
VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

GREECE

SYSTEM DESCRIPTION



VET IN EUROPE 2023

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Contributors: Georgia Rempoutsika, Dimitra Dede, Dimitris Gaitanis, Antonis Glaros, Maria Sytziouki (National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), Olga Kafetzopoulou, Ioannis Kappoutsis (Ministry of Education, Religious Affairs and Sports), and Vicky Oraiopoulou (Cedefop)

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CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements

Vocational education and training (VET) is State-regulated, combining school- and work-based learning (WBL). It is offered at upper, post-secondary and tertiary levels. Overall responsibility is with the Ministry of Education, Religious Affairs and Sports in cooperation with the Ministry of Labour and Social Affairs. VET qualifications at EQF levels 3 and 5 are awarded after certification exams organised by the National Organisation for Certification of Qualifications and Vocational Guidance (EOPPEP).

Compulsory schooling lasts until age 15 and completion of lower secondary education (*Gymnasio*). At age 16, learners usually follow one of the two main upper secondary school education programmes, the general path (*Geniko Lykeio*, GEL) and the vocational one (*Epaggelmatiko lykeio*, EPAL). In 2021, 33.8% on all upper secondary learners were enrolled in VET. [VET permeability](#) is supported as well as its equivalence to general education: at the end of the first year, learners may change direction from VET to general education and vice versa; both types of programmes lead to an equivalent end of upper secondary school leaving certificate at EQF level 4.

EPAL provides 3-year upper secondary VET, with at least 25% of WBL, leading to [specialisation](#) at EQF level 4. Graduates can take part in national exams for admission to tertiary education on a [quota](#) basis: 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). EPAL programmes are also offered at evening classes for adults and employees under age 18 with lower secondary education. General upper secondary education graduates can enrol in year 2 of EPAL.

At post-compulsory level, two-year apprenticeship programmes (WBL >80%) address early leaving from education and training. They are regulated by the [2020 law](#) on VET and lifelong learning and can be delivered by the vocational training schools ([ESK](#)) of the education ministry and the apprenticeship schools ([EPAS](#)) of the public employment service (DYPA). Both programme types include an internship and provide training in sectors linked to the local economy to support the employability of graduates. They lead, after examination, to an EQF level 3 certificate (*ΕΣΚ, ΕΠΑΣ*) valued in the labour market.

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

- 1-year apprenticeship programmes (WBL 80%) offered by EPAL schools; Programmes are accessible only to those who hold an EQF level 4 VET certificate and lead to a VET specialisation at level 5, awarded after successful participation in certification exams, organized by EOPPEP. After completion of the apprenticeship year, learners may enter the labour market or continue in IEK programmes in relevant fields.
- 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; IEK graduates may take VET certification examinations (practical and theoretical) conducted by EOPPEP to acquire an EQF level 5 certificate. EPAL graduates who continue their studies in the related field can enrol in the second year directly. Graduates of the apprenticeship programmes have access

to the second or third semester of IEK in related specialisations.

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 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 levels 3 and 5.

Distinctive features

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.

Changes in VET are closely linked to [national priorities](#) set within the EU policy agenda. Greece is developing an overall lifelong learning culture through its reformed national VET and lifelong learning system (law 4763/2020) and its 2022-24 strategic plan for VET and LLL for resilience and excellence through quality, inclusive and flexible VET. The General Secretariat for VET, Lifelong learning and Youth has a central role in the design, coordination and monitoring of national policies (law 4763/2020).

In the CVET sector, the reform of public employment services (4921/2022) set up a new funding mechanism, a quality assurance system for continuing training programmes and certification of competences for individuals.

CHAPTER 2.

Main challenges and policy responses

The Greek society is faced with high youth unemployment and persistent mismatches between skills demand and supply. Making VET responsive to labour market needs, improving its quality and laboratory infrastructure are among the aims of the ongoing reform of the national VET and lifelong learning (LLL) systems ([Law 4763/2020](#)). The law set a new governance for efficient policy coordination and monitoring at all system levels and established VET nationally at EQF levels 3, 4, 5. It secures social partners participation in advisory bodies created at national and regional levels and increases autonomy at VET provider level.

Significant measures recently implemented to support VET attractiveness include the launching by the education ministry of two-year VET programmes ([VTS/ESK](#)) for young learners with compulsory education leading to an EQF 3 VET certificate, and the creation of model upper secondary VET (PEPAL) programmes and experimental and thematic IEK institutes at post-secondary level. In addition, holders of an EQF level 5 qualification may enter tertiary education through a specific entry examination (on a pre-set quota basis).

The [2022-24 Greek strategic plan for VET, LLL and youth](#) aims to address system weaknesses, with focus on quality assurance, VET inclusiveness and responsiveness to the digital and green transitions and connections with the labour market. It sets targets to reinforce apprenticeships and internship schemes (respectively, up to 25000 new apprentices and 35000 new internships annually) by 2025 and beyond. In addition, around 200 occupational profiles shall be created or updated, and certified, by EOPPEP in 2024.

The plan is in line with [VET priorities agreed at European level](#) and the national implementation plan ([NIP](#)) commitments by 2025. These include the creation of a digital platform for VET for institutions and learners, digitalisation of EOPPEP services, modernisation of laboratory infrastructure in initial VET (117 laboratory centres). The NIP also foresees expansion of the network of model PEPAL and thematic IEK and the upgrading of the teaching staff, including in adult education and training.

