

Post-secondary year - Apprenticeship class

Μεταλυκειακό Έτος - Τάξη Μαθητείας

 Greece

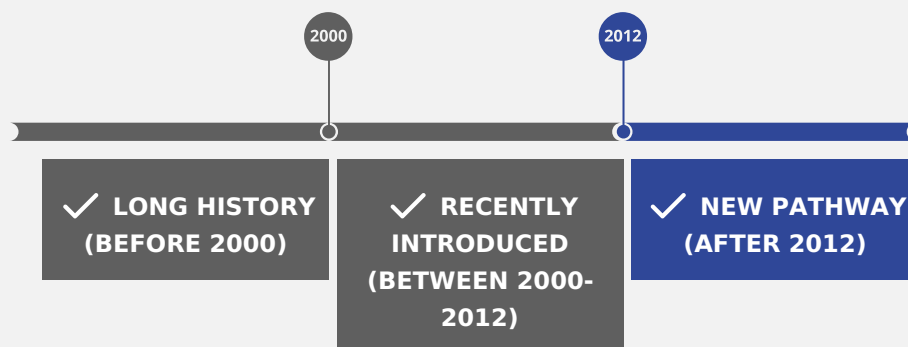
Reference year 2023

Content updates and contributors

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1 SCHEME HISTORY

Q1. When was the scheme introduced?



The “Apprenticeship class” scheme was first introduced by Law 4186/2013 within the formal education system but was not implemented as such. By law 4386/2016, the EPAL apprenticeship scheme was established. The EPAL “Post-Secondary Year - Apprenticeship Class” lasted for about 9 months, and was not included in formal education (post-secondary non-formal level). The scheme was launched in the school year 2016-17 as a pilot project and since then it has been constantly expanding in more schools and specialties throughout the country.

The significant expansion of the scheme since its pilot introduction, and the attraction of new learners and employers to apprentices led the EC to include it in the list of good practices of projects funded by the ESF regarding apprenticeship / VET: <https://www.minedu.gov.gr/news/43826-14-01-20-metalykeiako-etos-taksi-m...>

Law 4763/2020 (See Q1 of the Country fiche) includes provisions for the scheme, including its adaptation to labor market needs and the active involvement of social partners in the scheme governance and in the design of training guides. The training guides include the requirements to enter the profession, the curriculum,

teacher qualifications, teaching methods and the certification process, including a certification question bank for the National Qualifications Framework exams. Also, the new law increased apprentice remuneration by 25%.

Q2. How did the apprenticeship scheme originate?



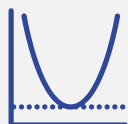
The 'Post Secondary Year - Apprenticeship Class' scheme was introduced as one of the pathways offered to graduates of the upper secondary vocational programmes (EPAL). The scheme was introduced in the context of the VET reforms to help meet Greece's priorities and objectives both at national and European level, considering the Council Declaration on the European Alliance for Apprenticeships of 15 October 2013, the National Commitment of 2013 and the detailed Strategic Plan for VET and Apprenticeship of 2016.

② BENEFICIARIES

Q3. Does the legal basis define the minimum and maximum age limits for enrolment of the target group of this scheme?



✓ **MINIMUM AND
MAXIMUM AGE
LIMITS DEFINED**



✓ **MINIMUM AGE
LIMITS DEFINED
ONLY**



✓ **OTHER**

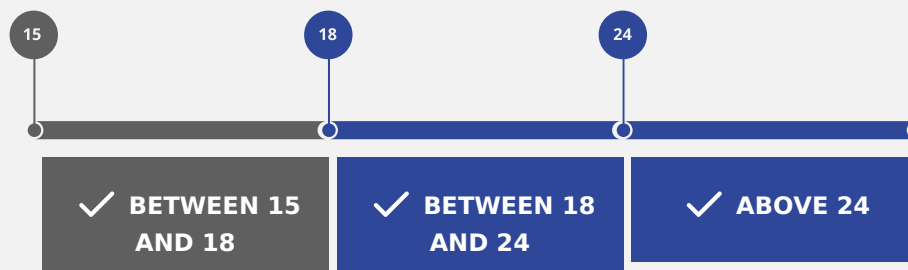
The scheme admits students aged 18+ who must have completed upper secondary vocational education (EQF 4, typically three-year-long school-based programmes operating under the supervision of the Ministry of Education). They may hold (a) school-leaving certificate and Specialty degree from a Vocational Upper Secondary School or (a) a school-leaving certificate from a General Upper Secondary School Certificate and a Specialty degree from a Vocational Upper Secondary School.

There is no maximum age limit for enrolment.

The scheme is offered as an option to these graduates among other pathways like higher education, post-secondary VET, upper secondary VET courses in a different specialty, IVET in Vocational training institutes or the labour market.

Since the 2018/19 school-year, graduates of special education vocational schools can enrol in the scheme, after recommendation of the teacher board and the opinion of the relevant Educational and Counselling Support Centre (KESY).

Q4. What is the average age of learners in practice?



The average age of apprentices is 23.

Since school year 2018/19, data for the “Post-Secondary Year-Apprenticeship Class” are kept in the pilot Apprenticeship Information System. Furthermore, relevant data (microdata) are kept for statistical reasons at the relevant authority due to the funding of apprenticeship programmes from European Social Fund.

Q5. How many learners are enrolled in this scheme?

