



# Vocational education and training policy briefs 2024

**GREECE**



National VET policy developments 2023-24

This VET policy brief was produced by the European Centre for the Development of Vocational Training (Cedefop), Department for VET [vocational education and training] and Qualifications under the supervision of [Juergen Siebel](#), Executive Director/Acting Head of Department.

The report was drafted by [Eirini Monsela](#), Cedefop expert, and peer reviewed by [Anthie Kyriakopoulou](#), Cedefop expert.

This report is part of Cedefop's monitoring of vocational education and training policies and systems. It is based on detailed information on VET policy implementation submitted by Cedefop's European network of expertise on VET (ReferNet) and other sources. For additional information please visit Cedefop's online tool [Timeline of VET policies in Europe](#).

Please cite this publication as:

Cedefop. (2025). *Vocational education and training policy briefs 2024 – Greece*. National VET policy developments 2023-24.  
<http://data.europa.eu/doi/10.2801/3518239>

A great deal of additional information on the European Union is available on the internet. It can be accessed through the Europa server (<https://european-union.europa.eu/>).

Luxembourg: Publications Office of the European Union, 2025.



© Cedefop, 2025.

Unless otherwise noted, the reuse of this document is authorised under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed provided appropriate credit is given and any changes made are indicated.



ISBN 978-92-896-3891-3 doi: 10.2801/3518239 TI-01-25-077-EN-N

## Contents

1.	Introduction.....	4
2.	National VET context and challenges .....	4
2.1	National VET context.....	4
2.2	Challenges .....	6
2.3	National VET priorities.....	6
3.	Main policy developments 2020-24 .....	7
3.1	Improving the labour market relevance of VET .....	7
3.2	Improving the quality of VET provision.....	8
3.3	VET digital transformation and laboratory equipment investment .....	10
4.	Statistical information in relation to EU targets.....	10
5.	Conclusion.....	13
	Abbreviations.....	14
	References .....	16

# 1. Introduction

*This policy brief <sup>(1)</sup> produced by Cedefop presents a snapshot of vocational education and training (VET) policy developments in Greece between 2020 and the end of 2024. It presents the context and the challenges the country faces, a selection of the latest VET-related statistics, as well as the national priorities until 2027 identified in Greece's national implementation plan. This policy brief provides information from Cedefop monitoring and analysis on the implementation of the [Council Recommendation on VET](#) and [Osnabrück Declaration](#) and contributes to shaping new EU priorities in VET as of 2026 and informing the mid-term evaluation of the Council Recommendation on VET.*

## 2. National VET context and challenges

### 2.1 National VET context

Vocational education and training (VET) in Greece is regulated centrally, by the State, with the education and labour ministries being the main authorities in charge of IVET and CVET provision. The National Organisation for Certification of Qualifications and Vocational Guidance (EOPPEP), supervised by the Ministry of Education, is a key VET stakeholder, mandated mainly with certifying non-formal learning (EQF levels 3 and 5) and accrediting adult education trainers and vocational guidance counsellors. Social partners have an advisory role in EOPPEP and are represented on its management board (Cedefop & National Organisation for the Certification of Qualifications and Vocational Guidance [EOPPEP], 2023).

Vocational education in Greece is available after compulsory schooling, which ends at lower secondary level (EQF 2). Vocational upper secondary programmes (EQF 4) constitute the main formal pathway of initial VET (IVET).

Apprenticeship is offered at both post-compulsory and post-secondary levels. At post-compulsory level, two-year apprenticeship programmes (with more than 80% of work-based learning) are delivered by vocational training schools (ESK) under the Ministry of Education and by apprenticeship schools (EPAS) of the Public Employment Service (DYPA). They lead, after passing certification examinations organised by EOPPEP, to an EQF level 3 certificate.

At post-secondary level, vocational upper secondary schools (EPAL) deliver one-year apprenticeship programmes (80% work-based learning). These are open to holders of an EQF level 4 VET certificate and lead, through EOPPEP examinations, to an EQF level 5 specialisation. Schools of higher VET (SAEK) – formerly institutes of vocational training (IEK), renamed into SAEK under Law 5082/2024 – offer two-and-a-half-year programmes (with more than 60% of work-based learning) <sup>(2)</sup> for upper secondary graduates.