[2] 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

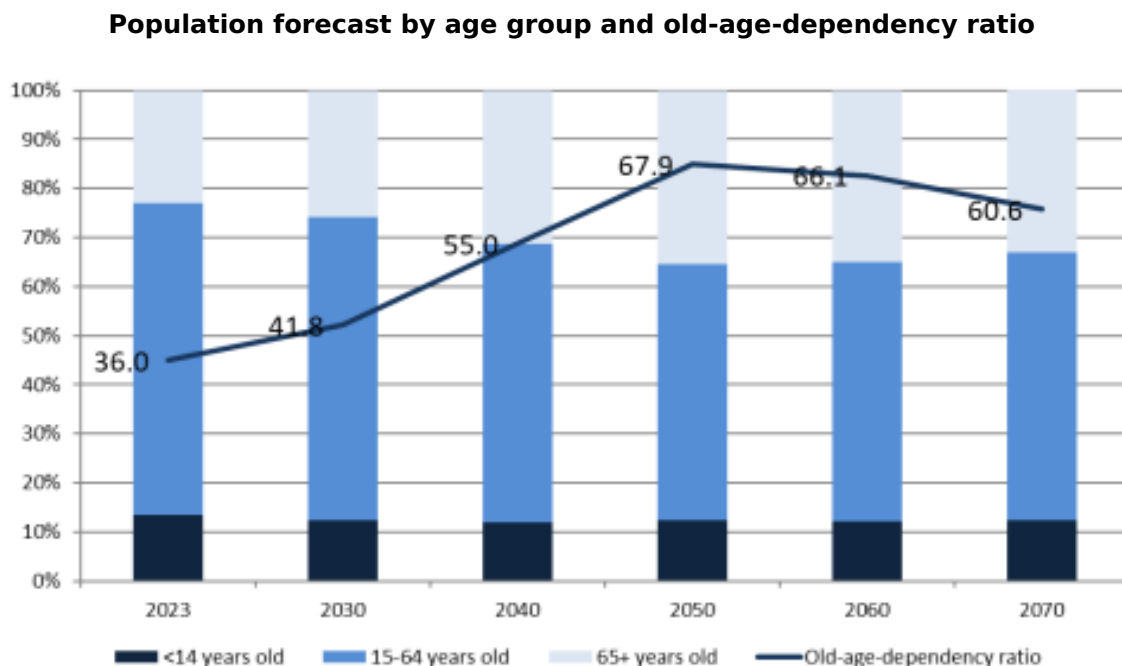
3.1 Demographics

Population in 2021: 10 482 487 (1).

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 2023 to 60.6 in 2070 (2).



Source: Eurostat, tps00001 and proj_19ndbi [extracted 12.6.2023]

Demographic changes (low birth rate and brain drain) are considered to have a negative impact on the size of VET learner population. In 2021, 33.8% of upper secondary pupils were enrolled in VET programmes, compared to the EU average of 48.7%. The share of students in upper secondary VET over students in upper secondary education have increased 2.8% between 2016 (29.1%) and 2020 (31.9%) ([Education and training monitor 2022](#)).

Resident population by citizenship group in Greece

According to the last population census of 2021, permanent population in Greece is 10 482 487,

5 125 977 men and 5 356 510 women, while permanent population with other citizenship is 765 598 (3).

3.2 Economics

According to 2021 data the top **10 sectors for employment growth (% annual rate) by 2025 are the following:**

- Optical & electronic equipment,
- Sports activities,
- Publishing activities,
- Residential care and social work,
- Trade and repair of motor vehicles,
- Motion picture and broadcasting activities,
- Construction,
- Telecommunications,
- Computer programming,
- Insurance (4).

According to the legislative actions (Law 4763/2020 and Law 4921/2022) data of the labour market should be an input in National Mechanism of Skills Forecast (Μηχανισμός Διάγνωσης Αναγκών στην Αγορά Εργασίας) and a tool for IVET and CVET programme development.

3.3 Labour market

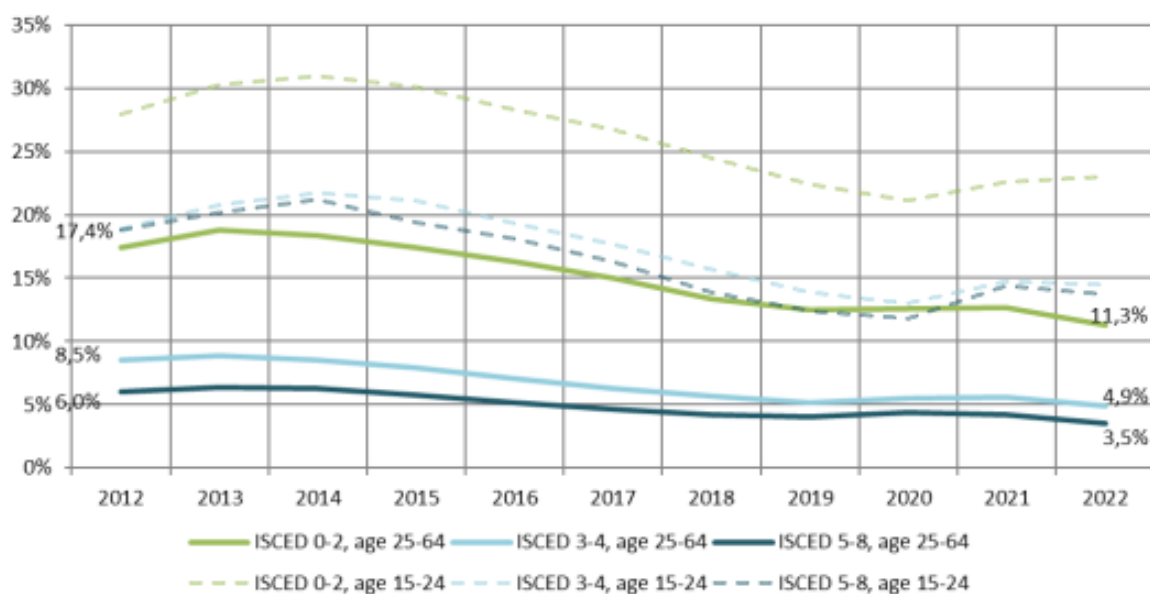
Many occupations/professions are regulated although not all diplomas are connected to professional rights (5).

