

Implementation of the European Child Guarantee – Promoting Inclusive Education in Greece Phase II

Final Report

• **TSI** •



HELLENIC REPUBLIC
Ministry of Education,
Religious Affairs and Sports



EUROPEAN AGENCY
for Special Needs and Inclusive Education



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PROMOTING INCLUSIVE EDUCATION IN GREECE – PHASE II

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Deliverable 4.4

Final Report

European Agency for Special Needs and Inclusive Education



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- the country policy experts from Finland, Italy and Portugal;
- the policy officers from the Directorate-General for Structural Reform Support.

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Abbreviations

Agency	European Agency for Special Needs and Inclusive Education
Counsellors	Counsellors of Special Needs and Inclusive Education
DG REFORM	Directorate-General for Structural Reform Support (European Commission)
EASIE	European Agency Statistics on Inclusive Education (the Agency)
EDY	Educational Evaluation and Support Committee (Greece)
EMAEI	Multidisciplinary team to support inclusion (Portugal)
GITs	Territorial Inclusion Groups (Italy)
IEP	Institute for Educational Policy (Greece)
KEDASY	Interdisciplinary Evaluation, Counselling and Support Centres (Greece)
Ministry	Ministry of Education, Religious Affairs and Sports (Greece)
PEI	Individual Educational Programme (Portugal)
PIT	Individual Transition Plan (Portugal)
SDEY	School Networks of Educational Support (Greece)
SEN	Special Educational Needs
SRSP	Structural Reform Support Programme (European Commission)

EXECUTIVE SUMMARY

This document constitutes the executive summary of the Deliverable 4.4 ‘Final report’ of ‘Implementation of the European Child Guarantee – Promoting Inclusive Education in Greece Phase II’ (hereafter, the Project). It is developed by the European Agency for Special Needs and Inclusive Education (the Agency) in close consultation with representatives of the Greek Ministry of Education, Religious Affairs and Sports (the Ministry) and the Directorate-General for Structural Reform Support (DG REFORM).

Following the findings of the earlier Phase I action – in 2019–2021, also funded by the European Union¹ (Phase I action) – it was evident that while areas for continuous improvement of the education system to become inclusive were identified, some aspects remain to be addressed so that Greece can continue to introduce an inclusive education system and build awareness and capacity across the country. Three topics were selected by Greece as being the main focus of the present follow-up project: inclusive assessment, inclusive transitions and inclusive school guidelines.

The aim of the project is to promote greater understanding of inclusive education and to develop updated inclusive tools, a report on European country practices, a set of recommendations for practice and an implementation roadmap in three priority areas: inclusive assessment procedures, inclusive transition practices and inclusive school guidelines.

The overall goal is to improve everyday inclusive practice in schools by making the updated inclusive tools available at national level to improve:

- inclusive transitions between educational levels, schools, classes;
- inclusive assessment to support teaching and learning for all learners;
- inclusive school guidelines to promote educational environments that respect diversity and ensure that every learner receives a high-quality education.

Project objectives

In order to achieve the stated outcome, four objectives for the Project have been identified:

1. To plan implementation of the pilot work, including but not limited to the criteria for pilot sites selection and the criteria for determining the success of the pilot;
2. To engage stakeholders to discuss how the three priority areas (inclusive assessment practices, inclusive transitions and inclusive school guidelines) can be implemented at local and regional levels;
3. To prepare a set of recommendations at policy and practice levels aiming to improve inclusive education in Greece;

¹ Grant Agreement SRSS/S2019/051 signed with the Agency.

4. To build capacity of local stakeholders involved in the pilot's implementation.

Methodology

The project has three distinct, but linked, phases, each one in relation to, and based upon the cumulative findings and outcomes from the previous phases. Following completion of all three phases, the Greek authorities will be enabled to implement an inclusive education policy framework and updated inclusive education tools at national level.

Phase 1: 'Planning a pilot project' lasted six months (months 1–6). This was a preparatory phase. During this time, the Agency team designed and developed a framework for a programme of events and activities to be undertaken by Working Groups at regional level, with an emphasis on the three priority areas, and proposed the selection of the regions and representatives for the next phase.

Phase 2: 'Stakeholder engagement and support for pilot's implementation' involved significant stakeholder participation in five geographic regions of Greece, with selected schools within each region, and with diverse stakeholders. This qualitative phase lasted for twelve months (months 7–18) and enabled the Agency to work with participants and gather information on current practices in relation to the three priority areas and identify gaps and areas that need further development. During this phase, the education tools developed in the early Phase I action were piloted in schools and KEDASY in the five Greek regions. A variety of approaches in this phase gave capacity to stakeholders to discuss, share knowledge and experience, address questions and make suggestions for improvement from their different perspectives.

Phase 3: The last phase 'Preparing a set of Recommendations' lasted six months (months 19–24). During this time, the Agency team gathered the data from phase 2, together with input and feedback from the Working Groups and the country experts, and used a thematic data analysis approach (Braun and Clarke, 2021) to prepare a set of recommendations for implementation at national level. The Agency also analysed the feedback received from the pilot testing of the education tools in schools and KEDASY centres in five Greek regions and prepared in co-operation with the Ministry of Education the updated inclusive tools in the three priority areas: inclusive transitions, inclusive assessment and inclusive school guidelines. The recommendations include guidance for the monitoring and evaluation of the processes and progress of the implementation of the recommendations and the inclusive education tools across Greece, to ensure sustainability.

Project timeline



Figure 1. Project timeline

Key achievements

Based on the main results of the Phase I action, the Agency team synthesised qualitative evidence from the piloting of inclusive education tools and stakeholder engagement activities, supplemented by the Agency’s expertise in inclusive education, the expert input of the two research advisors and the three country policy experts and relevant information about the education system in Greece. Based on the synthesis, the Agency developed updated inclusive education tools, a report on European country practices, a set of recommendations for practice and an implementation roadmap on three priorities: inclusive transition practices, inclusive assessment processes and inclusive school guidelines.

Updated inclusive education tools and an implementation roadmap

Six updated inclusive education tools were developed in close co-operation with the Ministry of Education, Religious Affairs and Sports:

- The Educational Assessment of Primary Education
- Educational Assessment Registration Form (Inclusion class)
- Educational Assessment & IEP of Secondary Education
- Educational Assessment Registration Form (inclusion class)
- Inclusive transitions
- Inclusive school guidelines

Inclusion tools are designed to encourage collaboration between schools, the Interdisciplinary Support Committee and the Interdisciplinary Assessment, Counselling & Support Centres. They are designed as working documents and are subject to updates and revisions. They should guide the process of adapting teaching practice, learning objectives and curriculum content, applied methods and approaches, and adapted changes to the classroom and school environment. They should take classroom/school specificities into account and may be adapted to local contexts and circumstances. In any case, however, all the information included in the assessment forms is considered important and should be used to produce a qualitative and informative assessment.

In addition to the revised inclusive education tools, a roadmap was developed that serves as an implementation tool for engaging Greek stakeholders in the development of the

inclusive education system. The Roadmap sets out key actions in the short, medium and long term. It also includes the creation of mechanisms for stakeholder co-ordination and participation, policy advocacy and communication, providing professional development, and piloting new policy measures. The Roadmap also identifies actions related to funding and resource mechanisms and the national curriculum.

A set of recommendations

The recommendations focus on three priority areas – inclusive transition, inclusive assessment and inclusive school guidelines. Additional recommendations relate to broader education policy areas which create conditions for the implementation of measures presented under the three priorities.

The set of recommendations provides a synthesis of qualitative evidence from the piloting of inclusive education tools and stakeholder engagement activities which the Agency complemented with its expertise in inclusive education, expert inputs of research advisors and country policy experts, and relevant data about the education system in Greece.

Besides the evidence collected from the Greek context, the Agency enriched the draft recommendations with examples of other countries' practice to support the Greek authorities in their efforts to improve inclusive education policy and practice in the country.

Recommendations are divided into specific and general. The specific recommendations focus on the three priorities (inclusive transitions, inclusive assessment, inclusive school guidelines) and are presented in separate sections. Each section provides a brief conceptual and policy background for the respective priority and summarises key findings and identified gaps in Greek education policy and practice. The sections then contain recommendations for specific priorities, which propose measures to address the gaps identified. Links with other recommendations and policy areas are indicated where appropriate. The general recommendations presented at the end address broader policy issues that create conditions for the implementation of the measures presented under the specific priorities.

European country practices

The key findings of the qualitative data analysis of the Project's stakeholder engagement activities, and the piloting of the educational tools in schools and KEDASY in five Greek regions, provided evidence of some areas that need further development in inclusive transitions, inclusive assessment and inclusive school guidelines in the Greek education system (presented under the Recommendations section). Examples from the education systems of Finland, Italy and Portugal provide possible inspiring practices that could reduce and fill the gaps, and be considered for implementation in the Greek context.

Final comments

Regarding dissemination of project results and sustainability strategies beyond the project, the Ministry representatives emphasised that inclusive education must be both theoretical and practical, advocating for a cultural shift in how schools approach inclusion. They stressed the need to support all learners, moving from mere diagnosis to active

intervention and support. Daily co-operation between educators, specialists and stakeholders is crucial for overcoming barriers in the system. They acknowledged the challenges not only for learners but also for educators in assessment and providing support.

They highlighted the Ministry's plan to improve teacher training, communication and information sharing, allowing educators and educational staff to better understand their learners' strengths and weaknesses. They committed to working on the Project's deliverables, with all conclusions and tools to be posted on the Ministry's website. Additionally, videos explaining the Project's rationale will be provided to help stakeholders disseminate the knowledge further.

