



HELLENIC MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS, CULTURE AND SPORTS



*National Organisation for the Certification of Qualifications  
and Vocational Guidance (EOPPEP)*

## **RECENT POLICY DEVELOPMENTS ON THE PROFESSIONAL STATUS OF ADULT EDUCATORS AND VET TRAINERS IN GREECE**

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# **Part I**

## **About EOPPEP**



# EOPPEP ID

## Operational Framework

EOPPEP operates under the supervision of the Minister of Education & Religious Affairs, Culture & Sports and is seated in Athens. It has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: the National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS), the National Organisation for the Certification of Qualifications (EOPP) & the National Centre for Vocational Guidance (EKEP).

## Mission

- **Licensing/Certification of non formal education and III Providers:** Private primary and secondary schools, Colleges (Centres for Post- Lyceum Education), Private Initial VET Institutions, Continuing VET Institutions, other non formal education providers
- **Certification of Occupational Profiles and non formal education curricula**
- **Development of National Qualifications Framework**
- **Development and implementation of an integrated system for the Certification of Qualifications of non formal education**
- **Development and implementation of specific Qualifications Certification Schemes (VET Trainers' Certification)**
- **Quality Assurance of Lifelong learning and vocational guidance**
- **Initiation of occupational rights regarding qualifications** (excluding tertiary education)
- **Vocational Guidance services**, aiming at the authorities in charge in the Ministry of Education and the Ministry of Labor, Social Security and Welfare

