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NOTE VERBALE

The Permanent Mission of Greece to the United Nations Office at Geneva and other International Organizations in Switzerland presents its compliments to the Office of the High Commissioner for Human Rights and with reference to the latter's Note Verbale, dated 2 February 2015, on the evaluation of the second phase of the World Programme for Human Rights Education, has the honour to attach herewith the contributions of the Ministry of Ministry of Justice, Transparency and Human Rights, the Ministry of Culture, Education and Religious Affairs, the Ministry of Interior and Administrative Reconstruction and the Ministry of Economy, Infrastructure, Shipping and Tourism.

The Permanent Mission of Greece to the United Nations Office at Geneva and other International Organizations in Switzerland avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.



Geneva, 20 April 2015

To: The Office of the High Commissioner for Human Rights
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Att.: 27 pages

Ministry of Justice, Transparency and Human Rights

According to Law 3910/2011 as amended, which regulates the functioning of the National School of Judges, candidate judges and prosecutors are being taught selected issues of Human Rights protection. More specifically, special themes for the European Human Rights Convention in accordance with per Article analysis of the main provisions, are included at the National School of Judges course guide.

As part of the continuous training of judges, conferences and workshops thematically relevant to the protection of fundamental rights are being held on a regular basis.

Study programs, workshops and conferences thematically relevant to the protection of human rights, are accessible on the website of the National School of Judges:

http://www.esdi.gr/a/images/stories/pdf/proqramnata_spoudon/orocramm%20spoudvr/%2020diolk.pdf

Ministry of Culture, Education and Religious Affairs

1) Higher Education

Higher education comprises the University and Technological sectors. The University sector includes Universities, Technical Universities, and the School of Fine Arts. The Technological sector includes the Technological Education Institutions (T.E.I.), and the School of Pedagogical and Technological Education (A.S.P.E.T.E.).

According to article 16 of the Greek Constitution, higher education is public and exclusively provided by Universities, which are Legal Entities under Public Law, enjoying full self-administration and academic freedom, while they are subject to state supervision and financed by the government. State supervision is carried out by the Minister of Culture, Education and Religious Affairs.

The aims of Higher Education Institutions in Greece are:

- a) to promote knowledge through research and teaching, to prepare students to use the acquired knowledge in their professional life, and to promote arts and culture,
- b) to offer higher education and to contribute to lifelong learning using modern teaching methods (distance learning included) on the basis of high quality scientific and technological research which follows international criteria,
- c) to develop students' critical thinking and skills, to foster their integration into the labour market and to create the appropriate conditions for the emergence of new researchers,
- d) to correspond to the labour market needs and to the country's development needs as well as to promote knowledge dissemination, the optimization of research results and innovation focusing on the scientific ethics, sustainable development and social cohesion,
- e) to promote cooperation with other Greek or foreign institutions and research organizations, as well as to promote student and staff mobility contributing in this way to the construction of the European Higher Education and Research Area,
- f) to create responsible citizens, who hold scientific, professional and cultural competences as well as to further develop respect for values such as justice, freedom, democracy and social solidarity.

For the accomplishment of their mission, all institutions are organised and operate based on the following principles:

- a) freedom in teaching and research,
- b) the research and scientific ethics,
- c) the quality of education and of the services provided,
- d) the efficiency in managing staff, resources and infrastructures,
- e) the transparency in all of their activities,
- f) the impartiality during the actions they take and the decision making.
- g) the meritocracy when dealing with the staff, and
- h) the equal treatment of women and men and the respect of diversity.

The main objectives and priorities of Higher education policies are the continuous qualitative improvement of Higher Education Institutions operation and work, the assurance of the appropriate conditions for achieving their objectives, and the projection of social dimension. By laws in 2011 (Law 4009/2011) and in 2012 (Law 4076/2012) the Ministry of Education made institutional, organisational and structural changes in tertiary education. These changes were necessary due to both the changing international environment and the need to modernize the legal framework governing Higher Education Institutions. They include differentiations in the institutions' management and financing, as well as changes in matters concerning the Teaching and Research Staff ranks. The full financial and administrative independence of Universities as well as Technological Educational Institutes and ASPETE is promoted so that they are able to freely plan their development based on assessment and strategic planning. What is more, Lifelong Learning Schools operate at Higher Education Institutions aiming at providing certifications of non-formal education.

2. National Action Plans

The Ministry of Education has been one of the main contributors to the drafting of both the first National Action Plan on Human Rights and the first National Action Plan on the Rights of the Child, under the coordination of the Ministry of Justice, Transparency and Human Rights, with the cooperation of all competent Ministries and stakeholders.

3. Initiatives and developments aiming to promote the human right to education

3.1. The "New school" – "Students FIRST"

A main reform since 2011 is the "New School" which aims at a 'public, free and high level quality education for all'. It makes practice of the motto "Students FIRST" as it places pupils at the center of policy design initiatives. In the New School, teaching is individualized depending on each pupil's needs while active participation in the learning activities is promoted to replace passive attendance.

