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GLOSSARY

ISCED:	International Standard Classification of Education
ECVET:	European Credit System for Vocational Education and Training
EKEPIS:	National Accreditation Centre for Continuing Vocational Training
EOPPEP:	National Organisation for the Certification of Qualifications and Vocational Guidance
EQF:	European Qualifications Framework
ISCO:	International Standard Classification of Occupations
NQF:	National Qualifications Framework
O.P.:	Occupational Profile

History and background

A history, description and assessment of any national initiatives and structures relating to the use of 'competence' in VET and professional development

The initiative of the development of Occupational Profiles (O.P.'s) in Greece is related to the formulation of the national lifelong learning policy that took place from 2003 to 2010.

The legislative and institutional framework of the LLL policy that aimed to offer a comprehensive framework for the provision of resources and skills to ensure the inclusion to the labor market for all, consists of:

- Law 3191/2003 on the establishment of the National System of Linking VET with Employment (ESSEEKA). The strategic goal of ESSEEKA is the development of an effective system of counselling and vocational guidance and connection with the Labour Market available for the trainees and the graduates of VET. ESSEEKA provides a framework for effective coordination of the systems of Initial and Continuing Vocational Training, the recording of needs of the labor market by the Employment Observatory (PAEP), and the development of O.P.s, as a pathway to the development of reliable initial and continuing training curricula.
- Law 3369/2005 for the systemization of lifelong learning, addressed all levels of lifelong education and training of the Public Sector, while it provides social partners with the potential to create LL bodies, targeting to increase active participation and strengthen social impact. It also made provision for:
 - ✓ the distinction between Lifelong Education and Lifelong Training
 - ✓ issues related to providers of Lifelong Education and Training
 - ✓ the establishment of the “National Committee for Lifelong Training” to improve coordination of lifelong education and training services and interconnect them to ESSEEKA bodies.
 - ✓ Development of O.P.s
 - ✓ certification of qualifications and skills
 - ✓ funding and evaluation issues
- the Common Ministerial Decision 11708/30.12.2005 titled ‘System for the Accreditation of Programmes, Knowledge, Skills and Competences’, that introduced procedures and tools for the certification of knowledge, skills and abilities that are related to the recognition of professional qualifications that are acquired in the framework of LLL.
- Law 3879/2010 on the ‘Development of Lifelong Learning and other provisions’, that aims to
 - ✓ (a) develop lifelong learning, by identifying alternative paths, networking lifelong learning institutions and ensuring transparency and quality, so as to achieve the interconnection of lifelong learning to employment, to form an integrated personality of the people and the wider social and economic development,
 - ✓ (b) to plan and decentralize lifelong learning activities; systematically support the institutions in the National Network for Lifelong Learning; and to plan the

cooperation of the institutions in the Network with lifelong learning service providers;

Law 3879/2010 defines occupational profiles as : *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.*

Law 3879/2010 introduced in Greece the National Qualifications Framework, defined as ..*“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:

- 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.

The Law foresees, under Articles 4, 12 and 13 that informal education institutions, Vocational Training Institutions and Vocational Training Centres implement training programmes that correspond to specific O.P.s

Under Article 16, on NQF, the learning outcomes of all types of formal education, informal education and informal learning are identified and correlated through the National Qualifications Framework, so that they are certified and classified at levels that correspond to the European Qualifications Framework levels. The National Qualifications Framework can be specified in terms of sector qualification frameworks.

The formulation and function of the National Qualifications Framework, as well as the coordination of the parties involved in this Framework, such as the representatives on national and community Collective bodies, education and training institutions, public partners and the chambers of commerce, is supervised by the European Union Directorate at the Main Department of the Ministry for Education, Lifelong Learning and Religions.

- The institutional framework that governs the development and accreditation of Occupational Profiles (*επαγγελματικά περιγράμματα*) in Greece is the Common

Ministerial Decision 110998 /8.5.2006 “Accreditation of Occupational Profiles” published at the Official Gazette 566/vol.B/8.5.2006. There, it is stated that the *‘objective of the development and accreditation of occupational profiles is the systematic analysis and reporting of the content of the occupations, as well as the analysis and reporting of the paths for the acquisition of the necessary competences’*.

