

TEACHER PROFESSIONAL LEARNING FOR INCLUSION

Policy Mapping Grid: Greece



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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SECTION 1: WIDER POLICY CONTEXT

Wider policy context

1.1. Developing inclusive education policy and practice in Greece: Current state of affairs and future priorities

The recognition of inclusion as the key to achieving the right to education has strengthened in Greece in recent years. Several steps have been taken as part of the process of increasing the capacity of schools to respond to the diversity of needs of all learners. Those measures include:

- Ratifying the Convention and the optional Protocol with Law 4074/2012.
- Establishing School Networks of Education and Support & Diagnostic Educational Evaluation and Support Committees with Article 39 of Law 4115/2013.
- Introducing the formal definition of inclusive education, compatible with the Convention:

the educational approach that takes into account the diversity of learners' needs and aims at overcoming barriers and ensuring equal access to learning of all pupils including those with disabilities (Law 4547/2018, Article 2).

- Redefining the main aims and duties of the Institute of Educational Policy (IEP), with an inclusive focus. Specifically, the IEP has been redefined as the operational scientific body that supports the Ministry of Education and its supervised entities on matters concerning primary, secondary as well as post-secondary education, teacher training and school drop-out tackling, to ensure equal access to education for all learners.
- Introducing a series of new support structures like PEKES (Regional Centres for Educational Planning), which have recruited 540 Co-ordinators of Educational Matters. Some of these have a specialisation in special and inclusive education (Co-ordinators of Special and Inclusive Education) (Law 4547/2018, Article 5).
- Establishing the Centres for Educational and Counselling Support (KESYs), which aim to:
 - identify institutional (and not just individual) barriers to learning at all levels;
 - provide psychosocial support to all learners, including learners with disabilities;
 - build capacity of mainstream schools so that they respond more effectively to all learners' diverse needs.
- Providing training to key stakeholders (e.g. Co-ordinators of Educational Matters) on a variety of topics including inclusive education.



Wider policy context

- Promoting the transition of the special school to a Support Centre and the re-organisation of the institutions of School Network of Educational Support (SDEY) and Interdisciplinary Educational Evaluation and Support Committee (EDEAY), which were renamed and re-established with a more inclusive orientation.
- Redefining inclusion classes with Article 82 of Law 4368/2016, by specifying their objectives as 'the full inclusion of pupils with disabilities and/or special education needs into the school setting'. This marks a transition from a previous pull-out model, which was criticised for reproducing discrimination inside the mainstream school.
- Establishing co-educational programmes which are implemented between special and mainstream schools.
- Introducing and implementing apprenticeship for learners with disabilities and/or special educational needs.

In terms of financing, in recent years there has been a constant increase in the expenditure for learners with disabilities via:

- the increase in recruitment of special needs teachers and special support staff in special and general education;
- the establishment of 570 new inclusive classes in mainstream schools of primary and secondary education;
- the development of accessible digital material that can be used by learners with disabilities in mainstream settings;
- more recently, the publication of 4,500 vacancy notices for permanent staff in special and inclusive education.

Moreover, in recent years Greece has implemented the following actions:

- The systematic collection of statistics concerning learners with disabilities and/or special educational needs who attend mainstream schools. This is part of the transnational data collection on inclusive education organised by the European Agency for Special Needs and Inclusive Education, of which Greece is an active member.
- The first attempt to record refugee children with disabilities and/or special educational needs who stay in hosting facilities with a view to placing them in appropriate school settings has been made. This is in co-operation with the Department for the Co-ordination and Monitoring of the Refugee Education of the Ministry of Education.
- MERA's design of a website for special and inclusive education that informs parents and teachers about legislation and all relevant issues. The development of the site is in the pipeline.



Wider policy context

- The active participation of the Ministry in inclusion-focused Erasmus projects and projects organised by the European Agency for Special Needs and Inclusive Education.

All of these measures mark a significant shift and progress towards inclusion. However, several challenges still remain concerning the progressive realisation of inclusive education. Some challenges are highlighted in the [recent report for Greece](#) by the United Nations (UN) Committee on the Rights of Persons with Disabilities. Following the country's examination, the UN Committee suggested:

- the adoption and implementation of a comprehensive strategy for inclusive education within the mainstream educational system;
- ensuring full accessibility of schools and universities via:
 - Provision of suitable buildings and infrastructure;
 - Provision of individualised support, accessible and adjusted media and material, inclusive curricula and suitable ICT for learners with disabilities.
- provision of sufficient financial and material resources in order to implement inclusion;
- provision of adequately and regularly trained teaching personnel;
- integration of the inclusive education dimension within the university curricula regarding studies in education for future teachers as well as in-service teacher training;
- immediate provision of equal access to mandatory education for all refugees, asylum seekers and immigrants with disabilities as well as Roma children with disabilities.

