

Journal of Regional & Socio-Economic Issues
Volume 8, Special Issue 1, March 2018
ISSN 2049-1409

Guest Editor

Assistant Professor Dr. Efstratios Papanis,
Department of Sociology, University of the Aegean

Table of Contents

- Social Rights in crisis and the case of health in Greece (by Themelidou Maria)
- Evolution of the child in the socio-cultural environment (by Dimitra Mprella)
- Probation Services for Adults and Minors in Greece: Institutional Role and Challenges (by Theodora Adamaki and Christina Moutsopoulou)
- Parents and teachers of students with learning difficulties in the High School of Greece their expectations from inclusive education (by Ioannis Christakopoulos)
- The Psychodynamic Approach to Executive Coaching (by Georgia Christopoulou)
- Working as an existential oriented counselling psychologist in CBT dominated settings and interdisciplinary teams: contribution, integration and challenges (by Dionysios Sourelis)
- Diversity and inclusion in the school setting: A case study (by Thomopoulou Vasiliki)
- A quick, easy to administer, and highly accurate screening tool for children with suspected LD -ADHD (by Xystrou Maria)
- The request of Liberty in connection with the EOKA Liberation Struggle 1955-1959 (by Dimitra Sidiropoulou)

Book Review

Call for Papers

Instructions to Authors

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index
The journal is catalogued in the following catalogues: ROAD: Directory of Open Access Scholarly
Resources, OCLC WorldCat EconBiz - ECONIS, CITEFACTOR, OpenAccess

JOURNAL OF REGIONAL SOCIO- ECONOMIC ISSUES (JRSEI)

Special Issue March 2018

Journal of Regional & Socio-Economic Issues (Print) ISSN 2049-1395

Journal of Regional & Socio-Economic Issues (Online) ISSN 2049-1409

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index

The journal is catalogued in the following catalogues: ROAD: Directory of Open Access Scholarly Resources, OCLC WorldCat, EconBiz - ECONIS, CITEFACTOR, OpenAccess

JOURNAL OF REGIONAL SOCIO-ECONOMIC ISSUES (JRSEI)

ISSN No. 2049-1409

Aims of the Journal: Journal of Regional Socio-Economic Issues (JRSEI) is an international multidisciplinary refereed journal the purpose of which is to present papers manuscripts linked to all aspects of regional socio-economic and business and related issues. The views expressed in this journal are the personal views of the authors and do not necessarily reflect the views of JRSEI journal. The journal invites contributions from both academic and industry scholars. Electronic submissions are highly encouraged (mail to: gkorres@geo.aegean.gr).

Indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO, Cabell's Index
International Institute of Organized Research (I2OR) database

The journal is catalogued in the following catalogues: [ROAD: Directory of Open Access Scholarly Resources](#), [OCLC WorldCat](#), [EconBiz - ECONIS](#), [CITEFACTOR](#), OpenAccess

Guest-Editor

- Assistant Professor Dr. Efstratios Papanis, Department of Sociology, University of the Aegean, papanis@papanis.com

Chief-Editor

- Prof. Dr. George M. Korres: Professor University of the Aegean, School of Social Sciences, Department of Geography, gkorres@geo.aegean.gr

Editorial Board (alphabetical order)

- Assoc. Prof. Dr. Zacharoula S. Andreopoulou, Aristotle University of Thessaloniki, Faculty of Forestry and Natural Environment, School of Agriculture, Forestry & Natural Environment, randreop@for.auth.gr
- Dr. Stilianos Alexiadis, Ministry of Reconstruction of Production, Environment & Energy Department of Strategic Planning, Rural Development, Evaluation & Statistics, salexiadis7@aim.com; salexiad@hotmail.com
- Assoc. Prof. Dr. Maria Athina Artavani, Department of Military Science, Hellenic Military Academy, Greece, artmar000@yahoo.gr
- Prof. Dr. Elias G. Carayannis: School of Business, George Washington University, USA, caraye@otenet.gr; caraye@gwu.edu
- Prof. Dr. Christos Frangos, Technological Institute of Athens, cfragos@teiath.gr
- Prof. Dr. Andreas Demetriou, Department of Military Science, Hellenic Military Academy, Greece, andrewd@otenet.gr
- Ass. Professor Dr Vicky Delitheou, Department of Economics and Regional Development, Panteion University of Social and Political Sciences of Athens, Email: vdelith@hua.gr
- Prof. Dr. Hanna Dudek: Warsaw University of Life Sciences, hanna_dudek@sggw.pl
- Prof. Dr. George Gkantzi: Hellenic Open University, ggantzi@yahoo.gr
- Prof. Dr. George Halkos, Department of Economics, University of Thessaly, halkos@uth.gr
- Prof. Dr. Richard Harris: Durham University, r.i.d.harris@durham.ac.uk
- Ass. Prof. Dr. Olga-Ioanna Kalantzi, Department of Environment, University of the Aegean, Email: kalantzi@aegean.gr
- Assoc. Prof. Dr. Stephanos Karagiannis, Panteion University, stephanoskar@yahoo.gr
- Ass. Prof. Dr. Marina-Selini Katsaiti, Department of Economics & Finance, College of

Business & Economics, United Arab Emirates University, UAE,
Selini.katsaiti@uaeu.ac.ae

- **Prof. Dr. Christos Kitsos**, Technological Institute of Athens, xkitsos@teiath.gr
- **Dr. Aikaterini Kokkinou**, Department of Military Science, Hellenic Military Academy, Greece, aikaterinikokkinou@gmail.com
- **Prof. Dr. Elias A. Kourliouros**, Department of Economics, University of Patras, e.kourliouros@aegean.gr; e.kourliouros@gmail.com
- **Ass. Prof. Dr. Christos Ladias**, Panteion University, Greece caladias@otenet.gr
- **Prof. Dr. Dimitrios Lagos**, Department of Business Administration, University of the Aegean, d.lagos@aegean.gr
- **Assoc. Prof. Dr. Charalambos Louca**: Head of Business Department, Director of Research Department, charalambos.louca@ac.ac.cy
- **Assoc. Prof. Dr. Evangelos Manolas**, Department of Forestry & Management of the Environment & Natural Resources, School of Agricultural & Forestry Sciences, Democritus University of Thrace. E-mail: emanolas@fmenr.duth.gr
- **Prof. Dr. Emmanuel Marmaras†**: Technical University of Crete, em.marmaras@gmail.com; em.marmaras@arch.tuc.gr
- **Prof. Dr. Ioannis Th. Mazis**, National and Kapodistrian University of Athens, Faculty of Turkish Studies and Modern Asian Studies, School of Economics and Political Sciences, yianmazis@turkmas.uoa.gr; mazis@her.forthnet.gr;
- **Prof. Dr. Maria Michailidis**: Dean, Department of Management & MIS, University of Nicosia, michailidis.m@unic.ac.cy
- **Prof. Dr. Photis Nanopoulos**, Former Director of Eurostat, pnh@otenet.gr
- **Prof. Dr. Nikitas Nikitakos**, Department of Shipping Trade and Transport, University of the Aegean, Email: nnik@aegean.gr
- **Dr. Pablo Ruiz-Nápoles**, Faculty of Economics, Universidad Nacional Autónoma de Mexico, ruizna@servidor.unam.mx
- **Assistant Professor Dr. Efstratios Papanis**, Department of Sociology, University of the Aegean, papanis@papanis.com
- **Assoc. Prof. Gerasimos Pavlogeorgatos (PhD)**, Department of Cultural Technology and Communication, University of the Aegean, gpav@aegean.gr
- **Prof. Dr. George Polychronopoulos**, Technological Institute of Athens, gpoly@teiath.gr
- **Prof. Dr. Kiran Prasad**, Professor Sri Padmavati Mahila University kiranrn_prasad@hotmail.com; kiranrn.prasad@gmail.com;
- **Dr. Efthymia Sarantakou**, Architect Engineer, adjunct lecturer at the Hellenic Open University and at the Technological Educational Institute of Athens, esarad@otenet.gr
- **Associate Professor Dr. Anastasia Stratigea**, National Technical University of Athens, School of Rural and Surveying Engineering, Department of Geography and Regional Planning, stratige@central.ntua.gr
- **Prof. Paris Tsartas**, Harokopio University, Athens, Greece, ptsar@aegean.gr
- **Prof. Dr. George O. Tsobanoglou**, University of the Aegean, Department of Sociology, g.tsobanoglou@soc.aegean.gr
- **Assoc. Professor Dr. George Tsourvakas**, School of Economic and Political Studies, Department of Journalism and Mass Communications, Aristotle University of Thessaloniki, Email: gtsourv@jour.auth.gr
- **Prof. Dr. George Zestos**, Christopher Newport University, gbestos@cnu.edu

Table of Contents

Editorial Board	3
Table of Contents	5
Editorial Note	6
Paper 1: Social Rights in crisis and the case of health in Greece (by Themelidou Maria)	8
Paper 2: Evolution of the child in the socio-cultural environment (by Dimitra Mprella)	17
Paper 3: Probation Services for Adults and Minors in Greece: Institutional Role and Challenges (by Theodora Adamaki and Christina Moutsopoulou)	23
Paper 4: Parents and teachers of students with learning difficulties in the High School of Greece their expectations from inclusive education (by Ioannis Christakopoulos)	33
Paper 5: The Psychodynamic Approach to Executive Coaching (by Georgia Christopoulou)	39
Paper 6: Working as an existential oriented counselling psychologist in CBT dominated settings and interdisciplinary teams: contribution, integration and challenges (by Dionysios Sourelis)	46
Paper 7: Diversity and inclusion in the school setting: A case study (by Thomopoulou Vasiliki)	51
Paper 8: A quick, easy to administer, and highly accurate screening tool for children with suspected LD-ADHD (by Xystrou Maria)	58
Paper 9: The request of Liberty in connection with the EOKA Liberation Struggle 1955-1959 (by Dimitra Sidiropoulou)	67
Book Reviews	75
Call for Papers	77
Instructions to Authors	78

Editorial Note

This special issue, JRSEI, Volume 8, Special Issue 1, March 2018 provides a range of approaches towards counseling and coaching supported by scientific evidence and applied research, combined with counseling and coaching practices, maintaining an integrative approach by recognizing that the disciplines of counseling and psychology lay the necessary foundation for both personal and social development, promoting an in depth understanding of these topics, promoting, motivating, and supporting health, wellbeing, and positive behavior change, especially highly valued, particularly within the current economic crisis, in which human resources management is rather essential. This issue aims to enable readers to develop an understanding of current best-practice and evidence-based approaches in coaching and counseling, in motivating and supporting behavior change, wellbeing and personal growth, as well as advanced interpersonal communication skills, and conflict resolution strategies.

