

## **D 4.3 Report on the certification process and requirements for the building workforce**

**July 2013**



## INTRODUCTION

**New regulations, according to the recent law 4186/2013 “Restructuring of Secondary Education and other issues of the Ministry of Education and Religious affairs”** enacted on September 11, 2013, includes five pillars on the certification of qualifications:

### **EOPPEP is responsible for**

- the procedures for the certification of qualifications for the award of a degree of specialization (ptychio eidikotitas) to the graduates of "Class Apprenticeship"
- the certification of 'outputs' of non-formal education institutions
- the certification of professionals, who do not have a recognized professional qualification for the award of a title equivalent to the titles of vocational education and training.
- the certification of initial vocational training in all specialties of vocational training school graduates (SEK) and the Vocational Training Institutes (IEK)
- EOPPEP is the **National Coordination Point for EQF in Greece (NCP)**.

### **More specific:**

#### **Accreditation of Occupational Profiles & Curricula standards:**

EOPPEP accredits occupational profiles with the active contribution of the social partners in the process of their development. An occupational profile is defined as the job functions and the required knowledge, skills and competencies for exercising an occupation or speciality. Based upon accredited occupational profiles, EOPPEP develops standards and specifications for modularised curricula with credits.

#### **Accreditation/Licensing of Providers of non-formal education**

EOPPEP accredits and licenses Providers of non-formal education encompassing initial and continuing vocational training upon legislated criteria for infrastructure, trainers & curricula, as well as enacted specifications for the organisation and operation of the provider, employed staff and provided services.

- EOPPEP licenses Freel Studies Workshops (EES), which provide services of non-formal education in a wide spectrum of learning options.
- Additionally, EOPPEP licenses Private Vocational Training Institutes (IIEK), which provide services of initial vocational training in a broad range of specialities, aiming at the integration & reintegration of learners into the labour market, their professional mobility and development, as well as their personal development.
- EOPPEP accredits Vocational Training Centres (KEK), which provide services of continuing vocational services complementing, updating and/or upgrading knowledge, skills and competencies of the labour force aiming at the integration & reintegration of learners into the labour market, job security and professional as well as personal development.

## **NATIONAL QUALIFICATIONS FRAMEWORK (NQF) & CERTIFICATION OF QUALIFICATIONS**

### **Certification of Qualifications**

EOPPEP develops the regulatory framework for the certification of qualifications, i.e. the learning outcomes of non-formal education and informal learning, in response to labour market needs and priorities and in liaison with the accreditation of inputs, i.e. providers, trainers, occupational profiles and curricula standards.

### **Development of a National System for the Certification of Qualifications**

Designing and developing a national system for the certification of qualifications is EOPPEP's principal policy priority in the field of lifelong learning (LLL), comprising the following key areas of responsibility:

- Development of a model system for the accreditation of outputs and setting the respective legal framework. Designing a system for the recognition and certification of qualifications acquired via non-formal and informal learning and establishing the framework for licensing awarding bodies.
- Inspection, monitoring and evaluation of awarding bodies.
- Implementation of certification processes by EOPPEP.

The National System for the Certification of Qualifications aims at:

- certifying those qualifications for which a state interest is attested and those which reinforce employment,
- assuring the certified qualification corresponds to the specifications set in the respective accredited occupational profile and the accreditation/certification process is in compliance with set standards and criteria
- providing equity and open access to qualifications, irrespective of the learning pathway and regardless of the way learning outcomes have been acquired.

### **Accreditation/Certification procedures:**

#### **Certification of the teaching qualification of Trainers for Adults of non-formal education**

Trainers for adults are required to possess a teaching qualification awarded upon accreditation in order to fulfill eligibility conditions for public funded non-formal education programmes, pursuant to Law 3879, article 19.3 (GOG 163/A/21.09.2010) on "*Development of Lifelong Learning*". Develops and implements a comprehensive and innovative accreditation system for the teaching qualification of "Trainers for Adults of non-formal education".

### **National Qualifications Framework (NQF)**

EOPPEP is the statutory body for the development and implementation of the Hellenic Qualifications Framework (NQF) in correspondence with the European Qualifications Framework (EQF).

