

Providing effective career guidance for
all. The new legal framework for the
accreditation of competence of career
counselors in Greece.

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2008 priorities in career guidance

1. lifelong acquisition of career management skills.
2. Facilitate access by all citizens to guidance services.
3. coordination and cooperation among the various national, regional and local stakeholders.
4. Quality assurance in guidance provision



COUNCIL OF
THE EUROPEAN UNION



Council Resolution on better integrating lifelong guidance into lifelong learning strategies

*2905th EDUCATION, YOUTH AND CULTURE Council meeting
Brussels, 21 November 2008*

The Council adopted the following conclusions:

"The Council of the European Union, and the Representatives of the Governments of the Member states, meeting within the Council,

CONSIDERING THAT:

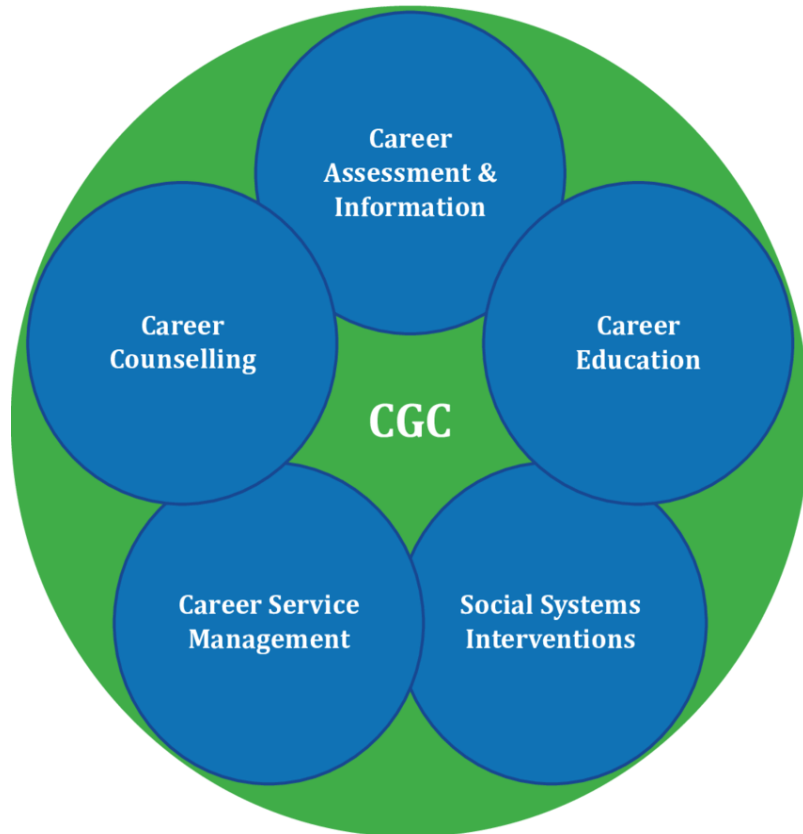
1. The growing globalisation of trade and lengthening of the period of active employment are

Career guidance priorities

1. Lifelong guidance legislation
2. Strategic leadership
3. Scope of provision in different guidance contexts
4. LLG and LLL strategies and policies
5. Coordination and cooperation
6. Delivery of guidance
7. Labour market information
8. ICT strategy
9. ICT operationalisation
10. Professionalisation
11. Evidence of impact
12. health and well-being professionals
13. data providers



The NICE Professional Roles



The 5 QAE Elements



Figure 1: QAE Framework – Five Quality Elements

The NICE Types of Career Practitioners

- **Career Advisors** are important sources of basic information and support for people facing career-related challenges. Career Advisors are teachers, placement managers, psychologists, social workers or public administrators (among others). They are not Career Professionals, but professionals in another field, who offer some career support in addition to their primary roles and tasks. Often they are the first persons to whom people come for advice. They should be able to offer basic support and advice at a reliable level of quality and immediately understand when a person would benefit from professional career services. These tasks come with a significant responsibility, which is why we argue that Career Advisors should undertake academic training based on specific competence standards.
- **Career Professionals** are dedicated to career guidance and counselling and see it as their vocation to support people in dealing with complex career-related challenges. They include career counsellors, employment counsellors, career coaches, school counsellors, personnel developers, educational or guidance counsellors (among others). Career Professionals need to be ready to support people who are facing uncertainty, multi-faceted problems and unpredictable situations, knowing that their career decisions could have a heavy impact on their lives. They support the development of strategic approaches, offer access to highly specialised knowledge, and help clients in facing stressful phases of transition and projects of personal change.
- **Career Specialists** are specialised in one (or more) of the five professional roles and work towards the advancement of CGC in different ways. Some of them concentrate on practical matters, e.g. the management of career services, policy-making or the supervision of career practitioners. Others primarily engage in research and development or academic training in CGC. In addition to their ability to practise as Career Professionals, Career Specialists need to demonstrate substantial authority, scholarly and professional integrity in a particular area of career guidance and counselling.

COMPETENCE (Recommendation EQF 22-5-2017 ≠ competences

- **‘Competence’** = means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development;
- **‘learning outcomes’** means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy;
- **‘knowledge’** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual;
- **‘skills’** means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- **‘responsibility and autonomy’** means the ability of the learner to apply knowledge and skills autonomously and with responsibility;



Annex 5. (continued)

	Input		Process		Outcome	
	Indicator	Available data and method of collecting	Indicator	Available data and method of collecting	Indicator	Available data and method of collecting
<i>Practitioner competence</i>	<ul style="list-style-type: none"> Professions in the field of guidance are regulated or competences are defined by standards (national, regional or sector-based); (practitioners' competence framework) 	<i>to be added later</i>	<ul style="list-style-type: none"> Different stakeholders are consulted in defining the regulations or standards (national, regional or sector-based) 		<ul style="list-style-type: none"> A register of qualified, licensed or accredited practitioners is in operation covering both public and private sectors (national, regional or sector-based) 	
	<ul style="list-style-type: none"> Certification of counsellor 				<ul style="list-style-type: none"> Professionalisation of practitioners through formal commitments or legal frameworks 	
	<ul style="list-style-type: none"> Basic training of counsellors, legal requirement for training (standards) Ratio of counsellors at a certain qualification level Hours/money for further training; offer of continuous training Compulsory supervision/ intervention 		<ul style="list-style-type: none"> Establishing/introducing of training programs for guidance practitioners according to agreed standards (Re-)Shaping of existing curricula according to agreed standards Funding programs for basic and further training, supervision Participation in (further) training 		<ul style="list-style-type: none"> Professional Behaviour, existence of and commitment to a code of ethics Re-evaluation of practitioners competences on a regular basis 	
	<ul style="list-style-type: none"> Existence of toolbox for practitioners 		<ul style="list-style-type: none"> Designing the guidance process in accordance of the state of the art and the need of the client 		<ul style="list-style-type: none"> Professional use of adequate methods Multi-professional approaches 	

