

BOTTLENECK ANALYSIS FOR INCLUSIVE EDUCATION IN GREECE



BOTTLENECK ANALYSIS

FOR INCLUSIVE EDUCATION IN GREECE

A RESEARCH REPORT

WITHIN THE FRAMEWORK OF PHASE III OF THE PREPARATORY ACTION
FOR A CHILD GUARANTEE
(EUROPEAN COMMISSION IN PARTNERSHIP WITH UNICEF)

SEPTEMBER 2021

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Executive Summary and Main Findings

This report is a bottleneck analysis of inclusive education in Greece. It is a qualitative research-based analysis, and stems from the assumption that inclusion for marginalized student groups (migrant, refugee, Roma), and students with Disabilities and/or Special Educational Needs (D/SEN) is a friction field between two opposite but coexisting perceptions: education as a human and social right, and education as an economic and commercial good. The report takes the stance that without ignoring the latter perspective, shaped by globalisation and neoliberalism, policy makers and educators should approach it critically.

The report also implies that **understanding educational inclusive policy involves more than analysing the policy texts**; it also involves understanding the processes prior to, during and after the production of texts, as well as the voices, interests and values that are represented in the texts. As an important consequence, this is an **evidence-based report**. It **maps the field** of inclusive education in Greece, it contains a thorough **literature review**, it raises **research questions using a Rapid Outcome Mapping Approach (ROMA)**, and finally it **makes use of ethnographic and discourse analytic tools** that created rich qualitative data. Text analysis took place in Spring 2021, and then ethnographic fieldwork was undertaken in May and June 2021.

The report is based on critical discourse analysis of official texts (educational policy documents) and on individual interviews and focus groups with stakeholders representing several groups: Ministry of Education and Institute of Educational Policy executives, education advisors and professionals, schools' principals, educators, and parents. Due to the COVID-19 pandemic, **digital ethnography techniques** were used, and the main communication channel between participants and researchers was videoconferencing.

The analysis takes the deliberate decision to research the problems, but to focus on solutions. So, **this is a report that analyses obstacles to propose measures**. The main findings of the research lead to the definition and recommendation of a series of **reforms both at policy and school practice levels**.

Inclusion is considered in this report as a universal human right, and its main aim is to give **access and opportunity to all children** to participate equally, confidently, and independently in everyday activities. The main difference between 'integration' and 'inclusion' is that the former is a process where children from vulnerable groups have to change, adapt and fit into the mainstream education system and its schools; the latter, on the other hand, is a process where the school has to change so that all the children benefit from equal opportunities and just participation.



A prerequisite of inclusive education is the conceptualization of **school as a whole**. From a focus on students with disabilities and/or special needs, after the Salamanca Statement and Framework in 1994, **inclusive education has been extended** to anyone who may be excluded from or marginalized in education. In other words, inclusive education has become more inclusive...

As a consequence, the distinction of two main groups of students in this report, namely a) students D/SEN (with disabilities and/or special educational needs), and b) students with a migrant/refugee background and Roma students, is made for practical and programmatic reasons. It's a distinction that reflects specific expertise and experiences of the participants in the research, even though criticism may be developed against this specialization as being an artificial one. In fact, the actual, unified concept of inclusive education may, sooner or later, lead to the development of 'inclusion teachers and professionals', rather than qualified experts on special needs or on teaching of a second language.

The research shows that important **achievements** have been realised regarding inclusive education in Greece. They take the form of **policy texts**, hybrid **education structures**, **qualified teaching staff**, and they are operationalised as laudable efforts of schools and stakeholders.

Nevertheless, the report acknowledges that several challenges remain in key areas of inclusive education in Greece.

At institutional level, (a) a more coherent and realistic inclusive education policy is needed, as well as **(b) a consistent interagency collaboration**. Participants in the research regularly report operational problems that could be tackled with **(c) an increase of the national budget spent on inclusive education**. A crucial aspect of the budgetary and bureaucratic shortcomings is the (year in, year out) belated recruitment of teachers appointed in structures destined to students from vulnerable groups (DYEP, support and reception classes). This repeated practice sends a message of **emergency solutions** and not of a constructed action plan for inclusive education. Stakeholders pointed out the need for **(d) revising and updating the curriculum and textbooks** so that appropriate educational material is available to cater for all specific needs of D/SEN students, and students from minoritized groups. A holistic view of education should go through **(e) stronger interconnections between D/SEN pupils' education/training and labor market, minoritized groups and the wider community**.

At school and class level, the key ideas that are quite apparent in the research outcomes include: **(a) cultivate an inclusive school ethos**, based on **trust and empathy**; **(b) strengthen partnerships**; **(c) revise or specify the way inclusive structures work**; **(d) develop and provide assessment and evaluation processes and procedures**, **(e) enhance communication between schools**,



families and communities, f) assure continuous and updated, but also practical, experiential and sentimental **teachers' training, g)** invest on the application of **differentiated instruction and learning model**.

At all levels, **needs analysis** and availability of data are crucial; research and evidence are required before any policy-making, but also during and after measures are applied. The education of children in need may become a positive field for international cooperation, **visibility and mutual understanding of national school systems**. **Local, evidence-based decisions** should be encouraged; systematic feedback from the field, including children's voices, and independent evaluation are indispensable levers of improvement.

The **raising of awareness** regarding students with disabilities and/or special educational needs as well as different linguistic and cultural pathways must be achieved not only through teachers' training, but also by exploring **public sensitization** activities. Unfortunately, cases of **discrimination, heterophobia and bullying** have been reported by participants in the report. Against such phenomena, it is imperative that schools, as a whole, develop readiness to actively enact **zero tolerance** policies.

Initial assessment procedures for newly arrived migrant and refugee students may prove inadequate to the challenges that these children face. The same applies to Roma children, whose competences and potential are often overlooked. Previous knowledge and competences of children of the report's target groups are rarely explored in Greek schools, and this often leads to **low expectations** and, subsequently, to **low performance** among minoritized children. It is problematic that policies on learning support tend to focus exclusively on students' academic needs and, to a great extent, ignore **students' social and emotional needs**.

It is recommended that steps are taken towards the development of **wider school communities**, as schools that are open to parents and to society are more supportive of diverse students. Of course, this is the case for any type of school! For instance, **teaching sign language, and the family languages** of migrant, refugee or Roma students is a powerful, symbolic, and effective inclusion tool, but strong stereotypes and monolingual ideologies prevent schools from applying it. Openness to the community may take the form of using the services of **teaching assistants and intercultural mediators**, a practice that has been very rarely observed in Greek schools so far.

Regarding, particularly, **Roma students**, the report demonstrates that the substantial **diversity of contexts** in Greece, both linguistic and social, is not systematically taken into consideration for educational planning. A **rights-based approach** of Roma students should be enhanced, and the fight against discrimination and negative stereotypes must become an everyday affair for all stakeholders. **Participation of Roma communities** is found to help in inclusion.



Segregation in schooling still persists, sometimes covertly, and the same stands for migrant and refugee children.

In general, **family participation** in the school activities and initiatives may be a determining factor for inclusion purposes. Translation of school documents, use of interpretation and sign language, and the creation of a multilingual written environment in schools are valuable bridges to this direction. Then, **planning collaborative actions** concerning democratic values, solidarity, and empathy among school and society, are keys to awareness and understanding.

More generally, the **instauration of a democratic culture in schools** is a key element for accomplishing inclusion. The model of Competences for Democratic Culture of the Council of Europe is a particularly useful tool in this regard. The Model contains twenty competences grouped in four broad clusters: values, attitudes, skills, and knowledge and critical understanding, and implies that the development of such democratic competences requires a systemic engagement in an enabling environment. School is definitely such an environment (Council of Europe, 2018: 27).

Given the crucial role of the **schools' principals**, special attention should be paid to their continuous training and development. As principals have attained an important threshold in their careers, they are typically in the second half of their professional trajectory, and they are charged with major administrative responsibilities, they should be boosted in their motivation to keep abreast of scientific and social developments relating to inclusive education.

As expected, the **role of educators** is important, too. Teachers who are perceived and perceive themselves as respected professionals, agents of equality, and micro-researchers in their classes, become able to create an inclusive climate that helps all children. The participatory and to-the-point training of educators is a requisite for that.

Introduction, Authorship and Acknowledgements

This report presents a bottleneck analysis on the implementation of an inclusive school in Greece and is the deliverable of Outcome 1 of the project “Bottleneck Analysis and Teacher Trainings for Inclusive Education”. The project was implemented by the Greek Language and Multilingualism Lab (GLML) of the University of Thessaly from December 2020 to June 2021, pursuant to a Call published for Greece by UNICEF in Autumn 2020. The project falls within the scope of **Phase III of the Preparatory Action for a Child Guarantee**, an initiative of the European Commission (EC), in partnership with UNICEF Regional Office for Europe and Central Asia (ECAR), which aims to ensure progressive implementation of the most vulnerable children’s rights in Europe. During this Phase of CG, projects ran in seven EU Member states: Bulgaria, Croatia, Germany, Greece, Italy, Lithuania and Spain.

The **Child Guarantee (CG)** Initiative of the European Union aims at preventing and combating social exclusion, by guaranteeing the access of children in need to a set of key services. In doing so, the initiative contributes to **fostering equal opportunities for children in need and combating child poverty**. To achieve this objective, CG helps Member States target support measures at children in need, understood as persons under the age of 18 years who are at risk of poverty or social exclusion. When identifying children in need and within this group, CG offers a framework so that Member States take into account, wherever appropriate, specific forms of a disadvantage, such as the needs of:

- (i) homeless children or children experiencing severe housing deprivation;
- (ii) children with a disability;
- (iii) children with a migrant background;
- (iv) children with a minority racial or ethnic background (particularly Roma);
- (v) children in alternative (especially institutional) care; and
- (vi) children in precarious family situations;

As steps in this direction, CG

- calls on Member States to guarantee for children in need effective and free access to early childhood education and care, education (including school-based activities), a healthy meal each school day and healthcare; making certain services cost-free is one of the ways of increasing effectiveness of access;

- calls on Member States to guarantee for children in need effective access to healthy nutrition and adequate housing;
- provides guidance to Member States on how guaranteeing access to these services could be supported by corresponding measures;
- establishes governance and reporting mechanisms;
- provides for the implementation, monitoring and evaluation arrangements.

The present report is meant to provide **a documented framework for Greece to address exclusion from education** that has been exacerbated during the Covid-19 pandemic. It assesses the consistency and coherence of existing relevant policies in relation to their communication, understanding and application in schools. The report identifies the **challenges** for providing adequate education for children in need, and highlights the importance of a **'whole school' approach**, considering the **inclusive school as an ecosystem promoting quality education for all, also related with the Sustainable Development Goals (SDGs)**, adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

Therefore, this research aims at providing an overview of the common bottlenecks related to the inclusive education of children in need. The analysis discusses three **target groups**: a) **students with disabilities and/or special educational needs (D/SEN)**, b) **Roma students**, and c) **students with migrant/refugee background**. The **categorization of three groups of pupils mentioned in this research is for programmatic reasons**. Actually, a global approach is dictated by the data generated during the fieldwork, showing a trend of common causes and consequences for the bottlenecks of different target groups, despite the partial expertise of many of the participants (e.g., experience in working only with D/SEN students, or only with refugee students).

During the organisation of the fieldwork, target groups (b) and (c) were treated as one, as several stakeholders possess binary (i.e., Roma & migrant) responsibilities and experience. Furthermore, although some data and findings of the research are of particular relevance to refugee students, conclusions and recommendations concerning target group (c) above are presented jointly for migrant students and for refugee students. For the purposes of this analysis, **students with a refugee background are generally considered as a sub-group of the students with a migrant background**, recognising, though, certain differences between the two groups. For the challenges associated with defining “children with a migrant background”, the remarks by Bircan et al. (2019: 10) are useful and appropriate. At any rate, previous research has shown that the duration of schooling, rather than the country of origin or the legal status of the students' family, is the main

differentiating feature in the target sub-groups included in (c). Of course, this report recognizes that the needs of refugee children may differ from those of children with a migrant background, for instance regarding the readiness for mobility and the living conditions (e.g., accommodation sites), but this remark concerns mainly the content of education, and not the principles of inclusion.

The present **report is evidence-based and draws on substantial qualitative research**, undertaken in a focused timeframe (February to June 2021), in an intensive and comprehensive way, by a research team composed of ten experienced and specialised researchers of the Universities of Thessaly and Athens. After a first stage involving literature review, fieldwork research was undertaken, which relied on Critical Discourse Analysis, ethnography, digital ethnography, implemented 19 interviews and four focus groups with stakeholders as data collection tools, and generated a thematic analysis framework for exploring and interpreting the data collected.

Extensive data extracts are included in this report, as **excerpts that give “voice” to the participants**. The research team firmly believes that educational policy and practices cannot be effectively and sufficiently understood just by analysing policy texts and official documents. By the way, **policy** is closely linked, but not identical to **politics**, the latter being defined as the set of processes based upon which governments come to choose among a variety of collective goals, including goals of education. Then, the analysis showcases that there may be **a long way to go from policy to practices**.

Factors that must be taken into account in order to explain inclusive policy and practices for students with disabilities and/or special educational needs and minoritized students include:

- a) the political and social context;
- b) the structure of the education system;
- c) school operations and parts of the school community involvement;
- d) support and networks of education professionals;
- e) class practices;
- f) specific provisions for diversified target groups of students.

Understandably, the educational context for children with D/SEN, Roma, and with a migrant/refugee background is usually considered as a complex one.

The report is organised in three Parts and ten Chapters. Part 1 (*Theoretical and educational underpinnings*) reflects desk(top) research and review of information relevant to the bottleneck analysis, whereas Part 2 (*Research findings in Greece*) presents the design and outcomes of the fieldwork. Part 3 is shorter, and it contains recommendations formulated by the research team, after the analysis of the research findings.



There is a one-to-one correspondence between most Chapters of the report: Chapters 1 and 6 discuss the *concept of inclusion and educational policies about it*. Chapters 2 and 7 concern the *transfer of policies for inclusion to schools*. Chapters 3 and 8 describe and comment on *inclusive principles and practices in schools*. Finally, Chapters 4 and 9 contain *criticisms, proposals and perspectives for inclusion on Greek schools*. In all the above pairs of Chapters, the former refers to literature review and texts analysis, and the latter to fieldwork findings and results. Of the two remaining chapters, Chapter 5 is dedicated to *Research Methodology*, and Chapter 10 to *Recommendations*.

In order to run this project and undertake this bottleneck analysis, the GLML of the University of Thessaly, which has a long-standing research tradition on multilingualism and intercultural education issues, partnered with the National and Kapodistrian University of Athens (NKUA), and a team specialised in children with disabilities and/or special educational needs (D/SEN). Professor George Androulakis (University of Thessaly) was the Coordinator and **Principal Investigator** of the project, and the **Co-Investigator** was Associate Professor Diamanto Filippatou (NKUA). The **research team** was composed by eight qualified, and experienced female researchers and educators: Roula Kitsiou, Manto Koutsiouki, Mariarena Malliarou, Iro-Maria Pantelouka, Karolina Rakitzi, Alexandra Stavrianoudaki, Sofia Tsioli, and Vassiliki Tzika.

The authors of this analysis are grateful to Giorgos Simopoulos, Tita Kaisari-Ernst and all the staff of UNICEF Greece Country Office, as well as to the participants in the interviews and focus groups. We would also like to thank Achilleas Kostoulas and Deborah Anderson for reviewing and editing the text, and Thom Gonzalez (www.instagram.com/thomgonzaleez/) for the cover photo. All errors or omissions in this report remain with the authors. The EC and UNICEF bear no responsibility for the analyses and conclusions, which are solely those of the authors.



Key definitions

Differentiated instruction

Differentiation means tailoring instruction to respond to variance among learners in the classroom in order to create the best learning experience possible. Using ongoing assessment and flexible grouping, teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

(a) Content – what the student needs to learn or how the student will get access to the information; (b) Process – activities in which the student engages in order to make sense of or master the content; (c) Products – culminating projects that require students to rehearse, apply, and extend what they have learned in a unit; and (d) Learning environment – the way the classroom works and feels (Tomlinson, 2000).

Disability

According to the United Nations’ “Convention on the Rights of Persons with Disabilities” (article 1), “[p]ersons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.

Educational Policy

Educational policies are mainly approached from a top-down perspective. Such an approach reflects the reality of planning and design processes in Greece. More specifically, educational inclusive policies are decisions about the inclusion of the minoritized groups of students such as their formal access to school, pedagogical and teaching approaches, curricula, etc.

These decisions are developed by local stakeholders directly related to education such as the Ministry of Education, and the Institute of Educational Policy. Decisions are also influenced by guidelines of European and global organisations. At the same time, education policies are also supported by bodies indirectly related to the education process, such as the Ministry of Migration and Asylum. Educational policies are disseminated to schools, usually through formal guidelines and training seminars for principals and teachers.

However, through our research, it is crucial to include, also, a bottom-up perspective that means to include policies that are “carried out” from teachers and students.

(Social and Educational) Exclusion

Social exclusion is the process in which people or social groups, often referred to as minorities, are deprived of their basic rights, which are normally available to members of a dominant group. In particular, factors other than an individual's skills and efforts, such as ethnicity, age, disability status, place of residence etc., affect their access to opportunities and resources thus leading to systematic exclusion. Social exclusion also refers to inequalities in access to education, health care and other basic services, in addition to limited access to employment, and thus low income, uneven participation in social, political, and civic life. Minorized social groups, such as migrants, refugees and pupils with disabilities that are socially invisible in the countries and societies in which they live, are at risk of social and educational exclusion. Regarding the educational exclusion, schools, functioning as part of both an education system and a wider social, economic, and political context, tend to socially reject minoritized students, either by refusing access to school to these students or by not providing the educational support needed.

Good Practices

Good practices are defined either as training practices, i.e., practices adopted by stakeholders to transfer educational inclusion policies to schools, or as pedagogical practices adopted by teachers for a more inclusive classroom. Good practices must fulfil two main characteristics: i) the practices are successfully implemented, i.e., they achieved the purpose of inclusive education in a specific field of application, and ii) the practices are successfully implemented in fields other than the one in which they were first applied.

Inclusion

Inclusion, its conceptualization, and its pedagogical achievement are placed at the heart of the present study. Inclusion is seen as a universal human right, and its main aim is to give access and opportunity to all children to participate equally, confidently, and independently in everyday activities.

For an extensive discussion of this notion, please refer to Chapter 1 of this study, "The notion of educational inclusion and policies for achieving it".

Inclusive class

An inclusive class is a specially organised and staffed class, which operates in mainstream schools and provides two types of educational support programmes.



- Differentiation of curriculum, according to students' diverse educational needs in the mainstream class;
- An individualised educational program that can be implemented outside mainstream class in a resource room and does not exceed 15 hours per week.

As far as the Greek context is concerned, the laws in force encourage support in the mainstream class, offered by specialised teachers in co-operation with the class teachers, aiming at the differentiation of activities and educational practices and the adaptation of the educational material and the educational environment.

Integration (Vs. Inclusion)

Integration and Inclusion are often used interchangeably in the field of education, and specifically in the education for children with minoritized background (for the sake of brevity, we refer to these children as '**multi-**' children) or with Disabilities and/or Special Educational Needs (D/SEN). In this study, we clearly opt for the use of 'inclusion' (instead of 'integration') as one of the most crucial aims of education.

The main difference between the two notions is that 'integration' is a process where 'multi' and SEN children have to change and fit into the mainstream education system and its schools; on the other hand, 'inclusion' is a process where the school has to change so that all the children benefit from equal opportunities and just participation.

Minoritized Groups

Minoritized groups are groups of people whose physical and cultural characteristics, ethnicity, practices, religion or other characteristics are different and fewer in numbers than the main groups of those classifications in the society in which they live. So ethnic minorities, forced migrants and refugees, pupils with disabilities, students with special education needs, are all communities where people vulnerable to exclusion are found, they are singled out from others for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination. Minority group members often face discrimination in multiple areas of social life, including housing, employment, healthcare, and education, among others.

Racism and Antigypsyism

Racism refers to the discrimination of individuals and groups of humans, characterized as minorities, based on race, religion, sex, skin colour, practices,

beliefs or past experiences, i.e., experiences of war or migration. Racism tends to associate negative characteristics and traits to the individuals of these specific groups. Regarding refugees, immigrant, and Roma people, these traits associated with them cause negative impact on their physical, psychological, social and financial state. Also, racist behaviours against refugee, immigrant and Roma students causes their exclusion from the educational system, since they are labelled as “at risk”, causing the reduction of their attendance rates.

Antigypsyism is a special form of racism against the Roma, and it is about the way in which the majority and institutions view and treat those portrayed in public imaginary as “Gypsies”. It includes a wide range of manifestations: “from hate speech to discrimination, from denial of identity to forced and massive expulsion and from racist jokes to mass killings and attempts to exterminate the whole group” (Rostas, 2017: 762). This phenomenon has existed in various forms for more than 500 years. From its beginnings, it has been a huge threat to the lives of people who are stigmatized as "Gypsies". The culmination of this phenomenon was the Holocaust committed against half a million Roma, Sindhis and other people considered "Gypsies". Its main assumption is inferiority and deviance of Roma. Antigypsyism has been the cause of stigmatization, segregation, discrimination and physical attacks against Roma, Cindy, travelers and other people considered as "Gypsies". In contrast to Romaphobia, which may indicate an unreasonable fear of the Roma, the term "anti-Gypsyism" includes direct actions against the Roma and emphasizes its systemic character by discussing the role of the state in the production and reproduction of this irrational racially biased fear and hostility. Antigypsyism is therefore deeply integrated in social structures, especially in state institutions and the education system, and is constantly reproduced (Rostas, 2017).

Special Educational Needs (SEN)

Students with disabilities and/or special educational needs (SEN) are those who have significant difficulties in learning for the whole or some period of their school life, due to the lack of support to deal with sensory, intellectual, cognitive or developmental impairments, mental health and neuropsychological disorders that affect the process of their school adjustment and learning. Low achievers and learners with learning difficulties due to external factors, such as linguistic or cultural diversity, are not considered to have a disability or SEN. Pupils with complex cognitive, emotional, and social difficulties, delinquent behaviour because of abuse, parental neglect and abandonment or domestic violence as well as gifted pupils with one or more talents are considered to have SEN (Article 3, Greek Law 3699/2008).



Special education teacher

A special education teacher is a teacher who has either undergraduate studies in special education as a bachelor degree or a postgraduate qualification in special education. The definition also includes teachers who have in- service year-long training in special education.

Special education teachers are mainly employed (a) at special schools or (b) as Parallel support teachers in mainstream school classrooms and can provide two types of educational programs

- Differentiation of curriculum according to students' special educational needs OR
- Individualised educational programs in a resource room according to students' special educational needs (Greek Law 3699/2008).

Part 1

THEORETICAL
AND EDUCATIONAL UNDERPINNINGS

Chapter 1

The concept of educational inclusion and policies for achieving it

1.1. The whole school approach idea

The well-established traditional mechanism for hosting the diversity of an education system based on the recognition/observation of something different (for some learners) to that which is available to others of similar age (most learners) depends on a logic of exclusion (Allan 2006; Slee 2010) that is no longer tenable (Florian 2019).

On the other hand, the **'whole school' approach** seems extremely promising for the research team of this report. The 'whole school' approach idea targets 'ideal inclusion'¹ where **the school as a whole is expected to be a place where special and specific education services are provided**. Special education is no longer to be considered a place to which students are sent. By the way, 'special' services refers to and responds to specific needs... Special education is rather a service or set of services across all activities of the school offered to the students (Lipsky & Gartner, 2012, 19). Whole school re-culturing programs such as the *Index for Inclusion, Whole Schooling, Quality Indicators for Inclusion* and *Indicators of Success* offer a framework through which school communities can move towards the aspirations of inclusion that is based on their collaborative nature involving all members of the school community, and the praxis of reflection, planning, acting, and reviewing outcomes in a dynamic process that involves constant (re)defining of inclusive practices (MacMaster, 2013). Florian (2019) explores how the conceptualisation of inclusive education has been extended since Salamanca from a focus on learners with disabilities to anyone who may be excluded or marginalised from education. This then is the starting point for developing inclusive education in a post-Salamanca era.

Ekins and Grimes (2009) propose a model of whole school development which attempts to unify different processes and systems and which they call *Inclusion in Action*. The model is (re)shaped in each school reflecting various patterns of working. Inclusion in Action is dynamic as it enables the interlinking of processes

¹ Karten (2011) distinguishes between 'ideal inclusion' and 'pseudo-inclusion', the latter referring to practices such as the standardization of assignments despite student diversity, the provision of identical goals, methods and materials for the entire class, the restricted time students with disabilities spend with non-disabled peers in age-appropriate activities, and the permanent secondary role the special education teacher has compared to the general education teacher.

that draw together the three broad educational fields of inclusion, school development and self-evaluation at all levels of the school community, without which inclusion cannot move forward effectively within schools (MacBeath 2006). Inclusion in Action responds to the unique nature of the individual school context, and thus cannot be reduced into a predefined and restrictive list of particular activities. Rather Ekins and Grimes (2009) suggest ways to start to think about how to link relevant and essential school systems into a whole school development model which can then respond to the particular needs and issues arising directly out of the school context (see Figure 1)

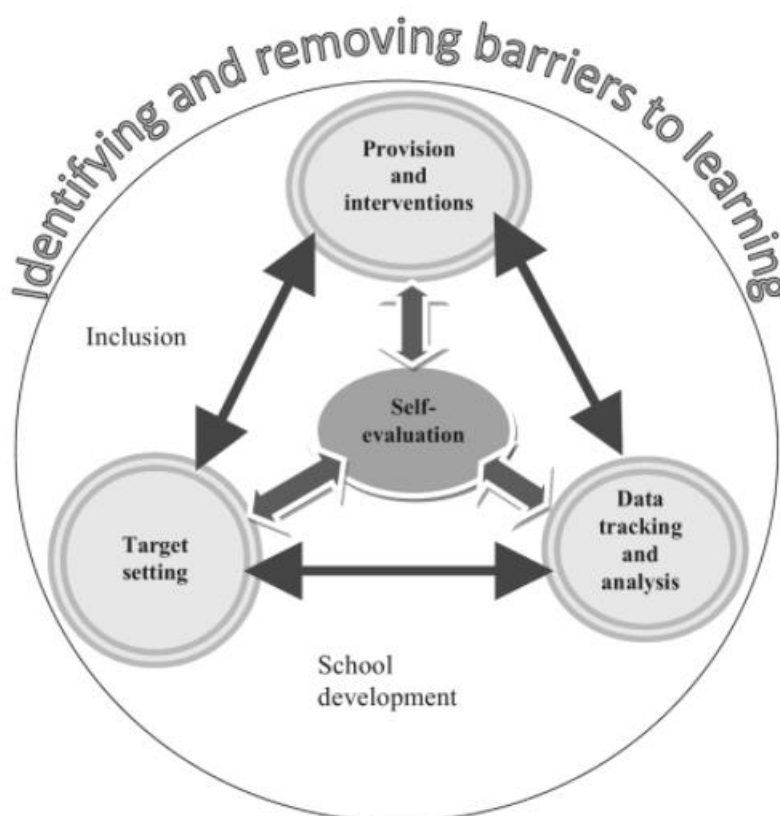


Figure 1

Ekins & Grimes (2009), scheme for 'Inclusion in Action'

1.1.1. The inclusive school as an ecosystem promoting quality education for all in the context of SDG goals

The discourse of inclusive education in UNESCO has changed over the past 20 years, and it appears to be a contested concept in relevant literature about its definition (see for example Göransson and Nilholm 2014); enactment (Florian 2017) and evaluation (Loreman and Chris Forlin 2014). In 1994, the Salamanca Framework for Action called for responsiveness toward children’s ‘conditions’

that has gradually refocused on the removal of organisational and pedagogical barriers. 'Inclusive education' in the 21st century can thus be understood by its focus on: (a) plural rights (Mégret, 2008); i.e. the concept of 'all' is held in tension with the acknowledgement that particular populations need specific attention because of historic exclusion from the benefits of universal rights; and (b) systemic barriers that deny opportunities for presence, participation, and achievement in schools (Johnstone, Schuelka & Swadek, 2020).

On a broad and conceptual level, the Sustainable Development Goals (SDGs) were set forth based on an agreed-upon global 'aim for a combination of economic development, environmental sustainability, and social inclusion' (Sachs, 2012, p. 2206). A key feature of the SDGs is the focus on the term 'inclusion', and in terms of inclusion in education, the SDGs contain both social inclusion discourse (focus on the opportunities for participation in existing systems) and relational discourse (demonstrated by the frequent use of the term 'equitable'). The 'plural-relational' approach to inclusive education draws upon legal and development scholarship to conceptualize inclusive education in the SDGs (Johnstone, Schuelka & Swadek, 2020).

More specifically, SDG 4, in addition to naming plural rights, aims to 'ensure inclusive and equitable quality education and promote lifelong learning for all', and goes as far as identifying 'inclusion' as a solution to marginalization (UNGA, 2015b, p. 17). Sustainable development scholars Gupta and Vegelin (2016) define inclusion in economic and social terms, citing inclusion as a goal that requires structural change in how people participate in development and how scholars evaluate its outcomes. Gupta and Vegelin characterise inclusion in three ways: social inclusion, focused on participation of all in the sphere of development (Thorbecke, 2006); ecological inclusiveness, which focuses on development of ecocentric norms (Chambers and Conway, 1991); and relational inclusiveness, which focuses on issues of power and structural inequalities (Harriss-White, 2006; Mosse, 2010). SDG 4 identifies pluralistic rights by naming girls, rural children, children from the bottom fifth wealth quintile in their countries, persons with disabilities, indigenous populations, conflict-affected children, students from developing countries, least developed countries, small island developing states, and African states as pluralistic rights bearers.

Despite the contested nature of inclusive education, and the many different socio-cultural-historical contexts in which schooling occurs, use of the term has broadened over the past 25 years in recognition of disparities in education systems throughout the world (Florian 2019). This broader view now necessitates a wider consideration of what it means to educate all children together. Such a consideration can address the limitations inherent in current approaches to inclusive education that have tended to focus on including children with disabilities in mainstream schools. While inclusive education challenged the



concept of special needs education as ‘different from’ or ‘additional to’ that which is provided for the majority of learners, the processes associated with it have tended to replicate rather than replace special needs education in many situations leading some to warn that inclusive education risked becoming another name for special education (Slee and Allan 2001), and others to question whether the concept of inclusive education has outpaced practice (Artiles et al. 2006). (Florian 2019)

Inclusive education represents a rights-based approach to education that aims to ensure that: ‘those in vulnerable situations, persons with disabilities, indigenous peoples, those in remote rural areas, ethnic minorities, the poor, women and girls, migrants, refugees, and displaced persons whether as a result of conflict or natural disaster’ (UNESCO 2018, 2), are not excluded or marginalised from or within education systems. It is important to note that special needs education and inclusive education are not synonymous concepts but they are both imperfect practices with scope for future development that support the equity agenda of SGD 4 (Florian 2019). SDG 4 represents a new era for inclusion and inclusive education placing greater emphasis on accountability for marginalised populations through examination of disaggregated data than ever before.

1.1.2. Main groups addressed by this research

The three main groups of pupils mentioned in the current study, pupils with special educational needs, with multicultural background and Roma students, are identified in separate sections for programmatic reasons. In addition, in order to not leave outside of what policy makers frame as ‘all’ risking to contribute to what Anastasiou and Keller (2014) call a ‘politics of silence’, it is considered important to name specific subgroups employing a population-specific right approach because of historic inequalities. By naming students with SEN or with a migrant/multicultural background thus, we follow Johnstone et al.’s (2020, p.+++) argument in that ‘certain children need to be highlighted for the sake of unravelling legacies of exclusion’. The process of identifying marginalised populations raises new questions of course about who is not named as a plural-rights bearer or potential beneficiary of relational inclusion efforts. To this end, global initiatives such as the SDGs, their targets, and the metadata used to evaluate progress must remain flexible and in a state of constant renewal to ensure that inclusive development both pursues the benefits of all and recognises the particular rights and equity needs of those for whom traditional development approaches have not succeeded (Johnstone et al., 2020).



1.2 Inclusion and inclusive policies for students in need

1.2.1 *Inclusion and inclusive policies for students with Disabilities and/or Special Educational Needs (D/SEN)*

One of the principal children's rights is the right to knowledge and to education on the basis of equal opportunities. As article 28 of the UN Convention on the Rights of the Child (1989) states:

States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means.

In addition, Article 24 of the above Convention, and the subsequent General Comment No. 4 of the UN Convention on the Rights of Persons with Disabilities (CRPD) also recognize the right of persons with disabilities to education by ensuring an inclusive education system at all levels and lifelong learning (European Agency for Special Needs and Inclusive Education, 2015: 1).

According to the European Agency for Special Needs and Inclusive Education:

the operational principles guiding the implementation of structures and procedures within inclusive education systems must be those of equity, effectiveness, efficiency and raising achievements for all stakeholders – learners, their parents and families, educational professionals, community representatives and decision-makers – through high-quality, accessible educational opportunities. (2015: 2)

General Comment No. 4 on the right to inclusive education further clarifies that “only inclusive education can provide both quality education and social development for persons with disabilities, and a guarantee of universality and non-discrimination in the right to education” (2016). This clarification is crucial because it distinguishes between segregation, integration, and inclusion, and it urges governments to transfer resources from segregated to inclusive settings.

In the literature, inclusive education is primarily understood as an ideology and an approach to educational practice that respects the right of all children to

receive quality education alongside their peers (Barton, 1997; Allan, 2007). Its implementation entails a series of actions: Soriano, Watkins, and Ebersold (2017: 8–9), for instance, argue that **inclusive education can be conceptualised in four dimensions**:

- Inclusive education as placement in mainstream education;
- Inclusive education as a process towards equal learning opportunities;
- Inclusive education towards equal achievement opportunities;
- Inclusive education towards equal citizenship opportunities.

Thus, the aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and eliminating discrimination and intolerance (i.e., the removal of barriers). It affects all aspects of public life. In education, ‘inclusion’ has become the term used to describe the right of parents and children to access mainstream education alongside their peers. It involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures, and strategies in education that aims to overcome barriers by providing the environment that best corresponds to pupils’ needs and preferences.²

In 2010, the European Commission developed the EU Disability Strategy (EDS) 2010-2020, which outlines important EU initiatives in the domain of education, some of which are the following:

- the Joint Report on the implementation of the Education and Training 2020 (ET2020) Strategic Framework, which prioritises enhanced access to quality and inclusive mainstream education and training for all learners;
- in Erasmus+, specific funding provisions were also made available for the participation of students and staff with disabilities in mobility actions. The Inclusion and Diversity Strategy applied to the Youth strand of Erasmus+ also ensures that young people with fewer opportunities have equal access to the programme, including young people with disabilities (Drakopoulou, 2020).

In 2021, the European Commission published the **EU Strategy for the Rights of Persons with Disabilities 2021-2030**. This is the second strategy of this kind, and it builds on the work done on the basis of the Disability Strategy 2010-2020. The Strategy 2021-2030 aims at establishing the objectives of the EU as regards the life improvement of persons with disabilities. From the perspective of equality bodies, the main initiatives of the strategy elaborate on the role of such bodies in drafting the strategy. The strategy itself focuses on the **three main issues**:

² https://www.inclusion.me.uk/news/what_does_inclusion_mean

- EU rights;
- independent living and autonomy;
- non-discrimination and equal opportunities.

All the Member States in the European Union are committed to working towards ensuring more inclusive education systems. They endeavour to achieve this goal in different ways and through diverse practices, depending on their past actions and current contexts. The ultimate vision for inclusive educational systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers. This vision is in accordance with Luxembourg Recommendations (European Agency for Special Needs and Inclusive Education, 2018c) where it is clearly stated that students with special educational needs have equal chances in their lives (education, vocational training, work, and social life) and that they should be included and educated in the context of general classroom (UNESCO, 1994; Ainscow, 1998). The UN 2030 Agenda for Sustainable Development (UNESCO, 2015) also calls for countries to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (Goal 4 of the Sustainable Development Goals).

The beforementioned visions, goals, and actions are based on the endeavours by UNESCO and the European Agency for Special Needs and Inclusive Education (2018a) to foster the development of more inclusive educational systems. This attempt aims to:

- raise the achievements of learners by recognising and building upon their talents and effectively meeting their individual learning needs and interests;
- ensure that all stakeholders value diversity;
- ensure the availability of flexible continua of provision and resources that support the learning of all stakeholders at both individual and organisational levels;
- ensure that effective continua of support in inclusive educational systems encompass personalised approaches to learning that engage all learners and support their active participation in the learning process (e.g., learner-centred curriculum and assessment frameworks, flexible training and continuous professional development opportunities for all educators, school leaders and decision-makers, etc.);
- operate as learning systems that work towards the continuous improvement and alignment of structures and processes by building the capacity of all stakeholders to develop their attitudes and beliefs, knowledge, understanding, skills and behaviours in line with the goals and principles of an inclusive educational system and to systematically reflect upon their



achievements and then use these reflections to improve and develop their collective work towards their shared goals; and

- (f) raise the achievements, outcomes, and outputs of the system overall by effectively enabling all stakeholders.

Within the above framework, it is therefore important that EU policies and Member States' education legislation fully harmonise with CRPD provisions. However, the implementation of the recommendations on inclusive education is not legally binding for the EU Member States; rather, it depends on Member States' willingness and priorities. This is the reason why many variations are to be noticed in educational systems among the Member States. On the other hand, despite the extensive literature on the topic, inclusive education remains a controversial concept, as it is understood in different ways, according to the individual researchers' theoretical background and the national context (Meijer & Watkins, 2016).

1.2.2. Inclusive educational policies for students with a migrant / refugee experience and for Roma students

The notion of inclusive education

The relationship between inclusion and education begins in the context of the educational integration of students with special educational abilities (Kiuppis & Peters, 2014: 250, cited in Cerna, 2019: 54; OECD, 1996: 3, cited in Taylor, Kaur, & Sidhu 2011: 53–54; European Commission directives). So, in recent years, inclusive education has expanded its boundaries, due to intense diversity, and now includes groups of students with refugee / immigration experience and Roma students. Due to the multilevel diversity that characterizes the above groups, the concept of inclusion cannot be limited to a single definition.

According to Mitchell (2005), inclusion is a complex and problematic notion that can hardly be defined by an acceptable definition. It seems that the concept of inclusion depends each time a) on the group of students to whom it is addressed and their special needs in relation to the respective socio-political conditions, b) on the agenda of the institution or the synergy of the institutions, c) on the influence of previous directives, actions, d) on the government directives, directives of the European Commission and International Organisations, e) on the objectives of the action / synergy [our finding]. Nor can we fail to emphasize the frequent confusion surrounding the terms 'inclusion' and 'integration'. Groups of children can be seen either individually (migrant students, refugees, Roma) or as a whole, under the concepts of vulnerable social groups, children living on the edge of poverty, etc.

At the same time, inclusion can be approached as a process of accessing the school, as a goal, as a result, as a goal (see objectives of Education for All [EFA] in Kozleski,

Artiles, Fletcher, & Engelbrecht, 2007, and the Millennium Development Goals on Education in Singal, 2008), as a value for a quality education, even as a precondition of an inclusive society. In addition, we find that inclusive education may differ –to a greater or lesser extent– from country to country, in relation to its orientation (cf. regarding students with immigration / refugee experience, Roma students) (Mitchell, 2005; Singal, 2008), from organisation to organisation, and from program to program. A common basis for all educational policy makers is the connection of inclusion with the values of justice, equality, access, and equity, which are sometimes “on the same line” with inclusion, sometimes part of it, and sometimes they are an umbrella that “includes” inclusion. Inclusion may also be considered whenever one is invited to make a link to professional development, taking into account the parameters mentioned above.

The concept of inclusion and inclusive education at global and European level

In Table 1 below we can see a summary of education policy makers at world, European and national (Greek) levels.

Global Level	European Level	National (Greece): Education Policy Agents	Level Research Institutions / Research projects
UN UNESCO UNICEF	Council of Europe (policy makers)	Ministry of Education and Religious Affairs	Nationwide Research Programs by HEIs
OECD Organisation for Economic Co-operation and Development)	European Union	Institute of Educational Policy - IEP (policy makers)	University of Thessaly, Greek Language and Multilingualism Laboratory
PISA (Programme for International Student Assessment)	European Council	Ministry of Labour [General Secretariat of Solidarity and Alleviation of Poverty, Manpower Employment Organisation]	National and Kapodistrian University of Athens, University of Thessaly, Aristotle University of Thessaloniki, University of Ioannina, University of Crete, Aegean University
		Ministry of Justice and Human Rights	Centre for Development of Educational Policy of the General Confederation of Greek Laborers (CDEP-GCGL)
		Independent Authorities: the Greek Ombudsman and Children's Ombudsman	

		Ministry of Migration and Asylum (Unaccompanied Minors' Integration and Support Unit, Special Secretariat of Unaccompanied Minors)	
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Table 1

Educational Policy-making bodies at world, European and national (Greek) level

Since the mid-1990s, the global trend in the field of education has been to implement high quality education to ALL children, starting from the field of Special Education. More specifically, the Salamanca Statement and Framework for Action of 1994, a policy adopted in 1995 by 92 governments and 25 international organisations, was the first to offer a clear outline of Inclusive Education as the vehicle for the strategies outlined in Education for All. The structures of the Salamanca Statement are further enhanced in the EFA Framework for Action in 2000 and in the 2008 UNESCO Education Summit (UNESCO, 2009).

“Inclusive education can be seen as a process of strengthening the capacity of an education system to reach out to all learners in the community. It is, therefore, an overall principle that should guide all educational policies and practices, starting from the belief that education is a basic human right and the foundation for a more just society” (Unesco, 2016: 20).

Global and European organisations conceptualize inclusiveness and, consequently, inclusive education based on the human right to education (Universal Declaration of Human Rights) and quality education. On this basis, among other things, a framework of four interrelated key features, namely accessible, available, acceptable, and adaptable education for each child, was formed (cited in Ast, 2018). Specifically, at a **global level**, UNESCO, which seems to influence the ways in which inclusion is conceptualized for other international and local organisations, but also for the European Commission, defines inclusion as a process that responds to the different needs of students while respecting all forms of diversity (UNESCO, 2009, cited in Rutigliano, 2020: 31). The ultimate goal of inclusive education is to eliminate all forms of discrimination (UNESCO, 2009,

cited in Rutigliano, 2020: 31). In this context, inclusion is inextricably linked to the principle of equity (UNESCO, 2009: 7–9) to lay the foundations for education based on social justice. It is also important to note that the concept of inclusion has recently expanded due to the COVID-19 conditions, as inequalities are intensifying, i.e. (new) needs arise as an even larger percentage of students are left out of formal education (United Nation Sustainable Development Goals Report, 2020: 32). UNICEF sets out as the starting point for inclusive education the right to non-discriminatory education to ensure access to school for every child living in extreme poverty (United Nation Sustainable Development Goals Report, cited in Richardson, 2018: 1). It is understood that UNICEF connects (inclusive) education with social reality and sets the existence of inclusive society as a condition or as a result (United Nation Sustainable Development Goals Report, cited in Richardson, 2018: 1). This relationship is highlighted by most of UNICEF's programs and synergies, including the most recent one: Child Guarantee (see Phase III, <https://www.unicef.org/greece/en/child-guarantee>), of which this study is a key part. In addition, the International Student Assessment Program's reports (PISA) indicate that the OECD views inclusion in relation to fairness to measure equity (relative to core competency development), and to mitigate the impact of dropout rates on students of vulnerable groups (OECD, 2020: 42–43). Moreover, there is a long “tradition” of inclusive policies for Roma children. This report distinguishes two types of policy: redistribution policy (towards disadvantaged groups in general) and a policy of recognition (of the visible minority concerned) (cf. socio-economic and cultural symbolic injustices, Nancy Fraser, 2011, cited in Rutigliano, 2020: 30). Both are based on principles that encourage social justice. At **European level**, and mainly through the principles and directives of the European Commission, the concept of inclusion is understood in accordance with the standards of global organisations. It is worth noting, however, that in both the 2017 European Pillar for social rights and the 2020 European policy cooperation framework (ET2020), the values of equality and equity also apply to adults who wish to continue their education for life.³

Finally, it has to be mentioned that there are correlations and associations between inclusion and intercultural education (Salgado-Orellana, Berrocal de Luna, & Sánchez-Núñez, 2019, cited in Rutigliano, 2020: 65). **Intercultural education** recognises equality of every language and culture, and therefore educational projects include efforts to eradicate stereotypes and prejudices or racist behaviours (Banks & Banks, 2004; Govaris, 2011). Inclusion is an active

³ https://ec.europa.eu/education/policies/european-policy-cooperation/education-and-migrants_en, https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en

process of transforming ideology, policies, and practices of social institutions like school in order to raise the barriers that hinder equal participation of every student (Ainscow, 2006: 15). In this context, inclusive education also covers intercultural education, since the former refers to equal participation of the whole student population that is differentiated based on their educational needs, whereas the latter focuses on students who are diversified based on ethnic, cultural and/or linguistic identities (Blândul, 2010). Thus, inclusive education is not only about inclusion of students in the educational system, which perceives diversity as a personal deficiency and consequently as the student's disadvantage; rather it encompasses the transformation of the school, so as to meet the educational needs of the children, thus ensuring not only access but also equal participation (Zoniou-Sideri et al., 2006).

The points raised above emerge from scientific articles that draw on either field research or literature reviews and comparisons of inclusive policies in different countries. Barton (2000: 8) notes that inclusion can be seen as a process of transforming the school into an open organisation in order to ensure the well-being of all students. Other scholarship identifies the relationship between inclusive education in terms of global / national citizenship and social cohesion (Pinson & Arnot 2007, cited in Taylor, Kaur, & Sidhu, 2011: 54). Taylor et al. (2011: 54) draw, among other things, on the principles of the Tasmanian Education Department (2008, cited in Taylor et al., 2011: 53–54), which highlight the cruciality of the sense of belonging.

The concept of inclusion and inclusive education in Greece

As far as Greece is concerned, at a national level, the concept of inclusive education –and consequently inclusive practices– are officially shaped by the Ministry of Education and the Institute of Educational Policy (IEP). The relevant discourse also takes into account instructions, principles, and actions of other Ministries, as well as Independent Authorities and University Institutions (see, e.g., Greek Ombudsman / The Greek Ombudsman Children's Rights). In a recent interview with other EU Ministers of Education, the Greek Minister of Education stated that inclusive education pertains to vulnerable groups of students and it is implemented through the establishment of policies for universal access to all levels of education (including of lifelong learning – not to mention higher education) (Action Plan for equal access for students with disabilities), and through actions such as the creation of a National System of Vocational Education,

Training and Lifelong Learning.⁴ The strengthening of digital education also has an important dimension –clearly influenced by the COVID-19 condition (digital inclusive educational model).⁵ In addition, the existence of a separate department for “Educational Innovation and Inclusive Education” with a separate internal unit for “Special and Inclusive Education” in the IEP seems to highlight the criticality and usefulness of the relationship between educational policies and inclusive education. Aspects of this relationship are evident at the national level from the unit’s objectives, some of which are developed in concepts such as rights, interdisciplinarity, differentiated approaches, and multilingual-multicultural materials / multilingual learning, and are addressed to all the groups mentioned above. At the same time, inclusion is implemented through synergies with other organisations. For example, the participation of the IEP in the recent research project “Inclusive Schools” (InSchool 2019–2021), which was coordinated by the British Council in collaboration with organisations such as Expedition Inside Culture (EiC), the Scottish Development Education Centre (ScotDec), Asamblea de Cooperación Por la Paz (ACPP), the Organizing Bureau of European School Students Unions (Obessu), Lifelong Learning Platform (LLLP), and EU funding (Erasmus+), shows the influence and synthesis of principles and approaches of different organisations. A point of convergence is the link between inclusion and equal access to and participation in learning for all children “regardless of their gender, abilities or disabilities, race, religious beliefs, sexual orientation, socioeconomic status or any another difference” (Rodríguez Somlyay, 2020: 9). It is important to note the explicit reference to children in the LGBTQI community (Rodríguez Somlyay, November 2020: 1) as an indication of the broadening the concept of inclusion. Another noteworthy aspect of the report is the recognition of teachers, family, and communities as groups that should be taken into account in policy making, to ensure coexistence and prosperity in education (Rodríguez Somlyay, 2020: 9–11). Another body that influences / shapes the concept of inclusion is the **Ministry of Justice, Transparency and Human Rights**, which is tasked with improving the quality of life (and consequently the education) of children in Greece, by designing the National Action Plan for the Rights of the Child. Some axes of priority focus, among other issues, on combating child poverty and ensuring the right of children to education (Report of the Ministry of Justice,

⁴ <https://www.minedu.gov.gr/news/47875-19-02-21-i-symperiliptiki-kai-i-psifiaki-ekpaidefsi-sto-epikentro-tis-atypis-tilediaskepsis-ton-ypourgon-paideias-tis-ee>

⁵ Op.cit.

National Action Plan, 2017: 17).⁶ Reports by the **Greek Ombudsman/ The Greek Ombudsman Children's Rights** emphasize the importance of maintaining access to education.⁷

1.2.3. Asylum seeking children

The term 'asylum-seeking children' can be used to describe unaccompanied minors or children whose parents from third countries are in the process of obtaining asylum, i.e. protection in a country after their forced migration route. Specialised services carry out the examination of applications in the host countries bound by the Dublin III Regulation (Ministry of Migration & Asylum). It is worth noting that Asylum application procedures are not the same for all countries. However, this procedure could be a pre-stage of social integration. Both at the European and local level, the distinction between the privileges and entitlements, prohibitions and options available to asylum seekers and beneficiaries of international protection, especially in the field of education, is often not clear. These people are children and adolescents who are in-between a (non) status and enjoy privileges with an expiry date. In other words, they can lose these privileges, such as access to education, within the time it may take to process their application.

At European level

The European Asylum Support Office (EASO) provides essential insights every year through various reports. In most European countries, asylum seekers enjoy certain rights, including access to education for the children and adults to continue the school life of children -same as the beneficiaries of international protection. Many efforts are made every year to enable unaccompanied adolescents or children whose parents and/or themselves are in asylum proceedings to attend school. These efforts are related to providing information about the right/obligation to access education and how this can be achieved, or/and the provision of cultural mediators, etc. (European Asylum Support Office, 2021). However, challenges may arise that prevent access to education even if it is institutionally enshrined. For example, the difficulty in identifying previous documents that prove a student's previous educational background or even the

⁶ <https://www.minedu.gov.gr/news/47227-7-12-2020-symmetoxi-genikis-grammateos-k-gika-sti-diadiktyaki-diavoylefsi-gia-tin-katastasi-ton-paidion-kai-ton-neon-stin-ellada>.

⁷ https://www.synigoros.gr/resources/ekpaidefsi_prosfygon_lesvos-feb2017.pdf, see Recent report on access to education for refugee children in covid-19 conditions <https://www.synigoros.gr/?%20i%20=%20childrens-rights.el.epanapatrismos.787548>

absolute lack of such documents. The covid-19 situation during 2020, 2021 was also a period of restrictions concerning education. Like refugee and migrant children, asylum-seeking children have been excluded from education for a long time due to the lack of technological equipment for attending online classes or lack of reading space etc. (European Asylum Support Office, 2021).

At national level

The Ministry of Migration and Asylum highlights that the Asylum services were launched in 2011, where for the first time in Greece has created an autonomous procedure for the examination of international protection claims ((Ministry of Migration & Asylum). Through the official guidelines, the Ministry highlights that asylum seekers have some rights and obligations. Among other rights, asylum-seeking children and unaccompanied minors could have access to public education for children. Children and adolescents have the same rights and follow the same procedures for filing the necessary documents as native children (Ministry of Migration & Asylum). As well as for adults, access to secondary education and vocational training is provided (Ministry of Migration & Asylum). Identical to other European countries, efforts are being made to inform asylum seekers about attending compulsory education through officials guides translated into the first languages of asylum seekers, or through the program ESTIA that provides information services about access to education ((Ministry of Migration & Asylum). Unaccompanied children also benefit from similar special procedures for their access to education. UNHCR confirms through reports the same processes, rights/obligations for asylum seekers (<https://help.unhcr.org/greece/living-in-greece/access-to-education/>, see also Refugee.INFO, 2021). Indeed, UNHCR remarks that in cases of lack of certain documents, such as a birth certificate or a family status certificate, the access in school can be facilitated with the following three documents: asylum seeker's card, health or vaccination booklet and Proof of residence. For access to special schools, as in the case of natives, the corresponding document from Evaluation and Support for Persons with Special Needs (KE.D.D.Y.) is required. However, access to education for refugee children (and asylum-seeking children) seems to be limited. This fact is highlighted through the Report of the Greek Council of Refugees in the context of the discussions carried out by the European Council on Refugees and Exiles (ECRE). The Report mentions the significant restriction of children's access to schools (and children of asylum seekers), especially during covid-19 (<https://asylumineurope.org/reports/country/greece/reception-conditions/employment-and-education/access-education/>). Something that is also confirmed by other sources (see EASO report, 2021). Finally, it is crucial to point out that, according to UNHCR, children or adolescents "will need to fulfil additional requirements ([!\[\]\(2e897e890e69d81eae4503a8342c36b0_img.jpg\)](https://help.unhcr.org/greece/living-in-</p></div><div data-bbox=)

greece/access-to-education/) which probably indicates a more complex process than that of full access like the natives, which is displayed in formal guidelines.

The approach to access to education in relation to the stage of the application process

The request for international protection concerns a range of rights, including education. A right that can be enjoyed by those who manage to do so. Furthermore, we cannot discuss access to education in the context of inclusive education unless we consider the restrictions on access or/and the right to enjoy other social provisions such as accommodation and alimentation.

Linking the "status" of asylum seekers seems to bring to light, mainly, functional/operational constraints that could be summarised in the following questions:

- To what extent the process of collecting the documents affects the access to education for children?
- To what extent linguistically and culturally non sensitive formal documents for asylum seeking children could affect their registration in schools?
- Is there any provision for access to education for asylum seekers in detection centers?
- And finally, providing the right to education through the same procedure that native children are followed is actually an inclusive example?

1.3 The (co) development of educational inclusion policies

1.3.1. The (co) development of educational inclusion principles of policies at international and European level

In various countries, the principles of inclusion policies and consequently inclusive practices are formed at various levels. At a global level, European and other international organisations influence the design of local inclusive policies through various projects and research reports, as well as new directives from the European Commission. For example, a lot of International Organisations stand up for refugees, immigrants, Roma or D/SEN students such as:

(a) United Nations High Commissioner for Refugees

The United Nations High Commissioner for Refugees (UNHCR) aims to help raise awareness among the younger generation on refugee issues, and to promote positive attitudes and behaviours as well as respect for human rights, through educational activities and programs of cooperation with institutions and members

of the educational community. Indicative actions and programmes; “What if it was you?” and the website: “Teaching about refugees”⁸.