This special issue, JRSEI, Volume 8, Special Issue 1, March 2018 is based on selected papers regarding socio-economic issues and perspectives of a wide range on modern topics, such as: Emotional Intelligence, Intercultural Counselling, etc. More specifically, this special issue JRSEI, Volume 8, Special Issue 1, March 2018 includes the following reviewed papers:

- Paper 1: Social Rights in crisis and the case of health in Greece (by Themelidou Maria)
- Paper 2: Evolution of the child in the socio-cultural environment (by Dimitra Mprella)
- Paper 3: Probation Services for Adults and Minors in Greece: Institutional Role and Challenges (by Theodora Adamaki and Christina Moutsopoulou)
- Paper 4: Parents and teachers of students with learning difficulties in the High School of Greece their expectations from inclusive education (by Ioannis Christakopoulos)
- Paper 5: The Psychodynamic Approach to Executive Coaching (by Georgia Christopoulou)
- Paper 6: Working as an existential oriented counselling psychologist in CBT dominated settings and interdisciplinary teams: contribution, integration and challenges (by Dionysios Sourelis)
- Paper 7: Diversity and inclusion in the school setting: A case study (by Thomopoulou Vasiliki)
- Paper 8: A quick, easy to administer, and highly accurate screening tool for children with suspected LD-ADHD (by Xystrou Maria)
- Paper 9: The request of Liberty in connection with the EOKA Liberation Struggle 1955-1959 (by Dimitra Sidiropoulou)

The authors of this special issue hereby declare that all papers included in this special issue are the result of their own actual work and originally authored by them, except explicitly stated otherwise in the text. Authors declare to be aware of and understand the journal's policy on plagiarism and except where states otherwise by reference or acknowledgment, the papers presented are entirely their own and any due references used are being clearly indicated and have been provided on all supporting literatures and resources.

Furthermore, I would like to express my deep thanks to the advisory committee, namely, Dr. Agni Vicky, Dr. Aikaterini Kokkinou, and Ms. Helen Prassa for their helpful comments and for continuing support regarding the publication of this volume.

The views expressed in this journal are the personal views of the authors, remain under their sole responsibility, and do not necessarily reflect the views of JRSEI journal.

The Editor,

Assistant Professor Dr. Efstratios Papanis
Department of Sociology, University of the Aegean

Advisory Committee

Dr. Agni Vicky

Dr. Aikaterini Kokkinou

Ms. Helen Prassa, MA

Social Rights in Crisis and the Case of Health in Greece

Abstract:

Europe, in recent years, is experiencing its deepest recession since the Second World War. The question of the serious consequences of the crisis, the consequences are manifested not only in economy but also in the fields of democracy and social rights is becoming increasingly difficult. The crisis has had serious and lasting repercussions on economic, social and cultural rights. Among others: galloping unemployment, which in countries such as Greece reached unprecedented levels, reduction of the protection of labor, social security and protection; tax reforms that intensify poverty and exclusion; impoverishment, usually under the level considered adequate in accordance with international law; limits on supreme social right to health. In the context of globalization, the deepening of economic problems in a financial market causes domino respective reactions at international level with corresponding effects on the social level and in health.

In this context, the present study analyzes the impact of economic crisis for Greece, the European country hit hardest by the crisis, which clearly demonstrated effects, while the transition took place in a shorter time compared to other countries. One of the areas which suffered the harsh consequences of the situation briefly outlined above is that of health. A serious economic crisis, as this has a serious impact on health, causing problems in the financing of health systems, threatening the viability of private insurance companies and charged to the functioning of public health care units due to increased demand. The society and the welfare state to test the limits of their strength trying to manage their reduced budgets for health.

Importation: It would not be too much to say that the history of the 20th century is not just a story of the technological achievements or the two ice-fights, but also the history of the «Social man» social protests, social rebellions, wars, social movements contributed to the formation of the «social» next to the economy and to its bodies, which was recognized in the 19th century and crystallized in the institutionalization of social rights, the organization and emergence of the social state, the formulation of social policies and more generally, the consolidation of a «Social contract» where the economic criterion of maximizing profits was reconciled with the need to legitimize the overall productive system, social peace and the class compromise. (Sakelaropoulos 2011). The guarantee of social rights legitimizes a basis for the development of national and supra-national social policy. The concept of social right is the nucleus of the concept of social policy. (Venieris 2013) But the economic crisis that we are experiencing today is based on the notion of social rights. The recent financial crisis is one of the largest in the global economy and has been shifted to the real economy, resulting in the recession and decline of citizens incomes.

For example, the social right in health that has «a priority in relation to other goods» (Papakonstantinou 2005), has undergone major changes over the last few years, through the vicious circle generated by rising unemployment, the loss of health insurance, the loss of health insurance, the reduction of incomes, the non-response, to health and care costs, and the poor health that results in increased morbidity and mortality through the continued increase in poverty. For Greece, the consequences of the global economic crisis are even more apparent as the economic policies of the last three decades brought the country to the brink of bankruptcy. This has the effect of shrinking the acquired social rights and in some cases, of permanently eliminating them. The economic crisis leads to labor, unemployment and ultimately poverty that lead to the social exclusion of more and more groups.

Purpose: The purpose of this study is to highlight the worldwide crisis of social rights and the impact on the health of the people, especially of Greece, which has been subjected to the crisis with a particularly serious impact.

Methods: Data was collected through bibliography and internet search (Pub med, Medline, Google Scholar) 2004-2014. Greek and English articles have been selected that mention the proposed models of mental health services integration in primary health care. Bibliography review in diagram 1.

Discussion/Conclusion: The conclusions that arise for the critique of Social Rights in our time and how austerity affects the health of Greek citizens.

Key-words: Social rights, economic crisis, health, globalization, social state, health systems, unemployment, poverty.

Themelidou Maria¹

¹ Corresponding Author: Themelidou Maria, Health Visitor, Anticancer Oncological Hospital. St. Savvas, Email: mariathemel@gmail.com

1. Social Rights in crisis and the case of health in Greece

The wider concept of rights and their role in the capitalist system are, in historical continuity, fundamental contradictions. The privilege of individual rights stems from the demarcation of private property. However, they also form a framework of social control in practice, regardless of whether or not they conceal such ultimate objectives. Social rights are safeguarded by the collective state power and have a political character. While they can be approached individually, in practice they are defined in relation to the obligations of those who are responsible for securing them or those who benefit from them. Social rights often reflect negotiable collective demands of social groups. (Esping – Andersen 1985). It submits for the theory a reasonable, but in fact a rather disorienting, separation among the rights to social control and those deriving from the social struggles. Segregation with a dominant position in the theoretical approaches, which rather gives rise to disproportionate emphasis on the transport cause in relation to the literal effect. Separation which is dynamically reproduced when the relationship between social rights and social politics is approached.

Social rights seek to replace a competitive and united society with a society that promotes solidarity and equality. They erase the sensible boundaries of the property of the citizen a concept that initially opposes class separations. Cultivate a spirit of social cohesion beyond the self-imposed individual and social benefits – it is a structural component of the development of the modern capitalist system. According to a focused view, the excellent criterion for social rights must be the degree to which people are made independent of market forces in terms of their living conditions and their overall standard of living. (Polanyi 1944, Esping – Andersen 1990) In any case, social rights align them selves with the prosperity of the prosperous social welfare state and under a positive attitude, it is necessary for the frontiers of capitalist power to subside. (Heimann 1929).

The formation of social rights – as a link between equality in law and equal access to democratic processes is directly linked to equitable provision of means for full social participation. The composition of civil, political and social rights results in the Marshall «Synthetic society» of the «democratic welfare of capitalism» (1981) The former is a prerequisite for the development of the latter. A steady, dignified balance between the economy and social rights is rarely achieved- economic freedoms continue to define the context in which social demands move. A balanced development among civil, political and social rights is still an objective in fact reality. The course of development of social rights goes hand in hand with the development of the inequalities that the capitalist system produces. The Marxian idealized « composition» of economic development, political democracy and social participation remained largely within the sphere of expectation for devotees or oversimplification for critics. (Venieris 2013)

In the events the historical analysis confirms that the nature of social rights is dynamic and is shaped by three strategic parameters of legitimacy. First, the moral rules with the social standards that govern society. Secondly, the ideological perceptions and the objective capabilities that characterize society. Thirdly, the processes and priorities that engage in politics. (Venieris 2013)

Globalization is not a choice. It is a single – track and of course not a human-grown bus. At the present time more reminds of an abnormal uphill path with dangerous lakes and unpredictable hinges. Is the only road that humanity can follow in the new millennium we are going through? (Tountas, 2002)

The great challenges of our times, as well as the great problems, have taken place with the development of technology and communication as well as with the mobility of capital and people, universal dimensions.

