

R3: Feedback Loop and Recognition Framework

R3/T3.2 Certification Framework

R3/T3.3 Certification Scheme



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1. Project Summary

Students now use virtual classrooms, and teachers use technology to work. However, it is sometimes difficult or impossible to replace physical activities that have educational value.

To fill this need, the project promotes PBL in ELT using Minecraft, a sandbox video game that works well for independent or guided learning. FOLLOW ME MINECRAFT is expected to train ELT instructors on how to deliver remote PBL ELT experiences via digital learning channels to ensure students can continue to benefit from collaborative problem solving after COVID-19. This education will be practical, as teachers will be given Minecraft resources for remote ELT without having to spend much time on them. This means that the Minecraft ELT environment will be a complete solution and a legacy for ELT instructors. Finally, a fun and engaging way to collect instructors' and students' feedback will ensure truthfulness and allow for constant improvement. ELT instructors worldwide will have the chance to learn about PBL's challenges and benefits from associates who have actively participated.

Minecraft has been used worldwide to teach science, urban planning, and foreign languages since 2013 in American and Swedish schools. Numerous Minecraft educational apps and experiences are available online. Several initiatives have explored Minecraft's educational potential as a Massively Multiplayer Online Game, and the growing community of Minecraft Education teachers, educators, and parents and the growing pool of Minecraft resources support this.

The project will teach teachers how to deliver remote PBL ELT experiences via digital learning channels to ensure students can continue to benefit from collaborative problem solving after COVID-19.

This tool will help instructors and language schools stand out in ELT and become more competitive by familiarizing them with modern learning environments and teaching them how to use them. The best part is that a handbook with many specifications and methods will guide them through using Minecraft for ELT, so they won't have to worry about it. They can also keep students' interest with personalized activities that reflect today's youth, making teaching easier. Students will also benefit from making learning fun and being more focused on their homework.

The project will explore language teaching in Minecraft, where children already spend a lot of time. Minecraft is an ideal digital learning environment for independent or guided learning.



2. Introduction

2.1 Scope and Objectives

The **aim** of Follow me to Minecraft project is to change through the offering of a complete framework to support PBL for ELT in Minecraft. Follow Me to Minecraft will harness the power of Minecraft to create a fun learning experience through activities aligned to level A1 of the CEFR and are designed to focus on the skills and knowledge required by English language learners to communicate successfully at this level.

The **objectives** are to:

- educate the teachers on how to administer remote PBL ELT experiences through digital learning channels so as to ensure students continue to harness the benefits of collaborative problem solving as they used to prior to the advent of COVID-19;
- integrate Minecraft into their training.

Needs

English is the dominant international language of the 21st century, spoken at a useful level by some 1.75 billion people (British Council, 2013). In Europe alone, the percentage of students learning English exceeds 90% (European Commission, 2012). Considering the relevance and importance of the English language for ICT related education, training and employment opportunities but also in tourism and several other economic areas of huge impact to the GDP of partner countries, it is no surprise that the absence of any qualification in the English language leads to all kinds of exclusion. For this reason, the partners considered very important to couple the assessment of A1 to A2 level English of the CEFR facilitate through the FOLLOW ME series to a certification. The 'FOLLOW ME BADGES' will be a certification which will have the recognition of the market as it will be created according to formal EU recognised accreditation system according to the rules and procedures of National Accreditation Bodies of the Countries-States of E.A. (European Cooperation for Accreditation). Thus, the certification will provide to students a formal recognition of their English level at EU Level. Furthermore, English teachers and schools need to invest in delivery methodologies, tools and environments which adhere to a corrective, perfective, evolutive principle in terms of their maintenance and sustainability so that their investment will pay off over time and yield good results. The FOLLOW ME series needs to mobilise a critical mass of adopters, English teachers and schools, in order to be sustainable over time and justify



the investment. This will not be possible to achieve unless the intended adopters are convinced that FOLLOW ME is worth their attention and time investment. The intention is to address this via a bi-directional feedback loop between the community of adopters and the implementers so as to ensure the feedback from the users feeds the maintenance lifecycle while the roadmap for releases is communicated back to the community by the implementers. Retaining this connection in place is critical for the sustainability of the FOLLOW ME series over time.

Innovation

- Training centres/schools teaching in English are collaborating directly with educational software and games implementers and an accredited certification body for the creation of an all-inclusive ELT assessment package based on Minecraft Education.
- Partners have already worked to create a proof of concept (provided with the proposal) in the context of analysing the needs of the target groups and the efficiency of the proposed solution.
- It is the first time that the partners will collaborate with an accredited certification body to develop and implement a complete circle of validation and certification procedure to cover the needs of the target group in conformance to the rules and procedures of National Accreditation Bodies of the Countries-States of E.A. (European Cooperation for Accreditation).
- The 'FOLLOW ME BADGES' certification, will have the recognition of the market as it will be created according to formal EU recognized accreditation system.

Impact

Provides the chance to the participating organisations to broaden their expertise, create new partnerships through the partner's networks & the associate partners. It is going to serve as an information and knowledge exchange basis for the osmosis of ideas.

Transferability

The project will implement an ELT Level A1 to A2 of the CERF ELT assessment game in combination with a certification of Level A1 of the CERF. This complete circle of training and qualification awarding level, ensuring that all European Member-States that wish to replicate the procedure will be able to implement in high quality standards and easy direct access.



2.2 Audience of the Document

- Mainly primary to secondary school teachers
- Individuals seeking official assessment of their A1 to A2 Level English

2.3 Acronyms

EQF	European qualifications framework
NQF	National Qualifications Framework
NCP	National Coordination Point
VET	Vocational Education and Training
IVET	Initial Vocational Education and Training
QF-EHEA	Qualifications frameworks in the European higher education area
HQF	Hellenic Qualifications Framework
NLQF	Dutch Qualifications Framework
EOPPEP	National Organization for the Certification of Qualifications and Vocational Guidance (Greece)
EU	European Union
Cedefop	European Centre for the Development of Vocational Training
ECVET	European Credit system for Vocational Education and Training (credit system)
ECTS	European Credit Transfer and accumulation System
NSK	National Qualifications System
WBL	Work-Based Learning
NQAI	National Qualifications Authority
FET	Further Education and Training





HE Higher Education

2.4 Dependencies with Other PRs and Deliverables

This deliverable is directly related to the Project Result 1: R1: Practitioners Approach to Problem-Based Learning in Minecraft.



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3. Qualifications Frameworks and ECVET in the Czech Republic, the Netherlands, Cyprus, Ireland, Bulgaria and Greece

3.1 National Qualification Framework in the Czech Republic

Since 2008, the concept of a National Qualifications Framework has primarily entered the Czech context in conjunction with the creation and implementation of the European Qualifications Framework.

The European Qualifications Framework (EQF) is one of the European instruments designed to promote educational system clarity, transparency, and comparability. It is a common European reference framework that facilitates the comprehension, comparison, and recognition of qualifications acquired within the EU. It aids in comprehending qualification levels throughout Europe, facilitates study and work mobility, and promotes lifelong learning. EQF distinguishes eight qualification levels, which cover all formal and non-formal education qualifications.

European documents define the National Qualifications Framework as an instrument for the classification of qualifications into levels based on knowledge, skills, and competence with the following objectives:

- integrating and coordinating national qualification subsystems, and
- enhancing the labour market's and civic society's transparency, accessibility, developments, and quality.

In this form, it has not yet been established in the Czech Republic, but the process of referencing to the EQF has already begun.

Referencing the EQF in the Czechia

The process of referencing in Europe has been ongoing since 2008, when EU member states were asked to align their national qualification systems with the levels of the European Qualifications Framework (EQF).



The majority of European nations referenced their national qualifications frameworks and systems and described the process in national referencing reports (Referencing Reports). During 2009–2011, the Czech Republic went through the process of referencing and compiled a National Referencing Report of the Czech Republic (2011).

In accordance with the recommendation, the Czech Republic has aligned its education and qualification systems with the European Qualifications Framework (EQF), i.e. qualifications awarded:

- Within the initial elementary, secondary, and tertiary professional education system;
- Within the higher education system;
- Within the system for recognizing further education results in accordance with the Act on the Verification and Recognition of Further Education (i.e. qualifications in the register of the National Qualifications System – NSK).

It is uncommon in Europe for qualification levels (or qualifications directly) to be referenced to the EQF in this manner. The member states were expected to reference their national qualifications frameworks to the EQF, i.e. qualifications awarded in professional, general, and higher education, as well as those acquired through further education or recognition of prior non-formal and informal learning. Due to the fact that the Czech Republic lacked such a unified framework, it made reference – in accordance with the EQF recommendation – to its existing qualifications system (actually the education system) and the framework/register of the National Qualifications System – NSK.

National Qualifications System

The National Qualifications System (NSK) is a publicly accessible registry of all professional qualifications and professional qualifications in their entirety that are distinguished, verified, and recognized in the Czech Republic. Since 2005, a publicly accessible registry of all professional qualifications (previously complete and partial) recognized in the Czech Republic has been compiled. It is governed by the Verification and Recognition of Further Education Results Act. Its foundation was constructed between 2005 and 2008.

The goal of the NSK was to foster the comparability of results attained through various educational pathways, thereby facilitating the connection between initial and continuing education. Defining



qualifications in the NSK is related, among other things, to the development of initial education framework education programmes.

In addition to the European Qualifications Framework, the national qualifications system is also tied to the European Qualifications Framework.

The Ministry of Education, Youth and Sports is in charge of the NQS, with the National Pedagogical Institute of the Czech Republic, until the end of 2019, serving as the primary researcher. The National Pedagogical Institute collaborates with relevant interest and professional organizations, professional bodies, employer representatives, trade unions, schools, and sector council specialists.

Within the National Education Institute's Development and Implementation of the NQS project, a web portal called Education and Labour has been created to assist individuals in finding a new career, job, or educational course, as well as aiding employers in locating newly qualified workers. The portal, which is currently managed by the National Pedagogical Institute, is evolving gradually.

Professional qualifications

Professional qualifications and complete professional qualifications are distinguished by the National Qualifications System (NSK).

Professional qualifications define the capability to perform one or more applicable work activities in the labour market. Collectively, they may permit a particular professional application.

Complete professional qualifications define the ability to perform a particular occupation, that is, all activities associated with a relevant National Occupational Classification occupation.

For each qualification, a qualification standard, which is a structured description of competence, and an evaluation standard, which is a set of criteria and procedures for assessing this competence, are developed.

The approval procedure for the qualification and evaluation standards of professional qualifications is outlined in the Act on the Verification and Recognition of the Results of Further Education (followed by the Decree on Details Required to Implement Act on Verification and Recognition of the Results of Further Education). The relevant authorizing body approves the standards, and the Ministry of Education, Youth, and Sports completes the approval process. The relevant authorizing bodies are



always the central administrative bodies, i.e. individual ministries, and perhaps the Czech National Bank. The Ministry of Labor and Social Affairs is in charge of the National Occupation Classification System.

As of May 2023, the database contains 1455 professional qualifications and 217 professional qualifications at levels 2–7 of the EQF.

The exam is open to anyone who is at least 18 years old and has at least the "basic education" (základní vzdělání) or is undergoing retraining, regardless of how they acquired their skills and knowledge. The examinations are overseen by an authorized individual. The student receives a certificate stating their professional qualification after passing the exam.

In some instances, the set of qualification certificates constituting complete professional qualifications may be replaced by prior education (if a relevant field of education exists) and the student may sit for the exam at a school where the field is taught. The student receives either an education with a VET (střední vzdělání s výučním listem) certificate or an education with a Maturita exam (střední vzdělání s maturitní zkouškou).

Connection between NQS and other systems and laws

The Ministry of Labour and Social Affairs operates the National Occupations System (NSP), a database that documents the requirements for occupations on the Czech labour market. Since 2008, the NSP has been in operation.

Sector councils are currently protecting the interests of employers in the development of the NSP and National Qualifications System (NQS). These are employer associations and professional groups. The establishment of 29 sector councils for the major economic sectors.

The Decree outlining the requirements for submitting an application for accreditation of an educational program, the organization of the retraining process, and the manner in which it may be terminated linked the NSK and retraining. If an accredited professional qualification exists for a given occupation, the retraining course is concluded by an authorized person's administration of the professional qualification examination.

In addition, efforts are being made to harmonize the NQS with the Trade Licensing Act. Currently, the certificate on acquiring a professional qualification is becoming one of the alternative means of



meeting the qualification requirements for practicing a licensed or regulated profession. An amendment to the Act on the Verification and Recognition of the Results of Further Education enables admission to craft trades, among others, upon presentation of the appropriate set of certificates attesting to the attainment of professional qualifications, as they are specified for a corresponding occupation in the NSK.

Main elements of VET

Ministry of Education, Youth, and Sports is primarily responsible for initial vocational education and training (IVET).

Employer representatives are involved in curriculum development and participate in 28 sector skill councils tasked with establishing occupational and qualification standards.

The lower and upper secondary levels, as well as the tertiary level, offer VET.

13–80% of instruction time is devoted to work-based learning (WBL) as an integral component of the IVET program. WBL may occur on the job sites of businesses or in school workshops or facilities.

The majority of VET begins after completion of compulsory education. Two-year IVET secondary programs (European Qualifications Framework, EQF 2) are primarily designed for students with special education needs. These programs conclude with a final examination or a "VET certificate."

The duration of VET programs at the upper secondary level (EQF 3-4) is three to four years. These options include the following:

- Graduates of 3-year VET programs at EQF 3 (completed by a VET examination leading to a VET certificate) are able to immediately enter the labour market and perform manual jobs (bricklayer, hairdresser, etc.).
- 4-year VET programmes (completed with a maturita examination, EQF) enable graduates to continue learning in higher education or to perform mid-level technical, business, service, health, and other similar jobs (construction technician, travel agent, etc.);
- 4-year lyceum programmes with a high proportion of general education courses.
- The studies are concluded with an absolutorium (EQF 6), but students have the option of taking a maturita exam (secondary education, EQF 4);



- students who have already completed upper secondary education have the option of acquiring a (second) qualification in a different field through so-called shortened programmes (4). Those with a maturita (EQF 4) can acquire either a VET certificate or another maturita certificate in a relevant field, whereas those with a VET certificate (EQF 3) can acquire only another VET certificate in a relevant field. Shorter programs are also suitable for adults and last between one and two years.