Based on that definition, the content of the O.P.’s focused at three areas:

- the content of the occupation,
- the competences required,
- the educational / training paths for the acquisition of those competences.

The accreditation of O.P.’s was linked to:

- The direct connection of the vocational training programs’ curricula with the occupational profiles
- The adoption of methods, standards and criteria for the development, assessment and accreditation of occupational profiles
- The strengthening of the reliability of vocational training and its close association with the needs of the labor market
- The upgrading of the occupational competences of the Greek labour force as well as the facilitation of the unemployed and the socially vulnerable groups to find a job.
- The strengthening of the role of the social partners in the context of the VET system
- The quality assurance and the effectiveness of the VET programs.

In that context, 202 occupational profiles have been developed since then, based on a common methodology and structure.

At this point it should be mentioned, that it was the state and not the labor market, that in early 2000 first triggered the discussion about the need to develop occupational profiles in Greece. With the funding of the then Community Support Framework the existing O.P.s were developed in the period 2008 – 2010, in that sense one could characterize the whole procedure for the development of O.P.s rather as a ‘co-funded project’ implemented in a specific timeframe than an on-going procedure.

Models and methodologies

Any recommended or widely-used conceptual models and development methodologies

The occupational profiles in Greece are developed on the basis of a common methodology described in the Common Ministerial Decision 110998/2006.

Each O.P. is structured in 5 units:

1. Unit 1: Title and definition of the profession or specialty.
The profession of specialization has to be corresponded to the national system of job classification (STEP 92) and the system of classification of sectors of economic activity (NACE).
2. Unit 2: Description of the work processes that specify the profession or specialization
The analysis of professional functions must include: the title of the professional function, the criteria of professional adequacy, the description of the range of application (means, equipment, environment of work, etc)
3. Unit 3: Required abilities expressed in the EQF descriptors knowledge, skills and abilities
4. Unit 4: Education and training pathways related to this occupation. All possible pathways (education, initial and continuing vocational education, work experience, requirements related to the occupation) are listed
5. Unit 5: Indicative ways of assessing required knowledge, skills and competencies.

Especially as regards the Unit 2 of the Ops that refers to the analysis of the occupation / specialty and the definition of the occupational standards the analysis is done at four levels:

1. Core Professional Activities (general areas of responsibility / the main work activities of the occupation in question – three at least for each profession required¹). A specialty is added as an extra core activity.
2. Tasks (a clearly defined chain of activities that constitute the logical and necessary steps required to carry out a core professional competence – three at least for each CPA required) For the analysis of Tasks, a methodology based on Mansfield – Schmidt approach is recommended.
3. Work processes (they are the smallest individual components of each Side Professional Function - at least 3 for each SPA required)
4. Knowledge, Skills and Abilities (each Work Process is linked to one -at least- set of knowledge, skills and abilities)

Every O.P. corresponds, in its relevant parts, to the European classification systems: ISCED, EQF, ECVET.

The bodies that have the right to develop O.P.s are those that cooperate with one of the national (tertiary) level trade union organisations of employees and employers' that have co-signed the national collective labour agreement and represent at national level the occupation in question.

If the occupation is not represented at national level, then an organisation that represents the occupation / specialty / sector should participate.

The methodological tools used are:

- Desk research
- Delphi method for occupational analysis. The analysis is conducted at 4 levels:
 - ✓ Key occupational functions
 - ✓ Occupational activities
 - ✓ Occupational tasks
 - ✓ Knowledge, skills and abilities
- Interviews with people working in the occupation examined
- Review and feedback processes with employees' and employers' organizations during the development of the O.P.

For the development of the existing O.P.s 202 bilateral committees and equal number of advisory committees were formed. Each committee had 4 meetings for each O.P. they worked on.

The working groups consist of experts familiar with the development of O.P.s, representatives of employers' and employees' trade unions.

