



PARTNER UP

Road Map

Greece



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Country: Greece



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Partner organization: Hellenic Adult Education Association



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1. Stakeholders involved in developing the Road Map

What types of stakeholders participated in developing the Road Map, and what are their roles? Please provide detailed information about their roles in implementing the Road Map.

In developing the Road Map, a range of key stakeholders have been engaged, each with specific roles essential for its effective implementation:

1. The Hellenic Adult Education Association (HAEA) serves as the project coordinator, responsible for bringing together the stakeholders, facilitating collaborative planning sessions, and ensuring that all activities align with the overall objectives of the Road Map. HAEA's coordination role includes overseeing communication among partners, monitoring progress, and resolving any issues to keep the project on track. Additionally, HAEA provides expertise in adult education and supports the development of best practices and transformative learning methods that are integrated throughout the Road Map's framework.

2. The Hellenic Ministry of Education, Religious Affairs, and Sports plays a pivotal role by supervising the Central Council for Vocational Education and Training (VET). It is responsible for planning, supervising, and evaluating VET actions, policies, and programs, ensuring they align with national educational standards and labor market needs. The Ministry's role includes shaping and endorsing policy directions, managing resource allocation, and overseeing the quality and efficacy of educational programs. Through its regulatory functions, the Ministry ensures that the Road Map's initiatives comply with national policies and standards.

3. The Ministry of Labor and Social Security contributes by diagnosing skill needs in the labor market and formulating policy proposals that address emerging trends and demands. This ministry assesses current workforce capabilities, identifies skill gaps, and provides guidance on developing programs that are responsive to economic and industrial changes. Its involvement ensures that VET initiatives within the Road Map are both relevant to the market and supportive of sustainable employment opportunities.

4. Second Chance Schools are vital in implementing the Road Map at the local level, offering inclusive education programs for adults who wish to enhance their skills or re-enter the workforce. These schools provide tailored learning experiences, focusing on creative learning and practical skills development to foster employability and personal growth. As part of the Road Map, SCS will run specialized programs to empower adults, particularly those with limited educational backgrounds, helping them develop new competencies aligned with labor market needs.

5. Centres of LifeLong Learning act as community-based hubs for ongoing education and skills training, catering to a wide range of adult learners. They play a critical role in implementing the Road Map by offering diverse learning modules that encompass both vocational skills and personal development. Through flexible learning opportunities, CLLL supports lifelong learning objectives and helps adapt the workforce to evolving job market requirements.

Each of these stakeholders contributes uniquely to the Road Map's development and implementation, ensuring it addresses both educational and labor market demands effectively. Through collaborative efforts, they work to create an inclusive, responsive, and effective VET ecosystem in Greece.



2. Planning the Implementation Plans/ Road Map

List and describe how you plan to develop the Road Map. Who will start drafting it, who will be consulted further, the timeline, methods to be used, etc. Which methods were most successful in engaging participants, generating actionable and specific suggestions, and supporting collaboration between stakeholders?

The implementation plan builds on insights from development groups and discussions held throughout the project. The Hellenic Adult Education Association is actively collaborating with the Ministry of Education, Religious Affairs, and Sports to engage participants, produce actionable, specific recommendations, and foster partnerships among key stakeholders. These stakeholders have been engaged through online focus groups, workshops, and discussions that encouraged cross-collaboration. The workshops and development groups provided valuable opportunities for participants to connect with representatives from other adult education institutions facing similar challenges, sparking discussions on shared solutions that could benefit most adult education organizations. The cooperation with state and public institutions has focused on aligning adult education programs with a development methodology and on approving and implementing formal adult education programs in accordance with the EAEA Manifesto for Adult Learning in the 21st Century.

3. Successful Cooperation Mechanisms

Please provide 2 examples of good practices which could be a source of inspiration for other countries.

A.

Second Chance Schools (SDEs) in Greece play an essential role in promoting social inclusion and supporting vulnerable populations through a range of targeted initiatives. Working closely with municipalities, SDEs focus on bridging educational opportunities with labor market integration for adults who may lack formal qualifications or face social and economic barriers. Their dual mission includes collaborating with local municipalities to create pathways that help graduates enter or re-enter the workforce. This involves connecting graduates with job placement programs, organizing skill-building workshops tailored to local employment needs, and providing guidance on resume building, interview preparation, and job searching. By aligning their curriculum with the demands of the local job market, SDEs ensure that their students gain practical, relevant skills that increase employability, often in partnership with local businesses and employers.

Furthermore, they cooperate with NGOs to Support Refugee and Migrant Integration into educational programs that are responsive to their unique needs. These collaborations ensure that newcomers receive language training, cultural orientation, and support services that help them navigate the Greek education system. NGOs often assist with providing translation services, intercultural mediators, and psychological support, creating a welcoming and supportive environment. Through these partnerships, SDEs expand their curricula to include multicultural and language programs, building bridges between communities and fostering social cohesion.



B.

The Labor Institute of the Greek General Confederation of Labor (INE/GSEE) coordinated an impactful program called *Access to the Labor Market: Gaining Work Experience*, which focused on providing job training and experience to 7,000 young people under the age of 29 who had completed secondary or post-secondary vocational education. This initiative was driven by INE/GSEE's commitment to addressing youth unemployment and supporting young workers' integration into the labor market, particularly for those in need of hands-on experience to bridge the gap between education and employment. The action was implemented through a consortium involving training institutions from all major social partners, including trade unions, employers' associations, and educational organizations. This diverse coalition allowed for a broad approach to training that included multiple perspectives on workplace skills and requirements. By bringing together different sectors, the consortium ensured that the training content was comprehensive and aligned with the needs of the labor market across various industries.