3,899 apprentices were enrolled in the scheme in 2022/23

The number of apprentices and the classes offering programmes through this scheme have increased significantly since its introduction (by 348% and 258% respectively). A further increase over 50% is estimated for the 2023/24 school year (over 6,000 apprentices to be placed compared to appx 3,900 the year before).

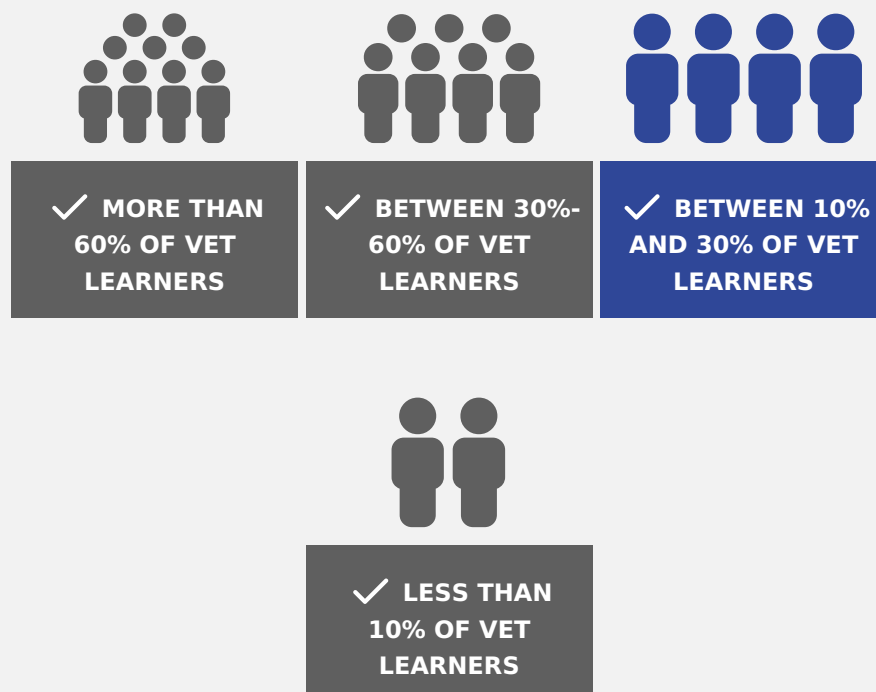
The number of employers is more than six times higher since the 2016 pilot, exceeding 9,500 employers in 2023/24. Since 2017, the share of the private sector offering placements has increased from approximately 25% to 50% in 2018 and then to 65% in 2023/24 (more than 6,200 private companies participating in apprenticeships).

Evolution of the scheme 2016-2023

School year	Number of classes	Employers	Apprentices
2016/17	179	393 appx	1,119
2017/18	406	1,547 appx	3,089
2018/19	409	1,715	3,694
2019/20	373	2,000	3,244
2020/21	-	-	-
2021/22	333	1,427	2,872
2022/23	462	2,599	3,899

Source: Information System for the Post Secondary Year – Apprenticeship Class

Q6. What is the share of apprentices enrolled in this scheme in relation to all VET students for the corresponding educational level(s)?



According to data from the Greek Ministry of Education, there were more than 170,000 students in vocational upper secondary and post-secondary non-tertiary education in 2022-23 school year (including EPAL, EPAS, IEK – either private or public providers).

The total of 3,899 apprentices enrolled in the scheme in 2022-23 represents less than 3% of all students in vocational upper secondary and post-secondary, non-tertiary education. The estimated increase to appx. 6,000 apprentices in 2023/24 will still keep the share below the 10% threshold.

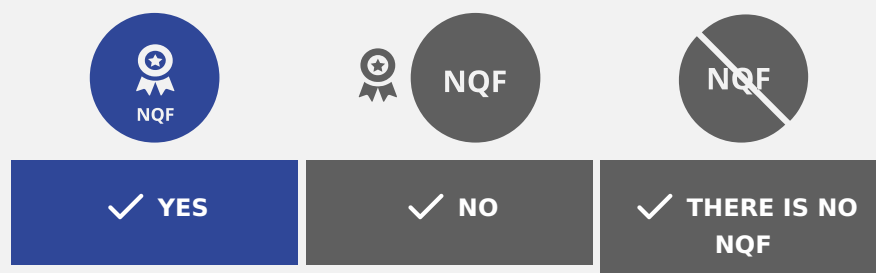
However, the share is higher when compared only to the same level post-secondary non-tertiary VET. There, the main other option (IEK, mainly school-based with shorter internship) enrolled approximately 36,000 learners in September 2023. **The approximately 6,000 apprentices in 2023/24 represent 14.3% of the total VET learners at this level.**

In essence, the real uptake of the scheme in relation to the actual pool of potential learners is high, given that it is addressed only to upper-secondary VET (EPAL) graduates. Less than 20,000 students graduate from the upper-secondary VET track each year - however the post-secondary apprenticeship year is available also to past graduates..

The total number of apprentices irrespective of scheme (Post-secondary year-apprenticeship class, EPAS DYEP and IEK) represents less than 7% of all students in vocational upper secondary and post-secondary non-tertiary education. Vocational education in Greece remains primarily school-based.