The New School serves certain educational strategic objectives such as:

- promotion of lifelong learning,
- quality improvement of education,
- promotion of social cohesion and active citizenship,
- enhancement of innovation, creativity and entrepreneurship.

The strategic objectives in the framework of the New School include:

- facilitating access to pre-school education and increase of participation from the age of 4,
- ensuring access to primary education,
- reducing the number of pupils who complete compulsory education with low performance in reading, mathematics and sciences,
- reducing drop-out rates from compulsory education,
- certifying foreign language knowledge and the use of P/C,
- increasing the number of teachers who use ICT in teaching.

3.2. Education of vulnerable social groups

Along all the above-mentioned, the elimination of educational disparities has been at the core of the education policy. As a result, several measures combined with special programmes have been taken for the inclusion in the educational process of vulnerable social groups such as immigrant and repatriate students, Roma children and the children of Muslim minority in the region of Thrace.

a. The Educational Priority Zones

Another measure that has been in effect since 2010 (Law 3879/2010) by the Ministry of Education, and is expected to contribute positively to combating segregation and its consequent effects in certain schools, is that of the Educational Priority Zones (ZEP). The general aim behind the implementation of ZEP is to shape, and test under real classroom conditions, alternative and flexible educational approaches of differentiated teaching so as to ensure the equitable integration into the system of students from areas with low education and socioeconomic indicators, and possibly remove the social and economic barriers to students' progress.

The Educational Priority Zones action is implemented in geographical regions where the basic school integration indicators are low. The said Zones enhance a holistic approach regarding the education process which transcends the typical teaching and learning in-school processes and aims to connect school units with local social agents through the implementation of educational, social and cultural actions.

b. The education of migrant and repatriate students

1. Foreign (migrants / refugees) and repatriate students enjoy the right to free education exactly as natives do. Every child living in Greece is entitled to education regardless of their parents' / guardians' legal status in the country.
2. Programme "Education of Immigrant and Repatriate Students" (1997-). The main aim of the programme is to combat school dropouts so that equal access to education and social inclusion are ensured, with interventions starting from preschool education.

c. The Education of the Roma pupils

1. Roma children are entitled by law to the same schooling as all other Greek citizens.
2. Programme "Education of Roma children" (1997-). It 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 to achieve regular attendance and the reduce students' dropping out of school. School mediators have been trained and used in some actions of the programme.

d. The education of the children of the Muslim minority in Thrace

1. Programme "Education of the Children of the Muslim Minority in Thrace" (1997-). Its basic aim is to upgrade the education of the children of the minority and to foster their integration into Greek society, to provide knowledge of intercultural education and educational materials to teachers, to provide counselling support to families as well as raise awareness of all involved in education.

2. Since academic year 2006-2007 a 0.5% quota for the admission to Universities and Higher Technical Educational Institutes of students who are members of the Muslim minority in Thrace has been introduced.

f. Education for children with disabilities and/or special educational needs

The field of Special Education holds a prominent place amongst the educational reforms in the last years in the framework of providing quality of education to all students. The new policies for Special Education aim at ensuring access to digital educational material and to infrastructure regardless of motion, vision, hearing or other disability, and/or learning difficulty; in addition, such policies intend to establish the appropriate supporting structures and services, facilitating thus engagement of students with disability and/or special educational needs in mainstream schools.

The Hellenic Parliament has recently ratified the Convention on the Rights of Persons with Disabilities and its Optional Protocol. Law 4074/2012 provides the normative framework for the implementation of CRPD in Greece. In general, Greek education policy legislation has been adjusted to international policy discourse and suggested frameworks for actions.

The institutional framework for Special Education of individuals with disability and/or special educational needs, as stipulated in Law 3699/2008 and the subsequent complementary Laws 4115/2013 and 4186/2013, foresees, inter alia, the following:

- Special Education constitutes an integral part of compulsory and free of charge public education.
- The State ensures that public education, free of charge, is provided to disabled individuals of all ages and for all grades and levels of education, including Lifelong Learning, from preschool education up to vocational training in post-school education beyond the 23rd year of their age.

-The State is bound to offer Special Education to Pre-primary, Primary and Secondary Education schools. The type and degree of special educational needs determine the specific educational framework offered to each student.

-Special Education services include differential diagnosis, diagnosis, evaluation and depiction of the special educational needs, as well as systematic pedagogical intervention with specialized and properly adjusted educational tools and programmes, depending on students' disabilities and educational needs. The issues attracting more attention are accessibility, physical and electronic, and adjustment of the educational and teaching material, including electronic equipment and software.

Special Education is offered to mainstream education schools with programmes of joint education, to autonomous Special Education Schools with suitable building infrastructure, and under special circumstances with teaching programmes at home. The recent Law 4115/2013 has introduced a new way of organising the Interdisciplinary support to Special Education. The dominant support structures to further facilitate integration and joint education in mainstream schools of students with special education needs are: (a) the Diagnostic Educational Evaluation and Support Committee operating at mainstream school level, (b) the Special Education School being converted into a Support Center of a mainstream education schools' network as well as (c) the local Differential Diagnosis, Diagnosis and Special Educational Needs Support Centers.