The Greek Ministry recognised the challenges and recommendations posed by the UN Committee relating to all aspects of educational and social policy. Since October 2019, a technical Interministerial Committee has been formed to come up with a National Strategic Plan for the rights of persons with disabilities. As part of this wider strategic plan, specific measures will be taken to promote inclusive education and train teaching and scientific personnel. In this direction, a Strategic Action Plan aiming at the progressive realisation of the inclusive goal is expected to be formed.

1.2. Teacher Training in Greece

Initial teacher education

Initial training for primary and secondary education teachers falls under the Higher Education University sector. All teachers in primary education, including kindergarten and elementary school, as well as teachers in secondary education, hold at least a first cycle degree (with regard to conditions of service and terms of employment, as of the 2019–2020 school year, according to Law 4589/2019).



Wider policy context

Continuing professional development

Teacher training is provided in the form of various educational programmes implemented by educational bodies upon approval of the Ministry of Education. The main education bodies are outlined below.

Law 4547, Article 53, defines the Institute of Educational Policy (IEP) as the operational scientific body that supports the Ministry of Education and its supervised entities on matters concerning primary, secondary as well as post-secondary education, teacher training and school drop-out tackling, to ensure equal access to education for all learners.

To fulfil its mission, IEP is responsible for:

- *training teachers of primary, secondary and post-secondary education;*
- *systematically reviewing matters related to planning, implementing and developing the educational policy on teacher training and other relevant actions;*
- *designing a national strategy for the training of teachers and monitoring its implementation.* (European Agency, Country information for Greece, [Teacher education for inclusive education](#))

The **PEKES (Regional Centres for Educational Planning)** are responsible for monitoring, co-ordinating and supporting the educational work of public and private schools. Among other things, they support teachers in their work and organise training programmes for them (including induction training) on contemporary scientific, pedagogical, teaching and evaluation matters. They promote sharing of good practices among schools and teachers, design co-operation programmes among schools, KESYs (Centres for Educational and Counselling Support) and KEAs (Educational Centres for Sustainability) as well as with higher education institutions. They also support the planning and self-reflection of schools' educational work at the regional level.

Computer Technology Institute and Press 'Diophantus': At present, B1 level training on utilisation and implementation of Information and Communication Technology (ICT) is performed within the framework of the Action 'Teachers' education for the utilisation and implementation of ICT in the teaching process' (B Level Education on ICT). This is in the context of the Operational Programme '[Human Resources Development, Education and Lifelong Learning](#)', co-funded by the European Union (European Social Fund, ESPA 2014–2020) and the Greek State. The duration of the training programme is 36 hours. Teachers of all specialisations serving in both primary and secondary education can attend. The B2 level includes advanced training on utilisation and implementation of ICT in teaching practice will be implemented in the first semester of 2020.

The **National School of Public Administration and Local Government (EKDDA)** is the national strategic agent for developing the public administration's human resources. It implements lifelong training actions, focuses on producing fast-career executives and researches, documents and innovates at all development levels of public administration human resources.



SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

2.1 Policy vision

Policy priorities	Findings
<p>2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education</p>	<p>2.1.1.1 As stated in the Country Policy Review and Analysis: Greece (European Agency, 2018):</p> <p><i>The Ministerial Decision 27922/G6/07 (GG 449/2007) states clearly that special education staff should act in accordance with: (a) the universal declarations on the rights of people with disabilities and (b) the ethical principles of their scientific and professional capacity. (p. 13)</i></p> <p>2.1.1.2 Policy is guided by this vision in the sense that the main teacher training body, i.e. the Institute of Educational Policy (IEP), delivers its training services ‘... with a view to ensure equal access of all learners to education.’ (Par. 53, Law 4547/2018)</p>
<p>2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education</p>	<p>2.1.2.1 The inclusive education dimension is progressively integrated within university curricula regarding studies in education for future teachers as well as in-service teacher training.</p> <p>Moreover, in-service teachers receive education by the Co-ordinators of Educational Matters of PEKES on issues of inclusive education as formally defined in Law 4547/2018, and on differentiated pedagogy in organised training meetings. (Par. 3 Art. 3, 158733/GD4/24-09-2018 Ministerial Decision, GG 4299 B/2018)</p>



