

REVIEW



Recent Advances in the Greek Special Education System: A Critical Review

Natalia Kougia^{1,2}, Lambrini Seremeti^{1,3} and Ioannis Kougias^{1,*}

¹Electrical and Computer Engineering Department, University of Peloponnese, Greece

²European University, Cyprus

³Department of Regional and Economic Development, Agricultural University of Athens, Greece

Abstract: Over the past decade, Greece has implemented significant reforms in its special education system, driven by a national commitment to promote inclusive education and ensure equitable access for students with disabilities and special educational needs. This critical literature review explores the key developments shaping this transformation, including recent legislative initiatives, evolving policy frameworks, and the practical deployment of support services within mainstream educational settings. The review synthesizes findings from current academic research, government reports, and educational policy documents to evaluate the effectiveness of these reforms. While notable progress has been made—particularly in the areas of parallel support, early intervention, and teacher training, ongoing challenges persist. These include uneven resource distribution, infrastructural limitations, and societal attitudes that continue to hinder full inclusion. The review concludes by emphasizing the need for sustained investment, better implementation strategies, and expanded research to inform future policy. It offers insights that are valuable for educators, policymakers, and stakeholders committed to advancing inclusive education in Greece.

Keywords: special education, inclusive education, policy reform, students with disabilities

1. Introduction

The transformation of special education in Greece over recent decades echoes the broader global shift toward inclusive education, guided by the principles of equity, participation, and the rights of persons with disabilities to access mainstream educational settings [1, 2]. Historically, the Greek educational system operated under a segregated model, wherein students with disabilities were predominantly educated in specialized institutions or segregated classrooms. While this model sought to address particular learning challenges, it often resulted in systemic exclusion, limiting both educational attainment and social integration opportunities for these students [3, 4].

In alignment with international mandates such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)¹, Greece has pursued a series of legislative and structural reforms to promote inclusive practices and dismantle institutional barriers [5–7]. Notable among these efforts is the enactment of Law 3699/2008, which formally recognized the right of students with special educational needs (SEN)² to attend mainstream schools

with appropriate support measures^{3,4}. This legislation laid the groundwork for subsequent reforms, including Laws 4713/2020 and 4823/2021, which further expanded the scope of inclusive education through provisions on early intervention, individualized support planning⁵, and the operationalization of an inclusive framework [8, 9].

A key institutional advancement in this context has been the establishment of the Centers for Interdisciplinary Assessment, Counseling, and Support (KEDASY)^{6,7}, which function as hubs for multidisciplinary evaluations, counseling, and the coordination of support services for both students and educators. The

*Corresponding author: Ioannis Kougias, Electrical and Computer Engineering Department, University of Peloponnese, Greece. Email: kougias@uop.gr

¹United Nations, “Concluding observations on the initial report of Greece: Committee on the Rights of Persons with Disabilities: draft / prepared by the Country Rapporteur,” 2019, <https://digitallibrary.un.org/record/3848727>

²Imtiyaz Ali, “Special Education in Greece. (updated),” DP-HO, 2024, <https://dp-ho.com/perspective-of-disability/special-education-in-greece>

³Vasileios Kottas, “Essay, Special Education in Greece: Review,” Dalarna University, 2020, <https://www.diva-portal.org/smash/get/diva2%3A1437332/FULLTEXT01.pdf>

⁴Eurydice, “Educational Support and Guidance: Separate special education needs provision in early childhood and school education,” 2025, <https://eurydice.eacea.ec.europa.eu/euryperia/greece/separate-special-education-needs-provision-on-early-childhood-and-school-education?utm>

⁵Eurydice, “Ongoing reforms and policy developments,” 2025, <https://eurydice.eacea.ec.europa.eu/euryperia/greece/ongoing-reforms-and-policy-developments>

⁶European Agency for Special Needs and Inclusive Education, “Country System Mapping: Country Report – Greece,” 2022, <https://www.european-agency.org/sites/default/files/CSM%20Country%20Report%20Greece.pdf>

⁷Eurydice, “Educational Support and Guidance,” 2025, <https://eurydice.eacea.ec.europa.eu/euryperia/greece/special-education-needs-provision-within-mainstream-education>

implementation of KEDASY represents a significant shift toward a more holistic and inter-agency model of inclusive education [3, 9].