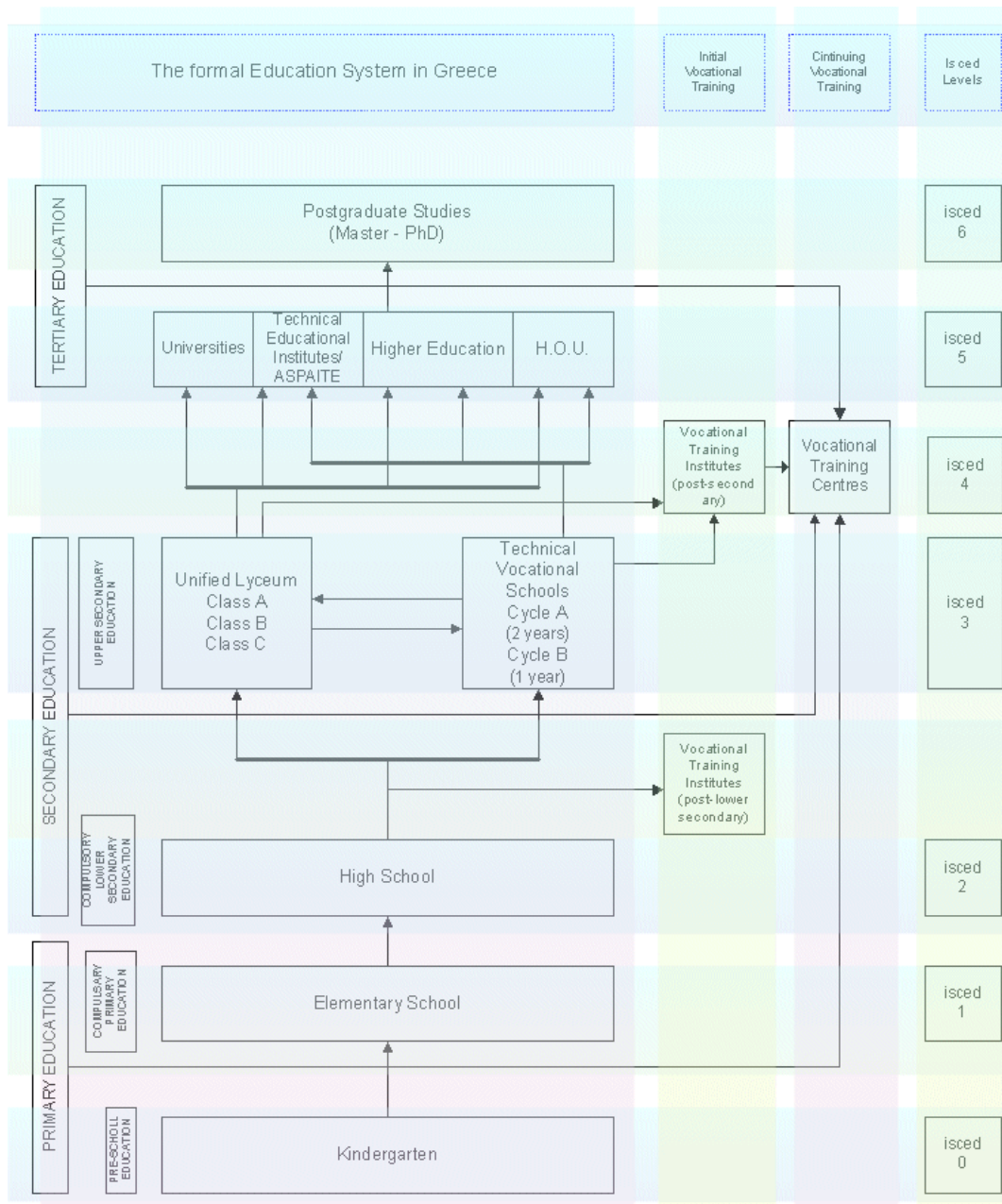


Figure 1: GREEK EDUCATIONAL SYSTEM

### **Non-formal Education Institutions**

- a) School of Vocational Training (SEK) which provides initial training to graduates of compulsory formal education
- b) Institute of Vocational Training (IEK) which provides initial training the graduates of formal secondary education
- c) Centre for Lifelong Learning which provides continuing vocational training, general adult education, vocational guidance and lifelong counseling and
- d) College, which provides non-formal education to graduates of formal secondary education

### **Titles of the upper secondary formal educational system**

- HIGH SCHOOL, a High School Diploma (Lyceum) after school examinations, Level 3  
b Degree (ptychio) Specialization after school examinations by vocational school (EPAL), Level 3 .
- Graduates of "class Apprenticeship" are awarded the Specialisation Degree level 4
- Graduates of Vocational Evening Lyceum have no obligation for attending "Class Apprenticeship in order to have access to qualification certification if they have reached wages at least 600 specialty deattending the third grade of Evening Career Lyceum.
- Degree Level 3 professional qualification, awarded to graduates of vocational schools (SEK)
- Degree Vocational Specialist level 4, granted to graduates of Class Apprenticeship
- Diploma of Vocational Specialist level 4, granted to graduates IEK.