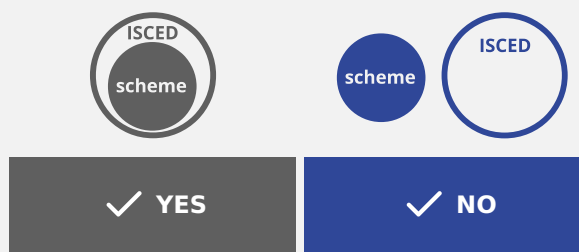
3 QUALIFICATIONS

Q7. Are the qualifications included in the National Qualification Framework (NQF)?



The scheme leads to qualifications at NQF level 5.

Q8. Is the scheme included in the ISCED 2011 mapping?



The apprenticeship scheme is not included in the ISCED 2011 mapping since it was finally regulated and implemented in 2016.

Q9. Are the qualifications offered only through apprenticeships?



✓ QUALIFICATIONS
CAN ONLY BE
OBTAINED
THROUGH THIS
APPRENTICESHIP
SCHEME

✓ THE SAME
QUALIFICATIONS
CAN BE ACHIEVED
ALSO THROUGH
OTHER SCHEMES
(I.E. SCHOOL-
BASED VET)

According to the Article 36 of Law 4763/2020, NQF level 5 is awarded to: a) graduates of “Post-secondary year-apprenticeship class”, after certification or b) graduates of Vocational Training Institutes (IEK) after certification (these are mainly school-based post-secondary VET programmes that include a shorter workplace training part, usually in the form of internship but possibly also as an apprenticeship).

So, it is possible that the same specialty can be offered by two different pathways at the same level.

Q10. Which is the type of qualification obtained through the apprenticeship scheme?



✓ FORMAL VET
QUALIFICATION
(WHICH DOES NOT
INDICATE THE
PATHWAY)



✓ FORMAL VET
QUALIFICATION
(WHICH INDICATES
THE PATHWAY)



✓ FORMAL
APPRENTICESHIP
QUALIFICATION
(JOURNEYMAN,
ETC.)



✓ OTHERS

Upon successful completion of the "Post-Secondary Year- Apprenticeship class" scheme, graduates receive a Vocational Training Certificate, which is a requirement to participate

in certification exams, in order to achieve Level 5 of the National and the European Qualifications Framework.

The National organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) organizes national-level certification exams for “Post-secondary year-apprenticeship class” for each specialty.

Upon successful examination results, graduates are awarded a Degree in the corresponding Vocational Specialty, Education and Training level 5 (Ptyxio), recognised both in Greece and in the EU member states.

Q11. Does the scheme provide direct access to higher education?



After succeeding in the national certification exams, graduates of the “Post-secondary year-Apprenticeship class” can take part in the exams required to enter Higher education (universities).

Q12. What is the typical duration of the apprenticeship programme?

Programmes under the “Post-secondary year-apprenticeship class” scheme have a duration of eleven months.

It must be noted that the scheme is offered only to graduates of upper secondary school-based VET (i.e. holders of VET qualifications at EQF level 4).

Workplace training must be at least 50% of the training programme. The exact distribution between the workplace component and the school-based one (laboratory courses) is defined in the Training Guide of each specialty.

In practice, the workplace component is usually considerably higher than the minimum 50%, as the typical alternation mode foresees that every week each apprentice spends one day at the vocational school and four days at the employer’s premises (see Q20)

④ GOVERNANCE

Q13. Is there any organization at the national level with roles in co-ordinating the scheme?



By Law 4763/2020, the Ministry of Education established two new Directorates that share the responsibility of VET, including apprenticeships: The Directorate for the Implementation of Vocational Training and the Directorate for the design and development of VET and Lifelong Learning.

Within the former, the Department for the Organization and Implementation of the Post-Secondary Year - Apprenticeship Class is responsible for regulating and supervising the apprenticeship programme.

Within the latter, the Department for Linking VET and Lifelong Learning with the Labor Market is responsible for ensuring the quality of education, cooperating with stakeholders in order to find positions for apprentices, collecting and maintaining statistical data regarding the programme and developing training guides with the collaboration of social partners.

At the regional level, an Apprenticeship coordinator has been appointed in every regional education directorate. Coordinators are responsible for the implementation of the Post Secondary Year – Apprenticeship Class in their region. They act as liaisons between the schools and the employers and support teachers, trainers and apprentices during implementation. Coordinators also support SMEs by offering advice and guidance, including mentoring and networking opportunities to support employers setting up apprenticeship schemes.

Collaboration and coordination among stakeholders is also facilitated by new Councils set up at national, regional and sectoral level (see Q14 below).

Q14. What is the role of chambers, employers' and employees' representatives, sectoral councils (if existent), in shaping apprenticeship content, as per regulation?





✓ NO ROLE

Law 4763/ 2020 further promotes the involvement of social partners, chambers and labour market representatives as well as employee representatives in the overall apprenticeship governance.

At national level, the Central Council for Vocational Education and Training (KSEEEK) was established and has a competence on apprenticeship among all VET. It consists of the Secretaries-general from competent ministries, the manager of Public Employment Service (DYPA), the President of the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) the president of Institute of Educational Policy (IEP) as well as representatives of chambers, employer and employee associations. The Council monitors labor market developments and formulates proposals to the Ministry of Education, for the continuing adaptation of the sectors and specialties offered by VET providers. It also makes proposals for the design of the national policy on VET and lifelong learning.