4. Human Rights Education

In the national primary and secondary education curricula, Human Rights as well as Education for Democratic Citizenship are substantially included and horizontally infuse several subjects, even though they do not constitute a separate subject as such. There has been extensive cooperation between the Ministry of Education and the Institute of Education Policy, which is responsible for the development of curricula and textbooks so that Human Rights and EDC be integrated in the revised textbooks for both primary and secondary education. This integration has been accomplished to a considerable degree.

Only recently, in January 2015 a Committee for Human Rights and Transparency was established in the Institute of Education Policy with the aim of further developing and promoting issues of human rights and transparency in primary and secondary education and curricula.

Furthermore, in Greece the efforts made by UNESCO for promoting Education for Sustainable Development, including Education for Human Rights, Education for Intercultural Dialogue and Inclusive Education, are strongly supported. Under this umbrella operate the Associated Schools Project with over 150 participating schools. The school net is coordinated within the Ministry of Education in cooperation with the National Commission for UNESCO. Seminars, workshops, webinars as well as other meetings have been organized for the teachers - coordinators.

The participating schools cover all levels of education and types of schools, from pre-primary to vocational schools. In 2002, 9 schools participated in the network. The number rose to 150 schools, most of them in full membership. They run projects on the three study themes:

- Education for Sustainable Development
- Peace and Human Rights
- Intercultural Dialogue.

They also organize activities concerning World Heritage and Intangible Heritage. An annual Students Symposium has been held since 2000, where students discuss a common theme, regarding UNESCO's priorities, in committees and plenary meetings, following a "UNESCO model". Additionally, ASP schools develop synergies with UNESCO Chairs and in some cases UNESCO Clubs for the promotion of EFA goals.

Παραμένουμε στην διάθεσή σας για κάθε περαιτέρω διευκρίνιση.

Η ΠΡΟΪΣΤΑΜΕΝΗ
ΤΟΥ ΤΜΗΜΑΤΟΣ

ΜΑΡΙΑ ΦΑΣΣΑΡΗ

ΕΠΙΣΗΜΗ ΜΕΤΑΦΡΑΣΗ TRADUCTION OFFICIELLE OFFICIAL TRANSLATION

No. Φ.092.22/2248

URGENT

HELLENIC REPUBLIC

MINISTRY OF INTERIOR AND ADMINISTRATIVE
RECONSTRUCTION

HELLENIC POLICE HEADQUARTERS

DIVISION OF ADMINISTRATIVE SUPPORT AND HUMAN
RESOURCES

DIRECTORATE OF EDUCATION AND HUMAN RESOURCES
DEVELOPMENT

DEPARTMENT OF FURTHER EDUCATION AND INTERNATIONAL
TRAINING

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Ref.No. : 1728 / 15 / 594353

Agenda No. : (4864/1)

c.c. 1 . Hellenic Police Headquarters

2. H.P.H./ Directorate of Training &

Human Resources Development

SUBJECT : "Assessment of the Global Programme - Second
Stage - for the education in the Human Rights (2010-2014)"

RE. : Your document with no. AS6419 / 18.02.2015

1. In reply to the above referenced document regarding the
subject hereinabove and by reason of competence, we hereby
notify you as follows :

I. The education in general is a dynamic procedure within the
social community and therefore, it should be featured with
expanded horizon fields and cognitive objects, consistently
following up on their developments. To this effect, the Hellenic

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**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ, ΥΠΟΥΡΓΕΙΟ ΕΞΩΤΕΡΙΚΩΝ,
ΜΕΤΑΦΡΑΣΤΙΚΗ ΥΠΗΡΕΣΙΑ**

**REPUBLIQUE HELLENIQUE, MINISTERE DES AFFAIRES ETRANGERES,
SERVICE DE TRADUCTION**

**HELLENIC REPUBLIC, MINISTRY OF FOREIGN AFFAIRS,
TRANSLATION SERVICE**

ΕΠΙΣΗΜΗ ΜΕΤΑΦΡΑΣΗ TRADUCTION OFFICIELLE OFFICIAL TRANSLATION

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Police, responding to the challenges of the times, ameliorate, update and adapt the education of their staff to the new demands that arise.