Policy priorities	Findings
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	2.1.3.1 'Coordinators of Special and Inclusive Education cooperate with KESY and the Teachers Board on issues of equal access for all learners on the educational process and the school life ...' (Par. 4a, Art. 3, 158733/GD4/24-09-2018 Ministerial Decision, GG 4299 B/2018)

Evaluative comments for 'Policy vision'

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2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	2.2.1.1 As stated in the Country Policy Review and Analysis: Greece (European Agency, 2018): <i>... quality education and equity for pupils with disabilities is guaranteed through ... the provision of relevant in-service training for teachers and other participants, with special focus on issues of differentiation and multicultural instruction ...</i> (p. 15) 2.2.1.2 The promotion of inclusive education in Greece is mainly initiated through: <ul style="list-style-type: none">• the establishment of inclusive classes in mainstream schools at primary, secondary and



Policy priorities	Findings
	<p>vocational education level;</p> <ul style="list-style-type: none"> • the provision of parallel support services in mainstream classrooms; • the establishment of free services for assessment and counselling with an inclusive focus (Centres for Educational and Counselling Support); • the provision of school nurses on a one-to-one basis (4186/2013, Art. 28, Par. 18, Circular 91409/D3/3-6-2016) and special support staff (Law 3699/2013, Art. 18, Par.1-2, as amended by Article 56, Law 3966.2011, and Circular, issued by the Deputy Minister, no. 90911/D3/9-6-2015); • tuition at home (Law 4186/2013, art. 28, par. 8., Ministerial Decision 279922/C6 (GG 449)); • the introduction of PEKES and the recruitment of Co-ordinators of Special and Inclusive Education. <p>All of the above services are provided by specialised and trained staff. More specifically, Law 3699/2008, Article 16 stipulates that inclusion classes as well as parallel support, the Centres of Educational and Counselling Support (KESY) and home tuition are staffed by:</p> <ul style="list-style-type: none"> • special education teachers of pre-primary and primary education; • qualified primary and secondary special education teachers of all faculties of general and vocational education. <p>Their qualification in special education is certified by:</p> <ul style="list-style-type: none"> • a PhD in special education or school psychology and BA from universities at home or abroad; • an MA in special education or school psychology and BA from universities at home or abroad;



Policy priorities	Findings
	<ul style="list-style-type: none"> • a two-year further training certificate in special education from universities at home or abroad; • a BA from universities at home or abroad with at least five years of teaching experience in special education settings.
2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education	–
2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	<p>2.2.3.1</p> <p>Law 1566/1985, article 28, as amended and in force, stipulates that the induction training of beginning teachers aims to update and complement their theoretical and practical training so that their knowledge corresponds to the teaching methods and educational reality. Furthermore, induction training aims at informing beginning teachers on issues relating to service as well as scientific and pedagogical matters.</p> <p>Other types of training may be organised to meet specific educational needs.</p> <p>According to Law 4547/2018, induction training is organised and put into effect by the Regional Centres for Educational Planning (PEKES). Their work is supported by the Institute of Educational Policy (IEP) and the competent services of the Ministry of Education.</p> <p>The main competencies of PEKES (Law 4547/2018) are:</p> <ul style="list-style-type: none"> • to organise and implement further training and instruction programmes for teachers in co-operation with IEP or after personal planning relevant to issues and needs which have appeared and are registered in the local school units and Laboratory Centres (EK) of their competence;



Policy priorities	Findings
	<ul style="list-style-type: none"> • to organise educational seminars; • to inform teachers on modern pedagogy methods and instruction issues and on introducing new technologies in teaching; • to inform teachers on the syllabus, new books, changes in curricula and ways of assessing school subjects and pupils. <p>Moreover, Co-ordinators of Educational Matters give emphasis on supporting beginning teachers by organising and conducting sample teaching, in co-operation with them and co-deciding about the teaching content, the methodology, means, strategies and evaluation of the learning process. (Par. 3ia Art. 3, 158733/GD4/24-09-2018 Ministerial Decision, GG 4299 B/2018)</p>
<p>2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.4.1</p> <p>As stated in the Country Policy Review and Analysis: Greece (European Agency, 2018):</p> <p style="padding-left: 40px;"><i>According to the Law, In-Service teacher training can be provided to Greek teachers (Law 1566/85) (GG issue A 167). This legislation links teacher training with the necessity of promoting positive attitudes towards all learners. (p. 17)</i></p> <p>2.2.4.2</p> <p>Law 4547, Article 53, defines the Institute of Educational Policy (IEP) as the operational scientific body that supports the Ministry of Education and its supervised entities on matters concerning primary, secondary as well as post-secondary education, teacher training and school drop-out tackling, to ensure equal access to education for all learners.</p> <p>The IEP has implemented training programmes for several years. Indicatively, we mention:</p> <ul style="list-style-type: none"> • the teacher training seminar of special education teachers and counsellors as well as professionals in evaluation and support services;



