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**Special and multicultural education**

*Dedicated to my two adorable daughters*

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## Introduction

The educational organizations are called to be adapted to the new conditions, both in the differentiation of their programs in order to keep pace with these modern developments, and in the adaptation of their way of function to a modern, demanding, competitive, and constantly evolving environment.

Every effective school principal has as its main task the preparation of young people for their future. As the society has changed dramatically, every principals being the heart of each organization must to be adapted to new conditions (Bayar, 2016).

In addition, the modern school and especially the principal is called to face also the difference of immigrant students with special educational needs. Two important dimensions of this difference is the case of special education and multiculturalism.

Saranti (2004 wonders why, while the new technologies have all the potential to open children's creative horizons, there is a slowdown in their development and application. He answers that the reason is the lack of knowledge of the teacher and the principal on what ICT is and what it offers. Some teachers and principals face ICT with fear as they have memories of older complicated technologies.

It is a reality that every modern society has to face the term of diversity of students. Most countries have gone from the monoculture models to more modern models of respect and appreciation of other cultures (Faas et al., 2014; Perry & Southwell, 2011; Portera, 2008). Two important dimensions of this difference are the case of special education and multiculturalism.

In this framework, the term of diversity includes the understanding, accepting and protecting of every people trait recognizing every different characteristic of every person (Institute for Rights Equality & Diversity, 2012).

It is very important the education to be open and accessible to all, without any discrimination. Special education and multiculturalism is moving in such a direction, so that the education is open for all students with any special skill. An education that addresses to everyone and includes them is the answer to today's reality (Nanou, 2013).

According to what it is known as the Warnock Report (1978, p. 135), all human beings, regardless of their ethnic, cultural, religious, physical or psychological conditions, could at some point present "special educational needs". In this sense, ordinary educational systems were urged to be able to provide adequate responses to the specific demands of all students (Navarro & Espino, 2012).

The EU and the Council of Europe has made many efforts in order to adapt a common intercultural dimension (Faas et al., 2014). From its aspect, every European country has autonomy in order to follow and adapt its activities (Gundara & Portera, 2008). Using the term of multiculturalism, every country has follow its educational policy in this field that it is different from each one country and school (Allemann-Ghionda, 2008; Leeman & Reid, 2006)

The success of education is based on the cooperation of all school members. Every effective leader can give to the others its own vision (Fakoureli & Deropoulou-Derou, 2013). The school leadership is responsible for the way the school is functioned and for this reason, he must want the innovation and the inclusion of ICT to teaching and administration (OECD, 1999).

In a multicultural environment, every principal of special secondary school with immigrant students with SEN must ensure the equality for all students and their access to it without any obstacle, respecting all people independent of their mother tongue, origin (Dorman, 2014; Hos, 2016; Rutter, 2006). In the case of Greece, there is a need for a policy that will cover the educational needs of immigrants in a rationale for lifting their exclusion, as they live in centres of hospitality

# Chapter 1 Special education needs

## 1.1 Conceptual clarification: People with special educational needs

Historically, three main paradigms of disability and functioning have shaped policies and practices across countries. These are the medical, social, and bio psychosocial models of disability (Table 2). Main differences reside in the ways in which the three paradigms understand a person's disability with respect to the environment they live in and the political interventions, policy targets and means necessary to respond to the needs arising from the disability (OECD, 2020).

Table 1 Medical, social and bio psychosocial models of disability (Who, 2007)

|  | Definition | Target | Means | Political intervention |
|---|---|---|---|---|
| Medical | Disability directly caused by trauma or health conditions | Individual changes | Medical care | Reforming health care policy |
| Social | No complete integration of individuals in society/environment | Social environment generating a complex collection of conditions | Social action | Considering the question of human rights |
| Bio psychosocial | Considering the question of human rights | Analyse the environment and accommodate it so it becomes more suitable to a person's disability. | Multidimensional | Multidimensional and functional responses to reduce the gap between the person's capabilities and the environment |

Worldwide social inclusion has become the focus of governments for their policies. Education is the key driver for achieving social inclusion and cohesion. The separation between general and special school obstructs the idea of including different students in education (UNESCO, 1994). The difference is a complex concept. However, the term difference encompasses the concept of understanding, accepting and protecting the diversity of human characteristics. Therefore, difference is the practice of recognizing the different diverse characteristics of a person (Institute for Rights Equality & Diversity, 2012). The main feature of the modern school is also the variety of parameters. Two important dimensions of this diversity are the case of special education and multiculturalism.

It is difficult to give a generally accepted definition that fully reflects the evolving nature of special education needs, as they are always characterized by social standards, the goals of an education system and community values. Over time, the definitions given have been modified so that they can respond to the humanist shift in the philosophy of education and efforts to remove social exclusion (Papanis et al., 2007).

Special education needs are stated as an educational intervention and support that are been designed and addressed to special educational needs. These interventions can take place wherever. This term involves something "different from" or "additional to" that is available to others students of similar age (Poulter & Timpson, 2015, p. 15).

The concept clarification of special educational needs is broad. Special educational needs (SEN) refer to students who have learning, physical, and developmental disabilities; behavioural, emotional, and communication disorders; and learning deficiencies which requires special educational provision. SEN refers to students who for intellectual or medical reasons fall behind with their education when they are compared to most of their peers (Kryszewska, 2017). However, they have the right for basic learning (Florian, 2013).

The definition proposed of OECD (2019) considers three main areas of SEN. The learning disability includes:

- Dyslexia (Developmental learning disorder with impairment in reading): Difficulties in learning academic skills related to reading, such as word reading accuracy, reading fluency, and reading comprehension (International Dyslexia Association, 2019).
- Dyscalculia (Developmental learning disorder with impairment in mathematics): persistent difficulties in learning academic skills related to mathematics or arithmetic, such as number sense, memorisation of number facts, accurate calculation, fluent calculation, and accurate mathematic reasoning (About Dyscalculia, 2019)
- Dysgraphia(Developmental learning disorder with impairment in written expression): Significant and persistent difficulties in learning academic skills related to writing, such as spelling accuracy, grammar and punctuation accuracy, and organisation and coherence of ideas in writing (International Dyslexia Association, 2019).

The physical impairments and all the sub categories that are included about the students with SEN are the following:

- Mobility impairment: It is a category of disability that includes people with various types of physical disabilities, such as upper or lower limb loss or disability, manual dexterity and disability in co-ordination with different organs of the body (World Health Organization, 2016).

- Visual impairments: It is about the ability of the person to perform vision-related activities of daily living, such as reading, orientation and mobility, and other tasks (World Health Organization, 2019)

- Hearing impairments: Is a person who is not able to hear as well as someone with normal hearing (hearing thresholds of 25 dB or better in both ears) is said to have hearing loss. This can be mild, moderate, severe, or profound, and congenital or acquired (World Health Organization, 2019)

The mental disorder includes the following categories:

- Attention deficit hyperactivity disorder: Persistent pattern (at least six months) of inattention and/or hyperactivity-impulsivity, with onset during the developmental period, typically early to mid-childhood (World Health Organization, 2019).

- Anxiety: Persistent generalised anxiety disorder but not restricted to, or even strongly predominating in, any particular environmental circumstances (World Health Organization, 2019).

- Depressive disorders: Depression is a common mental disorder, characterised by persistent sadness, loss of interest and inability to carry out daily activities for at least two weeks. This can lead to loss of energy, appetite and sleeping habits, anxiety, restlessness, feelings of worthlessness, guilt, hopelessness, and thoughts of self-harm or suicide (World Health Organization, 2019).

The World Conference on Special Needs Education in Salamanca, Spain, mentions that all children should be educated in an inclusive education system. Especially, the Salamanca Statement and Framework for Action on Special Needs Education, mentioned that: "a child with a disability should attend the neighbourhood school that would be attended if the child did not have a disability" (UNESCO, 1994, p. 17).

According to Greek Law 3699/2008 (Chapter A, Article 1), special education and training is the set of educational services provided to students with disabilities and identified special educational needs. In addition, special education means specially designed instruction supported by special support services programs and can be provided in properly configured and equipped spaces using specialized tools and methods to meet the specific needs of the child, provided within the usual classroom or provided that it does not meet the needs of the student within a department that operates in the general school, hospital, home or elsewhere for as long as continuous assessment is provided of the child (Polychronopoulou, 2012).

People with special educational needs or specialties are those who differ to such an extent that they need additional special educational assistance to facilitate the utilization of their potential (Ormrod, 2000). From the foregoing, it appears that the emphasis is no longer on the deficits and weaknesses of children with disabilities, but on the underlying skills and abilities that all children possess to a lesser or greater degree and need to be exploited. This is a group of students characterized by a great deal of heterogeneity both in the type of specialties (physical, behavioural, cognitive) and in the required and appropriately designed special educational assistance, as well as in the degree and severity of the difficulties they may face a student, a factor that influences the type and duration of special education assistance provided (Elliot et al., 2008).

Occasionally, various definitions of the concept of diversity have been formulated. According to the medical model, "Diversity is defined as the physical, mental, sensory or psychological deviation from normal, which may be due to illness, accident, or other medical reasons, while assistance is aimed at rehabilitation and treatment through medical

or therapeutic interventions" (Hatzichristou, 2011, p. 9). On the contrary, the social model argues that disability is a social construct and focuses on the environmental and social barriers faced by people with disabilities in their attempt to integrate into society, highlighting the role of social discrimination at their disadvantage in different areas of social life (Thomas & Woods, 2008).