These national initiatives are firmly grounded in international educational discourse and policy framework, including the Salamanca Statement and the UNESCO Guide for Ensuring Inclusion and Equity in Education [7, 10–13]. Greece's inclusive education agenda is also influenced by scholarly debates that interrogate the complexities of inclusion within varied sociocultural contexts and the role of policy in mediating practice [8, 10, 12].

Nevertheless, a persistent challenge lies in the disconnect between policy design and classroom implementation. Empirical studies highlight significant variability in how inclusive education is practiced across Greece, with disparities emerging along geographic, administrative, and resource-related lines [14]. Schools continue to face barriers such as shortages of specialized staff, inadequate infrastructure, insufficient teacher training, and entrenched societal attitudes that can hinder the full integration of students with disabilities [4, 14].

The present critical literature review seeks to address this gap by systematically examining the recent developments in Greece's special education landscape. It evaluates legislative reforms, policy implementation strategies, and their outcomes, while critically assessing persistent barriers to inclusive education. By synthesizing insights from academic literature, governmental reports, and policy evaluations, this review not only documents the progress made but also identifies key areas requiring further attention. In doing so, it aims to inform researchers, educators, and policymakers who are committed to fostering a more inclusive, equitable, and effective national educational system.

2. Methodology

A comprehensive and systematic literature review was conducted to investigate the recent reforms, implementation strategies, and current challenges in Greece's special education system. The review aimed to synthesize evidence-based findings across theoretical, empirical, and policy-oriented domains, with a specific focus on the period between 2015 and 2025—a decade marked by intensified efforts toward inclusive education.

To ensure methodological rigor, multiple academic databases and institutional repositories were consulted. These included **Scopus**, **Web of Science**, **PubMed**, **ERIC**, and **Google Scholar**, in addition to national and European policy databases such as **Eurydice**, the **European Agency for Special Needs and Inclusive Education**, and the **Greek Ministry of Education's official portals**. Gray literature, such as reports from UNICEF, OECD, and UNESCO, was also reviewed to complement peer-reviewed studies with practical insights and policy evaluations.

The search strategy incorporated Boolean operators and combinations of keywords including “Greece,” “special education,” “inclusive education,” “policy reform,” “students with disabilities,” “teacher training,” “early intervention,” and “KEDASY.” The inclusion criteria for documents were as follows:

- 1) Published between **January 2015 and May 2025**
- 2) Peer-reviewed articles, government-issued reports, or recognized institutional publications
- 3) Content specifically addressing the Greek educational context in relation to special or inclusive education
- 4) English or Greek language sources with accessible full texts

The literature reviewed can be broadly categorized into two complementary strands. The first comprises **theoretical and conceptual studies**, which explore inclusive education through the

lens of human rights, social justice, and pedagogical transformation. These works analyze how frameworks such as the UNCRPD and the Salamanca Statement have influenced national policy, while also discussing the philosophical underpinnings and societal implications of inclusive education [15–17].

The second strand encompasses **empirical research**, both qualitative and quantitative, which evaluates practical implementation. This includes case studies on teacher attitudes and preparedness [18–20], assessments of inclusive classroom environments, impact evaluations of parallel support and early intervention models [21, 22], and the role of interdisciplinary collaboration [23, 24]. A growing body of research also explores technology-mediated inclusion and the emotional resilience of special education professionals [25–30].

In addition to published literature, **legal documents and policy texts** such as Laws 3699/2008, 4186/2013, 4547/2018, and 4823/2021 were examined to contextualize educational reforms. These were sourced from the **Hellenic Government Gazette** and the official legislative archive (e-nomothesia.gr). Reports from national advisory bodies, including those evaluating the operation of KEDASY centers and inclusion units, provided further granularity regarding implementation.

