



VOCATIONAL EDUCATION
AND TRAINING IN EUROPE
GREECE

SYSTEM DESCRIPTION



VET IN EUROPE 2022

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Table of contents

- Chapter 1. Summary of main elements and distinctive features of VET.
- Chapter 2. Main challenges and policy responses.
- Chapter 3. External factors influencing VET.
 - 3.1. Demographics.
 - 3.2. Economics.
 - 3.3. Labour market.
- Chapter 4. Education attainment.
 - 4.1. Share of high, medium and low level qualifications.
 - 4.2. VET learner share of the total VET population.
 - 4.3. VET learners by level.
 - 4.4. Female share.
 - 4.5. Early leavers from education and training.
 - 4.6. Participation in lifelong learning.
 - 4.7. VET learners by age.
- Chapter 5. VET within education and training system.
- Chapter 6. Apprenticeship.
- Chapter 7. VET governance.
- Chapter 8. VET financing mechanisms.
- Chapter 9. Teachers and trainers.
 - 9.1. VET teacher types.
 - 9.2. Continuing professional development of teachers/trainers.
- Chapter 10. Shaping VET qualifications.
 - 10.1. Anticipating skill needs.
 - 10.2. Designing qualifications.
- Chapter 11. Quality assurance.
- Chapter 12. Validation of prior learning.
- Chapter 13. Incentives for learners.
- Chapter 14. Incentives for enterprises to boost their participation in VET provision.
- Chapter 15. Guidance and counselling.
- Vocational education and training system chart.
- VET Programme Types.
 - School-based VET programmes leading to EQF level 4. ISCED 354 upper secondary vocational education (Epaggelmatiko Lykeio - EPAL).
 - Apprenticeship programmes leading to EQF level 3 ISCED 353 apprenticeship schools (EPAS OAED), Schools of Vocational Training (ESK).
 - Post-secondary VET programmes leading to EQF level 5. ISCED 454 Institouto Epagelmatikis Katartisis (IEK).
 - Apprenticeship programmes leading to EQF level 5. ISCED 454 Apprenticeship programmes offered by upper secondary vocational schools (EPAL).
 - Higher professional programmes leading to EQF level 5. ISCED 655 Higher Professional Programmes (Scholes anoteris epaggelmatikis ekpaidefsis) (dance and theatre schools, schools of petty officers, the Academy of merchant navy and ASPETE).
- References.

CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements (1)

Vocational education and training (VET) in Greece is State-regulated, combining school-based and work-based learning (WBL). It is offered at upper secondary and post-secondary levels. Overall responsibility is with the education ministry, in cooperation with the labour ministry.

Compulsory schooling lasts until age 15 and completion of lower secondary education programmes (*Gymnasio*). There are two main routes at upper secondary level: general education at *Geniko Lykeio* (GEL) with 70% of learners and VET (30%). Both lead to an equivalent upper secondary school leaving certificate at EQF level 4. On completion of the first year, learners are allowed to change direction from general to vocational education and vice versa.

According to the recent Law 4763/2020, at post-compulsory level, VET is provided in schools of vocational training (ESK) under the auspices of the education ministry and in the vocational schools of Manpower Organisation (*Scholes Mathiteias* EPAS of OAED) under the auspices of the labour ministry. Both school types lead to an EQF level 3 qualification and provide apprenticeship learning aiming to address early leaving from education and training; they support the employability of students and meeting the standards of skills training that matches labour market needs. These programmes include school-based and work-placed learning (2).

The main upper secondary VET route uses 3-year vocational programmes at vocational education school (*Epaggelmatiko Lykeio*, EPAL) that also lead to a specialisation degree. They have over 25% of work-based learning. EPAL graduates can take part in national examinations for admission to tertiary education. The Ministerial Decree 1501/21-4-21 (3) reinforces VET permeability and its equivalence to general education. Quotas for EPAL graduates in higher education programmes have increased: a 5% quota for specific programmes such as polytechnics and medicine; a 10% quota for other university departments; and a 20% quota for the School of Pedagogical and Technological Education (ASPETE) (EQF 6) (4). EPAL programmes are also offered at evening classes for adults and employed students below 18 with lower secondary education. General upper secondary education graduates are entitled to enrol in the second year of EPAL.

At post-secondary level, VET is offered in two formats:

- 1-year apprenticeship programmes (EQF level 5, WBL 100%) offered by EPAL schools in cooperation with the Manpower Employment Organisation (OAED). These programmes are offered only to those who hold a lower secondary school leaving certificate;
- 2.5-year VET programmes (WBL > 60%) offered by public and private vocational training institutes (IEK) to upper secondary graduates. These programmes only allow learners to obtain an attestation of programme completion; alternatively, they can take VET certification examinations (practical and theoretical) conducted by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) leading to an EQF level 5 certificate. EPAL graduates who continue their studies in the related field can enrol in the second year directly.

2- to 4-year higher professional programmes are offered by higher professional schools, under the supervision of the competent ministry. Admission is granted via general national, or a

programme-specific, examination. The diplomas awarded are considered non-university tertiary level diplomas (EQF level 5), as with merchant navy academies, dance and theatre schools.

Continuing vocational training is offered to adults in centres for lifelong learning (LLL) run by regional authorities, municipalities, social partners, chambers of commerce, professional associations, higher education institutions and private entities. EOPPEP is responsible for quality assuring non-formal education, accrediting providers, and certifying qualifications at EQF level 5.

Distinctive features (5)

Greece has an educational culture that favours general education. The main IVET route at upper secondary level is the EPAL programmes. Reforms in the last decade have endorsed apprenticeship and work-based learning in IVET to enable smooth transition from education to work and contribute in reducing youth unemployment and the share of NEETs. Companies provide apprenticeships in accordance with the training regulations, developed by the education ministry with the contribution of social partners. National standards, training regulations and the quality assurance framework ensure the quality of IVET programmes. In order to increase the permeability of IVET, recent policies have opened access to higher education for IVET graduates. The changes follow the Riga conclusions in fostering the role of work-based learning and apprenticeship schemes in VET and improving access for all to VET and to professional qualifications through more flexible and permeable systems.

According to the most recent data, the total number of learners enrolled in post-secondary non-tertiary vocational education increased from 15 852 in 2014 to 82 860 in 2018. Participation in adult education and training remained stable during the previous decade (3.9% in 2019), well below the EU-28 average (10.8%). The share of young people neither in employment nor in education and training (15 to 24 years old) has been constantly falling from 20.4% in 2013 to 12.5% in 2019 (6).

[1] Based on Cedefop (2021). Spotlight on VET - 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>

[5] Based on Cedefop (2021). Spotlight on VET - 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>

CHAPTER 2.

Main challenges and policy responses

The endorsement of VET as the main pillar for matching training to labour market needs has been, for more than a decade, a strategic priority for education policy in Greece. Since 2019 the Ministry of Education, with the contribution of social partners, has initiated VET and lifelong learning reform. The aim is to raise VET attractiveness, increase VET graduates' employability and further improve VET responsiveness to labour market needs.

In December 2020, the education ministry introduced the Law 4763/2020, a new legal framework regulating VET and LLL and establishing VET nationally at EQF levels 3, 4 and 5.

The law promotes the joint strategic planning of VET. To this end, it reforms VET governance substantially to avoid overlaps, better address labour market needs and support autonomy at VET provider level. The General Secretariat for VET, LLL and Youth of the Education Ministry is responsible for designing, implementing, and monitoring policies in the relevant fields. In addition, the law has set up advisory bodies (including social partners and VET stakeholders) at national and regional level to support VET governance.

It has also institutionally established the Hellenic qualifications framework (HQF). The main issues regulated are the governance of HQF, setting the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) as the statutory body for its development and implementation, and the national coordination point for EQF, responsible for the referencing process and methodological tools needed for classifying qualifications in the levels of the HQF.

Important elements of the reform are also:

- a. the introduction of model vocational education schools (EPAL) at upper secondary level and experimental vocational training institutes (IEK) at post-secondary level to promote innovative teaching methods and excellence (7);
- b. the active participation of social partners in the design and implementation of VET and LLL;
- c. enhancing synergies between the national system of VET and the diagnostic mechanism of labour market needs;
- d. increasing permeability for EQF level 5 VET graduates, enabling them to enter higher education through a specific entry examination;
- e. setting up a certification and validation process of non-formal and informal learning according to labour market needs;
- f. further supporting early career counselling and vocational guidance, as well as opportunities for internships in collaboration with local businesses (8).

The COVID-19 pandemic has naturally affected the whole education system and had an impact also on the delivery of VET courses. During the ban on physical presence in education institutions, the education ministry made digital platforms available to teachers and learners (also in VET) for distance education and interactive digital media. Social distancing has been the norm as physical presence in training institutions was limited, the number of students in class and laboratories reduced, and the use of masks was obligatory (9).

During the lockdown (school years 2019/20 and 2020/21), teachers and trainers have been supported technically by a central technical team based at the education ministry and pedagogically through short-term training sessions in digital skills. Nationwide, all schools at all levels were swiftly provided with tablets and laptops by the education ministry; the action was supported by EU funds. Considerable support was also provided by private donations. The Greek government also gave access to digital classrooms via landline telephones (with minimal charge). Discussions with internet providers took place to further support distance learning. Three forms of learning have been provided: synchronous and asynchronous learning, and educational television (10).

[9] Based on Cedefop (2021). Spotlight on VET - 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<https://www.cedefop.europa.eu/en/publications/4189>

- [10] Platform with educational e-learning and e-teaching tools and manuals for all education levels. <https://mathainoumestospiti.gov.gr/>
- [11] Source: Eurostat, tps00001 and proj_19ndbi [Extracted on 07/05/2021]
- [12] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64 years). The value is expressed per 100 persons of working age (15-64).

CHAPTER 3.

