

Ministry of Education and Religious Affairs- Greece



ONLINE STUDY VISIT IN FINLAND

Joint Activity with EQAVET NRPs from Finland, Croatia, Slovenia and Greece

What's going on in the graduate tracking right now in Greece: current topics in development and in the use of information

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Law 4730/2020 (21.12.20) “National System of Vocational Educational and Training and Lifelong Learning”

Upper Post-secondary VET

Vocational Training Institutes (IEK):

- may be public (attendance free of charge) or private
- 2.5 years (4 semesters of theoretical and laboratory training and one semester of internship or apprenticeship)
- Now IEK Graduates could have access to Tertiary Education
- The supervision of public or private IEK and the design of the educational framework lies with the General Secretariat for Vocational Education, Training and Lifelong Learning of the Ministry of Education
- EOPPEP is responsible for the validation of IEK ‘outputs’.



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Accreditation of Vocational Training & Certification of Vocational Training Institute (IEK) Graduates

- The accreditation of vocational training and the certification of the vocational training institutes (IEK) graduates embeds a national accreditation exam procedure, based on the vocational training exam regulation framework per specialty.
- EOPPEP organises at national level the accreditation examinations for IEK graduates of all specialties.
- Upon successful examination results, IEK graduates are awarded the **Vocational Training Diploma** recognised both in Greece and in EU member states (**NQF level 5**).



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EOPPEP as an EQAVET National Reference Point

Main goal

- ❑ to play a key role in the implementation of the new framework for improving the quality of VET

How?

- ❖ Contributing to the upgrading and modernisation of apprenticeship systems
- ❖ Strengthening the “Mechanism of Labour Market Diagnosis”
- ❖ Contributing to VET curricula upgrading



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Project “EQAVET NRP 2019-2021”

- 2019-2021: “European Quality Assurance in Vocational Education and Training National Reference Points” (**EQAVET NRP 2019-2021**) / **Budget: 149.265,00 €**

Activities

- 1. *Information System Development*
- 2. *Survey- Study Implementation*
- 3. *Upgrading Greek NRP Website*
- 4. *Participation in Working Groups and Network Meetings*
- 5. *Joint Activity on Graduate Tracking Systems*
- 6. *Promotional and Dissemination Material*
- 7. *Public Conference*



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Field Research

The present field research:

- ❖ entails a thorough **quantitative and qualitative investigation of graduates’ perception on quality issues of VET provision and VET qualifications**
- ❖ is a **follow-up research** of the previous field research on VET graduate tracking in conjunction with labour skill needs forecast mechanism
- ❖ aims at developing a more comprehensive and systematic VET graduate tracking mechanism, linking labour market needs to VET at a national level, with the aim to improve VET provision and VET qualifications.



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Field Research - VET Graduates

The field research (*in progress*)

- ❑ is spread at **national level** covering **VET graduates** from all regions of Greece, from all IVET Providers, public and private ones
(**9.880 participants** vs **4.703 participants** of previous field research)
- ❑ explores graduates’ current **working status, working experience** and their **perception** towards the quality of VET provision aspects
- ❑ explores graduates’ **views and perception** on:
 - *Key Competences for Lifelong Learning (2018/C 189/01)* and technical skills development (during their training)
 - the importance of key competences in their professional life and career.