This integrative methodological approach was adopted to capture both the structural evolution and lived realities of inclusive education in Greece. By triangulating diverse sources—academic, legislative, and institutional—the review offers a well-rounded perspective that underscores the multifaceted nature of special education reform in the Greek context [31].

3. Legislative and Policy Reforms

Recent years have seen the introduction of several legislative measures aimed at enhancing special education in Greece:

- 1) **Law 3699/2008:** Established the framework for special education, emphasizing the integration of students with SEN into mainstream schools [32].
- 2) **Law 4186/2013:** Introduced provisions for individualized educational programs (IEPs) and the role of special assistants in supporting students with disabilities [32].
- 3) **Law 4547/2018:** Focused on the reorganization of support structures, including the establishment of Centers for Interdisciplinary Assessment, Counseling, and Support (KEDASY)⁸.
- 4) **Law 4823/2021:** Further refined the operational aspects of KEDASY and emphasized the importance of early intervention and continuous support for students with SEN.

These legislative efforts underscore Greece's commitment to aligning its educational system with inclusive principles, ensuring that students with disabilities receive appropriate support within mainstream educational settings.

4. Implementation Strategies

Translating legislative mandates into effective classroom practices has been a central challenge and priority for the Greek special education system. While legal reforms have established the foundational rights of students with SEN to participate in

⁸Gazette of the Government of the Hellenic Republic, “Hellenic Parliament, Law 4547/2018, (Government Gazette 102/A/12-6-2018): Reorganization of the Support Structures of Primary and Secondary Education and Other Provisions,” 2018, <https://www.e-nomothesia.gr/kat-ekpaideuse/nomos-4547-2018-phk-102a-12-6-2018.html>

mainstream education, their practical realization depends on a multilayered network of implementation strategies. These include inclusive classroom models, parallel support services, early intervention mechanisms, and teacher training initiatives—all designed to embed inclusive principles into the day-to-day functioning of schools. Importantly, these strategies are not implemented in isolation but are embedded within a broader institutional framework intended to ensure alignment between national policy directives and local-level educational practices. This framework involves coordination between educational authorities, school administrators, interdisciplinary teams (such as those operating within KEDASY centers), and community stakeholders. Effective implementation thus requires not only the deployment of resources and personnel but also sustained attention to infrastructure, pedagogical adaptation, and systemic evaluation mechanisms to monitor progress and identify gaps.

4.1. Inclusion classes and parallel support

The expansion of inclusion classes and the provision of parallel support have been central pillars in Greece's strategy to foster an inclusive education system. Inclusion classes are specially designed instructional settings within mainstream schools where students with SEN receive individualized teaching tailored to their unique learning profiles [33]. These classes provide a bridge between specialized support and the broader educational environment, enabling students to fully participate in mainstream school life. Parallel support, on the other hand, involves deploying qualified special education teachers to assist SEN students directly within general education classrooms [31, 34]. This model promotes co-teaching and peer interaction, encouraging social integration while supporting academic progress. Recent studies and policy evaluations have shown that these dual strategies are effective in enhancing engagement, academic achievement, and a sense of belonging among SEN students [35, 36].

4.2. Teacher training and professional development

Acknowledging that teachers are the linchpins of effective inclusive education, the Greek Ministry of Education has prioritized comprehensive teacher training and continuous professional development⁹. Initial teacher education now includes modules on inclusive pedagogy, differentiated instruction, and the development of IEPs [37]. Furthermore, in-service training programs are regularly offered to update educators on best practices in supporting students with diverse learning needs. These professional development initiatives emphasize collaborative teaching strategies, classroom management for inclusive settings, and the use of assistive technologies [38]. By equipping educators with both theoretical knowledge and practical tools, Greece aims to create more responsive and inclusive classroom environments that accommodate a spectrum of abilities and learning styles.

