

Question for written answer E-001386/2026
to the Commission
Rule 144
Elena Kountoura (The Left)

Subject: Incomplete implementation of co-funded educational programmes and violation of the rights of schoolchildren with disabilities in Greece

The implementation of co-funded educational programmes in Greece, especially within the framework of the ESF+ 2021-2027, raises serious issues regarding the effective use of European funds, respect for fundamental rights and equal access to education, especially for pupils with disabilities.

According to repeated reports, there are significant delays in the implementation of EU-funded programmes, shortages among teaching staff and support structures and a failure to provide the intended personalised support to pupils with disabilities.¹ This situation leads to serious learning gaps, unequal treatment of pupils and the burden shifting to families.

The above may constitute a violation of the Charter of Fundamental Rights of the European Union and the UNCRPD², given that the European Structural Funds operate under shared management and national authorities bear the primary responsibility for the proper implementation of these programmes and are primarily responsible for ensuring their compliance with applicable EU regulations.³

In view of the above:

1. Is the Commission aware of the systematic problems in the implementation of co-financed educational programmes in Greece, in particular as regards the support of pupils with disabilities?
2. In light of the above, how does the Commission assess Greece's compliance with its obligations under EU law, European financial rules and fundamental rights in the field of education?
3. What measures can the Commission take to ensure the full and substantive application of the rights of pupils with disabilities?

Submitted: 7.4.2026

¹ The school year began in September, however, the implementation of the co-financed programme 'Remedial Teaching in Secondary Education, 2025-2026' began with a three-month delay. As a result, a significant part of the planned remedial teaching has been lost, while, in many school units, Parallel Support for pupils with disabilities is not being provided as planned. Often, the few teachers simultaneously cover pupils in large classes, without full coverage of teaching hours and without the necessary individualised support. See 2025-3rd Statistical Information Bulletin: Indicators for the access of children and people with disabilities to Education.

² Articles 14, 21, 24 and 26 of the Charter of Fundamental Rights of the European Union and Article 24 of the UNCRPD.

³ Given that these programmes are co-financed by European funds, questions arise as to their proper use, the effectiveness of national audit mechanisms and the responsibility of the competent authorities for ensuring compliance with EU law.