certificate of Vocational Proficiency.

Pursuant to the provisions of article 67 of L.4386 (G.G. 83 issue A'/11-05-2016) which amends paragraph 17 of article 3 of the ministerial decision ΜΠ/20082/2012: «Certification System for the Training Proficiency in Adult Education Teacher Training of Non-Formal Education” (G.G. 2844/B'/23-10-2012) and in particular of case bb) for the prospect candidate sitting for the teacher proficiency certification exams the following pre-requisites should be met cumulatively:

1. The name of the candidate should be entered in the Induction Register of the National Certification Centre for Continuous Vocational Training (former E.KE.P.I.S) or in any other official teacher training register (e.g. L.A.E.K, NSPALG e.t.c), furthermore:

2. The candidate should have completed successfully the 300 hrs qualifying programme, which was implemented in the past under the auspices of the Ministry of Employment and Social Security or any other teacher training programme implemented by a public body or general government of at least 100 hrs duration. (Pedagogical training programmes or teacher training seminars are not included in this category)

**Evaluation of education units**

No. 5954/23-06-2014 (FEK 1807/issue B'/02-07-2014) Ministerial Decision sets the framework of evaluation.

**Self-evaluation**

Vocational Training Institutes put in place a process of self-assessment on an annual basis, according to the statutory framework for quality assurance. Self-assessment involves both the evaluation of policies and procedures as well as the assessment of measurable performance results.

These measurable results are related to quality indicators, including the main indicators of the quality framework, which the administrations of public Vocational Training Institutes should target and systematically monitor, with the supervision of the General Secretariat for Lifelong Learning and the application support provided by EOPPEP. The measurable results of quality indicators should be recorded at regular intervals in a special database, to create the basis for assessment between different Vocational Training Institutes and to allow for the continuous improvement of services.

**Formulative Evaluation-Research**

The annual self-assessment of IEKs is based-on the formative results of (on-going) evaluations and investigations, which include: trainees survey, trainers survey, graduates survey, employer survey, reviews of management principles and evaluations by the General Secretariat for Lifelong Learning. The
tools for conducting surveys (questionnaires, interviews, etc.) are provided by G.G.D.B.M. to ensure the homogeneity of the data collected. Surveys may be conducted at central level, the results of which are forwarded to the local Vocational Training Institutes in order for them to take improvement measures.

**External Evaluation**

The results of the annual self-assessment are evaluated by a team of specially trained assessors, assigned by E.O.P.P.E.P. The total results of self-assessments and evaluations are announced to the General Secretariat for Lifelong Learning, which prepares a report on Lifelong Learning in Greece.

**Qualifications accreditation system**

As part of its responsibilities, EOPPEP created and developed the National Qualifications Framework. The National Qualifications Framework addresses students, employees, the unemployed, employers, education and training providers, qualification certification bodies, guidance counsellors, professional sectors, social partners, and every citizen who holds a graduate degree.

The National Qualifications Framework is a single tool through which all qualifications awarded in Greece are safely outlined and evaluated; its alignment with the European Qualifications Framework enhances the comparability of qualifications fostering in consequence mobility of trainees and workers between Greece and other European countries.

More information on the National Qualifications Framework are provided in the corresponding section of *Chapter 2 “Organisation and Governance”* [6].

**Licensing system for bodies certifying qualifications**

According to L. 4093/2010, the Minister of Education, Research and Religious Affairs, grants licence when it comes to:

- Private Schools of Primary and Secondary Education (and Pre-primary schools with up to 60 infants)
- Colleges,
- Private Vocational Training Institutes.

For bodies above, E.O.P.P.E.P offers an opinion as to the existence of the edificial conditions set by Law 4093/2012. The Board of EOPPEP, grants licence by decision when it comes to:

- Centers of Lifelong Learning Level One (I)
- Centers of Lifelong Learning Level Two (II)
- Private Tutoring Schools
- Foreign Language Centers.

