

Institutional Framework for Integration in Greek Educational System during the Last Decades

Kaltsouni Paraskevi

PHD student in TernopilVolodymyrHnatiuk National Pedagogical University, Ternopil, Ukraine. vivikaltsouni@hotmail.com

Abstract

One of the broader goals of integration is to create a school for all that will meet the special needs and capabilities of all students with and without special educational needs. The dimension of the term integration is not achieved by the simple coexistence of children with and without special educational needs (spatial integration). Functional integration begins in the classroom and depends on the use of effective strategies and practices by the teacher, so that children with special educational needs are actively involved in both academic and social learning. This paper presents the structure of special education in Greece the recent decades. Through an extensive bibliographic report, the way of education of students with special needs in the Greek educational system is outlined.

Key words: integration, Greek educational System, students with special educational needs, integration departments

Introduction

The first efforts to educate children with disabilities historically coincided with the introduction of compulsory education in the early 20th century. Until then, children with severe disabilities were treated outside of general school in institutions, asylums, hospitals, which is why this period until the beginning of the 20th century was called the period of "institutionalization" (Center for Educational Research and Innovation, 1999).

With the introduction of compulsory education and the entry of a large number of students in the public school, the special needs of not only children with serious disabilities, but also children with mild problems emerged. Thus the student population in need of Special Education services increased and the framework was expanded. At the beginning of the 20th century, the influence of psychometric tests and the introduction of the medical model, which attempts to categorize children with special needs based on the determination of their normal and pathological behavior, had as a pedagogical consequence the creation of separate education and special classes for children with disabilities. These classes had the advantage of coexisting special and non-special children in the same area, however these programs were not systematically organized.

Literature Review

School integration in Greece today is an organizational model with degrees: the general class without support, the class where there is the support of a special educator and the class with external support. In addition, there are the special and general class of part-time education, the all-day special class, the division of time in the special and general school and

the special school [1]. In general, all over the world according to an article by Imellou&Haroupias (2009)[2] the models and integration practices are:

- 1) placement in a special school classroom with a partial placement in a general school classroom which is based on the cooperation of special and general teachers education. The programs that are implemented relate to secondary courses of the curriculum and aim at the school and social integration of children with special educational needs and / or disability,
- 2) placement in a general school classroom with support in a special class or integration class,
- 3) placement in a general classroom with the support of a special educator who serves in KEDDY or S.M.E.A.E.,
- 4) consultation model or placement in a general school classroom with the support of a special educator and is called parallel support. Other variants of this model are team teaching, supported education, complementary instruction, and parallel instruction,
- 5) placement in a general school classroom with simultaneous and permanent support from a special educator (creation of a department for children with learning difficulties) and
- 6) placement in a common school classroom with little or no support services, where the student has received prior support with any of the above models.

The forms of integration are spatial, social and functional - educational [3]. Initially, spatial planning refers to the education of children with special educational needs and / or disability in the same school space with children of normal development but in separate buildings with the contact of these two groups being limited. It is also considered the transfer of these students from the special classes to the general ones, but without any supportive assistance. Then there is social inclusion, which through appropriate activities promotes the socialization, communication and contact of all children by providing social acceptance, but not enough opportunities to develop their personal potential, since they are not part of the common educational programming and do not take part in the common teaching process. Regarding the functional - educational integration, children with special needs are in the general classroom attending and participating in the same educational process with the other children, which, however, is not carried out in the same way, since it is specially adapted [4]. The last form of integration is the most complete with students with special educational needs and / or disability to participate equally in the educational process having all the rights at the social and educational level.

There are also two other forms of integration in terms of the number of children with special educational needs and / or disabilities that exist in school. The affiliated group, which is created by children with special educational needs and / or disability and without the aim of the common education of all. This group should consist of 12-15 children, where 3-4 have special educational needs and / or disability [5]. It is important for these children to have different learning needs and learning profiles, so that there is heterogeneity, just like in a normal classroom, avoiding ghettoization and disengagement. The other form is that of individual integration in which only one disabled child is included in the common class in which it must function as a center of balance with emotional stability, so that there is social balance within the group [5].