## FLOWCHART FOR CERTIFICATION OF OCCUPATIONAL PROFILES TO CERTIFICATION OF QUALIFICATIONS

EOPPEP singly or in collaboration with OAED and the opinion of the professional associations or scientific associations is the entity applying procedures for the certification of qualifications for awarding degrees (ptychio) of Specialization for the graduates of "Class Apprenticeship."

Below, the imprinting flowchart of steps from the Certification of occupational profiles to Certification of Qualifications of Human Resources in the field of non-formal education and informal learning is presented:

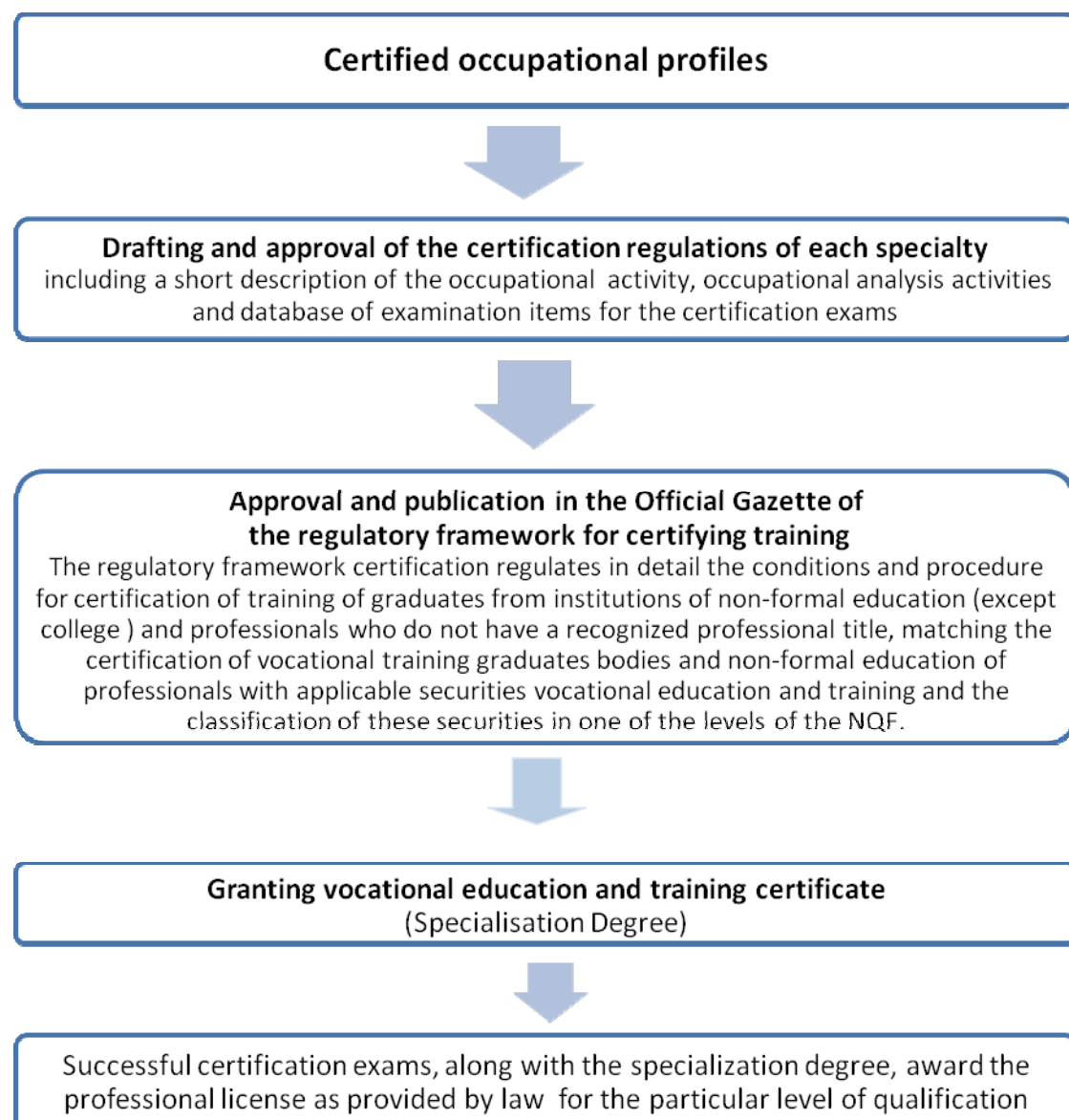


Figure 2. Flowchart for Certification of occupational profiles to Certification of Qualifications

