

Universal Periodic Review
(25th session, April-May 2016)
Contribution of UNESCO to Compilation of UN information
(to Part I. A. and to Part III - F, J, K, and P)

Greece

I. BACKGROUND AND FRAMEWORK

Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Not state party to this Convention	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. (1989)	Not state party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	17/07/1981, ratification	N/A	N/A	Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	03/01/2007, ratification	N/A	N/A	Right to take part in cultural life

Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)	03/01/2007, ratification	N/A	N/A	Right to take part in cultural life
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II. INPUT TO PART III. IMPLEMENTATION OF INTERNATIONAL HUMAN RIGHTS OBLIGATIONS, TAKING INTO ACCOUNT APPLICABLE INTERNATIONAL HUMANITARIAN LAW TO ITEMS F, J, K, AND P

Right to education

1. NORMATIVE FRAMEWORK

1.1. Constitutional Framework

1. The right to education is enshrined in the **Greek Constitution of 1975**, as amended in 2008¹. It is mainly the **Article 16** that ensures the right to education. It sets out that “Education constitutes a basic mission for the State [...]. 3. The number of years of **compulsory education** shall be no less than nine. 4. All Greeks are entitled to **free education** on all levels at State educational institutions. The State shall provide **financial assistance** to those who distinguish themselves, as well as to students in need of assistance or special protection, in accordance with their abilities. 5. Education at university level shall be provided exclusively by institutions which are fully self-governed public law legal persons. These institutions shall operate under the supervision of the State and are entitled to financial assistance from it; they shall operate on the basis of statutorily enacted by-laws. [...]. A special law shall define all matters pertaining to student associations and the participation of students therein. [...]”
2. **Article 112.4** adds that “The application of article 16 paragraph 3, on the number of years of compulsory education, shall be fulfilled by means of a statute, within five years of the coming into force of this Constitution.”
3. Moreover, according to **Article 108**, “The State must take care for emigrant Greeks and for the maintenance of their ties with the Fatherland. The State shall also attend to the education, the social and professional advancement of Greeks working outside the State.”

¹ <http://www.hellenicparliament.gr/en/Vouli-ton-Ellinon/To-Politevma/Syntagma/>, <http://www.unesco.org/education/edurights/media/docs/c365a1fcf7753ce4c2f68296f7784a84f3f22f92.pdf>, Accessed on 09/04/2015

4. By an Amendment of 2001, a paragraph 6 was added to **Article 21** which stipulates that “people with disabilities have the right to benefit from measures ensuring their self sufficiency, professional integration and participation in the social, economic and political life of the Country.”
5. According to **Article 4**: 1 “All Greeks are equal before the law. 2. Greek men and women have equal rights and equal obligations”.

1.2. Legislative Framework

6. “The **Law No. 1566 of 30 September 1985** stipulates the aims and objectives of education and sets the basic principles of the organization and delivery of primary and secondary education. The law gives priority to the quality factor by the introduction of new curricula and improvements in teaching methods and educational resources. A dynamic and flexible education system, decentralization and democratization of education, are the main principles laid down in the law.”²
7. “The basic structure and organization of non-compulsory general and technical-vocational secondary education, previously mainly regulated by Law No. 2525/1997 on the unified upper secondary school (lyceum) and other provisions and Law No. 2640/1998 containing provisions related to the technical-vocational education schools (TEEs), has been reformed in accordance with **Law No. 3475/2006 on the organization and operation of secondary level vocational education** and relevant provisions. This Law established the vocational lyceum and vocational training schools which replaced the TEEs. The **Law No. 2525/1997** also established all-day kindergartens and all-day primary schools.”³
8. Other key legislation includes **Law 2341/1995 on the Muslim minority education** (ΦΕΚ 208/A/1995), **Law 2413/1996** establishing Cross-cultural Education and modernizing the education of Greek children abroad and **Law 2525/1997** establishing All-day Primary Schools. **Ministerial Decree 21072β/Γ2 of 2003** (Government Gazette 304/Issue B’/13.3.2003) defines the Cross-Thematic Curriculum Framework of Curricula that constitutes the national curriculum for Primary and Secondary Compulsory Education. More recently, attendance at Nipiagogeio (Pre-Primary School) became compulsory for 5-year old children pursuant to **Article 73 of Law 3518/2006**.⁴