Policy priorities	Findings
	<ul style="list-style-type: none">the training seminar on the new accessible educational material as well in differentiated instruction implemented nationwide in the context of the Action ‘Design and Development of Accessible Educational and Instructional Materials for Students with Disabilities – Horizontal Action’ which was financed and supported by the Operational Programme ‘Education and Lifelong Learning 2007–2013’. <p>In order to enhance the capacity of stakeholders to provide teacher training with an inclusive focus, a ‘Training the Coordinators of Pedagogical Task of PEKES’ partnership agreement programme was implemented during 2018–2019. This involved a three-day seminar/workshop of PEKES Regional Centres for Educational Planning Co-ordinators and Centres for Educational Support (KESY) personnel on issues of pedagogy, including differentiated/adapted pedagogy.</p> <p>As part of the Co-ordinators’ competences, they are responsible for further teacher training on specialised topics like inclusive education, differentiated instruction and digital accessibility. Several good practices in this respect have been encountered.</p> <p>Currently there is a call by the IEP for the programme ‘Training on Supporting Students with Differentiated Teaching Practices’. The programme involves the development of a Register of Teacher Trainers with a goal to implement the training of 22,000 mainstream teachers of primary and secondary education.</p> <p>Moreover, teacher training is provided in the context of several co-funded European projects in which IEP participates and which are currently implemented (e.g. R4C, inclusive schools, etc.).</p> <p>Training is also provided by the Regional Centres for Educational Planning (PEKES), as mentioned in section 2.2.3.</p> <p>According to Law 4547/2018, Article 7 ‘Tasks and responsibilities of the Centres for Educational and Counselling Support (KESY)’, KESY:</p> <ul style="list-style-type: none">provide counselling to teachers on matters regarding best teaching practices, responding to the needs of pupils with disabilities and/or special educational needs, responding to



Policy priorities	Findings
	<p>diversity, promoting inclusive practices, developing peer learning activities, developing basic skills to communicate effectively, the psychosocial support of pupils, enhancing vulnerable groups, tackling crisis;</p> <ul style="list-style-type: none"> • plan and implement training courses, in co-operation with PEKES and the Educational Centres for Sustainability (KEA). Law 4547/2018, Article 12 introduces the KEA. According to Par. 2, in order to fulfil their pedagogical, educational, research and scientific role, KEA support school units with regard to: <ul style="list-style-type: none"> ○ introducing and promoting communicative, active and interactive learning and pedagogical approaches that support the experiential and participatory learning and focus on the holistic view of the environmental, social and cultural matters and promote co-operation with the local community; ○ planning training courses in co-operation with PEKES, and conducting live or online courses for teachers.
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1</p> <p>There is no specific legislative framework according to which inclusive education lessons are obligatory for student teachers. However, there has been a distinct tendency to enrich the BA in teaching syllabuses with material concerning disabilities and inclusive education.</p> <p>Law 3699/2008, Article 16 ‘Educational Staff’ refers to teachers’ qualifications (as mentioned in section 2.2.1).</p> <p>Law 4547 defines the IEP, PEKES and KESY as the competent bodies for the training of teachers of all faculties (as mentioned in section 2.2.4).</p>



Policy priorities	Findings
2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy	—

Evaluative comments for 'Main principles'

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SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

3.1 Goals

Policy priorities	Findings
<p>3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda</p>	<p>3.1.1.1</p> <p>Teachers who work in inclusive classes, parallel support, special schools or Centres for Educational and Counselling Support (KESY) are:</p> <ul style="list-style-type: none"> • graduates of university departments of special education (pre-primary and primary special education); • graduates of university departments of mainstream education (primary education) or other subject areas, such as literature, mathematics or science (secondary education) with a specialisation in special education proven by a PhD in special education or school psychology; or post-graduate studies in special education or school psychology; or a two-year post-training programme in special education; or a bachelor's degree with at least five years of proven experience in special education units. <p>3.1.1.2</p> <p>Mainstream teachers who work in special education units and teachers employed for parallel support with no former training or specialisation in special education are trained by the State. The Institute of Educational Policy, which is the Minister of Education's official advisor on primary and secondary education matters, is responsible for and co-ordinates such in-service training.</p>