<sup>(1)</sup> See also the previous edition: Cedefop. (2024). [Vocational education and training policy briefs 2023 – Greece](#). Cedefop monitoring and analysis of vocational education and training policies.

<sup>(2)</sup> Schools of higher VET (SAEK) offer up to 2.5-year post-secondary programmes including a 6-month obligatory internship.

Completion of such programmes gives access to EOPPEP examinations for an EQF level 5 certificate (Cedefop & EOPPEP, 2023).

Building on a long VET law tradition, including reshaping and reinforcement through Law 4386/2016 with a stronger focus on apprenticeship, the VET framework has been further modernised since 2020.

[Law 4763/2020](#) established the national system of VET and lifelong learning (ESEEK) as the overarching and unified framework integrating initial and continuing VET, lifelong learning (LLL), and the recognition of non-formal and informal learning at NQF/EQF levels 3, 4 and 5 <sup>(3)</sup> (Cedefop & EOPPEP, 2023). It also [reformed its governance](#): the General Secretariat for VET and Lifelong Learning (GGEEKDBM) became responsible for designing, implementing, coordinating and monitoring VET, lifelong learning and youth policies. Law 4763/2020 also established a number of advisory bodies supporting the system: the Central Council for VET (KSEEK) as the main national advisory body, with representatives from the education and other ministries, social partners and chambers. At regional level, the Regional Councils for VET (SSPAE) were created to link provision with labour-market needs, while at sectoral level the Sectoral Skills Councils (KDSs) were set up as advisory bodies to analyse labour-market and skills demand. The law further provides for the certification of non-formal and informal learning (Cedefop & ReferNet, 2025).

The [2022-24 strategic plan for VET, LLL and Youth](#) (Ministry of Education and Religious Affairs, 2022), provided for in [Law 4763/2020](#), sets out the specific strategic goals aimed at the holistic upgrading of initial and continuing VET, lifelong learning, and youth policies.

[Law 4957/2022](#) on higher education introduced provisions linking Institutes of Vocational Training (then IEK, now SAEK) with universities, thus opening further learning pathways for SAEK graduates.

[Law 5082/2024](#), Strengthening the national system of vocational education and training, was adopted in January 2024 to further modernise Greece's VET system, increase participation and improve alignment with labour market needs. Building on Law 4763/2020, it renames and restructures Institutes of Vocational Training (IEK) as schools of higher VET (SAEK) and establishes Centres for VET (KEEK) to act as regional hubs for organising, supporting and linking VET provision with the labour market. The law also introduces reforms in vocational upper secondary schools (EPAL), including the transfer of good practices from model vocational upper secondary schools (PEPAL), and assigns new roles to teachers in promoting green and digital skills, career guidance and innovative programmes. [The law also foresees the establishment of career offices \(GEAS\)](#) (ReferNet Greece & Cedefop, 2024b). With a strong focus on apprenticeships, inclusiveness and digitalisation, the law aims to enhance graduate employability and strengthen the contribution of VET to local and national development.

---

<sup>(3)</sup> The recognition of informal learning by EOPPEP is foreseen in Law 4763/2020, so the legal mandate exists, but implementation has so far been limited mainly to preparatory work.

## 2.2 Challenges

According to the 2022 national implementation plan (NIP), Greece continues to face structural mismatches between qualifications and labour market needs, coupled with persistently high youth unemployment. Other challenges relate to labour shortages in several sectors, particularly those requiring green transition skills <sup>(4)</sup>. Finally, the low attractiveness of dual VET remains a concern. These limitations hinder the capacity of VET to contribute effectively to labour market participation and employment.

Regarding quality, the 2022 NIP highlighted outdated VET programmes, obsolete training guides and overlapping pathways, together with the absence of a systematic approach to the selection of trainers. It also pointed to the limited autonomy of VET providers, weak coordination among them, limited international orientation, and the lack of quality assessment procedures. Further challenges include the absence of research and innovation initiatives in VET. In addition, limited career prospects for VET teachers affect the quality of provision.