4. Development of an Implementation Plan/Road Map

What are the short-term and long-term goals for upskilling initiatives, and how can they be aligned with the objectives of the stakeholders? What is the timeline for implementation, and what are the key milestones that need to be achieved? How will responsibilities be distributed among the various stakeholders, and what governance structures will be put in place? What strategies will be in place to adapt and evolve the implementation plan as circumstances change or new challenges arise? What contingency plans can be developed to mitigate unforeseen challenges or disruptions in UP?

The Hellenic Adult Education Association is currently working with the of the General Secretariat of Vocational Education, Training and Lifelong Learning, of the Ministry of Education on a programme that will foster cooperation between the Ministry and the Second Schools. The Second Chance Schools are the main VET providers and the vehicle for Upskilling Pathways in Greece.

The short-term goal is to establish research involving participants/learners at the Second Chance Schools under the auspices of the General Secretariat, to determine the effectiveness of the training and upskilling programmes that are provided.

As a long-term goal a. the research aims to evaluate the initial skills of the participants have before enrolling and then to evaluate the progress and new skills developed from participating in the lessons offered. The objective is to determine if participation did in fact lead to upskilling or re-skilling and consequently to employment or better jobs, therefore if the specific learning needs of the participants were addressed and if they were sufficiently linked to the needs of the labor market.

b. to bring together local VET providers and the central administration to work together establishing the foundation for more effective cooperation in the future.



5. Summaries of the Implementation Plans

Please summarize the four pages to be included in the international report.

The stakeholders and policymakers that participated in the Implementation Plan pointed out the need of effective and efficient coordination of the Ministry of Education and the Ministry of Labor, in order to formulate strategies, at a national level, as the policies of these two main actors of the field may change according to their own priorities which are not dedicated solely to the upskilling of persons that are facing their extraction from the everyday economic life of the country, but with a variety of subjects concerning the totality of citizens and aliens residing in the country.

Therefore, the most pressing need is to establish local strategies that will render their own organisations as flexible as possible. Only through flexibility they perceive that they will be able to continue trying to exploit all opportunities that arise in upskilling, by cooperating with each other, communicating with the target group as best as possible, taking into account the local labor market needs, and seeking the participation of the local government, the professional bodies and chambers of their territories, while remaining alert to the opportunities that may arise through the participation in European Union projects as well as publicly funded initiatives.

6. Lessons Learned

Summarize the main lessons learned. This includes not only the outcomes (implementation plans) but also the development and elaboration of the plan.

A prominent feature of the Greek system is its centralized nature. Decision-making authority and the majority of responsibilities are concentrated in the Ministry of Education and the Ministry of Employment and Social Protection. This centralized approach means that these two Ministries have significant control over the planning and implementation of policies related to CVET and adult education. The design of programmes is carried out exclusively by the central administration without the involvement of social partners. In this context, the programmes, including the apprenticeships that take place within them, are not sufficiently linked to the needs of the labor market and the trainees.

The role of regional and municipal authorities, as well as that of social partners such as labor unions, employers' associations, and other civil society organizations, is notably limited, while providers within the CVET and adult education sectors -which include various educational institutions and training organizations- are also excluded from participating in planning and decision-making bodies. Their lack of involvement means that the insights and expertise of those directly engaged in delivering education and training are not adequately represented in the policymaking process.

Moreover, synergies between different stakeholders, such as educational institutions, businesses, local authorities, and community organizations, are infrequent. These local and regional bodies have minimal influence on the strategic planning and decision-making



processes. Consequently, the potential for tailoring education and training programs to meet local needs and conditions is restricted.

Overall, the task of addressing centralization and limited collaboration within the Greek CVET and adult education system is a significant challenge. Our efforts focus on contributing to develop a coordinated strategy that leverages the strengths and insights of all relevant stakeholders and meets the evolving needs of the economy and society.



7. Annex: Implementation Plan

8. Challenge/Obstacles: Lack of awareness of stakeholders and the public about Upskilling Pathways

Objective: Information and awareness campaigns among low-skilled people, in different forms and at different levels, considering the complexity of the target group

	ACTION	RESPONSIBILITY	PARTNERS	INDICATORS	TIMEFRAME
1	Two (2) awareness and information campaigns through multiple channels, including social media, the website of HAEA and newsletters	HAEA	Second Chance Schools, NGOs	Number of informed persons	January-December 2025
2	Workshops and presentations in the framework of the annual International Conference on Adult Education held by HAEA	HAEA	Participants of the conference, many of which are key stakeholders	Number of workshops and presentations / number of participants	November 2024, November 2025

Challenge/Obstacles: Lack of awareness of stakeholders and the public about Upskilling Pathways

Objective: To strengthen cooperation between stakeholders

	ACTION	RESPONSIBILITY	PARTNERS	INDICATORS	TIMEFRAME
1	Webinar following the awareness campaign in order to determine the progress made regarding the cooperation among stakeholders	HAEA	all stakeholders	Organisation of at least one webinar	December 2025

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Formation of a “Pact for Skills” with bodies active in the field of reskilling and upskilling

NGO Symplexis

HAEA, Labor Institute of GSEE



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To learn more about the Partner UP project and the results from other countries, visit the **Partner UP Virtual Map**.



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