Higher-level VET programs provided by tertiary professional schools prepare students for arduous professional tasks (such as nutritionist). Three to three and a half years are required to complete an absolute (5) (EQF 6). These programs result in a specialist diploma (diplomovaný specialista, DiS) and are closely aligned with the skill requirements of employers. Vertical permeability to higher education institutions is possible, despite the fact that many graduates enter the workforce. Graduates who, upon completion of their studies, enroll in bachelor's degree programs at universities may have some of their VET subjects and exams recognized.

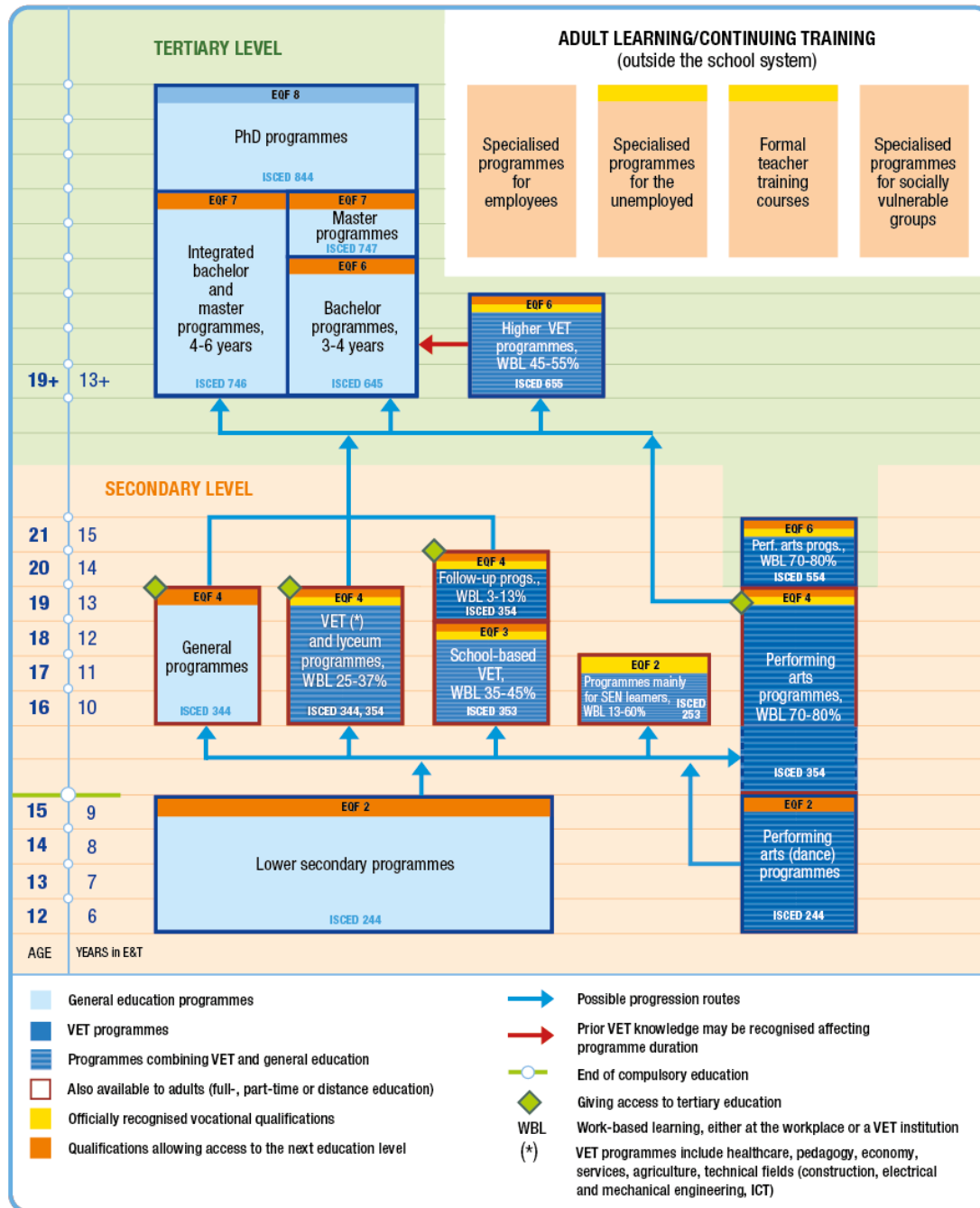
In 2018, 61% of EQF 4 VET graduates continued on to postsecondary education.

Any adult may enroll in any VET program within the formal education system. There are numerous programs that can be combined with a career, but overall adult participation is low.

Since 2007, when the Act on validation and recognition of prior learning went into effect, a system of validation of non-formal and informal learning outcomes (VNFIL) has been progressively evolving.



Table 1: Vocational education and training system chart



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Czechia, 2022.



3.2 Dutch Qualifications Framework (NLQF)

The Ministry of Education, Culture and Science of the Netherlands commissioned the development of the Dutch Qualifications Framework (NLQF) which was constructed in close cooperation with experts and stakeholders in the field of education and training. The National Coordination Point NLQF (NCP) is an independent body which is responsible for the development and implementation of the NLQF.

The Dutch Qualifications Framework (NLQF) is a way of describing Dutch qualification levels. It is a systematic organisation of all existing qualification levels in The Netherlands, from Level 1 basic education to the Master's degree at level 7 and a Doctorate's degree at level 8. Qualifications are classified in NLQF levels and are given a level indication.

The NLQF aims to facilitate students and labour market mobility by providing an insight into the levels of qualifications recorded by the National Coordination Point NLQF in the NCP register. The NLQF provides transparency in that it facilitates a comparison of qualification levels nationally and internationally, for example for labour market mobility.

NLQF levels

The Dutch National Qualifications Framework (NLQF) [Nederlands kwalificatieraamwerk] consists of eight levels and one entry level. Click on 'description' below for the descriptions of each level.

The levels are based on descriptions of what someone knows and is able to do after completion of a learning process, regardless of where and, to an extent, in what timeframe this took place. These descriptions of the levels of knowledge, skills, autonomy and responsibility are referred to as learning outcomes. Higher general secondary education (Havo), for example, is classified at NLQF Level 4 and Master programmes at NLQF Level 7.

- (a) Entry Level Basic Education 1 (for adults)
- (b) NLQF Level 1 Basic Education 2 (for adults); pre-vocational secondary education - basic vocational pathway (vmbo bb); VET level 1 (MBO1)
- (c) NLQF Level 2 Basic Education 3 (for adults); pre-vocational secondary education - advanced vocational pathway (vmbo kb); pre-vocational secondary education - combined theoretical pathway (vmbo gl); pre-vocational secondary education - theoretical pathway (vmbo tl); VET level 2 (MBO2)



- (d) NLQF Level 3 VET level 3 (MBO 3)
- (e) NLQF Level 4 VET level 4 (MBO 4); Higher general secondary education (Havo); higher general secondary education for adults (Vavo-Havo)
- (f) NLQF Level 4+ Pre-university educations (Vwo); pre-university education for adults (Vavo-vwo)
- (g) NLQF Level 5 Associate Degree
- (h) NLQF Level 6 Bachelor Degree
- (i) NLQF Level 7 Master Degree
- (j) NLQF Level 8 Doctorate; Designer; Medical specialist

The classification of formal qualifications into one of the levels of the NLQF and referencing to the EQF took place under the responsibility of the Ministry of Education Culture and Science. In 2011 the NLQF and the referencing to the EQF was sent to the Dutch Parliament. The referencing to EQF by the EQF Advisory group of the European Commission was approved in January 2012.

Main elements of VET

Study results and advice from school determine the type of secondary education that learners follow leaving primary education at age 12. In 2020/21, in the third year of secondary education, 52% of students followed lower secondary pre-vocational programmes (VMBO). VMBO is the main route to upper secondary vocational education and training (VET).

Apart from lower secondary pre-VET programmes, there are also general programmes that prepare students for higher education: integrated lower and upper secondary education (HAVO) and pre-university education (VWO).

Some 48% of students in the third year of secondary education took part in one of these programmes in 2020/21. The trend is that each year relatively more students attend integrated lower and upper secondary education (HAVO) and pre-university education (VWO), and relatively less students follow pre-vocational programmes (VMBO).

Labour-oriented practical training (praktijk-onderwijs) is available for learners not capable of entering pre-vocational education.



Upper secondary VET

Learners aged 16 or above can enter upper secondary VET (MBO). Most publicly funded VET is provided by large multi-sectoral regional training centres (ROCs). Sector-specific schools and agricultural training centres also provide VET programmes. Three structural elements determine provision of MBO programmes, with differentiation according to:

- (a) level: upper secondary vocational education has four levels leading to qualifications at EQF levels 1 to 4. Student admission to a level depends on the diploma obtained in prior education. Admission to level 1 programmes is limited to learners without a prior qualification at lower secondary level. It is possible to progress within upper secondary VET; the highest level (leading to EQF 4) gives access to higher professional bachelor programmes offered by universities of applied sciences. In 2020/21, 58% of VET students were enrolled in level 4 programmes;
- (b) area of study: upper secondary VET programmes are available in four areas (sectors): green/agriculture, technology, economics and care/welfare;
- (c) learning pathway: upper secondary VET offers two equivalent pathways: a school-based (BOL) and a dual (BBL). In the school-based pathway, work placements in companies make up 20% to 59% of study time. In the dual pathway (apprenticeship), students combine work-based learning (at least 60% of study time) with school-based instruction; this often involves learning at work 4 days a week and 1 day at school.

Post-secondary VET

Specialised programmes (ISCED 453/EQF level 4) are open to graduates of MBO programmes (ISCED 353/EQF level 3, ISCED354/EQF level 4). Their duration is 1 year.

Higher professional education

Higher professional bachelor programmes (HBO) are open to all EQF level 4 graduates. About 40% of all MBO level 4 (middle management VET programmes) graduates in the school-based pathway enter HBO programmes. In the 10-year period before 2020, the percentage of VET alumni that directly continues to HBO programmes, has been slightly declining. On completion, a HBO diploma gives access to a professional master degree programme, an option not yet extensively used.



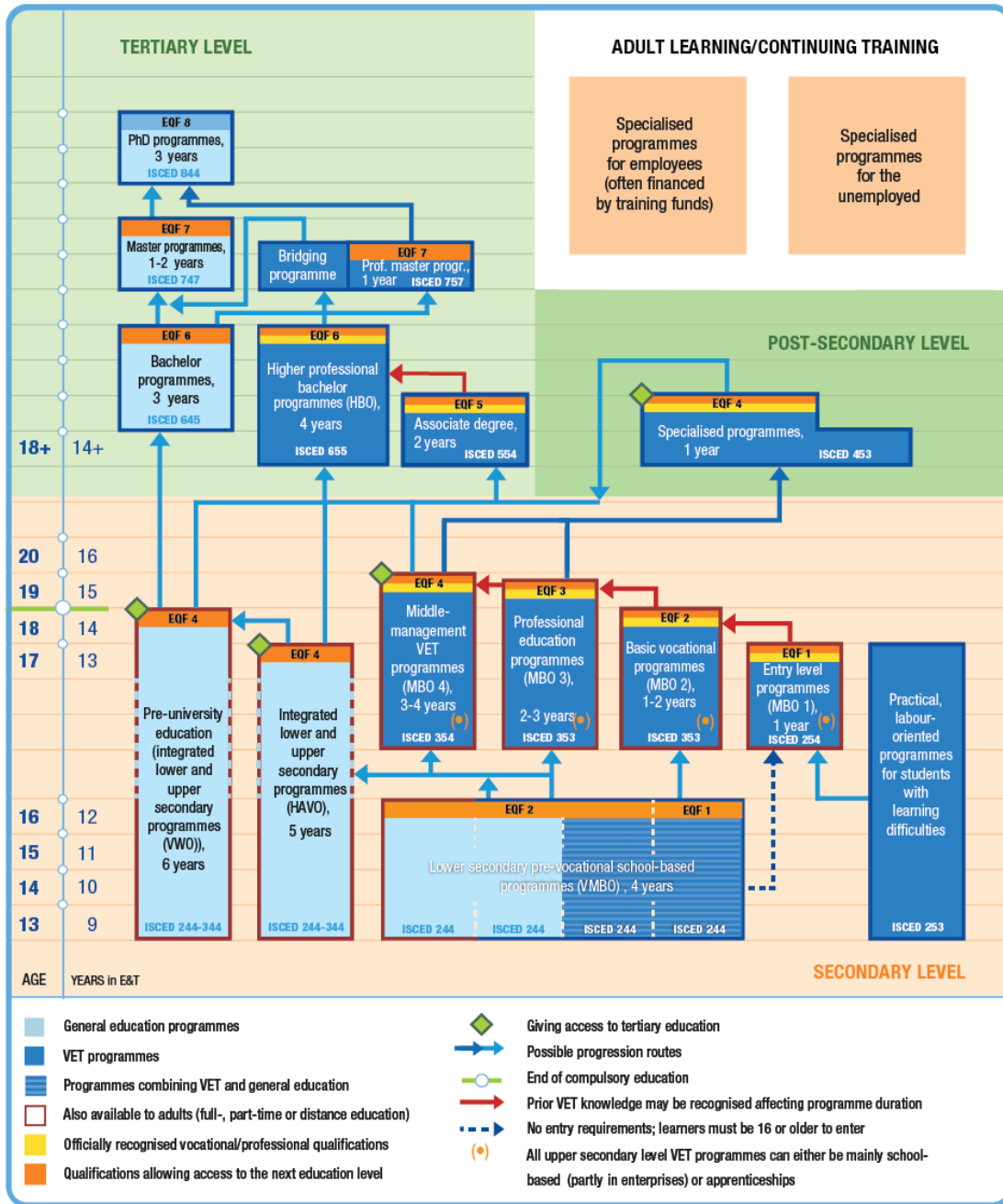
Two-year associate degree programmes (short-cycle higher education, EQF level 5) are open to all EQF level 4 graduates. Their graduates can continue to HBO programmes; the remaining study load is subject to exemptions granted by each programme.