The procedure is as follows:

- ✓ Each expert completes the 'Questionnaire for the description of the Profession / specialty' and sends to the coordinator who gathers all questionnaires and produces a synthesis report that he/she sends them to all members of the group to be studied and then discussed during a group's meeting. The same procedure is repeated twice, in order to reach a unanimous agreement on the text to be produced.
- ✓ After the finalisation of the list of necessary knowledge, skills and abilities, based on desk research and experts' views, it is tested against the views of professionals, managers, employees, employers and people working in 'neighboring professions'. To this end, at least 10 in-depth interviews are conducted.
- ✓ The in-depth interviews focus on: tasks, standards for the successful implementation of tasks, necessary knowledge, skills and abilities. All interviews are based on a common interview guide.
- ✓ The draft of the O.P. is sent to interviewees for feedback.
- ✓ The experts on the basis of interviews' analysis, the outcomes of the desk research and the application of Delphi method construct the final list of knowledge, skills and abilities per task and per individual professional function (activity). Also, they classify the knowledge according to ISCED and the knowledge, skills and abilities according to the 8 levels of EQF. After the completion of that stage, reviewing and feedback by professional associations of both employers and employees is requested.
- ✓ The development of the suggested pathways for the acquisition of professional competences is done at the level of 'task' and side professional function (activity). The experts, based on their expertise, international bibliography and the interviews they have conducted, propose suggested pathways for the acquisition of the required competences for each profession examined.

- ✓ The method(s) for the assessment of the required knowledge, skills and abilities is done by the experts at 'task' level and 'activities' level on the basis of their expertise, international bibliography and the interviews they have conducted. It is done after the reviewing and feedback by the professional associations.
- ✓ Following the completion of the stages above, the group works for the final version of the O.P.

Detailed instructions and forms are available for all stages.

Key actors

The type of bodies responsible for the frameworks (both in VET and industry/professions)

The key actors responsible for the O.P.s are:

- EOPPEP (former National Qualifications Centre - EKEPIS), is the competent authority:
 - i) To create and develop the National Qualifications Framework and its correspondence to the European Qualifications Framework;
 - ii) The equivalence of the qualifications that are acquired through formal education, informal education and informal learning to the levels of the National Qualifications Framework;
 - iii) To create sector description indicators in the form of knowledge, skills and abilities that corresponds to the levels of the National Qualifications Framework;
 - iv) To certify the outputs of informal education and informal learning and more specifically: aa) to develop the system for recognising and certifying the qualifications that are acquired through informal education and informal learning, to certify these qualifications and their correspondence to the levels of the National Qualifications Framework; and bb) to license and control the function of the institutions for certifying qualifications that are acquired via informal education and informal learning;
- the national (tertiary) level trade union organisations of employees and employers' that have co-signed the national collective labour agreement, participate in the procedure for the accreditation of occupational profiles. Major social partners are: the Federation of Greek Industries (Syndesmos Ellinon Viomichanon, SEV), the National Confederation of Hellenic Commerce (Ethniki Synomospondia Elliknikou Emporiou, ESEE), the Greek General Confederation of Labour (Geniki Synomospondia Ergaton Elladas, GSEE) and the General Confederation of Professionals, Craftsmen and Tradesmen (Geniki Synomospondia Epangelmaton, Viotechnon, Emporon Ellados, GSEVEE).
- The social partners' research institutes involved in the development of O.P.s
- Professional associations who may develop an O.P. and submit it to EOPPEP for approval, after consultation with the social partners

The methodology currently in force was developed by a joint scientific committee consisting of representatives of the national level social partners' bodies:

- General Confederation of Greek Workers
- National Confederation of Commerce and Entrepreneurship (ESEE)
- Hellenic Confederation of Professionals, Craftsmen & Merchants (GSEVEE)
- Hellenic Federation of Enterprises (SEV)

Coverage

Approximate coverage in terms of breadth of the labour market and level of occupations included

The existing two hundred and two (202) O.P.'s cover the following fields of occupational activity:

- 126 refer to technical occupations and manufacturing occupations.
- 23 refer to occupations of the tourism sector
- 12 refer to agricultural occupations
- 12 refer to occupation in the Green Economy
- 29 refer to other occupations

All O.P.s refer to occupations related to secondary and post-secondary education (up to level 4 ISCED). Higher ISCED levels are not addressed by any O.P.

