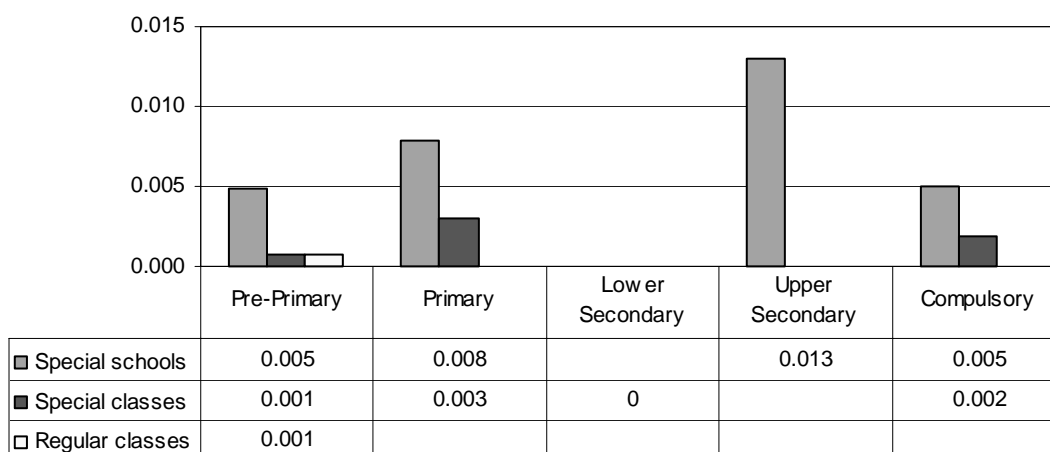


## GREECE

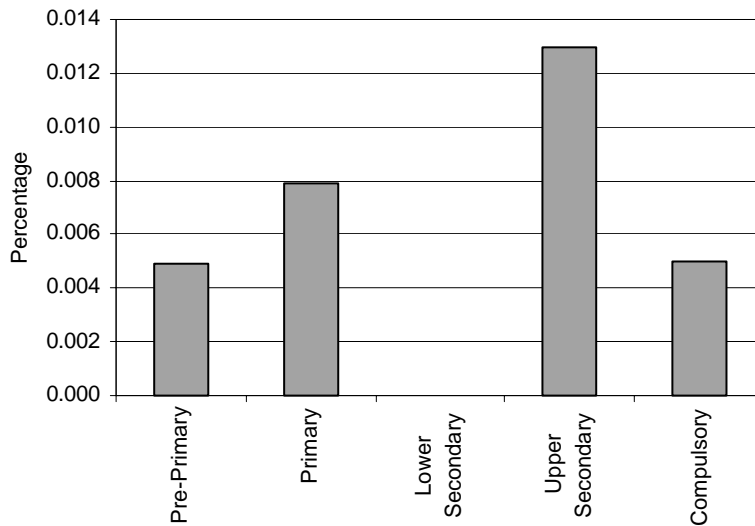
*Category 1 Cross-national Category A* - We use the term “blind” for students that cannot read printed materials and acquire knowledge through vision. The term “blind” refers to students who learn via Braille or other non-visual media. The term “partially sighted” refers to students who require adaptation in lighting or the size of print in order to learn through reading. The Greek educational system insists that students use their residual vision so that the sensory motor abilities may be reinforced and delays or losses in orientation, mobility, communication, cognitive and/or social development may be prevented. Blind students attend Special Education schools at the primary level of education and mainstream schools at the secondary level of education. There is no differentiation or special provision for partially-sighted students. Blind and partially-sighted students follow the common core educational curricula. Flexible curricula are now being prepared for this category so that blind students may be integrated in mainstream schools.

### Proportion of students with visual impairments by phases of education in special schools, special classes and regular classes



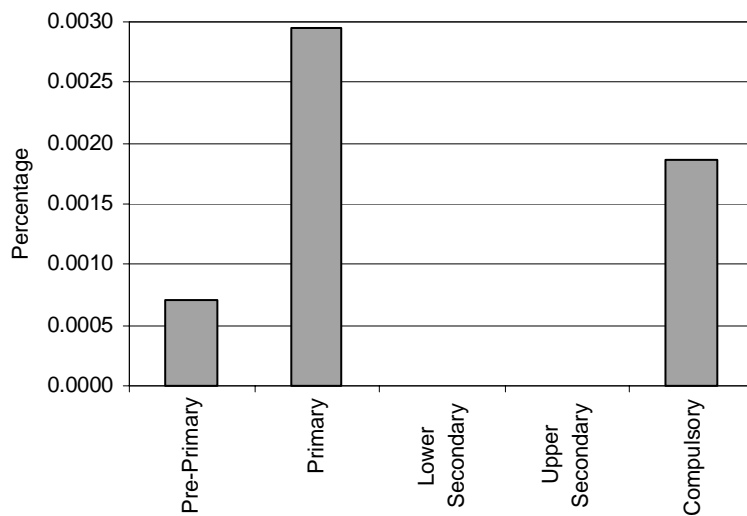
Note: Special schools data in lower secondary education are missing.  
 Special schools data in upper secondary education is included in lower secondary data.  
 Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

**Special Schools - Category 1. Total percentage of students with visual impairments falling within the resources definition, by phase of education**



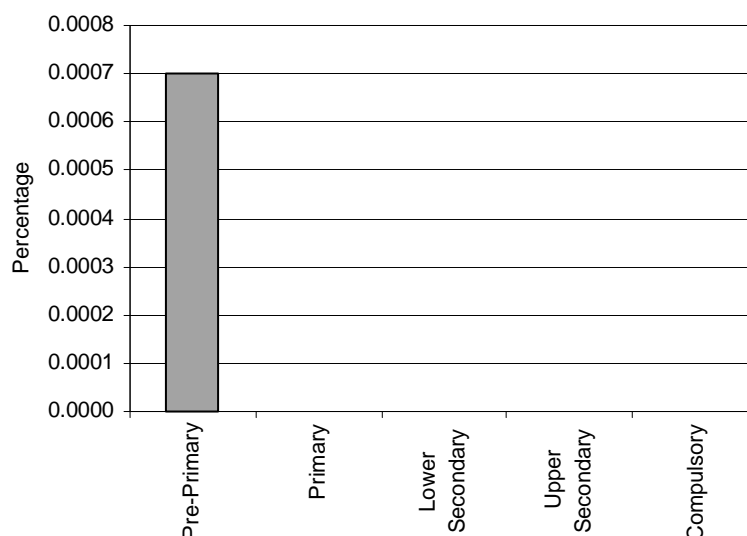
Note: Special schools data in lower secondary education are missing.