This committee is supported by the Central Scientific Committee (KEE) whose members are a tertiary teacher, VET experts, Vet teachers and representatives from the Ministry of Education, Public Employment Service (DYPA), the Institute of Educational Policy (IEP). The committee is responsible for conducting scientific research and providing documentation on issues related to improving the quality and effectiveness of vocational education and training, as well as lifelong learning programmes.

At regional level, Liaison Councils for the Production and Labour Market (SSPAE) were established. The Councils consist of representatives of Vocational Education Institutes, Secondary Vocational Schools, DYPA vocational schools, regional authorities as well as employer and employee representatives. Their aim is to mobilize local businesses to participate in internship or apprenticeship programmes and offer consultation to the Central Council for Vocational Education and Training on issues relating to specialties, programmes, activities and special courses in VET.

Sector Skills Councils were introduced at regional level support the work of KSEEEK by systematically monitoring needs for professional skills of each sector and identifying skills shortages and mismatches. Their aim is to improve the link between skills supply and demand by putting forward proposals which will help VET adapt to the constantly changing skills needs of the industry. The first Council that was established is the Textile, Clothing and Leather Sector Skills Council.

In 2024, social partners will be actively involved in the development of new training guides (a model one plus guides for specific specialties), guides for teachers, training material and certification processes (see also Q22).

Q15. What is the role of chambers, employers' and employees' representatives in implementing the apprenticeship scheme, as per regulation?



✓ **ROLE IN FINAL
ASSESSMENT OF
APPRENTICES**



✓ **ROLE IN
ACCREDITATION OF
COMPANIES**



✓ **ROLE IN
MONITORING OF
THE IN-COMPANY
TRAINING**



✓ **OTHER**



✓ **NO ROLE**

According to the Common Ministerial Decision “Quality Framework for Apprenticeship” (B’ 4146/2021), representatives of social partners, sectoral associations or chambers may sit in the panel for the final assessment together with VET teachers. However, this provision hasn’t been integrated in the daily operation of the scheme yet.

Employer and employee representatives participate in the newly established Liaison Councils (see Q14), which, at the implementation level, intend to mobilize local businesses to participate in internship or apprenticeship programmes.

There is no further regulated role for representatives of social partners in the actual delivery of the apprenticeship scheme.

Nevertheless, the social partners have taken the initiative to promote apprenticeship among teachers and trainers (Centre for the Development of Educational Policy of Greek Workers (GSEE)).

In addition, the Union of Hellenic Chambers of Commerce (UHCC) run the project “Upgrading and Enhancing Apprenticeship - Apprenticeship Partnerships” (Operational Programme “Development Education and Lifelong Learning” of the NSRF 2014-2020), aiming to attract businesses in apprenticeships and to support the implementation of apprenticeships in these businesses. The results of the above-mentioned project are still to be evaluated.

Q16. What are the main roles of key state actors?

The Ministry of Education and, in particular, the General Secretariat for VET & LLL plans and coordinates VET as well as LLL programmes, including the Post-secondary year - Apprenticeship Class. The Department for Linking VET & LLL with the labor market provides regulation to ensure the quality of the apprenticeship, cooperates with stakeholders in order to find positions for apprentices, collects and maintains statistical data regarding the programme, and is responsible for the design of the curricula used for the Post-Secondary Year - Apprenticeship Class. The Department of Organization and Implementation of the Post-secondary year - Apprenticeship Class organizes and supervises the apprenticeships (see also Q13).

The National organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) is responsible for the national certification exams.

Secretaries-general of competent ministries, the manager of Public Employment Service (DYPA), the President of the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP), the president of Institute of Educational Policy (IEP) sit in the Central Council for VET (KSEEEK), together with representatives of chambers, employers and employees (see also Q14).

Representatives from the Ministry of Education, the Public Employment Service (DYPA), the Institute of Educational Policy (IEP) participate in the Central Scientific Committee (KEE) (see Q14).

Representatives of Vocational Education Institutes, Secondary Vocational Schools, DYPA vocational schools and regional authorities participate in the regional Liaison Councils (see Q14).

Regional education directorates appoint Apprenticeship coordinators, responsible for the preparation, the coordination and monitoring of the implementation of the Post-Secondary Year - Apprenticeship Class in their region (See Q13).

VET schools and Laboratory Centers (Ministry of Education) offer the school-based component of the programme. VET school principals and Lab Center directors supervise the implementation of the Apprenticeship Classes that are held in their institution.

VET teachers that participate in the Post-Secondary Year - Apprenticeship Class cooperate with local stakeholders in order to find positions for apprentices, teach their classes once a week and supervise the apprentice performance both in the school labs and in the workplace.

5 TRAINING AT THE WORKPLACE

Q17. Is it compulsory to alternate training between two learning venues (school and company)?



By Law 4763/2020, the “Post-Secondary Year - Apprenticeship Class” combines workplace learning in public or private companies with training in a VET school (a seven-

hour laboratory course (workshop), i.e. once a week).

Q18. Is the in-company training defined as minimum share of the apprenticeship scheme duration?