ISCED levels	Number of O.P.s
1-2	2
1-2-3	1
2	3
2-3	23
2-3-4	33
3	25
3-4	72
4	27
NO CORRESPONDENCE	16
Total	202

Regarding the Statistical Classification of Occupations (implemented in Greece as STEP-92, corresponding but not identical to ISCO-88 (COM) classification):

- In a total of 401 4-digit codes of STEP-92, existing O.P.s cover 41%
- In a total of 210 3-digit codes of STEP-92, existing O.P.s cover 53%
- In some cases, more than one O.P. correspond to a STEP-92 code
- Some O.P.'s refer to occupations that are not included in the STEP-92 classification

Linkage to qualification frameworks

Whether and in what way there is any linkage with national qualification frameworks or the EQF

In the context of the existing institutional framework for the accreditation of knowledge, skills and abilities, as it is defined by the Common Ministerial Decision 113708/2005, the O.P.s are defined as 'input' for the development of VET programs and the accreditation of learning outcomes. Pursuant to the same Decision, it is foreseen that 'the methods for the assessment/ examination of the trainees are in agreement with those indicated in the O.P.' (art. 4, par.4.5.1). The Article 7, par. 7.3. of the Decision defines the accreditation procedure: "Task of the [Special Scientific] Committee (formed by the Board of EKEPIS), is the definition of the proper methodology for the assessment of knowledge, skills and abilities, taking into account the methods indicated in the accredited O.P. Especially as regards the assessment of abilities, the Committee must examine the ways abilities can be assessed in the context of each O.P. In the case that this is not possible, then methodologies and tools should be defined for the assessment of knowledge and skills only".

In the case that changes occur in an O.P., the assessment methodologies and topics for the assessment of knowledge, skills and abilities should be revised accordingly (Art. 7, par. 7.6).

Also, the guidelines for the development of O.P.s provide for the linking parts of , or the whole, O.P. with the procedure of accreditation of learning outcomes. More in detail, each of the existing O.P.s contains the Unit C "Necessary Knowledge, Skills and Abilities". The descriptors 'knowledge, skills and abilities; required for the execution of a professional function, should be rated and should correspond to ISCED and EQF.

A clearly defined link between the O.P.s and the accreditation procedures can be found in the 'Methodological Guide for the National Qualifications Framework", where, in the context of the four consecutive stages that form the procedure for the development of NQF, Stage 3 "Formulation of NQF" involves the use of O.P.s for the definition of the accreditation procedures of learning outcomes in the non-formal education'.

Use

How the frameworks are used

The O.P.'s are used for the accreditation of VET programs: each VET program submitted for accreditation to the competent authority (EOPPEP) has to correspond to one of the accredited O.P.s.

Apart from that, the O.P.s have served as the basis for the licensing procedures for a number of occupations. Public regulatory bodies have used certain O.P.'s to set the 'threshold' standards, i.e. the necessary knowledge and skills expected to be applied in practice.

In that context:

Six (6) O.P.'s were used by the Ministry of Environment, Planning and Public Works (Directorate General for Environment) for the accreditation of personnel in relation to the implementation of the Regulation (EC) No 842/2006 of the European Parliament and of the Council of 17 May 2006 on certain fluorinated greenhouse gases. Those O.P.'s were:

1. Refrigeration and air-conditioning technician
2. Fire extinguishers technician
3. Electric Power Production Unit Operator
4. Technologist of Production of Chemical Industries or Process Industries
5. Operator of Gas Fluorine and fluorinated substance systems and equipment
6. Car air-conditioning for car engineers and car electricians

Ten (10) O.P.s were used by the Ministry of Regional Development and Competitiveness (Secretariat General of Industry) for the reforming of the legislative framework for the licensing of technical occupations and the simplification of the licensing procedure:

- Technician of industrial plant
- Operator of mobile machines
- Inspector of electrical installations
- Small Office / Home Office Telecommunications Systems Technician
- Elevator technician
- Small hydroelectric power station operator
- Solar energy system manufacturing technician
- Automation and process control installation maintenance technical agent
- Radio / tv and electroacoustic system and devices technician
- Telecommunication devices technician

One (1) O.P.. that of the security officer, was used by the Ministry of Education, Lifelong Learning and Religions, the Ministry of Labor and Social Insurance and the Ministry of Citizens' Protection to define the training prerequisites for the licensing of security officers working for private security companies.