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

Total unemployment from 15-74 years old steadily decreases in Greece from 14.7 in 2021 to 12.5 in 2022 (6).

Unemployment rate, from 25 to 64 years for Upper-secondary and post-secondary non-tertiary education (levels 3 and 4) decreases from 17.3% in 2020 to 13.1% in 2022 while unemployment rate for tertiary education is even lower, 11.5% in 2020 and 8.5% in 2022.for the same age group.

Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2012-22



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

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

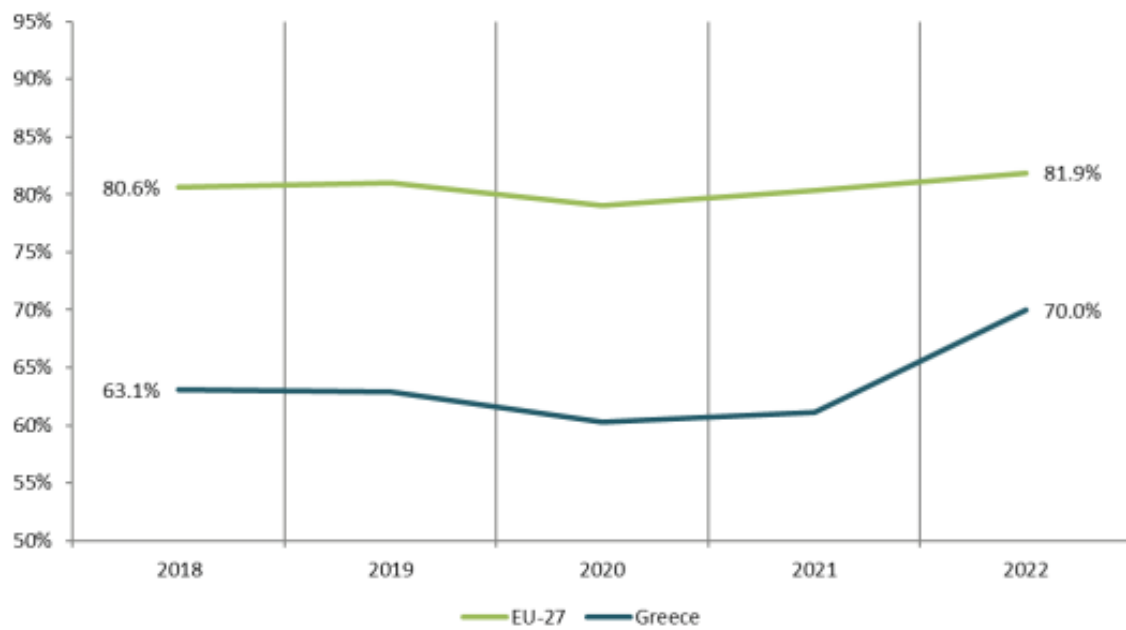
ISCED 3-4 = upper secondary and post-secondary non-tertiary education

ISCED 5-8 = tertiary education

Source: Eurostat, une_rt_a [extracted 10.11.2023]

Employment rate of 20- to 34-year-old VET graduates with medium level qualifications (EQF level 3 and 4) decreased during the COVID 19 pandemic. However, it increased from 60.3% in 2020 to 70% in 2022. The total increase in employment of VET graduates in the last five years (+6.9%) was higher than that the employment rate of all ISCED level graduates in the same period (+6.2%) (7).

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_ifse_24 [extracted 12.6.23]

[5] more information (in Greek) is available online by EOPPEP

[7] Source: Eurostat, edat_ifse_24 [extracted 12.6.2023]

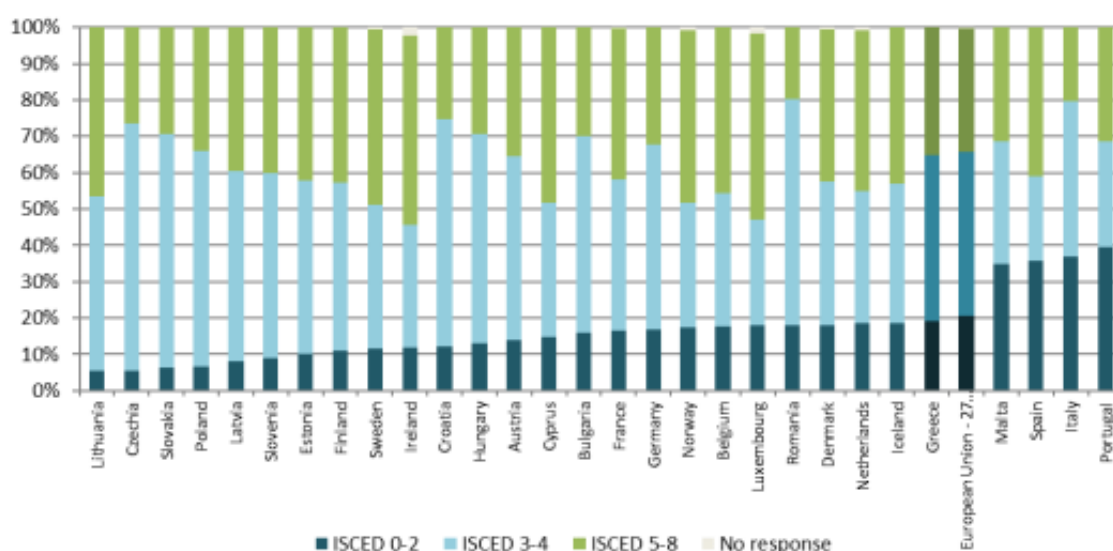
CHAPTER 4.