**Special Classes - Category 1. Total percentage of students with visual impairments falling within the resources definition, by phase of education**



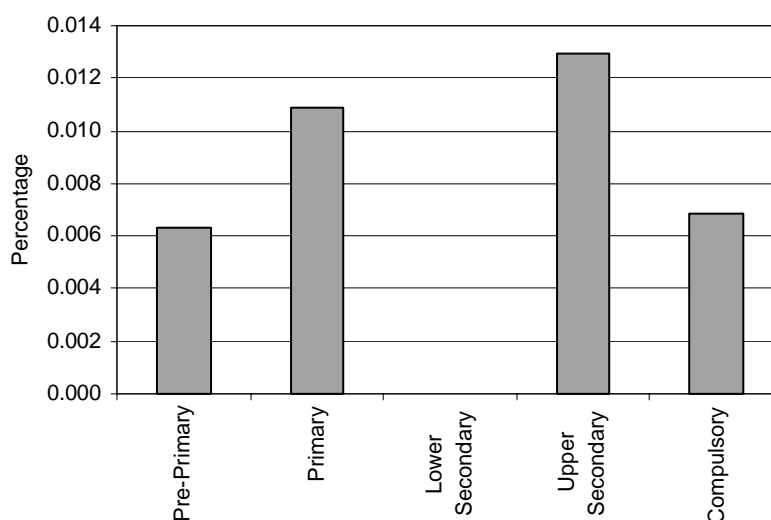
Note: Special schools data in upper secondary education is included in lower secondary data.

**Regular Classes - Category 1. Total percentage of students with visual impairments falling within the resources definition, by phase of education**



Note: Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

**Total - Category 1. Total percentage of students with visual impairments falling within the resources definition**

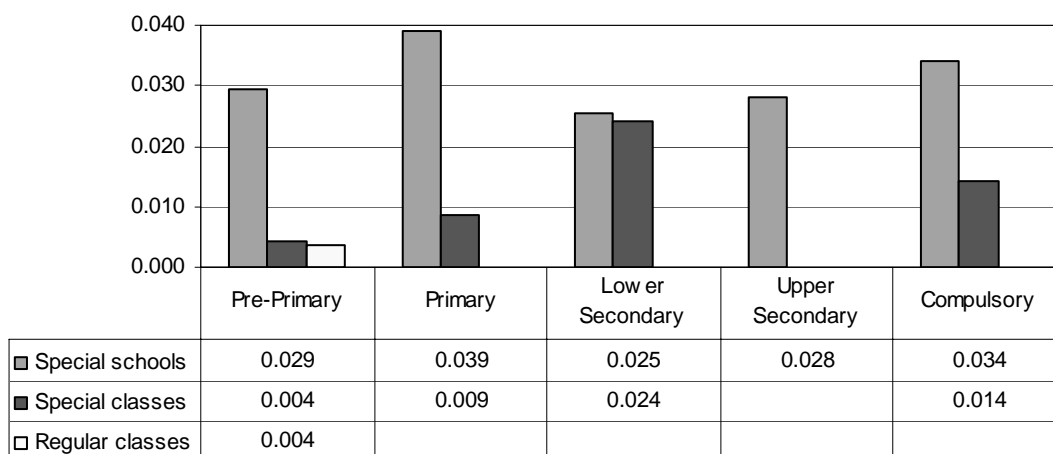


Note: Special schools data in lower secondary education are missing.  
 Special schools data in upper secondary education is included in lower secondary data.  
 Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

*Category 2 Cross-national Category A* - The term “deaf” refers to students who are severely impaired in processing linguistic information through hearing, with or without amplification. The term “hearing impaired” refers to students whose impairment in hearing, whether permanent or fluctuating, adversely affects the educational performance. Thus, deafness prevents an individual from receiving sound in all or most of its forms. In contrast, a child with a hearing loss can generally respond to auditory stimuli, including speech. The distinction between deaf and hearing impaired is indispensable for diagnosis. The ability to learn oral skills depends in large on the degree of hearing impairment. It also depends on the age

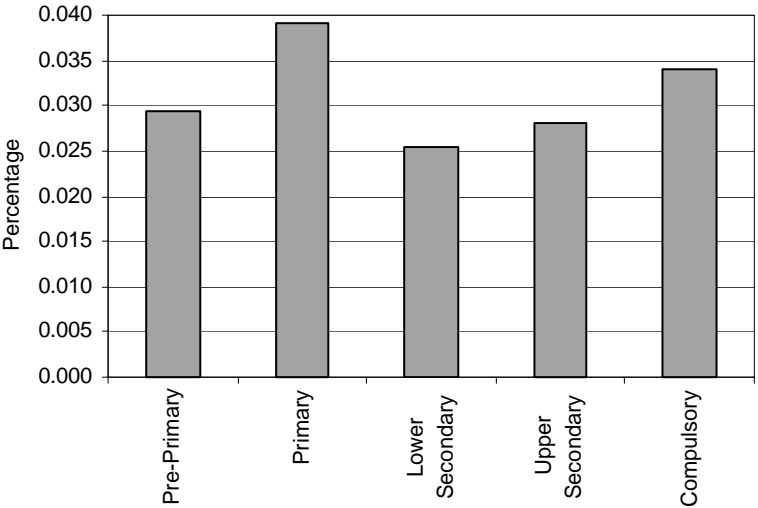
at which the student became deaf (especially whether it was before or after acquiring spoken language), the timing of diagnosis of the impairment, the onset of early intervention, the family and the educational system. The new draft law of Special Education stresses the importance of early diagnosis. A team consisting of a primary school teacher, a secondary school teacher, a psychologist, a social worker and an administrative officer will serve at each Centre for Diagnosis, Assessment and Pedagogical Support. Some centres will be additionally staffed with specialists such as a pre-school teacher, a speech therapist and a child specialist. Deaf students follow the common core curricula, which are appropriately adapted to meet their needs with emphasis given on a psychologist and a speech therapist, an audiologist and a sign language and on articulation. The national educational system provides students with equal opportunities for education and vocational training and promotes social integration. Deaf and partially-hearing students attend Special Education Schools (pre-school, primary and secondary) as well as special classes at secondary education.

**Proportion of students with hearing impairments by phases of education in special schools, special classes and regular classes**

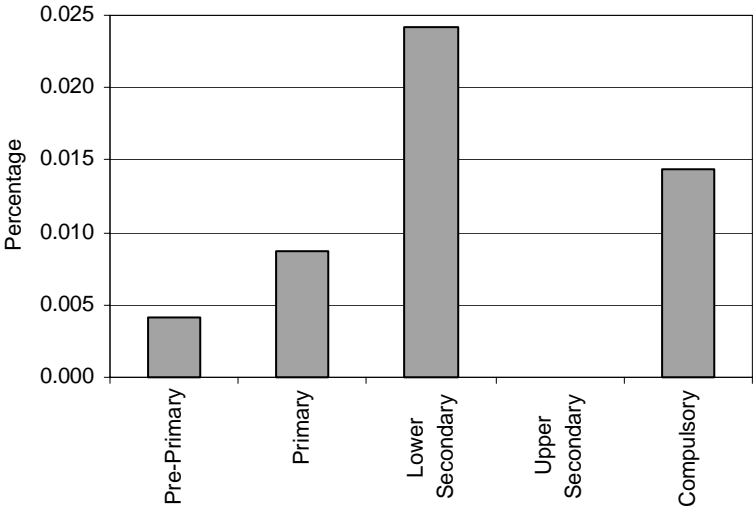


Note: Special schools data in upper secondary education is included in lower secondary data.  
Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

**Special Schools - Category 2. Total percentage of students with hearing impairments falling with the resources definition, by phase of education**