✓ YES,
EQUIVALENT OR
MORE THAN 50%
OF SCHEME
DURATION



✓ YES, BETWEEN
20% AND 50% OF
THE SCHEME
DURATION



✓ YES, LESS
THAN 20% OF THE
SCHEME DURATION



✓ NO, NO
MINIMUM SHARE IS
COMPULSORY

By Law 4763/2020, workplace training must be at least fifty percent (50%) of the training programme. The exact distribution between the workplace component and the school-based one (laboratory courses) is defined in the Training Guide of each specialty. In practice, the workplace component is usually considerably higher than the minimum 50%, as the typical alternation mode foresees that every week each apprentice spends one day at the vocational school and four days at the employer's premises (see Q20).

Q19. Is there a distinction between the training time and working time for the period spent at workplace, as per regulation?

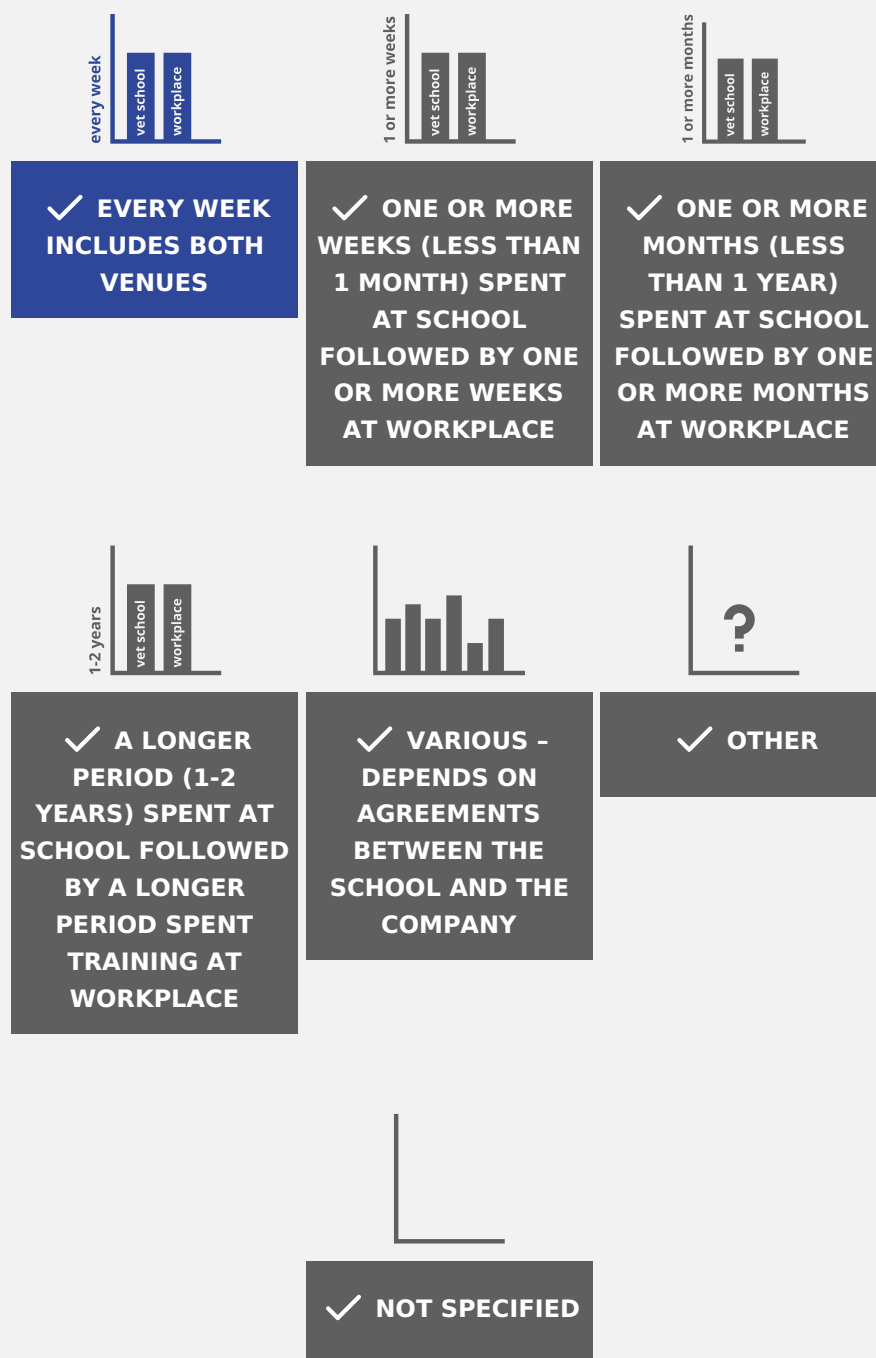


✓ YES, THE
LEGAL FRAMEWORK
MAKES THIS
DISTINCTION



✓ NO, THE LEGAL
FRAMEWORK
MAKES NO
DISTINCTION

Q20. What is the form of alternation of training between workplace (company) and school?



Every week, apprentices spend one day at the vocational school and four days at the employer's premises. Apprentices do not attend school lessons during school breaks (Christmas, Easter) and summer (July, August).

Q21. What is the basis for the training offered?



✓ THE SCHEME IS IMPLEMENTED VIA A SPECIFIC APPRENTICESHIP PROGRAMME



✓ THE SCHEME IS IMPLEMENTED ON THE BASIS OF THE SCHOOL-BASED VET PROGRAMME



✓ THE SCHEME IS IMPLEMENTED BASED ON THE VET STANDARDS (VALID GENERALLY FOR ALL VET SCHEMES)



✓ OTHER

Similar specialties are offered by other VET programmes but the Post Secondary Year - Apprenticeship Class is a distinct apprenticeship scheme, different in many aspects from e.g., school-based VET or the PES apprenticeship scheme (EPAS DYEP) in terms of duration and training content.

