

Essay

Special Education in Greece: Review

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Abstract:

Special education has been a major topic of discussion in all countries of the European Union. Initially, the lack of efforts to establish a system for the protection of the rights of people with disabilities in education received international attention already in the 1980s. The continuation of the efforts was made at the level of the European Union, helping to present the first signs of an institutional national foundation of the rights of the people with special needs. In Greece, society and the legislator proved to be unprepared. Social inclusion and school acceptance of pupils with disabilities was inadequate. In contrast, in the Scandinavian countries the phenomenon of solidarity and welfare is more pronounced. In conclusion, the signs of improving the Greek legislative framework, developing a major political conscience and social "de-stereotyping" are encouraging.

Keywords: special needs, disabilities, legislative framework, special education, inclusion

INTRODUCTION

The number of people with disabilities around the world is "real" in the sense that it is a respectable number that is constantly increasing¹. According to a Eurostat survey², the percentage of the population with a disability is around 10% in each Member State. In Greece, in particular, it is below 10%. The conditions in various areas of their livelihood have always preoccupied the states and in particular their educational level which is quite low as evidenced by research. Conditions in various areas of their livelihood have always preoccupied states. Globally, the first major step in improving them was the International Year of Persons with Disabilities, 1981, when the World Disability Action Plan was created. The General Assembly with the decision 37/52 adopted the above Program. This was followed in 1987 in Stockholm by the UN International Meeting on the Implementation of the Program. The result of the Meeting was the decision to build an International Convention for the Protection of the Rights of Persons with Disabilities by a Special Summit. When the Special Summit was convened in 1990, it received the mandate to formulate Standard Rules that would guarantee equal rights for people with disabilities. The UN General Assembly approves the rules in 1993. People in society in general are judged by their productive abilities and this affects their social integration. This flaw has been addressed by states at the international level. As such, such a perception obviously affects their educational course as well.

At the EU level, efforts to improve living conditions and ensure equal rights for people with disabilities have been going on since the 1980s. Of these, it is worth mentioning the year 2003 as the Year of Persons with Disabilities. That year, ten goals were set to improve the lives of people with disabilities in the Official Journal of the European Communities, one of which was to raise public awareness of the rights of children with disabilities to access equal education and social inclusion,

¹ Tsiatis, Vassilios. 2002. The Position of Persons with Disabilities in the Modern Workplace. Athens: EKPA, 2002, p. 23

² Lepida, Styliani. 2002. The attitude of European citizens towards people with disabilities. Athens: EKPA, 2002, pp. 4-6

promoting integration. in regular schools or special institutions. Observing the results of the relationships between normal children and children with special needs in the school is disappointing. Few children with special needs really manage to integrate with the normal and be happy. This situation is no longer valid after the age of 40 as living conditions and public opinion have changed for the better. The disability education program has been institutionalized in a climate of prejudice, resulting in the existence of sprays, which are gradually being addressed as social consciousness increases.

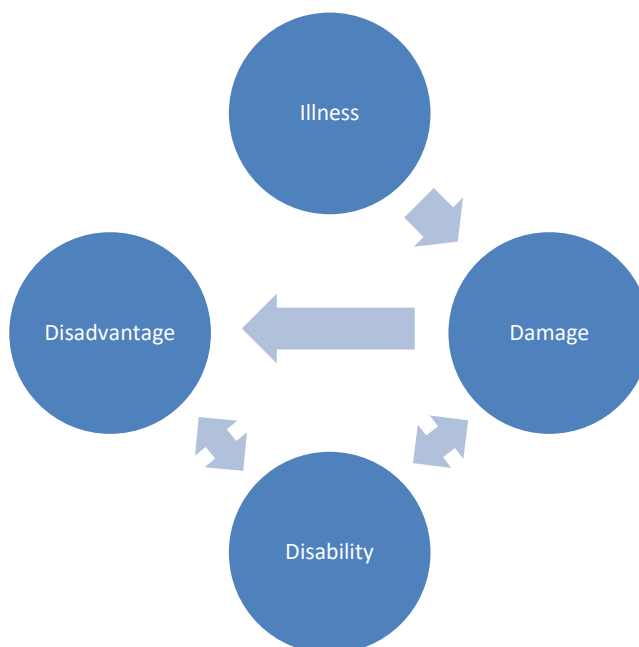
The work is an analysis of the national legal framework of Greece related to the national special education system. Of particular interest are the data presented by a number of studies collected from the literature on society's view of special education as well as the attitude of normal students towards students with special needs. Finally, the collected proposals, which refer to the point of Conclusions for the modernization of the Greek legal framework, are of interest. The research method for the work was mainly bibliographic and online. The research questions, to which the work answers, are how the special education was formed in Greece? How is special education linked to children's rights? How can the system be improved?

1 Conceptual Clarification

1.1 Disability

According to the World Health Organization (WHO), which has adopted two frameworks for determining disability, disability is divided into three parts. In particular, ICIDH (International Classification of Impairments, Disabilities and Handicaps) defines these places as³:

- i. Damage means any loss or psychological disorder. Normal or anatomical structure or function.
- ii. Disability means any restriction or lack of (resulting from damage) ability to perform an activity in a way or within the range of activities that is considered normal for a human.
- iii. Disadvantage means a disadvantage for a given person, resulting from an injury or disability that restricts or prevents the fulfillment of a role that is normal (depending on age, gender and social and cultural factors) for that person



³ L., Metts Robert. 2000. Issues Disability, Trends and Recommendations for The World Bank. Siteresources.Worldbank. [Electronic] February 2000. <http://siteresources.worldbank.org/DISABILITY/Resources/280658-1172606907476/DisabilityIssuesMetts.pdf>.

1.2 People with special needs

At European level, we do not have a common definition. If one looks at the definitions in different countries, one finds significant differences and different statistics. The Disability Protection Agreement does not solve the problem as it does not contain a clear definition.

However, according to the definition given by the World Health Organization (WHO), people with disabilities are people who are disadvantaged to other people due to a physical or mental impairment⁴.

