



PROMOTING POSITIVE  
ATTITUDES AND EVIDENCE-  
BASED POLICY FOR  
INCLUSIVE EDUCATION

# INCLUSIVE EDUCATION: THE WAY FORWARD

**NATIONAL REPORT:  
GREECE**



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Please refer to the end of this report for a list of project partners.

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This national report, as well as the other deliverables of the IE+ project can be found on the project webpage [www.easpd.eu/en/content/promoting-inclusive-education](http://www.easpd.eu/en/content/promoting-inclusive-education)



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## Introduction

This national report has been written within the framework of the ‘Promoting positive attitudes and evidence-based policy for inclusive education’ (IE+) project. Co-funded by Erasmus+, the project aims to provide decision-makers (including policy-makers and education providers) with the information, training and tools that allow for evidence-based policy making, that will support the transition towards inclusive education for children with intellectual disabilities aged between 3-18 years old.

This report is the result of a research framework that has been developed by Prof. Dr. Geert Van Hove, Dr. Elisabeth De Schauwer & Ms Evelien De Maesschalck from Ghent University. This framework has combined the methodology of ‘Pacific Indicators for Disability-Inclusive Education’ Project (2016), due to its connection with the creation of indicators that can measure the progress towards disability-inclusive education and the Erasmus+ Project: ‘Evidence Based Education + Job Shadowing,’ due to the co-productive approach take during the development of its stakeholder survey.

Part of a series of five national reports, this report contributes to an overview of the current legal, policy and school practice currently in place in [Belgium](#), [Bulgaria](#), [Greece](#), [Spain](#) and [Portugal](#). A comparative analysis of these national reports can be found in the article: Inclusive Education: Realizing Article 24.





## Legal framework

### **a. International Human Rights Law**

Greece signed (1990) and ratified (1993) the Convention on the Rights of the Child.

Greece also signed and ratified the “Convention of Persons with Disabilities, in 2007 and 2012, respectively.

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.

### **b. National legislation and educational policies**

The 2016 report on ‘The State of the Children in Greece’, by the Hellenic National Committee for UNICEF, provides important information related to the institutional framework for the rights and protection of children at the national level.

*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.

*The Law 4368/21.02.2016 (article 82)* promotes inclusive education and it stresses the following:

- the need to educate all learners in a mainstream class along with their non-disabled peers;
- the need for collaboration between general teachers and inclusive class teachers;
- the need to implement differentiated instruction in mainstream settings;
- the need to implement co-education programmes for learners from mainstream and special schools.

*The Presidential Decree no. 72877/D3/17.10.2016* makes further provisions for close co-operation between special and mainstream schools. It has several objectives, including preparing a smooth transition from special to mainstream school settings for some learners with disabilities.

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.

The central administration agency of the state education system is the Ministry of Education, Research and Religious Affairs, which also oversees evaluation and support services for pupils with disability and/or special educational needs (SEN).

*The Law 3699/2008* introduced the provision of compulsory education for pupils with disability and/or SEN as an integral part of free public education.

Article 3 of the aforementioned law defines pupils with disability and/or SEN as those who have significant difficulties in learning for the whole or some period of their school life, because of sensory, intellectual, cognitive or developmental problems, or mental health or neuropsychological disorders that affect the process of their school adjustment and learning.





Low achievers and learners with learning disabilities that derive from external factors, such as linguistic or cultural particularities, are not considered to have disability and/or SEN. Pupils with complex cognitive, emotional and social difficulties, delinquent behaviour because of abuse, parental neglect and abandonment or domestic violence, and pupils with one or more special intellectual skills and talents are considered to have SEN.

To ensure equity and quality education, pupils with disability and/or SEN receive education with priority in mainstream classes with or without support. If they have severe difficulties, they attend special schools.

More specifically, pupils with disability and/or SEN are educated in the following settings:

1. In a mainstream class:
  - For pupils with mild learning difficulties, supported by the class teacher, who co-operates on a case-by-case basis with the Diagnostic Assessment and Support Centres (KEDDYs) and mainstream and special education school advisors.
  - Individualised parallel support co-education, provided by a special education teacher. This type of education is provided to pupils who can, with the appropriate individual support, follow the classroom curriculum and to pupils with more severe SEN when there is no other special education setting (special school, inclusive class) in their local area or when parallel support becomes necessary – based on the KEDDY's report – because of the pupil's SEN.
  - By the inclusion teacher who may support one or more pupils in the class in co-operation with the class teacher (Law 4368/2016, article 82). The inclusion teacher may also support the pupils in a separate room (inclusive class), taking their SEN into account with the aim of their future inclusion in the mainstream class. Inclusive classes provide two types of educational programmes:
    - Common and specialised programme up to 15 hours per week;
    - Specialised team or personalised programme of extended timetable for learners with more severe SEN.