Policy priorities	Findings
<p>3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)</p>	<p>3.1.2.1</p> <p>Competence areas for inclusive education are not clearly stated in legislation. However, collaboration among teachers is encouraged in contexts such as the following.</p> <p>Article 82 of Law 4368/2016 (GG 21 A/2016) stresses the need for educating all learners in mainstream classes along with their non-disabled peers. It states that the main aim of inclusion classes is full inclusion of learners with special education needs and/or disabilities in the school environment. In this context, teachers of inclusive classes support learners within the mainstream classroom context, in co-operation with the class teachers. The aim is to differentiate activities and educational practices and adapt the educational material and environment. Support is provided on a one-to-one basis, in a separate room, only if imposed by the learners' special needs. In this case, the main target of the teaching intervention is full inclusion of the learner in the mainstream class.</p> <p>According to Article 5 of L.3699/2008, as amended by Law 4547/2018, educational and psycho-social assessment reports and the basic frameworks of individual education plans are devised for each learner with disabilities by the Centres of Educational and Counselling Support, following interdisciplinary assessment of their educational needs. The specification of the basic axes of the individual plans is further analysed in short-term and long-term goals at the school level by the Interdisciplinary Educational and Support Committee or by the school's educational support team. The members of the educational support team, along with the class teachers, are responsible for the effective implementation of the goals of the individual education plan.</p> <p>Teachers of mainstream and special schools co-operate in the implementation of co-education programmes. (Law 4368/2016, Article 82, Par. 3a)</p>



Policy priorities	Findings
3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education	3.1.3.1 PEKES is the main body that organises and implements further training and instruction programmes for teachers in co-operation with IEP or after personal planning relevant to issues and needs which have appeared and are registered in the local school units and Laboratory Centres (EK) of their competence (Law 4547/2018, Article 4, Par. 3a) on several issues pertaining to teaching methodology including differentiated instruction and inclusive education. A significant number of professional teacher trainings are currently being implemented by the IEP, universities and other bodies throughout the country, designed with an inclusive focus and/or consideration.
3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion	–



Policy priorities	Findings
3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education	3.1.5.1 As stated in the Country Policy Review and Analysis: Greece (European Agency, 2018): <i>In most cases, training is organised by the Institute of Educational Policy (IEP), which is the official advisor on primary and secondary education matters of the Minister of Education. The IEP develops the national curricula, authors the majority of the primary and secondary education textbooks, certifies any educational material, conducts pedagogical research and actively participates in the training of primary and secondary school teachers, e.g. last year, the IEP implemented project ‘Development of Support Structures for the Induction and Inclusion in Education of Pupils with Disabilities and/or Special Educational Needs’, which includes several elements of teacher training. (pp. 17–18)</i>
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	3.1.6.1 The competences of the Co-ordinators of Educational Matters’ and the Co-ordinators of Special and Inclusive education include catering to the teacher development needs of their area of competence. In this sense, central policies are formulated to accommodate the needs of the teacher and the school unit.
3.1.7 There is a medium- and long-term review strategy for teachers’ professional learning opportunities to ensure they meet system requirements for an inclusive education system	–



Evaluative comments for 'Goals'

The Greek educational system is centralised. All matters of policy- and decision-making are done at the Ministry and Institute of Educational Policy level. Therefore, all issues pertaining to education are by default aligned with the central policy-making, including teacher training.

3.2 Continuum of support

Policy priorities	Findings
3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work	3.2.1.1 Ensuring that there is a continuum in place concerning all matters of teachers' professional development is among the duties of the Institute of Educational Policy.
3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities	–



Policy priorities	Findings
3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education	–
3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities	3.2.4.1 One of the KESY competences is raising awareness of the community through the promotion of partnerships among schools, families, scientific and social institutions, local authorities and universities on issues of diversity, psycho-social health, career guidance and transition to the labour market.

Evaluative comments for 'Continuum of support'

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SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	–
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	4.1.2.1 According to Law 4548/2018, a competence of KESY is to support the overall educational work of all school units on issues of preventing school drop-out and creating a safe and supportive inclusive school culture that favours the psycho-social health and emotional well-being of learners. It also implements first- or second-instance prevention and mental health promotion programmes and strengthens the communication and co-operation of school unit with families and psychological and social support services. In this context, there is a clear mechanism that links KESY with the schools of their area of competence and ensures collaboration and dialogue among all interested parties.