As far as Greece is concerned, it seems that the legislation regarding the education of children with special needs, it is observed that since 1937 the special education operates with presidential decrees and fragmentary legislations. Nevertheless, the systematic development

and organization of special education in Greece began in the 70's onwards. The beginning was made in 1937 with the first law for special education 453/1937, which allowed the establishment of special schools, but only for children with mental retardation. The first school that provided special education programs is the Model Special School of Kaisariani in Athens on the initiative of RozaImvrioti and aimed at the physical, mental and moral care of abnormal and retarded children. Law 905/195 a little later regulated issues related to the education of the blind and the subsidy policy [6]. Over the years, the laws that followed paved the way for the creation of schools that would cover all types of disabilities and generally concerned issues of major importance in this area [7], while until the 70's there is no discussion about the integration of children with special educational needs and / or disability. The only initiative comes from the private sector through charities and welfare institutions [8]. Until then, the educational system of Greece did not take seriously the needs of these students.

In 1981, a law was passed on special education, the purpose of which was the provision of special education and vocational training to individuals deviating from the normal, the taking of social care measures and the correspondence to the possibilities of their integration in social life and professional activity, through the implementation of educational programs in combination with medical and other social measures. In addition, the definition of the divergent person is defined, according to which are the persons who due to organic, mental or social causes have delays or disorders in the general psychosomatic structure or in the part of the operation and to a certain extent with allowing displeasing or obstructive seriously the attendance of the general and vocational education provided to the normal persons as well as the vocational rehabilitation and the autonomous social integration (Law 1143/1981)[9]. Nevertheless, the relevant law, although pioneering for the Greek data and constituting the first institutional effort for systematization of the education of children with disabilities with their compulsory education from 6 to 17 years, the provision for special school structures and the sole responsibility of the Ministry for the operation of special education, received many critical voices, since it was considered that it did not contribute to the integration of these individuals, but strengthened their segregation and marginalization [10]. It also promoted a binary educational system that divided educational spaces into schools and institutions and distinguished students into normal individuals and abnormal - problematic individuals, making this law a copy of foreign laws [11]. A negative element was that the term children with special needs had a medical character, while their attendance at school is not mandatory as it applies to all children [12]. According to the above law, students were categorized into twelve groups according to their disability:

- The blind and severely visually impaired
- The deaf and hard of hearing
- Those with mobility impairments
- The epileptic
- Those with Harshen disease
- The mentally retarded
- The speech impaired
- The mentally ill or the mentally ill special institutions (asylums, childcare centers) and therefore showing emotional inhibition and social disadvantage.

- Those with diseases requiring long-term treatment and waiting in hospitals
- Those with learning disabilities
- Any person of infancy, childhood or adolescence who has a personality disorder.

According to the law, special education teachers can graduate as special education teachers, who have specialized in speech therapy, physiotherapy, occupational therapy, teaching assistants, professional counselors from the School of Vocational Guidance or Technologists. Psychologists, as it is understood, are not among the special education teachers, since no emphasis is placed on the psychological and emotional state of individuals, but are treated as abnormal individuals without personal will, needs and personality, whose inclusion will be aimed at integration in the social set of normal individuals. The following year, Presidential Decree 603/82 (promotes the separation between special and general education of Law 1143, determining the types of special education units, which include special classes and special education departments [10].

In 1985, with a new law, special education is part of general education, being a separate chapter (Law 1566/1985). Thus, from 1983-1984 the ministry begins to promote the operation of special classes in schools of formal development by presenting positive regulations such as:

- Gradual integration of private schools in the public sector
- Management of issues related to the rehabilitation of people with disabilities by the Ministry of National Education and Religions
- Diagnostic examination for the type and degree of special need
- Education of people with special needs in regular schools
- Counseling to teachers, parents and people with special needs to deal with their problems
- Medical diagnostic examination of students of regular schools with to identify special needs and suggest necessary measures
- Special programs aimed at the type and degree of the problem, but also their economic, cultural and special living conditions
- Free educational equipment for students with special needs
- Provide encyclopedic books for people with problems visual aids by the textbook publishing agency
- Foreign language teaching in special schools.