4.3. Early intervention services

Early identification and intervention for children with developmental delays, disabilities, or learning challenges are foundational to successful inclusion. Greece has made significant strides in this area by establishing and expanding early intervention units and

interdisciplinary diagnostic centers¹⁰, such as KEDASY. These centers bring together professionals from education, psychology, speech therapy, and healthcare to assess and support young children¹¹. Emphasis is placed on early developmental screenings and close collaboration with families to design appropriate educational and therapeutic plans. By intervening during formative years, these services not only improve individual learning outcomes but also reduce long-term educational disparities and foster smoother integration into primary education.

5. Challenges and Areas for Improvement

Although Greece has made considerable strides in reforming its special education system, several enduring challenges continue to hinder its full realization. These obstacles include inconsistencies in policy implementation, uneven access to resources and services across regions, shortages of specialized staff, and limited professional development opportunities for educators. Additionally, deeply rooted societal attitudes and a lack of awareness about inclusive practices often impede the successful integration of students with SEN into mainstream classrooms. Addressing these issues remains essential to ensuring that recent legislative and institutional reforms translate into meaningful, equitable, and sustainable educational outcomes for all learners.

5.1. Resource allocation

One of the most pressing concerns is the uneven distribution and limited availability of resources. Many schools, particularly in rural and remote areas, lack sufficient specialized staff, such as speech therapists, special educators, and psychologists. Moreover, the shortage of assistive technologies and adaptive materials hampers the learning experience for students with disabilities. Budgetary constraints also affect the quality and frequency of professional development programs for teachers. Addressing these issues requires targeted funding policies that prioritize equitable resource distribution and ensure that all schools are equipped to implement inclusive practices effectively.

5.2. Infrastructure and accessibility

The physical environment of many Greek schools remains a significant barrier to full inclusion. Inadequate infrastructure, including a lack of ramps, elevators, accessible restrooms, and classroom adaptations, limits participation for students with physical disabilities. Furthermore, the absence of accessible transportation services impedes school attendance and consistent participation in educational activities. Systematic investments in infrastructure upgrades are needed to bring all schools in line with accessibility standards, ensuring a safe and supportive environment for all learners [39].

5.3. Societal attitudes and awareness

Social stigma and persistent misconceptions surrounding disability continue to shape societal attitudes toward inclusive

⁹Eurydice, "Teachers and education staff: Conditions of service for teachers and trainers working in adult education and training," 2024, <https://eurydice.eacea.ec.europa.eu/eurycedia/greece/conditions-service-teachers-and-trainers-working-adult-education-and-training>

¹⁰Eurydice, "Management and other education staff: Education staff responsible for guidance in early childhood and school education," 2024, <https://eurydice.eacea.ec.europa.eu/eurycedia/greece/education-staff-responsible-guidance-early-childhood-and-school-education>

¹¹Eurydice, "Management and other education staff: Staff involved in monitoring educational quality for early childhood and school education," 2024, <https://eurydice.eacea.ec.europa.eu/eurycedia/greece/staff-involved-monitoring-educational-quality-early-childhood-and-school-education>

education, often in ways that undermine policy efforts and institutional reforms. Although Greece has made legislative progress in recognizing the rights of students with SEN to participate in mainstream education, deeply rooted beliefs and cultural norms frequently act as barriers to their meaningful inclusion. Public perception, particularly when shaped by misinformation or limited exposure to disability, can significantly hinder the successful integration of SEN students into general classrooms.

Educators and parents may express hesitation or resistance toward inclusive models, fearing that the presence of SEN students may disrupt classroom dynamics or lower academic standards [31, 40–42]. In some cases, a lack of training, confidence, or adequate support exacerbates these concerns. As a result, even well-designed inclusion policies may fall short in practice if not supported by broader cultural change.

To foster genuine inclusivity, it is essential to implement comprehensive awareness campaigns that educate the public about the benefits of inclusive education for all students. Community engagement initiatives, paired with sustained, inclusion-focused professional development for teachers and informational workshops for families, can help dismantle harmful stereotypes [43–45]. Cultivating an inclusive mindset across all educational stakeholders is critical to achieving lasting and effective systemic change.

