Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Greece

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

Yes

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Don't know yet

Q5. Who have you consulted with before completing this survey?

This report was prepared by Sofia Botsfari (PhD candidate at the Department of Educational & Social Policy, University of Macedonia, Greece) and Ioanna Papavasileiou (Professor in Guidance & Counseling, Department of Educational & Social Policy, University of Macedonia, Greece). The experts listed below contributed within their respective fields of expertise. Ioanna Papavasileiou also served as a subject-matter expert for the vulnerable groups aspects.

• Dimitrios Gaitanis, Head of the Career Guidance Directorate of EOPPEP (National Euroguidance and Europass Center of Greece), dimitrisgaitanis@eoppep.gr
• Ioanna Papavasileiou, Professor in Guidance & Counseling, Department of Educational & Social Policy, University of Macedonia, ipapav@uom.edu.gr
• Georgia Rempoutsika, CEO of EOPPEP (National Organization for the Certification of Qualifications and Career Guidance), ceo@eoppep.gr
• Fotini Vlachaki, Lifelong Guidance & Social Inclusion Expert; MSc, Doctoral Researcher at the Department of Psychology, EKPA University of Athens; Cedefop CareersNet Expert; Senior Policy Officer, Ministry of Social Cohesion & Family; Scientific Associate, Progressus Research & Counselling, Greece, fotvlachaki@gmail.com
• Eleni Theodori, PhDc Sociology of Work, MSc Career Guidance and Counselling, Scientific Associate, Labour Institute of the Greek General Confederation of Labour (INE GSEE), Greece

About you

Q6. What is your name?

Sofia Botsfari

Q7. What organisation do you work for?

Department of Educational & Social Policy, University of Macedonia, Greece

Q8. What is your job title?

PhD Candidate (Career Guidance and Skills Development), Department of Educational & Social Policy, University of Macedonia

Q9. What is your email address?

s.mpotsfari@uom.edu.gr

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

Yes

About your country

Q11. What is the name of your country?

Greece

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people				
Young people in schools	X			
Young people in Technical and Vocational Education and Training (TVET)	X			
Young people in university or higher education	X			
Young people not in education or work (e.g. NEETs)		X		
Adults in education		X		
Adults in work		X		
Adults not in education or work (e.g. unemployed workers and the economic inactive)	X			
Migrants		X		
People in the criminal justice system		X		
Employers/businesses		X		

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

• People with disabilities and special educational needs.

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

• Roma communities.
• Refugees and asylum seekers.
• Other socially vulnerable and at-risk groups (e.g., long-term unemployed, people at risk of social exclusion).
• Adult learners in Second Chance Schools.
• Apprentices and trainees in vocational training programmes.
• People over 55 years
• Ex-prisoners
• Ex-addicts/people in recovery
• Low-skilled adults

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.			X		
School leavers in my country are well prepared for successful transitions to work or further learning.				X	
There is a strong evidence base to support the provision of career development services in my country.			X		
AI is having a major impact on the education system in my country.				X	
AI is having a major impact on labour market in my country.			X		
AI is having a major impact on the provision of career development services in my country.			X		

Q15. Are indigenous groups involved in the design of career development services in your country?

Not relevant

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Greece does not have a unified legal framework for horizontal access to career guidance, but a broad network of services has been developed across education, employment and training sectors. Career guidance services are coordinated by the Ministries of Education, Employment, and Social Cohesion and Family, and delivered through several structures.
Key delivery structures include:
• EOPPEP coordinates guidance in education and operates the national digital portal e-Stadiodromia, offering career information, self-assessment tools and resources for students, adults and practitioners. EOPPEP also serves as the Greek Euroguidance Centre.
• Secondary schools: Although school-based career guidance offices (GRASYP) are currently not