The high heterogeneity of special education needs is a critical feature that influences their conceptual identification and therapeutic interventions. There are distinguished categories, general and specific, despite the fact that this classification has been the subject of debate. Specifically, the general categories are students with specific cognitive or academic difficulties (e.g., learning difficulties, attention deficit or hyperactivity disorder, speech and speech disorders), students with social or behavioural problems (emotional, autism spectrum), students with generalized cognitive and social impairments (mental retardation), students with body and movement impairments (physical impairments, vision problems etc.) and students shows advanced cognitive development (gifted children) (Hatzichristou, 2011).

## 1.2. International and European legal framework for people with disabilities

At the EU level, efforts to improve living conditions and ensure equal rights for people with disabilities have been going on since the 1980s. There is a wide variety of legislative tools for people with disabilities, internationally and at European level, which shows a sufficient degree of activism of the international community on this issue. It is worth mentioning the year 2003 as the Year of Persons with Disabilities. That year, ten goals were set to improve the lives of people with disabilities in the Official Journal of the European Communities, one of which was to raise public awareness of the rights of children with disabilities to access equal education and social inclusion, promoting integration in regular schools or special institutions. Observing the results of the relationships between normal children and children with special needs in the school is disappointing. Few children with special needs really manage to integrate with the normal and be happy. The disability education program has been institutionalized in a climate of prejudice, resulting in the existence of sprays, which are gradually being addressed as social consciousness increases (Kottas, 2020).

### 1.2.1. UN Convention on the rights of persons with disabilities (2006)

The United Nations Convention on the Rights of Persons with Disabilities (UNHCR) is a pivotal point in the history of disability worldwide, describing their rights as and sets principles that protect them. It sets out the obligations of the UN Member States towards people with disabilities and proposes measures to meet their needs, as equal members of the European Community (Soulis, 2013, pp. 66-67).

In particular, the Member States of the United Nations recognize, in the context of this Convention, the universality and human rights and fundamental freedoms and the need for persons with disabilities to exercise their rights without discrimination. Recognizing some of their principles and some rights, such as their participation in society, which should be equal to their other members, undoing the discrimination of people with disabilities, something that violates the dignity and personality of the individual and recognizing all of them , agreed on the following: In respect of the dignity, the freedom that the individual has to make his own choices, the one discrimination, the full participation and integration of these individuals in society, the acceptance of the diversity of the disabled as part of humanity, equal opportunities, equality between men and women and respect for the potential of children with disabilities.

According to article 24 of the Convention, the member states agree on the Education of the Disabled. They recognize the right of these individuals to education. In order for these people to have equal opportunities in education, Member States have the following objectives. In values such as dignity, self-esteem, respect for human rights, fundamental opportunities and human diversity. In the development of the personality, the creativity of the disabled, as well as in their physical and mental abilities. In the educational integration and consequently in the society.

Thus, the Member States, in order to achieve the above objectives, do not exclude the disabled people from the general education system, due to their disability or the difficulties they present. People with disabilities are not excluded from Primary and Secondary Education due to their disability. Furthermore, the Member States agree on the right of persons with disabilities to quality free Primary and Secondary Education and in fact equal

to the rest. People with disabilities have every right to have the same treatment in Education and in particular can have any support required within the general education system.

Based on this UN Convention, the Member States agree on the full and equal participation of people with disabilities in education and society. The measures they take into account are:

- Learning Braille
- Means and forms of communication and orientation
- Motor skills, texts and any other means related to disability
- Learning sign language and the language of the deaf
- Language learning and communication methods for the blind, deaf and dumb and blind at the same time
- Ensuring an environment that accepts their social and academic development.

In order to ensure the above rights, Member States shall take steps to recruit appropriate teaching staff, including staff with a disability that are specialized in sign language and Braille and cover all aspects of education. Finally, Member States recognize the right of persons with disabilities to have access to General Higher Education, Technical Vocational Education, Adult Education, and lifelong learning without discrimination and on an equal footing with others (Soulis, 2013, p. 67).

### 1.2.2. European texts

The Charter of Fundamental Rights of the European Union is a single text that contains all the rights contained in national law: European Union law, the international conventions of the Council of Europe, the United Nations, and the International Labour Office. This text mentions human rights such as: dignity, freedom, equality, solidarity, citizenship and justice.

Article 21 prohibits discrimination based on "sex, race, colour, ethnic origin, social origin, genetic characteristics, language, religion, beliefs, national minorities, property, birth, disability, and age." In addition, based on Article 26 of the Convention, the right of

persons with disabilities to autonomy, social and professional integration, and participation in society is recognized and respected (Soulis, 2013, p. 77). Another relevant text is the European Social Charter, a Council of Europe Treaty that protects human rights. Its main content for people with disabilities is to define the relevant concept, which has been accepted by the member states of the Council of Europe, as follows: By disabled, we mean the person who is unable to cover the needs of individual and social life, due to reduced physical or mental abilities he/she has from birth or not.

The disabled has every right to exercise all the rights that exist in this Declaration, without exceptions. People with disabilities have every right to respect for their human dignity. They also have the same rights, regardless of the origin, nature, or severity of their disabilities and inadequacies with other members of society. They have equal political rights as all people. The people with special educational needs have equal rights in the field of work and employment. Their disability must be respected in all areas of economic and social planning.

They have every right to live with their family or adoptive parents, as well as to take part in all social and recreational activities. People with disabilities will be protected from exploitation, discrimination, and prejudice. They have the right to a legal act to protect themselves or their property (Soulis, 2013).

### 1.2.3. UN Universal declaration of human rights (1948)

This fundamental text promotes the defence of human rights in teaching, education, and respect for human rights and freedoms (Soulis, 2013, pp. 82-83). More specifically, based on Article 1 of Declaration, all people are free and equal in dignity and rights. They must act in a spirit of solidarity. Article 22 states that everyone has the right to social protection. For its part, society must contribute to the promotion of national initiative and cooperation, to ensure the exercise of social and cultural rights, which concern the dignity and the free development of the individual's personality.

According to Article 26, every citizen has the right to education. Education must be provided free of charge. Elementary education is compulsory. Access to higher education must be open to all, equal and according to his or her abilities. The ultimate goal of

education is the full development of the human personality, the strengthening of respect for human rights and fundamental freedoms. Education must contribute to understanding, tolerance, and friendship between nations and races and develop actions through United Nations peacekeeping activities (Soulis, 2013).

### 1.2.4. The United Nations international covenant on economic, social and cultural rights (1966)

The Covenant provides that basic education must be compulsory and provided free of charge. Secondary education, including technical and vocational education, must be provided to all by all means and free of charge. Higher education is equal for everyone depending on the skills and abilities of everyone. The society is obliged to develop the school system, which includes scholarships and to improve the financial situation and the way of the teaching staff ( Soulis, 2013).

### 1.2.5. Declaration 2856 / 20.12.71 on the rights of persons with disabilities (UN 1971) and Declaration 3447 / 9.12.75 on the rights of persons with disabilities (UN 1975)

There have been many difficulties in trying to adopt these two Declarations within the UN. Nevertheless, they are an effort to recognize and legalize people with disabilities. These Declarations claim that all people with disabilities have the same rights as all people. They are entitled to financial and social security according to their standard of living. They can live with their families or adoptive parents and take part in all social, creative, or recreational activities. They have the right to remain in a special institution if necessary, whose environment and living conditions will be similar to those of normal life (Soulis, 2013).

### 1.2.6. Sundberg declaration on the rights of persons with disabilities (1981)

This Declaration was adopted in the framework of the International Conference on Action and Strategy for Education, Prevention, and Integration (Soulis, 2013, pp. 86-87). Its main point was the worldwide declaration of the human rights of the disabled, something to which all the participants agreed. It was recorded as a fact that 10% of the population brings some kind of disability. The important role in the society of providing support services to the disabled was recognized as a productive member. The result of the work of

the Conference was the adoption of the Declaration with 16 articles. According to Article 1, every disabled person has the right to education, culture, and information. According to Article 2, governments, national and international organizations must also take measures to support the education, health, and welfare of persons with disabilities. According to Article 3, every person with a disability has the right to develop his / her academic and creative abilities in the individual and social interest. Each disabled has the right to lifelong learning (Soulis, 2013).

### 1.3. European education policy for students with special educational needs

The Convention of United Nations Organization is the first international legislation for the treatment of persons with disabilities and was promoted by the hitherto inability of national governments to reduce discrimination against people with disabilities and safeguard them their human rights. This Convention was voted on 12 December 2006 and entered into force two years later, on 3 May 2008. Its ratification took place on December 23, 2010, while special emphasis is given to accompanying Optional Protocol.

The basic provisions of this Convention are determined by need to apply the basic principles of the social model. The specific model considers that society itself is responsible for violating the basic rights of these people and for their discriminatory treatment. The spirit of the Treaty of United Nations Organization but also the way people with disabilities are treated disability is already evident from his first article, which states that: «In people with disabilities include people with long-term physical, mental, spiritual or sensory impairments, which interact with various obstacles can prevent complete and effective their participation in society on an equal footing with others» (United nations Convention, 2006, Article 1, p.8).

In addition, in the most articles of the United Nations Convention, the trend is sought at the international level to implement innovative educational policies, which will lead to the removal of the treatment of disability with occasional and charitable criteria and will highlight the need to preserve those rights of people with disabilities. The evaluation of considers the key provisions of this new Convention to be particularly important their equal access to all activities of human life, through respect for human personality and diversity;

non-discrimination, the provision of equal opportunities and its safeguarding accessibility (United Nations Convention, 2006).

However, the focus is on Article 24, based on which the right of persons with disabilities to education is institutionalized and ensuring a modern education integration system. It is also possible reference to the need for their equal access to Primary, the Secondary, and Tertiary Education but also in education adult and lifelong learning. However, Article 8, with on the basis of which the aim of raising public awareness towards people with disabilities, while the need to remove possible ones is also highlighted stereotypes and racist perceptions of these individuals. Through him therefore, the need for appropriate programs is highlighted raising the awareness of all those responsible for the demonstration of non-charity but to achieve equal treatment (United Nations Convention, 2006).