External factors influencing VET

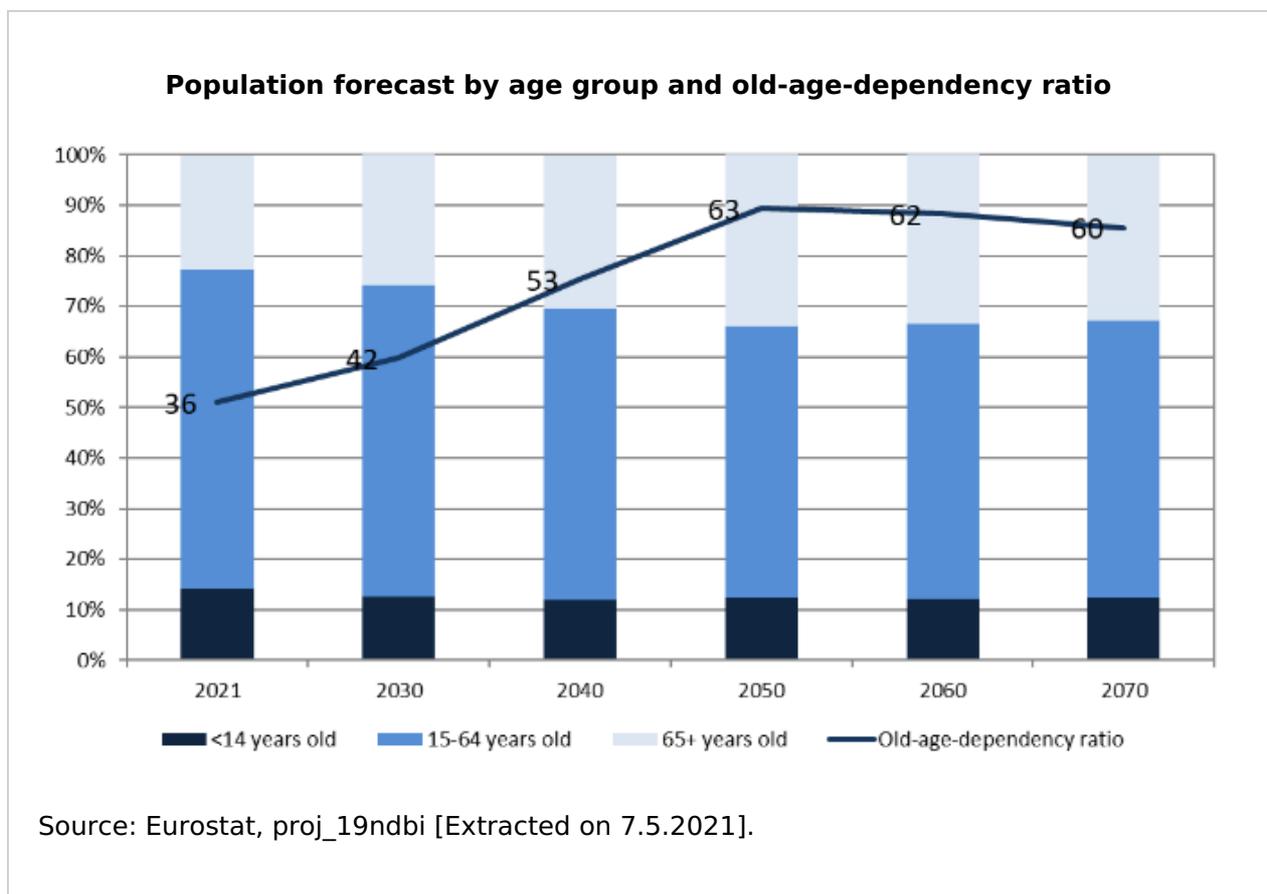
3.1 Demographics

Population in 2020: 10 718 565 (11)

Since 2015, there is a population decrease of approximately 1.3%, due to negative natural growth (fertility to mortality rate) and migration.

Especially as a crisis effect, the population is ageing. Migration and the lack of significant economic incentives to young couples exacerbated the issue.

The old-age-dependency ratio is expected to increase from 36 in 2021 to 60 in 2070 (12).



2019 data show a steady increase in overall VET learners in Greece, attributed to increased post-secondary non-tertiary education enrolments. Also, enrolments in upper secondary vocational education (EPAL) provide an indication that recent changes have positive effects. However, demographic changes (low birth rate and brain drain) are considered to have a negative impact on the size of VET learner population (13).

Resident population by citizenship group in Greece 2018

According to the latest comprehensive data analytics of the Hellenic Statistical Authority

regarding the year 2018, the permanent population on January 1, 2019 was estimated at 10 724 599 people (5 208 293 men and 5 516 306 women), down 0.15% in relation to the corresponding population of January 1 2018 which was 10 741 165 people. Net migration is estimated at 16 440 people, which corresponds to the difference between 119 489 incoming and 103 049 outgoing migrants. In 2017 net migration was estimated at 8 920 people (14).

3.2 Economics

According to 2021 data the top **10 sectors for employment growth (% annual rate) are the following:**

- Manufacturing
- Telecommunications
- Real estate activities
- Sport activities
- Repair of household goods
- Employment activities
- Motion pictures
- Health activities
- Other chemicals
- Pharmaceuticals (15)

VET specialities belong mainly to the following sectors:

- Technician of electrical systems, installations and networks
- Administration and financial
- Vehicle technician
- IT application technician
- Nurse assistant
- Plant production technician

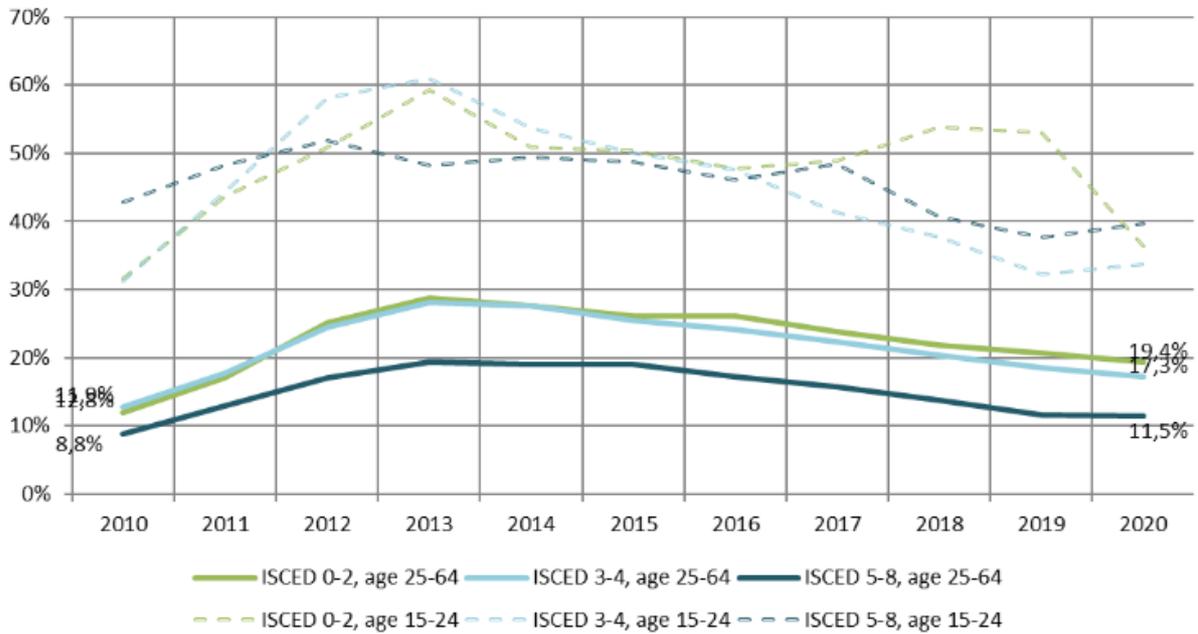
3.3 Labour market

Many occupations/professions are regulated although not all diplomas are connected to professional rights (16).

In the private sector both diplomas and value skills are taken into consideration while hiring or assessing employees.

Total unemployment (17) (2020): 15.4% (6.2% in EU-27); it decreased by 6.8 percentage points since 2016.

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2010-20



NB: Data based on ISCED 2011; breaks in time series.

ISCED 0-2 = less than primary, primary and lower secondary education

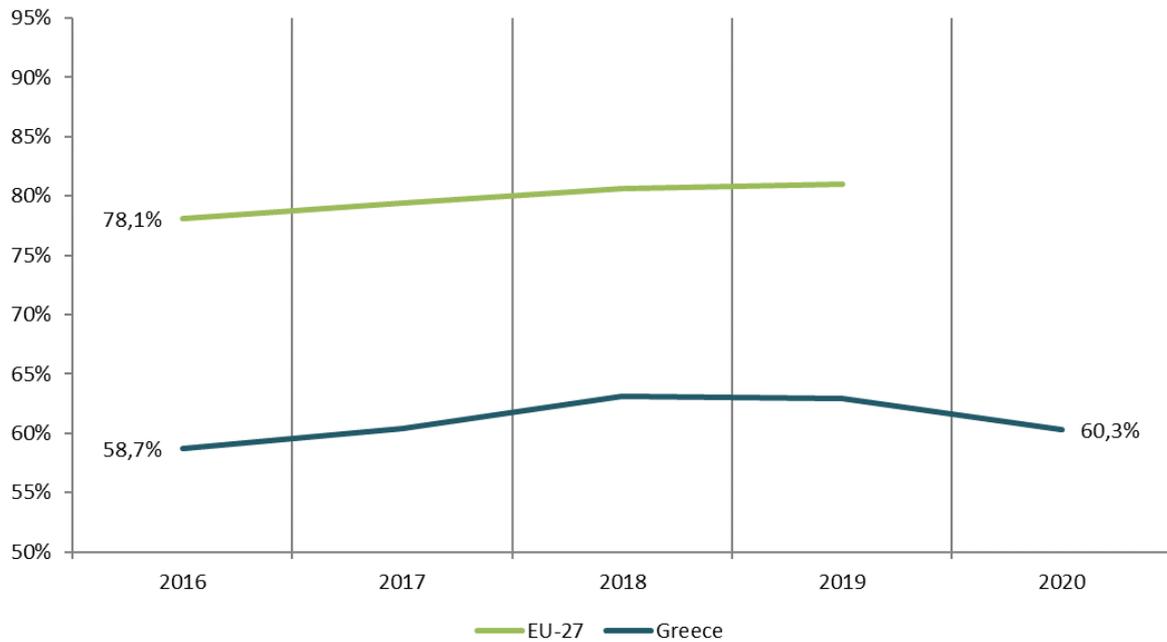
ISCED 3-4 = upper secondary and post-secondary non-tertiary education

ISCED 5-8 = tertiary education

Source: Eurostat, une_rt_a [Extracted on 6.5.2021]

Employment rate of 20- to 34-year-old VET graduates increased from 58.7% in 2016 to 60.3% in 2020 (18).

Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education

Source: Eurostat, edat_lfse_24 [Extracted on 6.5.2021]

[16] <https://www.eoppep.gr/index.php/el/qualification-certificate/professional-rights>

[17] Source: Eurostat, une_rt_a [Extracted on 06/05/2021]

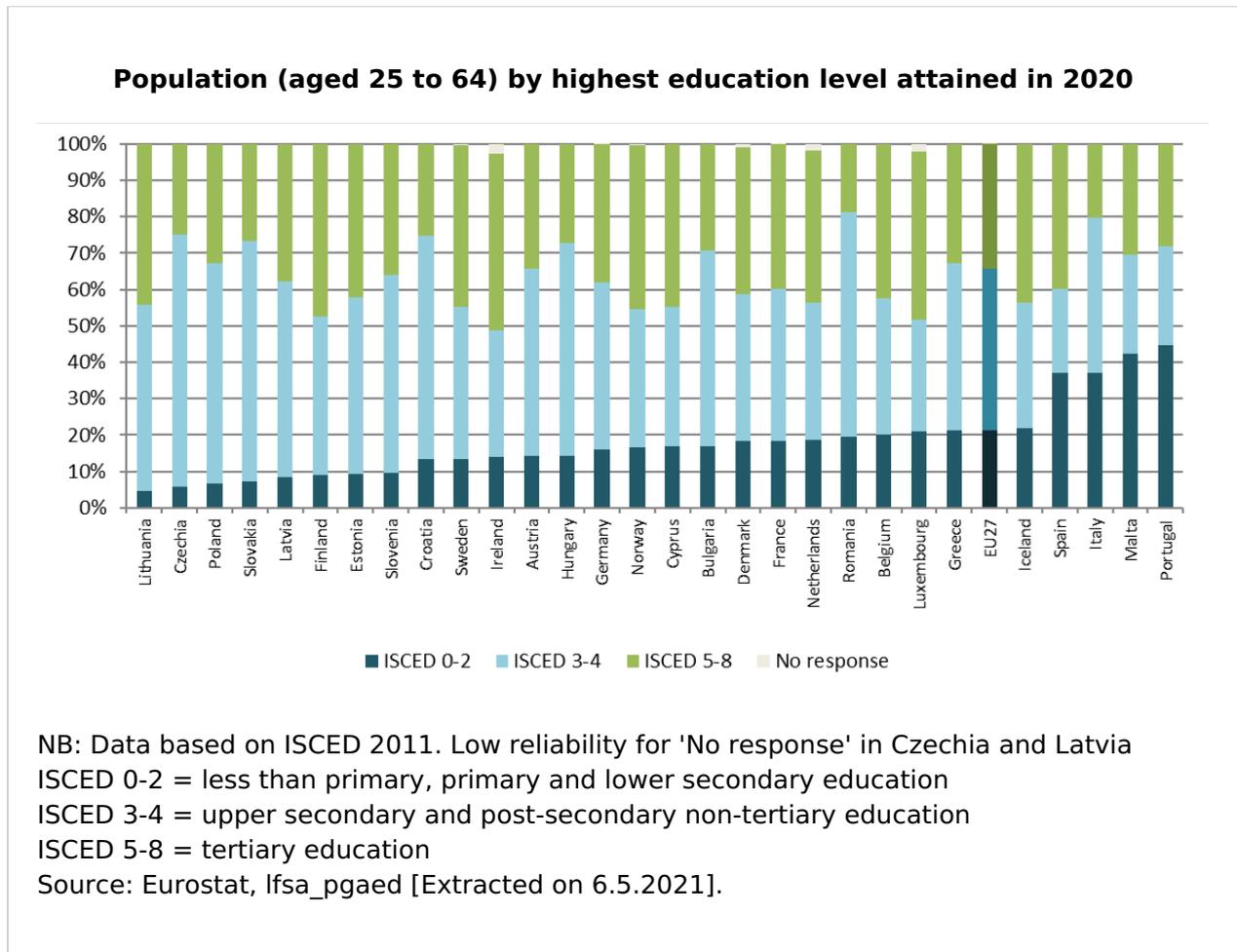
[18] Source: Eurostat, edat_lfse_24 [Extracted on 06/05/2021]

CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

Education continues to experience low funding, in particular at tertiary level. In 2018, Greece dedicated 3.9% of its GDP to education, one of the lowest shares in the EU (EU-27 average: 4.6%). The education budget reached EUR 8 051.8 million, a 2.9% increase compared to the previous year (in real value) but below the spending level of 2015. Only 8.3% of total government expenditure went to education in 2018 (EU-27: 9.9%). In 2017, spending on tertiary education increased by 10.9%, albeit from a low level (19).



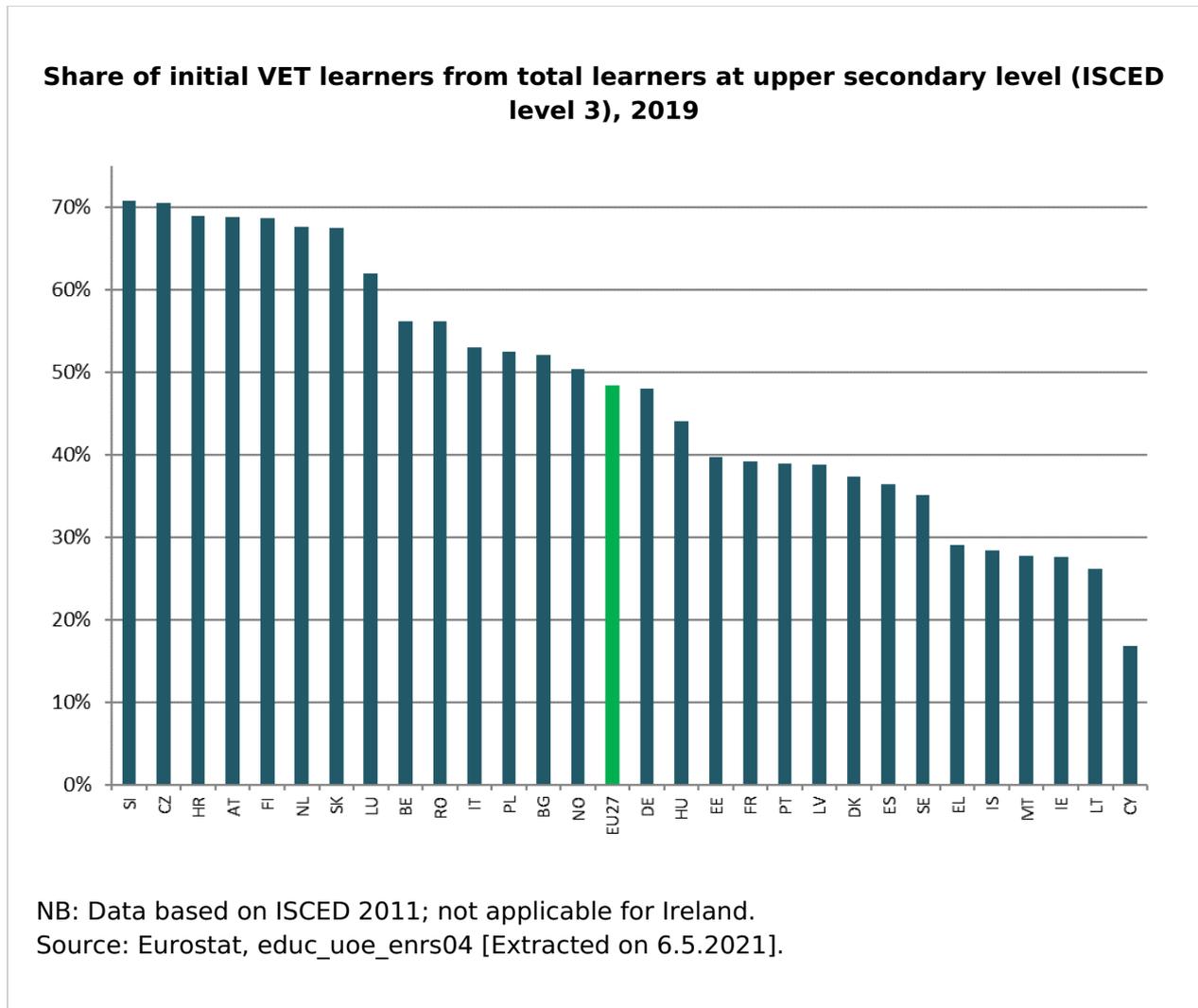
4.3 VET learners by level

Share of learners in VET by level in 2019

Education level	2015	2019	Change 2015-19
Lower secondary	1.4%	1.5%	0.1 pp
Upper secondary	29.9%	29.1%	-0.8 pp
Post-secondary	100%	100%	

Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [Extracted on 6.5.2021]

Greece remains below the EU-27 average in the share of VET learners at upper secondary level (ISCED level 3) with an average of 29.1% against 48.4% in the EU.