Education attainment

4.1 Share of high, medium and low level qualifications

Public expenditure on education as a percentage of GDP rose at 5.0% in 2021, while public expenditure on education as a share of the total general government expenditure was 9.4% (8). Data for population (aged 25 to 64) by highest level attained in 2022 indicate a 35.1% for ISCED level 5-8 in Greece.

Population (aged 25 to 64) by highest education level attained in 2022



NB: Data based on ISCED 2011. Low reliability for "No response" in Czechia, Finland, Germany, Iceland and Latvia

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, Ifsa_pgaed [extracted 12.6.2023].

4.3 VET learners by level

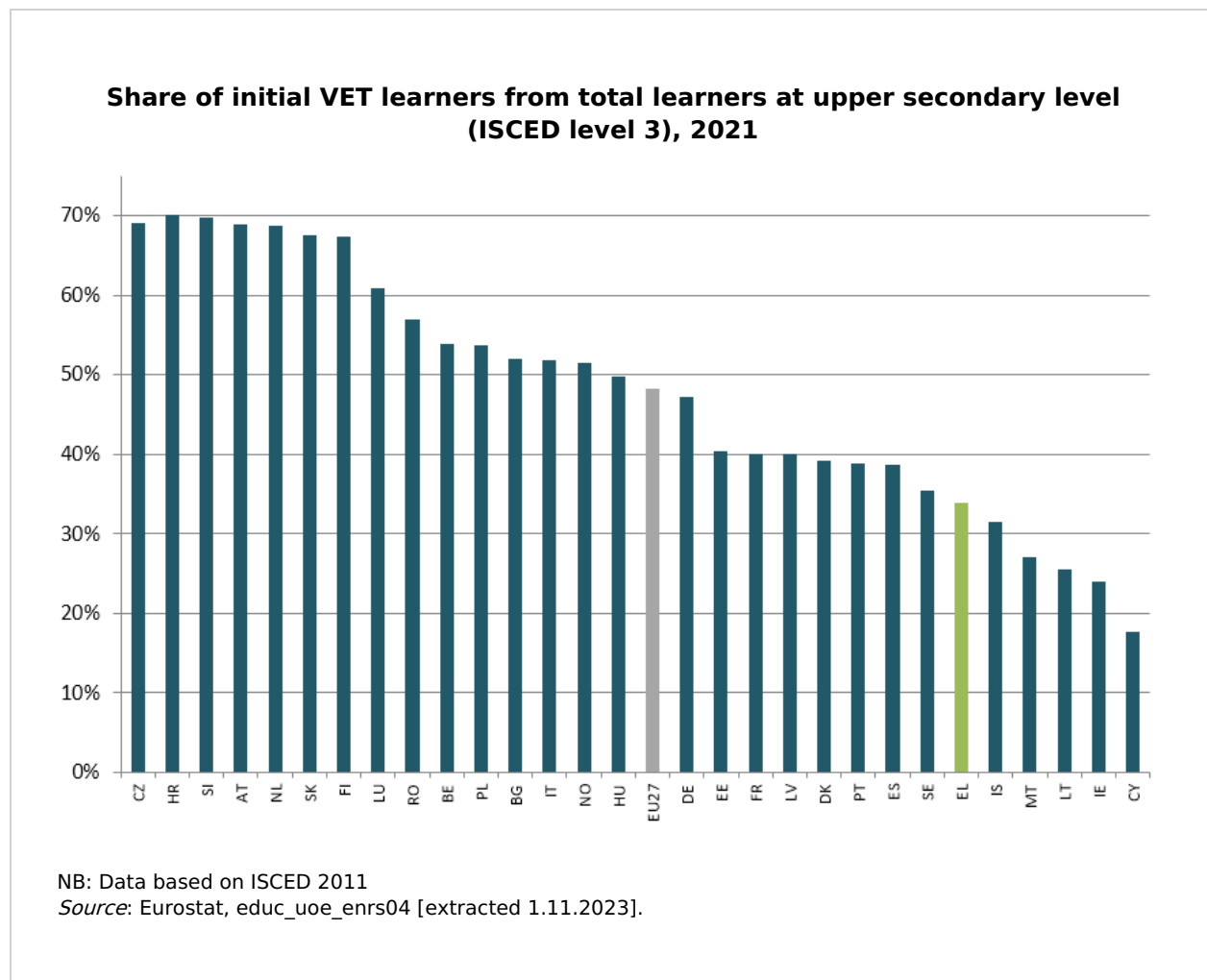
Share of learners in VET by level in 2021

Education level	2017	2021	Change 2017-21
Lower secondary	1.5%	1.6%	0.1 pp

Upper secondary	28.8%	33.8%	5 pp
Post-secondary	100%	100%	

Source: Eurostat, educ_uoe_enrs01, educ_uoe_enrs04 and educ_uoe_enrs07 [extracted 12.6.2023]

Greece remains below the EU-27 average in the share of VET learners at upper secondary level (ISCED level 3) with an average of 33.8% against 48.3% in the EU (see graph below).