# Main Axes of EOPPEP Action Plan

I. National Qualifications Framework

II. Certification of Qualifications of *non formal and informal education*

III. Licensing / Certification of Providers, Occupational Profiles, Curricula of non formal education

IV. Counseling and Vocational Guidance

V. Restructuring of Initial VET Training Programmes

VI. Quality Assurance

VII. Communication and synergies with the international LLL environment





## **Part II**

# **Certification and Register of Adult Educators and VET Trainers**

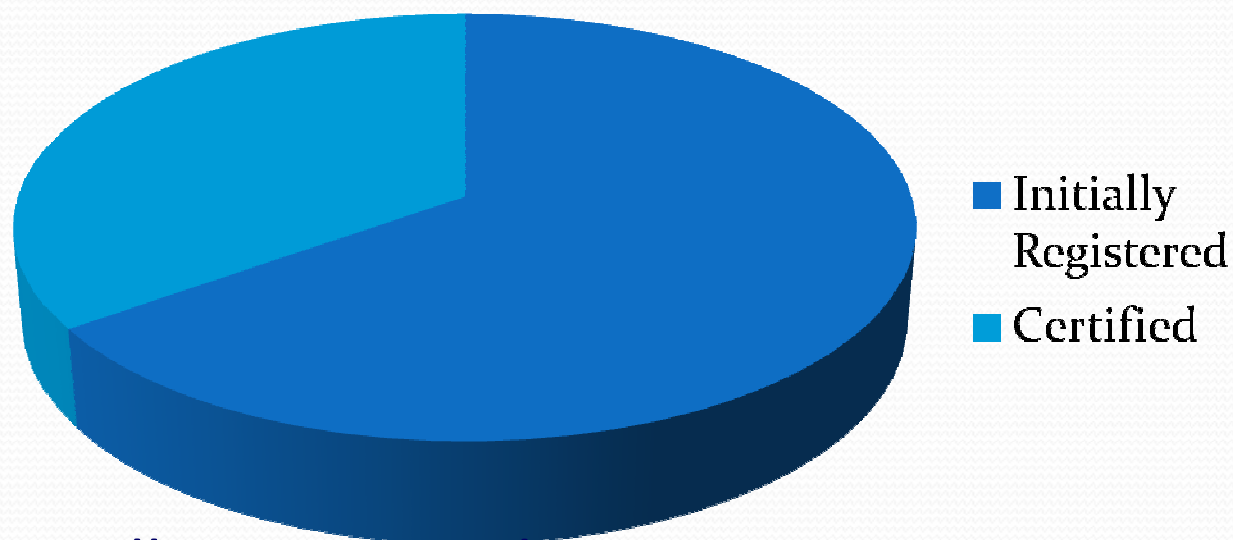
# Background - Milestones

- **2001:** First VET Trainers Register established
- **2007-2008:** National Training of Trainers 300 h distance learning programme implemented. Nearly 10.000 trainers attended  
Nearly 8.300 trainers certified
- **2008:** First VET Trainers' Occupational Profile developed and Certified, comprising of KSC and main occupational functions
- **April 2012:** New – Updated Vet Trainers Occupational Profile delivered. Development of Curriculum Framework and VET Trainers' Certification Guide. Training of Trainers' Counselors- Mentors. Training of Trainers' assessors.
- **October 2012:** New Ministerial Decision on the Certification of Educational Adequacy of Adult Trainers of non formal education. (ΓΠ/20082/ΦΕΚ Β' 2844/23-10-2012).
- **December 2012- June 2013:** Upgrade of existing informational platform software and apps. Development of Certified Trainers' e-Portfolio
- **February 2013:** Open call of interest for the development of databank of questions – answers for the certification exams
- **March 2013:** Open call of interest for the establishment of pool of examination centers in all 13 prefectures