Pupils with disability and/or SEN (apart from specific learning difficulties) are distributed in the classes of the same grade so that no more than one (1) attends the same class. If this is not possible, then the number of pupils in the class may be reduced to three (3) less than the maximum allowed. The number of pupils with specific learning difficulties attending a mainstream class cannot exceed four (4). If this is not possible and no inclusive class is in operation in the school, then the number of pupils in the class may be reduced by three (3). (Law 4452/2017, Article 11).

2. In special schools when pupils have severe difficulties in attending mainstream or inclusive classes. According to Law 4386/2016 (Article 82), special and mainstream schools can implement co-education programmes to promote inclusion and equal opportunities in education, to develop the cognitive, learning, emotional and social skills of pupils with disability and/or SEN and to develop mainstream pupils' awareness of human rights issues, diversity, respect and human dignity.
3. In schools or departments operating as autonomous units or annexes of other schools in hospitals, rehabilitation centres, disciplinary institutions for juveniles, or chronic disease institutions, provided that the pupils with disability and SEN live within.
4. Tuition at home, when pupils cannot attend school because of short- or long-term health problems.

Regarding the educational policies concerning inclusive education and children with an intellectual disability, it is important to mention that the central administration agency of the state for the education system is the Ministry of Education, Research and Religious Affairs, which also oversees evaluation and support services for pupils with disability.







There are some regions in Greece (Central Greece) that offer limited services concerning inclusive education due to lack of funds. The administration of education is allocated to the general authorities of the aforementioned Ministry, which in turn is distributed to specific authorities, e.g. the General Directorate of Studies in Primary and Secondary Education which is divided into separate offices, such as Administrations of Primary Education, Special Education, etc.

A number of public services report directly to the Ministry and contribute in fulfilling its functions. These include the Institute of Educational Policy (IEP), which was created in 2011, as amended and entered into force through Law 3966. The schools are directly administrated by the local authorities of education, with the Directors of Education co-ordinating and supervising the schools in their responsibility area. In addition, the Regional Education Directorates oversee the implementation of the national educational policy at regional level.

In Greece there are not any regional educational policies as the *national law 36699/2008* includes all the policies. The Greek educational system is centralised.

*The Law 3879/2010 (Article 26 sections 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, high school drop-out rates and low access to higher education.





### **c. National Education Funds**

Public schools are funded exclusively by the Greek State through the Regular Budget and the Public Investments Programme. Regional authorities implement operational programmes for the funding of specific infrastructure projects, at a regional level. The Ministry of Education's annual budget provides funds to the local education authorities according to their needs.

The directors of the local education authorities undertake the handling of those funds and their proper allocation to the schools. They also cover the extra costs of the educational demands of the schools in their area. The operational costs of primary and secondary schools are covered by the school committees established at local level.

Education for pupils with disability and/or special educational needs (SEN) in mainstream and special schools is funded. Special support services are funded by the government and European programmes. 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. Inclusive policies are supported both by the National Investment Programme and the ESPA 2014–2020 (Partnership Agreement (PA) 2014–2020) projects.

In recent years, the strategic structure of the National Strategic Reference Framework (NSRF) has implemented several discrete actions in the operational programme 'Development of Human Resources in Education and Lifelong Learning' of the 2014–2020 NSRF programme, which is 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 SEN, the development of support structures for learners with disabilities or SEN, a programme for the individualised support of learners with disabilities or SEN, the establishment of a new, uniform programme for primary schools, and the bolstering of pre-primary education.