The European Social Charter which was adopted by the Council of Europe recognizes the right of all to vocational education including and the people with any kind of disability (Benieris, 2006).

In 1978, Warnock Exhibition of the Ministry of Education of United Kingdom has included a lot of ideas and suggestions about the providing education and access to students with disability and this has influenced the educational systems of several countries (Special pedagogical company of Greece, 2008). The importance of this exhibition is that from this time has begun the right use of the terms such as disability, special educational needs, and learning disabilities and not trainable or not trainable that were used until then.

In 1970-1980, the funded from the European Union program Helios I and II (handicapped Europeans Living in Open Society) influenced the efforts of integration.

In 1987, the European Council voted for the inclusion of disabled students to general school (Official Newspaper of European community, 1987). In 1996 has built the European Body of Special Education. The goal of this body is to provide guidance to member state for programs of co-education the students with special educational needs that would be in line

with the priorities of Council, international conventions for the rights of disabled people and the strategic Europe 2020 for the education and training.

In 2000 the European Council of Lisbon, Institute the "strategic of Lisbon" (2000-2010), that has economic, environmental, and social aims. The Social aims were about the access of all in educational process mentioning, especially, the people with disabilities in order to combat the social exclusion. In order to be achieved the goals of social exclusion, The Open Method of coordination is applied that it is referred to the cooperation of all member states in issues of social policy.

In 2006 in the Rec of Committee of Ministers of member states of Europe incorporated the Action Plan for the promotion of rights and the full participation of people with disabilities in society (2006-2015). According to this, the equal access to education is a vital principal for the ensuring of social inclusion as well as the liberation for the people with disabilities (Action Aid Hells, 2014).

In 2007 the General Management of European Commission for the education and Cultural started the creation of NESSE (2007-2010), after NESET (Network of Experts on Social Aspects of education and Training, 2011-2014) and now NESET II (2015- ). It is a counselling Network of people who work for the social dimension of education and training. Its duties are the following: a) the provision of reliable, independent and strictly scientific support as well as the counselling for the European Commission in accordance to all types and levels of education and training b) the research evaluations usable for the policy, acting as knowledge broker bridging the gap between the policy of European union and the academic world and c) the mapping of experts who work for the social aspects of education and training. According to inclusion education, the network highlight that the facing of needs in the field of special education presupposes policies about the lifelong education od teachers in the issues of integration and inclusion, Including the use of tools that are based to New Technologies (NESET II).

Something similar is the European Network for the united education and Disability, INCLUDE-ED, between 2009-2015, which was recommended initiated by ONCE and was funded by the European Social cash. The mission of the Network was the promotion, the

localization, the dissemination and the exchange of good practices about the exclusion in education for the people with special educational needs or disability in Europe (INCLUD-ED).

In 2009, the Council of European Union highlights that "the education must promote multicultural abilities, democratic principles and the respect to vital rights and the environment, as well as to fight with all types of discrimination, supplying all young people with positive interaction with their Classmates who are from different countries" (EADSNE, 2001, p. 7).

In 2010, in the conclusions of Council of the Minister about the social dimension of education and training in Europe, it is highlighted that "the educational systems must ensure the equality, recognizing that the improvement of basic skills for all is important for the promotion of social inclusion (EADSNE, 2011, p. 8).

According to the development strategic of European Union "Europe 2020" (2010-2020), it aims in a clever and without exclusions development. With the Strategic Education and Training 2020, the Union puts five ambitious aims for the employment, innovation, education, social inclusion and the action for the achievement of these goals until 2020, pushing each member state to develop national policies for their achievement (Europe, 2020). The enforcement of people of Europe and the social cohesion through the education is vital.

In relation to issues of inclusion, European Union develops a number of policies using the abilities that are offered by: a) the Map of rights of European Union, in article 21, in which it is mentioned that are allowed every kind of discrimination due to disability. In the article 26 it is mentioned that European Union recognizes and respects the right of people with special needs to can take advantage of the measures that will ensure autonomy, social and professional inclusion and the participation in social life, b) the treaty for the function of European Union and c) the United Nations Convention for the people with the disabilities, in order to can participate in the society with equal terms with other people (European Commission, European Disability strategy, 2010-2020, p. 11).

It is very important to be mentioned the exhibition of European Commission (2013), in which it is mentioned that the progress of participatory education is fragmentary even if it has a vital role in the politic agenda of several member states. All the efforts for students with special educational needs in European level by exchanging best practices and the mutual learning, it is undermined by the lack and comparison of pan-European data. This element is combined by lack of official evaluations of initiatives of policies in this field as well as the information's in relation to the nature of mechanism of supports that are available to students with special educational needs and their families (European Commission, 2013).

In most European countries students with special educational needs attend lessons in mainstream class or in a separate special class within a mainstream school while other students attend lessons in special schools (European Agency, 2018).

## 1.4. Special education in Greece

### 1.4.1. Legislative development of the institution of special education in Greece

From the liberation until 1922, the education of people with some kind of disability in Greece is virtually non-existent. These people, depending on their place of residence, are either abandoned in their fortunes or accepted for the charity of some public charity, for example in 1906 the "House of the Blind" was founded in Athens with leaders Dimitrios Vikelas and Georgios Drosinis, and 1907 "The House of deaf" was founded by Charalambou and Eleni Spiliopoulou (Polychronopoulou-Zacharogeorgas, 1995).

After 1922, with the population of the country tripling and the explosion of child crime due to refugee and war-torn families, the state's primary concern is the prevention of social instability and the consolidation and protection of the community as a whole (Stasinos, 1991). For this reason, many juvenile resorts are being established, such as the "Empire Reform" (1918), the Syros Reform (1918), etc. At the same time, however, within the Educational Group, ideas have been expressed for the categorization of the divergent and their special education as a result of their awareness of the social problems of refugees and the advancement of science, experimental psychology, neurology and more. In 1937 all these situations led, by Law 453/1937 (Government Gazette 30.1.1937) "On the

Establishment of a School for Abnormal and Delinquent Children", to the establishment of the PESA (Model Athens Special School) headed by Rosa Imbriotis.

The establishment of this school was a milestone in the field of special education and training in Greece because it carried out an exemplary project and succeeded in enriching the educational practice in this field, expanding the educational horizons to what was considered "junk material" (Syropoulou-Deli, 2003). The first organized educational intervention of the state in the field of special education and training concerns people who are classified as 'abnormal' or 'retarded' instead of the private initiative that focused on charity for the physically handicapped.

The first interest in people with disabilities and their specialties was traced back to the 1950s. In particular, in the post-war period, the topics of study in special education were mainly concerned with the physical development and mental development of children with disabilities, who could not attend high school, nor did they benefit from it. "The role of the special schools that were operating at this time in our country, mainly on private initiative, was to provide these people with special education" The positions of the official State as well as state political intervention in the field of Special Education were limited to the announcement of a series of measures, mainly of an organizational nature, which were the beginning of the establishment of Special Education in our country.

In the late 1950s, the Committee on Education was set up to study the problems of Education and related issues. There are very few references to Special Education in that Commission's findings. The Committee on Education, following the pedagogical trends of the time, proposes, at the level of school practice, the separation of normal and special education. Concerning specific issues of education, the Commission concludes that the education of children has long been delayed in Greece. Greece is following developments in Western Europe with a relative lag. Immediate measures must therefore be taken to treat special children in conjunction with their occupational rehabilitation. Thus, one can support the view that the establishment of Special Education in Greece is starting this period (Zoniou-Sideri, 1998).

After 1960, significant developments are underway in the area of special education and training at the institutional level. Specifically, a Special Education Office was established in 1969 at the Ministry of Education and Religious Affairs and because of these processes in 1971, 40 special schools for children with intellectual disabilities were established throughout the country.

After the transition (1974), there was an interest from the official State for the systematic and planned development of Special Education.

The post-dictatorial House of Greeks has constitutionally enshrined the "Rights of a Disabled Child" and has taken some administrative and legislative measures to implement the above constitutional guarantee. In 1975, it was established in the Ministry of Education the first "Committee on the Study and Planning of Special Needs" composed of experts in the field and associates of the Ministry. The Commission's task was to initially define the key objectives of this program, which required immediate legislation, and then to draft a law on special education and vocational training and employment for people with disabilities in Greece. The following institutional changes have been made in the area of special education by Commission proposals and in the short term:

- The one-year special teacher retraining was extended to two years, while enriching the curriculum.

- The "Office of Special Education" was first promoted to "Department of Special Education" and then to the "Department of Special Education," organized into departments to deal more effectively with problems in this area.

- The institution of the Special Inspector was first introduced in Greece (Stasinos, 1991).

Until the early 1980s, however, Special Education operated under fragmented laws and decrees. The first Law on Special Education, "On the Special Education, Special Vocational Education, Employment and Social Care of Deviating Persons and Other Educational Costs," was unanimously passed by the Greek Parliament on March 31, 1981 (Law 1143/ 1981, Government Gazette 80 / 31-03-81, vol. A '). This Law was fundamental to the evolution of Special Education because it formally dealt with special education for the first time. At the

same time, this legislative framework has been a springboard for subsequent legislation and has given rise to further discussions concerning people with disabilities.

More specifically, the above Law conceptually analyses the term "divergent persons" used and states that they are persons who, due to organic, mental or social causes, are delayed, disabled or disturbed, making it difficult for them to attend the educational process where normal people are involved, and thus the impediment of their integration into the production process and their acceptance by society.