Continuing VET

There is no institutional framework for continuing VET (CVET): provision is market-driven with many suppliers. Dual VET (the BBL pathway) can also function as CVET for adults. Social partners stimulate CVET through sectoral training and development funds. They help employees progress in their careers, sometimes even in other sectors, offer special arrangements for older workers, and support the development of effective human resource management policies at sector level. Most funds also support projects that help young people find employment or take initiatives to sustain or expand apprenticeship places.



Table 2: Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Netherlands, 2022.



3.3 Cyprus National Qualification Framework (Cyprus NQF)

By its Decision No. 67.445, dated 9/07/2008, the Council of Ministers approved a proposal for the appointment of a National Committee charged with developing a National Qualifications Framework (NQF) for Cyprus. The Committee has been established and charged with developing a NQF consistent with the QF for EHEA and the EQF for LLL. The Committee is chaired by the Permanent Secretary of the Ministry of Education and Culture, and the Directorate for VET at the Ministry is responsible for initiating and coordinating NQF developments. A first draft of the NQF, with a detailed implementation schedule, was presented in April 2010, and consultations with various stakeholders were held in the spring of 2011. In June 2014, the first referencing report was presented to the EQF advisory group.

A national qualifications framework (NQF) comprising all levels and types of qualifications from all subsystems of education and training, from primary to higher education, has been developed. The NQF also accepts qualifications obtained outside of formal education. In this regard, the System of Vocational Qualifications (SVQ), which is being developed by the Human Resource Development Authority of Cyprus (HRDA), is an integral, yet distinct component of the National Qualifications Framework (NQF). The referencing of the Cyprus NQF to the European Qualifications Framework (EQF) for LLL is in progress; the Ministry of Education and Culture has been designated as the contact point.

The Cyprus NQF has not yet been implemented. It will be established as an operational department within the Ministry of Education and Culture and implemented gradually. New legislation regarding the implementation of the NQF is deemed necessary.

Principal policy purposes

The primary purpose of the NQF is to classify qualifications based on predefined levels of learning outcomes. It is anticipated that the NQF will support the recognition and validation of qualifications; enable progression and mobility; promote lifelong learning, for instance by certifying learning outcomes acquired outside of formal education; enhance the transparency, quality, and relevance of qualifications; and strengthen links to the labor market. One important policy objective is to strengthen secondary, postsecondary, and tertiary vocational education and training (VET).



Structure of the Cyprus National Qualifications Framework

A reference structure with eight levels is adopted, and level descriptors are described in terms of knowledge, skills, and competencies. Type and complexity of knowledge involved, as well as the capacity to contextualize one's knowledge, define knowledge. The expression of skills is determined by the type of skills involved, the difficulty of problem-solving, and communication skills. Space of action, cooperation and responsibility, and learning abilities define competencies.

Main elements of VET

Cyprus's vocational education and training (VET) system is constantly being improved to better meet the needs of the labour market.

The Ministry of Education, Culture, Sport, and Youth is in charge of developing and implementing education policy. The Ministry of Labour, Welfare, and Social Insurance is in charge of overall labour and social policy, while the Human Resource Development Authority of Cyprus (HRDA) is in charge of vocational training.

VET is available at the secondary and tertiary levels of education.

General education programs (83.1% of enrolments in 2018/19) are with lyceums, including evening lyceums, while VET programs (16.9% of enrolments in 2018/19) are with technical schools, including evening technical schools. Successful completion of specific examinations allows for horizontal and vertical movement across upper secondary education. Technical schools offer two types of three-year programs: theoretical and practical, both of which lead to EQF 4 school-leaving certificates, which are equivalent to those issued by secondary general education schools. In the first year, specializations are chosen. Graduates are admitted to universities and other tertiary education institutions in Cyprus and abroad. Both streams are primarily school-based, combining general education and VET subjects with practical training in enterprises at the end of the first and second years. The theoretical stream is primarily for those who wish to continue their education, whereas the practical stream is primarily for those who wish to enter the labour market.

VET is also available through the apprenticeship system, which targets young people aged 14 to 18. Depending on the level and age of the apprentice, a 'preparatory apprenticeship' (EQF 2) can last up to



two school years. Participants must be between the ages of 14 and 16 and have not completed a lower secondary program. Graduates can continue to 'core apprenticeship' or upper secondary programs after completing 'preparatory apprenticeship,' provided they pass entrance examinations.

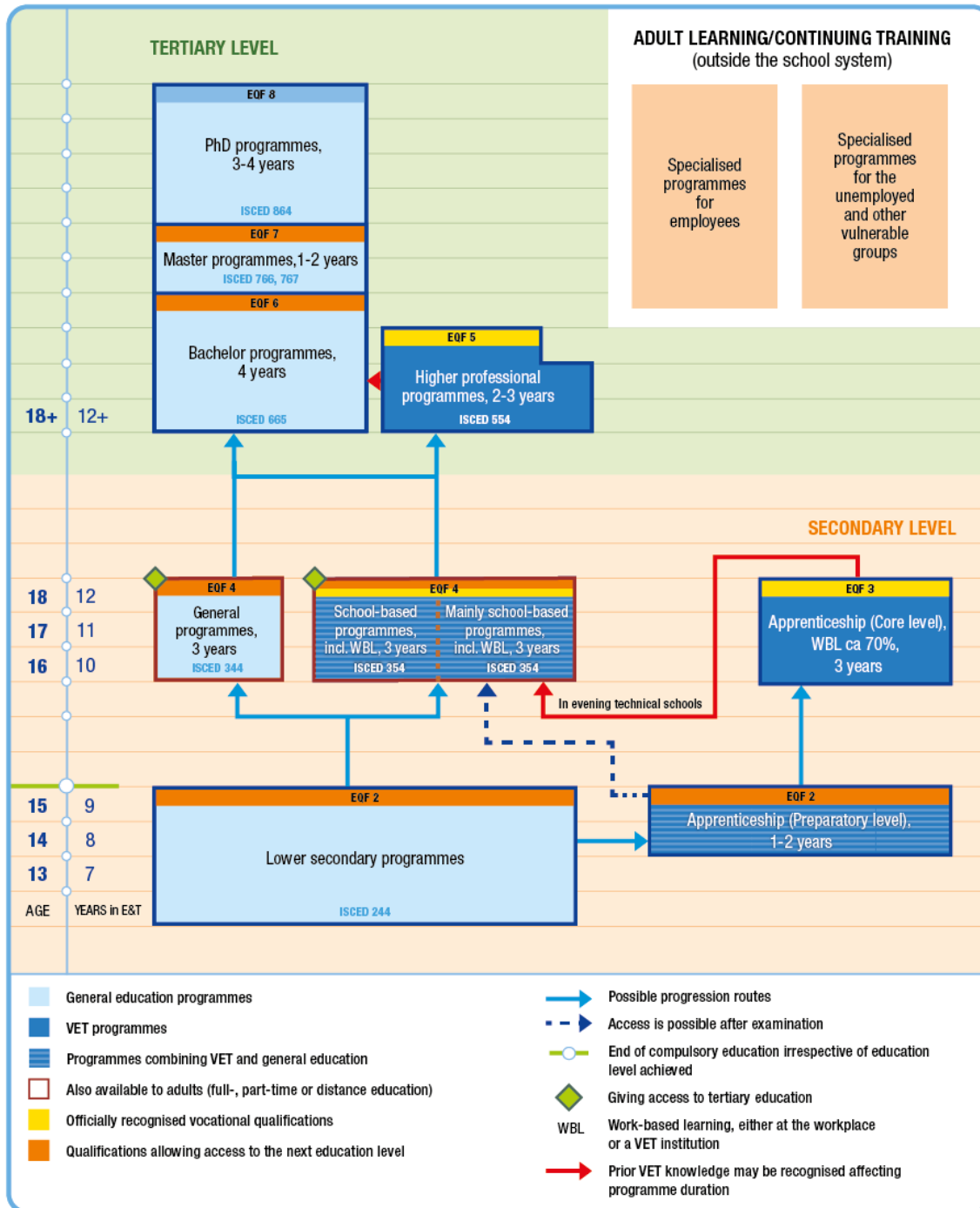
'Core apprenticeship' is a three-year program. To be eligible, candidates must be under the age of 18 and have either completed a lower secondary programme (EQF 2) or a 'preparatory apprenticeship' or have dropped out of upper secondary programmes. Participants who successfully complete the program may continue with evening technical school programs leading to an EQF 4 certificate and receive an upper secondary education qualification (school leaving certificate) in two years instead of three. If all other requirements of relevant legislation are met, the apprenticeship certificate (EQF 3) allows access to several regulated occupations.

VET at the tertiary, non-university level is provided by public and private institutes/colleges, allowing students to acquire, improve, or upgrade qualifications and skills. Successful completion of these accredited programs, which may last 2 to 3 years, results in an institution-awarded diploma or higher diploma (EQF 5). The Cyprus Agency for Quality Assurance and Accreditation in Higher Education accredited the public post-secondary VET institutes in 2017 as public schools of higher vocational education and training; they offer accredited 2-year diploma programs.

Adult vocational training is widely available in Cyprus for employed, unemployed, vulnerable groups, and adults in general, through a mix of public and private provision: colleges, training institutions, consulting firms, and enterprises. Employees typically participate in job-specific training programs to meet the needs of the company. To improve their employability, the unemployed and vulnerable groups acquire both horizontal and job-specific skills. Training programs for these groups combine training with either employment in a business or job placement to gain work experience. The HRDA offers subsidies for training to both employed and unemployed people through a variety of programs.



Table 3: Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Cyprus, 2022.



3.4 Quality and Qualifications Ireland (QQI)

Under the 1999 Qualifications (Education and Training) Act, the National Qualifications Authority (NQA) was established in February 2001. The NQA had three fundamental goals:

- The establishment and maintenance of a qualification framework for the development, recognition, and awarding of qualifications based on standards of knowledge, skill, or competence to be acquired by learners;
- The establishment and promotion of the maintenance and improvement of the standards of awards in the sector of further and higher education and training, excluding existing universities;
- Promotion and facilitation of access, transfer, and progression across the continuum of educational and training provision.

Established in 2003, the National Framework of Qualifications (NFQ) includes all awards made within the state, including university awards. There are 10 award levels. Levels 1 through 6 cover primary and secondary education and training. Levels 6 through 10 cover postsecondary education and training, from sub-degree to post-doctoral.

The Minister for Education and Skills announced the formal establishment of Quality and Qualifications Ireland (QQI), the combined qualifications and quality assurance authority, on November 6, 2012. National Qualifications Authority of Ireland (NQA), Further Education and Training Awards Council of Ireland (FETAC), and Higher Education Training and Awards Council (HETAC) are replaced by QQI. In addition, it assumed the responsibilities of the Irish Universities Quality Board.

The new authority has assumed the responsibilities of these four organizations. These responsibilities include managing the National Framework of Qualifications, assuring the quality of institutions of further and higher education and training, validating educational programs, and awarding students. New responsibilities include the creation of a Code of Practice and an International Education Mark for institutions that enrol international students.

State Examinations Commission ([|SEC|]) is responsible for awarding national school examinations. Junior Certificate levels are 3 and Leaving Certificate levels are 4 and 5.



The alignment between the Irish levels of the National Qualifications Framework and the European Qualifications Framework is described below.

Table 4: Irish levels of the National Qualifications Framework

National Qualifications Framework Ireland		
Irish Level	Title	EQF Level
10	Doctorate/post doctorate	8
9	Master's Degree/Post Graduate Diploma	7
8	Honours Bachelor's Degree /Higher Diploma	6
7	Ordinary Bachelor's Degree	6
6	Advanced Certificate/Higher Certificate/National Craft Certificate	5
5	Level 5/Leaving Certificate (upper/post-secondary)	4
4	Level 4/Leaving Certificate (upper secondary)	3
3	Level 3 certificate/Junior Certificate (lower secondary)	2
2	Level 2 certificate (Primary Certificate)	1
1	Level 1 Certificate	1

The framework encompasses all awards in the education and training sector, from basic literacy to post-doctoral degrees. It allows for the recognition of all formal and informal learning in public, private, workplace, and community settings, based on the achievement of learning outcomes. It allows for advancement to higher levels of education, recognition of prior learning, and the recognition of major, minor, and special purpose awards. Levels 6-10 are compliant with the Bologna process's quality assurance criteria, whereas levels 1-6 are compliant with the Copenhagen process's criteria.



Main elements of VET

Primary, secondary, further education and training (FET), and higher education (HE) comprise the four sectors of the education and training system in Ireland. Further education in Ireland encompasses EQF levels 2 through 5 (NFQ levels 3 through 6) with a few higher apprenticeships at EQF level 6 (NFQ levels 7 and 8). The 16 education and training boards (ETBs) are the primary providers of vocational education and training (VET). SOLAS is the Irish government agency responsible for FET funding, planning, and coordination. The newly established Department of Further and Higher Education, Research, Innovation, and Science is responsible for Higher and Further Education policy, funding, and governance. Future FET: Transforming Learning 2020–2024, the national strategy for postsecondary education and training, outlines the vision for the system through 2024.

