

# The 2022-24 Strategic plan for vocational education and training, lifelong learning and youth

**POLICY DEVELOPMENT****STRATEGY/ACTION PLAN** GREECE

## Timeline

**2022 Implementation****2023 Implementation****2024 Implementation****ID number 42243**

## Background

The 2022-24 Strategic plan for vocational education and training (VET) is foreseen in the Law 4763/2020 and is directly relevant to the European Commission proposal for Member States to design a national implementation plan (NIP) for VET to work on the priorities and objectives of the VET Recommendation and the Osnabrück Declaration covering the period up to 2030.

## Objectives

The Strategic plan 2022-24 includes three sub-pillars and sub-strategies for VET to ensure lifelong learning (LLL) with focus on adult learning and youth. These sub-pillars are part of the same strategic objectives and complement each other in providing a holistic approach to VET and lifelong learning, with a focus on designing VET policies, updating VET and LLL programmes in accordance with labour market needs, and adjusting VET offers to regional needs.

More specifically, the strategic objectives of vocational training, lifelong learning are as follows:

- (a) development and strengthening of VET and LLL with emphasis on quality assurance;
- (b) increasing extroversion, cooperation and mobility of VET, LLL and the youth;
- (c) actions for equal access to VET and LLL with emphasis on vulnerable and low-skilled groups;
- (d) promotion of digital transformation of VET and LLL;
- (e) upgrading the infrastructure and equipment of education entities for VET and LLL;
- (f) development of a reliable and modern system of government for VET and LLL.

## Description

The six strategic objectives of the plan are further analysed into sub-objectives that serve the effective implementation of the strategy.

More specifically, the implementation of the first strategic objective, Development and

strengthening of VET and LLL with emphasis on quality assurance, is achieved through the following sub-objectives:

- (a) increasing the attractiveness of VET through the creation of new opportunities;
- (b) design of VET and LLL programmes and their quality assurance;
- (c) investment in continuous professional development (CPD) and staff training in VET and LLL;
- (d) certification of qualifications in VET and skills in non-formal learning;
- (e) promotion of research and innovation in VET.

The second strategic objective, Increasing extroversion, cooperation and mobility of VET, LLL and the young, includes the following actions:

- (a) systematically informing the population about adult education and training programmes offered and LLL actions;
- (b) increasing mobility and utilising collaboration;
- (c) increasing permeability;
- (d) communication platform with stakeholders and society;
- (e) improving the reliability of VET qualifications;
- (f) communication plan for VET.

The third strategic objective, Actions for equal access to VET and LLL with emphasis on vulnerable and low-skilled groups, is further analysed in the following sub-objectives:

- (a) actions to redress the deficit of low professional qualifications;
- (b) inclusiveness in VET;
- (c) development of public structures for LLL and design of specialised training programmes;
- (d) improving counselling and professional orientation.

The sub-objectives of the fourth strategic objective, Promotion of digital transformation of VET and LLL, refer to:

- (a) the acquisition of digital skills, implementation of digital learning and digital governance;
- (b) the digital transformation of LLL management.

The fifth strategic objective, Upgrading the infrastructure and equipment of education entities for VET and LLL, under the funding of the Recovery Fund, endorses the following actions:

- (a) upgrading equipment for VET and LLL;
- (b) upgrading the infrastructure of VET and LLL institutions;
- (c) development of a reliable governance system for VET, LLL and the young.

The sixth strategic objective, Development of a reliable and modern system of government for VET and LLL, further endorsed by the legislative framework that reforms the Public Employment Service in the context of strengthening the labour market relevance is intended through the following sub-objectives:

- (a) implementation of a governance system with emphasis on direct interconnection with the labour market;
- (b) increasing the autonomy of VET;
- (c) establishment of public institutions providing non-formal learning and networking of LLL institutions.

## 2022 Implementation

In 2022, the education minister (Niki Kerameos) received initially the approval of the Central Council of Vocational Education and Training (KSEEK) and then submitted the 2022-24 Strategic plan for Vocational education and training, lifelong learning and youth to the Greek Parliament. The plan was approved and its implementation began.