In addition, the Law itself indicates that special education is provided in public and private schools and states that in exceptional cases Special Education is provided at home. It predicts also the special school structures of the institution (special schools, special classes or departments or groups) and stipulates the compulsory attendance of 6-17 year olds.

About the function of the Special Education Institution in our country, Law 1143/1981 transfers to the Ministry of Education the absolute responsibility at the level of educational and diagnostic counselling and ensures the coordination of action of the relevant institutions of special education with the setting up of the "Coordination and Advisory Board for Special Education". It also defines specific programs, which are implemented based on the type and degree of disadvantage, the capabilities of the teaching staff and their professional and social integration, taking into account the social and economic needs, cultural conditions, and environmental requirements. It recommends training and other staff positions by sector as well as new branches and identifies staff specialization and training opportunities. Finally, it provides for the establishment of four specialist inspectors in this field and implements the professional integration of individuals by applying the oldest Law 963/1979 "On the rehabilitation of disabled and generally disabled persons" (Law 963/1979, Official Gazette of the Hellenic Republic) 202 / 1-9-1979, vol. A '). The state formally assumed its duties about disabled people (Zoniou-Sideri, 2000).

In the mid-1980, another attempting was taking place in order to revise the existing legislative framework of Special Education, Law 1143/1981.

Law 1566/85 "On the Structure and Functioning of Primary and Secondary Education" makes special education and training an integral part of our education system and incorporates all educational legislation, philosophy of law is the comprehensive and effective development of law and order, opportunities for people with disabilities and their integration into the production process and their acceptance by society as a whole. "However, the most important innovation introduced by this law is the adoption of the place for the integration of people with disabilities in mainstream schools" (Syropoulou-Dellis, 2003, pp. 38-39). As a result of this law, the first 25 special classes were established, which, although more targeted to students with learning disabilities, included repatriates and children with other disabilities.

In 2000, Law 2817/2000 was voted in order to legalize the right of difference for people with disabilities, now called people with special educational needs. The latter term is considered not to have much emotional burden and avoids labelling as it does not describe the type or degree of disability or special education but emphasizes the common trait: the need for support and special education necessary for students to evolve learning, emotional, social and encourage school and social integration (Polychronopoulou, 2012). The philosophy of law is "one school for all" and consequently the special classes are renamed "integration classes". In addition, the law is seen the establishment of Evaluation and Support Diagnosis Centres, with the primary responsibility for diagnosing the difficulties of students with special educational needs, their qualification for attending an appropriate school unit and their educational programs.

The Law 3699/2008 (Article 1, 5) mentions as purpose of special educating people the development of personality, the improvement of competences and skills to enable them to be integrated or reintegrated into the common educational system and to live with the community as a whole and general their equal social development.

According to this Law, students with special educational needs are considered those students who have significant learning and adjustment difficulties due to sensory, mental, cognitive, developmental problems, mental and neuropsychiatric disorders, as well as emotional and social difficulties.

For the first time, the Law 3699/2008 includes as students with special educational needs those students who have one or more intellectual abilities and talents developed to a degree well above their age group expectations (art. 3, par. 3). According to the same law (3699/2008) special education and training is provided to children with special educational needs in the mainstream classroom of the general school, if they are students with mild learning difficulties, with the support of their teacher or with the support of special educated teacher.

The Law 3879/2010 (Article 26), functions as supplementing Law to 3699/2008, mentions that in the case of insufficient number of special educated teachers, teachers of specific specialties of secondary school can provide parallel support and co-education in the context of attending specialized education support programs for persons with disabilities.

In the Table 3 is presented the most important legislation and regulations on SEN and inclusive education as well as the policies.

**Table 2 SEN policy in Greece(OECD, 2020)**

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| **Some legislation and regulations on SEN and inclusive education** | Law 3699/2008;Law 3879/2010;Law 4074/2012; Law 4368/2016; Decree No. 72877/D3/17.10.2016;Law 4452/2017 |
| **SEN legal definition and eligibility criteria** | "Law 3699/2008 (Art. 3) defines students with SEN as those having at least one of the following: physical/sensory/intellectual disability, non-curable chronic disease, specific learning impairment, speech disorder, ADHD, autism spectrum, mental health disorders. Students with SEN also include those with difficult emotional, social, and cognitive situations, behavioural problems due to parental neglect, domestic violence or abandonment, as well as gifted and talented students. Slow learners and achievers due to specific ethnic/cultural backgrounds are not considered to be SEN students" |
| **SEN and special education policies** | "The Greek education system prioritises the inclusion of students with SEN in mainstream settings with or without specialised support. In the case in which the severity of SEN requires further intervention, students can attend special schools. Mainstreaming settings are available for: I) students without severe SEN who receive support by mainstream class teachers working together with Diagnostic Assessment and Support Centres and school advisors; II) students with SEN that can sustain the standard curriculum with individualised and personalised support III) when there is not the availability of special education settings; IV) when there is in-class/inclusive class support with an inclusion teacher for one or more students with SEN in collaboration with standard teachers (Law 4452/2017). If this is not possible, the number of students in the class should be reduced to three less than the maximum permitted. The number of students with specific learning impairments enrolled in a mainstream class cannot be greater than four |

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| | Students can receive education in schools or school annexes in hospitals, disciplinary centres, rehabilitation centres, and chronic disease institutions and at home, when students cannot attend mainstream schools because of temporary or prolonged health issues.<br><br>Law 4386/2016 (Art. 82) includes the possibility for mainstream schools to carry out co-education programmes to strengthen awareness of human rights, diversity, respect, dignity, and integration among students without SEN." |
| **Financing for education provision to students with SEN** | "The Greek Regular Budget and the Public Investment Programme are the sources of funding for the public education system. Funds to local education authorities are allocated by the Ministry of Education based on local needs through the annual ministerial budget. Local education authorities distribute funds to schools and cover additional local expenses. In terms of special education, government and European funds provide the necessary funding in both mainstream and special settings. All students with SEN are given free access to education and support (including diagnosis, counselling and teaching support)". |
| **Teacher education to address students with SEN** | "Specialised teachers who work in special classes, special schools or in Diagnostic Assessment and Support Centres must I) hold a special education degree; II) a mainstream education degree with a focus on special education (e.g. a PhD in special education, post-graduate studies/ trainings in school psychology) or III) have at least five years of previous experience in special education settings on top of a bachelor's degree. The Institute of Educational Policy (that advises the Ministry of Education on schooling matters) organises and co-ordinates trainings for teachers with no SEN background but working in special education units. Assistance by regional SEN advisors or KEDDYs is available for teachers who need information and advice to address students with SEN" (Law 3699/2008;Law 3879/2010;Law 4074/2012; Law 4368/2016; Decree No. 72877/D3/17.10.2016;Law 4452/2017 |

### 1.4.2. Special education structures in Greece

According to Greek educational legislation, since 2008, students with SEN could attend general classes, with or without parallel support, based on the recommendation of the national diagnosis and support centres. According to the European Agency for Development in Special Needs Education (2010), 29,954 school-aged pupils in Greece have SEN. From these pupils, 7483 attend special schools, while 22,471 attend special classes in mainstream schools (Papas et al., 2018).

Over the past 20 years, there is an evidence of improvement in Greece in the field of disability and special education. Initially, the decisions taken were borrowed from already applied models of social welfare and education in foreign countries. Specialized educational

and support staff is strengthened, while at the same time, the number of inclusive classes increases each year (Zoniou-Sideri et al., 2006).

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

The purpose of the Greek educational system, based on Law 2817/2000, is the school integration of students of all levels of education regardless of needs and particularities, to be followed by social participation, their participation in the production process and their equal social development. At the same time, it is reported that in the case of students with special educational needs in the schools of the common education system, or in the integration departments, it becomes particularly difficult, due to the type and degree of their problem, the education of children can be provided in independent schools. Special education, in schools that operate either as independent or as branches of other schools in hospitals, rehabilitation centres or other care providers. In addition, in the specially organized Integration Departments that operates within the schools of general and vocational education. If the above procedure is deemed impossible then the student can attend independent special education schools, schools operating in hospitals, rehabilitation centres, institutions for the treatment of minors or institutions for chronically ill only minors, but at home. Special kindergartens and special primary schools take care of children from the fourth to the 14th year of their lives. Special high schools from the 14th to the 18th year. Especially high schools from the 18th to the 22nd year. The high schools consist of the preliminary class and are followed by classes A ', B' and C '. Students with mild disabilities can enter the first grade directly (Law, 2817/2000).

Finally, in relation to higher education, their enrolment in academic institutions is expected to exceed the number of entrants. For the examinations, it is provided that those candidates who are unable to participate due to permanent, temporary physical or sensory

impairment or dyslexia have the right to be examined orally by a special examination committee at the same time and in the same subjects as the other candidates. Then, the goals of the special education system in Greece help to improve the skills and abilities of students with special educational needs with the intention of integrating them into the common education system. Their main goal is their mutual acceptance with society as a whole based on equal social development through the educational process, vocational training, and participation in the production process. Despite the on-going institutional changes and the prevalence of the model of integration by the Greek education system, there seem to be difficulties in integrating this student population into the public education system. The reason is the lack of preparation of the educational community (Law, 2817/2000).