Post-high school certificate (PLC) provision, traineeships, workplace training options, apprenticeships, and community education are examples of FET programs. After several years of reform, FET is making a significant contribution to a more collaborative and cohesive Irish higher education system. The tertiary education system comprises FET and HE in this context. Learners are able to make the transition from EQF levels 3 and 4 (NFQ levels 4 and 5) to EQF levels 5 and 6 (NFQ levels 6, 7, 8) and beyond due to the existence of clear progression routes into higher education. It is estimated that 21% of school leavers enroll in FET and that 16% of the 33,017 FET learners in the class of 2017 progressed to higher education. FET includes the following vocational education and training (VET) programmes:

- In recent years, apprenticeship opportunities have become increasingly diverse. There are currently 62 available national apprenticeship programs. Each programme includes a minimum of fifty percent on-the-job training that spans both FET and Higher Education (2). All apprentices are employed. Apprenticeships are available in the following industries: engineering, construction, motor, electrical, finance, hospitality and food, biopharma, logistics, property services, recruitment, sales, and ICT.
- A traineeship is a structured training program that combines classroom and on-the-job learning to improve participants' employment and recruitment prospects. Traineeships range from EQF levels 3 to 5 (NFQ levels 4 to 6) and are primarily employment-focused.
- There are currently over seventy-five traineeship programs available; many students enroll in a post-leaving certificate (PLC) course (EQF levels 4 and 5). PLC provision has two overarching goals: to provide successful participants with specific vocational skills to improve their





employment opportunities, and to facilitate their progression to further education and training.

Specific skills training (SST) courses span both initial vocational education and training (IVET) and continuing vocational education and training (CVET) and are delivered by the ETBs to meet the needs of industry and business at EQF levels 2-5 (NFQ levels 3-6) for a variety of occupations.

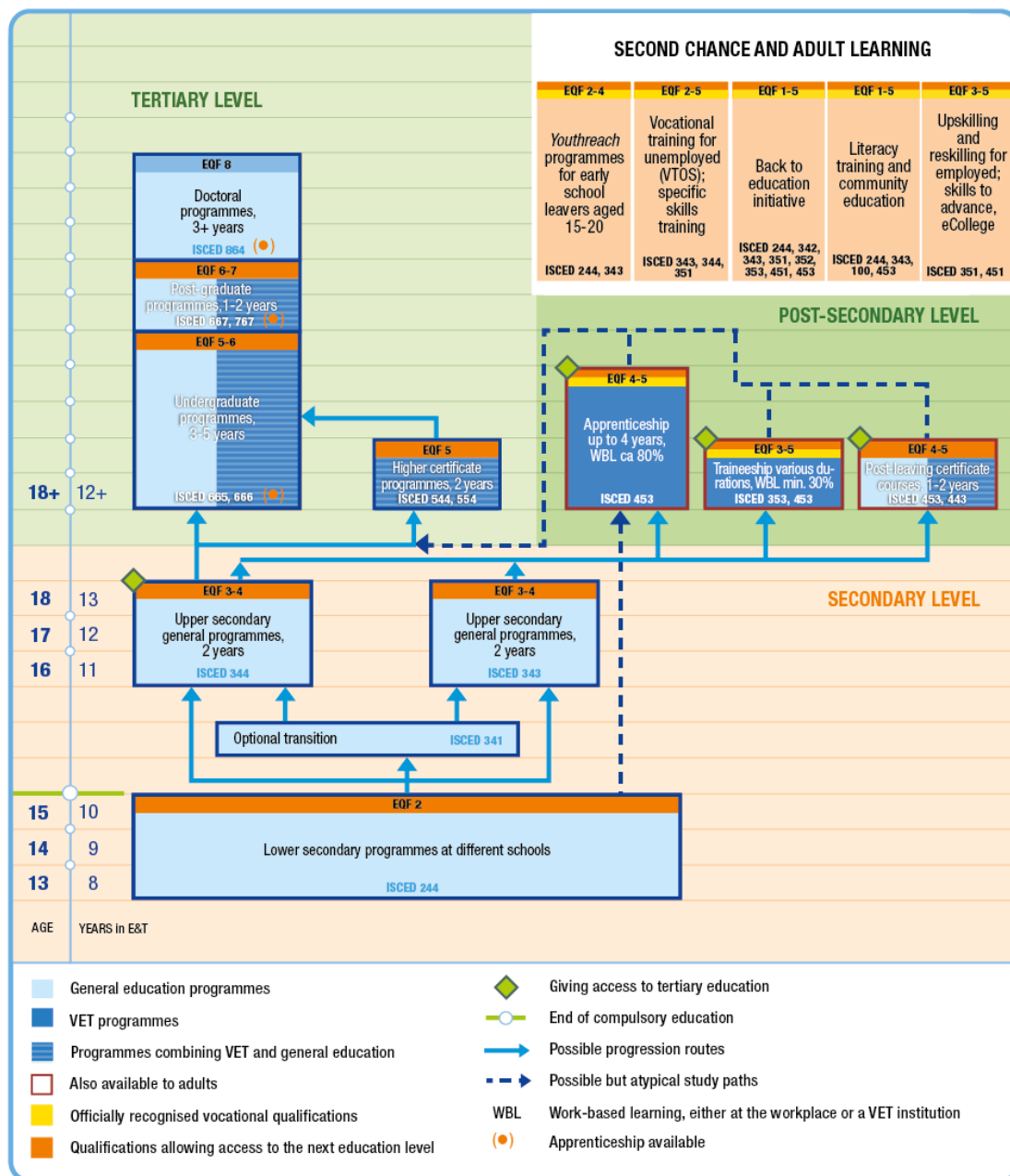
eCollege is a leading online learning platform that provides online training courses to employed individuals and those enrolled in FET programmes.

Individuals who require certified training to reenter or advance in the labor market are provided with courses that are flexible enough to accommodate their specific skill requirements.

Other FET programs, primarily administered by ETBs, include expanded community education offerings. Community education plays a crucial role in supporting participation and re-engagement in education and training for approximately 50,000 FET students per year.



Table 5: Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Ireland, 2022.



3.5 National Qualifications Framework of the Republic of Bulgaria (Bulgarian NQF)

In accordance with the Qualification Framework of the European Higher Education Area and the European Qualifications Framework for Lifelong Learning, the Ministry of Education and Science (MES) has been taking steps since 2007 to develop a National Qualification Framework (NQF).

The Bulgarian NQF was established as a unified qualifications framework. The Deputy Minister of Education and Science in charge of European Integration issues oversaw the development of the NQF.

The Minister of Education and Science directed the formation of two task forces for this purpose. The first task force consisted of representatives from the Rectors' Conference and institutions of higher education. The workgroup presented a situational analysis to the Policy for Higher Education Directorate of the MES in December 2007. The same task force developed a draft project of the National Qualification Framework for Higher Education within the Qualification Framework of the European Higher Education Area in March 2008.

Within the context of the European Qualifications Framework for Lifelong Learning, the work of the task force was incorporated into the draft project of an integrated National Qualifications Framework. In April 2008, this draft project was refined by a second task force. This second task force drafted the subsequent documents:

- a table comparing national qualifications to the European Qualifications Framework for Lifelong Learning; a plan for developing and linking national sectoral qualifications to the EQF;
- a proposal for modifications and additions to existing national legislation.

The Bulgarian government supported the NQF due to its significance in EQF implementation. In the Ministry of Education, Youth, and Science's Program (2009-2013), the development of a National Qualifications Framework was a top priority. The National Qualification Framework of the Republic of Bulgaria was formally adopted by Decree No. 96 of the Council of Ministers on February 2, 2012.

The National Qualifications Framework of the Republic of Bulgaria is governed by the Pre-School and School Education Act (enacted, State Gazette No. 79, dated October 13, 2015, in effect since August 1, 2016).



General Objectives and Aims

The primary purpose of the National Qualifications Framework of the Republic of Bulgaria is to facilitate the recognition of non-formal and informal learning and to facilitate the mobility of citizens by creating transparent conditions. This will increase the degree to which all target groups and relevant parties are informed about national qualifications. It is also expected to increase confidence in the education and training systems and support mobility and qualification recognition.

Having a single document containing all qualifications that can be obtained through formal education and training is expected to facilitate the development of sectoral qualifications frameworks.

Process of Development

In the development of the National Qualifications Framework, a vast array of experts and stakeholders were involved. Experts from the Ministry of Education and Science, the National Agency for Vocational Education and Training, the National Information and Documentation Centre, the Rectors' Conference, and the Bulgarian representative in the Bologna Follow-up Group were present.

Also present were representatives of the national organizations of employers and employees.

Working Group 16 'Education, recognition of professional qualifications, and scientific research' was consulted on the NQF draft proposal.

This working group is comprised of representatives from the relevant ministries as well as other institutions and interested parties, including social partners. To discuss the NQF draft with various stakeholders, a broad national consultation process was provided. More than sixty stakeholder representatives participated in the consultations.



Implementation and Supervision

The Ministry of Education and Science has the primary responsibility for implementing the NQF. According to Decree No. 96 of the Council of Ministers dated February 2, 2012, the Minister of Education and Science has been designated as the national authority in this area.

NQF Design

The National Qualifications Framework of the Republic of Bulgaria includes pre-school education, school education (including general education and vocational education and training), and higher education.

The NQF has a total of nine levels, including a preparatory (zero) level for pre-school education. The pre-school education system begins with the zero (preparatory) level. The aforementioned eight levels correspond to the EQF's eight levels.

None of the EQF levels correspond to the zero level. It is included for completeness, so that the NQF can encompass the entire education system and all qualifications within it.

The levels 1 through 8 correspond with the EQF levels. The levels 6 through 8 of the NQF correspond to the three cycles of the Bologna process (bachelor's, master's, and doctoral degrees).

The NQF describes the expected learning outcomes as generic knowledge, skills, and competencies. These competencies should be acquired by the learners upon completion of training at the corresponding NQF level. In addition, they are prerequisites for further education or training leading to professional certification. They provide a snapshot of the learner's knowledge and abilities upon completion of training.

The learning outcomes described by the Bulgarian NQF are:

- Theoretical and/or factual knowledge;
- Cognitive (requiring logical, intuitive, and creative thinking) and practical (requiring manual dexterity and the application of methods, materials, and tools);



- Both personal and professional competencies. The competences are described in terms of responsibility and independence and are organized into four primary groups:
 - Accountability and independence;
 - Learning competencies;
 - Communication and social competencies;
 - Professional competencies.

The descriptors of the NQF levels (Table 2) are consistent with both those of the EQF and the QF-EHEA. Complying with the Recommendation No. 2006/962/EC of the European Parliament and of the Council of the 18th of December 2006 on the key competences for lifelong learning, their grouping into four groups is also appropriate.

The Bulgarian Qualifications Framework is based on the State Educational Requirements (standards) within the national school and higher education systems. In terms of knowledge, skills, and competencies, they correspond to the expected learning outcomes outlined in those SERs.

The learning outcomes in the NQF and state educational requirements are closely linked to quality assurance procedures and the use of educational credits awarded for units of learning outcomes (where applicable).

The Ministry of Education and Science is responsible for ensuring the quality of school education (both general and vocational).

The National Agency for Vocational Education and Training (NAVET) is the national agency responsible for ensuring the quality of vocational education.

In higher education, the National Evaluation and Accreditation Agency is the national authority for external quality assurance and control. The autonomous institutions of higher education must specify the expected learning outcomes (knowledge, skills, and competencies) for each specialization.

Compatibility with EQF

The Bulgarian NQF is a qualification framework that is fully compliant with the Qualifications Framework for the European Higher Education Area and the European Qualifications Framework for Lifelong Learning.



The national report on referencing the National Qualifications Framework of the Republic of Bulgaria was developed pursuant to point 4 of Decision No. 96 of the Council of Ministers of 2 February 2012 adopting the National Qualifications Framework of the Republic of Bulgaria.

The purpose of the national report is to present and clearly explain how each level of the National Qualifications Framework corresponds to a specific level of the European Qualifications Framework for Lifelong Learning and a level of the Qualifications Framework for the European Higher Education Area.

Principal Obstacles to the Development of the NQF

During the development of the NQF, professionals encountered a number of obstacles. These consist of:

- Prior to that time, the Bulgarian HE system had not been sufficiently LO-oriented.
- Terminology, "customizing" the framework, and application to particular fields of knowledge;
- Insufficient comprehension of the distinctions between the Bachelor's and Master's degrees, particularly among employers.

Main elements of VET

The Ministry of Education and Science is responsible for coordinating the national policy regarding vocational education and training (VET). Sports and culture ministries are responsible for VET schools in their respective fields of study. The VET Act identifies two target groups: learners of school age and adults (16+ not in formal education or training). Typically, adolescents enroll in VET at age 14.

The VET Act was amended in 2018 and 2020 to include new requirements for the quality assurance of VET programs, including work-based learning.

VET programs for school-aged students include both a vocational and a general component; graduates acquire credentials in both areas. Adult VET programs offered by training centres and colleges do not



include a general education component and lead solely to a VET qualification. As with regular VET learners, VET credentials can also be obtained through the validation of prior learning by passing an exam.

State, municipal, and private schools, vocational gymnasiums, art and sports schools, VET colleges, and authorized vocational training centers are the primary providers of VET. State education standards dictate the content of VET credentials. The European qualifications framework references four national VET qualification levels. The legal framework distinguishes six types of initial and continuing VET (IVET and CVET) programme types (termed 'framework programmes'), which define EQF/NQF levels, age and entry requirements, and regulate education form, content, and duration.

- ✓ A (A): "second chance" IVET programs in schools and training centers lead to EQF level 2 certifications. The duration is one to three years for students of school age and up to six months for adults.
- ✓ B (B): IVET and CVET programmes leading to qualifications at EQF levels 3 (1 or 4 years) and 3 and 4 in adult learning (up to 1.5 years) at schools and training centres.
- ✓ C (B): mainstream IVET and CVET programmes leading to qualifications at EQF levels 3 and 4 at VET schools. Duration is between one and five years, granting access to higher education for those who have passed their final matriculation exams.
- ✓ D (Γ): IVET and CVET programmes for adults only leading to EQF level 5 qualifications in VET schools and colleges, with a maximum duration of two years;
- ✓ E (Δ): up to one-year IVET and CVET programmes leading to partial qualifications at EQF levels 2 to 4 in schools and training centres.
- ✓ F (E): CVET programmes for adults (16+) leading to qualifications at EQF levels 2 to 4: full or partial, updating previously obtained qualifications. The duration of the programs is determined by the training providers and is provided by schools and training facilities.