Feedback

A summary of any feedback that is available from users

So far, the developments as regards the O.P.'s indicate that they haven't found their 'place' in the labor market and/or VET. They remain static, as an institutional requirement for the accreditation of VET programs or as a pathway to professional accreditation and licensing, and failed to get established as a useful and practical tool. Since the initial 202 O.P.s there has not been any further development. The O.P.'s have received criticism about their quality, their need for updating, their structure and their lengthy over-detailed content (an average number of pages is ± 100).

The O.P.'s have been developed mainly to serve the improvement of the VET programs, however that objective has not been achieved due, on the one hand, to weaknesses of the O.P.'s but also to the weaknesses of the overall institutional framework that failed to support such improvements. The Common Ministerial Decision 113708/30-12-2005 that referred to the accreditation of vocational continuing training programs, knowledge, skills and competencies was never put in force. The same applies in the case of the initial vocational training (article 5 of Law 3369/2005) and certain provisions of Law 3879/2010.

The developments that have taken place both in the lifelong learning policy area and as regards NQF / EQF the re-formulation of the institutional framework of the O.P.s constitute the widening of the scope of their objectives necessary. Although the initial motive for the development of O.P.s was their linking with initial and continuing vocational training, their role in the negotiating collective agreements and in the licensing procedures has been proven of equal or higher importance.

Specific propositions for the upgrading of the O.P.'s were put forward in 2011 by the then competent authority, EKEPIS (now EOPPEP)². The propositions for a new legislative framework identify aspects that need intervention and improvement, aiming at linking VET with the labor market:

- The identification of new professions with a dynamic presence and positive prospects in the labor market
- The updating of the existing O.P.s
- The addition, in each O.P., of the corresponding Curriculum (at VET level)
- The development of initial and continuing VET programmes on the basis of O.P.s and corresponding curricula.
- The re-examination of the organizations eligible to develop O.P.'s
- The upgrading of the quality assurance of the procedures and outcomes related to O.P.'s (re-examination of the methodology, definitions, structure and content)
- Introduction of web-based information services for citizens on occupational profiles

EKEPIS, actually attempted to implement the provisions of L. 3879/2010, however no further developments have been noted since then.

² Katartizein, Vol.2 July - September 2011

Good practice, problems and issues

The review will also identify any examples of particularly good practice and any particular problems or issues that have been identified.

The main weakness identified as regards the existing occupational profiles, is that they haven't had any considerable impact on labour market. Also, apart from the first set of occupational profiles developed, there wasn't any further update and/or expansion to other occupations.

One may define as best practice the case of those O.P.s that were used for regulatory / licensing purposes.

The role of ComProCom

ComProCom project coincides with considerations about changes in the methodology for the selection, development and accreditation of O.P.'s.

ComProCom could contribute to the design of a more effective methodology that could result in user-friendly, valid O.P. The intention of ComProCom partnership to form groups of interested experts in each country may also contribute to the formation of discussion and cooperation groups to promote the objectives of the project.

Specific industries and professions

Specific position relating to the industry or profession that the partner will be working with

EETAA, the Greek partner of the ComProCom project, is assigned the occupational profile of the manager of a social enterprise. Social entrepreneurship is a rising trend in \pm ; however there is a total lack of specialized training or education program on the management of social enterprises. Taking into account that there have been co-funded interventions that promoted social entrepreneurship (the Local Employment Plans – TOPSA, and the Local Plans for Vulnerable Social Groups – TOPEKO, the Central Mechanism to Support the establishment and promotion of Social Enterprises, etc) at national level and that under the current programming period 2014 – 2020 social entrepreneurship is at the forefront of policies to support employment and entrepreneurship, it is important to develop the O.P. for the manager of a social enterprise.

The accreditation of the O.P. could be sought after one of the associations of social entrepreneurs.

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