Especially, in Greece there are the following types of Special Education Schools and their total number (see the Table 4):

Table 3 Structures of secondary special schools (Source: Law 3699/2008)

| Structures of Secondary Special Education Schools in Greece | A)Gymnasium of Special Education (60 in Greece): | In this structure study students until 19th year of age. It includes four classes A ', B', C, D' '. Students with disabilities and special educational needs can be enrolled directly in the gymnasium of special education after the relevant evaluation of the diagnostic and support centre. |
| --- | --- | --- |
| | B)Lyceums of Special Education (50): | In this structure study students with SEN who have graduated from the Gymnasium after the evaluation. It includes four classes. |
| | C)Special United Vocational Gymnasium-Lyceum (40): | It include the classes A ', B', C ', D' Gymnasium and the classes A ', B', C ', D' Lyceum. In the Unified Special Vocational Gymnasium-Lyceum study, after the evaluation of the diagnostic and support centre, students with disabilities and SEN, who benefit from the timetables and curricula of the specific structure. Through the provided academic and professional education can be led to postgraduate education and in independent or supervised work. Especially, in the 1st class of Gymnasium, can study students who have graduated from General/ Special Primary School or Special Vocational Education and Training Laboratories Students up to the age of 16 have the right for their first register. After the completion of the students' study in the 4th grade, a high school diploma is awarded |
| | D)The Laboratories of Special Vocational Education and Training (90): | Are secondary schools, in which can study students of SEN who have graduated from Primary Schools of general or special education schools until the 16 age after the relation evaluation. The study has six classes (A ', B', C ', D', E ', F') and the detailed and timetable programs are followed, as provided by the current provisions, taking into account the special |

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| | | educational needs of the students, as described in the Personalized Training Programs |
| | **E)Integration Departments (about 600)**: | According to the legislation (L.3699, 2008) in the integration departments, study students with disabilities who are supported in two different types of programs based on the proposal of the relevant centre of differential diagnosis-diagnosis. There is small group of students (2-4 students). Teachers of different specialities support the students. |
| | **F)Teaching at home (they can't be calculated as they emerged from the needs of students)**: | Teaching at home, when it is deemed necessary, for serious short-term or chronic health problems, which do not allow students to move and attend school. The approval of the teaching at home is made by decision of the regional director of education of the respective level in which the student attends, after a reasoned recent medical opinion, in which the duration of the required stay at home is indicated. |

- **Special schools (Gymnasium of Special Education, Lyceums of special education, special united vocational gymnasium- lyceum):** The Special School is a "special form" of basic compulsory education. In its operation it uses the same teaching method, measures, curricula, objectives as the general schools and is under the supervision of the Ministry of Education (table 4 A, B, C, D) (Zoniou-Sideris, 2011).

- **Integration section:** The Law 2817/2000 promotes school integration with the support of students with disabilities in the common classroom provided by special education teachers (parallel support) or in appropriately organized integration departments. With this program, a special education teacher temporarily removes the child from the classroom to receive help in another room, five or less hours a week. The main goal is the complete and shorter integration of the child into the regular classroom (Polychronopoulou, 2012).

The Article 6 of Law 3699/2008 is concerned in the education of children with special needs. In which it is foreseen that the study takes place:

- In the classroom of the general school, in the case of students with mild learning difficulties, supported by the class teacher (table 4E).
- In a classroom of the general school, with parallel support-co-education, by special education teachers, when required by the type and degree of special educational needs (table 4E) .

- In specially organized and properly staffed Integration Departments (table 4E) that operate within the general and vocational schools with two different types of programs: A) Joint and specialized program, determined by a proposal of the relevant centre for students with milder special educational needs, which for each student will not exceed fifteen teaching hours per week B) Specialized group or personalized extended schedule, determined at the suggestion of the relevant centre, for students with more serious special educational needs, which are not covered by corresponding to the type and grade of independent school units.

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

A) In independent special education schools (table 4 A, B, C, D)

B) In schools or departments that operate either as independent or as affiliates of other schools in hospitals, rehabilitation centres, juvenile institutions, chronically ill institutions or mental health education and rehabilitation services, as long as special education and school-age individuals with disabilities live in them.

C) Teaching at home: At home for serious short-term or chronic health problems, which do not allow students to move and attend school (Table 4 F) (Kottas, 2020).

- **Educational and Counselling Support Centres:** According to Law 2817/2000 p.1568, in Greece is established the "Diagnosis Assessment and Support Diagnosis Centres." The Law 3699/2008 renamed them as Diagnostic and Support Centres. These centres are the main diagnostic, evaluation and support body of the Ministry of Education (Law 3699/2008 Government Gazette 199, p. 3501). According to 4547/2018, the Diagnostic and Support Centres are belonged to Educational and Counselling Support Centres. The mission of Educational and Counselling Support Centres is the equal access for all students to education and their harmonious psychosocial development and progress. The Differential Diagnosis and Support centres, formerly called Diagnosis, Evaluation, and Support centres, operate in the headquarters of prefectures and prefectures, as decentralized public services, which

are directly subordinated to the Ministry of Education. The purpose of the Differential Diagnosis and Support centres is to provide diagnostic, assessment and support services to students and especially those with special educational needs, as well as to support, inform and raise awareness of teachers, parents, and society. Diagnosis and Support Diagnostic centres evaluate students who have not reached the age of twenty-two. The evaluation is carried out by a five-member interdisciplinary team, consisting of a special education teacher (pre-school, primary, or secondary education), a child psychiatrist, or paediatrician specializing in paediatric neurology or a psychotherapist with psychotherapy and specialization in paediatric neurology. Graduates over the age of eighteen, who have not been assessed, as persons with disabilities and special educational needs, do not fall within the competence of the Diagnosis and Support Diagnosis centres (Kottas, 2020).

**Chapter 2 Multiculturalism**

## 2.1. Clarification of the terms multiculturalism and intercultural

The changes that take place at the economic, social, political, and cultural level on a global scale create new data affecting the demographic composition of societies as more and more diverse groups of people come together and are called upon to coexist. This situation is expressed through the term multiculturalism.

The multicultural education derived from the variety of courses, programs, and practices that educational units invented in order to be able to correspond to the demands, needs and aspirations of various groups (Banks & Banks, 2015). More generally, multiculturalism has historically been the rule rather than the exception and is the result of various causes. Multicultural education incorporates positive racial idiosyncrasies in the school class. Multicultural education has designed to do the following processes (Manning & Lee, 2017):

- To make students able to recognize, accept and appreciate differences about culture, ethnicity, social class, sexual orientation, region, special needs, gender and
- To instil to students a sense of responsibility and commitment to work having as rule the ideals of justice, equality, and democracy.

In recent decades, the migration of individuals or groups to Europe and other continents has greatly increased, both for economic and political and social reasons. General and special education schools receive pupils from different nationalities who either were born in a country other than their country of residence or were born in the country of residence but their parents were born in another country.

About the field of special education, the multicultural dimension is a subject that has been of little concern to the scientific and educational community at the level of designing targeted educational policies for students with special educational needs coming from immigrant families. Although in the last decades, the field of special education and intercultural education has attracted the research interest as well as the interest of the political and educational institutions and they are popular, research fields the combination of these two fields is quite limited.

The pupils with a migrant background are more likely to be diagnosed as pupils with special educational needs and placed in special education units (OECD, 2007). Students who speaks different language or foreign students, those with linguistic and cultural differences often present difficulties in adapting into the host country's education system (Cowen et al., 1989)

According to international literature, these students present greater difficulties in the field of school performance and in their behaviour. Research has shown that there is a bias in the evaluation of immigrant students that reinforces the view of disproportionate provision of immigrant and minority groups to special education providers (OECD, 2007). Bilingual children are often evaluated and characterized as having a "problem" and so placed unfairly in special education schools.

Multiculturalism is a controversial concept as it includes different things to different people. It means respect to cultural differences in values, behaviours, and ways of learning and socio-cultural practices. According to the National Council of Accreditation of Teacher Education, multiculturalism is defined as differences between groups of people and persons based on race, ethnicity, socio-economic status, gender, language, religion, sexual orientation and the geographical area in which they live (Krummel, 2013).

Furthermore, multiculturalism is a right to difference. Human beings are deeply diverse in their inherent characteristics. In this context, social, gender and cultural differences must be validated.

Multicultural education aims to provide basic standard education to all students in which racism and segregation is rejected and the diversity of society members is supported (Aydin, 2012). Especially, multiculturalism is presented (Joppke, 2018):

- As favouring group separation over inter-group exchange and finding a common ground
- As being into national-level grand posturing
- As being largely theoretical and aloof of concrete policy concerns
- As showing itself unprepared for compromising its radical and purist agenda.

Aydin (2013a) mentions that the multicultural education should take into its account the ethnic and racial differences of students and shave to try to contribute to the knowledge, skills, and behaviours of students. Halvorsen and Wilson (2010) mention that in our democratic society every student of every different culture background must have equal opportunity to education, skills and behavior with every pupil independent of its country of origin . The attitude of teachers is a vital factor for the success of this goal (Costa, 1997). According to Gay (1994) because of the fact that most teachers have their own standard perceptions they can taught wrong multicultural techniques in their students. Consequently, teachers of every multicultural class must ensure equal opportunities to all students having cultural sensitivity their own .

In recent years, in the West there has been an increasing tendency to treat people of different cultural identities equally, having as aim the communication within the same social group. We call this position intercultural (Palaiologou & Evangelou, 2003). Since the late 1970s, the term 'interculturalism' refers to the equal encounter, interaction and communication between actors of different cultures.

Gundara (2003) mentions that intercultural is an education that is directed to the full development of human personality in order to strengthen the respect to human rights and freedoms having as main goal the understanding, tolerance and friendship among the nations, every type of group. The above meaning, "is a good definition for intercultural education but it remains far from a reality" (Gundara, 2003, p. 2). This author considers that "the term multicultural is better used as a descriptive term" while the term "intercultural is a more appropriate term for discussing programs, policies and practices" (Gundara, 2003, p. 5). "Intercultural is a dynamic process of positive interaction between various identity groups of society, calling for an inherent interdependence beyond static descriptions and recognition of differences" Consequently, intercultural education aims not only to immigrant's students but also in addition, to every member of the majority culture in order to be able to acquire less prejudiced behaviours.