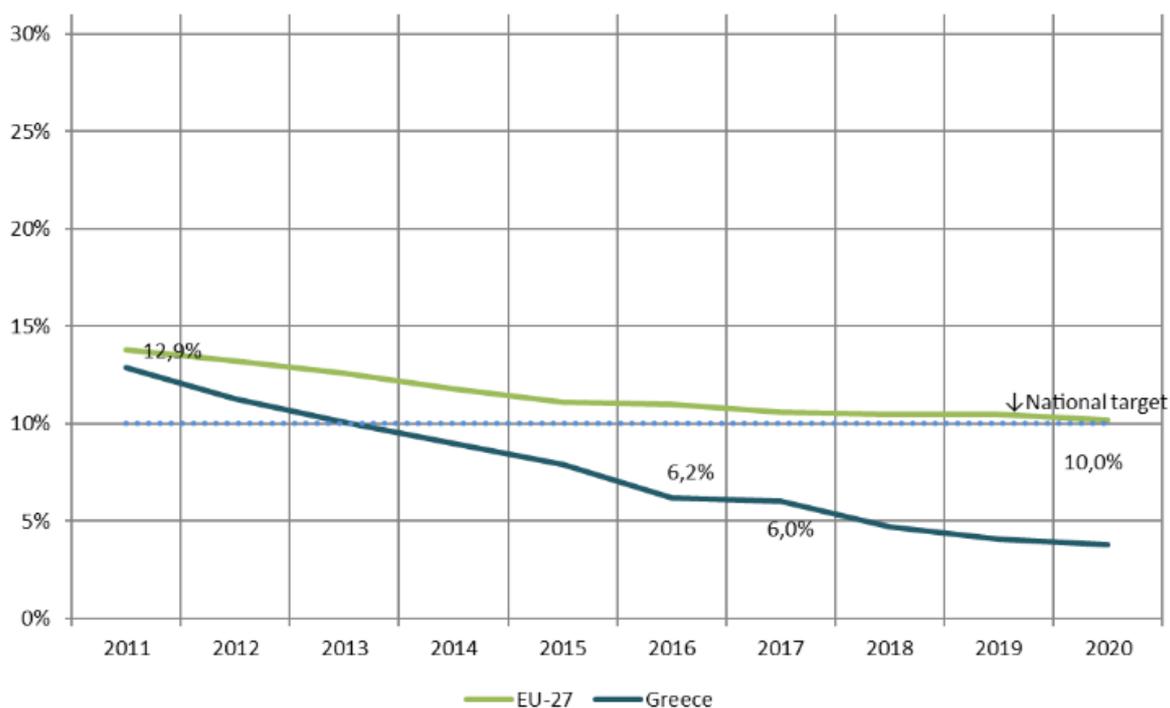
4.4 Female share

Information not available

4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 12.9% in 2011 to 3.8% in 2020. It is below the national target for 2020 (10.0%) and well below the EU-27 average (10.6%).

Early leavers from education and training in 2011-20



NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training

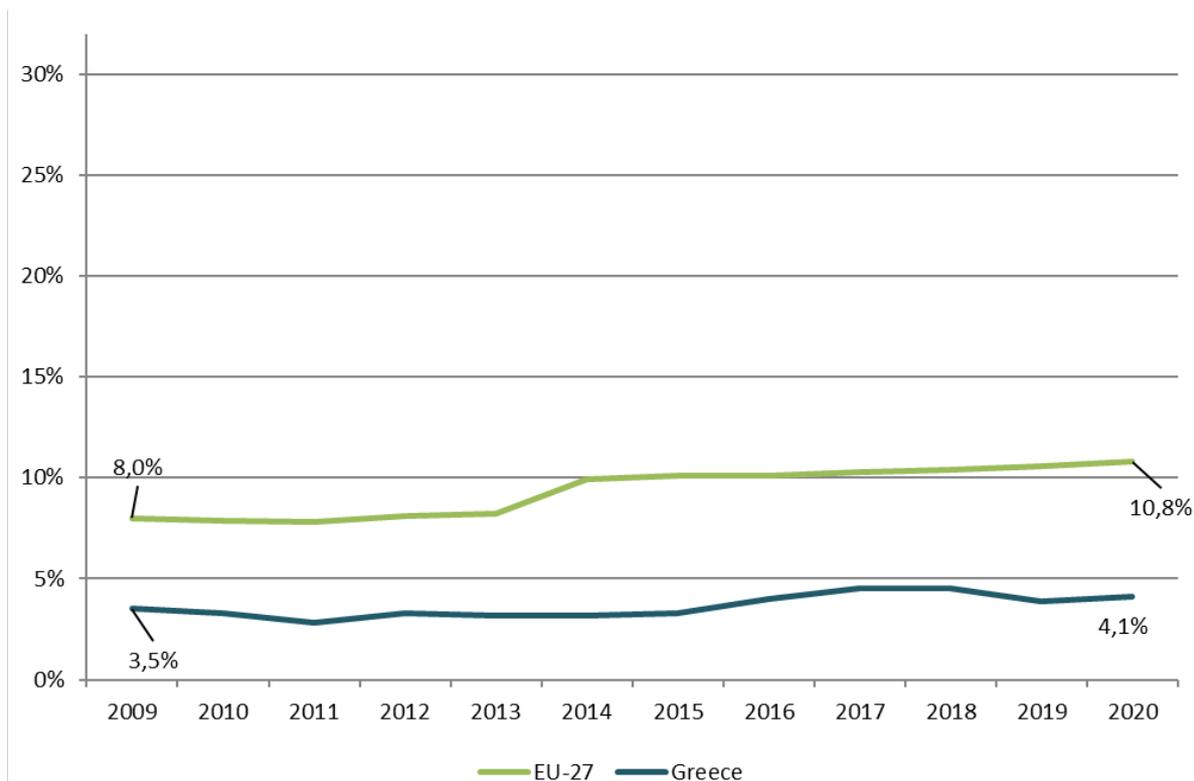
Source: Eurostat, edat_ifse_14 [Extracted on 6.5.2021] and European Commission, <https://ec.europa.eu/info/2018-european-semester-national-reform-progra...> [accessed on 14.11.2018].

Dropout rates also vary by region, school and programme.

4.6 Participation in lifelong learning

Lifelong learning (LLL) offers training opportunities for adults, including early leavers from compulsory education.

Participation in lifelong learning in 2009-20



NB: Share of adult population aged 25 to 64 participating in education and training.

Source: Eurostat, trng_lfse_01 [Extracted on 6.5.2021].

Participation in LLL in Greece has been increasing, although it remains lower than the EU-27 average.

The need for updated skills, plus the low participation in LLL and high NEET rates reflect enduring deficiencies in adapting to change and, more specifically, in equipping people in Greece with the necessary job specific skills that improve employability and wellbeing prospects.

4.7 VET learners by age

On average, learners in Greece tend to graduate from upper secondary vocational education and training (VET) programmes at a younger age (21 years old) than in EU-27 (22 years old) but the percentage of first-time graduates who obtained a vocational qualification is 22% relatively to the 43% of the EU 27 (20):

[20] Education at a Glance (2021) https://www.oecd-ilibrary.org/education/education-at-a-glance-2021_b35a14e5-en

CHAPTER 5.

VET within education and training system

According to the recent Law 4763/2020, the NQF levels of education and training are structured as follows (21):

- elementary school certificate (NQF level 1);
- lower secondary school certificate (NQF level 2);
- certificate of schools of vocational training (ESK) and vocational school certificate (EPAS OAED) (NQF level 3) (22);
- vocational upper secondary school degree and certificate (EPAL)/general upper secondary school certificate (GEL) (NQF level 4);
- vocational upper secondary school degree, apprenticeship class/vocational training institutes (IEK) diploma after graduate certification/post-secondary and not higher education diploma or degree (NQF level 5);
- bachelor degree (NQF level 6);
- integrated master of 5 years/master degree (NQF level 7);
- doctorate (NQF level 8).

Compulsory education in Greece lasts 11 years and extends from the ages of 4 to 15. There are three main stages in the Greek education system.

Primary education that includes pre-primary and primary schools

- pre-primary school in Greece has become compulsory in all municipalities of the country for all children at age 4, since the school year 2018-19. It is provided in pre-primary schools (*nipiagogeia*), infant centres (*vrefikoi stathmoi*), infant/child centres (*vrefonipiakoi stathmoi*) and child centres (*paidikoi stathmoi*).
- primary school (*dimotiko scholeio*) lasts 6 years. It covers children in the age range of 6 to 12 years. Since the school year 2016-17, there is a single type of all-day primary school with a new revised daily timetable.

Secondary education includes three cycles of study

- a lower secondary programme (*gymnasio*), which is compulsory, lasts 3 years, provides general education, covers ages 12 to 15 and is a prerequisite for enrolling at general or vocational upper secondary schools. There is also an evening lower secondary programme (*esperino gymnasio*); attendance starts at the age of 14;
- upper secondary programmes, which are optional and can take the form of a general or vocational upper secondary programme (*geniko* or *epaggelmatiko lykeio*); they last 3 years and learners enrol at the age of 15. There are also evening upper secondary programmes.
- post-compulsory formal vocational training. VET training is provided in ESK and EPAS OAED; it lasts for 2 years and learners are enrolled at the age of 15 and older. (The new EPAS OAED schools established by the law 4763/2020 are different from the EPAS Schools established by the law 3475/2006 which have subsequently been abolished. To be enrolled in the new EPAS OAED schools one must have completed the lower secondary education, whereas the students of the abolished EPAS must have finished the first grade of the upper secondary education).

Tertiary Education

Most undergraduate degree programmes last 4 academic years of full-time study. Postgraduate courses last from 1 to 2 years, while doctorates last at least 3 years. Tertiary education

comprises:

- universities (*panepistimia*) which have also integrated technological institutions existing as a separate form until 2019;
- polytechnics;

the school of fine arts;

- 3- to 4-year higher professional programmes (EQF level 5) are offered by higher professional schools, under the supervision of the competent ministry, the School of Pedagogical and Technological Education (ASPETE) being one of them (23).

The Law 4763/2020 distinguishes between initial and continuing VET. Both types provide the knowledge, skills and attitudes necessary to enter the labour market. Only initial VET is linked to professional rights (licences). Some initial VET programmes give learners access to the next qualification level (post-secondary or tertiary level).

Non-formal continuing VET is part of adult learning. Adult learning is provided by the Hellenic Open University, lifelong learning centres, enterprise learning centres and training centres for unemployed courses and vulnerable groups.

Formal VET leads to qualification level 3-5 (of NQF and EQF). The non-formal continuing VET certificate for 'security staff' awarded to professionals also corresponds to NQF level 3 (law 4229/2014).