(b) International Organisation for Migration

The International Organisation for Migration (IOM) implements projects aiming at a successful social and labour migrant integration, legal and orderly migration to EU and non-EU countries, enhancement of accommodation facilities, improvement of migrants’ living conditions, counter of racism, xenophobia, and human trafficking. Indicative actions and programmes; Operation of Six Shelters for Unaccompanied Migrant Children in Greece, Includ-EU.

(c) UNICEF

UNICEF’s work in education is fundamental. Its statement that “all children have the right to go to school and learn, regardless of who they are, where they live or how much money their family has” has changed the meaning and the goals of education globally. Unicef tries to offer a safe, friendly environment, qualified and motivated teachers, and instruction in languages students can understand. Also, works to provide learning opportunities that prepare children and adolescents with the knowledge and skills they need to thrive through gender-equitable access to quality education from early childhood to adolescence, including for children with disabilities, marginalized children and those living in humanitarian and emergency settings. UNICEF vision is to build a world where every child can grow up healthy, protected from harm and educated, so they can reach their full potential. UNICEF works to promote inclusive education and to close the education gap for children with disabilities. To this goal, it supports government efforts to foster and monitor inclusive education systems through Advocacy, Awareness-raising, Capacity-building and Implementation support.

More specifically, for D/SEN students it tries to reduce stigma and discrimination against children with disabilities. They are one of the most marginalized and excluded groups in society. Facing daily discrimination in the form of negative attitudes, lack of adequate policies and legislation, they are effectively barred from realizing their rights to healthcare, education, and even survival. They are less likely to attend school, access medical services, or have their voices heard in society. Their disabilities also place them at a higher risk of physical abuse, and often exclude them from receiving proper nutrition or humanitarian assistance in emergencies.

As concerns refugees and immigrants students, UNICEF’s approach is largely based on strengthening local and national capacity, investing in key priority areas,

⁸ <https://www.unhcr.org/gr/en/13049-teaching-about-refugees-unhcr-issues-new-material-for-greek-teachers.html>.

and providing substantial support to the most vulnerable refugee and migrant populations. In particular, UNICEF Child and Family Support Centers provide refugee and migrant children and their families with safe psychosocial support, structured play and learning, prevention and treatment of gender-based violence, legal aid, information office, case management support, referral to health care and more. UNICEF non-formal education centers not only support children in Greek public schools through the provision of remedial courses, but they also provide life lessons and skills to those who do not have access to the Greek education system. UNICEF also works closely with the national government to support the National Refugee Action Plan in Greece. This includes providing technical support to various ministries on children's rights, advising on draft legislative and procedural frameworks, as well as training front-line workers and public sector employees.

Thus, UNICEF works to ensure that Roma children are protected against rights violations. Working with Children's Ombudsman's offices and the justice system, UNICEF also supports the implementation of the rights of all children, including those from Roma communities. Addressing child marriage requires a multi-pronged approach, from increasing agency and resources for adolescents at risk (especially girls), to enhancing legal systems and services that respond to the needs of adolescents at risk of, or affected by, child marriage.

(d) DREAM (Disability Rights, Education Activism, and Mentoring <https://www.dreamcollegedisability.org/>) is a national organization for and by college students with disabilities. It is supported by and collaborating with the National Center for College Students with Disabilities (NCCSD), which is based at the Association on Higher Education And Disability (AHEAD). They try to include in education every student of all ages with any kind of disability, explicitly those who have traditionally been marginalized or under-represented in the disability or higher education communities.

(e) National Organization on Disability (NOD, <https://www.nod.org/>) was founded in 1982 and represents every person with a disability, regardless of particular needs or circumstances. Its mission has always been to break down the barriers that fence people off from the wider community, to eliminate isolating barriers and to make a world where all people with disabilities enjoy full opportunity for employment, enterprise and earnings, knowing how to make the most of their talents.

Moreover, the European Union (European Commission) takes action toward inclusion:

(a) EU Actions for D/SEN students

European Agency's for Special Needs and Inclusive Education (<https://www.european-agency.org/>) vision for education is to include learners of any age to a high-quality education together with friends and with good opportunities in the community where they live. It collaborates with governments



and international organisations advising and guiding each one how to make good and fair education policies, to make education systems more inclusive and to check what works better and what needs change through a lot of projects and written reports.

(b) EU Actions for Refugee and Migrant Students

The Commission Action Plan for the Integration of Third-Country Nationals identifies three priorities for education: the integration of newly arrived migrants into general education structures as soon as possible, the prevention of migrant backwardness, and the prevention of social exclusion and the promotion of intercultural interaction. The European Commission facilitates the exchange of good practice between Member States through mutual learning activities. These activities also promote networking between policy makers and enable them to better meet current and future challenges. Indicative actions and programmes; E-COURSE⁹, Online Linguistic Support (OLS)¹⁰, Inclusive School project¹¹, eTwinning platform¹², SIRIUS¹³ immigrant education network.

In order to promote the efficient management of migration flows and the implementation, strengthening and development of a common Union approach to asylum and immigration, the European Commission established the Asylum, Migration and Integration Fund (AMIF) to provide funding for the period between 2014 and 2020. The largest share of the AMIF (approximately 88%) was channelled through shared management. EU States implemented their multiannual National Programmes, covering the whole 2014-20 period. These programmes were prepared, implemented, monitored, and evaluated by the contact points in EU States, in partnership with the relevant stakeholders in the field, including the civil society. For example, “ArtsTogether” and the U-CARE project.

(c) EU Actions for Roma children

In 2011 the European Commission adopted the European Union framework for national Roma integration strategies in collaboration with the European Structural and Investment Funds (ESIF) which focuses on four key areas: education, employment, health services, and housing. In order to achieve these goals, the integrated use of European social, regional, and rural development funds is crucial. A wide range of measures closely related to Roma integration can be financed under the European Structural and Investment Funds programs, such as infrastructural developments in social care, healthcare, education, employment, housing, human capital investments, capacity building of local

⁹ <https://e-course.eu/el/ecourse-kom/>

¹⁰ <https://erasmusplusols.eu/en/>

¹¹ <https://www.britishcouncil.gr/en/programmes/education/schools/inclusive-schools>

¹² <https://www.etwinning.net/el/pub/index.htm>

¹³ <https://www.sirius-migrationeducation.org/>

authorities, and others. Exemplary projects and programmes; REACT, ROMACT, ROMED.

Another important partner for inclusion is the Council of Europe (CoE) which is the continent's leading human rights organisation. It aims to create a common democratic and legal area throughout the continent, where respect for human rights, democracy, and the rule of law are ensured. All the Council of Europe's actions are shaped by these values and by an enduring concern to promote social inclusion and cohesion, and respect for diversity. For several decades one of the Council's major education programmes has developed policy and guidelines to promote linguistic diversity and plurilingualism, and reference instruments to support policy and curricula planning in member states. The Council of Europe also provides for and implements a range of research and education initiatives. Through these actions it disseminates its educational policies to the member States. More specifically, the Council of Europe implements actions in the field of language policies (e.g., European Centre for Modern Languages¹⁴, Language Policy Program¹⁵, Linguistic Integration of Adult Migrants¹⁶) democratic education (e.g., Democratic and Inclusive School Culture in Operation¹⁷), citizenship (e.g., Digital Citizenship Education Project¹⁸), etc. depending on the needs at European and local level.

Since 1983, the Council of Europe has been involved in promoting the rights of Roma children through the funding of research and educational projects of relevant interest, the provision of professional development for teaching staff, and the development of policy documents for the member States¹⁹. In 2020, the Council of the European Union adopted a three-pillar recommendation on Roma equality, inclusion and participation. It also sets EU headline targets, improves data collection, reporting and monitoring, and proposes a new portfolio of indicators. This current approach is anticipated to improve effectiveness of efforts and promote policy learning. The EU Roma strategic framework gives a stronger focus to diversity among Roma, to ensure that national strategies meet the specific needs of different groups, such as Roma women, youth, children, EU mobile citizens, stateless and older Roma, as well as those living with disabilities. It encourages an intersectional approach, bearing in mind how different aspects of

¹⁴ <https://www.ecml.at>

¹⁵ <https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/the-platform-in-the-context-of-the-language-policy-programme/>

¹⁶ <https://www.coe.int/en/web/lang-migrants/context-and-objectives-of-the-liam-project>

¹⁷ <https://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/home>

¹⁸ <https://www.coe.int/en/web/digital-citizenship-education/home>

¹⁹ <https://www.coe.int/en/web/roma-and-travellers/education-of-roma-children>,
<https://rm.coe.int/reference-framework-for-educational-policies-in-favour-of-roma-sinti-a/16808b3df9>,
<https://rm.coe.int/reference-framework-for-educational-policies-in-favour-of-roma-sinti-a/16808b3df9>

identity can combine to exacerbate discrimination. It gives a stronger focus to combining the mainstreaming of Roma inclusion across policy areas with targeted measures supporting effective equal access of Roma to rights and services (European Commission, 2020). More recently, through the joint project “Inclusive schools: making a difference for Roma children²⁰” the Council of Europe and the European Commission with the Czech Republic, Hungary, Romania, the Slovak Republic and the United Kingdom seek not only to develop inclusive policies but also to enhance the level of their implementation at school.

1.3.2. *The (co) development of educational inclusion principles of policies at national level*

At a local level, Greece also takes into consideration the various directives and reports from European and international bodies. The Ministry of Education and the Institute of Educational Policy are responsible for the dissemination of inclusive policies to schools. In most cases, the two institutions cooperate with other local or global bodies such as Universities, Research Centres or independent experts.

(a) D/SEN students

In accordance with the Convention on the Rights of Persons with Disabilities and UNICEF guidelines, Greece has officially recognised, since 1985, the right of children with special educational needs and disability “to enjoy measures that ensure their independence, occupational inclusion and participation in the social, economic and political life of the country” (Art. 21, §6) (GG 120A/2008: 2184). This policy is implemented through the publication of three successive Laws, covering a time span of more than 20 years. According to the Greek State Law 1566/85 (Art. 1), which was a framework law for the whole educational system in Greece, “[t]he purpose of primary and secondary education is to contribute to the holistic mental and psychosomatic development of D/SEN students in order for them to become independent, democratic and responsible personalities”. Additionally, Law 1566/85 (Art. 2, §4) specifies that “[p]rimary and secondary education pupils who have special educational needs attend special schools or special classes or are integrated in mainstream classes, in order to receive appropriate, in each case, special education and learning” (GG 167A/85: 2548). These **legal provisions** are the first considerations of special education, which was initially viewed within the framework of general education. In subsequent legislation, Greek State Law 2817/2000 still aims at the development and

²⁰ <https://coe-romact.org/article/inschool---new-project-european-commission-and-council-europe-inclusive-education-roma>

improvement of D/SEN pupils' personal abilities in order for the D/SEN pupils to be integrated in the mainstream school, if this is possible. It places emphasis, not on the clinical aetiology of disabilities, but on the common educational needs of disabled students. According to the law, attendance in special schools is only recommended for children with severe and/or multiple disabilities. This was the beginning of an era in which disabled people have been offered more equal opportunities in education. From this point onward, the teaching staff became more specialised and the accessibility to buildings and other facilities has been improved. Inclusion classes have been established in mainstream schools, even though they remained separate from mainstream classes. The number of special schools is limited, and emphasis is given on the creation of vocational special school units. Other important elements of Law 2817/2000 include the continuation and reformation of Diagnostic and Educational Support Centres (KEDDY, subsequently renamed to KEDASY) and the requirement for diagnosis of students' special educational needs in order to determine the type and the content of their education.

In general, a gradual but stable shift from oriented-isolated special education toward the implementation of more inclusive educational practices in the mainstream schools has been observed in the Greek educational system over the last three decades. Before 2008, children with special educational needs were enrolled mainly in 'special schools'. Since then, following legislation regarding special education in 2008, the aim has been to remove physical and social barriers to schooling for all Greek pupils (Law 3699/2008). More D/SEN students have been included in regular classrooms, and the adoption of new strategies has been proposed to support educational inclusion. Multidisciplinary support teams have been established at school level, and the development of individualised educational plans has been recommended. Intersectoral collaboration has been encouraged in order to provide further educational, health and social support at school level. Institutional capacity to manage, coordinate, monitor, and implement inclusive education policies has been strengthened, and teachers have been provided with training and support. The inclusive practices tend to be planned and applied following the basic principles of 'inclusion', according to which the individuality and every difficulty that students may face is conceptualised as a difference rather than a problem (Hodkinson, 2010).

(b) Refugees and immigrant students

As already mentioned, at the national level, the Ministry of Education has set up the Scientific Committee for the Support of Refugee Children and the Refugee Education Management, Coordination and Monitoring Group. In June 2016, the committee submitted a set of proposals, on which the general planning for the following school year (2016-2017) was based. Based on the recommendations of the committee, **Facilities for Refugee Reception and Education (ΔΥΕΠ)** were

set up across the country, for early childhood education inside the Hospitality Centers, while primary in primary and secondary schools that here in proximity with the Hospitality Centres, where refugees are housed. In collaboration with the Institute for Educational Policy (IEP) and the European Union, open curricula for specific courses were developed, and the selection of educational materials and professional development for teachers were also undertaken. Also, in 2019, the IEP in collaboration with higher education institutions, issued training material which can be used by those who carry out professional development work and support primary education teachers who teach in Reception Classes or in Facilities for Refugee Reception and Education.

At the same time, the Ministry of Education published a TV spot of the Research Centre for Equality Issues (KETHI) and, in collaboration with the film department of the Aristotle University of Thessaloniki, they produced a corresponding spot entitled: "Knowledge is the most valuable resource. Especially for those who have lost the most." In both cases, the aim was to inform and raise awareness of Greek society.

(c) Roma students

In the framework of the collaboration of the IEP, the Athens Lifelong Learning Institute, the NGO "Antirropon", and the organisation "New Horizons for Greek Roma" implement the project "Inclusive Schools for Roma". The main goal of the program is to address the needs of Roma students for educational social inclusion, presenting a model of democratic and inclusive school development, based on human rights principles and guidelines for intercultural learning. The program works directly with Greek schools to support and address the educational needs of Roma students and teachers.

Greek universities also participate in the implementation of integration programs and activities for Roma children. An example is the project entitled "**Inclusion and education of Roma children**", which is part of the Operational Program "Human Resources Development, Education and Lifelong Learning", a programme that is co-financed by European Social Fund, and implemented by the National and Kapodistrian University of Athens in collaboration with the Aristotle University of Thessaloniki (AUTH) and the University of Thessaly. Another example is the project entitled "**Supportive interventions in Roma communities to enhance access and reduce dropout of children and adolescents**". This project involves interventions across the educational community, i.e., it involves students, parents, teachers, and education staff). A final example is the program "**Integration of Roma Children in School**". Initially implemented by the University of Ioannina, this is the longest-running educational program for Roma children that has been developed in Greece. The program focused on Roma populations all over Greece and took into account all those involved in the field of education. It introduced innovations in relation to previous programs in the field of student and parent

support. There was also a complete and original educational proposal for the education of Roma children that drew on the principles of Intercultural Education, and was implemented through the production of new, online material. The importance of the project can be deduced from the fact that, after a two-year hiatus, it was continued by the University of Thessaly, and later by the National and Kapodistrian University of Athens. From 1997 to 2008 the first programme ('Gypsy Children Education'), coordinated by the University of Ioannina, operated, and aimed at regulating and securing the unobstructed attendance of Roma children at school. Also, during the period 2010– 2013 the second programme ('Roma Children Education') operated and was coordinated by University of Athens and Aristotle University of Thessaloniki which were in charge for its implementation in different areas of Greece. This programme extended its actions to pre-school education and adult education (Vasiliadou and Pavli-Korre, 2011, pp. 49–52). Moreover, the programme 'Roma Children Education' that aims at the inclusion, education and empowerment of the Roma. This project was implemented and monitored by academics from the University of Thessaly working within a programme coordinated by the University of Athens. The project includes several strands, such as: adult education for illiterate Roma; parents' classes; educational support for Roma pupils; inclusion classes for children with Asperger's syndrome; and nursery school provision for Roma children (Noula, Cowan & Govaris, 2015).

Limited action has been taken worldwide to implement practices that meet the needs of this population group (Cerna, 2019: introduction). The practices that are applied are often not different from the inclusive practices that are applied to students with immigration experience –this is done by many organisations, although their needs seem to be different (Miller, Ziaian, & Esterman, 2017: 198, cited in Cerna 2019: 54). The OECD encourages the implementation of a holistic model that recognizes the complexity of the refugee students' needs (Arnot & Pinson, 2005: 152, cited in Taylor et al., 2011: 48; Sidhu & Taylor, 2009: 67) in order to adapt policies for educational integration (OECD, 2019: 33).

A holistic model includes principles and practices related to the cognitive, social, and emotional needs of children (OECD, 2019: 33). Inclusive practices **for Roma children** seem to differ from inclusive practices in educational settings with immigrant / refugee students. Here, inclusion practices seem to be expanding to include children as students but also as children with different cultural values (Rutigliano, 2020: 65). Awareness raising of the society also plays an important role. In particular, a recent report (Rutigliano, 2020: 30) mentions two categories of policies on the inclusion of Roma students and the Roma community in (conventional) society, namely (a) a targeted approach, and (b) a mainstream approach (European Social Fund [ESF] Learning Network, 2015; Alexiadou & Norberg, 2017; Neumann, 2017; Alexiadou, 2019, all cited in Rutigliano, 2020: 30): In the first case, inclusive policies aim to alleviate prejudices in the

community (Brüggemann & D'Arcy, 2017, cited in Rutigliano, 2020: 30) . The mainstream approach concerns the inclusion of the entire school population, focusing on the school's general policies on social inequality, based on the concept of human rights, rather than focussing on characteristics that relate to the student's origin (Helakorpi, Lappalainen, & Mietola, 2018; Alexiadou, 2019; see reference in Rutigliano, 2020: 30). In the first approach, the risks reported relate to an ultimately more intense targeting, while in the second case they pertain to the students' visibility (Rutigliano, 2020: 30). This corresponds, respectively, to two policies: a redistribution policy towards disadvantaged groups in general, and a policy of recognition of the visible minority concerned. Finally, an important element is the continuous review of practices (Rutigliano, 2020: 6). **For students with a migrant / refugee experience**, inclusion draws on the theoretical principles mentioned in the concept of inclusion (i.e., access and participation). In practice, inclusion can be applied by means of an accessible curriculum that will involve all students and create a supportive community with mutual respect. It is also important to ensuring inclusive education practices that are embedded, sustained, and evaluated (Tasmanian Education Department, 2008: 1, cited in Taylor et al., 2011: 53-54; Triling, 2019). One should also note the various (joint) projects to promote inclusive education at European level, such as the Migrant Children and Communities in a Transforming Europe (MiCreate) project. The aim of the project is to promote inclusive education based on a child-centred approach on educational and policy level (<http://www.micreate.eu>).

1.3.3. Inclusive educational policies in Greece: conclusive remarks

The Greek state by the term “inclusive education” is referring to a quality education which is focused on the equal access and participation of all students to the “good of learning” (Inclusive Schools, 2020, available on <https://inclusiveschools.net/>) and contributes to the overall, harmonious and balanced development of the social, emotional, mental, cognitive and psychosomatic strengths of all learners, regardless of gender, race, nationality, socioeconomic profile and origin in order to become independent personalities and live creatively’ (Law 1566/85 (Article 1, § 1) (GG A 167/85): p. 2547). The elimination of educational disparities has been at the core of Greece’s education policy priorities. As a result, some measures, combined with special programmes, have been taken for the inclusion of vulnerable social groups such as learners with disabilities, immigrant, refugees, repatriated learners and Roma children in the education process (ibid). However, curriculum and textbook reform with particular emphasis on differentiated instruction and the promotion of inclusive structures and procedures in a whole school community have not yet been applied in practice, fact that impedes the incorporation of the skills and cultural heritage of migrant, refugee, Roma and D/SEN students in school curriculum and in inclusive practices (European Agency for Special Needs and Inclusive Education,

2018). As a result, including all learners and ensuring that each individual has an equal and personalized opportunity for educational progress is still a challenge in the Greek educational system (ibid).

Nowadays, Greece's inclusive priorities are towards building a legislative framework that will unite available human or financial resources for the creation of a more inclusive and equitable education system. In other words, among its goals is the development of a separate, recognizable action plan for inclusive education within all educational policies and strategies, as European Agency for Special Needs and Inclusive Education states (2018: 25).

Many steps are made towards the implementation of a diversity inclusive model aiming to the successful and essential inclusion (Evans & Knepper, 2021) but the absence of a holistic- horizontal inclusive model is filled by the application of hybrid models which incorporates some aspects of inclusion, integration, or of assimilation. For example, there are exclusive schools only for D/SEN students (special schools) or only for Refugees, Immigrants and Roma (intercultural schools and minority schools), but the objective of compensatory education is the re-integration of students in the learning process to achieve the improvement of their progress so as to complete compulsory education, reducing early school leaving. As a result, many other models, which aims to inclusion, are applied which focuses on participating in the same class/school or the one which focuses on students' individual needs, as following:

- a) Full inclusion in mainstream class
- b) Special classes in the mainstream school (inclusion class for D/SEN students, reception classes or educational priority zones for Refugees, Immigrants and Roma students)
- c) teaching support for the participation in the same class (for D/SEN students is called parallel support and for Refugees, Immigrants and Roma students is called additional teaching support)
- d) Individual learning arrangements (Eurydice, 2021).

During the last decades, inclusive education in Greece is found through a number of stated intentions, written policies and actual practices but more have to be done in order to move towards the achievement of more inclusive school communities. Within this context, different models of provision have been into practice, but inclusive education has not been conceptualised as whole-school reform, but mainly as a means of increasing access to mainstream education for students with disabilities and/or special educational needs and afterwards for migrants/refugees and Roma students. In this context, the process of change towards more inclusive practices seems to require, first of all, the creation of a coherent education policy covering all aspects of education (curriculum, pedagogy and school organisation) and should be based on the fundamental restructuring of the educational system (European Agency for Special Needs and Inclusive Education, 2018).



Based on the literature review of the previous sections, it is clear that the design and development of inclusive education policies is a purely top-down process, in which the only recognised experts are key agents from European and global organisations, as well as from relevant Ministries and Institutes at national level. This means that agents such as the family, whose role is considered crucial for the inclusion of students in school, as well as students and even teachers or school principals and counsellors, are *de facto* not considered as capable of co-designing policies that directly affect them, nor are they involved in the design of said policies. More specifically, families, especially families with migrant/refugee experience or families with D/SEN students, are absent from the decision-making processes regarding the inclusion of their children. This is due, both to the absolute top-down policy design processes, which were analysed above, and to “language restrictions”, a term that encodes exclusion based on linguistic, cultural and educational differences. In the school environment, students also lack the right to participate in processes of designing and developing educational policies that affect them. The exclusion of students is evident even in some policy reports or/and research and educational projects that otherwise adopt a child-based approach with a view to designing more just inclusion policies. These are sometimes typified by either (a) a limited presence of students' views, or by (b) a silencing of students' “voices” because of “discontinuous communication” between different stakeholders and policy-making actors. Moreover, in a top-down policy-making culture, the voices of teachers and other educational agents are not taken into account, although they are tasked with implementing inclusive practices and, consequently, they directly participate in them. They can therefore express their views only through the evaluation of these practices. Given the bureaucratic ethos of educational procedures, this evaluation becomes rare and controversial. The same seems to apply with educational co-ordinators or counsellors, who serve in institutions tasked with formulating policy at a regional level (PEKES: Regional Centres of Educational Planning), but are nevertheless assigned predominantly advisory and training roles.

In addition to that, communication between the Research Centres/Universities involved in education research and the official policy makers such as the European Council, the European Commission, the relevant Ministries, and Institutes is not always efficient. The result is that research data that “carried” teachers' and students' “voices” do not appear / not taken into account in inclusive educational policies. As a consequence, groups such as teachers and students, to whom educational policies are addressed, are not represented, neither directly nor indirectly, at the crucial stage of policy design and development. These are groups who experience inclusive educational practices on a daily basis and who do not have the right to actively participate in expert processes as they are considered non-experts.

The **top-down mechanism** of educational inclusive policy making results in a **'democratically limited' process**, which becomes more intense in the context of inclusive practices. So, an obvious paradox characterizes the participation in shaping inclusive policies for education: on the one hand, these inclusive policies are meant to promote equality and democracy in education; on the other hand, they are policies decided and supported by a mechanism that generally lacks democracy in terms of participation and involvement of education stakeholders. On the other hand, the obvious **lack of conceptualisation of the school as a whole** leads to **local, partial or fragmented measures**, but also to the creation of qualified, but maybe **too much specialised, teaching staff**.



Chapter 2

Transferring inclusive policies to schools: affordances and constraints

2.1 Transferring inclusive policies for D/SEN students to schools

2.1.1. *Measures for including students with Disabilities and/or SEN in schools*

Although in recent decades Greek legislation regarding pupils with special educational needs and disabilities has been formed on the basis of the inclusion context proposed by the European Agency for Special Needs and Inclusive Education (2018a), it is extremely important to examine how this vision for educational inclusion is transferred to Greek schools through specific inclusion policies and processes.

It is generally accepted that in Greece there is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels. The Parliament and Government are responsible for developing the policy, defining the goals, and setting the budgets for education. The Ministry of Education and Religious Affairs is responsible for designing and implementing national educational policy, with the Institute of Educational Policy playing a key role for advising the Ministry and suggesting best solutions. National standards are ensured through legislation, regulation, and national curricula. Although Greece is generally considered as an example of centralised educational policy, local education authorities have a range of structures and processes in place and deploy staff to support inclusive education.

According to the European Agency for Development in Special Needs Education,²¹ in 2017 the student population in Greece was 1,291,920, including 640,522 pupils in primary education and 651,398 students in secondary education. More specific data from the same source indicate that 64,372 students with learning difficulties and disabilities were enrolled in mainstream schools (primary and secondary education), and an additional 9,854 attended special schools (European Agency for Development in Special Needs Education, 2017).

²¹ <https://www.european-agency.org/data/greece/datatable-overview#tab-population-and-enrolment>

As far as students with Disabilities and/or SEN are concerned, a number of **legal measures and pedagogical initiatives** aim to reduce inequalities and to ensure equal access to all levels of education and vocational training. In 2008, Law 3699/2008 (GG 199A/2008, Art. 6, §1) established a national framework concerning the type of education is available to students with disabilities and/or special educational needs (D/SEN). More specifically, D/SEN students may be educated in: (a) classes in mainstream schools, supported by the class teacher; (b) classes in mainstream schools with parallel support provided by qualified special education teachers; or (c) inclusive classes, which operate in mainstream schools and provide a specialised individualised or team programme. In addition, the subsequent complementary laws 4115/2013 and 4186/2013, 4368/2016, 4415/2016, 4452/2017, 4547/2018, 4589/2019, 4638/2019, 4713/ 2020 and 4823/2021 set an effective framework for organizing interdisciplinary support to special education.

According to the above Laws, the most prominent support structures to further facilitate inclusion and joint education in mainstream schools of Greek pupils with disabilities and/or special educational needs are: (a) the Multidisciplinary Support Committee (EDY), which operates at mainstream school level in order to support teaching staff in their endeavour to effectively apply inclusive policies in mainstream class; (b) the School Network of Educational Support (SDEY) for enhancing cooperation among mainstream and special schools; and (c) the local Centres for Multidisciplinary Assessment, Counselling and Support (KE.D.A.S.YY). KEDASYs issue formal assessment reports describing the student's special educational needs. These reports include: (a) the student's individualised education programme, (b) the type of educational support required for the student, and (c) advisory plans for parents, teachers, and special support staff. In addition, this report makes recommendations on issues such as the provision of special learning aids and accessible educational and instructional materials or the need for oral or written student assessment. In 2016, Law 4368/2016 (Art. 82) further specified the inclusive instructional practices that should be adopted in mainstream school, stating that:

...teachers of inclusive classes support students with Disabilities and/or SEN within the mainstream classroom context, in co-operation with the class teachers, with a view to differentiating activities and instructional practices and adapting the educational material and environment according to SEN pupils' educational needs. Support is provided on a one-to-one basis, in a separate room, only if this is made necessary by the students' special educational needs.

In a similar vein, substantial psychological and pedagogical research provides evidence that mainstream school is the most appropriate educational context for a student with Disabilities and/ or SEN, by pointing out the demand of school

adaptation to every student's needs, interests, and special characteristics (IEP, n.d.). In Greece about 98% of students with Disabilities and/or Special Education Needs (e.g., Autistic Spectrum Disorder, Mental Retardation, Attention Deficit Hyperactivity Disorder, Learning Disabilities, Sensory Impairment) are enrolled in mainstream schools. Nevertheless, inclusion is often limited to the physical presence of students with D/SEN in the regular class with few curriculum amendments made by a general teacher, unless a support teacher is appointed. Otherwise, special education is mainly provided in resource rooms outside the regular class by special education teachers.

One of the main efforts outlined in the Action Plan for Education (2017-2020), which was published by the Ministry of Education, Research and Religious Affairs (renamed to Ministry of Education and Religious Affairs in 2019), was the expansion, on 19 May 2017, of the notion of inclusion to the access to education for all children. This expanded scope, which no longer refers exclusively to D/SEN pupils, includes all those target groups of children who have traditionally been excluded from educational opportunities, such as poorest households, ethnic and linguistic minorities, and persons with disabilities and/or special needs. Emphasis has been placed on the promotion of inclusive education and improvement of the efficiency of education and training systems "by upgrading at all levels of education the management and governance capacities of institutions, advancing devolution and professional autonomy, strengthening teacher professionalism, developing school leadership, providing and developing assessment and evaluation capacities, reintroducing school self-evaluation and removing bureaucratic barriers in the educational system" (European Agency for Special Needs and Inclusive Education, 2018b). This action has also been adopted by the Institute of Educational Policy, which has recently articulated a policy vision to establish an inclusive school for all, with differentiated context and syllabus, early intervention, and continuous training and sensitization of school staff, parents, and society so that they can all work harmoniously together.

In order to achieve a "School for All", one of the most essential practices that is being implemented in mainstream school is "**parallel support**". This practice, which was established in Law 3699/2008, gives students the opportunity for more substantial social and learning interaction (Panteliadou et al., 2014; Metsiou, 2019). More recently, in 2019–2020, a programme entitled "Inclusive Schools" has been established by the Institute of Educational Policy in collaboration with the Ministries of Education of many EU countries. This pilot programme focused on the creation of a school network at a local and global level, which aimed to develop and curate specific inclusion strategies proposed in teacher trainings, booklets, teaching material, and action plans. Inclusive educational systems require high quality curriculum and differentiated instruction, an accessible environment, and teachers who are well prepared to address the educational needs of all students.



2.1.2. Challenges and constraints for including students with Disabilities and/or SEN in schools

Despite commendable progress that has been made over the past decades to expand access to education for all children, especially the groups who have traditionally been excluded (e.g., children with disabilities, speakers of minority languages, children with a refugee or migrant background, and children from marginalized communities), ensuring that each individual has an equal and personalised opportunity for educational progress remains a challenge in the Greek educational system. Although different models of provision have been put into practice and some have functioned well as means to support mainstreaming, the implementation of inclusive education for children with special educational needs and disabilities still faces considerable barriers in Greece (Fyssa et al., 2014; Fyssa & Vlachou, 2015).

The most significant **constraints** mentioned in educational research regarding D/SEN inclusion are mostly related to the factors mentioned below:

Constraints for the inclusion of students with Disabilities and/or SEN

- (a) Absence of support and guidance from the principal
- (b) Limited specialised staff
- (c) Lack of curricula concerning D/SEN education
- (d) Nature and severity of students' disability and/or special educational needs
- (e) Exclusion and stigmatisation
- (f) Inclusive education as a time-consuming process
- (g) Underfunding
- (h) Teacher-parent of D/SEN student cooperation

a) Absence of support and guidance from the principal

Recent research has shown that, in addition to appropriate professional development, teachers feel the need to be supported by their administrators in order to implement inclusive policies at schools. Otherwise, negative attitudes towards inclusion are observed and feelings of burnout develop (Hester, Bridges, & Rollins, 2020; Saloviita, 2020). Special education teachers often experience anxiety about inclusion, which seems to relate to the roles and responsibilities undertaken by the principals, but also to the central office personnel administration, and to the lack of resources. If administration fails to provide a supportive work environment and meaningful professional development opportunities, then teachers are likely to continue to experience disempowerment and, ultimately, choose to leave the field (Hester et al., 2020). In Sakoula and

Chourea's (2020) study, it is noted that Inclusive Education is achieved through the fruitful interaction of principals and teachers. Moreover, this study showed how principals' beliefs affect the efficacy of inclusive practices in Education. When the principal promotes inclusive education and seeks to develop personal relationships with teachers, the latter are sufficiently supported and respond positively, trying to apply inclusive practices to their teaching. Nevertheless, in reality it seems that principals are not involved in the work of teachers unless assistance is requested, especially on administrative issues, difficulties, and action planning. In these cases, they are willing to help. In addition, principals often seem not to take initiatives to include students with learning difficulties in general education, and also they rarely carry out the responsibilities described in relevant legislation (Sakiz, 2017). However, teacher-principal interaction sometimes may raise some difficulties.

b) Limited specialised staff

Research worldwide has shown that the teachers who exhibited more negative attitudes towards inclusion were the ones who had little knowledge or training in special education (Reusen, Shoho, & Barker, 2000). More recent scholarship points out the constant demand by teachers to receive appropriate initial training and long-term professional development focusing on inclusion (Avramidis & Kalyva, 2007; Khochen & Radford, 2012). Research findings have shown that teachers who think that they receive adequate support from the special education teacher tend to have more favourable beliefs and attitudes towards inclusion compared to teachers without enough support. On the contrary, teachers with insufficient skills, resources, and support seem to have less favourable perceptions of inclusion (Chiner & Cardona, 2013; Juvonen, Lessard, Rastogi, Schacter, & Smith, 2019). Teachers need to be educated not only on instructional inclusive strategies, but also on social processes and group dynamics so they can use proactive strategies to unite students who come from diverse backgrounds and have different attributes. They also need ongoing support to prevent and handle situations involving peer victimization, rejection, and isolation (Juvonen et al., 2019). Lack of teachers' knowledge about the legislation may affect the way in which inclusion is applied in the school context. Bibliographic research confirms the need for teachers to receive training on special education legislation (O'Connor, Yasik, & Horner, 2016).

c) Lack of curricula concerning D/SEN education

Teachers in Greece seem to be critical about the political effort toward inclusive education. One of the significant constraints they describe is that, despite the fact that Special Education has been organised for more than 25 years, adequate curricula that respond to all the specific student needs have yet to be developed (O'Hanlon, 2013; Pappas, Papoutsis, & Drigas, 2018). In addition, the claim has

been put forward that the same curriculum cannot apply to all students, thus disputing equal access to education (Lampropoulou, 2005). Back in 2004 an attempt was made by the Greek Institute of Educational Policy to develop new curricula, since the need for curricula in the field of special education was made an obvious necessity. Until then, formally and officially in this field, the curricula of general education were valid, so the need was for them to be adapted to the special educational needs of the students. This 'adaptation' was regulated, either by special legislative regulations, or by the practices each school unit and its teachers implement. The revised **curricula** could then be implemented on parallel teaching and integration classes of general early childhood, primary and secondary education and were developed **for six categories of students with disabilities and/or special educational needs**: a) with severe and moderate-mild mental retardation, b) with hearing problems, c) with vision problems, d) with motor disabilities, e), with autism and f) with multiple disabilities. Furthermore, the Institute of Educational Policy adapted most of the textbooks used on primary and secondary education but only for week-sighted students. Also, e-books and digital educational applications and programs can really support teaching and education of students with disabilities, as they significantly contribute to inclusive education, by generating and sustaining interest, attention, concentration, and enthusiasm (Pappas et al., 2018). In addition, university curricula that address inclusion and inclusion issues at the pre-service level should be re-examined, so that future teachers are prepared to teach in a collaborative environment.

d) Nature and severity of students' disabilities and/or special educational needs

A survey of relevant literature shows that the type of disability is an important factor that affects teachers' attitudes toward inclusion (De Boer et al., 2012). In the study conducted by Avramidis and Kalyva (2007), Greek teachers reportedly felt that only children with mild special educational needs could attend mainstream schools. Teachers pointed out that they feel inadequate to teach children with brain damage, autism, and sensory disorders. In another study, Greek teachers also exhibited restrictive and disabling beliefs about inclusion. They supported that inclusive education is not possible for everyone, that it does not have a positive impact on peers who do not have special needs, that it does not benefit children with disabilities in terms of their cognitive development, and that special education teachers should mainly be responsible for implementing inclusive practices of pupils with Disabilities and/or SEN in mainstream schools (Vlachou, 2004). Similarly, teachers outside Greece consider the inclusion of students with mental retardation more difficult than the inclusion of mobility-impaired students or students with learning difficulties (Gebhardt et al., 2011). Specifically, teachers feel more adequate when it comes to including students with

hearing impairments or students who use Braille or sign language, and they could also agree with the inclusion of students with emotional and social difficulties (Chhabra et al., 2010). In the same vein, Tant and Watelain (2016: 7, cited in Jury, Perrin, Desombre, & Rohmer, 2021) conducted a review from which they drew the conclusion that physical education teachers have “a negative attitude towards students with emotional disorders and a rather favourable attitude toward students with learning disabilities” (for a similar conclusion with primary schoolteachers, see de Boer, Pijl, & Minnaert, 2011). Recently, a study by Jury, Perrin, Rohmer, and Desombre (2021) showed that French teachers’ attitudes toward the inclusion of students with Autistic Spectrum Disorder (ASD) were the most negative, in comparison with attitudes regarding students with motor or cognitive disability. However, a very important issue related to the inclusion of children with special educational needs is what is described as “inappropriate behaviour”, such as screams, outbursts of anger, and stereotypes, which does not contribute to the socialisation of pupils with Disabilities and/or SEN, but rather leads to their stigmatisation. Seen from this perspective, D/SEN pupils are considered to hinder classroom teaching, while at the same time their presence lowers the academic attainment of students without special educational needs. Therefore, teachers report that the attendance of pupils with Disabilities and/or SEN in mainstream classes is aimless and often reinforces inappropriate behaviour among pupils with Disabilities and/or SEN (Patsidou, 2010). The problem of ineffective inclusion is mainly found in the lack of support from special teachers and auxiliary staff, while research findings show that the gradual transition and preparation of children with developmental disorders and typical developing peers lead to positive results (Myklebust, 2002). Another reported burden towards inclusion is the delay of diagnosis delivery and the lack of specific intervention guidelines for very difficult cases, by the Diagnostic and Educational Support Centres (KESY) (Kourkoutas & Stavrou, 2017). In addition, the literature review points out that a large number of D/SEN teachers are annually hired with very significant delays after the start of the school year. This happens because special education, as opposed to mainstream education, relies on substitute teachers (Gelastopoulou & Mutavelis, 2017).

e) Exclusion and stigmatisation

A survey of the literature reveals that special education teachers believe that students with special educational needs often experience social exclusion and stigmatisation in activities that take place outside the classroom. Hence, social interaction of students with special educational needs outside the classroom is limited. One main explanation for this phenomenon is the fact that special education teachers are always beside them, protectively standing next to them. This situation leads students with special educational needs to have limited interaction with their peers (Logan, 2006). An excessive dependence of these

students upon the special education teacher, or the stigmatisation and marginalisation by their classmates (Ainscow 2000; Liasidou & Antoniou, 2013; Ftiaka & Symeonidou 2014) emerge as definite issues for future consideration.

Furthermore, the presence of special education schools marginalises people with disabilities and affects their subsequent integration into society. Indeed, the "feeling of refusal by the mainstream society" has been associated with low self-esteem and low perception of intrinsic value, that give students with disabilities the feeling that they cannot succeed, especially in their professional career (Genova, 2015).

f) Inclusive education as a time-consuming process

On the other hand, many doubts have been expressed about the successful implementation of inclusive education, due to the inability of the education system to meet the requirements of including students with special education needs in mainstream schools. According to a survey carried out in Australia, a very large proportion of teachers pointed to the disadvantages arising from the implementation of inclusion policies. To begin with, it has been mentioned that preparing learning activities and material for children with special educational needs is a time-consuming process. Additionally, some of the participants claim that when they devote attention to children with special needs, they neglect other students' educational progress. Thus, learning opportunities are limited, and behavioural and learning problems emerge among other children in the class (Anderson et al., 2007).

g) Underfunding

Another major obstacle of inclusion mentioned in every education study is that of financial constraints. Many schools lack the proper equipment, do not provide the necessary logistical infrastructure, and are not staffed with specially qualified teachers. This situation discourages students with learning disabilities and their families, and it alienates them from the school system. Moreover, despite the UN CRPD and the EU policy, transport systems and public buildings still act as the main barriers to the successful inclusion of students with disabilities (Genova, 2015). The lack of technological assistance and the failure to ensure digital accessibility for some disability categories increases the existing differentiation. A high percentage of teachers believe that financial provisions and infrastructure in Greece are inadequate for the successful implementation of inclusive education. Construction of new school units, remodelling of old ones, and the purchase of special equipment will enhance the implementation of inclusive education (Koutrouba et al., 2008). From the above, it becomes clear that, despite the general effort for a qualitative upgrade of the Greek educational system targeted to inclusion (Antoniou et al., 2009), the progress in Greece remains low in comparison to the average progress marked in the European Union.

For example, technologically advanced tools that are used in other countries, such as joysticks, Braille printers, special keyboards and pointing systems that are mentioned in UNESCO (2008), are not currently available in Greece (Katsarou, 2020). In contrast with the Greek policies, according to the European Agency for Special Needs and Inclusive Education (2019), the Cyprus Report on UN CRPD (2015: 33, Article 24) mentions that Cyprus provides students with special needs who are taught in public schools with “communication devices, closed circuit TVs and other equipment to enlarge letters, special keyboards, special software and other technological aids”. It is important to mention that Braille copies of textbooks are also provided for all learners with visual disabilities who attend Greek public schools (European Agency for Special Needs and Inclusive Education, 2015). Spain also seems more aware about inclusion of students with special needs, as “Spanish schools can offer assistive technology for people who are blind, augmentative and alternative communication systems, including support products for oral communication and sign language” (European Agency for Special Needs and Inclusive Education, 2015).

h) Teacher-parent of D/SEN student cooperation

Significant benefits are reported in the literature regarding teachers’ cooperation. Co-teaching involving general and special education teachers is beneficial not only for students with Disabilities and/or SEN but indeed for all students. Any kind of collaboration can also benefit teachers, providing them with experience, different classroom perspectives, and new ideas (Messiou & Ainscow, 2020). One important mechanism is the creation of instructional support teams, where differentiated instructional strategies that better support student learning are discussed. Indeed, “through collective reflection teachers can share common difficulties, identify common goals, and look into ways of addressing them” (Paulsrud & Nilholm, 2020). However, findings show that the way co-teaching is applied in Greece does not correspond exactly to any of the types of co-teaching that have been recorded in the international literature (Mavropalias, 2013). It is observed that general teachers are often responsible for teaching in the classroom, while the special educators assume the role of an assistant, a model of superiority which has been named “one teach, one assist” (Friend & Cook, 2007; Paulsrud & Nilholm, 2020).

In addition, parent-teacher relationships are often hindered. One of the most important problems observed is the frustration of parents for the supplies provided to their children. Research by Spann, Kohler, and Soenksen (2003) records the frustration of parents, who report that their D/SEN children’s needs are not addressed in schools. In addition, a significant number of parents express their doubts, especially regarding to the availability of qualified staff and special services, as well as concerns about possible rejection by peers.



i) Educational inclusion and COVID-19

The COVID-19 outbreak has significantly affected the lives of learners with disabilities. In the first phase of the pandemic, most European countries closed schools as part of their measures to slow down the spread of the virus. In addition, the EU provided a common platform on learning resources where students, parents and teachers could find learning materials. The education for pupils with D/SEN was turned to distance learning. The aim was for the EU States to provide accessible learning resources for all students, by taking into account the specific needs of learners with disabilities.

In Greece, schools suspended lessons on 10th March 2020 due to the Covid-19 outbreak. The Greek government issued three circular letters that were sent to all schools and stakeholders in order to ensure the inclusion of pupils with disabilities. More specifically, the first circular letter, entitled “General instructions for implementing distance learning education” (F8/38091/GD4) was issued on 16/03/2020. The second, entitled “Distance learning for pupils with disability and/or special educational needs” (F8/39317/GD4) was issued on 19 March 2020 and the third circular letter, entitled “Distance support for pupils with disability and/or special educational needs and their parents and teachers by the Special Support Personnel” (F8/41070/GD4), was issued on 27/03/2020. The beforementioned circular letters contained detailed instructions for a use of a variety of available digital teaching material for all educational levels. In the “prosvasimo”²² (the Greek word for “accessible”) online platform of the Ministry of Education information concerning teaching resources and material was available, and adapted according to different types of disability and educational needs. However, a lot of criticism was raised regarding the limitations to accessibility on the online platforms for all students. For this reason, 9.000 digital devices (at a cost of more than 1.48 million euros) were distributed to support distance learning during lockdown. Other distance learning provisions included the national television ERT2 TV channel, where students can follow some lessons with the contribution of the Greek Sign Language interpreters. In the second phase of the Covid-19 pandemic (7/11/2020-01/02/2021) special education schools in Greece continued onsite operation, while D/SEN students enrolled in mainstream schools were educated through distance learning (Drakopoulou, 2020).

The Position Paper of the EC Disability Support Group (EC DSG), issued on 30th April 2020, pointed out several inequalities in measures taken by the European

²² <http://prosvasimo.iep.edu.gr/el/>

schools for learners with disabilities.²³ The lack of accessibility and necessary support that would enable learners with disabilities to follow online school programmes increased the risk of exclusion. More specifically, Drakopoulou (2020) reports that, according to parents' testimonials, the main barriers identified during distance learning were the following:²⁴

- online platforms have not been properly adapted for students with disabilities;
- there is no universal accessibility to digital infrastructure due to financial reasons;
- in countries using distance learning programmes, poorer children tend to be less able to access them and are at risk of falling further behind if additional support is not made available;
- there is no accessibility to distance learning platforms due to technical/social reasons: A lot of problems with internet connection have been noted, such as absence of internet connection, poor connectivity, and absence of technical support to help students with disabilities and their parents to connect to online platforms. Differences in the parents' literacy may also have driven further inequalities since, in the majority of cases, parents were responsible for helping their children with connecting to online learning material;
- it is not clear how distance learning was implemented, particularly with regard to the communication of written material and feedback, especially for D/SEN pupils. Most teachers had not received additional training to support students with disabilities, thus they could not provide D/SEN students with inclusive education material during distance learning;
- evaluations for submitted work were not available;
- there were limitations in providing students with Disabilities and/or SEN with one-to-one support: Learners with disabilities who are educated in mainstream education are mostly supported through one-to-one parallel support. During distance learning, this option is not available to students. Parallel support teachers had very limited opportunities to differentiate instruction for pupils with Disabilities and/or SEN in distance learning in a way that would not cause them to be segregated from the other pupils. Students with high support needs might not be independent enough to follow the instructions of the teacher during online learning. Therefore, parents had to support their children themselves;

²³ EC Disability Support Group. (30 April 2020). Letter to EDF on the EU Institutions and European Schools Response to the covid-19 pandemic and Disability. Brussels.

²⁴ <https://en.unesco.org/COVID19/educationresponse>

- social connections were severed: The closure of social activities and the disruption of everyday routine was an important barrier for pupils' with Disabilities and/or SEN social inclusion, which led to more serious psychological problems (stress, depression, withdrawal), compared to mainstream students.

In conclusion, distance learning has become a crucial barrier in the delivery of quality inclusive education to learners with disabilities and/or SEN. Students with disabilities have been impacted by COVID-19 not only through disruption to their learning, but also by the additional stress, fear of failure, and isolation it has caused. A major challenge for children on the autism spectrum has been adapting to a new environment and to the changes in their daily routines. High rates in domestic violence have also been noted, with girls with disabilities in particular being more vulnerable to domestic violence during lockdown. Parents also have had to cope with their own needs, which related to their fears and uncertainty of losing their jobs and their pressure and lack of time emerging from taking on the role of teachers during home schooling. More barriers were added depending on the parents' level of literacy and their capacity to provide practical assistance to their children during distance learning. Furthermore, teachers have had to face a lot of challenges as well. From one day to the next, they had to re-adjust their teaching methods, re-organise the school curriculum, re-evaluate the learning objectives for this academic year, be supportive to students, and finally cooperate closely with parents and support teachers to ensure distance learning. Finally, the planning of exit plans and the school return has also had a psychological impact on students with disabilities, their parents, and teachers. All school staff felt stressed and anxious because of the fear of the spread of the virus, and also due to the changes in their everyday routine (Drakopoulou, 2020).

2.2 The crucial factor of communication and cooperation between the institutions

Schools today seem to be undergoing a process of transformation, due to changes in society and in the contemporary way of living. Flexibility, creativity, tolerance, and diversity are some of the features that schools have to adopt in order to keep up with the social changes, mobility of people, and the consequent diversity of students (Arnaiz & Guirao, 2014; Sánchez, Rodríguez, & Martínez, 2018). For the reasons above, inclusive education appears as a necessity in today's educational reality.

Booth and Ainscow (2002) point out that educational policies can promote or prevent the inclusion of all students, preventing children with Disabilities and/or SEN as well as students with different cultural and linguistic backgrounds from having equal access to school. In this context, Slee (2018) insists on the need to

analyse the educational and social policies related to inclusion in order to achieve the reformation that will lead to supporting the needs of all students.

Research on educational inclusion reveals that the creation of welcoming and inclusive schools requires **cooperation between policy makers, schools, community stakeholders and service providers to newcomers** (e.g., refugees, immigrants). Such co-operation is necessary, in order to find common ground, to collaborate, and to provide appropriate support services and programs that reflect cultural responsiveness and hybridity (MacKay & Tavares, 2005). Another important element of this approach involves developing links and relationships between the students' families, local services, and the wider community, in order to enhance and empower students' participation in the school community (Arnot & Pinson, 2005; Pugh, Every, & Hattam, 2012). According to Arnot and Pinson (2005), this approach recognizes the multiple and complex learning, social, and emotional needs of students with a different sociocultural and linguistic background. Guo-Brennan & Guo-Brennan (2019) view this approach as a cyclical process with eight dimensions, which include leadership involvement, shared vision among all stakeholders, open and inclusive processes, linking to existing priorities, empowerment of new students, community participation, and professional development, and celebrating progress and success.



Figure 2

Pugh, Every, and Hattam (2012) argue that a whole school reformation (including school leadership, teachers, and all support agencies) is also a key to achieving equitable education for students with a different cultural and linguistic background.

According to Bronfenbrenner and Morris (2007), children and their environments are in a relationship of interaction, as they are affected by the environment, but they also affect the environment throughout their lives.

Drawing on Bronfenbrenner's (1986) ecological systems theory (ECT), we can postulate that the development of migrant and refugee children is affected by multiple ecosystems, namely the microsystem, mesosystem, exosystem, and macrosystem. These ecosystems include the children themselves, close relationships (e.g., family, school, teachers, and friends), interactions and relationships between families and schools, school policies and regulations, public policies, and the wider social environment (provincial policies, community attitudes towards immigration and refugees, political views on diversity and integration). Newly-arrived students, their families, their peers, teachers, administrators, and settlement workers seem to be key stakeholders in building host and inclusive schools. Policy makers, curriculum experts, and education service providers are the main stakeholders in shaping the broader educational framework through funding, regulations, curricula, services, and facilities.

In other words, the effective inclusion in education of students with Disabilities and/or SEN and students from different linguistic and cultural backgrounds requires the partnership of schools, universities, authorities, and society as a whole in shaping this inclusive environment. Change can only happen if all these stakeholders cooperate with the design and implementation of real inclusive education, where all student needs are taken into account and no distinction is made between dominant student populations and minorities (Siarova, 2013).

In this sense, **inclusive education is represented through an ecological model** where community, family, educational centres, teachers, and students celebrate diversity and work in cooperative, inclusive processes in order to enhance equivalent presence and participation in schools (Mitchell, 2018). For these reasons, policies on inclusive education, in their statements, actions and measures, should ensure that there is little difference between the declaration of intentions and educational practices (Arroyo & Berzosa, 2018; Martín-Lagos, 2018).

2.2.1. Communicating inclusive educational policies into school practices

As mentioned in the previous chapter, several inclusive educational policies have been designed at the national level in order to enhance the equal school participation of refugee, immigrant, and Roma students.

Regarding refugee and immigrant students, in 2016 the first Reception Facilities for Refugee Education (ΔΥΕΠ) were established. These aimed to assist with the educational integration of refugee minors, taking into account the special and difficult conditions of the refugee crisis, which in turn shape the diverse educational needs of children. A 20-hour week-long learning program (i.e., four hours per day) is implemented in these facilities, where students learn Modern Greek, Mathematics, English, and ICT, and also engage in artistic and sports activities. The Facilities operate either within reception centres (for early childhood education) or within the school units, during the afternoon program. There are two categories of staff: refugee education coordinators (SEP), who are drawn from the permanent school staff upon their own request; and the teaching staff, who are typically teachers on short-term contracts. A Joint Ministerial Decree (180647/ΓΔ4/27-10-2016; GG 3502B/31-10-2016) outlines details about the establishment and operation of the Reception Facilities for Refugee Education, the scheduling and allocation of contact hours per subject, the role of refugee education coordinators, the staffing by permanent and contract teachers, and the supervision and pedagogical guidance by the school counsellors. Another structure aiming at the inclusion of children with a different linguistic and cultural background is the 'Reception Classes' (RC). The curriculum of RC mainly consists in improving the skills of 'multi' students in Greek as a second language. There are two levels of RC: one is offered for students with minimal or no knowledge of the Modern Greek, who attend an intensive program of Greek language learning; the second level is offered to students with a moderate level of Modern Greek proficiency, which can create difficulties when they attend lessons in the mainstream class. Refugee or immigrant students can attend both the Level One and the Level Two of RC. Every year, circulars²⁵ provide guidance regarding the establishment and operation of the Educational Priority Zones, and the roles of teachers, school principals, and the Regional Education Directorates.

