

COUNTRY POLICY REVIEW AND ANALYSIS

Greece

European Agency for Special Needs and Inclusive Education



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Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should [contact the Representative Board Member](#) for more details.

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Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities

Greek political, economic and social conditions, as formulated in recent years, have transformed rapidly. During recent years, Greece has been suffering from a multifaceted and deep economic crisis, which appears in the form of debt crisis, under the pressure of which the country has introduced and is implementing challenging fiscal adjustment measures. The economic crisis in Greece has been accompanied by dramatic social and economic changes, with sharp falls in real incomes, increased unemployment and poverty and underinvestment in critical areas of the state, particularly social structures such as health, welfare and education and many other social benefits. On average, Greek households have seen their income decrease by one third between 2010 and 2015 (OECD, 2010; OECD, 2013; OECD, 2016b). Unemployment in Greece has almost reached 30%, while reaching higher rates among young people. At the same time, an unprecedented wave of migration/refugee flows has added to learner populations.

During this difficult economic and social situation, Greece seeks to respond to these new demands by making a series of reforms which are considered crucial for the country within the European context. In the field of education, a national dialogue on education, launched with the aim of developing a national Education Action Plan (Ministerial Decision 11803/18-12-2015), as well as a review of the education system have already highlighted key problems such as serious underfunding, teacher staffing, equity and efficiency. Therefore, recent reforms have focused on widening participation to education for all learners, including the most vulnerable ones, reorganising aspects of the general education system, upgrading vocational education and training (VET) and reforming the governance and organisation of higher education.

These objectives are reflected in the (draft) three-year Action Plan for Education (2017–2020) that the Ministry of Education published on 19 May 2017 (www.minedu.gov.gr/news/28206-19-05-17-to-trietes-sxedio-gia-tin-ekpaidefsi-plaisio-katefthynseon-kai-protaseis).

More specifically, some of the stated strategic objectives of the Ministry of Education, Research and Religious Affairs are as follows:

- Continue on-going efforts to increase the proportion of the national budget spent on public education.
- Ensure access to education for all children, including increasing enrolment and reducing dropout rates, 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).
- Improve early childhood education and care for all pupils, including pupils with disabilities, with particular emphasis on: (a) extending pre-primary education for



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all children over 3 years of age and (b) improving the transition from early childhood education to kindergarten and primary school.

- Extend the scheme of the Unified Type of Primary Schools and introduce a new assessment scheme for primary education, which will be based on a descriptive methodological model.
- A large-scale restructuring of the secondary education system (e.g. reviewing the curriculum, introduction of new assessment schemes, strengthening of vocational education).
- Improve the transition between different levels of education for all pupils and between education/training and the labour market.
- Build stronger links between education and the wider community.
- Curriculum and textbook reform with particular emphasis on differentiated instruction provision of relevant teacher education programmes, both pre-service and in-service.
- Promote inclusive education/advancing inclusive structures and procedures.
- The advancement of excellence in teaching and leadership.
- Improve at all levels 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, removing bureaucratic barriers in the educational system.
- Create favourable conditions to strengthen and develop research, technological development and innovation.

Moreover, the short-term plans also include:

- improvement of collaboration and system linkage at all levels (e.g. forming better links with schools, support services and other external agencies);
- provision of integrated service planning: call for broad-based partnerships between schools, social services, workforce development entities, post-secondary institutions, parents and others;
- modernisation of the operation of the Centres for Differential Diagnosis, Diagnosis and Support;
- enhancement of data collection systems/design and implementation of a comprehensive action plan for the collection and analysis of statistics in the field of special and inclusive education.

Further challenges regarding inclusive education

Including all learners and ensuring that each individual has an equal and personalised



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opportunity for educational progress is still a challenge in the Greek educational system. Despite commendable progress made over the past decades to expand access to education, further efforts are needed to minimise barriers to learning and to ensure that all learners in schools and other learning settings experience a genuine inclusive environment.

Moving to more inclusive and equitable ways of working requires changes in thinking and practice at every level of an education system, from classroom teachers and others who provide educational experiences directly, to those responsible for national policy.

More specifically, some of the major challenges that the Greek educational system faces are the following:

- Overcoming the deficit view upon which the current understanding of inclusion is based
- Avoiding the phenomenon of fostering, through inclusive efforts, more subtle forms of segregation, albeit in mainstream settings
- Generating a broad-based consultation around inclusion and equity in education and beginning the process of consensus building
- Building a legislative framework that will unite available resources (human, financial) around the purpose of creating a more inclusive and equitable system of education
- Working towards the creation of a coherent education policy with an inclusive focus, covering all aspects of education (curriculum, pedagogy and school organisation).

In the short term, the priorities of education should include:

- the formulation of an explicit statement of the principles that guide transition towards greater inclusion and equity;
- the development of a separate, recognisable action plan for inclusive education within general policies, with a scope that in the long term inclusive education should be 'a given' within all educational policies and strategies;
- the establishment, under the leadership of the Ministry of Education, of a steering committee with a clear political mandate to ensure impact and change;
- the initiation of research and pilot projects on issues of inclusive policy and practice, involving a small number of municipalities, schools and groups of schools;
- the dissemination of good practices and sharing of knowledge in the field of inclusive education.

Planned changes in policy

At the moment, a new bill is under consultation, which introduces a series of new supportive structures to the educational community (e.g. Regional Centres of Educational Planning, Centres of Sustainable Education, Centres of Educational and Counselling



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Support, etc.). The main goal of these new structures is to support daily school community practices through a more functional and flexible framework, to build the vision of a public, democratic, synergetic school and to strengthen its social identity.

According to the new bill, the Centres for Differential Diagnosis and Support will be renamed Centres of Educational and Counselling Support and some extra responsibilities will be assigned to them (e.g. the support of schools, the promotion of the linkage between schools and community, the promotion of inclusive education, etc.).



Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

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<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p>1.1.1 The provision of free education to all citizens at all levels of the state education system is a principle of the Greek Constitution. Education is compulsory from the ages of 6 to 15. The aims of the education system, that are clearly set out in the Constitution (Article 16, § 2) (GG 120 A/2008), are as follows: ‘Education is public and aims for the moral, intellectual, professional and physical training of all Greeks, the development of a national and a religious consciousness and the creation of free and responsible citizens’ (p. 2182).</p> <p>1.1.2 In accordance with Law 1566/85 (Article 1, § 1) (GG A 167/85): ‘The purpose of primary and secondary education is to contribute to the overall, harmonious and balanced development of the mental and psychosomatic strengths of all learners and to offer them the ability, regardless of gender and origin to become independent personalities and live creatively’ (p. 2547).</p> <p>The elimination of educational disparities has been at the core of education policy. As a result, several measures, combined with special programmes, have been taken for the inclusion of vulnerable social groups such as learners with disabilities, immigrant and repatriated learners, Roma children and the children of the Muslim minority of Thrace in the education process.</p> <p>1.1.3 The education of children with disabilities/and or special educational needs:</p> <p>Greek Constitution (Article 21 § 6) (GG 120 A/2008): ‘Persons with disabilities have the right to enjoy measures ensuring their independence, occupational inclusion and participation in the social, economic and political life of the country’ (p. 2184).</p> <p>Law 1566/85 (Article 2, § 4) (GG A 167/85): ‘Primary and secondary education pupils who have special educational needs, attend special schools or special classes or are integrated in mainstream classes, in</p>



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	<p>order to receive the appropriate, in each case, special education and learning' (p. 2548).</p> <p>Law 1566/85: (Article 2, § 1, 3) (GG A 167/85): Article 32 states that attendance at primary school and lower-secondary school is compulsory for children under 16 years of age.</p> <p>Law 3699/2008, (Article 1) (GG 199 A/2008): The Greek State undertakes to preserve and invariably enhance the compulsory nature of special education for pupils with disabilities and/or special educational needs as an integral part of a free and compulsory education system. It also undertakes to ensure their equal and full participation in society, independent living, self-sufficiency and autonomy, by fully protecting their rights to education as well as to social and professional inclusion.</p> <p>Anyone who has the custody of a minor and fails to register them or supervise their attendance at school is punished under Article 458 of the Criminal Code (on violations of administrative provisions).</p> <p>1.1.4 Combating socio-economic disadvantage</p> <p>Law 3879/2010 (Article 26§ 1a and 1b) (GG 163 A/2010) introduced 'Educational Priority Zones' (ZEPs), another measure that has been implemented since 2010 (Law 3879/2010) by the Ministry of Education, and is believed to contribute positively to combating segregation and its consequent effects in certain schools. It includes provisions for strategic planning to consider socio-economic barriers to learning. The general aim behind the implementation of ZEPs is to promote the equitable inclusion in the education system (especially in primary and secondary education) of learners from areas with low educational and socio-economic indicators, secondary school dropout rates and low access to higher education.</p> <p>Currently, ZEPs focus on the provision of learning support to pupils who, without having the required knowledge of the Greek language, are included in the primary education structures (Roma, foreigners, repatriated, refugees, vulnerable social groups, etc.).</p> <p>Presidential Decree 462/1991 (GG 171/1991) introduced the provision of 'compensatory education' in primary schools. This is a special teaching provision for pupils with difficulties in Modern Greek and</p>



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	<p>Mathematics; it is the responsibility of the teachers to judge whether a pupil needs additional teaching help. The objective is to develop an independent supportive curriculum for groups of pupils who have learning gaps or problems in primary education and therefore to re-include pupils in the learning process.</p> <p>Presidential Decree 169770/Δ2/12-10-2016 (article 1)(GG 3406/16):</p> <p>‘Auxiliary Tutoring’ (A.T.) means attendance by lower-secondary school pupils of a separate support programme in: Modern Greek Language, Ancient Greek Language and Literature, Mathematics, Physics, Chemistry and English.</p> <p>Pupils in all grades of lower-secondary school with difficulties in the above knowledge areas can participate in the A.T. programme. It aims at limiting the dropout rate and increasing the percentage of pupils who gain access to secondary school.</p> <p>1.1.5 The education of migrant and repatriated pupils. Cross-cultural education aims at including pupils from diverse cultural and social settings – with their consequent particular educational needs – into the general educational system in a manner that is both harmonious and effective. To this end, inclusive educational models and instruction measures are implemented. The institutional framework for cross-cultural education is established by Law 2413/1996 (Articles 34–37) and Article 14 (par. 24) of Law 2817/00.</p> <p>(Please refer to the Annex for more detailed information).</p> <p>1.1.6 The education of refugee learners. Regarding migration, Greece has so far mainly been a transit country. It is now starting to address the education of refugees staying in Greece either temporarily (i.e. in camps) or for a longer period.</p> <p>Provision for the education of refugee children is made in Joint Ministerial Decision No. 180647/DG4/27-10-2016 (GG 3502/2016). According to its first article: In order to provide education to the children of third country citizens, induction structures are created for the education</p>



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	<p>of refugees (D.Y.E.P.), which belong to mainstream education and will operate, with the exception of the cases of paragraphs 2 and 3 of this article, in the school units of those primary and secondary education Regional Directorates, where Hospitality Centres exist. The D.Y.E.P. are established at specific primary and secondary education units, one (1) per school unit, and administratively belong to them. Each D.Y.E.P. can include several classes, depending on the number of pupils.</p> <p>The establishment and operation of ZEP Induction Structures for the Education of Refugees (D.Y.E.P. ZEP) aims at the educational support of the children of refugees through learning Greek as a second/foreign language, the organisation of programmes, educational interventions and activities.</p> <p>It should be noted that for children between 4–7 years old, kindergarten subsidiaries have been established within the refugee reception centres. Children between 7–15 years of age are being integrated in reception classes at neighbouring public schools, where they are taught Greek as a second language.</p> <p>1.1.7 Education of Roma pupils. Roma children are entitled by law to the same schooling as all other Greek citizens (Circular with protocol no. 180644/C1/26-11-2013 of the Ministry of Education, Research and Religious Affairs is valid, as well as Circulars no. 116184/C1/10-09-2008, GG 3/960/102679/C1/20-08-2010 and GG 6/451/115136/C1/16-09-2010).</p> <p>The programme ‘Education of Roma children’ (1997–) aims to enhance access and participation of Roma children in education, with particular emphasis on pre-primary education and early enrolment in the first grade of primary school, in order to achieve regular attendance and reduce the dropout rate. School mediators have been trained and used in some actions of the programme.</p> <p>1.1.8 Education of the children of the Muslim minority of Thrace. The following articles of the Treaty of Lausanne clearly define the Turkish Muslim minority’s educational rights: articles 40, 41, 45. Articles 40 and 41 give the minority the right to establish private and state schools, but in practice this division between state and private schooling is not implemented. Actually, the legal status of minority schools combines elements of private and public education. In effect, minority schools are registered as</p>



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	<p>private schools, but are under the direct control of the state, while a complex system of legal provisions governs their establishment and operation.</p> <p>Education is provided to the Muslim minority at primary and secondary minority schools, regulated strictly by the 1923 Treaty of Lausanne and subsequent bilateral agreements between Greece and Turkey. All Muslim minority children have the right to attend either Greek or minority state primary schools. In primary and secondary minority education in Thrace, standard Turkish and Greek are used equally for language courses as well as for the other subjects. All minority schools follow a bilingual – half-Greek half-Turkish – curriculum. Turkish subjects: Turkish language, Islamic Religion, Mathematics, Physics, Chemistry, Arts and Physical Education. Greek subjects: Greek language, History, Geography, Environmental Studies and Civic Education. The textbooks used by the minority schools for the subjects of the Greek part of the curriculum take into consideration the religious culture of the community and the fact that Greek is used as a second language. Minority schools follow the annual programme of the public primary schools, with some extra holidays for Islamic religious celebrations.</p> <p>Some of the most important laws for the education of the Muslim minority are the following: Law 644/77 (GG 264 A/16-09-1997), Law 695/77, Law 309/76 (GG 167 A/30-09-1985), Law 682/7723, Law 4310/2014 (GG 258 A/8-12-2014), while other issues are regulated by Ministerial Decision.</p> <p>The programme ‘Education of the Children of the Muslim Minority of Thrace’ (1997–) has the basic aim to upgrade the education of the children of the minority and to foster their integration into Greek society, to provide knowledge of intercultural education and educational materials to teachers, and also to provide counselling support to families as well as raise awareness of all persons involved in education.</p> <p>1.1.9 Special measures</p> <ul style="list-style-type: none">• Exemption from attending religious instruction classes



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	<ul style="list-style-type: none"> • Annual allowance for low-income pupils. • Possibility to benefit from special arrangements when taking exams. • Special arrangements for admission to universities and institutes of higher technical education. • Special provision – the rights of pupils whose parents are separated or divorced. • Special provision for combating school dropout rates. <p>(Please refer to the Annex for more detailed information).</p>
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy and upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p>1.2.1 In 1992, Greece ratified the United Nations Convention on the Rights of the Child (UNCRC) (Law 2101/1992) (GG 192 A/1992). The articles of the UNCRC underpin Greece’s approach to promoting children’s well-being as described in a broad range of legislative texts, e.g. (a) The Greek Constitution provides that ‘all Greeks are entitled to free education at all levels of State educational institutions; (b) Law 1566/85 (GG A 167/85: ‘Structure and Operation of Primary and Secondary Education and other Provisions).</p> <p>1.2.2 In May 2012, Greece ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (Law 4074/2012). Greek legislation reflects the objectives of the UNCRPD, especially after the adoption of Law 3699/2008 on special education and education for people with disability or special educational needs. This law codified and updated the laws which previously regulated special education; it is driven by the internationally recognised principle of ‘a school for all’ and the EU principles on inclusion and equal opportunities.</p> <p>As part of its commitments under articles 7 and 24 of the UNCRPD, the Greek Government is committed to inclusive education for children and young people with disabilities and progressive removal of barriers to learning, and participation in mainstream schools.</p> <p>1.2.3 Important information related to the institutional framework for the rights and protection of children at the national level are provided by the National Committee for UNICEF 2016 report on <i>The</i></p>



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	<p><i>State of Children in Greece</i>, www.unicef.gr/uploads/filemanager/PDF/2016/children-in-greece-2016-eng.pdf</p> <p>1.2.4 Ministerial Decision 27922/G6/07 (GG 449/2007) states clearly that special education staff should act in accordance with: (a) the universal declarations on the rights of people with disabilities and (b) the ethical principles of their scientific and professional capacity.</p>
<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	<p>1.3.1 The principles of non-discrimination, fairness and equal opportunity are enshrined in the Constitution and all regulations. Article 4 of the Greek Constitution states: ‘1. All Greeks are equal before the law. 2. Greek men and women have equal rights and equal obligations.’</p> <p>Article 5 of the Greek Constitution states: ‘All persons shall have the right to develop freely their personality and to participate in the social, economic and political life of the country’, etc.</p> <p>1.3.2 Law 1566/85 (Article 1, § 1) (GG A 167/85) states: ‘The purpose of primary and secondary education is to contribute to the overall, harmonious and balanced development of the mental and psychosomatic strengths of all learners and to offer them the ability, regardless of gender and origin, to become independent personalities and live creatively’ (p. 2547).</p> <p>1.3.4 There are also multiple and diverse approaches in place for enhancing quality and equality of provision for all learners in mainstream schools. They address numerous targets and equity issues. Some of the policy lines for addressing equity are the following:</p> <ul style="list-style-type: none"> • Promoting emotional and personal well-being • Promoting healthy lifestyles and tackling health inequalities • Developing employability skills and improving positive and sustained destinations. <p>Most of them are addressed through the implementation of the ‘School Activities’ Programmes (Circular no. 170596/GD4/13-10-2016). In particular, during recent years, many primary schools are involved in a vast array of school activities programmes (health education, environmental education,</p>