UNESCO mentions that intercultural are "a dynamic concept which refers to evolving relations between cultural groups. Intercultural presupposes multiculturalism and results

from intercultural exchange and dialogue on the local, regional, national or international level" (UNESCO, 2006, p. 17). According to this definition, three dimensions are derived:

- Intercultural education respects the cultural diversity of the students
- Intercultural education provides every student with the cultural knowledge, attitudes, and skills necessary to achieve full participation in society.
- Intercultural education provides all students with cultural knowledge, attitudes, and skills that enable them to contribute to respect, understanding, and solidarity among individuals, ethnic, social, cultural, and religious groups and nation (UNESCO, 2006, p. 32).

The following elements are referred to intercultural (Joppke, 2018):

- A stress on communication and "dialogue" across ethnic (as still the most critical of cultural) boundaries—hence the "inter" in the name
- A preference for the local over the national as site of policy intervention and group and interpersonal exchange
- A concrete policy as against abstract theoretical focuses, and closely related, a preference for pragmatic and compromise-minded over principled reasoning and decision-making.
- Finally, a non-ideological diction and cross-party appeal.

Consequently, intercultural is refereed to interaction, while multicultural is a less dynamic concept and is referred to a diversity of cultures. According to Pentini (2005), Georgogiannis (2008), and Portelanos (2015), the term of intercultural is referred to the people of different cultures, languages, or habits come together in an effort to build relationships of trust and solidarity between people and refer to social conditions in which interactions and cooperation between different cultures exist. With the intercultural, the encounter of individual cultures allows the interaction, the solving of any problem and the achievement of the good for all of humanity (Portelanos, 2015).

Therefore, the intercultural is a dynamic process of meeting, interacting, mutually cooperating and further developing cultures as the ultimate goal of transforming school

and society, enabling everyone to express themselves as individual and collective personalities while maintaining their cultural and cultural identity. The "Intercultural" reflects the interaction and genuine solidarity that characterizes the relationships that develop between people living in a society .

The prerequisite of intercultural is the respect of the identity of the "other", the abolition of stereotypes and prejudices and the contact between people. The prerequisites for intercultural are found in the 'openness' of one's self and societies for knowing and accepting one another as part of the whole. So intercultural does not require the change or redefinition of cultural identity by any involved, but the change of attitudes and behaviours, as well as the acquisition of communication skills within a context of tolerance, acceptance of diversity, and dialogue and cooperation. Therefore, intercultural exists when we achieve communication, understanding, and interaction between people, without conflicts despite their cultural differences (Nikolaou, 2008).

Especially, principles of intercultural are the promoting from each culture equal moral values, such as love, peace and justice, "openness" to others and quality communication of cultures and citizens of different cultures. In Greek society, due to the advent of many migratory currents, multiculturalism is a reality that characterizes its composition, but it does not automatically lead to its management and pedagogical management. Multiculturalism characterizes an existing situation, while intercultural is what it should be. Therefore, intercultural presupposes multiculturalism but does not automatically arise from it. Multiculturalism is a fact, but intercultural is not. Under these conditions, the classroom teacher is confronted daily with the multiculturalism and multilingualism of his/her class, aiming to address it creatively for the benefit of all children. Intercultural can therefore also be defined as a set of relationships between children, families of children who go to the same school but also between the culture of teachers and that of families. Therefore, intercultural not only involves the cultivation of individual intercultural skills and the widening of individual horizons, but also is part of a wider program of justice and equality that should characterize every favoured democratic society (Mark,2011).

The unsuccessful management of multiculturalism in a society and the failure to apply to the principles of intercultural to the harmonious coexistence and fair treatment of all members of a society lead to alienation and stigmatization of minority groups.

The intercultural education is related on the interactions and exchanges of cultures. When we talk about the interaction It is meant that intercultural approaches the culture and identity the diversity as an opportunity of mutual exchanges addressing to all students not only to minorities. However there are a lot of problems in this model (González-Faraco et al., 2020).

## 2.2. Multicultural approach and the European Union

The Council of Europe, in order to encourage the acquaintance, the mutual understanding, and the mutual respect between different cultures, ethnic groups, religions and minorities, and aiming to eliminate the potential for future conflicts on the European continent, has as one of its priorities the intercultural dialogue. The Council of Europe wants to have all the citizens Member States of Europe strong ties, which will be based on its principles of equality, justice and mutual respect without taking into account their origin, their language, religion or any other cultural difference.

In the last two decades, and especially since the Maastricht Treaty, the European Union wanted the improvement of education, in the terms of quality, supporting the mother and minority languages, the acquisition of intercultural training by teachers, the struggles in order to significantly reduce and / or eliminate phenomena, such as school failure, school dropout and social exclusion as priorities, which need immediate action. For all these factors, have been created many funded trainings programs aiming at the promotion of intercultural dialogue, the training of teachers in the intercultural approach, in the possibility of students and teachers to move and train at various European universities and to strengthen an education which respects the principles of democracy, of human rights and citizenship.

The most of the European states in order to manage their diversity of their educational systems, they have applied the intercultural approach. It has not been applied equally to all EU Member States, but each of them, took different measures (Nikolaou, 2008).

The conclusions of European Council of March 2008 push the member states to take action in order to improve the educational system in relation to immigrant students. The education of these students is very important for their integration in society. From childhood until their adult education, immigrant students have to be active citizenship in order to be developed thoroughly.

In relation to conclusions of Council Recommendation of June 2011, it is proven that the immigrant students abandon their school earlier than other people groups. For this purpose, member states must take measures in order to be reduced this phenomenon. The 2016 Action Plan aims to support member states in the field of early abandonment the school (European Commission, 2019).

The employment as well as the active participation and the social inclusion through the education has been proven to be the most important tools for the integration of immigrant students (European Commission, 2019).

For the achievement of this purpose the European Commission in April 2017, published "a Communication on the protection of children in migration", aimed to evaluate the needs of each immigrant child in order to be integrate in the education system.

In 2018, the European Council, through the "Recommendation on promoting common values, inclusive education and the European dimension of teaching" tries to ensure equal situations of all students including immigrant students (European Commission, 2019).

According to Eurydice (2004, pp. 354-356), the objectives of intercultural education and the Curricula can be categorized into three directions, which are the followings:

1. The acquisition of familiarity with the wide variety of existing cultures in order the students to develop tolerance and respect for the different. According to some countries, this way helps to combat of racism and xenophobia.

2. The European approach, which by providing knowledge, in respect to the European populations, European history and the country position of each student of the European continent, seeks to strengthen the identity that they have as European citizens.

3. The internationalist approach, according to which, the study of variables socio-economic and historical relations between the states, mainly between the northern and southern states, and the consequent migratory waves, which caused by them, contributes to be understood the difference of cultures.

These approaches have been incorporated, sometimes with large and other with less success in school lessons. In particular, this integration has been observed, mainly, in cognitive lessons, such as the sociology, the social education, and the humanities and social sciences in general. It is worth noting that of the evaluations, which study its successful integration of intercultural approach in the various subjects of some countries, such as Denmark, Czech Republic, Netherlands, United Kingdom and Norway, it has been found that from school to school there are differences due to the fact that each school unit has different priorities and receives different support from the educational institutions of the local community (Nikolaou, 2008).

It is interesting that in about half of the EU countries, the intercultural approach can be integrated and applied, not only to school work, but in addition, to activities out of school, such as the events, the visits to schools, the exchanges of students and teachers. The local authorities of Germany, Belgium, Spain, Denmark, Finland, Luxembourg, Poland, Portugal, Czech Republic, Romania and United Kingdom support and invest money in activities such as the above. In some states, such as Finland, Norway, Czech Republic, United Kingdom, and Sweden, the intercultural education is the factor that influences the whole school community, school culture, and the interpersonal relationships, which are developed between all of them who are included in education system (Eurydice, 2004).

The teachers in order to combat effectively the stereotypes and prejudices that have the indigenous children versus others from linguistically and culturally different groups, must firstly, haven't themselves such thoughts. These skills that should be acquired during introductory or continuing education not only is learnt through a university textbook or notes, but mainly from practical training and experiential conflict resolution (Eurydice, 2004).

It is necessary to be noted that the introductory programs training of future teachers, in almost all European countries, have introduces thematic units about the intercultural education. The intercultural approach is mainly involved in the introductory education in countries such as German-speaking Community of Belgium, Lithuania, Malta, and Sweden.

In their majority, the most states, providing academic autonomy to their Educational Institutions, gives the teachers the ability to include or not in their programs, chapters related to the intercultural approach. However, for countries such as the French Community of Belgium, Denmark, Germany, France, Italy, Luxembourg, Malta, the Netherlands (for Primary Education), Finland, the United Kingdom, Norway, and Romania this integration is mandatory. Also, in Austria (for the education of pre-primary school) and in Slovakia, the Member States have adopted a formal guidance, which recommends the integration of topics related to intercultural education (Nikolaou, 2008).

In countries such as the French and the Flemish communities of Belgium, Netherlands, United Kingdom and Norway, the intercultural skills that should have any teacher, when he/she completes his / her studies, are prescribed. Specifically, these skills are related to his / her knowledge about the condition of children from culturally different groups, the views he/she has about these children, and his / her ability to manage important situations arising from interpersonal relationships between children from different cultures. (I.N.R.P., 2007).

### 2.2.2. Multicultural schools in Greece

In Greece, the rapid social and cultural differences have been a key feature of the country over time and have not always been associated with the arrival of migratory flows. Multiculturalism will certainly not disappear as foreigners learn the Greek language and as multiculturalism, concerns the coexistence of communities with different cultures and cultural traditions. It is, therefore, a process by which we are called upon to see through the differences, the relevance of all people to each other (Vernikos, 2002). Multiculturalism does not mean a choice between varieties of cultural identities and is therefore not a threat to different ethnic identities. On the contrary, it is an element of cultural and democratic evolution (Georgogiannis, 2008).