II. At basic level of education, in the Hellenic Police Officers and Policemen Schools, it was taught the thematic unity "Human Rights" as an independent cognitive object, in the context of the modules "Constitutional Law-Human Rights", "Elements of Constitutional Law - Human Rights and Elements of Administrative Law" in accordance to the P.D. 319/1995 and 352/1995, respectively. The teaching of the mentioned thematic unity was implemented by reputable university professors and specialized scientific staff. Also, in the mentioned Schools, relevant lectures are given regarding the object of the human rights. The topics developed in each School appear analytically hereinbelow :

Syllabus :

- Meaning-distinction and legal nature of the human rights
- The international protection of the fundamental rights
- European Convention of Human Rights
- Racism-Xenophobia
- The principles of the mandatory nature and the immediate enforcement of the constitutional provisions regarding fundamental rights
- Agencies and Acceptors of the Fundamental Rights
- Legislative and constitutional restrictions of the fundamental rights
- Concurrence-Conflict-Waiver of the Human Rights
- The rights to life, honor and freedom

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- Personal Freedom and Security [inviolability - guarantees in favor of the arrested or held in custody (pending trial) parties]
- The European Arrest Warrant
- Residential Asylum and Restrictions
- The right to nationality (legal nature and content of the Right, acquisition, loss, naturalization, forfeiture etc.)
- Freedom of opinion and information – freedom of the press
- Freedom in Education – Religious Freedom
- Trade Union Freedom and Strike
- General Principle of Equality and Special Forms of Equality prescribed by the Constitution
- Rights of administrative and judicial protection – Court review of the law constitutionality
- Economic Declaration for the Human Rights
- UN Agreement for personal and political rights, as well as for the economic, social and cultural rights
- Protection of the Rights in the European Union, OSCE and UNESCO
- Treaties for the elimination of the sexual discriminations and the suppression of genocide
- Protection of the child, the woman and the labor relations
- Elements of Law of Aliens' State : International and constitutional protection of the aliens. Entry-exit, stay, establishment, work, deportation, extradition of aliens. Procedure for the recognition of political refugees. Illegal aliens, illegal immigrants, unescorted minors and human trafficking victims.
- Minorities
- Elements of International Humanitarian Law (i.e. prisoners' and civilians' protection)

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Note 1st : For the grace of training practisization purposes, the instructor, during the semester, in order to formulate the oral grades :

- a. assigned a personal or group project to cadets sergeants who were given a practisized script for solution, based on real incidents (court judgments)
- b. gave for solution, during the oral extraordinary examination, a practical topic as well, in order to check on the critical thought, consolidation and application of the syllabus and the formulation of the arguments.

Note 2nd : During the analysis of the topic "European Convention of the Human Rights" (ECHR), the decisions of the European Court of the Human Rights (ECtHR) on the refugees have been developed and analyzed (no. 17060/03, 21449/04 and 27850/03) :

- ZELILOV Dimitrios vs Greece,
- Mirela CELNIKU and Reimonda CELNIKU vs. Greece and
- Ioannis KARAGIANNOPOULOS vs Greece

Additionally, in the mentioned School, lectures are given with the topic : "Human Rights".

B) SCHOOL OF POLICEMEN

Module : Elements of Constitutional Law – Human Rights and Elements of Administrative Law

Syllabus :

- Fundamental Rights and Duties
- The Principle of the Human Value
- The right to life
- The right to physical and mental integrity
- The free development of the personality and the participation to the life of the country

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- The personal freedom
- The principle of equality
- The inviolability of the private and family life
- The residential asylum
- The communications privacy
- The religious freedom
- The freedom of expression
- The freedom of the press
- The freedom of assembly
- The right to reporting
- The right to court protection
- The right to prior hearing
- The political rights
- The social rights
- The fundamental duties

Note : The analysis of the personal rights as per Constitution was made in combination with the respective ECHR-protected rights.

Additionally, in the mentioned School, lectures are given with topics such as : Human Rights, General Declaration of Human Rights in 1948 (UN), European Convention of Human Rights 1950 (Council of Europe), Principle of "non-refoulement", International principles of asylum procedures and National Procedures for the asylum seekers.

The total didactic hours for the cognitive object of the human rights amounts up to 26 hours/academic year for the School of Officers and to 23 hours/ per academic year for the School of Policemen.

III. The human rights as cognitive object, at a postgraduate level, have been integrated and instructed as follows :

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A) NATIONAL SECURITY SCHOOL

- Ombudsman and Human Rights
- International and European Dimensions for the protection of the human and the minorities' rights. The Greek policy.
- European policies against racism, xenophobia and discriminations.
- The Geneva Convention. The institutional role of the High Commissioner in Greece.
- Institutions and procedures for the protection of the human and the minorities' rights at the Council of Europe.
- Additionally, in the National Security School, lectures are given with the following thematic unities : Meaning of fundamental rights, the good of security and the human rights, Racism - Xenophobia - Intercultural Communication - Social Stratification

B) HELLENIC POLICE SCHOOL OF FURTHER EDUCATION AND TRAINING

i) In the Department of Further Education and Training of Staff Officers and Officials of the mentioned School, the module "Constitutional Personal Rights in the Hellenic Legal Order" is taught and includes substantiated analysis (with examples adapted in the Police reality) of the provisions referring to fundamental rights : Human Value, Freedom for the Development of Personality, Right to Nationality, Right to Life, Right to Physical and Mental Integrity, Personal Freedom and Security, Right to Private Sphere (residential asylum, communications privacy), Freedom of Religion and Beliefs, Freedom of Opinion and Information, Freedom of the Press, Freedom of Assembly,

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Freedom of Union, Principle of Equality, Special Forms of Equality.