In Greece, the common legislator gave the definition in Law 1566/85 for the disabled according to which “all persons who have delays, disabilities or disorders in the general psychosomatic condition or in their individual functions and to the extent that it is difficult. The monitoring of general and vocational education, the possibility of their inclusion in the production process and their recognition in society as a whole are seriously hindered”. Amendment 2817/00 extended the definition and thus covers individuals who have significant learning and adjustment difficulties due to physical, mental, psychological and social peculiarities. These individuals include those:

- i. They have mental retardation or immaturity
- ii. They have severe vision or hearing problems
- iii. They have serious neurological or orthopedic problems or health problems
- iv. They have speech or language problems
- v. They have special learning difficulties such as dyslexia
- vi. Those with autism and other developmental disorders also have complex cognitive, emotional and social difficulties

1.3 Students with special needs

In Greek legislation (3699/2008) as the legislator has concluded in the following definition:

⁴ Sideri, Athena Zoniou -. 1996. The disabled and their education. Athens: Hellenic Letters, 1996. 9603441899, p. 16

Students with disabilities and special educational needs are considered those who for the whole or a certain period of their school life show significant learning difficulties due to sensory, mental, cognitive, developmental problems, mental and neuropsychiatric disorders which, according to interdisciplinary evaluation, affect its process. adaptation and learning. Students with disabilities and special educational needs include those with mental disabilities, sensory visual impairments (blind, visually impaired), sensory hearing impairments (deaf, hard of hearing), motor disabilities, chronic incurable diseases. Learning disabilities such as dyslexia, dysgraphia, dyslexia, dyslexia, dyslexia, attention deficit disorder with or without hyperactivity, diffuse developmental disorders (autism spectrum), mental disorders, etc. multiple disabilities. The category of students with disabilities and special educational needs does not include students with low school performance who are causally associated with exogenous factors, such as linguistic or cultural peculiarities.

1.4 Special education and training

Special Education and Training is the set of educational services provided to students with disabilities and identified special educational needs or to students with special educational needs. The state is committed to ensuring and constantly upgrading the compulsory nature of special education and training as an integral part of compulsory and free public education and to provide free public education and training to people of all ages and all stages and educational levels. It is also committed to ensuring that all citizens with disabilities and special educational needs find equal opportunities for full participation and contribution to society, independent living, economic self-sufficiency and autonomy, with full guarantee of their rights to education and social and professional integration.

The state and all state services and officials must recognize disability as part of human existence but also as a complex social and political phenomenon and in any case prevent the degradation of the rights of persons with disabilities to participate or contribute. their social life.

1.5 Social attitude towards the disabled

Social attitude towards people with disabilities means the attitude and opinion expressed by the majority of people in a society about people with disabilities. Factors that can form an opinion are the fear of being stigmatized by others and the lack of experience with the disabled. In addition to the key factor, interpersonal relationships and the professional activity that develops with people with disabilities could also affect public opinion⁵.

Social psychology studies social attitudes in relation to the effects that the individual receives from both the natural and social environment, as well as from the fields of intellect and emotions and characterizes social attitudes as the result of a long and complex process of social control⁶. Finally, the number of prejudices related to the lack of information and the fear of alleged impending damage to the social profile due to the association with the disabled also contributes to the formation of social attitudes⁷.

1.6 Differential Diagnosis and Support Centers

The Differential Diagnosis and Support Centers, formerly called Diagnosis, Evaluation and Support Centers, operate in the headquarters of prefectures and prefectures, as decentralized public services, which are directly subordinated to the Ministry of Education. The purpose of the Differential Diagnosis and Support Centers is to provide diagnostic, assessment and support services to students and especially those with special educational needs, as well as to support, inform and raise awareness of teachers, parents and society.

Diagnosis and Support Diagnostic Centers evaluate students who have not reached the age of twenty-two. The evaluation is carried out by a five-member interdisciplinary team, consisting of a special education teacher (pre-school or

⁵ Panteliadou, Susanna. 2000. Special Education in Greece - Critical Theory in A. Kyriotakis. Rethymnon: University of Crete, 2000.

⁶ Georgas, Dimitrios. 1995. Social psychology. Athens: Hellenic Letters, 1995.

⁷ Costas, Bairaktaris. 2010. European Conference on Discrimination and Stigmatization for a User-Oriented Psychiatric Reform and the Right to Alternatives. Thessaloniki: Aristotle University of Thessaloniki, 2010. 9789608850354, p. 87

primary or secondary education), a child psychiatrist or pediatrician specializing in pediatric neurology or a psychotherapist with psychotherapy and specialization in pediatric neurology. Graduates over the age of eighteen, who have not been assessed as persons with disabilities and special educational needs, do not fall within the competence of the Diagnosis and Support Diagnosis Centers.

2 Institutional Establishment of the Rights of Persons with Disabilities

2.1 Historical review of the national legal framework

Law 453/37 defines for the first time the concept of mental retardation and establishes the first special school in Athens. In 1950, for the first time in Greece, there was a report of people with disabilities in a legislative text as a result of the post-war political situation. Law 904 & 905/51 stipulates:

- It is the duty of the state to educate people with blindness
- As a right of the above individuals to attend special gymnasiums
- As the right of individuals from above to a subsidy policy

In essence, however, the Greek state is pursuing a welfare policy in 1970 to educate children with disabilities. In 1975, the Ministry of Education appointed a committee for the study and planning of special education for the purpose of drafting a law on special education and training⁸.

- I. Law 1143/81 legitimizes the categorization of school-age children and creates those conditions that prescribed social isolation, especially with the establishment of independent school units.
- II. Articles 32-36 of Law 1566/85 refer to the obligation of the state to develop special education and to provide services and means so that the person with special needs can be trained. An important part of the law is the expulsion of terms such as people who deviate from the normal law 1143/81 and are replaced by terms such as students with special educational needs and students with disabilities.

⁸ Stasinou, Dimitris P. 2001. Special education in Greece. Athens: Gutenberg, 2001. 9600102643.

- III. Law 1566/85 is an attempt to create mutual respect between education and special education, creating an institutional equality without defying the specificity of the latter.
- IV. Circular C6 / 247 / 6.05.1987 designated specialist scientists such as psychologists, social workers, speech therapists and curators of special education in formal education.
- V. Circular C6 / 636 / 27.11.1988 stipulated that children with special needs would remain in the common classroom with a regular teacher, in the special classroom operating in the general school with a more qualified teacher, in the special classes within the general schools and in special schools.
- VI. Law 1846/91 stipulates that students with disabilities may be admitted to Higher Education without examinations as well as special conditions for people with motor disabilities such as longer examination periods.
- VII. Law 2817/00 clarified the objectives of special education, the necessary measures and teaching methods that would help children adapt to their school environment.

At the international level in 1924, the Declaration of the Rights of the Child by the League of Nations was a very simple text that set out the social, emotional and economic conditions for caring for a child, defined as "child welfare". The Treaty was known for the phrase that "humanity owes the child the best it should give." In the post-war period, a new United Nations Convention on the Rights of the Child was created, listing ten principles such as non-discriminatory protection (Article 1).

2.2 Constitution

The revision of the Constitution in 2001 can be considered the most important institutional foundation of the rights of people with disabilities at the national level. The revision of the Constitution added details concerning all people in the territory, and therefore the disabled⁹. Specifically:

- §1 everyone has the right to freely develop their personality and to participate in the social, economic and political life of the country, which is questionable if

⁹ Prodromos, Dagtoglou. 2012. Individual rights. Athens: Sakkoula Publications, 2012.

it is promoted for students with disabilities. A right is not only negative but also social, that is, the state must promote its functioning.