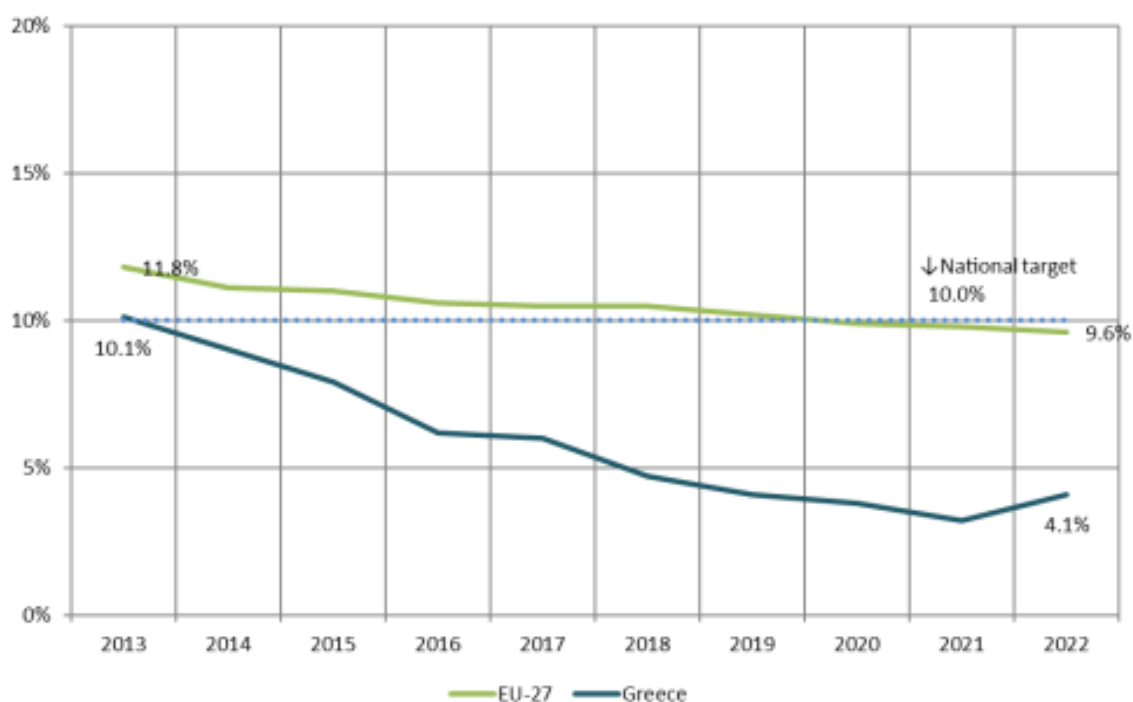
4.4 Female share

Information not available

4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 10.1% in 2013 to 4.1% in 2022. It is below the national target for 2020 (10.0%) and well below the EU-27 average (9.6%) for 2022.

Early leavers from education and training in 2013-22



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 12.6.2023] and European Commission, https://ec.europa.eu/info/2018-european-semester-national-reform-programmes-and-stability-convergence-programmes_en [extracted 14.11.2018].

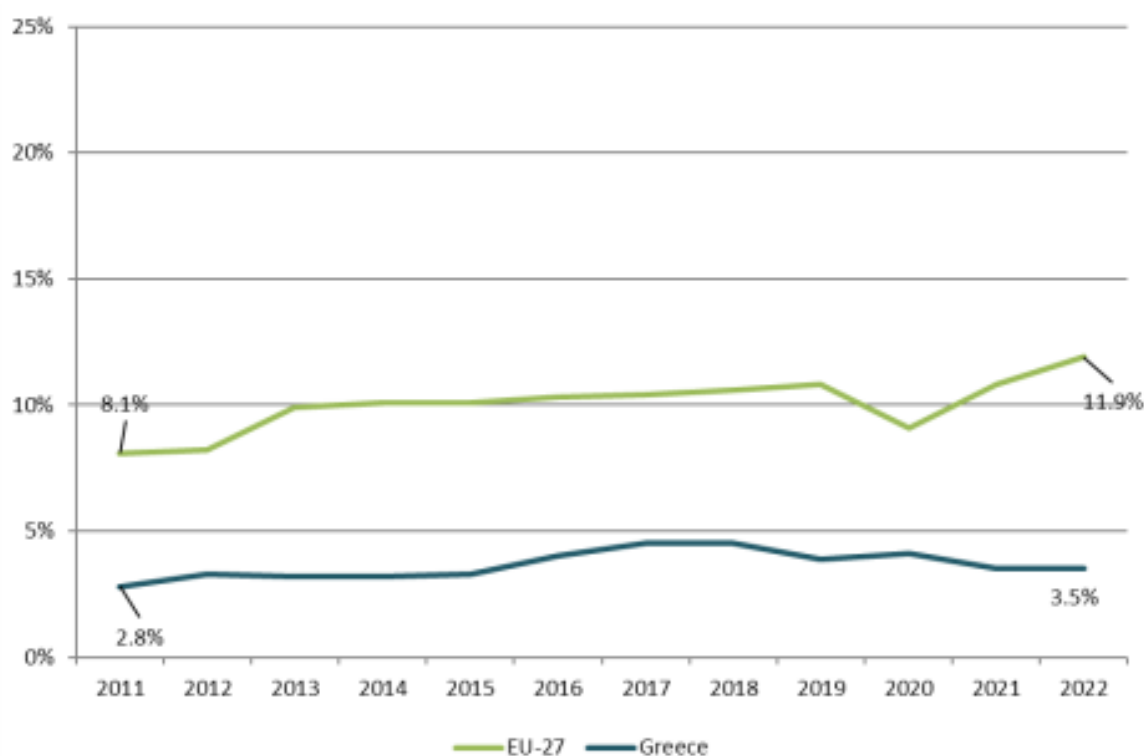
Dropout rates also vary by region, school and programme.

For more information visit [Cedefop project page on tackling early leaving](#) and our interactive toolkits: [Cedefop VET toolkit for tackling early leaving](#) and [Cedefop VET toolkit for empowering NEETs](#).

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 2011-22



NB: Share of adult population aged 25 to 64 participating in education and training.
 Source: Eurostat, trng_lfse_01 [extracted 12.6.2023].

Participation in LLL in Greece has been increasing from 2.8% in 2011 to 3.5% in 2022 although, it remains lower than the EU-27 average. Data available for 2022 confirm the precedent trend since participation in education and training for ages above 18 years old is 9.9 (9).

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 (10):

[10] [Education at a Glance](#) (2021)

CHAPTER 5.