Also, in the mentioned Department, lectures are given in the topics of :

- The European Convention of Human Rights, Human Trafficking by the Non Governmental Organization A21 "Information Line for Human Trafficking 1109" and Constitutionally personal rights in the Hellenic legal order.

(ii) In the Department of Lieutenants' Vocational Training of the mentioned School, the module "Constitutional Law (General Principles, Organizational Part, Fundamental Rights)" is also taught, in which the following unities are included :

- Meaning and Distinctions of Rights
- Holders of Rights and Obligations
- Rules for the protection of rights
- Systems and rules for the restriction of rights

Also, the mentioned module includes a substantiated analysis (with examples adapted in the police reality) of the provisions referring to the fundamental rights : human value, freedom for the Development of Personality, Right to Nationality, Right to Life, Right to Physical and Mental Integrity, Principle of Equality, Special Forms of Equality, Freedom of Religion and Beliefs.

Through the case study, particular significance is attributed to the following :

- Principle of proportionality during police work (use of violence) in relation to the safeguarding of the personal rights (personal freedom and security etc.) – rules for the protection of humans from tortures.

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- Conditions and rights for the access to personal data in relation with the safeguarding of the personal rights [right of private sphere (residential asylum, communications privacy), freedom of opinion and information, freedom of the press, right of reporting etc.].

Also in the mentioned Department, lectures are given with the indicative topics : “Human rights and police actions, Issues of human trafficking by the Non-Governmental Organization A21 “Information Line for Human Trafficking 1109”.

(iii) In the Seminar of Chief Officers’ Further Training, in the context of the thematic unity “POLICE INTEREST ISSUES-SEMINARS”, issues of human rights-racism-xenophobia-international protection are developed.

IV) In the context of the Programme of the European Return Fund, educational actions (737 officials) were implemented in the year 2014, on the topics :

- Education in the illegal immigrant return procedures
- Education in the re-admission procedures,
- Education in matters concerning the protection of human rights of the persons being under return status,
- Education in the treatment of vulnerable persons being under return status.

Indicatively mentioned are the thematic objects of the mentioned actions : Detention of asylum seekers, Procedures of voluntary returns, Implementation of the Directive 115/2008 as integrated in the L. 3907/11, Effective management of detained aliens under return status, New Legislation for the return of the illegal citizens of third countries etc., Readmission Agreement with Turkey L. 3030/2002, Readmissions Agreements-problems, Newest

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developments in the management of aliens at the Pre-Departure Detention Centers with regard to the Readmission Agreements, Generally about protection of the human rights, Generally about Aliens (legislation etc.), Matters of inspections, arrests and detentions of non legal economic immigrants, Staff behavior in the police action – Ethics and Human Rights – Prohibition of Tortures and other acts of harsh, cruel or humiliating treatment or punishment, Treatment of unescorted minors seeking for asylum.

It should be noted that during the current year, the implementation of respective educational actions has been scheduled and the education of almost 200 officials of the Hellenic Police has already been implemented, in the procedures of the illegal immigrants' return, as of their entry until their return, Non Detention to a Police Station (implementation of relevant orders of the Division of Aliens and Border Protection / H.P.H.), E.U. Formal Notice, Return Effectiveness – Programme of voluntary returns - Immediate completion of procedures.

Also, during the period 2010-2014, in the context of the periodical trainings of the Hellenic Police staff in matters of the borders management, funded by the European Fund of External Borders, thematic unities have been included related to the human rights and in particular :

- Protection of the human rights and treatment of vulnerable groups
- General Declaration of Human Rights in 1948 (U.N.)
- European Convention of Human Rights 1950 (Council of Europe)
- Geneva Convention 1951 (UN) and London Agreement, October 15th, 1946,

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- New York Convention 1954 (UN)
- E.U. Chart for the Human Rights 2000 (UN)
- Reasons of xenophobia, racism and relevant prejudices
- International Organizations of Human Rights
- Cooperation (with co-competent authorities, authorities of neighboring countries, international organizations, UNHR and NGOs that implement actions funded by European funds)
- Detention Conditions, Rights of Aliens – Human Rights
- Rights of Asylum Seekers – Treatment of Asylum Seekers after the entry to the country – Detention of Asylum Seekers

For the current year, the training of the Hellenic Police Staff is scheduled, in matters of human-fundamental rights at the treatment of the non legitimate immigrants.

In the context of the programme of the European Integration Fund, further training of officials of the Ministry of Interior and Administrative Reconstruction (former Ministry of Public Order and Citizen Protection) was carried in the year 2013, at which the following thematic unities were developed :

- Basic Principles of Interculturalism. Outlining the intercultural profile of citizens of the third countries with whom the Hellenic Police staff cooperates.
- Presentation of International and National rules and mechanisms, in the context of respecting and safeguarding the human rights.
- Development of modern techniques for the improvement of the level of management of the issues concerning the third countries citizens, via the know-how transfer from officials of other European countries working at respective posts.