In accordance with the No. ΓΠ/20082/22-10-2012 Ministerial Decision, compliance with the regulations and provisions related to the conditions for licensing, the provision of educational work and general operation, is responsibility of the General Secretary for Lifelong Learning in cooperation with EOPPEP where necessary. In this context, The General Secretary for Lifelong Learning is entitled to carry out regular or ad hoc checking. This task is undertaken by a three-member committee which is designated each time, by decision of the Head of the Unit that overseas licensing and the checking of the organization of the General Secretary for Lifelong Learning. Alternatively, by decision of the General Secretary the task of checking maybe outsourced to authorized stakeholders, throughout the year. The Head of the Unit may,
also, draw an opinion on the results of the checking for the General Secretary of Lifelong Learning who reserves the right to impute sanctions.

During the checking phase the curricula and syllabus, whether theoretical or laboratorial are taken into account, as it is formulated according to the learning outcomes per subject, the teacher qualifications, the teaching methods, equipment as well as the teaching means. The checking results are taken down in a special report and posted on the web page of the General Secretary. The checking phase and the publication of the report should be completed, exclusively, within 30 calendar days.

**Quality Framework for the syllabus in Vocational Education and Training (EEK)**

Ministerial Decision No. 26412 20-02-2017 establishes a quality framework for study programmes of Vocational Education and Training, posing definitions compatible with the European Qualifications Framework. This quality framework delineates specifications and benchmarking as well as ways for the development and revision of the certification and evaluation process of new and existing Vocational Education and Training programmes.

**Quality Framework –Post Secondary Year- Apprenticeship class**

The scheme ‘Post-Secondary School Year – Apprenticeship class’ was introduced in the area of Non-formal Education (Law 4386/2016 [7]), with a view to aligning education with the social environment and providing quality learning services and substantial vocational opportunities for young adults.

The Quality Framework for Apprenticeship (G.G. 491/B'/20-02-2017) introduces relevant definitions, determines ways and conditions for laying down the contracts between apprentices, employers and the educational institution, and sets the way for the management of the organization. This entails the composition of a National Coordinating Body for the Planning and Implementation of Apprenticeship Programmes, with the cooperation of co-operating Ministries such as the Ministry of Labor, Social Insurance and Social Solidarity, the Ministry of Education, Research & Religious Affairs; other co-operating bodies or social partners are the Hellenic Organization for the Employment of Manpower (OAED), the Central Association of Chambers, the Association of the Regions (ENPE), the Central Association of Municipalities (KEDE); Apprenticeship Support Groups where teachers of OAED Vocational Apprenticeship schools (EPAS) participate or of the Career Office of Vocational Apprenticeship schools, or teachers of the Ministry of Education or trainers of Institutes of Vocational Training supervised by the Ministry of Education.

Apprentices who complete the Apprenticeship training programme obtain a certification of vocational qualifications in accordance with the legislation in force related to the National Organization for the Certification of Qualifications and Vocational Guidance.

**Quality Assurance**

For the implementation of the scheme there is provision for continuous professional development, teacher training and certification, preparation of employers and apprentices aiming at their certification and the involvement of a wide range of social partners for ensuring apprenticeship placements. Lastly, there is provision for the tackling of issues such as technological and organizational readiness, or issues pertaining to Geographical situation such as islands or remote areas and finally of small size entrepreneurship.

For the implementation of the scheme there is provision for the creation of document templates (for information, updating, the provision of service, contract signing/breaking, the provision for indirectly motivating entrepreneurship to put in place Apprenticeship and for the potential of future self-funding, specifying the employers’ and apprentices obligations and rights, procedures of constant evaluation and competences for quality monitoring with the involvement of subordinate bodies and officials relating to educational conditions and to the general conditions for implementation.
After the implementation there is provision for evaluation on the basis of the absorption results in the labor market, on the quality assurance system of the study programmes, on technological and organizational indicators, the level of education and labor force nationally and locally and finally, on the basis of the level of added value of their studies for graduates, as shown by the remuneration of employers depending on the level of education and occupational trends according to the level of education.

National Quality Assurance Framework for Lifelong Learning


The π3 helps improve quality by setting a framework of principles for Quality Assurance in LLL, providing stakeholders with an additional tool for planning, delivering and evaluating the results of LLL, since it:

- Defines quality, making use of existing quality principles and setting new specialised ones, in all three components of LLL, namely inputs, processes and outputs
- Provides measurable qualitative and quantitative indicators for the evaluation of the implementation of quality principles by stakeholders.