The spread of poverty, nuclear weapons, the destruction of the environment, international terrorism, which are perhaps the most volatile but unfortunately not the only

modern international scourges, can not be dealt with effectively at national level. (Kyriopoulos et al 2010)

Among the major international problems of our season, the current threats to health also occupy us. The resurgence of infectious- infectious diseases (AIDS, Tuberculosis), the ozone hole and the greenhouse effect, the spread of addictive substances, the toxicity of industrial products are no longer aware of national barriers. Nor from the other national frontiers are more protective of the health of the developed peoples or privileged social groups. In this context, the approach of health as a «global public good» which involves cooperation between the various countries, rich and poor, is being developed to develop programs, policies and services that can meet the new challenges. (WHO, 2002a)

Global public goods include natural goods such as the ozone layer, human achievements such as information and knowledge, and international policies such as the maintenance of peace and economic stability. In this latter category of international politics health also belongs to the public good. Each of these categories faces different challenges. Natural goods are at risk of overexploitation, human achievements are supplanted and health protection and other international policies are being produced and offered inadequately. (Kaul & Faust, 2001)

The perpetuation of major health problems reflects a part from the responsibilities of our planet strategies, and the indecision of the global health organization to play a more decisive role. As the United Nations, which moreover, discusses, decides and does not act until it is full active, so WHO is unable to emerge in today's conjuncture as a not only a charity but also an application of global political health. (Sun, 2003)

Through the search for new institutions of global democratic governance that will ensure peace, security justice and environmental protection, and health will have to acquire such strong international infrastructure that will enable it to defend itself and safeguard it as a global public good. (Tountas, 2002)

According to the Venieris (2013) just before the mind – 20th century, social rights enforcement processes began to provide improved National Social Protection Systems that combined to ensure decent universal minimum wage, social security contributions and social forms of social security. The basis for strategy was then full employment. The mainstay, then, the association of individual liberty and collective prosperity. Gradually, however, with the influence of the dominant ideology and the dominance of the economic sphere, social rights were demystified. Were regarded as unapproachable contradictions of a contradictory character and «transformed» into individual claims. Social protection systems have been geared to a personalization of social needs by combining a bottom – line of basic protection with advanced forms of individual control. The unconverted rights have been transformed into negotiable claims. Nowadays is the targeted deregulation of post-war labor rights. A deregulation that would be particularly damaging to the protection of the weak and the cohesion of the bourgeois societies.

It is well known that the economic crisis in which he has suffered in recent years, less or all of humanity has struck the modern constitutional state: national sovereignty is collapsing, the sovereign dominion is being over thrown, the rule of law is being disputed. But the worst picture snows the system of protection of social rights, which is in danger of becoming paranoid at the altar of the crisis. Social rights are now at the mercy of the cyclone, as they are considered to be a barrier not only to the aim of deregulation of economic and labor relations for the benefit of business profits, but also to a leveling up of all social goods and services. In particular, these rights are faced with a combined triple attack, which concerns:

First of all the beneficiaries, who seek to cut off completely from the concept of the citizen with which they were historically connected, and to be identified essentially with the space of the social margin.

Secondly, their content, which is now being raised in the light of the new visa, applicable to an area which the economic conditions and

Thirdly, their constitutional supports, that is to say, the rights of collective action at the place of work, with the aim of fully depressing them, in order to radically change the correlation between employers and impose the drastic reduction of social benefits.

A question arises at this point: Are there any institutional responses to such a reality, the worst version of which we are currently living; Given the economic need that leaves no room for illusions, responses can not be primarily defensive.

A necessary condition first and foremost is the enrichment of the area of constitutional freedom, as a united and indissoluble role. Each attempt, in the face of the difficulties of the conqueror, to fragment this area so that some of its areas would be of great importance in relation to others in terms of safeguarding and safeguarding as unfortunately happened in the E.E.C. initial and in the European Union in the future – may prove to be a back bone for a future undermining or even the emergence of the protection system of fundamental rights. That is not only the most precious achievement of European legal and civilian culture, but also the most important guarantee that we will not result in the depressing reality of the 19th century «wild capitalism» and «conqueror state» (Sotirellis 2013)

Research (Klaus Armingeon & Baccaro, 2012)² has shown that austerity measures have a negative impact on social rights, while at the same time they don't achieve the stated goals, which could not really be achieved because their approach is wrong. Without social stability there is no financial stability. (Deakin, 2013)³

Greece, the European Country that hit hardest the crisis, in which its results appeared, while the transition took place in a shorter time than other countries, is an appropriate observatory for analyzing the impact of the crisis on social rights and the wider historical changes that have taken place.

The Greek population has suffered a series of austerity measures that have been agreed between the Greek government, the European Union and the International Monetary fund as a precondition for the granting of financial assistance from the end of 2009, when the so-called «debt crisis». These measures, which required a sharp direct cut in public spending, were accompanied by a sharp increase in unemployment and poverty, political crisis economic recession and social turmoil. (FIDH, 2015)⁴

Juan Pablo Bohoslavsky, the Independent Expert of the United Nations Organization in its declaration (2015) after the expedition to our country states:⁵ «*After five years of adaptation policies, the social indicators depicting economic, social and cultural rights in Greece have not improved. Opposed to certain areas have deteriorated. The obligations of Greece and international lenders to respect human rights in Greece continue to be overshadowed, both in shaping adaptation policies and in implementing much needed structural reforms*».

The years before the global economic crisis, in mind-1990, there is an economic boom in Greece which has been reinforced by the improved access of the Greek state to cheap borrowing, which has been facilitated by the accession of the country to the European Union and the adoption of the euro. This economic development has upgraded the social

²«Political Economy of the Sovereign Debt Crisis: The Limits of Internal Devaluation», [https://academic.oup.com/ijl/article-abstract/41/3/254/703252/Political-Economy-of-the-Sovereign-Debt-Crisis\(10/12/2016\)](https://academic.oup.com/ijl/article-abstract/41/3/254/703252/Political-Economy-of-the-Sovereign-Debt-Crisis(10/12/2016)).

³ The legal theory of finance: implications for methodology and empirical research», <http://www.sciencedirect.com/science/article/pii/S0147596713000383> (15/11/2016).

⁴Degrading the rights. The cost of austerity in Greece, https://www.fidh.org/IMG/pdf/report_Greece_human_rights_in_greek.pdf (26/10/2016).

⁵ Human rights set limits on the adjustment program – Debt relief for development without exclusions in Greece, post-mission statement, http://www.nchr.gr/images/pdf/nea_epikairothta/deltia_tupou/EOM_Statement_Greece_IEForeignDebt_GR.pdf (15/01/2017).

performance of the country: The unemployment rate declined to 7% the average life of the euro in 2008, the training performance improved the health situation was upgraded above the OECD average, and child mortality was greatly reduced. However, despite the fact that social spending has increased considerably, (Koutsogeorgopoulou et al, 2014), income inequality and relative poverty were not fought well. Indeed, inequalities between peoples groups have remained, particularly as regards the differences in unemployment rates between men and women of productive age.

Despite the improvement of social performance before the outbreak of the crisis, Greece's social welfare system was poor and ill-prepared to cope with the social impact of the crisis. In 2009 social spending, excluding pensions and health, was considerably lower than European Standards, accounting for only 4.25% of Gross National Product (GDP). According to the estimates of the Organization for Economic Cooperation and Development, the effectiveness of social benefits in reducing poverty varied somewhat in the third quarter of the euro zone's average targeting, not examining the available living resources of the beneficiaries and a heavy dependency from contributory benefits. When thousands of workers lost their jobs because of the crisis, the people themselves and their dependents also gained access to social benefits. In addition, some benefits, such as family benefits, were channeled to wealthy and poor OECD estimates that only 50% of those receiving such allowances belonged to the poorest 30% of the puppy. In this context, the most vulnerable population groups risked no support from the state when the crisis was established.⁶

In today's era of great bankruptcy and recession, assuming collective responsibility for guaranteeing basic social rights with health priority is more than the main condition of social cohesion and individual survival. The social policy of the memorandums unfortunately goes in the opposite direction: commercialization of public goods, privatization of health in a society with poverty, unemployment or poor work. Especially in the health sphere, is a common place that the tendencies of privatization of the health system and the significant increase in private services and health expenditure transform the health of our country from "commodity to commodity" and change the relationship between health and the market (Ioakeemoglu, 2010).

On the other hand having ratified a number of international human rights and social rights legal instruments, Greece⁷ has undertaken to implement its obligation to respect, protect and fulfill all the rights contained therein. Some of the measures adopted by Greece in order to satisfy the conditions of the financial assistance programs have been considered incompatible with the international conventions approved by Greece. In fact, while Greece's financial difficulties could be taken into account when examining the efforts of the state to respect its human rights obligations, and in particular as regards the economic, social and political rights of such kinds of financial constraints, they don't justify non-compliance with the human rights obligations. (FIDH, 2015).

2. References:

⁶ If we focus, for example, on access to health care, we notice that the cuts in public spending on health and increase in unemployment have not accompanied by any changes in policies to cover the health of the population. The OECD reports that around 10% of the Greek population, including the long-term unemployed and the self-employed who are late in paying the social contributions, did not meet the insurance coverage requirements and only had access to urgent treatments.

⁷ European Committee of Social Rights, Pan-Hellenic Federation of Public Service Pensioners (POPS) v. Greece, Collective Complaint No. 77/2012, decision on the merits (7 December 2012). European Committee of Social Rights, Conclusions XX-1(2012) (GREECE). Report of the Independent Expert on the effects of foreign debt and other related international financial obligations of States on the full enjoyment of all human rights, particularly economic, social and cultural rights, Cephias Lumina (Mission to Greece 22-27 April 2013), διάθεσιμο: <http://nhri.ohchr.org/EN/News/Documents/GNCHR%20Statement%20and%20Annexes.pdf> (05/11/2016)