## CERTIFICATION OF QUALIFICATIONS

The final and most decisive stage towards the successful outcome of the BUILD UP Skills European Initiative is the certification of the newly acquired skills on EE/RES by the targeted professionals. Certification is an administrative procedure of identification (by an independent body) that verifies, according to specific standards, the knowledge, skills and abilities acquired, either by granting titles (i.e. certificates) or by assigning equivalences. The certification of the qualifications is a key issue for a professional towards his/her recognition and progression and could be an incentive for competitiveness by fellow professionals to act accordingly.

More specifically:

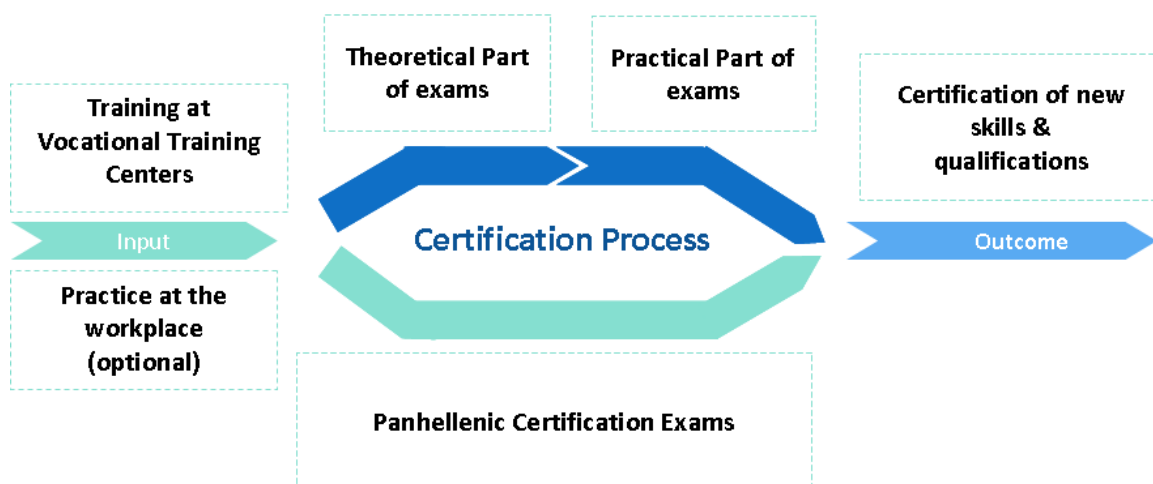
- The certification and recognition of the qualifications of professionals, and particularly those arising from non-formal or informal learning, in line with the European Qualifications Framework (EQF), shall combat unemployment and facilitate the (rising) professional mobility in a way to improve salaries and opportunities for professional progression.
- The certification of qualifications should not be limited to an academic type of recognition of these skills, without targeting at the practical value it can provide the labour market with. In other words, at an initial stage, the practical and pragmatic character of National Qualifications Frameworks should be highlighted and then transit to a common EQF, to facilitate the professional mobility and to effectively address the phenomena of unemployment, poverty as well as of the resulting social exclusion.
- Thousands of workers are qualified as they have acquired their skills either through their professional experience or their vocational training, but they can't prove them. Now, they shall be given the opportunity to get certified and prove their occupational potentials through the national qualifications frameworks (NQF). The NQF should be responsible for classifying all existing recorded skills on a national scale by its own educational, professional, etc. criteria.

Nevertheless, on the matters of qualifications certification, Greece has fallen noticeably behind, degrading therefore the strength and capacities of its workforce in comparison with the other European countries. The great importance of the certification of qualifications, for the labour workforce being the target group of BUS-GR, is clearly shown within the answers to a question concerning the need to create a National Qualifications Platform of construction workers on the issues of RUE and RES in Greece.

All the professional bodies that participated in the survey characterised this initiative as useful and/or necessary. The vast majority of 72% described it as necessary, recognizing the certification and training gap that currently exists in Greece, as regards the workforce of craftsmen / installers in matters of EE and RES in the building sector. The remaining 28% of the stakeholders described the initiative as very helpful. This finding is critical because it demonstrates that the professional bodies and workers/technicians themselves acknowledge the problem of absence of qualifications certification underlying their sector, along with its consequences.