Work-based learning (WBL) comprises between 50 and 70 percent or more of all VET programmes. The majority is provided by schools, with the proportion of WBL decreasing with programme level. The current legal framework for dual VET is well defined and was upgraded in 2019. Theoretical training in a school or another VET provider is interspersed with periods of practical training in a company. In the



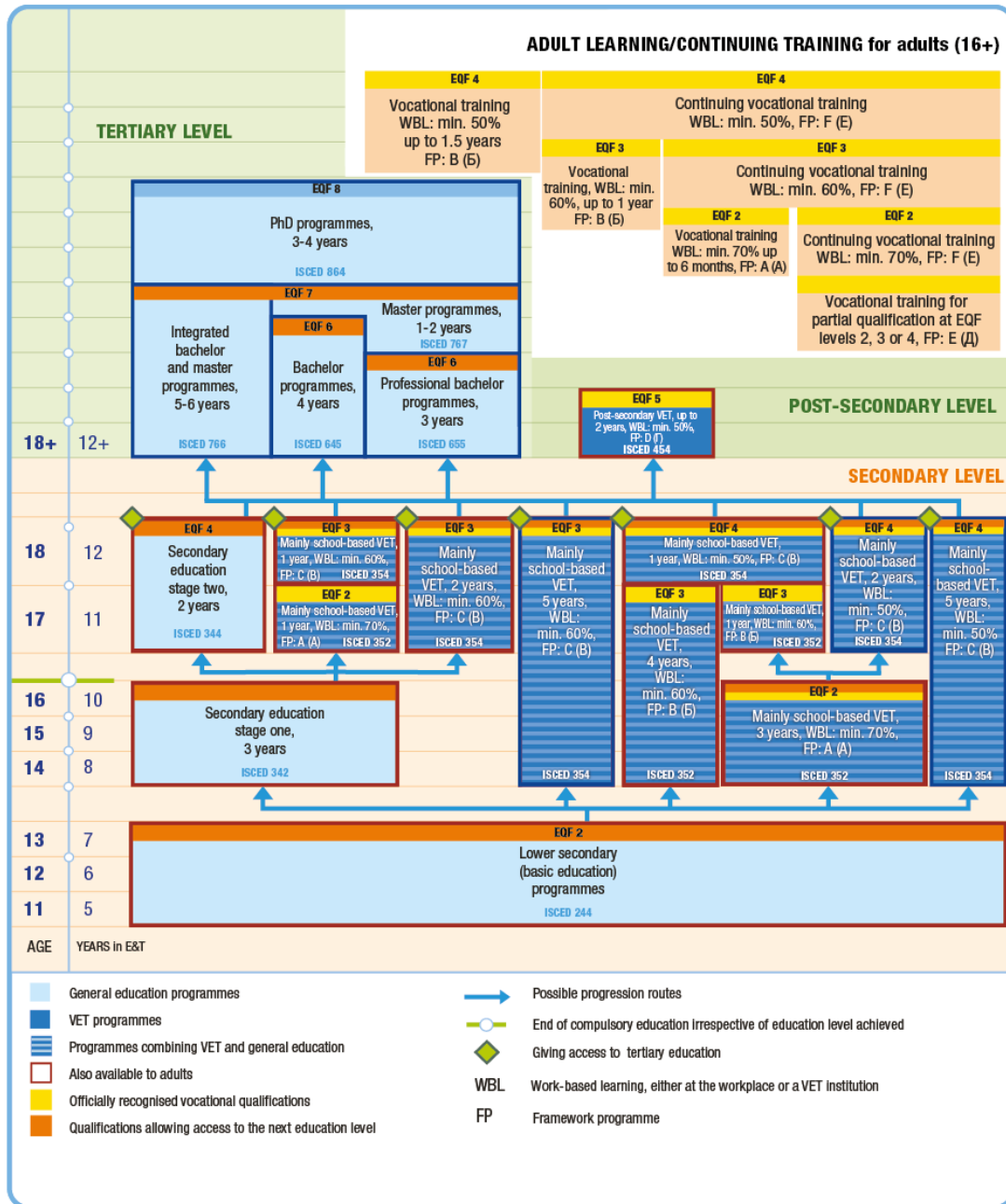


twelfth and twelfth grades (11 and 12), businesses train students at least two to three days per week. The employer compensates both learners of school age and adults.

Social partners have advisory and decision-making roles in shaping VET through their participation in regional and national councils, development of State education standards, and updating of the List of professions for vocational education and training (LPVET) and Lists of state-protected specialties. In addition, they serve on examination boards established by VET providers.



Table 6: Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Bulgaria, 2022.



3.6 Hellenic Qualifications Framework (HQF)

The National Qualifications Framework (NQF) is established by Law 4763/2020, which is based on Recommendation 2017/C189/03 of the European Parliament and of the Council of 22 May 2017 on the establishment of the European Qualifications Framework (EQF) for Lifelong Learning. According to the recommendation, the EQF aims to improve qualification comparability, transparency, and transferability.

Its primary objective is to develop a tool to improve the readability and comparability of Greek titles/qualifications within the context of enhancing the Greek educational system.

The NQF's objectives are to:

1. provide a common reference framework by which all Greek titles/qualifications can be recorded, classified, and simultaneously compared;
2. provide the basis for mapping Greek titles/qualifications to the European Qualification Framework levels (EQF); and
3. provide the basis for comparing all qualifications awarded in Greece by other national and/or international bodies.

In addition, the NQF, taking into account the specificities and characteristics of the Greek education system, contributes to the objective evaluation of Greek titles/qualifications, making them comparable with those of other European countries, in order to increase and promote the geographical mobility of trainees, students, and workers between Greece and other EU countries. The NQF identifies and correlates the qualifications of individuals, i.e. the knowledge, skills, and competencies acquired through formal education and training, non-formal education, and informal learning. Then, they are grouped into levels based on the learning outcomes.

Architectural structure and descriptive indicators

According to law 4763/2020, the NQF consists of eight levels, which serve as the structure's defining element and as the mechanism for linking the NQF to the EQF. The NQF develops descriptive indicators and qualification types for each level. The level descriptors describe the learning outcomes required to earn a specific title/qualification.



Development and operation of the National Qualifications Framework

As a result of applying a particular methodology based on learning outcomes, the dynamic nature of the NQF's development and operation procedures is established. The NQF may be augmented through the classification of new titles/qualifications and revised in accordance with national and European needs and priorities.

Cross-reference of NQF and EQF levels

The National Coordinating Body for the EQF is EOPPEP. It is also responsible for coordinating the process of the NQF's continuous reference to its European equivalent. The purpose of the process is to transparently and consistently demonstrate the referencing of the NQF levels and consequently the titles/qualifications of Greece to the corresponding EQF levels.

The development of the Hellenic Qualifications Framework (HQF) began in 2010 and was carried out in accordance with the provisions of laws 3879/2010 and 4115/2013, as amended and in effect. During the planning of the HQF, both the current needs of the country and pertinent European and international developments were considered. Under the supervision of the Ministry of Education, working groups were established to draft the "Qualification Types" of the formal educational system and the initial vocational training system and to recommend their allocation to the eight HQF levels. The Ministry of Education is the responsible authority for coordinating and overseeing the HQF. The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) was established in 2011 for the following purposes:

- ✓ Construct and implement the HQF
- ✓ Connect the HQF to EQF
- ✓ Implement the HQF and the procedures for validating learning outcomes and
- ✓ Assure quality in lifelong learning.

The goal of HQF is to develop a coherent and comprehensive classification system for all qualifications obtained through formal, non-formal, and informal learning in Greece in order to:

- ✓ Improve transparency of quality procedures for qualifications and qualifications titles
- ✓ Increase both horizontal and vertical mobility (both within and outside the country) (showing pathways that a person can follow to move from one level to another)
- ✓ Encourage lifelong learning.



HQF and its referencing to the European Qualifications Framework is in accordance with the common European strategy “Europe 2020”, which aims at smart, sustainable and inclusive growth.

Architecture of HQF

The eight-level structure reflects the formal education and initial vocational training system currently in effect in Greece. In terms of knowledge, skills, and competencies, levels are defined. Work on level descriptors for HQF and a qualifications framework for higher education have occurred independently, but the ultimate goal is to have a framework that encompasses all levels and types of qualification. These characteristics define its architecture:

- **Levels:** Eight levels encompass the full spectrum of qualifications, from mandatory education to higher education. Each level is characterized by a collection of knowledge, skills, and competencies that determine the learning outcomes. The learning outcomes represent the qualifications for this level.
- **Learning outcomes:** The qualifications include learning outcomes and are categorized by level. Learning outcomes represent what an individual knows, understands, and is able to do after completing a learning process. They are categorized as knowledge, abilities, and competencies.
- **Descriptors:** descriptors define the learning outcomes that correspond to the qualifications of a specific level. These descriptors are characterized by qualitative and quantitative evaluations of knowledge, skills, and competencies.
- **Qualification Types:** Qualifications are categorized according to qualification types. They represent groups of titles classified at the same level that share common characteristics.



Table 7: Hellenic Qualifications Framework

HELLENIC AND EUROPEAN QUALIFICATIONS FRAMEWORK	VOCATIONAL EDUCATION AND TRAINING	GENERAL EDUCATION	HIGHER EDUCATION
1		PRIMARY SCHOOL CERTIFICATE (APOLYTIRIO DIMOTIKOU)	
2		LOWER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO GYMNASIOU)	
3	VOCATIONAL TRAINING SCHOOL CERTIFICATE (SEK) VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE		
4	VOCATIONAL SCHOOL (EPAS) CERTIFICATE VOCATIONAL UPPER SECONDARY SCHOOL LEAVING CERTIFICATE (APOLYTIRIO EPAL) VOCATIONAL UPPER SECONDARY SCHOOL CERTIFICATE (PTYCHIO EPAL)	GENERAL UPPER SECONDARY SCHOOL LEAVING CERTIFICATE (APOLYTIRIO GENIKOU LYKEIOU)	

Source: EOPPEP www.eoppep.gr , <https://nqf.gov.gr/en/index.php>



Main elements of VET

State-controlled vocational education and training (VET) in Greece combines school-based and on-the-job instruction (WBL). It is offered at the high school and college levels. Together with the labor ministry, the education ministry bears overall responsibility.

School attendance is mandatory until the age of 15 and completion of lower secondary education programmes (Gymnasio). At the upper secondary level, there are two primary pathways: general education at Geniko Lykeio (GEL) with 70% of learners and VET (30%). Both lead to an equivalent level 4 EQF certificate for high school graduation. At the end of the first year, students are permitted to switch from general to vocational education and vice versa.

According to the Law 4763/2020, VET is provided at the post-compulsory level in schools of vocational training (ESK) under the supervision of the education ministry and in the vocational schools of Manpower Organisation (Scholes Mathiteias EPAS of OAED) under the supervision of the labor ministry. Both types of schools lead to an EQF level 3 qualification and provide apprenticeship learning in an effort to reduce early school leaving; they promote students' employability and meet the standards for skills training that correspond to labor market demands. These programs include both school-based and on-the-job training.

Three-year vocational programmes at a vocational education school (Epaggelmatiko Lykeio, EPAL) that also lead to a specialisation degree constitute the primary VET route for upper secondary students. They have more than 25 percent of work-based learning. EPAL graduates are eligible to take national examinations for college admission. The Ministerial Decree 1501/21-4-21 bolsters the permeability of VET and its equivalence with general education. The quotas for EPAL graduates in higher education programmes have increased: from 5% to 10% to 20% for the School of Pedagogical and Technological Education (ASPETE) (EQF 6). EPAL programs are also available to adults and employed students under the age of 18 with a secondary education. Graduates of general upper secondary education may enroll in the second year of EPAL.

VET is available at the postsecondary level in two formats:

- 1 EPAL schools in collaboration with the Manpower Employment Organisation offer 1-year apprenticeship programs (EQF level 5, WBL 100%) (OAED). These programs are only available to those with a secondary school diploma or equivalent.