# Main Statistics of Trainers' Register

## Trainers' Register

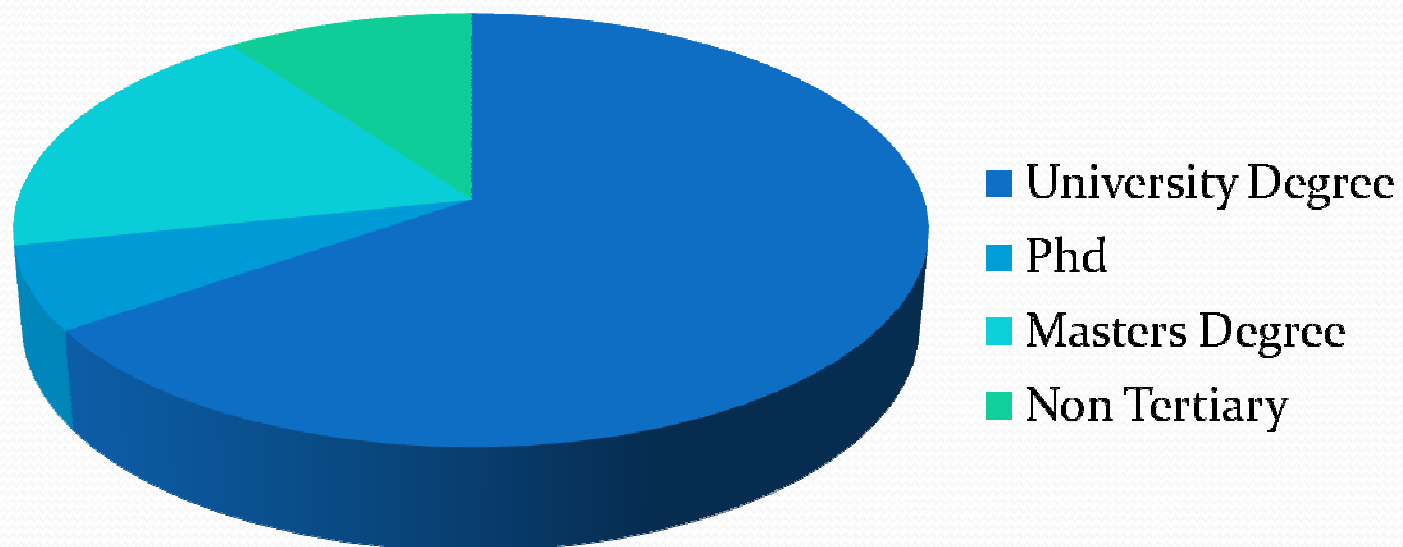


- 15.525 Initially Registered
- 8.307 Certified Trainers



# Main Statistics of Trainers' Register

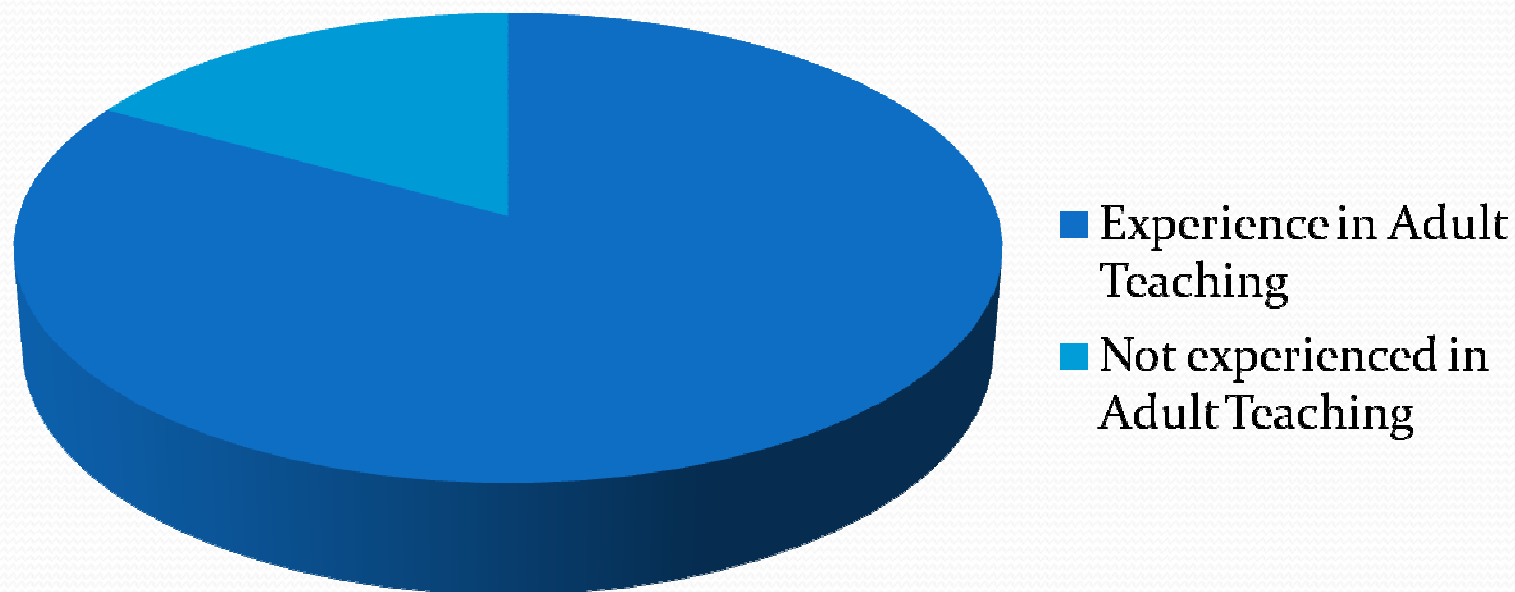
Trainers' Register



- 15.602 University Degree
- 1.495 holding PhD
- 4.376 holding Masters Degree
- 2.395 non Tertiary