The VET standard specifies the volume, learning outcomes, conditions for completion and continuation of studies for each VET type.

There are several VET learning options:

- school-based learning
- work practice (including internships and apprenticeships)
- self-learning

The title of VET programmes is awarded to learners after State examinations that certify their qualifications. The examinations are usually learning-outcomes based and include a theoretical and a practical part. Responsible for the certification procedure is the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP).

[21] <https://nqf.gov.gr/en/index.php/ta-8-epipeda>

[22] Training schools (SEK) are not functioning any more, but their certificate (post lower secondary training, NQF level 3) is recognised.

[23] https://eacea.ec.europa.eu/national-policies/eurydice/content/greece_en

CHAPTER 6.

Apprenticeship

- In secondary (post-compulsory) VET, there are apprenticeship programmes offered by EPAS OAED schools (*Scholes Mathiteias*) and schools of vocational training (ESK);
- In post-secondary VET, vocational training schools (IEK) offer up to 2.5-year programmes including a 6-month obligatory internship; upper secondary vocational schools (EPAL) also offer apprenticeship programmes (Apprenticeship class).
- The apprenticeship programmes (offered by upper secondary vocational schools, EPAL) give graduates the opportunity to upgrade their education qualifications and obtain work experience. The programme lasts for 1 academic year leading to a qualification at EQF level 5 and the corresponding professional licence. It combines a 7-hour school-placed laboratory course (once per week) and the 'workplace education programme - apprenticeship at work' in public and private companies (28 hours/ 4 days per week). During the latter, apprentices receive a salary of 75% of the legal minimum wage and full insurance coverage, so that they become familiar with the rights and obligations of workers and so that employers acquire a sense of commitment to the apprentice training.

CHAPTER 7.

VET governance

The government approves the national education policy designed by the education ministry. Social partners including trade unions and employer organisations participate in the working group on developing legislation.

Public and private VET providers are monitored, evaluated and usually funded by:

- the General Secretariat of lifelong learning,
- the directorates of secondary or professional education of the education ministry or

organisations supervised by the education ministry (i.e. National Organisation for the Certification of Qualifications and Vocational Guidance -EOPPEP, universities).

Law 4763/2020 reforms VET governance and promotes the joint strategic planning of VET with the aim of avoiding overlaps, better address labour market needs and support autonomy at VET provider level.

According to Law 4763/2020, the General Secretariat for VET, LLL and Youth of the education ministry, is responsible for designing, implementing, coordinating and monitoring policies in the relevant fields. It is also the supervisory body for the implementation and monitoring of VET and LLL programmes.

In addition, the law has set up advisory bodies (including social partners and VET stakeholders) at national and regional level to support VET governance.

Nationally, the main advisory body introduced is the Central VET Council (KSEEK), which includes representatives from the education ministry and other relevant ministries, employer and employee associations, and chambers. It has a 3-year term and is responsible for monitoring labour market developments, adjusting VET programmes to labour market needs, and reorganising the spatial distribution of VET sectors and specialities in order to fine-tune the VET offer.

In each region, a council linking VET with the local labour market (SSPAE) has been established (including labour market representatives), aiming to align VET programmes with local labour market needs and support the work of the Central VET Council by submitting proposals for the VET sectors and specialities that should be offered at regional level.

In addition, a Central Scientific Committee (KEE) has been formed to support the General Secretariat and the Central VET Council. The mission of this committee is to carry out scientific research and provide evidence-based advice aiming to improve the quality and efficiency of VET and LLL programmes (24).

CHAPTER 8.

VET financing mechanisms

Formal VET is funded primarily through the State budget and resources of the Ministry of Education. Adult education and training is also funded through the State budget and resources of the Ministry of Education, with the largest share being covered by the co-financed part of the Public Investment Programme (PIP) through the implementation of NSRF operational programmes. Private post-secondary education is offered by private vocational training Institutes (*Institouta Epangelmatikis Katartisis,IEK*),colleges and lifelong learning centres in adult education (25).

Apprenticeship programmes are financed from national, private and/or EU funds (European Social Fund). Participating enterprises contribute 45% of apprentice remuneration.

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

The following main categories of teachers and trainers feature in VET programmes:

- general subject teachers
- vocational subject teachers
- teachers of practical training
- post-secondary VET teachers (in-school trainers)
- in-company trainers

General subject teachers are required to hold a higher education degree and pedagogical and didactical expertise. Vocational subject teachers are required to hold either a higher education degree and pedagogical and didactical expertise, or a lower vocational degree and relevant work experience.

Teaching staff in public post-secondary VET institutions come from two alternative lists:

- one comprising holders of the teaching competence certification, obtained on passing the certification exams;
- a second list with trainers who possess specific qualifications – tertiary education degrees, teaching experience, relevant training – but have not (yet) completed the certification process.

According to the Law 4589/2019 (26), if teachers are appointed without having a certified pedagogical and teaching competence, it is mandatory for them to follow a training within a period of 2 years from the date of their appointment.

Since December 2015, the mechanism for certification of trainers has become self-funded via certification fees that the candidates have to pay on submission of their application and portfolio.

According to Law 4485/2017, the certification of teaching competences of VET teachers and adult trainers is a prerequisite for their enrolment in training programmes partly funded by the State.

Later legislative amendments with the Article 68 of Law 4623/2019 and 2020 Law (4722/2020/15.9.2020) reaffirmed that, starting from September 2021, the certification of teaching competences of VET teachers and adult trainers will become a prerequisite (27).

In October 2020, a committee of experts on lifelong learning (LLL) was set up to develop recommendations concerning the update of certification procedures for adult trainers. The committee's recommendations focus on upgrading:

- a. the skills of LLL trainers, after taking into account the specifications of adult trainers' occupational profiles and standards;
- b. the profile of the body of experts responsible for evaluating LLL trainers to enter the relevant register (LLL evaluators), by reflecting issues related to the certification of LLL evaluators and the assessment of their work;
- c. the skills of professionals who design and implement LLL programmes.

9.2 Continuing professional development of teachers/trainers

The formal VET (EPAL) teacher training is continuous and part-financed by ESF funds. Particular attention is paid to the CPD of teaching staff who work in school-based programmes and will be (re)allocated to the new apprenticeship programmes (at post-secondary level). The focus is on

developing their knowledge and competences for collaborating with enterprises and apprentices. Also important is peer-learning and capturing the experience of teachers who already piloted work-based learning activities (other than apprenticeships) in previous years.

The informal VET (IVET and CVET) adult trainers' training is continuous. In order to be certified by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) they must attend a programme of at least 100 hours on adult training. They also have to renew their certification every 10 years; to do so they either have to acquire teaching experience of at least 150 hours or attend a programme of at least 50 hours on adult training.

The 2016 National strategic framework for the upgrade of VET and apprenticeship introduced broad provisions on requirements and training of enterprise staff who will become in-company trainers, linked to a future goal of accreditation of companies that participate in apprenticeships. The strategy foresees that in-company trainers (at least one per company) will attend a short and flexible training programme, focusing on pedagogical knowledge and competences as well as on adult training techniques. Participation by professional associations and chambers is encouraged. In-company trainers should attend a training programme designed jointly by the national employment service, chambers and education institutions. Greek authorities are aiming at creating a register of certified in-company trainers.

For the endorsement of teacher and trainer CPD, the Institute of Educational Policy (IEP) has been carrying out, since 2017, the project Teachers and trainers training on issues related to apprenticeship. Particular attention is being paid to the continuing professional development (CPD) of teaching staff who used to work in school-based programmes and are (re)allocated to the new apprenticeship programmes (mostly the EPAL post-secondary apprenticeship year, but also apprenticeships within post-secondary VET programmes of the Institute of Vocational Training (IEK)). The action was jointly funded by the European Social Fund (ESF) under the operational programme Human resources development, education and lifelong learning 2014-20.

The focus is on developing teachers' knowledge and competences to enable further cooperation with enterprises and apprentices. Peer-learning and capturing the experience of teachers who have already piloted work-based learning in previous years is also important. The programme combines classroom and online training (39 hours in total) including thematic areas such as basic principles of adult education and modern teaching methods, counselling and vocational guidance, occupational safety and health and entrepreneurship.

In 2018, 786 staff members were trained. More than 3 000 beneficiaries have taken part during the whole project, which runs until 2022 (28).

[28] <http://www.iep.edu.gr/el/espa-2014-2020/epimorfosi-ekpaideftikon-ekpaidefton-se-themata-mathiteias>

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

As a major step to cover the gap between VET and labour market needs (29), in 2016 a skills' forecasting mechanism was introduced (30). The mechanism:

- addresses the necessity for early identification of medium-term trends in labour market needs;
- eases the design of employment policies in accordance with training and education programmes;
- allows the implementation of the Youth Guarantee scheme in Greece;
- increases the impact of VET (i.e. development of required VET curricula), most importantly via providing necessary labour market information that will inform evidence-based policy making in the field of VET.

The Independent Administrative Body National Institute for Labour and Human Resources (EIEAD) has the mandate to coordinate the development of the Mechanism of labour market diagnosis. A coordination committee was put in place, consisting of representatives from the ministries of labour, education and economy, EOPPEP, the regions, OAED and social partners. EIEAD has been publishing reports every 6 months and the results of the forecasting system inform the development of new occupational profiles and curricula. The reports have also been used to inform the selection of new apprenticeship specialities that were implemented in the school year 2017/18.

See also Cedefop's skills forecast (31).

10.2 Designing qualifications

In April 2016, the education ministry published the Strategic framework for upgrading VET and apprenticeships, which included an explicit reference to the need to upgrade curriculum quality.