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

operating, career guidance is delivered through School Career Guidance Counsellors of the Regional Directorates of Secondary Education.
• Vocational Upper Secondary Schools (EPAL) offer first-year students the "School Career Guidance" course, supporting career exploration and career management skills development.
• Unified Special Lower and Upper Secondary Vocational School (ENEGYL) offer the course "School Career Guidance" to all 4 grades of the lower level.
• Career counselling is offered at the Professional Development and Career Offices (GEAS) operating at the Public Schools of Upper Vocational Training (SAEKs).
• University Career Offices offer counselling and liaising services with the labour market.
• Second Chance Schools (SDE) offer personalized career guidance to individuals aged 18 and over.
• The Public Employment Service (DYPA) provides personalised career services for jobseekers and vulnerable groups through Local Employment Promotion Centers (KPA2), EURES mobility services, and Career Development and Guidance Offices in apprenticeship schools and Vocational Training Centres.
• In the private sector by the services such as a) Lifelong Learning Centers, b) Private Employment Agencies and c) Temporary Employment Enterprises. Together, these services form a diversified but fragmented lifelong guidance system that supports educational, vocational, and employment transitions across different stages of life.
• Social partners and non-profit organisations offer career counselling (i.e. INE/GSEE, PEPSAEE).

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

o https://euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-greece
o https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-greece-0#access-to-guidance
o https://www.eoppep.gr/index.php/en/counseling-a-vocational-guidance-en
o https://www.researchgate.net/profile/Michael-Kassotakis/publication/348183869_9_CAREER_COUNSELLING_AND_GUIDANCE_IN_GREECE_Past_Present_and_Future/links/5ff2e868299bf140886cda33/9-CAREER-COUNSELLING-AND-GUIDANCE-IN-GREECE-Past-Present-and-Future.pdf
o Lifelong learning development platform: https://e-stadiodromia.eoppep.gr
o https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/greece-u3
o https://www.eoppep.gr/index.php/en/counseling-a-vocational-guidance-en/euroguidance-national-centre-1
o National learning opportunities database: https://ploigos.eoppep.gr/ekep/external/
o https://www.dypa.gov.gr/symbuleftikes-yposthriktikes-drasis

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Greece's career guidance system has evolved significantly since the 1950s, with major reforms introduced from the late 1970s onwards. National policies are aligned with European lifelong guidance principles, promoting career learning, social inclusion, and informed decision-making throughout life. Following this, greater emphasis has been placed on developing career management skills, improving access to guidance services, and strengthening coordination between education, training, and employment stakeholders.

Following the 2010 economic crisis, Greece's career guidance underwent structural centralization, which included reducing school-based structures and removing Career Education as a standalone secondary school subject. As traditional career education declined, alternative approaches, mostly extracurricular, were introduced, including project-based learning, Skills Workshops, career education activities, and online career assessment tools. Career guidance services are now delivered through schools, universities, public employment services, vocational education and training institutions, and community-based support structures.

A key institutional development was the establishment of the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) in 2011, which, under the supervision of the Ministry of Education (Law 4115.2013) is the responsible public body for European network integration, policy and strategy support, and quality assurance of career guidance services, acting as the National Contact Point for ELGPN, EUROGUIDANCE, EUROPASS, REFERNET, EQAVET, EQF.

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

Key achievements include the National Competence Profile for Career Counsellors, a two-level certification framework (Level A and B, minimum EQF Level 6), a National Register of approximately 600 accredited professionals, training of over 7,000 practitioners, the e-Stadiodromia Portal - recognised as an OECD good practice (ODiCY).
Professionalisation has advanced through postgraduate programmes offered by Greek universities and EOPPEP-led initiatives.
Despite these developments, challenges remain, including limited career education at schools, uneven access to services, insufficient labour market information, limited coordination among stakeholders, resulting in unequal access to high-quality guidance, particularly for adults and lifelong learners.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public spending.			X		
Career development services support entrepreneurialism.			X		
Career development services help to address employers' skills and labour needs.		X			
Career development services can be accessed by small and medium sized businesses (SMEs).				X	
Career development services improve levels of job satisfaction.			X		
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).			X		
Career development services support equality of access to learning and work opportunities.			X		
Career development services contribute to the green transition.				X	

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

In Greece, career development services contribute to productivity mainly through their connection with

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

education, VET, lifelong learning and active labour market policies. However, this contribution remains uneven and institutionally fragmented, as there is no coherent national lifelong guidance strategy integrating education, training, and employment.