Additional challenges consist of limited digital skills development, insufficient use of technology in the economy and governance, systemic pressures such as the pandemic and climate change, and outdated certification procedures, which require upgrading and digital support (Greece, 2022; European Commission, 2024, 2025a).

## 2.3 National VET priorities

In 2022, Greece prepared its NIP in VET in response to the [2020 Council Recommendation on VET](#) and the [Osnabrück Declaration](#). It identified the following priorities:

- (a) improving labour market relevance of VET;
- (b) improving the quality of VET provision;
- (c) investing in the digital transformation of VET and laboratory equipment upgrade.

These priorities are reflected in the [2022-24 Strategic plan for VET, LLL and Youth](#) (Ministry of Education and Religious Affairs, 2022), approved in 2022, which sets six objectives: enhancing quality in VET and LLL; promoting internationalisation, cooperation and mobility; ensuring equal access with a focus on vulnerable groups; advancing digital transformation; upgrading infrastructure and equipment; and developing a modern, reliable governance system.

The priorities were also adopted in the following [2025-27 Strategic plan for VET and LLL](#) (Ministry of Education, Religious Affairs and Sports, 2025), building on the previous 2022-24 framework and incorporating improvements stemming from the recent legal reform (Law 5082/2024). It sets out five strategic objectives: upgrading VET and LLL with a strong focus on quality and labour market relevance; increasing internationalisation, cooperation and mobility; promoting equal access and inclusion, particularly for vulnerable groups and those with low qualifications; advancing digital transformation and the green transition, including modernisation of laboratory equipment; and improving governance effectiveness through stronger links and continuous cooperation with social partners.

---

<sup>(4)</sup> Based on the European Labour Authority 2024 EURES Report on labour shortages and surpluses 2023, i.e., data submitted by the EURES National Coordination Offices.

### 3. Main policy developments 2020-24

#### 3.1 Improving the labour market relevance of VET

Greece continues to work on improving the labour market relevance of VET. In 2021, the National Institute of Labour and Human Resources (EIEAD), then responsible for developing a [skill needs forecasting system](#), published its sixth annual report on work and employment in Greece. The report examined, among other aspects, the long-term effects of the COVID-19 pandemic on the economy and presented comparative data on education, skills levels, and labour demand and supply. In 2022, responsibility for developing the forecasting methodology was transferred to the Ministry of Labour. Under Law 4921/2022, the labour market diagnosis mechanism was assigned to the Unit of Experts in Employment, Social Insurance, Welfare and Social Affairs (MEKY). Its mandate includes collecting statistical data from national and European databases to monitor labour market dynamics, conducting surveys and studies to detect skills and occupational mismatches, and maintaining an information system and website for the dissemination of labour market data. The mechanism and its online platform became fully operational in 2023. In 2024, skill needs forecasting advanced with the planned development of a tool to assess quarterly the balance between labour supply and demand by occupation, gender and age at national, regional and local levels (Cedefop & ReferNet, 2025).

In October 2023, during the European Year of Skills and European Skills Week, Greece's labour ministry launched the [new national skills strategy](#) (ReferNet Greece & Cedefop, 2024a), presented at the event 'Skills and the connection of workforce to labour market'. The strategy defines eight goals: transforming the labour market to optimise workforce skills; upgrading digital skills to boost innovation and resilience; fostering environmental awareness and responsible behaviour; promoting the circular economy and energy-saving activities; addressing skills mismatches at sectoral, professional, and regional levels; investing in professions and skills for the future; strengthening horizontal skills to meet diverse labour market needs; and tailoring the strategy to individual needs and training beneficiaries. The event highlighted the crucial role of EOPPEP and DYPA in linking training and certification to labour market needs, with strong emphasis on cooperation between the two organisations.