Upper secondary vocational programmes (EPAL) offer specialities that are defined by law; these specialities and their provision are determined by a decision of the Minister of Education. The specialities offered should reflect the needs of the economy, the proposals of the regional VET boards (not fully established), social partners, chambers and professional associations, and the recommendations of the labour ministry, Greek Manpower Employment Organisation (OAED), the Ministry of Development and other competent ministries; they will also be informed by the results of the skills forecasting mechanism. A structured procedure for this kind of consultation does not exist. The detailed curriculum of each speciality is designed in accordance with the relevant occupational profile (if this exists) (32). The curricula of formal upper secondary VET are developed by the Institute of Education (IEP) and issued in the form of ministerial decisions. The law 4386/2016 also requires that the duration and details of the timetable and curriculum will be assessed and, if this is deemed necessary, revised (33). Since 2016 the education ministry has been promoting through a large-scale ESF project the upgrading and updating of EPAL curricula, the writing of new education material (laboratory guides, books) and relevant training for EPAL teachers.

Specialities of apprenticeship programmes were decided by the National Committee for VET and Apprenticeships, based on recommendations by the Technical Committee (34) and considering the findings of the skills forecasting mechanism. Several factors, such as demand for existing specialities and regional recommendations were taken into account. IEP is

responsible for the development of curricula for the EPAL apprenticeship class and apprenticeship programmes (EPAS OAED), which incorporate a clear workplace component (that was missing from existing EPAS OAED programmes).

The curricula of post-secondary VET programmes (IEK) have been developed by the General Secretariat for vocational education, training and lifelong learning (which also supervises all the public and private vocational training providers) and certified by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP). The study guide of each speciality includes the job profile, the learning outcomes expressed as knowledge, skills and competences by subject and speciality, the corresponding credits, the potential candidate placement in the labour market, the timetable and specific curriculum, the teaching methods, and the necessary equipment. In 2017/18, 65 curricula of the new IEK specialities (established by Law 4186/2013) were drawn up together with the respective exam-subjects repository.

In December 2020, Law 4763/2020 institutionally established the Hellenic Qualification Framework (HQF). According to Articles 45-49, the HQF aims to create a coherent and comprehensive system of classification of all qualifications obtained through formal and non-formal education and informal learning in Greece. The main issues regulated by the law are:

- a. the governance of HQF; EOPPEP is the statutory body for the development and implementation of HQF in correspondence with the European qualifications framework (EQF). Additionally, EOPPEP is the national coordination point for EQF in Greece (NCP) (35);
- b. the architectural structure of HQF, which is developed and implemented in eight levels;
- c. its implementation and operational procedures;
- d. the referencing process and methodological tools for classifying qualifications in HQF levels.

The qualifications database, run by EOPPEP, was reformed according to EU instructions, facilitating its link to the respective EU portal.

The universities sent around 500 new qualifications to EOPPEP to be included in the qualifications database (36). These qualifications are described according to the learning outcomes approach and they will be uploaded as soon as the editing procedure is completed (37).

[29] http://www.cedefop.europa.eu/files/cedefop_skills_forecast_2018_-_greece.pdf

[30] Based upon Law 4368/2016, February 2016 and Ministerial Decree 4013/410/26.05.2016 on the introduction and operation of a relevant network and the supportive information system

[31] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

[32] In the context of the overall updating of certification, the Ministry of Education in co-operation with EOPPEP and in consultation with social partners, is still in the process of reforming the system of Occupational Profiles.

[33] In these terms Law 4386/2016 introduces ongoing evaluation of curricula in contrast to Law 4186/2013 where revision was programmed for every 6 years.

[34] The National committee for VET was set up in 2017. It is responsible for the overall coordination of governance of the Greek VET system, monitoring the implementation of the 2016 National strategic framework for the upgrade of VET and apprenticeship and evaluating its results. The National committee is supported in its work by a Technical committee for VET.

CHAPTER 11.

Quality assurance

The law on lifelong learning (Law 3879/2010) sets quality standards for lifelong learning, introducing a requirement of teacher and trainer competence and professional development for teachers and trainers in adult education, and stipulating continuous monitoring and evaluation of the national lifelong learning network. Specifically, it envisages (Article 18) that providers of lifelong learning services that are funded from the public purse must be evaluated as regards the realisation of the objectives set out in their lifelong learning programme and receive subsidies based on their effectiveness. It also provides (Article 19) for the establishment of a system for the professional development and evaluation of the trainers and staff involved in non-formal education and teachers in 'second chance' schools.

Other legislative initiatives in Greece aiming to upgrade the quality of education provided at all levels are:

- law 3848/2010 on upgrading the role of the teachers and trainers: establishment of norms for evaluation and meritocracy in education and other provisions;
- law 4009/2011 on the structure, operation, quality assurance of studies, and internationalisation of institutions of higher education;
- Joint Ministerial Decision 26381/2017 (GG 490B/20.2.2017) on the quality framework for apprenticeship and the implementation of the apprenticeship year (class); this falls under the jurisdiction of the education ministry upgrading the learning methods of apprenticeship implementation, setting specific obligations for both the companies and the apprentices and providing the means to evaluate the apprenticeship system;
- Joint Ministerial Decision No 26385 (GG 491B/20.2.2017) on the quality framework for VET curricula.

Specifically, for apprenticeship programmes, the education and labour ministries provide through quality assurance the following:

- quality assurance at the curriculum design stage;
- quality assurance at the stage of preparation for implementation;
- quality assurance at the implementation stage;
- post-implementation evaluation.

CHAPTER 12.

Validation of prior learning

Not applicable

CHAPTER 13.

Incentives for learners

The main incentives used by the State to increase VET participation, include:

- reinforcing permeability for graduates of upper secondary vocational education (EPAL). EPAL graduates can take part in a designated national examination for admission to tertiary education programmes. They have a 5%-20% quota (recently increased) for bachelor programmes (tertiary education). A 2018 law provides for an increase to 5% admission quota to bachelor programmes, reinforcing VET permeability. Also, graduates have access to a joint group of faculties at universities, tertiary not higher education schools and military schools regardless of their graduation field, by sitting the same examinations as general education graduates;
- the new legislative framework, as introduced by the Law 4763/2020, gives access to all education levels from any education level. For example, graduates of level 5 may participate in exams organised by university departments and enter the tertiary education on a pre-set quota;
- the 'Post-secondary year - apprenticeship class, for EPAL graduates. This apprenticeship programme strengthens VET attractiveness by enabling EPAL graduates to upgrade their professional qualifications. Apprentices receive a salary of 75% of the legal minimum wage and full insurance coverage.

The Lifelong learning law (Law 3879/2010) covering CVET provision also foresees incentives for updating the knowledge, skills and competence of the labour force (Article 18). These may include:

- granting education leave for participation in lifelong learning programmes, especially for workers in the private sector;
- setting up personal education accounts, with contributions from the employer and the employee (and possibly the State) to cover the worker's training needs;
- establishing personal learning time accounts to let workers take part in continuous training programmes.

Apart from such regulatory incentives, there are also financial incentives for workers and the unemployed to take part in continuing training programmes, aiming to upgrade their knowledge, skills and competences. In practice, participation of learners in CVET is promoted through financial incentives that combine a voucher for classroom training with remuneration foreseen for workplace training/work placements in many programmes promoting key active labour market policies (ALMP). Continuing training is subsidised primarily from ESF, but also from the Greek training fund (LAEK).

In an effort to tackle youth unemployment, the labour ministry, in cooperation with the ministries of education, culture and development, elaborated a unified operational Action plan of targeted interventions to boost youth employment and entrepreneurship in the framework of the national strategic reference framework (NSRF) operational programme (2014-18). In the framework of this action plan, vocational training-related initiatives were implemented to support employment and entrepreneurship of persons aged 15 to 24 and 25 to 35 (38). The budget was 620 million EUR (total) and the potential beneficiaries were estimated to 380 000 people for the programming period 2014-20.

[38] An updated plan was submitted and approved in May 2014. An update file for 2018: <https://ec.europa.eu/social/main.jsp?catId=1161&langId=en&intPageId=3337>

CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

The lifelong learning law (Law 3879/2010, Article 18) establishes incentives for the development of lifelong learning and updating of the knowledge, skills and abilities of the country's human resources, including subsidies for lifelong learning providers. They are supported by public funds based on their effectiveness.

In addition, companies are entitled to receive back their contributions to the Greek training fund (LAEK) if they carry out training programmes for their personnel. The revenues of this account, which is managed by the Manpower Employment Organisation (OAED), come from employers' contributions to the Social Security Organisation, with each company contributing 0.24% of its gross wage bill.

Many companies receive financial incentives to offer training places to students in VET programmes or graduates of them. In this way they contribute to the education of learners, as for example in the EPAL (39) and EPAS OAED (40) apprenticeship schemes. There are also subsidies for companies that take part in vocational training actions funded by ESF that combine training with counselling and work placement schemes. CVET providers benefit from the training voucher schemes that largely form the basis of active labour market policies.

Law 4763/2020 further endorses the implementation of internship programmes for IVET in Greece, aiming to align skills acquisition with skills usage. For the accomplishment of such a goal, internship is enforced through articles 16, 17, 25, 27 and 36 as an obligatory component of IVET training in EPAL (with innovative programmes), IEK and secondary internship classes (41).

[39] Joint Ministerial Decision No. 26385/2017 GG 491 / B / 20-2-2017: Apprenticeship Quality Framework. <https://www.e-nomothesia.gr/inner.php/epaggelmata-tekhnes/koine-upourgike-apophase-26385-2017.html?print=1>

[40] Joint Ministerial Decision No. 24018/411 / 26.5.2016-Subsidy for the practical training of pupils of the EPAS OAED Apprenticeship under Law. 3475/2006. <https://www.taxheaven.gr/laws/circular/view/id/23805>

CHAPTER 15.

Guidance and counselling

The education ministry continues to offer vocational guidance to pupils and parents: information about job and study possibilities, alternative pathways, and risks that go with dropping out of school. According to law 4823/2021, new career counselling structures GRASYP will be founded (replacing the already existing KESY), with one such service operating in school and being responsible also for the pupils of neighboring schools.

According to law 4763/2020, in each public VET institute (IEK) operates a Bureau of Career Development (GEAS) responsible for organising and monitoring the apprenticeship and internship of students in work positions offered by private companies, helping facilitate their smooth transition to the labour market.