² IBE, World Data on Education, 7th ed., 2010-2011, Greece, pp. 2-3,

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Greece.pdf, Accessed on 09/04/2015

³ IBE, World Data on Education, 7th ed., 2010-2011, Greece, p. 3,

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Greece.pdf, Accessed on 09/04/2015

⁴ IBE, World Data on Education, 7th ed., 2010-2011, Greece, p. 3,

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Greece.pdf, Accessed on 09/04/2015

9. “The **Law on Lifelong Learning and other regulations No. 3369** was passed on **25 June 2005** and entered into force on 6 July 2005. This law provides for an institutional framework to be incorporated in the governmental strategy regarding human resources development and investments in human capital, rationalizing the existing educational and training frameworks within the perspective of lifelong learning. The **Law on the Development of Lifelong Learning and other Provisions No. 3879** of September 2010 regulates matters concerning lifelong learning placing emphasis on the recognition and accreditation of all types and levels of formal, informal and non-formal learning. This law contains special measures for the creation and systematization of an integrated system of lifelong learning and the implementation of lifelong learning policies at local, regional and national level (i.e. National Lifelong Learning Network). It foresees the establishment of a cohesive national framework of assessment and certification for all modes of training and general adult training through the setting up the National Organization for the Certification of Qualifications and the establishment of an integrated national framework of the recognition of qualifications and certification of knowledge, skills and competences described in terms of learning outcomes (e.g. the National Qualifications Framework, which has been developed in accordance with the European Qualifications Framework). The Law also refers to the Zones of Educational Priority, which are expected to develop activities in order to fight against school dropout and improve learning outcomes.”⁵
10. “In 2007 an important legislation passed that provided a new framework for the operation of higher education institutions emphasizing broad participation, transparency and self-governance.”⁶ According to **the Framework Law (2007)**⁷, **higher education** consists of two parallel sectors: the University sector (Universities, Polytechnics, Fine Arts Schools, the Open University) and the Technological sector (Technological Education Institutions (TEI) and the School of Pedagogic and Technological Education). The same law regulates issues concerning governance of higher education along the general lines of increased participation, greater transparency, accountability and increased autonomy. Current legislation establishing the International University of Greece aims at facilitating student mobility and increasing the number of places offered in higher education, especially for foreign students. This University will also offer distance learning courses.
11. In the context of the Bologna Process, Greece adopted a **Law 3794 (ΦΕΚ 156/A/4.9.2009) – passed in September 2009** – on the "Regulation of issues of the university and technological sectors of higher education" fully harmonizes the operation of the two parallel sectors and

⁵ IBE, World Data on Education, 7th ed., 2010-2011, Greece, p. 4,

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Greece.pdf, Accessed on 09/04/2015

⁶ 48th International Conference of Education 2008, Report submitted by Greece on the development of education, p. 13,

http://www.ibe.unesco.org/National_Reports/ICE_2008/greece_NR08.pdf, Accessed on 09/04/2015

⁷ National Summary Sheets on Education System in Europe and Ongoing Reforms (Edition 2009), p. 8

finalizes the process of integrating the technological sector into the higher education structure.⁸