[Apprenticeship](#) has been a central pillar of VET reform in Greece since 2016, when the post-secondary apprenticeship year for EPAL graduates was introduced. The 2022-24 Strategic plan for VET, LLL and youth (Law 4763-2020) (Ministry of Education and Religious Affairs, 2022) set the aim to reinforce by 2025 apprenticeship schemes of the post-secondary year - apprenticeship class, and paid internship schemes of IEK (now SAEK). The former started implementation with 50% of the programme taking place on the job and some classes in school laboratories. SAEK started in 2022, with a ministerial decree, and its continuation has been confirmed until 2025. Recent years have seen the most substantial progress. In 2023, available apprenticeship vacancies for EPAL graduates rose by 46% to 6 567, with nearly 3 900 placements filled and over 3 400 completions. In 2024, available vacancies increased by a further 45% to 9 550, with almost 5 800



placements filled, representing a 48% rise compared to 2023. Growth continued in 2024/25, with more than 11 000 available vacancies and nearly 7 000 placements filled reported. Mandatory internships in higher VET public schools (SAEK) also expanded in parallel, with 5 400 completions in 2023 and 6 500 in 2024, consolidating work-based learning as a core component of initial VET. Updating [occupational profiles](#) has become a cornerstone of efforts to modernise VET provision and strengthen its links with the labour market. The Labour Institute of the General Confederation of Workers (INE/GSEE) first developed a methodology and produced 30 new or updated occupational profiles (OPs) and framework curricula during 2017-21 (project: Development, updating and certification of professional profiles and specification framework programmes 2017-22). Their importance was reaffirmed in the 2022-24 strategic plan for VET, LLL and Youth (Ministry of Education and Religious Affairs, 2022) and the national implementation plan for the Council Recommendation on VET and the Osnabrück Declaration, which highlighted OPs as multi-purpose tools linking VET to labour market needs, improving curricula, and supporting certification standards. Since 2022, INE/GSEE, as coordinator of a consortium of social partners, has led interventions to map existing OPs and prioritise new ones, in close cooperation with EOPPEP. By 2025, the EOPPEP board has certified [253 occupational profiles](#). These have been progressively uploaded to the digital platform *Ergon Esti*, which now functions as the central repository for occupational profiles. In parallel, a new institutional framework for their development and certification is under preparation.

### 3.2 Improving the quality of VET provision

A significant step towards improving VET quality was the establishment of model vocational upper secondary schools (PEPAL) under Law 4673/2020. Designed to promote practice-based educational research in cooperation with relevant faculties and departments of domestic higher education institutions (HEIs), they were piloted in 2021/22 with [six PEPAL](#) nationwide, and expanded in 2022/23 with a further [19 PEPAL](#). They were established to apply innovative methodologies and design curricula that reflect the real needs of society and the labour market for vocational qualifications. They allow for greater flexibility in the educational process and provide continuing professional development for in-service teachers through training centres within the schools. Their role is also to disseminate good practices across all EPAL schools.

In 2021/22, Greece launched [five experimental institutes of vocational training \(IEK, now SAEK\)](#) to promote quality, excellence and innovation in post-secondary VET, alongside [five thematic IEKs \(now SAEK\)](#) focusing on STEM, health and welfare, the natural environment, sports and leisure, and sustainable development. These experimental and thematic IEK (now SAEK) aim to strengthen links with key economic sectors through innovative teaching methods, work-based learning and updated curricula. Permeability was improved by granting upper secondary graduates (EQF 4) direct access to IEK (now SAEK) programmes via a digital application system, with high demand leading to additional places being created. These measures build on the 2020 VET reform (Law 4763/2020), which



established the national system of VET at EQF levels 3–5, aiming to improve quality, permeability and labour market relevance (ReferNet Greece & Cedefop, 2021).

In 2024, Greece completed the development of [new training guides and educational materials](#) for all 130 specialisations offered in higher vocational training schools (SAEK, formerly IEK), based on certified occupational profiles. [The initiative](#), launched under Law 4763/2020, aims to reduce fragmentation in IVET provision by introducing a standardised methodology for curricula, educational materials and exam topic banks. Developed in collaboration with over 1 300 experts and validated by social partners, the 390 integrated educational resources (65 000 pages) align vocational programmes with labour market needs and professional standards (ReferNet Greece & Cedefop, 2025).