The Manpower employment organisation (OAED) of the labour ministry has established 30 vocational education career offices (GDEE) within the framework of the EPAS OAED schools, aiming at linking vocational education to the world of work by placing students in appropriate jobs in private and public-sector enterprises. OAED also offers counselling services aimed at mobilising the unemployed and helping them enter the labour market. These services include:

- workshops for activation: mobilisation of the unemployed;
- vocational guidance counselling: career management for first-time jobseekers with no clear occupational goal and people obliged to change their occupation;
- job search counselling;
- counselling for business involvement, to encourage the development of entrepreneurial skills and help unemployed persons start businesses with enhanced prospects (42).

OAED is also a member of the European job mobility portal (EURES) network, which provides information, advice and hiring/placement services to workers and jobseekers in other European countries, and to employers looking to hire people. In Greece there are 39 EURES points in various cities.

In the private sector, the private and municipal lifelong learning centers (Kentra dia Viou Mathisis) provide career guidance services to support the career development of adult trainees, to improve their self-awareness, to plan their educational path and to take better education/employment decisions. According to law 4052, career guidance services to adults are also offered by the private job finding bureaus (Grafeia Evreseos Ergasias) and the temporary employment enterprises (Epixirisis Prosorinis Apasxolisis). EOPPEP is keeping a Register of private career guidance services. The register aims to inform all citizens about the available career guidance services in the private sector, thus improving their access to career guidance. In order to be included in the catalogue, private services have to provide in their application important information about their profile, including the services they offer, the target groups they address, the methodology and tools they apply, the characteristics of their practitioners (training in career guidance etc).

The agency responsible for lifelong career guidance is EOPPEP (43), which is a member of the Euroguidance and Europass Network (was also a member of the European network (ELGPN) that was set up by the European Commission in 2007-17). EOPPEP is responsible for: helping to design and implement national career counselling and vocational guidance policy (SYEP); coordinating the action of public and private SYEP services providers; promoting the training and further education of SYEP staff and specifying the required qualifications; implementing actions supporting counsellors; and supporting citizens in matters relating to development and career management.

EOPPEP has developed several ICT systems to support the career development of citizens and widen their access to career guidance services. These tools have the advantage of providing distance career guidance services, thus overcoming the barriers of physical access for people with disabilities or people living in remote areas of Greece.

- The Career guidance portal for adolescents, www.eoppep.gr/teens, (launched at the end of 2012) is an interactive internet portal for young people, offering various tools: digital automated psychometric tests (interest, values, decision making tests); a guide for the development of student digital portfolios; the Canadian interactive tool for the development of life/career skills Real Game, for students of 15-18 years and 12-15 years, adapted into Greek; interactive videos of 25 professions in demand; thematic catalogues with information on education systems, learning/training opportunities in Europe, European programmes, initiatives and tools for the young, mobility; and an Ask the counsellor section. To date, over 200.000 users (adolescents, students, youngsters) have visited the portal.
- The Lifelong career development portal for adults, www.e-stadiodromia.eoppep.gr. Operation started in February 2014, aiming to support the career development of adults of all ages. It contains career information on learning, employment and mobility opportunities in Greece and other EU countries and online career guidance tools and exercises. Both portals have significantly contributed to the increased access of interested students and young people to career guidance and counselling services
- The National learning opportunities database PLOIGOS, <http://ploigos.eoppep.gr>. It is the Greek national database of learning opportunities developed in 2009 by the Euroguidance Centre of Greece. It provides information to Greek and European citizens (students, jobseekers, parents, guidance counsellors, teachers etc.) about learning opportunities of all types (general education, vocational education and training, special education) and levels of education in all geographic regions of Greece. The database contains around 13 000 educational opportunities which are regularly updated with the participation of educational opportunity providers. PLOIGOS is connected to the Europass portal.

The National strategic framework for upgrading VET and apprenticeships (2016) explicitly refers to the need for expansion of guidance services. EOPPEP has developed occupational standards for career counsellors and has completed the institutional framework qualification certification system for careers/vocational guidance advisors and the set-up of a relevant register of certified career guidance counsellors (44).

EOPPEP conducts training seminars for career guidance counsellors and end users on an annual basis (45).

EOPPEP has also conducted several information studies such as Study on green jobs and green skills needed in the Greek Labour Market (2011), Emerging occupational sectors in Greece and new skills in need from the labour market (2013) and a National framework of career and life competences (2021). All studies are uploaded to the two internet portals of EOPPEP and provide information on new professions in demand from the labour market based on findings of international studies and the opinion of representatives of relevant professional sectors in Greece (46).

The development of skills as a component of vocational counselling is introduced also for primary education with the Ministerial Decree F7/79511/GD4-24/6/2020 (47). The action is called Skills Workshop and the skills component embraces learning skills, technology skills, soft skills and life skills as an add on activity in compulsory education.

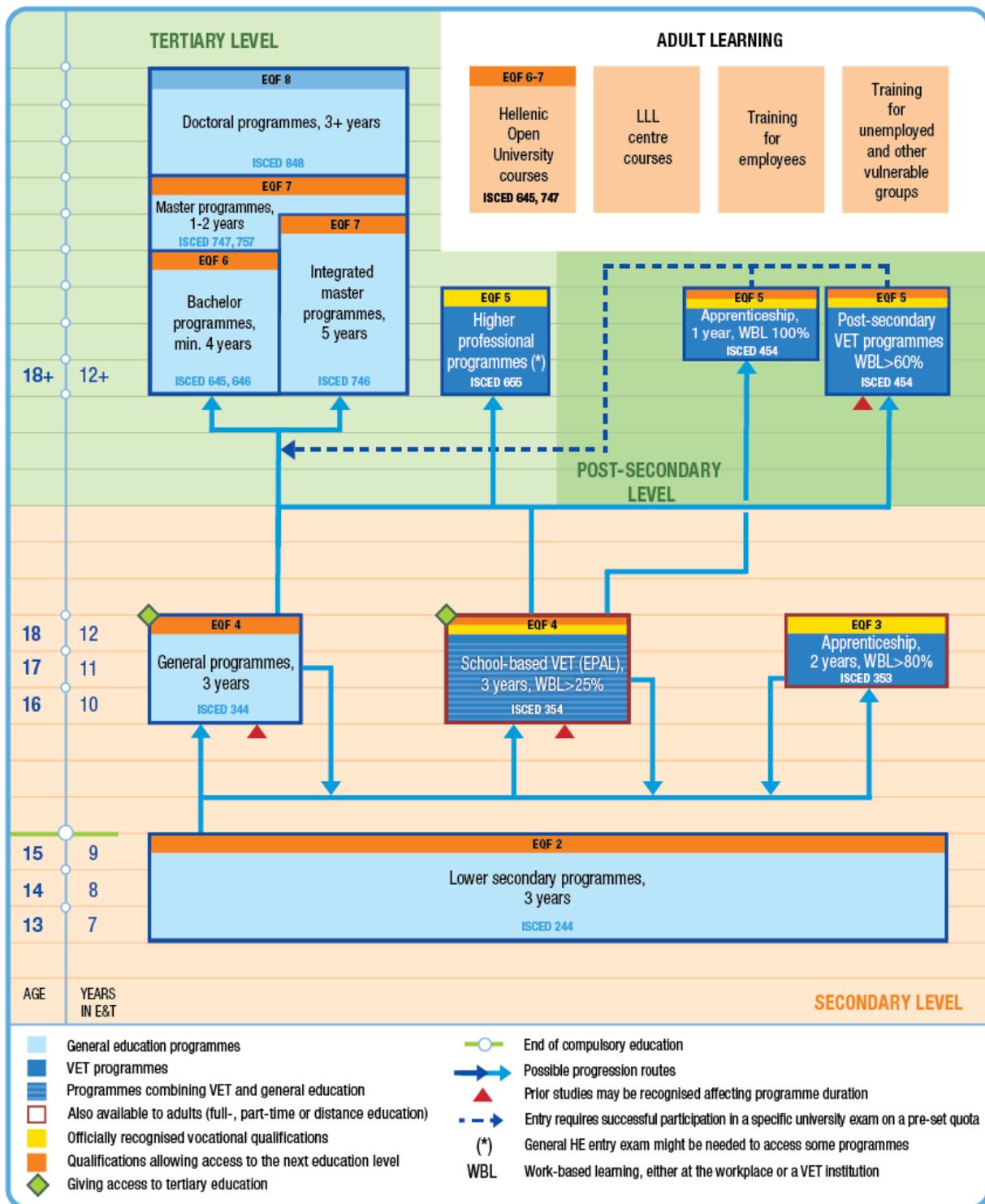
Please see:

- Information on guidance services in Greece (48);
- Cedefop's labour market intelligence toolkit (49);

- Cedefop's inventory of lifelong guidance systems and practices (50).