Regarding the schooling of Roma students, the Greek Ministry of Education has provided extensive support actions over the past twenty years, in association with many different institutes, such as universities. These actions have aimed to facilitate students, teachers, and parents to effectively participate in the learning process. They have also aimed to alleviate school and social exclusion, school

²⁵ See: <https://edu.klimaka.gr/sxoleia/dimotiko/1496-prosklhsh-taxeis-ypodoxhs-zep> (in Greek).

dropout, negative stereotypes, and prejudices in the general population, and to shape positive views and attitudes towards the Roma population. For the first decade of the millennium, the main goal was the interconnection of the school and the social institutions, in order to eliminate constraints to school enrolment. Many educational programs were implemented by universities across regions in association with the Ministry of Education. One of the main shortcomings of these projects is the fact that they have not been systematically evaluated for their achievements and outcomes. This reduced accountability is combined with discontinuation, as funding periods depend on external factors, and not on the needs of the field.

One of the main policies for the inclusive education of Roma students was the extension, in 2016, of the pre-existing **Educational Priority Zones (ZEP)**, to cope with Roma students' population. ZEP's goal is the equal inclusion of all students in the educational system, through support actions that improve learning performance and differentiated teaching interventions.

2.2.2. The bottom-up approach

For the most effective design of educational policy, it is very important to place students at the centre of the processes and to take into account their needs and capabilities. Kefallinou and Donnelly (2016) claim that students need to be “placed at the centre” of their own understanding and inclusion processes, while teachers and all those directly involved in their education (stakeholders) should emphasise systematic observation and understanding of the needs, performance, and capabilities of students (assessments). This process is necessary, according to the two researchers, in order to identify obstacles and difficulties in students' equal participation in education and to make decisions about the design of educational policy that will target the needs of the students themselves.

The same could be said to apply to the implementation of educational policy. According to Graves (2008), the hierarchical approach that schools often follow where curricula are transmitted becomes problematic as the materials used do not fit the ever-changing environments in which teachers teach. When imposing pre-existing curricula without differentiation or adaptation, teachers do not take into account students' abilities or cultural and linguistic differences, and the strengths on which teachers need to draw in order to create instruction that meets their students' needs (Kumaravadeivelu, 2003; El-Okda, 2005). Thus, a successful endeavour begins with the students in mind, while also involving them in the design processes. Research shows that when teachers use **backward planning**, a process where teachers first approach the unit and lesson planning articulating the desired outcomes, followed by assessments and learning experiences (Wiggins & McTighe, 2006), students are more motivated and experience more authentic opportunities for language use (Yurtseven & Altun, 2016).



2.3 The sociolinguistic profile of refugee, immigrant and Roma students, and their educational needs

According to Taylor and Sidhu (2012), policy makers and researchers have neglected to address the distinctive educational needs of refugee students. In addition, when students are recognised as refugees, their characteristics tend to be generalized, despite their different backgrounds, different experiences, and different needs. Furthermore, while recognizing that those students' "trauma" and their need for support is crucial, there seems to be a tendency to adopt a deficit model that treats people with refugee background as victims, rather than acknowledging their capabilities and their resilience (Correa-Velez, Gifford, & Barnett 2010; Keddie 2011, 2012).

Students with refugee or immigrant background have different needs and capabilities. Many students have developed language skills in more than one language, they are likely to constantly increase their intercultural awareness and understanding and they have different personal stories and experiences. The experiences and skills they have developed are very important prerequisites for becoming citizens with critical thinking in the modern globalized environment (Schleicher, 2015). **New students, especially refugees, need hospitable environments and teachers who care about them** in order to help them deal with isolation, uncertainty, and fear (Dryden-Peterson, 2015a). When properly guided and supported, new students can thrive in a range of uncertain contexts by developing skills in resilience, adaptation, problem solving, and adversity handling (Dryden-Peterson, 2017).

In the case of students from ethnic minorities, and particularly of **Roma** origin, according to Hellgren and Gabrielli (2018), there are some structural constraints on their attendance, such as **lack of resources and frequent discrimination**. In some contexts, national Roma students also perform worse in comparison with students with an immigrant background (Rozzi, 2017). This phenomenon is due to a complex set of factors, including discriminatory practices against Roma communities that can have a direct impact on Roma students' well-being and academic performance. To meet the needs of Roma students education systems must be able to implement mechanisms that foster an appropriate environment for the well-being of these students and that would allow them to attain their full potential. Also, they should feel that the education system is in accordance with their own cultural values and representations while being enrolled in mainstream schools. The role of policy makers and educators is to address these challenges – guaranteeing the educational achievement of all while strengthening intercultural understanding and social justice (Rutigliano, 2020).

Furthermore, societies based on literacy usually ignore important aspects of **oral cultures**, i.e., "of cultures where their members value oral tradition and use oral

educational strategies to teach, communicate or transmit culture" (Thompson, 2015, p. 7). The **predominance of orality in Romani culture** seems to reinforce the fluid and temporal perception, as Walter Ong (1999) pinpoints when he writes about this aspect of oral cultures where words "have no focus and no trace [...], not even a trajectory. They are occurrences, events. [...] [They are] not simply perishable but essentially evanescent, and [...] sensed as evanescent". However, as stated by Leavitt (2018), the emerging consensus about literacy and orality to these cultures seems to be that, while each mode of communication has specific properties that make some kinds of activity relatively easier and others harder, what stands out is the great diversity of kinds of oral, written, and electronic communication and of the types of interaction among them.

Roma children therefore grow up in a culture that has a rich oral history and they speak an oral language. They learn Romani through communication in their extended family and in their community and, especially, through songs, fairy tales, language games, teasing and jokes, by taking an active role in the community life and by participating in different activities. The Western way of learning the language, then, is not always familiar in an oral culture like Roma community (Kyuchukov, Villiers, & Tabori, 2017).

2.4 The professional development and awareness of teachers

Global mobility of populations and the distinctive academic, social, and psychological needs of immigrant and refugee students create three new challenges for school staff. Teachers in classes attended by many of these students often have difficulties in balancing between meeting the individual learning needs of their students, who have different linguistic and cultural backgrounds, and implementing and teaching the required curriculum content. Not all teachers feel confident and adequately prepared to work with students whose cultural and linguistic backgrounds are different from their own (Guo-Brennan & Guo-Brennan, 2019). On the other hand, teachers who work closely with students of refugee or immigrant origin, especially teachers who teach any language as a second language or teachers who have a good understanding of the needs of refugee and immigrant students, often feel alone due to the lack of an inclusive approach from the rest of the school staff or the disconnection between schools and the institutions involved in the inclusion of these students (Stewart, 2009, 2011).

Preparing teachers and school principals to eliminate or reduce discrimination and inequalities in teaching and learning and to support students with a refugee or immigrant background is **a critical requirement for building hospitable and inclusive schools** (European Agency for Development in Special Needs Education, 2011). For this reason, the professional development of teachers (as

well as other members of the school community) constitutes an initial stage of educational policy dissemination in the school context, with a view to forming specific professional profiles for those working with students with refugee experience (Stewart, 2011; MacNevin, 2012; Tuters & Portelli, 2017; Fullan, Quinn, & McEachen, 2018; Eurydice 2019; Guo-Brennan & Guo-Brennan, 2019). The professional development activities usually have topics that sensitize teachers to the principles of inclusive education, lifelong learning, second language teaching and learning, or even first language teaching (Eurydice 2019: 115). What is important, however, is the synergy of different agencies and professionals through a whole-school approach that can be disseminated and maintained through strong leadership skills of principals (Eurydice 2019: 115). Professional development for members of the school community is usually provided by educational policy makers as well as academic institutions, due to their scientific knowledge and experience in designing training programs.

However, research that has focused on educational policy and practice design in a wide range of European countries, undertaken with the support of international organisations such as the Council of Europe and UNESCO (Council of Europe, 2010; UNESCO, 2009, 2017), has revealed a large gap between the main goal of creating inclusive societies and schools, and the ways that teachers are being prepared for their key role in this process.

2.5 Education executives: school counsellors and principals

School counsellors and principals must undertake additional educational and administrative responsibilities, especially in cases of schools attended by increasing numbers of students with refugee or immigrant background. These responsibilities involve promoting new meanings and concepts related to diversity and inclusion, creating a welcoming and inclusive school environment, promoting inclusive and culturally responsive programs and courses, and building relationships with refugee or immigrant families and other community stakeholders (Banks, 2016/2017; Riehl, 2017; Tuters & Portelli, 2017). **School counsellors need to promote social/emotional adjustment** by ensuring positive relationships with students and their families. They also need to ensure collaboration among the school personnel and the local community in order to ensure the adjustment of refugee students (Sullivan & Simonson, 2016). Furthermore, school counsellors support the refugee students by re-designing educational policies, by promoting inclusive education and by eliminating any racist or discriminatory practices in the school environment (Rumsey et al., 2018). According to Liou and Hermanns (2017), **school principals should have the skills to transform school community practices** by supporting their colleagues in recognizing and changing behaviours that lead to unequal treatment of their students. In this way, principals and teachers will transform school practices and

create an environment free of racism and discrimination against students of refugee or immigrant background.

2.6 Factors and challenges for inclusive education

2.6.1. *School context: Inclusive practices of the educational community*

Classrooms and schools are important microsystems, which influence children's development, learning, and wellbeing, while also being shaped by children's characteristics (Bronfenbrenner & Morris, 2007). International comparisons consistently show academic achievement gaps among children from low socioeconomic status families or with immigrant/ethnic-minority background (OECD, 2015). Furthermore, immigrant children in most countries experience a relatively low sense of belonging at school, even after accounting for socioeconomic status (OECD, 2015). Importantly, social exclusion and perceived discrimination have been consistently linked to **poorer psychological and school adjustment as well as lower academic achievement** (Hood, Bradley, & Ferguson, 2017). These disadvantages jeopardize equality and inclusion in Europe's educational systems. Schools may promote inclusion through comprehensive equity schemes, including universal access to education, encouraging the involvement of families and communities, preparing teachers to handle linguistic and cultural diversity, and increasing proficiency in both first and second languages (OECD, 2015, 2016).

The literature on inclusive education of students with refugee and immigrant background, according to Guo-Brennan and Guo-Brennan (2019), is not coherent, while the complex and dynamic nature of education creates an ambiguity as to the definition of the term. Many researchers, however, perceive **a welcoming and inclusive school as a culturally responsive learning community** that welcomes students and families from all backgrounds, demonstrates a commitment to inclusion and equality and has the potential to enable growth and development of all students' well-being, regardless of their abilities, nationality, cultures, languages, gender, socioeconomic status, religions, and country of origin (Hamilton & Moore, 2004; Rutter, 2006; Esses, Hamilton, Bennett-Abu Ayyash, & Burstein, 2010; Cities of Migration, 2018; Guo-Brennan & Guo-Brennan, 2018).

There is also a growing body of research that analyses the necessary prerequisites to foster the success of marginalised Roma students. Scholars seem to increasingly agree on the significance of inclusive education policies and discourses at national and local levels, school systems that offer educational pathways to disadvantaged students, support, mentoring and career guidance, good family relations with school and peer help in academic engagement, as well as well-being of young people (Alexiadou, 2019). Inclusive education is understood to be built not only

on anti-discrimination policies concerning Roma students, but also on the **identification of compensatory mechanisms in education** to create systems that are affordable, accessible, acceptable, and adaptable to all learners' needs.

Regarding educational practices, a welcoming and inclusive school usually undertakes actions aimed at combating discrimination among students, implementing educational programs, and utilizing resources that support the learning needs of students with a migrant or refugee background. Such schools consist of educators and principals with **culturally sensitive teaching and learning methods**, collaborate with culturally responsive immigration and refugee counselling services, as well as with all stakeholders, and provide equal participation opportunities for the immigrant/refugee parents or school community (Guo-Brennan & Guo-Brennan, 2019).

Arnot and Pinson (2005) analyse three case studies of schools that applied “good practices” to the inclusion of refugee students or asylum seekers in the United Kingdom. The common features of these school cases were that all three schools considered refugee students as students with multiple and complex needs and established support systems to meet all aspects of these needs. These schools therefore provided a targeted support system for refugee students (see Arnot & Pinson, 2005, part 5) and also emphasised the importance of the involvement of the students' parents in school processes and collaboration with other stakeholders. Other characteristics found in these schools were their “inclusive ethos”, their respect for diversity, and their great educational experience in educating culturally diverse students.

Taylor and Sindhu (2012), following Arnot and Pinson (2005), report on cases from other schools, and they identify many common features with the previous research that are associated with a successful implementation of inclusive education. One of these features is the appropriately designed educational policy that accounts for the students' needs and strengthens schools to facilitate student support. Other features include social justice as a key school priority, and making the school a supportive learning, social, and emotional environment for children and their families. They also note the principal's guiding role in the inclusion of all three students, the inclusive school culture, the focus on children's language needs and abilities, and, finally, cooperation with other institutions and organisations. Overall, key elements of good practice identified by Taylor and Sidhu (2012) and Arnot and Pinson (2005) are targeted support, parental involvement, multi-agency approach, and community involvement.

Concerning the inclusion of **Roma students**, three Nordic countries have presented good practices in terms of a diversity-conscious curriculum. Helakorpi, Lappalainen, and Mietola (2018) analysed policies from Finland, Norway, and Sweden and concluded that they all propose **measures related to the need of providing knowledge about Roma and Travellers in school**. In Sweden, the

green paper on Traveller policy clearly mentions the duty of schools to teach knowledge on Roma history, culture, conditions, and language. This knowledge should be integrated in subjects such as social sciences and history. Moreover, both Swedish and Finnish policy documents imply that including Roma knowledge in the curriculum contributes not only to the representation of Roma culture, but also to the need of its preservation. However, it has been observed that if schools show a commitment to inclusive education, questions remain about how to design a diversity-conscious curriculum (Helakorpi, Lappalainen, & Mietola, 2018).

2.6.2. Classroom context: Inclusive practices during the planning, implementation, evaluation of the course

A basic requirement for universal equal participation in the learning process is the admission and acceptance of diversity. This diversity does not only concern students with different linguistic and cultural backgrounds, but also characterises the entire student population, which differs in terms of learning needs, learning level and profile, interests, and skills (Stergiou & Simopoulos, 2019). Teaching based on needs and skills diversity, known as *differentiation*, ensures equal access to the learning process through the adaptation of content by teachers to the students' needs and skills.

According to Stergiou and Simopoulos (2019), Greek language courses for students who do not have Modern Greek as their first language presuppose essential knowledge and teacher specialisation on the teaching of a host language. It also requires cooperation between the school staff, appropriate teaching material, deep knowledge of the students' needs, the use of diverse teaching approaches, and the provision of appropriate language support.

An inclusive learning environment is one that provides **a curriculum that serves a wide range of students and accommodates different voices and perspectives** so that all children feel that they belong to the classroom community and that they can contribute to it (Taylor & Sidhu 2012). When the success and integration of immigrant and refugee students becomes a natural part of curriculum planning and classroom instruction, new students really feel supported, motivated, and involved in the learning process (Guo-Brennan & Guo-Brennan, 2019).

In their study, Aguiar et al. (2020) describe effective and promising interventions in the classroom and school microsystems to increase equality for immigrant, low-income, and Roma children in eight countries: the Czech Republic, England, Germany, Greece, Italy, the Netherlands, Poland, and Portugal. They found that although a large part of the interventions provided some type of language support, there was **no substantial interest in student's family languages** and there were **very few multicultural curricula and collaborative learning activities**, and

there was very little student contact and family involvement in school activities. At the same time, a study in the Italian educational context (Cavvichiolo et al., 2020) reveals that educational inclusion for students with immigrant background could be improved if there is a sufficient number of students from different cultural backgrounds in the classroom and if the school supports them in language learning.

2.6.3. Challenges and difficulties faced by schools in the implementation of inclusive practices

In their research on the barriers to the inclusion of students with a refugee or immigrant background, seen from the perspective of principals, McIntyre and Hall (2018), identify problems relating mainly to bureaucratic procedures, as well as challenges related to the syllabus and the official instructions for following it. Significantly, concerns were reported by principals about the difficulty in monitoring children's attendance, which they attribute to issues such as their mobility from region to region or from school to school and the bureaucracy that accompanies the registration and identification processes of these students. Also, mention was made to school infrastructure and staffing with teachers who are trained to effectively educate students with varied educational experiences and low levels of linguistic proficiency (UNHCR, 2019).

Another crucial parameter that influences the successful implementation of inclusive practices is the **broader socio-political and socioeconomic context**, since success at school relates immediately to the dominant socio-economic level and the culture of the society, where children grow up influencing their behaviour and their expectations from school. Specifically, low performance is recorded among students who attend schools in underprivileged areas with various socio-economic problems, such as high unemployment rates, low academic background of citizens, great number of migrants, and high percentages of biological and psychological issues (Muijs et al., 2004). The same applies to school performance in areas where phenomena of great poverty and social exclusion appear (Michalak, 2012). Achieving an inclusive school and improving students' performances is therefore a greater challenge for teachers and leaders/directors of schools located in non-privileged areas (Leo & Barton, 2006). Flexibility and adaptability seem to be an important preconditions towards inclusive schools in these contexts, as they allow schools to try various administrative models at different times and in response to situations (Maden, 2001).

According to Hollenweger (2011) **another challenge** related to the inclusion of students with a refugee or immigrant background **is the teachers' level of understanding of the needs and abilities of these students**. Teachers need targeted and appropriate support to develop their skills in effective data review, data collection and analysis, and the use of a range of information to improve their

practice. This makes it necessary to invest in the development of skills and abilities of teachers to evaluate their students at a learning, emotional and social level. The ability to effectively evaluate students' performance and behaviour is considered an important component of teacher education and training (Hollenweger, 2011).

2.6.4. Relations among students

According to Stergiou and Simopoulos (2019), the primary concern of an inclusive school should be the **sincere acceptance of diversity**, which implies the development of interpersonal relationships between students with a refugee background and their peers. Enhancing the interactions among these students is crucial, as essential relationships develop, such as friendship, trust, support, and respect, and the students' resilience is enhanced (Stergiou & Simopoulos, 2019).

Unfortunately, stereotypes, which can lead to biased judgment or even discrimination against specific groups of students, can have a negative impact on integration and, in particular, on student relationships. Alesina, Miano, and Stantcheva (2018) report strong indications of anti-immigration stereotypes in many host countries. The problem is especially important in the case of possible discrimination experienced by students in schools. It is possible that young students with an immigrant or refugee background who experience discrimination may be discouraged, or they might develop the belief that the effort does not yield rewards for immigrants, not only at school but also in society at large. Thus, negative stereotypes are likely to influence immigrant students and lead them to make decisions that will affect their future careers and well-being.

Communicating stereotypes to the school community and informing students and teachers may help address these issues. When existing students at a school are asked to play an active role in welcoming and involving new students, they are motivated to build social relationships and to learn about their personalities, languages, cultures, religious traditions, and learning needs associated with different cultures and languages. These **relationships can lead to greater cultural awareness for all students and provide opportunities for mutual learning** between local and new students. Thus, social inclusion and intercultural communication can be enhanced with respect and interaction, academic, behavioural, and emotional well-being of all students and by eliminating any effects of prejudice, discrimination, and conflict among students. It is very important that students with a refugee or immigrant background will strengthen their learning identity, consider themselves members of the school community and develop academic, social, and language skills (Guo-Brennan & Guo-Brennan, 2019).

2.6.5. Relations between teachers and parents with migration/refugee background

The cooperation between school and the family of students with an immigrant or cultural background is crucial for the inclusion of students (Guo, 2012). According to Stergiou and Simopoulos (2019), the family environment of students of refugee or immigrant origin plays an important role in the process of acculturation of children, while the inability of the family to participate in school processes affects the students' educational needs and academic performance. Their research on the integration of refugee students in the educational system, which elicited the views of teachers, also showed that, from the teachers' point of view, **the lack of connection between the school and refugee or immigrant families is one of the main obstacles** to the inclusion of students of refugee background in the school (Stergiou & Simopoulos, 2019). According to Guo (2012), the knowledge that parents of students with an immigrant or refugee background bring to their children is an important resource for school teachers, because if they are used properly, they can bridge the gap between students' previous educational experiences in their countries of origin and experiences in the current educational situation.

Involvement of parents with a migrant or refugee background in their children's education is usually very limited, because, compared to parents of local students, parents of students with a migrant or refugee background face more barriers and challenges in their participation in school. These **barriers** include language problems in communication with teachers, lack of familiarity with the school environment and school regulations, lack of financial resources to enhance their children's attendance, and unequal opportunities for parent-school interaction (Guo, 2012, 2013; Liu, 2016).

According to Androulakis et al. (2017), the communication of parents with an immigrant background with their children's school seems to function under the power relations that are sustained and controlled by the Greek school, while the aspects of language hierarchies and of the "legitimacy" of a particular linguistic and cultural capital restrict their access to their children's education and lead them to further weakening and invisibility.

Chapter 3

Implementing inclusion in schools: principles and practices

3.1 Students actively participating in their school and in the wider community

The ideology of a “school for all” implies the integration of all students in learning and social level. Students beyond their personal peculiarities in behavior, skills and development belong to a society in which they live, act and evolve. Society can make a significant contribution on improving the quality of life. Thus, students will receive equal - fair treatment, love and acceptance. Unfortunately, it is observed that children with special needs and / or disability as well as children with a migrant / refugee experience are often withdrawn from the field of education, unable to cope with the demands of both the learning and the social environment. Vice-versa, it is the school system that seems incapable to change and adapt to the needs of these groups of students.

It is generally accepted that school drop-out rates are a reflection of the schools and the communities they serve (Alspaugh, 1998). Generally, the school is a system, the members of which should cooperate together harmoniously, and based on trust relations, in order to offer the maximum opportunities to its students. However, as mentioned in previous sections, the current impression is formed in today's school that special educators (either for D/SEN students or for migrant/refugee/Roma students) take the “responsibility” for student's education. In a “school for all” however, practices developed in special education should be extended to the general education, helping general educators solve some of the key difficulties in educating students with learning difficulties or in high-risk (Sailor & McCart, 2014). It is also important that all members of the school community (security guards, paraprofessionals, psychologists, secretaries, etc.) are aware of the learning process and offer students resources based on their learning needs rather than an eligibility label (Wenger, 2000).

Students should also be given the opportunity, as members of the ‘whole school’ community, to express their views and take an active participation in school events. More specifically, it is necessary to give students the opportunity to make frequent choices and make decisions about their lives. Because the ‘whole school’ not only prepares students to become citizens in the future, but also functions as a democracy hub where students are actively engaged. By giving students more opportunities to make decisions, we help strengthen their personal perception of



choices, and at the same time, their autonomy (Wehmeyer & Garner, 2003). The possibility of dialogue for children also enhances their active participation in school events. A recent study conducted in primary schools in five countries (Austria, Denmark, England, Spain and Portugal) with the aim of developing strategies to enhance school inclusion. The main practice used in this study was the dialogue between children and teachers accompanied by cooperation relationships among teachers in order to plan teaching. The results of this study indicate positive benefits to children, enhancing their autonomy and participation (Messiou & Ainscow, 2020). Also, according to Ryan and Deci (2000), a fundamental principle of mobilization is that people make more intense efforts for goals that they set themselves, compared to goals that others set for them (Ryan & Deci, 2000). Therefore, in order to enhance students' motivation and participation it is important to encourage them to set their own personal goals. In general, students should be given the opportunity, to act in a way that reminds them that the school seeks to be actively involved in learning process and they actually feel like members of the school. Research shows that participating in extracurricular activities such as sports or a music band are also important factors in promoting a stronger identification with the school (Alspaugh, 1998).

The school as a system can offer a lot, but when it chooses to engage directly with the community, it is no longer an institution that is isolated from the real world by offering sterile knowledge, but a part of the community that is recognized by its members (Mogensen, Breiting & Mayer, 2005). The "Community Schools adopt a wide and varied range of services to address the comprehensive needs of students, families, and communities. A common element of community schools is the utilization of external partnerships to transform a school into a neighborhood hub for social services and integrated student support" (Jenkins & Duffy, 2016).

Many theories have expressed the need for school, family and community cooperation to promote the full development of children. Epstein's conceptual model of "overlapping spheres of influence" is well known. This model has a clear systemic orientation and expands the form of school-family cooperation, recognizing the role of the community in the multifaceted development of the child. (Epstein, 2018). Cooperation with parents is essential as they are the ones who they care more about their children than anyone else and they know better than any other specific aspects of them. With the participation of parents, the teacher receives useful information about students' motivations, fears, habits and needs such us information for previous training programs to be re-applied (Heward, 2012). Parents, not only offer their own perspective, but can also help bringing a new perception and way of thinking to create more effective methods of inclusion. Also, parental involvement could be extended to engage and build capacity and networks, creating parent support groups, parental training, or



building the advocacy skills to negotiate with schools and authorities (Ainscow, 2020).

“The community provides the real educational environment within which students and teachers, but at times even parents, can propose actions and construct significant knowledge» (Mogensen, Breiting & Mayer, 2005). Therefore, when school adopts a reactive approach to the community, students learn to act and use their knowledge in a real context and learn above all to be active and conscientious citizens. Indeed, school learning, if we are really interested in preparing young people to become good citizens, must offer something beyond the academic content, that is usually found in most classrooms. In order to create well-structured democratic community, a place with dedicated and responsible youth participation, we need to teach young people themselves how to make the changes required to improve our common life and protect and preserve the natural resources and systems upon which human wellbeing depend (Smith, 2015).

Social inclusion of students should also be one of the main concerns of education. It is not enough for students to be in the same place or in the same school as students with formal development, but to be in fact "accepted in school, work and community" (Walker et al, 2011). It is therefore emphasized that social inclusion is a very basic condition, but it does not happen automatically. Especially for students with difficulties, external support is needed (Pijl, Frostad & Flem, 2008). In some cases, even if they manage to complete school life, one of the reasons children may have not succeeded in any field, after completing their school life, is because the education system did not adequately introduce them sufficiently to social skills (Wehmeyer & Schalock, 2001), which will help them to be truly integrated into society. Social capital plays a key role on basic psychosocial needs' coverage, which refers to networks of social ties, support, relationships, trust, cooperation, and socio-behavioral reciprocity (Walker et al, 2011). The teacher should take into consideration the cooperation with the community, helping children who have difficulty in social integration, through the expansion of social capital.

Finally, the school's collaboration with the community can also prepare better students for their future career development. Many researchers argue that according to the current working conditions, community participation in school events can contribute to a more capable workforce, utilizing the most of each student's potential and inclinations (Sanders, 2005).

3.2 Inclusion models and practices for students with Disabilities and Special Educational Needs (D/SEN)

3.2.1 Inclusion models for D/SEN students

Inclusive education is a fundamental and important part of European and international educational systems (Ferguson, 2008). In the context of inclusive education, all students have the right to attend schools of their preference. Students are also supported to learn, contribute, and participate in every activity of school life. Inclusive education is considered as a pedagogical approach of designing and developing schools, classrooms, programmes, and activities that maximize learning opportunities for every child using specialised instruments, resources, and technologies (UNESCO, 2009; Booth & Ainscow, 2011).

Within the framework of inclusive education, it is important that the teaching process is adapted in a way that facilitates the needs and requirements of each individual learner. In the Greek educational system, the following **inclusion models** are implemented:

Inclusion models for students with Disabilities and/or SEN in Greek schools

- a) Full inclusion in mainstream class
- b) D/SEN pupil participation in the same class
- c) Inclusion class in the mainstream school
- d) Individual learning arrangements

a) Full inclusion in mainstream class

This particular model highlights the equal participation of all pupils in a school. In this model, students who present mild disabilities are registered in regular schools, where they fully attend ordinary education in mainstream classes. All forms of separation are rejected. Additionally, there is a salient focus on the interaction of all pupils in the school unit, without taking their differences into account (Gerogiannis, 2015). Within this framework, children with special educational needs do not receive any special support or specific training, since the school environment has been designed to be appropriate and suitable for all students. Needless to mention, the full inclusion model does not encompass any institutional framework for pupils with special educational needs (Gerogiannis, 2015). Pupils following full inclusion are not typically recorded as D/SEN students, though their number in Greece is estimated to exceed 130,000 (Eurostat, 2001).

b) D/SEN pupil participation in the same class

In this model, pupils with Disabilities and/or SEN receive supportive teaching within the mainstream class. Through this approach, psychologists or other specialists co-exist with the teacher in the class at the same time. Moreover, a legislative framework and curriculum are implemented to support pupils with special educational needs in a mainstream school unit. Therefore, there are no special education schools, but only schools with parallel classes operating in the context of general education (Westwood, 2011). In Greece, a variant of the participation model is implemented through “Parallel Support” (Law 3699/2008). “Parallel Support” is a form of co-teaching, which is also mentioned in English-language literature as “alternative teaching” (Panteliadou et al., 2014).

c) Inclusion class in the mainstream school

This model refers to **students with Disabilities and/or SEN** who require extra supportive teaching within the mainstream school in order to follow mainstream education (Koutrouba et al., 2010: 414). Catering to the needs of these students (estimated at 13,826 students, i.e., 72.62% of the officially recorded D/SEN population), the law provides for the establishment of inclusion classes (IC) in mainstream schools. Research shows that this type of inclusion is mainly appropriate for children with mild special educational needs (Avramidis & Kalyva, 2007).

d) Individual learning arrangements

This model is mostly appropriate for SEN students with severe disabilities, who require exclusive and integrated special education in a fully equipped and adapted school environment. In the special education schools (SES), specially trained educators support the education of D/ SEN students (who are estimated to be 5,212 students, i.e., 27.38% of the officially recorded D/SEN students) and encourage them to participate in social educational programmes (Koutrouba et al., 2010: 414).

Even though the quality of provision is a matter of priority in the inclusive education agenda, **no consensus has yet been reached about what constitutes quality and how it can be measured within the school context** (Spiker, Hebbeler, & Barton, 2011). The implementation of inclusion also requires configuring an appropriate teaching framework. In other words, it is very important for teachers to choose appropriate teaching methods, techniques, and strategies, in order to provide an opportunity for all pupils to participate in the educational process (Metsiou, 2019: 32).

3.2.2. *Inclusive practices for students with Disabilities and/or SEN*

Published scholarship provides a number of differentiated practices and inclusive strategies that could be implemented, such as differentiation and personalization of teaching, holistic teaching design and learning frameworks, the implementation of collaborative teaching, and the creation of a constructivist learning environment (Soulis, 2008; Mavrou & Symeonidou, 2014). The most common **inclusive practices** are the following:

Inclusive practices for D/SEN students

- (a) Co-teaching:
 - ♦ Alternative teaching
 - ♦ Parallel Teaching
 - ♦ Teaming
- (b) Participatory learning
- (c) Participatory problem-solving
- (d) Information and Communication Technology strategies
- (e) Differentiated Instruction

(a) Co-teaching

In the Greek literature, this is often referred to as *collaborative teaching*. In the context of co-teaching, teachers work with each other in order to design appropriate programmes and to apply the necessary teaching methods (Metsiou, 2019: 32). Co-teaching is an inclusive approach, which is implemented with D/SEN students within mainstream classrooms. More specifically, in a co-teaching situation, general and special education teachers share the responsibility for the organisation, instruction, and evaluation of educational practices for all students (Friend, 2010). The main goal of this approach is to increase students' interaction and broaden the participation of students with special education needs in the general classroom activities. A literature survey reveals three main types of co-teaching:

- In the **“alternative teaching”** type, students are divided into two groups, which consist of different number of students. One teacher instructs a group which is composed of five to eight students, while the other teacher instructs all the remaining students in the same classroom at the same time (Friend & Cook, 2013). This practice is designed to work on the scheduled lesson: the bigger group is expected to proceed to more complicated and demanding activities, while at the same time the smaller group is expected to engage in an alternative activity that is based on the same lesson. This is done from the beginning, or through a different method, or aiming at a different level and a different purpose. Moreover, teachers should be

encouraged to develop inclusive practices within the framework of “alternative teaching” tailored to the needs of the students, parents, and communities they serve (Hornby & Lafaele, 2011).

- **“Parallel Teaching”** is another type of co-teaching. In this teaching type, the two teachers plan teaching together, but each teaches to a heterogeneous group of students within the same classroom. The students have more opportunities to express themselves and to interact with each other, as the ratio of students to teachers is low. It is used for tasks that require close teacher supervision and more discussion. Parallel teaching can also be used in order for each group to study on a specific topic and then report to the class plenary (Friend & Cook, 2013).

It should be noted that, despite the similarity in the name, Parallel Support, as implemented in Greece, does not correspond to parallel teaching, since –in the former– the general education teacher usually has a leading role in the classroom and is responsible for content teaching (Mavropalias, 2013). The Special Education teacher, by contrast, acts as a classroom assistant. Moreover, Parallel Support teachers are responsible for every activity and aspect that supports D/SEN pupils. They usually implement individualised teaching programmes in all aspects of the school life in which the student with special educational needs participates, such as the breaks, events, and visits (Symeonidou & Ftiaka, 2014). The Parallel Support model is usually applied without a prior common agreement between the co-teachers and without a relevant schedule (Symeonidou & Ftiaka, 2014). In the case that Parallel Support is not offered, students with special educational needs are often withdrawn from their classroom in order to receive individual support in a different location, mostly in the resource room. However, according to international literature, the implementation of the individualised programme for D/SEN students should be conducted in the general classroom for 80% of the school time and in a different place or individually for 20% of the school time (Eason & Whitbread, 2006; Panteliadou et al., 2014). Recent research data (Mavropalias, 2013) point out that Parallel Support has a positive impact on children participating in it, as it helps them to develop cognitive, social, emotional, and individual skills.

- **“Teaming”** is the final type of co-teaching. In this framework, the two teachers share the responsibilities of teaching as well as instructions to pupils. For example, one teacher may describe an experiment while the other performs it. Alternatively, one teacher might teach the theory to students while the other notes the most basic points on the board, or subsequently presents practical applications of the preceding theory (Mavropalias, 2019). This method is an effective way to cultivate a climate of discussion and cooperation in the classroom, as teachers themselves practically demonstrate this skill through their attitude. According to

Friend and Cook (2013), teaming is an appropriate type of co-teaching, since students are actively involved in the teaching process.

(b) Participatory learning

Participatory learning is another teaching practice that can foster the inclusion of students with Disabilities and/or SEN. Within this approach, everyone deserves to learn, and everyone deserves an education that supports their potential. Every student has a right to succeed. Participatory learning is structured for student success and empowerment, which means including students in the learning process through collaboration (Metsiou, 2019). This strategy supports each individual child's objectives via participation in a range of educational and social processes (Eason & Whitbread, 2006; Spiker et al., 2011).

(c) Participatory problem-solving

Participatory problem solving is a learner-centred approach in which students with Disabilities and/or SEN work collaboratively and cooperatively in groups with typical students, applying knowledge and procedural skills required to develop plausible solutions to cognitive and behavioural problems. In terms of difficult behaviour that might occur in the classroom, participatory problem solving can lead to a set of rules collaboratively laid down by the class community, with appropriate behavioural incentives. The creation of a positive atmosphere, the willingness to constructively resolve conflicts, and good interpersonal relationships, all favour a positive cooperative environment (Mavropalias, 2019).

(d) Information and Communication Technology strategies

The contribution of Information and Communication Technology (ICT) in supporting inclusive practices and ensuring accessibility is undeniable (UNESCO, 2008). Given the rapid development of technology and its increasing utilization in schools, conditions must be created to enable every student to have equal access to technological innovations. The use of this digitised material creates opportunities for training teachers in the appropriate instructional practices, resulting in better accessibility and more effective education (Vernadakis, Avgerinos, Tsitskari, & Zachopoulou, 2005; Zaranis & Kalogiannakis, 2011). In the case of students with special educational needs, the use of ICT in a variety of cases is an important way to access knowledge, information, the curriculum, and learning in general. In order to be accessible by all students, with or without disabilities, this innovative adaptation and digitisation of textbooks has to be implemented on a national level. Therefore, the needs of all students are met by creating equal opportunities for learning, classroom participation, and equal access to the curriculum (Papadopoulos & Gouridas, 2005).

(e) Differentiated Instruction

Based on the theoretical frameworks of constructivism and multiple intelligences, differentiated instruction is a philosophy of teaching that suggests that every child can learn best, to the maximum of their learning potential, when the teacher accommodates for potential differences in the child's readiness level in relation to a particular understanding or skill, or variations in their interests about particular topics and skills, and differences in their learning profile (i.e., how pupils learn, as influenced by intelligence, preferences, cultures, and learning styles) (Tomlinson & Allan, 2000; Tomlinson et al., 2003). Differentiated instruction is a proactive response to various pupil needs and it is based on the following five interdependent fundamental elements, which lead to effective robust teaching: (a) a *learning environment* which encourages and supports learning; (b) a *quality curriculum* with clear goals which then leads to student understanding and engagement in the process of learning; (c) *ongoing assessment*; (d) *instruction* that responds to pupil variation (e.g., readiness needs, interests, and learning profile); and (e) *classroom leadership and management* (Tomlinson & Moon, 2013). Differentiated instruction is helpful to any teacher in inclusive classrooms since it creates environments in which all learners can be successful. For inclusion to be successful, all students must benefit. Inclusive education does not separate students with disabilities who struggle to 'keep up' without significant support, a fact which makes differentiated instruction strategies necessary. In inclusive education, differentiated instruction serves two goals. The first is to maximize attainment of the grade-level general curriculum standards for all students by providing additional support for struggling students. The second goal is to provide adapted curricula for students who need it. This goal is being achieved through enriched and prioritized curriculum (Lawrence-Brown, 2004).

3.3 Evaluation of inclusive education policies and practices: what, who, how?

The concept of inclusive education relates to adopting a multifaceted approach to educational reform, which encompasses the way that the educational system deals with exclusion (UNESCO, 2009). **State policies exclude students either by commission or by omission** (Bernard, 2001: 9), and when design and implementation do not involve collaborative processes, educational reforms are at risk to fail (Sayed, 2010). Therefore, identifying various perspectives around change, such as the perspectives expressed by teachers, students, public, and local administration, is a necessary precondition before engaging in any change process (UNESCO, 2005). The design and implementation of education policies depend on the political status quo of each country, the broader social and economic

conditions, the development level and social culture of the country, as well as its relationship with international communities on a financial and cooperation level.

The conditions of exclusion from education are therefore influenced by decisions that are made, the distribution of funding, the focus on social groups that are vulnerable and/or difficult to reach, as well as broader perspectives on educational issues (Bernard, 2001). Currently, educational policies and financial resources, educational principles and curricula design largely depend on the laws of the free market (Ball, 1994). In addition, the educational system itself may become a parameter of student exclusion, especially when the diversity of the students' profiles and needs is not recognised, when the system does not ensure procedural transparency and tolerates corruption, when it produces ineffective teachers, and when it does not support teachers or provide them with skills, specialised training and motivation, thus failing to empower them in their professional role (Bernard, 2001: 7). Compared to other countries, the Greek educational system does not have many established procedures for planning and long- and meso-term decision-making, as **planning is restricted to annual projects and does not touch more fundamental aspects of the educational process** (OECD, 2012, cited in OECD, 2017).

Inclusive education, however, does not only depend on the educational system: i.e., professionals, infrastructure, and teachers' professional development. Viewed at its fundamentals, a school constitutes a **community of people** that is intertwined with other aspects of **social life** (Dewey, 1982). This practically means that integration projects do not start or end at school (Zoniou-Sideri, 2012), since it is impossible to expect that every school has the capability to respond with equal effectiveness to all of their students' needs (Rose, 2004). Even in cases where high quality education is offered, **active participation by parents** is another important element that ensures the implementation of theory by children, either at home or in authentic everyday life conditions (UNESCO, 2005). Failure to treat families and the community as equal partners in the policies that schools are required to implement reduces the potential of educational inclusion. In other words, the possibility of making good use of educational opportunities offered at school is minimized when the families, the community, and the society in general do not provide a supportive context (Bernard, 2001).

It is also very important to ensure that **common perspectives** are shared on the basic principles of inclusive education, even when implementing institutionalised policies. This does not necessarily mean aiming for absolute agreement or consent, but it requires securing mutual commitment and support towards achieving a common goal as well as coordinated attempts to resolve problems that may come up in the process (Rayner, 2007). Even **theoretical approaches** on inclusion can only be effective if they are accompanied by a range of requisites. These include: corresponding **practices** on a classroom level (e.g., collaborative



learning), a **common action plan, cooperation** with parents, **clarity in staff's roles**, effective application of **supportive personal planning and credible educational programs**, establishing a **positive environment** inside and outside the classroom involving students and other actors, **valuing students' repertoires and potential** while **adjusting methods to their needs**, as well as **evaluating of applied inclusive practices** (Rose, 2004).

3.3.1. Principles, goals and strategies of diverse, equitable, and inclusive evaluation

UNESCO (2017) recommends a theoretical background – a guide based on which countries can evaluate aspects of their educational policies concerning the **provision of inclusion and equality** on a local or national level. Such a theoretical frame can also be used to guide the design and implementation of actions about the development and progress of their educational policies. It also serves for monitoring the progress of change processes, using appropriate measurement (UNESCO, 2017). Thurlow et al. (2016, cited in Kefallinou & Donnelly, 2016) identify **six principles** for an **inclusive assessment system**.

Principles for an inclusive assessment system

(Thurlow et al., 2016)

Principle 1. Every policy and practice reflect the belief that all students must be included in state, district, and classroom assessments.

Principle 2. Accessible assessments are used to allow all students to show their knowledge and skills on the same challenging content.

Principle 3. High-quality decision making determines how students participate in assessments.

Principle 4. Implementation fidelity ensures fair and valid assessment results.

Principle 5. Public reporting content and formats include the assessment results of all students.

Principle 6. Continuous improvement, monitoring, and training ensure the quality of the overall system.

As Kefallinou & Donnelly observe (2016), **inclusive assessment** is an approach to assessment in mainstream settings where policy and practice are designed to promote universal learning, as far as possible. The **overall goal** of inclusive assessment is that all assessment policies and procedures should support and enhance the successful participation and inclusion of all pupils. The European Agency's three-year project Assessment in Inclusive Settings, where representatives from 25 countries took part, defines a series of 'outline' indicators



and associated preconditions as crucial for inclusive assessment. Specifically, **seven levels of outline indicators** have been identified, which cover people, structures, and policy frameworks. These include: (1) **pupils** (*All pupils are involved in and have opportunities to influence their own assessment and the development, implementation and evaluation of their own learning targets*); (2) **parents** (*Parents are involved in and have opportunities to influence all assessment procedures involving their child.*); (3) **teachers** (*Teachers use assessment as a means of improving learning opportunities by setting goals/targets for the pupil and for themselves and providing feedback on learning to the pupil, as well as to themselves.*); (4) **schools** (*Schools implement an assessment plan that describes the purposes and use, roles and responsibilities for assessment, as well as presents a clear statement on how assessment is used to support the diverse needs of all pupils.*); (5) **multi-disciplinary assessment teams** (*Multi-disciplinary assessment teams – no matter what their professional composition or team membership – work to support inclusion and teaching and learning processes for all pupils.*); (6) **policies** (*Assessment policies and procedures support and enhance the successful inclusion and participation of all pupils vulnerable to under-achievement and exclusion, including those with D/SEN*); and (7) **legislation** (european-agency.org).²⁶

²⁶ [https://www.european-agency.org/sites/default/files/assessment-materials-indicators assessment indicators en.pdf](https://www.european-agency.org/sites/default/files/assessment-materials-indicators%20assessment%20indicators%20en.pdf)

Figure 3 presents strategies that serve the goals of Diverse Equitable Inclusive (DEI) Evaluation.

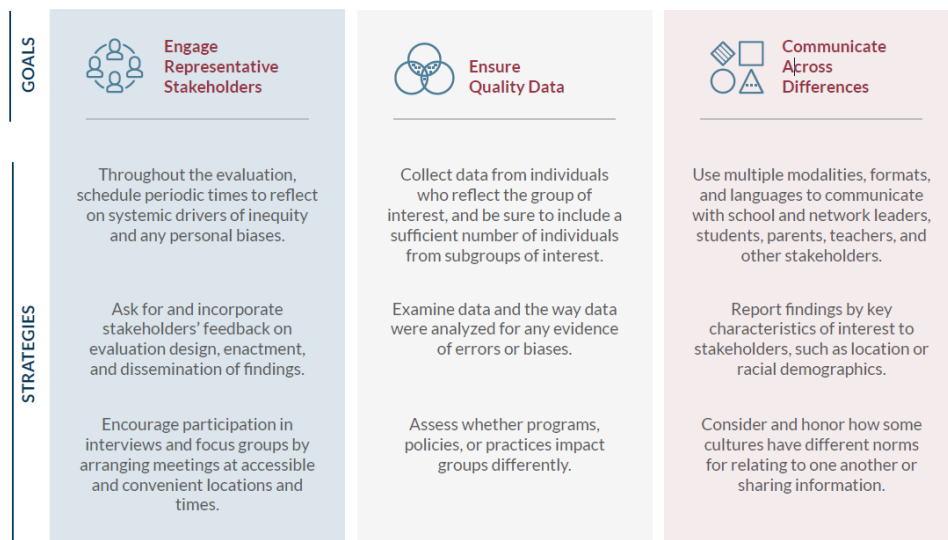


Figure 3

*DEI Evaluation Approaches (Bellwether Education Partners, 2020: 1)*²⁷

Analysing a part of this figure, the first goal is to 'Engage Representative Stakeholders' and the first strategy suggests 'scheduling periodic times to reflect on systemic drivers of inequity and any personal biases' throughout the duration of the intervention. In this context, the evaluation team might reflect on background reading (e.g., books, articles, blog posts) or other activities (e.g., visiting museums or historical sites) to improve their understanding of the systemic drivers of inequity in the context of the project. Also, this team can talk to colleagues who have worked in similar contexts to gain insight into the interpersonal dynamics within schools or school networks. For example, if the programme under evaluation was intended to inspire participants to create equitable, anti-racist school environments, the evaluation team could review articles and blog posts about racism, oppression, white privilege, and access to power, so as to inform their understanding of how these factors drive inequity in the education system under examination. Then, they might study scientific resources and discuss their takeaways about how to design an evaluation that

²⁷ <https://bellwethereducation.org/publication/approaches-diverse-equitable-and-inclusive-evaluation>

captures progress toward eliminating societal barriers to achieving equity (Bellwether Education Partners, 2020).

According to the European Agency for Development in Special Needs and Inclusive Education (2016), inclusive assessment can only be realised within an **appropriate policy framework** and **methods of school organisation** that support teachers who themselves have a positive attitude towards inclusion. Therefore, it is necessary for policy to ensure that the needs of vulnerable-to-exclusion learners are considered and accounted for within all general as well as D/SEN-specific assessment policies. All learners are entitled to be part of inclusive assessment procedures. Similarly, all assessment methods and approaches are complementary and inform each other. Assessment aims to ‘celebrate’ diversity by identifying and valuing all pupils’ progress and achievements. Inclusive assessment involves **a range of methods and strategies** that aim to gather clear evidence about learners learning in non-academic areas as well as academic subjects. **Procedures** may fulfil other purposes in addition to informing teaching and learning. However, all assessment procedures should be based upon **shared values** for inclusive education as well as the principles of participation and collaboration. **Methods** should report on the outcomes of learning, but they should also provide teachers with information on how to develop and improve the process of learning for individual learners or groups of learners in the future. **Decision-making** should be based on a range of sources that present evidence of learning collected over a period of time. This provides ‘**value added information**’ on learners’ learning progress and development, not just ‘snapshot’ information. **Contextualised information** should account for any home-based or environmental factors that influence learners’ learning. Assessing the factors that support inclusion for an individual learner in order that wider school, class management and support decisions can be effectively made. The **active involvement** of class teachers, learners, parents, class peers, and others as potential assessors, or participants in the assessment process is also necessary.

Cumming and Maxwell (2004), whose research focused on the Australian context, identified themes concerning **assessment practice**, the interplay of which they perceive as crucial to directing the structures that **dictate assessment in all classrooms**. Subsequent teacher practice is impacted by the following themes, either external or internal to the school: (1) a strong curriculum base, which influences and directs classroom assessment; (2) the incorporation of school-based assessment in all certification; (3) an external preference for standards-referenced assessment; (4) the degree of respect for teacher judgements in making assessments; (5) the role of school-based assessment in the compulsory years of schooling; (6) national, regional, and local moves towards outcomes-based frameworks; (7) issues surrounding the collection and use of national benchmark data (European Agency for Development in Special Needs & Inclusive Education, 2005).



As far as **Roma students** are concerned, discrimination in education consists in separating Roma children from their non-Roma peers in schools, classrooms, buildings and educational curricula. Separation practices in education hinder the full implementation of the right to education of Roma children and their development as individuals and citizens in a democratic society. In fact, racial segregation, as evidenced by the experiences of the United States and South Africa, affects not only victims but society as a whole (Rostas, 2017). Thus, if the Roma community has experienced low educational attainment due to generations of oppression and discrimination, Roma student's aspirations may have been shaped by this experience. According to Torotcoi & Pecak (2019), educational systems and teachers need to understand their roles in assisting Roma students to expand their aspirations through empowerment and introduce these aspirations to those Roma students who have successfully attend schools.

3.3.2. Actors involved in evaluation processes

Policy makers are responsible for (a) developing assessment policies that maximise the factors supporting inclusion for individual pupils and their parents at the teacher and school levels; (b) providing flexible funding structures in support of the implementation of assessment policies that maximise the factors supporting inclusion. **Multi-disciplinary assessment teams** are responsible for supporting the work of class teachers in promoting teaching and learning and inclusion. Based on the principles of teamwork and participation, they work with pupils, parents, teachers, and other professionals in order to directly inform teaching and learning. Multi-disciplinary assessment teams consider 'assessment through intervention' approaches, use a diverse range of approaches and techniques, as well as assessment instruments that support the interdisciplinary work of experts from different fields by providing a shared language and cooperative strategy (European Agency for Special Needs and Inclusive Education, 2016).

Educational co-ordinators

The **Regional Centres for Educational Planning** (PEKES) are centres responsible for a number of specific school units. Each PEKES is staffed by an organisational co-ordinator and several educational co-ordinators, who work close to educators in a specific region. Educational co-ordinators have replaced school advisors in the Greek education system, and they are responsible for providing teachers with scientific and pedagogical guidance concerning educational issues that arise during the school year. Educational co-ordinators are also responsible for planning and providing in-service professional development opportunities for teachers, in response to regional issues and needs. Enhanced

qualifications are necessary for filling an educational co-ordinator post, including several years of teaching experience, certified ICT knowledge, etc. This is a key position for linking education stakeholders with teachers and for disseminating educational policies to the school environment (Eurydice report).²⁸

School leaders (Principals) have multiple responsibilities, that include monitoring the learning of all pupils using appropriate assessment evidence, informing individual learning, and supporting teachers with translating data to teaching practice. They are also responsible for fostering co-operative relationships with other schools and organisations, such as universities or research institutes, which support the sharing of information regarding best assessment practice (European Agency for Special Needs and Inclusive Education, 2016).

Teachers are expected to employ an ecological view of pupils' learning that considers academic, behavioural, social, and emotional aspects of learning, and use a range of assessment strategies that take into account the range of learning contexts within the pupil's home and school environments, as well as the context in which the assessment takes place (European Agency for Special Needs and Inclusive Education, 2016). Bourke and Mentis (2014), who propose an integrated assessment approach to document student learning and outcomes, point out that teachers committed to inclusive education have the potential to revolutionise pedagogical and assessment practices within mainstream classrooms, because students with high needs challenge traditional assumptions about what it means 'to learn' and 'to assess'. This creates opportunities for teachers to find creative ways to ascertain what and how a child learns, as well as ways to communicate these assessment results to children, parents, the school and funding bodies, in order to support further learning.

Professional development for teachers appears to be a crucial aspect for developing teacher attitudes and skills in support of successful inclusion (Kemp & Carter, 2005). Perlman (1996) highlights the current demands on professionals engaged in assessing students in inclusive settings, and concludes that the demands placed upon 'assessment professionals' far exceed their ability to comply with the requirements set by supervising national authorities (Perlman, 1996, cited in European Agency for Development in Special Needs & Inclusive Education, 2005). Hattie (2005) argues that if assessment evidence is going to be used to effectively support teaching and learning, there is a need to move teachers'

²⁸ https://eacea.ec.europa.eu/national-policies/eurydice/content/education-staff-responsible-guidance-early-childhood-and-school-education-27_en and https://eacea.ec.europa.eu/national-policies/eurydice/content/staff-involved-monitoring-educational-quality-early-childhood-and-school-education-27_en

thinking away **from data** towards **interpretations**, from student outcomes to teaching successes and improvements, and from school-based accountability models to be replaced with classroom-based models (European Agency for Development in Special Needs and Inclusive Education, 2005).

The positive impact of **self-assessment** on achievement has been repeatedly demonstrated by empirical research in relation to students who do not have any form of special need (see MacDonald & Boud, 2003). There are a range of strategies and tools used in classrooms to engage **students** in self-assessment, setting their own targets and developing meta-cognitive skills and strategies (European Agency for Special Needs and Inclusive Education, 2016). Dorman and Knightley (2006) observe that there has been extensive research into ‘types’ of assessment and relatively restricted research on students’ perceptions of assessment. This might suggest that effective assessment in any setting is essentially based on a two-way communication exchange between assessors (usually the teacher) and the assessed (the students).

Parents, on the other hand, have clear rights to request assessment procedures be conducted with their child; they also have rights to refuse or accept the findings of those assessments. The parents’ role in maximising the factors supporting the inclusion of their children should be clearly understood and acknowledged at the teacher, school, and policy levels (European Agency for Special Needs and Inclusive Education, 2016). However, parents may have pre-conceived ideas about what assessment is (or should be), which are often formed by personal experience of standardised testing and information from the media regarding educational standards, as measured by norm-referenced tests (Robinson, 1997). In Greece, criterion-based testing is the norm, but much of the relative discussion is limited to national examination after high school (*Lykeio*). A more scientifically valid discussion is developing around the State Certificate for Language Proficiency (KPG) (cf. Karavas, 2014; Anastasiadou & Tiliakou, 2015). The effective involvement of parents in assessment is therefore a challenge, and we need to take into consideration research data concerning parents’ perceptions or perspectives on inclusive education (see, e.g., Johnson & Duffett, 2002; Leyser & Kirk, 2004) in order to develop models in relation to parents’ involvement in assessment in inclusive settings (European Agency for Development in Special Needs and Inclusive Education, 2016).