# Main Statistics of Trainers' Register

## Trainers' Register

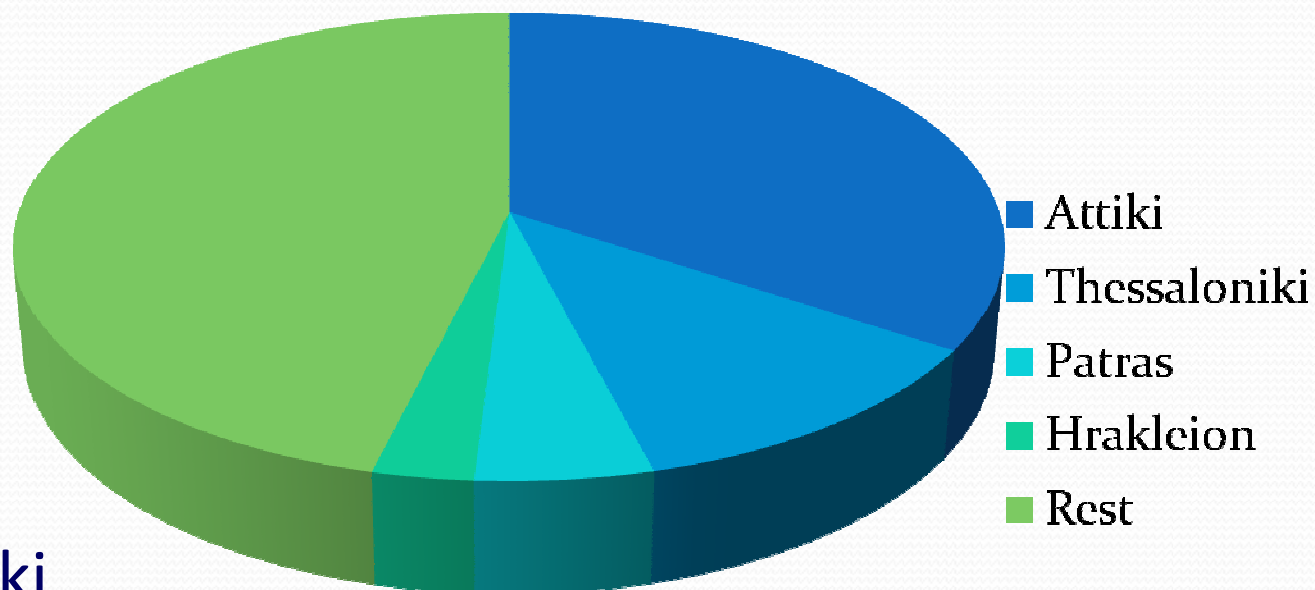


- 19.813 Experience in Adult Teaching
- 4.018 No experience in Adults



## Main Statistics of Trainers' Register

Trainers' Register



- 8.205 Attiki
- 2.765 Thessaloniki
- 1.207 Patras
- 689 Hrakleion
- 11.017 rest of country

