



Greek National Commission for Human Rights (GNCHR)

**GNCHR contribution
to the Call for inputs for the preparation of the report of the UN High
Commissioner for Human Rights pursuant to the Human Rights Council
resolution 57/24 “Education as a tool to prevent racism, racial
discrimination, xenophobia and related intolerance”**

July 2026



The Greek National Commission for Human Rights (GNCHR) is the independent advisory body to the Greek State on matters pertaining to human rights protection and the National Human Rights Institution (NHRI). It was established in accordance with the UN Paris Principles and is governed by Law 4780/2021. Its members are persons appointed by twenty institutions (independent Authorities, third level trade unions, NGOs, universities and research institutions)

Neofytou Vamva 6, 106 74 Athens

T: + 30 210 72 33 221-2, W: www.nchr.gr, E: info@nchr.gr

Table of Contents

I. Introduction.....	5
II. The GNCHR and its work on education	5
III. The GNCHR input for the preparation of the report of the UN High Commissioner for Human Rights pursuant to the Human Rights Council resolution 57/24.....	6
<i>How education - including systems, content, structures, teaching methods, curriculum and ways of delivery and management - prevents, addresses or, where relevant, perpetuates racism, racial discrimination, xenophobia and related intolerance in Greece.....</i>	<i>6</i>
<i>Efforts taken to fully and effectively implement State obligations under relevant sections of international human rights instruments, including the International Convention on the Elimination of All Forms of Racial Discrimination, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, and the Durban Declaration and Programme of Action concerning the role of education in preventing and eliminating racism, racial discrimination, xenophobia and related intolerance;</i>	<i>9</i>
1. <i>Dismantling educational structures, systems, policies and practices that enable or perpetuate racism, racial discrimination, xenophobia and related intolerance</i>	<i>12</i>
2. <i>Fostering an enabling human rights environment within educational institutions and eliminating obstacles to inclusive and equitable quality education.....</i>	<i>13</i>
3. <i>Strengthening human rights education as a tool against racism, racial discrimination, xenophobia and related intolerance</i>	<i>14</i>
4. <i>Identifying and addressing discriminatory practices and disproportionate outcomes for children from marginalised racial and ethnic groups</i>	<i>15</i>
5. <i>Ensuring safe and inclusive educational environments, online and offline.....</i>	<i>16</i>
6. <i>Developing and improving human rights curricula, educational materials, programmes and teaching techniques.....</i>	<i>18</i>
7. <i>Effectively training teaching staff, educational administrators and other education-sector workers</i>	<i>19</i>
Efforts taken in Greece	21
1. <i>Supporting greater representation of members of marginalised racial and ethnic groups in teaching and educational administration roles.....</i>	<i>21</i>
2. <i>Educational tools, including emerging technologies and artificial intelligence, used to combat racism and promote human rights, diversity and inclusion</i>	<i>22</i>



3. Systematic collection of disaggregated data to assess the effectiveness of anti-racism education initiatives..... 24

Recent analytical reports, statistical data and surveys on racism and racial discrimination in education in Greece 25

1. CERD concluding observations on Greece, 2024 25

2. UNICEF data on Roma and children with a migration background 25

3. Data on refugee and migrant children from the All Children in Education programme 26

4. FRA Roma Survey 2024: discrimination, segregation and educational outcomes 27

5. ECRI's most recent country assessment 27

6. Roma Civil Monitor assessment, 2025 28

7. Greek Ombudsman's 2024 report, The Challenge of Migration Flows and Refugee Protection: Reception Conditions and Procedures 29

8. GNCHR Observations on the Implementation of the UN Convention on the Rights of the Child in Greece 30

9. Racist Violence Recording Network findings concerning educational settings 31

GNCHR contribution to the Call for inputs for the preparation of the report of the UN High Commissioner for Human Rights pursuant to the Human Rights Council resolution 57/24 “Education as a tool to prevent racism, racial discrimination, xenophobia and related intolerance”

I. Introduction

The Greek National Commission for Human Rights (GNCHR) responds to the [Call for inputs](#) for the preparation of the report of the UN High Commissioner for Human Rights pursuant to the Human Rights Council resolution 57/24 “Education as a tool to prevent racism, racial discrimination, xenophobia and related intolerance”.

II. The GNCHR and its work on education

The Greek National Commission for Human Rights (GNCHR) was established by Law 2667/1998 as the independent advisory body to the Greek State in accordance with Paris Principles (General Assembly Resolution A/RES/48/134, 20.12.1993) and is the NHRI in Greece. The founding legislation of the GNCHR was amended by Law 4780/2021, the provisions of which now govern the operation of the Greek National Commission. Under these provisions, the GNCHR has acquired legal personality, functional, administrative and financial independence. Since 2001, the GNCHR, was accredited as an A’ status NHRI by the competent GANHRI Sub – Committee on Accreditation, in recognition of its substantial independence and effective fulfillment of its role. The last re-accreditation took place in November 2024. The GNCHR’s work can be found on its [website](#) and especially at the section on [education](#). In addition, Human rights education, awareness-raising and professional capacity-building form an important part of the GNCHR’s preventive mandate.

GNCHR plays a leading role in human rights education and capacity-building in Greece. Under its statutory mandate to promote respect for human rights within the education system and raise public awareness, the GNCHR regards human rights education as both a fundamental right and a core element of its mission. It therefore develops and supports targeted educational programmes and activities aimed at fostering a culture of human rights. Its training activities engage a diverse range of actors, including public administration officials, law-enforcement personnel, legal practitioners, educators, civil-society organisations and community stakeholders and

address a wide spectrum of human rights issues, such as equality and non-discrimination, migration, refugee rights, hate crime, Roma inclusion, gender equality, business and human rights. Specifically, in 2025, the GNCHR's human rights education initiatives focused on, children's rights and non-discrimination, particularly regarding children; contemporary human rights challenges; and the practical application of the EU Charter of Fundamental Rights. These activities targeted university and school students, as well as legal professionals and public officials. Through collaborations with national and international partners, the Commission delivers educational activities across the country, including in regional and remote areas, and are not limited to the country's major urban centres.

III. The GNCHR input for the preparation of the report of the UN High Commissioner for Human Rights pursuant to the Human Rights Council resolution 57/24

How education - including systems, content, structures, teaching methods, curriculum and ways of delivery and management - prevents, addresses or, where relevant, perpetuates racism, racial discrimination, xenophobia and related intolerance in Greece

At the level of educational content, human rights, diversity, peaceful coexistence, solidarity, intercultural understanding and active citizenship are addressed through curricular and school-based initiatives, including the Skills Workshops and programmes of school activities. The [Greek National Action Plan against Racism and Intolerance \(NAPRI\) 2020–2023](#) also envisaged action at all levels of education to promote respect for diversity, combat stereotypes and strengthen the human rights training of teachers. [ECRI report on Greece 2022](#) (sixth monitoring cycle) nevertheless underlined that the preventive value of these measures depends on their consistent implementation across schools, the availability of appropriate educational material and the systematic training of teaching staff, rather than on occasional or stand-alone awareness-raising activities (paras. 7–8). The GNCHR, responding to the identified need in terms of training the trainers, organized [two workshops](#) under the ECOSYSTEM project. [ECOSYSTEM](#) is an EU co-funded initiative under the CERV Programme that strengthens Greece's capacity to prevent and address racism, intolerance and multiple or intersectional discrimination through coordinated action by public authorities and civil society. It is implemented by the Ministry of Social Cohesion and Family Affairs, the Greek National Commission for Human Rights and KMOP-Social Action & Innovation Centre.