VET within education and training system

According to the Law 4763/2020, the [NQF/EQF](#) levels of education and training are structured as follows:

- elementary school certificate (NQF/EQF level 1);
- lower secondary school certificate (NQF/EQF level 2);
- certificate of vocational training schools (VTS/ESK) and vocational school certificate (EPAS) (NQF/EQF level 3) (11);
- vocational upper secondary school degree and certificate (EPAL)/general upper secondary school certificate (GEL) (NQF/EQF 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/EQF level 5);
- bachelor degree (NQF/EQF level 6);
- integrated master of 5 years/master degree (NQF/EQF level 7);
- doctorate (NQF/EQF 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/EPAL*); they last 3 years and learners enrol at the age of 15. In addition to EPAL, model EPAL school programmes have been also introduced by law 4673/2020. There are also evening upper secondary programmes.
- post-compulsory formal vocational training. VET training is provided in VTS/ESK and apprenticeship schools (EPAS) DYPA; it lasts for 2 years and learners are enrolled at the age of 15 and older (12).

Tertiary Education

Tertiary education comprises:

- universities, which have also integrated technological institutions (TEIs) existing as a separate form until 2019;
- polytechnics;
- the school of fine arts;
- the School of Pedagogical and Technological Education (ASPETE) a higher professional school, under the supervision of the competent ministry.

In universities, most undergraduate degree programmes last 4 academic years of full-time study. Postgraduate programmes last from 1 to 2 years, while doctorates last at least 3 years. Polytechnics and the Higher School of fine arts offer 5-year integrated master programmes. ASPETE offers 3- to 4-year long higher professional programmes leading to qualifications at EQF level 5 (13).

The Law 4763/2020 distinguishes between initial and continuing vocational training (14). Both types provide the knowledge, skills and attitudes necessary to enter the labour market. Only initial VET is linked to professional qualifications giving access to professional rights.

Non-formal continuing training programmes are 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);
- independent study hours.

Learners having completed a VET programme, can sit examinations to acquire the corresponding qualification. Examinations for VET qualifications at NQF/EQF level 4 are organised by schools. The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) is in charge of the organisation of certification examinations for vocational qualifications at NQF/EQF level 3 and 5. The examinations are usually learning-outcomes based and include a theoretical and a practical part.

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- [11] Greek Parliament (2020). *Law 4763/2020. The national system of VET and lifelong learning*. According to the last amendments, Training schools (SEK) are not functioning any more, but their certificate (post lower secondary training, NQF level 3) is recognised.
- [12] The new EPAS 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 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
- [13] Eurydice (2023). *Higher education* in [National Education systems - Greece] [accessed 4.4.2024]. https://eacea.ec.europa.eu/national-policies/eurydice/content/greece_en
- [14] Greek Parliament (2020) Law 4763/2020. *The national system of VET and lifelong learning*. https://www.minedu.gov.gr/publications/docs2021/nomos_4763_2020_fek_254_a_.pdf

CHAPTER 6.

Apprenticeship

Apprenticeship programmes aim to support the professional development of young learners wishing to upskill, acquire a recognised qualification to improve their employability; apprenticeships are offered at secondary and post-secondary education levels.

In secondary (post-compulsory) VET, 2-year apprenticeship programmes are offered by EPAS schools (*Scholes Mathiteias DYPA*) and vocational training schools (VTS/ESK) to those having completed lower secondary who do not wishing to continue in mainstream upper-secondary 3-year general or vocational education programmes.

EPAL schools organise an 'apprenticeship year' accessible to upper-secondary VET graduates with an NQF/EQF level 4 qualification. Apprenticeship programmes offered by EPAL schools give learners 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 95% 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.

Vocational training schools (IEK) offer up to 2.5-year post-secondary programmes including a 6-month obligatory internship.

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, with an advisory role, in particular through proposals on VET training and its implementation.

Public and private VET providers are monitored and evaluated 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 and LLL 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 governance bodies (including social partners and VET stakeholders) at national and regional level to support VET governance.

Nationally, the main advisory body is the Central VET Council ([KSEEK](#)). It 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 and local authorities), 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 (15).

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 (16).

Apprenticeship programmes are financed from national, private and/or EU funds (European Social Fund). Participating enterprises contribute only to insurance contributions.

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.

Teachers without a certified pedagogical and teaching competence need to follow a 2-year training programme following their date of formal 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. Certification of teaching competences of VET teachers and adult trainers is a prerequisite for their enrolment in training programmes partly funded by the State (17).

For more information visit Cedefop project page on [Teachers' and Trainers' professional development](#) and our interactive toolkits for VET practitioners: [Cedefop VET toolkit for tackling early leaving](#) and [Cedefop VET toolkit for empowering NEETs](#). You may also read [Cedefop/ReferNet country reports on Teachers and Trainers in a Changing World](#) and [Cedefop comparative analysis](#).

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 National Strategic Plan for VET, LLL and Youth 2022-24) prioritises and support the investment in continuing professional development and training and adult learning. Specific training programmes for teachers and trainers involved in apprenticeship provision are running and new ones are being designed in line with the reform initiated by the Law 4730/2020 (18).

For more information visit Cedefop project page on [Teachers' and Trainers' professional development](#) and our interactive toolkits for VET practitioners: [Cedefop VET toolkit for tackling early leaving](#) and [Cedefop VET toolkit for empowering NEETs](#). You may also read [Cedefop/ReferNet country reports on Teachers and Trainers in a Changing World](#) and [Cedefop comparative analysis](#).

CHAPTER 10.

Shaping VET qualifications

10.1 Anticipating skill needs

As a major step to cover the gap between VET and labour market needs (19), in 2016 a skills' forecasting mechanism was introduced (20). It currently operates under the Employment, Social Security, Welfare and Social Affairs Expert Unit (M.E.K.Y.) of the Ministry of Employment (Law 4921/2022).

This Mechanism of diagnosis of labour market needs (*Michanismos*):

- 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.