12. “**Law No. 2817** of 2000, supplemented by **Law No. 3194** of 2003, has updated and improved the existing institutional framework for special needs education and education for pupils with special talents. [...] The **new Law No. 3699/2008** on special education and education of people with disability or special educational needs regulates issues concerning the degree of learning difficulties that pupils may meet either in mainstream or special education schools.”⁹
13. **Law 3699, passed in the fall of 2008** (ΦΕΚ 199/A/2008), establishes the compulsory nature of education for students with disabilities and special educational needs, affirming that it is an integral part of public free education and promoting the principle of integrated education.¹⁰ Education for students with disabilities and special educational needs is provided in either mainstream or special schools and extends from the preschool years to the age of 23. This law makes special education compulsory for the students concerned.
14. Greece has recently adopted many instruments in the last four years, the main ones being:¹¹:
 - **Presidential Decree 152/2013** 'Evaluation of teachers in primary and secondary education'. Specifies the bodies, the criteria and the process for the evaluation of teachers and teachers in positions of responsibility in primary and secondary education
 - **Ministerial Decision 24001/2013** 'Transferring primary school students from the Regions'.
 - **Ministerial Decision C1/14987/3-2-2014** 'Students introduction and relevant regulations in Model Experimental Schools for the school year 2014–2015.'
 - **Ministerial Decision 5954/2-7-2014** : «Regulation of Operation of Vocational Training Institutes (IEK) falling under the General Secretariat of Lifelong Learning.».
 - **Ministerial Decision 5953/23-6-2014**«Organization and Operation Regulation of Second Chance Schools (SDE)».
 - **Ministerial Decision 42712/C2/20-3-2014** «Pupils number per class in Vocational Upper Secondary Education Schools».
 - **Ministerial Decision 24756/C7/20-2-2014** "Organization and operation of School Centers of Support Teaching for school year 2013–2014"».
15. **Law 4186/2013** 'Restructuring of Secondary Education and other provisions'. It includes provisions for the transformation of General and Vocational Upper Secondary Schools, Vocational Training Institutes and Special Education structures. It establishes Schools of

⁸ National Summary Sheets on Education System in Europe and Ongoing Reforms (Edition 2009), p. 9

⁹ 48th International Conference of Education 2008, Report submitted by Greece on the development of education, pp. 3-4, http://www.ibe.unesco.org/National_Reports/ICE_2008/greece_NR08.pdf, Accessed on 09/04/2015

¹⁰ National Summary Sheets on Education System in Europe and Ongoing Reforms (Edition 2009), p. 8

¹¹ Eurypedia, Greece, Legislation, <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Greece:Legislation>, Accessed on 13/04/15

Vocational Education, as well as Lifelong Learning Directores. Last, it supplements new provisions regarding Higher Education Institutions.

16. **Law 4142/2013** 'Authority for Quality Assurance in Primary and Secondary Education'. This Law provides for the establishment of the Authority for Quality Assurance in Primary and Secondary Education, and in particular its mission and responsibilities, the set up of the Council, the President, while it also regulates issues related to assessment decisions of the Authority, and finally the criteria for the evaluation of the educational work.
17. **Law 4115/2013** 'Organization and operation of the Institute for Youth and Lifelong Learning and of the National Organisation for the Certification of Qualifications and Vocational Guidance and other provisions'. It sets the rules of operation and organisation of the two above mentioned bodies. Chapter three contains other provisions for issues under the auspices of the Ministry of Education and Religious Affairs, Culture and Sports.
18. **Law 4152/2013** "Urgent measures for the implementation of laws 4046/2012, 4093/2012 and 4127/2013". Apart from provisions related to Ministries of Finance, Administrative Reform and E-government, it also includes provisions regulating issues pertaining to the auspices of the Ministry of Education and specifically teaching time and time devoted to practical training by staff employed in secondary education, as from 1-9-2013.

1.3 Policy Framework

I. General information

19. "The strategic objectives of the Ministry of Culture, Education and Religious Affairs for 2014 are divided into three thematic areas and most of them aim at a public, free of charge and high quality education at all levels. Towards this vision, the strengthening of the institution of remedial teaching and additional teaching support, the modernisation of special education and intercultural education are highlighted. Foreign language learning and training in new technologies will be also promoted.
20. Particular reference is made to teaching staff, since legislation for appointment and transfer of teachers will be revised, so as to simplify and improve the management of human resources.
21. More specifically, the 20 strategic objectives of the Ministry of Culture, Education and Religious Affairs are as follows:
22. **Public, free of charge and high quality education for all, at all levels of education, including lifelong learning, in the following key areas:**
 - Extension of pre-primary education for all children over 3 years old.