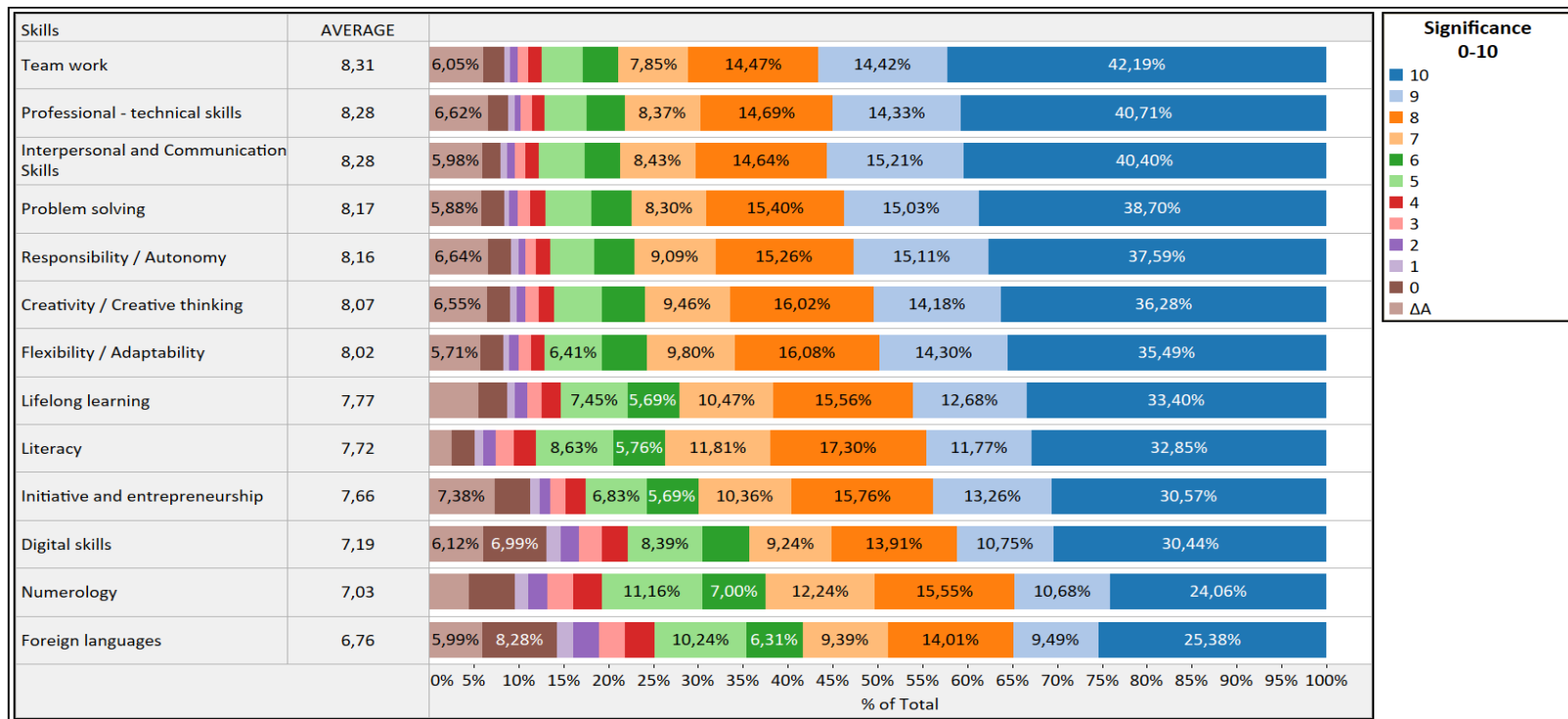


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Field Research- VET Graduates



- The three most **important skills/knowledge/competences at professional life** are: Teamwork, Professional-technical skills and Interpersonal and Communication Skills
- Foreign languages are considered less important.