A distinctive and innovative element of the GNCHR's methodology was its combination of peer learning and experiential education. Targeted instruction on the international, European and national legal frameworks was combined with

experiential exercises and a facilitated, safe space in which participants from different institutions and professional backgrounds could exchange experiences, practical challenges and good practices at [Thessaloniki and Athens](#) in October 2025. This capacity-building strand was addressed, inter alia, to members of the National Council against Racism and Intolerance, public officials, frontline professionals and civil-society actors, with the aim of strengthening their ability to recognise direct and indirect discrimination, respond effectively to racist violence and hate speech, establish referral mechanisms and provide holistic, victim-centred support.

Law No. 5029/2023, entitled “Living Together in Harmony – Breaking the Silence”, strengthened the national framework for preventing and addressing violence and bullying in schools. In its [Note](#) on the draft law the GNCHR welcomed this development while emphasising the need for adequate training of educational staff and for the principle of non-discrimination to be consistently upheld in the law’s implementation. The concept of intra-school violence and bullying is defined broadly by the law and includes racist violence, while the law provides for prevention programmes, designated school and education-directorate personnel and a special digital platform through which students and parents or guardians may report incidents. The stop-bullying platform was launched in April 2024.

The EU Agency for Fundamental Rights in its recent report on [Better Legislation – Human Rights Impact Assessments in lawmaking](#) highlighted as promising practice the role of the GNCHR in preparing, adopting and implementing Law No. 5029/2023. When preparing a proposal for a law on school bullying, the government of Greece contacted the Greek National Commission for Human Rights to assist in consultations with relevant stakeholders. The Greek Commission together with the competent authorities convened a stakeholder meeting where the draft bill was discussed. In addition, the Greek Commission provided its written comments to the draft legislative proposal. The Greek Commission was further invited by the Hellenic Parliament to provide its expert opinion in the lawmaking procedure before Parliament. After the law was enacted, the Greek Commission helped promote the regulation by participating in training for teachers on the topic. More specifically in October 2024, the GNCHR contributed to [two Ministry of Justice educational events on human rights](#), with particular emphasis on children’s rights. One of its contribution examined privacy and children’s rights in the digital environment, while the second addressed access to education, healthcare and housing as fundamental social rights, with the aim of raising awareness among teachers and parents about the corresponding rights and obligations. Also, in November 2023, the GNCHR participated in an [ELSA Athens event](#) on the legal protection of minors. The GNCHR presented its position on school violence and bullying, focusing on the national institutional framework for the prevention of the phenomenon, the protection of children and the effective response to incidents.

The education of Roma children remains one of the clearest examples of structural inequality in the Greek education system. Recent evidence from [FRA](#) documents severe disparities in participation and educational attainment, together with persistent and increasing de facto school segregation. The relevant statistical findings are presented in detail in the section on recent analytical reports and surveys below.

These structural inequalities have also been identified by the Committee on the Elimination of Racial Discrimination in its [2024 concluding observations on Greece](#), which are examined in greater detail below in relation to the implementation of ICERD.

The GNCHR, in its forthcoming Reference Report on the human rights of Roma will include a dedicated chapter on education of roma children. In June 2026, a [GNCHR delegation visited Roma](#) settlements in Chalandri and Aspropyrgos and held an information meeting with the Director of the 7th Primary School of Nea Zoi, gathering first-hand evidence relevant to Roma children's access to and participation in education. The findings will inform the forthcoming report. The GNCHR also convened [a hearing](#) with representatives of the Ministry of Justice, the Hellenic Police and civil-society organisations, during which access to education was examined alongside housing, healthcare and employment. Particular consideration was given to the relevant recommendations of the UN Committee on the Elimination of Racial Discrimination (CERD), including its concerns regarding low school attendance, high dropout rates and the continuing segregation of Roma children.

For refugees, asylum seekers and migrant children, access to school is formally provided irrespective of the legal status of their parents. Reception Classes in Educational Priority Zones, Reception School Annexes for Refugee Education, Greek-language support and Refugee Education Coordinators are intended to facilitate enrolment and gradual integration into mainstream public education. [ECRI](#) has recognised these structures, while also identifying continuing staffing, logistical and attitudinal barriers that may undermine regular attendance and effective participation. The historical data illustrating the gap between formal enrolment and actual attendance are presented below in the section on recent institutional assessments.

More recent programme evidence indicates that comprehensive support combining school-enrolment assistance, language learning, interpretation, psychosocial support, adapted educational materials and teacher training can significantly facilitate refugee and migrant children's access to and continued participation in public education. The results of [All Children in Education](#) programme are presented in greater detail below as a promising practice.

Efforts taken to fully and effectively implement State obligations under relevant sections of international human rights instruments, including the International Convention on the Elimination of All Forms of Racial Discrimination, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, and the Durban Declaration and Programme of Action concerning the role of education in preventing and eliminating racism, racial discrimination, xenophobia and related intolerance;

Greece has established a constitutional and legislative framework for the domestic implementation of its international human rights obligations. Under Article 28(1) of the [Constitution](#), international conventions ratified by law form an integral part of domestic law and prevail over any contrary statutory provision. Article 16 of the Constitution recognises education as a basic mission of the State and provides for free education in State institutions for Greek citizens. These constitutional provisions must be read together with Greece's treaty obligations to guarantee the right to education and equality without discrimination to all persons, and particularly to every child within its jurisdiction.

Greece ratified the International Convention on the Elimination of All Forms of Racial Discrimination through Legislative Decree No. 494/1970, the International Covenant on Economic, Social and Cultural Rights through Law No. 1532/1985, and the Convention on the Rights of the Child through Law No. 2101/1992.

The GNCHR as the NHRI of Greece has consistently advocated for the implementation of UN treaty bodies recommendations, including on education. Through public awareness-raising events, multi-stakeholder consultations, targeted capacity-building activities, institutional support and empowerment of civil society, monitoring visits, and evidence-based recommendations to the Greek authorities, the Greek National Commission aims to foster a culture of respect for human rights at national level, align national policies with international law and translate international human rights standards into everyday routines and practices.

The National Council against Racism (NCRI) and Intolerance was established by Law No. 4356/2015. The Greek National Commission for Human Rights (GNCHR) is represented in the National Council against Racism and Intolerance (NCRI) by two members. In addition, the Racist Violence Recording Network (RVRN), which is co-ordinated by the GNCHR and UNHCR Greece, is represented in the Council by four members. The latest [National Action Plan against Racism and Intolerance 2026–2029](#) adopted in April 2026 by the NCRI, constitutes the principal national policy framework for coordinating measures against racism and intolerance. Education and training form a distinct field of intervention under the Plan, which provides for educational measures, institutional responsibilities and a monitoring framework combining quantitative and qualitative indicators. Since the latest Plan was adopted

only recently, its provisions should currently be understood primarily as policy commitments and implementation arrangements. Their effectiveness will depend on adequate resources, clear baselines, regular public reporting and measurable improvements in educational access, participation, school climate and equality outcomes.

In its [2022 concluding observations on Greece, CRC/C/GRC/CO/4-6](#), the Committee on the Rights of the Child welcomed the adoption of Law No. 4443/2016 and Law No. 4285/2014, the establishment of the National Council against Racism and Intolerance, the National Action Plan against Racism and Intolerance 2020–2023 and the National Strategy for Roma Inclusion 2021–2030.

Nevertheless, the [Committee on the Elimination of Racial Discrimination, in its 2024 concluding observations on Greece, CERD/C/GRC/CO/23-24](#), identified shortcomings in implementation. It regretted the lack of information on cases in which the provisions of the Convention were invoked before or applied by domestic courts and recommended training programmes and awareness-raising activities, particularly for judges, prosecutors, lawyers and law-enforcement officials. In support of the implementation of CERD's recommendations, the GNCHR partnered with the Ministry of Social Cohesion and Family Affairs and KMOP in the EU-funded ECOSYSTEM project mentioned above, which supported the National Council against Racism and Intolerance in the preparation of the second National Action Plan against Racism and Intolerance. The GNCHR also provides practical support to the Racist Violence Recording Network and, through it, facilitates the participation of civil-society organisations in the National Council and other public-policy forums, including hearings convened by the GNCHR.