For the first time, the distinction between children with and without special needs is removed, these students are not referred to as 'normal deviants', but as people with special needs who encourage their inclusion in the general school. There are also reports on the co-location of special and general schools for the institutionalization of a program in the special class, for the training of teachers in matters related to special education, but also the operation of structures and services by the Ministry of Education that will have a supporting role (recruitment of schools psychologists, social workers, speech therapists, etc.), as well as the implementation of an experimental application for full school integration. Nevertheless, problems were observed in this law as well, in terms of support structures and benefits [13] leading many students who did not face serious special needs to attend special schools where there were serious shortages of staff, services and programs [14]. In addition, there was no provision for the establishment of a Special Education Department at the Pedagogical Institute, there was still confusion about the work of school counselors, but also that medical

examinations and counseling work were carried out by the Ministry of Health and Welfare and not by the Ministry of National Education and Religions. In addition, in the legislative framework of integration there was an absence of planning and development of social and educational policy, but also the creation of new curricula [11]. After law 1566/85, special education in Greece slowly began to evolve and keep pace with the data of Europe, although the policy of exclusion continued.

After three years, in 1988, two laws were passed, Law 1771 which refers to the admission of students with special needs in higher education and Law 1824 for the institution of remedial teaching for students with learning difficulties. Changes come with the enactment of Law 2817/2000 "Education of people with special educational needs and other provisions", since as mentioned people with special needs are renamed to people with special educational needs and goals of special education are the development of their personality, the improving their skills to enable their inclusion in school, their vocational training and equal social development. Guiding the special treatment of these individuals in the field of education is co-education [15]. Also, the operation of KDAY (Evaluation and Support Diagnostic Centers) begins, while the special classes are renamed integration departments, where more are established. However, the law received a lot of criticism for the fact that only three medical centers were set up in large urban centers that would issue diagnoses and opinions on which people needed special treatment, leaving many areas exposed, but also because of their many responsibilities and large their lack of human resources and logistical infrastructure made it very difficult to exercise their role [12]. In addition, there was no support and training of school teachers on integration issues, but there were no innovative curricula and well-designed spaces. In 2002 with P.D. 1319 students with disabilities are given the opportunity to be supported by special educators in the general class, but also the cooperation with the class teacher is mentioned for the proper operation of this educational program with the participation of all children [16].

Finally, in 2008 an important legislative framework was voted (Law 3699/2008), in which the purpose and objectives of special education in Greece are mentioned. Characteristically, it refers that special education is the services provided to students with disabilities or special educational needs and / or disability with the state committing itself to upgrading it as an integral part of compulsory and free public education, but also to ensure all people with disabilities and special educational needs have equal opportunities in society, in an independent living, financial self-sufficiency, with full rights in education and in their social and professional integration. Compared to the older laws, this one shows improvements highlighting the humanitarian character of special education ensuring the equality of people with disabilities. In particular, article 1 (General Provisions) of Law 3699/2008 speaks about the recognition of disability as part of human existence by the state with the aim of preventing the degradation of the rights of persons with disabilities for their participation in their social life.

Article 2, which deals with the organization and objectives of special education and training, refers to the matching of students' abilities with their integration into the educational system, social life, mutual acceptance and their equal social development with the aim of full accessibility of these students, but also of their parents in all social infrastructures and services [17];[18].

In other provisions, the term "Special Education and Training" is mentioned and not "Special Education" and the diagnosis concerns the educational evaluation by collecting data on the characteristics of each individual in order to create an educational intervention program. In the field of diagnosis, the term "differential" procedure is introduced, in which diseases with similar symptoms are excluded, so that the most prevalent one emerges.

In addition, the KDAY are renamed KEDY (Center for Differential Diagnosis and Support) and today in KEDASY (Central Health Council), the representation of these individuals is defined by the National Council of Education and the educational framework in which they can join these students are: 1) in SMEA (School Unit of Special Education and Training) that are addressed to students with severe forms of educational and functional needs that in addition to the special teaching staff there is also the special support staff for the best service of these people, 2) in a General School with the institution of parallel support according to which the student attends the school program supported by a special educator who aims at his interaction with other children and his involvement in the learning process and 3) in a General School with the institution of the integration departments during which the student attends normally in the classroom with the other children and some teaching hours retires and attends classes in a separate environment with the aim of cognitive and emotional improvement and support.[19]