ΣΥΝΟΨΗ

Το παρόν έγγραφο αποτελεί τη σύνοψη του Παραδοτέου 4.4 με τίτλο «Τελική έκθεση» του προγράμματος «Εφαρμογή της Ευρωπαϊκής Εγγύησης για το Παιδί – Προάγοντας την ενταξιακή εκπαίδευση στην Ελλάδα Β' Φάση» (στο εξής: το Πρόγραμμα). Αναπτύχθηκε από τον Ευρωπαϊκό Φορέα για την Ειδική Αγωγή και την Ενταξιακή Εκπαίδευση (ο Φορέας) σε στενή συνεργασία με εκπροσώπους του ελληνικού Υπουργείου Παιδείας, Θρησκευμάτων και Αθλητισμού (το Υπουργείο) και της Γενικής Διεύθυνσης Στήριξης Διαρθρωτικών Μεταρρυθμίσεων (ΓΔ REFORM).

Μετά τα ευρήματα της προηγούμενης δράσης της Α' Φάσης –την περίοδο 2019-2021, που επίσης χρηματοδοτήθηκε από την Ευρωπαϊκή Ένωση² (δράση Α' Φάσης)– ήταν προφανές ότι, ενώ εντοπίστηκαν τομείς για συνεχή βελτίωση του εκπαιδευτικού συστήματος ώστε να γίνει ενταξιακό, ορισμένες πτυχές εξακολουθούν να χρήζουν αντιμετώπισης, ώστε η Ελλάδα να συνεχίσει να εισάγει ένα σύστημα ενταξιακής εκπαίδευσης και να αυξάνει την ευαισθητοποίηση και τις ικανότητες σε ολόκληρη τη χώρα. Τρία θέματα επιλέχθηκαν από την Ελλάδα ως βασικές επιδιώξεις του παρόντος προγράμματος παρακολούθησης: η ενταξιακή αξιολόγηση, οι ενταξιακές μεταβάσεις και οι κατευθυντήριες γραμμές για ένα ενταξιακό σχολείο.

Στόχος του έργου είναι η προώθηση καλύτερης κατανόησης της ενταξιακής εκπαίδευσης και η ανάπτυξη επικαιροποιημένων ενταξιακών εργαλείων, μιας έκθεσης σχετικά με τις πρακτικές των ευρωπαϊκών χωρών, ενός συνόλου εισηγήσεων για πρακτική εφαρμογή και ενός οδικού χάρτη για την υλοποίησή τους σε τρεις τομείς προτεραιότητας: διαδικασίες ενταξιακής αξιολόγησης, πρακτικές ενταξιακής μετάβασης και κατευθυντήριες γραμμές για ένα ενταξιακό σχολείο.

Ο γενικός στόχος είναι να βελτιωθεί η καθημερινή πρακτική ενταξιακής εκπαίδευσης στα σχολεία με τη διάθεση των επικαιροποιημένων ενταξιακών εργαλείων σε εθνικό επίπεδο για τη βελτίωση:

- των ενταξιακών μεταβάσεων μεταξύ εκπαιδευτικών επιπέδων, σχολείων, τάξεων·
- της ενταξιακής αξιολόγησης για την υποστήριξη της διδασκαλίας και της μάθησης για όλους τους μαθητές·
- των κατευθυντήριων γραμμών για ένα ενταξιακό σχολείο για την προώθηση εκπαιδευτικών περιβαλλόντων που σέβονται τη διαφορετικότητα και διασφαλίζουν ότι κάθε μαθητής λαμβάνει ποιοτική εκπαίδευση υψηλού επιπέδου.

² Σύμβαση επιχορήγησης SRSS/S2019/051 που υπογράφηκε με τον Φορέα.

Στόχοι του Προγράμματος

Προκειμένου να επιτευχθεί το δεδηλωμένο αποτέλεσμα, έχουν προσδιοριστεί τέσσερις στόχοι για το Πρόγραμμα:

5. να σχεδιαστεί η υλοποίηση των πιλοτικών εργασιών, συμπεριλαμβανομένων, ενδεικτικά, των κριτηρίων για την επιλογή πιλοτικών τοποθεσιών και των κριτηρίων για τον προσδιορισμό της επιτυχίας της πιλοτικής εργασίας·
6. να συμμετάσχουν οι εμπλεκόμενοι φορείς στη συζήτηση για το πώς μπορούν να εφαρμοστούν σε τοπικό και περιφερειακό επίπεδο οι τρεις τομείς προτεραιότητας (πρακτικές ενταξιακής αξιολόγησης, ενταξιακές μεταβάσεις και κατευθυντήριες γραμμές για ένα ενταξιακό σχολείο)·
7. να καταρτιστεί ένα σύνολο συστάσεων στο επίπεδο της πολιτικής και της πρακτικής με στόχο τη βελτίωση της ενταξιακής εκπαίδευσης στην Ελλάδα·
8. να αναπτυχθούν οι ικανότητες των τοπικών εμπλεκόμενων φορέων που εμπλέκονται στην εφαρμογή του πιλοτικού προγράμματος.

Μεθοδολογία

Το πρόγραμμα έχει τρεις διακριτές, αλλά συνδεδεμένες, φάσεις, καθεμία από τις οποίες σχετίζεται και βασίζεται στα σωρευτικά ευρήματα και αποτελέσματα από τις προηγούμενες φάσεις. Μετά την ολοκλήρωση και των τριών φάσεων, οι ελληνικές αρχές θα έχουν τη δυνατότητα να εφαρμόσουν ένα πλαίσιο πολιτικής ενταξιακής εκπαίδευσης και επικαιροποιημένα εργαλεία ενταξιακής εκπαίδευσης σε εθνικό επίπεδο.

1η φάση: Ο «Σχεδιασμός ενός πιλοτικού προγράμματος» διήρκεσε έξι μήνες (μήνες 1-6). Ήταν μια προπαρασκευαστική φάση. Κατά τη διάρκεια αυτής της περιόδου, η ομάδα του Φορέα σχεδίασε και ανέπτυξε το πλαίσιο για ένα πρόγραμμα εκδηλώσεων και δραστηριοτήτων που θα αναλάβουν ομάδες εργασίας σε περιφερειακό επίπεδο, με έμφαση στους τρεις τομείς προτεραιότητας και πρότεινε την επιλογή των περιφερειών και των εκπροσώπων για την επόμενη φάση.

2η φάση: Η φάση «Συμμετοχή των εμπλεκόμενων φορέων και υποστήριξη για την πιλοτική εφαρμογή» περιλάμβανε σημαντική συμμετοχή εμπλεκόμενων φορέων σε πέντε γεωγραφικές περιοχές της Ελλάδας, με επιλεγμένα σχολεία σε κάθε περιοχή και με διαφορετικούς εμπλεκόμενους φορείς. Η ποιοτική αυτή φάση διήρκεσε δώδεκα μήνες (μήνες 7-18) και επέτρεψε στον Φορέα να συνεργαστεί με τους συμμετέχοντες και να συγκεντρώσει πληροφορίες για τις τρέχουσες πρακτικές σε σχέση με τους τρεις τομείς προτεραιότητας και να εντοπίσει κενά και τομείς που χρήζουν περαιτέρω ανάπτυξης. Κατά τη διάρκεια της φάσης αυτής, τα εκπαιδευτικά εργαλεία που αναπτύχθηκαν στην πρώτη φάση της Α' Φάσης εφαρμόστηκαν πιλοτικά στα σχολεία και το ΚΕΔΑΣΥ στις πέντε ελληνικές περιφέρειες. Η εφαρμογή διαφόρων προσεγγίσεων σε αυτή τη φάση παρείχε στους εμπλεκόμενους φορείς τη δυνατότητα να συζητήσουν, να ανταλλάξουν γνώσεις και εμπειρίες, να απαντήσουν σε ερωτήσεις και να διατυπώσουν προτάσεις για βελτίωση από τις διαφορετικές οπτικές τους.

3η φάση: Η τελευταία φάση «Προετοιμασία μιας σειράς συστάσεων» διήρκεσε έξι μήνες (μήνες 19-24). Κατά τη διάρκεια της περιόδου αυτής, η ομάδα του Φορέα συνέλεξε τα

δεδομένα από τη 2η φάση, μαζί με συνεισφορές και σχόλια από τις ομάδες εργασίας και τους εμπειρογνώμονες της χώρας, και εφάρμοσε μια προσέγγιση ανάλυσης θεματικών δεδομένων (Braun και Clarke, 2021) για να προετοιμάσει ένα σύνολο συστάσεων προς εφαρμογή σε εθνικό επίπεδο. Ο Φορέας ανέλυσε επίσης την ανατροφοδότηση που έλαβε από τις πιλοτικές δοκιμές των εκπαιδευτικών εργαλείων σε σχολεία και κέντρα ΚΕΔΑΣΥ σε πέντε ελληνικές περιφέρειες και ετοίμασε σε συνεργασία με το Υπουργείο Παιδείας τα επικαιροποιημένα εργαλεία ενταξιακής εκπαίδευσης στους τρεις τομείς προτεραιότητας: ενταξιακές μεταβάσεις, ενταξιακή αξιολόγηση και κατευθυντήριες γραμμές για ένα ενταξιακό σχολείο. Οι συστάσεις περιλαμβάνουν καθοδήγηση για την παρακολούθηση και αξιολόγηση των διαδικασιών και της προόδου τόσο αφορά την εφαρμογή των συστάσεων και των εργαλείων ενταξιακής εκπαίδευσης σε όλη την Ελλάδα προκειμένου να διασφαλιστεί η βιωσιμότητα.

Χρονοδιάγραμμα του Προγράμματος



Σχήμα 2. Χρονοδιάγραμμα του Προγράμματος

Βασικά επιτεύγματα

Με βάση τα κύρια αποτελέσματα της δράσης της Α' Φάσης, η ομάδα του Φορέα συνέθεσε ποιοτικά στοιχεία από την πιλοτική εφαρμογή των εργαλείων ενταξιακής εκπαίδευσης και των δραστηριοτήτων συμμετοχής των εμπλεκόμενων φορέων, τα οποία συμπληρώθηκαν με την εμπειρογνωμοσύνη του Φορέα στην ενταξιακή εκπαίδευση, τη συμβολή των εξειδικευμένων γνώσεων των δύο ερευνητικών συμβούλων και των τριών εμπειρογνομόνων πολιτικής των χωρών και με σχετικές πληροφορίες για το εκπαιδευτικό σύστημα στην Ελλάδα. Με βάση τη σύνθεση, ο Φορέας ανέπτυξε επικαιροποιημένα εργαλεία ενταξιακής εκπαίδευσης, μια έκθεση σχετικά με τις πρακτικές των ευρωπαϊκών χωρών, ένα σύνολο εισηγήσεων για πρακτική εφαρμογή και έναν οδικό χάρτη για την υλοποίησή τους σε τρεις τομείς προτεραιότητας: πρακτικές ενταξιακής μετάβασης, διαδικασίες ενταξιακής αξιολόγησης και κατευθυντήριες γραμμές για ένα ενταξιακό σχολείο.

