

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

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 GREECE

Timeline

2024 **Approved/Agreed**

ID number 48249

Background

The provisions of Law 5128/2024 with regard to career guidance and vocational training are necessary in order to:

- (a) address learning needs while supporting economically disadvantaged families and students in remote and marginalised areas, aiming to reduce school dropout and early school leaving.
- (b) assess students' aptitudes and skills in the first grade of high school and provide personalised career guidance services, enabling them to make informed and targeted professional choices.
- (c) strengthen the National Vocational Education and Training System and expedite the recognition process for professional qualifications.

Objectives

The main objectives of Law 5128/2024 are:

- (a) modernising regulations governing primary, secondary, and special education, while strengthening their human resources.
- (b) developing the "e-PROFESSIONAL" electronic platform for issuing decisions on the recognition of professional qualifications and professional equivalence of formal higher education qualifications.
- (c) addressing organisational and administrative matters of Higher Educational Institutions (HEIs).
- (d) enhancing the permanent staff of special schools and expanding home education services within healthcare structures.
- (e) upgrading church schools to model schools while preserving their special character.
- (f) enhancing the responsibilities of the Institute of Educational Policy (IEP).
- (g) updating the regulatory framework governing the National Higher Education Authority.

The Digital tutoring service, regulated by Law 5128/2024, will gradually expand to include a wide range of educational and career-related services. These will include vocational

training, qualification certifications, and an extensive collection of digital educational materials such as books, publications, and journals. Additionally, digital repositories will be enriched with interactive content designed to support teaching and learning across all levels of the educational community.

Description

Law 5128/2024 introduces key reforms to modernise education, vocational training, and qualification recognition in Greece. It focuses on expanding digital learning, strengthening career guidance, improving access to education, and enhancing vocational education and training (VET) and qualification recognition to align with evolving societal and labour market needs.

A key priority is the digital transformation of education. The law allows for the establishment of a digital educational portal (??fa?? e?pa?de?t??? p???) and digital tutoring service (??fa?? f???t?st????), providing interactive learning materials, e-books, and distance education tools for students and teachers. These services will promote equal access to quality education, regardless of location or socioeconomic background. The law enables the expansion of home education services for learners with health issues, fostering inclusive learning.

In career guidance and vocational training, the law introduces an electronic career orientation platform (under development) in upper secondary education, supporting learners in making informed education and career choices. It strengthens the national VET system, updating training standards and improving professional qualification recognition. The e-PROFESSIONAL platform is being launched to streamline recognition of professional qualifications and higher education degree equivalence, reducing administrative barriers and improving certification processes.

To improve access to education in remote areas, the law allows for the establishment of autonomous lower secondary school classes in remote and mountainous regions, ensuring that students in underserved areas benefit from enhanced educational opportunities. It also upgrades church schools to Model Schools, maintaining their distinct character and special educational focus.

To prevent school violence and bullying, digital reporting platforms will allow students to report incidents anonymously. Awareness campaigns will complement these initiatives, fostering a safer and more inclusive learning environment.

Finally, the law introduces reforms to higher education administration, simplifying procedures, expanding digital services, and improving degree recognition. It strengthens the Institute of Educational Policy (IEP), broadening its role in curriculum development, policy implementation, and quality assurance. The National Higher Education Authority will also undergo regulatory updates to enhance institutional oversight and policy coordination.

2024 Approved/Agreed

On 9 July 2024, the Ministry of Education, Religious Affairs, and Sports submitted a draft law titled 'Arrangements for the digital education portal and the digital tutoring service, vocational guidance in secondary education, measures to support the education system in remote areas and other provisions of the Ministry of Education, Religious Affairs and Sports' for public consultation.

On 26 July 2024, the Parliament approved the law, which was subsequently published in the Official Gazette (? 118/30.7.2024).

Bodies responsible

- Ministry of Education, Religious Affairs and Sports

Target group

Learners

Learners in upper secondary, including apprentices
Learners at risk of early leaving or/and early leavers
Learners with disabilities
Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

Education professionals

Guidance practitioners

Thematic categories

Modernising VET offer and delivery

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Developing and updating learning resources and materials

Transparency and portability of VET skills and qualifications

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

European priorities in VET

VET Recommendation

VET as an attractive choice based on modern and digitalised provision of training and skills

VET promoting equality of opportunities

Osnabrück Declaration

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET

Further reading

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

[Digital school](#)

Related policy developments

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.

 GREECE

Type of development

Practical
measure/Initiative

Subsystem

IVET 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.

 GREECE

Type of development

Regulation/Legislation

Subsystem

IVET

“ ... ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/48249>