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	<p>career education, European projects) as an optional project within the curriculum time schedule, and many secondary schools implement health education programmes as an optional project for a small group of learners per school outside the school time schedule.</p>
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	<p>1.4.1 Shared responsibility between schools, families and other parts of the community is considered essential to ensure that all children are encouraged and supported in the education process. Stakeholders from the Greek Ministry of Education, local school boards, schools, Centres for Differential Diagnosis, Diagnosis and Support (KEDDYs), Diagnostic Educational Evaluation and Support Committees (EDEAYs) and the community are all responsible for working together so that all children can succeed.</p> <p>Law 3699/2008 (GG 199 A/2008) proposes that:</p> <ul style="list-style-type: none"> • Assessment of each child’s needs is conducted by KEDDY’s multi-disciplinary team, which works closely with the child’s family. • Individual Education Plans are developed for each child with disabilities and/or special educational needs with input from KEDDY’s multi-disciplinary team, the child’s teachers and the child’s parents. • Within their competence, KEDDYs co-operate with the health and welfare providers of each municipality (art. 6, par. 1) and, in collaboration with other medical and non-medical services and authorities, propose the necessary ergonomic arrangements for better access and attendance at school (article 5, par. 2). • If a KEDDY diagnoses child abuse or neglect, it collaborates with medical services, social and psychological services and the judicial authorities (article 5, par. 2). <p>1.4.2 Article 3c of Ministerial Decision No. 17812/C62014 (GC315/B/2014) refers to the ‘Legal establishment of EDEAY and definition of the special duties of the members of such co-ordinators’. It describes the support that EDEAY provides to schools in order to foster formal networks. It also states</p>



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	<p>that in case of obvious indications of mental health or child abuse or parental neglect, it co-operates with Medical and Education Centres (I.P.D.) or the medical or psychological public services of the relevant area, with social services and the competent judicial authorities.</p> <p>Par. 4b, article 39, Law 4115/2013 (GG 24/A/30-01-2013) states that: ‘EDEAY co-ordinates and monitors the pupil’s and family’s social support actions, and co-operates with the social services of the municipality and other competent entities’.</p>
<p>1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.</p>	<p>1.5.1 The Parliament and Government are responsible for developing the policy, defining the goals and deciding the budgets for education. The Ministry of Education, Research and Religious Affairs is responsible for implementing national educational policy. National standards are ensured through legislation, regulation and national curricula. Local education authorities have a range of structures, processes and staff to support inclusive education.</p> <p>1.5.2 As far as pupils with disabilities are concerned, the following measures and initiatives aim to reduce inequalities and to ensure equal access to all levels of education and vocational training.</p> <p>According to Law 3699/2008 (GG 199 A), which establishes a national framework in the field, pupils with special educational needs (SEN) may receive education in the following settings (article 6, par. 1):</p> <ul style="list-style-type: none"> • Classrooms in mainstream schools, supported by the class teacher • Classrooms in mainstream schools with parallel support provided by qualified special education teachers • Specially organised and staffed inclusive classes, which operate in mainstream schools and provide two types of educational support programmes: <ul style="list-style-type: none"> ○ A common and specialised programme, which does not exceed 15 hours per week ○ A personalised or team specialised programme, with an extended timetable.



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	<p>Law 4368/2016 (Article 82) encourages support in the mainstream class, and states that:</p> <p><i>... teachers of inclusive classes support the pupils within the mainstream classroom context, in co-operation with the class teachers, targeting the differentiation of activities and educational practices and the adaptation of the educational material and the educational environment. Support is provided on a one-to-one basis, in a separate room, only if this is imposed by the special needs of the pupils.</i></p> <p>In this context, quality education and equity for pupils with disabilities is guaranteed through:</p> <ul style="list-style-type: none">• the establishment of inclusive classes in mainstream schools at primary, secondary and vocational education level;• the provision of parallel support services in mainstream classrooms;• the establishment of free services for diagnosis, assessment and counselling. Following the assessment procedure, the bodies responsible for assessing pupils (KEDDY, EDEAY) issue a formal report describing the special educational needs of a given pupil, including (a) the pupil's personalised education programme, (b) the type of educational support required for the pupil, (c) advisory plans for parents, teachers, professors and education personnel. In addition, this report makes recommendations for issues such as the provision of special learning aids, if necessary, as well as the need for oral or written assessment of pupils;• the provision and implementation of Individual Education Plans (par. 5, art. 6);• the provision of relevant in-service training for teachers and other participants, with special focus on issues of differentiation and multicultural instruction;• the design of accessible educational and instructional materials;• the possibility to benefit from special arrangements when taking exams;• the possibility to enter university without taking exams;



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	<ul style="list-style-type: none"> • special arrangements regarding attendance (pupils with SEN are allowed to be absent from school for 30% of the curriculum (3699/2008, par. 3, article 6)); • provision of school nurses on a one-to-one basis (4186/2013, art. 28, par. 18, Circular 91409/D3/3-6-2016) and special support staff (Law 3699/2013, art. 18, par. 1–2, as amended by article 56, Law 3966/2011, and Circular, issued by the Deputy Minister, no. 90911/D3/9-6-2015); • tuition at home (Law 4186/2013, art. 28, par. 8., Ministerial Decision 279922/C6 (GG 449)); • participation in co-education programmes (par. 3a, article 82, Law 4368/2016).
<p>1.6 Policy outlines how education policy-makers need to take responsibility for all learners.</p>	<p>1.6.1 The Ministry of Education is responsible for implementing national educational policy. National standards are ensured through legislation, regulations and national curricula. Local education authorities have a range of structures, processes and staff to support inclusive education.</p> <p>1.6.2 As far as pupils with disability are concerned, the following measures and initiatives aim to reduce inequalities and to ensure equal access to all levels of education and vocational training. (Please refer to the Annex for more detailed information).</p>
<p>1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.</p>	<p>1.7.1 According to the Law, In-Service teacher training can be provided to Greek teachers (Law 1566/85) (GG issue A 167). This is the main piece of legislation that refers to teacher training. However, it should be noted that there is piece of legislation that links teacher training with the necessity of promoting positive attitudes towards all learners.</p> <p>1.7.2 In most cases, training is organised by the Institute of Educational Policy (IEP), which is the official advisor on primary and secondary education matters of the Minister of Education. The IEP develops the national curricula, authors the majority of the primary and secondary education textbooks, certifies any educational material, conducts pedagogical research and actively participates in the training of primary and secondary school teachers, e.g. last year, the IEP implemented the</p>



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	<p>project ‘Development of Support Structures for the Induction and Inclusion in Education of Pupils with Disabilities and/or Special Educational Needs’, which includes several elements of teacher training.</p> <p>1.7.3 In the 2017/2018 academic year, IEP will implement teacher training on issues of inclusive education and differentiated instruction. The training will have as a main aim to equip the teachers of all levels of education with the necessary attitudes and skills to respond to learners’ diversity.</p> <p>1.7.4 KEDDY is also in charge of support, information and awareness activities for teachers, parents and society. The school counsellors of all levels of education organise and implement training meetings (pedagogic meetings, conferences and seminars) for the teachers of the schools of their region, in accordance with art. 14, Presidential Decree 201/1998 (GG 161/1998, τ. A’); article 12 of Presidential Decree 200/1998 (GG 161/1998, issue A’), and Ministerial Decision No. F.353.1/324/105657/D1/16-10-2002 (GG 1340/2002,τ. B’). One of the main training issues is differentiated instruction and responding to learners’ diversity.</p>
<p>1.8 Policy requires learning material to be accessible.</p>	<p>1.8.1 Par. 5, Article 2, Law 3699/08 (GG 199 A/2-10-2008) provides that mainstream schools should be accessible to learners with disabilities. Access to buildings is guaranteed, including access to electronic materials and websites: ‘the assurance of full accessibility for pupils with disabilities and special educational needs, and also teachers and/or parents and guardians with disabilities, to the infrastructure (buildings, technical material including electronic), the services and the goods that they have’. The implementation of the principles of ‘Design for All’ in order to ensure accessibility for persons with disabilities is mandatory both with respect to the design of education programme and educational material, and the choice of any type of equipment (conventional and electronic), building infrastructure and also the development of all policies and procedures of the Special Education School Units (SMEAE) and KEDDY.</p> <p>1.8.2 Article 4 Law 3699 (GG 3699 A) Competence of KEDDY:</p> <p><i>... (E) Definition of the type of educational aids and technical instruments that facilitate access to the area and the learning procedure that the child needs at school or at home and for which no medical</i></p>



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	<p><i>opinion and prescription is required, as well as the submission of proposals for better access and stay of pupils in education areas.</i></p> <p>1.8.3 Law 3699/2008 (GG 3699 A), art. 2:</p> <p><i>The Minister... shall establish two advisory/consultative committees at the Ministry: one to monitor issues relating to the physical accessibility of the educational and administrative structures and one for monitoring electronic accessibility to educational materials and websites. Among others, the representatives of the National Confederation of People with Disabilities will participate in such committees.</i></p> <p>1.8.4 Accessible material is designed and implemented by the Institute of Educational Policy (e.g. material for partially sighted pupils, etc.). Accessible material is also designed and implemented by universities in the context of other programmes, e.g.:</p> <ul style="list-style-type: none"> • ‘Education for foreign and repatriated pupils’ • ‘Education for Roma children’ • ‘Education for children from the Muslim minority of Thrace’ <p>(For examples of a specific project relating to accessible learning materials, please refer to the Annex.)</p>
<p>1.9 Policy describes an effective framework of support for schools to implement inclusive education.</p> <p><i>(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)</i></p>	<p>1.9.1 Law 4115/2013 (GG 24/2013) has introduced a new way of organising interdisciplinary support to special education. The dominant support structures to further facilitate inclusion and joint education in mainstream schools of pupils with special educational needs are:</p> <ul style="list-style-type: none"> • the Diagnostic Educational Evaluation and Support Committee (EDEAY) operating at mainstream school level; • the Special Education School being converted into a School Network of Education and Support (SDEY);



Agency recommendation	Findings
	<ul style="list-style-type: none">• the local Centres for Differential Diagnosis, Diagnosis and Support (KEDDY). <p>1.9.2 Diagnostic Educational Evaluation and Support Committees (EDEAYs) operate within mainstream schools as part of the SDEY. They operate as a first instance body for the diagnosis, educational assessment and support of the educational needs of their pupils (Ministerial decision no. 17812/C6/2014) (GG 315/2014). These EDEAYs consist of:</p> <ul style="list-style-type: none">• the school’s head teacher;• the school’s special needs teacher;• a psychologist of the school network to which the mainstream school belongs;• a social worker of the school network to which the mainstream school belongs. <p>1.9.3 School networks are established and their main aims are:</p> <ul style="list-style-type: none">• promotion of collaboration, co-ordination of school activities and empowerment of the responses to the special needs of children;• inclusion of children with disabilities in mainstream schools;• support for inclusive classes, parallel support and pupils receiving tuition at home. <p>1.9.4 The strategic structure of the National Strategic Reference Framework currently implements seven discrete actions for the 2016/2017 academic year under the operational programme ‘Development of Human Resources in Education and Lifelong Learning’, which are funded by the European Social Fund and the Greek public sector. The planning includes bolstering the inclusion of pupils from vulnerable social groups in primary schools, supplementary tutoring in secondary education, programmes to support learners with disabilities or SEN, the development of support structures for pupils with disabilities, a programme of individualised support, the establishment of a new, uniform programme for primary schools and the bolstering of pre-primary education.</p>



Agency recommendation	Findings
	(Please refer to the Annex for more detailed information).
1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners' needs.	<p>1.10.1 A range of measures exists to meet the needs of all children, including learners with SEN. Law 3699/2008 (Article 6, § 1) (GG 199 A/2008) states that the education of learners with disabilities should primarily take place within mainstream schools, unless certain, specified exceptions apply. Pupils with SEN may receive education in the following mainstream settings:</p> <ul style="list-style-type: none">• classrooms in mainstream schools, supported by the class teacher;• classrooms in mainstream schools with parallel support provided by qualified special education teachers;• specially organised and staffed inclusive classes, operating in mainstream schools. <p>In exceptional cases, pupils with disabilities who are not able to follow the education programme of the mainstream schools or the inclusive classes are referred to the special educational needs units.</p> <p>1.10.2 Law 4368/2016 (Article 82) (GG 21 A/2016): Article 82 stresses the need for educating all learners in mainstream classes along with their peers without disabilities. It states that the main aim of the inclusive classes is full inclusion of children with special educational needs and/or disabilities in the school environment. Teachers of inclusive classes support the pupils within the mainstream classroom context, in co-operation with the class teachers, targeting the differentiation of activities and educational practices and the adaptation of the educational material and the educational environment. Support is provided on a one-to-one basis, in a separate room, only if this is imposed by the special needs of the pupils. In this case, the main target of the teaching intervention is the future full inclusion of the child in the mainstream class. Moreover, the same law promotes the implementation of co-education programmes between special and mainstream schools. It states that the main targets of the co-education programmes include the promotion of inclusion and equal opportunities in education, the development of the cognitive, learning, affective and social skills of children with disabilities and/or special needs, as well as the development of awareness in mainstream</p>



Agency recommendation	Findings
	<p>education pupils as regards issues pertaining to human rights, respect for diversity and human dignity.</p> <p>1.10.3 Ministerial Decree 172877/D3/17-10-2016 (GG 3561 B/2016) institutes the legal framework for the implementation of co-education programmes.</p>
<p>1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.</p>	<p>1.11.1 Training programmes have been offered by the IEP, which is part of the Greek Ministry of Education and the official advisor on primary and secondary education matters of the Minister of Education. It develops the national curricula, authors the majority of the primary and secondary education textbooks, certifies any educational material, conducts pedagogical research and actively participates in the training of primary and secondary school teachers. Awareness-raising is among the main duties of KEDDY and EDEAY.</p> <p>1.11.2 The Children’s Ombudsman makes recommendations to the interested parties and proposes any measures considered necessary to ensure the protection of children’s rights. Its responsibilities include the conduct of campaigns to raise awareness among adults and minors on the rights of the child. It maintains a special website for children (www.0-18.gr), organises visits and discussions in schools and institutions across the country and, since 2008, has created the Community and Team of Junior Advisors, which has an advisory role. The Ombudsman makes institutional proposals, seeking the widest possible application of the Convention on the Rights of the Child. (EP/DG-IP report p. 19). The Children’s Ombudsman report notes cases of discrimination against children, such as the hindering of their school enrolment on various grounds, including disability. (EP/DG-IP report p. 28)</p>
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of</i></p>	<p>1.12.1 There are several examples of where mainstream and special schools have been co-located to promote contact between the mainstream and special school sectors and to promote the inclusion of children with disabilities and those with SEN.</p> <p>Co-education programmes:</p> <p>Law 4368/21-02-2016 (article 82) (GG 21 A/2016) stresses the need for educating all pupils in the mainstream class along with their peers without disabilities. Presidential Decree 72877/D3/17-10-2016</p>



Agency recommendation	Findings
<p><i>special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>establishes the legal framework for the implementation of co-education programmes.</p> <p>1.12.2 Law 4115/2013 (GG 24/2013) has introduced a new way of organising interdisciplinary support for special education. The dominant support structures to further facilitate inclusion and joint education in mainstream schools of pupils with special educational needs are:</p> <ul style="list-style-type: none"> • the Diagnostic Educational Evaluation and Support Committee operating at mainstream school level; • the Special Education School being converted into a Support Centre of a mainstream education schools' network; • the local Centres for Differential Diagnosis, Diagnosis and Support. <p>1.12.3 Special Diagnostic Assessment Committees (EDEAY) operate within mainstream schools as part of the School Network of Education and Support (SDEY). They operate as a first instance body for the diagnosis, educational assessment and support of the educational needs of their pupils (Ministerial decision no. 17812/C6/2014) (GG 315/2014). These EDEAYs consist of:</p> <ul style="list-style-type: none"> • the school's head teacher; • the school's special needs teacher; • a psychologist of the school network to which the mainstream school belongs; • a social worker of the school network to which the mainstream school belongs. <p>(Article 4, Law 3699/2008 (GG 199/issue A' /2-10-2008) on diagnostic, assessment and support entities)</p> <p>1.12.4 School networks are established and their main aims are:</p> <ul style="list-style-type: none"> • promotion of collaboration, co-ordination of school activities and empowerment of the



Agency recommendation	Findings
	<p>responses to the special needs of children;</p> <ul style="list-style-type: none">• inclusion of children with disabilities in mainstream schools;• support for inclusive classes, parallel support and pupils receiving tuition at home.