6. Case Studies and Research Findings

In the Greek context, numerous case studies and empirical research findings have highlighted both the advancements and ongoing challenges in implementing inclusive education. While international discourse often relies on well-established frameworks such as the Universal Design for Learning (UDL) in the United States and the UNESCO Salamanca Statement globally, Greek scholarship tends to focus more on the pragmatic rollout of pilot programs, the adaptation of inclusive policies¹² to local sociocultural conditions, and the need for community-specific solutions. This local tailoring reflects the diverse realities of urban and rural educational settings across Greece, where access to resources, teacher preparedness, and infrastructural support can vary significantly.

Several studies provide critical insights into how inclusive education reforms have played out on the ground. A qualitative investigation into the experiences of special education teachers revealed that successful implementation is heavily dependent on three core pillars: effective collaboration between general and special educators, adequate staffing ratios, and proactive administrative support at the school level [46]. Teachers interviewed in the study reported that co-teaching models, when properly planned and resourced, significantly improved the inclusion experience for both SEN and non-SEN students. However, they also noted the absence of structured planning time and a lack of clarity regarding role distribution, which often hindered implementation efforts [42].

Another body of research has focused specifically on students with autism spectrum disorder (ASD)¹³, a group that has grown increasingly visible in Greek inclusive education discourse. While national legislation formally supports the integration of students with ASD into general education classrooms, findings reveal a

persistent gap between policy and practice. Studies indicate that mainstream teachers frequently feel unprepared to meet the specific needs of students with ASD due to limited training in evidence-based strategies and the absence of individualized educational materials [47]. The result is a fragmented inclusion process, where the success of integration depends heavily on the initiative of individual teachers and the availability of external support staff such as psychologists or special education aides [48–50].

Promising outcomes have been observed in early intervention programs, particularly in preschool environments. Evaluations of multidisciplinary initiatives involving speech therapists, psychologists, and special education teachers [24] have shown statistically significant improvements in children's communication abilities, social interaction, and school readiness. These findings not only confirm the effectiveness of early intervention but also emphasize the need for structured, ongoing support systems that extend into primary education [51].

The case studies and empirical findings cited in this review draw upon a diverse array of qualitative and quantitative research methodologies, including in-depth interviews, classroom observations, policy analysis, and longitudinal evaluations. Key sources include peer-reviewed studies published in relatively new specialized journals, for example, *Support for Learning*, *International Journal of Inclusive Education*, and *European Journal of Special Education Research*, as well as gray literature from institutions like the **European Agency for Special Needs and Inclusive Education** [46, 48–51]. These resources offer critical insights into the localized implementation of inclusion policies, teacher collaboration practices, and early intervention outcomes, enriching the evidence base for understanding Greece's inclusive education landscape.

Together, these studies demonstrate that while Greece has made substantial progress toward inclusive education, the consistency and quality of implementation remain uneven. The research underscores the importance of investing in teacher training, structured collaboration models, early intervention services, and context-sensitive policy design. These case studies serve as valuable evidence for policymakers and educational leaders seeking to close the gap between inclusive education theory and classroom realities.

7. Future Directions

To consolidate the gains made and address persisting challenges, several strategic actions are recommended for the future of Greece's special education system:

- 1) **Enhanced funding:** Increased investment is crucial to support inclusive education initiatives. This includes funding for specialized personnel, assistive technologies [52], adaptive learning materials, and continuous teacher training programs¹⁴.
- 2) **Infrastructure development:** Systematic upgrades to school facilities must be prioritized to ensure full accessibility [53]. This includes not only physical adaptations but also the creation of sensory-friendly learning environments.
- 3) **Community engagement:** National and local awareness campaigns should be launched to promote a positive narrative around disability and inclusion. Schools can collaborate with families and community organizations to foster inclusive school cultures [54].