Training Guides are designed in particular for the "Post-secondary year-Apprenticeship class" and are regulated by decision of the Minister of Education.

Law 4763/2020 foresees that new curricula are to be developed with the collaboration of social partners thus ensuring that they meet the needs of the labour market.

The new Training Guides will include:

- a) requirements needed to enter the profession,
- b) professional functions and standards,
- c) curriculum for the specialty as well as the expected learning outcomes,
- d) timetable,
- e) teacher qualifications,
- f) teaching methods and the necessary equipment,
- g) certification process, including a certification question bank for the National Qualifications Framework exams.

The design of the training guide of each specialty takes into account the relevant occupational profiles (if applicable) certified by the National Organization for Certification of Qualifications and Vocational Guidance (EOPPEP).

Q22. Is the company hosting apprentices required by regulation to follow a training plan at the workplace?



✓ YES, THE
TRAINING PLAN IS
BASED ON THE
NATIONAL/SECTORAL
REQUIREMENTS
FOR THE IN-
COMPANY
TRAINING



✓ YES, THE
TRAINING PLAN IS
AGREED AT THE
LEVEL OF SCHOOL
AND COMPANY



✓ NO, IS NOT
REQUIRED
FORMALLY

By law 4763/2020, employees must follow specific workplace curricula when training apprentices. These are part of the Training Guides which need to be certified by the National Organisation for the Certification of Qualifications and Vocational Guidance EOPPEP.

In 2024, EOPPEP and the social partners will develop new training guides for the scheme (a model one and a methodology for developing training guides, plus guides for specific specialties), followed by guides for teachers, training material and certification processes.

In this process, curricula for the workplace component too are to be developed with the participation of the social partners.

They need to be developed in accordance with the Quality Framework for Apprenticeships and are based on existing occupational profiles of each specialty (and should be updated according to occupational profiles updates by EOPEPP). They shall include the main learning outcomes that are required for the graduate to access the specific specialty (professional specification) and / or for the development of horizontal skills and / or for specifications in specialties. Learning outcomes can be developed individually (in separate modules) or in combination (technical and horizontal skills together). They can also provide learning and assessment instructions. They must be compatible with the learning outcomes defined for the school-based component (laboratory courses) of the specialty.

The 2024 development (EOPPEP and social partners) will give particular emphasis on digital skills, skills for the green transition and entrepreneurship.

These provisions apply across all apprenticeship schemes to ensure common quality.

Q23. What are the requirements on companies to provide placements, as per regulation?



✓ HAVE TO
PROVIDE A
SUITABLE
LEARNING
ENVIRONMENT



✓ HAVE TO
PROVIDE A MENTOR
/ TUTOR / TRAINER



✓ OTHER

According to the Common Ministerial Decision on a «Quality Framework for Apprenticeship» (B' 4146/2021), employers must:

- a) sign the Apprenticeship Contract
- b) provide good conditions for on-the-job training, have the appropriate facilities and equipment, and designate a responsible trainer for trainees
- c) meet the necessary hygiene conditions and employee safety and provide them with necessary personal protective equipment during workplace learning
- d) must inform the apprentice of the activities, objects and areas of the job and integrate him/her into the work environment.
- e) contribute to the acquisition of personal skills and the development of work culture
- f) cooperate with the VET school for the implementation of the WBL curriculum, as defined in the Training Guide of the specialty.

Q24. What are the formal requirements regarding workplace trainers/mentors/tutors? What is their profile?

Trainers must have the necessary formal and professional qualifications for the profession they train and they must also have attended a special training programme focused on pedagogical content knowledge and skills.

Their duties include a) making sure that the terms of the Apprenticeship Contract are observed as far as working and learning in the workplace is concerned, b) planning, organizing and implementing quality apprenticeship training and c) implementing the curriculum for the specific specialty.

If the trainers lack the required qualifications, then the employer appoints a supervisor from a sectoral body who does.

Law 4763/2020 stipulates that the training and certification of trainers is provided by chambers and sectoral bodies together with social partners in collaboration with co-competent ministries, scientific bodies and educational institutions.

Nevertheless, this has not been implemented yet.

Until a registry of certified trainers is created, local education and training centres hold seminars on improving competences of in-company trainers.

Q25. Are there any sanctions on companies that do not provide training to apprentices at the workplace?



✓ YES



✓ NO

There is no information on arrangements for compensation, in case a company cannot ensure the acquisition of all required learning outcomes for company-based learning as defined by the Training Guide.

In practice, if the company fails to provide the indicated training, the contract can be eventually terminated, and the school would be less willing to co-operate with that company in the future.

6 CONTRACT AND COMPENSATION

Q26. What is the status of the learner?



✓ ONLY STUDENT



✓ ONLY EMPLOYEE



✓ APPRENTICE IS A SPECIFIC STATUS (STUDENT AND EMPLOYEE COMBINED)





✓ OTHER

According to Articles 10, 11 & 12 of the Ministerial Decision for the Regulation of the “Post- secondary year-Apprenticeship class” (B’ 4771/2022), an apprentice has specific rights and obligations for the apprenticeship period.