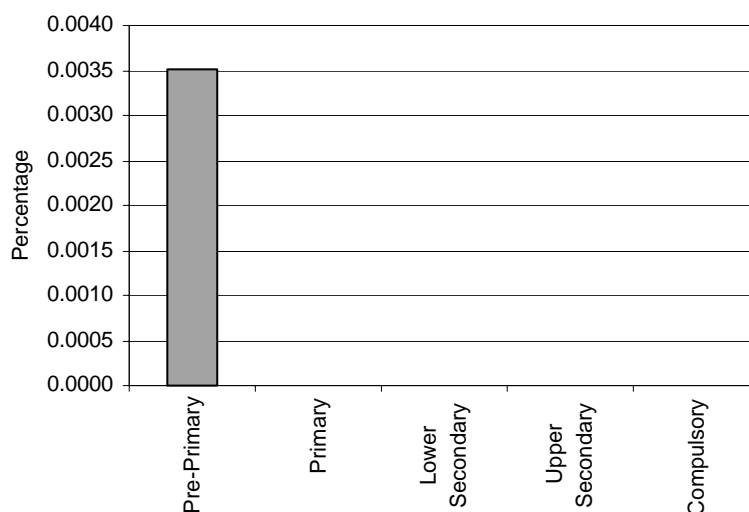


**Special Classes - Category 2. Total percentage of students with hearing impairments falling within the resources definition, by phase of education**



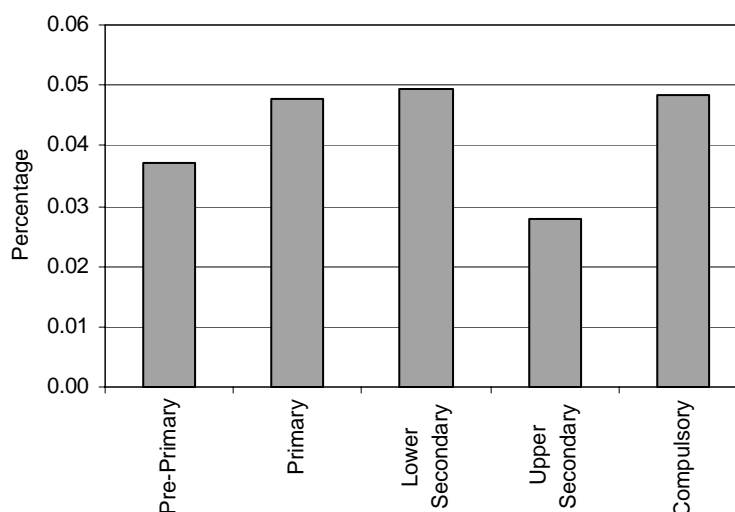
Note: Special schools data in upper secondary education is included in lower secondary data.

**Regular Classes - Category 2. Total percentage of students with hearing impairments falling within the resources definition, by phase of education**



Note: Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

**Total - Category 2. Total percentage of students with hearing impairments falling within the resources definition**

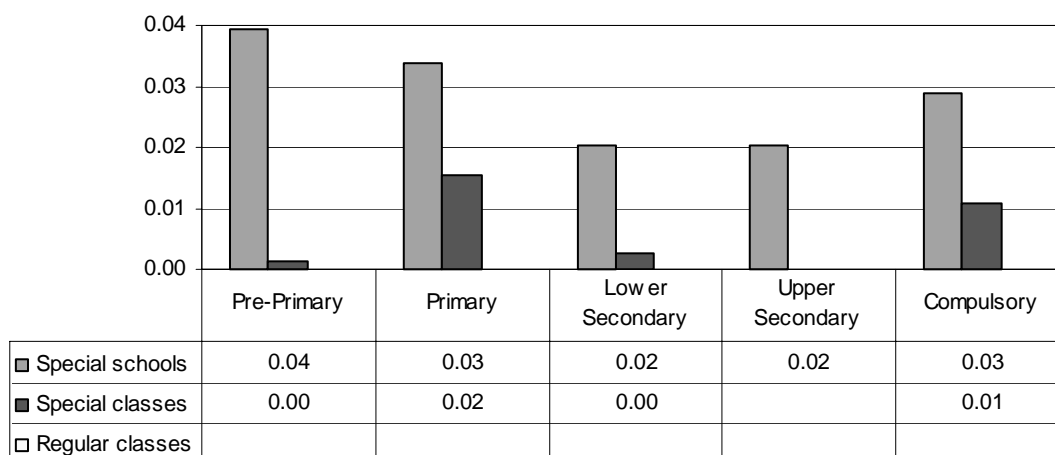


Note: Special schools data in upper secondary education is included in lower secondary data. Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

*Category 3 Cross-national Category A - Motor impaired / orthopaedic disabilities include a heterogeneous grouping of conditions with a wide range of causes. Examples of some of the more common causes are: Nervous system disorders, Traumatic spinal cord injury, Muscular Dystrophy, Cerebral Palsy, Epilepsy, Muscular-skeletal disorders, Cardiovascular disease, Coronary heart disease, Respiratory Disorders, Emphysema, Asthma, Endocrine-metabolic, Diabetes, and Amputation of all types. In Greece, students with motor disabilities attend Special Education schools but the curricula are those of primary and secondary education even though a high percentage of the students are unable to keep up. Furthermore, students spend fewer hours in following curricula, which have not been fully adapted to cover their special*

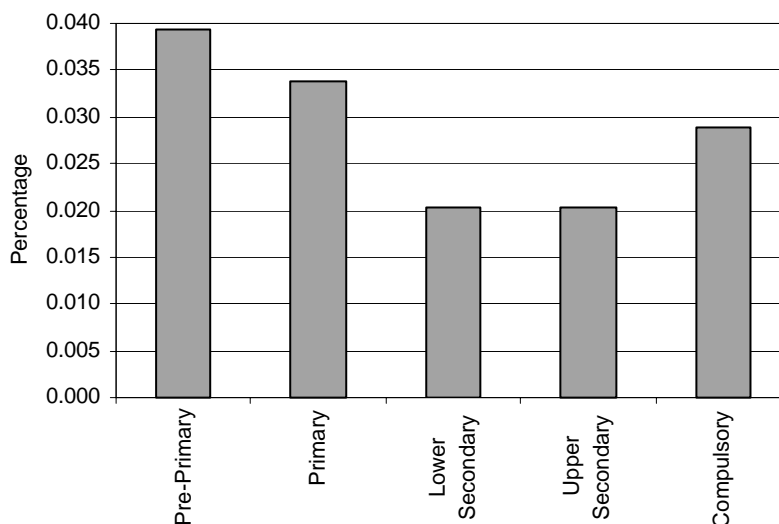
education needs, and teachers have not been trained accordingly. Primary school teachers attend a two-year training course. The Ministry of Education and Religious Affairs designed training programs on Special Education for secondary education teachers, which were implemented by universities within the 2<sup>nd</sup> European Community Support Framework.