The situation of Roma children remains one of the most significant tests of Greece's implementation of CERD in the field of education. In its [2024 concluding observations](#), the Committee expressed concern about the low attendance and high dropout rates of Roma children at all levels of education and the persistence of segregated education. It recommended that Greece end de facto segregation in schools and intensify its efforts to ensure Roma children's access to quality and inclusive education, with a view to increasing school enrolment and combating school dropout, including by strengthening support systems for Roma children and their families and conducting awareness-raising campaigns on the importance of education.

The constitutional provision of free public education, compulsory schooling, Reception Classes and language-support structures, Educational Priority Zones, measures for pupils with disabilities and targeted programmes for Roma, refugee

and migrant children contribute to the implementation of Article 13 of the International Covenant on Economic, Social and Cultural Rights. Under the Covenant, however, the right to education requires not merely formal legal access but education that is genuinely available, accessible and acceptable without discrimination and capable of enabling children to participate fully in society.

Effective implementation of ICESCR therefore requires sustained and adequately targeted public funding, as well as sufficient teachers, teaching assistants and specialised personnel. The [OECD's 2026 review of the Greek education system](#) reports that public expenditure on education in Greece amounted to 3.9% of GDP in 2022, compared with an OECD average of 4.7%, while expenditure per full-time-equivalent student at primary, secondary and post-secondary non-tertiary levels was approximately USD 6,420, compared with an OECD average of USD 12,647. The OECD notes that this comparatively limited funding affects school infrastructure, teacher salaries and educational resources. It also identifies the absence of a standardised system for monitoring funding allocations, resulting in inconsistencies between schools of similar size or need, particularly schools serving pupils with special educational needs.

The [European Commission's 2026 Country Report on Greece](#) similarly refers to “persistently low education spending” and stresses that the challenge concerns both the level and the effectiveness of expenditure, requiring better targeting and monitoring of available resources.

Staffing gaps are particularly relevant to inclusive education and it called on Greece to allocate adequate and dedicated financial, human and technical resources to schools and to employ an adequate number of teachers and teaching assistants for the inclusion of children with disabilities. It also called for adequate financial, human and technical resources to expand preschool education for Roma, refugee, asylum-seeking and unaccompanied migrant children, together with sufficient bilingual preschool provision for children belonging to the Muslim minority in Thrace. Also, with respect to asylum seekers, refugees and migrant children, the CRC identified barriers involving transportation, vaccination, medical examinations, documentation, distance learning, school curricula, insufficient catch-up and Greek-language classes, inadequate numbers of teachers and limited intercultural capacity and numbers of Refugee Education Coordinators. It called for the allocation of appropriate human, technical and financial resources to remove these barriers. Besides, the GNCHR is preparing a report on the rights of the child, based, inter alia, on the recommendations of the UN Committee on the Rights of the Child and developed with the participation of civil-society organisations and children themselves.

The [National Action Plan against Racism and Intolerance 2026–2029](#) includes several educational measures that correspond to commitments contained the Durban Declaration and Programme of Action. However, [Durban Programme of Action](#) However, the Durban Programme of Action envisages a broader, system-wide response. It calls for equal and non-discriminatory access to quality education, the elimination of racial segregation in access to schooling, the allocation of resources to address inequalities in educational outcomes, safe school environments free from racist violence and harassment, and the effective training of teaching personnel. It also calls for the review and amendment of curricula and textbooks in order to remove material that promotes racism or reinforces negative stereotypes and to include material that challenges such stereotypes.

Laws, policies, practices and measures undertaken in Greece

1. Dismantling educational structures, systems, policies and practices that enable or perpetuate racism, racial discrimination, xenophobia and related intolerance

Greece has adopted a combination of anti-discrimination legislation, targeted Roma inclusion policies and education-specific measures. The [National Strategy and Action Plan for the Social Inclusion of Roma 2021–2030](#) addresses access to early childhood education, school attendance, early school leaving, educational attainment, discrimination and the participation of Roma communities in policy implementation and monitoring. The [National Strategy for the Rights of Persons with Disabilities 2024–2030](#), “A Greece with Everyone, for Everyone”, adopted in September 2024, sets out Greece’s long-term framework for eliminating barriers and ensuring the full inclusion of persons with disabilities in social, economic, political and cultural life. In the field of education, it includes a dedicated pillar.

The more recent [National Action Plan against Racism and Intolerance 2026–2029](#) complements the Roma inclusion framework through measures including social and intercultural mediation, educational support for Roma children and their families and scholarships for Roma students. These measures are relevant to reducing barriers to access and participation, but their contribution to dismantling structural discrimination must be assessed against measurable outcomes, particularly school attendance, completion and desegregation.

However, the available evidence shows that de facto school segregation has not been dismantled. According to [FRA Roma Survey – Country Data: Greece](#), 57% of Roma children in Greece attended a school in which all or most pupils were Roma in 2024, compared with 46% in 2016. This increase indicates that the existing inclusion measures have not yet resulted in a systemic reduction of segregated schooling.

The GNCHR has closely monitored issues concerning the treatment of [Roma](#) since its establishment, attaching particular importance to the promotion and protection of their rights. It calls on the State to ensure equal access for Roma to quality education, healthcare, housing and employment, to take immediate measures to combat antigypsyism, and to investigate effectively incidents of discrimination and racist violence against Roma adults and children. The GNCHR also stresses the need to prevent such incidents, protect victims' rights and ensure the proper administration of justice. It further highlights the importance of promoting positive representations of Roma, eliminating stereotypes in the media, raising awareness of Roma history and culture, and ensuring the unhindered, genuine and meaningful participation of Roma, particularly women and young people, in political life, in the design and implementation of policies affecting them, and in decision-making bodies.

2. Fostering an enabling human rights environment within educational institutions and eliminating obstacles to inclusive and equitable quality education

The institutional framework includes Reception Classes in mainstream schools, Receptions Classes in Educational Priority Zones, Reception School Annexes for Refugee Education and Refugee Education Coordinators. According to the [ECRI Report on Greece](#), Refugee Education Coordinators act as a liaison between children, parents, accommodation facilities, school principals and teachers and assist with enrolment and the operation of Reception Classes. As the GNCHR has consistently stressed in its [Reference Reports](#) on the Refugee and Migrant Issues (2019 and 2020), the importance of ensuring unhindered equal access of migrant minors to the public system of primary and secondary education, by effectively enhancing their integration into the school curriculum. In this context, the GNCHR recommends that the State ensure the effective inclusion of asylum-seeking, refugee and migrant children in mainstream education by eliminating administrative and practical barriers to school enrolment, guaranteeing timely access to education, school transportation, language support, reception classes, psychosocial services and intercultural mediation, and by ensuring continuity of education irrespective of children's place of residence or legal status

A significant promising practice is [UNICEF All Children in Education programme – Results Review](#) programme. According to the programme's Results Review, by May 2024 it supported 25,366 refugee and migrant children, including 5,982 unaccompanied or separated children and 273 children with disabilities. Seventy-five per cent of the participating children enrolled and remained in Greek public schools; 4,642 received direct support with school enrolment; 379 schools received interpretation services; and 8,322 children participated in structured psychosocial-

support activities. [UNICEF Greece 2024 Year-End Bulletin](#) subsequently reported that 26,164 children had been supported in accessing formal or non-formal education and that 4,949 educators had received training in inclusive education and relevant pedagogical methodologies. These results indicate that effective educational access requires not only a formal right to enrolment, but also interpretation, language and learning support, psychosocial assistance, family liaison and appropriately trained educational personnel.