2.1 Foreign Literature

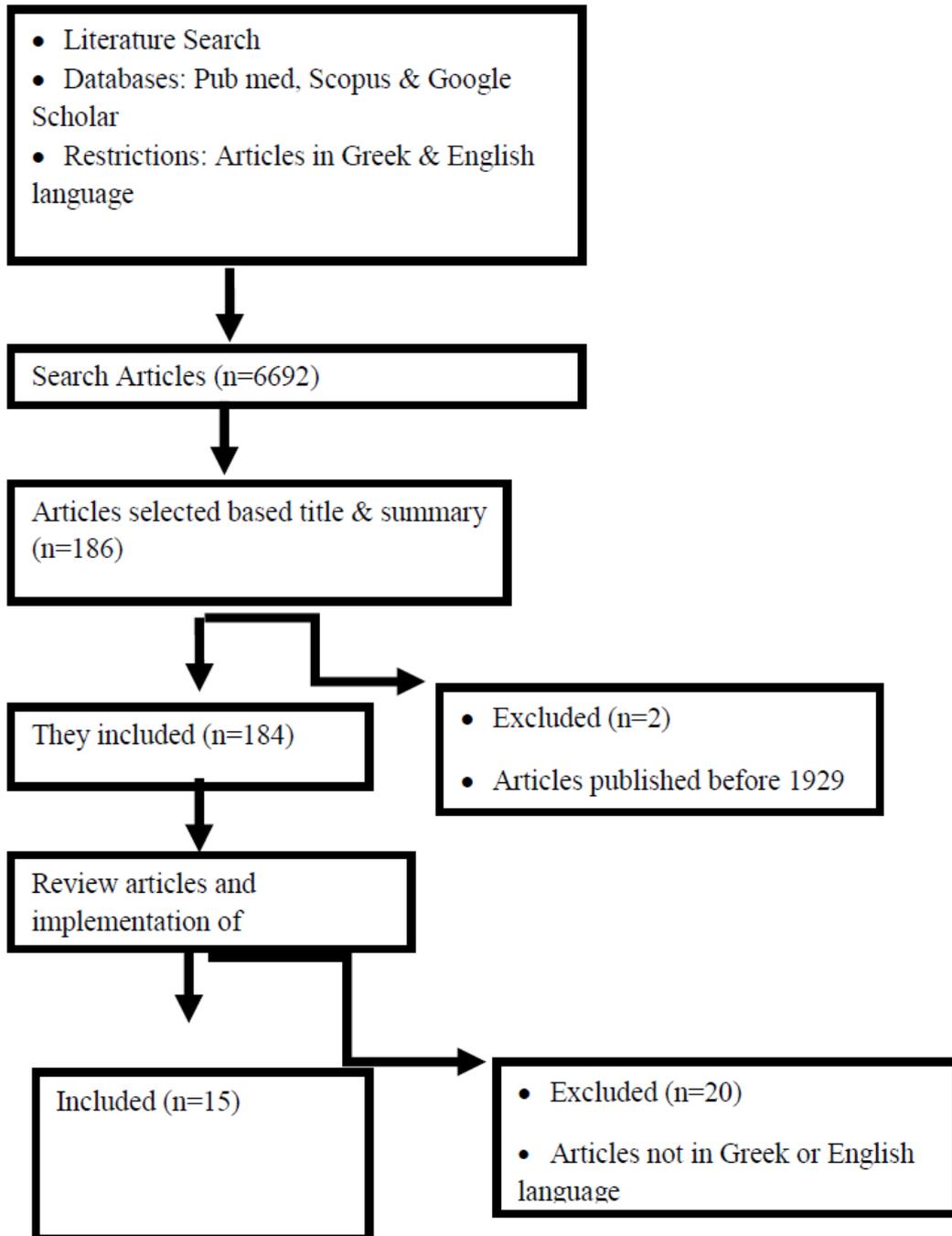
- Deakin, S. (2013) «The legal theory of finance: implications for methodology and empirical research», διαθέσιμο: <http://www.sciencedirect.com/science/article/pii/S0147596713000383> (accessed: 15/11/2016).
- Esping-Andersen, C. (1985) «Politics against Markets: The social democratic road to power», Princeton, N. J.: Princeton University Press
- Esping –Andersen, C. (1990) «The three worlds of welfare capitalism», Cambridge, Polity.
- Esping – Andersen, G. (2006). Because we need a new social welfare state. Athens, publishes Dionikos
- Heimann, E. (1929) «Soziale Theorie des Kapitalismus –Theorie des sozial Politik» Tübingen, Frankfurt am Main.
- Kaul, I., Faust, M., (2001) «Global public goods and health: taking the agenda forward», Bulletin of the World Health Organization.
- Klaus, A. & Lucio, B. (2012) «Political Economy of the Sovereign Debt Crisis: The Limits of Internal Devaluation», διαθέσιμο:<https://academic.oup.com/ijl/articleabstract/41/3/254/703252/Political-Economy-of-the-Sovereign-Debt-Crisis> (accessed: 10/12/2016)
- Koutsogeorgopoulou, V., Matsaganis, M., Leventi, C., Schneider, J.-D., (2014) «Fairly Sharing the Social Impact of the Crisis in Greece», OECD Library, OECD Economics Department Working Papers.
- Sun, H. (2003) «Reshaping the TRIPS Agreement concerning public health: Two critical issues», Journal of World Trade.
- World Health Organization (WHO), (2002a) «Global public goods for health», The report of Working Group 2 of the Commission on Macroeconomics and Health, Geneva.

2.2 Greek literature

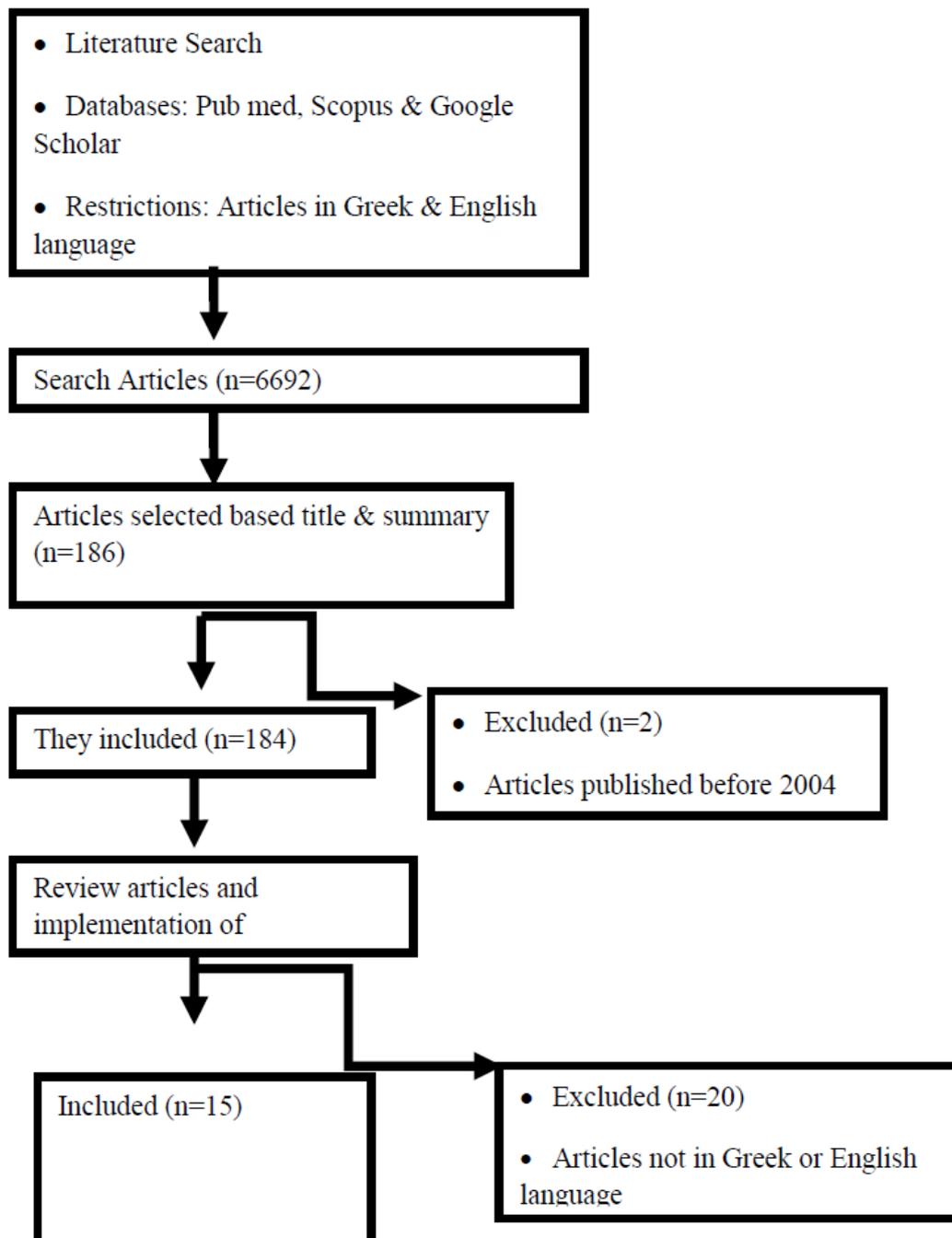
- Venieris, D. (2013) «European Social Policy and Social Rights-Your End» Athens.
- Ioakeemoglu, H. (2010) «Health services: from Public Goods to Goods» INE/GSEE – ADEDY- Studies, 32 Athens
- Kuriopoulos I, Tsiantou B, (2010) «The impact of the economic crisis on health and medical care» Greek medical records. Available: <http://www.mednet.gr/archives/2010-5/pdf/834.pdf> (accessed: 17/11/2016).
- Papakonstantinou AP. (2005). Social Rights in Health. Athens-Komotini, editions Sakoulas
- Sakellaropoulos TH, (2011), «Import» The Social Policy of the European Union, Athens, editions Dionikos
- Sotirelis G, (2013). «Social rights in the wake of the economic crisis» speeches at an event of the Greek Union on Human Rights, Athens
- Tountas G, (2002). «Health Policy» editions Odysseus, New Health.

2.3 Internet sites

- Council of Europe: <http://www.coe.int>
- International Monetary Fund (SFD): <http://www.imf.org/external/index.htm>
- Greek Union for Human Rights: <https://www.fidh.org>
- Journal Social Policy: <http://journals.sagepub.com/home/gsp>
- World Health Organization (WHO): <http://www.who.int>
- Organization Economic Co-operation & Development (OECD): <http://www.oecd.org>



Source: Own elaboration

Flow chart 2: Articles sample selection for the systematic reviews

Source: Own elaboration

Evolution of the Child in the Socio-Cultural Environment

Abstract:

In this article the writer discusses the fact that children's evolution is based on social, cultural and individual factors that interact one with another. Children are raised in a social environment which means they coexist and establish relationships with other people in. It is stated that the first relationships of the child which are usually with its family are the most determinant to its evolution as also to their language learning. Culture consists of the customs and beliefs of each human group, determines each group's goals and varies from society to society. As it concerns the individual factor, what is important for the child's growth is the way it takes advantage of the tools that culture offers to it. Therefore, a child's evolution depends on the specific social and cultural environment it is raised in. Moreover, even for the phases of evolution that are considered stable in all cultures there are some exceptions of societies whose phases differ.

Key-Words: Socio-cultural environment, child, emotional-cognitive-social-moral development, evolution

Dimitra Mprella¹

¹ Corresponding Author: Dimitra Mprella, Email: dimimprella@yahoo.gr;

1. Introduction

Man takes part in the life of society, in its language, in its traditional culture, in knowledge, in morals, in customs, in technology, and thus he gains something, not only what he gains directly, but also the stimulus to continue building up to the social heritage he accepted.