Regarding the certification of the blue collar workers as well as of the installers of energy efficient and RES systems in the construction sector, it is proposed:

- ✓ to follow the relative system of certification of vocational training of professionals who do not possess an acknowledged professional title, and
- ✓ to match the certification and vocational training of the professionals with vocational training titles (Law 4186/2013).



**Figure 3: Proposed qualification certification scheme for the workers of the construction sector on the specific issues of RES/Energy Efficiency (through CVT)**

The certification scheme that is proposed to be implemented, as presented to the members of the NQP and discussed in the following consultation meetings, and which is schematically described in Figure 4.1 is the following:

1. Those interested to be trained and certified in the field of RUE and/or RES applications in their specialisation field (see Tables 4.2 and 4.3) should be obliged to attend and complete successfully, by means of an examination, an educational program including both theoretical and practical training. The training programs will be specified by specialty, in accordance with the indicative contents listed in Tables 4.2 and 4.3.



2. The qualifications programs (specified per profession/craft), will be provided by accredited vocational training centres (KDVM Level II), under the condition that they meet the minimum requirements and conditions to be set for the training program. Upon completion of the qualifications program, a Certificate of Adequate Attendance will be granted to each candidate, by the relevant training organization.
3. The certification examinations are conducted to a national level and according to ISO/IEC 17024, being acceptable by the EU, and the successful candidates will be granted a Certificate of Successful Examination.
4. When presenting the Certificate of Successful Examination, as well as any other supporting documents required, the successful candidates will be registered in the respective records of certified technicians/workers, on RUE and RES applications to buildings, which shall be created.

## CONCLUSIONS

On the certification of workers and craftsmen in the construction industry, and installers of energy efficient systems and renewable energy systems (RES) in buildings is proposed to follow the system of certification of vocational training of professionals, who do not have a recognized professional qualification and matching certification training professionals with titles vocational education and training.

As an initial step, the occupational profiles has to be updated, and the under development regulatory framework with regard to professional rights, license to practice and require qualifications will be taken into consideration to the whole process.

## GLOSSARY

**“Lifelong learning”**: All forms of learning activities during a person’s life that are aimed at the acquisition or development of knowledge, skills and abilities, which contribute to the formation of an integrated personality; the individual’s vocational integration and development; social cohesion; the development of the ability of active citizenship and social, economic and cultural development. It includes formal education, informal education and informal learning.

**“Formal education”**: The education that is provided within the formal educational system, leads to the acquisition of nationally recognized certificates by the government and is a part of the scheduled educational range. Formal education also includes the general adult formal education.

**“Formal educational system”**: The primary, secondary and tertiary education system.

**“Informal education”**: The education that is provided within the organized education framework outside the formal educational system and can lead to the acquisition of recognised certificates at a national level. It includes the original vocational training, continuing vocational training and general adult education.

**“Informal learning”**: The learning activities taking place outside the organized educational framework, throughout a person’s life, within the leisure or professional, social and cultural activities. It includes all types of self-education activities, such as self training with printed material, over the Internet, using a PC or a variety of educational infrastructure, as well as the knowledge, skills and abilities acquired by people from their professional experience.

**“Initial vocational training”**: The training that provides basic professional knowledge, abilities and skills in specialized disciplines for the integration, reintegration, vocational mobility and the advancement of human resources in the labour market, as well as professional and personal development.

**“Continuing vocational training”**: The human resources training that complements, updates or upgrades knowledge, abilities and skills, gained from the vocational education systems and initial vocational training, or professional experience for the integration or reintegration in the labour market, ensuring employment and the professional and personal development.

**“General adult education”**: Includes all the organized learning activities that are addressed at adults and seek to enrich knowledge; developing and improving abilities and skills; developing an individual’s personality and active citizenship, as well as the mitigating education and social inequalities. It is provided by formal education and non-formal education institutions.

**“Lifelong counselling”**: The scientific assistance, support and empowerment provided to people within the context of lifelong learning, in order to specify and achieve their personal professional goals.

**“Career guidance”**: The information, investigation and preparation process that helps the individual choose its educational path and profession, according to its particular interests and abilities.

**“Training or education structure”**: The entity that provides training or education services with its organizational structure, functions, manpower and logistics.

**“Inputs”**: The human, financial and physical resources used in the learning process and in particular the structures, job profiles, programs and informal educators.