## Inclusive Education

### a. How is the access to special education arranged?

The assessment of each learner's special educational needs (SEN) is conducted by:

- the local Diagnostic Assessment and Support Centres (KEDDYs);
- the Diagnostic Educational Evaluation and Support Committees (EDEAYs);
- the Medical-Pedagogical Centres (IPDs) of other Ministries certified by the Ministry of Education, Research and Religious Affairs.
- School Network of Education and support (SDEYs)

The [Centers of Differential Diagnosis, Diagnosis and Support of Special Educational Needs \(KEDDYs\)](#), the Committee of Diagnostic Educational Evaluation and Support and the Medical-pedagogical Centers of other Ministries certified by the [Ministry of Education, Research and Religious Affairs](#) provide diagnoses for the purpose of determining special educational needs. KEDDYs, depending on the type and degree of the pupil's identified special educational needs, recommend their placement in the appropriate school; they also provide support services and guidance to the mainstream school, while determining the time for re-evaluation. Based on the individual evaluation and the recommendation of local KEDDYs, the education of individuals with disabilities and special educational needs may take place in a mainstream school. KEDI assesses students, until they reach the 22nd year of age.

The assessment is conducted by a five-member interdisciplinary committee, which consists of a special needs teacher (pre-school, primary or secondary education respectively), a pediatrician specialized in pediatric neurology or a neurologist specialized in pediatric neurology, a social worker, a psychologist and a speech therapist. A consultation on a preliminary draft law expected to pass in late April 2018 has been completed. The new law is





going to completely reshape the field of education by abolishing the institution of school advisors, converting KEDDYs to KESYs (Centres of Educational and Counselling Support) with a more inclusive orientation, and by establishing new structures (e.g. Regional Centres of Educational Planning, Centres of Sustainable Education). 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.

EDEAYs operate in mainstream schools as part of the local School Network of Education and Support (SDEY). They are a first-instance body for the diagnosis, educational assessment and support of learners' SEN (Law 4115/2013). They consist of the head teacher of the school unit, the school's special education teacher, a psychologist from the local SDEY and a social worker from the local SDEY. EDEAYs:

- evaluate learners' SEN and barriers to education;
- prepare differentiated learning programmes in co-operation with the mainstream class teacher;
- deal with the learners' difficulties in using the resources that are available in school, at home or in the local community;
- monitor the implementation of the Individual Education Plan;
- develop early education intervention programmes.

If a learner continues to have difficulties in learning, behaviour or school inclusion, despite having been supported by the school unit, the EDEAY may refer them to the KEDDY for diagnosis. If there are obvious indications of mental health problems, child abuse or parental neglect, EDEAYs co-operate with the IPDs, the local medical or mental public services and the judicial authorities.

IPDs fostered by other Ministries may also assess and diagnose learners' SEN. If an Individual Education Plan need to be implemented, the local KEDDY develops it.





### **b. The relationship between special and regular education**

Legislation clearly involves the inclusion of all learners with special educational needs (SEN) in mainstream schools. Several measures and directives embody this.

The establishment of local Diagnostic Assessment and Support Centres (KEDDYs), inclusive classes, parallel support co-education, Diagnostic Educational Evaluation and Support Committees (EDEAYs) and Individual Education Plans are part of the mainstream policy.

According to Law 3699/2008, education for pupils with disability and/or SEN is provided from 4 to 22 years old, mainly in mainstream schools. The first choice of placement for pupils with disability and/or SEN, according to this law, is in mainstream classes with or without support (by the mainstream class teacher, the inclusion teacher or the special needs teacher with parallel support co-education). The whole inclusion process of a learner with SEN is a result of collaboration between KEDDYs, mainstream schools, EDEAYs and families.

The components of this process comprise the learners' Individual Education Plans, differentiated learning activities and appropriate adaptations to the educational material and the educational environment, the appropriate services, and counselling and means that help and support successful inclusion of the learner. Inclusive education of learners with SEN is completed through vocational training programmes, which are drawn up according to learners' abilities and needs and aim at their vocational rehabilitation.

Pupils with severe difficulties who cannot attend mainstream or inclusive classes are educated in special school units (special pre-primary schools, special primary schools, special lower-secondary schools, special upper-secondary schools, special united lower and upper vocational schools and special vocational education workshops (EEEEK)), according to the pupils' age, abilities and their SEN. After assessing the learner's SEN, the KEDDY suggests the appropriate school setting.

Whether in mainstream or special school settings, pupils attend special educational programmes depending on their SEN for as long as needed or for their whole school life.





Special schools also provide intervention programmes, like occupational therapy, speech therapy, physiotherapy and any other services that ensure equal treatment, evaluation and pedagogical and psychological support.