Επικαιροποιημένα εργαλεία ενταξιακής εκπαίδευσης και οδικός χάρτης για την υλοποίησή τους

Αναπτύχθηκαν έξι επικαιροποιημένα εργαλεία ενταξιακής εκπαίδευσης σε στενή συνεργασία με το Υπουργείο Παιδείας, Θρησκευμάτων και Αθλητισμού:

- Εκπαιδευτική αξιολόγηση μαθητών πρωτοβάθμιας εκπαίδευσης
- Έντυπο Καταγραφής Εκπαιδευτικής Αξιολόγησης (τμήμα ένταξης)

- Εκπαιδευτική αξιολόγηση & Ατομικό Πρόγραμμα Εκπαίδευσης για μαθητές δευτεροβάθμιας εκπαίδευσης
- Έντυπο Καταγραφής Εκπαιδευτικής Αξιολόγησης (τμήμα ένταξης)
- Ενταξιακές μεταβάσεις
- Οδηγός ενταξιακής εκπαίδευσης

Τα ενταξιακά εργαλεία έχουν σχεδιαστεί για να ενθαρρύνουν τη συνεργασία μεταξύ σχολείων, της Επιτροπής Διεπιστημονικής Υποστήριξης και των Κέντρων Διεπιστημονικής Αξιολόγησης, Συμβουλευτικής & Υποστήριξης. Έχουν σχεδιαστεί ως έγγραφα εργασίας και υπόκεινται σε επικαιροποιήσεις και αναθεωρήσεις. Θα πρέπει να διέπουν τη διαδικασία προσαρμογής της διδακτικής πρακτικής, των μαθησιακών στόχων και του περιεχομένου του αναλυτικού προγράμματος, τις εφαρμοσμένες μεθόδους και προσεγγίσεις και τις προσαρμοσμένες αλλαγές στο περιβάλλον της τάξης και του σχολείου. Θα πρέπει να λαμβάνουν υπόψη τις ιδιαιτερότητες της τάξης/του σχολείου και μπορούν να προσαρμοστούν στα τοπικά πλαίσια και τις περιστάσεις. Σε κάθε περίπτωση, ωστόσο, όλες οι πληροφορίες που περιλαμβάνονται στα έντυπα αξιολόγησης θεωρούνται σημαντικές και θα πρέπει να χρησιμοποιούνται για την κατάρτιση μιας ποιοτικής και ενημερωτικής αξιολόγησης.

Εκτός από τα αναθεωρημένα εργαλεία ενταξιακής εκπαίδευσης, αναπτύχθηκε ένας οδικός χάρτης που χρησιμεύει ως εργαλείο υλοποίησης για τη συμμετοχή των Ελλήνων εμπλεκόμενων φορέων στην ανάπτυξη του συστήματος ενταξιακής εκπαίδευσης. Ο οδικός χάρτης καθορίζει τις βασικές δράσεις βραχυπρόθεσμα, μεσοπρόθεσμα και μακροπρόθεσμα. Περιλαμβάνει επίσης τη δημιουργία μηχανισμών για τον συντονισμό και τη συμμετοχή των εμπλεκόμενων φορέων, την υποστήριξη της πολιτικής και την επικοινωνία, την παροχή επαγγελματικής ανάπτυξης και την πιλοτική εφαρμογή νέων μέτρων πολιτικής. Ο οδικός χάρτης προσδιορίζει επίσης δράσεις που σχετίζονται με τους μηχανισμούς χρηματοδότησης και πόρων και το εθνικό αναλυτικό πρόγραμμα.

Ένα σύνολο συστάσεων

Οι συστάσεις επικεντρώνονται σε τρεις τομείς προτεραιότητας: ενταξιακή μετάβαση, ενταξιακή αξιολόγηση και κατευθυντήριες γραμμές για ένα ενταξιακό σχολείο. Πρόσθετες συστάσεις αφορούν ευρύτερους τομείς εκπαιδευτικής πολιτικής που δημιουργούν τις προϋποθέσεις για την εφαρμογή των μέτρων που παρουσιάζονται στο πλαίσιο των τριών προτεραιοτήτων.

Το σύνολο των συστάσεων παρέχει μια σύνθεση ποιοτικών στοιχείων από την πιλοτική εφαρμογή των εργαλείων ενταξιακής εκπαίδευσης και των δραστηριοτήτων συμμετοχής των εμπλεκόμενων φορέων, τις οποίες ο Φορέας συμπλήρωσε με την εμπειρογνωμοσύνη του στον τομέα ενταξιακής εκπαίδευσης, τη συμβολή των εξειδικευμένων γνώσεων των ερευνητικών συμβούλων και των εμπειρογνομόνων πολιτικής των χωρών και με σχετικά στοιχεία για το εκπαιδευτικό σύστημα στην Ελλάδα.

Εκτός από τα στοιχεία που συλλέχθηκαν από το ελληνικό πλαίσιο, ο Φορέας εμπλούτισε το σχέδιο συστάσεων με παραδείγματα πρακτικής άλλων χωρών για να υποστηρίξει τις ελληνικές αρχές στις προσπάθειές τους να βελτιώσουν την πολιτική και την πρακτική της ενταξιακής εκπαίδευσης στη χώρα.

Οι συστάσεις χωρίζονται σε ειδικές και γενικές. Οι ειδικές συστάσεις επικεντρώνονται στις τρεις προτεραιότητες (ενταξιακή μετάβαση, ενταξιακή αξιολόγηση, κατευθυντήριες γραμμές για ένα ενταξιακό σχολείο) και παρουσιάζονται σε ξεχωριστές ενότητες. Κάθε ενότητα παρέχει ένα σύντομο εννοιολογικό και πολιτικό υπόβαθρο για την αντίστοιχη προτεραιότητα και συνοψίζει τα βασικά πορίσματα και τα κενά που εντοπίστηκαν στην ελληνική εκπαιδευτική πολιτική και πρακτική. Στη συνέχεια, οι ενότητες περιέχουν συστάσεις για ειδικές προτεραιότητες, οι οποίες προτείνουν μέτρα για την αντιμετώπιση των κενών που εντοπίστηκαν. Κατά περίπτωση, υποδεικνύονται σύνδεσμοι με άλλες συστάσεις και τομείς πολιτικής. Οι γενικές συστάσεις που παρουσιάζονται στο τέλος αφορούν ευρύτερα ζητήματα πολιτικής που δημιουργούν τις προϋποθέσεις για την εφαρμογή των μέτρων που παρουσιάζονται στο πλαίσιο των ειδικών προτεραιοτήτων.

Πρακτικές ευρωπαϊκών χωρών

Τα βασικά πορίσματα της ποιοτικής ανάλυσης δεδομένων των δραστηριοτήτων συμμετοχής των εμπλεκόμενων φορέων του Προγράμματος και η πιλοτική εφαρμογή των εκπαιδευτικών εργαλείων στα σχολεία και το ΚΕΔΑΣΥ σε πέντε ελληνικές περιφέρειες, παρείχαν στοιχεία για ορισμένους τομείς που χρήζουν περαιτέρω ανάπτυξης στις ενταξιακές μεταβάσεις, την ενταξιακή αξιολόγηση και τις κατευθυντήριες γραμμές για ένα ενταξιακό σχολείο στο ελληνικό εκπαιδευτικό σύστημα (παρουσιάζονται στην ενότητα Συστάσεις). Παραδείγματα από τα εκπαιδευτικά συστήματα της Φινλανδίας, της Ιταλίας και της Πορτογαλίας αποτελούν πηγές έμπνευσης για πιθανές πρακτικές που θα μπορούσαν να μειώσουν και να καλύψουν τα κενά και να ληφθούν υπόψη για την εφαρμογή τους στο ελληνικό πλαίσιο.

Τελικά σχόλια

Όσον αφορά τη διάδοση των αποτελεσμάτων του προγράμματος και τις στρατηγικές βιωσιμότητας πέρα από το πρόγραμμα, οι εκπρόσωποι του Υπουργείου τόνισαν ότι η ενταξιακή εκπαίδευση πρέπει να είναι τόσο θεωρητική όσο και πρακτική, υποστηρίζοντας μια αλλαγή νοοτροπίας στον τρόπο με τον οποίο τα σχολεία προσεγγίζουν την ένταξη. Τόνισαν την ανάγκη υποστήριξης όλων των μαθητών, μέσω της μετάβασης από την απλή διάγνωση στην ενεργητική παρέμβαση και υποστήριξη. Η καθημερινή συνεργασία μεταξύ εκπαιδευτικών, ειδικών και εμπλεκόμενων φορέων είναι ζωτικής σημασίας για την αντιμετώπιση των εμποδίων στο σύστημα. Αναγνώρισαν τις προκλήσεις όχι μόνο για τους μαθητές αλλά και για τους εκπαιδευτικούς στην αξιολόγηση και την παροχή υποστήριξης.

Τόνισαν το σχέδιο του Υπουργείου να βελτιώσει την επιμόρφωση των εκπαιδευτικών, την επικοινωνία και την ανταλλαγή πληροφοριών, έτσι ώστε οι εκπαιδευτικοί και το εκπαιδευτικό προσωπικό να έχουν τη δυνατότητα να κατανοήσουν καλύτερα τα δυνατά και τα αδύνατα σημεία των μαθητών τους. Δεσμεύτηκαν να εργαστούν για τα παραδοτέα του Έργου, και όλα τα συμπεράσματα και τα εργαλεία θα αναρτηθούν στην ιστοσελίδα του Υπουργείου. Επιπλέον, θα παρέχονται βίντεο που επεξηγούν τη λογική του Προγράμματος για να βοηθήσουν τους εμπλεκόμενους φορείς να διαδώσουν περαιτέρω τη γνώση.