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- Counseling and development of approach methods toward the citizens of third countries.

V. By initiative of the Hellenic Police and other agencies, seminars, lectures, day congresses are implemented for the Hellenic Police staff in the current period of time, in matters related to the human rights, to wit :

- Participation of twenty (20) officials of the General Police Directorate of Attica, in a training programme in matters of human rights, in the context of the project "Education in the Fundamental Rights in Europe".

- Day Congresses in human trafficking issues by the NGO A21 - "Information Line for Human Trafficking 1109", for the staff of the Regional Directorates and the Regional Directorates of Security of Northern and Southern Aegean, Crete, Ionian Islands and Epirus.

The said NGO-Information Line is scheduling, in cooperation with the Hellenic Police, the performance of lectures in the current year, to the staff of other Police Directorates of the Country, as well as to the students of the Hellenic Police Officials College.

-Participation of officials of existing Services of the General Police Directorate of Attica in the educational programme of the National Center of Public Administration and Local Administration / Institute of Further Training with the title "Confronting Violence against Women"

- Lectures for the staff of the Bicycle Policing Team (DI.AS.) and Rapid Reaction Force (D.EL.T.A.) of the Police Directorate of Attica and the DIAS units of the Police Directorate of

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Thessaloniki and the Police Directorates of the Country, in matters of racism, xenophobia, human rights etc. (3.772 officials).

- Lectures for the staff of the Sub-Directorates of Order Restoration and Order Measures of the Directorates of Police Operations of Attica and Thessaloniki in matters of racism, xenophobia, human rights etc. (2.459 officials).

-Updating-Training of the staff of pre-departure centers of the country with indicative themes : The National and international regulative context for the protection of the Human Rights, the main International Conventions for the Human Rights Protection, Brief Analysis of the main points of the Constitution, Analysis of the fundamental human rights and basic principles of the international law of human rights (rights to life and physical integrity, respect of personality, right to asylum, prohibition of torture, prohibition of discriminations), concept clarification (immigrant, refugee, asylum, unescorted minor, Dublin Regulation, Frontex etc.) (543 officials).

A respective education - training is being scheduled for the officials of the Hellenic Police that are assigned to the custody of detainees of the whole country and by priority to those assigned to the custody of the Pre-Departure Centers of Aliens' Detention.

VI. Also, officials of the Hellenic Police have attended abroad, during the years 2010 to 2014, the following training-seminars in matters of human rights :

2010 :

- 2nd Annual Meeting of the Board of Directors of the European Police Academies Union for the year 2010 - A.E.P.C. and Conference for the human rights (Madrid, Spain) - (2) officials

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- Educational Work Group of the European Union Service for the Fundamental Rights with the topic : "Police Training in the Basic Human Rights : From theory to Action" (Vienna-Austria) – (1) official.

2011 :

- Seminars of the UN High Commissioner for the Refugees related to Statelessness and the national procedures for the determination of the stateless person status (Brussels, Belgium) – (1) official

- Participation of officials of the European Return Fund in the 4th summer seminar of the European College in the context of the general programme "Solidarity and Management of Immigration Flows" (Berlin, Germany) – (2) officials

- Seminars of the Association of European Police Colleges in cooperation with the European Union Service for the Fundamental Human Rights with the topic "Instructors Training on issues of Diversity and Fighting against Discriminations" (Lyon, France) - (1) official.

- Common educational activity of the European Police College (CEPOL) with the European Union Service for the Fundamental Human Rights with the topic : "Work Group for the Education of Instructors in matters of Fight against the Discriminations, the Diversity and other fundamental rights in the Police Training (Bramshill, United Kingdom) – (1) official.

2012 :

- Seminar of the European Police College (CEPOL) with the topic: "How to handle victims of illegal human trafficking, in accordance with the human rights" (Barcelona, Spain) - (1) official

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**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ, ΥΠΟΥΡΓΕΙΟ ΕΣΩΤΕΡΙΚΩΝ,
ΜΕΤΑΦΡΑΣΤΙΚΗ ΥΠΗΡΕΣΙΑ
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SERVICE DE TRADUCTION
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- Seminar of the European Police College (CEPOL) with the topic: "Treatment of Victims of Criminal Actions" (Solna, Sweden) – (1) official.
- Participation in education organized by the U.S. Immigration and Customs Authority with the object the organized illegal immigration and human trafficking (Cyprus) – (9) officials.
- Training of Instructors in matters of the border guards' education for fighting the human trafficking (anti-trafficking) (Lyon, France) – (1) official

2013 :