¹²Cecilia Simón et al., "Promoting Inclusive Education in Greece: Addressing Challenges in Legislation, Educational Policy and Practice," European Agency, 2021 <https://www.european-agency.org/sites/default/files/TSI-SRSP%20files/SRSP%20EL%20Deliverable%207%20Conceptual%20paper.pdf>

¹³Stephanie Rohwer, "Inclusion for ASD students in the Mainstream Setting," 2024, Concordia University, https://digitalcommons.csp.edu/teacher-education_masters/95

¹⁴Eurydice, "Teachers and education staff: Continuous professional development for teachers working in early childhood and school education," 2024, <https://eurydice.eacea.ec.europa.eu/eurydice/greece/continuous-professional-development-teachers-working-early-childhood-and-school>

- 4) Data collection and research: Developing a centralized data system to track the progress of students with SEN will aid in evaluating the effectiveness of policies and interventions [55]. Regular research can inform policy adjustments and highlight best practices.

8. Discussion

The recent transformation of Greece's special education system reflects a growing alignment with international commitments to inclusive education, such as the UNCRPD and the European Disability Strategy¹⁵ [5, 13]. National legislative reforms, including Laws 3699/2008 and 4823/2021¹⁶—have laid a strong legal foundation, mandating inclusive education as a right rather than an exception [34]. However, this progressive legal framework continues to clash with ground-level realities in Greek classrooms, revealing persistent tensions between policy ideals and practical implementation¹⁷.

A critical gap lies in **teacher preparedness**. While educators often express positive attitudes toward inclusion [2, 18], their ability to enact inclusive practices is limited by insufficient training, unclear role definitions in co-teaching contexts, and a lack of ongoing professional support [56–59]. Special education teachers assigned to parallel support roles often operate in isolation without structured collaboration time, leading to fragmented implementation and diminished instructional coherence [42, 46]. This mismatch between teacher expectations and systemic capacity creates a paradox: while inclusion is formally mandated, its quality and consistency rely heavily on the personal initiative of under-resourced educators¹⁸.

Moreover, **systemic inertia**—rooted in bureaucratic complexity, inconsistent policy monitoring, and regional disparities—further inhibits reform. Despite policy directives, many schools lack institutional flexibility or administrative leadership to translate reforms into actionable strategies [14, 45]. For example, while KEDASY centers represent an important shift toward interdisciplinary and community-based support, their uneven geographic distribution and overburdened caseloads undermine their intended impact [9, 51]. Similar implementation gaps have been documented in other European contexts, where inclusive legislation exists but lacks the organizational scaffolding necessary for systemic change [10, 12, 58].

Deeper cultural and structural barriers also persist. Stigma toward disability, compounded by limited public discourse on inclusive pedagogy¹⁹, continues to shape community attitudes

and educator expectations [40, 41]. Furthermore, many school environments remain physically and pedagogically inaccessible, particularly in rural or underserved areas, a reflection of enduring neglect in infrastructure investment and adaptive learning resources [39, 53].

To move forward, Greece must address this **implementation gap** through a more cohesive, well-resourced national strategy. This includes embedding inclusive education modules in all teacher certification pathways, incentivizing co-teaching and collaborative planning, and streamlining administrative procedures to support school-level innovation. Emerging international literature emphasizes the importance of “adaptive systems thinking” in education—recognizing that inclusive reform must evolve alongside shifts in workforce demands, community needs, and technological opportunities [12, 23, 55]. Building such adaptive capacity within the Greek system requires not only top-down reforms but also bottom-up empowerment of teachers, school leaders, and families as co-constructors of inclusive practice.

Although Greece has made laudable progress in policy formulation, realizing the full promise of inclusion requires dismantling the institutional and cultural inertia that continues to constrain practice [60]. Without substantial investments in teacher development, system-level coordination, and societal change, the transformative potential of inclusive education will remain aspirational rather than actualized²⁰.