**Proportion of students with physical impairments by phases of education in special schools, special classes and regular classes**

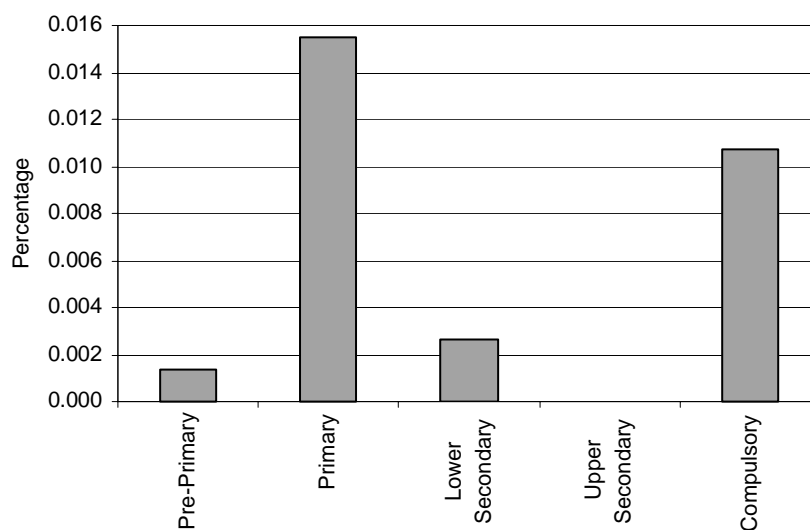


Note: Special classes data in upper secondary education is included in lower secondary data.  
Regular classes data are missing.

**Special Schools - Category 3. Total percentage of students with a physical impairment falling within the resources definition, by phase of education**



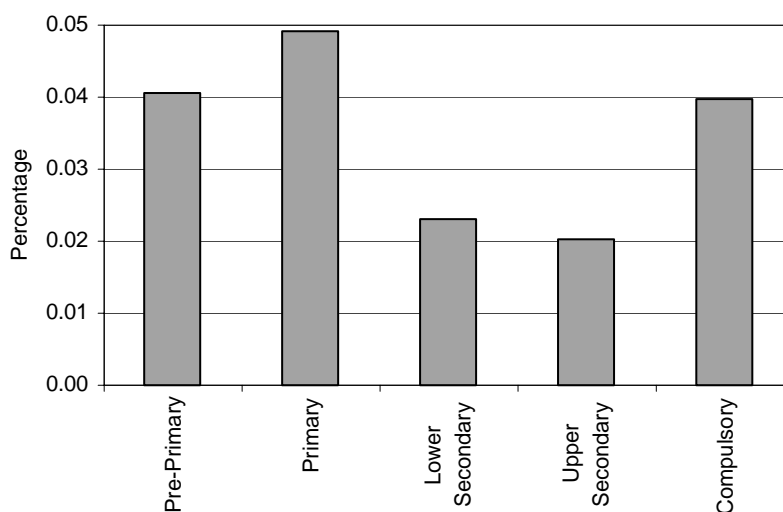
**Special Classes - Category 3. Total percentage of students with a physical impairment falling within the resources definition, by phase of education**



Note: Special classes data in upper secondary education is included in lower secondary data.

**Regular Classes – Category 3. Physical impairment**  
MISSING

**Total - Category 3. Total percentage of students with a physical impairment falling within the resources definition**



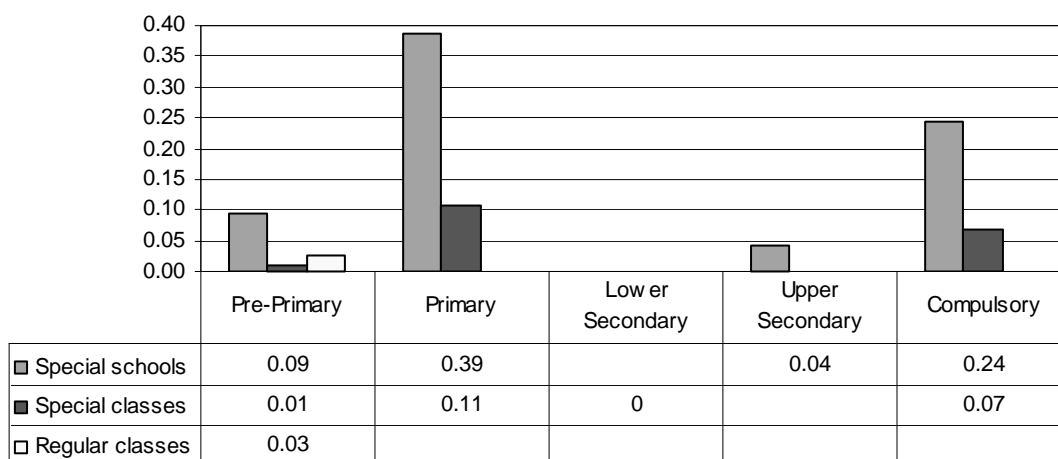
Note: Special classes data in upper secondary education is included in lower secondary data. Regular classes data are missing.

*Category 4 Cross-national Category A* - The term “mental impairments” varies considerably. Mental retardation means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period that adversely affects a



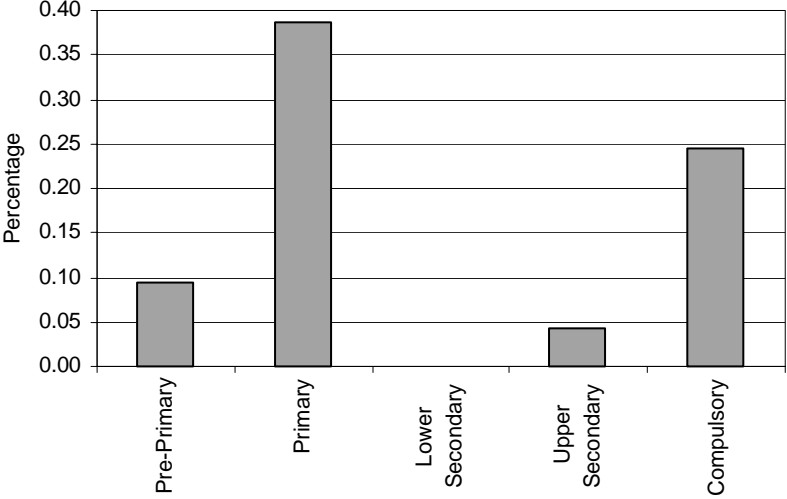
child's educational performance. Difficulties may occur in communication, in social, academic, vocational, and independent living skills. A child may develop slowly without being mentally retarded or it may be retarded without slow development being present. We can define mental retardation if there are procedures and tests related to the type of retardation and if the genetic conditions and the environmental hazards are in any case examined. According to 603/82 Presidential decrees, an individual is diagnosed and classified as having mental retardation by a qualified team of doctors and educators and by prefectural committees. The team gives one or more standardised (intelligence and adaptive skills) tests, on an individual basis. The test results determine the educational setting that is most appropriate for the student. Students with mental impairments are characterised by the team as able to be educated (IQ 50-70), able to be trained (IQ 30-50) and profoundly retarded (under 30). According to the diagnosis, the Ministry of Education classifies the students to the appropriate school unit.