More specifically a number of actions/measures included in the Strategic plan, e.g. a call for tenders for the digitalisation of EOPPEP and a partnership with EOPPEP and social partners on updating the existing and creating new occupational profiles commenced.

## 2023 Implementation

Actions and measures implemented in 2023 under the 2023-2025 Strategic Plan for Vocational Education, Training, Lifelong Learning and Youth in Greece:

- (a) Modernisation of occupational profiles: A total of 44 occupational profiles were updated and 10 new ones developed, in cooperation with scientific institutes and key social partners. EOPPEP launched the ,Ergon Esti, project to support the digitisation of these profiles, facilitating wider access and use.
- (b) Launch of the digital VET platform: The Ministry of Education, with support from the technical chamber of Greece, introduced a digital platform to enhance e-learning provision for students and professionals. The platform includes digitised educational materials, a governance subsystem, and dedicated training for VET trainers to support the use of digital tools. It aims to promote accessibility, flexibility and labour market relevance.
- (c) Digital transformation of EOPPEP: EOPPEP launched a digitisation project, including a new information system for managing accredited providers, conducting electronic examinations, certifying training programmes and providing access via a mobile application.
- (d) Upgrading practical training infrastructure: A public tender was launched to equip VET centres with modern laboratory equipment across key sectors such as energy, technology, engineering and the environment. The objective is to improve the quality of practical training and align provision with labour market needs.
- (e) Expansion of apprenticeships and paid internships: For the 2023-2024 academic year, 6 718 apprenticeship placements were made available, funded by the EU. The paid internship scheme, introduced in 2021, continued, offering VET learners remuneration equal to 80% of the statutory minimum wage for unskilled workers.
- (f) Innovation in model and thematic VET institutes: Model VET upper secondary schools (PEPAL) and specialised thematic institutes operated with a focus on innovative curricula, educational materials and teaching methods, contributing to modernisation within the VET system.

## 2024 Implementation

Actions and measures implemented in 2024 under the 2023-2025 Strategic Plan for Vocational Education, Training, Lifelong Learning and Youth in Greece:

- (a) Completion of occupational profile updates: By 2024, a total of 46 profiles were updated and 18 new ones developed, with active involvement from social partners and EOPPEP.
- (b) Development of new VET curricula: Curricula were completed for 130 SAEK specialisations, accompanied by standardised support material for educators. These include resources for internships, apprenticeships and certification processes, marking a systematic and unified approach.
- (c) Enhancement of EOPPEP's digital services: The digital transformation of EOPPEP continued, focusing on streamlining internal procedures, improving user access and integrating advanced digital tools. These improvements benefit both professionals and the wider public.
- (d) Launch of the ,Digital school, initiative: Under Law 5128/2024, the Ministry of Education launched the Digital School, an accessible platform offering curricula, certifications and digital libraries. Funded by the Recovery and Resilience Facility, the initiative aims to enhance vocational guidance in secondary education and improve access to quality resources, especially for students in remote or underserved areas.

## **Bodies responsible**

- Ministry of Education and Religious Affairs
- General Secretariat for VET, Lifelong Learning and Youth

## **Target group**

### **Learners**

Learners in upper secondary, including apprentices  
Young people (15-29 years old)  
Young people not in employment, education or training (NEETs)  
Adult learners  
Unemployed and jobseekers

### **Education professionals**

Teachers  
Trainers  
School leaders  
Adult educators  
Guidance practitioners

### **Entities providing VET**

Companies  
VET providers (all kinds)

## **Thematic categories**

### **Governance of VET and lifelong learning**

Coordinating VET and other policies  
Optimising VET funding  
Engaging VET stakeholders and strengthening partnerships in VET  
Further developing national quality assurance systems

### **Modernising VET infrastructure**

Modernising infrastructure for vocational training  
Improving digital infrastructure of VET provision