### **c. Teacher training programmes vis à vis inclusive education**

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. 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 Country Policy Review and Analysis – Greece 18 Agency recommendation Findings 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. 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. Α’); article 12 of Presidential Decree 200/1998 (GG 161/1998, issue Α’), and Ministerial Decision No.





F.353.1/324/105657/D1/16-10-2002 (GG 1340/2002,τ. Β'). One of the main training issues is differentiated instruction and responding to learners' diversity

**d. Early intervention programmes/services**

The Law 3699/2008 (GG 199 A/2008) mentions that systematic interventions during pre-primary age are provided by local special school units, through the development of early intervention classes (article 2, paragraph 6c). According to this law, early intervention classes will operate within special kindergartens to support children up to the age of seven (7) (Article 8, paragraph 1a). KEDDYs are officially responsible for the preparation and support of early intervention programmes No. C6/4494/01 (GG 1503 B').

Diagnostic Educational Evaluation and Support Committees (EDEAYs) operating in mainstream schools are also responsible for developing similar programmes in co-operation with the local paediatric services and Medical-Pedagogical Centres (IPDs). They also organise training programmes for parents with pupils up to the age of six (6) in co-operation with the municipality services.

Inter-ministerial co-operations (Ministry of Education, Ministry of Health, Ministry of Labour) are expected to promote the implementation of early intervention programmes. 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 provides services to a different age group (0–4 or 2–6 or 0–6). KEDDY are officially responsible for the preparation and support of early intervention programmes (Ministerial Decision No. C6/4494/01) (GG 1503 B'). In Greece there are mainly NGOs and private initiatives that offer services in early intervention services.





#### **e. Parent participation**

Several legal and regulatory provisions make it compulsory to give families a role at every stage of education and schooling. 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. 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 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). 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.

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.

#### **f. Quality evaluation and control**

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.

#### **g. The concept of reasonable accommodations**

Integration Classes and concurrent support programmes are staffed with primary and secondary education teachers having studied Special Education. In cases that Integration Classes are understaffed, non Special Education teachers are employed, under the condition that they compulsorily attend training courses on Special Education implemented by competent educational authorities responsible for organizing teachers' training courses.

Not self-served pupils attending general education schools or Integration Classes are offered support by Specialised Auxiliary Personnel depending on their disability and their special educational needs or by a school nurse following an opinion by a state hospital. For educational support issues, co-operation is required between the classroom teacher and the mainstream and special education school advisors.

## **Availability of support materials, teachers and research centers:**

### **a. Availability of support material:**





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.

The organisation of curricula and the preparation of school books are based on the CrossThematic 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. 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.

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](http://hfaistos.minedu.gov.gr)) and the Amerias database ([amerias.edu.gr](http://amerias.edu.gr)).

**b. Availability of support teachers/workers:**

Teachers who work in inclusive classes, parallel support, special schools or Diagnostic Assessment and Support Centres (KEDDYs) are:

- Graduates of university departments of special education (pre-primary and primary special education);





- Graduates of university departments of mainstream education (primary education) or other subject areas, such as literature, mathematics or science (secondary education) with a specialisation in special education proven by:
  - a PhD in special education or school psychology;
  - postgraduate studies in special education or school psychology;
  - a two-year post-training programme in special education;
  - a bachelor's degree with at least five years of proven experience in special education units.

Physical education teachers are considered qualified in special education if their main specialty in their bachelor's degree studies is relevant to special education.

Training of teachers in modified forms of communication is considered an additional qualification for their placement in special school units with pupils with autism.

Mainstream teachers who work in special education units and teachers employed for parallel support with no former training or specialisation in special education are trained by the State. The Institute of Educational Policy, which is the Minister of Education's official advisor on primary and secondary education matters, is responsible for and co-ordinates such in-service training.

Teachers who need advice or consultation on inclusive education issues can ask for assistance from the special education school advisor in the region or from the KEDDYs (Source: IECE – Greece Country Survey Questionnaire, p. 4).

### **c. Resource centers/knowledge centers about inclusive education**

The Diagnostic Assessment and Support Centres (KEDDYs), which are decentralised services of the Ministry of Education and belong to the Regional Education Directorates, assess each learner's SEN. KEDDYs suggest the proper school setting, monitor the learner's progress and





develop Individual Education Plans in co-operation with the learner's teachers and their parents or guardians.

They also propose the necessary ergonomic arrangements for better access and attendance at school and suggest the implementation of early education programmes when needed.