- 16§4 all Greeks have the right to free education, at all levels, in public schools. The state strengthens the students who are distinguished, as well as those who need help or special protection, I was reliant on their abilities. Special protection for special education and students with special needs.
- 16-7, vocational and any other special education shall be provided by the State and with higher education for a period not exceeding three years, as provided in particular by law, which also provides for the professional rights of those who graduate from these schools. Ensuring equal rights with graduates of vocational high schools.
- 21§6 people with disabilities have the right to enjoy measures that ensure their autonomy, professional integration and participation in the social, economic and political life of the Country. The most important article since the 2001 revision.

2.3 Charter of Fundamental Rights of the European Union (EU)

At European level, it records the individual, political, social and economic rights of citizens. Its purpose is to regulate EU regulations and directives so that they do not conflict with the European Convention on Human Rights.

- i. Article 1 Human dignity is inviolable. It must be respected and protected.
- ii. Article 14§1 each person has the right to education and access to vocational and continuing education.
- iii. Article 14§2 this right includes the possibility of free attendance of compulsory education.
- iv. Article 21§1 prohibits any discrimination in particular due to disability or age.
- v. Article 24§2 in all acts concerning children, whether undertaken by public authorities or by private organizations, should be given primary importance to the best interests of the child.
- vi. Article 32 Working young people must enjoy working conditions adapted to their age and be protected from economic exploitation or from any work that could harm their safety, health, physical, mental, moral or social development or jeopardize their education.

2.4 Helios Program

As mentioned above, in the 80's there was great progress in the legal preparation sector for the protection of people with disabilities in Greece. The purpose was to turn the welfare system from passive (benefit benefit) to active (better education and treatment). Nevertheless, the implementation of the laws was not at the desired level. The Helios Program covered the need to censor people with disabilities and their needs¹⁰.

In particular, in this decade the EU adopted resolutions on disability in accordance with the recommendations of the European Council for the Employment of Persons with Disabilities in the Community in 1986 (86/39 / EEC). The general guidelines lead to the Helios I program, which aimed to complete the social integration of people with disabilities. In 1993, Helios II added communication mechanisms between Member States to better transmit recovery and integration information. Among these programs, the Council adopted a Decision recognizing the importance of integrating children with disabilities into the flow of the regular educational program. These programs were the starting point for the EU's subsequent legislation.

2.5 Convention on the Rights of the Child

For many years, ensuring the rights of the child has been a key issue in international dialogue between states. For this reason, the United Nations Conference on the Rights of the Child is being held in 1989, and the Convention on the Rights of the Child was adopted at a critical time for the planet, and almost all states ratified the Convention immediately. For this reason, the United Nations Conference on the Rights of the Child is being held in 1989, where the Convention on the Rights of the Child is being drawn up.

First of all, this is the Convention with the most ratifications, as more than 200 countries around the world have signed it and only two have not "succeeded", initially the US and Somalia. Secondly, the influence on national legislative texts is

¹⁰ Karantinos Dimitris, Kavounidis Jenny, Ioannou Christos. 1990. EC observatory on national policies to combat social exclusion: Second National Report: Greece. Athens: National Center for Social Research, 1990, pp. 63-64

evident in any case, since the articles contained therein presuppose compulsory observance. Thirdly, it is imperative for States Parties to submit regular reports on the situation in their territory in respect of the Convention. Fourth, the Convention protects the rights of children wherever they live.

i. Article 1 stipulates that a child is any human being under the age of eighteen, unless adulthood occurs earlier, in accordance with the law applicable to the child.

ii. Article 2 states that States Parties are obliged to respect the rights set forth in the Convention and to guarantee them to all children under their jurisdiction, without any discrimination or incapacity or of any other condition.

iii. Article 23 The article in which children with disabilities are substantially referred to is considered the most important article for this work. In particular, States Parties shall ensure that spiritually or physically disabled children have a dignified life and a substantial participation in the affairs of society. But without acknowledging the crucial need for these children and their parents to receive state aid due to the costly medical care. This assistance aims to achieve social integration in a smooth manner, compulsory education and training, and recreational activities. Goods that every human being is entitled to. Finally, the state is obliged to exchange information concerning the care of children with special needs as well as the methods of their rehabilitation.

iv. Article 24 states that "States Parties recognize the right of the child to the best of health and to the benefit of medical treatment and rehabilitation for the disabled. States Parties shall endeavor to ensure that no child is deprived of access to such services. " Recognizing that children with special needs have the right to medical care.

v. The most important article of the Convention is Article 28, the article on "education". "The Contracting States recognize the right of the child to education and, in particular, to the exercise of this right progressively and on the basis of equal opportunities:

a) They make elementary education compulsory and free for all.

b) Encourage the development of various forms of secondary education, both general and vocational, make them open and accessible to every child, and take appropriate measures, such as the establishment of free education and the provision of financial assistance in case of need.

c) They ensure that everyone has access to higher education with all the appropriate means, depending on their abilities.

d) They make school and vocational information and orientation open and accessible to every child.

e) Take measures to encourage regular school attendance and reduce the dropout rate.

vi. Continuation of the previous article is Article 29, which reflects the objectives of the education provided through Article 28. In the case of this work, we are interested in the following point. "The Contracting States agree that the education of the child should be aimed at:

a) In the development of the child's personality and in the fullest possible development of his talents and his physical and mental abilities.

b) In preparing the child for a responsible life in a free society in a spirit of understanding, peace, tolerance, gender equality and friendship between all peoples and nationalist, national and religious groups and persons of indigenous origin. "

Therefore, in the matter of special education, the aim is to respect the weaknesses of children, to develop the rest of their forces to the fullest, and to prepare them to join a society that must accept them as integral members.

2.6 Convention on the Rights of Persons with Disabilities

Prior to the reference to the Disability Rights Convention, in the same year General Comment 9 of the above Convention shall be laid down and shall contain general principles for the protection of children with disabilities. The Commission begins by stating that 10% of the world's population are people with some form of disability and 4% are children (about 150 million). 80% of these children live in developing countries where they are deprived of basic goods as well as access to basic education¹¹. Poverty is both the cause and the consequence of disability, the Commission has repeatedly stressed that children with disabilities and their families

¹¹ Chainoglou Kalliopi, Vagias Michalis, Pervanou Ioanna. 2014. Human Rights Mechanisms: International Actions, Theory and Practice. Athens: Themis, 2014. 9789609664622, pp. 249-256

have the right to adequate living standards, including adequate food, clothing, housing and continuous improvement of their living conditions¹².

The Commission's comments on Article 23 of the Convention are that the key message is that children with disabilities should be included in society. Measures taken to implement the rights set out in the Convention on the Rights of Persons with Disabilities, for example in the areas of education and health, are explicitly aimed at maximizing the integration of these children into society¹³. Comments on quality education or otherwise on Articles 28 and 29 state that children with disabilities have the same right to education as all other children and enjoy this right without discrimination and on equal basis. As children with disabilities are very different from each other, parents, teachers and other professionals need to help each child develop their own ways and skills of communication, language, interaction, orientation and problem solving to better suit them. the child separately¹⁴.