COMPLETION DATE:

REVIEWED BY

Quality Element	Criteria	Indicator	Examples of Possible Data	Policy Review Comments
1. Practitioner competence	1.1. Recognised qualifications relevant to careers sector	Qualification level specified¹ <ul style="list-style-type: none"> • Careers sector requirements <ul style="list-style-type: none"> % fully qualified % partially qualified % non-qualified below a certain level 	<ul style="list-style-type: none"> • National regulations / legislative requirements • Careers professionals national register • Provider reports • Funder reports • Government database 	
	1.2. Engaged in continuing professional development	Nos. of CPD hours undertaken in 1 year at a: <ul style="list-style-type: none"> • careers practitioner level² • manager of career development services level³ Nos. signed up to a professional code of ethics at a: <ul style="list-style-type: none"> • careers practitioner level 	<ul style="list-style-type: none"> • National database • Outsourcing reports • National kitemark • National quality standards report(s) • Application of CEDEFOP Competence Framework (2009) • Inspection report(s) <ul style="list-style-type: none"> • National kitemark • National quality standards report(s) • National register of careers practitioners 	
	1.3. Membership level of careers professional association(s)	Total in careers sector workforce <ul style="list-style-type: none"> • % members of careers professional association(s) e.g. membership of 1; 2; 3; 3+ 	<ul style="list-style-type: none"> • Policy reports • Provider reports • Inspection reports • Careers professional association(s) • Self-reporting 	

Certification of career guidance counselors in Greece.

- A long awaited demand for raising the quality of guidance
- absence, so far, of a legal framework setting professional standards and requirements for the persons working as career guidance counselors
- People not having the necessary competence could offer, until now career guidance services to the public without central control.
- According to law 4115, EOPPEP, is the responsible body for:
 - keeping a register of Career Guidance Counselors
 - Setting the requirements and certification standards
 - Assuring the quality of career guidance services

Procedure for the certification of the profession

- 2013 - a Career Guidance Practitioner Occupational profile was drafted with the participation of social partners and responsible ministries
- 2015 - The profile was accredited by EOPPEP according to a legal procedure set by a ministerial Act
- The profile describes all the main and secondary professional functions and tasks that can be performed by the two levels, as well as the necessary knowledge, skills and competences, conditions of work, minimum criteria for performing each task and alternative educational paths.
- It is complemented by a modular Continuous Training program that can be used as a national context for the evaluation of Continuous Training programs resulting in basic level certification.

The two levels of certification

LEVELS OF CERTIFICATION	REQUIREMENTS	6 MAIN PROFESSIONAL FUNCTIONS
Basic level professionals	EQF 6 university degree in any subject + 250 hours of a certified program in CGC + 200 hours internship in CGC + Written Examinations + On the spot evaluation of a Face to Face career guidance session.	<ol style="list-style-type: none"> 1. Plans, organizes and prepares career guidance provision 2. Provides Career Guidance services according to the specific needs of its clients 3. Assesses, reorganizes and extends the access to career guidance services
Expert level professionals	EQF 6-8 university degrees in career guidance No examinations (or a PESYP of Aspaite. In case of PESYP On the spot evaluation of a Face to Face career guidance session)	<ol style="list-style-type: none"> 4. Supervises and assures quality of guidance provision 5. Conducts research and provides education in career guidance 6. Promotes the development of career guidance tools.

Main – secondary functions – tasks – minimum criteria – scope of application

B.2 ΚΡΙΤΗΡΙΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΑΝΤΑΠΟΚΡΙΣΗΣ, ΕΥΡΟΣ ΕΦΑΡΜΟΓΗΣ