KEDDYs provide on-going support for school staff and the professionals who take part in the education process and vocational education and organise advisory programmes for parents. Evaluation and support services to learners who need them are also provided by the Medical-Pedagogical Centres (IPDs) of other Ministries certified by the Ministry of Education, Research and Religious Affairs.

School Network of Education and Support (SDEYs) – Diagnostic Educational Evaluation and Support Committees (EDEAYs):

EDEAYs operate in mainstream schools as part of the local SDEY, which is a partnership of mainstream public and private schools in an area supported by the local special school. SDEYs aim for collaboration and empowerment of school units, inclusion of pupils with disabilities and SEN and support of inclusive classes, individual parallel support and tuition at home (Law 4115/2013).

EDEAYs support the operation of mainstream schools as a first-instance body for the diagnosis, educational assessment and support of pupils' SEN and provision of education (Law 4115/2013), based on the United Nations Conventions on the Rights of the Child and on the Rights of Persons with Disabilities. EDEAYs:

- evaluate learners' SEN and barriers to education;
- develop differentiated learning programmes in co-operation with the mainstream class teacher;





- deal with the pupils' difficulties in using the resources that are available in school, at home or in the local community;
- monitor the implementation of the Individual Education Plan;
- develop early education intervention programmes;
- plan joint activities for pupils with disability attending special school units and pupils with no disability attending mainstream schools.

If a learner continues to have difficulties in learning, behaviour or school inclusion, despite having been supported by the school unit, the EDEAY may refer them to the KEDDY for diagnosis. If there are obvious indications of mental health problems, child abuse or parental neglect, EDEAYs co-operate with the IPDs, the local medical or mental public services and the judicial authorities.

A consultation on a preliminary draft law expected to pass in late April 2018 has been completed. The new law is going to completely reshape the field of education by abolishing the institution of school advisors, converting KEDDYs to KESYs (Centres of Educational and Counselling Support) with a more inclusive orientation, and by establishing new structures (e.g. Regional Centres of Educational Planning, Centres of Sustainable Education). 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.





## IE+ PARTNERSHIP



The European Association of Service providers for Persons with Disabilities (EASPD) is a wide European network which represents around 17,000 services across Europe and across disabilities. The main objective of EASPD is to promote the equalisation of opportunities for people with disabilities (through effective and high-quality service systems). The work of the organisation is based on the three interconnected pillars of Impact (European Policy), Innovation (Research & Development as well as implementation of international projects) and Information (for the members).



Inclusion Europe has 67 members in 37 European countries. Inclusion Europe represents the voice of people with intellectual disabilities and their families throughout Europe. Started in 1988, Inclusion Europe fight for equal rights and full inclusion of people with intellectual disabilities and their families in all aspects of life. As a European association they work in the many different areas which their members have identified as important to them: Inclusion Europe provide for the exchange of knowledge across Europe, support their members, and influence European policies.



At Ghent University the Department of Special Needs Education has a focus on Inclusive Education in teaching research and service to the community.



The first University of Salamanca's Institute on Community Integration (INICO) is composed of interdisciplinary professionals that lead activities linked to training, research and counselling in the field of disability and special educational needs with the aim of easing and enhancing the quality of life and self-determination of people living at social disadvantages in different contexts and throughout their life cycle.



The National Association of Resource Teachers in Bulgaria (NART) is a national NGO umbrella for professionals working for full and quality integration, inclusion and education of children with different abilities and needs in mainstream education. Their goal is to promote the continuous improvement of quality education and social services in support of integration and inclusion of all children in Bulgaria. The specialists who are members of NART are working with more than 15 000 children and young people with special needs across the country.



Kentro Koinonikis Frontidas Atomon Me Noitiki Ysterisi (ESTIA) is a recognised Charity overseen by the Ministry of Health & Social Solidarity in Greece. ESTIA was founded in 1982 by parents of children with intellectual children. ESTIA specialises in providing support and care to people with intellectual disabilities from 15 years of age with the aim of improving quality of life and supporting inclusion into the community.



C.E.C.D. Mira Sintra - Centro de Educação para o Cidadão com Deficiência, C.R.L. (Education Centre for Persons with Disability) is a Cooperative for Social Solidarity, a non-profit organisation and was recognized 2.000 people, since toddlers, children, youth and adults who need specialised support, due to problems in their development and/or deficits in academic, work or social performance.