Compulsory education must be free and provided to every child with special needs in order to develop the self-esteem they deserve. As well as access to higher education on equal terms. Vocational training and transition training are essential for all people with disabilities regardless of age. It is imperative to start preparing at a young age, because career development is considered a process that begins early and continues throughout life. Developing career awareness and professional skills as early as possible, starting in elementary school, allows children to make better choices later in life in terms of employment. To achieve this, we need to fully modernize the equipment and training programs clearly. One of the most recent contracts. The adoption took place in 2006 and entered into force in May 2008. One of the first countries to sign and ratify the Convention was Denmark.

Each State Party recognizes under the Convention that *“Children with disabilities must fully enjoy all rights and fundamental freedoms on an equal basis*

¹² Thomas, Cushman. 2012. Handbook of human rights. London: Routledge, 2012. 9780415480239, pp. 324-330

¹³ Local Union of Municipalities and Communities of the Prefecture of Attica. 1994. International Convention on the Rights of the Child. Athens: s.n., 1994, p. 25

¹⁴ Thomas, Cushman. 2012. Handbook of human rights. London: Routledge, 2012. 9780415480239, p.338

with other children, and in accordance with the obligations set forth in this regard by the States Parties. in the Convention on the Rights of the Child”.

i. Article 1 is crucial as it describes in detail the social group to which the Convention refers. In particular, people with disabilities include people with long-term physical, mental, spiritual or sensory impairments, who in interaction with various obstacles may prevent their full and effective participation in society on an equal footing with others.

ii. The principles of the Convention are, of course, respect, non-discrimination, social inclusion and equality (Article 3).

iii. The issue of discrimination has always been a problem. This is what Article 5 of the Convention has come to resolve. The article deals with the equal treatment of the disabled and equal protection by law. While it is not considered discrimination if measures are taken in favor of the disabled.

iv. Article 7 is devoted to children with disabilities and states that States Parties shall take appropriate measures to protect fundamental freedoms equal to those of other children. They must also ensure that children with disabilities have the right to freely express their views on all matters relating to them, according to their age and degree of maturity, on an equal basis with other children, and are provided with appropriate assistance for their disability and age so that they exercise this right.

v. Article 8 reflects the need for "Awakening of Society" which will respect the rights of people with disabilities and therefore children with special needs. In order to achieve this, every prejudice and stereotype must be eliminated, but especially the adoption of this behavior at all levels of the education system.

vi. Article 9 refers to accessibility, ie the provision of technological means so that the disabled enjoy equal access to all institutions. Like schools as well as any private service and therefore a private educational institution.

vii. Article 16 calls on States Parties to take appropriate action to prosecute criminals.

viii. Article 30, referring to the physical activity of people with disabilities, emphasizes that children with disabilities have equal access with other children to participate in play, entertainment and leisure and sports activities, including those activities that take place within the school environment.

The most important article in the Convention concerns education and is Article 24. It is emphasized that children with disabilities should not be excluded from the pedagogical system as it is a gateway to their social integration. States must provide training in methods such as the Braille language in order to achieve effective communication. Finally, full access to general higher education and technical vocational education is guaranteed¹⁵.

3 Special Education in Greece

3.1 Education

Special education for minors is mainly divided into Primary Special Education and Secondary Special Education. Since the early 1980s, the institution has begun to grow, in particular. Nevertheless, the number of students between the two levels is particularly unequal. More specifically, the hierarchical levels are divided into special kindergartens, special primary schools (Primary Education), special high schools, special high schools and technical vocational schools for special education (Secondary Education).

The purpose of the Greek educational system, based on a.1§6 of Law 2817/00, is the school integration of students of all levels of education regardless of needs and particularities, to be followed by social participation, their participation in the production process and their equal social development. At the same time, it is reported that in the case of students with special educational needs in the schools of the common education system, or in the integration departments, it becomes particularly difficult, due to the type and degree of their problem, the education of children can be provided in independent schools. special education, in schools that operate either as independent or as branches of other schools in hospitals, rehabilitation centers or other care providers. Also, in the specially organized Integration Departments that operate within the schools of general and vocational education. If the above procedure is deemed impossible then the student can attend

¹⁵ Vafea Chatzistefanou Anastasia, Giouni Dimitra. 2003. Conference on respect for the rights of the child in pre-school education and extracurricular employment = Conference on respect for children's needs and rights in early childhood education. Athens: Center for Pedagogical & Artistic Education, "Schedia", 2003. 9608754615, p. 26

independent special education schools, schools operating in hospitals, rehabilitation centers, institutions for the treatment of minors or institutions for chronically ill only minors, but at home. Special kindergartens and special primary schools take care of children from the 4th to the 14th year of their lives. Special high schools from the 14th to the 18th year. Especially high schools from the 18th to the 22nd year. The high schools consist of the preliminary class and are followed by classes A', B' and C'. Students with mild disabilities can enter the first grade directly.

Finally, in relation to higher education, their enrollment in academic institutions is expected to exceed the number of entrants. For the examinations, it is provided that those candidates who are unable to participate due to permanent, temporary physical or sensory impairment or dyslexia have the right to be examined orally by a special examination committee at the same time and in the same subjects as the other candidates. Then, the goals of the special education system in Greece help to improve the skills and abilities of students with special educational needs with the intention of integrating them into the common education system. Their main goal is their mutual acceptance with society as a whole on the basis of equal social development through the educational process, vocational training and participation in the production process. Despite the ongoing institutional changes and the prevalence of the model of integration by the Greek education system, there seem to be difficulties in integrating this student population into the public education system. The reason; The lack of preparation of the educational community.

4 Legal Framework in Greece

4.1 Education

Greece, as mentioned above, has passionately tried to legally include special education in the Greek reality. Below are the key points of the current laws on the education of children with special needs. First of all, Article 2 of Law 3699/2008 stipulates that special education is compulsory as well as general education and is part of free public education. The state is also obliged to provide it at all stages of education. The special education includes the differential diagnosis, the diagnosis, the evaluation and the recording of the special educational needs, the systematic pedagogical intervention with specialized and appropriately adapted educational

tools and programs, which are implemented by the local Diagnostic, Recognition, Diagnosis and Diagnosis Support Centers. Special education includes special education schools with appropriate building infrastructure, co-education programs, home teaching programs, as well as the necessary diagnostic, evaluation and support services. Finally, paragraph 4 is important, stating that the National Federation of Persons with Disabilities also participates in the Board of Education.

Notwithstanding Article 6 concerning the education of children with special needs. In which it is foreseen that the study takes place:

- in the classroom of the general school, in the case of students with mild learning difficulties, supported by the class teacher
- in a classroom of the general school, with parallel support-co-education, by special education teachers, when required by the type and degree of special educational needs.
- in specially organized and properly staffed Integration Departments that operate within the general and vocational schools with two different types of programs:

A. Joint and specialized program, determined by a proposal of the relevant center for students with milder special educational needs, which for each student will not exceed fifteen teaching hours per week

B. Specialized group or personalized extended schedule, determined at the suggestion of the relevant center, for students with more serious special educational needs, which are not covered by corresponding to the type and grade of independent school units.