Within the public employment system, career guidance is closely linked to active labour market policies, individual action planning, job-search support and job matching. In this context, guidance is expected to support labour market integration (LMI), reduce unemployment and address employers' skills and labour needs. This can contribute to workforce productivity, especially when guidance helps individuals identify training needs and access reskilling or upskilling opportunities.

Greece's policy measures and institutional tools that link career development services to productivity and workforce development, include:
• Strategy for Workforce Skills Upgrading and Interconnection with the Labour Market (2022)
• Skills and Labour Market Needs Forecasting Mechanism
• Public Employment Service
• Individual Skills Account
• myDYPAlive platform

The policy understanding of career guidance in employment services is often narrow and instrumental, since it is mainly associated with matching labour supply/demand and with the quantitative objective of reducing unemployment rates. Less emphasis is placed on long-term career development, job quality, professional agency, workers' voice and decent work. A further challenge is the gap between institutional design and implementation. Several recent policy measures formally recognise the importance of guidance, but they are not always fully operationalised.

Career Development and Counselling Offices (GEAS) in Public Schools of Upper Vocational Training (SAEK) are foreseen to support counselling, apprenticeship, practical training and LMI, yet their operation has not been fully implemented in practice. Recent legislative career guidance provision for upper secondary students through a digital application by EOPPEP. This is a potentially positive development, but its actual impact will depend on implementation, quality assurance, counsellor training, with stable school-based guidance structures.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

Career development services in Greece have the potential to support an inclusive economy, but this potential is only partially realised, since there is not a universal, coherent and lifelong public system for career guidance.

Greece's policy frameworks and institutional structures include the following:
• National Strategy for Social Inclusion and Poverty Reduction (2022)
• National Action Plan for Gender Equality 2021–2025
• Public Employment Service (DYPA) provides individualised counselling
• Offices for Special Social Groups (EKO)

The structures that provide career services, ranging from public employment services, VET, universities, to civic society initiatives, may support unemployed people, young people, adults in transition, people with disabilities, migrants, Roma communities and other vulnerable groups.
However, equal access faces challenges.

• Public education system: Provision has declined, particularly for the general student population. Recent steps, including individual career guidance through a digital platform, cannot compensate for the lack of stable, adequately staffed guidance structures in schools.
• Employment: In DYPA, emphasis is mainly placed on unemployed people, whereas, employed workers are, in most cases, insufficiently considered in the design of career guidance policies. This is a significant gap, especially in a labour market marked by low wages, precarious work and technological change.
• Many career guidance programmes are designed centrally, without sufficiently considering local labour market needs or barriers faced by vulnerable groups. In some cases, distance-based career guidance services are planned for populations with limited digital skills or even digital illiteracy.

For career guidance to support an inclusive economy, it should not be reduced to employability and skills

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

matching. It should be understood as a public good that strengthens agency, access to learning, critical labour market literacy and participation in decent work. Green guidance also remains largely absent from current policy and practice in Greece.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

A key gap in Greece is the absence of systematic national research evaluating the impact of career guidance policies on productivity, decent work, social inclusion and the green transition. This limits the evidence base for policy design and quality improvement.
Relevant sources include:

• Joint Ministerial Decision 13173/K6/2022, Government Gazette 617/B/14.2.2022, establishing the system for the certification of qualifications of Career Guidance and Counselling practitioners.
• Law 4921/2022, “Jobs Again”, concerning the reorganisation of the Public Employment Service — DYPA — and the upgrading of workforce skills and labour market needs diagnosis.
• Law 4763/2020 on the National System of Vocational Education, Training and Lifelong Learning, which includes provisions relevant to guidance, counselling and the connection between VET and the labour market.
• Law 5082/2024 on the strengthening of vocational education and training structures, including Career Development and Counselling Offices in VET structures.