Another measure aiming to improve the quality of VET provision is the [certification of post-secondary non-formal IVET and CVET teachers](#); this has been systematised since 2020, although it was a regulatory requirement already before this period. In 2020, a committee of experts on lifelong learning developed recommendations concerning the update of certification procedures for adult trainers. In 2022, 19 168 adult educators were enrolled in EOPPEP's national adult educator registry. In 2023, the EOPPEP-managed Registry of certified adult educators continued to operate, with over 7 000 candidates applying for certification examinations. Law 5094/2024 introduces a temporary exemption for LLL centres providing general adult education programmes (KDVM): they may employ non-certified educators if they submit a formal request to EOPPEP and declare via gov.gr that no certified educators are available. EOPPEP's Board of directors evaluates and decides on such requests, with the exemption serving as a transitional measure.

In 2022, EOPPEP, in its capacity as national reference point of the [European quality assurance reference framework for vocational education and training \(EQAVET\)](#), developed [a quality assurance methodology \(QAM\) for post-secondary IVET](#). The methodology, which incorporates EQAVET indicators, international standards, as well as a self-evaluation manual for IEK (now SAEK) and internship companies, was piloted in two public IVET institutes (now SAEK) in Attica, across three innovative specialities: air transport services officer; communication and information technologies in the travel industry (V.I.C.T. travel); and digital marketing specialist in e-commerce. The two IVET providers received an implementation manual and tailored support on assessing and analysing the quality of their study programmes. Participants reported generally positive experiences with the pilot, although the tight timeline and the additional workload required for the quality assurance (QA) steps were identified as challenges. In May 2023, the pilot project was peer-reviewed by EQAVET national reference points from five EU countries, and in July 2023 it was presented at a final international conference, marking its completion. Discussions have since taken place on the wider application of the developed quality assurance methodology across SAEK schools.

Finally, with its participation in [EuroSkills 2023](#) – the European skills competition for young people under 25 - Greece became a member of WorldSkills Europe, opening the way for participation in WorldSkills International, the global skills competition. This membership strengthens the international dimension of Greek VET, enabling learners to

compete at European and global level and showcasing the quality and attractiveness of Greek vocational education (ReferNet Greece & Cedefop, 2023).

### 3.3 VET digital transformation and laboratory equipment investment

Between 2022 and 2024, Greece drove forward the [digital transformation of VET and lifelong learning](#) through large-scale EU-funded projects. In 2022, EOPPEP launched a EUR 6.9 million project supported by the Recovery and resilience facility (RRF) to digitalise its services, including electronic examinations, registries, and certification systems. In 2023, the Ministry of Education, in cooperation with the Technical Chamber of Greece, initiated the Digital platform for VET (2023–25). The platform was designed to serve as a hub linking VET councils and the Regional Council for the Connection with Production and the Labour Market (SSPAE), and to function as a distance learning tool offering modularised programmes for NEETs, adults and trainers. That same year, a tender was issued for the supply of laboratory equipment for 30 new VET laboratory centres, divided into two lots covering energy, engineering, and environmental fields, complementing the modernisation of 117 existing centres. In 2024, the digitalisation of EOPPEP continued, with efforts focused on developing a more efficient, transparent, and user-friendly digital ecosystem, benefiting both professionals and the wider public.

In 2024, Greece adopted Law 5128/2024, introducing reforms to expand [digital education](#), strengthen career guidance, and modernise VET. The law foresees the creation of a central digital education portal and a digital tutoring service ([the digital school platform](#)), under the responsibility of the Institute of Educational Policy (IEP) for the Ministry of Education (ReferNet Greece & Cedefop, 2024c). The portal serves as a gateway to digital educational content and to both synchronous and asynchronous distance learning in primary and secondary education. In upper secondary education, an electronic career orientation platform is planned to provide personalised guidance. For VET, the establishment of the e-PROFESSIONAL platform is foreseen to digitalise the recognition of professional qualifications and the equivalence of higher education degrees, reducing delays. Additional planned measures include support for remote areas through autonomous classes and home-based education services.