When the education of children with disabilities becomes particularly difficult in general schools, the education of these students is provided:

- In independent special education schools
- In schools or departments that operate either as independent or as affiliates of other schools in hospitals, rehabilitation centers, juvenile institutions, chronically ill institutions or mental health education and rehabilitation services, as long as special education and school-age individuals with disabilities live in them.
- At home for serious short-term or chronic health problems, which do not allow students to move and attend school.

4.2 Learning language

Article 7 of the same law stipulates that the first sign language of deaf and hard of hearing students is Greek Sign Language and their second language is Modern Greek, which is recruited and expressed in its written form, while its oral perception and expression is additional. social choice of deaf students. And the state must provide bilingual education. Braille is recognized as the official script for blind students. A prerequisite for the placement of teachers in special schools for the blind is, in addition to the other qualifications, the certified knowledge of Braille writing.

According to article 8 of the same law, the transfer of students of special education schools is done either by common itineraries of the school buses which belong to the Unified School Committee of the Group or by means of transport rented by the relevant Prefecture. The school and teaching year of special education schools is the same as that of the respective general schools. Finally, special vocational high schools and special vocational schools are equal to vocational high schools and vocational schools and provide equal professional rights to their graduates.

The staffing of the special education units, the integration departments (especially high schools and lyceums), the early intervention programs, the parallel support programs and the provision of home teaching are done by primary and secondary school teachers studying in special education. Specifically, the positions are special education kindergarten teachers, special education teachers, physical education teachers specializing in special education, secondary special education teachers of all specialties, music therapists and pediatricians specializing in pediatric neurology or neurology. Special Auxiliary Personnel for self-service, daily living and functional facilities for students with disabilities and special educational needs attending general schools of pre-school, primary and secondary education without parallel support from special education teachers, special education or attending auxiliary staff.

5 Legal Framework in Greece

5.1 Education

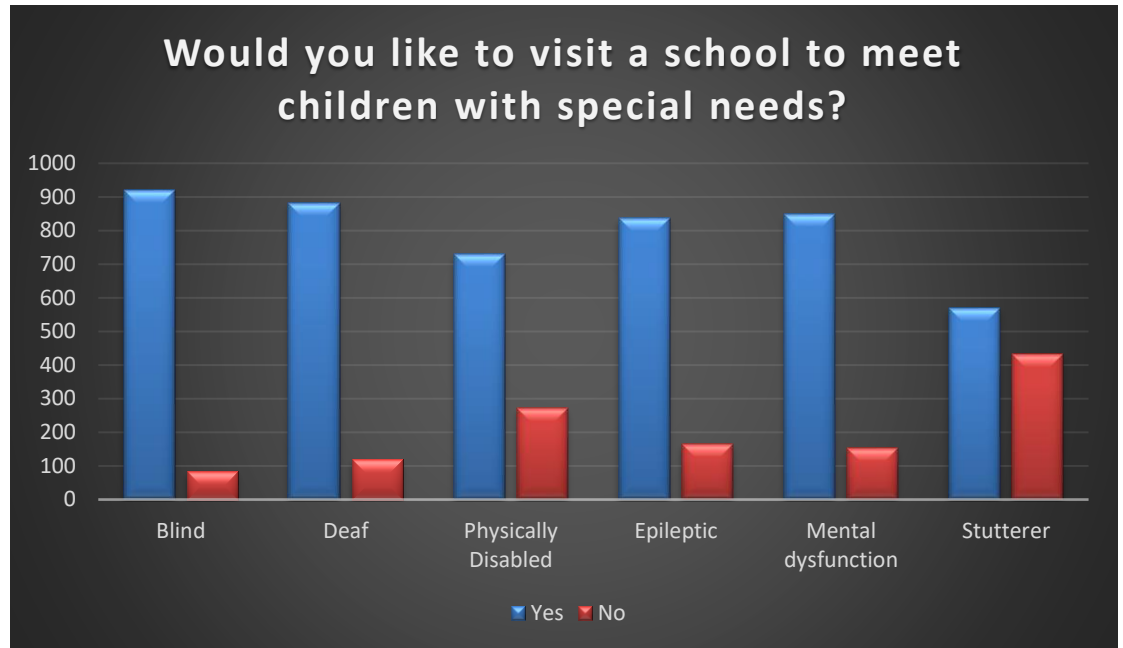
The data, as will be seen later, is encouraging as over time the progress is remarkable as both social care, awareness and technological development are growing. The research, which is one of the first of its kind, captures the thinking of normal children about children with special needs and what their behavior would be at school. The survey involved 1,002 people and the year was 1981/82. The first results were based on the question of which category of children would prefer a normal child to be in his class¹⁶.



Source: (Papakonstantinos Costas, 1982)

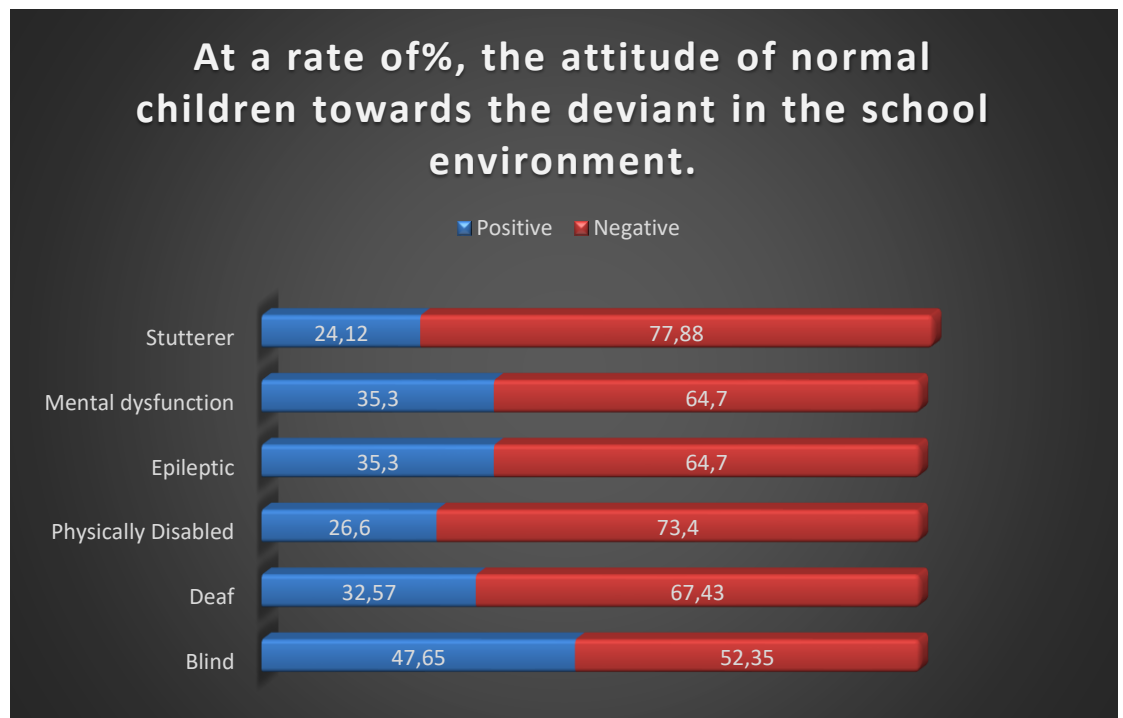
It seems that children with epilepsy and stuttering problems were not generally accepted by normal children, perhaps as researchers note because they know children with this type of disability. The following graph shows the attitude of normal children to the question of what kind of disability children would like to visit in a special school. A similar result is shown in the graph below, which confirms the researcher's point of view.