- Seminar of the European Police College (CPOL) with the topic "Human Rights-Human Ethics") (Lisbon, Portugal) – (1) official
- FRONTEX Education in matters of Human Rights and Border Guarding - Education of National Instructors (Gaeta, Italy) – (1) official
- Education in matters of Human Rights and Border Guarding – Education and Translation Workshop (Tallinn, Estonia) – (1) official
- Preparatory meeting for preparing the educational programme of the border guards for the fight against human trafficking (anti-trafficking) (Warsaw, Poland) – (1) official.
- 1st and 2nd Meeting of the Updated Work Group of the Common Educational programme of the European Police College-CEPOL with the topic "CC06C – Fight against the Illegal Human Trafficking" (Bramshill, United Kingdom) – (1) official.
- Implementation of the European Project VICTOR – Victims of Child Trafficking – Our Responsibility, education of agencies regarding the theme of recognizing children in danger of becoming trafficking victims (Bucharest, Romania) – (1) official

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**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ, ΥΠΟΥΡΓΕΙΟ ΕΣΩΤΕΡΙΚΩΝ,
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- FRONTEX Education in matters of human rights and border guarding- National Instructors Education (Lyon, France) – (1) official
 - Educational visit with the theme : “Cooperation for fighting against human trafficking” (U.S.A.) – (1) official
 - Seminar of the European Police College (CEPOL) with the theme “THB-Prevention Mechanisms focusing on the reduction of the demand for illegal human trafficking” (Stockholm, Sweden) – (2) officials
 - FRONTEX Education for training national instructors in matters of fight against human trafficking for border guards (Espoo, Finland) – (2) officials
 - Seminar of the European Police College (CEPOL) with the topic “E.U. Approach to the illegal human trafficking (Vilnius, Lithuania) – (2) officials
 - FRONTEX Education for national instructors in matters of fight against human trafficking (Lubeck, Germany) – (1) official
 - Invitation for the participation of an Hellenic Police Officer as “expert” for the development of an E-Learning Tool in the context of the programme for “the education of border guards in matters of fight against human trafficking” (project, anti-trafficking training for border guards), by the European Organization FRONTEX (Warsaw, Poland) – (1) official.
2. Please be informed.

THE HEADQUARTERS MANAGER

EMMANUEL KATRIADAKIS

Lieutenant General

Exact translation of the Greek attached document.

Athens 17.04.2015 The translator THEODOSSIA KAPELONI

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**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ, ΥΠΟΥΡΓΕΙΟ ΕΞΩΤΕΡΙΚΩΝ,
ΜΕΤΑΦΡΑΣΤΙΚΗ ΥΠΗΡΕΣΙΑ**
**REPUBLIQUE HELLENIQUE, MINISTERE DES AFFAIRES ETRANGERES,
SERVICE DE TRADUCTION**
**HELLENIC REPUBLIC, MINISTRY OF FOREIGN AFFAIRS,
TRANSLATION SERVICE**

**HELLENIC DEMOCRACY
MINISTRY OF INTERIOR AND
ADMINISTRATIVE RECONSTRUCTION**

**DIRECTORATE OF MIGRATION POLICY
SECTION OF SOCIAL INTEGRATION**

The Section of Social Integration had been the responsible authority for subsidizing through the European Fund for the Integration of Third-Country Nationals, for the period 2007-2013, the implementation of a series of actions aimed at the intercultural training of civil servants dealing with third country nationals. A basic thematic unit of the training programmes was the provision of information to the participants on issues related to the promotion of human rights. In particular, within the context of the Annual Programmes, the implementation of the following actions has been completed through the European Fund for the Integration of Third-Country Nationals:

Code of the action	Title
3.1/07	Programmes of intercultural training of civil servants dealing with third country nationals or handling issues related to them. (Implemented in Attica and in Central Macedonia)
3.1/08	Programmes of training of civil servants dealing with third country nationals or handling issues related to them. (Implemented in Thessalia and in Mainland Greece)
3.2/08	Programmes of intercultural training of civil servants dealing with third country nationals or handling issues related to them in hospitals of the regions of Attica and Thessaloniki
3.1/09	Intercultural Training Programmes for the staff serving in the Prison Establishments of the country, in Juvenile Probation Officers' and Adult Probation Officers' Services
3.1/10	Intercultural training programme to the local government staff as well as to the staff of the Municipal Police dealing with third country nationals.
3.2/10	Intercultural training programmes to civil servants in the Ministry of Citizens Protection dealing with third country nationals.
3.3/10	Intercultural training programmes to civil servants at the integrated decentralized administration units (regional level) dealing with third country nationals.
3.1/11	Intercultural training for civil servants dealing with third country nationals or handling issues related to them

**GENERAL SECRETARIAT FOR GENDER EQUALITY
DIRECTORATE OF SERVICES TO CITIZENS AND ENTITIES**

In relation to the first thematic unit «Human rights education in higher education», the General Secretariat for Gender Equality, which is the responsible entity for promoting gender equality and the rights of women, participates, when invited (not on a permanent basis) in meetings/ workshops organized by universities, through its contributions on the relevant issues; it also participates on a permanent cooperation basis, though, in respective events organized by the schools of secondary education.