### **Modernising VET offer and delivery**

Modernising VET standards, curricula, programmes and training courses  
Integrating digital skills and competences in VET curricula and programmes  
Supporting Centres of vocational excellence (CoVEs)

### **Supporting lifelong learning culture and increasing participation**

Financial and non-financial incentives to learners, providers and companies  
Ensuring equal opportunities and inclusiveness in education and training

### **European and international dimensions of VET**

Mobility of learners and staff

# European priorities in VET

## VET Recommendation

VET agile in adapting to labour market challenges

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

VET promoting equality of opportunities

## Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

## Subsystem

IVET CVET

## Further reading

[VET, lifelong learning and youth](#)

[Hellenic Ministry of Economy \(2023\). The Hellenic VET platform project](#)

[-Decision on the Inclusion of the project entitled "SUB.3.2 Digitization of EOPPEP / Digitization of EOPPEP" \(ID code TA 5174679\) in the Recovery and Resilience Fund](#)

[- EOPPEP Information System](#)

[Law 5128/2024 Provisions for the digital education portal, digital tutoring service, career guidance, and support measures for remote areas](#)

[The Digital School](#)

[Schools of Higher Vocational Training \(SAEK\): Study Guides](#)

## Related policy developments

### 2024 Implementation

#### New training guides and educational materials for SAEK schools based on certified occupational profiles

The project is a comprehensive initiative to update and develop educational materials for SAEK (Former IEK) programmes. It is expected to include three distinct actions:

 GREECE

#### Type of development

Practical

measure/Initiative

**Subsystem**

IVET

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**2024 Approved/Agreed**

## **Legal Framework for Strengthening the National System of Vocational Education and Training (Law 5082/2024)**

Law No 5082/2024, published in Government Gazette A 9/19.1.2024 and titled 'Strengthening the National System of Vocational Education and Training and Other Urgent Provisions', aims to further enhance the National system of vocational education and training (VET) established under Article 1 of La



**Type of development**

Regulation/Legislation

**Subsystem**

IVET

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**2023 Completed**

## **Quality Assurance of IVET Programmes**

EOPPEP - in its capacity as an EQAVET NRP - is authorised to run an Erasmus+ programme entitled Towards an enhanced post-COVID VET (EPOS - VET).



**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET

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**2024 Implementation**

## **The digital transformation of VET and lifelong learning in Greece**

This development exemplifies the fourth and fifth objectives of the 2022-24 Strategic plan for vocational education and training , lifelong learning and youth and is also part of the Greek National implementation plan for VET recommendation and Osnabrück declaration.



**Type of development**

Practical  
measure/Initiative

**Subsystem**

**2024 Implementation****Updated occupational profiles as key element in modernising VET offer and delivery**

The INE/GSEE implemented the project Support to quality development of industrial vocational training and its alignment with employee certification (regardless of age), under the priority, Development and update of occupational profiles and framework curricula, under the operational programme, Co

**Type of development**

Practical measure/Initiative

**Subsystem**

IVET CVET

**2024 Implementation****Restructuring the Public Employment Service, CVET and skills forecasting**

The Labour ministry is redesigning its approach to vocational education and training (VET) especially to RRF-funded continuing VET (CVET) programmes.

**Type of development**

Regulation/Legislation

**Subsystem**

CVET

**2024 Implementation****Reforming VET governance**

According to Law 4763/2020, the General Secretariat for VET, LLL and Youth 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.

**Type of development**

Regulation/Legislation

**Subsystem**

IVET

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2024 Approved/Agreed

## Reform of the national system of VET and lifelong learning

In December 2020, Law 4763/2020 introduces a legal framework regulating VET and LLL and describing the organisation of each school type, the qualifications and the role of their staff (manager, teachers, career/vocational counsellors).



### Type of development

Regulation/Legislation

### Subsystem

IVET CVET

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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).



### 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:



### Type of development

Strategy/Action  
plan

### Subsystem

IVET CVET

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