¹⁶ Papakonstantinos Costas, Hantzis George. 1982. The attitude of normal children towards deviants. Athens: s.n., 1982, p. 23



Source: (Papakonstantinos Costas, 1982)

The project is bio-diagrammed from the universal misery from the eclectic availability of the stages of technical applications in children with special characteristics. Graphics articles are available each time questions from the application require the use of the questionnaire.

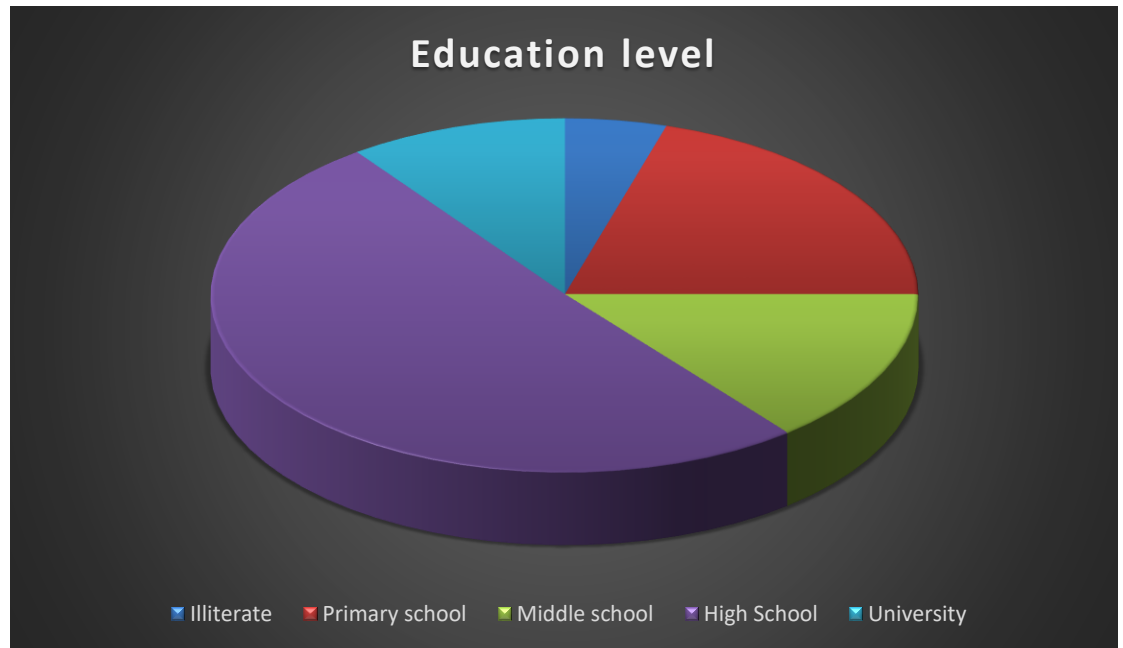


Source: (Papakonstantinos Costas, 1982)

It seems that children with special needs do not become socially acceptable at 71% and children with the highest rate of social rejection are the stuttering child and

the physically disabled. The latter type of disability may be treated negatively as the researcher observes due to the obvious disability in his body and which prevents him from participating in activities.

Based on a survey conducted in 2002 by Vassilios Tsiatis from the examination of 497 disabled files registered in OAED (Greek institution for non-employment), the correspondence of the educational level of the disabled with their professional position is analyzed.



Source: (Tsiatis, 2002)

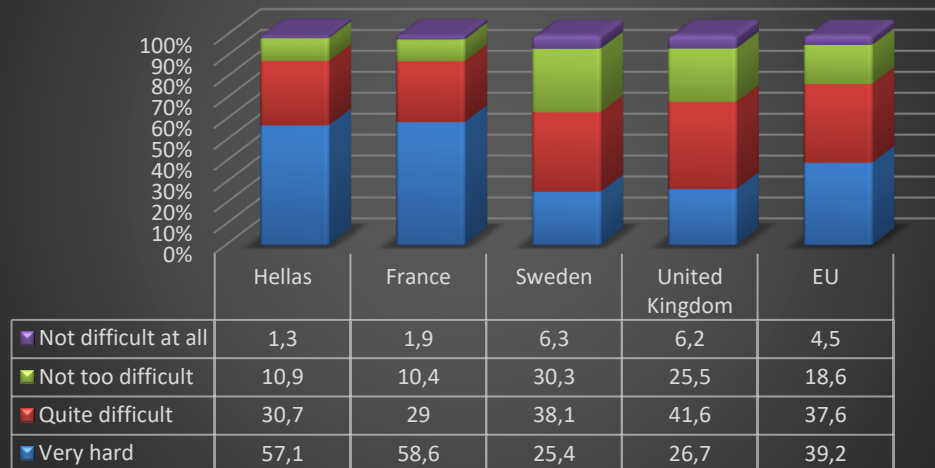
From the chart above we observe that the majority of the number of people with disabilities at that time were graduates of Secondary Education (64.8%) and specifically of the Lyceum (50.6%). The number of illiterates is not large, but it is worrying when it comes to a modern state that has been bound by international conventions to ensure the right to education for people with disabilities. The current number also implies sanctions against the state, but they have never been met. Graduates, on the other hand, are a respectable number (42 people) but not large enough to be compared to other EU countries¹⁷.