Measure 1 evaluative comments

There are a range of policy considerations that must be accounted for in relation to this measure:

Inclusive education

During the last decades, one can find in the Greek context a number of stated intentions, written policies and actual practices to move towards the achievement of more inclusive school communities. Within this context, different models of provision have been into practice and some have functioned well as means to support mainstreaming.

However, in some cases dominant discourses on inclusion in Greece have been criticised on the grounds that they:

- are dominated by a deficit-medical thinking mentality;
- fail to challenge the restrictive cultures of mainstream schools (as these are mediated by existing organisational arrangements, curriculum and pedagogy) (Vlachou, 2004)
- foster the reproduction of a series of existing inequalities and the creation of new forms of stigmatisation and segregation (Zoniou-Sideri and Vlachou, 2006).

Indeed, in Greece, as critiques stress, inclusive education has not 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. In this context, although inclusive provision has been made for other categories of learners, the term 'inclusion' has been interlinked for several years with notions of disability.

This realisation led some academics to stress the following major problems of policy design and implementation in the area of inclusion (Vlachou, 2004):



- the traditional dominant persistent focus on a deficit-individualistic approach to needs;
- the ghettoization of inclusion as a disability or special education issue;
- the fact that inclusion policies have been considered an additional extra that has to fit in the existing educational policies;
- the expansion of special education paradigms and rituals in mainstream education settings.

At the moment, inclusive education has started being conceptualised more widely and several efforts are made to widen 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, some of the above-mentioned exclusionary and disabling notions, assumptions and practices still prevail (Zoniou-Sideri, 2014).

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 (Zoniou-Sideri et al., 2005). From this point of view, inclusion policy practices should be systemic, connected and intrinsic to the broader education policy context (Vlachou, 2004).

Policy considerations:

- All legislation that potentially impacts upon inclusive education should clearly state inclusion as a goal.
- Provision of an 'integrated' legislation across sectors leading to consistency between inclusive education and other policy initiatives/one legal framework covering inclusive education in all educational sectors and levels.
- Working towards the creation of a coherent education policy with an inclusive focus, covering all aspects of education (curriculum, pedagogy and school organisation).
- The development of new organisational frameworks that facilitate collaborative practices.
- The development of support structures to promote inclusion:
 - co-ordinated both within and between different sectors (education, health, social services, etc.) and teams of support personnel;
 - co-ordinated so as to support in the best way possible successful transitions of all learners between different phases of their lifelong learning (pre-primary, compulsory, post-compulsory and employment related education).



Convention on the Rights of the Child (1989)

While noting the existence of numerous policies focusing on specific issues of concern to children and a range of activities undertaken by the State, the UN Committee on the Rights of the Child (in its concluding observations, 2012), along with many other entities (e.g. Children's Ombudsman, National Commission for Human Rights), have highlighted the necessity for the country to:

- establish a clear body for the co-ordination of policies and the implementation of the UNCRC both at the national level and among the central, regional and municipal levels;
- adopt a National Action Plan on the Rights of the Child, including specific timelines and measurable goals and objectives.

Several efforts have been made in this direction to date (e.g. the establishment in 2001 of the National Observatory for the Rights of Children, which has not been fully operational, the legislative drafting in 2014 of a National Action Plan by the General Secretariat for Transparency and Human Rights of the Ministry of Justice, Transparency and Human Rights, part of which also concerns also the Rights of the Child, etc.). In May 2017, the Ministry of Justice, Transparency and Human Rights launched a public consultation on the draft law entitled 'Establishment of a National Mechanism for the observation and assessment of the action plan for the Rights of the Child'. The consultation lasted until June 2017 and a legal mandate is underway. Moreover, a draft action plan has already been devised. The Ministry of Justice, Transparency and Human Rights has submitted it to the Greek Ombudsman for consultation.

Convention on the Rights of Persons with Disabilities (2006)

In 2014, the Directorate of International Relations of the Ministry of Labour was designated as a focal point by the Prime Minister's decision No. Y426/28.02.2014 (Government Gazette 523 B) and, in this capacity, it submitted an initial country report on the implementation of the UNCRPD to the UN Committee. Up to now, there is no action plan for persons with disabilities. However, in July 2017, the Ministry of Justice, Transparency and Human Rights launched a public consultation on the draft law entitled 'Regulatory-organisational provisions for the implementation of the UNCRPD', which includes relevant provision.

Raising quality in education

Efforts to raise quality in the Greek education and training system largely depend on teachers' competences and on setting high standards for their initial education, induction and continuing professional development. This is an important domain of policy levers to improve quality as identified in the *Education and Training Monitor 2016*. Training for inclusion involves the acquisition of knowledge and skills in:

- differentiation and meeting diverse needs that allows a teacher to support individual learning in classrooms;



- working collaboratively with parents and families;
- collaboration and teamwork that facilitates teachers working effectively in teams with other teachers, as well as a range of educational and other service professionals working within and outside of the school.

Alongside training for all teachers for inclusion, teacher-training systems should provide opportunities for:

- the training of specialised teachers in order to maintain and develop specialist resources for supporting all teachers in inclusive settings;
- shared training opportunities for professionals from different services and sectors in order to facilitate effective collaborative working;
- training for school/educational organisation leaders in developing their leadership skills and vision in line with the promotion of inclusive values and practice;
- training routes and possibilities for teacher trainers in inclusive education in order for them to deliver initial and in-service teacher education programmes that promote quality in inclusive education.

In the 2017/2018 academic year, IEP will implement teacher training, focusing on issues of inclusive education and differentiated instruction. The training will have as a main aim to equip the teachers of all levels of education with the necessary attitudes and skills to respond to learners' diversity in a broader sense.

Evaluation of austerity measures on access to human rights/inclusive education

While Greece has been facing an unprecedented economic crisis, there has been no human rights impact assessment of the measures adopted in response to the crisis. Along with many international human rights organisations, the Greek National Commission for Human Rights has urgently called upon the EU institutions, the EU Member States and the Greek authorities to act in unison for the creation of a permanent mechanism that would evaluate and assess the impact of austerity measures on both the enjoyment of and access to human rights by all those living on EU territory.

Dissemination of effective inclusive practices

A web portal is going to be established to disseminate knowledge on issues of inclusive education and innovation.

School counsellors have shouldered the responsibility to organise special events during the 2017/2018 school year in order to:

- disseminate the knowledge and experience acquired through the co-education programmes;



- further promote inclusive initiatives.

Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
<p>2.1 The full involvement of families in all educational processes is outlined in legislation and policy.</p>	<p>2.1.1 Several legal and regulatory provisions make it compulsory to give families a role at every stage of education and schooling. According to par. 1, article 11 and par. 1, article 13 of Presidential Decree 201/98 (GG 161, issue A), article 53, Law 1566/85 (GG A 167/85), article 51, 4415/16 and articles 37, 38 and 39 of Ministerial Decision GC353.1/324/105657/D1/16-10-2002 (GG 1340, issue B): Parents have the right to be informed by the school, and they may consult with teachers on certain days at fixed times. Parents may also obtain information outside of these established days and hours. Teachers are required to inform parents regarding their children’s progress and performance at school. The school staff may also have joint meetings with parents’ and pupils’ representatives to discuss more general issues. The school counsellors, apart from their main duties, may organise meetings with parents to discuss ways to deal with matters such as education, learning and co-operation between school and family.</p> <p>2.1.2 A legal system for parental participation in education was established by educational Law 1566/1985 (GG A 167/85) and was partly amended by par. 51, Law 4415/16 (GG 159 A/2016). The following councils and committees were set up in which representatives of parents’ associations participated as members (Law 1556/85, article 52): National Council of Education, Prefectural Council of Education, Municipal Committee of Education, School Council, School Committee. A prerequisite for participation of parents in the above councils and committees is the formation and function of the parents’ associations as official legal bodies. According to the same law (article 53), the parents of the pupils of each state school constitute one parents’ association. The selection of the representatives of the parents for the above councils and committees takes place at a general meeting of the members of the association of each school. The parents’ associations of the schools of a municipality form a Parents’ Union, in which each parents’ association is represented by at least one member. The parents’ associations of a prefecture form a Federation of Parents, in which each Parents’ Union is</p>



Agency recommendation	Findings
	<p>represented by at least one member. The Federations of Parents of the whole country constitute a Confederation of Parents, in which each Federation of Parents is represented by at least one member.</p> <p>2.1.3 At state level, the establishment of parent schools is provided for by article 2 sec. 1, Act 2621/1998 (GG 136/98), which links parent schools with local government authorities. The first parent schools were founded in 14 prefectures and pursuant to Ministerial Order 3499/9-9-2004, parent schools were established throughout Greece. Parent schools operate with the support of the Institute of Lifelong Adult Education (IDEKE), which is supervised by the General Lifelong Education Secretariat of the Ministry of Education, Research and Religious Affairs.</p> <p>2.1.4 Parents of children with disabilities are entitled to be consulted and participate in decisions concerning their own children. Articles 5 and 6 of Law 3699/2008: Assessment of each child's needs is conducted by the multi-disciplinary team of KEDDY, which works closely with the child's family. Individual education plans are developed for each child with disabilities and/or special needs with input from KEDDY's multi-disciplinary team, the child's teachers and the child's parents. When drawing up the specialised programme of education, the pupil's parent or guardian shall be invited by the competent authorities. The views of the parent are not binding.</p> <p>The responsibilities of KEDDYs include 'the organisation of informative and advisory programmes for the parents and those who have the parental care' (Article 4 of Law 3699/2008 (GG 199/issue A' /2-10-2008)). Besides evaluating pupils, the KEDDYs are also able to undertake support services for the children's families, wherever and whenever deemed necessary. In this case, it develops actions and advisory programmes for parents, which are implemented through personal or group meetings with the parents at regular time intervals.</p> <p>2.1.5 The collaboration between inclusive class teachers and parents is also defined and it is noted that 'no pupil can be excluded from attending an inclusive class, if parents wish so, even if there is no diagnosis from an official diagnostic structure' (Ministerial Decision 27922/C6/07, GG 449/2007).</p> <p>The emphasis is on collaboration between school psychologists, social workers, speech therapists,</p>



Agency recommendation	Findings
	<p>specialists in vocational guidance and mobility of blind learners and specialists in sign language of special school deaf pupils and the parents of pupils (Ministerial Decision 27922/C6/07, GG 449/2007).</p> <p>2.1.6 Law 3699/2008, par. 7 (GG 199/A/2008): The disability movement and parents/guardians of persons with disabilities are given a greater say in special education planning and implementation. For example, the National Confederation of Persons with Disabilities participates in the National Council of Education.</p>
<p>2.2 Policy for inclusive education places learners and their families at the centre of all actions.</p>	<p>2.2.1 Ministerial Decree C6/102357 states that parents of a child with disabilities have the right to make a plea for the integration of their child in a special needs school. The right of parents to freely choose the appropriate school for their child is not actually regulated, but it is common practice.</p>
<p>2.3 Sharing information among professionals and families is a policy priority.</p>	<p>–</p>
<p>2.4 Policy has the goal of supporting parental interaction and communication with professionals.</p>	<p>2.4.1 According to par. 1, article 11 and par. 1, article 13 of Presidential Decree 201/98 (GG 161, issue A), and articles 37, 38 and 39 of Ministerial Decision GC353.1/324/105657/D1/16-10-2002 (GG 1340, issue B), teachers are required to inform parents regarding their children’s progress and performance at school. The school staff may also have joint meetings with parents’ and pupils’ representatives to discuss more general issues. The school counsellors, apart from their main duties, may organise meetings with parents to discuss ways to deal with matters such as education, learning and co-operation between school and family.</p> <p>2.4.2 Law 3699/2008 provides guidance on sharing information during the assessment and planning process. Ministerial Decision 27922/C6/07, (GG 449/2007), describes the support that is provided by special education staff to parents of pupils with disabilities.</p>



Agency recommendation	Findings
<p>2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.</p>	<p>2.5.1 Schools are supported by KEDDYs and EDEAYs in their efforts to involve a wider range of partners and foster formal and informal networks. Article 6, 3699/2008 (GG 199/A/2008), proposes:</p> <ul style="list-style-type: none">• within their competences, the KEDDY co-operate with the health and welfare providers of each municipality;• the implementation of early intervention programmes for learners with visual disabilities, in collaboration with other medical and non-medical services and authorities;• the necessary ergonomic arrangements for better access and attendance at school. <p>If a KEDDY diagnoses child abuse or neglect, it collaborates with medical, social and psychological services and the judicial authorities.</p> <p>2.5.2 Article 3c of Ministerial Decision No. 17812/C6/2014 (GG 315/B/2014), which refers to the ‘Legal establishment of EDEAY and definition of the special duties of the members of such co-ordinators’, describes the support that EDEAY provide to schools in order to foster formal networks. It also states that in case of obvious indications of mental health or child abuse or parental neglect, it co-operates with Medical and Education Centres (I.P.D.) or the medical or psychological public services of the relevant area, with social services and the competent judicial authorities. Par. 4b, article 39, Law 4115/2013 (GG 24/A/30-01-2013) states that: ‘EDEAY co-ordinates and monitors the pupil’s and family’s social support actions, and co-operates with the social services of the municipality and other competent entities’.</p> <p>2.5.3 The country, as member of UNESCO, actively participates in various school networks, e.g. in the ‘UNESCO Associated Schools Project Network’ with about 160 primary and secondary school units. The study themes proposed for the development of project plans at schools include ‘Peace and Human Rights’ and ‘Education for the Global Quality of Citizen’, connected to sustainable development.</p>



Measure 2 evaluative comments

Current policy considerations include:

Promoting collaboration

In the legislative decision 449/2007, school-family collaboration is defined, but without any proposals for collaboration policies between structures involved in the educational procedure. The policies for collaboration presuppose the training and preparation of school staff for the reinforcement of collaboration by means of in-service training, organisation of conferences, comprisal of a collaboration period with the family in the school programme, creation of centres for the reinforcement and support of parents within the schools, home visits and creation of action research groups aiming at the improvement of the conditions for collaboration. A functional collaboration also presupposes the improvement of conditions for communication between social services, health centres and school. (Refer to: Sideri, 2007, p. 3)

Website establishment

A website is going to be established during the 2017/2018 school year at the Ministry of Education, providing important information to parents.

Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
<p>3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.</p>	<p>3.1.1 The effectiveness of inclusive education is monitored by the Institute of Educational Policy, the Authority for Quality Assurance in Primary and Secondary Education (ADIPPDE), the Hellenic Quality Assurance Authority (ADIP), KEDDY, EDEAY and school counsellors. According to article 4, Law 3699/2008 (GG 199/issue A' /2-10-2008):</p> <p><i>KEDDY is also responsible for monitoring and evaluating the educational progress of learners, in collaboration with special education school counsellors, relevant school counsellors, (primary and secondary) school principals, school staff, and in general everyone who is responsible for implementing any programme for learners with special needs.</i></p> <p>3.1.2 A main step towards creating a system for quality insurance in primary and secondary schools is the establishment in 2013 of ADIPPDE for the evaluation of educational work. ADIPPDE, which was</p>



Agency recommendation	Findings
	<p>established by Law 4142/2013, is administratively autonomous and supervised by the Ministry of Education. Its missions are to:</p> <ul style="list-style-type: none">• monitor, study and assess the implementation of education policy in primary and secondary education;• evaluate the quality of the educational work of schools and of other education decentralised services;• supervise appraisal for primary and secondary education teachers. <p>3.1.3 In recent years, some public bodies potentially have been given evaluation and monitoring responsibilities. The mandates of the public bodies below, operating at the system level and supervised by the Ministry of Education, Research and Religious Affairs, include the evaluation and monitoring of the Greek education system:</p> <ul style="list-style-type: none">• The Institute of Educational Policy (IEP) was established in 2011 (Law 3966/2011) to conduct scientific research on issues related to primary and secondary education and the transition from secondary to tertiary education, and to support the planning and implementation of educational policy on these issues.• Law 4142/2013 established the ADIPPDE to monitor, study and assess the implementation of education policy in primary and secondary education; evaluate the work of schools and supervise the appraisal of primary and secondary education teachers. ADIPPDE, which is not yet fully staffed due to lack of resources, will be responsible for establishing an integrated school quality assurance system in Greece. To this end, it is expected to develop evaluation processes, including criteria and indicators, and to make information publicly available.• ADIP was created with the Law 3374/2005, with responsibilities related to quality assurance and accountability of universities (AEIs) and tertiary education institutions (TEIs).



Agency recommendation	Findings
	<p>3.1.4 According to par. 4b, article 39, Law 4115/2013 (GG 24/A/30-01-2013), EDEAY:</p> <ul style="list-style-type: none">• <i>monitors the implementation of the customised education programme for pupils with special educational needs of their school, and the support programme for their family and for home tuition;</i>• <i>co-ordinates and monitors the pupil's and family's social support actions, and co-operates with the social services of the municipality and other competent entities.</i> <p>3.1.5 According to Ministerial Decision No. GC353.1./324/105657/D1/02 (GG B 1340/16-10-02), the responsibilities of the school counsellor include: supervision, observation, peer teaching, mentoring, supporting pedagogical work, training, co-ordination, planning, programme development, surveys, educational studies, and evaluation of educational work.</p> <p>3.1.6 According to Law 1566/85 Chapter D, Article 11 concerning school management, the school principal takes part in the assessment of the work of teachers and co-operates with the school counsellors.</p> <p>3.1.7 Administrative monitoring: at an administrative level, specific databases are used as useful tools to evaluate provision. Some examples of good practice in this field are the following:</p> <ul style="list-style-type: none">• The development of the MySchool national database, which supports the everyday activity of preliminary and secondary school education (both mainstream and special) and interaction with the Greek Ministry of Education. It is the main tool used for personnel administration, learner administration, classes, grades and everyday school activity.• The development of the following two databases that were funded under the National Strategic Reference Framework (ESPA) (Partnership Agreement 2014–2020) and were intended to help in the record-keeping process for progress monitoring of learners with disabilities: HFAISTOS database and Amerias database.• The establishment of the Observatory on School Dropouts (Law 4186/2013 (article 36, par.