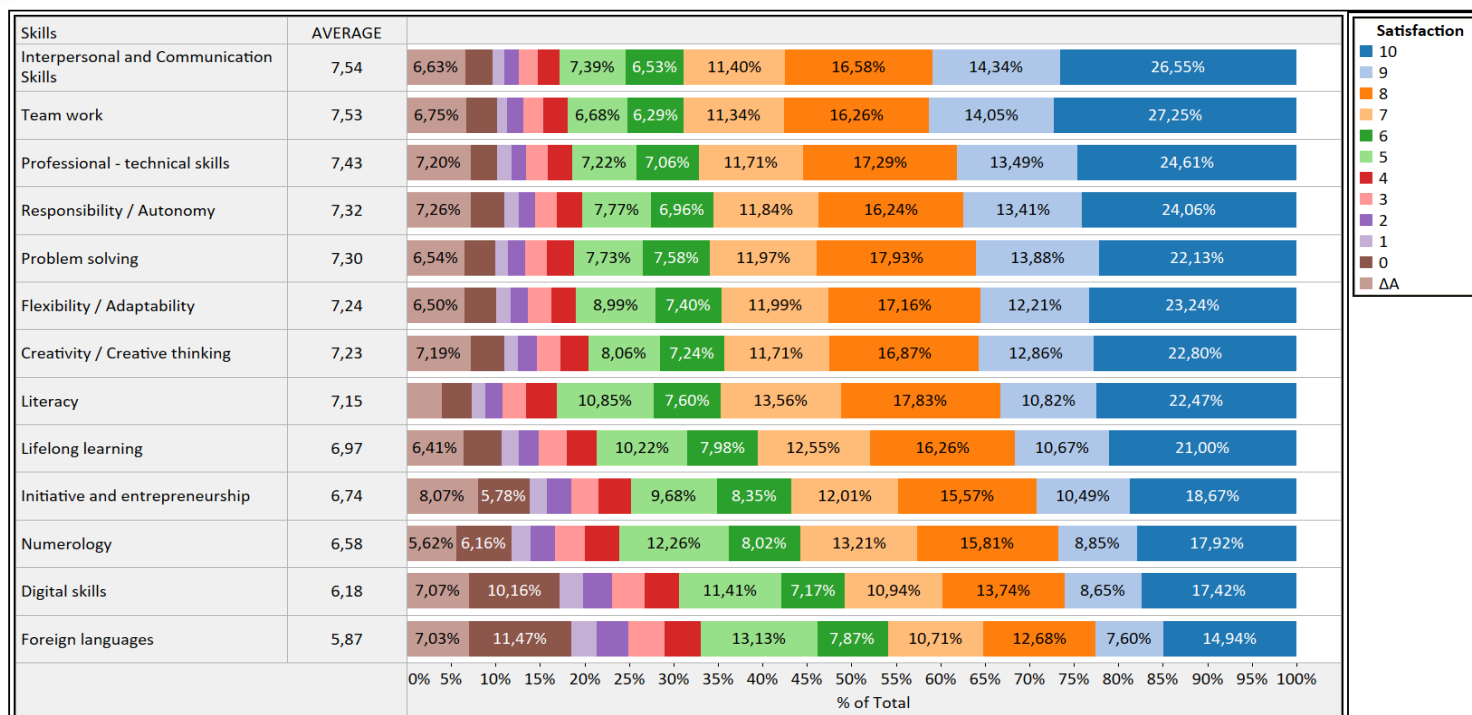


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Field Research- VET Graduates



At the level of **satisfaction regarding the VET program**, in terms of skills/knowledge/competences:

- Interpersonal and Communication Skills, Teamwork and Professional-technical skills collect the highest scores.
- Foreign languages are rated with the lowest score.



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Field Research- VET Graduates

Skills Mismatch	
Digital skills	-1,01
Initiative and entrepreneurship	-0,92
Foreign languages	-0,89
Problem solving	-0,87
Professional - technical skills	-0,85
Creativity / Creative thinking	-0,84
Responsibility / Autonomy	-0,84
lifelong learning	-0,81
Team work	-0,78
Flexibility / Adaptability	-0,77
Interpersonal and Communication Skills	-0,74
Literacy	-0,57
Numerology	-0,46

- The **greatest mismatch** (between importance and satisfaction) is revealed in Digital Skills, Initiative and Entrepreneurship and Foreign Languages
- The **lowest mismatch** is referring to Literacy and Numeracy.