## 4. Statistical information in relation to EU targets

Greece demonstrates a varied performance in relation to EU targets for VET. While certain indicators show positive trends, others highlight areas needing further improvement to align with European targets.

A significant area of progress is the reduction in the NEET rate (young people not in employment, education or training) among 15-29-year-olds. The NEET rate in Greece decreased from 26.7% in 2014 to 14.2% in 2024. While this marks substantial progress, Greece continues to record one of the highest NEET rates in Europe. At 11% in 2024, it remains above the EU average and further efforts are needed to reach the European Pillar of Social Rights Action Plan target of below 9% by 2030.

The employment rate for recent IVET graduates (20-34-year-olds) has shown a significant increase, rising from 37.5% in 2015 to 69.5% in 2024. While this represents substantial progress, this figure remains below the EU average of 80% and falls short of the EU target (82% by 2025 as set out by the Council Recommendation on VET).

Greece has made significant progress in reducing early leaving from education and training, with the rate decreasing from 9% in 2014 to 3% in 2024. This is well below the EU average of 9.3%, with the country already exceeding the EU target of less than 9%.

The percentage of adults (25-64-year-olds) participating in learning experiences within the last 12 months was 15.1% in 2022. This is significantly lower than the EU average of 39.5% and falls short of the EU target of 47% by 2025, set by the European Education Area.

Table 1. **European vocational education and training policy dashboard: Greece**

Type of indicator <sup>(5)</sup>	Indicator	Last available year	EL	EU-27	Policy Document	EU target (year)
<b>VET for developing a lifelong learning culture</b>						
Progress	Adults (25-64 year-olds) with a learning experience in the last 12 months (%) <sup>*</sup>	2022	15.1	39.5	Skills Agenda	50% (2025)
					Council Resolution on EEA	47% (2025)
					ESPR Action Plan	60% (2030)
Progress	Low-qualified adults with a learning experience in the last 12 months (%) <sup>(*)</sup>	2022	4.5 <sup>u</sup>	18.4	Skills Agenda	30% (2025)
Progress	Unemployed adults with a learning experience in the last 4 weeks (%)	2024	5.5 <sup>b</sup>	15.3	Skills Agenda	20% (2025)
Context	Employment rate for 20-64 year-olds (%)	2024	69.3	75.8	ESPR Action Plan	78% (2030)
Context	Early leavers from education and training (%)	2024	3 <sup>b</sup>	9.3	Council Resolution on EEA	<9% (2030)
Context	NEET rate for 15-29 year-olds (%)	2024	14.2 <sup>b</sup>	11.0	ESPR Action Plan	9% (2030)
<b>VET for Resilience, transitions, sustainability and excellence</b>						
Progress	Adults (16-74 year-olds) with at least basic digital skills (%)	2023	52.4	55.6	Skills Agenda	70% (2025)
					ESPR Action Plan	80% (2030)
Progress	Employment rate for recent IVET graduates (20-34 year-olds) (%)	2024	69.5 <sup>b</sup>	80.0	Council Rec on VET	82% (2025)
Progress	Recent IVET graduates (20-34 year-olds) with a work-based learning experience as part of their vocational education and training (%)	2024	15	65.3	Council Rec on VET	60% (2025)
					Council Resolution on EEA	
Context	25-34 year-olds with tertiary attainment (%)	2024	44.5	44.2	Council Resolution on EEA	45% (2025)
Context	Gender employment gap (%)	2024	18.8	10.0	ESPR Action Plan	To be halved (2030)
Context	People at risk of poverty or social exclusion (1000s)	2024	2744	93 333	ESPR Action Plan	15 million decrease (2030)
Context	Employed ICT specialists (1000s)	2024	107.2	10273.6 <sup>e</sup>	2030 Digital Compass	20 million, with convergence between men and women (2030)
<b>VET for the European Education Area</b>						
Progress	Learners in IVET who benefitted from a learning mobility abroad (%) <sup>**</sup>	2021	1.7	2.1 <sup>dv</sup>	Council Rec on VET	8% (2025)
					Skills Agenda Council Rec Europe on the Move	12% (2030)
Context	Average number of foreign languages learned in IVET	2023	0.8	1.2 <sup>d</sup>		

Available flags: **b – break in time series**, d-definition differs, e – estimated, V-Cedefop estimate.