Agency recommendation	Findings
	<p>29)), which belongs to the Institute of Educational Policy. (Please refer to the Annex for more detailed information).</p>
<p>3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.</p>	<p>–</p>
<p>3.3 Accountability measures that impact upon educational professionals’ work reflect the importance of wider learner achievements.</p>	<p>3.3.1 Accountability policies mainly concern how assessments of learners’ performance are used. In Greece, the majority of schools seem to use them to inform parents about their child’s progress and to make decisions about learner retention or promotion.</p>
<p>3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.</p>	<p>–</p>
<p>3.5 Policy outlines how to involve families in the process of evaluating quality of services.</p>	<p>–</p>
<p>3.6 Policy describes mechanisms to evaluate demand for services.</p>	<p>–</p>
<p>3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and</p>	<p>–</p>



Agency recommendation	Findings
development activities.	

Measure 3 evaluative comments

In Greece, there are several national assessments of pupils' learning. At the moment, there is no external evaluation of schools, nor appraisal of teachers.

Previous history

Until the 1980s, teacher evaluation was the job of school inspectors, and particularly during the 1967–1974 military regime, inspection became associated with political control. In the early 1980s, and against this historical background, inspection was abolished, and the system of school counsellors was introduced. According to the then law (Law 1304 of 1982), school counsellors were meant to undertake the evaluation of the educational system, but this was never implemented. A later law (Law 1566 of 1985), which also included references to educational evaluation, was not implemented during the 1980s. School counsellors concentrated on providing pedagogical guidance and support to teachers. Several attempts in the 1990s to introduce educational evaluation in schools were met with fierce opposition by teachers' unions, teachers and even some learners and parents, leading either to their formal invalidation or to their non-implementation in practice. In the 2000s, the emphasis changed to more participative forms of educational evaluation focusing on the evaluation of educational work and self-evaluation of school units, rather than on individual teachers (Verdis, 2002). However, the context remained one in which it was very hard to develop a culture of evaluation and assessment, as it was often seen as punitive and controlling means, jeopardising rather than reinforcing school and teacher autonomy (IEP, 2016). In 2013, a Presidential Decree (P.D. 152/2013) made provisions for the evaluation of teachers in primary and secondary education, but it remained inactive.

Current policy considerations include:

Developing a school quality and outcomes framework through consultation with stakeholders

Evaluation and assessment require a common understanding of the desirable outcomes of the education system. An important step in this direction is a national reflection, involving all stakeholders, regarding the nature and purpose of evaluation components such as self-assessment and school leader appraisal within the overall education reform strategy (OECD, 2013b; IEP, 2016).



Reintroducing school self-evaluation as part of the framework

The introduction of a self-assessment scheme is included in the Action Plan for Education (2017–2020).

Providing more pedagogical autonomy for schools

Schools have little autonomy. The Programme for International Student Assessment (PISA) indicators suggest that secondary schools in Greece have relatively little autonomy. PISA 2012 has two indices of school responsibility:

- for resource allocation (i.e. appointing and dismissing teachers; determining teachers' starting salaries and salary raises; formulating school budgets and allocating them within the school);
- school responsibility for curriculum and instructional assessment within the school (i.e. establishing learner assessment policies; choosing textbooks; determining which courses are offered and the content of those courses) (OECD, 2013a).

Both indices are very low for Greece. Similarly, evidence shows that Greece is an outlier, relative to many other countries with respect to the small proportion of decisions taken at school and local level. The Ministry of Education is responsible for all normative and policy-making functions, including the formulation of study plans and curricula.

Taking this into account, the enhancement of the pedagogic autonomy of schools is among the priorities of educational policy in Greece. A first step in this direction is the empowerment of the role of school principals and teacher teams. This is also among the priorities of the Ministry of Education. In this framework, at the moment, a mechanism is under consideration for the programming and evaluation of educational work.

Enhancement of data collection systems

Some examples of good practice in this field are the following:

- The development of the MySchool nationwide database, which supports the everyday activity of preliminary, primary and secondary school education (both mainstream and special) and interaction with the Greek Ministry of Education. It is the main tool for personnel administration, learner administration, classes, grades and everyday school activity.
- The development of the following two databases, which were funded under ESPA, and were intended to aid in the record-keeping process and in progress monitoring of learners with disabilities and/or special educational needs: the HFAISTOS database (hfaistos.minedu.gov.gr) and the Amerias database (amerias.edu.gr).



Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
<p>4.1 National level inclusive education strategies are linked to long-term financial support.</p>	<p>4.1.1 The Greek education system, being principally centralised, is characterised by a top-down approach as regards decision-making. Through the restructuring of regional education services, substantial powers are transferred to regional structures. The administration of primary and secondary education is conducted at central, regional and local level, respectively, by:</p> <ul style="list-style-type: none"> • the Ministry of Education, Research and Religious Affairs; • the Regional Education Directorates; • Directorates of Education (Prefecture); • School Units. <p>4.1.2 The provision of free education to all citizens and at all levels of the state education system is a constitutional principle of the Greek State. State schools are funded exclusively by the Greek State. The annual budget of the Ministry of Education provides funds to the local education authorities (municipalities) according to their needs. The directors of the local education authorities undertake the handling of funds and their proper allocation to the schools. They also cover the extra costs of the educational demands of the schools in their area. In addition, special schools and inclusive classes are included in the public school system and are funded by the Greek State.</p> <p>Learners are provided with government-funded support services according to their diagnosis, assessment and Individual Education Plans. This procedure, if necessary, may start during pre-primary education. The Ministry of Education finances all special schools and special education settings. Special support services – usually founded by associations of parents of children with SEN or by people with disabilities – are funded by their founders, the government and European programmes.</p> <p>4.1.3 Municipalities are responsible for financing schools (Law 3852/2010). Support services (teachers, special aids) are provided by the Ministry of Education through the State budget and EU funds. Some</p>



Agency recommendation	Findings
	<p>parents also choose to supplement public provision with private tuition or other special support services. Special schools and inclusive classes are included in the public school system and are funded by the Greek State. The Ministry of Education funds all special schools and special educational settings.</p> <p>4.1.4 There is free public education for all learners with SEN and free services for diagnosis, assessment, counselling and facilitating procedures, such as Greek sign language interpreting (OoP, p. 18).</p> <p>4.1.5 The strategic structure of the National Strategic Reference Framework (NSRF) currently implements seven discrete actions for the 2016/2017 school year in the operational programme ‘Development of Human Resources in Education and Lifelong Learning’ of the 2014–2020 NSRF programme, which are funded by the European Social Fund and the Greek public sector. The planning includes bolstering the integration of learners from vulnerable social groups in primary schools, supplementary tutoring in secondary school education, programmes to support learners with disabilities or special educational needs, the development of support structures for learners with disabilities or special educational needs, a programme for the individualised support of learners with disabilities or special educational needs, the establishment of the new, uniform programme primary schools, and the bolstering of pre-primary education (www.epiteliki.minedu.gov.gr/?cat=60&paged=2&lang=en)</p> <p>4.1.6 Inclusive policies are supported both by the National Investment Programme and the ESPA 2014–2020 (Partnership Agreement 2014–2020) projects: www.epiteliki.minedu.gov.gr/?cat=60&paged=2&lang=en</p> <p>4.1.7 There is income support for families with children attending compulsory education and having low income. Families of Greek nationals and nationals of Member States of the EU, including single parent families, who have children attending state schools and an annual family income not exceeding EUR 3,000. Scope: To provide an annual payment of EUR 300, per child, up to the end of their compulsory education and up to the age of 16 years. (Law 3016/2002, Article 27 § 3,4; Law 3879,</p>



Agency recommendation	Findings
	Article 28 § 1; Circular GG7/549/97335/28-8-2012)
4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.	4.2.1 The State covers expenses relating to the schooling of all pupils, including pupils with disabilities, from pre-primary school level to upper-secondary school. Decisions about funding are made centrally by the Ministry of Education. 4.2.2 Ministerial Decision No. 8440/2011 (GG 318/2011), Article 2 on fund allocation: The allocation of approved funds to cover the needs of school units is based on a decision of the School Committee taking into account, mainly, the number of pupils, the numbers of classes, the number of classrooms, the operation of the physical education halls, multiple use halls, laboratories, libraries, etc., how old the buildings are, and also the special needs of the school units.
4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.	–
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	4.4.1 Monitoring of financial mechanisms concerning access to educational resources lies within the responsibility of the administrative sector of the Ministry of Education, Research and Religious Affairs (Presidential Decree 114/2014).



Measure 4 evaluative comments

According to Education and Training Monitor 2016*:

General government expenditure on education in Greece was 4.6% of gross domestic product (GDP) in 2013 and 4.4% in 2014, below the EU-28 average of 5.0% and 4.9%, respectively. The share of education spending in relation to total government expenditure improved slightly, from 7.5% in 2013 to 8.8% in 2014. However, this was again significantly lower than the EU-28 average of 10.2%. The central budget for education has suffered a sizeable reduction, from EUR 5.7 billion in 2014 to EUR 5.3 billion in 2015, or 3.2% and 3.0% of GDP, respectively. The centrally managed education budget was reduced in absolute terms in comparison to previous years due to a general expenditure consolidation effort by the Greek Government (European Commission, 2016a). These cuts also affected primary and secondary teachers' salaries: a reclassification of the pay scale of all public servants was introduced on 1 January 2016 and pay was frozen until 31 December 2017 to save on costs.

*European Commission, *Education and Training Monitor 2016*: ec.europa.eu/education/sites/education/files/monitor2016-el_en.pdf

Additional policy considerations include:

Increasing the proportion of the national budget spent on public education

According to the Action Plan for Education (2017–2020) that the Ministry of Education published on 19 May 2017, the Ministry of Education, Research and Religious Affairs continues its on-going efforts to increase the proportion of the national budget spent on public education.

Reviewing mechanisms for the funding and resourcing of education

Financing policies need to:

- be geared towards providing flexible, effective and efficient responses to learners' needs;
- promote inter-sectoral collaboration from relevant services;
- ensure co-ordination between regional and national level funding structures.

Establishing a national database on children with disabilities

However, there were gaps in this data, since it does not include data pertaining to the sections of special learners integrated in general education.

As stated in the Concluding Observations of the Committee on the Rights of the Child of the UNCRC, there is a lack of a national database with comprehensive and disaggregated data on children. Therefore, there is a lack of statistics on children in need of special provision, including children



with disabilities, unaccompanied children, refugee and asylum-seeking children. Therefore, mechanisms for data collection should be strengthened by establishing a national central database on children and developing indicators consistent with the Convention.

Up to now, the Ministry of Education, Research and Religious Affairs did not have accurate data concerning the total number of learners with disabilities in Greece. At the moment, the Directorate for Special Education of the Ministry of Education, in collaboration with the MySchool education platform, has started collecting data on learners who attend:

- mainstream schools with or without support;
- special educational needs schools.

Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	–
5.2 Support is available for families to recognise and understand the needs of their child. <i>(Support focuses upon and what is in the child's best interests.)</i>	–
5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.	5.3.1 Early childhood education in Greece is offered in: <ul style="list-style-type: none">• pre-primary schools (Nipiagogeia) under the competence of the Ministry of Education, Research and Religious Affairs;• child centres (Paidikoi Stathmoi);• infant/child centres (Vrefonipiakoi Stathmoi) under the auspices of local government



Agency recommendation	Findings
	<p>organisations, as well as in respective private pre-primary education centres.</p> <p>Pre-primary education and care offered in pre-primary schools is part of primary education. Pre-primary schools (Nipiagogeia) cater for children aged four and five; since 2006, attendance is compulsory for all five-year-old children.</p> <p>5.3.2 As stated in Law 1566/1985 (GG A 167/85) regarding the structure and operation of primary and secondary education, the aim of the pre-primary school is to assist all children to develop physically, emotionally, mentally and socially. It states that special attention should be given to the development of motor and cognitive abilities. Ministerial Decision 130272/D1/05-08-2016 (GG 2670) established a new unified type of pre-primary school and reformed many of its functions. The aim of this Ministerial Decision is to bolster the operation of kindergartens during the 2016/2017 school year by upgrading the educational quality with a two-year pre-primary programme.</p> <p>5.3.3 With regard to child (Paidikoi Stathmoi) and infant/child centres (Vrefonipiakoi Stathmoi), they constitute premises of education and safe accommodation for pre-school age children aged six months to five years. Pursuant to Law 2880/2001 (GG 9 A/2001) article 16, public child and infant centres are converted into municipal and public entities and fall under the supervision of municipalities and communities, operating in their respective administrative region. Their operation is described in Ministerial Decision 16065/17-04-2002. Early intervention is not compulsory.</p> <p>5.3.4 Law 3699/2008 (GG 199 A/2008) mentions that inclusion objectives are achieved through:</p> <ul style="list-style-type: none">• early medical diagnosis;• systematic interventions during pre-school age provided by local special school units, through the development of early intervention classes (article 2, par. 6c). <p>According to this law, early intervention classes will operate within special kindergartens in order to support children aged 0–4 (Article 8, par. 1a). However, early intervention programmes in special kindergartens have not been implemented yet and operation remains unclear (Article 8, par. 2).</p>



Agency recommendation	Findings
	KEDDYs are officially responsible for the preparation and support of early intervention programmes No. C6/4494/01 (GG 1503 B').
5.4 Policy states that in risk situations, the child's rights should come first.	<p>5.4.1 The Greek Constitution contains a number of solemn proclamations affecting the status of children:</p> <ul style="list-style-type: none"> • that childhood shall be under the protection of the State; • that families with a large number of children, war orphans, and everyone who suffers from incurable physical or mental illness have the right to special care by the State; • that the latter also have the right to enjoy measures that secure and facilitate their independence, their professional integration, and their participation in the financial, political, and social life of the country. <p>It also states that the State cares for the health of its citizens and takes special measures for the protection of children. Furthermore, it proclaims that housing for those in need is the responsibility of the State (Art. 21, 1 of the Constitution).</p>
5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.	–
5.6 Early childhood guidance is developed jointly by departments of health, education and social services.	–
5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.	5.7.1 Care is provided to children from 0 to 6 years by state bodies (i.e. Ministry of Health, Social Welfare, Ministry of Justice, Ministry of Education, Ministry of Labour), as well as private bodies (institutions, non-governmental organisations, etc.). Each of the above has its own operating rules and



Agency recommendation	Findings
	<p>provides services to a different age group (0–4 or 2–6 or 0–6).</p> <p>KEDDY are officially responsible for the preparation and support of early intervention programmes (Ministerial Decision No. C6/4494/01) (GG 1503 B’).</p>
<p>5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.</p>	<p>–</p>
<p>5.9 Policy outlines how cost-free services/provision are made available for families.</p>	<p>5.9.1 There are several policies which outline free services for the families of learners with SEN. Counselling services are provided by Medical-Pedagogical Centres, Family Counselling Centres, Centres for Diagnosis, Differential Diagnosis and Support.</p> <p>According to Laws 3699/2008 and 4115/2013, advisory support for parents is provided free of charge at the Centres for Differential Diagnosis, Diagnosis and Support (KEDDY), which belong to the Ministry of Education, Research and Religious Affairs. Specifically, their role includes the following responsibilities:</p> <ul style="list-style-type: none"> • Diagnosis of difficulties • Creation of individual education plans • Psychological support for pupils and their parents • Advisory support for parents. <p>In addition, the most recent Mental Health Act (Law 2716/1999) outlines the architecture of the mental health system and the range of the community mental health services which are available for families. The central agency for the provision of mental health services in Greece is the Ministry of Health and, specifically, the Directorate for Mental Health of the Directorate General for Health. The country’s health regions are divided into Mental Health Sectors (MHS), according to geographic and</p>



Agency recommendation	Findings
	<p>population criteria, and include Mental Health Units (MHU) that are organised in accordance with the provisions of Law 2716/99. Public MHUs include:</p> <ul style="list-style-type: none">• Mental health centres• Medical-pedagogical centres• Mobile mental health units: these provide preventive, hospitalisation and special mental healthcare services at home within a specific MHS and can serve more than one MHS within the same or different health region.• Psychiatric wards for adults or children in general prefectural or regional hospitals• University psychiatric clinics for adults or children and adolescents• University psychiatric hospitals• University mental health institutes• University units working on mental health• Psychiatric hospitals or children’s psychiatric hospitals• Private clinics• Specialised care centres: these may be day centres, day hospitals, crisis intervention centres for adults, children or adolescents• Psycho-social rehabilitation units: these are boarding houses, hostels, sheltered apartments and host families. <p>All these public MHUs offer mostly diagnostic and support services.</p> <p>5.9.2 Families with children under four years old with SEN can cover the expenses of all necessary support programmes through their social insurance. The Ministry of Education provides free special</p>



Agency recommendation	Findings
	education to pre-primary children with SEN (4–7 years old), along with support services.
5.10 Policy ensures the same quality of service irrespective of differences in geographical location. <i>(Such as isolated or rural areas).</i>	–

Measure 5 evaluative comments

The following points are current policy considerations in Greece:

Participation in early childhood education and care is low

According to an OECD report (ec.europa.eu/ploteus/sites/eac-egf/files/greek_referencing_report_2016.pdf), participation of four- to six-year-olds in early childhood education and care (ECEC) is low. In 2013, 76.4% of children in that age group took part in ECEC, compared to an EU average of 93.9%. This may be because education for four-year-old children is not obligatory.