In conclusion, the evaluation processes involve –on the one hand– policy makers and multi-disciplinary assessment teams who are not members of school communities, and –on the other hand– members of the school staff, predominantly school leaders and teachers, although other stakeholders, such as students, parents, and members of the local community, may be involved too (European Commission/EACEA/Eurydice, 2015). It is therefore necessary to understand the importance of engaging with parents, families, and communities in the process of



implementing and evaluating inclusive education to create environments that are prepared to address diversity and stimulate the development, learning and social inclusion of all children, as well as improve school practices and operations by identifying the features that best support students. (UNICEF, 2014). Parents, pupils, and the local community (where provided for) are consulted on a variety of many topics. In some countries, the local communities have the opportunity to feed into the external evaluation, mainly through interviews. In addition, in some cases they can visit schools in order to conduct classroom observations or inspection other school activities and premises, and they can verify administrative documents. In many European countries, one main question concerns the community's satisfaction with the overall quality of schools, the educational provision, the school facilities and resources, as well as safety, study environment and school climate. However, it should be noted that in countries as Greece, where the system does not provide for community engagement in the implementation and assessment of educational policies and practices, the involvement of other stakeholders, such as members of the local community, in these processes is at the discretion of the school (European Commission/EACEA/Eurydice, 2015: 14).

Communities are empowered to ensure that schools and the educational system function effectively (American Institutes for Research, 2011). This can be achieved through the **participation of community members 'in real decisioning'** at every stage: this includes identifying problems, planning, implementation, and evaluation (Uemura, 1999, cited in Aref, 2010). The first step in working with communities is to involve community members in a participatory assessment of current situation. The participation of community members involves evaluating the effective use of school resources and monitoring learning outcomes and educational practices. If truly empowered to influence, evaluate, and guide decisions on these crucial issues, communities will not only report immediate concerns in the school environment, but also identify broader challenges that may be the underlying causes of problems. This will not only fulfil the participation rights of the community, but it will also reshape education systems. Similarly, community members' attitudes about the importance of education should become more positive, because stakeholders will be engaged in opportunities to generate solutions and plans for action, rather than merely voice grievances (American Institutes for Research, 2011).

The importance of education is multifaceted, and it extends across the entire range of individual and societal activities (Pappas, Papoutsis, & Drigas, 2018). Therefore, assessment findings regarding school quality have to be communicated to the governments, ministries, teachers, and parents, as well as to civil society, organisations and local communities, who in turn can use them as accountability and governance mechanisms to raise issues of education delivery and quality (Banerjee et al., 2010, cited in UNESCO Education Sector, 2016). Nevertheless, the



results of surveys and studies are rarely taken into consideration in policy formulation processes (UNESCO Education Sector, 2016).

3.4 Challenges and barriers in designing and offering inclusive education

Many countries' policies are based on **centralised administrative systems**, which has a constraining influence on the ability of school directors/school leaders and/or teachers to take initiatives. This is due to the fact that, in such contexts, every action is strictly designed and predefined: an example would be the typically inflexible curricula that hinder teachers from using a variety of strategies to effectively address student superdiversity (Bhatnagar & Das, 2014). In such systems, **transformations and changes** prove quite time-consuming and bureaucratically complex; therefore, actors are usually discouraged from attempting to introducing change (Tange, 2016). **Power relations** among stakeholders continue to be a dividing issue among individuals involved in educational policy issues. Very often, unequal relationships are enacted among women and men, teachers, principals and specialists, parents, teachers and community centre administrators, etc. These power relations become strained in the face of debate over policy implementation, as well as during the development of individual planning, which requires team involvement (Hunt, 2009: 25).

According to Kochhar, West, and Taymans (2000), the **barriers** concerning the implementation of inclusion are **organisational, cognitive, and behavioural**. Firstly, concerning **organisational barriers**, stakeholders often fail to take into consideration 'local' characteristics, and thus reproduce ineffective policies designed for other countries (Garcia-Huidobro & Corvalan, 2009). This often results in applying certain 'forms' of action that do not apply to all the school units. Consequently, 'one size fits all' approaches seem destined to fail (Bualar, 2016). Similarly, using an inflexible curriculum for every student, without provision for the diversity of students' profiles, makes it rather difficult or even impossible to promote inclusive practices (Kalogirou, 2014). In addition, cooperation among state actors, members of the local community, people involved in the school community, and students' families is met with considerable difficulties, despite being a critical and necessary precondition (Rose, 2010); these difficulties typically relate to stereotypes, racist attitudes and perspectives, and faith issues among others (Stylianou, 2017). Consequently, there is still room for discrimination and marginalisation, and students fail to develop a sense of belonging to the classroom or the school community (Tange, 2016).

Cognitive barriers relevant to implementing effective inclusive practices relate to: (a) teacher knowledge, which is usually theoretical and fails to bridge theory

to everyday teaching practice (Kochhar et al., 2000); and (b) the lack of training among actors involved, such as parents, local agencies etc. (Garcia-Huidobro & Corvalan, 2009). Lack of specialised training results in difficulties understanding the concept and the parameters of inclusive education, as well as its importance and ways to implement it (Kochhar et al., 2000). This, in turn, leads to insecurity and feelings of inadequacy as far as teaching methods are concerned, and the transfer of responsibilities from the school to the students' social and family environments (Dryden-Peterson, 2015b). Similarly, significant concerns emerged around the teachers' role and duties, as well their contributions to this changing and fluid classroom context that calls for inclusivity (Kitsiou et al., 2019).

Behavioural barriers to implementing inclusive practices in schools relate to attitudes and practices of actors involved in education, particularly teachers and school leaders/directors (Kochhar et al., 2000). The expectations that these actors develop are usually products of their stereotypical perceptions or prejudices towards social groups, such as migrants (Flouris, 2019). Therefore, teachers are confronted with dealing with their own personal perspectives (Palaiologou & Evangelou, 2003, cited in Simeonidou, 2019; Corak, 2011). These tend to feed established teaching practices that prove very resilient to questioning, since new approaches run counter to the teachers' beliefs and preconceptions (Bucholtz & Hall, 2005, cited in Christensson, 2021).

As far as **early childhood** education is concerned, the establishment of kindergartens inside the refugee camps was an interesting initiative taken in 2016. Research (Maligkoudi & Tsaousidis, 2020) on twelve teachers, working in DYEP facilities operating within the Reception Centers, emphasizes that most of them often feel unprepared to manage their refugee students both linguistically and culturally. In addition, since there aren't any educational criteria (for example, specialisation in intercultural education) for teachers to be, many of them expressed stereotypical views about their refugee students, that they associate with "their different culture and different values", as they report. Moreover, they also expressed stereotypical (negative) views with regard to parental involvement in the educational process. Another study (Asimaki et al., 2018) emphasizes the lack of systematic training and on-site support of the teachers teaching at DYEP. While the Ministry of Education and Religious Affairs organized short training-informative programs, the teachers who participated stated that they were not as supportive as they needed, because the training didn't offer any advice on teaching practices related to the provision of intercultural education. Finally, the kindergarten teachers who participated in another research (Kiziridou, 2019) emphasize the lack of appropriate teaching materials that meet the needs of their students, and state that they proceed to the development of special material (mainly visualized words, use of the first language of their students, use of songs and fairy tales) to support Greek language teaching in an appropriate way.

3.5 Implications of unsuccessful inclusive education

In the current socio-political context of extended migration, many children have left their countries of origin due to violence, deprivation, and conflict. Most did not initially aim to travel to Europe, but among those who eventually did undertake the journey to Europe, education was a key factor shaping their decision. Education is also a key element for refugee and migrant children's social inclusion into host communities (UNHCR, UNICEF, & IOM, 2019). Although all **children's fundamental right to basic education** is recognised under international and local human rights law, including EU legislation, in practice the type, quality, and duration of schooling offered to asylum-seeking, refugee, and migrant children depends more on where they are in the migrant/asylum process than on their educational needs (UNHCR, et al., 2019).

A fundamental characteristic of the **current Greek school classroom** is diversity, which is a product of social changes, and greatly influences students' performances, their integration, and their development within the educational environment (Arabatzis, 2013). For the educational system, the great challenge is to act in ways that transform diversity into enrichment for everybody, rather than into inequality (Foulin & Mouchon, 2000, cited in Arabatzis, 2013). By attending school, children leave their monocultural family context and enter an educational environment that reproduces the dominant culture of the society, as well as elements of multiculturalism (Mayesky, 2009). **Stereotypes** that are present in the broader community are transferred into children's world in ways that may hinder processes of mutual understanding, intercultural communication, and inclusive classroom environment (Bigler et al., 1997, cited in Printezi & Pavlopoulos, 2010).

Bearing in mind that the **role of peers** becomes more significant during adolescence, youths with an immigrant or refugee background may often experience social exclusion such as bullying and social isolation, in this context (Osterman, 2000). Since adolescents spend most of their time at school, the school class is a particularly significant social context for them, and as a societal 'micro-system' the school class harbours both positive and negative peer relations (Raabe, 2019). While belonging is a fundamental human need that applies to people of all ages (Baumeister & Leary, 1995), it has been found that, compared to adults and children, belonging and social acceptance are particularly important for adolescents' well-being (Brown, 2004, cited in Plenty & Jonsson, 2017). There are reasons to believe that ethnic minorities are at a higher risk of being socially excluded. Social misfit theory proposes that individuals are avoided when they are different in one or several regards (Wright et al., 1986, cited in Plenty & Jonsson, 2017), which could include ethnic or cultural background. Public attitudes shape immigrants' self-perception and well-being. Perceived discrimination is associated with depression, anxiety, and lower self-esteem.



Immigrants are less likely than natives to see themselves as belonging to the host country (Global Education Monitoring Report, 2018).

If ethnic minority children are socially isolated and avoided, support and inspiration networks that promote learning are less likely to be established, and inequality of network resources contributes to the perpetuation of already existing ethnic stratification patterns (Raabe, 2019). While schools can support the processing of information and promote cohesive societies, which are especially important in a globalized world, prejudice, and discrimination remain present in many education systems, despite policies against them. Education therefore is a critical tool in fighting prejudice, stereotypes, and discrimination. However, if education systems are poorly designed, they can promulgate negative, partial, exclusive or dismissive portrayals of immigrants and refugees (Global Education Monitoring Report, 2018).

Despite the fact that modern classrooms are more diverse than ever, many of them are not yet ready to embrace and deal with the new needs that have emerged. This lack of readiness is due to the difficulty of teachers and educators to accept and integrate diversity (Tomlinson et al., 2003). Even though inclusive education philosophy is extensively promoted, in practice educational systems remain essentially monocultural (Loreman, 2014), as segregation and assimilation practices are adopted, which fail to serve equal student participation in school life (Liasidou, 2012). Additionally, the marginalisation of diverse students that takes place in school, combined with the dominant stereotypical perspectives in the broader societal context, gradually lead to social exclusion of these children, a situation that further expands/follows them in their adult life, and is associated with an increase in racist violence incidents. Therefore, in order to apply inclusive (i.e., intercultural) education, it is necessary to redesign the educational system structures, and to create an inclusive culture for teachers, students, and parents on the basis of common values of inclusion, so as to fight segregation and exclusion and to establish a society run by the fundamental principles of democracy, solidarity, equity, and mutual respect (Harris et al., 2012).

Chapter 4

Looking ahead: how to improve inclusion in schools

4.1 (Re)building the school with inclusion of students with Disabilities and/or SEN in mind

As far as students with Disabilities/Special Education Needs are concerned, the assessment of Greek inclusion policies by the European Agency for Special Needs and Inclusive Education (2018) revealed that, during the last decades, a number of stated written policies and actual practices in the Greek context move towards the achievement of more inclusive school communities. However, inclusion has not yet been conceptualised as whole-school reform, but mainly a means of increasing access to mainstream education for learners with disabilities and/or special educational needs. At the moment, inclusive education is starting to be conceptualised more widely in order to give access to education and support for all vulnerable social groups, such as learners with disabilities, immigrant and repatriated learners, Roma learners, and the children of the Muslim minority of Thrace. However, the main **criticism** referring to the Greek inclusion policy concerns:

- the persistence of the **deficit-medical mentality** on which the current understanding of inclusion is based;
- the inability to control the restrictive cultures of mainstream schools (Vlachou, 2004);
- the reproduction of a series of existing inequalities and the creation of new forms of stigmatisation and segregation in the mainstream school (Zoniou-Sideri & Vlachou, 2006).

Therefore, there is an urgent need for Greece to step up efforts to respond to the new demands, by implementing a series of educational reforms, which are considered crucial for the country within the European context. Moving towards more inclusive and equitable ways of working requires changes in thinking, culture, and practices at every level of an education system, from classroom teachers and others who provide educational experiences directly, to those responsible for national policy. A range of new **supportive structures** (e.g., Regional Centres of Educational Planning, Centres of Sustainable Education, Centres of Educational and Counselling Support, etc.) have been established in order to support day-to-day school community practices through a more functional and flexible framework, with a view to building the vision of a public, democratic, synergetic school and to strengthen its social identity.



These priorities of Greece for education are reflected in the three-year Action Plan for Education (2017–2020) that was published by the Ministry of Education and Religious Affairs on 19 May 2017.²⁹

4.1.1. Strategic objectives for inclusion of D/SEN students

More specifically, some of the stated strategic objectives of the Ministry of Education and Religious Affairs, as outlined in by the European Agency for Special Needs and Inclusive Education (2018), are the following:

a) At institutional level

- Building a **legislative framework** that will unite available human and financial resources around the purpose of creating a more inclusive and equitable system of education.
- Working towards the **development of a coherent education policy** with an inclusive focus, covering all aspects of education (curriculum, pedagogy, and school organisation).
- Ensuring **access to education for all children**, giving particular attention to children who have traditionally been excluded from educational opportunities (those from the poorest households, ethnic and linguistic minorities, and persons with special needs and disabilities).
- Continuing on-going efforts to increase the proportion of the national budget spent on public education.
- **Improving early childhood education and care for all pupils**, including pupils with disabilities, with particular emphasis on: (a) extending pre-primary education for all children aged over 3 and (b) improving the transition from early childhood education to kindergarten and primary school.
- Reforming the curriculum and textbooks with particular emphasis on **differentiated instruction** and the provision of relevant teacher education programmes, both at the pre- and the in-service level.
- Promoting inclusive education and advancing inclusive structures and procedures.
- Improving the **transitions between different levels of education** for all pupils, and between education/training and the labour market.
- Building stronger links between education and the wider community.
- Improving the efficiency of education and training systems at all levels by: (a) upgrading the management and governance capacities of institutions at all levels of education;

²⁹ www.minedu.gov.gr/news/28206-19-05-17-to-trietes-sxedio-gia-tin-ekpaidefsi-plaisio-katefthynseon-kai-protaseis

- (b) advancing professional autonomy and school leadership;
- (c) strengthening teacher professionalism;
- (d) providing and developing assessment and evaluation capacities;
- (e) reintroducing school self-evaluation and removing bureaucratic barriers in the educational system.

b) At school level

- Generating a broad-based **consultation around inclusion and equity in education** and beginning the process of consensus building.
- Implementing **changes on the existing assessment procedures** of learner performance, in order to encourage critical thought about their improvement and their actual knowledge.
- Supporting families to recognize and understand the needs of their children.
- Generating **school-level visions** for inclusive education and communication among the school teaching team and wider school community.
- Increasing the capacity of all **schools to meet a greater diversity of needs** and to support learners within their local communities.
- Providing **professional development opportunities** for staff with a focus on inclusive education and specialised training for teachers to implement it.

In this direction, it is considered necessary to hire specialised educational and support staff and to increase funding for education. At the same time, there is a need to remove stereotypical concepts that belong to the past, in order to limit educational and social exclusion of disabled students. Finally, Greek decision makers and stakeholders should promote inclusive practices that seek to upgrade and modernise the educational process (Pappas, Papoutsi, & Drigas, 2018: 10).

The legislative framework was updated in March 2021 in order to meet the challenge of equal access of students with disabilities and/or special educational needs. In its current form, it constitutes a fundamental pillar of the National Action Plan on the Rights of People with Disabilities, drawn up under the coordination of the Minister of State, and it is currently being implemented.

The aforementioned National Action Plan establishes a wide array of actions in the field of education for students with disabilities and/or special educational needs, which aim to promote inclusive education in response to the description of the current situation in education and the recommendations by the United Nations, the representative organisations of People with Disabilities, the Ombudsman, and the National Human Rights Authority.

Similarly, the Ministry of Education and Religious Affairs has drawn up and has been implementing the Strategic Action Plan for the Equal Access of Students with

Disabilities, which constitutes an extension of the National Action Plan on Disability in the Field of Education. The **Strategic Plan** includes thirteen (13) Operational Objectives, which are further analysed in projects and actions, with a predefined implementation timetable, in key areas of intervention, such as:

- the review of the current legislative framework;
- the adequate allocation of human and material resources;
- the increase of physical and digital accessibility;
- the professional development of staff in issues of differentiated teaching;
- the upgrading of the evaluation and support services;
- the promotion of integration education programmes;
- the strengthening of both early educational intervention and vocational education;
- the equal access to lifelong learning and higher education;

the evaluation of the operation of the institution of the Integration Classes and Parallel Support.

4.2 (Re)building the school with inclusion of migrant, refugee, and Roma children in mind

Many immigrant and refugee students from diverse ethnic, cultural, and linguistic backgrounds have been uprooted from their home and schools through difficult situations and they have transitioned into the new living and educational environments in Greece, where they experience barriers and challenges, such as language, exclusion and isolation, psychosocial stress, racism, discrimination, and bullying (Guo-Brennan & Guo-Brennan, 2019; Raabe, 2019). These issues present both opportunities and challenges for education policy-makers, school administrators, leaders, and teachers (Banks, 2016) and send a clear message that schools need to take a systematic approach and adopt meaningful and practical ways, ensuring the environment and culture is welcoming and inclusive to all students (Fullan, Quinn, & McEachen, 2018) and **giving equal opportunities and resources to participate and succeed in the current education systems** (Guo-Brennan & Guo-Brennan, 2019).

Emphasis should be placed on the **well-being of children**. Well-being has been defined in the management literature as the overall quality of an employee's experience and functioning at work that includes three dimensions: psychological (i.e., one's subjective experience), physical (i.e., bodily health), and social (i.e., relational experiences; Grant, Christianson, & Price, 2007). Schools are key settings where children can build friendships and develop their self-esteem, whilst being able to rely on a supportive network of peers, school staff, and parents. Therefore, according to the European Framework for Action on Mental Health and Wellbeing, schools are recognised as one of the fundamental

determinants of mental health among children and adolescents. Many schools in Europe provide mental and emotional support to students and seek ways to promote their well-being. This often happens through specific programmes, learning assistance, educational or personal support from mental health professionals who are either external or part of the school staff. According to School Education Gateway (2019³⁰), “the approaches that many schools adopt can be universal for all students or targeted at individuals”.

Also, because of the influence of relationships and interactions between school and family on children’s development (Bronfenbrenner, 2005), it is necessary for the school to offer equal opportunities for **parental engagement** to immigrant and refugee parents (McLeskey, Rosenberg, & Westling, 2013). Moreover, schools can develop community outreach programmes that connect local community members and immigrant parents by opening school facilities for a wide range of community activities with non- academic purposes for groups of all ages and ethnic, language and/or cultural backgrounds (ex. sports, recreation, community programmes and events) or adult continuing education programmes that are tailored to meet immigrants’ needs (Guo-Brennan & Guo-Brennan, 2019). As a result, inclusion can and should be engaging the whole school into an open and inclusive process, which collectively brainstorm strategies to deal with struggles around language, definitions, meanings, resources, and competing agendas (Guo-Brennan & Guo-Brennan, 2019).

4.2.1. Challenges and modulatory variables

At the same time, the procedures that schools are required to follow and the measures they take in response to the immediate needs following the ever-increasing linguistic diversity in mainstream classes and the ongoing need to welcome newcomers, non-native speakers have the potential to bring about more general changes in education. These potential changes are related to the way in which schools cope with the inclusion of students with different linguistic and cultural backgrounds and the ensuring of equal access to learning. Second-language teaching as a regular provision in schools and professional development for teachers in enhancing intercultural and multilingual competences seem to be important elements, with a hope that they become ‘normalised’ features in education systems (Koehler & Schneider, 2019).

In a recent analytical report, Herzog-Punzenberger, Le Pichon-Vorstman, and Siarova (2017) stress the importance of integrated multilingual education and

³⁰ <https://www.schooleducationgateway.eu/en/pub/viewpoints/surveys/poll-on-mental-health.htm>

provide a comprehensive overview to systematically judge the type of language pedagogy implemented in schools to promote multilingualism. This includes not only second language instruction methods and the certification of second language teachers, but also, for example, if and how the first language is validated in school by regular teachers.

In a study comparing how Syrian refugee children are included –or not– in school systems both in Europe (Sweden, Germany, and Greece) and outside Europe (Turkey and Lebanon), Crul et al. (2019) remark that of these five countries only Sweden comes close to actualising a serious language pedagogy in validating the first language and providing skilled second language teachers. Turkey is on the other extreme of the scale, where only recently have teachers began instruction in teaching Turkish as a second language, and there is no pedagogy in place that values the students' first language at all. The German case is somewhere in between, with a lot of variation between federal states (*Bundesländer*) (Crul et al., 2019).

It seems that researchers in the field of inclusion and researchers in the field of multilingual education need to come together to create a common agenda, which would have implications for research in both language policy and language acquisition. To date, the research **literature** in both fields **has been heavily influenced by dominant ideologies and systems of language management**, including the monolingual bias of schools (May, 2014). There is an obvious need to advocate for mother-tongue education among students, including those who speak the many regional languages and language varieties indigenous to Europe, as well as members of migrant language communities. But we wish to make a more general point: that research agendas across the board should be impacted by a more consistent focus on inclusion. To the extent that inclusion succeeds in progressing beyond political declarations to become a structuring principle in education systems, such a shift is needed in order for language acquisition and language policy research to remain relevant to the changing social and political landscape (Fettes & Karamouzian, 2018).

According to Ainscow (2020), there is a lot that individual schools can do to address issues within their organisations. Such actions are likely to have a serious impact on students' experiences and may have some effect on inequalities arising elsewhere. However, it is obvious that these school strategies cannot affect social issues outside school, like poverty in an area or lack of resources available to students, or processes that govern global mobility of people. But perhaps there are issues of student access or distribution in schools, which could be addressed if schools work together on a common agenda (Ainscow, 2020).

All of this has major implications for leadership practice within schools and education systems. In particular, it calls for efforts to encourage coordinated and sustained efforts around the idea that changing outcomes for vulnerable groups



of students is unlikely to be achieved unless there are changes in behaviours of adults. Consequently, the starting point must be with policy-makers and practitioners: in effect, enlarging their capacity to **imagine what might be achieved**, and increasing their **sense of accountability** for bringing this about. This may also involve tackling taken-for-granted assumptions, most often relating to expectations about certain groups of students, their capabilities and behaviours (Ainscow, 2020).

4.2.2. Empowerment as major factor

Providing programmes and services to assist immigrant children's integration and inclusion, recognising and celebrating their strengths, and empowering them to make positive changes can all enhance the immigrant children's sense of belonging, inclusion, confidence and motivation. Several important **steps can be taken to empower immigrant and refugee students in schools** (Guo-Brennan & Guo-Brennan, 2019: 83–84).

Actions for empowerment of migrant and refugee students in schools

- a) encourage and mentor **immigrant and refugee youth to act as young leaders** of school clubs in schools and events in local communities, such as Welcoming committees, Diversity and Inclusion Club, Multicultural Community Building, etc.;
- b) engage immigrant and refugee children in **recreational sports** as an approach of developing cross-cultural understanding, social interaction and friendships between local and newcomer students without relying entirely on language skills;
- c) provide **culturally responsive career and university planning programmes** for immigrant and refugee children and help them understand the cultural role of youth employment;
- d) recruit and hire **bilingual teachers** and teaching aids who can provide academic, social, and cultural support to newcomer students in their languages or who have experiences and skills working with second-language learners;
- e) seek **advice and support from immigrant parents**, established **religious community organisations and leaders** (e.g., churches, pastors, imams) for religious and cultural accommodations at school;
- f) provide training to teachers on principles and techniques in second-language education, and in dealing with refugee children's post-traumatic stress disorder (PTSD) and limited formal education; and
- g) **support 'at-risk' students** by developing a clear sense of students who are 'at risk' and develop programmes and services supporting at-risk students at all age levels.

Also, there are **six principles** that recent research has highlighted as underpinning the creation of an inclusive culture at school (Abawi, Carter, Andrews & Conway, 2018: 49–50).

Principles for the creation of an inclusive culture at school

(Abawi et al., 2018)

*Principle 1: **Informed shared social justice leadership*** at multiple levels – learning from and with others.

*Principle 2: **Moral commitment to a vision of inclusion*** – explicit expectations regarding inclusion embedded in school wide practice.

*Principle 3: **Collective commitment*** to whatever it takes – ensuring that the vision of inclusion is not compromised.

*Principle 4: **Getting it right from the start*** – wrapping students, families and staff with the support needed to succeed.

*Principle 5: **Professional targeted student-centred learning*** – professional learning for teachers and support staff informed by data identified need.

*Principle 6: **Open information and respectful communication*** – leaders, staff, students, community effectively working together.

Often, the term ‘inclusive education’ becomes synonymous with education for children with disabilities. Although this may still be the primary motivation for inclusive education, successful inclusive practice will be successful for all children with many different attributes such as ethnicity, language, gender, and socio-economic status (Schuelka, 2018). UNESCO (2017: 17, 19, 21, 27, 32; 2001: 82–90) and UNICEF (2014: 13) have described some basic **key dimensions for establishing inclusive and equitable education systems** that includes a variety of concepts, policies, structures and systems, and some practices:

a) Concepts:

- Inclusion and equity are overarching principles that guide all education policies, plans, and practices;
- The national curriculum and its associated assessment systems are designed to respond effectively to all learners;
- All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education;
- Systems are in place to monitor the presence, participation, and achievement of all learners within the education system.

b) Policies:

- The important national education policy documents strongly emphasize inclusion and equity;
- Senior staff at the national, district, and school levels provide leadership on inclusion and equity in education;
- Leaders at all levels articulate consistent policy goals to develop inclusion and equitable educational practices;
- Leaders at all levels challenge non-inclusive, discriminatory, and inequitable educational practices;

c) Structures and systems:

- There is high-quality support for vulnerable learners;
- All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices;
- Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners;
- There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education;
- Building family and community involvement is a step-by-step process based on trust;
- Social interactions among students, interactions between students and teachers both in and out of the classroom, and learning experiences that occur within the community (e.g., in the family or in various social or religious contexts);
- Families as contributors to inclusive education: The role of parents is emphasized in supporting inclusion in the family and children's learning and development at home;
- Families as activists: Frequently, families – particularly those organised into networks or associations – play a lead role in moving education systems towards more inclusive approaches and policies;
- Family and community involvement in school governance and management through their participation in decision making and in supporting aspects of daily management of activities;

d) Practices:

- Schools and other learning centres have strategies for encouraging the presence, participation, and achievement of all learners from their local community;
- Schools and other learning centres provide support for learners who are at risk of underachievement, marginalization, and exclusion;



- Teachers and support staff are prepared to respond to learner diversity during their initial teacher education;
- Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices;

4.2.3. From theory to practice via assessment

The elaboration and implementation of policies for the educational reception and integration of children with a refugee or immigrant background has been and continues to be, in the case of Greece, a significant challenge and critical risk (Stergiou & Simopoulos, 2019). Greece, like the rest of Europe, seems to have discovered the refugee phenomenon in 2014-2015. But in the past 20 years alone, several hundred thousand people have applied for asylum (Stergiou & Simopoulos, 2019). In Greece, one of the major problems is that the Ministry's action plan for the school year 2016–2017 has focused exclusively on compulsory education, which ends at age fifteen. In 2018–2019, after a hiatus of many years, reception classes in secondary schools were re-established. However, despite the efforts that were made, a large number of students with a refugee background have remained excluded. In order to enrol in General or Vocational Upper Secondary School (Lyceum/ *Lykeion*), students need a high school diploma. However, the lack of an adequate assessment system has locked most refugee youths over age fifteen outside the Greek education system.

Therefore, despite the significant steps that were made from 2016 to 2019, access to public education for children with a refugee background has generally been limited to those belonging to the age group of 6 to 15 and residing on the mainland (Stergiou & Simopoulos, 2019). Non-formal education, in technical and vocational skills, as well as Greek language courses and soft skills are provided by several NGOs and International Organisations. The Greek educational system provides flexible second chance education services (Second Chance Schools) for adults who dropped out of school before completing compulsory education. However, at the time of the writing of this report, **no institutional arrangements exist for integrating newly arrived refugees and other displaced persons** in these structures. A prerequisite for attending these schools is an adequate knowledge of Greek. The General Secretariat for Vocational Education, Training, Lifelong Learning and Youth of the Ministry of Education and Religious Affairs has implemented, until 2013, a number of programs of Greek language courses for immigrant adults, while also certifying their knowledge of Greek. Nonetheless, language courses are not systematically offered to the aforementioned population categories aged over fifteen years old. (Crul et al., 2019: 15).

As a result, it is necessary to develop theories and policies that connect with the actions and respond to the praxis and newcomers' needs, in order to provide access to all levels of education and allow for flexible pathways and support them

not only at school but in the whole society so that they are able to develop the sense of belonging that provides a feeling of safety (Dobson, Agrusti, & Pinto, 2021) and constitutes a crucial and operational value and organising practice that acts as an indicator of inclusion (Slee, 2019). However, in order to realise the effectiveness of inclusive policies, theories, and actions to support immigrants and refugees, it is necessary to consider “**what** concepts support a language and practices of authentic experience of inclusion and belonging for these pupils and **how** can these concepts support the creation of indicators to measure the success of inclusion and belonging compared with other groups in society or in ipsative terms, by comparison with themselves” (Isaacs et al. 2013, cited in Dobson et al., 2021: 2).

The above literature review included the presentation of recent empirical research related to the subject under study. In conclusion, taking into account all the above, which are proposals for successful and effective inclusion and emerge as extensions of research and action, this literature review will be enriched with the emerging data from the present research, their critical evaluation and also their correlation with the existing literature.



Part 2

RESEARCH FINDINGS IN GREECE

Chapter 5

Research methodology

5.1 Research problem, research aim and questions

Chapter 5 includes methodological notes on the processes and methods adopted to collect and analyse data driven by specific research questions that were formed applying the Rapid Outcome Mapping Approach (ROMA). The aim of the study was to capture the existing (or non-existing) inclusive top-down policies and their implications concerning access to education for several groups of students, such as children with a migrant/refugee background, Roma children, children with disabilities and/or special educational needs. The overall goal of the report is relevant to educational and social change starting from educational policies for a more inclusive school. The research problem of this study is formulated as follows:

Research Problem

Inclusion policies and practices adopted by education and training policy actors do not appear sufficient for effective inclusion of all children living in Greece, because (a) there is no connection of theory to practice or there is a (consciously or unconsciously) partial connection of theory with practice, and because (b) communication between the collaborating institutions/agents/bodies is incomplete.

In order to address this research problem, the Rapid Outcome Mapping Approach (ROMA) approach has been employed, which is a '*a process of constant reflection and learning*' (Young et al., 2014: 1), and seeks to engage researchers in depth with policies, in order to create appropriate conditions for change (ibid.). Based on the ROMA approach, an in-depth *diagnosis* of the research problem follows in terms of breaking down aspects of the problem and forming respective research questions that have guided the literature review (Part 1 of the report) and the design of the empirical research (Part 2 of the report). According to the *whys technique*, the following aspects have been identified which specify the research problem:

- (a) Problems in the design and communication of educational policies between all educational institutions [1st WHY]
- (b) Problems concerning the implementation of inclusive educational policies/practices [2nd WHY]
- (c) Evaluation-Implications of (non-)inclusive educational policies/practices [3rd WHY]
- (d) Educational change: preconditions and suggestions [4th WHY]



With reference, thus, to the abovementioned aspects of the research problem, we engaged in asking *four whys* as follows:

Why does this matter? [1st WHY]

1st WHY

- Without linking theory to practice, educational policy seems to refer to general categories of children with similar characteristics, when in fact the diversity of socio-linguistic profiles and the linguistic, pedagogical, and emotional needs of children is more intense.
- Without communication among educational policy makers, the chain of information about the needs of the children in the classroom between the Ministry of Education, the Institute of Educational Policy (IEP), principals, and teachers is lost.

Research Questions 1:

1. How is the concept of inclusion perceived by the people who design and implement educational policy, and who is involved in shaping inclusive education?
2. How are the educational policies formed regarding the education of students with Disabilities and/or SEN/ Roma students / students with immigration or refugee experience?
3. What are the educational policies for the integration/ inclusion of students with Disabilities and/or SEN/ Roma / with immigration or refugee experience students in school as they are presented today in the official educational policy documents?

Why does 1 matter? [2nd WHY]



2nd WHY

- Without a “direct and universally accepted and understandable transfer/communication” of educational policies to all bodies of education, we are led to non-inclusive educational policies.
- Without a realistic knowledge of the sociolinguistic profile and needs of students in the classroom, the educational community and policy-makers fail to plan and offer effective interventions for inclusion.
- Without the chain of information in a bottom-up approach, educational policy fails to intervene immediately/timely and aptly in the light of the ever-changing educational reality of the classroom.
- The theory in which educational policies are reflected and which teachers are called to apply is in a two-way relationship with the educational practice itself, since theory and practice feed into each other in order to make appropriate decisions and make the necessary restructuring and adjustments that will meet the students’ needs.

Research Questions 2:

Implementation of inclusive educational policies

1. How is the education of students with Disabilities and/or SEN/ Roma students and students with migration or refugee experience at school?
2. What are the relationships between students, teachers, and students, and how are school-family relationships defined?
3. How do these relationships affect the inclusion of Roma, immigrant, and refugee students in school, and their overall presence in the school context?
4. What are the practices of cooperation between education institutions in the implementation of “inclusive” educational policies? Are there any practices of feedback, redesign, sharing of the students’ practices? And if so, what are they?

School context

5. What inclusive practices does the school as a unit follow (e.g., use of languages in school signs) to ensure equal participation of all students in school activities?
6. What are the actions of the school principal for the cultivation of an inclusive education (trainings, actions within the educational



community of the school, communication with other educational institutions, etc.)?

7. How does the educational community of the school (teachers' association) deal with the issues of equal participation of students in education / school (e.g., do they discuss these issues, who participates in the discussions, what actions are they doing, are they trained)?
8. Is the educational community of the school unit trained? Are they trained specifically in inclusive practices? Are they provided with the tools and educational material needed?

Parent-teacher relationships

9. What factors influence the parent-teacher relationship? (e.g., parental attitudes, expectations, cultural / educational capital, etc.),
10. How do the relationships between school and family affect the children's attendance?
11. Do parent-school relationships influence the formulation and implementation of inclusive policies? If so, in what way?



Why does 2 matter? [3rd WHY]

3rd WHY

- When educational policy and educational community fail to design and offer inclusive interventions (e.g., failure concerning language integration, school performance, creating a safe environment), a group of children may remain out of school, may leave school, or may grow up/live a traumatic school life.
- When educational policy fails to intervene on time, it is one step behind the development of the current educational reality, whereas school ought to adjust to the constantly evolving sociopolitical environments within which it is placed.
- Because every successful inclusive intervention must refer to every child and must relate to them, not to a generalized picture that reaches late the steps of politicians' decision-making processes.

Research Questions 3:

1. How is the process of implementing inclusive policies/practices evaluated?
2. Do success or failure to implement inclusive educational policies/practices influence students' school performance and behaviour within the school environment and what parameters lead to their school underperformance?
3. In what ways may the school's policy exclude or empower students with Disabilities and/or SEN, students with a migrant or refugee experience or Roma students?
4. Who is responsible for unsuccessful inclusive practices of students Disabilities and/or SEN, students with a migrant or refugee experience or Roma students?
5. Has specialised professional development of members of the school community brought any positive result towards educators' 'readiness to address successful inclusive policies-practices? If yes, to what extent?
6. What is important to take into consideration when designing a training that aims at inclusion of students with a migrant or refugee experience or Roma students?
7. To what extent may the process of implementing inclusive policies / practices be influenced by training actions that do not respond to teachers' needs concerning inclusive education?

Why does 3 matter? [4th WHY]

4th WHY

Offering opportunities to all children in a timely fashion and in a way that concerns them favors the removal of social inequalities that are reflected in the school environment, and fulfills the obligation of a society that aims at social justice, peace, and active citizenship for all individuals belonging to it.

Research Question 4:

1. How could the school better meet the needs of students with Disabilities and/or SEN, Roma students and students with migrant or refugee experience?



5.2 Research context, research approach and tools

The research was designed and implemented during the COVID-19 pandemic era, during which there were consequent lockdown periods in Greece, curfews and mobility restrictions and certain distance keeping, mask use and other relevant non-pharmaceutical interventions. A variety of additional measures were applied specifically concerning educational institutions, such as mainstream classrooms and other educational spaces (e.g., the ones located in camps). These included distance learning and in-classroom learning with the use of masks, social distancing, and more localised solutions based on the COVID-19 cases that appeared per region or school unit. As far as educational spaces in camps are concerned, distance learning was proposed for this context as well.

Due to the restrictions on mobility, and therefore face-to-face contact, digital media were used for the communication of the research team and the implementation of the research. Specifically, Skype communication software was used, after securing written informed participant consent through email. A qualitative approach was employed, using interviews and focus groups as research tools for data collection. Two semi-structured guides were designed for the interview and the focus group respectively. These including adaptation instructions, so that they were more relevant for the two conventional categories used for practical reasons in this study, i.e., regarding (a) students with a multicultural and multilingual background who have experienced (forced) migration and Roma students; and (b) students with special educational needs.

Both the semi-structured interviews and the focus groups were performed by researchers in pairs; i.e., on every occasion two (2) researchers conducted the interviews and the focus group. The researchers had discrete roles, namely (a) interviewer and (b) observer (keeping notes), and they also participated in a post-interview reflexive discussion, which was the first stage of analysis. Data analysis was realised as team-based qualitative thematic analysis: i.e., themes were identified corresponding to the whys expected to be addressed on the basis of the research design. The two sub-teams worked in parallel to identify themes relevant to the two conventional categories used for practical reasons.

As is the case with all research, the present analysis has some limitations. The width and variety of the target groups, mainly the coexistence of students Disabilities and/or SEN, Roma students and migrant or refugee students, render almost impossible the representativity and the scope of the research. The same applies to the geographical coverage of education contexts discussed in the analysis, and of participants: most of them live and work in the Attica region, and a smaller part in other Greek regions. Nevertheless, the choice of qualitative methodology reduces the importance of “validity” of the research outcomes. On the contrary, the analysis claims for “trustworthiness”; following Whitemore et

al. (2001), the priorities of the qualitative approach adopted in this research are: credibility (accurate interpretation of the participants' meaning), authenticity (diversity of voices heard), criticality (in-depth and multidimensional appraisal of all aspects of the research), and integrity.

The reader should forget that any report of research is a representation by the author(s). As Creswell & Poth (2013) state, the "accuracy" of the results in qualitative research is best described by all possible actors: the researchers, the participants, and the readers.

5.3 Participants and research process

5.3.1. *Sampling and participants' profiles*

The selection of the research sample was aimed at identifying participants who could provide rich information on the topic, revealing important issues for the aim of the research which was to capture the inclusive policies that exist (or don't exist or partially exist) and their implications concerning access to education for students with a migrant/refugee background, Roma children, children with special educational needs and children with disabilities. As this report draws on qualitative research, an alternative sample method from the one aimed at representativeness of the population was required. In particular, it was necessary to apply non probability sampling strategies corresponding to the aims and whys of the research design and specifically 'purposive sampling' and 'convenience sampling'.

Using '**purposive sampling strategy**', the selection of the sample was not done randomly but it was based on the judgment of the research team about participants' usefulness in the research, and on their relevance to the general context of the research and in particular to the research aims and questions that have been designed and the theoretical approach that had been adopted. Therefore, it was considered appropriate to include in the sample individuals with specific characteristics, in relation with the two conventional categories used for practical and programmatic reasons in this study, i.e., (a) students with a multicultural and multilingual background who have experienced (forced) migration, and Roma students; and (b) students with disabilities and/or special educational needs.

The research team decided the selection of agents that have a "stake" in the school and its students, meaning that they have personal, professional, or other interest or concern, and they are considered as part of the 'school community'. In the perspective of this report, a 'school community' comprises a wide variety of stakeholders, like national stakeholders directly related to education such as the Ministry of Education and the Institute of Educational Policy.

In the case of the students with a multicultural and multilingual background, executives of the Ministry of Migration and Asylum were selected, too, as well as regional or local administrators of education, school counsellors, refugee education coordinators, and members of international organizations who had experience with migrants/refugee/Roma children that live with their families and with unaccompanied minors

Regarding D/SEN students, **national and local stakeholders** were selected, too, such the general manager of the administration for special education, local administrators of education, educational coordinators of special and inclusive education, the manager of a center for educational and counselling support, and former managers of KESY (KEDASY) who had experience in managing situations involving D/SEN students and in inclusive policy-making for primary and secondary education.

For interviews and focus groups, principals, teachers (primary/secondary education), teachers of special schools, psychologists (members of DEDA) or other specialists and parents were also selected. Parents were purposefully included in the sample, as a 'whole school' approach was adopted in the study, to showcase the involvement and collaboration among stakeholders (counsellors, principal, teachers, parents).

Besides, the **sample** was selected in a way that was **convenient** for the researchers, so the strategy of convenient sampling was used. The convenience sampling is based on criteria such as convenience, easy access, availability and the short time of research data collection needed. In particular, after the decisions had been made by the research team about the characteristics that the participants should have in order to be involved in the research, then the selection of them was not random, but the researchers selected individuals that they knew, either personally or professionally, to save time because they had direct access to the sample, and to ensure that those people could be able and available to participate in the research process.

As a result, the sample included teachers of primary and secondary education, school leaders/principals, teachers of ZEP, DYEP, teachers of special schools/inclusion classes/ parallel support, counsellors, refugee education coordinators, specialists (psychologists), parents and other stakeholders. Most of the participants had **extensive experience in inclusive education**, and were involved in some processes of **policy-making** at national or local level. **Parents** who participated in focus groups included one president of a parents' association of one mother of a child with autism, and, in general, they were in frequent communication with schools and other education authorities.

Most of the participants were living and working in the Attica region, and a smaller part in other Greek regions, like Central Macedonia, Epirus, Euboea, Peloponnese,

Thessaly and Voiotia. For a more **detailed account of the profiles of all participants** in the fieldwork, please refer to **Annexes 5 and 6**.

In sum, eighteen (18) semi-structured interviews and four (4) five-member focus groups were conducted in June and July 2021. Each interview lasted approximately 50 min., whereas each focus group lasted approximately 80 min. *Table 2* shows the codes used to manage data, according to the participants' profiles. Three participant categories took part either in Interviews [I] or focus groups [F]: (a) Stakeholders [ST]; (b) Education Coordinators [EC]; (c) Principals or Teachers [PT] (See Annexes 4 and 5 for more details).

Participants	Job Title/Profile	Code
1	Stakeholder	I1_ST
2	Stakeholder	I2_ST
3	Stakeholder	I3_ST
4	Education Coordinator	I4_EC
5	Education Coordinator	I5_EC
6	Principal/Teacher	I6_PT
7	Principal/Teacher	I7_PT
8	Principal/Teacher	I8_PT
9	Stakeholder	I9_ST
10	Stakeholder	I10_ST
11	Education Coordinator	I11_EC
12	Education Coordinator	I12_EC
13	Education Coordinator	I13_EC
14	Principal/Teacher	I14_PT
15	Principal/Teacher	I15_PT

16	Principal/Teacher	I16_PT
17	Principal/Teacher	I17_PT
18	Principal/Teacher	I18_PT
19	Principal/Teacher	I19_PT
20	Stakeholders	F1_ST
21	Practitioners	F2_PR
22	Stakeholders	F3_ST
23	Principals/Teachers	F4_PT

Table 2

Data management of the fieldwork

5.3.2. Research and analysis process

Due to the COVID-19 pandemic, the research team opted for **digital ethnography methods**. Digital media were used for the communication between participants and the research team, and the main communication channel between them was **videoconferencing**. Specifically, Skype communication, Webex and Zoom meetings software were used, after securing written informed participant consent via email. Participants were generally very familiar with the software for the research, and they often use on an everyday basis. Only one of the focus groups undertaken in the fieldwork took place on face to face (Focus Group 4, see Annex 6), because all participants were working or have been collaborating with the same school. Interviews and focus groups were recorded by screen and audio recording.

After transcribing the content of the spoken data, team-based qualitative thematic analysis was conducted, in order to identify key themes, sub-themes, and patterns in the data corpus.

Specifically, the qualitative data collected from interviews and focus groups were processed with the **thematic analysis** method that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). The research team possesses important relevant expertise on this method which is appropriate not only for describing inputs received, but also for interpreting the processes of selecting codes and constructing themes. The two sub-teams of the

research team worked in parallel to identify themes relevant to the two conventional categories used for practical reasons, and the findings of the two parts of the research were compared and cross-fertilised.

In particular, after the interviews and focus groups were completed, the members of research team proceeded to transcription after listening several times to the recorded interviews/focus groups, in order to understand the whole context of the conversations, having in mind the research questions and trying to define some basic thematic categories that emerged from the data. In the first stage, the basic analysis schema was performed with these thematic categories and then the researchers, after reading carefully the specific format and getting acquainted with it, they returned to the recorded files to select a unit of speech, i.e., a unit of analysis that fits into one or more of the thematic categories. Finally, the researchers processed data more thoroughly so that subcategories emerge in the already existing thematic categories, and some new themes, which were added to the first schema and in which the respective units of speech/units of analysis were added, too.

After the detailed processing of the data was completed, the final format of the thematic analysis was carefully studied by the researchers and the necessary corrections, modifications and mergers of subcategories were made so that there is a logical connection between the categories, findings, theory and research questions. At last, after the analysis schema had taken its final form, the research team tried to highlight the patterns from each category and subcategory so that the characteristics of each can be highlighted and can be briefly described, giving as an example each time one unit of speech that fits each (sub)category.

For example, in *Schema 1*, where the thematic analysis of data relevant to refugee/migrant/Roma students is presented, there are *four* basic thematic categories on which research team decided corresponding to the whys expected to be addressed on the basis of the research design: 1) The construct of educational inclusion: conception & design; 2) Inclusive educational policies in practice I: Identifying Challenges to move from theory/policy to practice for the Greek educational reality; 3) Inclusive educational policies in practice II: reflecting on performances of inclusive educational policies; 4) From experience to the future of educational inclusion: redesigning educational inclusion.

At a final stage, the research team read again the transcribed files from interviews and focus groups and collectively tried to analyze more the data; as a result, subcategories were developed for each thematic category. For example, in Thematic Category 3, there were 2 subcategories formulated: 3.1) Good Practices, and 3.2) Bad Practices. In some cases, it was necessary to create more specific subcategories for one subcategory; for example, in subcategory '2.1) Challenges I-to appear in the school (for students to reach school)', three subcategories were shaped: 2.1.1) Access to school: Sociopolitical and institutional factors influencing

access to school; 2.1.2) Access to school: Target groups' needs, plans, habits influencing access to school; and 2.1.3) Access to school: Dominant groups' attitudes to target groups' access to school. The patterns of each basic thematic category, subcategory and more specific subcategories are not visible in this schema, but helped research team describe and analyze every category citing some indicative excerpts (see Chapter 6).

5.4 Team-based Qualitative Thematic Analysis Schemas

The **main themes** identified were the following:

1. The construct of educational inclusion: conception and design
2. Inclusive educational policies in practice I: identifying challenges to move from theory/policy to practice for the Greek educational reality
3. Inclusive educational policies in practice II: reflecting on performances of inclusive educational policies
4. From experience to the future of educational inclusion: redesigning educational inclusion

The two thematic analysis schemas are presented immediately below, and will be further explained in the following chapters (Chapters 6, 7, 8, 9). All data were recorded in Greek and the selected excerpts included in this report have been translated in English and have been codified with reference to the data source and an identifying number.

Schema 1

Team-based qualitative thematic analysis of data relevant to students with a multicultural and multilingual background who have experienced (forced) migration and Roma students

1. THE CONSTRUCT OF EDUCATIONAL INCLUSION: CONCEPTION & DESIGN
1.1 Conceptual level: Definitions of educational inclusion
1.2 Institutional level: Inclusive Educational Policy Design and Synergies
1.2.1 Stakeholders – Agents of educational policy 1.2.2 Inclusive Educational Policies

1.3. Challenges for designing inclusive educational policies
2. INCLUSIVE EDUCATIONAL POLICIES IN PRACTICE I: Identifying Challenges to move from theory/policy to practice for the Greek educational reality
2.1. Challenges i - to appear in the school (for students to reach school)
2.1.1 ACCESS TO SCHOOL: Sociopolitical and institutional factors influencing access to school 2.1.2 ACCESS TO SCHOOL: Target groups' needs, plans, habits influencing access to school 2.1.3 ACCESS TO SCHOOL: Dominant groups' attitudes to target groups' access to school
2.2. Challenges ii - attitudes towards inclusion
2.2.1. ATTITUDES OF THE EDUCATIONAL UNIT TOWARDS INCLUSION influencing the application of inclusive educational policies 2.2.2. ATTITUDES OF THE LOCAL COMMUNITY influencing teachers and parents' attitudes towards inclusion 2.2.3. ATTITUDES OF PARENTS TOWARDS INCLUSION influencing the application of inclusive educational policies
2.3. Challenges iii - to apply inclusive practices
2.3.1 Regulations, resources, data 2.3.2 Teachers, parents, students 2.3.3 Educational Policy-Educational Practice distance
3. INCLUSIVE EDUCATIONAL POLICIES IN PRACTICE II: Reflecting on performances of inclusive educational policies
3.1. Good practices
3.2. Bad practices
4. FROM EXPERIENCE TO THE FUTURE OF EDUCATIONAL INCLUSION: Redesigning Educational Inclusion

4.1. Sensitizing local communities
4.2. Communication and interaction among key actors
4.3. Reviewing/Expanding and developing educational resources and processes
4.3.1. Reviewing/adjusting/appropriating/enhancing resources and processes 4.3.2. Training educators 4.3.3. Reviewing language policies and legislation
4.4. Addressing Practical Issues
4.5. Changing perspectives: Broader change of the school's role

Schema 2

Team-based qualitative thematic analysis of data relevant to students with disabilities and/or special educational needs (D/SEN)

Thematic Category 1	Thematic Category 2	Thematic Category 3	Thematic Category 4
Perception of educational inclusion and awareness of policies for achieving it.	Visibility and applicability of inclusive policies in Greek schools.	Good and bad practices for inclusion in Greek schools.	Agency for inclusion: from evaluation to suggestions
Sub -category 1.1: Perception of educational inclusion	Sub-category 2.1: Visibility of Inclusive policies	Sub-category 3.1: Good Practices for Inclusion	Sub-category 4.1: Evaluation of inclusive Practices
1.1.1 Definition of inclusion	2.1.1 Ambiguity of inclusive policies	3.1.1 Individualised Instruction in mainstream class	4.1.1 Inclusion Class in practice
1.1.1.1 Equal educational opportunities	2.1.2 Nonrealistic policies	3.1.2 Participation in school routine and outdoor activities	4.1.2 Parents' misunderstanding of the Inclusion Class' role
1.1.1.2 Help to integrate in a mainstream class	2.1.3 Policies' Flexibility	3.1.3 Home- school communication	4.1.3 Teachers' lack of knowledge and specialisation on certain disorders
1.1.1.3 Social Inclusion	Sub-category 2.2: Applicability of Inclusive Policies	3.1.4 Early assessment of D/SEN students' educational needs	4.1.4 Lack of accessibility
1.1.1.4 Acceptance of pupils' diversity	2.2.1 Inclusive Classes	3.1.5 Use of multisensory material and interactive/kinesthetic activities	4.1.5 Operational Problems of inclusive policies' applicability
1.1.2 Attitudes for inclusion	2.2.2 Parallel Support	3.1.6 Giving D/SEN pupils initiatives for participation	4.1.6 No state support to parents

1.1.3 Consequences of non- inclusion	2.2.3 Co-housing of mainstream and special schools	3.1.7 Positive school climate for inclusion	Sub-category 4.2: Suggestions
Sub-category 1.2: Awareness of policy	2.2.4 Collaboration	Sub-category 3.2: Bad practices for inclusion	4.2.1 Implementation of inclusive instructional/teaching strategies
1.2.1 Impact of European Inclusive policies	Sub-category 2.3: Applicability's Problems of Inclusive Policies	3.2.1 Teachers' responsibilities denial	4.2.2 Teachers' training on D/SEN
1.2.2 Stakeholders' Personal Initiatives	2.3.1 No continuity of inclusion	3.2.2 Not targeted inclusive practices	4.2.3 Better and more central organisation (bureaucratic, etc)/ Support to schools
	2.3.2 Lack of staff	3.2.3 Withdrawal of D/SEN pupils from mainstream class	4.2.4 Connection with local community
	2.3.3 Limited funding	3.2.4 Collaboration's Problems	4.2.5 Creating an inclusive mindset
	2.3.4 Lack of innovative curricula		4.2.6 Increase of funding
	2.3.5 Parents' non acceptance of child's difficulties		4.2.7 Increase of technological and digital accessibility
	2.3.6 Disregard of special educators' legislation/ duties		4.2.8 Connection of education agencies
	2.3.7 Lack of practices' evaluation		4.2.9 Evaluation and early intervention

Chapter 6

Perception of educational inclusion and awareness of policies for achieving it

6.1 Findings focusing on the education of students with Disabilities and/or SEN

The educational inclusion of students with Disabilities and/or Special Educational Needs'(D/SEN) pupils has been a prominent concern in Greece for the last decades. So, first of all, it is of high importance to explore how participants in the present study perceive the term 'educational inclusion', and secondly to trace the degree of awareness regarding policies that have been established to achieve educational inclusion in the context of the Greek School.

6.1.1. *Perception of educational inclusion*

The main outcomes of the thematic analysis indicate that, when it comes to defining educational inclusion, a common point of reference does not seem to exist among educators. More specifically, the terms 'integration' and 'inclusion' were found to be interchangeably used in the Greek context:

Excerpt 1

The Law term was "integration". After the Salamanca convention, we passed to the use of term "inclusion" theoretically. (F4_PT)

This confusion was mentioned by the majority of the participants and indicates the need to reach a common definition in the context of an official meeting among stakeholders, universities, school principals, teachers, etc.:

Excerpt 2

The Ministry of Education and Religious Affairs has to meet with universities and other stakeholders and come up with a common definition because we are lost in translation. (F4_PT)

The dimensions' matrix of educational inclusion of D/SEN pupils is four-fold. The first dimension is related with the equal educational opportunities offered to all pupils either with or without special educational needs:

Excerpt 3

Inclusion means equal opportunities for all. Equal opportunities to training, to education for every child. (I16_PT)



The second dimension is the support and help provided to D/SEN students in order *to integrate them* in a mainstream class with a view to improving their abilities to respond to the challenges of a mainstream class:

Excerpts 4-5

The better development of the child's abilities in order to be in a class with other children, to participate, to be a team member. (I19_PT)

I always believed that the main reason that all actions happen is to help them in order to integrate them in the mainstream class, in a level close to or little below to the class average. (I15_PT)

The confusion noted regarding the terms 'inclusion' and 'integration' is also evident in Excerpts 4 and 5 above, as the participant appears to be using the term 'integration' to define 'inclusion'.

