

# Teacher CPD focused on apprenticeship

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 GREECE

## Timeline

2018 Implementation 2019 Implementation 2020 Implementation  
2021 Implementation 2022 Implementation 2023 Implementation  
2024 Implementation

ID number 28260

## Background

Since 2016, the Greek government has been putting in place a series of important reforms to improve the link between VET and the labour market. The new EPAL apprenticeship programme, the post-secondary year - Apprenticeship class, was initially launched by the education ministry in the school year 2016/17.

## Objectives

The objective is to ensure the proper implementation of the post-secondary apprenticeship year and the reinforcement of links with the labour market.

## Description

The Institute of Educational Policy (IEP) is carrying out the project Teachers and trainers training on issues related to apprenticeship. Particular attention is 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 is co-funded by the European Social Fund (ESF) under the operational programme Human resources development, education and lifelong learning 2014-20. A EUR 917 000 budget has been allocated to the CPD of upper secondary vocational (EPAL) teachers till 2020.

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.

Several short duration sensitisation seminars on apprenticeship were carried out in 2016

and 2017, before the first implementation of the post-secondary apprenticeship year.

### **2018 Implementation**

In 2018, 786 staff members were trained. More than 3 000 beneficiaries took part during the whole project.

### **2019 Implementation**

In 2019 apprenticeship teachers' CPD took place from May till October 2019.

### **2020 Implementation**

The third series of training took place from February till May 2020.

### **2021 Implementation**

Teacher and trainer CPD on issues related to apprenticeship continued via synchronous and asynchronous training modes from May to June 2021.

### **2022 Implementation**

Until the end of 2022, the teacher and trainer CPD on apprenticeship, organised by the IEP, continued.

### **2023 Implementation**

As part of the 'A new beginning at EPAL' project, a specialised training programme was implemented for teachers of all disciplines in EPAL (Vocational upper secondary schools). The programme targeted both permanent teaching staff and substitute psychologists (PE23), as well as members of the Special Educational Personnel (SEP) working in EPAL during the 2022-2023 school year.

The training covered four thematic modules aimed at strengthening teaching practices and school support systems:

- (a) thematic module 1: focused on the implementation of alternative reinforcement teaching (co-teaching) for the subject of Modern Greek in the first grade of EPAL.
- (b) thematic module 2): addressed the implementation of co-teaching methods for mathematics in the first grade of EPAL.
- (c) thematic module 3: highlighted the role of the teacher advisor, with an emphasis on supporting students' integration into school life, particularly first-grade learners.
- (d) thematic module 4: examined the role of the school psychologist and strategies for collaboration with teacher advisors to promote a supportive learning environment.

The training took place between January and March 2023. A total of 1 117 teachers applied, of whom 829 completed the programme and received certificates of completion. The initiative aimed to enhance staff capacity to address student diversity and foster inclusive, supportive and effective learning environments in EPAL schools.

In parallel, under the programme 'Training of Teachers and Trainers on Apprenticeship Issues', a total of 1 828 applications were submitted between April and June 2023, including 343 applications from SAEK (formerly IEK) trainers. Following evaluation, 1 271 applications were approved. A total of 815 participants from EPAL and SAEK successfully completed the programme and were awarded certificates.

### **2024 Implementation**

In 2024, the Institute of Educational Policy (IEP) completed the ESF-funded projects for

the training of teachers and trainers. New training projects are currently under design.

## Bodies responsible

- Institute of Educational Policy (IEP)
- Ministry of Education and Religious Affairs

## Target group

### Education professionals

Teachers  
Trainers  
School leaders

### Entities providing VET

VET providers (all kinds)

## Thematic categories

### Modernising VET offer and delivery

Reinforcing work-based learning, including apprenticeships

### Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for and through digital

## Subsystem

IVET

## Further reading

[Teacher CPD on apprenticeship](#)

[Institute of Educational Policy \(IEP\) - Project A new beginning at EPAL](#)

## Related policy developments

**2024 Implementation**

### New beginning at EPAL initiative

In October 2017, implementing the 2016 strategic framework, the education ministry introduced the initiative A new beginning at EPAL, which included basic skills-enhancing measures, socio-psychological support and integration actions. The initiative was piloted in 2017/18 in nine schools.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET

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**2024 Implementation**

## Developing apprenticeship

The key element of the 2016 strategic framework was the design and implementation of the post-secondary apprenticeship year, which is offered by vocational upper secondary schools (EPAL).

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**Type of development**

Regulation/Legislation

**Subsystem**

IVET

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**2016 Approved/Agreed**

## National strategic framework for the upgrade of VET and apprenticeship

The framework sets out 10 strategic intervention areas which, in turn, contain certain implementation measures. These 10 areas are to:

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**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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