The GNCHR, as above underlined, attaches particular importance to the promotion of human rights education as a cornerstone for the protection and development of children. In this context, it regularly carries out educational activities in schools municipalities, local communities etc., raising awareness of human rights among parents, teachers and children, while empowering children to understand and exercise their rights, with particular emphasis on the rights of vulnerable children. Building on this work, the GNCHR has repeatedly recommended the full implementation of an inclusive, equitable and quality education system that *leaves no learner behind*. Such a system requires the removal of legislative, institutional and practical barriers to participation and the guarantee of equal access to education for all children, particularly children with disabilities, Roma children, refugee and migrant children, children belonging to minorities and LGBTIQ+ children. It further recommends the allocation of adequate and sustainable financial and human resources to ensure accessible school infrastructure, reasonable accommodation, specialised support services, assistive technologies, accessible learning materials and inclusive school transport, while strengthening compulsory and continuous training for teachers and other education professionals on inclusive education, diversity and children's rights. The GNCHR also recommends the systematic collection of disaggregated data to monitor the participation and educational outcomes of children in vulnerable situations and the mainstreaming of inclusive education across all national education and children's rights policies.

3. Strengthening human rights education as a tool against racism, racial discrimination, xenophobia and related intolerance

The [National Action Plan against Racism and Intolerance 2026–2029](#) identifies the promotion of intercultural and human-centred education as a specific objective and brings together a range of existing and planned educational measures. These include the compulsory Skills Workshops and their thematic units on human rights, inclusion, mutual respect and diversity; the Teach4Integration programme; teacher seminars on Holocaust and human rights education; and educational activities relating to Holocaust remembrance. The Plan provides an overarching anti-racism policy framework for these measures, but their coverage, continuity and impact across schools still require systematic evaluation.

4. Identifying and addressing discriminatory practices and disproportionate outcomes for children from marginalised racial and ethnic groups

Institutional evidence concerning pupils with an immigrant background is provided by the [OECD PISA 2022 Country Note for Greece](#). In 2022, pupils with an immigrant background represented 13% of 15-year-old students in Greece. Their socioeconomic profile was markedly more disadvantaged: 60% of students with an immigrant background were classified as socioeconomically disadvantaged, compared with 25% of the overall student population. Moreover, 45% reported that the language most frequently spoken at home differed from the language of the PISA assessment, indicating the importance of sustained language support and linguistically responsive teaching. The same OECD evidence identifies substantial attainment gaps. Students with an immigrant background scored, on average, 40 points lower in mathematics and 46 points lower in reading than students without an immigrant background. Even after accounting for socioeconomic status, statistically significant gaps remained: 13 points in mathematics and 17 points in reading in favour of non-immigrant students. These residual differences do not in themselves prove discriminatory treatment, but they indicate that socioeconomic disadvantage alone does not fully explain the unequal outcomes and that other factors—including language support, interrupted schooling, access to learning resources, school placement, expectations and institutional practices—require closer examination.

The more recent [OECD review, Improving Learning Outcomes in Greece](#), published in January 2026, documents substantial disparities associated with students' migration background. In 2022, 43% of native-born students with native-born parents were underachievers in mathematics, compared with 62% of native-born students with foreign-born parents and 79% of foreign-born students. The report also notes disparities in expectations for future education: 66% of students with an immigrant background expected to complete a tertiary degree, compared with 80% of students without an immigrant background, representing a gap of 14 percentage points. These figures document disproportionate educational outcomes and expectations, although they do not in themselves establish that the disparities result from discriminatory treatment.

The [European Commission's Education and Training Monitor 2025: Greece](#) shows that favourable national averages may conceal significant territorial and socioeconomic disparities. Although the overall rate of early leaving from education and training among young people aged 18–24 was only 3% in 2024, compared with an EU average of 9.3%, the Commission identified substantial geographical imbalances. In the Peloponnese, the early-leaving rate was up to four times higher

than in Attica. The Monitor also reports that 47% of 15-year-old students in Greece did not reach the minimum proficiency level in mathematics, compared with 29.5% across the EU. Moreover, only 7.1% of socioeconomically disadvantaged students achieved a high level of performance—PISA level 4 or above—in at least one assessed domain, compared with an EU average of 16.3%.

5. Ensuring safe and inclusive educational environments, online and offline

The principal national reporting mechanism is the digital platform established under Law No. 5029/2023, [“Living Together in Harmony – Breaking the Silence”](#). The platform allows pupils and parents or guardians to report incidents of intra-school violence and bullying and is linked to designated school- and education-directorate personnel responsible for receiving and managing reports. According to Greece’s 2024 Digital Decade reporting, 751 reports had been submitted at the time of reporting, of which 691 were made by parents or guardians and 60 by pupils. In addition, anonymised questionnaires had been completed by 50,364 pupils, 13,672 parents and 10,028 teachers, while 25,450 members of school-level teams had registered on the related training platform. These figures demonstrate substantial use of the wider prevention, reporting and consultation infrastructure. However, the publicly available data do not distinguish how many reports concerned racism, ethnic or religious discrimination, xenophobia or another bias motivation. Nor do they systematically indicate the measures adopted, the time required to examine each report, the outcome of the case, the support provided to the affected child or whether the conduct recurred. The available statistics therefore do not yet permit an assessment of the mechanism’s effectiveness in responding specifically to racist or discriminatory school violence.

Additional institutional evidence indicates that a significant proportion of pupils in Greece continue to experience bullying or feel unsafe in and around school. According to the [OECD PISA 2022 Country Note for Greece](#), 10% of 15-year-old students reported not feeling safe on their way to school, 8% did not feel safe in their classrooms, and 11% did not feel safe in other school spaces, such as corridors, cafeterias or toilets. Moreover, 19% of girls and 28% of boys reported experiencing bullying at least a few times per month. Although the proportion of pupils reporting that other students spread harmful rumours declined from 11% in 2018 to 6% in 2022, the overall findings indicate that bullying and perceptions of insecurity remain important school-climate concerns. The OECD data does not identify whether bullying was motivated by race, ethnicity, religion, migration status or another protected characteristic. They should therefore not be presented as statistics on racist bullying. However, they provide an important baseline for the assessment of school safety and demonstrate the need for national reporting

systems to distinguish ordinary peer conflict from harassment and violence motivated by racial, ethnic, religious or xenophobic bias.

Online safety data reveal substantial exposure to violence, cyberbullying and hate speech. A [nationwide survey conducted by the Greek Safer Internet Centre and presented through the European Better Internet for Kids portal](#) involved 4,800 students aged 12–18 between November 2023 and March 2024, with the approval of the Ministry of Education. The survey found that 49% had witnessed online violence, 13% had experienced online violence directly, 26% had witnessed cyberbullying, and 15% had been victims of cyberbullying. The same survey found significant gaps in young people's ability to recognise and report harmful online conduct. Thirty-eight per cent of participating teenagers did not know how to report online violence through platform reporting systems, while 80% stated that they did not know about what online hate speech was.

Furthermore, 44% reported that they did not feel safe when using the Internet, and 37% considered that more information and education should be provided through schools. Although these figures do not provide a separate estimate of racist or xenophobic hate speech, they demonstrate that many adolescents may be unable to recognise such speech or use available reporting procedures.

Beyond school-based reporting, Greece has developed complementary online child-protection mechanisms within the framework of the Digital Services Act. According to the [European Better Internet for Kids portal's overview of the Greek implementation of the Digital Services Act](#), the Greek Safer Internet Centre has created "Your Safe Place", a youth-oriented platform providing accessible information and a direct connection to a national helpline staffed by specialised psychologists. The Greek hotline SafeLine was also officially recognised in November 2024 by the national Digital Services Coordinator as a trusted flagger, meaning that reports concerning illegal online content receive priority treatment from online platforms. The GNCHR organized a multi-stakeholder hearing on online hate speech in July 2026 with a focus, among others, on a safe online environment for marginalized groups and children.