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills			X		
Career development services support people to access training			X		
Career development services support the uptake of TVET pathways			X		
Career development services support lifelong learning			X		

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

School leavers do not see TVET pathways as attractive
Parents do not see TVET pathways as attractive for their children
School staff do not know enough about TVET pathways and the occupations they lead to
Lack of career development services for learners considering TVET
The influence of gender stereotyping on TVET choices
Poor alignment between TVET provision and employers' needs

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

In Greece, young people typically enter a TVET (Technical and Vocational Education and Training) pathway at age 15, after completing lower secondary education (Gymnasio), which is compulsory and lasts until the end of Grade 9.

At this point, students can choose between:
• General Upper Secondary School (GEL), or
• Vocational Upper Secondary School (EPAL), the main TVET pathway.

EPAL programmes usually last three years (ages 15–18) and combine general education with vocational specialization. Graduates receive both an upper secondary school certificate and a vocational qualification, and may either enter the labour market, continue in post-secondary vocational training, or pursue higher education through specific admission routes.

Additional vocational options are available after upper secondary education, including post-secondary apprenticeship and training programmes offered through vocational training institutions and apprenticeships coordinated by the Public Employment Service (DYPA).

Therefore, the main transition into TVET occurs at age 15, immediately after compulsory lower secondary education.

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

The age of pathway selection can lead to:
• Premature or poorly informed educational decisions, resulting in changes of pathway or dropout.
• Strong influence of family and social perceptions, including the traditionally lower status of vocational education compared with general education.
• Limited flexibility between pathways, making transitions more difficult once a choice has been made.
• Mismatch between students' interests and programme choices, affecting motivation and completion rates.

To address these challenges, recent reforms have strengthened career guidance through digital tools, career education activities, Skills Workshops, and the appointment of career guidance coordinators within education authorities. Students should receive systematic career guidance long before the age of pathway selection, in order not just to make the right selection amongst different paths, but to gain self – knowledge / self - competence, to develop career management skills, to set personal career goals and to build their unique professional identity. All European strategies stress the need to start earlier, when educating children to care for their life-career development and wellbeing by discovering their personal characteristics, explore the labour market by tasting different professions and develop their life-long learning competences. However, ensuring that all students receive high-quality guidance before selecting a pathway remains an ongoing challenge.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

Career development policies in Greece support skills development, TVET, and lifelong learning by helping individuals make informed educational and occupational choices, develop career management skills, and navigate transitions between education, training, and employment. National policy is guided by lifelong learning principles and seeks to improve employability, social inclusion, and workforce adaptability, helping learners understand occupational opportunities, select appropriate specializations, and plan further education/ employment pathways. Although the above policies outline the objective of providing

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

public career guidance services in Greece, in practice these services do not adequately meet existing needs. Career guidance provision remains relatively limited, particularly within the secondary education system.

Career guidance is integrated into vocational education and training (VET) through Vocational Upper Secondary Schools (EPAL), apprenticeship schemes, Schools of Higher Vocational Training (SAEK), and training programmes offered by the Public Employment Service (DYPA). Lifelong learning policies are further supported through guidance services offered in universities, adult education structures, i.e. Second Chance Schools, community centres, and employment services, taking under consideration the above limitations.

A key role is played by EOPPEP, which coordinates career guidance policy, develops career information resources and digital tools and provides scientific and technical support to the Ministries of Education and Employment in designing national career guidance policy, including new legislation (Law 5291/2026) expanding digital career guidance access for secondary school students, accreditation frameworks for practitioners, and Europass/EQF tools supporting skills transparency, including Europass Certificate Supplements (ECS) for SAEK specialities, enabling learners to prove their qualifications across education, employment and mobility contexts. As the national Euroguidance Centre, EOPPEP supports the continuous professional development of career guidance practitioners through training seminars and the exchange of good practices at national and European level. Through the National Lifelong Career Guidance Portal (e-stadiodromia), learners and practitioners have access to career information, self-assessment tools, educational pathways, and labour market information.