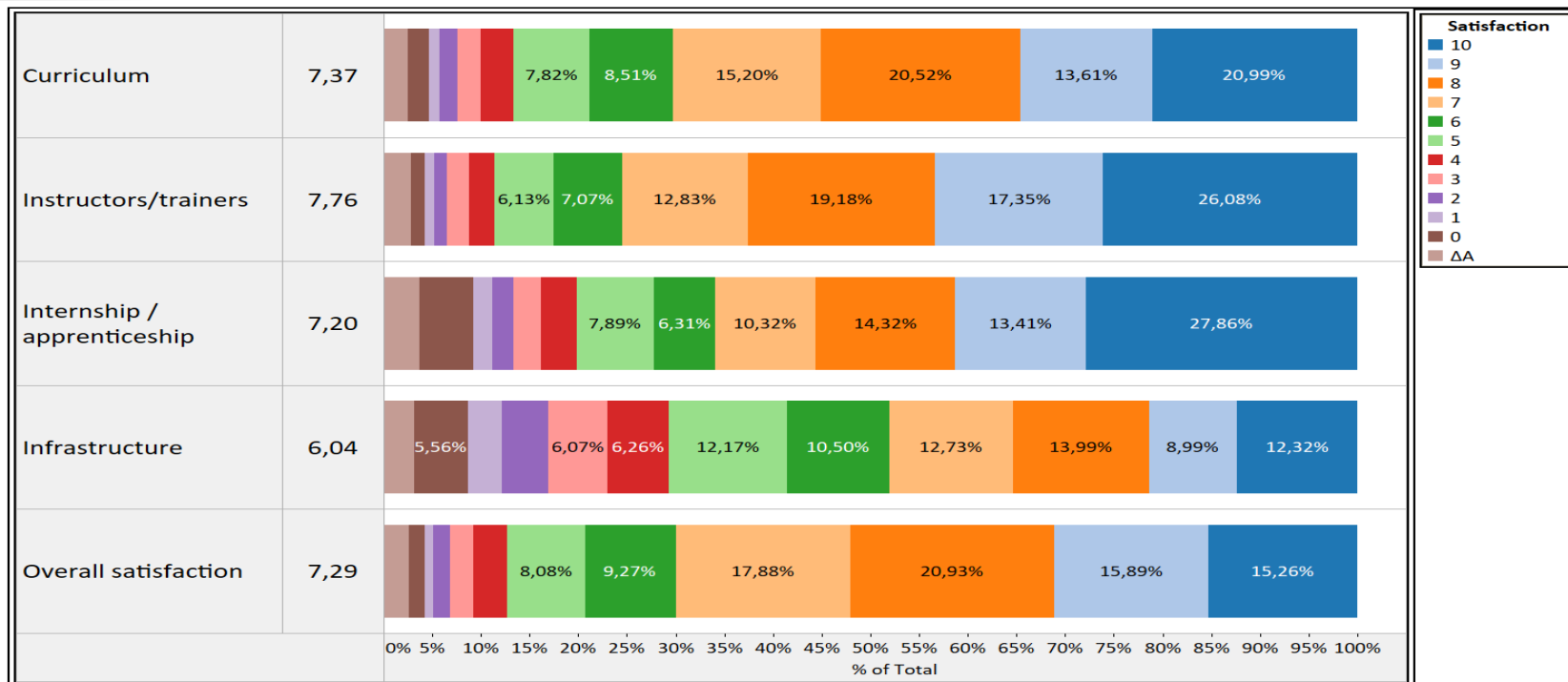


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Field Research- VET Graduates



- The evaluation of the quality of training program shows that the **trainers** are evaluated with the highest score (7.76)
- **Infrastructure** presents the lowest score (6.04)
- The **overall satisfaction** of the VET graduates is evaluated with **7.29**.



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Field Research- Employers/Companies

The **field research** also addresses to a representative sample of Employers/ Companies that employ IVET graduates in order to measure their overall satisfaction from IVET graduates’ performance at the workplace.

This field research includes the measurement of employers’ views and perceptions regarding *the skills and competencies of the employed VET graduates*.



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Main Study

- ❖ A study based on the results of the above nationwide field research on VET graduate tracking will be carried out by a team of two experts.

Expected Results

- ❖ Promoting the development of a systematic VET graduate-tracking mechanism at a national level
- ❖ Further development of a methodological framework regarding the establishment of a closer link between labour market needs and VET.
- ❖ Development of an updated VET curriculum focusing on the analysis of Learning Outcomes
- ❖ The analysis of Learning Outcomes in each Unit aims at defining the specific knowledge, skills and competences required by the *labour market* and are in line with the latest technological advances.



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Thank you for your attention!



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