The Action Plan for Education 2017–2020 includes the improvement of early childhood education and care for all pupils, including pupils with disabilities, with particular emphasis on:

- extending pre-primary education for all children over 3 years of age;
- improving the transition from early childhood education to kindergarten and primary school.

Best interests of the child

National legislation refers to the best interests of the child in several instances (Civil Code, Code of Civil Procedure). However, there is no general provision stating that the best interests of the child are the primary consideration in all actions and decisions affecting children.

Moreover, the best interests of the child are not mentioned as such in Law 3699/2008 on Special Education; however, it can be assumed from the spirit of the law that they are considered, for example, by the Centres of Differential Diagnosis, Evaluation and Support (KEDDY) when deciding



what type of education should be provided to children with disabilities or special educational needs.

The principle of the best interests of the child and the consideration of the evolving capacities of children in decisions affecting them need to be further clarified in their application to children with disabilities. The Council of Europe's Guidelines on the best interests of the child should be taken into account.

Establishment of a coherent vision and action plan for ECEC

A coherent vision of the entire ECEC phase, particularly its governance and funding, is necessary so as to deliver high-quality ECEC for all children.

More effective partnerships with stakeholders, parents and the local community, as well as cross-sectoral collaboration, should be established.

Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
<p>6.1 High expectations for all learners' achievements underpin policy for inclusive education.</p>	<p>6.1.1 The basic target of primary and secondary education is to contribute: <i>... to the complete, harmonious and balanced development of the intellectual, psychological and physical potential of the pupils, so that, regardless of their gender or origin, they may become integral personalities and live in harmony.</i></p> <p>More specific provisions include to:</p> <ul style="list-style-type: none"> • protect and reinforce pupils' right to freedom of religion; • encourage respect for their own cultural heritage; • promote the development of a spirit of friendship, co-operation and peaceful coexistence with all other peoples; • promote the protection of the natural environment (Law 1566/85) (GG A 167/85). <p>6.1.2 The Greek education system is exam-oriented. In all three grades of the Gymnasium and Geniko Lykeio (Lyceum), pupils take oral and written school examinations to progress to the next grade or to</p>



Agency recommendation	Findings
	<p>graduate. The examinations are based on questions set by the teachers at school level. The yearly progress grade in each subject is based on the average of the oral grades obtained in the two semesters and the grade of the final written exams. At the end of the third year of the Lyceum, pupils who wish to continue to higher education in Greece sit national entry examinations: the Pan-Hellenic exams (Panellinies). The results of this state examination (combined with the average marks from the previous years' oral/written examinations) determine whether pupils are accepted into higher education in Greece. For Gymnasiums, said exams are held in accordance with Presidential Decree 126/2016 (GG A 211), while for Lyceums, they are held in accordance with Presidential Decree 46/2016 (GG 74 A') as amended by Presidential Decree 8/2017 (GG 15/2017).</p> <p>6.1.3 Special measures are in place and there are possibilities for learners to benefit from special arrangements when taking exams.</p> <ul style="list-style-type: none">• Pupils with specific disabilities (e.g. visual impairment, physical disability or dyslexia) can take oral examinations instead of written. Hearing- and speech-impaired learners only take written examinations (Law 3699/2008 as amended by article 28, Law 4186/2013 (GG 193), and Ministerial Decisions GG253/155439/B6/16-12-2009 (GG 2544 issue B), GG 15127299/A5/17-02-2017 GG 545B (GG 545 B)).• Pupils with language disorders can also be exempted from some aspects of the marking scheme in the foreign language class. Presidential Decree 226/1985 (GG 85/issue A/9-5-85). <p>6.1.4 There are also special arrangements for admission to universities and institutes of higher technical education. There is provision for admission to university without taking part in the national examinations; this applies to pupils with disabilities and 5% of the places in each university department (Law 3794/2009, art. 35 (GG 156/issue A), as amended by par. 24, article 39, Law 4186/2013 (GG 193/issue A), par. 2 of the sixth article of Law 4218/2013 (GG 268/issue A), article 7, Law 4283/2014 (GG 189/issue A) and also article 13 Law 4452/2017-GG 17α).</p>



Agency recommendation	Findings
<p>6.2 Policy outlines that learners’ voices should be listened to in decision-making that affects them.</p>	<p>6.2.1 The right to be heard/to participation (Art. 12 UNCRC; Arts. 7 and 30 UNCRPD). The right of children to express their views freely on all issues affecting them is protected in the Greek legal order. More specifically, the Civil Code provides that the opinion of the child should be sought in custody and adoption cases before the Court. Furthermore, learners have the right to participate in school life through school communities. Moreover, during the drafting of programmes raising awareness on various issues, children’s views should be considered.</p> <p>It is worth highlighting that parents/guardians are afforded the right to participate in the preparation of their children’s special educational programme, while a similar right is not recognised for the children themselves.</p> <p>With regard to learners with disabilities, no information has been identified on their participation in learner councils and, in general, in school life.</p> <p>European Parliament, 2013. <i>Country Report on Greece for the Study of Member States’ Policies for Children with Disabilities</i>: www.europarl.europa.eu/RegData/etudes/etudes/join/2013/474423/IPOL-LIBE_ET(2013)474423_EN.pdf</p> <p>6.2.2 As stated in the Concluding Observations of the Committee on the Rights of the Child (CRC), despite existing provisions of the country’s legislation on respect for the views of the child, there is no specific measure that ensures that the right to be heard is enjoyed by children with disabilities (e.g. in their individualised plans, choice of school, etc.).</p>
<p>6.3 Teaching, support and guidance has the goal of empowering all learners.</p>	<p>6.3.1 The organisation of curricula and the preparation of school books are based on the Cross-Thematic Curriculum Framework that aims at a cross-thematic approach to knowledge. Ministerial Decision 21072b/C2/28-2-2003 (GG 304/2003) establishes the Interdisciplinary Single Curriculum Framework that constitutes a single approach to primary and secondary school education curricula.</p> <p>6.3.2 Human Rights and Education for Democratic Citizenship (EDC) are substantially included in national primary and secondary education curricula and horizontally in several subjects, even though</p>



Agency recommendation	Findings
	<p>they do not constitute a separate subject as such. There has been extensive co-operation between the Ministry of Education and the Institute of Educational Policy, which is responsible for the development of curricula and textbooks, for Human Rights and EDC to be integrated in the revised textbooks for both primary and secondary education. This integration has been accomplished to a considerable degree.</p> <p>6.3.3 During recent years, many primary schools have been involved in a vast array of school activities programmes (health education, environmental education, career education, European projects) as an optional project within the curriculum time schedule. Many secondary schools implement health education programmes as an optional project for a small group of learners per school outside the school time schedule. Examples of such programmes include: young people’s socio-emotional health, sex education, bereavement, dealing with diversity, nutrition and dietary information, women’s issues, prevention of smoking and drug abuse, human rights issues and issues of well-being (Circular no. 178852/GD4/06-11-2015)</p> <p>6.3.4 The efforts made by UNESCO in Greece to promote education for sustainable development, including education for human rights, education for intercultural dialogue and inclusive education, are strongly supported. The Associated Schools Project, with over 150 participating schools, operates under this umbrella. The school network is co-ordinated by the Ministry of Education in co-operation with the National Commission for UNESCO. Seminars, workshops, webinars and other meetings have been organised for the teacher-co-ordinators. The participating schools cover all levels of education and types of schools, from pre-primary to vocational schools.</p>
<p>6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.</p>	<p>6.4.1 Law 3699/2008 (GG 199 A/2008) states that as far as pupils with disabilities and/or special needs are concerned, there are several forms of additional/individualised support mechanisms that target them. Additional support is related to:</p> <ul style="list-style-type: none"> • the attendance of an inclusive class; • the provision of parallel support, which is provided on a one-to-one basis, in mainstream



Agency recommendation	Findings
	<p>classes by qualified special education teachers;</p> <ul style="list-style-type: none"> • the provision of school nurses or support staff, on a one-to-one basis for learners with special needs in mainstream education; • the provision of psychosocial support services (by EDEAY and KEDDY). <p>6.4.2 Special needs are also considered to include behaviours due to complex factors, i.e. cognitive, emotional, intellectual and social disadvantages deriving from the family and social environment. Low achievers and learners with learning difficulties that derive from their social and economic background are not considered pupils with special needs. (OoP, p. 3)</p>
<p>6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.</p>	<p>6.5.1 The curricula for primary education are based on the following basic principles:</p> <ul style="list-style-type: none"> • to offer general education; • to promote pupils' interests and develop their skills; • to ensure equal learning opportunities for all pupils; • to reinforce the cultural and linguistic identity within the framework of a multicultural society; • to prepare pupils to use new information and communication technologies; • to promote physical, mental and social health; • to raise awareness of the necessity to protect the natural environment and adopt socially responsible patterns of behaviour. <p>6.5.2 Curricula are developed at central level by the Institute of Educational Policy and are globally applied in all school units across the country, at the respective education level.</p> <p>6.5.3 Law 3699/2008 (GG 199 A/2008): Individual Education Plans are developed for each child with disabilities and/or special educational needs with input from the KEDDY multi-disciplinary team, the</p>



Agency recommendation	Findings
	child's teachers and the child's parents.

Measure 6 evaluative comments

Ensuring that children's views are heard and considered is an area of policy consideration.

As stated in the Concluding Observations of the Committee on the Rights of the Child (CRC), despite existing provisions of the country's legislation on respect for the views of the child, there is no specific measure that ensures that the right to be heard is enjoyed by children with disabilities (e.g. in their individualised plans, choice of school, etc.).

Therefore, the educational system should strengthen its efforts, including in respect of legislation, to ensure that children's views are heard and considered in all administrative and other decisions affecting them and in accordance with their age and maturity.

It should be ensured that professionals in the welfare and education sectors receive appropriate training on hearing and taking into account children's views in all decisions affecting them and in accordance with child's age and maturity.

Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	<p>7.1.1 The administrative bodies of each primary and secondary school include the principal, the assistant principal and the teachers' association. The teachers' association, which is chaired by the principal of the school, comprises all its teachers and is the collective body responsible for drafting directions for better application of educational policy and better operation of the school (GC353.1/324/105657/D1/2002).</p> <p>7.1.2 According to GC353.1/324/105657/D1/2002, the main duties of the school principal are:</p> <ul style="list-style-type: none">• the establishment of close and effective co-operation between all members of the school



Agency recommendation	Findings
	<p>community;</p> <ul style="list-style-type: none">• the promotion of innovative practice;• the establishment of a positive school climate and ethos. <p>Innovation is mainly supported through the promotion of specific initiatives, e.g. the implementation of co-education programmes (Ministerial Decision 172877/D3/17-10-2016). Ministerial Decree 172877/D3/17-10-2016 (GG 3561 B/2016) makes provisions for close co-operation between special and mainstream schools and, in this context, institutes the legal framework for the implementation of several types of co-education programmes (e.g. health education, environmental, career education programmes as well as Erasmus projects). It also gives pupils with disabilities the opportunity to attend some lessons in mainstream school settings alongside their peers without disabilities. In some instances, this can serve as a springboard for the preparation of the smooth transition of some of these learners from special to mainstream provision.</p>
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.	–



Agency recommendation	Findings
<p>7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.</p>	<p>7.3 As far as teachers with disabilities are concerned:</p> <p>Law 3699/2008 (GG 199 A/2008) mentions, for the first time, the term ‘teachers with disabilities’.</p> <p>Law 3794/2009 (GG 156/2009), article 39, par. 4 states that teachers with disabilities are eligible for appointment in the public sector on a permanent basis. The only preconditions that are considered for their appointment are the following:</p> <ul style="list-style-type: none"> • Certificates issued by doctors that they have marked disability (67% or more) • They have at least 12 months’ working experience in state schools. <p>Law 3848/2010 (GG 71/2010): marked disability (67% or more) is construed as a social criterion for the hiring process.</p> <p>Ministerial Decree 128005/D2/08-08-2014 (GG 2217/2014) states that, in terms of hiring, teachers with disabilities take precedence over their colleagues without disabilities, on a 10% quota.</p> <p>Special arrangements are also provided for teachers with disabilities who work at schools (D2/979/29.01.98, Ministry of Education, Research and Religious Affairs).</p>
<p>7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs.</p> <p><i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i></p>	<p>7.4.1 In-service teacher training is provided to Greek teachers (Law 1566/85 (GG A 167)). In most cases, training is organised by the Institute of Educational Policy, which is the official advisor on primary and secondary education matters of the Minister of Education. It develops the national curricula, authors the majority of primary and secondary education textbooks, certifies any educational material, carries out pedagogical research and actively participates in the training of primary and secondary school teachers. For example, during the last year, the IEP implemented the project ‘Development of Support Structures for the Induction and Inclusion in Education of Pupils with Disabilities and/or Special Educational Needs’, which includes several elements of teacher training.</p> <p>7.4.2 Every year, the Ministry sends all primary and secondary schools operating rules for the current</p>



Agency recommendation	Findings
	academic year, including a description of resources. The purpose is to support each school to accommodate all learners, including learners that belong to vulnerable groups (e.g. SEN, migrants, Roma, etc.)
7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.	–
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.	–
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	–
7.8 School strategic plans have clear statements on the value of diversity.	–
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	–



Measure 7 evaluative comments

The following factors are current policy considerations in Greece:

Developing educational leadership skills among existing leaders through collaborative learning

Strengthening school leadership is a crucial objective in the Greek educational system (Action Plan for Education, 2017). Training of school principals takes place through seminars on leadership and school management, implemented by the National Centre for Public Administration and Local Government (EKKDA) and universities. Since 2016, a new training programme of 166 teaching hours called 'Administration of school units' is being offered by EKKDA, co-funded by the European Social Fund. Under Law 3848 of 2010, a certificate of administrative capacity awarded by EKKDA is, in principle, a selection criterion for school principals. Training by EKKDA will continue for the 2017/2018 school year. Training for school principals should be more systematic and mandatory and should be based on a collaborative and network-based approach to the learning.

School principals in Greece currently have limited responsibilities

While a school head in Greece is, in principle, the administrative and pedagogical leader according to the law (Government Gazette 1340 of 2002), in practice, school principals have relatively limited power. Strengthening the pedagogical role of the school principals is among the priorities of the current Greek educational policy. Such an initiative is expected to contribute to increasing schools' pedagogic autonomy.

Developing school strategic plans

The engagement of school principals and teacher communities to strategic thinking and planning is among the current priorities of the Ministry of Education. The implementation framework for this initiative is currently under consideration.



Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention¹

Agency recommendation	Findings
8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.	<p>8.1 The basic principles of inclusion are embedded in several pieces of legislation (please refer to Measure 1). A key piece of legislation is Law 3699/2008 (Article 6, § 1) (GG 199 A/2008), which states that the education of learners with disabilities should primarily take place within mainstream schools unless certain, specified exceptions apply. Pupils with SEN may receive education in the following mainstream settings:</p> <ul style="list-style-type: none">• Classrooms in mainstream schools, supported by the class teacher• Classrooms in mainstream schools with parallel support provided by qualified special education teachers• Specially organised and staffed inclusive classes, which operate in mainstream schools and provide two types of educational support programmes:<ul style="list-style-type: none">○ A common and specialised programme, which does not exceed 15 hours per week○ A personalised or team specialised programme, with an extended timetable. <p>Only in exceptional cases, pupils with disabilities who are not able to follow the education programme of the mainstream schools or the inclusive classes are referred to the special educational needs units.</p>

¹ Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools. The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.