Our main view is that individual, social and cultural factors influence the child's development. We point out that the impact of these factors is not clear as each person is a member of a social group and each social group is integrated and operates within a specific cultural context. There is a constant interaction between these three types of factors: "... the behavior of each child takes meaning from the relationships within which the child belongs, [...] these relationships are in turn integrated into systems such as family [...] and these can be understood only in the context of the society, part of which they consist "(Faulkner and Woodhead, 1999, p. 40). Initially, we will show how culture contributes to the social environment and the opposite, and then demonstrate how the socio-cultural environment contributes to the child's development and, in particular, to the manifestation of emotional-cognitive-social-moral evolution.

2. Relationship between the social and cultural environment

According to Durkheim, man is a product and at the same time the creator of society. In other words, even if the human being is since its birth found in a social environment, it is not born "social" but it gradually becomes so. There is no social instinct (meaning a hereditary infrastructure). Society exerts both external and moral control over the individual. Today, the social structure - the social relations between people and groups - is separated from the rules, the norms, the traditions and the values that define these relationships.

However, social events, such as social institutions (school, marriage, etc.) or social norms and values or observable normal social phenomena i.e. disappearance of the big family, are so changeable and follow their own rules.

Even the social processes that can be observed among small groups, eg. relationships between the different families of a village can not be transferred simply to the level of the processes of relationships between nations or entire cultures.

We call this culture, this grid that characterizes a particular society, which is independent of the life of its individual members and which survives when they die and when the individual relationships no longer exist a civilization.

Culture includes a set of customs, beliefs, institutions, ideologies and techniques that cover all areas of social and relational life. (Herskovits & Linton 1986). Culture is therefore what differentiates human societies from one another and determines the norms that regulate the relationship between its members.

The environment in which the development of the child takes place is a social environment which is inhabited by others, which is mediated through cultural perceptions, values and practices, and which is expanded by the children's initiation in the use of tools and objects of culture.

3. Socio-cultural environment and evolution

We considered it appropriate before we proceed to document the above positions to make clear the content of the concepts of development and development region.

We can see evolution as a series of progressive changes which lead the child into a state of greater ability, maturity and stability and it is cognitive, social, emotional, linguistic and psychomotor. The goals of evolution change from place to place depending on the local practices and values, and the study of the development of the child in a particular cultural context is constrained by specific cultural definitions of what it means to be a child in that particular culture.

An area is an environment in which behavior is manifested and adapted.

First, Super & Harkness (1999) introduced the concept of an *area of evolution* according to which natural and social contexts, the culturally regulated customs, the practices of raising the child and the worldviews of the parents and others are the important aspects of the environment.

According to the dominant evolutionary theories of the 20th century, evolution is considered to be the interaction of two factors, biology and the environment, which do not interact directly but through a third agent of the culture. As it follows from the above, human evolution always takes place in a particular culture, which is determined by the geographical location of the country, the history, the climate and the socio-cultural system. Thus, living in an environment structured through the human effort of centuries, children are encouraged to participate in ways of speaking, behaving, and thinking culturally determined by relationships with other generally more experienced cultural actors. The fact that evolution is a social-cultural process becomes evident from the following examples.

Western cultures emphasize the academic, technological and social methods for the social integration of its members. Individual US cultures teach vocabulary to children in a very strict way, such as "what is it called?" (Shieffelin & Ochs, 1986). A Berntstein survey showed that American mothers who are part of a system that appreciates independence turn their children's attention to the natural objects of the environment rather than themselves, as opposed to the Japanese, who are part of a system who appreciate the child's dependence on the mother, and seek children's attentions to be turned to them. African cultures promote collectivity, authority, responsibility sharing, intelligence, social and technical capacities, and socio-emotional socialization (Mundy-Castle, 1968, 1974) plays a key role. According to the study of A. Nsamenang and M. Lamb, the Nso children in Cameroon's Bamenda Grassfields assume roles according to their level of social capacity rather than their biological maturity and thus develop in different ways and directions than children in the western boxes.

An excerpt from the article by Tobin, Wu and Davidson (1999) which refers to a comparison of school environments in China, Japan and the US shows the different perspectives and different goals that cultures have between them.

The survey referred to one of Komatsudani's children, Hiroki, who did not collaborate with the other children of the team or the teacher. The Chinese, who are characterized as the spirit of teamwork and social solidarity, described it as spoiled. The Americans, guided by their own system that promotes individuality and consider groups oppressive, have described it as "a gifted child and for this reason, it gets bored easily". The Japanese, whose system of values is oriented towards the team spirit, attributed his behavior to a lack of social perception.

4. Socio-cultural environment and emotional-cognitive-social-moral development

The knowledge and perceptions of the child's development are the foundation upon which the child's future will be built. Through its relationship with its mother and other people in his immediate environment, the child determines its position in the social environment. Its evolution is cultural as it develops in an environment that is structured through the human effort of centuries. It is encouraged to engage in forms of speech, behavior, thought, and emotions that have been culturally determined by their relationships with other, generally more experienced, cultural actors (Woodhead, et al., 1999). Social knowledge, perception and feelings come from everything we do, and in the end, social development is all about it and it is very difficult to separate it from cognitive ability and emotional development. Survey results have unequivocally demonstrated the vital importance of the child's first relationships. First relationships provide the child with safety and the toddler attaches emotionally. These attachments are deep and in most cases they last. They have a great emotional value and shape the nature of social relationships, which are the basis of the growing perception of children and their experiences of learning and teaching.

The first relationship that the child establishes outside of himself is the relationship with another object (its mother, the trophy) which determines the individual emotionally and cognitively.

Here, Bowlby (1988) puts forward the concept of attachment, the object-oriented relationship, which begins during the first year of life as a way of preserving the dynamic balance between security and exploration controlled by the mother child double.

First Ainsworth (1978) invented the "strange state" as a means of provoking attachment behaviors to children from Uganda and America.

All the interpretations given on the "Strange State" lead to the following conclusion: The combination of S.S. with the child's previous experience differs from culture to culture and differences in behaviors in S.S. are an expression of this difference.

There are cases where the emotional life of infants is shaped by the opinions of the older ones about themselves or the world around them.

Therefore it is justified that the Kwona infants of N. Guinea and Zinacanteca in Mexico feel disrupted when they are separated from their mother in S.S. and come into contact with strangers because they believe there are supernatural threats. The belief that infants are vulnerable helps parents to keep babies encapsulated, quiet and calm (Brazelton et al., 1969, Whitihg, 1971). Japanese mothers spend much more time with their babies, unlike the Americans, trying to calm them down and lull them, not talking to them and they seek their children to be calm and cheerful. On the contrary, the Americans clearly encourage the manifest behavior and a behavior which is regulated by the infant itself, which pushes it to its autonomy. This difference is due to the patterns of social organization in the two societies.

Parental values and beliefs are reflected in the feelings of infants and young children. In Uganda personal skills are powerful means for a person to increase his prestige and resources. So adults and siblings talk and smile at infants more than in other cultures trying to get a smile of happiness. In this way, they teach them social skills that are essential to social recognition (Killbride, Killbride, 1974, Killbride, Killbride, 1975). Children's interest in the social world and their tendency to use some sort of understanding of this world in their important relationships is certainly not a feature of a single culture. Mongolian children understand since the second year of their lives that they only have to sit in some parts of the family scene. The children in the Solomon Islands learn that they are able to not obey and exploit their older siblings, who are taking care of them, in some cases, but not all. Children in Cambridge know they can use insults to tease adults and have fun with older children.

Also, theories that study the details of moral reasoning foresee cultural differences. Nso's children are taught moral lessons through fairy tales, sometimes describing virtuous acts for imitation and sometimes horrible stories to avoid making mistakes (Nsamenang, 1991). When they do not act properly they are reprimanded and sometimes lose their privileges because the emphasis on socializing Nso's children is given to discipline and social responsibility. Generally, children accept their punishment without grudge and accept "the right of parents to treat them" as they deem (Jahoda, 1982).

Children are socializing not only on how they behave, but also on how they behave according to where they are. For Kipsigis children, while verbal aggression and violence do not play a role, as in the case of other cultures, when there are adults around, there is strict silence and respect.

There are phases in the evolution of the child, which while they are considered stable, passing from one cultural tradition to another, these phases become more difficult to perceive. Piaget has pointed to the animistic form of child's thinking at about 7-8 years. But if we believe M. Mead, nothing like this happens to the guys of Manu in N. Guinea, who are distinguished for their strong realism. The little Manu do not believe - like the little Westerns - that the sun and the moon have faces and do not attribute intentions and feelings to the inanimate things. That's because the Manu parents never taught their children to see the

world only under the realm of realism and naturalism. The exceptional rarity of symbolic play is explained in the same way. Thus, in our own cultural tradition, the "accomplice" attitude of the adult is the one that favors child's animism, while, on the contrary, the animism we encounter in almost all the primitive cultures derives from traditional beliefs transmitted from one generation to the next.

Bruner (1983) suggests that the acquisition of language is a sub-product and means of cultural transfer. The motivation of children to use language is the "need to cope with the demands of culture". So children are mobilized to understand social rules and relationships in their cultural world because they need to be effective in their relationships within the family. What we see in disagreements, jokes, cooperative actions and the pleasure of stories and the "acting" games is the growing sensitivity of the child as a member of a particular cultural world; • a sensitivity that is partly acquired by the pressure of individual needs; and of his relations with the world.

5. Conclusions

We can see, therefore, that the development of the child takes place in a specific social and cultural context that varies from place to place. It is true that evolution is always influenced by social stimuli. Many of these stimuli are what we call "culture". In order to understand how each child evolves in time to become what it is, we must take into account that his biological heritage interacts with his experiences through the process of socialization and the study of human evolution that ignores the effect of culture is risky because "society and person are not mentioned as terms potentially separated."