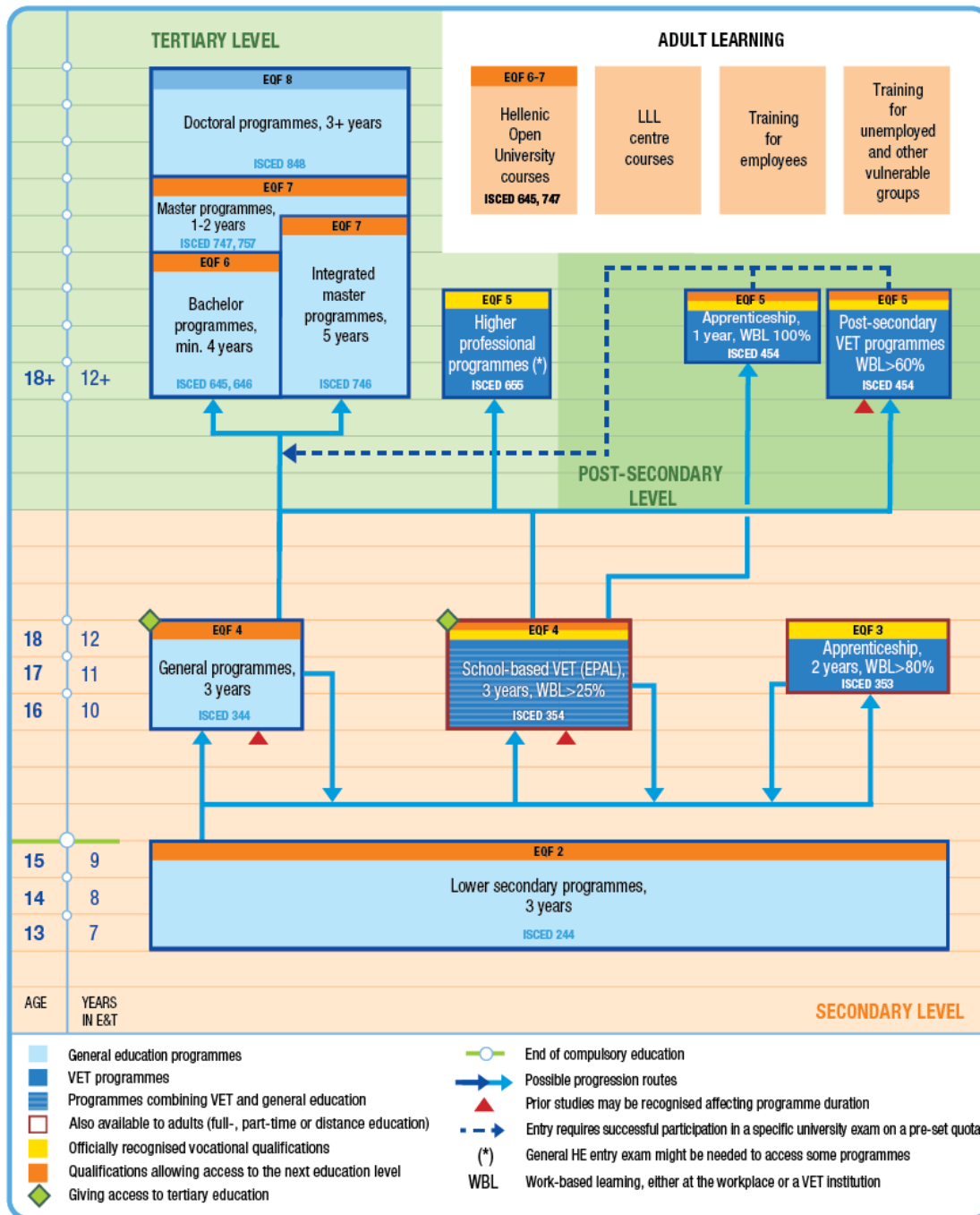
- 2.5-year VET programmes (WBL > 60%) provided by public and private vocational training institutes (IEK) to high school graduates (WBL > 60%). These programmes only permit learners to obtain an attestation of programme completion; alternatively, they can take VET certification examinations (practical and theoretical) administered by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), which lead to an EQF level 5 certificate. PAL graduates who wish to continue their education in a related field can enroll directly in the second year.

Higher professional schools offer 2- to 4-year higher professional programs under the supervision of the relevant ministry. A general national examination or a program-specific examination determines admission. As with merchant navy academies, dance and theatre schools, the diplomas awarded are considered non-university tertiary level diplomas (EQF level 5).

Adults are offered continuing vocational training in centres for lifelong learning (LLL) operated by regional authorities, municipalities, social partners, chambers of commerce, professional associations, and private entities. EOPPEP is in charge of assuring the quality of non-formal education, accrediting providers, and certifying qualifications at EQF level 5.



Table 8: Vocational education and training system chart



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Greece, 2022.



4. Courses

4.1 Czech Courses

Two notable educational institutions in the Czech Republic that have embraced the use of Minecraft as a teaching tool are Gymnázium, České Budějovice, Česká 64 (Gymnasium, České Budějovice, Česká 64) and Střední škola informatiky, poštovníctví a finančnictví Brno (the Secondary School of Informatics, Postal Administration and Finance Brno). In 2015, educational institutions began incorporating Minecraft into their curricula, primarily utilizing a customized iteration known as MinecraftEdu, which was specifically designed to cater to the needs of schools.

4.2 Dutch Courses

Dutch educational institutions were among the pioneers in Europe to incorporate Minecraft as a pedagogical tool within their instructional framework. One instance of the active implementation of MinecraftEdu in an educational setting can be observed at the Public Primary School De Cingel, located in Friesland, the Netherlands.

4.3 Cypriot Courses

Despite the availability of Minecraft Education in Cyprus, there is a lack of available information regarding its utilization within the country. There existed a singular exception. The American International School in Cyprus (AISC) is a privately-owned educational institution located in the city of Nicosia. The incorporation of Minecraft Education into their academic curricula was undertaken.

4.4 Irish Courses

Minecraft is widely utilized throughout Ireland. It should be noted that primary schools in Northern Ireland currently possess the necessary means to avail themselves of a Minecraft: Education Edition account. In the year 2021, a national initiative titled "Ireland's Future is MINE" was introduced throughout the entirety of the island of Ireland.



4.5 Bulgarian Courses

Minecraft Education is extensively utilized within educational settings for instructional purposes in Bulgaria. An instance showcasing the utilization of Minecraft can be observed in the educational context of Alexander Georgiev-Kodzhakafaliyata Primary School located in Burgas.

4.6 Hellenic Courses

Regrettably, despite the considerable number of children in Greece who engage in playing Minecraft, there is currently no official integration of the game into the educational curriculum within the public sector. A limited number of private educational institutions have incorporated the use of Minecraft: Education Edition into their curriculum, including TechnoKids STEM & Coding Technology Projects and Robotonio.



5. General Certification Specifications

This Regulation is part of the "FOLLOW ME project " and is used in conjunction with the General Regulation on the Certification of Persons, which describes the Certification Process, the obligations of stakeholders, and defines issues related to the organization, impartiality, and independence of the certification body.

This special regulation provides information supplementary to the General Regulation on the Certification of Persons to applicants, candidates, and professionals certified by UNICERT S.A. and describes:

- i) the name of the subject matter of certification for a professional, its scope, and, where appropriate, its possible gradations or levels of certification,
- ii) the detailed description of jobs and work duties of individuals / professionals targeted by the *subject*
- iii) the subject of the proficiency of the certified person and the corresponding cognitive framework,
- iv) the physical characteristics of the *candidate*, such as vision, hearing, physical abilities, etc., when required,
- v) the prerequisites of the path to certification (e.g., education, work experience, physical characteristics, etc.), when required;
- vi) the code of conduct, where required;
- vii) the criteria for initial certification, for maintaining certification, for recertification, and for suspending and revoking the certificate issued;
- viii) the methods of assessing the candidate for initial certification, for maintaining certification, for recertification, and
- ix) the criteria for possibly changing the field/level of the certified person.



6. Certification Participation Requirements

UNICERT S.A. accepts applications for certification of proficiency in specific cognitive subjects from any interested person without discrimination regarding their personal data, such as nationality, religion, disability, and level of knowledge, skills, and/or abilities to be certified, provided that the requirements of their certification criteria, defined for each discipline, are met.

Candidates who have any cooperation relationship with UNICERT S.A. or their relatives (up the third degree) and those who do not meet the prerequisites, in their entirety for the upcoming certification are excluded from the certification.

Participation in the certification process for the subject " **FOLLOW ME project**" is possible for persons who must meet the following minimum requirements:

1. Age 12 and over

7. Subject Name and Field

The certification subject " FOLLOW ME project " concerns: Mainly Primary-Secondary school students

- Individuals seeking official assessment of their A1 to A2 Level English.

7.1 Classifications - Certification Levels

The subject has no gradations or changes in certification levels.

7.2 General knowledge

- a. General knowledge of FOLLOW ME.



7.3 Basic Knowledge

- b. "Airport" (A2)
- c. "Around the City" (A1)
- d. "Green School" (A2)
- e. "Shopping Mall" (B1)
- f. "Throwing a Party" (B1)
- g. "The Treasure Hunt" (B1)

7.4 Expert knowledge

- h. Transversal skills, such as effective communication, teamwork, goal setting, creative thinking, etc.

7.5 Physical Characteristics of the Candidate – Prerequisites for Participation in the Examinations

The supporting documents for participation in the certification examinations are submitted to UNICERT S.A. only through a certified examination center and are the following:

- ⇒ **Signed application for certification** of the candidate.
- ⇒ Valid photocopy of his/**her identity form** or his/her legal representative (with a relevant valid authorization form). Valid identity forms are:
 - For Greek citizens: identity card or relevant temporary certificate from the competent authority, passport, driving license, personal insurance booklet.
 - For citizens of a Member State of the European Union: identity card, passport.
 - For citizens of countries outside the European Union: document authorizing entry into the country, residence permit, work permit.
- ⇒ Valid photocopy of a compulsory education diploma



In addition, people with disabilities can participate in the certification process as long as their difficulty does not affect the proper performance of the work duties of the subject under certification. In these cases, an opinion from an official and legal body is required.

8. Certification criteria and methods

The examinee's assessment includes only theoretical certification exams.

The certification examination lasts **fifty (50) minutes** and consists of **fifty-six (56) examination topics (closed-ended questions)**, which are distinguished based on their degree of difficulty in **easy, moderate, and difficult** and are divided into **25%, 50% and 25%**, respectively. For example:

- ⇒ selection from the given answers of the one that is correct
(topics of a correct choice out of many)
- ⇒ selection from the given answers of those (at least two) that are correct
(issues of many right choices out of many)

Successful participation in the examination means the correct answer to **at least 70%** of the examination topics, in which case the corresponding certificate is granted.

In the event of failure in the examinations, the candidate has the right to repeat them up to two times within the same year. If he/she fails the third time, he/she may be examined again at the end of the first calendar year since the last examination.

9. Examination Method

The examination of participants for the above subject is done either in person or remotely.

In the case of a face-to-face examination, the candidate should contact a collaborating examination center of the Agency, in order to register in the examination system and receive his/her personal codes. On the day of the examination, he/she must arrive at the predetermined time at the examination center where the examination will be conducted, which is conducted via computer and under the supervision of an invigilator.



In the case of a remote examination, the candidate has the opportunity to be examined from his/her personal space, provided that he/she has the necessary material and technical equipment, as described in the General Certification Regulation of the Agency. In this case, the candidate receives an email with the codes that he/she must enter on the examination platform on the predetermined day and time of the examination. Here, too, the whole process is supervised by a cooperating supervisor of the Agency.

10. Selection of exam questions

The examination topics are written in English and are adapted to modern requirements, depending on the nature of the certification. For example, if special computer software is required on a specific platform and software version, the examination system adapts to it.

The examination system of the Agency is designed in such a way as to select for each test at least one low, one moderate, and one high difficulty question from each examined section. Units are the six (6) fields included in the syllabus (e.g., 1a, 2a, etc.). For each examinee, a different set of exam topics is selected, and each test is unique.

11. Duration of certification and retention criteria

The validity period of the FOLLOW ME certification is five (5) years from the date of certification indicated in the Certificate of Competency.

The five-year period was chosen as a parameter of the scheme based on the fact that within 5 years it can be considered that the industry, the technology and equipment used, the methodologies and techniques used and the certified ability are finally kept up to date, while the probability of a certified person losing his ability due to a decrease in his contact with the work object is considered moderate.

In case there is a change in the legislation or technology and methods related to FOLLOW ME project, then the certification ceases to be valid as it is. UNICERT S.A. informs all certified persons about the termination of the certification as well as the terms and manner in which they can obtain the certification based on the new regulation.



12. Suspension/revocation of a certificate

The following cases are considered improper use of a certificate (not restrictively):

- ⇒ Use the certificate in a way that is misleading
- ⇒ Unlawful use of the certificate
- ⇒ reference to the certificate for proof of knowledge, skills, and/or competence outside the scope of the certification granted;
- ⇒ use of the certificate in a way that causes damage to UNICERT S.A. and/or its executives and employees,
- ⇒ using the certificate or part of it in a way that leads to incorrect conclusions.

In these cases, UNICERT S.A. may withdraw or revoke the certificate, and at the same time, exercise legal measures when required.

13. Recertification

Before the expiration of the validity period of the certificate, its holder has the possibility of having it renewed for a new period by UNICERT S.A. The recertification includes participation only in corresponding examinations to the initial one. In the event that the subject has changed, it is obliged to follow the new procedure from the beginning.

People with disabilities can participate in the certification process as long as their difficulty does not affect the proper performance of the work duties of the subject under certification. In these cases, an opinion from an official and legal body is required.



14. Obligations of certified persons

In addition to the obligations mentioned in the General Regulation for the Certification of Persons, certified persons should also comply with the Code of Ethics of the body.

15. Certification Fees

The FOLLOW ME to MINECRAFT certification is provided without cost.

16. SKILLS Certification Exams

16.1 General Requirements

- Computer-Laptop
- Internet connection
- Camera & Microphone & Speakers
- E-mail

16.2 Install required programs

For the implementation of the exam and before the date of the examination, you need to install the following:

- Video conferencing schedule (Zoom Meetings) ([Download here](#)).

Make sure your microphone and speaker are working before the test.

- Any browser.

- Remote Access Program Anydesk. ([Download here](#)).

It is required for the intervention of a technician of the company to solve any technical problem.



16.3 Preparation of the exam

- You have an identification document available, i.e. ID or Passport.
- There are no other persons in the room during the examination.
- There is no background noise.
- There is sufficient lighting that does not disturb the camera, but make sure you can clearly see your entire face on camera.

16.4 Before the exam

Before the exam, you will receive an e-mail that includes:

1. Date and time of written exam.
2. A link to the examination platform, where there is a button with title "Export Participation Note" which we select, as below:





After selecting the "Export Entry Note" a file will be downloaded which will include

- The meeting ID for connecting to the scheduled Zoom Meeting.
- Username and Password for the examination platform.

As below:

Dear Candidate,

We are sending you the program for the candidate's online examination named:

████████████████████

Date: 13/02/2024
Start time: 15:50
Connection at: 20' earlier

You are not allowed to open any other tab on your computer except from ZOOM and the website of the examination.

Enter ZOOM and connect with the following credentials:

Meeting ID : ██████████

Your name : Enter your name as written on your ID card

The supervisor will send you the link of the exams. Use the following information to enter the exams:

Username: ██████████

Password: ██████████

When connecting to ZOOM, the candidate must have a personal document available, i.e. identity card or passport.