Recent reforms have also promoted career management skills through Skills Workshops, project-based learning, and digital guidance tools. Although coordination challenges remain, career development policies increasingly contribute to a more integrated lifelong learning system by linking education, training, skills development, and employment services.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-greece-0
https://e-stadiodromia.eoppep.gr/
https://eurydice.eacea.ec.europa.eu/eurypedia/greece/main-types-provision
https://eurydice.eacea.ec.europa.eu/eurypedia/greece/support-measures-learners-adult-education-and-training
https://eurydice.eacea.ec.europa.eu/eurypedia/greece/guidance-and-counselling-lifelong-learning-approach
https://www.eoppep.gr/index.php/el/
https://euroguidance.eu/
https://europass.eoppep.gr/
https://europass.europa.eu/select-language?destination=/node/1

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.		X			
Vulnerable and disadvantaged groups can access career development			X		

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.		X			
services.					
Career development services support vulnerable groups to access decent work.			X		
Career development services support vulnerable groups to access the education and training system.		X			
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.			X		
Policies for social inclusion intersect with policies for education, training, and employment.		X			

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people		
Women and girls	X	
Men and boys		
Ethnic minorities	X	
Religious minorities		
Lesbian, gay, bisexual and transgender people		
People from low-socio-economic backgrounds	X	
People with low skill levels		
Migrants	X	
People with disabilities	X	
People with health and mental health challenges		
Younger people		
Older people		
Other		

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

Greece has developed a range of targeted career development interventions for vulnerable and disadvantaged groups, delivered through a network of public, educational and civil society providers. The activities are free of charge for the participants.

• Career guidance for early school leavers and low-qualified adults who attend the Second Chance Schools (SDE)
• DYPA – The Greek Public Employment Service:
o DYPA offers career guidance services for unemployed, NEETs, people at risk of social exclusion.
o DYPA's website has become accessible for people with disabilities, while online sessions support people from remote regions or with physical disabilities
o Dedicated Offices for Vulnerable Social Groups (EKO) offer individual counselling and personalized action plans to people facing multiple vulnerabilities, though these are very few to meet the various needs of the targeted population groups.
• Social partners, including the Labour Institute (INE/GSEE) and KEPEA, provide free counselling services to employed and unemployed workers, extending reach beyond the public sector.

The National Strategy for Social Inclusion (2022), the National Action Plan for Gender Equality 2021-2025, the National Integration Strategy addressed to asylum seekers as well as recognized beneficiaries of international protection, provide the overarching policy framework.

• 56 Roma Branches within Community Centers providing among other services employment support too (49,520 Roma served 2017–2020).
• Community Centers operated by Municipalities as first-reception structures providing integrated employment and psychosocial support to disadvantaged residents.
• 14 Counselling Centers for Violence against Women and 24/7 SOS helpline offer career-related psychosocial support alongside legal aid.
• Non-profit organisations such as KETHI, Diotima Centre, ActionAid, Ergani, Arsis provide career counselling for various vulnerable populations including (un)employed, migrants, survivors of gender-based violence, homeless, ex-prisoners, ex-addicts etc.
• IOM implements 12 regional projects (HELIOS+) fostering labour market integration of third-country nationals, co-financed by EU Regional Programs 2021–2027.
• Following natural disasters, (i.e. fires, floods) NGOs provide specific services for the support of people and regions affected, including services for re-entering the labour market.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

• Second Chance Schools (SDE): https://eaea.org/our-work/projects3/lse-database-good-practice-public-second-chance-schools-public-adult-education-school/
• Public Greek Employment Office (DYPA) – Services for Vulnerabilities: https://www.dypa.gov.gr/en/eidikes-kai-efpathis-omades
• HELIOS Project: https://migration.gov.gr/en/migration-policy/integration/draseis-koinonikis-entaxis-se-ethniko-epipedo/programma-helios/
• HELIOS+ Project: https://greece.iom.int/helios
• https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-greece-0#guidance-for-other-groups


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