

The 2025-2027 Strategic plan for vocational education and training, lifelong learning and youth

POLICY DEVELOPMENT**STRATEGY/ACTION PLAN**

GREECE

Timeline

2025 Approved/Agreed**ID number 51014**

Background

The VET & Lifelong Learning Strategy 2025–2027 builds on the previous national strategy (2022–2024) and reflects a period of significant reform in Greece’s vocational education and training system. The strategy integrates updates derived from recent legislative changes, particularly Law 5082/2024 and Law 5237/2025, which introduced new governance structures, enhanced collaboration across VET providers, and established the Vocational Training Academies. It is also informed by labour-market research, international and European policy trends, and evidence-based assessments of national skills needs. The strategy responds to ongoing socio-economic transformations and aims to strengthen the adaptability, inclusiveness, and relevance of the VET and LLL systems in a rapidly changing environment.

Objectives

The overarching vision of the strategy is to improve the knowledge, skills, and competences of the country’s human capital without discrimination, while enabling VET and LLL to respond more effectively to evolving societal and labour-market needs.

To achieve this, five strategic objectives guide the policy:

- (a) Holistic upgrading of VET and LLL with a strong focus on quality and labour-market relevance.
- (b) Greater cooperation, mobility, and outward orientation across the VET and LLL system.
- (c) Strengthened equal access and inclusion, addressing the needs of vulnerable groups and low-qualified adults.
- (d) Promotion of digital transformation and the green transition, including modernisation of laboratory equipment.
- (e) Improved governance effectiveness, emphasizing coordination and continuous collaboration with social partners.

Additionally, the strategy aims to modernise apprenticeships, develop digital and green skills, reinforce basic and transversal skills for adults, enhance career guidance and graduate tracking, support vulnerable populations, and increase the attractiveness and social value of VET. Gender equality is a cross-cutting objective, with actions targeting gender stereotypes and promoting balanced access across occupations.

Description

The VET & LLL Strategy 2025–2027 was developed through a comprehensive process that combined legal reform, labour-market intelligence, stakeholder consultation, and system-level analysis. The new framework operationalises the strategic objectives through a series of targeted actions designed to modernise the system, enhance quality, strengthen inclusion, and align VET pathways with emerging economic and social needs.

To support Strategic Objective 1 (Holistic upgrading of VET & LLL and stronger labour-market alignment), the strategy introduces actions such as the systematic use of data from the Labour Market Needs Diagnosis Mechanism and the Graduate Transition Observatory to update vocational specialties, the strengthening of career counselling and guidance, and the creation of Vocational Development and Career Offices (GEAS) offering lifelong guidance, labour-market information, and graduate-tracking services. Additional measures include the development of annual monitoring and evaluation systems with measurable indicators; enhanced quality assurance in all VET and LLL structures; the development of 30 new SAEK specialties alongside mechanisms for updating training guides; updating the quality framework for apprenticeships; expanding apprenticeship-year specialties; and harmonising the operation of all EPAL schools based on the Model EPAL framework.

To achieve Strategic Objective 2 (Greater outward orientation, cooperation, and mobility), the strategy includes a unified communication and outreach plan to improve the attractiveness of VET—especially for young women—tailored to different VET levels and emphasising inclusion and equality. It also supports the establishment of Vocational Training Academies to connect VET with local communities and regional economic activity, and promotes international cooperation through bilateral agreements and participation in European and global skills competitions such as EuroSkills.

In support of Strategic Objective 3 (Equal access and inclusion), the strategy provides for the evaluation and transformation of existing educational structures for persons with disabilities into modern, inclusive learning environments. It ensures the application of universal design principles across infrastructure, processes, and materials, and launches a study to upgrade the Special Vocational Education and Training Workshops (EEEEK) so they can be integrated into the National Qualifications Framework, enabling graduates to obtain certified qualifications.

To realise Strategic Objective 4 (Digital transformation and green transition), the strategy includes the integration of digital and green skills across all curricula; development of interdisciplinary programmes linking digital technologies with the green economy; rebranding and full digitalisation of SAEK administrative and educational processes; updating digital-skills-related curricula; and providing teachers and trainers with support to incorporate green skills into their teaching.

Finally, actions under Strategic Objective 5 (Improved governance and stronger social-partner engagement) reinforce system coordination, strengthen stakeholder participation—particularly in apprenticeships and work-based learning—and ensure that quality assurance and monitoring mechanisms are embedded across all structures of the VET and LLL system.

Together, these actions form a cohesive and forward-looking policy framework designed to make VET and LLL more responsive, inclusive, modern, and closely aligned with Greece's economic development and social cohesion goals.

2025 Approved/Agreed

The new VET & LLL Strategy 2025–2027 is developed through a comprehensive process that combined legal reform, labour-market intelligence, stakeholder consultation, and system-level analysis. The Central Council of VET (KSEK) approved the new Strategy to be implemented.

Bodies responsible

- Ministry of Education, Religious Affairs and Sports
- 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)
Learners with disabilities
Adult learners
Unemployed and jobseekers
Persons in employment, including those at risk of unemployment
Low-skilled/qualified persons

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
Establishing and developing skills intelligence systems

Modernising VET infrastructure

Modernising infrastructure for vocational training
Improving digital infrastructure of VET provision
Making VET institutions sustainable and green

Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses
Integrating digital skills and competences in VET curricula and programmes
Reinforcing work-based learning, including apprenticeships
Supporting Centres of vocational excellence (CoVEs)

Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

Providing for individuals' re- and upskilling needs
Lifelong guidance
Ensuring equal opportunities and inclusiveness in education and training

European and international dimensions of VET

Mobility of learners and staff

Subsystem

IVET CVET

Further reading

[Strategic Plan for Vocational Education and Training & Lifelong Learning 2025-2027.](#)

Related policy developments

2025 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

2024 Approved/Agreed

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

Law 5128/2024 introduces key reforms to modernise education, vocational training, and qualification recognition in Greece.

 GREECE

Type of development

Regulation/Legislation

Subsystem

IVET

2024 **Approved/Agreed**

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

Law 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 Law N

 GREECE

Type of development

Regulation/Legislation

Subsystem

IVET

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).

 GREECE

Type of development

Practical
measure/Initiative

Subsystem

IVET

2025 **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

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

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

 GREECE

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

2025 Implementation

Modernising career/vocational guidance practitioner occupational profile and certification

In 2015, the National Organisation for Certification of Qualifications and Vocational Guidance (EOPPEP), in cooperation with social partners and responsible ministries, developed a career/vocational guidance practitioner occupational profile.

 GREECE

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2019 Discontinued

Centres of vocational education

Centres of vocational education (KEE) were introduced in 2018. They are two-year post-secondary vocational programmes provided by universities for EPAL graduates. KEE programmes include 1 200 hours of theoretical and laboratory training, and 960 hours of practical training in a company.

 GREECE

Type of development

Regulation/Legislation

Subsystem

IVET CVET

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).

 GREECE

Type of development

Regulation/Legislation

Subsystem

IVET

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:

 GREECE

Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ... ” Cite as

Cedefop, & ReferNet. (2026). The 2025-2027 Strategic plan for vocational education and training, lifelong learning and youth: Greece. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

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