6. Bibliography

- Ainsworth , M.D.S., Blehar , M.C., Waters, E., Wall , S., (1978). Patterns of Attachment. A psychological study of the strange situation. N.Jersey, Halsted Press Division
- Bernstein, B. (2000). *Pedagogy, symbolic control and identity: Theory, research, critique (revised edition)*. London: Rowman & Littlefield.
- Bowlby, J. (1991). «*Postscript*» in Parkes, C. M., Hinde, J. S., & Marris, P. Attachment Across the Life Cycle. London Routledge
- Brazelton, T.B. (1979). Evidence of communication during neotal assessment. In M. Bullowa (Eds.). *Before Speech: The beginning of Human Communication*. London. Cambridge University Press.
- Bruner, J. (1983). *Child's Talk: Learning to Use Language*. New York: Norton.
- CoIe, M. (1999). *The role of Culture in the evolution of the child*, in H.O.U. (superv.) Evolution of the Child in the Social Environment, Cultural Worlds of the Early Childhood, Volume A, H.O.U. publications.
- FauIker, D., Woodhead, M. (1999) in H.O.U. (superv.) *Evolution of the Child in the Social Environment*. Study manual. Patra: H.O.U.
- Jahoda, M. (1984). Social institutions and human needs: A comment on Fryer and Payne. *Leisure Studies*, 3, 297-299.
- Kilbride, J.E. & Kilbride, P.L. (1975) Sitting and smiling behavior of Baganda infants: the influence of culturally constituted experience. *Journal of Cross-Cultural Psychology*, 1975, 88-107.
- Mainsononneuve, J. (2001). *Introduction to Psychosociology*. Athens: Printed
- Nsamenang, A.B., Lamb, M.E. (1999) *Socialization of NSO children in Bamenda Gras.Vieldff of Northwest Cameroon*, in H.O.U. (superv. Evolution of the Child in the Social Environment, Cultural Worlds of the Early Childhood, Volume A', H.O.U. publications.
- Piaget, J. (1932). *The moral judgement of the child*. New York: The Free Press
- Rivier Raymond Berthe (1989). *Social growth of the child*. Athens: Kastanioti
- Schaffer R. (1999). *Socialization of the child during the first years of its life*, Superv.

- I.N., Paraskevopoulos, (Superv. N.D, Yianitsas). Athens: Greek Letters,
- Schieffelin, B. and Ochs, E. (1986) Language socialization, *Annual Review of Anthropology* 15, 163–191.
- Seggal, M.H., Dasen, P. R., Berry, J.W., & Poortina, Y.H., *Intercultural Psychology* (edited: D. Georgas), Athens, Greek Letters publications.
- Singer, E. (1999). *Childcare in and out of the house*, in H.O.U. (superv.) Evolution of the Child in the Social Environment, Cultural Worlds of the Early Childhood. Volume A, H.O.U. publications.
- Surer, G.M., Harkness, S.(1999). *The Evolution of Feelings during the Early Childhood*, in H.O.U. (superv.) Evolution of the Child in the Social Environment, Cultural Worlds of the Early Childhood, Volume A, H.O.U. publications.
- Tobin, J.J., Wu, D.Y.H. Davidson, D.H. (1999). *Komatsudani: A Japanese Centre of Preschool Education*, in H.O.U. (superv.). Evolution of the Child in the Social Environment, Cultural Worlds of the Early Childhood, Volume A, H.O.U. publications.
- Vosniadou, S. (1992). *Social Growth*. Athens: Gutenberg
- Whiting, Beatrice B., & Whiting, John W. M. (1975). *Children of six cultures: A psycho-cultural analysis*. Cambridge, MA: Harvard University Press.

Probation Services for Adults and Minors in Greece: Institutional Role and Challenges¹

Abstract:

The institution of probation for adults is relatively new in Greece. It was effectively put into practice in 2006 with the commencement of the functioning of the Probation Service for Adults within the criminal justice system. The institution of “probation-and-care” for minors, on the other hand, has had a longer expertise (since 1976). This paper first describes the procedures of practices within today’s society, which is heavily influenced by the economic crisis, and second provides a critical overview of the recent merging of probation services (initially separate for adults and minors) into a single public service. It also aims to depict the role of probation as a practice *per se* and hopes to see its role enhanced within the judiciary system.

Key-Words: Probation, adults, institutional role, minors

Theodora Adamaki² and Christina Moutsopoulou³

¹Special acknowledgements to Nikos Varvatakos for his genuine support and editing assistance.

²Corresponding Author: Theodora Adamaki, DEA Sociologist, Probation officer for Adults Email: dorettadkc@gmail.com;

³Corresponding Author: Christina Moutsopoulou, MSc Psychologist, Probation officer for Minors Email: chris.mou@windowslive.com;

1. Structure and Mission

The Probation Services for minors and adults in Greece have a triple reference scheme. They are supervised and administered by the Directorate of Anticriminal Policy in the Ministry of Justice, Transparency and Human Rights. Issues of personnel, however, (such as training, leaves, recruitment) are coordinated by the Directorate of the Organisation and Function of Detention Centres in the Ministry of Justice, Transparency and Human Rights. Furthermore, the activities and duties of probation officers are supervised by the Chief Public Prosecutor in each court of first instance.

The mission of the Probation Service is:

- (1). With respect to minors, a) to supervise, guide and assist minors in conflict with the law or those in risk of delinquency or victimization within the community, b) to prepare them for trial, c) to suggest the most appropriate penal treatment to the judicial authorities and d) to apply or to ensure the application of the educational/ therapeutic measures that are imposed at all stages of the judicial proceedings.
- (2). With respect to adults, its mission is to supervise, guide and assist a) persons convicted with suspension of their sentence under supervision, b) persons released from prison on parole, and c) persons whose sentence has been converted into community service.

2. Probation Service for Adults

The Probation Services for Adults (named “Services of Social Aid” [“Ypiresia Epimeliton Koinonikis Arogis”]) started operating within the criminal justice system as peripheral public services of the Greek Ministry of Justice, Transparency and Human Rights in the end of 2006 (Presidential Decree 195/2006), after the establishment of the probation service by Law no. 1941/1991.⁴ Nationwide the services were initially staffed by fifty four (54) professionals: sociologists, social workers, legal professionals and psychologists, who assumed their duties as civil servants. From 2007 to 2014 (year of merging) the Services of Social Aid operated in fourteen courts of first instance across the country⁵ and were supervised by the Public Prosecutor for the Execution of Penalties.

2.1. Community service for adults: legislative developments

The Greek legislation governing adult offenders stipulates that community service must not be a direct sanction or a direct alternative to a prison sentence. The unpaid community service is a penal conversion of a prison sentence which has already been converted into a penal monetary fine. That means, when penal monetary fines cannot be paid, they can be converted into a community service sentence rather than leading to imprisonment. There are certain conditions for this: a) Each sentence should not exceed five years, b) the offender should have no prior irrevocable sentence and c) he/she should prove by documentation his/her financial inability to pay the financial fine.

There are several explanations why in the very beginning few offenders opted to offer community service. First, there were limited municipalities providing places for community service before the Kallikratis reform⁶. Second, the existence of this beneficial penalty was not widely known. Third, there was no reduction in the length of the sentence, as is the case in the work accomplished within detention centers. Consequently, the sentence of community service, which until 2010 could extend to 10 years, had to be served fully. For example, if the

⁴ The law no. 1941/1991 entitled “Modification of provisions of the Penal Code, the Code of Penal Procedure and other provisions” introduced the foundation of the Probation Service for Adults as an institution to implement legal amendments concerning the suspension of prison sentence and release on parole.

⁵ These fourteen courts of first instance are seated in the following cities: Athens, Piraeus, Thessaloniki, Ioannina, Corfu, Kozani, Lamia, Larisa, Nafplio, Patra, Komotini, Rhodes, Syros and Chania.

⁶ The Kallikratis reform was a merger of smaller municipalities and local authorities into a greater comprehensive municipality, which had been completed by January 2011.

penalty incurred five years of imprisonment, the beneficiary was required to perform community service for five years. Nevertheless, the sanction was beneficial in the sense that the offender could still reside in his/her own home and even continue his/ her profession. The Probation Service would always aid the offenders in continuing their profession.

Law 3904/2010 changed the calculation of conversion of the sentence. Today with the Revised Law 4093/2012, one year of imprisonment may be equivalent to a community service sentence of 100 to 240 hours. Since 2007 several thousands of offenders have already benefited from this alternative sanction throughout Greece. Three hundred and fourteen (314) cooperating agencies (NGOs, municipalities and public institutions) have been included in the Ministerial Decision of 13.09.2016 (Government Gazette, paper no. 2904). One hundred and seventy four (174) cooperating agencies provide community service for minors, as provided for in the recent Joint Ministerial Decision no 73461 (Government Gazette no 3647, B, 16-10-2017).

Lawyers, initially indifferent to the alternative sanction of community service, are now urging their clients to convert their penalty. Undoubtedly, prosecutors and judges have made an important contribution to community service. While at first they were reluctant, they now inform the offenders in court that, if they cannot pay the fine, they have the choice of converting their sentence into community service. This has been a vital development for the Probation Service, which made community service a central task of probation officers (Adamaki, 2016)

2.2. Community service in practice

This chapter provides more information on the practice of supervising community service beneficiaries, as the majority of adult beneficiaries belong to this category. Community service within the agencies (municipalities mostly) has always been voluntary.

When a new court decision of community service is forwarded to the Probation Office, the probation officer is responsible for its implementation. In collaboration with the Head of Community Service in the Agency (municipality, NGO etc.), the probation officer suggests the terms and conditions of the Agreement signed by the offender. The probation officer supervises and offers counseling to the offender in the agency where the offender provides his/her community service. The probation officer must explore the following issues: a) if the person has completed the agreed work and b) if there are problems to be solved concerning the social reintegration of the offender. If the offender does not comply with the agreed terms, the probation officer warns him about the hard measure of revocation of community service. Revocation of community service is the last resort, suggested by the probation officer to the Prosecutor of Penalties Execution.

2.3. Adults convicted with suspension of their sentence under supervision and offenders conditionally released from prison on parole

With regard to assistance and supervision of persons convicted with suspension of their sentence under supervision (Article 99-100 of the Greek Penal Code) or who have been released on conditional terms (on parole) (Article 105 of the Greek Penal Code) the procedure is rather similar. Supervision is performed at scheduled counseling sessions at the Office of the Services. These meetings are individual, supportive and empowering for the beneficiaries. The probation officers respect the offenders' right to be heard and aim to help them improve their functionality at individual, family and social level.