In April 2026, Prime Minister announced that Greece will ban social media access for children under 15 as a measure to address rising child anxiety, sleep issues, and digital addiction. Scheduled to take effect on 1st January 2027, the legislation is currently under discussion at Parliament.

The GNCHR in its [Observations](#) on the Ministry of Justice's draft law entitled "*Measures for the Protection against Strategic Lawsuits against Public Participation*

in accordance with Directive (EU) 2024/1069 – New Framework for the Administration's Compliance with Judicial Decisions – Other Provisions" (July 2026), which also includes provisions introducing age-based restrictions on minors' access to social media services, addressed a number of recommendations to the State.

The GNCHR underlined that the introduction of general age-based restrictions on access to social media platforms, as a standalone measure, is not sufficient to ensure the effective protection of children. On the contrary, such measures may produce unintended consequences that undermine their intended objective, including the circumvention of age restrictions through false age declarations or the shift of children to less safe and less regulated online services.

The GNCHR further stressed that the effective protection of children requires, primarily, a robust framework of responsibility for providers of online platforms, ensuring that their services are designed and operated in accordance with the best interests of the child. This must be accompanied by effective State oversight of providers' compliance with their obligations under the Digital Services Act and the relevant implementing and interpretative guidance.

Finally, the GNCHR observed that the applicable regulatory framework is still evolving at both the European and international levels. It is therefore premature to draw definitive conclusions regarding the effectiveness of general age-based restrictions. The GNCHR continues to closely monitor developments in this field in order to assess whether such measures are capable of achieving their intended objective while ensuring full respect for the principle of the best interests of the child in the digital environment.

6. Developing and improving human rights curricula, educational materials, programmes and teaching techniques

A significant recent curriculum reform is the [“Actions for Active Citizenship” Curriculum, adopted through Ministerial Decision No. 130372/ΓΔ4 and published in Government Gazette B’ 6048/1 November 2024](#). The curriculum applies from kindergarten to upper-secondary education and uses the 17 United Nations Sustainable Development Goals as its organising framework. According to the [official implementation circular issued by the Ministry of Education in December 2024](#), the curriculum has been implemented in all classes of primary and secondary education since the 2024–2025 school year.

The Council of Europe has also supported the adaptation of human rights education materials to multilingual and intercultural contexts. In September 2024, the [“Rights in Our Languages” national training course](#) brought together 25 educators, youth workers and social workers from across Greece. Based on the Council of Europe’s

Compass manual, the programme aimed to improve participants' ability to promote human rights and democratic values in intercultural educational activities with young people.

Specific curriculum-development work has also been undertaken in relation to disability and inclusive education. The [Institute of Educational Policy's programme for specialised educational-support teachers](#) included educational material and training on the principles of inclusion, awareness-raising and changing attitudes towards diversity and disability, forms of cooperative teaching, design of individualized educational programmes, and differentiation of the curriculum for educational and social integration.

A particularly relevant recent practice is the [Institute of Educational Policy and Council of Europe Pedagogical Guide, "The Role of the Romani Language in the Educational Inclusion of Roma"](#). The guide is based on the Romani-Plurilingual Policy Experimentation implemented during 2022–2025 in ten schools in Greece, Slovenia and Slovakia, including three Greek schools in Amaliada, Komotini and Nea Ionia, Volos. This initiative is in line with the GNCHR's recommendation to ensure Roma children's equal access to quality education and to raise awareness of Roma culture.

7. Effectively training teaching staff, educational administrators and other education-sector workers

The resulting Greek-language [Guide on Managing Controversy in Schools](#) provides pedagogical guidance on creating safe spaces for discussion, managing disagreement, challenging prejudice and integrating human rights and democratic citizenship into ordinary school practice. It is especially relevant to the teaching of racism, migration, minority rights, religion and other issues that may generate conflict or polarisation in the classroom. The initiative nevertheless operated as a targeted transnational project, and there is no publicly available evidence that this form of training has become a mandatory and recurrent component of professional development for all teachers and school leaders in Greece.

More recently, Greece has introduced large-scale training on school violence and bullying. The [Institute of Educational Policy's training programme on the prevention and management of intra-school violence and bullying](#) was developed in cooperation with the National and Kapodistrian University of Athens. The initial 2025 programme was directed at the designated recipients of bullying reports in each school and consisted of 14 hours of distance training, combining seven hours of synchronous and seven hours of asynchronous learning. It was subsequently extended to Education Advisers, officials responsible for health education and school activities, teachers, psychologists and social workers. According to the

Ministry of Education's announcement on the fourth phase of the programme, training activities began in July 2024 with the members of the regional action teams, continued between February and May 2025 with school-level report recipients and Education Advisers, and were expanded in September 2025 to public- and private-school teachers, education officials, psychologists and social workers. This expansion is a positive whole-school development because it recognises that prevention and response are not the responsibility of classroom teachers alone.

The GNCHR, as mentioned above, participated in the training of schoolteachers incorporating the EU and international law perspective into educational modules. The GNCHR programs cover foundational topics like the historical development of human rights, children's rights, and the prevention of racism. In general, responding to requests from educators, the GNCHR actively participates in training modules for both schoolteachers and their students. The Greek National Commission has collaborated directly with institutions such as the Experimental High School of Intercultural Education of Acharnes to train students on human rights in practice.

The current professional-development system also presents structural limitations. The [OECD's 2026 review, Improving Learning Outcomes in Greece](#) notes that the limited available data suggest that teachers in Greece engage in less professional learning than many of their international peers. The average share of teachers whose principals reported that they had attended professional development during the previous three months increased from 25.9% in 2018 to 38.1% in 2022 but remained below the OECD average of 52.3%. The report also found that 29.9% of 15-year-old students in Greece attended schools whose principals reported that they “never or almost never” developed a professional-development plan for the school, compared with an OECD average of 5.6%. In addition, each of Greece's 800 Education Advisers was responsible for approximately 150–180 teachers, meaning that their professional-development support for individual teachers was necessarily limited and ad hoc. Since the statutory definition of intra-school violence and bullying also covers conduct linked to racial or ethnic origin and religion, the training framework on school violence and bullying may also be relevant to the prevention of racist bullying. However, the publicly available descriptions of the programme do not specify the extent to which its curriculum includes dedicated content on identifying, recording and responding to bias-motivated incidents.

8. Supporting meaningful, safe and inclusive participation

The [UNICEF Greece child-participation assessment](#) calls for safe and accessible platforms through which children can express concerns and seek assistance, both online and offline, as well as mechanisms enabling children to participate in

planning and decision-making on matters affecting them. UNICEF also recommends strengthening civic education and supporting pupils' involvement in their school's daily life and decision-making through adequately resourced participation mechanisms at national and subnational levels.

The broader [UNICEF Situation Analysis of Children and Youth in Greece](#) identifies weaknesses in children's participation. It notes that the centralised character of the Greek education system can restrict school-level autonomy and responsiveness to local needs and that perceptions persist that child participation is difficult, costly and demanding in terms of resources and expertise. UNICEF recommends supporting pupils to engage actively in the everyday life and decision-making of their schools.

Evidence from [UNICEF's U-Report Greece consultation on child- and youth-friendly local authorities](#) also illustrates the forms of participation preferred by the young people who took part. Of the 588 U-Reporters, 545 participated in the poll, corresponding to a response rate of 97%. Fifty-five per cent stated that they wished to be involved in local decision-making processes through dedicated online applications, while 24% preferred participation through Municipal Youth Councils.

The [Roma Forum](#) provides a channel through which Roma representative organisations can develop collective policy proposals. Participants include Roma confederations, associations of Roma mediators, Roma women's organisations, educational and cultural associations and organisations representing Muslim Roma communities. The Forum is intended to support the National Roma Contact Point, strengthen communication among Roma organisations and increase their participation in relevant initiatives.