- Generalisation of the institution of the Unified Revised Curriculum throughout all 'all day' schools of the country.
- Generalisation of the "New School" in Primary and Secondary Education and finalisation of the procedures for the "Digital School", through the promotion of new technologies and foreign language learning.
- Finalisation of textbook and curriculum review for Primary and Secondary Education by the Institute of Educational Policy.
- Cost savings by increasing the lifetime of textbooks in Primary and Secondary Education.
- Promoting the institution of remedial teaching and additional teaching support.
- Modernising special education structures, through utilising the principles of inclusion and use of new technologies and by giving priority in vocational education and training of pupils with disabilities.
- Revision of legislation for the appointment and transfer of teachers, as a way to streamline the management of human resources.
- Implementation of Apprenticeship for graduates of Vocational Upper Secondary Schools (EPAL), for the school 2013-2014, and Short Term Apprenticeship for EPAL graduates of the previous six years, in order to improve the prospects for employability and connection of technical secondary education with the labour market.
- Enhancement of Cross-cultural Education.
- Establishment of the National Qualifications Framework (NQF) as part of the European Qualifications Framework for the attribution of professional rights in all disciplines and the alignment of education and the labour market.
- Expansion of Continuing Vocational Training and Lifelong Learning structures.
- Association of Higher Education Institutions with research institutions, as a means to develop synergies for effective participation in European programs and the development of research activity.

23. Research and Technology in the following key areas:

- Encouragement of public and private sector to contribute more effectively to the country's efforts to address current needs and challenges and to create a single national and European research area.
- Creating favorable conditions for the strengthening and development of Research, Technological Development and Innovation.

24. Management by Objectives in the following key areas:

- Adoption of new methods for the proper management of administrative structures of the Ministry of Culture, Education and Religious Affairs and its supervised agencies, in particular as regards fiscal consolidation and financial control of the Research Committees in Higher Education Institutions, as well as savings from specific budget lines without proportional reduction occurred in the quality of education.

- Rationalisation and reorganisation of agencies supervised by the Ministry of Culture, Education and Religious Affairs, through the reduction of bureaucratic procedures.
- Finalisation of new Organisational Charters for supervised agencies of the Ministry of Education.
- Implementation of effectiveness and efficiency tools for the administrative structures of the Ministry of Education and other agencies supervised by it (Common Assessment Framework, effectiveness and efficiency Indicators, strategic goals, etc). Adoption of the Common Assessment Framework for Education, as a means to enable the implementation of self-evaluation through the use of an international assessment tool.
- Simplifying Procedures, Law Codification and development of Information Systems in Primary, Secondary (My School) and Higher Education (new organisational charters), as well as Lifelong Learning (My Vocational Center).¹²
- “The humanistic mission of education can be strengthened and supported through laws and policies. State policy in the sphere of education should be based on the humanistic nature of education, giving primacy to common human values and the public character of education, as is done in (...) and Greece, among other countries”¹³

II) Inclusive Education

25. “296. The three focal national projects: a) “Education of immigrant and repatriate students”, b) “Education of the children of the Muslim minority in Thrace” and c) “Education of Roma children” continue to be implemented in the Greek educational system under the supervision of the Ministry of Education (since the school year 2010-2011), which in essence facilitates the work, sets the guidelines to the actions and controls the results.”¹⁴
26. “297. The Greek Government is firmly committed to continue its policy to uphold the right to education for the Muslim minority. The “Education of the Children of the Muslim Minority in Thrace” project is a policy of the Greek state for the Muslim minority in Thrace, already started in the 1990s, which is now running its fourth phase. Its basic aim is to upgrade the education of

¹² Eurydice, Greece, Ongoing Reforms and Policy Developments, https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Greece:Ongoing_Reforms_and_Policy_Developments, Accessed on 09/04/2015

¹³K. Singh, Report of the Special Rapporteur on the right to education : “protecting the right to education against commercialization”, Human Rights Council 29th session, 10 June 2015
http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCwQFjAA&url=http%3A%2F%2Fwww.ohchr.org%2FEN%2FHRCBodies%2FHRC%2FRegularSessions%2FSession29%2FDocuments%2FA_HRC_29_30_AEV.doc&ei=2nyBVf5KyKxR1J6DqAQ&usg=AFQjCNErO2O-o8-D85Xfkm2wkIfPXBurVA&bvm=bv.96041959,d.d24

¹⁴ State reports submitted to the Committee on Economic, Social and Cultural Rights, 2013, p. 54, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=GRC&Lang=EN, Accessed on 09/04/2015

the children of the minority and to foster their integration into society as equal citizens of Greece and the European Union. [...]