ΕΠΠΕΔΟ Β' (Βασικό επίπεδο) - ΚΕΑ 1,2,3

ΤΙΤΛΟΣ ΒΑΣΙΚΟΥ ΕΠΑΓΓΕΛΜΑΤΟΣ: ΣΥΜΒΟΥΛΟΣ ΣΤΑΔΙΟΔΡΟΜΙΑΣ/ ΕΠΑΓΓΕΛΜΑΤΙΚΟΥ ΠΡΟΣΑΝΑΤΟΛΙΣΜΟΥ

ΚΥΡΙΕΣ ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΛΕΙΤΟΥΡΓΙΕΣ	ΕΠΙΜΕΡΟΥΣ ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΛΕΙΤΟΥΡΓΙΕΣ	ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΕΡΓΑΣΙΕΣ	ΚΡΙΤΗΡΙΑ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΑΝΤΑΠΟΚΡΙΣΗΣ	ΕΥΡΟΣ ΕΦΑΡΜΟΓΗΣ
ΚΕΑ 1: Σχεδιάζει, οργανώνει και προετοιμάζει το πλαίσιο παροχής υπηρεσιών ΣυΕΠ	ΕΕΑ 1.1: Διαχειρίζεται το πελατολόγιο και διατηρεί το αρχείο χρηστών των υπηρεσιών ΣυΕΠ.	ΕΕ 1.1.1: Τηρεί αρχείο ατομικών φακέλων των εξυπηρετούμενων.	Εφαρμογή των προκαθορισμένων κανόνων για την τήρηση και ενημέρωση των ατομικών φακέλων των εξυπηρετούμενων. Τήρηση της δεοντολογίας αναφορικά με τους κανόνες ασφάλειας προσωπικών δεδομένων και την εμπιστευτικότητα.	Μορφή Αρχείου ατομικών φακέλων: ηλεκτρονική, έντυπη μορφή. Αρχείο ατομικών φακέλων: προσωπικά στοιχεία, συμπληρωμένες φόρμες συναντήσεων κλπ. Κανόνες ασφάλειας και εμπιστευτικότητας: Θεσμικό/νομικό πλαίσιο, κανόνες της υπηρεσίας απασχόλησης του συμβούλου.
		ΕΕ 1.1.2: Χρησιμοποιεί το αρχείο για την υποστήριξη της παρακολούθησης (follow up) της πορείας των εξυπηρετούμενων.	Εφαρμογή των προκαθορισμένων διαδικασιών για την υποστήριξη της παρακολούθησης (follow up) της πορείας των εξυπηρετούμενων.	Διαδικασίες για την υποστήριξη: Ηλεκτρονικές υπενθυμίσεις, σχεδιασμός και τήρηση πλάνου. Διαδικασίες παρακολούθησης: τηλεφωνική ή δια ζώσης επικοινωνία, συμπλήρωση ερωτηματολογίου ή ειδικής φόρμας. Συχνότητα παρακολούθησης: σε μηνιαία, τριμηνιαία, εξαμηνιαία, ετήσια βάση.
		ΕΕ 1.1.3: Επεξεργάζεται δεδομένα από το αρχείο για την αποτύπωση και την ανατροφοδότηση των υπηρεσιών.	Εφαρμογή συγκεκριμένων διαδικασιών για την επεξεργασία των δεδομένων Τήρηση δεοντολογίας περί προστασίας προσωπικών δεδομένων και τήρησης της εμπιστευτικότητας.	Διαδικασίες: στατιστική επεξεργασία, σύνταξη εκθέσεων, παρουσίαση των εκθέσεων Είδη Εκθέσεων: Απολογιστικές εκθέσεις, εκθέσεις πληροφόρησης, μηνιαίες, τριμηνιαίες, εξαμηνιαίες και ετήσιες αναφορές. Μέσα: έντυπη και ηλεκτρονική μορφή.
	ΕΕΑ 1.2 Διαμορφώνει τις κατάλληλες υποδομές και διαχειρίζεται τα μέσα για την παροχή υπηρεσιών ΣυΕΠ.	ΕΕ 1.2.1: Μεριμνά για την κατάλληλη διαμόρφωση του χώρου παροχής υπηρεσιών ΣυΕΠ.	Τήρηση των τυπικών προδιαγραφών και της δεοντολογίας για την καταλληλότητα του χώρου παροχής υπηρεσιών	Τυπικές προδιαγραφές για την καταλληλότητα του χώρου: ησυχία, ιδιωτικότητα/ανωνυμία, θερμοκρασία, θέση των επίπλων στο χώρο, φωτισμός, προσβασιμότητα για άτομα με αναπηρίες, προδιαγραφές ορισμένες από την υπηρεσία, προδιαγραφές σύμφωνα με ισχύουσα νομοθεσία κλπ.
		ΕΕ 1.2.2: Φροντίζει για την ύψιστη	Εφαρμογή των προκαθορισμένων διαδικασιών για την	Υλικοτεχνική υποδομή: γραφεία, καθίσματα, τραπέζια, βιβλιοθήκες, Η/Υ, συσκευές επικοινωνίας, τηλεφωνικές

General knowledge – basic professional – Special knowledge

<p>ΕΕΑ 1.1: Διαχειρίζεται το πελατολόγιο και διατηρεί το αρχείο χρηστών των υπηρεσιών ΣυΕΠ.</p>	<p>Ελληνική γλώσσα (ανάγνωση, γραφή). Στοιχειώδη μαθηματικά. Γραπτή και προφορική επικοινωνία. Βασικές γνώσεις πληροφορικής. Γνώση της Αγγλικής γλώσσας.</p>	<p>Βασικές αρχές και κανόνες ηλεκτρονικής και έντυπης αρχειοθέτησης. Θεσμικό πλαίσιο διαφύλαξης προσωπικών και ευαίσθητων δεδομένων. Βασικές αρχές σύνταξης και παρουσίασης εκθέσεων. Βασικά εργαλεία καταχώρησης πληροφοριών (βάσεις δεδομένων π.χ. access). Γνώση προγραμμάτων επεξεργασίας κειμένου, δεδομένων και παρουσιάσεων (π.χ. Word, Excel, PowerPoint). Βασικοί κανόνες και διαδικασίες παρακολούθησης (follow up) της πορείας των εξυπηρετούμενων.</p>	
<p>ΕΕΑ 1.2: Διαμορφώνει τις κατάλληλες υποδομές και διαχειρίζεται τα μέσα για την παροχή υπηρεσιών ΣυΕΠ</p>	<p>Ελληνική γλώσσα (ανάγνωση, γραφή). Γραπτή και προφορική επικοινωνία. Βασικές γνώσεις πληροφορικής. Γνώση της Αγγλικής γλώσσας.</p>	<p>Βασικές προδιαγραφές καταλληλότητας του χώρου παροχής υπηρεσιών. Βασικές αρχές και κανόνες ηλεκτρονικής και έντυπης αρχειοθέτησης. Βασικά εργαλεία καταχώρησης πληροφοριών (βάσεις δεδομένων π.χ. access).</p>	
<p>ΕΕΑ 1.3: Οργανώνει τις υπηρεσίες ΣυΕΠ και διαμορφώνει το πρόγραμμα παροχής των υπηρεσιών.</p>	<p>Ελληνική γλώσσα (ανάγνωση, γραφή). Γραπτή και προφορική επικοινωνία. Βασικές γνώσεις πληροφορικής. Γνώση της Αγγλικής γλώσσας.</p>	<p>Βασικές αρχές σύνταξης προγράμματος παροχής υπηρεσιών Συεπ. Βασικές αρχές και είδη διερεύνησης αναγκών. Βασικές αρχές και διαδικασίες σύστασης δικτύων και συνεργασιών. Κύριες ευρωπαϊκές και εθνικές πολιτικές και δράσεις εκπαίδευσης και απασχόλησης. Συστήματα Διασφάλισης Ποιότητας Υπηρεσιών ΣυΕΠ</p>	<p>Ευπαθείς κοινωνικές ομάδες-σχετικές πολιτικές, θεσμικό πλαίσιο, προγράμματα (μετανάστες, παλιννοστούντες, πρόσφυγες, αιτούντες άσυλο, άτομα με αναπηρίες, άτομα με πολιτισμικές ιδιαιτερότητες κλπ.).</p>