The apprentice status is also mentioned in the Quality Framework for Apprenticeship (B’ 4146/2021).

Q27. Is there any written arrangement between the learner and company,

required as per regulation?

	
<input checked="" type="checkbox"/> YES	<input checked="" type="checkbox"/> NO

An apprenticeship contract is signed between the employer and the apprentice and is stamped by the director of the Vocational School. The contract is provided by the VET school and includes the obligations and rights of the stakeholders as well as the duration of the training programme. A copy of the signed contract is given to the student, the employer and the VET school (Article 7 of Common Ministerial Decision «Quality Framework for Apprenticeship» - B'4641/2021).

Q28. What is the nature of the written arrangement?

		
<input checked="" type="checkbox"/> APPRENTICESHIPS ARE AN ORDINARY EMPLOYMENT CONTRACT	<input checked="" type="checkbox"/> APPRENTICESHIPS ARE A SPECIFIC TYPE OF CONTRACT	<input checked="" type="checkbox"/> ANOTHER TYPE OF FORMAL AGREEMENT, NOT A CONTRACT

In 2021, the General Secretary of VET, Lifelong Learning and Youth issued an apprenticeship contract template which should be used for all Post Secondary Year – Apprenticeship Class contracts (B' 4937). The contract template describes the rights and obligations of the stakeholders as defined in the Quality Framework for Apprenticeship (B' 4246/2021) and Greek labour legislation and it is posted on the Apprenticeship Information System for the Post-secondary year-Apprenticeship class Apprenticeship.

During the workplace training, apprentices receive a wage (currently covered by ESF funds, see Q32) while employers pay social security contributions, so that apprentices can enjoy social protection and insurance benefits. The time spent at the workplace also counts towards retirement.

Q29. Where is the contract or the formal agreement registered?



✓ AT THE
SCHOOL



✓ AT THE
MINISTRY OF
EMPLOYMENT



✓ AT THE
CHAMBERS



✓ AT THE
MINISTRY OF
EDUCATION



✓ OTHER

All apprenticeship contracts are registered in the central information system used by the Ministry of Labour for all types of employment contracts (ERGANH), under the specific contract type (field) for apprenticeships.

[https://eservices.yeka.gr/\(S\(ppskitjb0fphgyesfo2k5iuj\)\)/login.aspx?ReturnUrl=%2f](https://eservices.yeka.gr/(S(ppskitjb0fphgyesfo2k5iuj))/login.aspx?ReturnUrl=%2f)

Apprentices in the public sector are registered also in the Greek State Payroll Registry.

Q30. Do apprentices receive a wage or allowance?



✓ YES, ALL
APPRENTICES
RECEIVE A WAGE
(TAXABLE INCOME)



✓ YES, ALL
APPRENTICES
RECEIVE AN
ALLOWANCE (NOT
A FORM OF
TAXABLE INCOME)



✓ APPRENTICES
RECEIVE A
REIMBURSEMENT
OF EXPENSES



✓ **NO FORM OF
COMPENSATION IS
FORESEEN BY LAW**

All apprentices receive a remuneration for the apprenticeship period which is 95% of the minimum wage of the unskilled worker for all in-company training days.

Wage by employers is in principle taxable. In practice, the subsidised part of the wage is tax-free as it is below the taxation thresholds.

Q31. How is the apprentice wage (taxable income) set?



✓ **BY LAW
(APPLYING FOR
ALL)**



✓ **BY CROSS-
SECTORAL
COLLECTIVE
AGREEMENTS AT
NATIONAL OR
LOCAL LEVEL**



✓ **BY SECTORAL
COLLECTIVE
AGREEMENTS AT
NATIONAL OR
LOCAL LEVEL**



✓ **BY FIRM-LEVEL
COLLECTIVE
AGREEMENTS OR
INDIVIDUAL
AGREEMENTS
BETWEEN
APPRENTICE AND
COMPANY**



✓ **OTHER**

By law 4763/2020, the remuneration for the apprenticeship period is set at 95% of the minimum wage of the unskilled worker (as determined by the National General Collective Labor Agreement/EGSEE) for all in-company training days. This is reiterated in the Joint Ministerial Decision for the Apprentices of the “Post-