**“Outputs”**: The direct results of the learning activity, namely the knowledge, abilities and skills acquired by the individual.

**“Job profiles”**: All the main and individual professional activities that form the work objective of a profession or a specialty, as well as the corresponding knowledge, skills and abilities needed to respond to these activities.

**“Qualifications”**: All the general and specific knowledge, skills and abilities needed to exercise a profession, a specialty or a specialization.

**“National Qualifications Framework”**: The context for classifying qualifications in the form of learning outcomes, in accordance with a set of criteria to achieve learning levels. The National Qualifications Framework classifies the learning outcomes into knowledge, skills and abilities, without breaking up the unique nature of learning. The following apply under in terms of the National Qualifications Framework:

**“Job profiles”**: All the main and individual professional activities that form the work objective of a profession or a specialty, as well as the corresponding knowledge, skills and abilities needed to respond to these activities.

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- i) **“Qualification”**: The outcome of an evaluation and validation process, after the finding by the competent body that a person has achieved learning outcomes that correspond to specific specifications.
- ii) **“Descriptive indicators”**: The indicators that specify the learning outcomes (knowledge, skills, abilities) that match the qualifications of a specific level.
- iii) **“Sector descriptive indicators”**: The descriptive indicators by industry of the levels under the National Qualifications Framework, which determine the sector learning outcomes relevant to the qualifications in the industry.
- iv) **“Sector qualification”**: The qualification that is awarded as the outcome of an assessment and ratification, after a finding by the responsible sector authority that a person has achieved learning outcomes that match specific specifications. The qualification is known as an **“international sector qualification”**, where the responsible sector authority has an international standing.

# ANNEX

Hellenic Ministry of Education & Religious Affairs


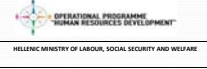



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**Development of HQF and Certification of Qualifications of EOPPEP**

*First meeting of Steering Committee for the Referencing of the Hellenic National Qualifications Framework (HQF) to the European Qualifications Framework (EQF)*

**Dr. Ioanna Dede**  
Head of Division for Certification of Qualifications  
20/09/2013

 EUROPEAN UNION EUROPEAN SOCIAL FUND	 OPERATIONAL PROGRAMME HUMAN RESOURCES DEVELOPMENT HELLENIC MINISTRY OF LABOUR, SOCIAL SECURITY AND WELFARE	 NSRF 2007-2013 EUROPEAN SOCIAL FUND
Co-financed by Greece and the European Union		
INTERMEDIATE MANAGING BODY: MANAGING AUTHORITY OF THE OPERATIONAL PROGRAMME "EDUCATION AND LIFELONG LEARNING" HELLENIC MINISTRY OF EDUCATION AND RELIGIOUS AFFAIRS		

The project entitled "DEVELOPMENT OF THE NATIONAL QUALIFICATIONS FRAMEWORK" is implemented through the Operational Programme "Human Resources Development" and co-financed by the European Union (European Social Fund - ESF) and the Greek state. The project's intermediate Managing Body is the Managing Authority of the Operational Programme "Education and Lifelong Learning" of the Hellenic Ministry of Education and Religious Affairs.

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## Part I About EOPPEP

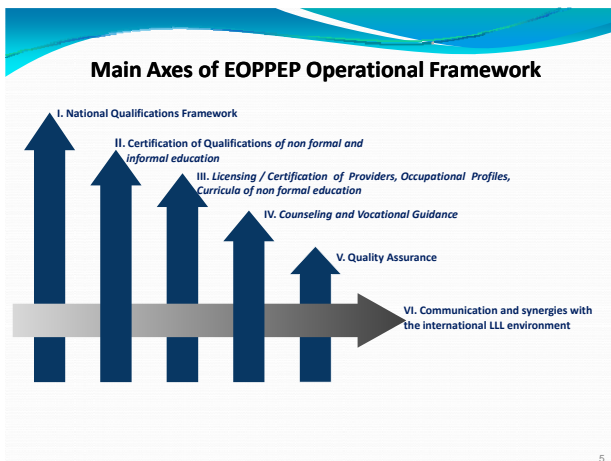
## EOPPEP ID

**Operational Framework**

EOPPEP operates under the supervision of the Minister of Education & Religious Affairs 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 life long learning 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**
- **Certification of National Qualifications Framework**
- **Development and implementation of an integrated system for the Certification of Qualifications of non formal education**
- **Development and implementation of Certification of Qualifications**
- **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