Please copy or print this page so that you have access to your USERNAME, CONTACT PHONE NUMBERS and other information as you will NOT be allowed to access your e-mail on the day of the exam.

Good Luck!



16.5 Check-In

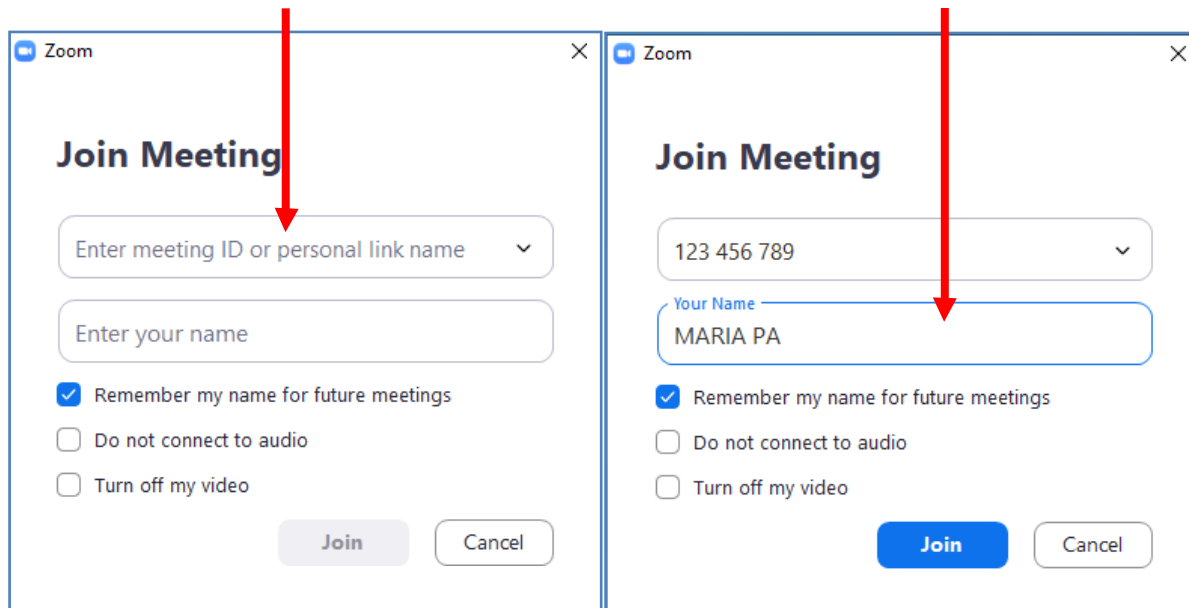
Start a teleconference call

At least 15 minutes before the scheduled exam time, open the ZOOM app. In the Zoom window, select "Join a Zoom meeting" and enter the meeting ID sent to you via email and your full name, as it is written on the identity document.

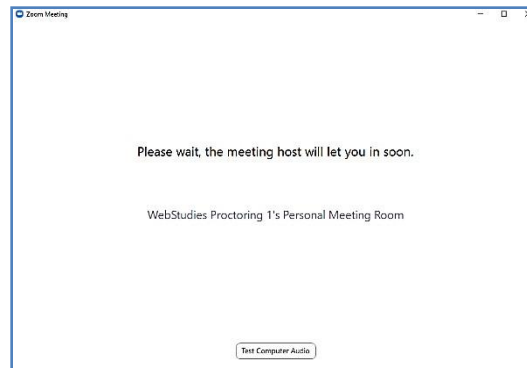


Enter the meeting ID sent to you by mail

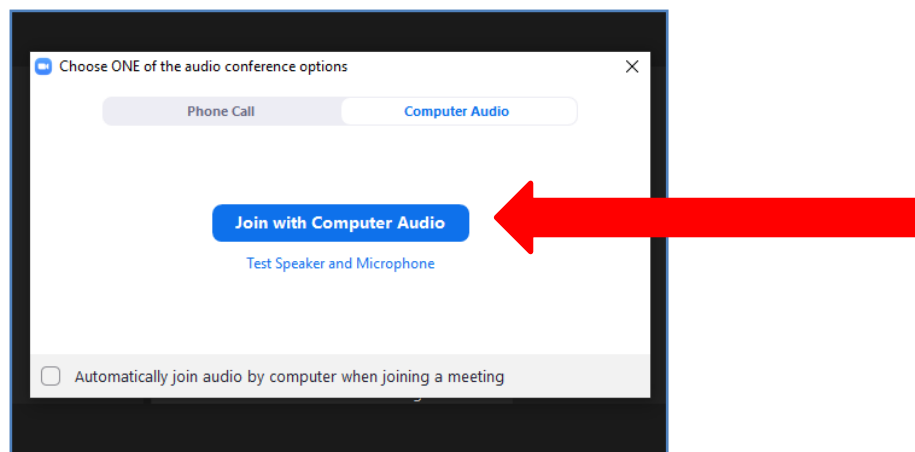
Enter your full name as it appears on the identity document in LATIN CHARACTERS



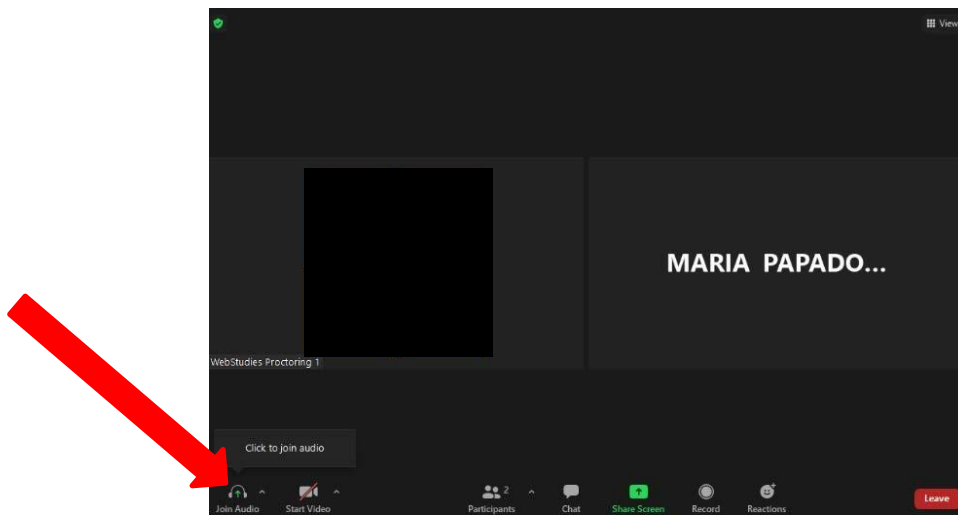
Then you enter a "waiting room" and wait until an invigilator accepts you.



In the next window that will appear when you enter the Video Conference, select **Join with computer audio**.



If you skip this step, you can then click on the bottom left of the **Join Audio icon**.



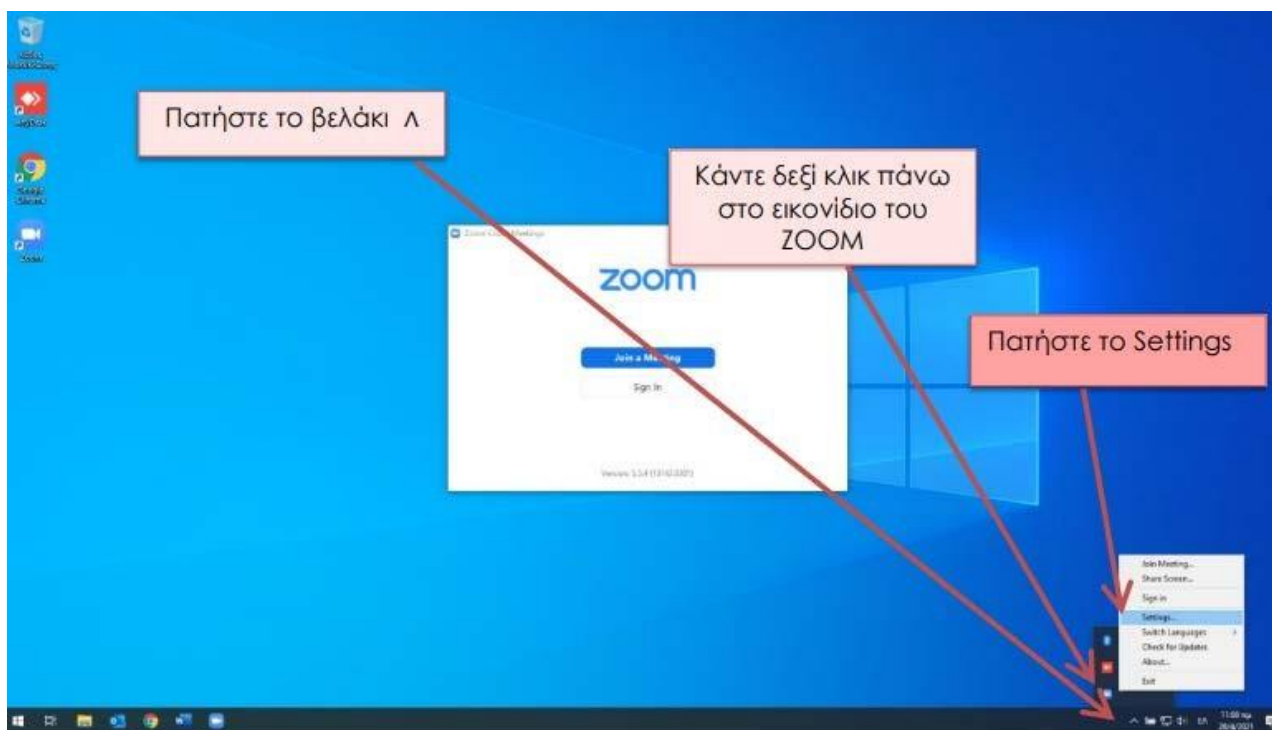
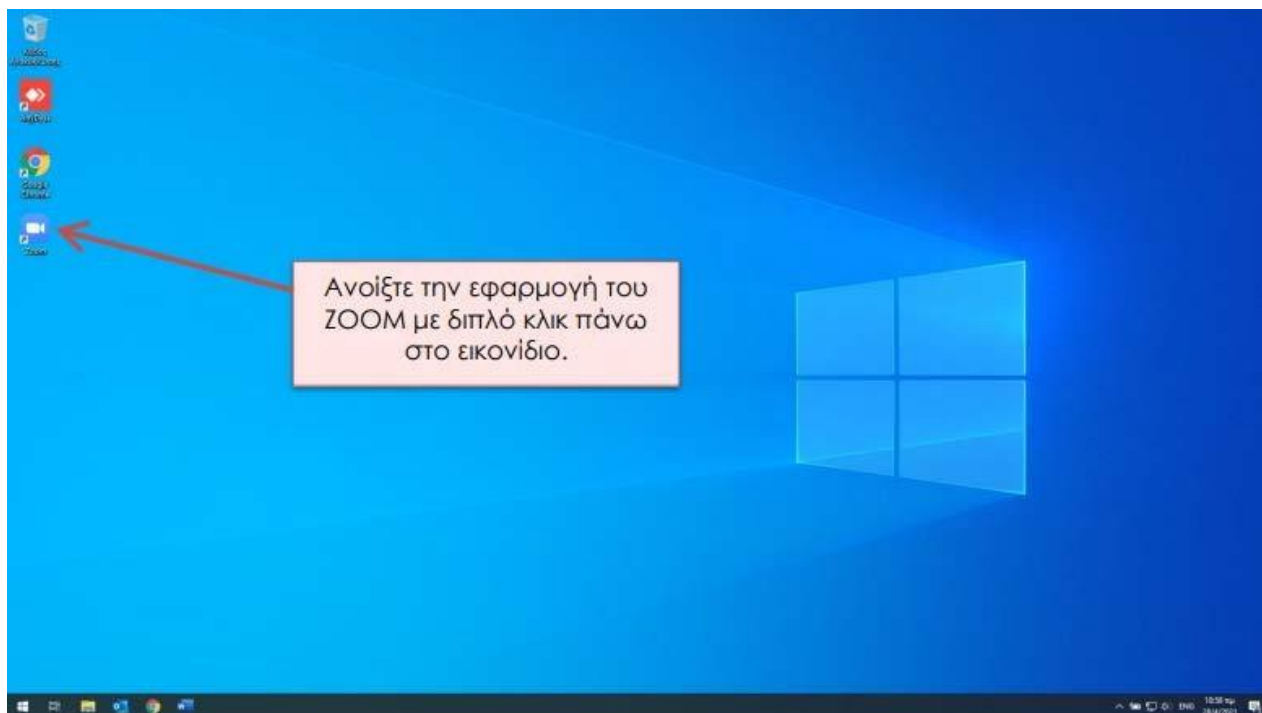
Once you enter the Video Conference Room, the following procedures are performed:

- Control Video & Sound settings.
- Using the camera, the Invigilator verifies your identity.
- It is expected all candidates to be admitted.