**Proportion of students with mental impairments by phases of education in special schools, special classes and regular classes**



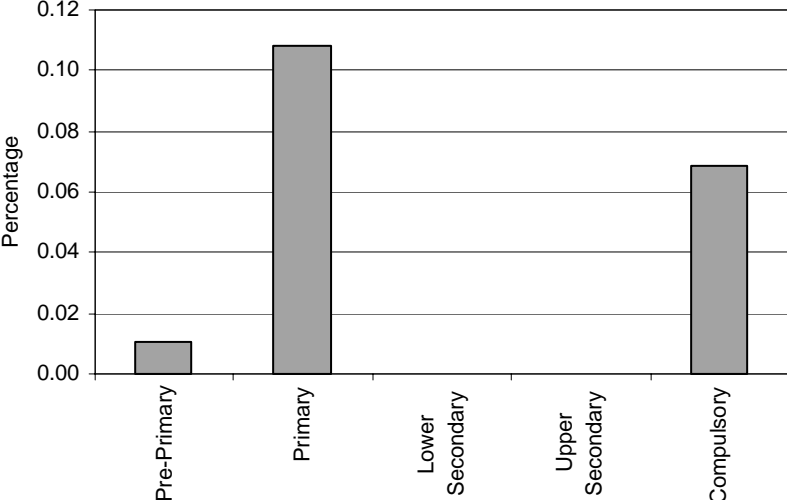
Note: Special schools data in lower secondary education are included in upper secondary data.  
 Special classes data in upper secondary education are included in lower secondary data.  
 Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

**Special Schools - Category 4. Total percentage of students with mental impairments falling within the resources definition, by phase of education**



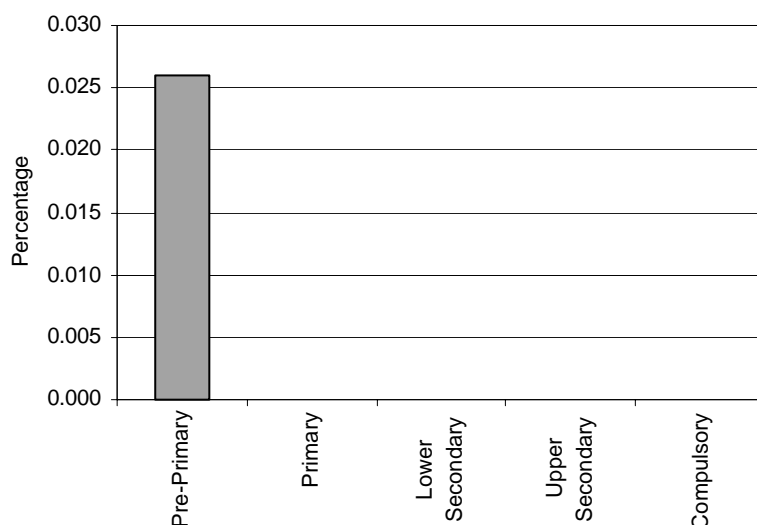
Note: Special schools data in lower secondary education are included in upper secondary data.

**Special Classes - Category 4. Total percentage of students with mental impairments falling within the resources definition, by phase of education**



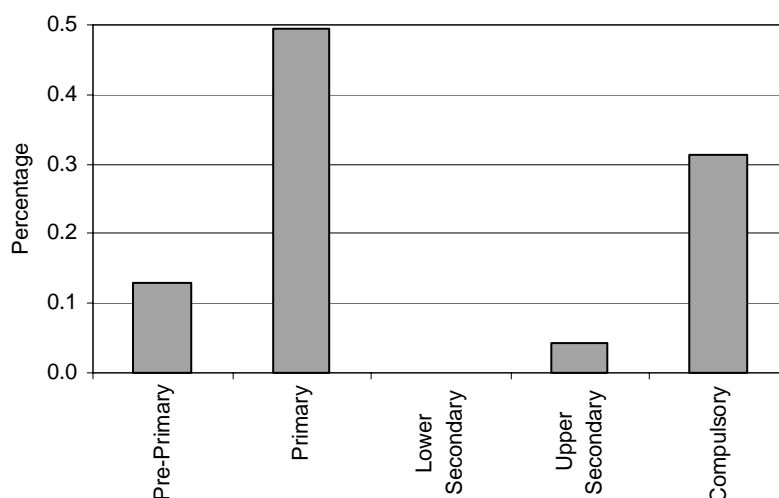
Note: Special classes data in upper secondary education are included in lower secondary data.

**Regular Classes - Category 4. Total percentage of students with mental impairments falling within the resources definition, by phase of education**



Note: Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

**Total - Category 4. Total percentage of students with mental impairments falling within the resources definition**

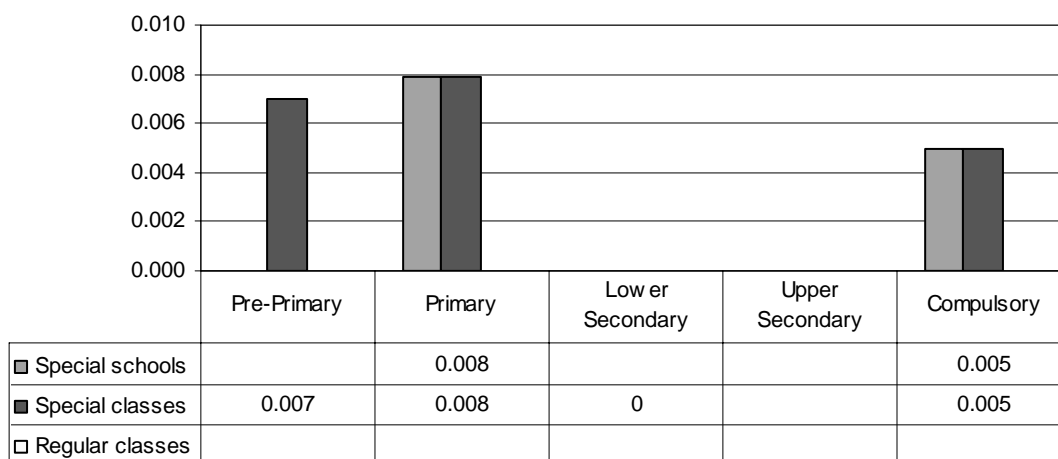


Note: Special schools data in lower secondary education are included in upper secondary data.  
 Special classes data in upper secondary education are included in lower secondary data.  
 Regular classes data in primary, lower secondary, upper secondary and compulsory education are missing.

*Category 5 Cross-national Category A* - Autistic children may present profound or less severe difficulties in behaviour. Development may present unsteadiness unlike mental retardation that can have slower but steadier improvement. The Law 1566/85 for Special Education determines the attitude of the National Educational System in Greece towards children with autism (estimated total number 30 000 of which 6 000 are of school age). According to this law, children with autism are not categorised as handicapped. As a result, the Educational System has no special provision for these students regarding specialised diagnostic committees or personnel (psychologists, speech therapists, social workers) and teachers specialised in this area. The new draft law of April 1994 proposed considerable changes in the framework of special

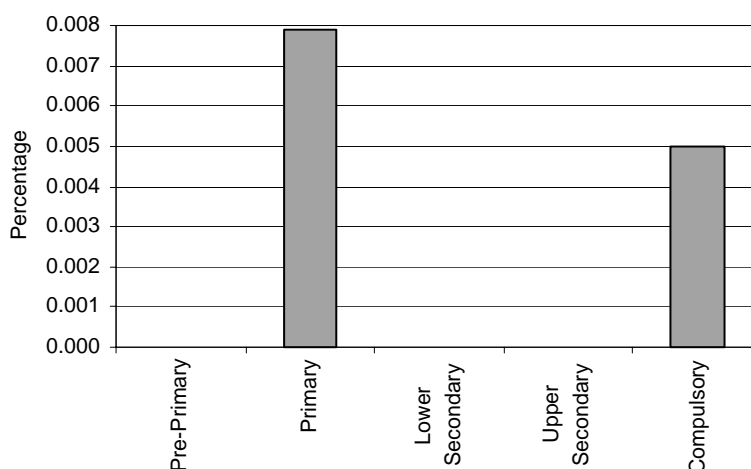
education, one of them being the inclusion of autism as a special educational difficulty. Children with autism are under the supervision of the Ministry of Health and Welfare and are educated at special institutions. More and more children are being admitted in Special Education Schools of the Ministry of Education where there is provision in the form of special educational programmes. This policy signals an effort to prevent children with autism from being institutionalised and include them in primary education. The goals (academic and non-academic) and objectives of the educational programmes may include social skills, functional skills (dressing, toilet training, feeding oneself, etc.), communication and behaviour modification. For the first time during the year 1998/1999 within the Operational Plan “Education and Initial Vocational Training” of the 2<sup>nd</sup> European Community Support Framework, teachers were trained in the special educational needs of autism.