27. “300. [...], Turkish optional language courses have been introduced, as a pilot programme, in five state junior high schools in Thrace. At the same time, Greek language & civilization courses are available for Muslim parents. This two-tier approach has proven useful to both students and parents who are members of the Muslim minority.”¹⁵
28. “303. Roma children education constitutes a central objective of the Greek education policy. Although Roma children are entitled by law to the same schooling as all other Greek citizens, the Ministry of Education has been applying special projects and actions considering the special needs of the Roma population and the prejudice that Roma children might face during their education.
29. “304. The main axes of the Greek Ministry of Education policy for Roma education are reflected in the project “Education of Roma children”. On the one hand, the project aims to enhance access and participation of Roma children in education, with particular emphasis on preschool education and early enrollment in the 1st grade of primary school. On the other hand, emphasis is placed on in-school interventions for the improvement of the education provided to Roma children in order to achieve regular attendance and to reduce students’ dropping out of school.”¹⁶
30. “In December 2011, Greece submitted to the European Commission the National Strategy for the Social Inclusion of Roma 2012-2020¹⁷. The strategy constitutes a long-term and comprehensive national framework of action at the local level for the social integration of Roma, within the general framework of combating poverty and social exclusion. It focuses on fundamental priority areas (education, employment, health and housing) with a long-term planning at the local level and a combination of sectoral and territorial-regional programmes and horizontal interventions (civic status, culture, awareness-raising and social dialogue). The implementation of the Strategy will be ensured through the coherent planning of actions at the local, national, European and international level, the parallel participation of Roma people as a target group, the establishment of monitoring mechanisms, indicators and time-frame as well as

¹⁵ State reports submitted to the Committee on Economic, Social and Cultural Rights, 2013, p. 54, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=GRC&Lang=EN, Accessed on 09/04/2015

¹⁶ State reports submitted to the Committee on Economic, Social and Cultural Rights, 2013, p. 55, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=GRC&Lang=EN, Accessed on 09/04/2015

¹⁷ Available at: http://www.esfhellas.gr/elibrary/roma_strategy_en.pdf, Accessed on 09/04/2015

the effective use of EU funding.”¹⁸ “Specifically, the primary objective of the Action Plan is to lift social exclusion conditions and to create the conditions for the social inclusion of the Roma. [...] In particular, per general objective:

- A. Ensuring and guaranteeing 'accommodation'
 - The first general target includes interventions aimed at covering the needs of the target-group of Roma for acceptable living conditions.
 - B. Development of a supportive network of social intervention (in the sectors of employment, education, health and social inclusion)
31. The second general target involves interventions in the following sectors:
- Education till 2020: increase the number of Roma enrolling and attending compulsory education by offering the corresponding knowledge
 - Employment till 2020 to cut down on undeclared work, enhance accessibility to the labor market and strengthen entrepreneurship particularly amongst young Roma.
 - Health-Social Care till 2020 to ensure access to primary Healthcare Service and support of Roma towards the process of full integration.
 - C. Development of Social dialogue and consensus through social empowerment and participation of Roma themselves.
 - The foregoing general targets are complemented by horizontal supportive actions taking into consideration the “10 Basic Principles” on the social inclusion of Roma, as stated in the announcement of the European Commission (COM 2011/173).
 - These horizontal actions regard:
 - Arrangement of civil and municipal status
 - Culture
 - Awareness raising”¹⁹
32. “308. In 2010, the Ministry of Education introduced a new measure, the Educational Priority Zones (ZEP), which is expected to contribute positively to combating segregation and its consequent effects in certain schools. The general aim behind the implementation of ZEP is to shape, and to test under real classroom conditions, alternative and flexible educational approaches of differentiated teaching so as to ensure the equitable educational integration of students from areas with low education and socioeconomic indicators, and possibly remove the social and economic barriers to students’ progress. [...]