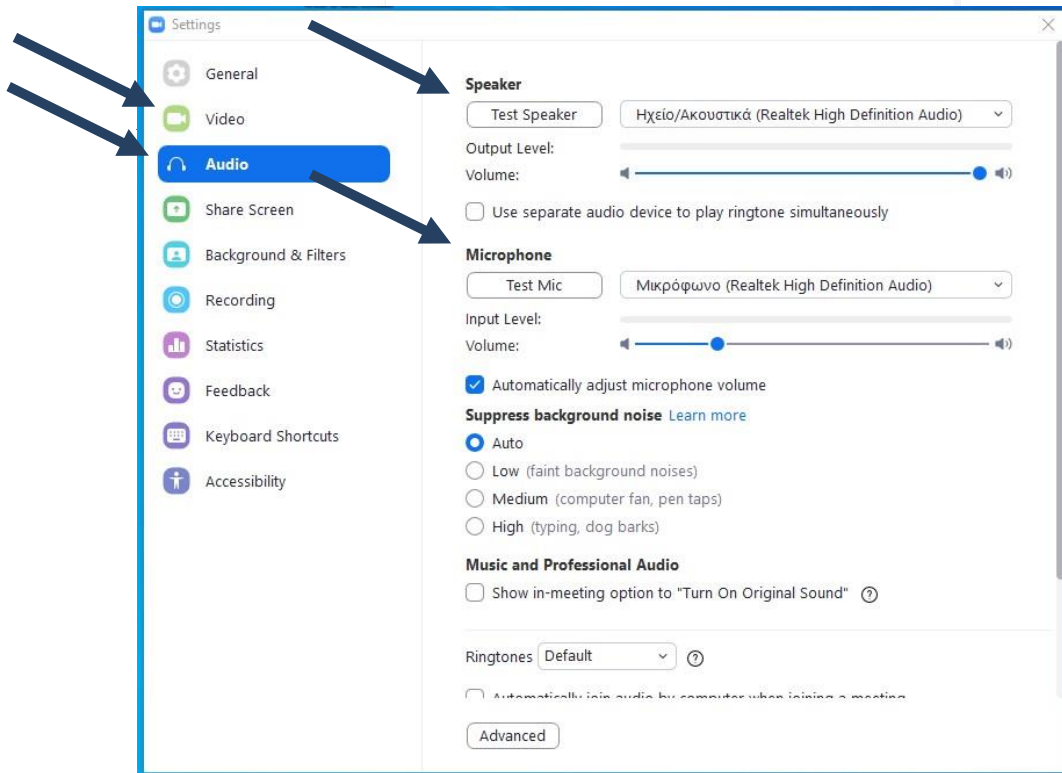
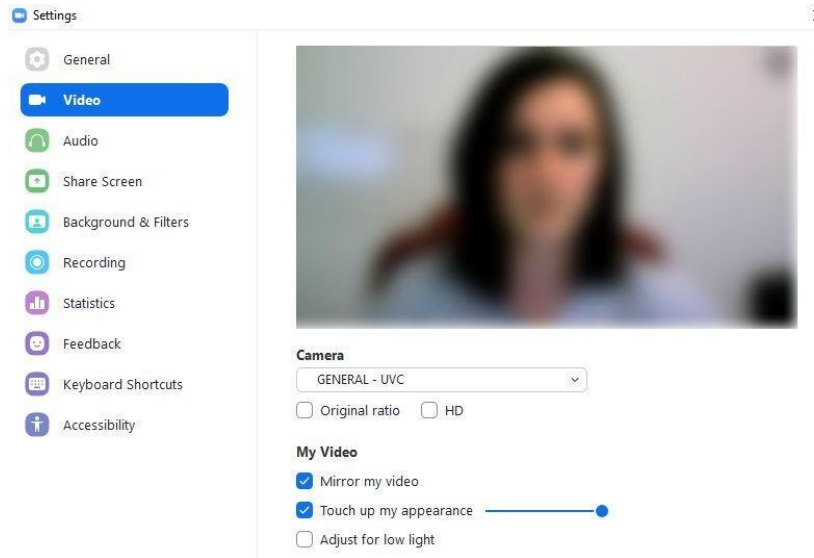
16.6 Diagnostics

To check the correct operation of the camera and microphone please follow the steps below:





- In the window that opens, press Video from the menu on the left and make sure that the camera is working and adjust it to center on the patient's face.
- Then press the next Audio option and press Test Speaker and make sure you hear the sound.
- Finally, speak into the microphone and see the bar at the Input Level fluctuate.



16.7 Examination

During the examination:

The Invigilator monitors your movements. He sees you, you don't see him.

Where required, the Invigilator makes relevant announcements.

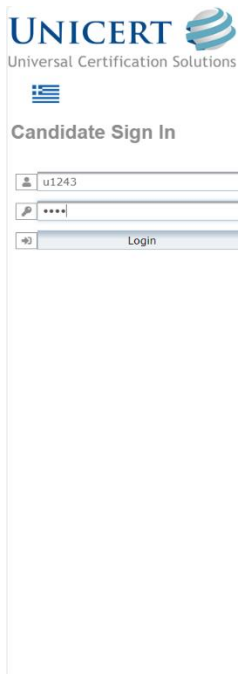
Prohibited:

- cover your face with your hands,
- there must be another person in the test area,

You are allowed to have water, as well as the use of WC after informing the supervisor in the ZOOM chat.

Entry procedure:

Attention: You will press the Login button ONLY when indicated by the Invigilator.

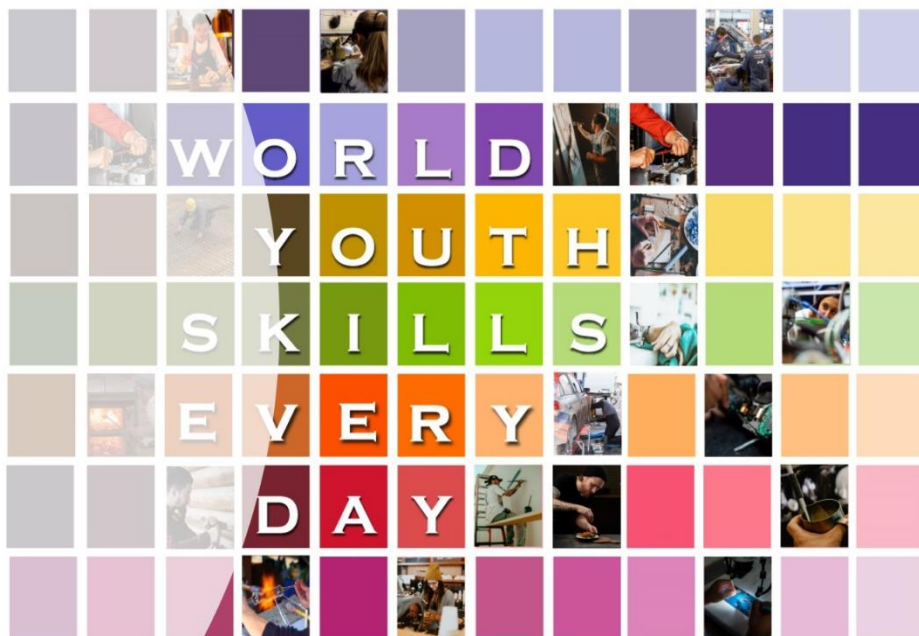


UNICERT
Universal Certification Solutions

Candidate Sign In

u1243

Login



*In case you press login before the relevant announcement, the exam and your time starts automatically and does not return to the original indicator (reset).**

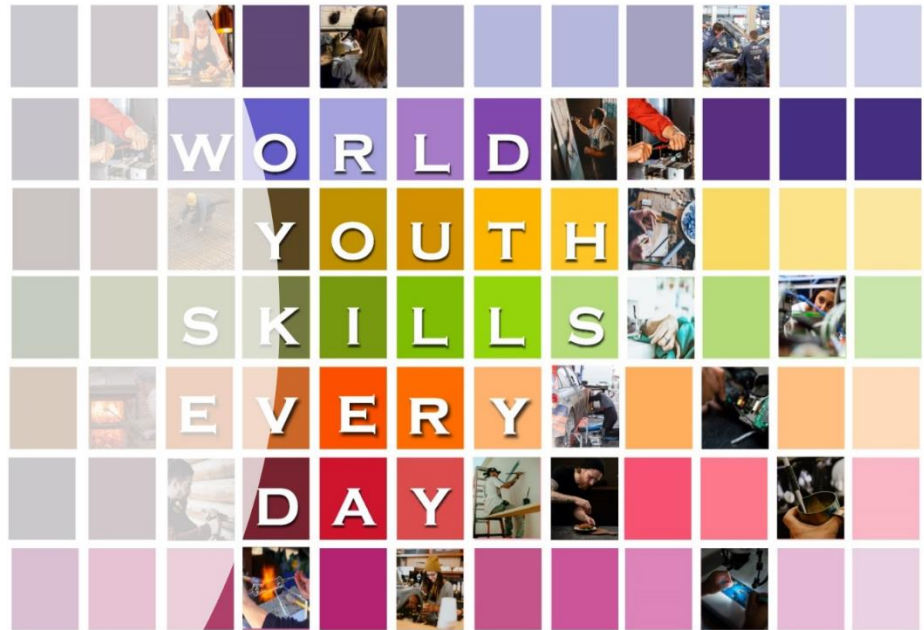
UNICERT
Universal Certification Solutions

Candidate Sign In

loginForm:password: '12345!' must be a number consisting of one or more digits. loginForm:password: '12345!' must be a number between -2147483648 and 2147483647 Example: 9346

u1234

Login



By entering the platform, you are ready for your evaluation.

Start Time 12:47:24 End Time 13:32:24 Remaining Time (minutes) 45

You have left the page
You must not leave the exam!

FOLLOW ME TO MINECRAFT

1. _____ three cats under the tree.

- 1. They're
- 2. There're
- 3. There's
- 4. There're

2. My brother _____ soccer every weekend.

- 1. plays
- 2. playing
- 3. to play
- 4. is playing

3. The concert starts at 7:30 PM, _____ we need to leave home before 7 PM.

- 1. and
- 2. so
- 3. because
- 4. with



16.8 Check-Out

When you have completed the exam, click on the relevant platform button (Submit Answers) to declare the fee and inform the Invigilator in the ZOOM chat. Wait until the Invigilator confirms that he has taken your exam for the successful completion of the process and only then can you close ZOOM.

Responses are submitted automatically and NO changes are made.

30 The cat is _____ the chair.

1. with

2. next

3. along

4. under

31 Her _____ are playing in the garden.

1. child

2. child's

3. children's

4. children

32 I _____ some chicken meals in the fridge.

1. have got

2. got

3. gonna

4. having

Submit Test

Unicert © 2019. All Rights Reserved.

Test, 13 Feb 2024 13:27:42, +0200

Exam Time: 13:27:42 End Time: 13:27:42 Remaining Time: 00:00:00

You have left the page. You must not leave the exam!

1. after

2. on

30 The cat is _____ the chair.

1. with

2. next

3. along

4. under

31 Her _____ are playing in the garden.

1. child

2. child's

3. children's

4. children

32 I _____ some chicken meals in the fridge.

1. have got

2. got

3. gonna

4. having

Submit Test

Exam, 13 Feb 2024 13:28:02, +0200

Examination Submitted

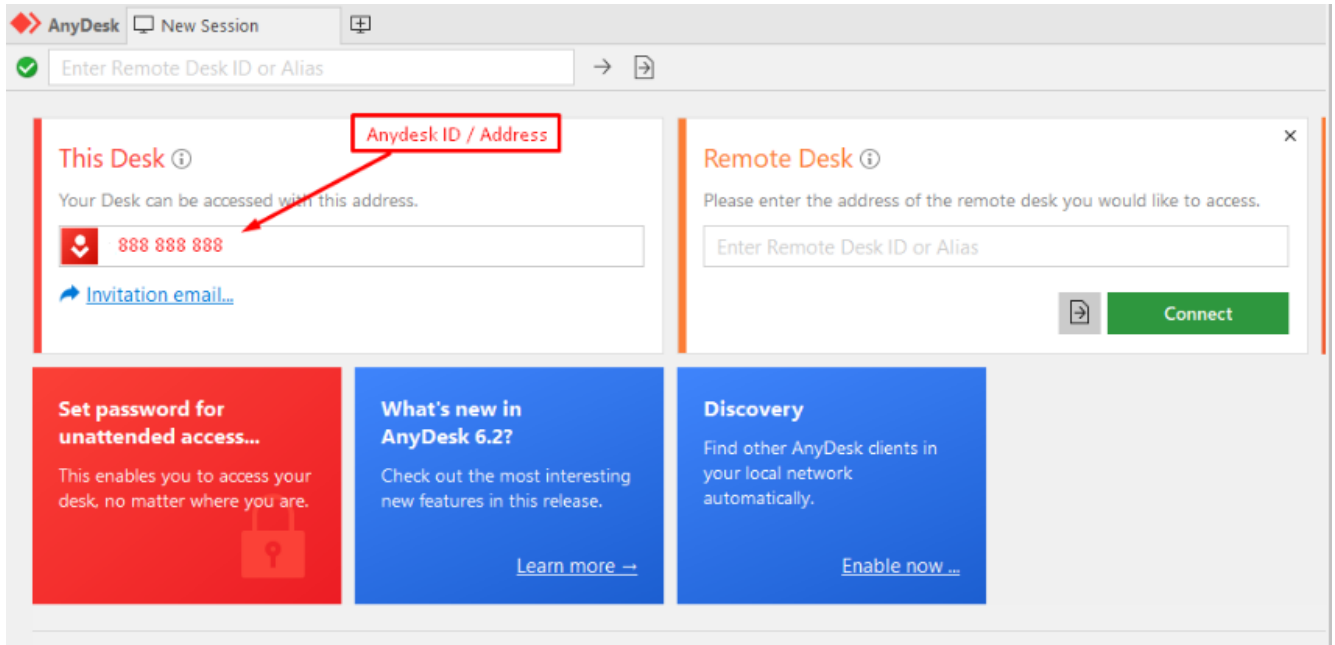
Good Luck!!!

Exit



16.9 Help

In case of any technical problem it will be possible to contact technical support, so start Anydesk (which you can download from here) and give the technician the 9-digit code displayed on the top left as shown in the image below.



17. References

- I. <https://eurydice.eacea.ec.europa.eu/>
- II. <https://www.cedefop.europa.eu/en>
- III. [Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training \(ECVET\)Text with EEA relevance \(europa.eu\)](#)
- IV. <https://europa.eu/europass/select-language?destination=/node/1>
- V. <https://www.robotonio.gr/store/p17/programmatismos-me-minecraft-gia-mathites-d-e-st-dimotikou-online-kids-academy.html>
- VI. <https://www.technokids.gr/microsoft-education-partner/%CE%B5%CE%BA%CF%80%CE%B1%CE%AF%CE%B4%CE%B5%CF%85%CF%83%CE%B7-%CF%83%CF%84%CE%BF-minecraft-education-edition/>