Policy priorities	Findings
<p>4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education</p>	<p>4.1.3.1</p> <p>Law 4547, Article 53, defines the Institute of Educational Policy (IEP) as the operational scientific body that supports the Ministry of Education and its supervised entities on matters concerning primary, secondary as well as post-secondary education, teacher training and school drop-out tackling, to ensure equal access to education for all learners.</p> <p>4.1.3.2</p> <p>Moreover, according to Law 4547/2018, Article 4, PEKES co-operate with KESY (Centres for Educational and Counselling Support) to:</p> <ul style="list-style-type: none">• implement compensation programmes in education that address issues like school failure, student drop-out and bullying;• by training them, support teachers to fight against any form of exclusion and discrimination. <p>4.1.3.3</p> <p>According to Law 4547/2018, Article 7 ‘Tasks and responsibilities of the Centres for Educational and Counselling Support (KESY)’, KESY:</p> <ul style="list-style-type: none">• formulate the basic axes of the individual education plan, as well as plan and implement, in co-operation with the teachers of the Interdisciplinary Educational Evaluation and Support Committees (EDEAY), interventions of pedagogical, counselling or psycho-social support tailored to the needs of individuals or groups of pupils, teachers and parents;• provide counselling to teachers on matters regarding best teaching practices, responding to the needs of pupils with disabilities and/or special educational needs, responding to diversity, promoting inclusive practices, developing peer learning activities, developing



Policy priorities	Findings
	<p>basic skills to communicate effectively, psycho-social support of pupils, enhancing vulnerable groups, tackling crisis;</p> <ul style="list-style-type: none"> inform the school community about national, European or international innovative actions and programmes related to psycho-social matters. <p>4.1.3.4</p> <p>According to Law 4547/2018, Article 10, EDEAYs support the teachers of the school unit on pedagogical matters relating to responding to the diversity of the learner population, e.g. applying differentiating teaching methods, interdisciplinary approaches, peer learning, experiential learning and alternative methods of teaching. See the Ministry of Education website for more information (in Greek).</p>
<p>4.1.4 There are guidelines that support all teachers to collaborate to support all learners</p>	<p>4.1.4.1</p> <p>Law 4368/21.02.2016 promotes inclusive education. It stresses the need for collaboration between general teachers and inclusive class teachers.</p>
<p>4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education</p>	<p>4.1.5.1</p> <p>Law 4547, Article 53 stipulates that the IEP is responsible for:</p> <ul style="list-style-type: none"> <i>training teachers of primary, secondary and post-secondary education;</i> <i>systematically reviewing matters related to planning, implementing and developing the educational policy on teacher training and other relevant actions;</i> <i>designing a national teacher training strategy and monitoring its implementation.</i> (European Agency, Country information for Greece, Teacher education for inclusive education)



Policy priorities	Findings
	<p>4.1.5.2</p> <p>According to Law 4547/2018, among PEKES's duties and powers is to systematically review the evaluation and planning reports of the educational task of the school units and Laboratory Centres (EK) of their area of competence in order to record the teacher training requests and needs for support, and design and plan their work accordingly.</p>
<p>4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda</p>	<p>–</p>
<p>4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education</p>	<p>4.1.7.1</p> <p>In case a teacher anticipates becoming a member of educational administration (school advisor, school head) the certified training does not lead to credit points allocation but it is assessed in the field of the teacher's professional development (L.4473/2017).</p> <p>On the other hand, the certified training on ICT level 1 and the one year training in a higher education institution department fall within the credit point allocation for the appointment of heads of school units, etc.</p> <p>Finally, in the framework of restricted fiscal policy, facilitation of sabbatical unpaid leaves for one school year is granted to primary and secondary education teachers, in order to complete post-graduate studies.</p> <p>However, the grant or renewal of paid educational leaves is permitted only to scholars of State Scholarships Foundation (SSF) (L.3528/2007). See Eurydice, National Education Systems, Greece Overview for more information.</p>



Policy priorities	Findings
4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools	–
4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)	–
4.1.10 There are competences for professional learning in inclusive education for all teachers	–

Evaluative comments for 'Capacity building'

–



4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–

Evaluative comments for 'Funding'

–



4.3 Monitoring

Policy priorities	Findings
4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities	–
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	–



Policy priorities	Findings
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

Evaluative comments for 'Monitoring'

–