\* Eurostat data (Adult Education Survey, special calculation excluding guided on-the-job training).

\*\* Provisional estimates affected by the Covid19 pandemic.

Source: Cedefop. (n.d.). [European VET policy dashboard](#).

<sup>(5)</sup> Definitions on the type of indicators is available [here](#).

## 5. Conclusion

Greece has taken steps to improve VET labour market relevance and quality and to modernise it in terms of digitalisation and infrastructure.

The country has made some progress in improving the labour market relevance of VET by establishing a labour market diagnosis mechanism to strengthen skills anticipation and forecasting, and by developing a new national skills strategy covering multiple intervention areas. Work-based learning has been strengthened, as the apprenticeship class has gradually consolidated into a more established and attractive option for upper secondary VET graduates, alongside internships for post-secondary IVET learners. Occupational standards have also been developed and are being continuously updated. Nevertheless, according to the 2025 European Semester Country Report, the upgraded national skills-intelligence system still lacks sufficient forecasting tools, IT infrastructure and staffing, while plans for individual learning accounts remain pending. Moreover, the low overall performance of the VET system continues hindering efforts to close the considerable gap between labour market demand and the skills promoted by the education and training system. Further integration of green skills into curricula would support the Greek labour market.

Improving the quality of VET provision is another area where progress has been made. The 2022-24 (Ministry of Education and Religious Affairs, 2022) and 2025-27 strategic plans for VET and LLL (Ministry of Education, Religious Affairs and Sports, 2025) serve as action plans for implementing the major reform of the VET system, initiated with Law 4763/2020 and further advanced with Law 5082/2024. The establishment of model upper secondary VET schools (PEPAL) alongside thematic and experimental VET institutes (IEK, now SAEK) represents an important step towards raising quality. New training guides and educational resources, improved certification procedures for adult VET trainers, and the piloting of quality assurance methodologies have further strengthened provision. Extroversion has also been promoted through participation in international skills competitions. However, there is still a critical need to tackle the challenge of shifting from knowledge-based to competence-based education. Greek VET would also benefit from offering better career prospects for teachers.

Between 2022 and 2024, Greece advanced the digital transformation of VET and lifelong learning through major investments and legislative reforms. Key measures focused on modernising digital infrastructure, upgrading laboratory facilities, expanding online learning opportunities and strengthening career guidance and recognition systems. It remains to be seen how these efforts will translate into tangible improvements for VET and in which areas they will have the greatest impact (European Commission, 2024, 2025a, 2025b).

## Abbreviations

### General/EU

CVET	Continuing vocational education and training
EEA	European Education Area
EQAVET	European quality assurance reference framework for vocational education and training
EQF	European qualifications framework
HEI	Higher education institution
IVET	Initial vocational education and training
LLL	Lifelong learning
NEET	Not in employment, education or training
NIP	National implementation plan
NQF	National qualifications framework
OP	Occupational profile
QA	Quality assurance
QAM	Quality assurance methodology
RRF	Recovery and Resilience Facility
VET	Vocational education and training

### Greek context

GGEEKDBM	Γενική Γραμματεία Επαγγελματικής Εκπαίδευσης, Κατάρτισης και Δια Βίου Μάθησης [General Secretariat for VET and Lifelong Learning]
GEAS	Γραφεία Επαγγελματικής Ανάπτυξης και Σταδιοδρομίας [Vocational development and career offices]
DYPA	Δημόσια Υπηρεσία Απασχόλησης [Public Employment Service]
EIEAD	Εθνικό Ινστιτούτο Εργασίας και ανθρώπινου Δυναμικού [National Institute of Labour and Human Resources]
EOPPEP	Εθνικός Οργανισμός Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού [National Organisation for the Certification of Qualifications and Vocational Guidance]
EPAL	Επαγγελματικό Λύκειο [Vocational upper secondary schools]
EPAS	Επαγγελματικές Σχολές [Apprenticeship schools of DYPA]
ESK	Σχολές Επαγγελματικής Κατάρτισης [Vocational training schools]
IEK	Ινστιτούτα Επαγγελματικής Κατάρτισης [Institutes of vocational training]