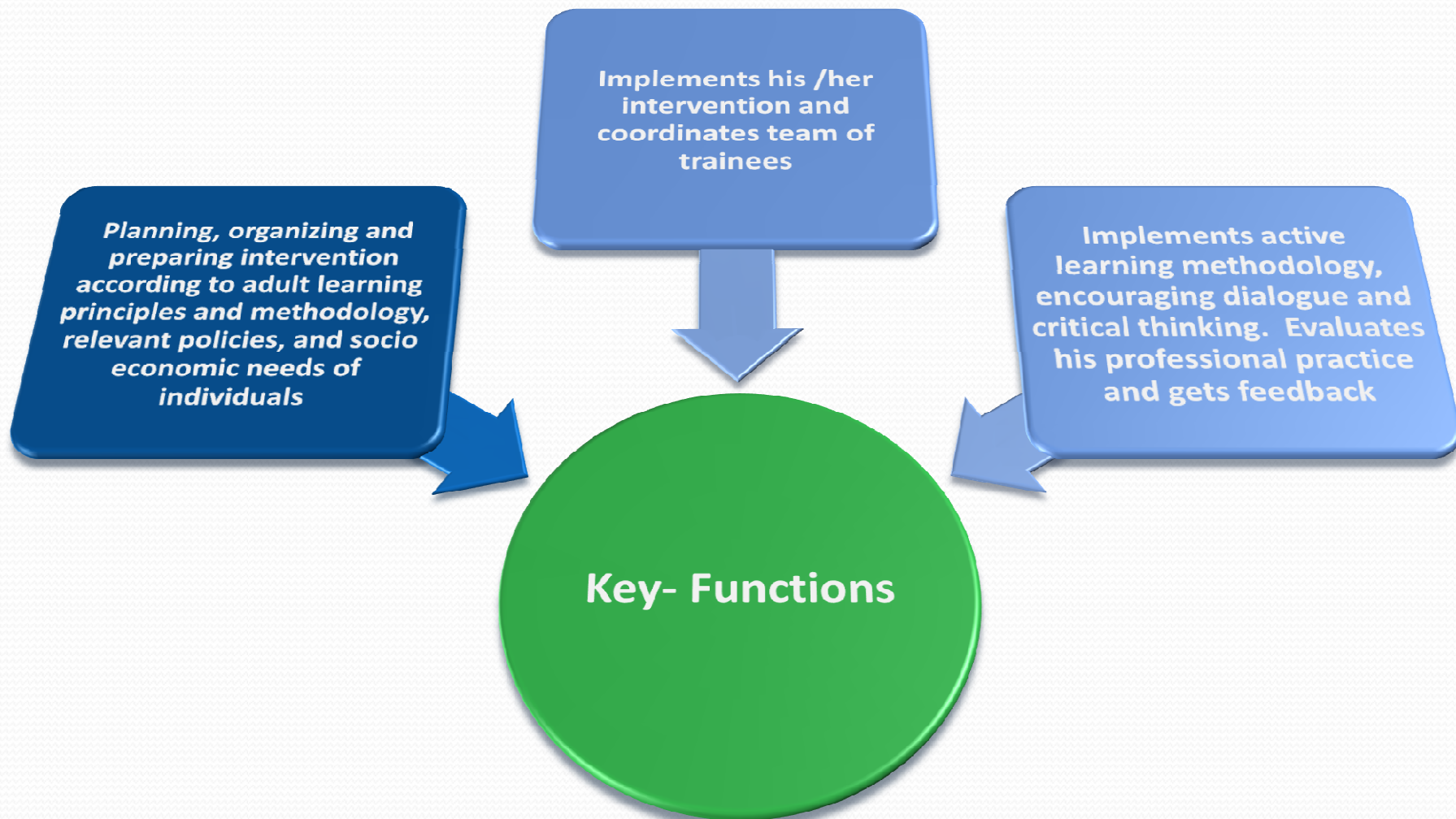


## **Part III**

# **Occupational Profile of Adult Educators and VET Trainers**



# Adult Trainers' Occupational Profile



# Adult Trainers' Occupational Profile

Knowledge	Skills	Competences – Holistic Approach
<ul style="list-style-type: none"> <li>Basic theories of adult learning: critical pedagogy, andragogy transformative learning</li> <li>Main national and EU policies</li> <li>Administrative framework for VET and LLL</li> <li>Methods and techniques of Adult Learning</li> <li>Team and individual education needs</li> <li>Team dynamics and communication</li> <li>Main principles of mentoring and facilitation</li> <li>Main principles of EQF</li> <li>EU Key competences</li> <li>Characteristics of vulnerable social groups</li> <li>Self assessment methodologies and tools</li> <li>Bibliography and ways to approach sources</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between various theoretical approaches</li> <li>Utilize experience</li> <li>networking with social services</li> <li>manages equality and diversity issues.</li> <li>Analysis of socio- political aspects of training</li> <li>Education needs mapping</li> <li>Plan teaching units/modules</li> <li>Choose methods and tools</li> <li>Implements principles of team building and addressing</li> <li>Manages education contract</li> <li>Facilitating and mentoring delivery</li> <li>Plans and implements practical training</li> <li>Takes into account special needs of trainees</li> <li>Utilizes adult training methodology</li> <li>Develops education material</li> <li>Use of tools of self assessment</li> <li>Networks with training community</li> <li>Conduct reports</li> </ul>	<ul style="list-style-type: none"> <li>Integrated approach, comprising of theoretical aspects, socio- economic implications and characteristics of beneficiaries</li> <li>Managing a team of trainees, related to the educational targets</li> <li>Combine experience- active training techniques, critical thought, active participation and democratic dialogue</li> <li>Combine adult training principles, training material, educative tools and applications</li> </ul>