7 FINANCING AND INCENTIVES

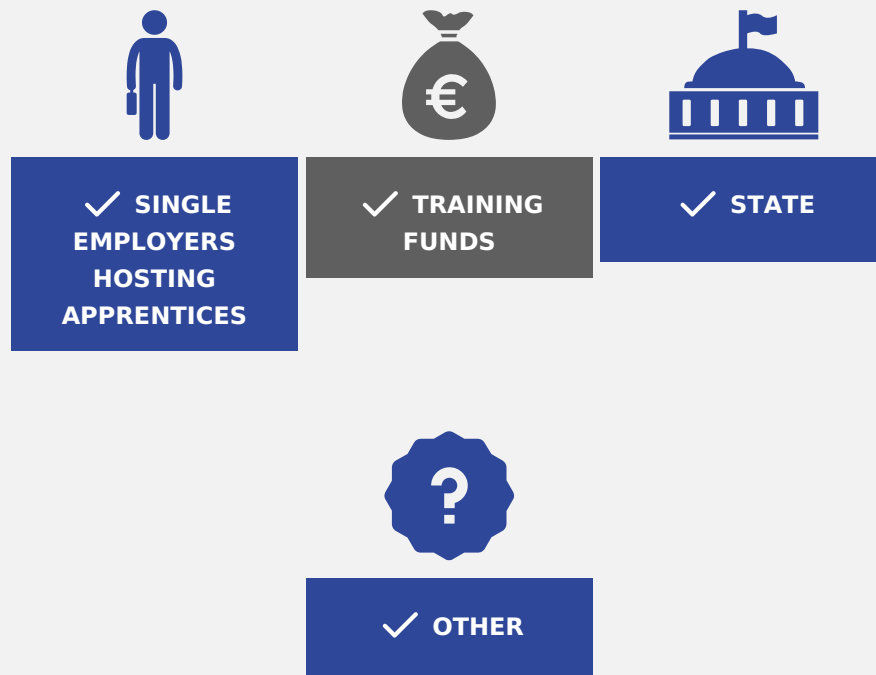
Q32. Who covers the cost of the wage or allowance of the apprentice?



Originally, apprentice wages are to be paid by employers. According to the current provisions (as of 2021), apprentice wages are co-financed by the NSRF 2014-20 (ESF) and State budget (see also Q33). As a result, since 2021 employers are required to pay only the costs of the wage related to social protection and insurance contributions.

An informative note for future (or current) employers is posted on the official website of the Greek Ministry of Education, which lists guidelines on how to offer an apprenticeship place, what are the financial charges for employers, what are the insurance obligations etc..

Q33. What are the sources of financing of the direct costs for the in-company training part of the apprenticeship scheme?



Employers pay the social protection and insurance contributions.

The bulk of the resources (€44.228.246) for apprentice remuneration was provided by the ESF co-financed O.P "OP Human Resources Development, Education and Lifelong Learning 2014-2020", with the rest of the planned resources coming from the Ministry of Education budget.

Teachers, school supervisors and programme coordinators receive remuneration that is covered by ESF funds.

Q34. Are there any financial incentives for companies that offer apprenticeship places?



✓ YES, SUBSIDIES



✓ YES, TAX DEDUCTIONS



✓ YES, OTHER INCENTIVES



✓ NO FINANCIAL INCENTIVES

As of school year 2021 -2022, employers participating in the Post Secondary Year – Apprenticeship Class pay only for the social protection and insurance contributions. The rest of apprentice remuneration is funded by the ESF.

For more information on how this scheme is financed, see also Cedefop's Database on financing apprenticeships in the EU: <https://www.cedefop.europa.eu/en/tools/financing-apprenticeships/appren...>

Q35. Does the wage or allowance of the apprentice cover both the time spent at school and in the company?



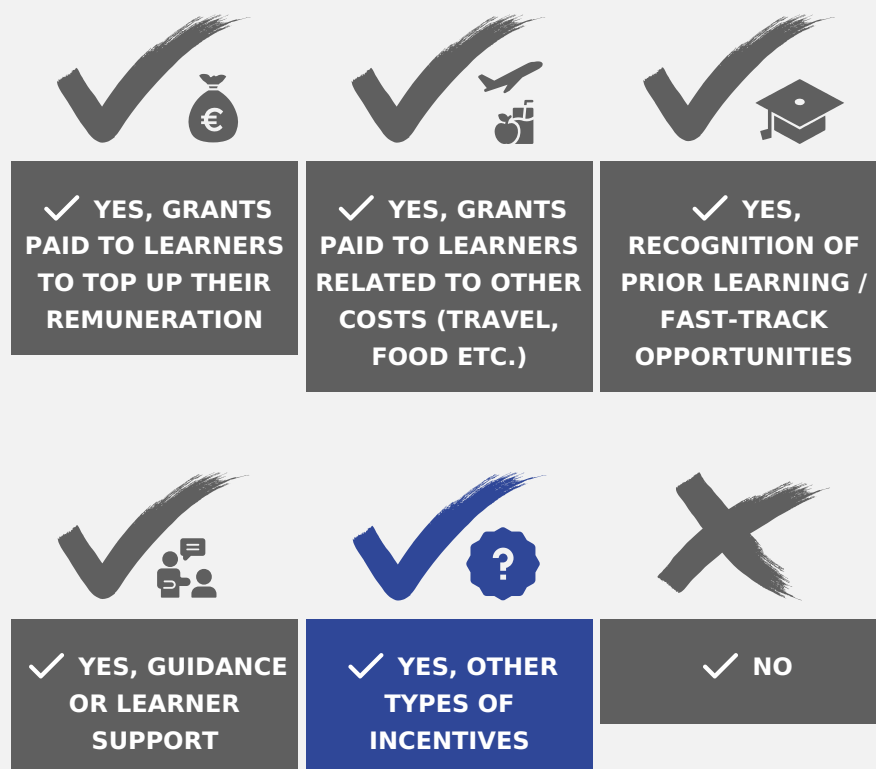
✓ YES



✓ NO, IT COVERS ONLY THE TIME SPENT IN THE COMPANY

The wage refers only to the workplace component of training (typically, four days in a week).
See Q31

Q36. Are there any incentives for learners?



Graduates of the programme can benefit from a Preparatory course, that prepares them for the centralised examinations that are required to pass before they practice the profession (wherever applicable).