INE/GSEE	Ινστιτούτο Εργασίας της Γενικής Συνομοσπονδίας Εργατών Ελλάδας [Labour Institute of the General Confederation of Greek Workers]
KDS	Κλαδικά Συμβούλια Δεξιοτήτων [Sectoral Skills Councils]
KDVM	Κέντρα Διά Βίου Μάθησης [Lifelong learning centres]
KEEK	Κέντρα Επαγγελματικής Εκπαίδευσης και Κατάρτισης [Centres for VET]
KSEEEK	Κεντρικό Συμβούλιο Επαγγελματικής Εκπαίδευσης και Κατάρτισης [Central Council for VET]
MEKY	Μονάδα Εμπειρογνοµόνων Απασχόλησης, Κοινωνικής Ασφάλισης, Πρόνοιας και Κοινωνικών Υποθέσεων [Unit of Experts in Employment, Social Insurance, Welfare and Social Affairs]
PEPAL	Πρότυπα Επαγγελματικά Λύκεια [Model vocational upper secondary schools]
SAEK	Σχολές Ανώτερης Επαγγελματικής Κατάρτισης [Schools of higher VET]
SSPAE	Συμβούλια Σύνδεσης με την Παραγωγή και την Αγορά Εργασίας [Regional Councils for VET]



## References

[accessed 26.09.2025]

- Cedefop, & National Organisation for the Certification of Qualifications and Vocational Guidance [EOPPEP]. (2023). [Vocational education and training in Europe – Greece: system description](#). In Cedefop, & ReferNet. (2024). *Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions* [Database].
- Cedefop, & ReferNet. (2025). [Timeline of VET policies in Europe](#) (2024 update) [Online tool].
- European Commission. (2024). [European Semester: Country report – Greece](#). Luxembourg: Publications Office of the European Union.
- European Commission. (2025a). [European Semester: Country report – Greece](#). Luxembourg: Publications Office of the European Union.
- European Commission. (2025b). [Recommendation for a COUNCIL RECOMMENDATION on the economic, social, employment, structural and budgetary policies of Greece {SWD \(2025\) 215 final} - {SWD\(2024\) 215 final}](#) 04.06.2025
- Greece. (2022). [National Implementation Plan: Greece](#).
- Ministry of Education and Religious Affairs. (2022). [The 2022-24 Strategic plan for vocational education and training, lifelong learning and youth](#)
- Ministry of Education, Religious Affairs and Sports. (2025). [Στρατηγικό σχέδιο ΕΕΚ και ΑΒΜ 2025–2027](#) [Strategic plan for VET and lifelong learning 2025–27]. Athens.
- ReferNet Grece, & Cedefop. (2021). [Greece: new thematic and pilot vocational institutes at post-secondary level](#). *National news on VET*.
- ReferNet Greece, & Cedefop. (2023). [Greece: IVET students to compete for a place in EuroSkills 2023](#). *National news on VET*.
- ReferNet Greece, & Cedefop. (2024a, February 12). [Greece: announcement of the national skills strategy](#). *National news on VET*.
- ReferNet Greece, & Cedefop. (2024b, September 11). [Greece: Law 5082/2024 further strengthens the VET system](#). *National news on VET*.
- ReferNet Greece, & Cedefop. (2024c, December 17). [Greece: launch of a new comprehensive Digital School platform](#). *National news on VET*.
- ReferNet Greece, & Cedefop. (2025, March 4). [Greece: transforming vocational education – new training guides and educational materials for SAEK schools](#). *National news on VET*.