INTRODUCTION

This document constitutes the Deliverable 4.4 ‘Final report’ of ‘Implementation of the European Child Guarantee - Promoting Inclusive Education in Greece Phase II’ (hereafter, the Project). It is developed by the European Agency for Special Needs and Inclusive Education (the Agency) in close consultation with representatives of the Greek Ministry of Education, Religious Affairs and Sports (the Ministry) and the Directorate-General for Structural Reform Support (DG REFORM).

Following the findings of the earlier Phase I action – in 2019–2021, also funded by the European Union³ (Phase I action) – it was evident that while areas for continuous improvement of the education system to become inclusive were identified, some aspects remain to be addressed so that Greece can continue to introduce an inclusive education system and build awareness, capacity and capability across the country. Three topics were selected by Greece as being the main focus of the present follow-up project: inclusive assessment, inclusive transitions and inclusive school guidelines.

The aim of the project is to promote greater understanding of inclusive education and to develop updated inclusive tools, a report on European country practices, a set of recommendations for practice and an implementation roadmap in three priority areas: inclusive assessment procedures, inclusive transition practices and inclusive school guidelines.

The overall goal is to improve everyday inclusive practice in schools by making the updated inclusive tools available at national level to improve:

- inclusive transitions between educational levels, schools, classes;
- inclusive assessment to support teaching and learning for all learners;
- inclusive school guidelines to promote educational environments that respect diversity and ensure that every learner receives a high-quality education.

Ultimately, the main longer-term objective of the Project is for Greece to apply the revised inclusive education tools across the country.

The two-year project has been successfully completed and the final report will provide an overview of the project’s framework, the achievements against the objectives, as well the lessons learned and final conclusions. The project activities and outputs benefited from the expertise, guidance and support provided by the Ministry and DG REFORM, and the contributions of two research advisors (Cecilia Simon and Alan Dyson) and three country policy experts – Filomena Pereira (Portugal), Raffaele Ciambrone (Italy) and Pirjo Koivula (Finland).

³ Grant Agreement SRSS/S2019/051 signed with the Agency.

The contribution of the project results to inclusive education practices in Greek schools will be presented, in terms of how the revised project tools could effectively contribute to school/classroom inclusive education practices, as well as lessons learned from the pilot phase. In addition, the report will present the proposed continued dissemination actions and the proposals for strategies to ensure the sustainability of the project results beyond the Project.

CONTEXT AND OBJECTIVES

Project context

Until recently, inclusive education in Greece was perceived as a special needs issue. It was treated as such in legislation, policy and practice. Through the EU-funded technical support project ‘Promoting inclusive education in Greece: Addressing challenges in legislation, educational policy and practice’ (Grant Agreement no. SRSS/S2019/051 signed with the Agency) that was implemented by the Agency in co-operation with the European Commission’s DG REFORM (2019–2021), education participants in Greece became more familiar with the concept of inclusive education and developed a set of recommendations for practice.

In follow up to the project, the Ministry requested DG REFORM’s support for the implementation of the inclusive education policy framework and the development of updated inclusive education tools aiming to standardise processes across Greece. This will allow for their transformation into daily educational practice in every school.

The Project was aimed at improving inclusive education in Greece by supporting the Greek authorities in their efforts to pilot a newly adopted inclusive education policy framework at school level before its national rollout. It has built on the main deliverables of the earlier Phase I action to promote greater understanding of inclusive education and to develop updated inclusive tools, a set of recommendations for practice and an implementation roadmap in three priority areas: inclusive assessment, inclusive transition practices and inclusive school guidelines.

Inclusive transition

Transitions refer not only to changes between educational levels, but also to everyday shifts within schools, such as moving between classes, between different aspects of the school day, or even within a single class or activity.

An inclusive education system embraces all stages and types of transitions. The period of transition is the time taken to prepare for change, undergo that change and become accustomed to new ways of being and doing. It is also a time to develop a sense of belonging to the new class, peer community and school.

Transitions are critical times in the educational journey of all learners and their families, especially for those facing particular challenges. Effective inclusive transitions lead to positive outcomes for both schools and learners, while unsuccessful transitions can negatively impact many aspects of school life.

Inclusive assessment

Assessment in education refers not only to learning outcomes, such as tests and grades, but also to the learning difficulties and support needs of learners and the whole learning environment, such as the classroom and the school.

Assessment is widely recognised as a key aspect of inclusive education systems. Inclusive assessment focuses on enabling all learners to be educated together and learn as

effectively as possible, using all the resources and support that can be made available in the school and the classroom. Teachers need to know how to enable all their learners to learn effectively. Specialists should be incentivised to advise policy-makers and teachers, with a view to supporting all learners.

Inclusive assessment informs planning and teaching practice to enhance each learner's ability to learn better. It identifies why learning may not be progressing or taking place and reveals any barriers, in order to help each learner learn better. It prevents educational difficulties by identifying and addressing problems early on at both the individual and school levels.

The ecological approach involves examining both learner characteristics and environmental variables. This approach places emphasis on three key assessment aspects: the characteristics of the individual – including their strengths, the demands of the educational framework, and the supports available. The goal of the assessment is therefore to enable the creation of an environment suitable for the individual's learning characteristics (Bronfenbrenner & Ceci, 1994; Bronfenbrenner & Evans, 2000; Tong & An, 2024).

Inclusive assessment is not a new or different set of techniques, but rather a different way of using assessment to support teaching and learning for all learners. Existing assessment methods can be used, but they should be focused on promoting learning in the most inclusive environment.

Inclusive assessment tools are used for the mapping of the needs of individual learners as well as the characteristics and conditions of the school environment. They focus on both strengths and areas for improvement/development where some kind of support is needed.

Inclusive school guidelines

One of the greatest challenges facing education systems worldwide is developing the capacity to offer inclusive and equitable quality education to all learners. This challenge, which is underpinned by a strong framework of respect for and implementation of human rights conventions, is at the forefront of the educational agendas of various countries as well as international agencies.

Within the Greek context, supporting schools on their journey to becoming more inclusive is also an absolute priority for the Greek Ministry of Education. Inclusive education is promoted via key policy texts, such as the [National Action Plan on the Rights of Persons with Disabilities](#) and, in light of this, many legislative and administrative action initiatives aimed at promoting inclusivity in education have been launched.

The aim of the inclusive school guide developed by the Project is to serve as an inspiration for everyone, and to be able to support the integration of equity and inclusion issues into school planning as it is developed, reviewed and evaluated. The guide can also be used to foster dialogue and involve all members of the school community in the planning process. However, it is important to stress that achieving an inclusive, learning-friendly environment is a constantly evolving process, and it does not remain static.

The inclusive school guidelines developed in the frame of the Project are intended for use by schools, head teachers, and teachers of all specialties and educational levels. Its central

objective is to provide basic information regarding the concept of inclusion and create the conditions for developing a more inclusive educational environment for all.

The first part of the guide describes what an inclusive, learning-friendly environment (ILFE) is, and the benefits to be derived from adoption of such an approach for school communities. The second part closely examines inclusive education in practice, providing input on how schools can develop:

- an inclusive vision;
- inclusive school structures and policies;
- an inclusive culture.

This material, which is accompanied by questionnaires containing targeted practical questions, can provide assistance to school principals and teachers in identifying the manner their school may already be inclusive and learning-friendly, as well as those areas that may need improvement. It can also offer proposals as to how schools can plan possible improvements, as well as how to co-ordinate and evaluate their progress. The last part of the guide provides useful strategies to promote inclusivity, as well as useful web links for those who want to expand their knowledge on the inclusion process and its implementation.

Project objectives

In order to achieve the stated outcome, four objectives for the Project have been identified:

- To plan implementation of the pilot work, including but not limited to the criteria for pilot sites selection and the criteria for determining the success of the pilot.
- To engage stakeholders to discuss how the three priority areas (inclusive assessment practices, inclusive transitions and inclusive school guidelines) can be implemented at local and regional levels.
- To prepare a set of recommendations at policy and practice levels aiming to improve inclusive education in Greece.
- To build capacity of local stakeholders involved in the pilot's implementation.

Methodology

The project methodology was developed by the Agency in close consultation with representatives of the Greek ministry and DG REFORM. It provides a description of the qualitative research methodological approach, the timeline and an overview of the Project's three different phases.

Qualitative, participatory methodology

The main bottom-up methodology for this Project is 'Appreciative Inquiry', which has been described as 'a positive mode of action research' (Ludema, Cooperrider & Barrett, 2006). Action research has long been used in the context of education, as well as in a

range of other social, health and business contexts. It refers to a set of approaches that integrate theory and action, to address issues within an organisation in a collaborative way with those who experience these issues (Coghlan & Brydon-Miller, 2014). Its general focus is to work with those within an organisation, system, community or group to understand and evaluate current practices, and to support and influence change for improvement (Cohen, Mannion & Morrison, 2017; Robson, 2002). This approach works in a cycle of research, reflection and action, to generate collaborative knowledge.

Appreciative Inquiry has a particular focus on collaborative, interactive approaches to identify good practice, consider change and introduce it to a system (Shuayb, Sharp, Judkins & Hetherington, 2009) through close interaction with and the participation of those in the system. The aim of Appreciative Inquiry is to ‘strengthen the system’s capacity to identify, anticipate and heighten positive potential’ (Ibid., p. 4), through interaction with stakeholders, rather than to impose solutions in a top-down approach. This participative methodological approach is evidenced in educational research – as well as in other disciplines – as being successful in generating transformative change in organisations by bringing diverse groups of stakeholders together, in focusing on exploring changes that might be possible, through building on what has already been achieved (Ibid.), or, as Nel and Govender express it, ‘... to identify the best of what is, to dream of what might be, to think of what should be and to consider what will be’ (2019, p. 338).