9. Conclusion

Greece has made meaningful strides in transforming its special education system through robust legislative reforms, institutional restructuring, and evolving pedagogical practices aimed at fostering inclusion. Laws such as 3699/2008 and 4823/2021 have laid the legal groundwork for integrating students with SEN into mainstream classrooms, while initiatives like the Centers for Interdisciplinary Assessment, Counseling, and Support (KEDASY) have provided the infrastructure for multidisciplinary support. However, the path from policy to practice remains uneven, marked by resource disparities, societal attitudes, and the need for sustained professional development and institutional alignment.

Looking ahead, a fully inclusive Greek education system would be characterized by universally accessible learning environments that accommodate the full spectrum of student diversity—cognitive, physical, emotional, and linguistic. This vision includes co-teaching models where general and special education teachers collaborate seamlessly, individualized learning plans supported by assistive technologies, and fostering an educational culture that prioritizes empathy, collaboration, and student agency. Classrooms would be designed using UDL principles, equipped with digital tools that enable differentiated instruction and foster greater engagement among all learners.

Future reforms must be informed by three emerging domains: educational technology, mental health support, and teacher leadership. Advances in artificial intelligence and adaptive learning platforms present powerful opportunities for personalizing education, particularly for students with complex needs. Simultaneously, integrating school-based mental health services into inclusive settings can help address the emotional well-being of SEN

¹⁵AGE PLATFORM Europe, “AGE Contribution to Study on the European Disability Strategy,” 2014, <https://www.age-platform.eu/age-contribution-to-study-on-the-european-disability-strategy/>

¹⁶Eurydice, “Legislation and official policy documents,” 2025, <https://eurydice.eacea.ec.europa.eu/eurydice/greece/legislation-and-official-policy-documents>

¹⁷George Androulakis et al., “Bottleneck Analysis for Inclusive Education in Greece,” 2021, European Commission in Partnership with UNICEF. <https://www.teach4integration.gr/wp-content/uploads/2023/07/BOTTLENECK-ANALYSIS-FOR-INCLUSIVE-EDUCATION-IN-GREECE.pdf>

¹⁸Martha Georgantopoulou, “Inclusion in Practice in Greek Primary Schools: Perceptions of teachers’ and special education teachers,” 2024, Jönköping University, <https://hj.diva-portal.org/smash/get/diva2:1907348/FULLTEXT01.pdf>

¹⁹Lucie Cerna et al., “Promoting inclusive education for diverse societies: A conceptual framework,” 2021, *OECD Education Working Papers No. 260*. <https://dx.doi.org/10.1787/94ab68c6-en>

²⁰European Agency for Special Needs and Inclusive Education, “Implementation of the European Child Guarantee—Promoting Inclusive Education in Greece Phase II: Final report,” 2024, European Union, https://www.european-agency.org/sites/default/files/Promoting_Inclusive_Education_in_Greece_Final_Report.pdf

students and reduce behavioral barriers to participation. Furthermore, empowering teachers as leaders—through sustained professional development, mentorship networks, and involvement in policy design—can drive systemic change from within and ensure that reforms reflect classroom realities.

Ultimately, inclusion must be redefined not as remedial accommodation but as a foundational principle of high-quality education for all. Realizing this vision requires more than legislative compliance; it demands sustained investment, inter-sectoral collaboration, and a societal commitment to equity. As Greece continues its educational transformation, embracing these forward-looking strategies will be crucial for cultivating schools where every learner is valued, supported, and empowered to thrive.

Ethical Statement

This study does not contain any studies with human or animal subjects performed by any of the authors.

Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study.

Author Contribution Statement

Natalia Kougia: Conceptualization, Methodology, Validation, Formal analysis, Investigation, Resources, Data curation, Writing – original draft, Writing – review & editing, Supervision, Project administration. **Lambrini Seremeti:** Conceptualization, Methodology, Validation, Formal analysis, Investigation, Resources, Data curation, Writing – original draft, Writing – review & editing, Supervision, Project administration. **Ioannis Kougias:** Conceptualization, Methodology, Validation, Formal analysis, Investigation, Resources, Writing – original draft, Writing – review & editing, Supervision, Project administration.

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