¹⁸ UPR-info, Voluntary Mid-Term Progress Report on the Implementation of the First-Cycle UPR Recommendations, Greece, 2014, p. 24, http://www.upr-info.org/sites/default/files/document/greece/session_11_-_may_2011/2014_mid-term_report_greece.pdf, Accessed on 09/04/2015

¹⁹ The European Social Fund in Greece, National Strategy for the Social Inclusion of Roma 2012-2020, <http://www.esfhellas.gr/en/Pages/NATIONALSTRATEGYROMA.aspx>, Accessed on 09/04/2015

33. 310. In the current academic year, 377 ZEP Reception Classes operate in primary state schools throughout Greece whereas in secondary education 76 ZEP Reception Classes run in state schools.”²⁰

III) Teachers

34. “An ambitious in-service-training programme involving 8 000 primary school, foreign language and science teachers starting in June 2011 may contribute to greater quality in the system. To implement the programme, the Pedagogic Institute has launched a vast operation including a more professional approach to selecting trainers (experience in distance and adult learning, articles published, participation in innovative educational activities, etc.). Those high-calibre trainers, mostly university professors, are developing formats for lesson plans. The pilot phase of the programme, involving 600 teachers started in April 2011. The in-service training will link theory and practice using methods of adult education, such as active learning. The training, consisting of both contact hours and 150 hours of distance learning, is based on the new curriculum: managing the new curriculum, integrating new technologies, etc. Implementing the ideas of the “New School”, creating digital classes, focusing on authentic learning, creating a digital platform for teachers to co-operate are all at the heart of the programme.”²¹

IV) Curriculum

35. “84.13. Greece accepts this recommendation. It is to be noted that the new cross-thematic school curricula include the key concepts and principles of human rights education. Civic Education has always been entrenched within the Greek legislative framework. Within this framework, issues related to trafficking in human beings may be discussed in the classroom, so as to raise the awareness of pupils on the scourge of trafficking. At the university level, information about trafficking in human beings has already been included and could further be delivered and discussed in the context of courses on human rights. It has to be clarified, however, that such matter falls primarily within the responsibilities of the competent, and self-governed, academic institutions.”²²
36. “[...], taking into account that awareness-raising of the general public, as well as education and training of competent authorities is an intrinsic part of our anti-[trafficking in human beings (THB)] policy, the [national rapporteur] has included several different projects that engage

²⁰ State reports submitted to the Committee on Economic, Social and Cultural Rights, 2013, pp. 55-56, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=GRC&Lang=EN, Accessed on 09/04/2015

²¹ OECD, *Education Policy Advice for Greece, Strong Performers and Successful Reformers in Education*, 2011, p. 25, <http://www.oecd.org/greece/48407731.pdf>, Accessed on 09/04/2015

²² Greece responses, Report of the Working Group on the Universal Periodic Review, Addendum, 28 July 2011, p. 3, <http://www.ohchr.org/EN/HRBodies/UPR/Pages/GRSession11.aspx>, Accessed on 25/03/2015

human rights education (THB included) in schools in cooperation with competent stakeholders.”²³

V) Gender equality

37. In Greece low socio-economic status amplifies boy’s tendency to drop-out of school where “24% of female students from the bottom quartile had not reached level 2, compared with 50% of male students in this category”. Level 2 represents the level that the OECD considers necessary to enable students to ‘participate effectively and productively in life’.²⁴
38. “173. Despite women’s academic success, their educational and professional choices remain defined by gender stereotypes. Gender discrimination is identified in academic schools and training sectors and is also reflected in women’s professional choices and their career opportunities. The Greek State has developed policies to combat gender discrimination and to ensure equal rights for men and women during their school education, lifelong learning and academic studies. More specifically, the Hellenic Ministry of National Education and Religious Affairs has restricted several funds by the OPEPPT II (C’ CSF) solely for programmes that improve women’s access to the labour market. They were carried out in the field of secondary and higher education.”²⁵

VI) Other (as appropriate)

39. “[...], at all levels of police training (basic level, post-training), human rights courses are given, both from a constitutional law and an international law perspective.”²⁶

2. COOPERATION

40. Greece is **not party** to the 1960 UNESCO Convention against Discrimination in Education.
41. Greece did **not report** to UNESCO on the measures taken for the implementation of the 1960 UNESCO Recommendation against Discrimination in Education within the framework of the:

²³ UPR-info, Voluntary Mid-Term Progress Report on the Implementation of the First-Cycle UPR Recommendations, Greece, 2014, p. 11, http://www.upr-info.org/sites/default/files/document/greece/session_11_-_may_2011/2014_mid-term_report_greece.pdf, Accessed on 09/04/2015