The last two dimensions of educational inclusion of D/SEN pupils refer to their social inclusion and the need to *accept the pupils'* diversity:

Excerpt 6

Inclusion in society... not only inclusion in school. (F3_ST)

Excerpt 6 highlights the importance of social life, and not just the educational one. Also, in order to achieve inclusion, whether social or educational, it is necessary to accept pupils' diversity:

Excerpt 7

... inclusion means becoming a better person and I become a better person when I accept the diversity and teach my pupils to do the same. (I17_PT)

On the other hand, if we want to deeply understand the beforementioned dimensions of educational inclusion of D/SEN pupils, we should explore the participants' attitudes towards inclusion. The importance of the teacher's role in inclusion is evident. Teachers' attitudes towards inclusion could facilitate or impede the entire process, since teachers function as models for children:

Excerpts 8-9

...If the teacher accepts the child, so will the other pupils... (I17_PT)

If children have to confront such a situation, they do not keep distances, they become friends. The problems do not start from kids, [they] start from home. (F4_PT)

In addition, the role of teachers' attitudes is highly important in the context of cooperation with the special educators:



Excerpt 10

There was not proper communication and the parallel support lost its role.
(I12_EC)

At this point, it is important to mention that teachers' attitudes towards educational inclusion reveal a misunderstanding of the special educators' role. Many teachers hold the belief that D/SEN pupils' inclusion is not their concern, as long as these pupils have a parallel support teacher, and they therefore shift the responsibility of inclusion to them:

Excerpts 11-12

The parallel support ends up being the person who has the whole responsibility and takes care of the child who has difficulties, and we want to get rid of because he messes up our lesson. (I14_PT)

The general class teachers regard parallel support teachers as assistants not as equals. (I12_EC)

Moreover, parents' attitudes for inclusion could positively or negatively influence the educational inclusion of D/SEN pupils. Once a D/SEN pupil is to attend a mainstream school, initially concerns of mainstream pupils' parents emerge:

Excerpt 13

Other parents complain and want the D/SEN pupil to leave the classroom.
(I15_PT)

It is then up to the school to handle such attitudes and phenomena. It is to be hoped that such initial concerns fade out when there is a positive school climate, which is characterized by effective communication, collaboration, and empathy between school staff and parents of mainstream and of D/SEN pupils:

Excerpt 14

Some parents tried to complain but we succeeded by creating a good climate.
(F4_PT)

The highest approval of inclusion emerges when true friendships are created:

Excerpt 15

Our child is happy, her sister is also happy and we are satisfied by this. Also, other parents call us to go out together, she is a member of a team, she has friends. (F4_PT)

Concerning the consequences of non-inclusion, participants appeared to focus on potential psychological problems of D/SEN pupils and their life-long stigmatisation:

Excerpts 16-18

That separation caused bad behaviours. Many pupils of typical school class, were throwing stones, bottles, were laughing at them....etc (F3_ST)

Besides they carry a stigma. It is like a guilty secret which I want to hide. There is that guilt in our society. These children are hidden. (I3_ST).

The child will express a complex which will lead to inappropriate behaviour in society. (I15_PT)

These two aspects should be taken under serious consideration, especially now during the COVID-19 pandemic:

Excerpt 19

During covid, many behaviours have changed in people. We should take care of this alteration. (F3_ST)

6.1.2. Awareness of policies for achieving educational inclusion

As expected, the majority of stakeholders recognised the impact of European policies in Greek context. They acknowledged the fact that European and Greek educational policy are connected under the common vision of ‘a school for all’:

Excerpt 20

We are all in favour of inclusion. Our educational policy is influenced by [the] western way of thinking and the idea of inclusive education. Our educational system is integrative and as a result integration is a horizontal goal. (F3_ST)

They also placed emphasis on the Salamanca Convention, which is regarded as a fundamental step towards inclusion, not only in terms of school but also for the society generally:

Excerpts 21-22

The Salamanca Convention made clear that the integration is not the child's burden and his/her family's but the state ought to help them to be an equal member of society.... (I2_ST)

The Salamanca's Convention refers to all children no matter what special needs they have (other language, special learning difficulties, Roma, etc.). (F3_ST)

However, some of them recognised that many more actions should be taken in order to make ‘a school for all’ a reality:

Excerpt 23

There is a theoretical connection between European and Greek educational policy but the Greek school is far away from a school for all. There is not in practice such a school and it is sad. (I3_ST)



In general, teachers and parents shared the above opinion. Many teachers pointed out the fact that even though the school is described as inclusive, in reality it is far from this vision because many schools face a number of difficulties (e.g., infrastructure, buildings), which broaden the distance between inclusive policies and school reality:

Excerpt 24

That child is not entitled to have a Special Support Staff. So that child was invisible for the state. The Greek state school could not provide the necessary facilities in order to move with wheelchair and as a result, after some period of time, the parents enrolled her in a private school which had the facilities. I think that it is a defeat of public school. (F4_PT)

From their perspective, parents did not believe that inclusive policies are applied in school, because they face a variety of difficulties concerning their child's school attendance:

Excerpts 25-26

I was crying and begging them to enrol my child in a special school because none of the nearby mainstream schools accepted my child. It was October and my child was not in school. (F4_PT)

Her mother had to quit her job in order to help her at school. She had been victimised by the state which could not provide neither facilities nor a special support staff. Her life had stopped. (F4_PT)

Often, when the state cannot provide the necessary support, it is significant to mention stakeholders' personal initiatives to further educational inclusion. Their awareness, their empathy or their personal experiences lead them to adopt or reform inclusive policies, or put pressure for their implementation in the Greek school context:

Excerpt 27

Policies in education, often, were designed not only as a consequence of European policy, anyway Greece always was following European instructions, but also as an initiative of sensitized stakeholders in education. (I12_EC)

Similarly, many teachers strive to make their school or their class inclusive, depending on their empathy on special educational needs:

Excerpt 28

If a teacher wants this child in his/her class, (then) he/she will manage to integrate it with the proper support...will succeed in transforming the whole class into a huge hug. (I15_PT)

6.2 Findings focusing on the education of students with migrant, refugee, or Roma background

Section 6.2 presents the content of the first thematic category of the thematic analysis schema *The construct of educational inclusion: conception and design*, as far as students with migrant, refugee, and Roma background are concerned. This theme consists out of three thematic subcategories: (a) the perception and definition of inclusive education by the different actors who design and implement policies (Conceptual level: Definitions of educational inclusion); (b) the identification of agents that plan educational inclusive policies and synergies either with each other or with other agents (Institutional level: Inclusive Educational Policy Design and Synergies); and (c) the challenges for designing inclusive educational policies.

6.2.1. Conceptual level: Definitions of educational inclusion

More specifically, regarding educational inclusion, this was defined as (1) a right for all students, (2) a right that approaches education as a place of inclusion, respect for diversity, and acceptance of all voices, as well as visibility, and (3) a right that all institutions must claim for those who do not enjoy it. Excerpt 29 refers to educational inclusion as a right for all students that will facilitate them reach their dreams.

Excerpt 29

Inclusive education for me is what must necessarily be done. It is a right. It is a right and we must reach the point when at least our ministry has achieved it, I believe that it must be something out of the question. [...] We need to ensure, to claim his/her right to his/her next steps, to his/her next route. Inclusive education for me is the possibility for each child to be able to dream and to realise these dreams. (I1_ST)

Involvement is sometimes defined as the reception and acceptance of diversity, of different paths and cultures in order to create a space for interaction and exchange.

Excerpt 30

I perceive *in-clude* etymologically, that is as an education that includes diversity, it does not assimilate it, first of all I include the child and integrate it, I do not assimilate it, and then also his/her own culture in the whole, in what is already there as a whole, then culture is included in this [whole]. (I4_EC)

In relation to the different groups of students who need the support of the formal bodies/agents, that means for students with migrant or refugee experience and

Roma students, inclusion is defined as a mechanism that concerns all these groups at the same time, always responding to their different needs.

Excerpt 31

The flagship has always been special education because there was also a dynamic/powerful disability movement and parents have lived intensively both the children and the children the discrimination and being deprived of their rights, the restricted exercise of their rights hm so when intercultural let's say issues started to come into the foreground of the newcomer students of the students on the move with different linguistic and cultural background, these issues have also been included in inclusive education [...] So when we talk about inclusive education and inclusive policies we actually talk about the whole school and this should be relevant for holistic approaches as well [...] Now though since we are heading to inclusion these categorizations are not only unnecessary but also problematic. (I2_ST)

Finally, it is worth emphasising that in the context of a broader definition of inclusive education, it also concerns teachers and whether they feel well in the school environment, in pedagogical and teaching practices, instructions, etc. that teachers adopt.

Excerpt 32

Personally, for me? Hmm as an educator it means hmm to learn and to be supported to do my job well, nothing less nothing more. (I2_ST)

6.2.2. Institutional level: Inclusive educational policy design and synergies

The second thematic subcategory refers to stakeholders and institutions that shape policy in Greece, the formulation of synergies between them as well as the influences they have from European and other organisations. In particular, at the institutional level in the Greek context, inclusive policies are drawn up by the Ministry of Education, the Department of Coordination and Supervision of Refugee and Migrant Education of the Ministry of Education and an advisory body, the Institute of Educational Policy (IEP). Moreover, Regional Centres for Educational Planning (PEKES) form a 'space' for the dissemination to schools of the policies that are formulated by the Ministry and the IEP. This is mainly done through training activities, control of implementation methods and by providing a space for giving feedback on these methods and immediate resolution of practical and pedagogical issues. At the same time, it is important to mention the contribution of other Ministries that do not focus directly on educational policies, but formulate policies that explicitly or implicitly influence access of specific students to school, such as the policies designed and implemented by the Special Secretariat for the Protection of Unaccompanied Minors.

Excerpt 33

My children are now the 4,5000 unaccompanied refugees who live in Greece, and this time I am talking about mediation and facilitation not only of their educational inclusion but also their professional one. (F1_ST)

Concerning the synergies that appeared in the data, policy makers in Greece were reported to collaborate with international organisations and/or Non-Governmental Organisations. The influence of the political agendas of these organisations is manifest at an institutional level in the Greek context.

Excerpt 34

Now, obviously also the European Union instructions influence political decisions, namely there are instructions that come, there are conventions that we need to follow since the European interest makes you follow a frame, for this reason I believe that inclusion is not an invention of the Greek ministry, it is an obligation that arises from the European ideal, namely it is about the external factors that influence any government, I do not wish to talk about this [specific] government. (I4_EC)

A subcategory within this thematic category highlighted inclusion policies that have been adopted and implemented by official agencies during the past years. Formal policy makers, either individually or in synergies, have designed a variety of educational policies that have been transferred and implemented in schools in order to include students with immigration / refugee experience and Roma children. More specifically, the **creation of intercultural schools** was one of the first educational policies to include children with immigration experience, in terms of creating a wider space for inclusion and adoption of situated pedagogical and didactic approaches that meet the needs of these children.

Excerpt 35

It is a conventional normal school [...] It has no great difference from the other regional schools. [...] The only great difference that I can point out is that because it is experimental it has a greater freedom to choose curriculum, to choose courses, we are obliged though to follow the conventional one of the gymnasias, it is namely a normal three-level Greek Gymnasium. (I6_PT)

Reception Classes (RC) (see Section 2.2.1) is another inclusive educational policy implemented to support mainly students who do not have Greek as their mother tongue, in order to develop language skills that will allow them to better attend other school subjects. Children attend the regular school curriculum and at the same time they attend RC to improve their language skills. More recently, an effort has been made to expand the scope of ZEP as shown in the following excerpt:

Excerpt 36

Reception classes 1 and reception classes 2 are [...] So, in many schools, reception classes are established, Greek language is taught there for 15 hours and the rest of the school program hours [students] are taught there other courses. We propose that these classes are mathematics, physical education, arts, music, because I believe that Greek language can thus be more familiar through all the courses and not specifically through language education [...] (I1_ST)

In 2016, due to the refugee flux and the need to integrate children with refugee experience into formal education, the Scientific Committee for the Support of Refugee Children which consisted of University experts on issues of integration education policy was established. The Scientific Committee, in collaboration with the Ministry of Education and the IEP, designed two key inclusive policies for the integration of refugee children: (a) Reception Facilities for Refugee Education (DYEP), and (b) Refugee Education Coordinators (SEP).

Excerpts 37-38

DYEP as you know is our evening school. They function from 2 o'clock up to 6, it is an unclassified structure of formal education that we try to include somehow children when they do not have any experience of the Greek language [...]. Having in mind that they could come in contact [with each other] there and start again to slowly become familiar, so joining DYEP is for one and two years and then it depends, after the second year they are included in the morning school either in a reception class or not. (I1_ST)

The role of the Refugee Education Coordinator is a very innovative ordinance that was established when the scientific committee that was created in 2016 managed to design our country's policy towards the refugee issue and refugee children's inclusion in the schools. (I1_ST)

Finally, teacher education is an important educational policy that is considered necessary for universal inclusion. Teacher education is considered critical both for the dissemination of top-down inclusive practices and for their application in school. Since 2019, a new synergy among the IEP and other agencies has sought to strengthen the inclusion of Roma children through new innovative policies and practices as shown in the following Excerpt 39:

Excerpt 39

After the experience concerning the refugee [phenomenon] in 2016 I have been working on the observatory of school drop-outs, I am scientific coordinator of a research project for Roma children inclusion, we are, the second year of implementation starts now and it is a very very interesting experience for which I would like to talk to you again on a second level to examine the possibilities of cooperation especially because in some schools



children with a refugee background attend, there are also Roma children, so there is in practice such a composition. (F1_ST)

6.2.3. Challenges for designing inclusive educational policies

The design of educational policies at the institutional level already highlighted some challenges. At a local level, there are challenges in terms of how educational policies are formulated. More specifically, one challenging aspect is linking research to the design and development of inclusive practices. The IEP, in its policy-making role, conducts research to identify actual real needs and to solve the actual issues as they arise from the field. However, as shown in the following excerpt, research conducted by the Universities does not significantly affect policy-making. This situation increasingly reinforces a one-dimensional perspective of political interests.

Excerpt 40

Of course in Greece, we need to mention that because we do not have very good research or if you like scientists and universities are not the ones that feed the state, so despite the last years through Erasmus programs et cetera we end making policy papers and recommendations that actually have an ambivalent and ambiguous institutional context which from time to time depending on the pressure exercised by various groups of interests and professionals it acquires a medical identity where out of the sudden it arises through the institutional context of integration. (I2_ST)

Moreover, the linear top-down approach of inclusion policies was described as a challenge, as it strengthens a one-dimensional and centralised top-down view of school reality and the effectiveness of inclusive policies.

Excerpts 41-42

Look, in Greece policies are top-down, we cannot claim that on a macro-level the teachers' union practice politics [...] (I2_ST)

Trying to explain what the flaw is let's say, why therefore children do not reach this success, we realized that in such a school it is in general the school that awaits from the student to adapt to the school's requirements, it never occurs to see the opposite, the school to identify who its students are and how it should change so as to facilitate this success. (F1_ST)

Another challenge, at the level of inclusive policy planning, concerns the political agendas of each administration, since official policy makers are expected to comply with them. This challenge emerged as (lack of) political will: i.e., the degree to which inclusion policies are designed and developed is directly related to the political agenda of each administration and the actors who adopt it.

Excerpts 43-45

Hmmm ministers- from time to time ministers of education define the representative, it is a political post and they ought to go back hmmm from the consultations of the agent and bring policies bring promote the policies and the next measures. [...] (F1_ST)

Each political leadership, especially on the issue of refugees, I don't know about Roma, especially about refugees that I have experienced, it is clearly a matter of political will. (F1_ST)

[...] but unfortunately, when the ministry's leadership changes, they change so quickly, new [people] who have their own views, desires or I don't know resources/ideas, this causes a great problem and there is this distance. [...] (F1_ST)

Another challenge has to do with existing inclusive policies, which are not designed on a purely scientific basis (see previous challenges), and they are often not evaluated or consequently revised. This situation results in the coexistence of conflicting laws, which clearly creates scope for multiple conflicting interpretations and other challenges in their implementation.

Excerpt 46

Regarding children with migrant refugee background there are too many gaps, many conflicting laws, we are upon a limit that needs to be reviewed [...] (I2_ST)

The challenges that emerged from the effort to create synergies during the design stage mainly concern the coexistence of Greek educational policy with the European norms/framework. Finally, in the context of a broader perspective, it is a significant and crucial challenge to realise and decide the restructuring of existing institutions.

Excerpt 47

The greatest challenges first and foremost have to do with restructuring the existing institutions including the instate of educational policy [including DYEPS and special education]. (I2_ST)

Chapter 7

Visibility and applicability of inclusive policies in Greek schools

7.1 Findings of the research focusing on students with Disabilities and/or SEN (D/SEN)

7.1.1. *Visibility of inclusive policies for D/SEN students in Greek schools*

The vast majority of the participants recognised *the ambiguity of educational inclusive policies*. Regardless of their position and educational identity (e.g., stakeholders, coordinators, principals, teachers, parents), they face difficulties either in understanding policies or in applying them. More specifically, the lack of legal clarity coupled with inadequate knowledge about special education legislation create multiple problems in the inclusion of D/SEN pupils:

Excerpts 48-49

First of all, they didn't know how to read them [i.e., the law, circular letters] appropriately... (I12_EC)

When there is no clarity in the base, in the goals, then everyone translates it as he/she wants. (I15_PT)

In addition to what was previously mentioned, another factor which makes the visibility of D/SEN inclusive policies hard to attain is what participants view as its *non-realistic aspect*. They pointed out that even though policies are progressive, when they are about to put them into practice, these policies prove hard to implement, because they are incompatible with the school routine and reality, and because the school community is often unready to apply them:

Excerpts 50-51

Each law talks about ideal circumstances at school which are utopic. (I15_PT)

In theory the law is understandable, but it is difficult to apply it in school practice. (I16_PT)

However, the flexibility of policies is viewed as an advantage. Teachers suggested that they need flexible policies and more practical examples in order to deal with possible problematic situations on a case-by-case basis:

Excerpt 52

Generally speaking, the policy gives freedom to make alternative teaching practices in order to help them. (I16_PT)



7.1.2. Applicability of inclusive policies for D/SEN students in Greek schools

The implementation of educationally inclusive policies in Greek schools is described in specific laws and circular letters. At the school level, these instructions are translated into specific actions, such as inclusive classes, Parallel Support teachers or even the possibility of co-housing of mainstream and special schools. Each one of these actions has its own role, meaning, and impact on educational inclusion of D/SEN pupils.

First of all, one of the most common inclusive models is that of *inclusive classes*. It is regarded as a good paradigm, since it functions as a bridge between D/SEN pupils' needs and the rhythms of mainstream classes. Inclusive classes are based on D/SEN pupils' characteristics and follow an individualised educational plan, which is outlined either by a special educator or in collaboration with other teachers or with Centres for Educational and Counselling Support. Pupils with Disabilities and/or SEN are provided with learning and psychosocial assistance and support both individually and in small groups:

Excerpts 53-54

At the elementary school we observe that there are positive learning outcomes. (I15_PT)

And I remember one mainstream class teacher and a teacher of an inclusive class how they were collaborating in order to properly include the child. They differentiated the teaching material and there were common goals. (I13_EC)

A great number of D/SEN pupils receive *Parallel Support* from special educators in the mainstream class that they attend. Parallel Support is an important factor for D/SEN pupils' inclusion. Many teachers acknowledged its importance and contribution to both the operation of the mainstream class and the development of D/SEN pupils:

Excerpt 55

I believe that if X had not a parallel support, then he would be neglected in the classroom because I had not the time to work individually with him. When I was teaching, I was writing on the board, I could not pay my attention continuously to X and this could be dangerous for both X and other pupils....X sometimes throw things to others. So, my experience with the parallel support was excellent. (I17_PT)

Fewer teachers mentioned the co-housing of mainstream and special schools as another inclusion model. In Greece, there are few examples of such situations where mainstream and D/SEN pupils share common sports and cultural activities, as a result of initiatives and awareness by the staff of the schools involved. Despite

its scarcity, this practice seems to have highly valuable outcomes for everyone involved:

Excerpt 56

In fact, it was so beautiful the co-housing of schools. The children were playing together, were participating in common activities together... It was really a beautiful experience. (F4_PT)

The beforementioned examples of inclusive policies applicability would not be possible in the absence of *collaboration relationships* between the participants of the school community. Teachers' collaboration is regarded as a fundamental basis for D/SEN pupils' inclusion. The vast majority of the present study's participants reported that they collaborate in many productive ways, such as opinions' exchange, counselling, and support about D/SEN pupils' matters:

Excerpt 57-58

Colleagues share a common interest to collaborate. They are aware about inclusion issues. (I16_PT)

At our school, teachers collaborate with the special educator of the inclusive class... They exchange learning material, files, teaching techniques... There were never collaboration problems between them. (I15_PT)

On the same track, *collaboration between school and family* is regarded as necessary. This collaboration may range from a pro-forma communication to a sincere relationship of mutual assistance, understanding, and empathy:

Excerpt 59

A support relationship should be cultivated with parents. They live in a difficult situation, and they need to see that the teacher stands with them, has a good attitude, and wants to help, not to criticize. (I17_PT)

Last but not least, teachers mentioned collaboration amongst schools, Multidisciplinary Assessment Committee (EDY) (former EDEAY) and Centres for Multidisciplinary Assessment, Counselling and Support (former KESY) . Teachers report that they need guidance and support from these agencies in order to effectively apply inclusive education practices, especially in the most demanding cases of D/SEN students:

Excerpt 60

If something is too serious, we try to collaborate with the Diagnostic Educational Assessment and Support Committee or the Centre for Differential Diagnosis and Support to decide a goal. (I16_PT)

7.1.3. *Problems surrounding the applicability of inclusive policies*

Concerning the problems of applicability of inclusive policies, participants noted the discontinuity in the implementation of inclusion practices as the most important concern. They pointed out that although provision is made for including D/SEN pupils in primary education school life (multiple problems notwithstanding), as these pupils grow older and they are move on to secondary or higher education, or even in the workplace, they seem to become invisible. They do not receive appropriate support and provision that would facilitate their integration into society. Consequently, as D/SEN students grow older, they become more stigmatised or marginalised:

Excerpts 61-62

... and when he/she finishes elementary school? Then the problem begins...
The D/SEN children are getting “lost” ... (I15_PT)

There is no continuity. After the age of 18 years old the chaos... The support does not continue... (I12_EC)

Apart from the fact that provision is not stable and long-term, a wide variety of *operational problems* also emerge. The lack of staff and funding are mentioned as the most significant and common problems that schools have to face. A great number of teachers lack permanent employment, and they are usually appointed late during the school year. Therefore, they do not have enough time to familiarise themselves with the needs of D/SEN students and to adequately support them:

Excerpt 63-64

... and when will he/she come... and since then he/she needs time to learn and to evaluate the child’s needs another month has come by... (I15_PT)

...once a pupil of mine until Christmas was asking for his previous parallel support teacher and he could not get used to the new one... These changes (in support teachers) do not help the child. (I19_PT)

A further problem is that, citing lack of staff, many principals disregard the duties and role of special educators, neglect the support of D/SEN pupils, and use Parallel Support teachers in other posts in order to cover staff shortages:

Excerpt 65

The school should work. The law is what it is and presents ideal circumstances which do not exist in schools. A school might have all needed staff but some days there will be absences which have to be covered. (I15_PT)

In addition, participants mentioned that schools have little funding in order to make the premises more accessible, as regards infrastructures, ICT, innovative teaching material, etc.:

Excerpts 66-67

We could not facilitate the child's need due to the lack of a ramp. We asked the municipality to construct one, but they explained to us that such a ramp was impossible due to steep incline. (F4_PT)

Unfortunately, public schools do not have the proper infrastructure, neither innovative pedagogical books, and material for activities which is needed for D/SEN pupils. (I17_PT)

Another factor which causes serious difficulties in D/SEN pupils' educational inclusion is the parents' reluctance to accept their child's special characteristics and particular needs. As a consequence, affected children do not share proper and equal opportunities with their classmates:

Excerpt 68-70

Some parents do not accept the situation and they think that everything is normal. (I18_PT)

Sometimes, they cannot accept that their child has difficulty. (I17_PT)

The worst is to be in a family who does not accept his/her diagnosis. He/She feels neglected and alone. (F4_PT)

7.1.4. *The principal's role in school inclusion*

Additionally, operational problems are caused by principals who do not acknowledge the differentiated needs of students with D/SEN and, therefore, express negative views regarding the Educational Evaluation and Support Committees that exist to support Inclusion:

Excerpt 71-72

Some children had the opportunity to be supported by a parallel support teacher. These children have made progress. When they go to high school they face a different and uncomfortable situation. This situation with teachers changing every hour (depends on the lesson) is very exhausting for a student with D/SEN. There are not professors of parallel support to enable them to be included in the class. (I2_ST)

The principal plays a very important role. Principals who avoid communicating that the school has such cases [i.e., students with D/SEN] are very narrow-minded. Sometimes I wonder about my role. I remember cases of principals that had created a negative climate for inclusion which affected every psychologist's or special teacher's actions about inclusion inside the school. And the teachers then, even if they needed guidance and support from me, finally refused to make students' evaluations and to proceed the child's evaluation at KEDASY. They were afraid of the principal and changed their

mind. They claimed that they weren't facing any difficulty with these children.
(I13_EC)

Other operational problems are related to difficulties parents have to deal with and the lack of support for parents. Specifically, the claim was recorded that parents are not adequately informed about the disorder of their child and the recommended therapies. The following excerpt implies that sometimes parents experience negative correspondence from specialists who avoid taking on responsibilities to support children with D/SEN:

Excerpt 73

Before eight years we didn't know anything. Where should we do occupational therapy? No one knew. Where should we go for speech therapy? No one's doing anything. We were trying to figure out where the kid should go to take an evaluation report/diagnosis. We didn't know anything. And no one told us, the paediatrician included, that something was wrong with my child. (F4_PT)

7.2 Findings of the research focusing on children with migrant/refugee/Roma profile

An important theme that was identified during the data analysis is entitled *Inclusive educational policies in practice I*. This refers to identifying challenges in the transition from theory and policy to practice in the context of the Greek educational reality. These challenges, as reported by participants, referred to: (a) the difficulty students faced in reaching school; (b) challenges that arose due to attitudes of different social groups such as teachers, parents, and local communities towards inclusion; and (c) challenges concerning the implementation of inclusive practices with reference (i.) to regulations, resources, data; (ii.) teachers, parents, students; and (iii.) the distance between policy and practice.

7.2.1. Challenges for students to reach school

More specifically, access to school was hindered by (a) socio-political and institutional factors that influenced access to school; (b) target groups' needs, plans, and habits that influenced the target groups' access to school; and (c) dominant groups' attitudes towards the target groups' access to school.

a) Socio-political and institutional factors influencing access to school

COVID-19 condition and implications for inclusive education 1: hygienic protocols

The last two years (2020-2021) were marked by the COVID-19 global pandemic, which was caused by the new coronavirus SARS-CoV-2. The restriction policies that were imposed by Greek authorities on camps, in the context of non-pharmaceutical interventions aimed at limiting the spread of the COVID-19 pandemic, further compounded the already limited access of the children living in mainland camps to education, even during the periods when schools were open. As shown in Excerpt 74, this situation ended up discriminating against children who, as a result, are not allowed to leave the camps where they reside in order to attend school:

Excerpt 74

[...] those reception facilities were cut off wherever they existed, that is, I do not say this now with absolute knowledge to be clear, from what I hear, that they were closed, that is, they were isolated because they had a large number of refugees, for security reasons and health measures and so on, there was a closure. (I5_EC)

COVID-19 condition and implications for inclusive education 2: digitality and distance learning

In addition, in the face of lockdowns and social distancing measures, the Greek government, as other European countries, has turned towards innovative digital solutions to educate students. Distance learning has become a challenge for the mental well-being of all students, due to a lack of social interaction. Especially for at-risk students, such as refugees, more problems appeared, including limited access to technology, which was in turn attributed to lack of internet connections and lack of technological equipment. In addition, language sometimes operated as a barrier to attend distance learning. These challenges influenced students' academic performance and resulted in the non-attendance of students at distance learning, despite the efforts made by themselves, their teachers, and the coordinators of the Greek Facilities for Refugee Reception and Education (DYEP) to solve the problems. These barriers have led to the exclusion of these students at risk from education, generally and in their later school life, as is shown in Excerpt 75 below:

Excerpt 75

Because within the reception facilities there was no corresponding Wi-Fi network to be able to support e-learning, there were no corresponding ... corresponding electronic ... electronic equipment that would allow a student

to be in contact with his school. As a result, too many children were left out of school again because of these inadequacies and through no fault of their own. So, our system was not ready to face this great challenge. (I1_ST)

Transportation & Bureaucracy

Issues associated with transportation are another main barrier to both school enrolment and attendance. As it turns out, many children have no access to public schools, because the competent authorities have not taken measures to transport these students to schools. Also, students' access to education is mediated by the workings of bureaucracy and inconsistent administrative regulations (e.g., administrative hurdles to registering, lack of official documentation, or enrolments of children of all ages in high school, etc.). As noted in Excerpt 74, such issues have the potential to amplify social inequalities and could exclude refugees from school.

Excerpt 76

I even begged them to be able to provide an extra bus for us to be transported, because the administration of our district did not agree to provide us with buses and not only extra buses, even in two buses of the line that passed in front of the reception facility, there was the instruction not to stop to pick up the children from the camp, which means that two buses with at least 10 empty seats were coming down, I mean each one of them. (F2_PR)

Ordinary vaccination as a precondition to enter the classroom

Asylum seekers and refugees often come from countries with endemic diseases, they are affected by war and social conflicts, and they undertake long journeys. These situations often lead to the disruption of access to healthcare services and lack of vaccination coverage. In Greece, basic vaccination is a universal requirement for school enrolment. As a result, vaccination programmes have to be organised and implemented for at-risk students, in order to for them to have access to learning. Such policies help to overcome administrative barriers, and – as explained in Excerpt 77– they also help students to be accepted by the entire school community, by ensuring that everybody feels safe.

Excerpt 77

These children were not even vaccinated. That is, I told the school principals to contact the heads of the facilities during Easter to run the vaccination process, this was not done or not done at all. That is, at the moment we have accepted them, but with insufficient vaccination, they have not completed the necessary by law vaccinations that they should have done. (I5_EC)



b) Target groups' needs, plans, habits influencing access to school

Mobility (fluid residency) & Bureaucracy

Greece experienced the arrival of an unexpected number of refugees five to six years ago. Most of the new arrivals moved through Greece to other countries of Europe. As a result, a significant number of migrant and refugee pupils only attended school for a short period, a fact which has important implications for education systems. Schools try to adjust to the students' presence and focus on providing them with high quality and equitable education, so they can be successfully integrated. However, mobility or/and the fluid residency of these students cause many problems at schools, as outlined in Excerpt 78. In many cases these students do not participate in the lessons, or they suddenly drop out of school, which means that educators either have no students or have students with no interest in school activities.

Excerpt 78

Another challenge is that refugee issue is a very volatile issue. Student populations for various reasons are necessarily moving. [...] There are too many parameters that generally affect what we call the integration of refugee students in schools. Because registrations have been made, transfers have been arranged, a class program is being monitored, there are teachers, education coordinators who support the whole process and suddenly these people need to move, so the whole plan of the ministry collapses. Which means that this also creates a problem, because when we do not have some basic data, it makes it difficult for us to be able to design it. And to be able to be more effective so that we can face all the difficulties. (I1_ST)

Survival as a priority (School as a secondary need)

Even though children with a refugee or migrant background have equal right to education, many of them are more likely to be out of school than others. Refugees have skills, ideas, hopes, and dreams, but they face significant risks and challenges and many of those challenges concern their basic survival. Despite the efforts that have been made to provide education to more refugee children and youth, enrolments are on the decline or many of the children that achieve access to the school do not regularly attend classes, or they drop out of school to meet their survival needs, as described in Excerpts 79 and 80:

Excerpts 79-80

in the middle of the year the child dropped out of school and did not tell me why and by chance I saw him begging. (I8_PT)

He came one day and disappeared the next because he went to harvest potatoes. (I3_ST)



Delayed students' attendance due to delayed placement of personnel

The main purpose for host country education systems is to ensure that at-risk children register at schools as soon as possible, because many of these children have spent a long time without attending school, and further delays could result in their exclusion from the classroom and school environment. Also, it was observed that delayed placement of personnel results in delayed students' attendance. As explained in Excerpt 81, this causes various problems to refugee students, as they have to repeat the classes due to inadequate attendance, or this delay affects their general academic performance.

Excerpt 81

In fact, most of these children will repeat the same grade next year, because as you understand, they did not study at all, that is, the moment when they entered was wrong, very late and with the pandemic. [...] In general, in schools where there is a reception facility, I believe they will be helped by their teachers, that is, they will find their way next year, but in schools where there is no reception facility, things are very difficult. [...] This year, of course, the staffing of the reception facilities was completed very late, that is, it took until January to fully staff the reception departments. (I5_EC)

c) *Dominant groups' attitudes to target groups' access to school*

Teachers' apathy/indifference to look for the children - invisibility -children as 'lost papers'

Sometimes refugee and immigrant students do not experience successful inclusion into the classroom environment, due to weak student-teacher relationships, which are attributed to apathy on behalf of the teachers. In many cases, teachers not only ignore students' needs and their different backgrounds, but they also become distant, indifferent, and uninterested in their students, who are consequently led to isolation and exclusion. As described in Excerpt 82, sometimes teachers' apathy is so pronounced that they do not even attempt to locate the children that are not present at school, or –even if they attend classes– these students remain invisible for their teachers and are characterised as 'lost papers'.

Excerpt 82

And what impresses me is that they don't look for those children (Roma), that is, in a stereotypical way, even the principals accept that these children are not taken to school by their parents and, to a large extent, in order not to generalise, they do not look for them, that is they don't bother his parents,

they don't invite them over and over again. [...] Now in relation to the children of refugees, it is even worse, they do not look for them, that is [...] I have sometimes come into conflict with school principals, in the sense that I meet them in the end of the year and I am told that they had and this lost refugee. I mean did you search for him like we do for all the other kids? He does not say. [...] What the principals convey is that NGOs appear first to enrol the children in school and then disappear. So they do not have access and are considered lost papers, that is, even if the child, the refugee never shows up at school again, they call the NGO once or twice or twice and if the NGO does not answer this child that we do not even know where he is and no one is looking for it. I say these are children like all the other and we have a responsibility to these children as a school unit. (15_EC)

Parents' resistance to refugees' enrolment in schools

Some participants pointed out that a main issue that affects refugees' access to schools is the resistance by parents of local students in schools that have recently received or are about to receive refugees. In some cases, such as the ones described in Excerpt 83, racist protests were organised by local parents, involving blockades of school gates and public announcements against the school integration of refugee children.

Excerpt 83

I would like to say that we have also faced such problems. Especially when I was the coordinator in 2016-17, we had parents' associations, we held meetings for hours, they made announcements. They did not want the refugee children in the schools and in one school they did not even accept them and they had gathered, they had closed the entrance and the children finally entered the school with the help of the prosecutor. [...] Here we live in a municipality, where we had to meet with the prosecutor twice so that the children could go to school. (2F_PR)

Local authorities' resistance to refugees' enrolment in schools

Similarly, some local principals have also opposed the creation of Inclusion Classes, ZEP and DYEP in their areas, thus intensifying local parents' xenophobia. In some cases, local and regional authorities have been resistant to the integration of refugee children in public schools. Resistance by local authorities against enrolling refugee and migrant children has been expressed in correspondence to the Deputy Minister of Education, asking the children not to attend school, as narrated in Excerpt 84. Similar policies were enacted by some mayors, who prevented many refugee children from having sufficient access to public education in Greece.

Excerpt 84

In this hostile environment, however, of the municipal authorities, because the municipal authorities were opposed from the beginning so that the children could go to school, we waged a great war. They sent letters, twice they sent letters to the Deputy Minister of Education asking that the (refugee) children should not go to school, the mayor, the city council issued resolutions that the children would not go to school at that time. As if the municipality can decide their education... (2F_PR)

7.2.2. Challenges due to attitudes towards inclusion

Some other challenges that emerged from the analysis included the following: (a) attitudes of the educational unit towards inclusion, which influenced the application of inclusive educational policies; (b) attitudes of the local community, which influenced teachers and parents' attitudes towards inclusion; and (c) attitudes of parents towards inclusion, which influenced the implementation of inclusive educational policies.

a) Attitudes of the educational unit towards inclusion influencing the application of inclusive educational policies

As participants pointed out (e.g., Excerpt 85), the statements and the attitudes of teachers and schools suggested that current standards regarding the refugee children's right to education and their needs are not being consistently met. In these cases, the 'culture' of school appeared to influence the implementation of inclusive educational policies. Some teachers, who were motivated by personal and/or political reasons, resisted the implementation of inclusive educational policies in their classes; some appear to hold racist perceptions that affect the inclusion of refugee children in the public school system. If educational units are not sensitised and have only a procedural character that does not focus on these children and their needs, then inclusive educational policies cannot be applied.

Excerpt 85

And from the ZEP classes, some of you know very well the ZEP 1, ZEP 2 classes depend on the teacher, what he believes and what he stands for. [...] If you get appointed there just to get your salary and you do not believe how important your job this is because not all colleagues are aware. (I7_PT)

b) Attitudes of the local community influencing teachers and parents' attitudes towards inclusion

Local communities' perspectives and attitudes also affect schools' values, policies, and practices towards inclusion. As a result, many school administrators and teachers do not even attempt to implement inclusive practices in their school. It

has been suggested (e.g., Excerpt 86) that the reason why these officials do not cater to their student's needs likely connects to protests by locals against the social and school inclusion of refugee children. These protests led to xenophobia and have caused multiple problems in schools, not only for the children who are isolated, but also to the educational units, which appear to be too intimidated to take decisions for the inclusion of children.

Excerpt 86

It is also the local community that forms similar attitudes, either of teachers or parents. [...] Are there any reactions? They do exist, there is generally a negative attitude from many school principals because they are perhaps afraid of local communities which are thus more sceptical? Harsher? More negative? This is generally the opposite of the integration of refugee children into schools. (I1_ST)

c) Attitudes of parents towards inclusion, influencing the application of inclusive educational policies

Some parents have racist perspectives that lead them and their children to racist behaviours towards refugees, immigrants, and Roma pupils. As a result, efforts made by teachers and school administrators to raise student awareness and include all children in the school prove ineffective, because parents expose students to racist and (xeno)phobic views, when they return home from school. The persistence of such perceptions about children with different backgrounds means that inclusion cannot be achieved. On the other hand, there are some parents who do not really foster such negative feelings about others, but their apathy and distant attitude from the refugees has similar effects, since at-risk children are isolated, and their inclusion fails achieved in this case as well.

Excerpt 87

I want to say that it is very likely that what the teachers are cultivating, what the school is cultivating, even if we consider that the school is doing a great job, will be confuted at home. That is why I stressed from the beginning that "parents also need training". When the child goes to school with negative attitude, scared, when the parent scares the child, there is a fear and, of course, racism - to say that word after we talk about inclusion, to say that the opposite is racism and to say that there is an instinct in children [...] to identify and highlight and possibly stigmatise diversity. [...] I wanted to say that another common attitude of parents who have, say, ignorance of how harmful this is to children but consider themselves non-racist is saying okay the refugee child is not a bad child, he hasn't done anything bad to you, I do not want to bother the foreign child let's say but I don't want you to hang out with him at all, I do not even want you to look at him or approach him. You will do your job and he will do his job on his own, let's say you will hang around your people and

he will hang around with his, do not deal with him anymore, this is also a very common thing. (F2_PR)

7.2.3. Challenges in applying inclusive practices

The final category that is presented here pertains to challenges concerning the implementation of inclusive practices due to issues that related to: (a) regulations, resources, and data; (b) teachers, parents, and students; and (c) the distance between policy and practice.

a) Regulations, resources, and data

Bureaucracy and lack of resources

Participants argued that the implementation of inclusive education policy and, therefore, refugees' access to education are mediated by the workings of bureaucracy. Therefore, an inconsistent school administration has the potential to amplify social inequalities in the school. Also, one main challenge in the implementation of inclusive practices at schools is the lack of necessary resources, such as personnel, educational material, electronic equipment, and capacity, as discussed in Excerpt 88:

Excerpt 88

How can inclusion in school be achieved when there are all these inequalities in the whole community? When the school has to provide means, resources, to work overtime, to work outside the institutional role and uncovered by the state to achieve results, so if you get a turnaround, it's easy, if the bureaucracy catches you for some reason, then you are discouraged, you give up. While, the school should be strengthened in these actions, rewarded, good practices should be shared and in general the schools should be strengthened and certainly, definitely, definitely inclusion means fewer students in each class, with an assistant teacher, if possible of special education, intercultural and with parallel support for students in need and alternate the roles of educators, right? And, of course, with educational material, with rich educational material, so that you can function differently in the classroom. The teacher must have material. You should definitely have your computer, your projector, your cd, your hammers, your own, your boxes and a trainer to show you how to use it all. (I7_PT)

Lack of communication among the different institutions

It seems that one of the most inhibiting forces to effectiveness of inclusive practices is a lack of effective communication among the different institutions. This lack of communication and collaboration among the Ministry of Education, the IEP, and schools, which is noted for instance in Excerpt 89, is the cause of



several problems. These include not sharing information, not interacting, or not sharing views and experiences, all of which potentially affect the implementation of inclusive practices.

Excerpt 89

Then you have a level of political decision, a ministry that is, so, which decides to set its own rules. Have you ever seen, say, the Ministry of Education, when a draft law is consulted, say, with whom is it consulted? With five people it knows [...] Why don't you ask? Do you know how to consult a hundred other people, to invite all the universities, to get five experiences from abroad, etc. There is no such flow and of course not at all, and this is an underestimation of every teacher. (I3_ST)

Ambiguity of **instructions** and lack of control over their implementation

One more challenge to applying inclusive practices involves the vague guidelines and ambiguous incentives and directives that are presented to educators through the legal documents that are sent at schools. As explained in Excerpt 90, when reading them, educators have the responsibility, firstly to interpret the documents, and secondly to think how to implement the suggested actions. Also, as noted in Excerpt 91, there is no control or concern to monitor and evaluate what exactly happens in the classrooms, to identify what is successful and what is not. As a result, teachers do not get feedback on their actions, and the system does not seem to take their 'voices' into account for redesigning and redrafting some inclusion policies.

Excerpts 90-91

Okay... it is not clear, because reading the documents leaves you all the responsibility, first to interpret the document and secondly how will you do these actions that it asks you? [...] It isn't easy [...] if there isn't an organised umbrella system? [...] A lot of other things, first the documents, second the absences are a bit fluid and, in general, the sensitized educator, principal and teachers' association will try to do things. He who is not sensitised will ignore it. (I7_PT)

No, no, I do not think that there is any special concern that is evaluated or monitored so that we know what's going on. In other words, imagine that we are, that this is the fourth year that I have had a ZEP class, every year a report is filled about how the facility works we have not received any feedback from above on what needs to be done. [...] Nothing. That is, you understand us, we always get the applications, we start working - we work for a whole year and in the end, as it is foreseen, we submit, we submit our evaluation report, which is very honest, and then nothing else returns to us. (I8_PT)



Lack of adequate institutional support

One more crucial factor which was perceived to be a barrier to inclusion, as participants argued (e.g., Excerpt 88), is the lack of adequate institutional support. Such support is necessary not only for formally completing the design and implementation of inclusive actions in schools but also for the support of education units, administrators, and educators in their endeavour to achieve effective inclusion.

Excerpt 92

Look, many of them [i.e., refugee students] came altogether with problems. And the system is not balanced yet. [...] The system is not supportive at all, there are counter-actions for political reasons, racist etc. [...] But this is not the question, the question is that there is a support system, the system needs to balance, because the numbers are huge, it is one thing to have 10 children and it is completely different to have 40 children suddenly [...] This is a very big problem, if it was smoother, we would do a little better job. (I6_PT)

b) Teachers, parents, and students

Lack of training and awareness of teachers as a problem

One more barrier to implementing inclusive practices is the lack of training and awareness among teachers. This is particularly the case with teachers who enter reception classrooms for the first time. Training, support, and empowerment are crucial issues that were reported by all participants (e.g., Excerpt 93), as factors that they must deal with. It was also reported that they consider it necessary to design and implement teacher education activities at the beginning of the year and throughout, so teachers can become more specialised and effective through an increased awareness of inclusive education and heightened intercultural competence. It was also suggested that, in this way, they would be better prepared to meet the special needs of refugee students, who have different linguistic and socio-cultural backgrounds.

Excerpt 93

When, for example, you staff the reception facility in January and you do not train these people you hire centrally, you do not train them centrally, when the teachers may be kids who have just finished studying at the university and it is their first year as teacher assistants and should I gather them and give them a two-hour, three-hour seminar? And I gather them again after two months is that enough? [...] I think that this is a deficient preparation to face and to know clearly what the purpose is, what he serves, how he will achieve it. Perhaps, then, the staffing should be completed early and a central training

should be done by the IEP with very clear goals, a very specific training about how they will be helped and not only at a theoretical level, that is, to listen to theories, but at a practical level. (I5_EC)

Lack of teachers' personal will and interest to get professional development

As mentioned above, teacher education is a significant factor for teacher empowerment to apply inclusive practices in school. However, in many cases what is missing is not only the opportunities for professional development, but also personal will and interest by educators to develop their skills. In some cases, teachers seem to consider that teacher education is not their responsibility, and they argue that the role of implementing professional development rests only with the Ministry of Education, which does not fulfil this role effectively. As a result, since the Ministry does not provide the teachers with the right conditions to discharge their professional responsibilities, teachers have an 'excuse' or 'alibi' to avoid professional development entirely.

Excerpt 94

He [i.e., the teacher] tells you: "I want to do it, but I can't, how to do it? I do not know. He [i.e., the student] speaks another language, he is deaf", let's say, "I can't"; or "he is autistic", or "I do not know what to do, I haven't been taught". But it is your job to learn, not only the teacher's job but also the whole school's, so, if you can't learn and if you can't work on it, then you should ask for help that the state should give you in relation to it. (I3_ST)

Lack of school - family quality communication

Some schools do not engage refugee parents in supporting the inclusion of their children in school. Other schools make efforts to engage refugee families, but communication and interaction between them is not effective. In many cases, refugee parents do not attend school appointments to help include their children or offer them the opportunity of quality education. This should not be interpreted as meaning that they do not care about their children, although they may be uninterested in their education for other reasons.

Excerpt 95

In direct consultation with the head of the KESY, he arranged an appointment and they [i.e., the parents] didn't attend. As a result, a whole year passed while we had referred the family quite soon and you understand the family didn't respond. [...] And they didn't participate, they did not participate. [...] D. the teacher of the ZEP class, printed educational material this year to help the students and they didn't come to take it. At a scheduled appointment, I tell you, in s KESY and they didn't go. [...] It is not certain that they will come. They usually come on their own and sometimes dads come if a mom is unavailable



when it is time to claim an allowance, to get a certificate, now to get the allowance for the tablets given by the Ministry, then they remember to come to school and seek a meeting with the school. [...] But I cannot find anything else to make the meeting more formal so that they trust us more because when they come and we actually talk it is not like we disagree, they say “yes yes, ok what else can I do for him? I can’t”. [...] I do not want to say that it is indifference because if you say that a parent is indifferent for his child is not nice, you reject him. It is not indifference, but you say, how to say it, now as if they do not believe that their own children can have another development even through school. (I8_PT)

Difficulty for students to become visible/participate in the classroom/school community due to language/language proficiency

Some of participants focused on challenges that refugee children face to become visible in school community and participate equally in the classroom. They reported that language differences cause practical problems to them in class attendance, as well as living traumatic experiences at school, due to feelings of inferiority associated with language differences (see, e.g., Excerpt 96). Also, low language proficiency in the school’s official language can led to comprehension problems and low participation during the courses.

Excerpt 96

The one and main problem is always language. This is the biggest obstacle we face. The language because there are children who don’t speak the language at all and this is wrong because nowhere it’s wrong to throw child into the deep water in learning a new language. [...] We have cases of students, of very good students, very excellent students who come to us from Turkey from very good schools, who suddenly have mental problems, psychological problems and cry and tell you I am useless and there is nothing I can do, while I was the first student in my class. And this is due to the fact that the child does NOT have the opportunity to communicate. [...] In a essence, a child who arrives without knowing how to speak the language at all, automatically creates a disadvantage. (I6_PT)

Difficulty for students to become visible/participate in the classroom/school community due to difficulties to adjust in the classroom community due to delayed enrolment

Moreover, there are many difficulties for refugees to adjust in the classroom community due to delayed enrolment. Actually, schools organise some activities at the beginning of the year to integrate all students in class. These activities foster a group spirit and a feeling of belonging among students who started class together and have common experiences, but students who enter this ‘team’ later

may face difficulties adjusting to the classroom community, as explained in Excerpt 97.

Excerpt 97

Our school also has the peculiarity that registrations are made throughout the year [...] whoever is registered, if he registers late, will have to go through a special adjustment period, something that is quite difficult for the children who enrol afterwards. (I6_PT)

Difficulty for students to become visible/participate in the classroom/school community due to family socioeconomical background

One more factor that affects equal participation in the classroom is the socioeconomical background of the family. As mentioned by some participants (e.g., Excerpt 96 from the participant who also produced Excerpt 95), the culture where refugees' come from and their family background affect children's academic achievement and inclusion, so children from low social and economic backgrounds, such as rural families, usually do not succeed in school and often leave it.

Excerpt 97

The second problem we face is that there are children who have never gone to school at all in their whole lives. Because of course they have lived a strange life, they didn't grow up in a specific place, so they didn't go or they weren't lucky or they come from very poor families, rural, and although they are 11-12 years old, they have never attended school [...] These children who come from very poor families, rural, who have never gone to school, who do not know Greek, drop out very soon. Of course, they leave, they leave quickly for abroad. (I6_PT)

c) Distance between Educational Policy and Educational Practice

Educational policy as incompatible with pedagogy

In some cases, participants referred to the inclusive educational policy planned as a policy that is incompatible with pedagogy, as shown in Excerpt 99 below. Links to pedagogy are considered prerequisite for the successful implementation of educational policies and practices in schools. As a result, teachers are torn between bureaucracy and practice, and in some cases where children and their inclusion are indeed priorities, teachers will give priority to pedagogy, even if it is diametrically opposed to the guidelines provided by the Ministry.



Excerpt 99

Look, the documents are mostly administrative, aren't they? Pedagogy is left out. The main interest for the teacher is pedagogy. And pedagogy in order to be pedagogical ... is illegal. It must be illegal; it is not otherwise possible. You can neither strictly obey with the rules of the documents, nor play within the strict framework of your role or win the bet with such students. That is, if you follow the documents' rules and keep your role, the context of the role, that is, it is not in my role, I do not, right? I do not blame my colleagues, for God's sake, do I? I do not blame my colleagues. There should be a whole system with people working outside of school and framing school activities. Of course, a teacher can't do everything. Not a single principal can do it all. (I7_PT)

Hidden exclusion/In name only access to school

Some participants pointed out the difficulties that students face in enrolling in school. However, while they ensure students' formal access to school, students do not have a substantive access to it, due to non-existent or ineffective inclusive policies and practices that do not meet the particular needs of the children in question.

Excerpt 100

Let's say a whole trend and a scientific example that says ok we mean to enrol children to secure them a place in the special school. [...] So we, this research that you do has a meaning with the methodology that you do because really while we are in a law of inclusive education we see that in order to pass (laughs) let's say the paths that defines the inclusive education, you find yourself more and more away from this law, and further out and further out of the mainstream of mainstream education, so to tell. (I2_ST)

Chapter 8

Good and bad practices for inclusion in Greek schools

8.1 Good and bad practices for inclusion of students with Disabilities and/or SEN (D/SEN) in Greek schools

Several additional issues, which are considered in current scholarship as very crucial for the inclusion process, also emerged during the interview process. These issues focus on good and bad practices for inclusion. In this unit, we present and discuss current inclusive practices used by educators in the Greek educational system. Some of them have been mentioned as contributing towards inclusion (good: see Sections 8.1.1 and 8.2.1), while others are considered inappropriate (bad: see Sections 8.1.2 and 8.2.2).