## Part II:

**New regulations, according to the recent law 4186/2013 "Restructuring of Secondary Education and other issues of the Ministry of Education and Religious affairs"** enacted on September 11, 2013, includes five pillars on the certification of qualifications:

- **A) the procedures for the certification of qualifications for the award of a degree of specialization (ptychio eidikotitas) to the graduates of "Class Apprenticeship"**
- **B) the certification of 'outputs' of non-formal education institutions**
- **C) the certification of professionals, who do not have a recognized professional qualification for the award of a title equivalent to the titles of vocational education and training.**
- **D) the certification of initial vocational training in all specialties of vocational training school graduates (SEK) and the Vocational Training Institutes (IEK)**
- **E) the certification of Greek Sign Language for deaf people and the certification of Braille for blind people**

EOPPEP, has the authority singly or in collaboration with OAED and the opinion of the professional associations or scientific associations, is the entity applying procedures for the certification of qualifications for awarding degrees (ptychio) of Specialization for the graduates of "Class Apprenticeship."

### Non-formal Education Institutions

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Graduates from institutions of non-formal education  
Professionals who do not have a recognized professional qualification

- The graduates from institutions of non formal education certified by EOPPEP. Successful certification exams, along with degree specialty, acquire the same professional license as provided by law for the particular level of qualification
- professionals who do not have a recognized professional qualification the professional training of certified by EOPPEP. The titles after the certification are equivalent with titles of vocational education and training.

### Vocational Training Schools (SEK)

Level of degree	Duration of studies	Admission requirements	Scope of Studies	Permeability
Vocational specialty degree (ptychio)  Level 3 Degree is issued on completion of studies (including apprenticeship)  or Level 4 Degree is issued on completion of studies (including apprenticeship) and participation in Certification Exams	3 years	After completion of compulsory education  (9 years: 3 years primary + 6 years lower secondary education)	Initial vocational training	Graduates have no access to tertiary education

### Vocational Training Schools (SEK) Specialties



4 Groups of Orientation



55 Technical Specialties

### Vocational Training Schools (SEK) Orientation Groups

- 1 Technological Applications
- 2 Tourism Professions and Hosting
- 3 Agriculture, Food Technology and Nutrition
- 4 Applied Arts & Artistic Sciences

### Initial Vocational Training (IVT) Specialties



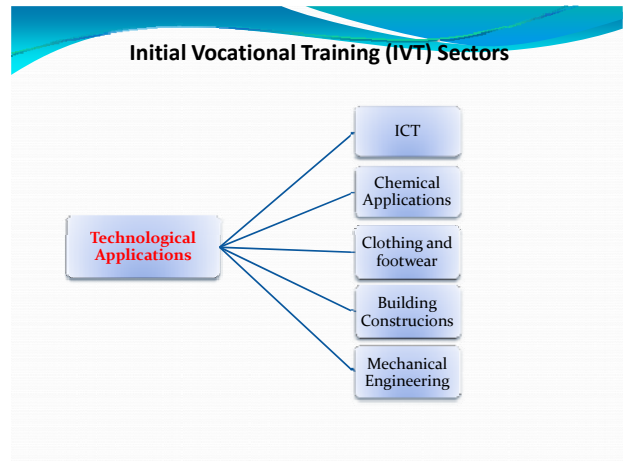
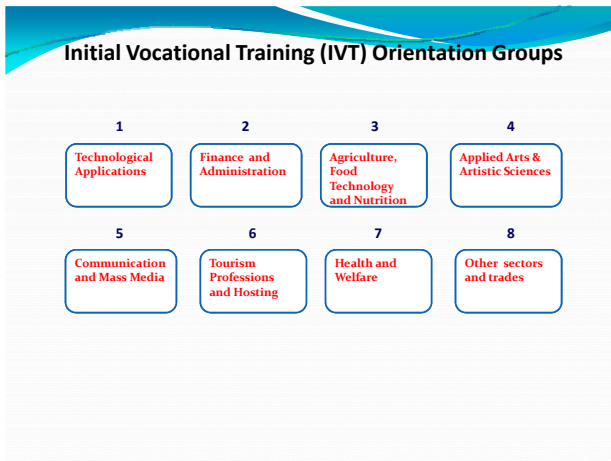
8 Groups of Orientation