Agency recommendation	Findings
<p>8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available.</p> <p><i>(Support structures prevent early tracking and streaming of pupils at an early age).</i></p>	<p>8.2.1 Flexible individual support is provided through:</p> <ul style="list-style-type: none">• the establishment of inclusive classes in mainstream schools at primary, secondary and vocational education level;• the provision of parallel support services in mainstream classrooms;• the establishment of free services for diagnosis, assessment and counselling;• the provision and implementation of Individual Education Plans (par. 5, art. 6);• the provision of relevant in-service training for teachers and other participants with special focus on issues of differentiation and multicultural instruction;• the design of accessible educational and instructional material;• provision of school nurses on a one-to-one basis (4186/2013, art. 28, par. 18, Circular 91409/D3/3-6-2016) and special support staff (Law 3699/2013, art. 18, par. 1–2, as amended by article 56, Law 3966/2011, and Circular, issued by the Deputy Minister, no. 90911/D3/9-6-2015);• tuition at home (Law 4186/2013, art. 28, par. 8., Ministerial Decision 279922/C6 (GG 449));• participation in co-education programmes (par. 3a, article 82, Law 4368/2016).
<p>8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.</p>	<p>8.3.1 Laws 3699/2008 (GG 199 A/2008) and 4115/2013 (GG 24/2013): The special needs of pupils are assessed and specified by:</p> <ul style="list-style-type: none">• Centres for Differential Diagnosis, Diagnosis and Support;• Diagnostic Education Assessment and Support Committees;• other Medical and Educational Centres certified by the Ministry of Education.



Agency recommendation	Findings
	<p>Assessment of each child's needs is conducted by the KEDDY multi-disciplinary team, which works closely with the child's family;</p> <p>Individual Education Plans are developed for each child with disabilities and/or special educational needs with input from the KEDDY multi-disciplinary team, the child's teachers and the child's parents.</p> <p>School policies and procedures are established, which explicitly state and integrate the principles and practices of effective partnerships between schools and the community.</p> <p>Within their competences, KEDDYs co-operate with the health and welfare providers of each municipality (art. 6, par. 1). They:</p> <ul style="list-style-type: none">• propose the implementation of early intervention programmes for pupils with visual difficulties;• in collaboration with other medical and non-medical services and authorities, propose the necessary ergonomic arrangements for better access and attendance at school (article 5, par. 2). <p>If a KEDDY diagnoses child abuse or neglect, it collaborates with medical, social and psychological services and the judicial authorities.</p> <p>8.3.2 Following the assessment procedure, the bodies responsible for assessing pupils (KEDDY, EDEAY) issue a formal report describing the special educational needs of a given pupil, including:</p> <ul style="list-style-type: none">• the pupil's personalised education programme;• the type of educational support required for the pupil;• advisory plans for parents, teachers, professors and education personnel. <p>In addition, this report makes recommendations for issues such as the provision of special learning aids, if necessary, as well as the need for oral assessment of pupils.</p>



Agency recommendation	Findings
8.4 Data is available relating to learners' rights to age appropriate education.	–

Measure 8 evaluative comments

Grade retention

Grade retention has not been formally abolished, but in reality, all pupils are almost automatically promoted to the next grade. Grade retention happens on very few occasions. The most common criteria for deciding whether a learner should progress to the next grade are:

- Their academic progress during the school year:

The classification of a pupil's academic progress during the school year is done according to a predefined scale. This classification largely consists of the aggregation of a range of marks, which lead to an average mark for each subject and a final mark for all subjects. In order to determine whether the pupil's academic progress is satisfactory, regulations define a scale where a minimum level must be reached in order to allow a pupil to progress to the next school year. For example, lower-secondary schools use a 0–20 scale. The 'passing grade' per subject is 10 out of 20. Alternatively, a pupil should have an overall average grade of 13 out of 20 – regardless of whether they have achieved passing grades in all subjects.

- Their attendance records:

A limit on the number of absences (justified and unjustified) is set (e.g. Presidential Decree 39/2014, GG 75/2014a; Presidential Decree 46/2016, GG 74a/2016). Repetition of a year may be required if this number is exceeded (e.g. a lengthy absence for unjustified reasons may be grounds for the teaching council to give an authorisation for the repetition of a year).

However, regulations generally provide opportunities for pupils to catch up if they are in danger of having to repeat a year. Specifically, all pupils are given a second chance to be assessed and meet the conditions for admission to the next class. For example, according to Presidential Decree 126/2016; GG 211/A/11-11-2016, in lower-secondary schools, when the above-mentioned academic progress requirements are not met, pupils are provided with additional, supportive lessons in the subjects in which they had low grades or failed. After attending a series of lessons, pupils re-sit examinations.



Learner tracking

As stated in the OECD report (p. 15), learner tracking in Greece starts at age 15 at the end of Gymnasio, when learners choose between vocational or academic tracks. Enrolment in vocational programmes is relatively low: in 2014, 15% of 15–19-year-olds were enrolled in such programmes, and only 2% in apprenticeships (OECD, 2016a; European Union, 2015).

Early school leaving rate

According to the same report, at 8%, the early school leaving rate was below the EU-28 average of 11% in 2015 (Eurostat, 2016a). While the number of people with at least upper-secondary education in Greece is roughly equivalent to the OECD average, the number with tertiary education, at around 39%, is slightly over the EU-28 average but lower than OECD average (OECD, 2015).

In Greece, special provision for combating school dropout rates includes:

- the establishment of the Observatory on School Dropouts (Law 4186/2013 (article 36, par. 29) (GG 193 A/2013)), which belongs to the Institute of Educational Policy;
- recording measures regarding school dropouts (e.g. Circular no. 43255/D2/16.03.2015 on ‘Recording and confronting school dropouts’).

The Observatory on School Dropouts has recently publicised the results of an extended study on school dropouts during the period 2013–2016 and has made many proposals to the Ministry of Education in order to confront the issue (www.iep.edu.gr/el/paratiritirio-yliko).

The design and implementation of a research study focusing on the dropout rates of learners with disability and/or special educational needs is among its priorities.



Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. ²	–
9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes. <i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i>	–
9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities. <i>(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i>	–

² This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Findings
9.4 Policy outlines clear incentives for schools to take all learners from their local community.	–
<p>9.5 Policy requires school strategic plans to outline preventive educational action against dropouts.</p> <p><i>(Including necessary measures so that learners who become disengaged find new educational alternatives.)</i></p>	<p>9.5.1 In Greece, there is no clear policy or mechanism to identify schools with lower educational outcomes. The same policies are applied to all schools. However, under general legislation there are special provisions for combating school dropout rates. The provision includes:</p> <ul style="list-style-type: none"> • the establishment of the Observatory on School Dropouts (Law 4186/2013 (article 36, par. 29) (GG 193 A/2013)), which belongs to the Institute of Educational Policy; • on the basis of Circular no. 43255/D2/16.03.2015 on ‘Recording and confronting school dropouts’, the head teachers/deputy head teachers of state schools fill in the fields concerning the demographic data (nationality) and family environment data (father’s profession) in the MySchool IT system. <p>Other types of secondary education schools also exist:</p> <ul style="list-style-type: none"> • Pilot schools (in collaboration with universities) • Music schools, which promote music education • Church schools with an emphasis on religious instruction • Art schools, which promote education in fine arts, dance, theatre and cinema.

Measure 9 evaluative comments

It is compulsory for learners to attend the schools in their district.

Currently, the main mechanism for increasing the capacity of all schools to meet a greater diversity of needs and support learners within their local



communities, is to effectively assess and then meet learners' support needs. The formal procedures for needs assessment are outlined in Laws 3699/2008 (GG 199 A/2008) and 4115/2013 (GG 24/2013). The special needs of pupils are assessed and specified by:

- Centres for Differential Diagnosis, Diagnosis and Support;
- Diagnostic Education Assessment and Support Committees
- other medical and educational centres certified by the Ministry of Education.

Following the assessment procedure, the bodies responsible for assessing pupils (KEDDY, EDEAY) issue a formal report describing the special educational needs of a given pupil, including:

- the pupil's individual education plan;
- the type of educational support required for the pupil;
- advisory plans, for parents, teachers, professors and education personnel.

In addition, this report makes recommendations for issues such as the provision of special learning aids, if necessary, as well as the need for oral assessment of pupils.

Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
<p>10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners.</p> <p><i>(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i></p>	<p>10.1.1 Primary and secondary education teachers are trained initially at higher education universities or technological institutes, while all teachers in primary education – including pre-primary and primary school education – as well as teachers in secondary education, hold at least a first cycle degree.</p> <p>With regard to conditions of service and terms of employment, as of the 2010/2011 academic year, Law 3848/2010 (GG 71 A) 'Upgrading teachers' roles – establishment of assessment and meritocracy rules in education and other provisions' came into force. It establishes the acquisition of a pedagogical training certificate for teachers of the aforementioned levels and introduces a new standing and</p>



Agency recommendation	Findings
	<p>objective appointment procedure, with successful participation in the Supreme Council for Civil Personnel Selection (A.S.E.P.) examination being the necessary condition for the recruitment and appointment of permanent teachers or substitute teachers on a fixed term employment contract governed by private law, when there are vacant posts to be filled. In particular, the appointment/employment of teachers is based exclusively on ranking lists including the names of those who have successfully participated in the aforementioned examination, while academic qualifications, social criteria and actual prior teaching service are taken into consideration.</p> <p>10.1.2 In-service teacher training regarding inclusive education issues is provided to Greek teachers (Law 1566/85) (GG A 167).</p> <p>In most cases, training is organised by the Institute of Educational Policy, which is the official advisor on primary and secondary education matters of the Minister of Education. It develops the national curricula, authors the majority of primary and secondary education textbooks, certifies any educational material, carries out pedagogical research and actively participates in the training of primary and secondary school teachers. For example, during the last year, the IEP implemented the project: ‘Development of Support Structures for the Induction and Inclusion in Education of Pupils with Disabilities and/or Special Educational Needs’, which includes several elements of teacher training.</p> <p>KEDDY is also in charge of support, information and awareness activities for teachers, parents and society.</p> <p>10.1.3 Every year, the Ministry sends all primary and secondary schools operating rules for the current academic year, including a description of resources. The purpose is to support each school to accommodate all learners, including learners that belong to vulnerable groups (e.g. SEN, migrants, Roma, etc.).</p>
10.2 Policy supports the development of high quality and appropriately trained	–



Agency recommendation	Findings
<p>teacher educators.</p> <p><i>(With improvements in recruitment, induction and continuing professional development.)</i></p>	
<p>10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers.</p> <p><i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)</i></p>	<p>10.3.1 Ministerial Decree 320/1983 (GG 116/B/1983): schools and universities work together to ensure appropriate placements for teaching practice.</p>
<p>10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies.</p> <p><i>(Such as learning to learn and active learning approaches.)</i></p>	<p>10.4.1 Law 1566/1985 (GG A 167/85): Learners in secondary education shall create school communities through which they shall participate in the organisation of school life and school events.</p>
<p>10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.</p>	<p>–</p>



Agency recommendation	Findings
10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.	–
10.7 Policy supports research into the effectiveness of different routes into teaching. <i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)</i>	–

Measure 10 evaluative comments

Among the policy considerations and priorities of the Ministry of Education are the following:

- The introduction of courses on inclusive education in all pedagogical departments of Greek universities
- The implementation of in-service teacher training on issues of inclusive education and differentiation for primary and secondary school teachers.



Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
<p>11.1 Policy ensures that VET programmes should address labour market skill requirements.</p>	<p>11.1.1 The establishment of a new and more effective skills forecasting mechanism is foreseen to bridge the gap between VET and the labour market (Articles 85 and 86 of Law 4368/2016). The body responsible for skills forecasting (EIEAD), in co-operation with the co-ordination committee, supports the State in developing VET curricula in line with labour market needs.</p> <p>11.1.2 Law 4115/2016 has made amendments to 3699/2008. Moreover, it introduced an apprenticeship system for learners with disabilities. This system has not been implemented yet. However, the piloting of this initiative is among the priorities of the Directorate for Special Education of the Ministry of Education. In this framework, partnerships between special and mainstream schools will be promoted.</p> <p>11.1.3 As far as the transition from secondary to tertiary education is concerned, a very important role is played by the Centres for Differential Diagnosis, Diagnosis and Support (KEDDY), the Career and Counselling Centres (KESYP) (Ministerial Decree 2316/10-08-2012) and the Counselling Service Offices for Youth.</p> <p>11.1.4 Considering the need to equip young people with the necessary skills and qualifications, as well as to prepare for integration in the labour market, the Greek Ministry of Education, Research and Religious Affairs applies a strong legal framework and adopts specific educational VET policies (e.g. provision of newly designed VET curricula based on the needs of national economy, provision of work-based training and learning, apprenticeship opportunities, professional qualifications, etc.).</p> <p>In particular, according to Law 4186/2013(GG 193/2013), learners in Greece have the following options in addition to the general upper-secondary school:</p> <ul style="list-style-type: none"> • Initial vocational education within the formal education system in the second cycle of secondary education at a vocational upper-secondary school (EPAL) (day or evening school);



Agency recommendation	Findings
	<ul style="list-style-type: none"><li data-bbox="801 312 2047 421">• Initial vocational training outside the formal education system (referred to as non-formal) in vocational training schools (SEK), vocational training institutes (IEK), centres for lifelong learning and colleges. <p data-bbox="752 446 2083 750">Secondary studies cycles offer a post-secondary study cycle, the ‘Apprenticeship Class’. Attendance in apprenticeship class is optional. Eligible for enrolment to the apprenticeship class are EPAL school leaving certificate and secondary cycle studies degree-holders. This ‘apprenticeship year’ uses the dual learning principle and includes learning at the workplace, a specialist course, and preparatory courses which are certified by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP). The vocational upper-secondary schools and the Hellenic Manpower Employment Organisation (OAED) share responsibility for implementing the ‘apprenticeship year’ which includes assigning learners to a work placement.</p> <p data-bbox="752 775 2083 884">Post-secondary non-tertiary education is offered by the vocational training institutes (IEK) operating in the non-formal education framework and leading after two years of attendance to the acquisition of nationally recognised certificates (Hellenic Qualifications Framework – HQF – Level 5).</p> <p data-bbox="752 909 2083 1098">11.1.5 According to article 8 of Law 4186/2013, as amended by article 66 of Law 4386/16, GG-83 A/11-5-16, public vocational upper-secondary schools offer various specialties. Specialties should be tailored to national and regional economic needs, following the recommendations of different ministries, regional administrations and a series of social partners (e.g. General Confederation of Greek Workers – GSEE; Hellenic Confederation of Professionals, Craftsmen and Merchants – GSEVEE, etc.).</p> <p data-bbox="752 1155 2083 1377">11.1.6 According to article 10 of Law 4186/2013 as amended by article 7 of Law 4327/15, GG-50 A/14-5-15, curricula for secondary and post-secondary cycles of study should be developed in line with the European credit system for VET (ECVET) and take into account, where these exist, related occupational profiles certified by EOPPEP. EOPPEP is responsible for a wide range of activities geared at creating and maintaining a holistic and quality-assured policy framework for the development of VET, lifelong learning services and certification of qualifications in Greece. More specifically, EOPPEP aims at quality</p>



Agency recommendation	Findings
	<p>assurance through:</p> <ul style="list-style-type: none"> • the accreditation of VET providers (i.e. Lifelong Learning Centres – Level 2) according to predefined guidelines and criteria; • the development of occupational standards/of occupational profiles and the recognition of learning outcomes; • the certification of knowledge, skills and competencies acquired through non-formal and informal learning; • the certification of trainers of adults. <p>EOPPEP is also responsible for the development and management of the HQF.</p> <p>11.1.7 According to article 8 of Law 4186/2013, as amended by article 4 of Law 4473/17, GG-78 A/30-5-17, those learners who take the ‘apprenticeship year’ need to complete a certification examination. These are administered by EOPPEP, either alone or jointly with OAED. Those who pass their certification examinations receive both a specialist European Qualifications Framework (EQF) Level 5 diploma from the Ministry of Education and OAED, and a licence to practise their trade. As appropriate, other ministries that issue occupational licences may be involved in these examinations. (Please refer to the Annex for more detailed information.)</p> <p>11.1.8 Act 2643/98 (GG 220/A/1998), on the ‘Care for the employment of special categories of persons and other provisions’, regulates the quota for compulsory placement of persons with disabilities and other protected social groups in the public and private sectors.</p>
<p>11.2 Policy aims at matching labour market skill requirements and learners’ skills, wishes and expectations.</p>	<p>11.2.1 According to the fourth paragraph of Article 1 of the recent National Quality Assurance Framework for Vocational Education and Training Curricula (ΥΠ ΑΠΙΘΜ. 26412 Υ.Α/20-02-2017, ΦΕΚ 490), VET curricula should aim at the provision of learning opportunities that correspond to the</p>



Agency recommendation	Findings
	<p>interests, learning styles, special needs, social and education background of the learners, etc.</p> <p>Moreover, curricula should provide equitable access to education for all learners, including:</p> <ul style="list-style-type: none"> • learners with disabilities and/or other special needs; • learners that belong to other vulnerable groups. <p>In this context, curriculum design for VET needs to take into account, among others, the following parameters:</p> <ul style="list-style-type: none"> • the diversity of learner population in terms of cultural, economic, social and geographical characteristics; • learners' multiple and different identities, wishes and interests; • learners' prior acquired knowledge and skills.
<p>11.3 Policy outlines the development of partnerships and networking structures.</p> <p><i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)</i></p>	<p>11.3.1 Greece has recently introduced new instruments to support the development, implementation and upgrading of its apprenticeships system. To establish a quality framework for VET/apprenticeship, Law 4386/2016 (May 2016) provides for steady transition to the new system as part of the modernisation and expansion of VET in the country. www.cedefop.europa.eu/en/news-and-press/news/greece-apprenticeships-essential-part-national-vet-strategy</p> <p>The cornerstone of the new apprenticeship system is the introduction of the optional post-secondary year apprenticeship class. This allows school-based VET (EPAL) graduates (as well as former TEE graduates, an EPAL equivalent) to participate in a one-year apprenticeship class: 28 hours per week at the workplace, seven hours at school. This new system has been introduced gradually by the Ministry of Education for the 2016/17 school year. EPAL schools and the Hellenic Manpower Employment Organisation (OAED) share responsibility for attracting companies and placing learners at work.</p> <p>11.3.2 A joint ministerial decree (GC1371) provides for all details of implementation of a pilot</p>