According to last amendments provided with the Law 4921 National Mechanism on Labour Market Diagnosis has been administratively integrated in Employment, Welfare and Social Affairs Unit (MEKY), Reports on Employment and Skills forecast are provided on line in MEKY website.

See also [Cedefop's skills forecast](#).

10.2 Designing qualifications

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 training offer is shaped based on proposals of regional VET boards, social partners, chambers and professional associations, as well as recommendations of the labour ministry, Greek public employment service (DYPA), the Ministry of Development and other competent ministries. The results of the skills forecasting mechanism are also used. However, no structured consultation procedure is in place. The detailed curriculum of each speciality is designed in accordance with the relevant occupational profile (the system of occupational profiles is being reformed). The curricula of formal upper secondary VET are developed by the Institute of Education (IEP) and issued in the form of ministerial decisions. The duration and details of the timetable and curriculum is assessed and, if this is deemed necessary, revised.

Specialities of apprenticeship programmes are decided by the National Committee for VET and Apprenticeships, based on recommendations by the Technical Committee (21) and considering the findings of the skills forecasting mechanism. Several factors, such as demand for existing specialities and regional recommendations are also taken into account. IEP is responsible for the development of curricula for the EPAL apprenticeship class (1-year ISCED 454 post-secondary programme) and apprenticeship, secondary education level 2-year programmes offered by EPAS (DYPA), which incorporate a clear workplace component.

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.

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:

- 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);
- the architectural structure of HQF, which is developed and implemented in eight levels;
- its implementation and operational procedures;
- 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. By end 2023, the database includes more than 1 000 learning-outcomes-based qualifications from the formal education system.

More information on national qualifications frameworks and the qualifications types can be found in the [NQF online tool](#).

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

[20] Based upon Law 4368/2016, February 2016 and Ministerial Decree 4013/410/26.5.2016 on the introduction and operation of a relevant network and the supportive information system

[21] The National committee for VET was set up in 2017. It is responsible for the overall coordination of governance of the Greek VET system. 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 foresees (Article 18) evaluation of providers of lifelong learning services that are funded from the public purse, 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 13.

Incentives for learners

The main incentives used by the State to increase participation in initial VET, 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 for bachelor programmes (tertiary education). Also, graduates have access to a joint group of faculties at universities, higher education schools and military schools regardless of their graduation field, (22).
- Law 4763/2020 fosters permeability from post-secondary to tertiary education for graduates with an EQF level 5 qualification (on a pre-set quota);
- the EPAL apprenticeship class (1-year ISCED 454 post-secondary 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).

[22] Ministerial Decree Government Gazette 1904/B/21-05-2019

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 public employment service (DYPA), 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 (public school) and EPAS DYPA 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 model vocational education schools PEPAL (with innovative programmes), IEK and secondary internship classes (23).

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. Career counselling structures ([GRASYP](#)) are under implementation in the country. Guidance and career counselling services are performed by school teachers specialised in counselling and guidance for their own school learners but also for those in the neighbouring schools.

According to law 4763/2020, in each public VET institute (IEK) operates a Bureau of Career Development ([GEAS](#)) operating by the local services of the public employment service (DYPA), 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 public employment service (DYPA, former OAED) of the labour ministry has established 30 vocational education career offices ([GDDE](#)) within the framework of the EPAS/DYPA schools, aiming at linking vocational education to the world of work by placing students in appropriate jobs in private and public-sector enterprises. DYPA 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.

DYPA 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 (*Grafea 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, 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 and is running 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](#), in place as from 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.
- The [Lifelong career development portal](#) for adults is in place since February 2014 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](#) 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.

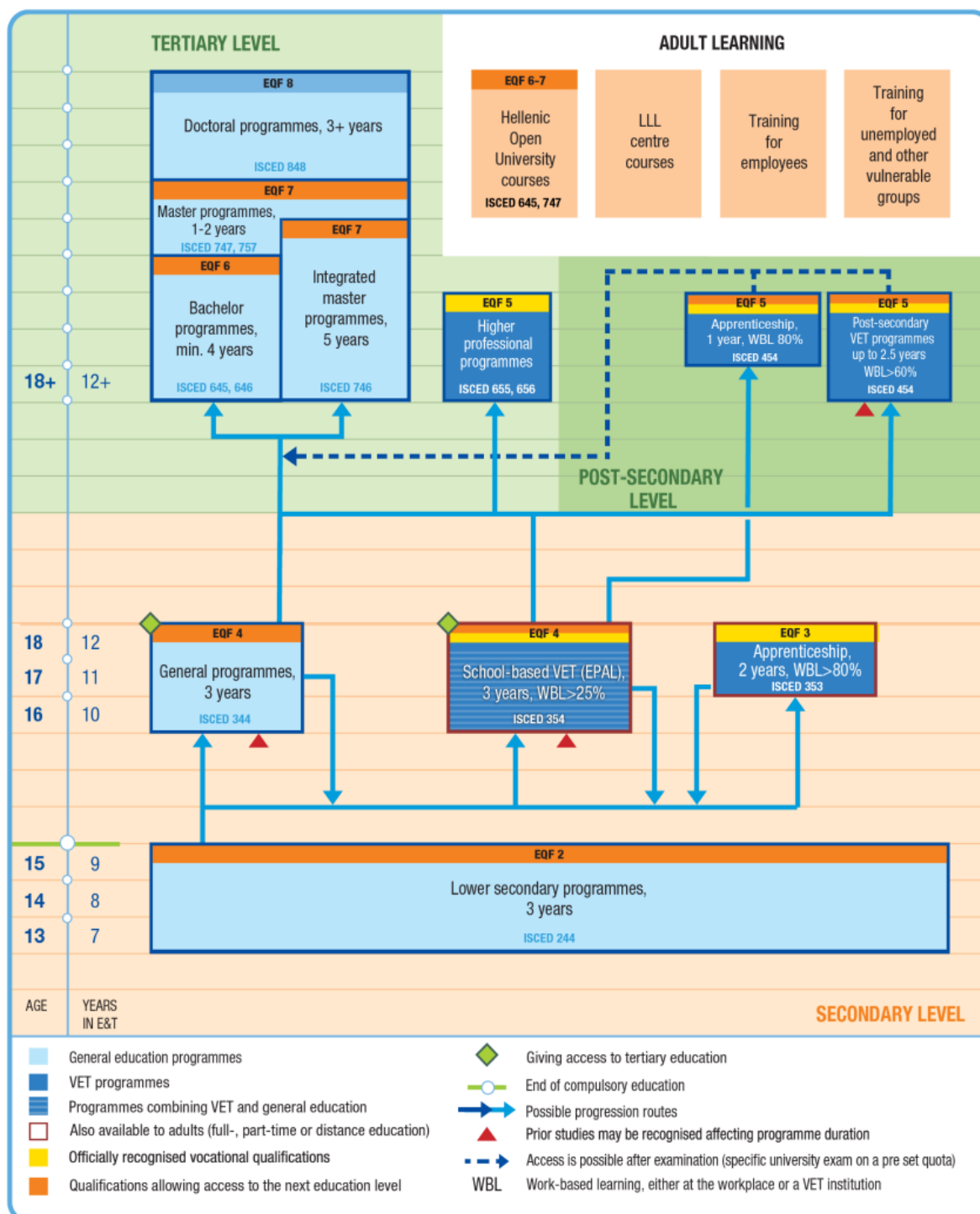
EOPPEP regularly conducts information studies, such as the 2021 [National framework of career and life competences](#). The series of studies are accessible online and provide information on new professions in demand from the labour market based on findings of international studies and the opinion of representatives of relevant professional sectors in Greece.