Efforts taken in Greece

1. Supporting greater representation of members of marginalised racial and ethnic groups in teaching and educational administration roles

Greece does not currently publish a comprehensive national dataset on the racial or ethnic composition of teachers, school leaders, education counsellors or educational administrators. Consequently, it is not currently possible to assess reliably whether Roma, migrant, refugee, African-descent, Asian-descent or other marginalised groups are proportionately represented in the teaching profession or educational leadership.

A specific legal framework nevertheless exists for the representation of members of the Muslim minority in the minority education system of Thrace. Under Articles 64–

67 of [Law No. 4310/2014 concerning minority education](#), teaching posts in the minority-language programme of primary minority schools are reserved for members of the Muslim minority in Thrace. The law also established a distinct professional category for teachers in the minority programme and provided that elected teacher representatives participating in the competent staff and disciplinary councils must come from the body of minority-programme teachers.

The same legislation created specialised educational-counsellor posts for the minority education programme. Eligibility for these positions requires substantial prior service in minority schools, thereby creating a route through which experienced minority-programme teachers may assume pedagogical guidance and limited educational-administration responsibilities. The law also provided for a Graduate School for Minority Programme Teachers at the Democritus University of Thrace, with admission reserved for members of the Muslim minority who have graduated from Greek university departments of primary education. Its statutory purpose includes postgraduate qualification and continuing professional training for minority-programme teachers. The publicly accessible sources reviewed, however, do not provide recent consolidated data on the school's operation, graduate numbers or subsequent appointments.

The [National Action Plan against Racism and Intolerance 2026–2029](#) also provides for scholarships for Roma students at the Hellenic Open University, empowerment initiatives for Roma children and families, Roma social-integration services and the continued operation of Roma branches and intercultural or social mediators. Intercultural mediators and Refugee Education Coordinators perform important liaison functions, but these positions should not be treated as substitutes for the representation of marginalised communities within permanent teaching, school-leadership and education-policy roles.

2. Educational tools, including emerging technologies and artificial intelligence, used to combat racism and promote human rights, diversity and inclusion

The [Akelius Digital Language Learning Course](#) developed through cooperation between UNICEF and the Akelius Foundation since 2018, was subsequently used within UNICEF's *All Children in Education* programme as a digital tool supporting language learning and the educational inclusion of refugee and migrant children. Accessible online and through Android devices, the course includes thematic units, quizzes, interactive exercises, books and songs and is designed to respond to different language levels and individual learning needs. By 2023, 14,409 children in Greece had benefited from the initiative, while 1,764 instructors had received training in blended learning and in the implementation of the Akelius course. The course was being used in formal and non-formal education classrooms across 76 locations in Greece. Separately, teaching and learning materials developed under the

broader ACE programme promoted student-centred and differentiated learning and sought to recognise plurilingual identities and diversity in the classroom. UNICEF subsequently reported that [Akeli](#) course had been used by more than 15,000 students in Greece since 2018. By supporting Greek-language acquisition and digital literacy, the course can facilitate refugee and migrant children's adaptation to the school environment, their participation in formal education and their communication with teachers and other students. Nevertheless, its primary objective is language learning, and the cited UNICEF publications do not provide a separate assessment of its impact on racist attitudes, discrimination or the wider school climate.

The [stop-bullying.gov.gr platform](#), established under Law No. 5029/2023, constitutes a relevant digital reporting tool. It enables pupils and parents or guardians to report school violence and bullying, including conduct connected with racial or ethnic origin, religion or other protected characteristics. Its operation and the limitations of the currently published data are discussed above in the section on safe and inclusive educational environments

A major recent development is Joint Ministerial Decision No. 55909/Δ6, published in [Government Gazette B' 2639/12 May 2026](#), which introduced Greece's first detailed regulatory framework for the use of artificial intelligence in secondary education. The framework regulates the use of artificial intelligence systems in secondary education, with the aim of ensuring that such systems support teachers and enhance the learning process rather than replace them. The use of AI must be safe, transparent, ethically responsible and compliant with national and European law. Emphasis is placed on the protection of personal data, the prevention of misinformation, harmful content and algorithmic bias, and the avoidance of any improper substitution of students' personal effort. The framework applies to all secondary schools, both in face-to-face and distance education, and is binding on teachers, students, parents or guardians and AI system providers. The use of AI is entirely voluntary and may take place only after appropriate information and training have been provided. Refusal to participate must not affect the academic status or assessment of students, or the professional status or assessment of teachers. AI systems may be used only when they comply with applicable legal requirements, including any necessary risk or impact assessments. Their use and output must always remain subject to supervision, review and evaluation by appropriately trained educational staff. Fully automated decisions concerning the assessment of students or teachers are prohibited, as is the creation of individual profiles or the use of AI-generated data to make decisions concerning their personality, behaviour or rights. Generative AI must be used to support, rather than replace teaching and learning, with students remaining active creators of knowledge. Its use must take account of age, well-being, social consequences and

environmental impact and must be fully transparent to the school community. The framework also requires equal access, the prevention of algorithmic discrimination and stereotypes, and active accessibility for students with disabilities or learning difficulties. Human responsibility remains indispensable, and users must always be able to challenge AI-generated results and submit complaints. Overall, the framework treats AI as a supportive educational tool while establishing strict safeguards to protect rights, prevent discrimination and ensure that human judgement and responsibility remain central to the educational process.

The GNCHR is among the national authorities designated by the [Ministry of Digital Governance](#) under Article 77 of Regulation (EU) 2024/1689 to oversee compliance with fundamental-rights obligations in relation to high-risk AI systems. In education and vocational training, this role is particularly relevant where AI is used for admission, assessment, placement or access to educational opportunities, requiring effective monitoring, transparency and accountability safeguards to prevent discrimination and protect equal access to education.

3. Systematic collection of disaggregated data to assess the effectiveness of anti-racism education initiatives

The [National Action Plan against Racism and Intolerance 2026–2029](#) distinguishes between output indicators, such as the number of actions implemented or persons trained, and outcome indicators, such as improved knowledge or strengthened reporting mechanisms. It requires the specification of each indicator's source, responsible authority, update frequency and calculation methodology. It also provides for the combination of quantitative and qualitative evidence and for disaggregation by protected characteristic "where feasible".

The [National Strategy and Action Plan for the Social Inclusion of Roma 2021–2030](#) contains a separate indicator framework aligned with EU and FRA Roma inclusion indicators. Its educational indicators include participation in early childhood education, completion of upper-secondary education, attendance during compulsory school age, early leaving from education and training, the proportion of Roma children attending schools where all or most classmates are Roma and experiences of discrimination when interacting with schools. The Strategy envisages the use of ELSTAT, FRA, administrative records, local action plans and specially commissioned surveys.

UNICEF's [Situation Analysis of Children and Youth in Greece](#) found that the lack of data on attendance and dropout among Roma, refugee and migrant children, children with disabilities and out-of-school children hampered effective planning and budgeting. It also concluded that insufficient publicly available disaggregated data prevented a clear understanding of educational access and outcomes.

More recently, UNICEF reported that in 2024 it supported ministries responsible for refugee education and protection in strengthening data collection, monitoring and evaluation and in generating evidence on the effectiveness of Reception Classes. This constitutes a positive capacity-building measure, although the resulting data and evaluation findings need to be published systematically and integrated into permanent State monitoring systems.

In its 2024 [Concluding Observations](#), the Committee recommended that Greece collect and provide reliable, updated and comprehensive statistics on the demographic composition of the population, based on the principle of self-identification, including data concerning ethnic and ethno-religious minority groups, including Roma, and non-citizens. It also recommended the production of disaggregated statistics on the socioeconomic situation of these groups and on their access to education, employment, healthcare and housing, with a view to establishing an empirical basis for assessing the equal enjoyment of the rights protected under the Convention.