CONVERSION OF THE PROFILE TO A NATIONAL FRAMEWORK FOR CGC TRAINING
PROGRAMS IN THE FORM OF LEARNING MODULES

Each main function	becomes	A section of learning outcomes (EMA) (Knowledge, Skills etc)
Each EMA	Corresponds	To a Learning Module
Each secondary function	becomes	Individual Learning Outcomes (EPMA)
Each EPMA	Corresponds	To a Learning Sub - Module
Each Learning Sub - Module	has	Specific Learning aims



A section of learning outcomes	Learning Module	250 Hours	weight
EMA 1	Planning, organization and preparation of the context of CG services	75	30%
EMA 2	Provision of Career Guidance Services	100	40%
EMA 3	Evaluation, redesign and widening access	75	30%

Setting a National register

- A National Register of Certified Career Guidance Counselors is a main quality indicator of career guidance
- With the DS/64529/2017 decision of the board of directors published in the Government Newspaper (FEK 317/issue B/6.2.2018) EOPPEP set the National Register and described the terms and requirements for entering
- An invitation to Expert level professionals has already resulted in the first 203 counselors being certified in the most advanced level (Level A sub register)
- Similar calls will ask from basic level professionals (Level B) to submit their applications for entering level B sub register.

To a national legislation

- Published in the Government Gazette no. (FEK 617/B/14.2.2022) the 13173/K6/7.2.2022 Joint Ministerial Decision of the Ministers of Finance - Education and Religious Affairs, which establishes a System for certifying the competence of Career Guidance Counsellors.



6309

ΕΦΗΜΕΡΙΔΑ ΤΗΣ ΚΥΒΕΡΝΗΣΕΩΣ ΤΗΣ ΕΛΛΗΝΙΚΗΣ ΔΗΜΟΚΡΑΤΙΑΣ

14 Φεβρουαρίου 2022 ΤΕΥΧΟΣ ΔΕΥΤΕΡΟ Αρ. Φύλλου 617

ΑΠΟΦΑΣΕΙΣ

Αριθμ. 13173/Κ6

Σύστημα Πιστοποίησης επάρκειας Προσόντων Συμβούλων Σταδιοδρομίας/Επαγγελματικού Προσανατολισμού.

ΟΙ ΥΠΟΥΡΓΟΙ ΟΙΚΟΝΟΜΙΚΩΝ - ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

Έχοντας υπόψη:

1. Τις διατάξεις του ν. 4115/2013 «Οργάνωση και λειτουργία Ιδρύματος Νεολαίας και Διά Βίου Μάθησης και Εθνικού Οργανισμού Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού και άλλες διατάξεις» και, ιδίως, τα άρθρα 13, 14 παρ. 2 περ. δ, στ, ιβ, γι, ιδ, ιε, παρ. 3 περ. β, δ, στ, κβ, κγ, κδ, 16 και 21 παρ. 1 περ. δ, ως ισχύουν (Α' 24).
2. Τις διατάξεις των άρθρων 75 έως και 83 του ν. 4727/2020 «Ψηφιακή Διακυβέρνηση (Ενσωμάτωση στην Ελληνική Νομοθεσία της Οδηγίας (ΕΕ) 2016/2102 και της Οδηγίας (ΕΕ) 2019/1024) - Ηλεκτρονικές Επικοινωνίες (Ενσωμάτωση στο Ελληνικό Δίκαιο της Οδηγίας (ΕΕ) 2018/1972) και άλλες διατάξεις» (Α' 184).
3. Το ν. 4763/2020 «Εθνικό Σύστημα Επαγγελματικής Εκπαίδευσης, Κατάρτισης και Διά Βίου Μάθησης, ενσωμάτωση στην ελληνική νομοθεσία της Οδηγίας (ΕΕ) 2018/958 του Ευρωπαϊκού Κοινοβουλίου και του Συμβουλίου της 28ης Ιουνίου 2018 σχετικά με τον έλεγχο αναλογικότητας πριν από τη θέσπιση νέας νομοθετικής κατοχύρωσης των επαγγελματιών (ΕΕ L 173), κύρωση της Συμφωνίας μεταξύ της Κυβέρνησης της Ελληνικής Δημοκρατίας και της Κυβέρνησης της Ομοσπονδιακής Δημοκρατίας της Γερμανίας για το Ελληνογερμανικό Ίδρυμα Νεολαίας και άλλες διατάξεις» και, ιδίως, τις διατάξεις της παρ. ζ του άρθρου 14 της παρ. 1 του άρθρου 58 και των παρ. 1, 2 και 3 του άρθρου 155 (Α' 254).
4. Τις διατάξεις του άρθρου 21 του ν. 4354/2015 (Α' 176).
5. Τις διατάξεις του π.δ. 80/2016 «Ανάληψη υποχρεώσεων από τους διατάκτες» (Α' 83).
6. Τις διατάξεις του ν. 3879/2010 «Ανάπτυξη της Διά Βίου Μάθησης και λοιπές διατάξεις» και, ιδίως, της παρ. 10 του άρθρου 2, (Α' 163).
7. Το π.δ. 18/2018 «Οργανισμός Υπουργείου Παιδείας, Έρευνας και Θρησκευμάτων» (Α' 31).
8. Το π.δ. 81/2019 «Σύσταση, συγχώνευση, μετονομασία και κατάργηση Υπουργείων και καθορισμός των αρμοδιοτήτων τους», Μεταφορά υπηρεσιών και αρμοδιοτήτων μεταξύ Υπουργείων» (Α' 119).
9. Το π.δ. 83/2019 «Διορισμός Αντιπροέδρου της Κυβέρνησης, Υπουργών, Αναπληρωτών Υπουργών και Υφυπουργών» (Α' 121).
10. Το π.δ. 84/2019 «Σύσταση και Κατάργηση Γενικών Γραμματειών και Εδικών Γραμματειών/Ενταίων Διοικητικών Τομέων Υπουργείων» (Α' 123).
11. Την υπό στοιχεία 132837/Γ4/2019 απόφαση της Υπουργού Παιδείας και Θρησκευμάτων με τίτλο «Αποδοχή παραίτησης του Προέδρου του Διοικητικού Συμβουλίου του Εθνικού Οργανισμού Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού (Ε.Ο.Π.Π.Ε.Π.) και ορισμός νέου - Αποδοχή παραίτησεων και λήξη θητείας μελών του Διοικητικού Συμβουλίου του Ε.Ο.Π.Π.Ε.Π. και ορισμός νέων» (ΥΟΔΔ 634).
12. Την υπό στοιχεία 175054/Γ4/2019 απόφαση της Υπουργού Παιδείας και Θρησκευμάτων «Ορισμός Διευθυντος Συμβουλίου του Εθνικού Οργανισμού Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού (Ε.Ο.Π.Π.Ε.Π.)» (ΥΟΔΔ 949).
13. Την υπό στοιχεία 48077/Υ2/22.03.2018 απόφαση του Υφυπουργού Παιδείας Έρευνας και Θρησκευμάτων «Κανονισμός Λειτουργίας του Εθνικού Οργανισμού Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού (Ε.Ο.Π.Π.Ε.Π.)» (Β' 1133).
14. Την υπό στοιχεία 201572/Γ1/11-12-2014 απόφαση του Υφυπουργού Παιδείας και Θρησκευμάτων «Κανονισμός Οικονομικής Διαχείρισης του Εθνικού Οργανισμού Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού (Ε.Ο.Π.Π.Ε.Π.)» (Β' 3399).
15. Την υπό στοιχεία ΔΑ/31953/2015 απόφαση της υπ' αρ. 160/07-04-2015 Συνεδρίασης του Δ.Σ. του Ε.Ο.Π.Π.Ε.Π. θέμα 15 «Πιστοποίηση Επαγγελματικού Περιγράμματος «Σύμβουλος Σταδιοδρομίας/Επαγγελματικού Προσανατολισμού»».
16. Την υπό στοιχεία ΔΣ/64529/2017 απόφαση της υπ' αρ. 286/24-11-2017 συνεδρίασης του Δ.Σ. του Ε.Ο.Π.Π.Ε.Π. «Καθορισμός Όρων και Προϋποθέσεων κατάρτισης και τήρησης Μητρώου Στελεχών Συμβουλευτικής Επαγγελματικού Προσανατολισμού» (Β' 317).
17. Την υπ' αρ. 52775/2018 απόφαση της υπ' αρ. 336/12-10-2018 συνεδρίασης του Δ.Σ. του Ε.Ο.Π.Π.Ε.Π.