This approach is participative, dialogic and ethical, and the outcomes reflect a joint endeavour by the stakeholders. This co-ownership of the processes can be a factor in the way in which stakeholders accept the recommendations for change and enable continued development and sustainability beyond the Project itself (Robson, 2002). (For more information, see D2.2 Pilot Testing Methodology for Inclusive Education Practices and D2.1 Methodology.)

The project has three distinct, but linked, phases, each one in relation to and based upon the cumulative findings and outcomes from the previous phases. Following completion of all three phases, the Greek authorities will be enabled to implement an inclusive education policy framework and updated inclusive education tools at national level.

Phase 1: ‘Planning a pilot project’ lasted six months (months 1–6). This was a preparatory phase. During this time, the Agency team designed and developed a framework for a programme of events and activities to be undertaken by Working Groups at regional level, with an emphasis on the three priority areas, and proposed the selection of the regions and representatives for the next phase.

Phase 2: ‘Stakeholder engagement and support for pilot’s implementation’ involved significant stakeholder participation in five geographic regions of Greece, with selected schools within each region and with diverse stakeholders. This qualitative phase lasted for twelve months (months 7–18) and enabled the Agency to work with participants and gather information on current practices in relation to the three priority areas, and identify gaps and areas that need further development. During this phase, the education tools developed in the early phase I action were piloted in schools and KEDASY in the five Greek regions. A variety of approaches in this phase gave capacity to stakeholders to discuss, share knowledge and experience, address questions and make suggestions for improvement from their different perspectives.

Phase 3: The last phase ‘Preparing a set of Recommendations’ lasted six months (months 19–24). During this time, the Agency team gathered the data from phase 2, together with input and feedback from the Working Groups and the country experts, and used a thematic data analysis approach (Braun & Clarke, 2021) to prepare a set of recommendations for implementation at national level. The Agency also analysed the feedback received from the pilot testing of the education tools in schools and KEDASY centres in five Greek regions, and prepared in co-operation with the Ministry of Education the updated inclusive tools in the three priority areas: inclusive transitions, inclusive assessment and inclusive school guidelines. The recommendations include guidance for the monitoring and evaluation of the processes and progress of the implementation of the recommendations and the inclusive education tools across Greece, to ensure sustainability.



Figure 3. Project timeline

STAKEHOLDER ENGAGEMENT: PILOTING WORK

Stakeholder engagement for the pilot implementation phase aimed to work closely with stakeholders to support the pilot of inclusive tools and practices, initiate dialogue, enable peer learning, and share knowledge and experience to improve inclusive practice in schools. Stakeholder participation is key to the bottom-up methodology, most evident in the central, twelve-month phase of this project.

Central to the Project are the three priorities: inclusive assessment, inclusive transitions and inclusive guidelines for schools. These priorities are inter-related, and all project activities focused on how these may be developed with representatives from different groups of stakeholders, to fulfil four objectives: learning new ways of doing and thinking, sharing knowledge and understanding from multiple perspectives, building capacity in the system, and enabling sustainable change in policy and practice.

It included the completion of four rounds of regional stakeholder working groups, both online and in-person in five regions, a subgroup for learners, a study visit to Portugal, and two peer learning sessions involving EU experts, academics and UNICEF representatives with a total of 150 regional participants. After each working group meeting, members were asked to return to their own workplace to share knowledge with others, discuss and assess the development of the topic as well as effective practices, and consider how change could be made. This information was then shared with the team at the next meeting.

Activities involving Greek stakeholders included a series of face-to-face working group meetings in five regions (Attica, Central Macedonia, Western Greece, Crete and the Aegean Islands), followed by three online working group meetings, two online peer learning activities, a visit study in Portugal, an online workshop for learners, and two additional online meetings of the subgroup on assessment. The online workshop for learners was attended by 28 children and young people from pre-primary, primary and secondary education. Since the topic of inclusive assessment is considered by the Ministry as the most demanding priority that requires in-depth technical knowledge, a sub-group on this topic consisting of 15 representatives of KEDASY and EDY was created to discuss more technical issues related to assessment and report back to the main working groups. Throughout the discussions of the meetings, the project team, the two research advisors Cecilia Simon and Alan Dyson, and the three country policy experts – Filomena Pereira (Portugal), Raffaele Ciambone (Italy) and Pirjo Koivula (Finland) – contributed their knowledge and experience.

Inputs from the activities involving Greek stakeholders were summarised in Deliverables D3.1 – Two online peer learning workshops and D3.2 – Stakeholder capacity development/enhancement throughout the pilot.

The significant involvement of stakeholders in this phase of the Project promoted co-ownership of the Project outcomes and aimed to ensure commitment to the shared vision of inclusive education and changing attitudes in Greece.

Selection of pilot regions and schools

For the selection of the pilot regions, the equal geographical balance between the Greek regions was the main criterion for where the working groups were created and the educational tools were piloted:

- **Central Greece** – Regional Directorate of Primary and Secondary Education in Attica (Athens in particular, representing an urban and large city)
- **North Greece** – Regional Directorate of Primary and Secondary Education in Central Macedonia (Thessaloniki in particular, representing another urban and large city)
- **East Greece** – Regional Directorate of Primary and Secondary Education in North Aegean (representing remote islands with high refugee influx, i.e. Lesbos or Samos)
- **West Greece** – Regional Directorate of Primary and Secondary Education in Western Greece, representing three respective regional units (Achaia, Ilia, Etoloakarnania, covering both urban and rural areas)
- **South Greece** – Regional Directorate of Primary and Secondary Education in Crete, (Heraklion in particular, representing the largest island and western part of the Greek territory).

The selection of schools within those five Regional Primary and Secondary Education Directorates fulfils practical considerations and allows for a deeper examination of multiple contextual factors along with individual school characteristics.

For greater *regional group diversity*, the five selected regions must include both rural and urban schools, remote schools, small/large size schools, schools with diverse characteristics in their student population and a variety of support services. More details about the selection of the schools are provided below.

The project aimed to improve equity in education for **all learners, with a particular focus on those coming from disadvantaged backgrounds and vulnerable social groups**.

Although a legal definition for vulnerable groups of learners does not exist in Greek national policy, the following groups of learners are considered in the Greek context as vulnerable to exclusion from education:

- learners with disability and/or special needs;
- learners who attend school in areas with low-educational quotient, high school drop-out and limited access to tertiary education, as well as low socio-economic quotients, such as low well-being quotient and high-risk poverty quotient;
- educationally, socially and/or culturally disadvantaged learners (who attend intercultural schools);
- refugees;
- Roma (Source: Legislative Definitions country report).

In brief, the schools in each region must have **inclusive education practices in place, by providing a variety of supports to learners from vulnerable groups** that are intended to be inclusive.

The selected schools must have **a variety of support structures (for example: Interdisciplinary Educational Evaluation and Support Committees (EDYs), parallel support, inclusion classes, reception classes, etc.) and specialist professionals** that aim to improve learning outcomes and learner well-being. Specialist professionals include (but are not limited to): special educators/co-ordinators, parallel teachers, psychologists, physiotherapists, speech therapists, etc.

To ensure representation, it was also decided that the selected schools in the five regions cover **all types and levels of compulsory education**: pre-primary, primary, lower secondary and upper secondary (general and vocational).

In total, 25 pilot schools were recruited in the five regions:

- 5 pre-primary schools
- 5 primary schools
- 5 lower secondary schools ('Gymnasio')
- 5 upper secondary schools ('Geniko Lykeio')
- 5 vocational upper secondary schools ('Epaggelmatiko Lykeio').

The following specific school characteristics were agreed, following discussion with the Directors or other Ministry officials of the selected Regional Primary and Secondary Education Directorates:

- schools that have a significant **variation in their student population**, including learners from disadvantaged backgrounds and vulnerable social groups;
- schools that have **inclusive practice in place**. As defined above, inclusive practice refers to any kind of educational provision in the form of additional provision and support targeted to learners vulnerable to exclusion. This could include any kind of:
 - *in-school provision*, which ensures assistance to learners who are in mainstream classrooms, or partially out of mainstream classrooms, i.e. in the form of parallel support, inclusion and/or reception classes. It could also refer to any other support structures and programmes that operate within the school unit. For example, reception structures for refugee education, psycho-pedagogical support and interventions from KEDASY⁴, programmes for strengthening language skills, etc;
 - *external provision* to schools through individualised support to learners (i.e. formal/informal programmes from the SDEY's Support Centre, targeted educational and psycho-social interventions and vocational/career

⁴ KEDASY, the Diagnostic Centres for Assessment, Counselling and Support of people with special educational needs, are decentralised public services of the Ministry of Education that provide services to people from 4 to 22 years old who attend or not in a school unit (primary or secondary education) and have special educational needs.

guidance services, family support programmes, special programmes school transitions offered by KEDASY, etc.);

- schools that operate **Interdisciplinary Educational Evaluation and Support Committees (EDYs)** within the school unit;
- schools that belong to a **School Network of Educational Support (SDEY)** and are supported by a **special education school (SMEAE)**;
- schools that are included in the **Educational Priority Zones (ZEP)** and operate **ZEP Reception Classes** for learners with limited knowledge of the Greek Language (Law 3879/2010 (Article 26§ 1a) (GG 163 A/2010)).

Working Groups

A Working Group comprised of diverse representatives, at school and regional level, was set up in each of the five regions. At school level, participants included the head teachers, members of EDY, mainstream teachers and other specialist professionals. At regional level, participants included Representatives from family organisations, KEDASY (Centre for Educational and Counselling Support) representatives, PEKES (Regional Centre for Educational Planning) representatives, Refugee Education Co-ordinators and Representatives from special schools (SMEAE) that belong to the School Network of Educational Support (SDEY):

School level

- The head teacher from each school x 5 schools = *5 headteachers* in total
- 1 representative from the Interdisciplinary Support Committees (EDYs) x 5 schools = *5 EDY representatives* in total
- 1 mainstream classroom teacher acting as in-school co-ordinator/school mentor, or school life counsellor at secondary level x 5 schools = *5 mainstream classroom teachers* in total.