¹⁷ Tsiatis, Vassilios. 2002. The Position of Persons with Disabilities in the Modern Workplace. Athens: EKPA, 2002, p. 56

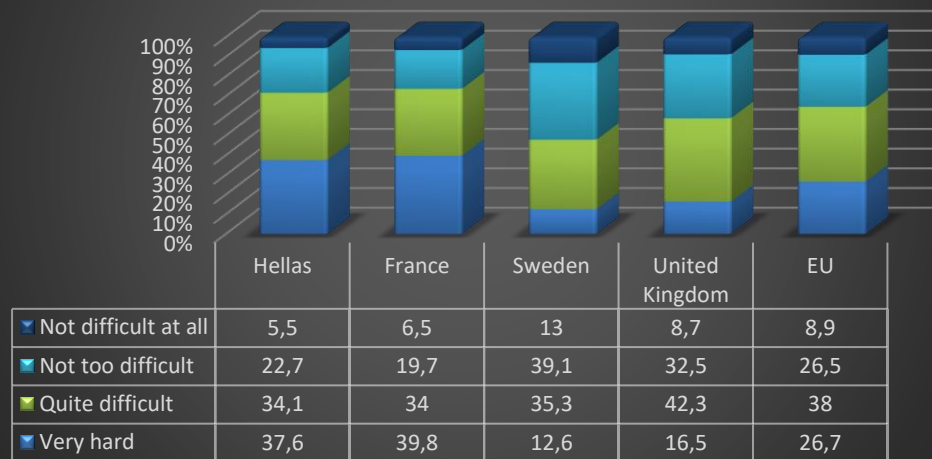
5.2 Perceptions of society

But what is society's perception of access to children with special needs at universities and schools, according to the 1995 Eurobarometer?

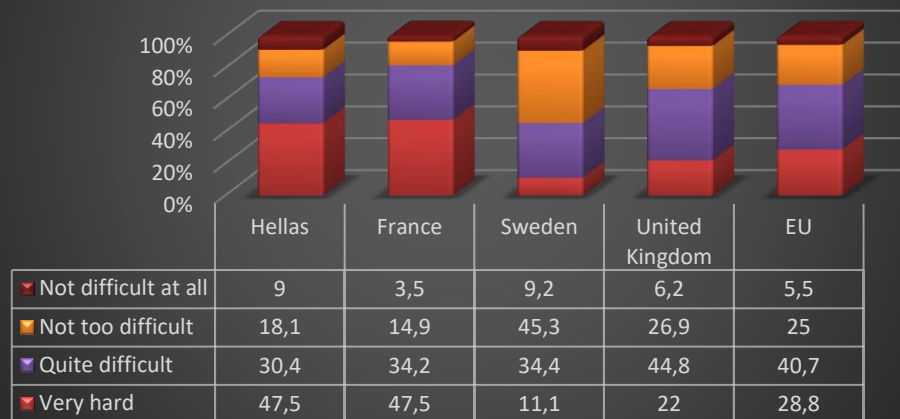
Understanding the accessibility of the blind in educational institutions



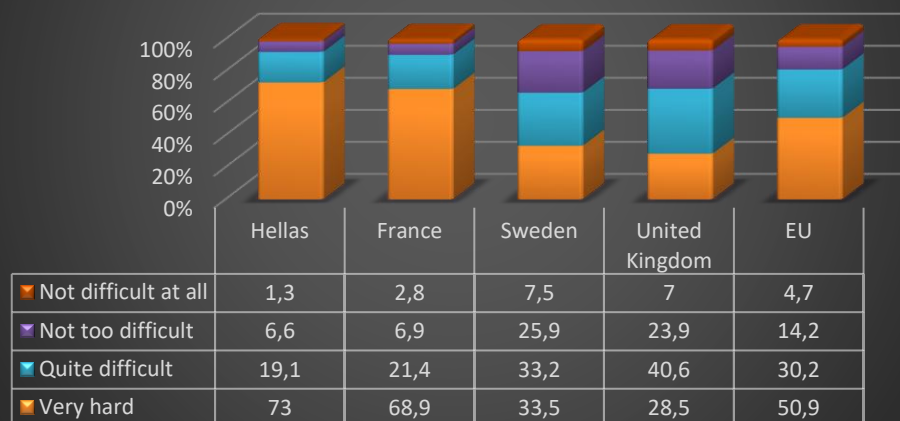
Perception of deaf accessibility in educational institutions



Understanding the accessibility of people with disabilities in educational institutions



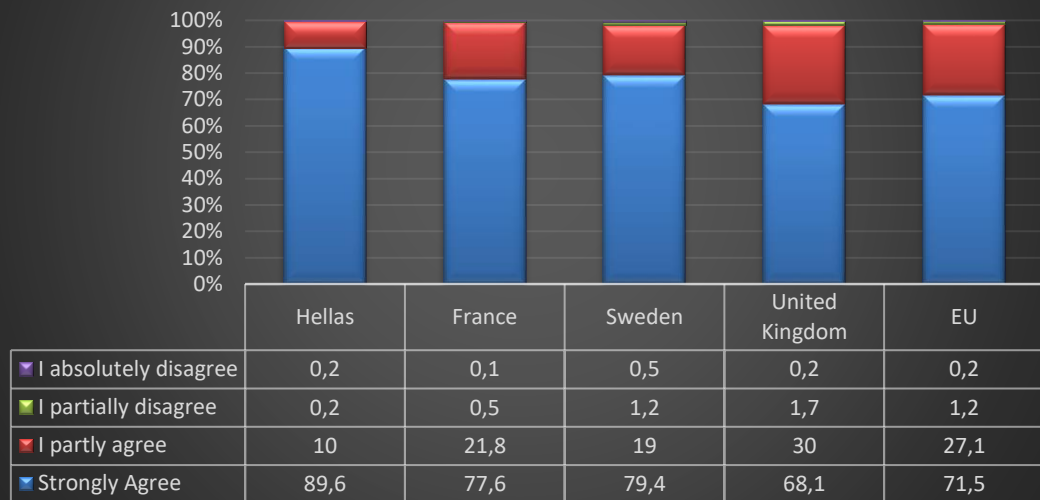
Understanding the accessibility of people with disabilities in educational institutions



Source: (Lepida, 2002)

As can be seen from the above research, although old, it is possible to draw some conclusions. For example, Greece has distanced itself from the EU's general perception of the provision of accessible conditions for children with special needs in their field of education, and that Sweden and consequently the northern countries are well ahead in this area in general. France has had similar results to Greece, while the United Kingdom is quite close to the Nordic countries and usually outperforms the EU average.

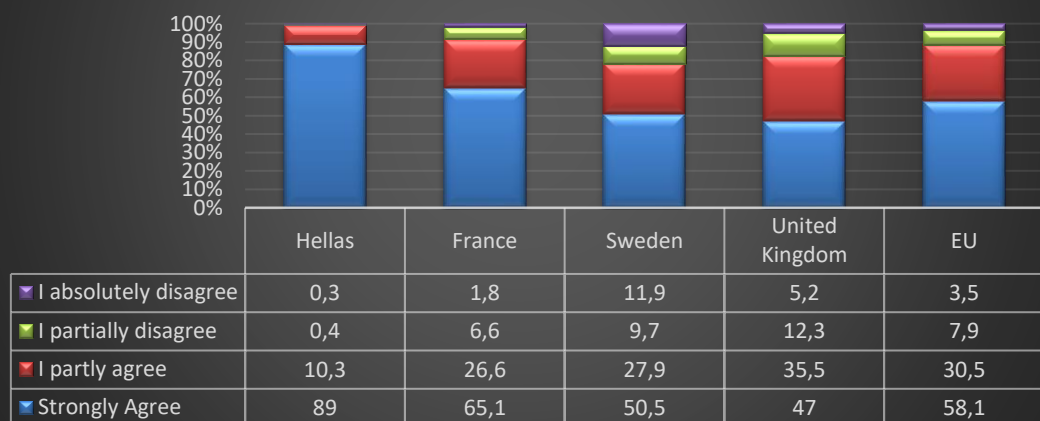
Attitude towards the proposal of more integrated social integration of people with disabilities



Source: (Lepida, 2002)

According to the above graph, in Greece there is a widespread view that people with disabilities and consequently children with disabilities are not able to fully integrate into society after completing their educational obligations. In particular, 89.6% of people or 9/10 consider the social integration effort of the disabled to be insufficient.