The principal challenge is therefore not the complete absence of educational information, but the lack of systematic publication, cross-tabulation and outcome-oriented use of the available data. Effective monitoring requires indicators that connect pupils' characteristics and educational circumstances with actual attendance, attainment, segregation, exposure to discriminatory incidents, complaint outcomes and changes following anti-racism interventions.

Recent analytical reports, statistical data and surveys on racism and racial discrimination in education in Greece

1. CERD concluding observations on Greece, 2024

The CERD [Concluding Observations](#) on Greece constitutes the most recent United Nations treaty-body assessment specifically focused on racial discrimination in the country. In the field of education, the Committee expressed concern about the low attendance and high dropout rates of Roma children at all levels of education and the persistence of segregated education. It also highlighted the lack of sufficiently comprehensive and disaggregated data on the demographic composition and socioeconomic situation of ethnic and ethno-religious groups and non-citizens, including their access to education, which is necessary to establish an empirical basis for assessing the equal enjoyment of the rights protected under the Convention.

2. UNICEF data on Roma and children with a migration background

The UNICEF Greece data portal [Education Access and Participation in Greece](#) presents national, European and international indicators concerning disparities in

children's access to education. It reports that, in 2021, 66% of Roma children aged 4–15 attended compulsory education. Enrolment was lower among Roma children living in settlements classified as types I, II and III, at 64%, compared with 73% among Roma children living in scattered housing.

UNICEF also reports that, in 2021, 34% of Roma children aged 6–15 attended schools in which all or most pupils were Roma. In addition, 20% of Roma respondents reported having felt discriminated against because they were Roma when in contact with school authorities, whether as students or as parents or guardians, during the preceding 12 months. These figures provide an earlier reference point for assessing the educational situation of Roma children.

For young people differentiated by country of birth, UNICEF reports a marked disparity in early leaving from education and training in 2022: the rate among native-born young people aged 18–24 was 3.7%, compared with 20.9% among those born outside Greece. Country of birth is not equivalent to racial or ethnic origin, and this statistic does not in itself establish racial discrimination. It nevertheless identifies a substantial disparity that warrants further examination, including language-related barriers, interrupted schooling, socioeconomic disadvantages, possible discrimination and the adequacy of educational support.

3. Data on refugee and migrant children from the All Children in Education programme

UNICEF's May 2024 review of the results of the [All Children in Education](#) programme, published in May 2024, provides important recent programme-level monitoring data on refugee and migrant children's access to education in Greece. UNICEF reported that, since 2021, the programme had benefited 25,366 refugee and migrant children through language and homework support provided in 40 locations across the country. It also reported that 75% of ACE students had enrolled and remained in Greek public schools. The beneficiaries included 5,982 unaccompanied or separated children and 273 children with disabilities. In addition, 8,322 children participated in structured psychosocial-support activities, 532 were referred to specialised services, 4,642 received assistance with public-school enrolment, and 379 schools were supported through interpretation services. These figures document the programme's reach, the characteristics of some of its beneficiaries and the forms of support provided. They are programme-monitoring data concerning participating children and do not constitute a representative survey of all refugee and migrant children in Greece. Nor does the cited UNICEF publication measure the prevalence of racism, xenophobia or discriminatory treatment in schools. The figures should therefore be used as evidence of the operation and reported results of a specific educational-inclusion programme, rather than as national prevalence data on racial discrimination.

4. FRA Roma Survey 2024: discrimination, segregation and educational outcomes

The most recent comprehensive statistical evidence is provided by the [European Union Agency for Fundamental Rights, Roma Survey 2024 – Country Data: Greece](#), published in 2025 and based on fieldwork conducted in 2024. In Greece, the survey involved 522 Roma respondents representing 1,447 household members. It found that 42% of Roma respondents had experienced discrimination during the year preceding the survey, 39% had experienced hate-motivated harassment, and none of those experiencing discrimination had reported it to an official body. These figures point both to the high prevalence of discrimination and to extreme underreporting.

The same survey documents exceptionally severe educational inequalities. Only 22% of Roma children in Greece attended early childhood education, compared with 69% of children in the general Greek population. Only 2% of young Roma had completed at least upper-secondary education, compared with 96% of the general population. Moreover, 57% of Roma children attended a school in which all or most pupils were Roma, an increase from 46% in 2016. The findings demonstrate that the principal educational problem is not limited to individual acts of prejudice but includes structural exclusion, extremely low attainment and persistent de facto segregation.

The [FRA report, Rights of Roma and Travellers in 13 European Countries: Perspectives from the Roma Survey 2024](#) also examines self-reported discrimination in interactions with schools, colleges and universities. Among Roma respondents in Greece who had been in contact with an educational institution during the preceding 12 months, either as students or as parents or guardians, 3% reported having felt discriminated against because of being Roma in 2024, compared with 20% in 2021 and 10% in 2016. Greece was the only surveyed country in which this indicator decreased between 2016 and 2024.

This finding should, however, be interpreted as a specific indicator of self-reported discrimination among respondents who had relevant contact with an educational institution, rather than as evidence that structural discrimination in education has been eliminated. This caution is particularly important given that the same survey recorded an increase in school segregation in Greece, from 46% in 2016 to 57% in 2024, and continuing profound disparities in educational attainment.

5. ECRI's most recent country assessment

Although adopted in 2022, the [ECRI Report on Greece, Sixth Monitoring Cycle](#) remains ECRI's most recent full country-monitoring report on Greece. In the field of education, ECRI identified continuing barriers affecting Roma, refugee, asylum-

seeking and migrant children. With regard to refugee and migrant children, it referred to challenges concerning teacher availability and logistical arrangements, potentially negative attitudes among some parents and teachers, and relatively high school-dropout rates. With regard to Roma children, ECRI highlighted low educational attainment and high dropout rates, reports of Roma-only classes and high concentrations of Roma pupils in certain schools, as well as inadequate school infrastructure and transport difficulties in some Roma settlements.

ECRI also cited a September 2021 report by the Greek Council for Refugees and Save the Children, according to which 60% of eligible school-age children had been enrolled in Reception School Annexes for Refugee Education (DYEP), while only 14% actually attended. These figures relate specifically to the situation documented in 2021 and to participation in DYEP; they should not be presented as reflecting the current situation or the enrolment of all refugee children in the Greek education system. They nevertheless illustrate the substantial gap that existed at that time between enrolment in these reception structures and actual attendance.

6. Roma Civil Monitor assessment, 2025

The [Roma Civil Monitor, Civil Society Monitoring Report on the Implementation of the National Roma Strategic Framework in Greece](#), provides a recent civil-society assessment of the implementation of Greece's National Roma Strategic Framework 2021–2030. It draws on document reviews, interviews with public authorities, Roma civil-society representatives and an independent expert, and consultations with Roma activists conducted during 2024 and early 2025. The report finds that Roma segregation in education remains widespread. Although some regional and local educational authorities have introduced measures such as pupil transport and dispersal to reduce the concentration of Roma children in particular schools, national-level support, coordination and structural desegregation policies remain limited. The report also identifies continuing high dropout rates, particularly at lower-secondary level, and numerous instances of de facto segregation in certain municipalities. Citing a Council of Europe assessment, it notes that educational desegregation has not reached a systemic level or formed part of integrated policies.

The report further highlights the lack of sufficiently comprehensive and disaggregated national data on Roma school segregation, attendance and dropout, which makes it difficult to assess needs, monitor implementation and evaluate the effectiveness of the National Roma Strategic Framework. As a civil-society monitoring report, it complements FRA's household-survey data and CERD's treaty-body findings by examining how national Roma-inclusion commitments are being implemented in practice.