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- [42] Webpage of apprenticeship in OAED: <https://www.oaed.gr/mathitia>
- [43] <https://www.eoppep.gr/index.php/el/work-guidance-and-consulting/eoppep-syep>
- [44] <https://www.eoppep.gr/index.php/el/work-guidance-and-consulting/eoppep-upgrade-actions/national-forum-syep-irida>
- [45] https://www.eoppep.gr/index.php/el/work-guidance-and-consulting/eoppep-science-actions/epimorfotika_seminaria_symv_stadiodromias
- [46] <https://www.eoppep.gr/index.php/el/work-guidance-and-consulting/eoppep-science-actions/syep-tools-manuals>
- [48] <https://www.eoppep.gr/index.php/en/counseling-a-vocational-guidance-en/euroguidance-national-centre-1>
- [49] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [50] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

Vocational education and training system chart



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

VET Programme Types

EQF 4
School-based VET
3 years, WBL>25%
ISCED 354

School-based VET programmes leading to EQF level 4. ISCED 354 upper secondary vocational education (Epaggelmatiko Lykeio - EPAL)

EQF level	4	ISCED-P 2011 level	354
Usual entry grade	10	Usual completion grade	12
Usual entry age	16	Usual completion age	18
Length of a programme (years)	3		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	Information not available
Is it offered free of charge?	✓	Is it available for adults?	✓
ECVET or other credits	Not applicable		
Learning forms (e.g. dual, part-time, distance)	Full-time <ul style="list-style-type: none"> • school-based learning • work practice (practical training at school) 		
Main providers	Public schools supervised by the education ministry.		
Share of work-based learning provided by schools and companies	ˆ 25%		

Work-based learning type (workshops at schools, in-company training / apprenticeships)	Practical training at school
Main target groups	<p>Programmes are available for graduates of lower secondary programmes, young people and also for adults.</p> <p>There are specific programmes for learners with special educational needs, such as moderate and severe disability. These programmes are offered by special vocational schools (ENEEGYL law 4459/2018 - Government Gazette A' 142).</p>
Entry requirements for learners (qualification/education level, age)	Learners should hold a lower secondary school leaving certification (compulsory education) and be at least 15 years old.
Assessment of learning outcomes	To complete a VET programme, learners need to pass a final examination.
Diplomas/certificates provided	Successful graduates receive a vocational upper secondary school degree and/or a vocational upper secondary school certificate.
Examples of qualifications	Vehicle technician, employee in administration and finance, technician of electrical systems, installations and networks, IT applications technician
Progression opportunities for learners after graduation	<p>They can enter:</p> <ul style="list-style-type: none"> • higher professional programmes at level 5; • tertiary education at level 6; • post-secondary VET programmes (IEK) at level 5; • post-secondary VET apprenticeship programmes (EPAL) at level 5; • secondary school VET EPAL (different speciality) at level 4; • labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	Not applicable

General education subjects ✓

All students take general education subjects such as mathematics, physics, Greek and English language, history, gymnastics, ICT, religion, civic education

Key competences ✓ (51)

Application of learning outcomes approach ✓

Share of learners in this programme type compared with the total number of VET learners Information not available

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- [51] <http://proson.eoppep.gr/en/QualificationTypes/Details/54> and <http://proson.eoppep.gr/en/QualificationTypes/Details/53> and Greek Parliament (2013) Law 4186/2013
https://www.minedu.gov.gr/publications/docs2018/N_4186_2013_fek193.pdf

EQF 3

Apprenticeship

2 years, WBL>80%

Apprenticeship programmes leading to EQF level 3 ISCED 353 apprenticeship schools (EPAS OAED), Schools of Vocational Training (ESK)

EQF level	3	ISCED-P 2011 level	353
Usual entry grade	11	Usual completion grade	12
Usual entry age	17+	Usual completion age	18+
Length of a programme (years)	2 (up to)		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓	Is it available for adults?	✓
ECVET or other credits	Not applicable		
Learning forms (e.g. dual, part-time, distance)	Full-time <ul style="list-style-type: none"> • school-based learning • work practice (practical training at school) • apprenticeship 		
Main providers	Public schools supervised by the Ministry of Education and the Ministry of Labour.		
Share of work-based learning provided by schools and companies	> 80%		
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • apprenticeships 		
Main target groups	Programmes are available for learners that have successfully completed compulsory (lower secondary) education		

Entry requirements for learners (qualification/education level, age)	Learners should have successfully completed compulsory (lower secondary) education
Assessment of learning outcomes	To complete a VET programme, learners need to pass a final in-school examination.
Diplomas/certificates provided	Vocational school (EPAS OAED) specialisation qualification <i>ptychio</i> and the ESK qualification <i>ptychio</i> can be obtained after success in the certification exams held by EOPPEP. These qualifications are recognised by the education and training and labour authorities.
Examples of qualifications	Beautician, metalwork technician, agrotourism and agroindustry businesses, dairy - cheese making.
Progression opportunities for learners after graduation	<ul style="list-style-type: none"> • Access to labour market.
Destination of graduates	Information not available
Awards through validation of prior learning	Not applicable
General education subjects	✗
Key competences	✓ Depending on the curriculum of each specialisation.
Application of learning outcomes approach	✗
Share of learners in this programme type compared with the total number of VET learners	Information not available

EQF 5

Post-secondary VET
programmes

WBL > 60%

ISCED 454

Post-secondary VET programmes leading to EQF level 5. ISCED 454 Institouto Epagelmatikis Katartisis (IEK)

EQF level	5	ISCED-P 2011 level	454
Usual entry grade	13	Usual completion grade	15
Usual entry age	18+	Usual completion age	21+
Length of a programme (years)	2.5 (up to)		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	Y/N At public schools, free of charge. At private schools, learners pay fees.	Is it available for adults?	✓ (only for adults)
ECVET or other credits	Not applicable		
Learning forms (e.g. dual, part-time, distance)	Full-time <ul style="list-style-type: none"> • school-based learning (2 years) • work practice (practical training at school or in-company learning) • internship or apprenticeship (6 months) 		
Main providers	Public or private schools supervised by General Secretariat of lifelong learning (GSLL) of the education ministry		
Share of work-based learning provided by schools and companies	> 60%		

Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school • apprenticeship or internship
Main target groups	Programmes are available for adults.
Entry requirements for learners (qualification/education level, age)	<p>Successful completion of:</p> <ul style="list-style-type: none"> • upper secondary vocational programmes (EPAL); • upper secondary general education programmes (GEL). <p>Learners should be adults.</p>
Assessment of learning outcomes	These programmes only allow learners to obtain an attestation of programme completion; alternatively, they can take VET certification examinations (practical and theoretical) conducted by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) leading to an EQF level 5 qualification (Diploma) (52).
Diplomas/certificates provided	Diploma of vocational training at post-secondary level (<i>Diploma epagelmatikis katartisis epipedou metadefterovathmias epagelmatikis katartisis</i>)
Examples of qualifications	Accounting office specialist, nursing traumatology, computer networks technician
Progression opportunities for learners after graduation	<ul style="list-style-type: none"> • They have access to the university sector after a specific examination organised by each university department. • They obtain access in the labour market. • They may enrol in a different IEK specialisation at the same level (Level 5)
Destination of graduates	According to a 2021 survey conducted by Greek EQAVET NRP in 50 000 IVET-IEK graduates and 1000 employers, 75% of the IEK graduates entered the labour market (till law 4763/2020, the IEK graduates had no access to higher education).
Awards through validation of prior learning	Not applicable
General education subjects	✗
Key competences	✓

Application of learning outcomes approach ✓

Share of learners in this programme type compared with the total number of VET learners Information not available

[52] <https://www.eoppep.gr/index.php/el/certification-exams/thesmikoiek>

EQF 5

Apprenticeship

1 year, WBL 100% ISCED
454

Apprenticeship programmes leading to EQF level 5. ISCED 454 Apprenticeship programmes offered by upper secondary vocational schools (EPAL)

EQF level 5	ISCED-P 2011 level 454
Usual entry grade 13	Usual completion grade 13
Usual entry age 18+	Usual completion age 18+
Length of a programme (years) 1	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓	Is it available for adults? ✓ (only for adults)
ECVET or other credits	Not applicable
Learning forms (e.g. dual, part-time, distance)	Full-time <ul style="list-style-type: none"> • in workshops (1 day/week) • apprenticeship (4 days/week)
Main providers	Public schools supervised by the education ministry
Share of work-based learning provided by schools and companies	100%
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • apprenticeship • workshops at schools
Main target groups	Programmes are available for adult graduates of upper secondary vocational education.

Entry requirements for learners (qualification/education level, age)	This programme is offered to those who hold an upper secondary school leaving certificate and an EPAL specialisation degree.
Assessment of learning outcomes	To complete this programme, learners need to pass a final certification examination held by EOPPEP.
Diplomas/certificates provided	Degree of VET speciality (<i>Ptychio epaggelmatikis eidikothtas ekpaideusis kai katartisis</i>)
Examples of qualifications	Vehicle technician, employee in administration and finance, technician of electrical systems, installations and networks, IT applications technician.
Progression opportunities for learners after graduation	<ul style="list-style-type: none"> • Labour market. • Higher education (VET)
Destination of graduates	Information not available
Awards through validation of prior learning	✗
General education subjects	✗
Key competences	<p>✓</p> <p>Depending on the programme</p>
Application of learning outcomes approach	✓
Share of learners in this programme type compared with the total number of VET learners	Information not available

EQF 5

Higher professional
programmes

ISCED 655

Higher professional programmes leading to EQF level 5. ISCED 655 Higher Professional Programmes (Scholes anoteris epaggelmatikis ekpaidefsis) (dance and theatre schools, schools of petty officers, the Academy of merchant navy and ASPETE)

EQF level	5	ISCED-P 2011 level	655
Usual entry grade	13	Usual completion grade	15+
Usual entry age	18+	Usual completion age	21+
Length of a programme (years)	3-4 (5 in the case of ASPETE)		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ ✗	Is it available for adults?	✓ (only for adults)
	At public schools, free of charge. At private schools, learners pay fees.		

ECVET or other credits Not applicable

Learning forms (e.g. dual, part-time, distance) Full-time

- school-based learning
- work practice (practical training at school or on the job education)

Main providers Public and private schools supervised by respective ministries (e.g. education, culture, defence, tourism, mercantile marine)

Share of work-based learning provided by schools and companies	It depends on the programme
Work-based learning type (workshops at schools, in-company training / apprenticeships)	work practice (practical training at school or on the job training)
Main target groups	Programmes are available for adults. Special education needs learners can also take these programmes.
Entry requirements for learners (qualification/education level, age)	Admission is granted via general national or a programme-specific examination to graduates of upper secondary vocational education programmes (EPAL) or upper secondary general education programmes (GEL).
Assessment of learning outcomes	To complete a higher professional programme, learners need to pass a final examination.
Diplomas/certificates provided	Title of other type of typical tertiary education school (Ptychio/Diploma)
Examples of qualifications	Actor, dance teacher, merchant marine officer
Progression opportunities for learners after graduation	They can enter: <ul style="list-style-type: none"> • higher education (tertiary) through a specific examination • labour market
Destination of graduates	Information not available
Awards through validation of prior learning	Not applicable
General education subjects	✗
Key competences	✓
Application of learning outcomes approach	✓

Share of learners in this programme type compared with the total number of VET learners Information not available

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