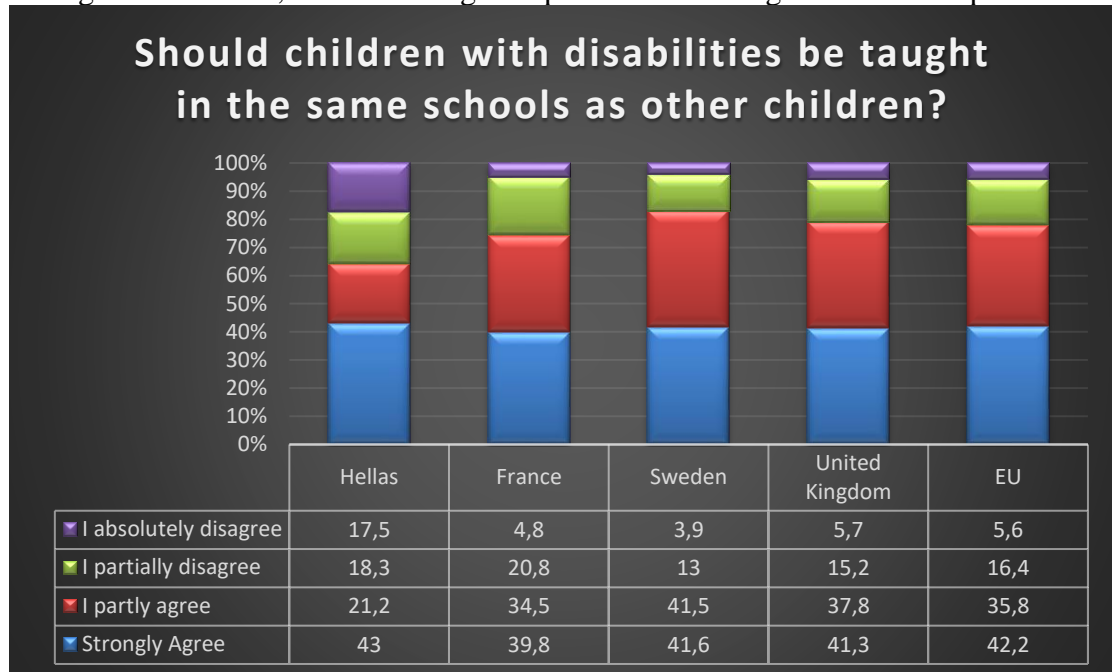
Attitude towards the proposal, seeing children with disabilities causes you sadness



Source: (Lepida, 2002)

"They feel sorry for the disabled person and on the other hand they ignore it, help it, but also take care of it, understand it, but also look at it strangely. Rarely do they take it seriously as a personality. " (R. Batty 1966). This saying can be seen in the chart above in Greece where prejudices about people with disabilities rage, 89% are upset when they see children with special needs. But these feelings are not realized

in acts of generosity and love. By comparison, after other states as well as the average in the Union, Greece manages to pioneer something that no one expected.



Source: (Lepida, 2002)

The majority of Europeans agree with their inclusion in the educational process 42.2% completely and 35.8% partially. The percentage of those who disagree with 22% in total cannot be ignored. Impressive is the number of Greeks who do not want their integration into the normal flow of the educational program. This is the second largest in the Union. Sweden is in a better position as only 17% disagree and 83% agree¹⁸.

Concluding Discussions

The course of special education legislation is considered to be in line with social requirements. Certainly, the development is obvious and innovations are in line with those in other developed EU countries. The shortages of livelihoods and material infrastructure will always be real as the needs of a thriving society are endless. Nevertheless, although institutionally Greece has succeeded, it is still lagging behind in terms of public opinion. Public opinion may have developed positively in recent years, but it is not in the right place. As a proof, the regular preference of television channels and political parties to hire interpreters for people with hearing impairments can be taken as proof. But the latter do not seem to pay

¹⁸ Lepida, Styliani. 2002. The attitude of European citizens towards people with disabilities. Athens: EKPA, 2002, p. 98

much attention to their pre-election programs on issues such as social and especially the professional integration of people with disabilities, instead focusing on a subsidy policy which unsuccessfully manages to provide the beneficiaries with the life they want.

The Convention on the Rights of Persons with Disabilities raises the question of how all children with disabilities will adapt to society. In other words, it is the obligation of Greece, recognizing every peculiarity of a child in the same special way, to try to integrate it into the Greek reality. Let me remind you of the equality that is ensured in Article 12 and the provision of guarantees for the non-infringement of Human Rights in the case of people with disabilities. In particular, "Measures related to the exercise of the capacity to act in a legal manner respect the rights, will and preferences of the individual, and are not subject to conflict of interest and inappropriate influence, and are proportionate and tailored to the individual's circumstances. for the shortest possible time and are subject to regular review by a competent, independent and impartial authority or judicial body. The guarantees will be proportionate to the extent to which the measures affect the rights and interests of the individual".

In order to complete the work, it is necessary to report some changes which, in my personal opinion, would improve the situation of the education of the disabled in Greece. Encourage people with disabilities to continue their studies in the regular education system so that internal inequalities are not created and prejudices are not preferred. The processes of psychological support and professional counseling should be intensified at the level of Special Secondary Education. Technological modernization of special schools and colleges in order to make disabled students not only competitive in the labor market but also to receive the appropriate level of education with developed EU countries. Also the continuous organization of joint activities between regular schools and specialists to familiarize themselves with normal children with children with special needs. Continuous information in regular schools and training of teachers who have children with special needs in their classroom, through the learning of individualized teaching methods. Creating an independent authority with a role such as supervising living conditions, compliance with legislation on the professional integration of people with disabilities. Greater responsibility from the Local Government as is the case in the countries of the North

where there is a single welfare system but most social services are provided directly by the public authorities. Resumption of special classes that operate in order to train general education teachers with state subsidy in order to stop the trade of special education certificates. Training of all children in general schools on special aids and offering free lessons to all citizens in order to deal with critical problems with people with disabilities. Finally, most important is the complete mapping of people with disabilities and the placement of at least one special educator in each public and private school.

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