Probation and supervision of the offenders released on parole are attained through counseling. This counseling minimizes their chances of violating the court decision, which orders parole under probation from 3 to 5 years. Several objectives of the counseling can be set, such as the offender assuming his/her personal responsibility. The probation officer may

also refer the offender to agencies that provide support for vulnerable social groups (such as healthcare services, housing services, feeding organizations, drug rehabilitation units, etc.).

2.4 Probation Rules for Adults

The duties of the probation officers are to “assist” and “supervise” offenders. Probation Rules for adults, as recommendations by the Council of Europe, have not been introduced in our official documentation (Mavris et al, 2015). So far no legal document has been issued in the direction of harmonizing probation practices with the Probation Rules adopted by the Committee of Ministers in 2010⁷ and in 2017⁸.

Undoubtedly the probation officers are competent enough to provide counseling sessions aiming at the offenders’ social inclusion and prevention of recidivism. Other important issues in the practice of the Probation Service have been: equality of treatment, a non-racist approach, respect for the offenders’ human rights and confidentiality; all these issues reveal the humanitarian/client- centered profile of this public service.

3. Probation Service for Minors

Probation Services for Minors (“Ypiresia Epimeliton Anilikon”) are peripheral services of the Ministry of Justice, Transparency and Human Rights operating in the courts of first instance since 1976 (Law no. 378/1976), soon after the restoration of democracy in Greece. Their main mission is to supervise, assist and guide delinquent minors⁹ and minors at risk of delinquency.

3.1 Minors on community service

Community service for minors is one of the twelve educational measures provided for in Law no. 3189/ 2003¹⁰. The Ministries of Justice, Education and Employment, have recently co-signed a Joint Ministerial Decision (no 73461) regulating all issues concerning the implementation of this educational measure (Government Gazette no 3647, B, 16-10-2017).

Community service has a highly educational sense, by involving the young person in the world of employment. Preferable places are libraries, museums, and other places of educational purpose, e.g. the legal body of private law “Epanodos” in Athens, supervised by the Ministry of Justice, Transparency and Human Rights, where child- specific training programs take place.

Community service is usually imposed as a court order on young adults (who, because of court delays, are over 18) or on minors just under 18 for having committed serious crimes.

⁷ Recommendation CM/Rec (2010) 1 of the Committee of Ministers to member states on the Council of Europe Probation Rules (adopted by the Committee of Ministers on 20 January 2010 at the 1075th meeting of the Ministers’ Deputies).

⁸ Recommendation CM/ Rec (2017) of the Committee of Ministers to member States on the European Rules on community sanctions and measures (*adopted by the Committee of Ministers on 22 March 2017 at the 1282nd meeting of the Ministers’ Deputies*)

⁹ Delinquent minors are considered persons 8-18 years old who have committed a criminal act (Law no. 3189/2003). Educational or therapeutic measures (custodial or non-custodial) may be imposed for all acts, with detention sanctions reserved for severe felonies, for minors over 15 years (Law No. 4322/2015). All non-custodial educational measures are applied or supervised by probation officers.

¹⁰The educational measures are the following (Law No 3189/2003): 1. Reprimand, 2. Assignment of responsible supervision to parents/ guardians, 3. Assignment of supervision to foster family, 4. Assignment of probation-and-care to protective institutions or probation officers for minors, 5. Victim- offender dialogue and mediation leading to an apology or out of-court settlement of the consequences of the act, 6. Compensation to the victim or in another way alleviation of the consequences of the act, 7. Community service, 8. Social and psychological programs within public or private entities, 9. Vocational or other training, 10. Special traffic training, 11. Assignment of intensive supervision and probation-and-care to protective institutions or probation officers for minors, 12. Placement in a public or private educational institution.

In reality, the courts tend to order other educational measures for younger children, as community service entails work, which is considered more appropriate for the status of an adult. Recently (with the introduction of Law no. 4322/2015) community service may be ordered by the magistrate as a restrictive measure that has to be carried out by the minor until his/her trial.

To meet the educational purpose of the measure and to keep in line with the young person's endurance abilities, the duration of the measure must not exceed 4 hours per day, 12 hours per week for people aged 15-20 years old and 15 hours per week for people aged 21- 25 years old. Community service has to be completed within 9 months following the issue of the decision and it must not exceed 150 hours in total (Joint Ministerial Decision no 73461, Government Gazette 3647, B, 16-10-2017).

The procedure of implementing this educational measure is quite similar to the procedure followed by adults, as described above. However, in this case the preparation phase takes time, in order to inform, empower, encourage and prepare the young person for this measure. The Agreement on Community Service, explaining terms and obligations, is explained step-by-step. It is then signed by the young person, his/her parents or guardians (if the young person is under 18), the probation officer and the representative of the agency. Supervision by the probation officer takes the form of on-the-spot visits, but quite often the probation officer is called out to help the young person "keep on track", and help resolve any difficulties.

Community service, compensation to the victim and victim-offender mediation are considered educational measures of restorative justice. Restorative justice procedures are gradually being ordered more often by judiciary authorities.

3.2 Minors on probation- and- care

Probation- and-care for minors is a common educational measure. All non-custodial educational and therapeutic measures are facilitated by the probation officer. "Probation-and-care" itself entails supervising the children, informing them on their rights during penal procedures and counseling on issues of social progress (re-schooling, improving relations with family etc.). Cooperation and counseling with the family is of utmost importance (Koulouris, 2016). At the probation officer's discretion, children on probation get also referred to other agencies, e.g. rehabilitation and psychological counseling programs.

Probation-and-care can be ordered as a court order, as a diversion from court proceedings, as a restrictive order until trial, or as a protective administrative measure.

3.2.1 Probation-and-care as a court order

This is quite a common educational measure ordered by the Juvenile Courts in Greece. Probation on minors is often combined with other educational measures. Restorative measures (such as community service and victim- offender mediation) and educational-psychological programs are combined in practice with a certain degree of probation, even in the cases that probation is not explicitly ordered by the court. It may last, as written in the court decision, from six months to two years, or often until the age of majority.

However, children quite often quit their probation-and-care order earlier than ordered. Although the probation officer can have the measure replaced by another through court proceedings, this is not a typical procedure.

When probation-and-care is carried out effectively, its value is considerable. During its time, the probation officer may refer the child to other supportive agencies, mental health units or educational-social programs in the community. The child may also have the opportunity to participate in group counseling short-term programs that take place within the Probation Service, such as anger-management/conflict-resolving programs or social/vocational skills programs (Mallouchou & Moutsopoulou, 2016). On the whole, the

probation officer is considered to be the support person for the child, working towards the child's reintegration and constructive role in society.

3.2.2 Probation-and-care as a diversion measure

In this case, the Prosecutor may divert minors who have committed a minor offence or a misdemeanour from court proceedings, as long as the probation officer supports this choice. The Prosecutor will then place the child on probation-and-care rather than order any other educational measure. The child does not go through court proceedings and is placed on probation-and-care as soon as possible. Diversion is strongly recommended in the Guidelines of the Committee of Ministers of the Council of Europe on child-friendly justice adopted in 2010.¹¹

Unfortunately, prosecutors in general are still reluctant to divert the children from court proceedings.

3.2.3 Probation-and-care as a restrictive order

On minors that have committed a felony, most usually a probation-and-care measure can be ordered as a restrictive order until the trial. This may often be combined with a community service measure.

In general children under restrictive orders experience the greatest degree of anxiety, as they await their trial. Probation-and-care of this kind is perhaps the most intensive of all. In their first meeting, the frequency of their future meetings will be set. Besides supervising, the probation officer will also offer counseling sessions to children and their families or will refer the children, if in need, to appropriate agencies (drug rehabilitation programs, mental care programs etc.).

The probation officer will prepare the children for the court, will explain them their rights, and ensure free legal aid or find an interpreter if they are foreigners. Law 4322/15 stipulates that if the child breaches this restrictive order, he may be placed in the Educational Institution for Male Minors, which is seated in the city of Volos. As there is no such equivalent Educational Institution for girls, this seems to be a discrimination against boys, and hence there is a need for amendment regarding this issue.

3.2.4. Probation-and-care as a protective- administrative measure

This is the case for minors in risk of delinquency. Upon the request of parents/ guardians or other authority, the Prosecutor for Minors assigns the probation officer with the duty of a social enquiry in the child's environment. Upon the Probation Service's request, the Ministry of Justice (Directorate of Anticriminal Policy) will issue a decision placing the child under a probation officer's care, who will take all necessary actions to improve relations at home and promote the child's well-being and reintegration (Presidential Decree 49/79), including counseling, referrals, home visits etc. This form of probation-and-care can be renewed, usually for short periods of six months up to one year. Those who usually benefit from this protective- administrative measure are children under 15.

4. A critical overview of the merging of the two public services

In 2014 the Presidential Decree 101/2014 and the Law no. 4305/2014 were introduced with the aim to *merge* the Probation Services for Adults with the already existing Probation Services for Minors. The merging of the two services was introduced in the context of the so-called administrative reforms, which the country was bound to apply as prerequisites of the

¹¹“Alternatives to judicial proceedings such as mediation, diversion (of judicial mechanisms) and alternative dispute resolution should be encouraged whenever these may best serve the child's best interests...” (par. Chapter IV A. General elements of child-friendly justice).

memorandums (Law no. 4109/2013). However, there was neither considerable reduction of expenses nor ongoing training for all probation officers to take on new responsibilities in a different field of work. Consequently, the two unions of probation officers (for minors and for adults) expressed their firm opposition. Objections were not taken into account and the merger was put into effect with lots of issues unresolved.

What is more, the merger between the two services seemed to most practitioners of the field as a step backwards in the rights of the child. The Probation Service for Minors that had been functioning as a specialized unit for children for the last forty years would have to cater for the rights of adult beneficiaries as well. This fact seemed to contravene the entitlement of children to specific proceedings, as described in the UN Convention on the Rights of the Child.¹² On the other hand, since its establishment, the Probation Service for Adults has worked only with adult offenders and has never had any specific training on minors and their families.