What is determined in it

- The new institutional framework, which was designed in accordance with the principles and guidelines of European and, in particular, national policy and with a view to protecting the interest of society as a whole, are determined
- the terms,
- qualifications required,
- conditions
- and the necessary supporting documents for participation in the certification process of candidates.
- Methods and process of examinations
- Qualifications for becoming an evaluator of career guidance counselors

Career Guidance Evaluator

- Accredited and Registered at the A level (expert level) subregister
- professional/teaching experience in career guidance over five (5) years
- very good digital skills

Current steps

- The Committee for the Preparation of Examinations subjects and Assessment Methods (E.K.TH.E.M.A.) has set the standards for
 - a.1. the subjects of the written examination for the assessment of the knowledge, skills and competences of the Candidates.
 - a.2. the questions of the written examination graded into three categories: moderate, difficult, very Difficult.
 - a.3. indicative answers to the questions of the written exam.
 - a.4. the scenarios of simulating an individual career counselling session

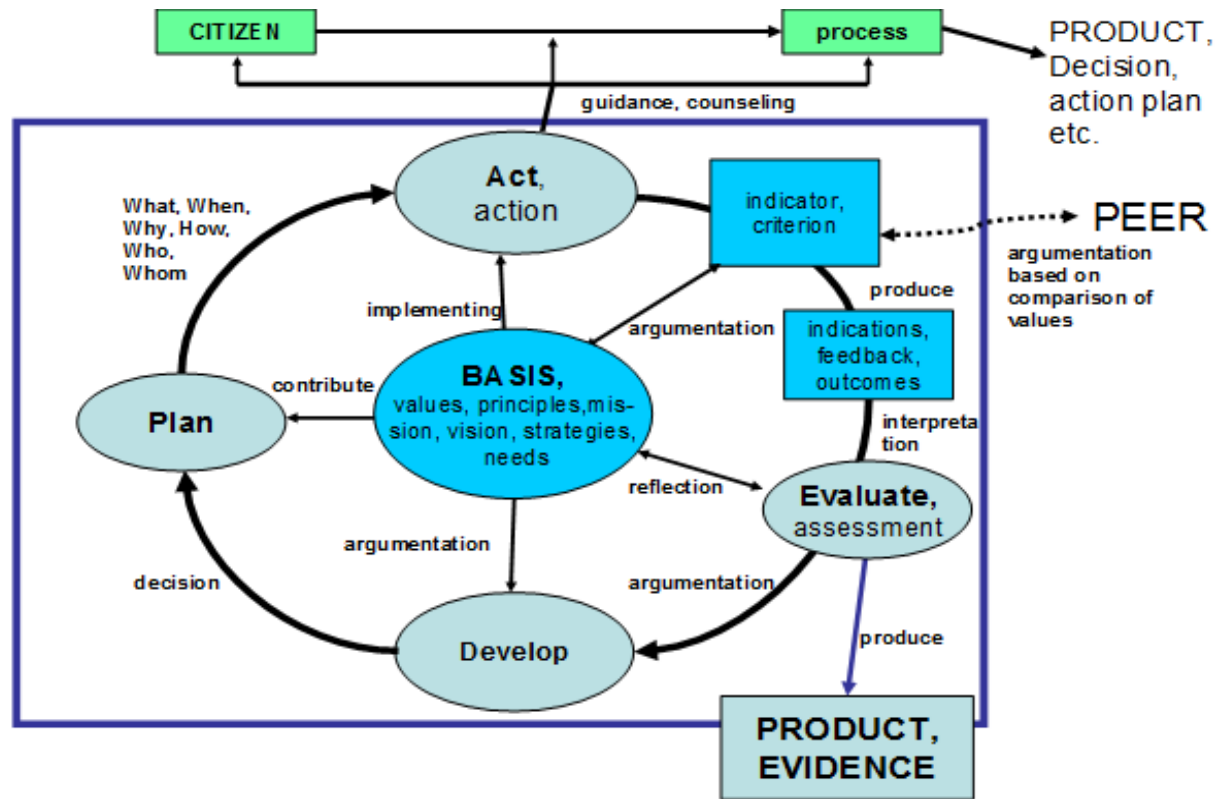
Steps to be done

- Law 4763. All continuous training programs must be accredited by EOPPEP
- Accrediting Training Programs in career guidance / assuring that they adhere to the standard of the National Framework for training programs
- Only one National Register of Career Guidance Counselors
- Setting a professional license
- Connecting the license with the accreditation of career guidance services at the public and private sectors