In Greece, there are some structures of primary and secondary education for immigrant students. These structures are the following:

Multicultural school: The legislative framework of multicultural education in Greece is in the Law 2413/1996 (Ministry of Education and Religion, without day). The Article 34(p.2450) defines the purpose of intercultural education as "the organization and functioning of primary and secondary education in order to provide education to young people with educational, social, cultural, and educational particularities." It seems that the philosophy of law does not depart from the principles of the assimilation model, as it is addressed exclusively to pupils with "language deficits", even if in some places it recognizes - in theory - the right to teach their mother tongue and their culture while it does not involve the whole student population, that should be the target of any intercultural approach.

"Intercultural schools are the schools as they defined by the provisions of the Articles 3, 4, 5 and 6 of Law 1566/1985 (Government Gazette 167 A, pp.2-6) kindergartens, primary schools, high schools, lyceums  and technical - vocational schools", according to the Article 35 of this law.

There are 13 secondary schools, as it seems in the following table 5:

Table 4 Multicultural Gymnasium & Lyceum in Greece

| Number of Multicultural Gymnasium | Number of Multicultural Lyceum |
| --- | --- |
| 3 in the Prefecture of Athens | 1 in the Prefecture of Athens |
| 2 in the Prefecture of Thessaloniki | 2 in the Prefecture of Thessaloniki |
| 1 in the Prefecture of Rodopi | 1 in the Prefecture of Rodopi |
| 1 in the Prefecture of Ioannina | 1 in the Prefecture of Kozani |
| 1 in the Prefecture of Kozani | |

After 1996 was founded the Special Secretariat for Education of Greeks and Intercultural Education. Furthermore, the same year was voted the Law 2413/96 in which was

mentioned the Establishment of Intercultural Schools. All of these approaches have as intension the better integration of foreign students to Greek educational system.

More specifically, the Law of 2413/1996 states: "the programs of the intercultural schools are the same with the public schools, and must be adapted to the particular educational, social, cultural or educational needs of the students".

It is necessary to build a detailed program that will takes into account the diversity of the pupil population, as well as providing activities for all students regardless. It is obvious that the detailed program is important for the success of intercultural education (Iyanar, 2000).

The Law 4415/2016, "Arrangements for Greek-language education, intercultural education and other provisions" is a modern arrangement about the Greek educational policy according to Intercultural Education. In Article 21 of this law are presented the tools in order the intercultural education achieve its goals. The aims of the Intercultural Education are the following:

- The enrolment of children of different cultural backgrounds in schools with children of the country
- The enhancing of the democratic functioning of the school on the basis of respect democratic values and the rights of the child
- The fulfilling of suitable educational programs, educational books
- The trying to face the negative discrimination created based on cultural differences, xenophobia, and racism
- Taking of suitable measures in order to help the social and educational integration of children respective their culture (Government Gazette A ' 159/ 6-9-2016).

In particular, the Article 20 of that law states the aims of intercultural education. This article states that: "The Intercultural Education aims to build relationships between different cultural groups aiming at removing inequalities and social exclusion" (Government Gazette A ' 159 / 6-9-2016). In the first paragraph of article 22 of the Law 4415/2016 is mentioned that Intercultural Education Schools do not function with this name and they converted into Experimental Schools of Intercultural Education.

Except from multicultural schools, in Greece there are also the following structures for immigrant students:

- Reception classes I and II: The mode of reception classes determines that students are enrolled in regular classes, while linguistic support is provided in the Reception Classes (parallel classes). They are designed to help students to adapt and integrate fully into the regular classroom, where they are enrolled, within a reasonable time. Valid tests are required for registration as well as a parent's statement. The number of students in the Reception Class is 9 and the smallest 17. In Reception class I is written students with little or no knowledge of Greek in order to attend an intensive Greek language course. The lessons that these students are taking in the regular classroom are: Physical Education, Visual Arts, Music Education, Foreign Language and another lesson. In Reception Class II, is written students with a moderate level of Greek and with learning disabilities. Language teaching support is provided in the Reception Class, while all courses are taught in the regular classroom.
- Tutorial department: In tutorial departments is written students with language difficulties who have not attend the Reception Classes or students who still have language difficulties The number of students is defined as the smallest number 3 and the largest 8. The Tutorials are open 10 hours a week and the courses that are taught are Modern Greek and other courses.

Important for intercultural education is the Law 2910/2001, which provides for foreign children the compulsory 9-year education and their ability to enrol them in public schools, even if they have incomplete documentation.

## 2.3. Models of education in multicultural societies

The increased migratory flows to various countries of Europe and America had as a result, these societies to become multicultural (Tzima, 2011). The multiculturalism and the interaction of different groups of people in the same country have created problematic situations that did not faced by all countries with the same way. Therefore, a variety of approaches has been developed and is categorized into five models, which are analysed in detail below. The factors that have derived from one model to the other are both related to

developments in the scientific research of the issue of migration as well as developments in their social and political field of countries that receive immigrants (Govaris, 2001).

### 2.3.1. The assimilation model

This model that has dominated until the mid-1960s continue until today to influence political, social and educational bodies, while in the European area, the perception of assimilation policy is represented by some differentiations from the French political and educational system (Nikolaou, 2000). Unfortunately, in such a school the students of different cultures and ethnicities groups are seen as a problem, as they are believed to prevent the education route of the rest of the children, as they haven't knowledgeable of the dominant culture and of the language of the country (Nikolaou, 2000).

This means that the curriculum, being mono-cultural and monolingual, cannot be influenced by the presence of culturally diverse students at the school and is not adapted to the needs of all children. On the contrary, the student's that are called to be adapted to a new and different school environment are the non-native students. As a result, non-indigenous children develop behaviours, such as passivity and slavery, or aggression. As for the local students, they learn not to respect the cultures of other's, to think stereotypically and be suspicious of anything-different.

There have been designed two models in the field of education. The first is concerned with the reception centres and the centres for the learning of host language as a second language, which ensure that non-indigenous students will affect the education of indigenous students to a minimum. The second measure involves the policy of dispersion, according to which non-natives pupils are dispersed in order to make their assimilation easier and quickly, through their direct contact with the native's students.

According to this model, the nation is a unit from cultural and political view. In this context, the local homogeneous population must absorb the various ethnic/ migrant groups in order to be able to participate equally in its formation and maintenance of society. So, the maintenance of the national and cultural characteristics by the migrant minorities are, according to this view, due to the fact that the minorities have not yet been integrated into society and cannot benefit from the social and economic mobility offered

by modern democracy society (Nikolaou, 2000). So, they are excluded, in order to be preserved the stability of the social system.

For the education, the adoption of this model implies a school monolingual and monocultural aiming to help all children to acquire sufficiency in national language and culture. The learning of the official language is believed to be the key for the rapid assimilation of children with different linguistic and cultural expressions (Markou, 1995). In this context, the speciality of these children is faced as a deficit, which must be offset by the education system while the responsibility of social and economic integration belongs to the immigrants themselves, in their personal abilities and readiness to adapt.

### 2.3.2. The model of integration

For some European countries, like France, the model of assimilation and the model of integration is confused, as the dividing lines that distinguish one model from another are not clearly distinguished. It is worth noting that there is the view that the term "assimilation" has evolved to "integration" because of the need to adapt to modern situations and not because of changing and revising attitudes and policies (Nikolaou, 2000).

At the end of 1960, was recognized the cultural diversity because of the failure of immigrant children to attend school, the reactions from groups of immigrants who have lived in host countries for many years (Katsikas & Politou, 1999). The term "incorporation" means that any immigrant group is a carrier of a culture that is certainly influenced by the host country but at the same time, it has an impact on it and is involved in its remodelling.

This model defends that the elements of a culture that carry a national team coming to a host country will become part of its new national identity (Georgogiannis, 2009). According to this model, in the education is accepted the speciality of the student and is supported an attitude of respect for his / her language, religion and traditions. So, the school take care in order the  children of culturally and linguistically diverse groups learn their mother language while there is a design and implementation of detailed programs for their educational and social support, in order to integrate them more effective in the school environment and in the community as a whole (Nikolaou, 2000). In addition, these students learn social and historical things about their country of origin, as there is a view that this

will help them to accept variations in issues such as religion, traditions, and lifestyles, and it helps them, to integrate more easily into the host country and the dominant culture.

The main purpose that the school is called to achieve is the integration of students from different cultural and linguistic backgrounds into host societies in order to be ensured the linguistic and cultural homogeneity of these countries (Nikolaou, 2000). Therefore, children of linguistics and culturally diverse groups are called to change and be adapted in the existing school and social conditions, without attempting to remodel the principles of the education system and the goals focusing on these. Based on this logic, the equality of opportunity has different importance. Therefore, the non-indigenous children, if they want to be successful academically, must be able to meet the school goals and requirements that have been designed for them students of the normal class, without taking into account their own special needs and experiences. A proof of the lack of this equality it is the fact that non-indigenous children are evaluated according to cultural background of the dominant group, which are formally or informally introduced into school curricula, and not according to their (Nikolaou, 2000).

### 2.3.3. The multicultural model

This model appeared in the 1970s, when in many continents (America, Europe) has been realized that the national segregation is reproduced from one generation to another generation and that assimilation and integration couldn't provide a real solution to the problems that faced the children at school (Nikolaou, 2000).

In this approach, the educational space is inspired by a different philosophy, as it considers that it is necessary for children to learn their national cultures and traditions. It is believed that by this way is provided equal opportunities in education for all children and those children from culturally and linguistically diverse groups will have better school performance (Nikolaou, 2000).