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](#). 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](#);
- [Cedefop's labour market intelligence toolkit](#);
- [Cedefop's inventory of lifelong guidance systems and practices](#).

Vocational education and training system chart



NB: ISCED-P 2011.

Source: Cedefop, & National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP). (2023). Vocational education and training in Europe – Greece: system description. In Cedefop, & ReferNet. (2024). *Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions* [Database]. www.cedefop.europa.eu/en/tools/vet-in-europe/systems/greece-u3

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 • 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	> 25%		
Work-based learning type (workshops at schools, in-company training / apprenticeships)	Practical training at school		

Main target groups	Programmes are available for graduates of lower secondary programmes, young people and also for adults. 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).
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 (EPAL) 'degree' and/or • a vocational upper secondary school (EPAL) 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	They can enter: • tertiary non-academic higher professional programmes (ISCED 655); • tertiary education 4-year bachelor (ISCED 645, 646) and 5-year integrated master (ISCED 746) programmes; • post-secondary 3-year ISCED 454 VET programmes (IEK); • post-secondary 1-year ISCED 454 VET apprenticeship programmes (EPAL); • secondary school VET EPAL ISCED 354 (different speciality) programmes; • 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	 Upper secondary programme curricula leading to the EPAL secondary school vocational certificate and vocational degree include key competences as defined by legislation.
Application of learning outcomes approach	

**Share of learners in this
programme type
compared with the total
number of VET learners**

Information not available

EQF 3

Apprenticeship

2 years, WBL>80%

Apprenticeship ISCED 353 programmes leading to EQF level 3 delivered by apprenticeship schools (EPAS DYPA) and Schools of Vocational Training (VTS/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		
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 • 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)	• 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 certificate (EPAS DYPA) specialisation (<i>ptychio</i>) • vocational training school certificate (ESK qualification (<i>ptychio</i>)) Both qualifications 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	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 ISCED 454 VET programmes leading to EQF level 5 qualifications. (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?	Yes and no At public schools, free of charge. At private schools, learners pay fees.		✓ (only for adults)
ECVET or other credits	Not applicable		
Learning forms (e.g. dual, part-time, distance)	Full-time • 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)	• practical training at school • apprenticeship or internship		
Main target groups	Programmes are available for adults.		

Entry requirements for learners (qualification/education level, age)	Successful completion of: • upper secondary vocational programmes (EPAL); • upper secondary general education programmes (GEL). Learners should be adults.
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).
Diplomas/certificates provided	Diploma of vocational training at post-secondary level from a vocational training institute (IEK) (<i>Diploma epagelmatikis katartisis epipedou metadefterovathmias epagelmatikis katartisis, IEK</i>)
Examples of qualifications	Accounting office specialist, nursing traumatology, computer networks technician
Progression opportunities for learners after graduation	• 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 the latest (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

EQF 5

Apprenticeship

1 year, WBL 100% ISCED 454

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

EQF level	5	ISCED-P 2011 level	454
Usual entry grade	13	Usual completion grade	14
Usual entry age	18+	Usual completion age	19+
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 • 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)	• 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	Post-secondary school 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	• Labour market. • Higher education (VET) Higher education bachelor and integrated master programmes in the respective specialty/sector. Access is possible following successful participation in a specific university exam on a pre-set quota.
Destination of graduates	Information not available
Awards through validation of prior learning	
General education subjects	
Key competences	 Depending on the programme
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, 656

Higher professional programmes leading to EQF level 5. Higher Professional Programmes (Scholes anoteris epaggelmatikis ekpaidefsis): ISCED 655 programmes dance and theatre schools, schools of petty officers, the Academy of merchant navy and ISCED 656 programmes (ASPETE)

EQF level	5	ISCED-P 2011 level	655, 656
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?	Yes and no 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 • 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) Ptychio/ Diploma from a Tertiary Vocational School Ptychio/ Diploma from an Art School Ptychio/Diploma from ASPETE
Examples of qualifications	Actor, dance teacher, merchant marine officer
Progression opportunities for learners after graduation	They can enter: • 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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