Regional level

- 4 Representatives from Families/Parental Organisations (regional representatives from: National Confederation of Disabled People (ESAMEA), Roma community, Refugee community, Parents' Association)
- 1 KEDASY (Centre for Educational and Counselling Support) representative
- 1 PEKES (Regional Centre for Educational Planning) representative
- 2 Refugee Education Co-ordinators
- 1 representative from a special education school (SMEAE) that belongs to the School Network of Educational Support (SDEY).

IN TOTAL: 24 people x 5 regions = 120 participants (maximum)

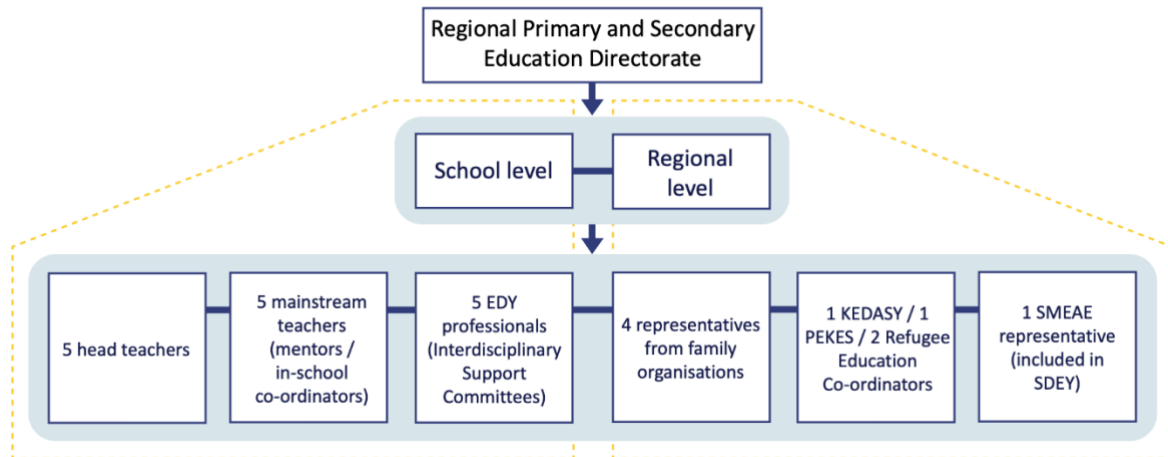


Figure 4. The composition of the Working Groups

The first meeting of the working groups focused on *inclusive transitions*, followed by inclusive assessment, with inclusive school guidelines being introduced in the third meeting. For each meeting, participants were sent an introduction to the topic in advance, followed by some discussion questions to better prepare for the meeting.

The workshops provided opportunities for participants to reflect on current practices around transition, assessment and school guidelines, discuss with a range of stakeholders and begin to consider together how current practices could be changed to become more inclusive.

The fourth meeting focused on the lessons and experience gained in the first three meetings and the changes planned at the school level to make transition practices, assessment processes and school guidelines more inclusive.

The two peer learning activities with the input of academics and UNICEF representatives gave the Greek participants the opportunity to exchange knowledge to build on, discuss in depth and further develop the three priority themes.

A study visit was organised in Portugal on 11–14 March 2024. The general objectives of the study visit were to visit inclusive schools as well as support services and to discuss inclusive practices and challenges with professionals, parents and policy-makers, taking into account the Greek priorities.

Two schools were visited (Seomara da Costa Primo High School and Antonio Arroio Art High School). One of the suggestions that all participants agreed on is the need for curriculum flexibility. Both schools have a flexible curriculum. In contrast, the curriculum in Greece is not flexible and the implementation of differentiated education is very difficult, so this is considered one of the most important issues.

The Greek participants emphasised that both schools represent differentiation in practice: co-teaching, peer learning, personalised learning, etc. All these examples can be used in Greece in the future.

Piloting education tools

Among the main outputs of the Phase I action were the development of new tools to promote inclusive transitions, inclusive assessments and guidelines for inclusive Greek schools. In the current project, these tools have been tested in KEDASY centres and schools in the above mentioned five different regions of Greece aiming to standardise processes across Greece, make them more inclusive and transforming them into daily educational practice in every school.

The piloting of inclusive education tools organised by the Ministry with the support of the Agency was carried out in 5 KEDASY centres and 25 schools of various educational levels. The pilot scheme included 5 pre-primary schools, 5 primary schools, 5 lower secondary schools, 5 upper secondary schools and 5 vocational upper secondary schools.

The Ministry shared with them the current educational tools with instructions on how to test them with learners in schools and KEDASY centres.

The pilot tools included:

- Evaluation form
- Evaluation protocol for Primary School students
- Secondary Education Student Evaluation Protocol & Individual Education Plan
- Guide to inclusive education

A total of 443 learners participated in the pilot application of the educational tools. The student evaluation form was tested by 45 learners, 198 learners tested the primary school student evaluation protocol, and 200 students tested the secondary education system evaluation protocol. In addition, 23 school units reviewed their inclusive school guidelines and inclusive transition practices and provided feedback and suggestions for their improvement and inclusion.

Feedback from the pilot was collated by the Ministry and forwarded to the Agency for further analysis. The Agency team analysed data from stakeholder engagement activities based on notes collected by project team members in both on-site and online meetings. Data from the pilot application was analysed from the evaluation forms received by the Ministry and completed by the groups of schools and centres that implemented the tools in their practice.

PILOTING PHASE: SAMPLE	Students evaluation report		Primary School Students Assessment Protocol		Secondary School System Assessment Protocol		Inclusive Education Guide	
	Centres of Educational & Counselling Support	School Units	Centres of Educational & Counselling Support	School Units	Centres of Educational & Counselling Support	School Units	Centres of Educational & Counselling Support	School Units
Attica Regional Directorates	20	-	10	10	10	42	YES	6
West Greece Regional Directorate	15	-	100	6	100	2	NO	3
Crete Regional Directorate	-	-	10	18	4	15	NO	5
Central Macedonia Directorate	-	-	13	5	6	7	NO	4
Aegean Regional Directorate	10	-	18	8	7	7	YES	5
Total	45	-	151	47	127	73	-	23

Figure 5. Piloting phase – sample

KEY ACHIEVEMENTS

Based on the main results of the phase I action, the Agency team synthesised qualitative evidence from the piloting of inclusive education tools and stakeholder engagement activities, supplemented by the Agency's expertise in inclusive education, the expert input of the two research advisors and the three country policy experts, and relevant information about the education system in Greece. Based on the synthesis, the Agency developed updated inclusive education tools, a report on European country practices, a set of recommendations for practice and an implementation roadmap on three priorities: inclusive transition practices, inclusive assessment processes and inclusive school guidelines.

Updated inclusive education tools

Six updated inclusive education tools were developed in close co-operation with the Ministry of Education, Religious Affairs and Sports:

- The Educational Assessment of Primary Education
- Educational Assessment Registration Form (Inclusion class)
- Educational Assessment & IEP of Secondary Education
- Educational Assessment Registration Form (inclusion class)
- Inclusive transitions
- Inclusive school guidelines

Inclusive assessment tools/forms are used for the mapping of the needs of individual learners as well as the characteristics and conditions of the school environment. They focus on both strengths and areas for improvement/development where some kind of support is needed.

The inclusion tools are designed for collaborative and interdisciplinary use, in schools, the Interdisciplinary Support Committee and in Interdisciplinary Assessment, Counselling & Support Centres, and to encourage collaboration between them. They should not be filled in by a single person (whether a classroom teacher, specialist, psychologist, social worker, etc.).

The active participation of learners and their parents/guardians in the provision of information is vital. Time constraints or difficulties in reaching parents/guardians should not be a reason for not collecting information about family, socio-economic and cultural aspects of the learner's life.

They are designed as working documents and are subject to updates and revisions. They should guide the process of adapting teaching practice, learning objectives and curriculum content, applied methods and approaches, and adapted changes to the classroom and school environment.

Inclusion tools should take classroom/school specificities into account and may be adapted to local contexts and circumstances. In any case, however, all the information

included in the assessment forms is considered important and should be used to produce a qualitative and informative assessment.

The use of inclusion tools that directly engage learners should take place at an appropriate time, in a space without distractions and in a positive atmosphere based on trust and respect. Environmental factors should be taken into account when organising the assessment.

An implementation roadmap

The Roadmap is a working document and implementation tool. It may be used by system-level stakeholders to engage different groups in achieving specific inclusive education goals through the recommended policy measures (see Recommendations in Deliverable 4.2). The starting point for this tool is the belief in moving towards one education system for all learners, to which the Greek education authorities committed (European Agency, 2022), with shared responsibility among all stakeholders in education. Inclusive education systems are based on interdependent structures, processes and mechanisms, and any move towards inclusion should be seen as a systemic reform.

The Roadmap should not be an additional policy but a means to achieve sustainable change. This requires a shared understanding that the work impacts various departments and sectors, and a move away from quick fixes towards long-term, transformative shifts in inclusive cultures, processes and structures across the system.

In the context of developing and implementing legislation and policy for inclusive education in Greece, the concept of a 'roadmap' should evolve into a longer-term strategy to achieve the necessary systemic change. The Agency proposes certain actions that lay the groundwork for a system-wide effort, forming the foundation for more complex systemic change. These interdependent actions aim to guide future activities, communicate intentions clearly to all stakeholders, and address the need to move away from linear and siloed approaches to education policy implementation.

Hence, the main purpose of the Roadmap can be summarised as follows:

- **Promote Reflection:** It fosters reflection and collaborative decision-making, not rigid guidelines.
- **Collaborative Effort:** It encourages all stakeholders (administration, professionals, organisations, families, learners) to work together on actions.
- **Continuous Improvement:** Actions should be seen as on-going and inter-related, implemented simultaneously rather than sequentially.