Agency recommendation	Findings
	<p>apprenticeship class in partnership with regional authorities and businesses, in the case of two EPAL programmes. Apart from the year-long apprenticeship class, since 2015 apprenticeships have also been an option at post-secondary VET through IEK programmes (two and a half years long, six months of practical training or apprenticeships). Law 4386/2016 extends the longstanding EPAS apprenticeship programmes offered by OAED until 2021/22.</p> <p>www.refernet.gr/en/assets/Apprentiship_GR.pdf</p> <p>11.3.3 A joint ministerial decree (26381/2017. GG 491) describes the quality framework for apprenticeships. Articles 5–6 of the Decree describe the exact conditions of co-operation between schools and employers with regard to learners’ supervised practical training.</p> <p>Moreover, the Ministry of Education’s official document entitled: ‘Latest developments of the Hellenic Qualifications Framework’, which responded to the EQF Advisory Group comments states:</p> <p><i>Trustworthy co-operation and constructive dialogue with social partners, associations of employers and employees (i.e. GSEE, ADEDY, SEV, GSEBEE, SETE, ESEE), as well as all other relevant stakeholders (i.e. higher education universities/tertiary education institutions), is very important for the Greek government (www.esos.gr/arthra/47414/ta-8-epipeda-toy-ethnikoy-plaisiroy-prosonton).</i></p> <p>11.3.4 As the Ministry has initiated a very important and persistent process to upgrade the educational system in Greece, social dialogue is regarded as a prerequisite for implementing all significant reforms. As mentioned above, the presence of social partners on advisory committees is taken for granted and enforced. Social partners are acknowledged as stakeholders that can most effectively build the link with labour market needs.</p> <p>Reflections deriving from social partners and other relevant stakeholders have been given serious consideration, being regarded as critical, and finally, are included in the reforms that either have already taken place or are being planned.</p>



Agency recommendation	Findings
11.4 Policy outlines how transition from education to employment is supported by adequate provision.	–
11.5 Policy supports the availability of meaningful VET options for learners to choose from.	<p>11.5.1 According to article 8 of Law 4186/2013 as amended by article 66 of Law 4386/16, GG-83 A/11-5-16, public vocational upper-secondary schools offer various specialties. Specialties should be tailored to national and regional economic needs, following the recommendations of different ministries, regional administrations and a series of social partners (e.g. General Confederation of Greek Workers – GSEE; Hellenic Confederation of Professionals, Craftsmen and Merchants – GSEVEE, etc.).</p> <p>Please also refer to 11.2.1 above.</p>
11.6 Policy supports the availability of supervised practical training.	<p>11.6.1 A joint ministerial decree (26381/2017. GG 491) describes the quality framework for apprenticeships. Articles 5–6 of the Decree describe the exact conditions of co-operation between schools and employers with regard to learners’ supervised practical training.</p>
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	–
<p>11.8 Policy outlines how VET programmes are reviewed periodically.</p> <p><i>(Both internally and/or externally in order to adapt to current and future skill needs.)</i></p>	<p>11.8.1 According to article 10 of Law 4186/2013 as amended by article 7 of Law 4327/15 (GG50 A, 14/5/15), VET curricula are assessed and re-examined periodically and, if considered necessary, they are revised.</p>



Measure 11 evaluative comments

Following an extensive social dialogue on Greek education and training reform, in April 2016 the Greek Ministry of Education published a new Strategic Framework for the Upgrade of VET and Apprenticeships (www.minedu.gov.gr/publications/docs2016/Στρατηγικό_Πλαίσιο_EEK.pdf).

Among the priorities of the Strategic Framework are the ability to support and strengthen the social role of VET, the upgrading of the working role of VET and the linkage of VET with the overall growth strategy of the country. All these objectives have been considered vital so as to battle the low attractiveness of Greek VET that discourages Greek secondary school graduates from choosing technical vocational schools.

From this point of view, the new Strategic Framework underlines the necessity to apply a strong legal framework and adopt specific educational VET policies that will offer Greece's VET graduates advanced, quality learning experiences and equal working opportunities.

In particular, the strategic guidelines of the VET Framework are the following:

- Promote and enhance VET's social role (main targets: elimination of social inequalities, provision of equal opportunities for development to all learners, reduction of school dropout rates)
- Upgrade and expand apprenticeship (provision of quality assurance, provision of teachers and in-company trainers' training, expansion of the number of apprenticeships placements, development of monitoring and evaluation structures)
- Strengthen the linkage between VET and labour market (development of a labour needs diagnosis mechanism, expansion of work-based learning during the three years of EPAL, integration of apprenticeship teachers to the mainstream educational system, restructuring of IEK's legal framework (for in-company training))
- Increase VET's quality (application of a quality assurance framework, development and implementation of a curricula quality framework, introduction of project-based learning, transformation/redesign of vocational education curricula, following the learning outcomes approach, provision of teachers and teacher training, updating of legal framework in continuing VET, updating of educational framework in continuing VET)
- Increase VET's efficiency (systemic monitoring of VET graduates, evaluation of VET's efficiency)
- Increase the mobility of VET graduates (Updating national qualifications framework, promotion of international mobility of VET learners, strengthening VET system's permeability)
- Promote VET's attractiveness (development of a holistic communication plan at a national, regional and local level targeting enterprises,



stakeholders, educational community, society)

- Excellence in VET (correlation of VET with tertiary education, promotion of innovation awards in VET, support of enterprises funded by VET graduates)
- Improve the system's governance and monitoring (redesigning a holistic governance system for VET).

It should be noted that the establishment of an apprenticeship system for learners with disabilities is also among the Ministry's policies. Implementation of this initiative will be assigned to a new Department of the Directorate for Special Education of the Ministry of Education, which will be established soon. In this framework, partnerships between special and mainstream schools will be promoted.

Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
<p>12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases.</p> <p><i>(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)</i></p>	<p>12.1.1 According to Laws 3699/2008 (GG 199/A/2008) and 4115/2013, the special needs of pupils with disabilities are assessed and specified by:</p> <ul style="list-style-type: none"> • Centres for Differential Diagnosis, Diagnosis and Support (KEDDY); • Diagnostic Education Assessment and Support Committees (EDEAY); • other Medical and Education Centres (I.P.D.) certified by the Ministry of Education, Research and Religious Affairs. <p>Following the assessment procedure, the bodies responsible for assessing pupils (KEDDY, EDEAY) issue a formal report describing the special educational needs of a given pupil and including proposals regarding:</p> <ul style="list-style-type: none"> • the pupil's individual education plan; • enrolment in the appropriate school unit; • the type of additional educational support required for the pupil;



Agency recommendation	Findings
	<ul style="list-style-type: none"> • advisory plans for parents, teachers, professors and education personnel. <p>In addition, this report makes recommendations for issues such as transition plans as well as special provisions for admission to university for pupils with disabilities and/or special educational needs (e.g. oral exams). The aforementioned formal report, which is reviewed periodically and always before transfer to each different education level, is used as a basis for the provision of special needs support.</p> <p>12.1.2 Although KEDDYs are responsible for issuing the aforementioned formal report and for suggesting the appropriate school placement, it is a parent's right and duty to decide on which school their child attends. The only restriction is that the school must be in the same district and as close as possible to the family's residence, except for those schools that cover specific needs (e.g. schools for blind and deaf children) and are limited in the district.</p> <p>(Please refer to the Annex for more detailed information).</p>
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities.</p> <p><i>(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)</i></p>	<p>12.2.1 Several other bodies have been established during the last decade that offer support, counselling and vocational guidance to all learners:</p> <p>12.2.2 Career and Counselling Centres (KESYP) (Ministerial Decree 2316/10-08-2012). The main target group of KESYP and School Career Counselling Offices (GRASEP) in secondary education units are pupils. Students of VET programmes are among the target group of KESYP and GRASEP. In each of these structures, there are vocational guidance experts who support students in several phases. The methods applied are individual and group counselling and guidance in order to explore, evaluate and process information and alternative educational and vocational pathways with respect both to their needs and to labour market requirements. Counsellors use questionnaires for the assessment of interests, competences, etc., in order to assist the counselling procedures. In addition, these Centres also support school career counsellors who implement the relevant institution of counselling either on an individual or group basis. These Centres are staffed by one or more experts responsible for vocational guidance and one expert in information and documentation. The Centres feature libraries with information material pertinent to vocational guidance. Currently, 79 KESYPs operate in many big</p>



Agency recommendation	Findings
	<p>towns throughout the country.</p> <p>12.2.3 Counselling Service Offices for Youth (Ministerial Decree 806/12.2.1993): the Counselling Service Offices for Youth were established in 1990. They have worked under the administrative supervision of the regional Secondary Education Office and the leadership of the Department of Secondary Education of the Ministry of Education. This service was established to meet the psychosocial needs of the engaged members of school community in the secondary education context.</p>

Measure 12 evaluative comments

The improvement of the transitions between different levels of education for all pupils and between education/training and the labour market is among the priorities of the Greek educational system, as stated in the recent Action Plan for Education (2017–2020). Moreover, among the priorities of the educational system is the modernisation of the operation of the Centres for Differential Diagnosis, Diagnosis and Support. The main aim of these initiatives, which are currently under consideration, is to improve educational and career guidance across all phases of inclusive education.

Many positive changes have taken place in Greece concerning transition policies and practices for persons with disabilities. However, research indicates that there is still a remarkable lack of services to support the transition between different levels of education as well as the transition from school to work. Legislative changes and systematic interventions are needed to bridge these gaps. Scientific debates and research should go hand-in-hand with legislative actions.

The following actions are proposed in a national context:

A number of measures should be designed in order to improve early childhood education and care for pupils with disabilities, with particular emphasis on improving the transition process from early childhood education to kindergarten and primary school. This includes the transfer of information on individual children from the pre-school or nursery to the primary school.

Engage in integrated service planning: call for broad-based partnerships between schools, social services, workforce development entities, post-secondary institutions, parents and others.



Use cross-training and other methods to promote collaboration between general education and special education in:

- learner assessment;
- individual education plans and transition planning;
- instruction.



Annex: Supplementary information

This Annex provides more detailed, supplementary information for a number of findings listed in the grid.

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

1.1.3

According to Circular No. F20.1/220482/D2/23-12-2016 on 'Implementing a Thematic Week at Secondary Schools in order to inform and raise awareness on Nutrition, Addiction – Dependencies and Gender Identities, during the 2016/2017 school year', each school unit scheduled activities in accordance with the following three basic axes :

- Nutrition and quality of life
- Preventing addiction and dependencies
- Gender Identities.

This thematic week that was designed and supported by the Institute of Educational Policy (IEP) in 2016/2017 and implemented in secondary schools throughout the country aimed at informing and raising awareness among school community members on issues relating to education and sustainable development. This thematic week focused on the above-mentioned issues, thus highlighting their importance for secondary school pupils during their preadolescent and adolescent stage of development, since issues relating to nutrition, gender identities and developing addictive behaviours are directly linked to the relation that is formed between preadolescent and adolescent pupils and their body, their self-image and the way they perceive themselves in general, as well as their peers and the broader social environment. During this thematic week, information activities were organised at every school based on the above key axes. More specifically, in the context of the 'Gender Identities' and 'Preventing addiction and dependencies' thematic axes, the following themes have been addressed:

- Physical changes during puberty
- Biological and social gender
- Unravelling transgender stereotypes
- Human rights and the rights of women
- School as a community
- Social standards and dependencies
- Addiction and adolescence
- Protective factors against addiction
- Addiction and its consequences.



1.1.5

The education of migrant and repatriated pupils: cross-cultural education aims at including pupils from diverse cultural and social settings – with their consequent particular educational needs – into the general educational system in a manner that is both harmonious and effective. To this end, inclusive educational models and instruction measures are implemented. The institutional framework for cross-cultural education is established by Law 2413/1996 (Articles 34–37) and Article 14 (par. 24) of Law 2817/00.

In particular:

- Foreign (migrants/refugees) and repatriated pupils enjoy the right to free education exactly as natives do. Every child living in Greece is entitled to education regardless of their parents'/guardians' legal status in the country.
- Law 2413/1996 (GC124 A/1996) on 'Greek education abroad and intercultural education' established intercultural education aiming at organising and operating primary and secondary schools to provide education to young people with educational, social or cultural specificities, by implementing programmes for their respective state schools adapted to the pupils' particularities/needs.

Because of the special conditions of migration, administrative adaptations have been made to facilitate the registration of foreign pupils who, at the time of registration, do not possess the official documents required.

- Therefore, minor foreigners residing on Greek territory are entitled to a minimum of nine years' compulsory education, just like their Greek peers according to article 40 (1) of Law 2910/2001 (GG A91/2001) and according to Presidential Decree 201/98. Minor foreigners studying at all education levels have access to all school or educational activities. According to article 40 (3) of the same Law, the following minor foreigners may register with state schools despite lacking complete documentation:
 - Children of aliens protected by the Greek State as refugees and of aliens protected by the United Nations High Commission
 - Children of aliens who come from areas with irregular conditions
 - Children of those who have applied for refugee status
 - Children of aliens who reside in Greece although their legal stay in the country has not been settled yet.

On the basis of the aforementioned legal framework, the current special compensatory and support measures for immigrant pupils are as follows:

Induction classes in mainstream schools

Law 3879/2010 (Article 26§ 1a and 1b) (GG 163/2010) introduced the 'Educational Priority Zones' (ZEPs). It has been supplemented by several ministerial decisions.

As an indication, it can be mentioned that just for the 2016/2017 school year, the following Ministerial Decisions and Circulars have been issued:

- Ministerial Decision No. 131024/D1/08-08-2016 (GG 2687/2016) puts in place the legal framework for the establishment of induction classes, paying particular



attention to the education support of the refugees. In this context, induction classes give refugees the opportunity to learn Greek as a second language and to participate in various educational interventions and activities.

- Circular No. 152029/D1/19-09-2016 (ADA: 7Ω764653PS-69), which gives specific instructions as to how induction classes should be established and function in primary schools for the 2016/2017 school year.
- Ministerial Decision 166172/D1/7-10-2016 (GG 32701/2016) concerning the inclusion of primary education school units in ZEPs where induction classes can operate.

Cross-cultural schools

In cross-cultural schools, the standard curriculum is adapted to meet the specific educational, social or cultural needs of the pupils attending them. A total of 26 cross-cultural schools have been set up throughout Greece since 1996 (archive.minedu.gov.gr/english/155-education/2953-cross-cultural-education).

According to Law 4415/2916 (articles 22, 23, 24) (GG 159/A/2016), the cross-cultural schools that were established according to the provisions of articles 3, 4, 5 and 6, Law 1566/1985, are converted and hereinafter operated as cross-cultural pilot schools.

Targeted development programmes and projects for their education

The EU Operational Programme ‘Human Resources Development, Education and Life Long Learning 2014–2020’ has included a new programme for the ‘Induction of Vulnerable Social Groups’ at 488 primary schools and reception classes nationwide (www.epiteliki.minedu.gov.gr/?p=940&lang=en).

The main aim of the programme ‘Education of Immigrant and Repatriated Learners’ (1997–) is to combat school dropouts so that equal access to education and social inclusion are ensured, with interventions starting from pre-primary education.

School attendance issues

For foreigners and the repatriated, refer to article 7, Presidential Decree 200/98 (GG 161A) and provisions of §3 article 7, P.D. 201/98, as amended by article 27, Law 3687 (GG 159A).

For children from third countries, refer to article 72, par. 3, Law 3386/2005 (GG 212A).

1.1.9

Special measures

Exemption from attending religious instruction classes

Since 2008, in order to ensure freedom of religious awareness, pupils of differing religious convictions in primary and secondary education can be legally exempt from religious instruction and testing upon request of the parents/guardians, without any prerequisite to declare their different religious convictions or to state the reason for exemption. This exemption also applies to any other obligation of pupils that is directly or indirectly linked to the subject of Religious Studies (morning prayer, church attendance, etc.) (Circular 12773/D2/2016).



Annual allowance for low-income pupils

Families with low income can benefit from an annual allowance of EUR 300 for every child enrolled in a state school, which can be granted to them at the end of each school year, upon submission of a certificate issued by the head teacher stating that the child has regularly attended classes throughout the school year (Law 3016/2002, Article 27 § 3,4; Law 3879/2010 (GG 163), Article 28 § 1; Circular GG7/549/97335/28-8-2012).

Possibility to benefit from special arrangements when taking exams

Pupils with specific disabilities (e.g. visual impairment, physical disability or dyslexia) can take oral examinations instead of written. Hearing- and speech-impaired learners only take written examinations. (Law 3699/2008 as amended by article 28, Law 4186/2013 (Government Gazette 193), and Ministerial Decisions GG253/155439/B6/16-12-2009 (GG 2544 issue B), Φ 15127299/A5/17-02-2017 ΦEK 545B (GG 545 B)).