### Proportion of students with autism by phases of education in special schools, special classes and regular classes



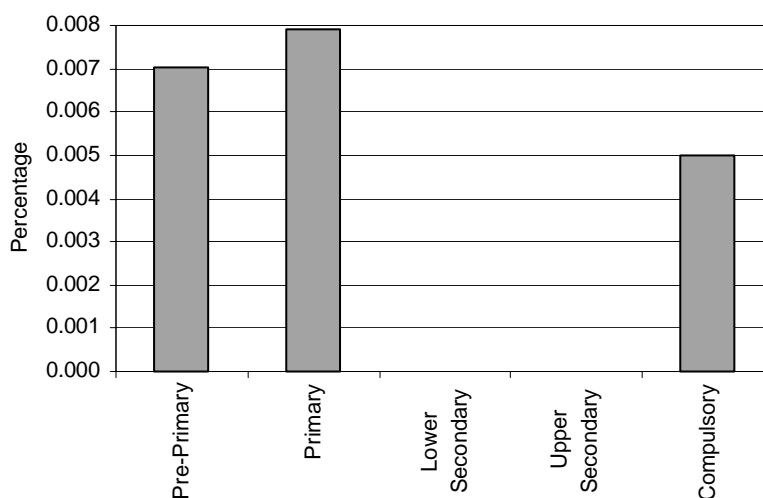
Note: Special schools data in pre-primary, lower secondary and upper secondary education are missing.  
Special classes data in upper secondary education are included in lower secondary data.  
Regular classes data are missing.

### Special Schools - Category 5. Total percentage of students with autism falling within the resources definition, by phase of education



Note: Special schools data in pre-primary, lower secondary and upper secondary education are missing.

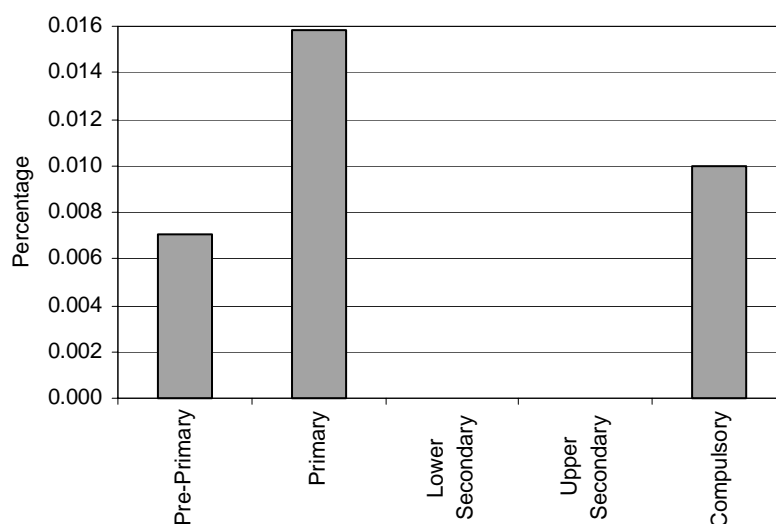
**Special Classes - Category 5. Total percentage of students with autism falling within the resources definition, by phase of education**



Note: Special classes data in upper secondary education are included in lower secondary data.

**Regular Classes – Category 5. Autism**  
MISSING

**Total - Category 5. Total percentage of students with autism falling within the resources definition**

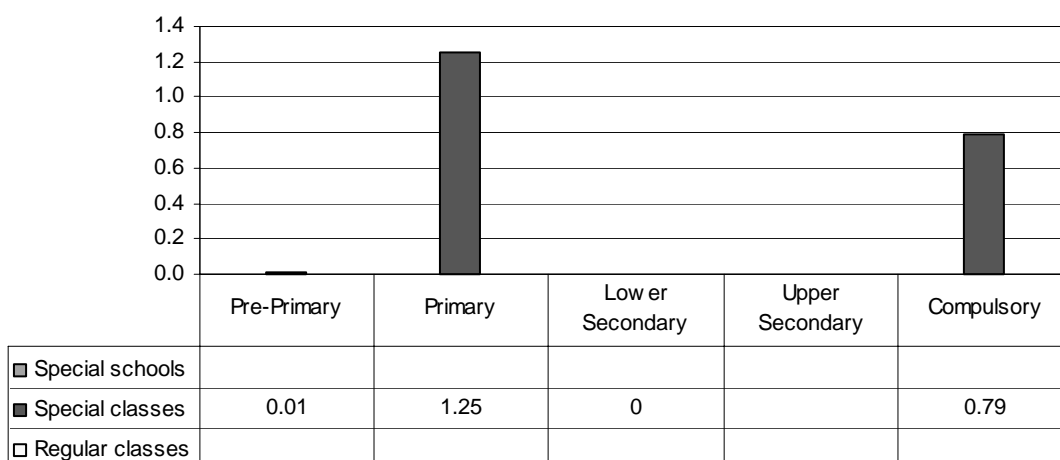


Note: Special schools data in pre-primary, lower secondary and upper secondary education are missing. Special classes data in upper secondary education are included in lower secondary data. Regular classes data are missing.

*Category 6 Cross-national Category B* - By learning difficulties, we refer to difficulties due to various reasons and factors: pathological, socio-economic, psychological, unfavourable school environment. This umbrella category shelters several sub-categories of learning difficulties, e.g., students with dyslexia (5% in Greece, data of 1994), with behaviour disturbances, communication disorders, emotional

disturbance, neurological disorders, solitary behaviour, rejection due to racial and socio-economic factors, aggressiveness, etc., resulting to social maladjustment and marginalisation. Students follow the common core curriculum but they are provided with special teaching supports in one or more subjects outside the school programme. A special class can be established with the decision of the District Educational Authority, the school advisor of special education and the mainstream school unit of the student, according to the Presidential Decrees 603/83 and 472/83. Teachers are expected to have deep knowledge of the learning difficulty, special training in selecting the appropriate pedagogical approach and accuracy in using the methodology needed.