The Roadmap is not an additional policy but a means to achieve sustainable change in policy and practice through well-thought, transformative shifts in inclusive cultures, processes and structures across the Greek education system. The Roadmap is structured into three main sections, each containing specific actions categorised as short term, mid term, and long term. The Roadmap includes the following actions:

1. Initial Short-Term Actions (first year)

- Action 1: Establishing co-ordination and stakeholder engagement mechanisms

- Action 2: Establishing policy advocacy and communication mechanisms

2. Mid-Term Actions (three years)

- Action 3: Providing professional development
- Action 4: Piloting new policy measures

3. Long-Term Actions (five years and beyond)

- Action 5: Changing the funding system and ensuring sufficient human resources
- Action 6: Developing and launching single and flexible curriculum.

The suggested short, mid, and long-term timeframes for implementing specific actions are indicative and should not be interpreted as sequential steps. The division into these three timeframes indicates that some actions require more time to be implemented due to their complexity, entail several phases and necessitate extensive cross-sectoral collaboration. These actions can and should be carried out simultaneously, as the capacity of the involved stakeholders permits and in accordance with the on-going monitoring and evaluation of results. The Roadmap is flexible and adjustable throughout the implementation process, allowing for modifications based on the findings from the monitoring and evaluation activities.

Key actions

Action 1: Establishing Co-ordination and Stakeholder Engagement Mechanisms This action involves creating a high-level cross-ministerial co-ordination group to oversee the implementation of inclusive education. The group will steer the process of implementing the updated inclusive education tools (for inclusive assessment, inclusive transitions and inclusive school guidelines), propose supplementary policies, monitor and evaluate implementation and review educational regulations. It aims to ensure well-co-ordinated and coherent policy implementation and foster active involvement and collaboration among stakeholders.

Action 2: Establishing Policy Advocacy and Communication Mechanisms This action focuses on establishing shared understanding, securing political commitment, engaging stakeholders and disseminating information through various channels. It includes creating repositories of practice and updated assessment tools, and organising public forums and dedicated activities and events.

Action 3: Providing Professional Development for equipping teachers and specialists with the skills needed for inclusive education. These programmes will cover areas such as inclusive transitions, inclusive assessment and inclusive school guidelines. They will be available to all practitioners at all levels of education and at different career stages. This will promote collaboration, reflective learning and exchange of practice.

Action 4: Piloting New and Supplementary Policy Measures Piloting new and supplementary policy measures allows for testing innovative approaches in real-world settings. This action involves selecting priority areas for pilot projects, engaging stakeholders and evaluating the effectiveness of new policy measures. The insights gained from these pilots will inform the broader rollout of inclusive education policy measures.

Action 5: Changing the Funding System and Ensuring Sufficient Human Resources This action focuses on ensuring flexible and equitable resource distribution and sufficient human resources for inclusive education. It involves exploring new funding models and implementing the selected model.

Action 6: Developing and Launching Single and Flexible Curriculum This action involves integrating inclusive assessment tools in the core curriculum and allowing for local adaptations. It emphasises the importance of co-creating the curriculum with stakeholders and its regular review.

When the Roadmap is adopted and implemented, the education system will undergo a deliberate and systemic transformation towards inclusive education for all. This process will actively involve all stakeholders, emphasising a participatory approach to ensure that changes are not merely top-down but are collaboratively developed and embraced.

A set of recommendations

The recommendations focus on three priority areas – inclusive transition, inclusive assessment and inclusive school guidelines. Additional recommendations relate to broader education policy areas which create conditions for the implementation of measures presented under the three priorities.

The set of recommendations provides a synthesis of qualitative evidence from the piloting of inclusive education tools and stakeholder engagement activities which the Agency complemented with its expertise in inclusive education, expert inputs of research advisors and country policy experts, and relevant data about the education system in Greece.

Besides the evidence collected from the Greek context, the Agency enriched the draft recommendations with examples of other countries' practice to support the Greek authorities in their efforts to improve inclusive education policy and practice in the country.

Recommendations are divided into specific and general. The specific recommendations focus on the three priorities (inclusive transitions, inclusive assessment, inclusive school guidelines) presented in separate sections. Each section provides a brief conceptual and policy background for the respective priority and summarises key findings and identified gaps in Greek education policy and practice. The sections then contain recommendations for specific priorities, which propose measures to address the gaps identified. Links with other recommendations and policy areas are indicated where appropriate. The general recommendations presented at the end address broader policy issues that create conditions for the implementation of the measures presented under the specific priorities.

The specific recommendations for inclusive transitions (R1–R5) focus on the identified gaps of inconsistent implementation of transition policy, unclear procedures for managing transitions within and between schools, insufficient support to implement targeted transition activities, lack of opportunities for professional development with a focus on transitions, and additional support for transitions of learners vulnerable to exclusion. To address these gaps, the Agency proposes:

1. **Develop national guidelines for inclusive transitions** at all levels of education that will focus on the transition of all learners from lower to higher levels of education.

This would ensure that all schools follow the same principles and processes for inclusive transitions, while providing flexibility for necessary adjustments based on specific regional, local and school contexts and the needs of individual students.

2. **Create support structures to facilitate inclusive transitions** at district and school level in the form of regional transition consultation teams to support transitions within and between schools and ensure quality implementation of transition actions and processes. Support should follow national guidelines (R1) and be closely linked to the provision of professional development opportunities (R3) to professionals in all regions and schools.
3. **Provide a variety of professional development opportunities** with a focus on inclusive transitions to enhance the knowledge and skills of educators and professionals in managing inclusive transitions. Professional development for inclusive transitions should adhere to the universal principles of inclusive education and the processes described in national guidelines (R1). Advanced modules should focus on additional support measures adopted for learners who are vulnerable to exclusion (R4). Delivered programmes could benefit from and contribute to the exchange of good practice in schools (R5).
4. **Introduce additional measures to manage the transitions of learners who are vulnerable to exclusion.** Additional support should take into account the particularities arising from the learner's personal and social situation, identification of a language barrier, sensory impairment, reduced mobility, family and cultural background, experienced trauma or any other identified need.
5. **Create a repository of practice for inclusive transitions** to support teachers and professionals in successfully managing transitions at the school level. The repository could complement the provision of professional development opportunities (R3) and contribute to the development of inclusive schools (R9–R11).

The specific recommendations for inclusive assessments (R6–R8) focus on the identified gaps of unclear learner assessment aims, purposes and processes, insufficient teacher skills and insufficient school capacities to conduct inclusive assessments and unsatisfactory collaboration between teachers and experts at school level. To address these gaps, the Agency proposes:

6. **Adopt a clear and coherent inclusive policy at national level to move away from the medical model** of learner assessment and develop a single assessment framework. The policy should clearly define the objectives of inclusive assessment which should not be based on the categorisation of learners but focus on the overall assessment of the needs of learners and their learning environment. The national inclusive education policy should pay particular attention to the transitions in education (R1, R2, R4) and to the provision of support for all learners.
7. **Building capacities for the implementation of inclusive assessment in education and specialist provision**, strengthening the knowledge, skills and attitudes of professionals. This practice should be holistic, participatory and interdisciplinary and in line with the national inclusive assessment policy (R6). It should apply an ecological approach to take into account the individual characteristics of learners

together with the conditions of learning environments and the resources and support available to facilitate learning. Parallel support that focuses on individual learners should be integrated for the benefit of all learners in the classroom.

8. **Incorporation of updated inclusive education tools into educational practice** in Greek schools at all levels. The integration of the updated tools at district and school level should be monitored and evaluated on a regular basis with a pre-defined set of indicators (R15, Annex).

The specific recommendations for inclusive school guidelines (R9–R11) address the identified gaps of lack of shared understanding and vision for inclusive education, unclear provision of specialist provision in schools, unfavourable school climate and unsupportive attitudes of some school teachers and professionals, inadequate guidance and lack of professional learning opportunities for inclusive school development, and underdeveloped collaboration between schools, families and local communities. To address these gaps, the Agency proposes:

9. **Implementation of inclusive school guidelines in the development of national policy and schools at all educational levels.** The vision of the inclusive education system should be clearly embraced and communicated by all relevant social and political actors to reach a consensus on the fundamental principles of providing quality education for all learners.
10. **Provide a variety of professional development opportunities focused on inclusive school development** to strengthen school leadership, foster collaboration between professionals and engage learners and parents/guardians in school life and decision-making.
11. **Create an inclusive school development practice repository** for sharing practice among school leaders, policy-makers and practitioners. The repository should be one of the channels for implementing awareness and communication activities to support inclusive education in Greece.

The general recommendations (R12–R15) highlight the identified gaps affecting policy and practice in the three specific priorities. They include the misalignment of inclusive education tools with curriculum requirements, insufficient human and financial resources to facilitate inclusive transitions, conduct inclusive assessments and manage inclusive school development, and the lack of monitoring and evaluation mechanisms to monitor progress and evaluate achievements in inclusive education. To address these gaps, the Agency proposes:

12. Increase the flexibility of the curriculum to meet the diverse needs of learners and allow teachers and specialists to adapt curriculum requirements to the results of inclusive assessments.
13. Ensure the availability of specialist support in schools at all educational levels to support the implementation of inclusive transitions and inclusive assessments and promote inclusive school development.
14. Develop mechanisms for flexible allocation of resources to provide quality inclusive education for all learners by reviewing the funding and allocation mechanisms provided. A targeted spending review should identify existing gaps in the allocation

of resources and recommend measures to use resources more effectively in schools of different sizes.

15. Development of a comprehensive monitoring and evaluation strategy for the implementation of inclusive education at all levels.

European country practices

The key findings of the qualitative data analysis of the Project's stakeholder engagement activities, and the piloting of the educational tools in schools and KEDASY in five Greek regions, provided evidence of some areas that need further development in inclusive transitions, inclusive assessment and inclusive school guidelines in the Greek education system (presented under the Recommendations section). Examples from the education systems of Finland, Italy and Portugal provide possible inspiring practices that could reduce and fill the gaps and be considered for implementation in the Greek context.