The reflective practitioner

- While value for money is important in terms of ensuring that public funds are spent in ways that best promote the common good the kind of quality assurance that we have in mind is one that is committed to the development of a quality culture that seems an open and active commitment to quality at all levels – Quality of service depends on the professional attitude of “reflective practitioners” who constantly strive to improve what they do for the benefit of all students

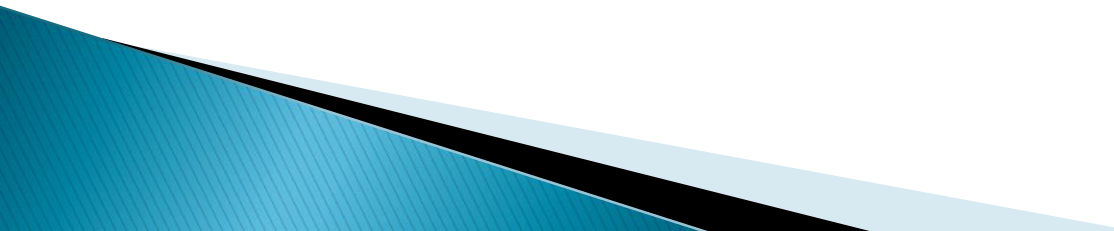
Sultana, R. (2018). *Enhancing the quality of career guidance in secondary schools*.



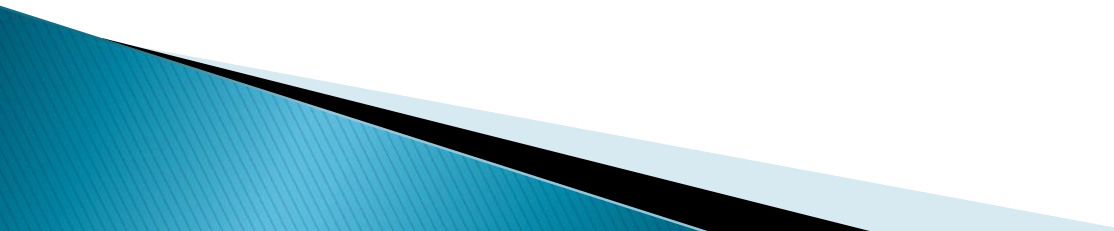
Components of a quality assurance system

- ▶ The fundamental step for designing a career guidance policy, or a quality assurance system is
- ▶ **Values = desired characteristics – quality elements**
(mission, vision, strategies, principles of action, needs of the target group, purpose of the organization e.t.c.)

E.g.

- ▶ *Employ Competent Practitioners*
 - ▶ *Provide accurate up to date occupational and educational information.*
 - ▶ *Involve all target groups of citizens and users in career guidance*
- 

1st step “ACT”

- ▶ **Quality criteria** = the details for referencing and showing that a guidance service or activity meets quality standards.
 - ▶ **Quality Indicators** = factors or variables by which we can measure achievement.
 - ▶ **Data** = Proof elements (documents, records, data of surveys etc. to establish truth or falsehood)
- 

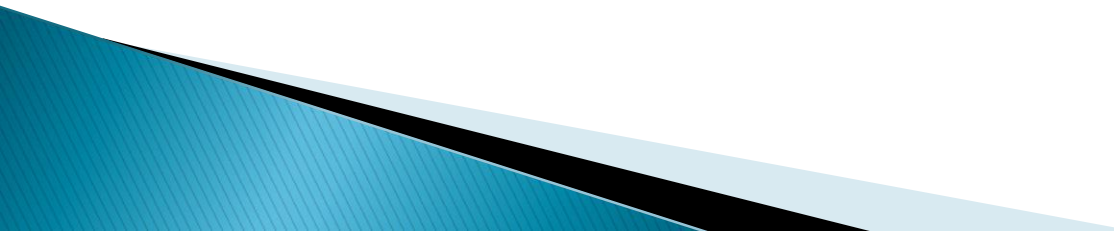
1st step “ACT”

Ask your yourselves:

- ▶ *What qualitative or quantitative measures provide evidence that inputs, procedures and outputs of an organization have met specific standards set e.g. that specific arrangements exist, desirable activities have been implemented, certain methodologies have been followed and specific outcomes have been achieved?*

Quality indicators

Indicators can be:

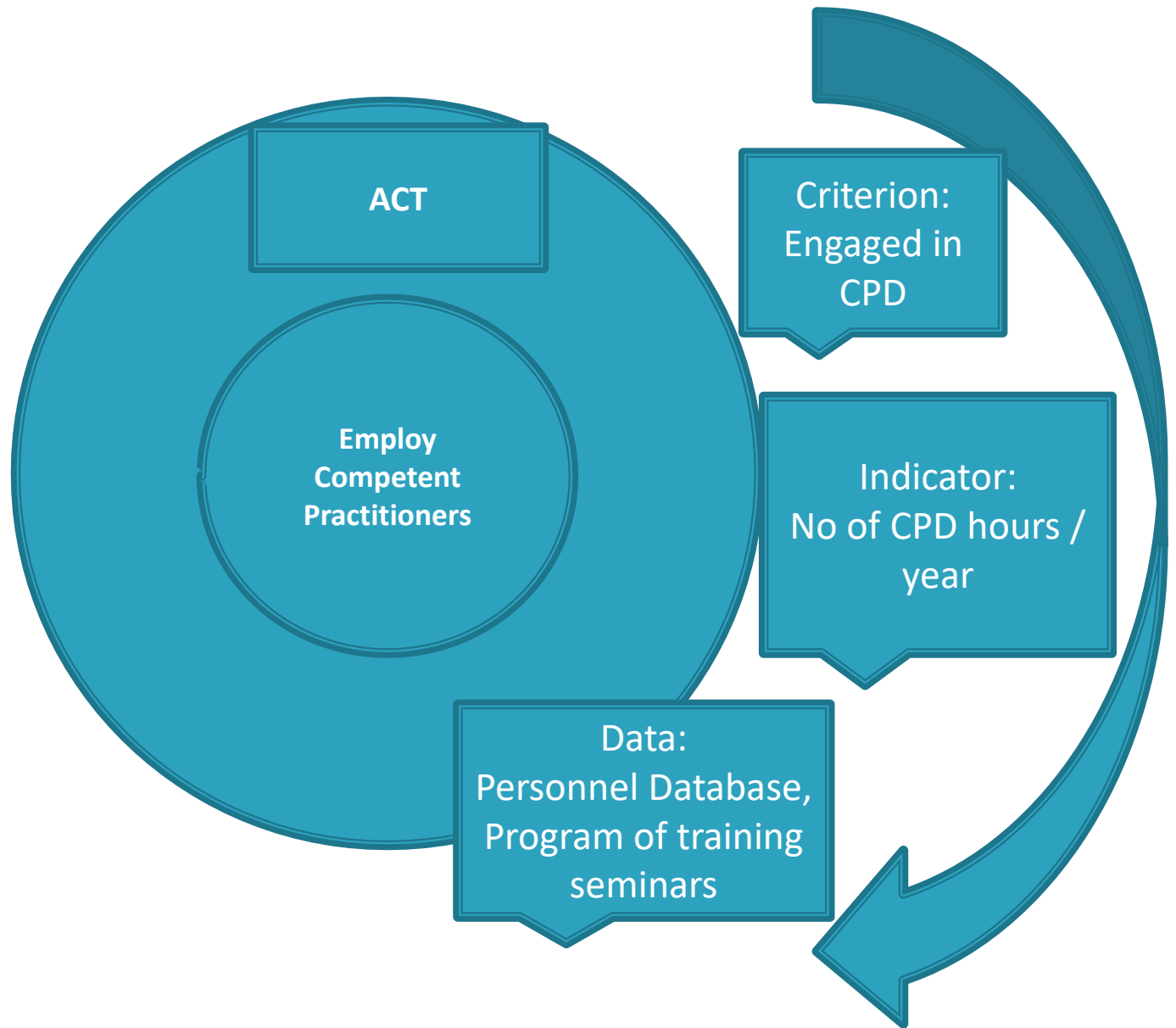
- **Quantitative** = numerical figure(s) or ratio(s)
 - *e.g. % of client satisfaction from a career guidance service, No of customers who obtained employment after guidance services.*
 - **Qualitative** = put emphasis more on the existence of a measure than on figures.
 - *E.g. that customer satisfaction surveys are carried out on a regular basis.*
- 