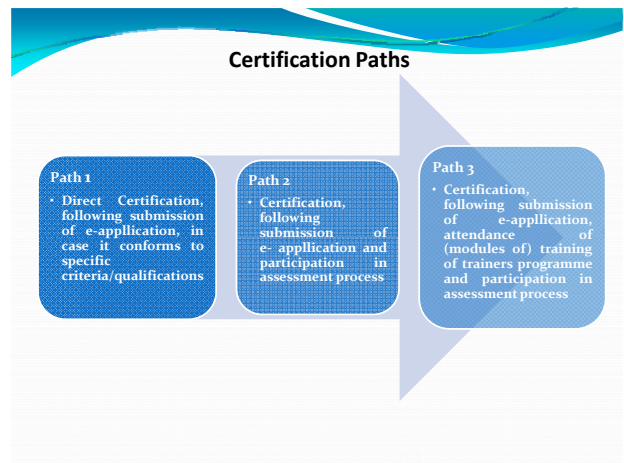
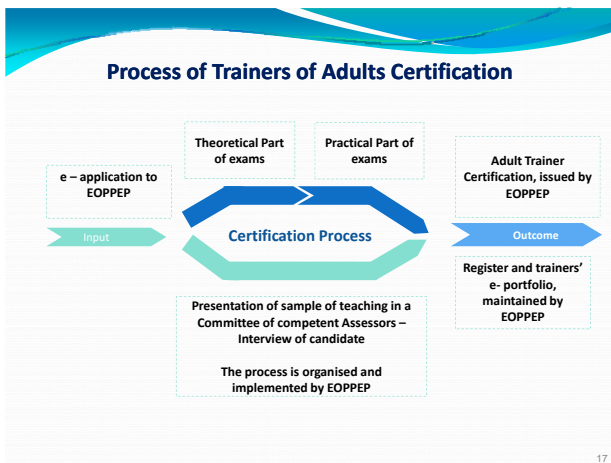
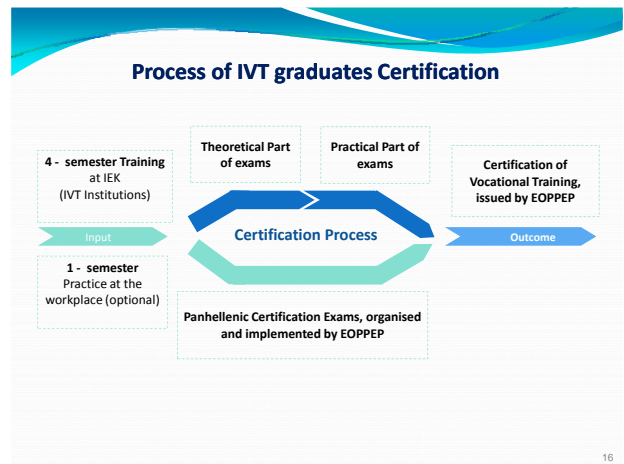
10 Sectors



87 Technical Specialties



## Part III Certification Processes





**Part IV**  
**Hellenic Qualifications Framework (HQF) Development**

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### The structure of the HQF



- The structure of the Hellenic Qualifications Framework, as this was formulated by the National Organisation for the Certification of Qualifications and Vocational Guidance (E.O.P.P.E.P.), with the active collaboration of the bodies responsible for issuing educational policies, of representatives from the educational and academic community, and of social partners, serves the **principle of quality assurance**, based on learning outcomes, which are divided into knowledge, skills and competences, without fragmenting the unified nature of learning.

### Main Components of HQF

<p><b>Levels</b> Cover the entire range of qualifications, from compulsory education to higher education. Each level is defined by a set of <b>knowledge, skills and competences</b>, which determine the <b>learning outcomes</b>.</p> <p><b>Descriptors</b> Learning outcomes corresponding to the qualifications of a specific level are defined by descriptors, determined by <b>qualitative and quantitative ratings</b> of knowledge, skills and competences</p>	<p><b>Learning outcomes</b> Everything a person <b>knows, understands and is able to perform</b> following the completion of a learning process. They are classified into <b>knowledge, skills and competences</b>.</p> <p><b>Qualification Types</b> "Tool" for classifying <b>groups of titles</b> with common characteristics.</p>
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### HQF - Timeframe

HQF Development and Implementation steps		
A	July 2013	Presentation of the structure of the Hellenic Qualifications Framework
B	October 2013	First draft of the Report of Referencing the Hellenic Qualifications Framework to the European Qualifications Framework
C	November 2013	Final draft of the Report of Referencing the Hellenic Qualifications Framework to the European Qualifications Framework.
D	December 2013	Submission to the European Union of the Report of Referencing the Hellenic Qualifications Framework to the European Qualifications Framework.

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**Thank you !**