Proposals for improving inclusive transitions in the Greek education system based on examples from Finland, Italy and Portugal

National guidelines and effective support structures should be developed to facilitate inclusive transitions between education levels across the country. It is crucial to enhance the knowledge and skills of teachers and specialists themselves, so they are prepared to manage transitions in their schools. To address the lack of skills it is necessary to develop and provide a variety of professional development programmes focused on inclusive transitions.

An Individual Education Plan (IEP), which incorporates some elements from the corresponding Italian and Portuguese IEPs, is developed and included in the Greek updated inclusive education tool.

The Finnish approach of intensive and personal counselling guidance according to the individual needs of learners with special educational needs in lower secondary education can be adapted to the Greek education system. These learners face more challenges in accessing further education or finding the right education for themselves. More personal guidance and support can motivate them to study and access upper secondary education and/or find the right vocational training for them.

The Italian model of the school-to-work alternation system, with internships in companies during secondary education, could be adapted to the Greek context. These work-based learning pathways can be very useful for learners with disabilities, dealing with real-life working conditions with support and preparing them for adult life.

The individual transition plan either between schools or for post-school life can be a very useful document that facilitates the transition to another level of school or education or to vocational training, work and adult life. Elements from both the Italian and Portuguese models could be incorporated into a transition plan developed to meet the needs of learners in the Greek context.

Proposals for improving inclusive assessment in the Greek education system based on examples from Finland, Italy and Portugal

In line with the on-going inclusive education policy developments, the national education authorities should clearly define the aims of inclusive assessment in support of inclusive education provision for all learners.

The Finnish three-tiered support model, the Portuguese multi-level approach and the Italian learning levels are examples of a support model that is increasingly used in education systems across Europe to meet the needs of all learners in mainstream schools. Adapting the model to the Greek educational system will be very useful and will effectively support learners, teachers and the entire school community. It will act as a prevention strategy to promote inclusive education for all learners.

The multidisciplinary teams in Portuguese schools, similar to the EDYs – Educational Evaluation and Support Committees in Greek schools, play a key role in inclusive assessment at school level. EDY teams could use lessons learnt from the Portuguese multidisciplinary teams and be enriched and strengthened by integrating and adapting their tasks and responsibilities to promote inclusive practices at classroom level.

The three paths (mainstream, personalised, differentiated) followed by Italian learners in upper secondary education leading to similar or different qualifications is a matter to be considered by the Greek authorities, taking into account the adaptation to the Greek context. There is a similar system in the Greek education system and a more general discussion at European level about the qualifications of learners following different educational paths.

The Territorial Support Centres as a school inclusion network to provide operational support to teachers involved in inclusion processes could be very useful for the regional level. In addition, the Territorial Inclusion Groups (GIT) guide schools in drawing up the Individual Educational Plan (PEI). They could be linked to the SDEY – School Network of Education and Support at regional level that have similar tasks and responsibilities.

Proposals for improving inclusive school guidelines in the Greek education system based on examples from Finland, Italy and Portugal

In order to promote a shared vision for inclusive education at national and school level, education authorities should integrate the inclusive school guidelines into the strategic development of schools. A variety of professional development programmes focusing on inclusive school development should be developed for teaching and support staff.

There is a need for key principles to guide the implementation of inclusive education. The eight main principles highlighted in the Portuguese Inclusive Education Law Decree, which are in line with the international inclusive education principles, could be used as a basis for developing the key principles of the Greek inclusive education system.

The Italian National Observatory for School Inclusion could inspire the Greek authorities to develop a similar Inclusion Observatory to monitor inclusive practices across the country.

The Finnish bottom-up education policy development ensures political and social consensus on the value of inclusive education and promotes dialogue with all stakeholders. This is the methodology we also used in the TSI project involving regional stakeholders and working group discussion of all thematic issues. The bottom-up

approach could be useful in the Greek context that precedes all educational reforms and ensures ownership of them by the various stakeholder groups.

CONCLUDING REMARKS

Lessons learned

Work throughout the project has stressed that an understanding of inclusive education cannot be limited to including learners with disabilities and/or specific needs into mainstream education. Inclusive education must be understood as having a positive impact on all learners, all schools and all local communities.

Regarding inclusive assessment, the Project introduced a new perspective on educational assessment, focusing on a holistic approach rather than merely diagnostic tools. It is essential for the Greek education system to transition from a medical model to a socio-pedagogical one, emphasising the overall development and well-being of learners. Instead of categorising learners based on special educational needs or disabilities, the focus should be on providing support to all learners who need it, regardless of formal diagnoses. Teachers should be empowered to offer support based on their observations and professional judgement, especially in the early years of primary school, without waiting for formal diagnoses.

Regarding contribution of the project results to inclusive education practices in Greek schools, the regional educator advisors who piloted the revised tools (inclusive transition, assessment and school guidelines) in schools and KEDASY centres, highlighted that the tools supported learners during critical adaptation periods and promoted co-operation between experts, families and schools. They helped identify learners' psychosocial needs and special educational needs (SEN), facilitating targeted interventions and fostering a positive educational environment. Teachers could better understand learners' social and emotional needs, enabling more personalised support and differentiated teaching methods.

However, the implementation revealed challenges such as prejudices from teachers and parents, time constraints, lack of resources, barriers such as large class sizes, limited time due to exams, and lack of training and funding. Additionally, filling out assessment forms was time-consuming, and the tools sometimes failed to fully document learners' developmental attributes.

They highlighted the need for on-going teacher training, vocational programmes and technological support. The emphasis was on improving education for learners with SEN, fostering integration strategies, enhancing co-operation between educators, specialists and parents, and ensuring continuous evaluation and feedback for fair and supportive educational practices. Finally, it was noted that by synthesising team efforts, they avoided duplication of work. Many teachers appreciated the focus on learners' strengths rather than just their deficiencies. Collaboration with networks and KEDASYS is essential for on-going cultural improvements in schools. Teachers are eager to upskill, particularly in addressing the needs of learners from other schools.

Successful transitions, whether between educational stages or grade levels, are key to supporting all learners. Inclusive assessments give all learners a fair chance to demonstrate their skills. School policies that promote inclusivity help build a culture of acceptance and respect for diversity. In the classroom, collaborative learning,

accommodations for diverse needs and culturally responsive teaching ensure that every learner feels valued and included. When these elements are implemented effectively, they create an environment where inclusivity is embedded into everyday practices, ensuring that no learner is left behind – stating, ‘If it’s not inclusive, it’s not education’.

The importance of building inclusive systems and schools was highlighted throughout the Project, emphasising that this challenge aligns with the fundamental human right to education. Inclusive educational environments benefit all learners, professionals, families and society as a whole. The Project’s outcomes offer an opportunity to advance inclusive education, and educators have the knowledge and tools to take substantial steps forward. Change is a continuous process that requires reflection, leadership and collective responsibility. Building strong support networks within schools and communities is vital, as is promoting the participation of the entire school community, including families and learners.

Communication and visibility

At the start of the project, the Agency created a communication and dissemination plan. This contained a timeline and monitoring tool to collect information on dissemination activities. The Project’s visual identity and all related elements (name, logo, funding information, disclaimer, branded templates – Word, PowerPoint, meeting minutes, agenda – were set up at the beginning of the Project and were used in all external and internal communication activities.

A brief summary of the Project was shared on the [TSI web area](#) of the Agency website, which links to [related news items](#).

A project summary aiming to inform a wider public was drafted in the template provided by DG REFORM.

A project presentation in PowerPoint format, providing a technical overview of the Project, was uploaded as a communication output.

A final project video to advertise the main project achievements and milestones was created in-house and made available to project partners and on the [Agency website](#). This video features voices from the Greek Ministry and Greek stakeholders in the Project, representatives of DG REFORM, and the Agency team. The purpose of the video is to be a source of information for Greek teachers and stakeholders, providing information on issues such as the purpose of the Project and the deliverables, and the way that the deliverables can be utilised by the educational community. It addresses the wider Greek education community, while focusing on the implementation of the three project priorities: inclusive transitions, inclusive assessment, inclusive school guidelines

In terms of communication outputs, the Agency planned news items, newsletters and LinkedIn posts for key moments in the Project. In line with the communication and dissemination plan, the news items and social media posts drafted by the Agency are sent for review and approval by Greece (see more information in D1.3 Communication outputs).

Final comments

Regarding dissemination of project results and sustainability strategies beyond the Project, the Ministry representatives emphasised that inclusive education must be both theoretical and practical, advocating for a cultural shift in how schools approach inclusion. They stressed the need to support all learners, moving from mere diagnosis to active intervention and support. Daily co-operation between educators, specialists and stakeholders is crucial for overcoming barriers in the system. They acknowledged the challenges not only for learners but also for educators in assessment and providing support.

They highlighted the Ministry's plan to improve teacher training, communication and information sharing, allowing educators and educational staff to better understand their learners' strengths and weaknesses. They committed to working on the project's deliverables, with all conclusions and tools to be posted on the Ministry's website. Additionally, videos explaining the project's rationale will be provided to help stakeholders disseminate the knowledge further.

The regional educator advisors indicated that the focus has shifted from identifying learners' weaknesses to recognising their strengths, without ignoring their challenges. They emphasised the urgency of embracing this approach due to Greece's increasingly diverse and multicultural society. For the changes to be sustainable, there must be continued trust and investment in the work being done.

The sustainability of the project was a key focus, with a call to integrate its results into the national education strategy, using it as a prototype to review inclusive education guidelines. The demand for upskilling and continuing professional development (CPD) for teachers was also highlighted, suggesting that project results should be incorporated into lifelong learning through seminars and collaboration with international institutions. The daily application of these practices in schools is crucial, and the Project is not just a pilot but a model for on-going improvement.

Inclusive reform is a collaborative process involving teachers, school leaders, researchers and education providers. This on-going dialogue helps identify improvements and promotes stakeholder commitment.

Finally, optimism is expressed by project participants about the sustainability of the project's results, noting that the tools tested during the project will serve as a strong foundation for inclusive education nationwide. The accumulated knowledge and the on-going dialogue with stakeholders are vital for the mindset shift needed to make inclusive education a reality.

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