²⁴ EFA Global Monitoring Report 2012, p 117, <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>, Accessed on 09/04/2015

²⁵ State reports submitted to the Committee on the Elimination of Discrimination against Women, 2011, p. 41, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=GRC&Lang=EN, Accessed on 09/04/2015

²⁶ UPR-info, Voluntary Mid-Term Progress Report on the Implementation of the First-Cycle UPR Recommendations, Greece, 2014, p. 18, http://www.upr-info.org/sites/default/files/document/greece/session_11_-_may_2011/2014_mid-term_report_greece.pdf, Accessed on 09/04/2015

- **Sixth Consultation** of Member States (covering the period 1994-1999),
 - **Seventh Consultation** of Member States (covering the period 2000-2005),
 - **Eighth Consultation** of Member States (covering the period 2006-2011).
42. Greece did **not report** to UNESCO on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms within the framework of the:
- Fourth Consultation of Member States (covering the period 2005-2008),
 - Fifth Consultation of Member States (covering the period 2009-2012).
43. Greece **reported** to UNESCO on the measures taken for the implementation of the 1976 UNESCO Recommendation on the Development of Adult Education within the framework of the:
- **First Consultation** of Member States (1993)
 - **Second Consultation** of Member States (2011).
44. Greece is **not party** to the 1989 UNESCO Convention on Technical and Vocational Education.

Freedom of opinion and expression

1. CONSTITUTIONAL AND LEGISLATIVE FRAMEWORK

45. Article 14 of the Constitution guarantees freedom of expression and explicitly forbids all forms of censorship. However, restrictions can be made in case of publications offending religious beliefs and insulting the president as well as if it is regarded as obscene or if it incites public disorder or violence.²⁷
46. Both the Criminal and the Civil Code provide for defamation offences. It can be punished with prison terms not exceeding one year as well as with fines. Defamation of state authorities is punished more severely.²⁸
47. Greek legislation provides for right of access to administrative documents and the right of citizens to obtain information.

2. MEDIA SELF-REGULATION

²⁷ See the English version of the Greek Constitution on the website of the Hellenic Parliament:
<http://www.hellenicparliament.gr/UserFiles/f3c70a23-7696-49db-9148-f24dce6a27c8/001-156%20aggliko.pdf/>.

²⁸ http://www.coe.int/t/dghl/standardsetting/media/Doc/DH-MM%282003%29006rev_fr.asp#P843_81731

48. There are several journalists' associations in Greece. The major five have adopted a Code of Ethics for journalists in 1988. Additionally, there is another Code of Ethics written by The Union of Newspaper Owners.²⁹ Since there is no Press Council in Greece, the journalists' associations are the ones which provide for self-regulatory of media in Greece.
49. The Greek National Council for Radio and Television (NCRTV) has also passed a Code of Journalist Ethics that is mandatory for broadcast journalists in Greece.³⁰

3. SAFETY OF JOURNALISTS

50. UNESCO recorded the killing of the Greek investigative journalist Socrates Giolias in 2010.³¹ Apart from this case, journalists operate in a safe environment.

3. RECOMMENDATIONS

Right to education

51. **Recommendations made within the framework of the first cycle of the Working Group on the Universal Periodic Review, considered on (please check the date on the following web site: <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>)**
52. The recommendations below formulated during the interactive dialogue have been examined by Greece and enjoy its support:
- i. 83.18. Take steps to bring about changes in attitudes with a view to eliminating patriarchal attitudes and stereotypes regarding the roles of women and men in the family and society, including through awareness-raising and public education campaigns (Moldova);
 - ii. 83.21. Develop measures aimed at addressing women's low occupational representation and the promotion of diversification of women's academic and professional choices, including in non-traditional fields (Portugal);

²⁹ The Secretariat General for Information and Legislation provides an encompassing list of all journalists' unions and media associations with links to their websites: http://www.minpress.gr/minpress/en/index/mme_gr/unions.htm.

³⁰ See its website: <http://www.esr.gr/arxeion-xml/pages/esr/esrSite/get-index>.

³¹ See the public statement from UNESCO's Director-General: http://portal.unesco.org/ci/en/ev.php-URL_ID=30686&URL_DO=DO_TOPIC&URL_SECTION=201.html.