The related [Roma Civil Monitor Greece Country Fiche 2025](#) which assesses progress in the implementation of the National Roma Strategic Framework between June

2023 and March 2025, similarly identifies the persistence of de facto school segregation, the lack of national data on Roma school attendance and dropout, and the absence of adequate systemic planning for educational desegregation. More specifically, it notes that the Ministry of Education has been reluctant to acknowledge the extent of segregation or to plan a systemic desegregation response. The Country Fiche is a concise civil-society assessment, drawing substantially on the Roma Civil Monitor's more detailed 2025 monitoring report, rather than a source of official government statistics or a separate representative survey. Its findings should therefore be read alongside, and are broadly consistent with, FRA's quantitative survey findings on educational segregation and CERD's concerns and recommendations concerning Roma children's attendance, dropout and segregated education.

7. Greek Ombudsman's 2024 report, The Challenge of Migration Flows and Refugee Protection: Reception Conditions and Procedures

The [Greek Ombudsman's 2024 report, The Challenge of Migration Flows and Refugee Protection: Reception Conditions and Procedures](#) includes separate sections on education and educational activities in reception facilities and in facilities accommodating unaccompanied children. The findings are based on on-site inspections conducted in selected facilities between June 2022 and December 2023 and should therefore be understood as documenting the conditions observed in those facilities during that period, rather than as a comprehensive assessment of all reception facilities in Greece.

The report identifies a range of organisational and operational barriers that frequently acted as deterrents to children's effective school attendance. Although kindergartens generally operated within the facilities, the kindergarten in the Schisto facility was not operational because the teaching post had not been filled in time, while in the Elefsina facility it did not operate because the number of children was considered insufficient. The Ombudsman also documented variations between regions in the arrangements for children's education, including enrolment in regular classes, reception classes or Reception School Annexes for Refugee Education, as well as differences between morning, afternoon and exclusively afternoon attendance schedules. Shortcomings in educational infrastructure and premises and insufficient funding were also identified as obstacles to effective educational provision.

The report further identifies obstacles to access to effective special education in the Schisto facility for particularly vulnerable children, including children with serious illnesses or mobility impairments. Delays in scheduling assessments by the Centres for Interdisciplinary Assessment, Counselling and Support prevented these children from receiving the necessary educational assistance in a timely manner. The

Ombudsman also reported that, in most of the cases in which the Centres issued a positive opinion, the recommended parallel-support measures were not approved by the Ministry.

With regard to unaccompanied children, the findings varied according to the type of facility. At the Fylakio Reception and Identification Centre, non-formal education was reportedly limited to basic provision such as Greek-language learning. At the Samos Closed Controlled Access Centre, unaccompanied children received only non-formal education because of the limited duration of their stay. A non-formal education programme was similarly provided in an emergency accommodation facility because of the children's short stay there.

In relation to one of the long-term accommodation facilities inspected, staff reported that secondary schools in the surrounding area, with the exception of two schools, had refused to admit the children on the grounds that no additional places were available. A reception class had also not begun operating at the time of the inspection, adversely affecting both the children's ability to attend classes and their willingness to continue their education.

8. GNCHR Observations on the Implementation of the UN Convention on the Rights of the Child in Greece

In its 2020 [Observations on the Implementation of the UN Convention on the Rights of the Child in Greece](#), GNCHR examined a number of specific issues concerning the implementation of the right to education in Greece. It addressed shortcomings in early childhood education and care; the limited access, enrolment and continued segregation of Roma children; the treatment of gender identity and different family forms within education; and persistent barriers to inclusive education for children with disabilities. The GNCHR also addressed school violence and bullying, religious education and the unequal access of Roma, refugee and migrant children to quality education.

Its recommendations included improving access to preschool education for children in marginalised communities; ensuring desegregated education for Roma children and providing trained Roma mediators; incorporating sex and gender identity education into school curricula; and establishing an inclusive education system based on the principle of "one school for everyone". For children with disabilities, the GNCHR called for sufficient permanent specialised staff, accessible school buildings and transport, appropriate materials in Braille, audio and sign-language formats, reliable data on enrolment and dropout, and adequate training for teachers and other educational professionals. The GNCHR is currently preparing a comprehensive

reference report on the rights of the child in Greece, following two hearings on the human rights situation of children organised by the Commission in 2025 and 2026. The report will provide an updated assessment of legislative, policy and practical developments and will draw on more recent evidence concerning, among other issues, access to education, participation, segregation and inclusion.

9. Racist Violence Recording Network findings concerning educational settings

The [Racist Violence Recording Network Annual Report 2023](#)¹, published in 2024, provides quantitative and qualitative evidence on racist violence and other forms of bias-motivated violence recorded by the Network's member organisations. The Network recorded 158 incidents during 2023, of which 89 involved migrants, refugees or asylum seekers targeted on grounds including national origin, religion or colour, while five involved Greek Roma citizens targeted because of their ethnic origin. The Network emphasises that its records concern victims who came into contact with its member organisations and therefore represent only the "tip of the iceberg", rather than a prevalence estimate for the Greek population.

Of direct relevance to education, the Network recorded four incidents in educational establishments, including schools and universities. Its qualitative analysis refers to cases of intra-school and intra-university violence targeting children, adolescents and young adults because of their national origin, sexual orientation, gender identity or gender expression. The Network expressed particular concern that schools and universities, which should provide young people with acceptance, protection and safety, had become settings of bias-motivated violence. Although the report gives an overall figure of four incidents in educational establishments, it does not further disaggregate these cases by educational setting, targeted group or bias motive, which limits a more detailed quantitative assessment.

¹ The Racist Violence Recording Network (RVRN) was established in 2011 on the joint initiative of the Greek National Commission for Human Rights (GNCHR) and the Office of the United Nations High Commissioner for Refugees in Greece (UNHCR), in response to the absence of an effective official mechanism for recording racist violence and the need to coordinate organisations already documenting such incidents through their direct contact with victims. The GNCHR plays a central institutional role as co-founder and co-coordinator of the Network, contributing its human rights expertise, independence and national mandate to the development of a credible and consistent recording framework. Since 1 October 2011, the Network has systematically documented racist and other bias-motivated acts of violence through a unified methodology and a common incident-recording form. It brings together more than 50 civil-society organisations providing legal, medical, social and other forms of assistance to victims, including organisations established by communities frequently targeted by racist violence. The Greek Ombudsman and the Migrant and Refugee Integration Council of the Municipality of Athens participate as observers. The RVRN is widely recognised by European and international institutions as a model of good practice in the systematic documentation of racist incidents. See more: <https://rvrn.org/en/>

The Network recommended that the Ministry of Education strengthen the regulatory framework for preventing and addressing intra-school racist, homophobic and transphobic violence, with the meaningful involvement of teachers, students and parent or guardian associations. It also called for the promotion of intercultural and interreligious dialogue, the development of practical guidance for the school community on recognising and responding to violence with a racist motive, relevant teacher training, and stronger links between schools and experienced civil-society organisations.

Finally, the RVRN places particular emphasis on awareness-raising and capacity-building activities. Beyond providing regular training to its member organisations on the identification, documentation and recording of racist violence incidents, the Network has also developed targeted educational initiatives for schools, law enforcement authorities, local government bodies and human rights professionals working with victims of racist violence.

In 2026, these efforts included training sessions on racist violence and intolerance for students at the 64th High School of Athens and for officers attending the Center for Security Studies of the Hellenic Police. In addition, the RVRN, in partnership with the OSCE Office for Democratic Institutions and Human Rights (ODIHR), organised a highly successful, [two-day training programme](#) for its member organizations, focusing on the identification of racist incidents, the application of bias indicators and the effective support of victims of racist violence.

Focal Point:

Dr. Anastasia Chalkia, Human Rights Officer (Social Advisor)
Greek National Commission for Human Rights (GNCHR)
E: a.chalkia@nchr.gr