8.1.1. Good practices

A variety of practices are suggested in the literature to ensure the active participation of all pupils, with and without special educational needs, in learning. However, in the discussion that follows, we present the practices Greek educators and stakeholders of the present study report in terms of the inclusion of SEN students:

Good practices for the inclusion of D/SEN students (evidence from the fieldwork)

- a) *Individualised instruction in mainstream classes*
- b) *Participation in school routine and outdoor activities*
- c) *Home-school communication*
- d) *Early assessment of D/SEN students' educational needs*
- e) *Use of multisensory material and interactive/kinaesthetic activities*
- f) *Giving D/SEN pupils initiatives for participation in the learning process*
- g) *Positive school climate for inclusion*

a) Individualised instruction in mainstream classes

One of the most common practices to promote inclusive education is individualised support in the mainstream class, based on students' special educational needs and appropriate services. Teachers redesign their practices and adjust the facility level of tasks to include all the students to the learning process:

Excerpts 101-102

I'll ask him to do less work at home, a smaller text to read or copy (...) Maybe if he doesn't have a parallel support teacher, I'll naturally choose individualised teaching with this student (D/SEN). There was a case of one student who was in fifth grade and I was working with him books of the 2nd grade. (I18_PT)

I adjust the teaching material when I see that there is a problem. I have to adapt students' work to the level of the child so as not to feel disappointment, i.e., individualised teaching to help him and give him feedback. Personalised instructions prevent bad moods and disappointment. (I17_PT)

b) Participation in school routine and outdoor activities

As can be seen from the quotes that follow, teachers and stakeholders agree that it is a good practice to stimulate the participation of children in all school activities. In addition to the benefits of socialisation, this practice also strengthens other skills of children, which are useful for their daily lives. It is often difficult to encourage participation, but once it is achieved, rewards are substantial:

Excerpts 103-104

In countryside areas it is easier to have outdoor activities. I remember that in some schools we used to organise outdoor activities with the children from the inclusion classes. We have visited the local authorities for role- playing activities and the local market to train these children in skills related to the market (i.e., paying, calculating change). (I13_EC)

We manage to have full participation of D/SENs in the school routine. D/SENs participate to the point in school fest with specific role (i.e., singing, reciting poems). Even once we had (in our school) children with Down syndrome and we achieved their participation in every school event. (I15_PT)

c) Home-school communication

Keeping a communication notebook with which parents interact with teachers is acknowledged as a good practice. This practice is considered as a two-way communication channel that enables information sharing between family and school. Teachers can communicate information about

their child's activities at school and families can share information about important events that may have occurred at home and affect the child's mood and behaviour. This practice is believed to reduce the distance between home and school and support collaboration between parents and teachers:

Excerpts 105

It is helpful to keep a communication notebook and ask for parents' feedback from home. I was writing about our day at school and I was asking for parents' information to know what about the child is doing at home. This works ideally because by maintaining a communication notebook you "bring the house to school and the school to the house" and there is a continuity as concerns to the effort for inclusion. (I14_PT)

d) Early assessment of D/SEN students' educational needs

The timely assessment of students' needs is considered a crucial matter for attaining inclusion. All the stakeholders agree that it is very important to observe the behaviour of high-risk children in the school setting in order to inform diagnostic procedure and to collaborate with the members of the diagnostic committee. Moreover, apart from the formal part of diagnosis, participants argue that early assessment of the child, even in a non-formal manner, is of high importance. It is stressed that early assessment should be free from stereotypical views about the type of disability/SEN. Every student is unique and should be faced like an individual with different abilities, needs and interests. The disorder is not considered as the factor that defines the student:

Excerpts 106-107

Firstly, I try to understand the child because each child is very different. Something that works with one child doesn't work with another. You can't say, "Oh, it's autistic and I know what to do". I had a student on the autism spectrum who didn't want anyone touching him and I had also a student in the autistic spectrum who was hugging all the time. If you begin working with a child and you keep carrying your own ideas, that's going to fail. (I14_PT)

[Early assessment] is a main part of my role. When I begin working at a school (as a member of a Committee for educational assessment and support), I have to observe students who don't have a diagnosis. [...] I am visiting classes for observation and I ask teachers if they've noticed anything about the students that may show that something goes wrong. (I13_EC)

e) Use of multisensory material and interactive/kinaesthetic activities

Participants recommend the use of multisensory material and interactive/kinaesthetic activities in order to configure a place where all

children, with and without special educational needs, can play, learn, perform, and interact in constructive ways. Another benefit of these activities is to make mainstream children aware of the difficulties their D/SEN classmates face:

Excerpts 108-109

Of course, I use projectors [...]. Especially in children with disorders, audio-visual material enables them to stay focused. I also find various interactive games to make the lesson more interesting. (I18_PT)

For example, we use some activities, where all kids wear very thick gloves which make catching difficult and nevertheless they have to try to catch several objects. With this exercise we show them that some people face difficulty even to catch things. Additionally, we familiarise pupils with the sense of blindness by blindfolding some of them and preventing them from seeing. Then we ask other children to help their “blind” school mates to go up the stairs. Through this process children can be aware of the difficulties their classmates with visual disorders face. (I12_EC)

f) Giving D/SEN pupils initiatives for participation in the learning process

The thematic analysis indicated that mainstream and special education teachers try to provide initiatives to all pupils, with and without special educational needs, for participation and engagement in the learning process. Through this practice, teachers try to make equal opportunities in learning for all pupils as well as to make D/SEN students feel that they belong in a class community:

Excerpt 110

I always take care of assigning suitable activities to D/SEN students, to give them initiatives so that they [i.e., students with D/SEN] always be members of the community and feel accepted by me and their classmates. (I18_PT)

g) Positive school climate for inclusion

As mentioned previously, an inclusive classroom climate refers to an environment where all students feel supported, and where they experience a sense of belonging in the classroom regardless of identity, learning preferences, or education. Such an environment is considered as a key element to encourage academic success of all students, and therefore the inclusion of D/SEN students:

Excerpt 111

Despite the child’s difficulties, if there is proper collaboration among teachers, teachers and parents and classmates, then something good will be out of this. Despite the obstacles, the role of a good school climate is very important. (I19_PT)



Apart from the good practices that contribute to inclusion, teachers and stakeholders have also pointed out some bad practices that act as barriers.



8.1.2. Bad Practices

Practices considered by participants as harmful to the successful implementation of educational inclusion of SEN pupils include the following:

Bad practices for the inclusion of D/SEN students (evidence from the fieldwork)

- a) Teachers' responsibility denial*
- b) Not targeted inclusive practices*
- c) Withdrawal of D/SEN pupils from mainstream class*
- d) Limited collaboration and partnership with diagnostic centres*

a) Teachers' responsibility denial

Many teachers and stakeholders who participated in this study claimed that sometimes teachers do not take responsibility for initiatives to include students with D/SEN in the class. This might be related to a traditional way of thinking and teaching, according to which they consider their role mainly as teachers of typically developing children. Such teachers might find it awkward to share responsibilities with the teachers of Parallel Support and Inclusion Classes (see for example Excerpt 112):

Excerpt 112

Separating roles is not helpful in inclusion. You can't say: "He is the teacher of the inclusion class, and he has to include D/SEN students, not me". This is an oxymoron. It doesn't work. It's not appropriate. Inclusion is the responsibility of all of us. (F3_ST)

b) Not targeted inclusive practices

Another problem identified by some of the participants was the lack of provision, by the Greek Ministry of Education and Religious Affairs, of targeted inclusive practices. In the absence of a clear guiding framework of good practices to use, there is a danger for teachers to use practices and approaches that sometimes seem chaotic and may lead to limited inclusion results:

Excerpts 113-114

The Ministry of Education has not decided on a clear inclusion education policy. (I2_ST)

It is good to be free to choose how you could react as a teacher up to the point that you do not get lost or do nothing. (I15_PT)



c) Withdrawal of D/SEN pupils from mainstream class

One view, supported mainly by parents and stakeholders of education, is that it is not a good practice to remove children from the classroom in order to attend the inclusion class or to work with Parallel Support teachers. This practice isolates children from the class community, creates learning gaps regarding the curriculum, and disrupts the continuity of the inclusion process. As the first quote (Excerpt 115) reveals, this is a practice that is often imposed by the teacher of the mainstream class:

Excerpts 115-116

Even from the first school day my sons' teachers removed him from the class with the argument that he is a "difficult child". She had her principals' approval for this decision. The plan was that my child will always be isolated with the teachers of parallel support in the library. (F4_PT)

The inclusion process now is fragmentary. Removing students out of class and doing something else with them, is like making them another parallel problem, so the kids are confused with the class schedule and the inclusion class programme. When you get them out of class, they're going to miss not only the lesson but the continuity. (I15_PT)

d) Limited collaboration and partnership with diagnostic centres (i.e., local Centres for Multidisciplinary Assessment, Counselling and Support (KEDASY)(former KESY))

With regard to the Centres for Multidisciplinary Assessment, Counselling and Support (KEDASY) (former KESY), the main problem reported is the delay of diagnosis delivery. As it can be seen in Excerpts 117 and 118, the majority of participants reported that this situation negatively affects the quality of special education delivered by the school, since teachers lack information about the student's learning difficulties and needs. Another problem mentioned is that assessment carried out at KEDASY is not informative enough for designing educational programmes. On the other hand, the establishment of a collaboration framework among schools and KEDASY would be more helpful to foster inclusion:

Excerpts 117-118

It is very difficult to arrange an appointment for diagnosis at KESY. If you call now, the appointment will be scheduled at least after two months. (F4_PT)

In relevance to assessment, KESY is a sector that does amazing job amazing job but is it enough? Maybe it is important for inclusion to establish a framework of better communication among KESY and schools. (F3_ST)

The findings show that Greek stakeholders of education acknowledge the significance of inclusion and are aware of the practices that hinder the

involvement of all students to school routines inside and outside the school. This section revealed a number of practices that hinder inclusion. The most important of them are related to the lack of collaboration and the segregation of teachers' role depending on the students' special needs.

8.2 Good and bad practices for inclusion of students with migrant/refugee/Roma background in Greek schools

As far as students with migrant/refugee background or Roma students are concerned, another important theme identified through analysis is *Inclusive Educational Policies in Practice II*, which refers to review and reflection on performances of inclusive educational policies. This reflection is based on the implementation of the inclusive educational policies when practitioners, school authorities, and other stakeholders involved in educational policy and practice appear to implement instructions, to take initiatives, to try out solutions and to carry out ideas in order to address the issues that arise regarding the attendance of students with a migrant or refugee background or Roma students. The practices described here, were identified by participants as: (a) good practices and (b) bad practices.

8.2.1. Good Practices

Good practices, according to participants, were successful examples on inclusive education.

Good practices for inclusion of “multi” students (evidence from the fieldwork)

- a) *research on the field of inclusive education that guides educational policy design*
- b) *synergies and cooperation among educational actors*
- c) *reviewing of curricula and educational materials in order to keep up with inclusive education*
- d) *training of practitioners on the legal framework of inclusion as an important factor of inclusive education processes*
- e) *practices for facing the lack of teachers in reception classes*
- f) *practices to support access to distance learning*
- g) *practices for empowering students in the classroom and in the school community*
- h) *practices to improve school-family communication*
- i) *practices of eliminating mainstream parents' racist behaviours*

a) Research to design inclusive good practices

This good practice notes that a key condition for successful education policy design is research at both local and European level in the field of inclusive education. Education policy stakeholders implement programs and studies to achieve the design of successful and targeted inclusion policies, as described in Excerpt 119:

Excerpt 119

Eeee First of all eeeee we are researching like this, it is our first task and one of the last researches we did, again in with the European sector in association with the ministry [of education], is currently proceeding to proposals for the transformation of reception facilities. With that being one task. And with the help or interaction with other ministries or rather with other partner ministries and institutes or researchers or universities. (I2_ST)

b) Practices to support synergies among educational actors

Other practices that were identified by participants as good practices included collaborations between ministries, organisations, institutions, stakeholders, and practitioners in order to achieve the most effective educational policies design. These practices are examples of wide-ranging cooperation, as stakeholders collaborate from the planning stage onwards. As seen in excerpts 120 and 121, such collaborations were viewed as very important by the participants:

Excerpts 120-121

It was a great achievement and it helped us a lot to promote the European policy and the CRC and the Committee monitoring Rights of the Child and I must tell you that since the first time it held a meeting and so we have contributed and all the actors have done so, the parents' movement and the scientific sector and the non-governmental organisations, so that with the shadow report that is done to give a feedback, how much we have deepened in the charter of fundamental rights and rights of the child in educational issues. Well, that helped us a lot to give the Ministry of Education the impetus to deepen its policies into European policies which are clearly for the rights and for the inclusive education policies. (I2_ST)

I will also give an example, from my own working position I have feedback, why? Because I have 64 hostels that have unaccompanied [children] and 15 safe zones, 15 safe zones, since I came, I made sure to meet the teachers in these hostels and safe zones, to form a group, to do a seminar that lasted six months, to train all these people two Fridays a month. I went down to the hostels I went to meet them up close in the context and as much as the measures against the coronavirus allows me and so I have the feedback, why? Because I meet them two Fridays of the month online, because I want to have them, because I want to listen about the inadequacies, because I am open to

being told what they live with- with all the limitations I know and they know that they have in making decisions. (F1_ST)

c) Revision of curricula and educational materials

The study and revision of curricula appears as a very important practice at the design stage of educational policy for inclusive education. Stakeholders argued that the review of textbooks and curricula to keep up with inclusive principles is a very important factor in shaping inclusive schools, as mentioned in Excerpt 122:

Excerpt 122

We study with either the textbooks or the curricula in the direction of inclusion, you know, at this moment in the Institute of Educational Policy we are preparing a program, a big program of upgrading the studies and renewing the curricula of the textbooks. (I2_ST)

d) Training of practitioners on the legal framework of inclusion

The training of the educational community, and especially of all practitioners involved in the education of students with refugee or migrant background and Roma students, on issues related to the legal framework of educational inclusion of all students emerges as a very important factor in successful inclusive practices. Participants stressed that it is important for practitioners to be informed about the legislation in order to successfully address issues of school attendance and inclusion. This shown in the following Excerpt 123:

Excerpt 123

Now, because we have seen that there are all these reactions and some issues are caused, of course all the effort is made to solve them, the Independent Department in collaboration with the IEP and UNICEF, made some teleconferences with all regional coordinators and all education coordinators updating, recalling and deepening the institutional framework so that this can be made even clearer. The Ombudsman of the child also participated, so another more legal position was given, with a better basis, so that it can be made clear that the institutional framework and the laws must be applied. Beyond that, what happened in the Ministry of Education, the education coordinators would share it with the school principals and the school principals with the teachers, so that we could get rid of the problems and the reactions and objections that they do not have. no legal basis and no logic. (I1_ST)

e) Practices for facing the lack of teachers - University students as an alternative

One of the problems that schools often deal with is the lack of teachers for the reception classes. According to the participants, the lack of teachers and the delay of their recruitment is sometimes counteracted by using pre-service teachers who

are conducting the teaching practice. As mentioned in Excerpt 124, cooperation between schools and universities is considered by practitioners as a very good practice:

Excerpt 124

There are reception classrooms which each school has the right to establish, apply and ask for separate teachers for them, do not ask me if the teachers are appointed on time, because this is a general problem that doesn't have to do with the context. The framework exists. We will tell you how we cover it. We cover it with internships from students, we have very good collaborations with universities and we are very lucky that people come from universities, students, and help our work. Because hands are needed no matter what. (I6_PT)

f) Practices to support access to distance learning

An additional obstacle to the equal attendance of children in school is access to distance learning, which is exacerbated by the COVID-19 conditions in education. Practitioners involved in the education of students with refugee or migrant background and Roma students appear to make great efforts to facilitate the access of those children in distance learning. They described these efforts as good practices of inclusion in their schools, as in the Excerpt 125:

Excerpt 125

Every Friday we had a two-hour period here in the school where we were some teachers and the kids came. Well, do not tell me that it is forbidden, I do not care that it was forbidden, the children came, they had a ten-minute, a five-minute, a quarter, twenty minute, depending on what they needed and they came and got the worksheets, those that didn't have an internet connection or who couldn't understand or who had difficulties. This worked very well and I believe that although I know it was not in line with government guidelines, it was, however, a particular need that worked very well and kept many children in touch with the school. (I6_PT)

g) Practices for empowering students in the classroom and in school community (team-building)

In addition to their efforts to facilitate students' access to education, practitioners strive to empower students in the classroom and to strengthen their presence in school community. They described their practices as very good examples of students' inclusion in school everyday life, as shown in the following excerpts:

Excerpts 126-127

We explain what is going to, who are these children that will arrive and we say that they are our new classmates, so that common points have been cultivated before and they are waiting for them. That is why they enter the classes, they help each other and how do we achieve the inclusion in practice?



So, when we have children in general education from the refugees, they will join a group and apply some of the techniques we have applied in our lessons are to make groups to work in groups and to apply the jigsaw method. (F2_PR)

While the elections of the fifteen-member [student council] had taken place, Mrs. P. appointed two refugee children to participate in the fifteen students committee, while the elections had taken place to represent the refugee children in the fifteen students committee. If not this inclusion, what is? (F2_PR)

h) School-family communication practices (mediation)

Another example of good practice appeared to be the efforts made by teachers and school principals to communicate with the families of students with a refugee and migrant background families and the families of Roma students. Excerpt 128 shows how teachers try to overcome difficulties in order to get in touch with the students' families and to communicate with them:

Excerpt 128

The principal, the deputy principal, the colleagues who deal with these issues are constantly in communication, so that we can be close to these parents and have the opportunity to come to school, and discuss issues, etc. Okay, regarding the French-speaking Africans, my colleagues also help with translations, because translations are not easy. With all the NGOs that we can work with for the translation into Arabic and Farsi and other dialects that the refugees have, why do we also have Indians, right? And of course, with the Roma students whose story we follow closely. (I7_PT)

i) Practices of eliminating mainstream parents' racist behaviours – Defining limits

Finally, participants consider very important the practices that teachers and school principals apply in their effort to eliminate racist attitudes that some native students' parents hold towards specific groups of students. Some such these practices are described in excerpt 129:

Excerpt 129

When the parents come the first one come on the first day, I have a meeting, while the children get inside the classrooms with the teachers for a while and I have a meeting with the parents and there I set the limits for what it means to be accepted in this specific school. So, I try as a general philosophy of this school to raise awareness, so that when they come complaining about any children, not just the Roma, to start the discussion from that point, to ask them if they remember what we said? The school will not only provide for you but also for the other. So, you may not like it but the other person has the right to be in here, so you too will get what you deserve. (I8_PT)

8.2.2. *Bad Practices*

According to participants' views, and on the basis of their experience over the years, bad practices were unsuccessful examples in the field of inclusive education for children with a migrant / refugee background, and Roma students (in this analysis, we use the abbreviation "multi" students to cover these target groups).

Bad practices for the inclusion of "multi" students (evidence from the fieldwork)

- a) *parents keeping children away from school, and creating conflicts between teachers and parents,*
- b) *students' exclusion from school activities for several reasons*
- c) *joining ZEP (Educational Priority Zone) class as exclusion from other subjects of the mainstream classroom*

a) *Parents using children as mediators keeping them away from school – Conflict between teachers and parents*

One fact cited by participants as an example of bad practice involves parents keeping their children away from school. It is reportedly common for parents to rely on their children as mediators, and they even negotiate children's school attendance, as indicated in Excerpt 130:

Excerpt 130

And very often they [i.e., the parents] call us in the middle of the period because it may be 11:00 in the morning and he tells the child to leave school so that the child can go with the mom to the hospital to accompany her as an interpreter. We say no, we are in conflict with the parents, very often we have called them at their homes, and we have said that we will D/SEN the police if the child does not come to school, we never do that but say it if the girl or boy does not come to school. But unfortunately, we don't call these cases the success stories, they are not our successful cases. (I6_PT)

b) *Exclusion from school activities*

The exclusion of refugee children from school activities was also viewed by participants as an example of a very bad practice. Often, these children seem to be marginalised in school and they are deprived of participation in school activities, as described in Excerpt 131:

Excerpt 131

I have most negative experiences from excursions, where we gave the children a piece of paper to fill in for all the children in the class except the refugee children. My principal later explained that if I insisted so much, he

would take them on an excursion, but he would not let them wander away from the teachers' association because he considered them particularly lively and particularly delinquent, for example. So, they came back from the excursion crying and never wanted to go again or try again, say, to get a piece of paper next time. (F2_PR)

c) Joining ZEP as exclusion from other subjects of the mainstream classroom

Another issue that appears to be considered as a bad practice is the exclusion of students of reception classes (ZEP) from mainstream classrooms. This is a common practice in schools with reception classes, as Excerpt 132 shows:

Excerpt 132

It should also be provided in the program in the school planning in such a way that the child is not deprived of the rest of his inclusive school activities, nor as such is provided. We have seen examples and very often since a child is enrolled in a class, in a reception class, he does not attend the rest of the school program. (I2_ST)

d) Ghettoization in Reception Classes and DYEP

In addition to being excluded from the mainstream curriculum, participants reported a concern that students who attend reception classes or DYEP appear to be ghettoized in mainstream classes throughout their school life. Excerpt 133 is an example of such concerns:

Excerpt 133

When there is no [reception class], the teachers are forced to enter other processes and maybe the children fit in a little better, you know that in many cases of Roma children it happens, because that's the truth with the reception classes, that the children study permanently in host classes, infinite years without any development. (F1_ST)

e) Misunderstood/Ambiguous/Unsupported Role of Refugee Education Coordinators (SEP)

Another bad practice concerning inclusive education practices appears to be a misconception about the role of Refugee Education Coordinator. There is a lack of clarity about the exact role of the coordinators, and as Excerpt 134 shows, teachers have many expectations from the coordinators, and they are rarely fulfilled.

Excerpt 134

The advisors, the coordinators -whatever they are called- are the scientific supervisors in order to implement a policy. In the areas regarding integration and education there were, still remain special education and integration counsellors, such responsibilities were not given to refugee education coordinators, so we have not yet updated the methodology of inclusive

education in general and how it will proceed, so it's not, how to say, not one-dimensional. (I2_ST)



Chapter 9

Agency for inclusion: from evaluation to suggestions

9.1 Evaluation of inclusive practices for students with Disabilities and/or SEN (D/SEN)

Participants identified many issues that need to be improved in order to establish a kind of inclusive education that benefits all the children cognitively, emotionally, and socially. If these issues be addressed, participants believe that inclusive education will enable students with disabilities to become more motivated, and to improve their skills.

a) The Inclusion Class in practice

The role of the Inclusion Class in the inclusion process of D/SEN students has been challenged. Inclusion Classes are supposed to aim at developing specific abilities of D/SEN pupils based on their individualised educational program. In practice, this is not possible since there is not enough time for individualised teaching in a resource room, due to curriculum constraints and to the high number of pupils with D/SEN enrolled in a mainstream school. On the other hand, moving away from mainstream class is in contrast with the aims of inclusion. We cannot expect students to develop relationships with their classmates when they are often withdrawn in a different class and educated apart from the other children:

Excerpts 135-136

It is difficult for the inclusion classes to work properly. There is a confusion with the schedule of the mainstream class and the Inclusion Class and you have to do “magic” to find some hours for doing personalised teaching (in inclusion classes). (I15_PT)

Inclusion classes is something different from inclusion. I mean from the one hand Inclusion classes are part of the inclusion process and undeniably aim to empower D/SEN children to attend the mainstream class. On the other hand, a question arises: How can we expect the child to be included, socialised, making friends and work together when the child (with D/SEN) is out of the class? We cannot expect from a student with D/SEN to interact and feel part of the class when he is out of the class. He has to meet his classmates to be friend with them (...) (I16_PT)

b) Parents’ misunderstandings regarding the role of Inclusion Classes

Some parents confuse the role of Inclusion Classes with that of remedial teaching and they do not understand that inclusion classes have been established to provide special education to students with SEN or disabilities:



Excerpt 137

Several parents have not understood the aim of the inclusion classes, they consider it as a kind of teaching support in specific learning areas. Actually, Inclusion Classes are part of the inclusion process and refer to students with severe problems and not to those having just some learning gaps. (I15_PT)

c) Teachers' lack of knowledge and specialisation on certain disorders

The lack of specialised knowledge regarding special education issues by teaching staff was identified by the majority of the participants as the vulnerability of inclusion. Many of the general teachers have only completed short distance-learning educational programs in special education. Thus, they cannot effectively respond to certain difficult cases of students. In addition to the issue of specialisation, the problem of unwillingness to work with D/SEN students was also recognised. Specifically, it was argued that teachers of general education are often reluctant to seek guidance in order to face educational challenges concerning D/SEN students. Instead, they prefer to refuse responsibilities by using their lack of specialised knowledge as an excuse, and they often abdicate the responsibility of D/SEN students' education to special education teachers. Finally, it was stated that ageing teaching staff is another constraint, since these people usually do not have the physical and mental stamina to serve an educational vision such as that of inclusion:

Excerpts 138-140

Imagine that you teach in a school, and you have in your class children that you don't know how to deal with them. Don't you have to ask for guidance from the educational program coordinator or from the principal or from the university teaching staff that train teachers? Teachers have to ask for help. It is not a solution to say "I am sorry but I don't know!" You have to learn. (I3_ST)

Do we have qualified teachers? I don't know. There are teachers who have only attended seven-month distance learning seminars in special education [...] suddenly this person [i.e., an inexperienced teacher] in October is called to support a child with ASD. (F3_ST)

[...] we also have aging teaching staff and this is a problematic situation. How many years can a person be in a classroom and still serve a vision? (F3_ST).

d) Lack of accessibility

Problems in accessibility are mentioned by many participants as a major problem for inclusion.

Excerpts 141-142

There are many accessibility issues. For example, it is difficult for a blind child to be included in a mainstream school. Is there a braille system on the school doors? Are there the appropriate teaching materials for this child to be

integrated and supported to manage skills and knowledge acquisition? These are real issues. (I18_PT)

For example, in the building of a very famous institution that operates on issues related to special education, there are many accessibility problems. When we visited this building to make activities with children, we couldn't move and visit other places in the neighbourhood because of lack of accessibility. (F3_ST)

9.2 Suggestions for the inclusion of students with Disabilities and/or SEN

Participants had suggestions to make for improving professional efficiency and school inclusion policies in Greece. Such suggestions included more substantial teacher training, interconnection with local community and special education experts and better organisation. Additionally, participants asked for more teaching tools and material and better funding for education.

a) Implementation of inclusive instructional/teaching strategies

All of the participants came to an agreement that inclusive education requires the implementation of varied strategies to ensure equal participation of all students in the school setting and to improve their development. The establishment of collaborative relationships among mainstream and D/SEN teachers was recognised by the majority of the participants as a very important requirement that promises improvement in many aspects. In addition, collaboration among teachers offers many advantages both for students with disabilities and for their typically developing peers as well as social advantages through combating social ignorance and social discrimination. The quotes mentioned below show that teachers' collaboration may positively influence children's social and behavioural skills, self-concept building, and the feeling of happiness:

Excerpt 143-144

I think that co-teaching is a good idea (i.e., the teacher of the mainstream class co-exist and collaborate with teachers from inclusion classes or parallel support in the same class. (I15_PT)

Honestly, it would be very helpful for a person (teachers of the mainstream class) to be supported by another teacher. They exchange views and find solutions in operation issues (...) it is important to have somebody (teacher of Inclusion Class or Parallel Support) who gives you directions and encourages you to organise good quality educational activities. This framework would be very supportive. (I14_PT)



It was also mentioned by many participants that the multiple school textbooks for all classes must be redesigned so that they can be accessed by students with various disabilities. This material will contribute to the better integration of children with D/SEN since it will be used for teaching and training purposes, and it will foster a sense of competence for teachers who will be able to make adaptations in order to cover their students' needs. Multiple textbooks can really support teaching and education of students with D/SEN as they may include directions for adaptation and offer a lot to inclusive education. Additionally, utilising multiple school textbooks offers the opportunity for applying Differentiated Instruction.

Excerpt 145

Another parallel school textbook is needed that is suitable for every case (different educational need). Parallel school textbooks give the opportunity of different directions so that the teacher can choose and adapt the learning process within the mainstream classroom. He [i.e., the teacher] will have more options for educational material and guidance to adapt. (I10_ST)

b) *Interconnection with the local community*

The thematic analysis revealed that connection with the local community could be very important. This connection is expected to increase the capacity of all schools to meet a broader diversity of needs and support learners within their local communities.

Excerpt 146

Maybe schools could organise awareness workshops for parents because they are part of the community. Perhaps even in cooperation with institutions of the local authorities or of the church, some actions could be designed to involve students in the local community, i.e., visit foundations, making volunteerism or donations. (I18_PT)

Another collaboration relationship which was suggested is the *interconnection between school and other specialists outside school*. Specifically, collaboration between schools and KESY, and schools and universities is necessary for general and special education teachers alike in order for them to make the transition from research findings and theoretical knowledge to an inclusive teaching practice.

Excerpt 147

Apart from educational evaluation, KESY could have a contact with the teacher and discuss how to organise and implement a personalised educational program for the D/SEN child. That's something that is lacking, the Interconnection. [...] how do we expect knowledge produced at the research level at universities benefit the practice? The implementation of research findings is needed. (F3_ST)

c) Teachers' training on D/SEN

Teachers claim that more substantial professional development opportunities are needed in order to be able to achieve better inclusion. All seminars, whether theoretical or practical, are not designed so as to equip teachers with the necessary tools for facing the needs of their students:

Excerpts 148-149

I would like to have more substantial training. That's what I think we need to feel more confident in what we're going to do. In a nine-months duration seminar in special education, knowledge acquired from the bachelor's degree is repeated. (F4_PT)

What it is important for us [i.e., teachers] is training on tools teachers need. (I3_ST)

d) Better and more centralised organisation

Most of the participants agreed that generating coherent educational inclusive policy with an inclusive focus, covering all aspects of education (curriculum, pedagogy, and school organisation) would have a significant impact on how inclusion is implemented. When stakeholders understand, and agree with, the guidelines they have been given, it is more likely that they will be committed in their efforts to attain the goals of inclusive education; hence the importance of educational policy implementation and educational services improvement, which are considered as crucial.

Excerpts 150-151

We are in need of social structures and social services, but they must be staffed, because they are restricted in understaffing and that is why they do not work. (F4_PT)

National policy that defines how we want schools is needed. We have to know exactly what kind of schools do we want after 10 to 20 years and then we will make moves in that direction. I mean all of us, i.e., the teacher in the classroom, the school principal, the counsellor, be focused on a national organised educational policy about inclusion. If we don't have that, I don't know what we are expecting. (F3_ST)

e) Creating an inclusive mindset

It was widely suggested that schools have to enhance developments and processes working towards equity in inclusive education. That requires changes in thinking, culture, and practices at every routine of school life, from practices, to establishing inclusion routines even at the break time. Adopting a transformational leadership model in school is considered helpful for attaining this goal, as it would provide stakeholders with opportunities for co-deciding and responsibility sharing. Thus,

a more functional and flexible framework is expected, for building the vision of a public, synergetic, and inclusive school.

Excerpts 152-155

We need a transformational leadership model. We want a leader inside the school, not a principal. We want partners who come to co-decision with him and share responsibilities. This is going to bring a success story in Inclusion. (F3_ST)

If there is a child will his own diversity, we need to be able to understand this diversity in every school instant (e.g., break). (I17_PT)

We are going to configurate a culture that advocates the adjustment of the mainstream school to special needs and not the opposite one. (F3_ST)

I would suggest collaboration among multiple organisations and institutions like the church or the municipality. For example, we could organise a workshop for parents that makes them aware of diversity and differentiated educational needs. (I18_PT)

f) Increase of funding

One suggestion mentioned by all participants is increasing funding. Participants claim that inclusion requires some essential infrastructure, which is not currently available in schools. Specifically, increased funding could be invested in audio-visual material or for infrastructure building:

Excerpts 156-157

How is it expected to act in an inclusive way when you don't have the right desks? when you don't have infrastructure or audio-visual material. Aren't all these basics needed? (I18_PT)

It is something important. We have to do a transmission from policies to implementation. I mean creating the appropriate infrastructure to benefit all the children. That means an increase of funding. (F3_ST)

g) Increase of technological and digital accessibility

The lack of technological assistance and the failure to ensure digital accessibility for some disability categories increases existing differentiation. This is why teachers and stakeholders point out the need for improving digital and technological accessibility:

Excerpt 158

The Ministry of Education should design a website with reliable content and material for these children [i.e., children with D/SEN]. School buildings should also be accessible to these children so that a child with a wheeling chair can

approach the school. Wheelchair push bars, interactive boards/blackboards etc. are very important. (I17_PT)

h) Evaluation of inclusion practices

Evaluation of inclusion practices is considered important, either in relation to policies or in relation to applicability into the school context. In this vein, educational assessment was supported by many participants, who argued that assessment offers a kind of accountability that enables the awareness of a school unit and thus the implementation of training programmes based on the peculiarities of each schools' needs:

Excerpts 159-160

Without evaluation, you cannot do anything that is targeted and effective. Without evaluating specific needs in each school, you cannot offer sufficient guidance and effective training programs that really help the school community as a system to go one step further. (F3_ST)

Each law, each programme should be evaluated if it has achieved its goals. If we want to reform a law or to establish a new one, we should examine what previous laws gave us and to make proposals based on that. (F3_ST)

In conclusion, stakeholders made it clear that essential evaluation of the inclusion practices is necessary in order to see which of them are effective and under which circumstances:

Excerpt 161

[...] as long as there are no evaluation measures and rubrics, we could not know how each policy is implemented. (I2_ST)

9.3 Suggestions for the inclusion of students with migrant/refugee/Roma background

While keeping in mind the inclusion practices mentioned so far, participants in the research regarding migrant/refugee/Roma students, also expressed views on what more needs to be done to make inclusive education effective for all. Their suggestions can be classified into five axes, as follows: (a) sensitizing local communities, (b) communication and interaction among key actors, (c) reviewing/expanding and developing educational resources and processes, (d) addressing practical issues, (e) changing perspectives: Broader change of the school's role. Patterns and subcategories have been identified in each of these axes, and these are discussed below.

9.3.1. Sensitizing local communities

Awareness seems to be an important factor in inclusive education. Specifically, awareness-raising actions should be taken by the local community with a focus on Greek children and their parents. Participants stressed that a population like the Greek one, which is familiar with immigration means (e.g., on account of the great migration flow of Greeks to European countries in the 1950s and 1960s), should be aware of what these children are experiencing. Another suggestion made was to remind children of great ideals that are often associated with Greekness, namely democracy, freedom, and equality. These ideals, the participants pointed out (e.g., Excerpt 162), should be passed on to all children:

Excerpt 162

And we should ask everyone to remember that Greek know what immigration means, for other reasons of course, so they should be more sensitive on this issue. We were always been hospitable people, the Greek ideal for me is very important and is what has kept the whole world together for so many years, from ancient times until today, we have to offer, to offer our ideas, freedom, equality, these should be above all so one of our concerns is that when the refugee child has these ideals in his heart, he will always have Greece in his heart whether he leaves or stays. And I think that's where we have to win the game. (I1_ST)

9.3.2. Communication and interaction among key actors

Research and data analysis showed that communication and interaction among everyone involved in the education system can act as a catalyst for reshaping inclusive education. As mentioned in Excerpt 163, such interaction should go beyond pro forma communication, and it can be achieved through:

- cooperation between all levels of the education system (theory/policy & practice/implementation).
- evaluation and feedback, so that all schools will have access to what really works and what does not. The participants suggested an evaluation system in the form of a report among teachers and educational coordinators that should be filled every two months.
- decision making after discussion with all key actors, and of course, by offering the opportunities to students as well.

Excerpt 163

The student is the centre, so you should know what this person is thinking, you should know about his life, you should be able to understand what is going on in a school and not just publish, you know, press releases let's say or announcements. (I3_ST)

9.3.3. *Reviewing, expanding, and developing educational resources and processes*

In the context of redesigning inclusive education, participants pointed out the need to start a process of a continuous reviewing and updating. In particular, participants expressed the need to review, appropriately adjust, and enhance: (a) resources and processes, for example educational materials; (b) the educators' professional development; and (c) the language policy towards inclusion.

a) *Reviewing, adjusting, appropriating and enhancing resources and processes*

The participants pointed out that the curricula, textbooks, and educational materials should be reviewed in the direction of inclusion, under special criteria that meet real needs, as well as the language proficiency tests for students' placement. Some suggestions are mentioned in Excerpt 165:

Excerpt 165

There are the verification tests used [on refugee children] to join reception classes, which also need to be updated according to the educational reality of each country but also to be translated so that we can do, not perfectly, so that can we deal with the children as we ought to deal with them, neither casually nor in a procedural way, but in a substantive way. (I1_ST)

The participants also pointed at the need for restructuring the Reception Facilities for Refugee Education (DYEP). They argued that by extending the institution of DYEP so that they include high school education, it should be possible to enhance vocational education. In Excerpt 165, for example, it is suggested that such a restructuring would offer more options to Unaccompanied Minors with refugee or immigrant experience:

Excerpt 165

Then we have a lot of unaccompanied children. At ages that are close to fifteen, sixteen, so formal education, compulsory secondary school education stops there. Beyond that we should be able to find a way to give them recourses. So, we should examine vocational education, how will these children be directed? Going to an EPAL [Vocational Senior High School] is not the solution. They should be able to have a choice, they should have knowledge of that choice. So, let's examine how we can enhance vocational education in combination with refugee education. Due to the fact that children come unaccompanied at such ages, it may be necessary to establish a DYEP at a high school level. Now the DYEP is up to the Secondary School, there are some issues that arise along the way and that make it necessary to redesign the education of refugees from one point onwards because there are other data, other variables. All this concerns us. These are issues that need to be resolved. (I1_ST)

b) Professional development for educators

Although several teacher education programs have taken place, and are still being implemented in Greece, our research revealed that systematic actions should be taken in order to develop training material and guides for school teachers. Teacher education programmes need to be revised and to evolve into workshops and specialised interventions, addressing specific needs of each teacher and each school. Some suggestions that emerged from the data, as shown in Excerpt 166, and which were argued to have a positive impact on the education of all students and teachers, included personalised teaching in combination with the support from mentors, practice, and institutions:

Excerpt 166

[...] what we are planning and thinking about now is to stop the trainings, I say it so clearly, and to focus, let's say, on interventions, that is, to become a little more burdensome and a little more pressing at the school unit level. [...] that is, we now understand that it must be done to get away from the fact that we have organised training programs, we have done it again, and we count, and people come but they always are the same people so we try to find a way to engage the educational community at the level of school unit, how will we press, so to speak, at the level of the teachers' association, to go to create one of the task forces in EVERY association. Specifically for the needs of each school. (I4_EC)

c) Reviewing language policies and legislation

Participants did not fail to mention language policies and legislation as part of the review framework. For over 30 years, the international literature and researchers have consistently pointed out the advantages associated with bilingualism. Participants suggested that it is now time to make decisions in this direction. By teaching the first language of students with refugee/immigrant experience at schools (as mentioned, e.g., in Excerpt 167), it was suggested that the gain will be two-fold, as such practices are associated with increased learning outcomes, and preservation of the students' culture(s). And clearly, such a policy would characterise a school as completely inclusive, since the lessons could be attended by everyone.

Excerpt 167

And then there is a tendency in which we are moving forward with small steps, there is a recommendation from the Council of Europe to include the teaching of the first languages of children with different cultural backgrounds and of migrant and refugee children as an option [...] as an optional course, yes! In other words, the neighbourhood and other children can learn another

language, not only English, let's say something [i.e., some non-Western language], not only European languages, that is. (I2_ST)

9.3.4. Addressing practical issues

Discussion of some practical issues could not be absent from the data. These issues can be summarised as follows: (a) building infrastructure and technological equipment, to address the lack of classrooms where the integration department might be housed, and the absence of internet connections; (b) transportation to and from the school/reception premises, (c) food supply by school, especially when children attend fasting; (d) timely recruitment of teachers, as teachers for the integration and reception programmes are not appointed at the beginning of the school year; (e) recruitment of specialised staff (e.g., psychologists, sociologists) at schools; (f) observation of students' academic and professional trajectories; and (g) data from other countries in order to adopt good practices. Transportation and providing food were stressed as extremely important factors, as they seem to contribute to school dropout, as shown in Excerpt 168:

Excerpt 168

I also think that the school should be reformed by offering some meals or at least if not hot meals some food that is always available there and that there is no discrimination that our children say, I'm talking about refugee children, they go to school hungry, very often they do not have breakfast, either because they can't afford it or because it's not a habit of their culture or because their specific situation, being here, doesn't allow it anymore, so that they shouldn't be ashamed that they don't have money to buy food from the canteen and in some cases to leave the schools also hungry and without being able to pay attention to their lessons. Food will also add another opportunity for socialization. (2F_PR)

9.3.5. Changing perspectives: Broader change of the school's role

The participants focused on the importance of the school as a space open to all. This is what must be maintained or at least the State should endeavour to reduce the damage done. There are no ambitious dreams in the data, but rather a demand for incremental, one-step-at-a-time changes, until the result justifies the effort that everyone (i.e., teachers, principals, SEP, the Ministry). Excerpts 169 and 170 show the belief that everyone, including sceptics, should ultimately be convinced that there is a way towards a new inclusive reality at school and more generally in this country.

Excerpts 169-170

Let the state start from the basic thing that has to be done which is to remember again and to remind again that school is one and for all. Then with small steps we will start breaking the barriers, we will start closing the Roma

schools because, let's say, over here there is a school that has only Roma children and next to it a school that has none. There were all, let's say, at the other side of the road and based on the map, let's say, [...]one school hosts refugees and the other does not? So, let's re-create this framework and let the state do its basic work. (I3_ST)

The teachers and the Ministry as a Ministry have not found the way we will manage to get those children, how to say it now, I do not want to be aphoristic, in our efforts or in this category of our children. (I8_PT)



Part 3

RECOMMENDATIONS

Chapter 10

Recommendations

Building on the analysis of the needs that have emerged from the results presented above, it is apparent that the move towards a more inclusive educational system necessitates changes that span the entire range of the educational system. More specifically, the following minor or major reforms are recommended, at the institutional, school, and class level. The “magic” ingredient lies in the cooperation of all three axes.:

10.1. Institutional level

a) Coherent inclusive education policy

The vast majority of the participants (e.g., stakeholders, coordinators, principals, teachers, parents) recognised the ambiguity of educational inclusive policies in terms both of legal clarity and implementation. The non-realistic aspect of the inclusive practices, the incompatibility with pedagogy together with the lack of flexibility and lack of control over their implementation make them hard to apply (e.g. excerpts 48-52, 90, 91, 97, 159, 160, 161). There is a need for a legislative framework that will organise all aspects of education (human, financial, pedagogical, curriculum, and school organisation) with a focus on the long-term inclusion of all pupils including D/SEN students and students from minoritized groups, such as immigrants, refugees and Roma (e.g., excerpts 150, 151). Such a framework will set a vision of inclusive education, which will be implemented through clear and explicit practical policies. Policies should be realistic, based on the needs of school communities and linked to appropriate field research. Targeted actions that respond to the specific problem and not to the general view of the problem along with external evaluations of actions should give feedback and lead to redesign of targeted interventions, not cancellation of the actions/programs/projects (e.g., excerpts 40-42). Additionally, inclusive policies should provide specific guidance about the practical implementation of various inclusion models (e.g., Inclusion Class, Parallel Support, Reception classes, ZEP, DYEP etc.). Reconsideration of the way certain institutions work in terms of the inclusion of D/SEN students and students from minoritized groups is necessary (e.g. Inclusion class, ZEP, DYEP) since in practice they lead to segregation of the above students from the mainstream class (e.g., excerpts 132, 133, 135, 136).

Specifically, in terms of students from minoritized groups a common framework for inclusive education policies should be set provided that it is auxiliary for moving children from one country to another otherwise students from minoritized groups may lead to be invisible or lost in the bureaucracy (e.g., excerpts 76, 78).

b) Interagency collaboration

According to the research results and data analysis one of the most inhibiting factor for effective inclusion which was particularly emphasized by almost all the participants is the lack of communication and collaboration among the different institutions (e.g., the Ministry of Education and Religious Affairs, the Institute of Educational Policy, the KEDASY, schools etc.) (e.g., excerpts 60, 89, 117, 118). It was commonly suggested that in order to foster effective inclusion of all students in mainstream class all agents involved in education policy (i.e., the Ministry of Education and Religious Affairs, the Institute of Educational Policy, University, European agencies, principals, class teachers, administrative and KEDASY staff etc.) need to enhance partnership in all phases (design, implementation, evaluation, reformulation) and take part in the dialogue for building a legislative framework about inclusion in a national level based on evaluation and feedback from the field (e.g., excerpts 120, 121, 147). Involvement of all configurators/ makers and not just “the experts” including (all) children’s voices in decision-making regarding the design and implementation stages of inclusive policies for both D/SEN students and students from minoritized groups will ensure the creation of targeted interventions based on the specific needs of each school unit (e.g., excerpt 163).

c) Increase of national budget spent on inclusive education

One of the main challenges reported are operational problems regarding the lack of staff and appropriate resources such as personnel, educational, material, electronic equipment etc. (e.g., excerpts 63, 64, 66, 67, 88). The greater part of participants pinpointed the need to improve infrastructure and accessibility for students with different educational needs and disabilities as well as students with different cultural and linguistic backgrounds. Equally, it seems necessary to increase technological assistance and ensure digital accessibility for the above students (e.g., excerpts 156, 157, 158, 168). In addition, the limited funding for the timely appointment of specialized staff on disabilities and minoritized groups constitutes another major problem for inclusive education which leads to delayed students’ attendance of proper education (e.g., excerpts 63, 64, 81). Therefore, special education teachers, specialized staff (e.g. psychologists, sociologists), teachers for the integration and reception programs should be appointed before the beginning of the school year to have time to collaborate with general education teachers for designing inclusion practices for both D/SEN pupils and students from minoritized groups (e.g., excerpt 168). In addition, special education teachers assigned to Parallel Support as well as specialized staff and teachers for minoritized groups should be part of the school’s regular staff, as opposed to the current practice of rotating them every year. An action plan is needed in advance, rather than emergency solutions (e.g., timely recruitment of teaching staff in schools). Both in special education and in multicultural education

continuous changes of teaching and supportive staff hinder students' inclusion and psychosocial adjustment in school setting.

d) *Textbook and curriculum reform*

In the context of reconsidering inclusive education stakeholders pointed out the need for revising and updating the curriculum and textbooks so that appropriate educational material is available to cater for all specific needs of D/SEN students and students from minoritized groups (e.g., excerpts 67, 122). Although curricula have been developed for students with specific educational needs (e.g., ASD students, blind students, deaf students, LD students) over the last few decades, a differentiated national curriculum for each grade and subject should be designed for supporting pupils with D/SEN in the mainstream class. In addition, in terms of students of minoritized groups it is crucial that the curricula and textbooks be reviewed according to students' real needs and language proficiency (e.g., excerpt 165).

e) *Stronger interconnections between D/SEN pupils' education/training and labor market, minoritized groups and wider community*

In terms of students with Special Educational Needs and Disabilities it would be beneficial to organize practicum student placements in special educational vocational schools and link these to labor market (e.g., excerpt, 146). Developing common outdoor activities for typical and D/SEN students in the context of their compulsory early childhood, primary and secondary education is also recommended in order to develop society's awareness of diversity (e.g., excerpts, 103, 104). In addition, awareness-raising actions should also be taken by the local community in terms of refugees, immigrants and Roma based on Greek ideals of democracy, equality and freedom (e.g., excerpt 162).

10.2. School and Class Level

In school level, the most important finding which was derived from the present study was the principal's central role in creating a school community that is sensitive and aware of inclusive and equity issues (e.g., excerpts 71, 72). More specific recommendations are as follows:

a) *Cultivate an inclusive school ethos*

There is a need to support teaching staff through consultation and specific training on inclusive practices according to the needs of all their pupils in order for a positive

school climate towards inclusion to develop. Inclusive leadership is required, that is principals who ensure that all team members are treated equitably, feel a sense of belonging and value, and have the resources and support they need to achieve their full potential. Latent racism behaviours such as dividing students into “showered/clean” and “not showered/dirty” should be addressed by teachers and principals. Schools should also be encouraged to establish regular staff meetings where the inclusion process of certain D/SEN students and students from minoritized groups will be discussed, and appropriate actions will be taken (e.g., excerpts 111, 152-155, 169, 170). Particularly regarding Roma students, participants stressed the need for care provision so that they are not trapped for too many years in the reception classes, and they are not ghettoized (see: excerpt 133). Teacher-student relationships, informing and raising awareness of teachers towards Roma students’ difficulties in education should be improved, so that teachers show interest and act in case of student dropout or low attendance (e.g., excerpt 168).

b) Enhance partnerships

An important suggestion that emerged from the results of the present research was for specialized staff in the school (anthropologists, sociologists, psychologists) to be recruited providing support to all (staff, students, parents) (e.g., excerpts 57, 58, 59). It is also considered necessary for effective inclusion of both D/SEN students, refugees, immigrants and Roma in mainstream school to foster relationships among general teachers, special education teachers, principals, teachers for the integration and reception programs, members of EDY, and parents (e.g., excerpts 89, 95, 163, 168). The cooperation among teachers is an important mechanism for effective inclusion of the above students in mainstream class. Through collaboration, teachers can share common difficulties, identify common goals, and look into ways of addressing them. They can discuss differentiated instructional strategies that better support students’ learning and exchange ideas about their social and educational inclusion. Fruitful teachers’ cooperation requires educators who are professionals, who have abilities and skills to create a collaborative climate inside (and outside) school, with knowledge of individualised teaching and intercultural education (e.g., excerpts 101, 102, 148, 149, 166). Communication between school and home should be improved through regular scheduled meetings or distance communication practices (e.g., communication notebooks, videoconferencing meetings, etc) (e.g., excerpts 105, 128). In terms of students from minoritized groups school could approach parents through delivery of Modern Greek lessons, cooperation with the local institutions (e.g., university, municipal authorities), specific timeframe for in person or online cooperation and support.

c) Revising or specifying the way inclusive structures work

Due to the ambiguity that shrouds the operation of inclusive structures, it is important that each school determines the operation schedule of each inclusion or reception class and decides on the D/SEN students' and students from minoritized groups' intervention educational programme in collaboration with psychologists, class teachers, and parents.

In terms of students from minoritized groups it is mentioned as a bad practice the exclusion of students attending the reception class (ZEP) from mainstream classrooms (e.g., excerpt 132) as well as the ghettoization of students attending reception classes and DYEP (e.g., excerpt 133). Expanding the institution of DYEP in high school education, it could enhance vocational education for the above students (e.g., excerpt 165). On the opposite, first language should be taught and cultural lessons should be undertaken.

As far as students with Special Educational Needs and Disabilities are concerned the way inclusion class work arises many concerns. Withdrawing D/SEN students from the mainstream class is in contrast with the aims of inclusion (e.g., excerpts 115, 116, 135, 136). Segregation of class teacher's and parallel support teacher's roles in the mainstream class also opposes to the idea of inclusion. For Parallel Support to be effective, it is important that the general and special education teachers co-teach in the same class. That is, segregation of roles should be avoided. The two teachers should cooperate for D/SEN students' assessment of educational needs and design a differentiated instruction for the whole class including students with D/SEN.

d) Develop and provide assessment and evaluation procedures

In order for the inclusion process to be effective, it is necessary to evaluate the integration practices used both for D/SEN students and students from minoritized groups, to know what worked, where practice fell short of expectations, and what needs to change. To that end, it seems useful to introduce school-level self-evaluation procedures through observation and teachers' dialogue (e.g., excerpts 159, 160, 161).

e) School-family communication

Communication with parents is a necessary practice for inclusion of all students in school setting and especially for students with specific educational and psychosocial needs (i.e., D/SEN, refugees, immigrants, Roma) (e.g., excerpts 105, 128). It can be achieved by communicating the important role that families play in the school community and encouraging the inclusion of parents in school activities. In terms of

students from minoritized groups participation of parents in courses of empathy and intercultural education organised by the school should be encouraged. In addition, communication of parents with different cultural or linguistic backgrounds with school could be facilitated through the translation of important documents and interpretation (e.g., use of interpreters).

f) Teachers' training

The multi-level analysis of data of the present research stressed the need for teachers' and principals' professional development on inclusive practices (e.g., excerpts 93, 94, 143, 144, 148, 149, 166). Training in combination with the support of mentors and supervised practice should focus mainly on five elements: (1) assessment of all students', including D/SEN students and students from minoritized groups, educational and psychosocial needs, interests, and learning profiles based on observation scales, assessment monitoring tools, and field notes; (2) adaptation of learning environment transforming classroom into a community of learners with emphasis on all students' interaction through flexible groups; (3) differentiation of curriculum (content, process, and product); (4) classroom management and development of routines that include students with disabilities and different linguistic and cultural backgrounds;

g) Application of differentiated instruction model

An important good practice at class level is the differentiation of instruction through a variety of inclusive strategies and teaching means. For students with special educational needs and disabilities as well as students from minoritized groups, the selection of specific instructional strategies and material for use should be based on their individual needs. Teacher education should be systematic improving teachers' awareness in different linguistic and cultural paths as well as disabilities through training and suitable teaching tools. In terms of students from minoritized groups who are already integrated in schools, children's awareness about different linguistic and cultural trajectories should be aimed through systematic participation in educational (European and national) actions.

From the above, it becomes clear that the implementation of inclusive education is a complex process that requires, besides the proper education policy and legislation, the involvement of various factors in decision-making, and in application at school and class level.