In relation to the second thematic unit «Human rights training for civil servants, law enforcement officials and the military», a representative of the General Secretariat for Gender Equality participates in the **Permanent Committee for Education- Training on issues of gender equality**, which is set up by the EKDDA (National Centre for Public Administration and Local Government). The above Committee aims at disseminating and promoting the issue of equality both through the training seminars organized by the Civil Servants Training Institute and the educational programme of the National School of Public Administration and Local Government. The Committee, which has already met once, is now elaborating proposals on the «Networking Workshop on issues of gender equality».

Finally, the General Secretariat for Gender Equality, at the services level, is informed on and participates in gender equality actions implemented by the EKDDA.

ΑΝΕΠΙΣΗΜΗ ΜΕΤΑΦΡΑΣΗ

SUBJECT: «Evaluation of the second phase of the World Program for Human Rights Education (2010-2014)».

In response to the above, on which we have received a copy of the note verbale of the UNHCR for the preparation of national assessment report of the World Program for Human Rights Education and in particular regarding the actions of HCG staff on national Action Plan, we know the following:

1. A BEAM OF CARRIED OUT ACTIONS**1.1 BASIC EDUCATION FOR HCG STRAINS**

ACTION	a) Amendment of the curriculum of the School coastguards, integrating the circular program Human Rights course of study as provided for in European Education Program (Common Core Curriculum-CCC) of Frontex. b) Establishment of Working Group for the integration of Human Rights Course in the other levels of Schools (Ensign, Petty Officers) according to circular curriculum of the European Education Program (Common Core Curriculum- CCC) of Frontex.
OBJECTIVE -SCOPE	Incorporating of special courses on human rights, the protection obligation, the identification and treatment of victims of trafficking, protection of minors and vulnerable groups, identification of asylum seekers and non-discrimination on racial, ethnic, religious, or other origin. The learning outcomes of this program for border guards focused on methods of incorporating fundamental rights into daily working practices and their familiarity with the issues of human rights, resulting in Greek maritime operational areas.
COMPETENT BODY	Hellenic Coast Guard
IMPLEMENTATION INDICATORS	(α) action completed (β) action implementation in progress within 2015.

1.2 TRAINING FOR HCG STRAINS

ACTION	Training for ninety (97) around strains HCG, already serving in regional authorities of the territory with particular emphasis on the Dodecanese, on respect for fundamental rights issues and practical application of the principle of non-refoulement in the performance of their duties in the field. In the same context the initiative of focal points for human rights and the two Corps (Hellenic Police-HCG) participated in the training program further nineteen strains (19) from Greek police in order to still further exchange expertise and operational experience,
OBJECTIVE- SCOPE	<ul style="list-style-type: none"> ➤ The objective of this program is to provide applied training of border guards, on methods of incorporating fundamental rights into daily working practices and their familiarity with the issues of human rights, resulting in Greek marine business environment. ➤ This action was carried out by specially trained staff in human rights issues of the HCG and Hellenic Police, who trained by Frontex, using the manual drawn up by the Agency on issues of Human Rights and funded at the request of the HCG by the European External Borders Fund (OP 2012).

COMPETENT BODY	Hellenic Coast Guard
IMPLEMENTATION INDICATORS	Completion of action March to June 2014. For full disclosure please visit the following electronic nodes: http://www.hcg.gr/node/7927 http://www.hcg.gr/node/7850 http://www.hcg.gr/node/7559 http://www.hcg.gr/node/7160

2. TRAINING ACTIVITIES IN COOPERATION WITH AGENCIES AND ORGANISATIONS

ACTION	Training actions in related issues by specialized partners/representatives: α) UNHCR, β) National Institute for Child Health γ) Red Cross.
OBJECTIVE-SCOPE	Training and awareness of HCG staff, who surveillance maritime borders on the practical issues of respecting human rights and identifying asylum seekers of international protection in newly arrived mixed migration flows, with particular emphasis on the management of vulnerable groups (adolescents minors, babies, victims of torture, etc).
COMPETENT BODY and ENTITIES	Hellenic Coast Guard in cooperation with Institutions and Organizations.
IMPLEMENTATION INDICATORS	Since the action is continuous, there are also ongoing trainings for HCG staff in minor's management issues organized by the National Institute for Child Health and there are also scheduled trainings from the Red Cross. During 2014, the HCG in collaboration with UNHCR training team of Greece, has carried out a sufficient number of training on the issues of asylum in the HCG staff, serving in Port Authorities of Eastern Greece.

3. Additionally noted that, Frontex at EU level provide basic compulsory education on fundamental rights issues to the border guards who participate in European Joint Operations. Also, within the framework of continuous and constantly trainings for HCG staff, is foreseen further expansion of educational initiatives after submitting proposal for funding training courses on fundamental rights issues, in the context of the National Strategic Reference Framework 2014-2020 (NSRF) and, specifically, into thematic objective: "THS 10 - Investing in education, skills and lifelong learning".

Additionally, the HCG intends to create a Online library with educational materials on human rights issues, in order to facilitate seamless access HCG staff in each Port Authority.