# Adult Trainers' Occupational Profile

ΚΥΡΙΕΣ & ΕΠΙΜΕΡΟΥΣ ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΛΕΙΤΟΥΡΓΙΕΣ (ΕΕΛ)	ΓΕΝΙΚΕΣ ΓΝΩΣΕΙΣ	ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΓΝΩΣΕΙΣ
<p><b>ΚΕΛ 2:</b> Υλοποιεί την εκπαιδευτική του παρέμβαση συντονίζοντας την εκπαιδευόμενη ομάδα.</p>	<p>Ελληνική <b>γλώσσα</b> (ανάγνωση, γραφή και κατανόηση). Στοιχειώδη <b>Μαθηματικά</b>. Γνώση υλικού και <b>λογισμικού</b> για επεξεργασία κειμένου, διαχείριση φύλλων εργασίας και δημιουργία εκπαιδευτικών παρουσιάσεων Γνώσεις πλοήγησης στο <b>διαδίκτυο</b> για αναζήτηση, αξιολόγηση και διδακτική αξιοποίηση πληροφοριών</p>	<p>Αναγνώριση και αξιοποίηση του πλαισίου και των φάσεων της <b>εκπαιδευτικής διεργασίας</b>. Διερεύνηση και διαπραγμάτευση <b>εκπαιδευτικών αναγκών</b> στο επίπεδο της ομάδας. Λειτουργία και <b>δυναμική της</b> εκπαιδευόμενης <b>ομάδας</b>. Αρχές <b>επικοινωνίας</b>. <b>Στοχοθεσία</b> εκπαιδευτικής παρέμβασης. <b>Βασικές</b> αρχές συμβουλευτικής (<b>mentoring</b>) και υποστήριξης (<b>facilitating</b>) της εκπαιδευόμενης ομάδας. Αρχές <b>εκπαίδευσης / μάθησης ενηλίκων</b> Αρχές <b>βιωματικής μάθησης</b>. Το <b>ευρωπαϊκό πλαίσιο αναφοράς</b> για τις οκτώ βασικές ικανότητες για τη διά βίου μάθηση Τυπολογία και περιεχόμενο των <b>οριζόντιων και κοινωνικών ικανοτήτων</b>. <b>Χαρακτηριστικά</b> των <b>ευπαθών κοινωνικών ομάδων</b>. <b>Έμφυλη διάσταση</b> της εκπαιδευτικής παρέμβασης.</p>



## **Part IV**

# **Adult Trainers Certification Scheme**



# Certification Paths

path 1

- **Direct Certification, following submission of e-application, due to specific criteria/qualifications**

path 2

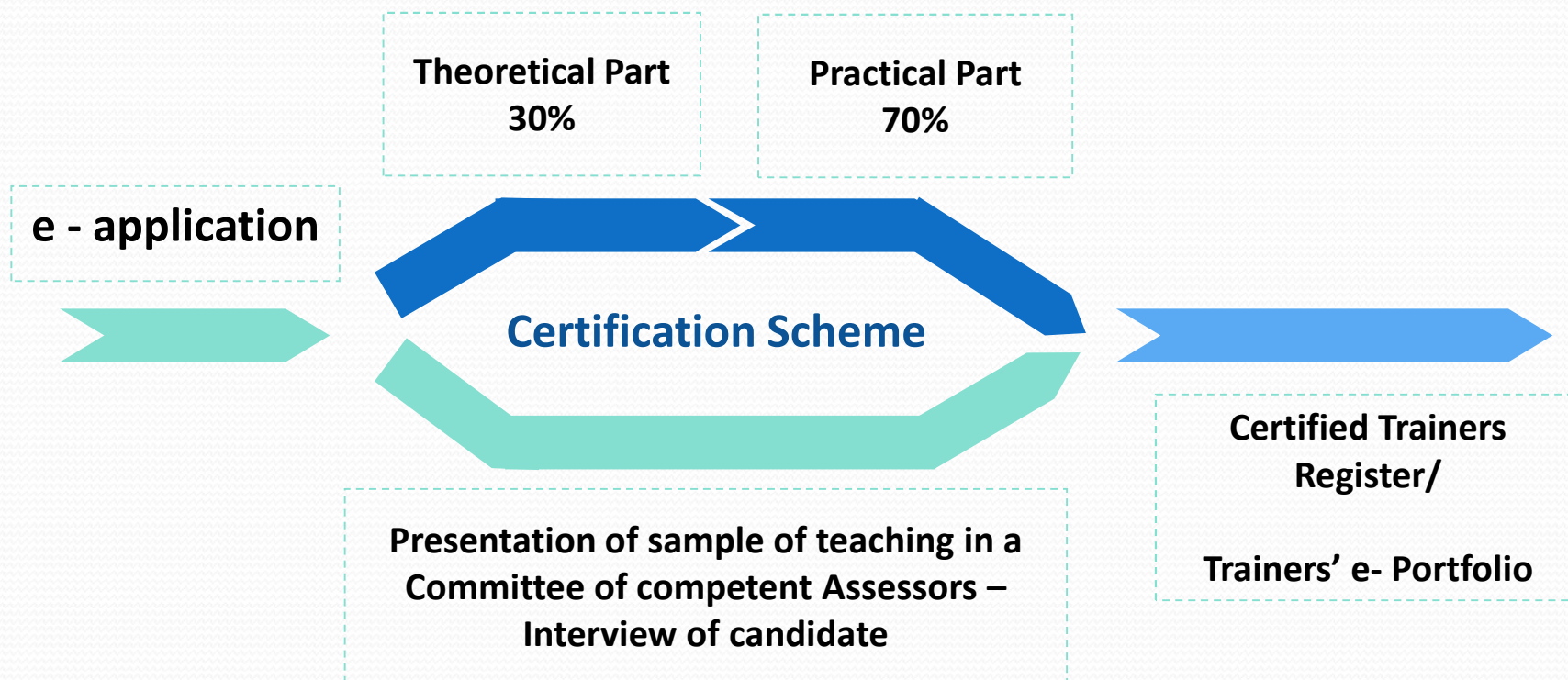
- **Certification, following submission of e-application and participation in assessment process**