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ANNEXES

Annex 1a

Pilot D/SEN Interview Guides (Greek original)

Οδηγοί συνέντευξης D/SEN

ι. Στελέχη, Διευθυντές/Διευθύντριες Πρωτοβάθμιας και Περιφερειακούς Διευθυντές/ Περιφερειακές Διευθύντριες Εκπαίδευσης, Συντονιστές/συντονίστριες Εκπαιδευτικού έργου

1. Πείτε μας λίγα λόγια για εσάς, το ρόλο σας, ή/και τα σχολεία της αρμοδιότητάς σας.
2. Ποια είναι η επίσημη εκπαιδευτική πολιτική για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην Ελλάδα και με βάση ποια κριτήρια διαμορφώνεται (ή ποιες ευρωπαϊκές πολιτικές την έχουν επηρεάσει και διαμορφώσει);
3. Ποια είναι η άποψή σας για την αποτελεσματικότητα της ελληνικής εκπαιδευτικής πολιτικής (μέτρα, αποφάσεις) για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην Ελλάδα τα τελευταία χρόνια;
 - Θεωρείτε πως είναι αποτελεσματική; Αν ναι, που οφείλεται αυτό; αν όχι, γιατί;
4. Στις σχολικές μονάδες φτάνουν κάποια κείμενα/έγγραφα με οδηγίες για το σχολείο σε σχέση με τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες. Θεωρείτε πως υποδεικνύουν με σαφή και κατανοητό τρόπο τι χρειάζεται να γίνει με τους μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολικό πλαίσιο;
5. Το σημερινό ελληνικό σχολείο, κατά την άποψή σας, διαμορφώνει στην πράξη, τελικά, κλίμα συμπερίληψης για τους μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
 - Αν ναι, με ποιες ενέργειες;
 - Αν όχι, γιατί;
6. Ποιες είναι οι δυσκολίες/προκλήσεις που αντιμετωπίζουν τα σχολεία κατά τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
7. Τι θα προτείνατε για την αποτελεσματικότερη συμπερίληψη αυτών των μαθητών σε επίπεδο σχολικής μονάδας;

- Θεωρείτε ότι χρειάζονται επιπρόσθετες ενέργειες ή αλλαγές στην εκπαιδευτική πολιτική από την πλευρά της πολιτείας;
 - Τι θα προτείνατε σε επίπεδο σχολικής μονάδας;
8. Πώς θα μπορούσε να επιτευχθεί η συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην κοινότητα; Ποιες ενέργειες κάνει η πολιτεία για τη διασύνδεση αυτή;
 9. Τι σημαίνει τελικά για εσάς συμπεριληπτική εκπαίδευση;
 10. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας σε σχέση με ένα ζήτημα που κληθήκατε να διαχειριστείτε σε σχέση με τη συμπερίληψη ενός μαθητή ή μιας μαθήτριας με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;

ii. Διευθυντές/Διευθύντριες σχολικών μονάδων

1. Πείτε μας λίγα λόγια για εσάς, τις σπουδές σας, το ρόλο σας, το σχολείο σας.
2. Ποια είναι η επίσημη εκπαιδευτική πολιτική για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην Ελλάδα και με βάση ποια κριτήρια διαμορφώνεται (ή ποιες ευρωπαϊκές πολιτικές την έχουν επηρεάσει και διαμορφώσει);
3. Ποια είναι η άποψή σας για την αποτελεσματικότητα της ελληνικής εκπαιδευτικής πολιτικής (μέτρα, αποφάσεις) για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην Ελλάδα τα τελευταία χρόνια;
 - Θεωρείτε πως είναι αποτελεσματική; Αν ναι, που οφείλεται αυτό; αν όχι, γιατί;
4. Στις σχολικές μονάδες φτάνουν κάποια κείμενα/έγγραφα με οδηγίες για το σχολείο σε σχέση με τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες. Θεωρείτε πως υποδεικνύουν με σαφή και κατανοητό τρόπο τι χρειάζεται να γίνει με τους μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολικό πλαίσιο;
5. Εσείς ως διευθυντής/ύντρια πώς χειρίζεστε αυτές τις αποφάσεις και τι περιθώριο αυτονομίας έχετε;
6. Ποια είναι η άποψή σας για το κλίμα συμπερίληψης για τους/ις μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες που επικρατεί στο σχολείο σας;
 - (αν επικρατεί), μπορείτε να μας περιγράψετε σύντομα μέσα από ποιες ενέργειες (της διεύθυνσης, του συλλόγου διδασκόντων, κλπ) διαμορφώνεται το κλίμα αυτό;

- Τι είδους συνεργασία υπάρχει μεταξύ των εμπλεκομένων (διεύθυνση σχολείου, εκπαιδευτικοί, γονείς, ΕΔΕΑΥ, κλπ;) για την ομαλή συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολείο σας;
 - Θα θέλατε να μας μιλήσετε περισσότερο για το δικό σας ρόλο;
 - (αν δεν επικρατεί), τι είναι αυτό που εμποδίζει τη διαμόρφωση ενός κλίματος συμπερίληψης του σχολείου σας (υποδομή, υλικό, επικοινωνία, συνεργασία);
7. Πώς θα περιγράφατε τη συμμετοχή των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στη σχολική καθημερινότητα;
- Συμμετέχουν ενεργά στις σχολικές εκδηλώσεις, στη μαθησιακή διαδικασία μέσα στην τάξη;
 - Πώς είναι οι σχέσεις των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες με τους υπόλοιπους μαθητές και τις υπόλοιπες μαθήτριες του σχολείου;
 - Έχουν αναπτύξει φιλικές σχέσεις με τους υπόλοιπους μαθητές και τις υπόλοιπες μαθήτριες του σχολείου; Υπάρχουν προβλήματα;
8. Ποιες είναι οι δυσκολίες/προκλήσεις που αντιμετωπίζετε κατά τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολείο σας;
9. Τι θα προτεινάτε για την αποτελεσματικότερη συμπερίληψη αυτών των μαθητών/τριών σε επίπεδο σχολικής μονάδας;
- Χρειάζεστε περαιτέρω στήριξη από την πολιτεία;
10. Πώς θα μπορούσε να επιτευχθεί η συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην κοινότητα; Ποιες ενέργειες κάνει το σχολείο για τη διασύνδεση αυτή;
11. Τι σημαίνει τελικά για εσάς συμπεριληπτική εκπαίδευση;
12. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας σε σχέση με ένα ζήτημα που κληθήκατε να διαχειριστείτε σε σχέση με τη συμπερίληψη ενός μαθητή ή μιας μαθήτριας με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;

iii. Εκπαιδευτικοί & Μέλη της ΕΔΕΑΥ

1. Πείτε μας λίγα λόγια για εσάς (σπουδές, ιδιότητα, προφίλ) και για το σχολείο σας;
2. Πώς θα περιγράφατε τη συμμετοχή των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στη σχολική τάξη;

- Συμμετέχουν ενεργά στις σχολικές εκδηλώσεις, στη μαθησιακή διαδικασία μέσα στην τάξη;
 - Πώς είναι οι σχέσεις των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες με τους υπόλοιπους μαθητές και τις υπόλοιπες μαθήτριες του σχολείου;
 - Έχουν αναπτύξει φιλικές σχέσεις με τους υπόλοιπους μαθητές και τις υπόλοιπες μαθήτριες του σχολείου; Υπάρχουν προβλήματα;
3. Πώς πιστεύετε ότι βιώνουν οι μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες τη διαφορετικότητά τους κατά τη μαθησιακή διαδικασία;
4. Ποιο είναι το κλίμα συμπερίληψης των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολείο σας;
- (αν επικρατεί), μπορείτε να μας περιγράψετε σύντομα μέσα από ποιες ενέργειες (της διεύθυνσης, του συλλόγου διδασκόντων, κ.λπ.) διαμορφώνεται το κλίμα αυτό;
 - Τι είδους συνεργασία υπάρχει μεταξύ των εμπλεκόμενων (διεύθυνση σχολείου, εκπαιδευτικοί, γονείς, ΕΔΕΑΥ, κ.λπ.;) για την ομαλή συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολείο σας;
 - Θα θέλατε να μας μιλήσετε περισσότερο για το δικό σας ρόλο;
 - (αν δεν επικρατεί), τι είναι αυτό που εμποδίζει τη διαμόρφωση ενός κλίματος συμπερίληψης του σχολείου σας (υποδομή, υλικό, επικοινωνία, συνεργασία);
5. Πώς διαχειρίζεστε τις δυσκολίες μάθησης των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
- Προσαρμόζετε τη διδασκαλία σας για να ενταχθούν οι μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στη μαθησιακή διαδικασία; Τι είδους προσαρμογές κάνετε;
 - Ποιες διδακτικές πρακτικές χρησιμοποιείτε για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
 - Πώς αξιολογείτε την αποτελεσματικότητα των πρακτικών αυτών;
6. Ποια είναι η σχέση σας με τους γονείς των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
- Πώς θα χαρακτηρίζατε την επικοινωνία και τη συνεργασία σας;
 - Πιστεύετε ότι αυτή η σχέση επηρεάζει τη συμπερίληψη και τη συμμετοχή των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην τάξη;

7. Ποιες είναι οι δυσκολίες/προκλήσεις που αντιμετωπίζετε κατά τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην τάξη σας;
8. Τι θα προτείνατε για την αποτελεσματικότερη συμπερίληψη αυτών των μαθητών/τριών σε επίπεδο τάξης ή/και σχολικής μονάδας;
 - Τι είδους στήριξη χρειάζεστε (π.χ. από το σχολείο, από την πολιτεία);
9. Πώς θα μπορούσε να επιτευχθεί η συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην κοινότητα; Ποιες ενέργειες κάνει το σχολείο για τη διασύνδεση αυτή;
10. Τι σημαίνει τελικά για εσάς συμπεριληπτική εκπαίδευση;
11. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας σε σχέση με ένα ζήτημα που κληθήκατε να διαχειριστείτε σε σχέση με τη συμπερίληψη ενός μαθητή ή μιας μαθήτριας με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;

Annex 1b

Pilot D/SEN Interview Guides (English translation)

D/SEN interview guides

i. Education executives / Directors of Primary Education Authorities / Education Coordinators / Regional Directors of Primary and Secondary Education

1. Could you describe your role and your responsibilities?
2. Which is the official policy regarding the Inclusion of children with D/SEN in Greece? How is this policy configured based on European and global influences?
3. How do you assess the efficacy of the Greek policy (i.e., laws, decisions) regarding the inclusion of children with D/SEN the last years?
 - Do you consider the Greek policy as effective? If yes for which reasons? If not, why?
4. There are some texts/documents with instructions forwarded to the school units in relation to the inclusion of students with D/SEN. Do you think they indicate in a clear and understandable way what needs to be done in relevance to students with D/SEN in the school context?
5. Does today's Greek school, create a climate of inclusion for students with D/SEN?
 - If so, by what kind of actions?
 - If not, why?
6. Could you mention the main difficulties/challenges faced by schools regarding the inclusion of D/SEN?
7. Do you have any suggestions as concerns to the improvement of inclusions' efficacy?
 - Do you mind that any additional actions/modifications need to be implemented by the authorities?
 - Which are your suggestions regarding the school unit/community?
8. How could the inclusion of students with D/SEN in the community be achieved? What kind of actions implemented by the government could achieve this connection?
9. What does inclusive education mean to you?

10. Could you share with us one of your recent experiences related to the inclusion of a student with D/SEN? How did you handle this case?

ii. School Principals

1. Could you tell us about you (i.e., studies, role in the school unit) and your school?

2. Which is the official policy regarding the Inclusion of children with D/SEN in Greece? How is this policy configured based on European and global influences?

3. How do you assess the efficacy of the Greek policy (i.e., laws, decisions) regarding the inclusion of children with D/SEN the last years?

4. There are some texts/documents with instructions forwarded to the school units in relation to the inclusion of students with D/SEN. Do you think they indicate in a clear and understandable way what needs to be done in relevance to students with D/SEN in the school context?

5. How do you handle/use these documents? Do you recognize that there is any school autonomy regarding inclusion issues?

6. Does today's Greek school create a climate of inclusion for students with D/SEN?

- What kind of collaboration relationship among stakeholders (principal, teachers, parents, DEDA³¹) states in your school regarding the inclusion of students with D/SEN?

- would you like to describe in a detailed manner your role?

- if there is no inclusion climate, what kind of factors prevent from it (infrastructure, material, communication, collaboration)?

7. What about the participation of children with D/SEN in the school life?

- Do they participate in the learning process/class activities?

- Could you describe the relationships among children with D/SEN and typical-development students?

- Do children with D/SEN have friends? Have you notice any tension/problems?

8. What are the difficulties/challenges you face when including students with D/SEN in your school?

³¹ a five-member Secondary Committee of Interdisciplinary Assessment

9. Do you have any suggestions as concerns to the improvement of inclusions' efficacy?

- Are you in need of more support by the state/government?

10. How could the inclusion of students with D/SEN in the community be achieved? What kind of actions implemented by the government could achieve this connection?

11. What does inclusive education mean to you?

12. Could you share with us one of your recent experiences related to the inclusion of a student with D/SEN? How did you handle this case?

iii. Teachers and DEDA members

1. Could you tell us about you (i.e., studies, role in the school unit) and your school?

2. What about the participation of children with D/SEN in the school life?

- Do they participate in the learning process/class activities?

- Could you describe the relationships among children with D/SEN and typical-development students?

- Do children with D/SEN have friends? Have you notice any tension/problems?

3. How do you believe that children with D/SEN perceive their diversity?

4. Does today's Greek school create a climate of inclusion for students with D/SEN?

- What kind of collaboration relationship among stakeholders (principal, teachers, parents, DEDA) states in your school regarding the inclusion of students with D/SEN?

- would you like to describe in a detailed manner your role?

- if there is no inclusion climate, what kind of factors prevent from it (infrastructure, material, communication, collaboration)?

- would you like to describe in a detailed manner your role?

- if there is no inclusion climate, what kind of factors prevent from it (infrastructure, material, communication, collaboration)?

5. How do you handle the learning difficulties of students with D/SEN?

- Do you adapt teaching to integrate students with D/SEN? What kind of adaptations do you implement?

- Which teaching practices do you utilize to include students with D/SEN?



- How do you assess the efficacy of these practices?
- 6. What is your relationship with the parents of students with D/SEN?
 - What about the communication?
 - Do you believe that the communication among you and parents affect the inclusion of students with D/SEN?
- 7. What are the difficulties/challenges you face when including students with D/SEN in your school?
- 8. Do you have any suggestions as concerns to the improvement of inclusions' efficacy?
 - Are you in need of more support by the state/government?
- 9. How could the inclusion of students with D/SEN in the community be achieved? What kind of actions implemented by the government could achieve this connection?
- 10. What does inclusive education mean to you?
- 11. Could you share with us one of your recent experiences related to the inclusion of a student with D/SEN? How did you handle this case?



Annex 1c

Pilot 'Multi' Interview Guides (Greek original)

Οδηγοί συνέντευξης MULTI

i. Διευθύντριες/ντές και εκπαιδευτικοί τυπικών τάξεων

1. Πείτε μας λίγα λόγια για εσάς (σπουδές, ιδιότητα, προφίλ) και το σχολείο σας [ΓΙΑ ΔΙΕΥΘΥΝΤΡΙΑ/ ΓΙΑ ΕΚΠΑΙΔΕΥΤΙΚΟ] / τα σχολεία με τα οποία συνεργάζεστε [ΓΙΑ ΣΧΟΛΙΚΗ ΣΥΜΒΟΥΛΟ]
2. Ποιες είναι οι προκλήσεις που αντιμετωπίζετε σε αυτό το πλαίσιο; (Πώς τα πάτε με τα παιδιά με μεταναστευτική εμπειρία/ παιδιά Ρομά;)
3. Υπάρχει κρατικός σχεδιασμός, μέτρα, αποφάσεις γι' αυτά τα παιδιά; Ποια είναι η άποψή σας για τον σχεδιασμό αυτό;
4. Στις σχολικές μονάδες φτάνουν κάποια κείμενα/έγγραφα με οδηγίες για το σχολείο (αναφορικά με τη συμπερίληψη). Υπάρχει μια συνέχεια; Δηλαδή συνομιλούν αυτά μεταξύ τους αρμονικά και είναι σαφή/κατανοητά (ως προς το τι υποδεικνύουν ότι πρέπει να γίνει);
5. Εσείς η ίδια με τον ρόλο της διευθύντριας πώς χειρίζεστε αυτές τις αποφάσεις και τι περιθώριο αυτονομίας και ανάληψης πρωτοβουλιών έχετε; [ΓΙΑ ΔΙΕΥΘΥΝΤΡΙΑ] / Εσείς η ίδια ως εκπαιδευτικός πώς εφαρμόζετε αυτές τις αποφάσεις και τι περιθώριο αυτονομίας έχετε; [ΓΙΑ ΕΚΠΑΙΔΕΥΤΙΚΟ]
6. Σε τι βαθμό εμπλέκονται οι εκπαιδευτικοί του σχολείου στη διαχείριση των ζητημάτων που προκύπτουν καθημερινά; (Πώς λειτουργεί ο σύλλογος διδασκόντων/ουσών στο σχολείο σας και τι ρόλο παίζει στις αποφάσεις που αφορούν το σχολείο;) [ΓΙΑ ΔΙΕΥΘΥΝΤΡΙΑ] / Σε τι βαθμό εμπλέκεστε ως εκπαιδευτικός στη διαχείριση των προβλημάτων που προκύπτουν καθημερινά; [ΓΙΑ ΕΚΠΑΙΔΕΥΤΙΚΟ]
7. Πώς θα περιγράφατε τη συμμετοχή των μαθητών/τριών με πολυπολιτισμικό προφίλ ή παιδιών Ρομά στη σχολική καθημερινότητα μιας τυπικής τάξης και σε δραστηριότητες του σχολείου; (Συμμετέχουν ενεργά σε γιορτές, εκδηλώσεις, προγράμματα, εκδρομές;)
8. Πώς θα λέγατε ότι είναι οι σχέσεις των μαθητών/τριών μεταξύ τους; (Επικοινωνούν μεταξύ τους/ έχουν επαφές/ κάνουν παρέα παιδιά από διαφορετικές ομάδες; Υπάρχουν ζητήματα; Αν ναι, τι θα μπορούσε να κάνει το σχολείο γι' αυτά;)
9. Πώς είναι η συνεργασία σας με τους γονείς των μαθητών/τριών; (Επικοινωνούν με το σχολείο; Το σχολείο τι κάνει για να επικοινωνήσει;)

10. Τι περιμένετε από την κοινότητα του σχολείου σας (ποιους στόχους έχετε θέσει) μέχρι το τέλος του χρόνου και μέχρι το τέλος του επόμενου σχολικού έτους σχετικά με τη φοίτηση και αλληλεπίδραση των μαθητών/τριών σας;
11. Τι σημαίνει τελικά για εσάς συμπεριληπτική εκπαίδευση;
12. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας σε σχέση με ένα ζήτημα που κληθήκατε να διαχειριστείτε; [η ερώτηση 12 μπορεί να παραλειφθεί εάν, μέσα από τις απαντήσεις που θα προηγηθούν από τον/την συνεντευξιαζόμενο/συνεντευξιαζόμενη, δοθούν αρκετά παραδείγματα]

ii. Στελέχη εκπαίδευσης

1. Πείτε μας λίγα λόγια για εσάς (σπουδές, ιδιότητα, προφίλ) και τη Διεύθυνση / Ινστιτούτο / Κέντρο όπου εργάζεστε, και τον ρόλο σας σε αυτό;
2. Υπάρχουν εκπαιδευτικές πολιτικές συμπερίληψης που να αφορούν τα παιδιά με προσφυγική/μεταναστευτική εμπειρία/παιδιά Ρομά/παιδιά με ειδικές ανάγκες στην Ελλάδα; Θα μπορούσατε να μας πείτε λίγα λόγια/να μας μιλήσετε γ' αυτές;
3. Πιστεύετε ότι υπάρχει σύνδεση ανάμεσα στο ευρωπαϊκό και το ελληνικό πλαίσιο; Δηλαδή υπάρχει κάποια αλληλεπίδραση εθνικού και ευρωπαϊκού ή διεθνούς πλαισίου για θέματα συμπερίληψης;
4. Ποιες είναι οι τρέχουσες προκλήσεις που αντιμετωπίζετε (σε επίπεδο αποφάσεων εκπαιδευτικής πολιτικής) για την κάθε κοινωνική ομάδα από αυτές (δηλαδή παιδιά με μεταναστευτική/προσφυγική εμπειρία, Ρομά και παιδιά με ειδικές ανάγκες;)
5. Τι σημαίνει για εσάς συμπεριληπτική εκπαίδευση;
6. Ποιοι εμπλέκονται (Υπουργεία, στελέχη, διευθύντριες/ντές, εκπαιδευτικοί) και με ποιον τρόπο γίνεται ο σχεδιασμός των εκπαιδευτικών πολιτικών συμπερίληψης;
7. Πώς γίνεται το πέρασμα από τον σχεδιασμό στην υλοποίηση των αποφάσεων; Υπάρχουν ή προβλέπονται μηχανισμοί και πρόσωπα κλειδιά που διαμεσολαβούν, επιβλέπουν, ελέγχουν και αξιολογούν αυτή τη διαδικασία; Μπορείτε να μας περιγράψετε τον μηχανισμό αυτό; (Λαμβάνετε υπόψη σας κρατικές οδηγίες/αποφάσεις/ κείμενα/ οδηγίες;)
8. Υπάρχει ενημέρωση ή ανατροφοδότηση από την εκπαιδευτική πράξη για το πώς πραγματοποιείται η συμπερίληψη; Φτάνει σε εσάς; Αν ναι, με ποιον τρόπο και κατά πόσο σας είναι χρήσιμη για να πάρετε νέες αποφάσεις για τη συμπερίληψη;
9. Ποια είναι η αίσθησή σας για το πώς υλοποιούνται οι αποφάσεις αυτές τελικά από τη σχολική μονάδα;

10. Τι περιμένετε/τι θα θέλατε/τι θέλετε ως ΙΕΠ/Φορέας/Τμήμα τάδε να έχετε πετύχει μέχρι το τέλος του χρόνου (και μέχρι το τέλος του επόμενου) σχετικά με τη διαμόρφωση και την εφαρμογή των πολιτικών συμπερίληψης;

11. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας από τον σχεδιασμό ή την υλοποίηση της συμπερίληψης που ήταν πρόκληση για εσάς; Πώς διαχειριστήκατε την κατάσταση; [η ερώτηση 11 μπορεί να παραλειφθεί εάν, μέσα από τις απαντήσεις που θα προηγηθούν από τον/την συνεντευξιαζόμενο/συνεντευξιαζόμενη, δοθούν αρκετά παραδείγματα]

Annex 1d

Pilot ‘Multi’ Interview Guides (English translation)

1. Could you tell us a few things about yourself (education, profile) and your school [for principal/teacher] / about the schools you work with [for school counsellor]?
2. Are there any educational inclusion policies concerning children with refugee/immigrant experience/Roma children/ children with special needs in Greece? Could you tell us a few things about them? Do you think there is a connection between the European and the Greek context? That means, is there any interaction between the national and the European or international framework on inclusion issues?
3. What are the current challenges you face (in terms of educational policy decisions) for each of these social groups (i.e., children with migration/refugee experience, Roma, and children with special needs)?
4. What does inclusive education mean to you?
5. Who is involved (ministries, stakeholders, principals, teachers) and how educational inclusion policies are designed?
6. How the transition from planning to implementation of decisions made? Are there mechanisms and key persons to mediate, supervise, monitor, and evaluate this process? Can you describe this mechanism? (Do you take into account government directives/decisions/texts/guidelines?)
7. Is there any information or feedback from the educational practice on how inclusion is carried out? Does it reach you? If so, how and to what extent is it helpful to you in making new decisions about inclusion?
8. What is your sense of how these decisions are finally implemented by the school unit? [Do you find it effective? If yes, why? if no, why?/ What is your opinion on the effectiveness of Greek educational policy (measures, decisions) for the inclusion of students with disabilities and/or special educational needs/migrant/refugee background/Roma children in Greece in recent years?]
9. What do you expect/what do you want to have achieved by the end of the year (and by the end of next year) in terms of the design and implementation of inclusion policies?
10. How the inclusion of children with disabilities and/or special educational needs/migrant/refugee background/Roma children in the community could be achieved? What actions is the state taking to make this connection?
11. Could you share with us a recent experience of design or implementing inclusion policies that was challenging for you? How did you manage the

situation? [question 12 can be omitted if, through the answers provided by the interviewee, several examples are given]

ii. Principals and Teachers

1. Could you tell us a few things about yourself (education, profile) and your school [FOR PRINCIPAL/TEACHER] / about the schools you work with [FOR SCHOOL COUNSELLOR]?
2. What are the challenges you face in this context? (How are you doing with children with refugee and migrant background and with Roma children?)
3. Is there a state policy planning, measures, decisions for these children? What is your view on this policy design?
4. Texts and documents with instructions regarding inclusive education are transferred to the school units. Is there a coherence to them? Are they clear / understandable as to what they indicate that it should be done?
5. How do you, as the director, handle these decisions? Is there any space for taking initiatives? [FOR PRINCIPAL] / How do you, as a teacher, implement these decisions? Is there any space for taking initiatives? [FOR TEACHER]
6. To what extent are school teachers involved in managing the issues that arise on a daily basis? (How does the teachers' association operate in your school and what role does it play in school decisions?) [FOR PRINCIPAL] / To what extent are you involved as a teacher in managing the problems that arise on a daily basis? [FOR TEACHER]
7. How would you describe the involvement of students with multicultural profiles or Roma children in the school routine of a formal classroom and in school activities? (Do they actively participate in celebrations, events, programs, excursions?)
8. How would you say students' relationships are? (Do children from different groups communicate / keep in touch? Are there any issues? If so, what could the school do about them?)
9. How is your collaboration with the students' parents? (Do they communicate with the school? What does the school do to communicate with them?)
10. Ultimately, what does inclusive education mean to you?
11. Are you satisfied with the way you handle this situation? How do you imagine yourself in five years in relation to this context?
12. Could you share with us a recent experience regarding an issue you were asked to manage?

Annex 2a

Final SEN Interview Guide (Greek original)

Οδηγοί συνέντευξης SEN

i. Στελέχη/ Διευθυντές Πρωτοβάθμιας και Περιφερειακούς/ Συντονιστές Εκπαιδευτικού έργου

1. Πείτε μας λίγα λόγια για εσάς, το ρόλο σας, ή/και τα σχολεία της αρμοδιότητάς σας.
2. Ποια είναι η επίσημη εκπαιδευτική πολιτική για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην Ελλάδα και με βάση ποια κριτήρια διαμορφώνεται (ή ποιες ευρωπαϊκές πολιτικές την έχουν επηρεάσει και διαμορφώσει);
3. Ποια είναι η άποψή σας για την αποτελεσματικότητα της ελληνικής εκπαιδευτικής πολιτικής (μέτρα, αποφάσεις) για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην Ελλάδα τα τελευταία χρόνια;
 - Θεωρείτε πως είναι αποτελεσματική; Αν ναι, που οφείλεται αυτό; αν όχι, γιατί;
4. Στις σχολικές μονάδες φτάνουν κάποια κείμενα/έγγραφα με οδηγίες για το σχολείο σε σχέση με τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες. Θεωρείτε πως υποδεικνύουν με σαφή και κατανοητό τρόπο τι χρειάζεται να γίνει με τους μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολικό πλαίσιο;
5. Το σημερινό ελληνικό σχολείο, κατά την άποψή σας, διαμορφώνει στην πράξη, τελικά, κλίμα συμπερίληψης για τους μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
 - Αν ναι με ποιες ενέργειες;
 - Αν όχι, γιατί;
6. Ποιες είναι οι δυσκολίες/προκλήσεις που αντιμετωπίζουν τα σχολεία κατά τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
7. Τι θα προτείνατε για την αποτελεσματικότερη συμπερίληψη αυτών των μαθητών σε επίπεδο σχολικής μονάδας;
 - Θεωρείτε ότι χρειάζονται επιπρόσθετες ενέργειες ή αλλαγές στην εκπαιδευτική πολιτική από την πλευρά της πολιτείας;
 - Τι θα προτείνατε σε επίπεδο σχολικής μονάδας;

8. Πώς θα μπορούσε να επιτευχθεί η συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην κοινότητα; Ποιες ενέργειες κάνει η πολιτεία για τη διασύνδεση αυτή;
9. Τι σημαίνει τελικά για εσάς συμπεριληπτική εκπαίδευση;
10. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας σε σχέση με ένα ζήτημα που κληθήκατε να διαχειριστείτε σε σχέση με τη συμπερίληψη ενός μαθητή ή μιας μαθήτριας με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες SEN;
11. Πώς βλέπετε τον εαυτό σας στην εκπαίδευση στο μέλλον σχετικά με τη συμπερίληψη των παιδιών με αναπηρία και ΕΕΑ στο τυπικό σχολείο; Ποιοι είναι οι στόχοι σας; Θα θέλατε κάτι να αλλάξετε σε σχέση με τον δικό σας ρόλο; (βλ. όραμα, στόχοι, πιθανές δυσκολίες).

ii. Διευθυντές σχολικών μονάδων

1. Πείτε μας λίγα λόγια για εσάς, τις σπουδές σας, το ρόλο σας, το σχολείο σας.
2. Ποια είναι η επίσημη εκπαιδευτική πολιτική για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην Ελλάδα και με βάση ποια κριτήρια διαμορφώνεται (ή ποιες ευρωπαϊκές πολιτικές την έχουν επηρεάσει και διαμορφώσει);
3. Ποια είναι η άποψή σας για την αποτελεσματικότητα της ελληνικής εκπαιδευτικής πολιτικής (μέτρα, αποφάσεις) για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην Ελλάδα τα τελευταία χρόνια;
 - Θεωρείτε πως είναι αποτελεσματική; Αν ναι, που οφείλεται αυτό; αν όχι, γιατί;
4. Στις σχολικές μονάδες φτάνουν κάποια κείμενα/έγγραφα με οδηγίες για το σχολείο σε σχέση με τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες. Θεωρείτε πως υποδεικνύουν με σαφή και κατανοητό τρόπο τι χρειάζεται να γίνει με τους μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολικό πλαίσιο;
5. Εσείς ως διευθυντής/ύντρια πώς χειρίζεστε αυτές τις αποφάσεις και τι περιθώριο αυτονομίας έχετε;
6. Ποια είναι η άποψή σας για το κλίμα συμπερίληψης για τους/ις μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες που επικρατεί στο σχολείο σας;
 - (αν επικρατεί), μπορείτε να μας περιγράψετε σύντομα μέσα από ποιες ενέργειες (της διεύθυνσης, του συλλόγου διδασκόντων, κ.λπ.) διαμορφώνεται το κλίμα αυτό;

- Τι είδους συνεργασία υπάρχει μεταξύ των εμπλεκομένων (διεύθυνση σχολείου, εκπαιδευτικοί, γονείς, ΕΔΕΑΥ, κ.λπ.;) για την ομαλή συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολείο σας;

- Θα θέλατε να μας μιλήσετε περισσότερο για το δικό σας ρόλο;

- (αν δεν επικρατεί), τι είναι αυτό που εμποδίζει τη διαμόρφωση ενός κλίματος συμπερίληψης του σχολείου σας (υποδομή, υλικό, επικοινωνία, συνεργασία);

7. Πώς θα περιγράφατε τη συμμετοχή των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στη σχολική καθημερινότητα;

- Συμμετέχουν ενεργά στις σχολικές εκδηλώσεις, στη μαθησιακή διαδικασία μέσα στην τάξη;

- Πώς είναι οι σχέσεις των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες με τους υπόλοιπους μαθητές και τις υπόλοιπες μαθήτριες του σχολείου;

- Έχουν αναπτύξει φιλικές σχέσεις με τους υπόλοιπους μαθητές και τις υπόλοιπες μαθήτριες του σχολείου; Υπάρχουν προβλήματα;

8. Ποιες είναι οι δυσκολίες/προκλήσεις που αντιμετωπίζετε κατά τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολείο σας;

9. Τι θα προτείνατε για την αποτελεσματικότερη συμπερίληψη αυτών των μαθητών/τριών σε επίπεδο σχολικής μονάδας;

- Χρειάζεστε περαιτέρω στήριξη από την πολιτεία;

10. Πώς θα μπορούσε να επιτευχθεί η συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην κοινότητα; Ποιες ενέργειες κάνει το σχολείο για τη διασύνδεση αυτή;

11. Τι σημαίνει τελικά για εσάς συμπεριληπτική εκπαίδευση;

12. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας σε σχέση με ένα ζήτημα που κληθήκατε να διαχειριστείτε σε σχέση με τη συμπερίληψη ενός μαθητή ή μιας μαθήτριας με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;

13. Πώς βλέπετε τον εαυτό σας στην εκπαίδευση στο μέλλον σχετικά με τη συμπερίληψη των παιδιών με αναπηρία και ΕΕΑ στο τυπικό σχολείο; Ποιοι είναι οι στόχοι σας; Θα θέλατε κάτι να αλλάξετε σε σχέση με τον δικό σας ρόλο; (βλ. όραμα, στόχοι, πιθανές δυσκολίες).

i. Εκπαιδευτικοί & Μέλη της ΕΔΕΑΥ



1. Πείτε μας λίγα λόγια για εσάς (σπουδές, ιδιότητα, προφίλ) και για το σχολείο σας;
2. Πώς θα περιγράφατε τη συμμετοχή των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στη σχολική τάξη;
 - Συμμετέχουν ενεργά στις σχολικές εκδηλώσεις, στη μαθησιακή διαδικασία μέσα στην τάξη;
 - Πώς είναι οι σχέσεις των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες με τους υπόλοιπους μαθητές και τις υπόλοιπες μαθήτριες του σχολείου;
 - Έχουν αναπτύξει φιλικές σχέσεις με τους υπόλοιπους μαθητές και τις υπόλοιπες μαθήτριες του σχολείου; Υπάρχουν προβλήματα;
3. Πώς πιστεύετε ότι βιώνουν οι μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες τη διαφορετικότητά τους κατά τη μαθησιακή διαδικασία;
4. Ποιο είναι το κλίμα συμπερίληψης των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολείο σας;
 - (αν επικρατεί), μπορείτε να μας περιγράψετε σύντομα μέσα από ποιες ενέργειες (της διεύθυνσης, του συλλόγου διδασκόντων, κ.λπ.) διαμορφώνεται το κλίμα αυτό;
 - Τι είδους συνεργασία υπάρχει μεταξύ των εμπλεκόμενων (διεύθυνση σχολείου, εκπαιδευτικοί, γονείς, ΕΔΕΑΥ, κ.λπ.) για την ομαλή συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στο σχολείο σας;
 - Θα θέλατε να μας μιλήσετε περισσότερο για το δικό σας ρόλο;
 - (αν δεν επικρατεί), τι είναι αυτό που εμποδίζει τη διαμόρφωση ενός κλίματος συμπερίληψης του σχολείου σας (υποδομή, υλικό, επικοινωνία, συνεργασία);
5. Πώς διαχειρίζεστε τις δυσκολίες μάθησης των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
 - Προσαρμόζετε τη διδασκαλία σας για να ενταχθούν οι μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στη μαθησιακή διαδικασία; Τι είδους προσαρμογές κάνετε;
 - Ποιες διδακτικές πρακτικές χρησιμοποιείτε για τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
 - Πώς αξιολογείτε την αποτελεσματικότητα των πρακτικών αυτών;
6. Ποια είναι η σχέση σας με τους γονείς των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;

- Πώς θα χαρακτηρίζατε την επικοινωνία και τη συνεργασία σας;
 - Πιστεύετε ότι αυτή η σχέση επηρεάζει τη συμπερίληψη και τη συμμετοχή των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην τάξη;
7. Ποιες είναι οι δυσκολίες/προκλήσεις που αντιμετωπίζετε κατά τη συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην τάξη σας;
8. Τι θα προτεινάτε για την αποτελεσματικότερη συμπερίληψη αυτών των μαθητών/τριών σε επίπεδο τάξης ή/και σχολικής μονάδας;
- Τι είδους στήριξη χρειάζεστε (πχ από το σχολείο, από την πολιτεία);
9. Πώς θα μπορούσε να επιτευχθεί η συμπερίληψη των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην κοινότητα; Ποιες ενέργειες κάνει το σχολείο για τη διασύνδεση αυτή;
10. Τι σημαίνει τελικά για εσάς συμπεριληπτική εκπαίδευση;
11. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας σε σχέση με ένα ζήτημα που κληθήκατε να διαχειριστείτε σε σχέση με τη συμπερίληψη ενός μαθητή ή μιας μαθήτριας με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;
12. Πώς βλέπετε τον εαυτό σας στην εκπαίδευση στο μέλλον σχετικά με τη συμπερίληψη των παιδιών με αναπηρία και ΕΕΑ στο τυπικό σχολείο; Ποιοι είναι οι στόχοι σας; Θα θέλατε κάτι να αλλάξετε σε σχέση με τον δικό σας ρόλο; (βλ. όραμα, στόχοι, πιθανές δυσκολίες).

Annex 2b

Final SEN Interview Guides (English translation)

SEN Interview guide

i. Education executives / Directors of Primary Education Authorities / Education Coordinators / Regional Directors of Primary and Secondary Education

1. Could you describe your role and your responsibilities?
2. Which is the official policy regarding the Inclusion of children with SEN in Greece? How is this policy configured based on European and global influences?
3. How do you assess the efficacy of the Greek policy (i.e. laws, decisions) regarding the inclusion of children with SEN the last years?
 - Do you consider the Greek policy as effective? If yes for which reasons? If not, why?
4. There are some texts/documents with instructions forwarded to the school units in relation to the inclusion of students with SEN. Do you think they indicate in a clear and understandable way what needs to be done in relevance to students with SEN in the school context?
5. Does today's Greek school, create a climate of inclusion for students with SEN?
 - If so, by what kind of actions?
 - If not, why?
6. Could you mention the main difficulties/challenges faced by schools regarding the inclusion of SEN?
7. Do you have any suggestions as concerns to the improvement of inclusions' efficacy?
 - Do you mind that any additional actions/modifications need to be implemented by the authorities?
 - Which are your suggestions regarding the school unit/community?
8. How could the inclusion of students with SEN in the community be achieved? What kind of actions implemented by the government could achieve this connection?
9. What does inclusive education mean to you?
10. Could you share with us one of your recent experiences related to the inclusion of a student with SEN? How did you handle this case?

11. How do you see yourself in education in the future regarding to the inclusion of children with SEN in the mainstream school? Which are your goals? Do you expect any change/modification in relation to your role? (i.e., vision, goals, possible difficulties).

ii. School principals

1. Could you tell us about you (i.e., studies, role in the school unit) and your school?

2. Which is the official policy regarding the Inclusion of children with SEN in Greece? How is this policy configured based on European and global influences?

3. How do you assess the efficacy of the Greek policy (i.e., laws, decisions) regarding the inclusion of children with SEN the last years?

4. There are some texts/documents with instructions forwarded to the school units in relation to the inclusion of students with SEN. Do you think they indicate in a clear and understandable way what needs to be done in relevance to students with SEN in the school context?

5. How do you handle/utilize these documents? Do you recognise that there is any school autonomy regarding inclusion issues?

6. Does today's Greek school, create a climate of inclusion for students with SEN?

- what kind of collaboration relationship among stakeholders (principal, teachers, parents, DEDA³²) states in your school regarding the inclusion of students with SEN?

- would you like to describe in a detailed manner your role?

- if there is no inclusion climate, what kind of factors prevent from it (infrastructure, material, communication, collaboration)?

7. What about the participation of children with SEN in the school life?

- Do they participate in the learning process/class activities?

- Could you describe the relationships among children with SEN and typical-development students?

- Do children with SEN have friends? Have you notice any tension/problems?

³² a five-member Secondary Committee of Interdisciplinary Assessment

8. What are the difficulties/challenges you face when including students with SEN in your school?
9. Do you have any suggestions as concerns to the improvement of inclusions' efficacy?
 - Are you in need of more support by the state/government?
10. How could the inclusion of students with SEN in the community be achieved? What kind of actions implemented by the government could achieve this connection?
11. What does inclusive education mean to you?
12. Could you share with us one of your recent experiences related to the inclusion of a student with SEN? How did you handle this case?
13. How do you see yourself in education in the future regarding to the inclusion of children with SEN in the mainstream school? Which are your goals? Do you expect any change/modification in relation to your role? (i.e., vision, goals, possible difficulties).

iii. Teachers and DEDA members

1. Could you tell us about you (i.e., studies, role in the school unit) and your school?
2. What about the participation of children with SEN in the school life?
 - Do they participate in the learning process/class activities?
 - Could you describe the relationships among children with SEN and typical-development students?
 - Do children with SEN have friends? Have you notice any tension/problems?
3. How do you believe that children with SEN perceive their diversity?
4. Does today's Greek school, create a climate of inclusion for students with SEN?
 - what kind of collaboration relationship among stakeholders (principal, teachers, parents, DEDA) states in your school regarding the inclusion of students with SEN?
 - would you like to describe in a detailed manner your role?
 - if there is no inclusion climate, what kind of factors prevent from it (infrastructure, material, communication, collaboration)?
 - would you like to describe in a detailed manner your role?

- if there is no inclusion climate, what kind of factors prevent from it (infrastructure, material, communication, collaboration)?
5. How do you handle the learning difficulties of students with SEN?
 - Do you adapt teaching to integrate students with SEN? What kind of adaptations do you implement?
 - Which teaching practices do you utilize to include students with SEN?
 - How do you assess the efficacy of these practices?
 6. What is your relationship with the parents of students with SEN?
 - What about the communication?
 - Do you believe that the communication among you and parents affect the inclusion of students with SEN?
 7. What are the difficulties/challenges you face when including students with SEN in your school?
 8. Do you have any suggestions as concerns to the improvement of inclusions' efficacy?
 - Are you in need of more support by the state/government?
 9. How could the inclusion of students with SEN in the community be achieved? What kind of actions implemented by the government could achieve this connection?
 10. What does inclusive education mean to you?
 11. Could you share with us one of your recent experiences related to the inclusion of a student with SEN? How did you handle this case?
 12. How do you see yourself in education in the future regarding to the inclusion of children with SEN in the mainstream school? Which are your goals? Do you expect any change/modification in relation to your role? (i.e., vision, goals, possible difficulties).

Annex 2c

Final 'Multi' Interview Guides (Greek original)

Οδηγοί συνέντευξης MULTI

i. Διευθύντριες/ντές και εκπαιδευτικοί τυπικών τάξεων

1. Πείτε μας λίγα λόγια για εσάς (σπουδές, ιδιότητα, προφίλ) και το σχολείο σας [ΓΙΑ ΔΙΕΥΘΥΝΤΡΙΑ/ ΓΙΑ ΕΚΠΑΙΔΕΥΤΙΚΟ] / τα σχολεία με τα οποία συνεργάζεστε [ΓΙΑ ΣΧΟΛΙΚΗ ΣΥΜΒΟΥΛΟ]
2. Ποιες είναι οι προκλήσεις που αντιμετωπίζετε σε αυτό το πλαίσιο; (Πώς τα πάτε με τα παιδιά με μεταναστευτική εμπειρία/ παιδιά Ρομά;)
3. Υπάρχει κρατικός σχεδιασμός, μέτρα, αποφάσεις γι' αυτά τα παιδιά; Ποια είναι η άποψή σας για τον σχεδιασμό αυτό;
4. Στις σχολικές μονάδες φτάνουν κάποια κείμενα/έγγραφα με οδηγίες για το σχολείο (αναφορικά με τη συμπερίληψη). Υπάρχει μια συνέχεια; Δηλαδή συνομιλούν αυτά μεταξύ τους αρμονικά και είναι σαφή/κατανοητά (ως προς το τι υποδεικνύουν ότι πρέπει να γίνει);
5. Εσείς η ίδια με τον ρόλο της διευθύντριας πώς χειρίζεστε αυτές τις αποφάσεις και τι περιθώριο αυτονομίας και ανάληψης πρωτοβουλιών έχετε; [ΓΙΑ ΔΙΕΥΘΥΝΤΡΙΑ] / Εσείς η ίδια ως εκπαιδευτικός πώς εφαρμόζετε αυτές τις αποφάσεις και τι περιθώριο αυτονομίας έχετε; [ΓΙΑ ΕΚΠΑΙΔΕΥΤΙΚΟ]
6. Σε τι βαθμό εμπλέκονται οι εκπαιδευτικοί του σχολείου στη διαχείριση των ζητημάτων που προκύπτουν καθημερινά; (Πώς λειτουργεί ο σύλλογος διδασκόντων/ουσών στο σχολείο σας και τι ρόλο παίζει στις αποφάσεις που αφορούν το σχολείο;) [ΓΙΑ ΔΙΕΥΘΥΝΤΡΙΑ] / Σε τι βαθμό εμπλέκεστε ως εκπαιδευτικός στη διαχείριση των προβλημάτων που προκύπτουν καθημερινά; [ΓΙΑ ΕΚΠΑΙΔΕΥΤΙΚΟ]
7. Πώς θα περιγράφατε τη συμμετοχή των μαθητών/τριών με πολυπολιτισμικό προφίλ ή παιδιών Ρομά στη σχολική καθημερινότητα μιας τυπικής τάξης και σε δραστηριότητες του σχολείου; (Συμμετέχουν ενεργά σε γιορτές, εκδηλώσεις, προγράμματα, εκδρομές;)
8. Πώς θα λέγατε ότι είναι οι σχέσεις των μαθητών/τριών μεταξύ τους; (Επικοινωνούν μεταξύ τους/ έχουν επαφές/ κάνουν παρέα παιδιά από διαφορετικές ομάδες; Υπάρχουν ζητήματα; Αν ναι, τι θα μπορούσε να κάνει το σχολείο γι' αυτά;)
9. Πώς είναι η συνεργασία σας με τους γονείς των μαθητών/τριών; (Επικοινωνούν με το σχολείο; Το σχολείο τι κάνει για να επικοινωνήσει;)

10. Τι περιμένετε από την κοινότητα του σχολείου σας (ποιους στόχους έχετε θέσει) μέχρι το τέλος του χρόνου και μέχρι το τέλος του επόμενου σχολικού έτους σχετικά με τη φοίτηση και αλληλεπίδραση των μαθητών/τριών σας;
11. Τι σημαίνει τελικά για εσάς συμπεριληπτική εκπαίδευση;
12. Είστε ικανοποιημένος/η με τον τρόπο που διαχειρίζεστε αυτή την κατάσταση; Πώς φαντάζεστε τον εαυτό σας σε πέντε χρόνια σε σχέση με αυτό το πλαίσιο;
13. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας σε σχέση με ένα ζήτημα που κληθήκατε να διαχειριστείτε; [η ερώτηση 13 μπορεί να παραλειφθεί εάν, μέσα από τις απαντήσεις που θα προηγηθούν από τον/την συνεντευξιαζόμενο/συνεντευξιαζόμενη, δοθούν αρκετά παραδείγματα]

ii. Στελέχη εκπαίδευσης

1. Πείτε μας λίγα λόγια για εσάς (σπουδές, ιδιότητα, προφίλ) και τη Διεύθυνση / Ινστιτούτο / Κέντρο όπου εργάζεστε, και τον ρόλο σας σε αυτό;
2. Υπάρχουν εκπαιδευτικές πολιτικές συμπερίληψης που να αφορούν τα παιδιά με προσφυγική/μεταναστευτική εμπειρία/παιδιά Ρομά/παιδιά με ειδικές ανάγκες στην Ελλάδα; Θα μπορούσατε να μας πείτε λίγα λόγια/να μας μιλήσετε γι' αυτές;
3. Πιστεύετε ότι υπάρχει σύνδεση ανάμεσα στο ευρωπαϊκό και το ελληνικό πλαίσιο; Δηλαδή υπάρχει κάποια αλληλεπίδραση εθνικού και ευρωπαϊκού ή διεθνούς πλαισίου για θέματα συμπερίληψης;
4. Ποιες είναι οι τρέχουσες προκλήσεις που αντιμετωπίζετε (σε επίπεδο αποφάσεων εκπαιδευτικής πολιτικής) για την κάθε κοινωνική ομάδα από αυτές (δηλαδή παιδιά με μεταναστευτική/προσφυγική εμπειρία, Ρομά και παιδιά με ειδικές ανάγκες;)
5. Τι σημαίνει για εσάς συμπεριληπτική εκπαίδευση;
6. Ποιοι εμπλέκονται (Υπουργεία, στελέχη, διευθύντριες/ντές, εκπαιδευτικοί) και με ποιον τρόπο γίνεται ο σχεδιασμός των εκπαιδευτικών πολιτικών συμπερίληψης;
7. Πώς γίνεται το πέρασμα από τον σχεδιασμό στην υλοποίηση των αποφάσεων; Υπάρχουν ή προβλέπονται μηχανισμοί και πρόσωπα κλειδιά που διαμεσολαβούν, επιβλέπουν, ελέγχουν και αξιολογούν αυτή τη διαδικασία; Μπορείτε να μας περιγράψετε τον μηχανισμό αυτό; (Λαμβάνετε υπόψη σας κρατικές οδηγίες/αποφάσεις/ κείμενα/ οδηγίες;)
8. Υπάρχει ενημέρωση ή ανατροφοδότηση από την εκπαιδευτική πράξη για το πώς πραγματοποιείται η συμπερίληψη; Φτάνει σε εσάς; Αν ναι, με ποιον τρόπο

και κατά πόσο σας είναι χρήσιμη για να πάρετε νέες αποφάσεις για τη συμπερίληψη;

9. Ποια είναι η αίσθησή σας για το πώς υλοποιούνται οι αποφάσεις αυτές τελικά από τη σχολική μονάδα;

10. Τι περιμένετε/τι θα θέλατε/τι θέλετε ως ΙΕΠ/Φορέας/Τμήμα τάδε να έχετε πετύχει μέχρι το τέλος του χρόνου (και μέχρι το τέλος του επόμενου) σχετικά με τη διαμόρφωση και την εφαρμογή των πολιτικών συμπερίληψης;

11. Είστε ικανοποιημένος/η από τη συμμετοχή σας στις συμπεριληπτικές διαδικασίες; Πώς φαντάζεστε τον εαυτό σας σε πέντε χρόνια σε σχέση με αυτό το πλαίσιο;

12. Θα μπορούσατε να μοιραστείτε μαζί μας μια πρόσφατη εμπειρία σας από τον σχεδιασμό ή την υλοποίηση της συμπερίληψης που ήταν πρόκληση για εσάς; Πώς διαχειριστήκατε την κατάσταση; [η ερώτηση 12 μπορεί να παραλειφθεί εάν, μέσα από τις απαντήσεις που θα προηγηθούν από τον/την συνεντευξιαζόμενο/συνεντευξιαζόμενη, δοθούν αρκετά παραδείγματα]

Annex 2d

Final 'Multi' Interview Guides (English translation)

'Multi' interview guides

i. Principals and Teachers

1. Could you tell us a few things about yourself (education, profile) and your school [FOR PRINCIPAL/TEACHER] / about the schools you work with [FOR SCHOOL ADVISOR]?
2. What are the challenges you face in this context? (How are you doing with children with refugee and migrant background and with Roma children?)
3. Is there a state policy planning, measures, decisions for these children? What is your view on this policy design?
4. Texts and documents with instructions regarding inclusive education are transmitted to the school units. Is there a coherence to them? Are they clear / understandable as to what they indicate that it should be done?
5. How do you, as the director, handle these decisions? Is there any space for taking initiatives? [FOR PRINCIPAL] / How do you, as a teacher, implement these decisions? Is there any space for taking initiatives? [FOR TEACHER]
6. To what extent are school teachers involved in managing the issues that arise on a daily basis? (How does the teachers' association operate in your school and what role does it play in school decisions?) [FOR PRINCIPAL] / To what extent are you involved as a teacher in managing the problems that arise on a daily basis? [FOR TEACHER]
7. How would you describe the involvement of students with multicultural profiles or Roma children in the school routine of a formal classroom and in school activities? (Do they actively participate in celebrations, events, programs, excursions?)
8. How would you say students' relationships are? (Do children from different groups communicate / keep in touch? Are there any issues? If so, what could the school do about them?)
9. How is your collaboration with the students' parents? (Do they communicate with the school? What does the school do to communicate with them?)
10. What do you expect from your school community (what goals have you set) by the end of the year and/or by the end of the next school year regarding your students' attendance and interaction?
11. Ultimately, what does inclusive education mean to you?

12. Are you satisfied with the way you handle this situation? How do you imagine yourself in five years in relation to this context?

13. Could you share with us a recent experience regarding an issue you were asked to manage? [Question 13 might be omitted if sufficient examples have been provided in the interview so far]

ii. Stakeholders

1. Could you tell us a few things about yourself (education, profile) and your school [FOR PRINCIPAL/TEACHER] / about the schools you work with [FOR SCHOOL COUNSELLOR]?

2. Are there any educational inclusion policies concerning children with refugee/immigrant experience/Roma children in Greece? Could you tell us a few things about them?

3. Do you think there is a connection between the European and the Greek context? That means, is there any interaction between the national and the European or international framework on inclusion issues?

4. What are the current challenges you face (in terms of educational policy decisions) for each of these social groups (i.e., children with migration/refugee experience, Roma)?

5. What does inclusive education mean to you?

6. Who is involved (ministries, stakeholders, principals, teachers) and how educational inclusion policies are designed?

7. How the transition from planning to implementation of decisions made? Are there mechanisms and key persons to mediate, supervise, monitor and evaluate this process? Can you describe this mechanism? (Do you take into account government directives/decisions/texts/guidelines?)

8. Is there any information or feedback from the educational practice on how inclusion is carried out? Does it reach you? If so, how and to what extent is it helpful to you in making new decisions about inclusion?

9. What is your sense of how these decisions are finally implemented by the school unit?

10. What do you expect/what do you want to have achieved by the end of the year (and by the end of next year) in terms of the design and implementation of inclusion policies?

11. Are you satisfied with your participation in the inclusive processes? How do you see yourself in five years in relation to this framework?

12. Could you share with us a recent experience of design or implementing inclusion policies that was challenging for you? How did you manage the

situation? [question 12 can be omitted if, through the answers provided by the interviewee, several examples are given]

iii. Stakeholders (Multi and Sen)

1. Could you tell us a few things about yourself (education, profile) and your school [FOR PRINCIPAL/TEACHER] / about the schools you work with [FOR SCHOOL ADVISOR]?
2. Are there any educational inclusion policies concerning children with refugee/immigrant experience/Roma children/ children with special needs in Greece? Could you tell us a few things about them?
3. Do you think there is a connection between the European and the Greek context? That means, is there any interaction between the national and the European or international framework on inclusion issues?
4. What are the current challenges you face (in terms of educational policy decisions) for each of these social groups (i.e., children with migration/refugee experience, Roma, and children with special needs)?
5. What does inclusive education mean to you?
6. Who is involved (ministries, stakeholders, principals, teachers) and how educational inclusion policies are designed?
7. How the transition from planning to implementation of decisions made? Are there mechanisms and key persons to mediate, supervise, monitor and evaluate this process? Can you describe this mechanism? (Do you take into account government directives/decisions/texts/guidelines?)
8. Is there any information or feedback from the educational practice on how inclusion is carried out? Does it reach you? If so, how and to what extent is it helpful to you in making new decisions about inclusion?
9. What is your sense of how these decisions are finally implemented by the school unit? [Do you find it effective? If yes, why? if no, why?/ What is your opinion on the effectiveness of Greek educational policy (measures, decisions) for the inclusion of students with disabilities and/or special educational needs/migrant/refugee background/roma children in Greece in recent years?]
10. What do you expect/what do you want to have achieved by the end of the year (and by the end of next year) in terms of the design and implementation of inclusion policies?
11. How the inclusion of children with disabilities and/or special educational needs/migrant/refugee background/roma children in the community could be achieved? What actions is the state taking to make this connection?

12. Are you satisfied with your participation in the inclusive processes? How do you see yourself in five years in relation to this framework?