- iii. 83.43. Build upon its achievement in the area of human rights education and training, particularly for public officials, to strengthen the fight against alleged police violence (Botswana);
- iv. 83.63. Take measures to provide Roma with increased opportunities for education and employment (United States);
- v. 83.89. Establish a new unit in the Ministry for Citizen Protection, and continue the reform aimed at training police officers in order to deal with asylum-seekers and migrants in accordance with international criteria for human rights (Qatar);
- vi. 84.13. Include information about Greece being a country of destination and transit for human trafficking in school curriculums at secondary and university levels (Iraq);

53. 85. The following recommendations did not enjoy the support of Greece:

- i. 85.8. Start a dialogue with the NGOs of the Turkish communities in Rhodes and Kos for the solution of their problems in the field of religious freedom and resume Turkish-language education, which has been denied since 1972 (Turkey);

54. Analysis:

Greece has been taking measures to provide Roma with increased opportunity for education and to combat social exclusion by encouraging the implementation of the Strategy for the Social Inclusion of Roma 2012-2020 (2011). The integration of the Roma population is also one of the 3 focal national projects alongside “Education of immigrant and repatriate students” and the “Education of the children of the Muslim minority in Thrace”. Greece established a “Network against Violence in School”. Nevertheless, according to available information, the legal framework does not yet contain any specific legislative provisions which address all forms of violence against children taking place in any kind of educational institution. Policies to ensure equal rights for men and women during their education were developed, however, according to available information, Greece has not taken further steps to eliminate stereotypes and negative traditional practices toward girls and women. Greece implemented strategic objectives for 2014 aiming to put in place a public, free of charge and high quality education for all, at all levels of education, including lifelong learning in education, which however do not appear to include non-discriminatory principles.

55. Specific Recommendations:

- 1. Greece should be strongly encouraged to ratify the UNESCO Convention against Discrimination in Education

2. Greece should be strongly encouraged to further submit state reports for the periodic consultations of UNESCO's education related standard-setting instruments.
3. Greece should be encouraged to continue its efforts on combatting gender based discrimination in education and all forms of settings
4. Greece should be encouraged to further address the issue of violence against children in all forms of educational institutions
5. Greece should be encouraged to continue its efforts in integrating the Roma population through education, continue to enhance access and participation of Roma children in education and encourage early enrolment as well as adapting to their special needs in order to decrease disparities and ensure future equality.
6. Greece could be encourage to take further step to ensure Human rights education for all

Cultural rights

56. As a State Party to the Convention concerning the Protection of the World Cultural and Natural Heritage (1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)³², Greece is encouraged to fully implement the relevant provisions that promote access to and participation in cultural heritage and creative expressions and, as such, are conducive to implementing the right to take part in cultural life as defined in article 27 of the Universal Declaration of Human Rights and article 15 of the International Covenant on Economic, Social and Cultural Rights. In doing so, Greece is encouraged to give due consideration to the participation of communities, practitioners, cultural actors and NGOs from the civil society as well as vulnerable groups (minorities, indigenous peoples, migrants, refugees, young peoples and peoples with disabilities), and to ensure that equal opportunities are given to women and girls to address gender disparities.

Freedom of opinion and expression

57. UNESCO recommends Greece to decriminalize defamation and place it solely within a civil code that is in accordance with international standards.³³

³²Periodic report available at: file:///C:/Users/k_dagg/Downloads/Greece_Report_OwnFormat_EN_2012.pdf.

³³ See for example, General Comments No 34. of the International Covenant on Civil and Political Rights (ICCPR), 2006 Recommendation of the 87th Session Human Rights Committee, the recommendations of the UN Special Rapporteurs on the Right to Freedom of Opinion and Expression, and Resolution 1577 (2007) of the Parliamentary Assembly of the Council of Europe.

58. Greece is recommended to further introduce and strengthen self-regulatory mechanisms for the media.

Freedom of scientific research and the right to benefit from scientific progress and its applications

59. Greece, in the framework of the 2015-2017 consultations related to the revision and monitoring of the Recommendation on the Status of Scientific Researchers is encouraged to report to UNESCO on any legislative or other steps undertaken by it with the aim to implement this international standard-setting instrument, adopted by UNESCO in 1974.