According to this approach, the school accepts the mother tongue and the culture of non-indigenous pupils and allows their parallel and equal coexistence with the dominant language and culture. In particular, the multicultural model defends the right that every child should have the education of its mother language and culture of the country of origin.

So, are created separate schools or programs for each cultural and linguistic group that is included in the population school's . Specifically, the educational programs that are produced are adapted to the linguistic and cultural elements of linguistic children and culturally diverse groups with the aim of developing the respect and tolerance for individuals who belong to different ethnic groups, culture and religion (Nikolaou, 2000).

The positive thing of this model is that it does not ignore the mother tongue and the culture of the individual groups that exist in a society. Nevertheless, the danger that has the multicultural model is that it is possible not to be the necessary interaction between the civilizations of a society, but only their parallel development. Therefore, there is the possibility of ghettoization, as each culture will grow independently of the others.

One negative element that characterizes the multicultural model is its excess simplicity. Initially, this model is confined itself to the ethnological meaning of the term culture, ignoring its philosophical dimension, which is superior to all civilizations. A person embodies or inherits a culture (with the ethnical dimension of the term), as his/her family and society transmits it to him/her. Secondly, the multicultural model presents a piece of the cultural systems, such as the tradition and the origin, avoiding the emergence of diversity, the complexity, and the potential that characterize each of them. So, it ends up categorizing individuals and groups of individuals by attribute or specific elements, such as social class, the culture of their ancestors, their geographical origin etc. Third, it gives great emphasis on interdependence and unity of cultures. The way it presents them leads to the perception that a person is part of a culture, when he/she fosters all the elements of a culture,  otherwise he/she is not involved, but he/she "betrays" his/her cultural heritage. It does not allow individuals to question their traditions and in order to protect their cultures, it does not accept cultural differences.

Furthermore, the model argues that the person who acquires new cultural habits at the same time he sets out elements of his/her own culture. In addition, the supporters of this model believe that the alien is passive and the host country assimilates him/her. In addition, it focuses on excess degree in cultural factors by neglecting other equally important factors about the problems of linguistically and culturally diverse groups, such as

psychological, financial, social, etc. Finally, the multicultural model gives emphasis on the diversity of cultures, having as a result the people to be trapped in a cultural system and not interact with people from different cultures (Nikolaou, 2000).

### 2.3.4. The antiracist model

The Antiracist approach was developed in the mid-1980s, mainly through political movements in England and mainly in America, as a response to the multicultural approach. In contrast to the multicultural model, the anti-racism model promotes resolutions of topics about the racism and the discrimination within and outside of school and interventions that aim to the removal of racist elements from curricula having as aim the weakening of stereotypes and prejudices (Georgogiannis, 1997). The proponents of the anti-racist education believe that beyond the attitudes of individuals, need to be change the structures of education and society in order to achieve a radical restructuring of ethnic and racial relations between people. With the basic option that the racism exists not only in the education but also in society, and that the education system ignores the needs of children of migrant groups, the anti-racist education advocates consider as a matter of immediate priority the reduction of racism in all social institutions including the school. The three fundamental goals of antiracist education are the following

- Equality. In education for all young people, regardless of their ethnic-racial origin, this can be achieved through a radical transformation of structures and systems, including education, that produce and perpetuate the inequality.
- Justice. The state has a responsibility to ensure that everyone has equal opportunities to live, to development and to participate in all that society can offer for the good of each individual and for the country as a whole.
- Emancipation. Releasing the oppressed and oppressors from the structures of racist practice and from the domination of racism.

The criticism of anti-racist education has mainly concerned with the one-sided definition of racist phenomenon and the unsuccessful separation between the perpetrator and the victims and this comes from both the supporters of the multicultural model and from the side of the educational theorists. The proponents of multicultural education accuse the

anti-racists for seeking to politicize education, and this has as a result the school to lose its educational character and become a field of competition between broader social and political forces. In addition, they recognize the socio-economic causes of racism but they believe that these are beyond the capabilities and control of the school. The Radical critics, on the other hand, point out that the anti-racist approach ignores the social class and ignores the problems of the lower classes. They believe that this model treats all the white people as racists, creating feelings of guilt (Markou, 1996). Furthermore, the perception of local and immigrant groups as closed and homogeneous does not present their differences, inequalities and conflicts within them and, consequently, the injustice by which suffer the lower social classes in each distinct social group. All of this suggests that the racism cannot be analysed without taking into account the forms of social exclusion related to social class, religion, gender, ethnicity, etc. (Govaris, 2004).

### 2.3.5. The intercultural model

The necessity for intercultural emerged because of the weaknesses of all the above models of management of multiculturalism and the large number of populations that move todays, (Nikolaou, 2000). So, in 1980, made the appearance the intercultural model in Europe. The Intercultural education offers a pedagogical answer to the problems that have intercultural nature and which are raised in a multicultural and multinational society. All these are guided by four principles.

- Education for empathy, which means that we learn to understand others, to put ourselves in the position of the other and to cultivate our sympathy for them. The main task of the education is to encourage the person to show interest for the others, their problems, and their diversity.
- The education for solidarity. The concept of solidarity means the cultivating of a collective consciousness that transcends the boundaries of groups, remove the social exclusion, the inequality, and injustice.
- Education for intercultural respect. The respect of the culture can be expressed by our openness to other cultures, which means at the same time an invitation to others to participate in our culture.

- Education against the national thinking that means the elimination of national stereotypes and prejudices, so that different peoples can open the dialogue and communicate with each other.

The problem that faces the intercultural approach is that it has failed to achieve the equality of opportunity in education, to improve significantly the school performance of students with linguistic and cultural particularities, to remove the prejudices, the stereotypes, and to limit its monopolistic character in order to change the relationship of power and inequality (Markou, 2011).

## 2.4. Constitutional fortification: Intercultural and special education

Every resident of a country in order to claim privileges and benefits within that country must know the legislation and the rights that derive from it. The rights of immigrants and people with disabilities have been enshrined in both European and International legal texts as well as in our country's laws that have incorporated or adapted International and European provisions within it. Especially, European and international organizations encourage national authorities to support and provide high quality education to all pupils, including pupils with special educational needs regardless of national, cultural, religious, or linguistic identity (UNESCO, 1994).

In 2008, the Organization of United Nations organized a conference about the Rights of people with Disabilities and argues that people with disabilities will have equal rights with others in recognizing and supporting their particular cultural and linguistic identity (Article 30, 2008).

The Council of Europe in the Action Plan 2006-2015 notes "people with disabilities from minority groups, immigrants and refugees with disabilities may face multiple difficulties due to discrimination or lack of familiarity in public services. Member States must ensure that the support for people with disabilities must take into account their linguistic and cultural background and the specific needs of such a minority group" (European Agency for Development in Special Needs Education, 2009).

In particular, in the Green Paper for the European Commission about the Migration (2008) is stated, "the presence of a significant number of migrant children has a significant impact on education systems and support agencies. Both, general and special education schools, as well as the other institutions, must provide high support and equitable education" (European Agency for Development in Special Needs Education, 2009, p. 4).

In addition, Greece, as a member of the European Union, follows its recommendations on issues related to education, health, and respect for the rights of people with a migrant background and special needs, which are ensured through legislation. In particular, people from third-country nationals who are insured in Greek insurance institutions, both themselves and their family members, have the same benefits as Greek insured persons in the field of health (Law 131/2006, Government Gazette A' (143,13-7-2006) and education (N. 3699/2008, Government Gazette A' 199, 2-10-2008, on "Special Education and Training of Persons with Disabilities or Special Educational Needs") .

The first law that refers not so much to intercultural education but to the establishment and operation of schools for the Returnees is the law 1865/89 Art. 7, par. 1 (Government Gazette 210 AA / 28/9/89). It refers to the establishment and operation of these schools and to the creation of organic positions for teachers in these schools.

However, the first law on intercultural education is found in 1996 (2413/1996 Government Gazette 124t./17/6/96) following the high turnout of foreign and repatriated students as well as the intense criticism of its assimilation policy and the problems that were created (Belesi, 2009).

The Article 34 of the above law mentions that the purpose of intercultural education is to organize and operate primary and secondary education school units to provide education to young people with educational, social, cultural, or educational specialties. Although the legislature's good intentions were to tackle the impassioned assimilation policy in education, it nevertheless created the conditions for intercultural education to evolve over time into a concept of marginalization and exclusion. Damanakis (2000) emphasizes that the law of 1996 was created the conditions for the creation of not intercultural but minority schools.

Intercultural schools have lost their intercultural meaning. According to the Institute for the Education of homogeneous and Intercultural Education in Greece there are 26 intercultural schools, 13 elementary, 9 high schools, and 4 high schools in 15,174 schools. Foreigners, repatriates, and students of cultural diversity in general reach 200,000, while the proportion of intercultural schools corresponds to 0.17%. This means that, 10% of the student population of foreigners corresponds to 0.17% of schools (Christodoulou, 2009). The reception and tutorial sections, according to Skourtou et al. (2004), do not produce many results.

According to Gerosimou (2013), intercultural education cannot be a static concept, but a dynamic having as aim and purpose the equitable interaction between different cultural differences. The purpose of intercultural education is not to marginalize and exclude, but to cultivate critical thinking and skills so that students can become active citizens with a focus on communication, placing mutual understanding and acceptance as a rule and not as an exception (Athanasiou, 2007).

However, intercultural education has been criticized by those who place the national cohesion of the state as the prerequisite for any education.

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## Some words...

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**About the book…**

In this book, a teacher, a student and everyone who wants to search and learn new things, can find informations about the sensitive fields of special education and especially of secondary special education as well as about the multicultural education.

Some words...