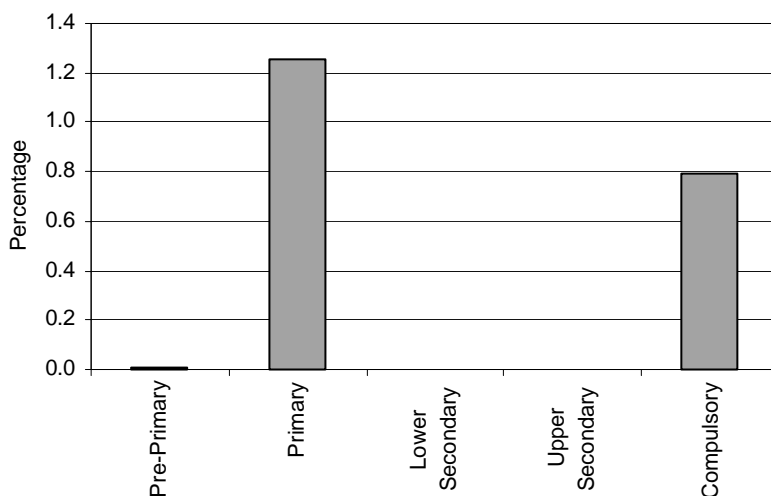
**Proportion of students with learning difficulties by phases of education in special schools, special classes and regular classes**



Note: Special schools data are not applicable.  
 Special classes data in upper secondary education are included in lower secondary data.  
 Regular classes data are missing.

**Special Classes – Category 6. Learning difficulties**  
 NOT APPLICABLE

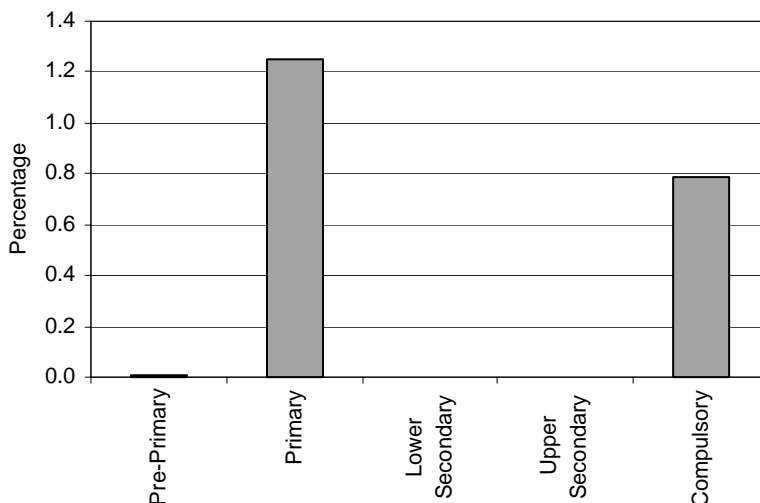
**Special Classes - Category 6. Total percentage of students with learning difficulties falling within the resources definition, by phase of education**



Note: Special classes data in upper secondary education are included in lower secondary data.

**Regular Classes – Category 6. Learning difficulties**  
MISSING

**Total - Category 6. Total percentage of students with learning difficulties falling within the resources definition**

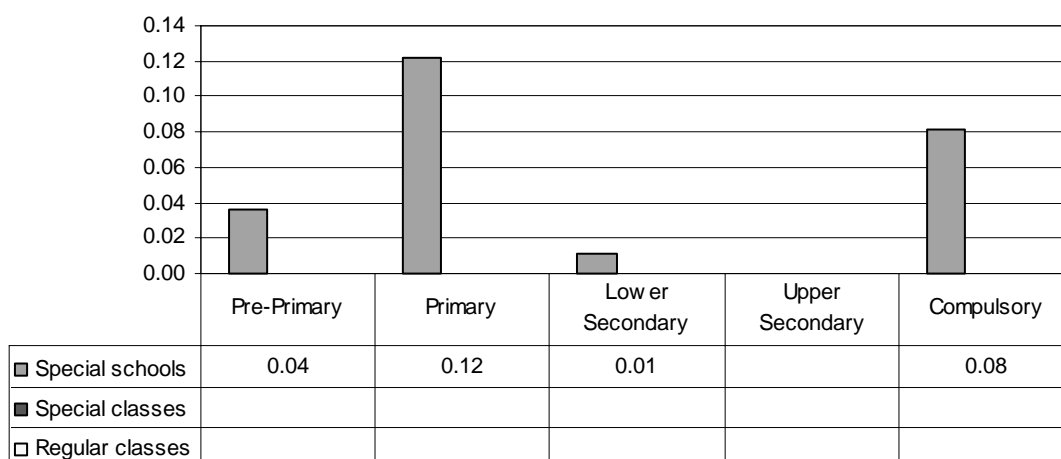


Note: Special schools data are not applicable.  
Special classes data in upper secondary education are included in lower secondary data.  
Regular classes data are missing.

*Category 7 Cross-national Category B* - This category includes students studying in special schools in some regions of the country. Students happen to present hearing, visual or sensory-motor educational needs but it is not possible for them to follow the special school for their category. This is the case of some

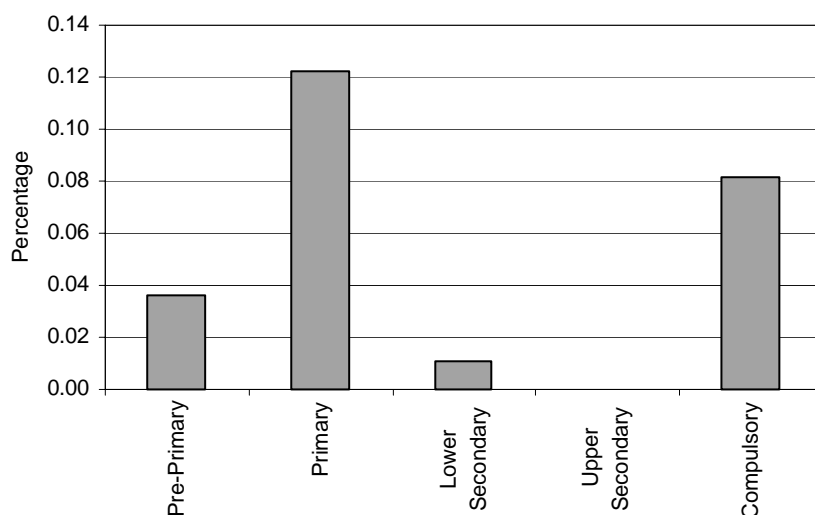
regions in remote areas. Students cannot leave their homes and the state educational system establishes a special school unit in which support is provided according to the particular need of the child. Students of category 8 may also be met in this category of special schools in remote areas of the country.

**Proportion of students with multiple impairments by phases of education in special schools, special classes and regular classes**



Note: Special schools data in upper secondary education are included in lower secondary data.  
 Special classes data are not applicable.  
 Regular classes data are missing.

**Special Schools - Category 7. Total percentage of students with multiple impairments falling within the resources definition, by phase of education**



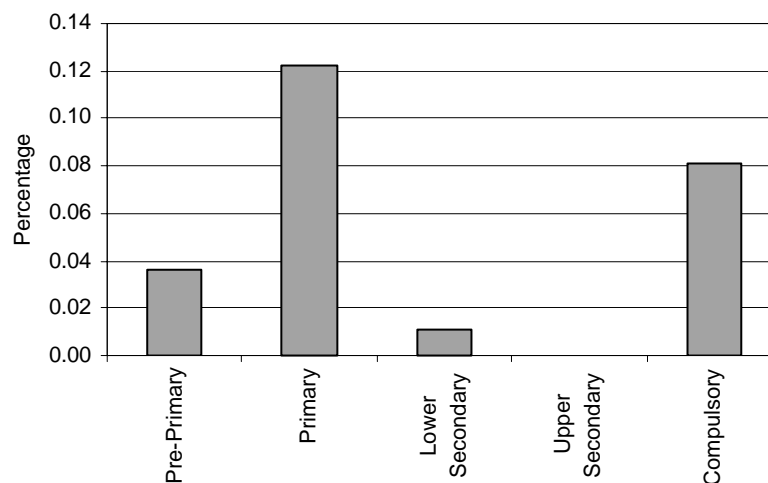
Note: Special schools data in upper secondary education are included in lower secondary data.