Pupils with language disorders can also be exempted from some aspects of the marking scheme in the foreign language class (Presidential Decree 226/1985 (GG 85/issue A/9-5-85)).

Special arrangements for admission to universities and institutes of higher technical education

There is provision for admission to university without taking part in the national examinations; this applies to pupils with disabilities and additional places (5% of the total number of places in each university department) are created for these pupils (Law 3794/2009, art. 35 (GG 156/issue A), as amended by par. 24, article 39, Law 4186/2013 (GG 193/Issue A), par. 2 of the sixth article of Law 4218/2013 (GG 268/issue A), article 7, Law 4283/2014 (GG 189/issue A) and also article 13 Law 4452/2017 (GG 17α)).

A similar measure, with different percentages, applies to pupils of other vulnerable groups, e.g. migrants, Muslim minority learners (Ministerial Decree Φ151/47149/A5/2016)

Special provision

The rights of pupils whose parents are separated or divorced: for pupils whose parents are separated or divorced and one of them is not a guardian, Circular no. Φ7/517/127893/C1/13.10.2010 issued by the Ministry of Education, Research and Religious Affairs is valid.

Special provision for combating school dropout rates

The provision includes:

- the establishment of the Observatory on School Dropouts Law 4186/2013 (article 36, par. 29) (GG 193 A/2013), which belongs to the Institute of Educational Policy;
- on the basis of Circular no. 43255/D2/16.03.2015 on 'Recording and confronting school dropouts', the head teachers/deputy head teachers of state schools fill in the fields concerning the demographic data (nationality) and family environment data (father's profession) in the MySchool IT system.

Other types of secondary education schools also exist:

- Pilot schools (in collaboration with universities);



- Music schools, which promote music education;
- Church schools with emphasis on religious instruction;
- Art schools, which promote education in fine arts, dance, theatre and cinema.

1.6.2

As far as pupils with disability are concerned, the following measures and initiatives aim to reduce inequalities and to ensure equal access to all levels of education and vocational training.

According to Law 3699/2008 (GG 199 A), which establishes a national framework in the field, pupils with SEN may receive education in the following settings (article 6, par. 1):

- Classrooms in mainstream schools, supported by the class teacher
- Classrooms in mainstream schools with parallel support provided by qualified special education teachers
- Specially organised and staffed inclusive classes, which operate in mainstream schools and provide two types of educational support programmes:
 - A common and specialised programme, which does not exceed 15 hours per week
 - A personalised or team specialised programme, with an extended timetable.

In this context, quality education and equity for pupils with disabilities is guaranteed through:

- the establishment of inclusive classes in mainstream schools at primary, secondary and vocational education level;
- the provision of parallel support services in mainstream classrooms;
- the establishment of free services for diagnosis, assessment and counselling.

Following the assessment procedure, the bodies responsible for assessing pupils (KEDDY, EDEAY) issue a formal report describing the special educational needs of a given pupil, including:

- the pupil's personalised education programme;
- the type of educational support required for the pupil;
- advisory plans for parents, teachers, professors and education personnel.

In addition, this report makes recommendations for issues such as the provision of special learning aids, if necessary, as well as the need for oral assessment of pupils.

- The provision and implementation of Individual Education Plans (par. 5, art. 6)
- The provision of relevant in-service training for teachers and other participants with special focus on issues of differentiation and multicultural instruction
- The design of accessible educational and instructional materials
- The possibility to benefit from special arrangements when taking exams



- The possibility to enter university without taking exams
- Special arrangements regarding attendance (pupils with SEN are allowed to be absent from school for 30% of the curriculum (3699/2008, par. 3, article 6))
- Provision of school nurses on a one-to-one basis (4186/2013, art. 28, par. 18, Circular 91409/D3/3-6-2016) and special support staff (Law 3699/2013, art. 18, par. 1–2, as amended by article 56, Law 3966.2011, and Circular, issued by the Deputy Minister, no. 90911/D3/9-6-2015)
- Tuition at home (Law 4186/2013, art. 28, par. 8., Ministerial Decision 279922/C6 (GG 449))
- Participation in co-education programmes (par. 3a, article 82, Law 4368/2016).

1.8

Project Title: 'Design and Development of Accessible Educational and Instructional Material for Pupils with Disabilities – Horizontal Action' MIS 299743, code SAE 2010ΣΕ84580212.

The project is implemented under call for tender no. 70, 'Education and Lifelong Learning', part of the National Strategic Reference Framework (ESPA 2007–2013), Priority Axis 1, 2 and 3 of Operational Programme 'Education and Lifelong Learning'.

Action 4: Teacher training for special education teachers and counsellors on the new accessible educational material.

Action 6: Provision of accessible teaching aid material and development of specific educational material for the Greek Braille system.

Action 7: Provision of specific platforms for 'digital content accessibility' for pupils with disabilities.

Action 8: Development of digital educational materials for pupils with hearing impairments.

Action 9: Adaptation of educational content and development of digital material accessible by pupils with mild and moderate intellectual disability and mobility problems.

Action 10: Development of specific educational material and adaptation of educational content for pupils with autism and pupils with attention deficit disorder problems.

1.9.4

The strategic structure of the National Strategic Reference Framework currently implements seven discrete actions for the 2016/2017 academic year under the 'Development of Human Resources in Education and Lifelong Learning' operational programme, which are funded by the European Social Fund and the Greek public sector. The planning includes bolstering the inclusion of pupils from vulnerable social groups in primary schools, supplementary tutoring in secondary education, programmes to support learners with disabilities or SEN, the development of support structures for pupils with disabilities, a programme of individualised support, the establishment of a new, uniform programme for primary schools and the bolstering of pre-primary education.



In particular, the titles of the aforementioned Actions are the following:

- Unified Type of Primary Schools
- Early Childhood Education and Care
- Specialised Educational Support for the Induction of Pupils with Disabilities and/or Special Educational Needs
- Induction of Vulnerable Social Groups in Primary School Reception Classes
- Programme of Measures for Organised Educational Support for Pupils with Disabilities and/or Special Educational needs
- Development of Support Structures for the Induction and Inclusion in Education of Pupils with Disabilities and/or Special Educational Needs
- Specialised Educational Support (parallel support) for the Induction of Pupils with Disabilities and/or Special Educational Needs, through the 12 Regional Operational Programmes of the country
- The Payment of Substitute and Hourly Wage Educators as well as Special Educational and Support Personnel from the national segment of the Public Investment Programme of the Ministry of Education, Research and Religious Affairs.

The above Actions are part of the 'Development of Human Resources, Education, and Lifelong Learning 2014–2020' Operational Programme (www.epiteliki.minedu.gov.gr/?page_id=624&lang=en).

Several national organisations offer resources for supporting school initiatives in favour of inclusive education, including the Institute of Educational Policy, which, according to Law 3966/2011 (GG 118/11), has a permanent mission in training, research and dissemination of resources for all persons involved in support to children and adolescents with special needs. Specifically, its competences include a number of actions for the upgrade of the quality of education and the promotion of social inclusion and specifically the achievement of objectives concerning, among others:

- the improvement of access and participation of all in the education system and combating school dropout rates with an emphasis on vulnerable social groups;
- the acceleration of the rate of inclusion of new information and communication technologies in education;
- the improvement of the quality of training for teaching staff belonging to all levels of primary and secondary education with emphasis on innovation and information and communication technologies;
- the assessment of progress in education, through the implementation of quality assurance systems for education system stakeholders.



Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

3.1.1

According to the second and third periodic reports on Greece (CRC):

There are three sources of educational data accessible to policy-makers. The first includes the National Statistical Service of Greece (NSSG) that has decentralised divisions in all ministries including the Ministry of Education. Apart from the decennial data, the NSSG also conducts an annual survey of all school units at the beginning of the school year and the data is available at the end of the school year. However, this data covers general statistics (learner population, teaching personnel, school units), not necessarily the special category populations which constitute the object of the CRC reports.

The second source of statistical data is the Centre for Educational Research (CER), a research institution which was legislated into existence in 1995 (Law 2327/1995). Despite some initial problems in operation, the CER has managed to conduct some significant research pertaining to school infrastructures.

The third source of educational data is the research carried out by the various secretariats, directorates and institutes of the Ministry of Education, the university research institutes, the national research centres and non-governmental organisations. Much of the research, especially on special category populations, has been funded by the EU.

Finally, statistical data on pupils (integrated, even to a minimum, in the educational system) belonging to target groups of specific programmes, disaggregated by grade for each school unit, are collected by the competent offices for primary, secondary and special education of the Ministry of Education, Research and Religious Affairs.

The Ministry of Health has been developing a project entitled 'Health and Social Welfare Map', aimed at collecting data regarding organisation, operation and activities, both with respect to health agencies and the welfare of children. This data is used for the drafting, assessment and support of policies and programmes which concern the most effective implementation and attendance, inter alia, of the present Convention. More specifically, in the area of welfare, besides the effort of recording the exact number of children with disabilities per age, efforts are also carried out to record and certify the bodies of social care of the private sector with non-profit character and the voluntary non-governmental organisations.

Moreover, the Department for Accessibility and Information concerning people with disabilities, which belongs to the General Directorate for Welfare of the Ministry of Labour keeps a register for people who are entitled to social and disability welfare benefit.

Law 4052/2012, art. 9 par. 8: Data collection on children with disabilities (par. 59 (b))

Decennial census data that records individuals with special needs is not available. Plans to include such relevant questions in the 2001 Census were abandoned following reactions based on the sensitivity of the personal data. Whatever relevant data is available in the National Statistical Service of Greece website (www.statistics.gr) – the number of 'special school units' and of the personnel teaching in these separate special schools – originates from the MySchool platform of the Ministry of Education, Research and Religious Affairs.



Unfortunately, the Ministry of Health notes that there is no collective data concerning the total number of children with disabilities in Greece; nevertheless, according to data from the Ministry's records for the year 2007, all social care units treat about 143 children with disabilities.

Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

11.1

The special vocational education school units are the following:

- Unified Special Vocational Lower-Secondary Schools
- Unified Special Vocational Upper-Secondary Schools
- Special Needs Vocational Education and Training Workshops.

Pupils can change learning paths, following KEDDY'S recommendation. For example, pursuant to law 4415, pupils can move between different types of special schools or even between special and mainstream settings. For example, graduates of the Special Vocational Lower-Secondary Schools can enrol in:

- grade A of Unified Special Vocational Upper-Secondary Schools;
- grade A of General Lyceums;
- grade A of Special Unified Upper-Secondary Schools (SEN Lykeia);
- grade A of Vocational Lyceums;
- grade A of Evening Vocational Lyceums;
- Public Institutes of Secondary Education (DIEK) for graduates of compulsory education, following KEDDY's relevant recommendation (4415/2016).

In the same vein, in both primary and secondary education, specific inclusive programmes are implemented which have as a target the preparation of the smooth transition of some pupils with disabilities from special to mainstream school provision. The improvement of VET and the development of an Action Plan is among the priorities.

11.1.7

During the last year, Greece has developed two key sectoral strategies, on Lifelong Learning (LLL) and VET, respectively (Hellenic Government, 2016).

The national strategic policy framework to improve the quality and effectiveness of VET includes measures to better match VET provision with labour market needs and improve:

- vocational education and training for special groups;
- OAED apprenticeship programmes.



In addition to the three-year co-operation with stakeholders, Vocational Upper-Secondary Schools (EPAL):

- adapt curricula, enhance the syllabus and draft new textbooks;
- promote the acquisition of work experience mechanisms to anticipate future skills shortages;
- establish a national approach to quality assurance and to applying transparency principles;
- increase the number of learners and graduates participating in apprenticeships

(source: ec.europa.eu/education/sites/education/files/monitor2016-el_en.pdf).

The national strategic policy framework for Lifelong Learning (LLL) includes measures to:

- increase the provision of LLL for adults;
- intensify co-operation with stakeholders;
- ensure complementarity of LLL with other sectors of education (initial and in-work VET);
- develop the skills of priority target groups (e.g. older workers);
- implement transparency tools effectively; these include the European and national qualifications framework, the European Credit System for Vocational Education and Training and the European Quality Assurance Reference Framework for VET.

11.4.3

Within the context of instituting the social economy and social enterprise area in Greece, the provisions of Act 4019/2011 (GG 216/A/2011) establish a new form of social co-operative enterprise for the inclusion of persons belonging to vulnerable groups of the population in economic and social life.

11.1.2

Law 4443/2016 was enacted on 9 December 2016, implementing the Equal Treatment Directive 2000/43/EU and the General Framework Directive 2000/78/EU. It establishes a general framework for the protection of equal treatment in employment, in combination with Directive 2014/54/EU on the facilitation of the exercise of rights conferred on employees in the context of freedom of movement.

According to Act 3996/2011 (GG 170/2011), on 'Reforming the Labour Inspectorate, regulating social security issues and other provisions', the Labour Inspectorate monitors compliance with equal treatment for persons with disabilities and ensures that employers make all reasonable adjustments by taking all appropriate measures to ensure access to and retention of persons with disabilities in work.



Measure 12: To improve educational and career guidance across all phases of inclusive education

12.1.2

As far as transitions between special school settings are concerned, we mention the following:

- Graduates of primary schools for pupils with disabilities and/or special educational needs enrol directly in:
 - grade A of the Lower-Secondary Schools of Special Needs Education;
 - grade A of the Special Vocational Lower-Secondary Schools;
 - grade A of Special Needs Vocational Education and Training Workshops (EEEEK), after an evaluation carried out by the relevant Centre for Differential Diagnosis, Diagnosis and Support (KEDDY) (Law 3699/2008).
- Graduates of Special Lower-Secondary Schools, directly enrol in grade A of the Upper-Secondary School of Special Needs Education, after an evaluation carried out by the relevant KEDDY and up to 22 years of age (Law 3699/2008).
- Graduates of the Special Vocational Lower-Secondary Schools can enrol in:
 - grade A of Unified Special Vocational Upper-Secondary Schools;
 - grade A of General Lyceums;
 - grade A of Special Unified Upper-Secondary Schools (SEN Lykeia);
 - grade A of Vocational Lyceums;
 - grade A of Evening Vocational Lyceums;
 - Public Institutes of Secondary Education (DIEK) for graduates of compulsory education, following KEDDY's relevant recommendation (4415/2016).
- Pursuant to Law 4415/2016, graduates of the Unified Special Vocational Lower-Secondary Schools, as well as graduates of mainstream Gymnasiums or special needs Gymnasiums, may enrol in Special Needs Vocational Upper-Secondary Schools.
- EEEEEK graduates are eligible for enrolment in DIEK for graduates of compulsory education, following KEDDY's recommendation.
- Special Needs Lower-Secondary Schools and Special Needs Upper-Secondary Schools include a preliminary grade to help the transition of pupils with disabilities from primary to secondary education and from compulsory education to non-compulsory.
- Kindergartens, primary schools and secondary schools of special education provide equal certification to those of general education. EEEEEK, which provide a Vocational Training Certificate, constitute an exception.



As far as the transition from secondary to tertiary education of pupils with disabilities is concerned, we can mention the following:

- There is provision for entry to university without national examination, for 5% of places in each university department (Ministerial Decision 2006; Law 3794/2009).
- Pupils with specific disabilities (e.g. dyslexia) may participate in the Pan-Hellenic General Examinations, but they are offered the chance to do oral final exams instead of written (Law 2525/97) (GG 188 A).

As far as the transition from special school to work is concerned, we mention the following:

Special Needs Vocational Lower- and Upper-Secondary Schools, as well as Special Needs Vocational Education and Training Workshops (EEEEKs) offer various vocational training courses that prepare pupils to join the workforce and acquire various skills. For example, EEEEEKs' specialisations include gardening, weaving, handicraft, sewing, confectionery, etc.

Transition from special to mainstream provision

With respect to the transfer from special education to mainstream education, article 9, P.D. 201/1998 (GG 161/1998) entitled 'Cases of classification, advancement and graduation examinations', stipulates the following:

Primary education pupils are classified following classification examinations in a class that cannot be higher than the class corresponding to their age. The following are entitled to classification examinations: [...] Pupils from special schools and their parents who wish to be classified in a class according to their progress.

In addition, there is no particular legislative framework other than a Ministerial Decision on co-education, which is mentioned below and which, in certain cases, can support a potential smooth transfer of pupils to mainstream education. In practice, however, transfers between special and mainstream education take place in any direction following an opinion from the KEDDY and the agreement of the pupil's parents.

Ministerial Decree 172877/D3/17-10-2016 (GG 3561 B/2016) institutes the legal framework for the implementation of co-education programmes and makes provisions for close co-operation between special and mainstream schools. This Decree has several targets, including the preparation of the smooth transition of certain pupils with disabilities from special to mainstream school settings.

Transition from early childhood education to kindergarten and primary school

Although there are many gaps in the provision of early childhood education in Greece, some pilot programmes have been implemented across the country with particular emphasis on improving the transition process from early childhood education to kindergarten and primary school. For the implementation of these programmes, partnerships are formed between schools, universities and the local community.