13. Could you share with us a recent experience of design or implementing inclusion policies that was challenging for you? How did you manage the situation? [question 12 can be omitted if, through the answers provided by the interviewee, several examples are given]



Annex 3a

SEN Focus Group Guide (Greek original)

ΟΔΗΓΟΣ FOCUS GROUP – ΟΜΑΔΑΣ ΕΣΤΙΑΣΗΣ

Πλαίσιο

- Δεοντολογία της έρευνας - συστάσεις, περιεχόμενο έρευνας, συναίνεση
- Να εξηγήσουμε στους συμμετέχοντες και τις συμμετέχουσες τη διαδικασία της ομάδας εστίασης – ότι είναι **συζήτηση**

Βοηθητικές ερωτήσεις – Ice-breaking questions

Γνωριμία - Για να σπάσει ο πάγος

1. Αρχικά να γνωριστούμε, να κάνουμε έναν κύκλο να πει ο καθένας/η καθεμιά και να αναφερθούμε με λίγα λόγια στο προφίλ, κλπ (Πείτε μας λίγα λόγια για εσάς (σπουδές, ιδιότητα, προφίλ, το Τμήμα όπου εργάζεστε, και τον ρόλο σας σε αυτό;)

Αφορμές για συζήτηση (stimuli)

Υποθέσεις	Άξονες	Δείγματα-αφορμές για συζήτηση Υλικό
<ul style="list-style-type: none"> • Εμπειρίες του παρελθόντος 	<p>Ορισμός συμπερίληψης/συμπεριληπτικής εκπαίδευσης</p>	<p>Ice-breaking question</p> <p>Απίστευτο περιστατικό σε σχολική εκδρομή! Δάσκαλοι απέτρεψαν μαθητές να πλησιάσουν παιδιά του Ειδικού Σχολείου</p> <p>18 10 2019 07:55</p> <p>Πάτρα - Δυτική Ελλάδα</p> <p>Το περιστατικό σημειώθηκε πριν από λίγες μέρες στην Πάτρα. Σύμφωνα με την καταγγελία μαθητές του Ειδικού Σχολείου και μαθητές του γενικού σχολείου συναντήθηκαν στο ίδιο μέρος εντελώς τυχαία αφού και τα δυο σχολεία πήγαν εκδρομή.</p> <p>Κάποια στιγμή καθηγήτρια του Ειδικού Σχολείου άκουσε έναν συνάδελφο της να προτρέπει τους μαθητές του Γενικού Σχολείου να μην πλησιάζουν τα παιδιά</p>

		<p>του Ειδικού. Και φυσικά μιλάμε για παιδιά του Δημοτικού.</p> <p>Η διευθύντρια του Ειδικού Σχολείου Κωφών Βαρήκων Πάτρας Αγγελική Νικολοπούλου δημοσιοποίησε το θέμα και έκανε το ακόλουθο σχόλιο στην προσωπική της σελίδα στο Facebook:</p> <p>Είναι πάρα πολύ λυπηρό, να πηγαίνουμε τους μαθητές μας εκδρομή, να είναι στον ίδιο χώρο, τυχαία με μαθητές γενικού σχολείου, ίδιας ηλικίας και να ακούς τους συναδέλφους του γενικού σχολείου να λένε στους μαθητές τους "μην πηγαίνετε κοντά τους". Έλεος δεν έχουν χολέρα, δεν είναι μεταδοτική η κώφωση. Συντονιστές, ξεκινήστε σεμινάρια στους συναδέλφους των γενικών σχολείων, όλων των βαθμίδων. Τι που κάνατε τις ειδικές τάξεις, τις τάξεις ένταξης και μετά την παράλληλη στήριξη, τίποτα δεν κάνατε. Μια τρύπα στο νερό. Ο ρατσισμός καλά κρατεί και η αδιαφορία βασίλισσα!!!! Τα λόγια πληγώνουν, γίνονται καρφιά!!! Θα πω σε αυτούς τους συναδέλφους, προσέξτε έχει ο καιρός γυρίσματα.....</p> <p>--Πώς θα σχολιάζατε αυτό το περιστατικό; Έχει συμβεί κάτι παρόμοιο σε εσάς;</p> <p>--Ποιες είναι οι εμπειρίες σας σε σχέση με τη συμπερίληψη; Πώς τη βιώνετε;</p> <p>-- Τι θεωρείτε ότι είναι συμπερίληψη/συμπεριληπτική εκπαίδευση με βάση την εμπειρία σας (εμπειρίες του παρελθόντος);</p>
<ul style="list-style-type: none"> • Εμπειρίες του παρε 	<p>Διαμόρφωση πολιτικών συμπερίληψης για τους μαθητές/ήτριες</p>	

<p>λθόντος</p> <ul style="list-style-type: none"> • Προκλήσεις του παρόντος 	<p>με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες</p>	 <p>Αόρατοι οι μαθητές με αναπηρία - Αντίθετη με το αντιεπιστημονικό νομοσχέδιο Παιδείας η ΕΣΑμεΑ</p> <p>Την πλήρη επί της αρχής αντίθεσή της επί του σχεδίου νόμου του υπουργείου Παιδείας «Αναβάθμιση του σχολείου και άλλες διατάξεις» εκφράζει με επιστολή της στην υπουργό Νίκη Κεραμέως η ΕΣΑμεΑ</p> <p>Παρά το γεγονός ότι οι μαθητές με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες αποτελούν ένα σημαντικό ποσοστό του μαθητικού πληθυσμού, το νομοσχέδιο δεν κάνει καμία αναφορά σε αυτούς, λες και είναι «αόρατοι» μαθητές, όπως υποστηρίζει.</p> <p>Το υπό διαβούλευση σχέδιο νόμου διατηρεί ένα εκπαιδευτικό σύστημα μακριά από κάθε έννοια συμπεριληπτικής εκπαίδευσης, με δομές και προγράμματα που δεν διασφαλίζουν την υποχρεωτική προσβασιμότητα, θεσμοθετώντας ένα σχολείο που απέχει πολύ από το «σχολείο για όλους».</p>
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		<p>-- Πώς θα σχολιάζατε το περιστατικό;</p> <p>-- Πώς διαμορφώνονται οι πολιτικές συμπερίληψης; Ποια είναι η άποψή σας;</p>
<ul style="list-style-type: none"> • Εμπειρίες του παρελθόντος • Προκλήσεις του παρόντος 	<p>Εφαρμογή πολιτικών συμπερίληψης για μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες</p>	<p>Αντιδράσεις από οργανωμένους γονείς για αποκλεισμό μαθητών</p> <p>on: January 10, 2018</p> <p>Print Email</p> <p>Τον αποκλεισμό μαθητών ΑμεΑ (Άτομα με Αναπηρία) ή με άλλες ειδικές ανάγκες από δραστηριότητες του σχολείου στο οποίο φοιτούν, καταδικάζει η Παγκύπρια Συνομοσπονδία Ομοσπονδιών Συνδέσμων Γονέων.</p> <p>Σε σημερινή ανακοίνωση της με αφορμή τα διάφορα περιστατικά αποκλεισμού μαθητών ΑμεΑ (Άτομα με Αναπηρία) ή με άλλες ειδικές ανάγκες από δραστηριότητες του σχολείου στο οποίο φοιτούν, τα οποία τον τελευταίο καιρό έχουν δει το φως της δημοσιότητας, η Παγκύπρια Συνομοσπονδία εκφράζει τη λύπη της και καταδικάζει με τον πιο έντονο τρόπο τον αποκλεισμό των παιδιών αυτών από τις δραστηριότητες που διοργανώνονται από τα σχολεία στα οποία φοιτούν.</p> <p>Σημειώνει ότι τα παιδιά αυτά αποτελούν αναπόσπαστο μέρος του μαθητικού πληθυσμού του σχολείου και ο αποκλεισμός τους από οποιαδήποτε δραστηριότητα είναι καταδικαστέος και απαράδεκτος.</p> <p>«Καλούμε τις Διευθύνσεις και το προσωπικό των σχολικών μονάδων να επιδεικνύουν την απαραίτητη ευαισθησία αλλά και επαγγελματική ευσυνειδησία και να συμπεριλαμβάνουν τα παιδιά αυτά στις δραστηριότητες που</p>

		<p>συμμετέχουν οι συμμαθητές τους, καλούμε επίσης το Υπουργείο Παιδείας να προβεί στις απαραίτητες συστάσεις προς τις Διευθύνσεις και τους εκπαιδευτικούς των σχολείων να λαμβάνουν τα απαραίτητα μέτρα για τη συμμετοχή των παιδιών αυτών αλλά και την ασφάλειά τους», καταλήγει η Παγκύπρια Συνομοσπονδία, στην ανακοίνωσή της.</p>  <p>-- Ποια είναι η άποψή σας αναφορικά με το πώς εφαρμόζονται οι πολιτικές συμπερίληψης;</p> <p>--Το σχολείο σας, κατά την άποψή σας, διαμορφώνει στην πράξη, τελικά, κλίμα συμπερίληψης για τους μαθητές/ήτριες με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες;</p> <p>--Αν ναι με ποιες ενέργειες; - Αν όχι, γιατί;</p>
<ul style="list-style-type: none"> • Προκλήσεις του παρόντος 	<p>Αξιολόγηση πολιτικών συμπερίληψης</p>	<p>Πώς αξιολογείτε την αποτελεσματικότητα των πρακτικών αυτών που αναφέρατε;</p> <p>Ποιες είναι οι δυσκολίες/προκλήσεις που αντιμετωπίζετε κατά τη συμπερίληψη</p>

<ul style="list-style-type: none"> • Προσδοκίες για το μέλλον 		<p>των μαθητών/τριών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες στην τάξη σας;</p> <p>Ένα πρόσφατο δημοσίευμα σχετικά με το μέλλον της συμπερίληψης είναι το παρακάτω:</p> <p>Αξιολόγηση</p> <p>Το υπουργείο Παιδείας φαίνεται να ξεχνά ότι το Σεπτέμβριο του 2019, πραγματοποιήθηκε η αξιολόγηση της χώρας μας από την Επιτροπή του ΟΗΕ για τα Δικαιώματα των Ατόμων με Αναπηρίες, σχετικά με την πρόοδο που έχει επιτευχθεί στην Ελλάδα ως προς την εφαρμογή της Σύμβασης για τα Δικαιώματα των Ατόμων με Αναπηρίες. Στις Τελικές Παρατηρήσεις και Συστάσεις που απηύθυνε η Επιτροπή του ΟΗΕ προς τη χώρα μας, διατύπωσε και την ανησυχία της για το γεγονός ότι δεν υπάρχει στην Ελλάδα ολοκληρωμένη και σαφής νομοθεσία, στρατηγική και διάθεση πόρων για τη συμπεριληπτική εκπαίδευση, και συνέστησε, μεταξύ άλλων, στη χώρα μας: «Να υιοθετήσει και να εφαρμόσει μια συνεκτική στρατηγική για τη συμπεριληπτική εκπαίδευση στο γενικό εκπαιδευτικό σύστημα.</p> <p>Ποια είναι η δική σας άποψη αναφορικά με την αξιολόγηση των πολιτικών συμπερίληψης;</p>
<ul style="list-style-type: none"> • Προσδοκίες για το μέλλον 	<p>Προτάσεις για το μέλλον της συμπεριληπτικής εκπαίδευσης</p>	<p>Ευθεία ερώτηση (από ερευνήτρια): Ωραία, μιλήσαμε για πολιτικές συμπερίληψης. Ποια θα ήταν η πρότασή σας;</p> <p>--Τι θα προτείνατε για την αποτελεσματικότερη συμπερίληψη</p>

		αυτών των μαθητών/τριών σε επίπεδο τάξης ή/και σχολικής μονάδας; --Τι είδους στήριξη χρειάζεστε (πχ από το σχολείο, από την πολιτεία);
--	--	---

Annex 3b

SEN Focus Group Guide (English translation)

FOCUS GROUP INTERVIEW GUIDE

Context


- Research content, aims,
- Explain the philosophy of the focus group as a conversation.

Ice-breaking questions


- participants' profile presentation

Stimuli

Ypothesis	Axial	Context-prompts for conversation
<ul style="list-style-type: none"> ● Experiences of the past 	Definition of inclusion/ educational inclusion	<p>Ice-breaking question</p> <p>An unbelievable incident happened in school trip. Teachers prevented students from approaching pupils of Special School.</p> <p>18 10 2019 07:55</p> <p>Patras- West Greece</p> <p>The incident happened a few days before in Patras. According to the accusation, pupils of special school and pupils of general school were meeting at the same place during their school trip.</p> <p>Suddenly, a special teacher heard another teacher of general school say to the pupils of general school to stay away from them.</p> <p>The principal of Special School of Deaf/ Hard of hearing pupils, posted on Facebook and made the following comment on her private wall:</p> <p>It is extremely sad the fact that we go on a school trip at the same place and to hear by other colleagues say to their pupils to “stay away from them”. Deaf pupils do not have cholera, the</p>

		<p>deafness is not contagious. Educational Coordinators begin to train general school teachers. What if you form special classes or inclusive classes or parallel support teachers. They are all vain. A whole in the water! The racism and the indifference are on!!! The words are hurting!!! Be careful.....</p> <p>-- How would you comment on that incident? Have you experienced something familiar?</p> <p>-- Which are your experiences regarding inclusion?</p> <p>-- What is inclusion based on your experiences?</p>
<ul style="list-style-type: none"> • Experiences of the past • Present challenges 	<p>Policies Configuration for inclusion of pupils with Special Educational Needs (SEN)</p>	 <p>Invisible students with disabilities- The Hellenic Union of SEN Children Parents is opposed to the unscientific bill of law of the Ministry of Education.</p> <p>Its total opposition to the bill of law entitled "School upgrade and other arrangements" expresses The Hellenic Union of SEN Children Parents to the Minister of Education.</p>

		<p>Despite the fact that SEN pupils are an integral part of the school community, this law arrangement does not refer to them, as they are invisible.</p> <p>This bill of law, which is under consultation, maintains an educational system far away from educational inclusion, with infrastructures and programmes which do not ensure the accessibility and going away from a school for all.</p> <p>-- How would you comment on that incident?</p> <p>-- What is your opinion regarding how inclusion policies are formed?</p>
<ul style="list-style-type: none"> ● Experiences of the past ● Present challenges 	<p>Application of Inclusive Policies for SEN pupils</p>	<p>Parents' reactions for the pupils' exclusion on: January 10, 2018</p> <p>The PanCyprian Parents' Union for Children with Special Educational Needs condemns the pupils' exclusion from school activities.</p> <p>In its daily post The PanCyprian Parents' Union for Children with Special Educational Needs wants to express its sadness and wants to condemn the SEN pupils' exclusion from school activities. It points out that these children are an integral part of the school community and each exclusion is condemned and unacceptable.</p> <p>"We invite the school communities to show the appropriate sensitiveness and professional awareness in order to include every child in school activities. We, also, demand from the Ministry to intervene in order to aware the teachers about the needed measures for SEN pupils' participation and safety"</p>

		 <p>-- What is your opinion regarding how inclusion policies are applied?</p> <p>--Does your school practically implement an inclusion climate for SEN pupils?</p> <p>-- If yes, how? If not, why?</p>
<ul style="list-style-type: none"> ● Present challenges ● Expectations for the future 	<p>Evaluation of Inclusive Policies for SEN pupils</p>	<p>How do you evaluate the effectiveness of the practices which you mentioned before?</p> <p>Which were the difficulties/the challenges which you confronted during inclusion of SEN pupils?</p> <p>As you see, this is a recent publication about the future of inclusion:</p> <p>Evaluation</p> <p>The Ministry of Education, Research and Religious Affairs seems to forget that in September 2019, the UN Commission evaluated our country's progress about the application of the Convention of Rights of the People with Disabilities. In its final evaluative comments, the Committee expressed its worry because, in Greece, there is not a clear and explicit policy, strategic plans and resources for educational inclusion and it recommended our country to adopt and to apply a cohesive strategic plan for</p>

		<p>educational inclusion within the general educational system.</p> <p>What is your opinion about educational inclusion policies?</p>
<ul style="list-style-type: none"> • Expectations for the future 	<p>Suggestions for the future of educational inclusion</p>	<p>Question: Well, as we talked about educational policies and its characteristics, what would be your suggestion?</p> <p>-- What would you propose for a more effective inclusion of SEN pupils both in class and school?</p> <p>-- What kind of support do you need from the state/ school/ community, etc.?</p>

Annex 4a

'Multi' Focus Group Guide (Greek original)

ΟΔΗΓΟΣ FOCUS GROUP – ΟΜΑΔΑΣ ΕΣΤΙΑΣΗΣ

Πλαίσιο

- Δεοντολογία της έρευνας - συστάσεις, περιεχόμενο έρευνας, συναίνεση
- Να εξηγήσουμε στους συμμετέχοντες και τις συμμετέχουσες τη διαδικασία της ομάδας εστίασης – ότι είναι **συζήτηση**

Βοηθητικές ερωτήσεις – Ice-breaking questions

Γνωριμία - Για να σπάσει ο πάγος

1. Αρχικά να γνωριστούμε, να κάνουμε έναν κύκλο να πει ο καθένας/η καθεμιά και να αναφερθούμε με λίγα λόγια στο προφίλ, κ.λπ. (Πείτε μας λίγα λόγια για εσάς (σπουδές, ιδιότητα, προφίλ, το Τμήμα όπου εργάζεστε, και τον ρόλο σας σε αυτό;)
2. Τι θεωρείτε ότι είναι συμπερίληψη/συμπεριληπτική εκπαίδευση με βάση την εμπειρία σας (εμπειρίες του παρελθόντος);

Αφορμές για συζήτηση (stimuli)

Υποθέσεις	Άξονες	Δείγματα-αφορμές για συζήτηση Υλικό
<ul style="list-style-type: none"> • Εμπειρίες του παρελθόντος 	Ορισμός συμπερίληψης/συμπεριληπτικής εκπαίδευσης	Ice-breaking question 2 Τι θεωρείτε ότι είναι συμπερίληψη/συμπεριληπτική εκπαίδευση με βάση την εμπειρία σας (εμπειρίες του παρελθόντος);
<ul style="list-style-type: none"> • Εμπειρίες του παρελθόντος • Προκλήσεις του παρόντος 	Διαμόρφωση πολιτικών συμπερίληψης για παιδιά μεταναστευτική εμπειρία	<p>ΣΕ ΣΤΕΛΕΧΗ ΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ</p> <p>«Τα σχολεία άνοιξαν, αλλά κάποια θρανία παραμένουν άδεια...»</p> <p>«Τα σχολεία άνοιξαν, αλλά κάποια θρανία παραμένουν άδεια, αυτά των προσφυγόπουλων και των κοινωνικά αποκλεισμένων παιδιών. Η πλειοψηφία των παιδιών που διαμένουν σε καμπ, είτε δεν είναι ακόμα εγγεγραμμένα, είτε αδυνατούν να παρακολουθήσουν την</p>

τηλεκπαίδευση, είτε συνεχίζουν να περιμένουν να λυθεί το αιώνιο πρόβλημα της μετακίνησής τους ώστε να επιστρέψουν ή να πάνε για πρώτη φορά στο σχολείο». Τα παραπάνω τονίζει μεταξύ άλλων η Πρωτοβουλία εκπαιδευτικών για το δικαίωμα των παιδιών προσφύγων και μεταναστών στο σχολείο, σε ανακοίνωσή της.



«Λιγοστές εξαιρέσεις αποτελούν τα παιδιά που δεν αντιμετωπίζουν αυτά τα προβλήματα και συνήθως οφείλονται σε υπέρμετρες προσπάθειες συγκεκριμένων ανθρώπων, όπως πολλών ΣΕΠ (Συντονιστές Εκπαίδευσης Προσφύγων)» προσθέτει η Πρωτοβουλία και συνεχίζει εξηγώντας ότι «με τα νέα δεδομένα της επαναλειτουργίας των δια ζώσης μαθημάτων στην πρωτοβάθμια εκπαίδευση, η κατάσταση συνεχίζει να είναι τραγική για τα παιδιά που μένουν στα καμπ, όπου οι αρμόδιοι φορείς δεν έχουν εξασφαλίσει τη συμπερίληψη τους στο σχολείο».

		<p>Βασική πηγή των προβλημάτων, όπως υποστηρίζεται, είναι «η Κοινή Υπουργική Απόφαση (ΚΥΑ Αριθμ. Δ1α/ΓΠ.οικ. 3060) σύμφωνα με την οποία απαγορεύεται η κυκλοφορία των διαμενόντων πολιτών τρίτων χωρών στα Κ.Υ.Τ. και στις δομές φιλοξενίας όλης της Επικράτειας. Μάλιστα η διαφορετική ερμηνεία της έχει οδηγήσει στην άσκηση εξουσίας από μεμονωμένα άτομα και την λήψη αποφάσεων οι οποίες μπορεί να υπονομεύσουν το δικαίωμα των παιδιών στην εκπαίδευση. Καθώς η ισχύουσα ΚΥΑ θέτει τα καμπ και τον πληθυσμό τους σε μια ατέλειωτη καραντίνα, σε πολλά καμπ οι αναστολές εξόδου επιβάλλονται και στα παιδιά που φοιτούν στο σχολείο. Το Υπουργείο Παιδείας και Θρησκευμάτων οφείλει να εξασφαλίσει ότι καμία ΚΥΑ δε θα σταθεί εμπόδιο στη φοίτηση όλων των παιδιών προσφύγων στο σχολείο».</p> <p>https://thepressproject.gr/ta-scholea-anoixan-alla-kaipoia-thrania-paramenoun-adeia/)</p>
<ul style="list-style-type: none"> • Εμπειρίες του παρελθόντος • Προκλήσεις του παρόντος 	<p>Εφαρμογή πολιτικών συμπερίληψης για παιδιά με μεταναστευτική εμπειρία</p>	<p>ΣΕ ΕΚΠΑΙΔΕΥΤΙΚΟΥΣ</p>



Μεταφορώρι 8/9/2016

Αρ πρωτ.22

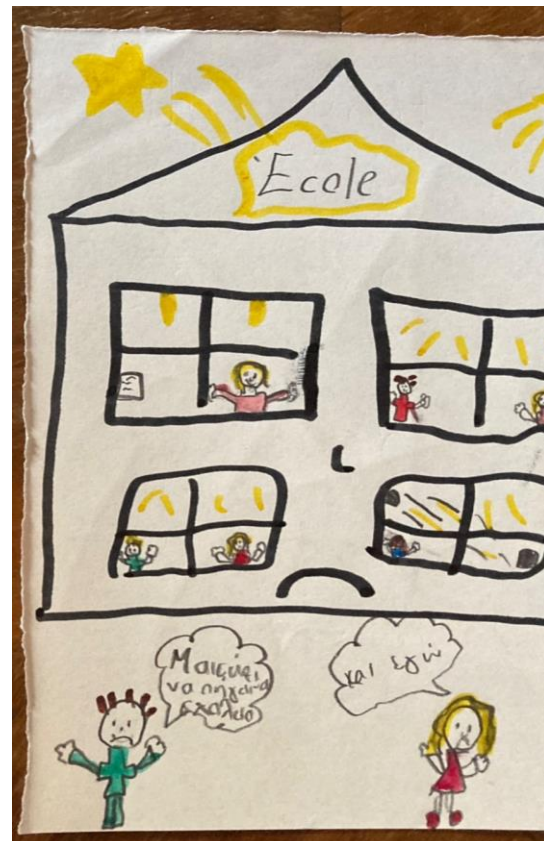
Από : Σύλλογο Γονέων και Κηδεμόνων του 5ου
Δημοτικού Σχολείου Ωραιοκάστρου
email : 5dim-oraiok.thess.sch.gr
τηλ: 2394032966

Προς: τον Πρόεδρο της Ένωσης Γονέων
Κον. Τσολακίδη Αθανάσιο
email : egoraio@gmail.com
τηλ: 6974495948

Κατόπιν απόφασης της έκτακτης γενικής συνέλευσης που πραγματοποιήθηκε την Πέμπτη 08/09/2016 και ώρα 18:45 με θέμα (πρόσφυγες – σχολεία) αποφασίστηκε ομόφωνα, η μη ένταξη - τοποθέτηση των παιδιών των προσφύγων στο χώρο του σχολείου μας.

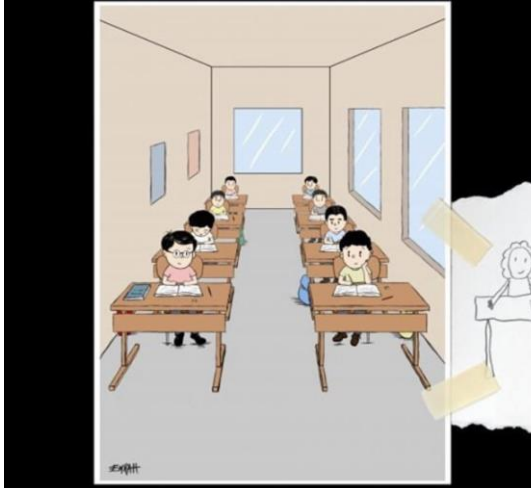
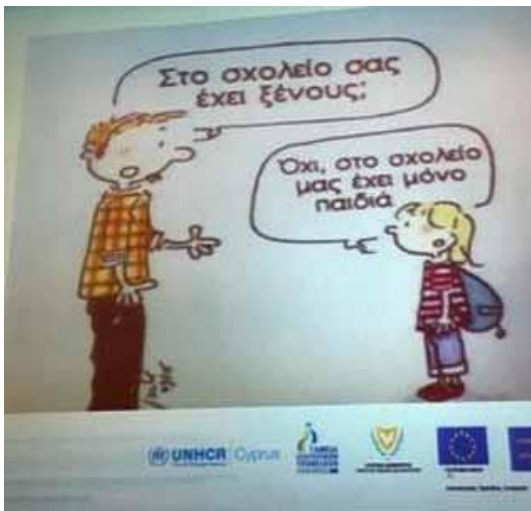
Σε αντίθετη περίπτωση θα προβούμε στην κατάληψη του σχολικού κτιρίου.

Το Δ.Σ του Συλλόγου Γονέων και Κηδεμόνων
5ου Δημοτικού Σχολείου Ωραιοκάστρου



Ζωγραφιά μαθήτριας δημοτικού για
το δικαίωμα των παιδιών στην

		εκπαίδευση (2020) («Μακάρι να πήγαινα σχολείο.», «Και εγώ»)
<ul style="list-style-type: none"> • Προκλήσεις του παρόντος • Προσδοκίες για το μέλλον 	Αξιολόγηση πολιτικών συμπερίληψης	<p>ΓΙΑ ΣΤΕΛΕΧΗ ΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ</p> <p><small>Βασικό χαρακτηριστικό του προσφυγικού πληθυσμού είναι η συνεχής κινητικότητα, η χώρα σε όλη τη διάρκεια του έτους και, συνήθως, είναι αιφνίδια, είτε γιατί υπάρχει αλληλεξάρτηση, είτε γιατί υπάρχει απόφαση για τη μετακίνησή τους σε άλλο μέρος. Η ανωτέρω κατάσταση, ουσιαστικά, δυσχεραίνει στην πράξη, τις προσπάθειες που καταβάλλονται αλλά και τις συντονισμένες ενέργειές της για την παρακολούθηση της εκπαιδευτικής διαδικασίας των παιδιών αυτών, αφού δημιουργούνται πολλά προβλήματα στη διαδικασία κατάταξης σχολείου υποδοχής, στο οποίο προσέρχονται χωρίς κανένα υπηρεσιακό έγγραφο από το σχολείο. Επιπλέον, όταν τα παιδιά, φεύγουν απότομα και χωρίς ειδοποίηση του σχολείου το νέο σχολείο δημιουργείται το εξής πρόβλημα: Παραμένουν «δεσμευμένα» στο παλιό σχολείο δυνατότητα διαγραφής εκ μέρους των Διευθυντών και «αποσυμφόρησης» της σχολικής κοινότητας να εγγραφούν νέοι μαθητές, δεδομένου ότι απαγορεύεται να διαγραφεί έγκυρα ότι έχει μετακομίσει και ξεκινά φοίτηση σε άλλο σχολείο. Τα ως άνω έχουν ως αποτέλεσμα την εμφάνιση διπλοεγγραφών στο πληροφωριακό σύστημα πολλών σχολικών μονάδων και την αδυναμία νέων εγγραφών. Συνεπώς δεν διασφαλίζονται τα στοιχεία για τον μαθητικό προσφυγικό πληθυσμό, γεγονός που έχει αρνητική επίδραση στην προγραμματισμό και τις ενέργειες των υπηρεσιών.</small></p> <p>https://www.synigoros.gr/resources/220421-antapokrish-dioikhshs-porisma-entaxh-prosfygoroulwn.pdf</p> <ul style="list-style-type: none"> • "Απαξίωση της εκπαίδευσης των προσφύγων Τέλος στην διαδικασία των αποσπάσεων των ΣΕΠ αγνόησε πλήρως την κείμενη νομοθεσία (ν.4547/2018), τα κριτήρια της προκήρυξης των αποσπάσεων και τις προτάσεις των Περιφερειακών Υπηρεσιακών Συμβουλίων (ΑΠΥΣΠΕ/ΑΠΥΣΔΕ). Έτσι προχώρησε σε απόσπαση συναδέλφων χωρίς τα προσόντα που προβλέπονται και επιλέγοντας να μην στελεχώσει καθόλου με ΣΕΠ Κέντρα όπως το Λαύριο, τη Βέροια, τα Τρίκαλα, την Καρδίτσα, την Τρίπολη και την Κόρινθο. Δεν υπάρχει πρόσκληση εκδήλωσης ενδιαφέροντος για ΣΕΠ στη Χίο, μια περιοχή μείζονος σημασίας! Παράλληλα υπάρχουν περιοχές που δεν υπάρχει επαρκής στελέχωση με ΣΕΠ. Χαρακτηριστικά η

		<p>Δυτική Θεσσαλονίκη με 700 μαθητές την προηγούμενη χρονιά έχει αυτή τη στιγμή 1 μόνο Συντονιστή και η Μαλακάσα με 546 μαθητές επίσης 1!" Άρθρο https://meallamatia.gr/prosfygiki-ekpaidefsi-oi-anisotites-stin-ekpaidefsi-den-prepei-na-eklamvanontai-os-fysiki-katastasi/</p> <p>ΓΙΑ ΕΚΠΑΙΔΕΥΤΙΚΟΥΣ</p>  
<ul style="list-style-type: none"> • Προσδοκίες για το 	<p>Προτάσεις για το μέλλον της συμπεριληπτικής εκπαίδευσης</p>	<p>Ευθεία ερώτηση (από ερευνήτρια): Ωραία, μιλήσαμε για πολιτικές συμπερίληψης. Ποια θα ήταν η πρότασή σας;</p>

μέλλον		
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Annex 4b

'Multi' Focus Group Guide (English translation)

FOCUS GROUP GUIDE

Context

- Research Ethics - Recommendations, research content, consent
- Explain to the participants the focus group process -the fact that it is a **discussion**


Ice-breaking questions

Meeting each other - ice breaking

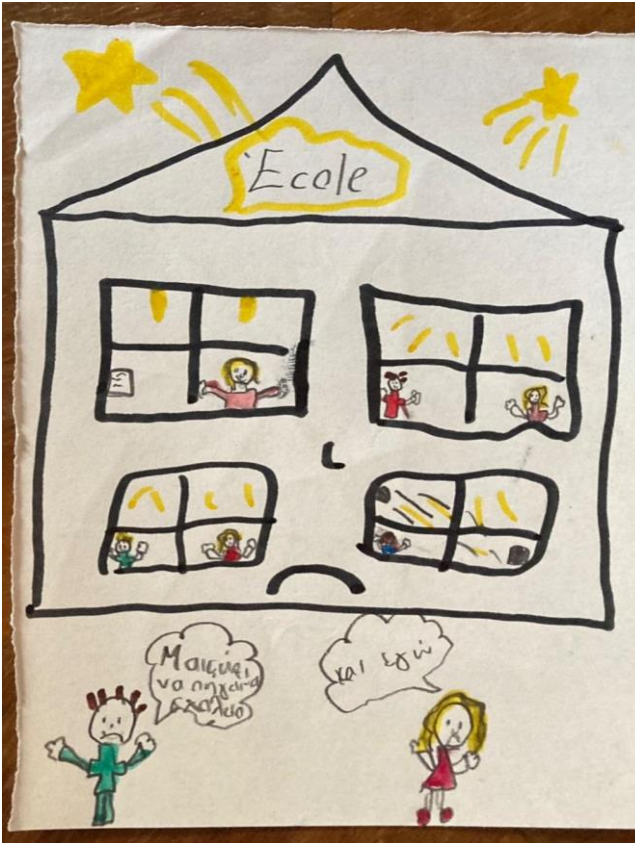
1. Meeting the participants, let's make a circle to get to know each other -Tell us a few things about yourself (yours studies, the department where you work and your role in it)

Stimuli

Hypothesis	Axes	Stimuli for discussion
<ul style="list-style-type: none"> • Past Experiences 	Definition of Inclusion/Inclusive Education	Ice-breaking question 2 What is inclusion/inclusive education based on your experience (past experiences)

<ul style="list-style-type: none"> ● Past Experiences ● Challenges of the Present 	<p>Developing inclusion policies for children with migrant/refugee experience and for Roma children</p>	<p>FOR STAKEHOLDERS</p> <p>«Τα σχολεία άνοιξαν, αλλά κάποια θρανία παραμένουν άδεια...»</p> <p>«Τα σχολεία άνοιξαν, αλλά κάποια θρανία παραμένουν άδεια, αυτά των προσφυγόπουλων και των κοινωνικά αποκλεισμένων παιδιών. Η πλειοψηφία των παιδιών που διαμένουν σε καμπ, είτε δεν είναι ακόμα εγγεγραμμένα, είτε αδυνατούν να παρακολουθήσουν την τηλεκπαίδευση, είτε συνεχίζουν να περιμένουν να λυθεί το αιώνιο πρόβλημα της μετακίνησής τους ώστε να επιστρέψουν ή να πάνε για πρώτη φορά στο σχολείο». Τα παραπάνω τονίζει μεταξύ άλλων η Πρωτοβουλία εκπαιδευτικών για το δικαίωμα των παιδιών προσφύγων και μεταναστών στο σχολείο, σε ανακοίνωσή της.</p>  <p>«Λιγοστές εξαιρέσεις αποτελούν τα παιδιά που δεν αντιμετωπίζουν αυτά τα προβλήματα και συνήθως οφείλονται σε υπέρμετρες προσπάθειες συγκεκριμένων ανθρώπων, όπως πολλών ΣΕΠ (Συντονιστές Εκπαίδευσης Προσφύγων)» προσθέτει η Πρωτοβουλία και συνεχίζει εξηγώντας ότι «με τα νέα δεδομένα της επαναλειτουργίας των δια ζώσης μαθημάτων στην πρωτοβάθμια εκπαίδευση, η</p>
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		<p>κατάσταση συνεχίζει να είναι τραγική για τα παιδιά που μένουν στα καμπ, όπου οι αρμόδιοι φορείς δεν έχουν εξασφαλίσει τη συμπερίληψη τους στο σχολείο».</p> <p>Βασική πηγή των προβλημάτων, όπως υποστηρίζεται, είναι «η Κοινή Υπουργική Απόφαση (ΚΥΑ Αριθμ. Δ1α/ΓΠ.οικ. 3060) σύμφωνα με την οποία απαγορεύεται η κυκλοφορία των διαμενόντων πολιτών τρίτων χωρών στα Κ.Υ.Τ. και στις δομές φιλοξενίας όλης της Επικράτειας. Μάλιστα η διαφορετική ερμηνεία της έχει οδηγήσει στην άσκηση εξουσίας από μεμονωμένα άτομα και την λήψη αποφάσεων οι οποίες μπορεί να υπονομεύσουν το δικαίωμα των παιδιών στην εκπαίδευση. Καθώς η ισχύουσα ΚΥΑ θέτει τα καμπ και τον πληθυσμό τους σε μια ατέλειωτη καραντίνα, σε πολλά καμπ οι αναστολές εξόδου επιβάλλονται και στα παιδιά που φοιτούν στο σχολείο. Το Υπουργείο Παιδείας και Θρησκευμάτων οφείλει να εξασφαλίσει ότι καμία ΚΥΑ δε θα σταθεί εμπόδιο στη φοίτηση όλων των παιδιών προσφύγων στο σχολείο».</p> <p>https://thepressproject.gr/ta-scholea-anoixan-alla-kapoia-thrania-paramenoun-adeia/)</p>
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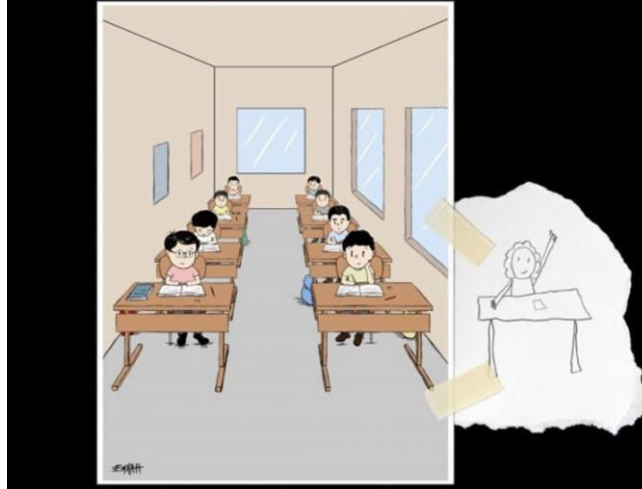
<ul style="list-style-type: none"> ● Past Experiences ● Challenges of the Present 	<p>Implementation of inclusive education policies for children with migrant/refugee experience and for Roma children</p>	<p>FOR EDUCATORS</p> <p>Μελισσοχώρι 8/9/2016 Αρ πρωτ.22</p> <p>Από : Σύλλογο Γονέων και Κηδεμόνων του 5ου Δημοτικού Σχολείου Ωραιοκάστρου email : 5dim-oraiok.thess.sch.gr τηλ: 2394032966</p> <p>Προς: τον Πρόεδρο της Ένωσης Γονέων Κον. Τσολακίδη Αθανάσιο email : egoraio@gmail.com τηλ: 6974495948</p> <p>Κατόπιν απόφασης της έκτακτης γενικής συνέλευσης που πραγματοποιήθηκε την Πέμπτη 08/09/2016 και ώρα 18:45 με θέμα (πρόσφυγες – σχολεία) αποφασίστηκε ομόφωνα, η μη ένταξη - τοποθέτηση των παιδιών των προσφύγων στο χώρο του σχολείου μας. Σε αντίθετη περίπτωση θα προβούμε στην κατάληψη του σχολικού κτιρίου.</p> <p>Το Δ.Σ του Συλλόγου Γονέων και Κηδεμόνων 5ου Δημοτικού Σχολείου Ωραιοκάστρου</p> 
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		Drawing by a primary school student on children's right to education (2020) ("I wish I went to school.", "Me too")
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<ul style="list-style-type: none"> • Challenges of the Present • Future Expectation 	<p>Evaluation of Inclusive Education Policies</p>	<p>FOR STAKEHOLDERS</p> <p>Βασικό χαρακτηριστικό του προσφυγικού πληθυσμού είναι η συνεχής κινητικότητα, η οποία λαμβάνει χώρα σε όλη τη διάρκεια του έτους και, συνήθως, είναι αιφνίδια, είτε γιατί υπάρχει αλλαγή στο καθεστώς παραμονής, είτε γιατί υπάρχει απόφαση για τη μετακίνησή τους σε άλλο μέρος. Η ανωτέρω κατάσταση, ουσιαστικά, δυσχεραίνει στην πράξη, τις προσπάθειες που καταβάλλει η Πολιτεία αλλά και τις συντονισμένες ενέργειές της για την παρακολούθηση της εκπαιδευτικής διαδικασίας των παιδιών αυτών, αφού δημιουργούνται πολλά προβλήματα στη διαδικασία κατάταξης των παιδιών στο σχολείο υποδοχής, στο οποίο προσέρχονται χωρίς κανένα υπηρεσιακό έγγραφο από το προηγούμενο σχολείο. Επιπλέον, όταν τα παιδιά, φεύγουν απότομα και χωρίς ειδοποίηση του σχολείου προέλευσης π το νέο σχολείο δημιουργείται το εξής πρόβλημα: Παραμένουν «δεσμευμένα» στο παλιό σχολείο, χωρίς δυνατότητα διαγραφής εκ μέρους των Διευθυντών και «αποσυμφόρησης» της σχολικής μονάδας προκειμένου να εγγραφούν νέοι μαθητές, δεδομένου ότι απαγορεύεται να διαγραφεί ένα παιδί, χωρίς να γνωρίζουμε ότι έχει μετακομίσει και ξεκινά φοίτηση σε άλλο σχολείο. Τα ως άνω έχουν ως αποτέλεσμα την εμφάνιση διπλοεγγραφών στο πληροφοριακό σύστημα, τον κορεσμό πολλών σχολικών μονάδων και την αδυναμία νέων εγγραφών. Συνεπώς δεν διασφαλίζονται ακριβή ποσοτικά στοιχεία για τον μαθητικό προσφυγικό πληθυσμό, γεγονός που έχει αρνητική επίπτωση στον προγραμματισμό και τις ενέργειες των υπηρεσιών.</p> <p>Στην παρούσα έκθεση...</p> <p>https://www.synigoros.gr/resources/220421-antapokrish-dioikhshs-porisma-entaxh-prosfygoroulwn.pdf</p> <ul style="list-style-type: none"> • "Απαξίωση της εκπαίδευσης των προσφύγων <p>Τέλος στην διαδικασία των αποσπάσεων των ΣΕΠ αγνόησε πλήρως την κείμενη νομοθεσία (ν.4547/2018), τα κριτήρια της προκήρυξης των αποσπάσεων και τις προτάσεις των Περιφερειακών Υπηρεσιακών Συμβουλίων (ΑΠΥΣΠΕ/ΑΠΥΣΔΕ). Έτσι προχώρησε σε απόσπαση συναδέλφων χωρίς τα προσόντα που προβλέπονται και επιλέγοντας να μην στελεχώσει καθόλου με ΣΕΠ Κέντρα όπως το Λαύριο, τη Βέροια, τα Τρίκαλα, την Καρδίτσα, την Τρίπολη και την Κόρινθο. Δεν υπάρχει πρόσκληση εκδήλωσης ενδιαφέροντος για ΣΕΠ στη Χίο, μια περιοχή μείζονος σημασίας! Παράλληλα υπάρχουν περιοχές που δεν υπάρχει επαρκής στελέχωση με ΣΕΠ. Χαρακτηριστικά η Δυτική Θεσσαλονίκη με 700 μαθητές την προηγούμενη χρονιά έχει αυτή τη στιγμή 1 μόνο Συντονιστή και η Μαλακάσα με 546 μαθητές επίσης 1!"</p> <p>Άρθρο https://meallamatia.gr/prosfygiki-ekpaidefsi-oi-anisotites-stin-</p>
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[ekpaidefsi-den-prepei-na-eklamvanontai-os-fysiki-katastasi/](#)

FOR EDUCATORS



● **Future** expectations

Proposals for the Future of Inclusive Education

Direct Question (from the researcher): Ok, since we talked about inclusion policies. Which would be your proposals?

Annex 5

Profiles of the participants and technical elements of the interviews

Interviews											
Pa rti cip ants	Job Title/Pro file	Code	Age	Gen der	Acti ve role in educ atio n	Prev ious roles (Opt ional)	Date and Tim e	Spac e	Dura tion	Tech nical reso urce s	Type of reco rdin g
1	Stakehol der	I1_S T	45- 50	Fem ale	Mini stry	Teac her	11/6 /202 1, 12.4 5	Skyp e	45:5 3	Com pute r, mob ile pho ne	Audi o reco rdin g
2	Stakehol der	I2_S T	45- 50	Fem ale	Insti tutio n of Educ atio nal Polic y		24/6 /202 1, 13.0 0	Skyp e meet ing	1:16 :36	Com pute r, mob ile pho ne	Audi o reco rdin g
3	Stakehol der	I3_S T	45- 50	Male	Inter nati onal Orga nisat ion		10/6 /202 1 19.3 0	Web ex	1:13 :45	Com pute r, mob ile pho ne	Audi o reco rdin g

4	Educational Coordinator	I4_EC	50-55	Female	Educational Coordinator	- School leader - Teacher (Secondary Education)	10/6/2021, 16.15	Webex Meetings	1:23:05	Computer, mobile phone	Audio recording
5	Educational Coordinator	I5_EC	50-55	Female	Refugee Education Coordinator		11/6/31, 19:00	Skype	1:08:29	Computer, headphones, microphone, internet connection	Screen recording

6	Principal /Teacher	I6_P T	50-55	Female	Principal	Teacher (Secondary Education)	17/6/21, 10:00	Skype	40:55	Computer, headphones, microphone, internet connection	Screen recording
7	Principal /Teacher	I7_P T	55-60	Female	Teacher (Primary Education)	Education Coordinator	10/6/2021, 18.30	Skype	01:06:00	Computer	Audio recording
8	Principal /Teacher	I8_P T	55-60	Female	School leader (Primary Education)	Teacher (Primary Education)	30/6/2021, 19.00	Skype	49:36	Computer, mobile phone	Audio recording

9	Stakeholder	I9_ST	50	Male	The general manager of the administration for Special Education	Teacher (Special Education)	24/6, 17.00	Zoom	56.51	Computer, mobile phone	Audio recording
10	Stakeholder	I10_ST	55-60	Male	Manager of Local administration of education	School Principal	24/6 9.00	Zoom	33.39	Computer, mobile phone	Audio recording
11	Education Coordinator	I11_EC	48	Male	Local administration of education		26/6 10:00	Webex	50:00	Computer, mobile phone	Audio recording

12	Educational Coordinator	I12_EC	60-65	Female	former manager of KES Y		5/5 11:00	Webex	1:15:00	Computer, mobile phone	Audio recording
13	Educational Coordinator	I13_EC	35-40	Female	Psychologist (member of DED A)	Teacher (Special Education)	23/05 9.00	Zoom	47.03	Computer, mobile phone	Audio recording
14	Principal /Teacher	I14_PT	30-35	Female	Teacher of inclusion class	Teacher Primary Education	25/05/21 19.00	Zoom	47.31	Computer, mobile phone	Audio recording
15	Principal /Teacher	I15_PT	55-60	Male	School principal		24/6 14:00	Webex	46:00	Computer, mobile phone	Audio recording
16	Principal /Teacher	I16_PT	55-60	Male	School principal		25/05 18:00	Webex	52:00	Computer, mobile phone	Audio recording

17	Principal /Teacher	I17_PT	30-35	Female	Mainstream class teacher		4/06 19:00	Webex	57:00	Computer, mobile phone	Audio recording
18	Principal /Teacher	I18_PT	30-35	Female	Mainstream class teacher		7/06 19:30	Zoom	45:00	Computer, mobile phone	Audio recording
19	Principal /Teacher	I19_PT	30-35	Female	Teacher of parallel support	Teacher of Inclusion Classes	28/4 10.00	Zoom	56.50	Computer, mobile phone	Audio recording

Annex 6

Profiles of the participants and technical description of the focus groups

Focus Group 1					
Code: F1_ST					
Date and Time: 30/6/2021, 13.00					
Space: online via Skype Meetings					
Duration: 1:17:55					
Technical resources: Computer, Mobile Phone					
Type of recording: Audio Recording					
Participants	Job Title/Profile	Age	Gender	Active role in education	Previous roles (Optional)
20	Stakeholder	45-50	Female	Ministry of Migration and Asylum	Ministry of Education
21	Stakeholder	45-50	Female	Educational Coordinator	School Counselor
22	Stakeholder	45-50	Female	Institution of Educational Policy	Teacher
23	Stakeholder	45-50	Female	Institution of Educational Policy	Counselor Unit for Intercultural Schools
24	Stakeholder	45-50	Female	Institution of Educational Policy	

Focus Group 2					
Code: F2_PR					
Date and Time: 01/07/2021, 19:00					
Space: Skype					
Duration: 1:32:43					
Technical resources: Computer, headphones, microphone, internet connection					
Type of recording: Screen Recording					
Participants	Job Title/Profile	Age	Gender	Active role in education	Previous roles (Optional)
25	Practitioner	50-55	Female	Refugee Education Coordinator	Teacher (Secondary Education)
26	Practitioner	50-55	Female	Refugee Education Coordinator	Teacher (Secondary Education)
27	Practitioner	55-60	Female	Principal	Refugee Education Coordinator
28	Practitioner	50-55	Female	Teacher (Secondary Education)	
29	Parent	45-50	Female	Head of a Parent's Association	

				(Primary School)	
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Focus Group 3					
Code: F3_ST					
Date and Time: 10/07 11:00					
Space: Online via Webex					
Duration: 2:05:35					
Technical resources: computer and mobile phone					
Type of recording: audio and Screen recording					
Participant	Job Title/Profile	Age	Gender	Active role in education	Previous roles (Optional)
30	Stakeholder	60	male	Educational Coordinator of Special Education and Inclusive Education	Teacher (Primary Education)
31	Stakeholder	60	male	Educational Coordinator of Special Education and Inclusive Education	
32	Stakeholder	60	Male	Head Manager of a Center for Educational and	Teacher (Primary Education)

				Counseling Support	
33	Stakeholder	40	Female	Teacher at a Center for Educational and Counseling Support	
34	Stakeholder	48	Male	Psychologist in a special school	

Focus Group 4

Code: F4_PR

Date and Time: 30/6/2021, 19.00

Space: School

Duration: 1:36:58

Technical resources: Mobile Phone

Type of recording: Audio Recording

Participants	Job Title/Profile	Age	Gender	Active role in education	Previous roles (Optional)
35	Practitioner	50	Female	Teacher of the mainstream school	-
36	Practitioner	35	Female	Special education teacher	-

37	Practitioner	23	Female	Special education teacher	Primary Education Student
38	Practitioner	60	Female	Principal	Teacher of the mainstream school
39	Parent	47	Female	Mother of a child with autism	-

Annex 7

Short CVs of the members of the research team

George Androulakis (Coordinator and Principal Investigator) studied Linguistics and Sociolinguistics at the Universities of Athens and Paris 7. He has taught as adjunct or visiting professor at several Universities in Greece, France, Switzerland, Canada, and the UK. Since 2010, he is Professor of Sociolinguistics and Language Teaching, and Head of the Greek Language and Multilingualism Lab at the University of Thessaly. From 2016 to 2018 he served as Vice-President for Academic and International Affairs of the Hellenic Open University. His research focuses on migrant and refugee communities, language policy, language teaching, open and distance education. He has been the academic coordinator of many European and national projects, and he is regularly invited as expert for the European Commission and the Council of Europe.

Diamanto Filippatou (Co-Investigator) is currently an Associate Professor of Learning Disabilities in the Department of Psychology at the National and Kapodistrian University of Athens. She studied Psychology and Special Education in the University of Athens and the Victorian University of Manchester, UK. She has rich clinical experience in mental health in Greece in diagnostic assessment of pupils' educational needs and intervention programs. She has led and participated in national research projects in Special Education and Educational Psychology and in teacher training programs. She has many publications in Greek and international scientific journals. Her research interests focus on assessment of educational needs, Learning Disabilities in reading and writing, inclusive education, psychosocial adjustment of SEN students, and differentiated instruction.

Roula Kitsiou is an Assistant Professor of Sociolinguistics at the Department of Language and Intercultural Studies of the University of Thessaly, and a tutor of the module 'Critical Pedagogy' (MA program 'Language Education for Refugees and Migrants', Hellenic Open University). Her postdoctoral research referred to Arabic-speaking young refugees' literacy practices (University of the Aegean, state scholarship, 2019-2021). She has been working in research projects concerning social and educational empowerment and integration of groups with a migrant and refugee background since 2010 as a member of the Greek Language and Multilingualism Laboratory (University of Thessaly). Her research interests include Sociolinguistics of writing, Sociolinguistics of Immigration, Second language education, (Multiple/Multi-)literacies, Multimodality, and Qualitative and Critical Research Methodologies.



Manto Koutsiouki is a Primary Special Education Teacher. She graduated from the Democritus University of Thrace and afterwards she specialised in Special Education. At the moment she is a postgraduate student of School Psychology of the National and Kapodistrian University of Athens. Her research focuses on social and emotional education programs and methods to enhance cognitive skills of children in special and regular education (school and preschool). She has also participated in a published article on "Quick Incidental Learning" and consolidation of new words through the telling of stories to primary school children.

Mariarena Malliarou is a PhD Student at the Department of Primary Education (University of Thessaly). Her thesis is about "Language perspectives, attitudes and practices of parents and children with a bilingual / multilingual background: From family language policies to language use". Also, she has Bachelor's degree in Primary Education and a Master of Arts (M.A.) degree in Contemporary Learning Environment and Design of Teaching Materials in Humanities (University of Thessaly). She is an active member of Greek Language and Multilingualism Lab, and she has many responsibilities in various roles (e.g., project management, research team, organisation of workshops and conferences, editing of publications, etc.). She has been involved in various research and educational programs. Her research interests include: Linguistics, Sociolinguistics and Language Teaching, Language Policies and Politics of Identity, and Qualitative Research Methodology.

Iro-Maria Pantelouka has a Master's Degree in "Contemporary Learning Environments and Curriculum Development" from the Department of Primary Education, University of Thessaly, and has been working in research programs the past few years developing various educational materials for children and adults. She has been a member of the Greek Language and Multilingualism Laboratory (University of Thessaly) since 2012 and has been participating in several research projects aiming to refugee and migrant integration and inclusion via educational empowerment. Her research interests are educational technologies, educational material development, visual design and implementation, and task-based language teaching and learning.

Karolina Rakitzi is a Doctor of Teaching Methodology and University Pedagogy. The title of her thesis was "Application of flipped classroom models in higher education to create blended learning environments combining innovative teaching methods" (scholarship from the State Scholarships Foundation in Greece). At this stage, she is working in the Office of Practical Training at the University of Thessaly providing support and managing the traineeship of students. She has a degree from the Pedagogical Department of Primary Education of the University of Thessaly (2012) and a Master's degree on "Organisation and



Administration of Education" from the same institution (2015). She is a member of Greek Language and Multilingualism Laboratory (2011–today) and has been participating in several research projects conducting research and taking management and administrative responsibilities. Her research interests include: Educational Innovation, University Pedagogy, and Management of human resources.

Alexandra Stavrianoudaki is a PhD student and her Doctorate Thesis is entitled “The effects of Inquiry Based Learning (IBL) on students' higher order thinking skills' development. An implementation in the History lesson. She is also a researcher at other research programmes of the University of Thessaly related to “Teaching Controversial History Issues”. Alexandra has also significant conference participations and publications. One of her papers has been selected to be published between the 16 best papers of ISATT 19'Conference from the Brill publishing house.

Sofia Tsioli is a Doctor of Applied Linguistics and Research Methodology (National and Kapodistrian University of Athens). As a member of the Greek Language and Multilingualism Laboratory she has participated since 2014 in various research and educational programs regarding the educational and social integration of children and adults with refugee/migrant experience. At the University, she has taught courses on Bilingualism and Research Methodology. She is currently a postdoctoral researcher (University of Thessaly) in Sociolinguistics with a focus on: Education Policy and Language Rights. Her research interests include Language Education Policy, Educational Linguistics, Qualitative Research Methodology, and Human Rights. She believes that utopias could come true.

Vassiliki Tzika is a Primary School Teacher in an inclusive class and an MA holder. At the moment, she is a PhD Candidate researcher in the Pedagogical Department of Primary Education at the University of Thessaly in Greece with fellowship by the Hellenic Foundation of Research and Innovation (HFRI). Her research interests focus upon contemporary teaching methods and processes, cross- curricular skills, project-based learning, students' voice, life-long learning, students'- teachers'- parents' collaboration, differentiated instruction, teaching writing texts' process, student-teachers' training and also projects about cultivation and promotion of emotions, empathy, inclusion and diversity. She has participated in many educational conferences and published articles in educational books and journals.

Fani Valai is a PhD Student in Literacies at the University of Thessaly. She holds a Master of Arts in the area of Innovative Design and Implementation of Educational



Material from University of Thessaly (2016) and a Bachelor Degree in Primary Education from University of Ioannina (2010). She is a primary school teacher and she has been working for many years in Roma students education in primary school settings and, the last years, she is working in refugee students education. She is a member of Greek Language and Multilingualism Laboratory of University of Thessaly and her research interests include literacies, linguistic ethnography, language teaching, and multilingualism.