Conclusion

Finally, regarding the above mentioned KEDDY, according to law 3699/2008 is the body responsible for the evaluation of students with special educational needs and / or disability up to the 22nd year of age and is carried out by a five-member scientific committee (special education teacher, child psychiatrist, social worker, psychologist and speech therapist), and if necessary an occupational therapist. Cases of students can be learning disabilities up to children with severe disabilities. The evaluation and diagnosis of the difficulties faced by each student is called differential diagnosis. Their goal is not only the detection and the degree of difficulties of people with special educational needs and / or disability, but being a supportive body is responsible for suggesting and compiling customized individual or group psycho-pedagogical and teaching programs always in collaboration with the educational the special educator and the special support staff. Specifically, this body suggests the classification, enrollment and attendance of the student according to the difficulties and his / her special profile in the appropriate school context, school unit and special education program and the implementation of intervention programs. Finally, KEDDY proposes to the child's parents the most appropriate educational framework and structure of education.

References

1. Tzouriadou, M. (2008). Mental retardation in the project "Invention", Specialization Teachers-Special Teaching Staff and Teacher Production Material for Mild Mental Retardation.
2. Imellou, O. & Haroupias, A. (2009). Basic philosophical principles and prerequisites for an equal co-education of students with disabilities and / or special education needs in the general school, EAE Region, Athens.

3. Zoniou-Sideri, A. (1998). The disabled and their education. A psychopedagogical approach to integration. Athens: Greek Letters
4. Polychronopoulou, S. (2003). Children and adolescents with special needs and abilities. Modern trends in education and special support. Athens: Atrapos..
5. Zoniou-Sideri, A. (1996). The disabled and her education. A psychopedagogical accession approach. Athens: Greek letters.
6. Zoniou-Sideri, A. (2004). Educational integration in Greece: A course of twenty years. In A. Zoniou-Sideris & I. Spandagou (eds.). Education and blindness. Contemporary trends and perspectives (pp. 21-31). Athens: Greek Letters.
7. Polychronopoulou, S. (2012). Children and Adolescents with Special Needs and Opportunities. Athens: Self-published.
8. Pantelidou, S. & Lambropoulou, V. (2000). Special education in Greece – Review visa. In A. Kyriotakis (ed.). Proceedings of the Special Education Conference (pp. 156-169). PTDE, School of Sciences of Crete, Rethymno 12-14 May 2000.
9. Law 1143/1981 article 3, par. 2, 'Training of persons with special educational needs and other provisions. Ephemeric of the Government of the Hellenic Republic (FEK 80/A31/3/1981)
10. Soulis, S.G. (2008). A school for everyone. Athens: Gutenberg.
11. Zoniou-Sideri, A. (2011). The disabled and their education: One psychopedagogical approach to integration. Athens: Pedio.
12. Kaiseroglou, N. (2010). People with Special Educational Needs. In General Education Schools in Primary Education. Issues and Possibilities Exercise of Internal Educational Policy. Thessaloniki.
13. Lambropoulou, V. & Panteliadou, S. (2000). Special education in Greece – Review visa. In A. Kyriotakis (ed.). Proceedings of the Special Education Conference (pp. 156-169). PTDE, School of Sciences of Crete, Rethymno 12-14 May 2000.
14. Lambropoulou, B. (1997). The views and experiences of deaf students from their attendance in special and general education schools. Contemporary Education, 93, 60-69.
15. Kalyva, E., Gojkovic, D. & Tsakiris, V. (2007). Serbian teachers' attitudes towards Inclusion. International Journal of Special Education, 22(3), 31-36.
16. Imellou, O. (2003). Mild learning difficulties: General school approaches. Athens: Atrapos.
17. Alevriadou, A. & Lang, L. (2011). Active citizenship & contexts of special education. Education for the inclusion of all students. London: Cice.
18. Alevriadou, A. & Giaouri, S. (2016). Interdisciplinarity in the inclusive education: Contributing to the removal of school-social exclusion people with disabilities. In the Proceedings of his Political History Conference University of Western Macedonia. From Rosa Luxemburg to Monstrous Idol of Europe. December 2014, Florina.
19. Lambropoulou, B. (1997). The views and experiences of deaf students from their attendance in special and general education schools. Contemporary Education, 93, 60-69.