path 3

- **Certification, following submission of e-application, attendance of (modules of) training of trainers programme and participation in assessment process**



# Process of Certification





## Expected Outcomes

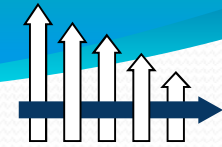
Until the end of 2015 are expected to be certified:

- 15.525 Trainers of the Initial Register
- Another 15.000 new applicants





## V. Next steps- Challenges



### Quality Assurance of Certification

- Active Participation in EQAVET and ELGPN (European Lifelong Guidance Policy Network)

**Contribution to  
Quality Assurance  
in LLL and  
Counseling and  
Vocational  
Guidance**

**Develop an integrated national pool of competent trainers for all spectrum of LLL**

**Evolution of a flexible Register of nearly 40.000 certified trainers all over the country**

Home

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Αργοναυτική... Sea... Καιρός Αθήνα: Αύρι... Moto Caravaggio Adult Education Ma... ERIC ALL ART FINE ARTS CINEMA ΑΡΧΑΙΟΛΟΓΙΑ MAPS EU PROJECTS ΕΚΕΒΙ

Αυτή η σελίδα είναι στα **Αγγλικά** ▾ Θέλετε να τη μεταφράσετε; **Μετάφραση** Όχι **Να μην γίνεται ποτέ μετάφραση από Αγγλικά**

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## Home

Welcome to the National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)

**EOPPEP** is the National Organisation for the Certification of Qualifications and Vocational Guidance, an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece.

EOPPEP operates under the supervision of the Minister of Education & Religious Affairs, Culture & Sports and is seated in Athens. It has derived from the amalgamation of three national bodies, all under the supervision of the same Ministry: the National Centre for the Accreditation of Lifelong Learning Providers (EKEPIS), the National Organisation for the Certification of Qualifications (EOPP) & the National Centre for Vocational Guidance (EKEP).

The newly established national authority, the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), corresponds to the pressing need of creating and maintaining a holistic and interrelated policy framework for the development of lifelong learning and certification of qualifications in Greece, linking with the open market and responding to the needs of the citizens, a central issue in EU policy.

*Our mission is geared towards linking VET with labour market needs, upgrading people's occupational qualifications, and strengthening social cohesion.*

www.eoppep.gr/index.php/en/quality-assurance

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**πληθγός**

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Επαγγελματικού  
Προσανατολισμού  
Των Εφήβων





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## **RECENT POLICY DEVELOPMENTS ON THE PROFESSIONAL STATUS OF ADULT EDUCATORS AND VET TRAINERS IN GREECE**

**Thank you for your attention!**

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