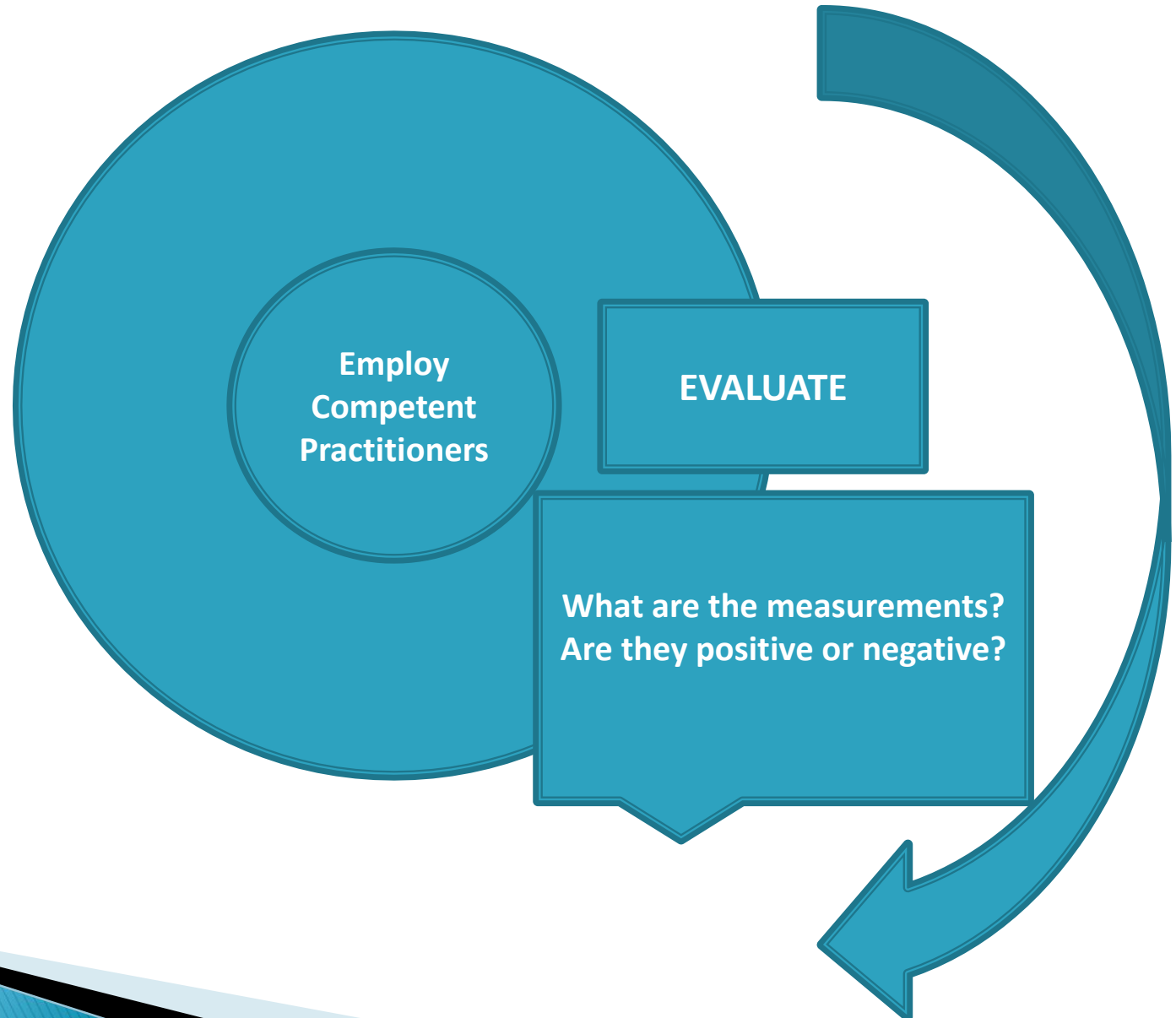
Quality indicators

- **Input** = Measure of the human, financial and physical resources.
- **Process** = Measure the use of the resources, means, tools and methodologies of career guidance
- **Output** = Measure the outcomes and impacts of career guidance in learning, economic and social terms

Comparing indicators = benchmarking







2nd step “EVALUATE”

Emphasis on measuring the indicators and evaluating the measurements.

Ask yourselves:

- ▶ *Have you gathered data that prove that the indicator has been measured?*
- ▶ *What are the measurements?*
- ▶ *How do you evaluate these measurements? (Are they positive or negative?)*
- ▶ *For how many indicators there are positive trends?*
- ▶ *For how many indicators the targets have been met?*
- ▶ *For how many indicators the service has done better than other services?*
- ▶ *Were the moment and time spent in action fit for the purpose?*
- ▶ *Were skills of the people that implemented the actions fit for the purpose?*
- ▶ *Have the measures taken benefited the target group(s)?*
- ▶ *What are the strengths and weaknesses of the guidance service?*



Employ
Competent
Practitioners

DEVELOP

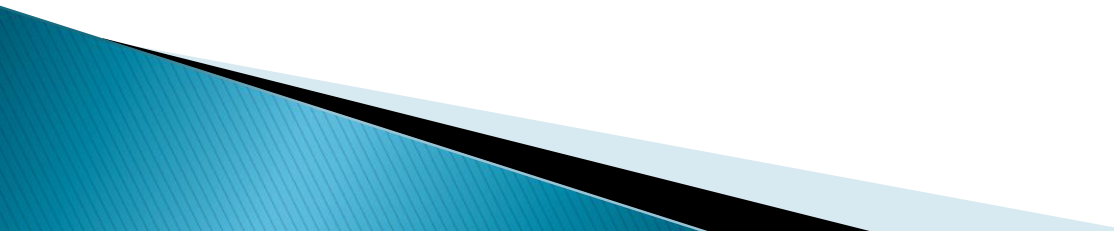
**New or corrective actions /
decisions**

- In house training seminars
- Training Opportunities outside the service
- Etc.

3rd step “DEVELOP”

“DEVELOP” demands the recognition of new services or decisions that have to be taken according to the findings of the evaluation stage.

Ask yourselves:

- ▶ *Have you recognised improvement measures?*
 - ▶ *For how many of the selected quality criteria?*
 - ▶ *What actions must be done?*
 - ▶ *Which decisions have to be taken?*
 - ▶ *For which target groups?*
- 

Resources, suitable time
and frequency, duration etc

- 15 employees
 - 2 trainers
- Needs = CMS, QA
- Face to face- distance
 - 20 hours

PLAN

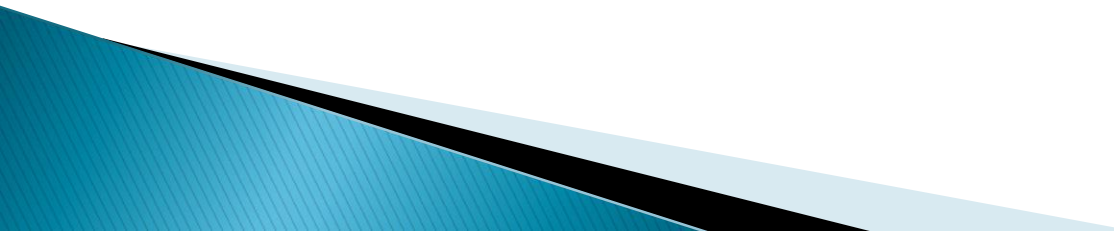
Employ
Competent
Practitioners




4th step “PLAN”

“PLAN” refers to the specific planning of improvement measures. Resources, suitable time, frequency, duration and specific actions must be described at this stage.

Ask yourselves:

- 1) *What are the resources needed?*
 - 2) *Who should do this?*
 - 3) *When should be done?*
 - 4) *What exactly should be done?*
- 

Germany - BeQu-Concept

- Quality and Professionalism in Career Guidance and Counselling - The Open Process of Coordination for Quality Development in Career Guidance in Germany (2009 – 2012)
- Self evaluation - BeQu-Label
- Each Quality criterion corresponds to a competency at a Competence Profile
- e.g. *Transparency of guidance provision: Transparency (e.g. regarding access, offers, costs etc.) has to be guaranteed by all activities taken by guidance professionals and by provider organisations as well as in the relevant policy field.* 
- *Creating transparency of offers and processes: Guidance practitioners are willing and able to create transparency regarding the structural circumstances of the guidance service as well as the concrete guidance process*

Enhanced Competence

- The ability of a person to identify requirements in complex situations and to solve complex tasks through the activation of specialist knowledge, skills, experiences, feelings, values, interests and motivations and to act independently and purposefully according to the analysis of the situation. Competence further comprises the ability to (self-) critically reflect and assess one's own activities regarding the situation and results in order to learn for future challenges. Last but not least, competence involves the ability to take responsibility for one's own activities (see OECD, 2003; Weber, 2012, p. 11f.)
- Weber, P. (2012): Sources for Guidelines on validation of competence of Career Guidance practitioners. In:
- Weber, P. and Evangelista, L. (Ed.): IMPROVE - Guide for Validation of Career Guidance Practitioners'
- Competence. IMPROVE. Improving Validation of Not-Formal Learning in European Career Guidance
- Practitioners. www.improveguidance.eu (2012-09-25), p. 16-46

Quality Development Framework