**Special Classes – Category 7. Multiple impairment**  
 NOT APPLICABLE



**Regular Classes – Category 7. Multiple impairment**  
MISSING

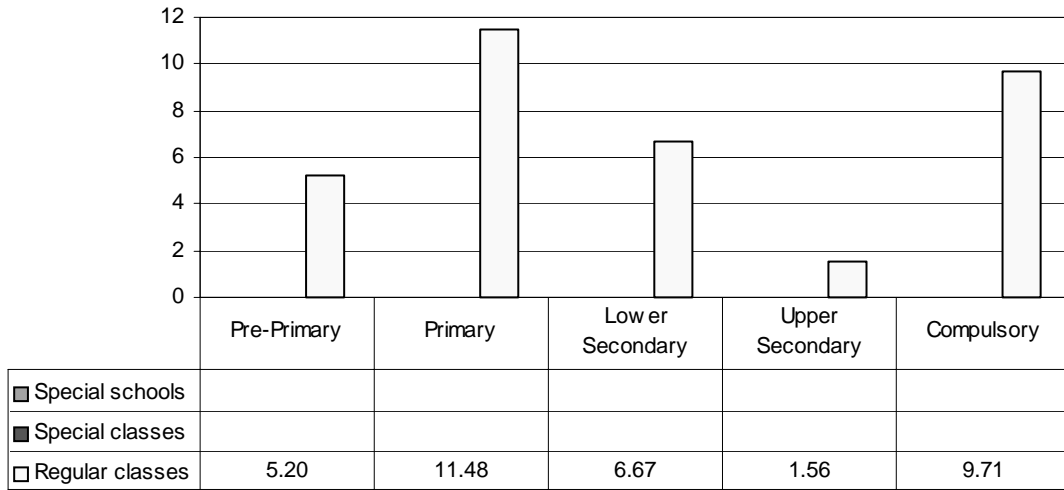
**Total - Category 7. Total percentage of students with multiple impairments falling within the resources definition**



Note: Special schools data in upper secondary education are included in lower secondary data.  
Special classes data are not applicable.  
Regular classes data are missing.

*Category 8 Cross-national Category C* - This category has been included for the needs of this research, and classified in Category C. Students of this category present social disadvantages, which rise from their socio-economic status as well as from their cultural and/or linguistic differentiations. Students of this category do not fall within the framework of the Law of Special Education. (Article 1. (3): “Students whose mother tongue is not Greek, are not considered as students with special educational needs”). They are classified instead in the “resource definition” as they are provided with extra help and special teaching support. Students of this category follow the common core curricula at primary and secondary level in the regular classes of the mainstream state system of education. Special programmes are planned and implemented by the Ministry of National Education with national and E.U. funds. This category comprises the following populations: 9.7% of students at primary level are of different ethnicity (33 615 Albanians and 24 956 students from countries of Eastern Europe totalling 58 571). Including Muslims (7 065) and Gypsies (8 500), there is a total of 74 136 students or 12.3% of the student population in the general system of education. 3.8% of students at secondary level are of different ethnicity (12 877 Albanians and 14 790 students from countries of Eastern Europe totalling 27 667). Including Muslims (1 912) and Gypsies (1 750), there is a total of 31 329 students or 4.3% of the student population in the general system of education. The percentage of all the above student populations in the general system of State Education is 7.9%. In 1999, the general total of the above populations in State Education was 86 238 whereas in 1996 the general total was 44 093 students.

**Proportion of students with socio-economic/cultural educational difficulties by phases of education in special schools, special classes and regular classes**

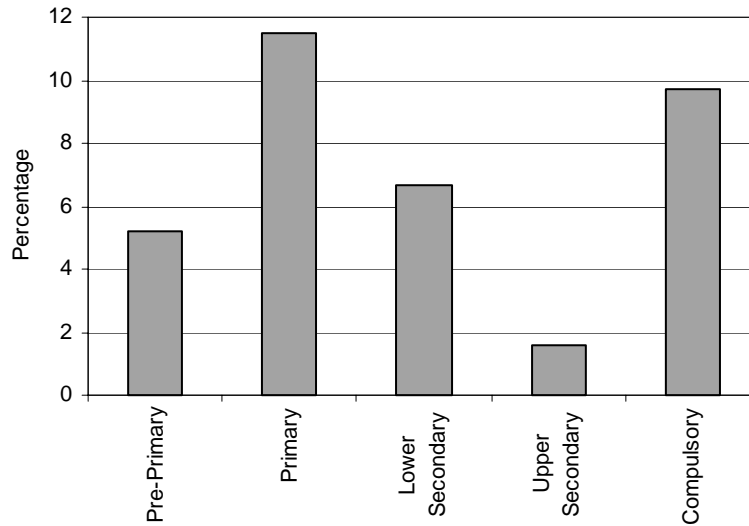


Note: Special schools and special classes data are missing.

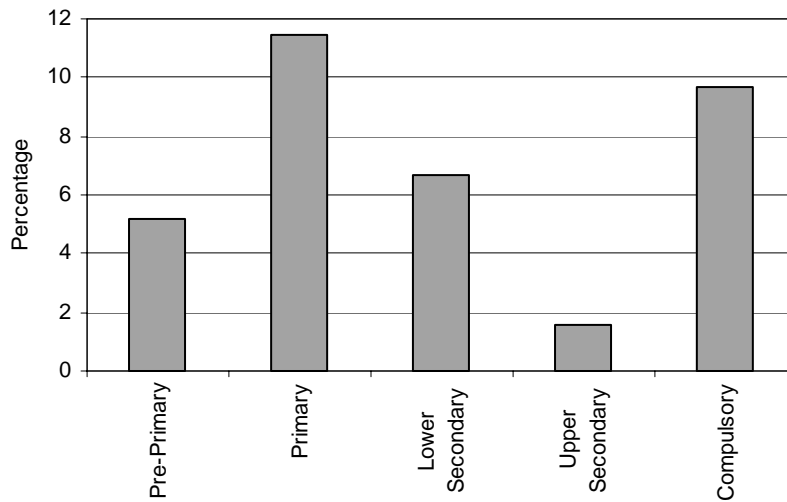
**Special Schools – Category 8. Socio-economic/cultural educational difficulties**  
MISSING

**Special Classes – Category 8. Socio-economic/cultural educational difficulties**  
MISSING

**Regular Classes - Category 8. Total percentage of students with socio-economic/cultural educational difficulties falling within the resources definition, by phase of education**



**Total - Category 8. Total percentage of students with socio-economic/cultural educational difficulties falling within the resources definition**



Note: Special schools and special classes data are missing.