Since July 2015, with this merger, practically the Probation Services for Adults and Minors have been responsible for serving their beneficiaries (both adults and minors). Only in five courts of first instance (Athens, Thessaloniki, Piraeus, Patra and Heraklion) the Probation Services function as separate units (one for adults and one for minors). There is a serious understaffing problem because of lack of personnel, as recruitment procedures have been suspended due to the economic crisis. The distribution of employees across the country has not taken into account local case-loads. As a result, there are services with remarkably greater case-load than others. Besides, in the separate Departments of Probation for Adults (e.g. Athens and Thessaloniki), practicalities, such as special counseling rooms, adequate office space and equipment, are still to be tackled. For the merger to be practically beneficial to the offenders concerned the competent authorities should take into consideration all the above.

5. Challenges and New Vistas

5.1 Healthcare Issues and lack of a residence permit

A major issue that the Service had been facing until 2016 was the health risks connected with community service. Community Service offenders and offenders on conditional release were not entitled to medical care, unless they could prove by documentation that they were in state of poverty, and in that respect, entitled to issue a health booklet. The beneficiaries of a converted sentence, whether they were out of work or still owed insurance liabilities to a social fund, had no right to social security nor could they issue a health booklet. Recently, Law 4368/2016 (article 33) ensured entitlement to medical care and hospitalization to all persons without social security, as well as to community service beneficiaries and minors accomplishing the educational measure of community service. Also foreigners, whose residence permit in Greece has never been issued or has expired, are still sentenced to a

¹² Article 40 (3) of the UN Convention on the Rights of the Child encourages the creation of a **specific juvenile justice system**. It states that states parties should “seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law”. The UN Committee on the Rights of the Child, which is the monitoring body of the UN Convention on the Rights of the Child, has issued General Comment No. 10, in which it has given further recommendations in this regard. “A comprehensive juvenile justice system further requires the establishment of specialized units within the police, the judiciary, the court system, the prosecutor’s office, as well as specialized defenders or other representatives who provide legal or other appropriate assistance to the child.” (par. 92, General Comment 10). In addition, “specialized services such as probation, counseling or supervision should be established together with specialized facilities including for example day treatment centers and, where necessary, facilities for residential care and treatment of child offenders. In this juvenile justice system, an effective coordination of the activities of all these specialized units, services and facilities should be promoted in an ongoing manner”. (par. 94, General Comment 10).

community service or to a conditional release from prison. These people are in fact helpless. Many of them wish to complete their sentence and then return to their country. Some are driven back into criminality because of not having legal documents, and consequently not having access to legal work.

On the whole, probation practice is a human-centered approach dealing with minor and medium criminality. Undoubtedly, there are still steps to be made to upgrade current practices.

5.2 Steps towards the development of the Service Ongoing training

Probation officers, who are civil servants with various scientific backgrounds, need continuing training in legal and probation matters, as well as specific counseling tools, to accomplish their professional role to the best interest of their beneficiaries.

In 2016-17 25 probation officers were trained in Athens by NEUSTART, the Austrian probation service, for a total period of three weeks. This was a very rich experience for both services and an interesting and fulfilling exchange for both countries. A result of this training was the publication of a manual on the practice of probation entitled “Manual on the work of probation officers for minors and probation officers for adults” (Anagnostaki, 2017). Few Probation officers for minors have had such an experience so far through relevant European projects.¹³ There is still, however, much more to be done in the field of lifelong learning. Therefore, a future prospect for probation officers is their exchange of experiences and best practices with European colleagues, or even their twining with more experienced European probation services.

The Union of Probation officers for Minors (“Syndesmos Epimeliton Dikastirion Anilikon”) has recently achieved to create a 35-hour specific training course in victim-offender mediation (as mediation is an educational measure for minor offenders). The training is provided by the Restorative Justice Workshop of the School of Sociology, Panteion University, in cooperation with the Institute of Education for Civil Servants. Practically all probation officers for minors in Greece (almost 70) were trained in autumn 2017.

5.3 Specialized facilities and re-schooling for child offenders

Probation-and-care of child offenders as well as all other educational measures should be supported by specialized facilities, including e.g. residential care and day treatment centers for child offenders. Otherwise, their needs are partly satisfied. Such a recommendation is explicitly stated in General Comment 10, issued by the UN Committee on the Rights of the Child (par. 94). Besides, as a high percentage of child offenders drop out of secondary school, special procedures for these children to receive formal education should be established (i.e. preparatory classes for school reintegration).

6. References

Adamaki, Th. (2016). Social Aid for Adults. Implementation of Community Service.

Problems and peculiarities. In Gasparinatos, M (ed). *Crime and Penal repression in times of crisis. Essays in Honor of Professor Dr. Nestor Courakis*. Athens: Ant. S. Sakkoulas [in Greek].

¹³ The Directorate of Anticriminal Policy has benefited so far from the two following European programs: a) Grundtvig Life- Long Learning Program “Together against juvenile delinquency” (2014-2015) and b) JUST/FRC Fundamental Rights and Citizenship Program “Improving Juvenile Justice Systems in Europe: Training for professionals” (2015-2017). The former was accomplished in cooperation with the Probation Department for Minors of Athens and the latter with the assistance of the Probation Department for Minors of Piraeus.

- Alexiades, S. & Panousis, G. (2002). *European Rules for community sanctions and measures. Correctional Rules*. Athens-Komotini: Ant. S. Sakkoulas [in Greek].
- Anagnostaki, M. (2016). The function and the work of Probation Service for Adults and Minors. Research Results. In Gasparinatou, M (ed). *Crime and Penal repression in times of crisis. Essays in Honor of Professor Dr. Nestor Courakis*. Athens: Ant. S. Sakkoulas [in Greek].
- Anagnostaki, M. (2017). Manual for probation officers for minors and probation officers for adults. *The art of crime*, vol. 2, www.theartofcrime.gr [in Greek]
- Beyens, K. (2015). *Community Punishment: European Perspectives*. London & New York: Routledge.
- Canton, R. (2010). European Probation Rules: What they are, why they matter. *EuroVista* 1(2).
- Gasparinatou, M. (2005). *Anticriminal policy in society of risk*. Master Thesis in Law School of Athens. [in Greek].
- Klianis, E., N., (2012). *Community Service before and after law 3904/201*. Master's Thesis in Law School of Thessaloniki. [in Greek].
- Klockars, Crl B.Jr. (1973). A Theory of Probation Supervision. *Journal of Criminal Law and Criminology*. Vol. 63 (4).
- Klockars Crl B.Jr. (1973). A Theory of Probation Supervision. *Journal of Criminal Law and Criminology*. Volume 63 (4).
- Koulouris, N. (2009). *Supervision and Criminal Justice. Alternative sanctions and diaspora of prisons*. Athens: Nomiki Vivliothiki. [in Greek]
- Koulouris, N. (2016). Probation Services for Minors and Adults: The social face of penal justice and juvenile justice. In *Manual for probation officers for minors and probation officers for adults*, funded by the EU (VS/2015/0039) [in Greek].
- Liefwaard, T., Rap, S., Bolscher, A. (2016). *Can anyone hear me? Children's participation in juvenile justice: A manual on how to make European juvenile justice systems child- friendly*, co- funded by the EU (JUST/ 2013/FRC/AG).
- Mallouchou, A. & Moutsopoulou, C. (2016). Psychoeducational Counselling for Anger Management and Conflict Resolution. *Journal of Regional Socio-Economic Issues*, Vol. 6, Special Issue 2.
- Mavris M., Koulouris N., Anagnostaki M. (2015). *Probation in Europe. Greece*. Report to CEP.
- Nichifor, E. (2015). Probation Service in Romania: New Challenges for a probation system. *EuroVista* 3.3.
- Schwalbe, C. S. (2012). Toward an Integrated Theory of Probation. *Criminal Justice and Behavior*, Vol.39 (2).
- Spinellis, C.D. (2000). The alternative penalty of community service in Greece: an inactive institution?. In Daskalaki I., Papadopoulou P., Tsambarli D., Tsigganou I. and Fronimou E. (eds). *Offenders and Victims at the Threshold of the 21st century*. National Centre for Social Research, Athens, pp. 125-148 [in Greek].
- Skeem, J.L., & Manchak, S., (2008). Back to the Future: From Klockars model of effective supervision to evidence-based practice in probation. *Journal of Offender Rehabilitation*, Vol. 47.
- Themeli, O. (2016). Counselling skills: The secret for a successful communication. In *Manual for probation officers for minors and probation officers for adults*, funded by the EU (VS/2015/0039) [in Greek].

Tzannetaki, T. (2006). Pathology of the existing sanction system of the Penal Code. Thoughts and suggestions on a thorough reform in the context of the bill of the new Penal Code. *Poinika Chronika*, p. 590 [in Greek].

Parents and teachers of students with learning difficulties in the High School of Greece: their expectations from inclusive education

Abstract:

This qualitative study investigates parents' and teachers' expectations as far as it concerns inclusive education. For the needs of our research, thirteen semi-structured interviews were conducted. Six teachers and seven parents of high school students with learning difficulties participate in our research. All participants live and work in a suburb of South Athens (Nea Smirni). Results show that teachers link inclusive education to improved behavioral and learning characteristics. On the other hand, parents link inclusive education to personalization, encouragement and participation at school.

Key words: Inclusive education, family, teacher, personalization

Ioannis Christakopoulos¹

¹ Corresponding-Author: Ioannis Christakopoulos, Email: ichristakopoulos@hotmail.com;

1. Introduction

Since parents and teachers are two important groups that affect students learning, an important step in order to facilitate the concept of inclusion is to understand their expectations.

This finding is also discussed by a metaanalysis which points out the importance of adequately resourcing schools to support teachers in the implementation of an inclusive environment. Adequately resourcing comes second in importance when compared to teachers' attitudes as far as it concerns inclusion. The combination of these two factors has a direct influence on a school's ability to be effectively inclusive as it is the teacher who must ensure inclusion is effective (Boyle, Scriven, Durning & Downes, 2011).

1.1. Necessity of research

According to the Salamanca Declaration, "parents have the inevitable right to be asked what kind of education is best suited to the needs, conditions and ambitions of their children" (UNESCO 1994). Furthermore parents' active participation in the education of their children improves the attitudes of children towards school, while it increases motivation for learning, self-expression and social competence (Fan & Williams, 2010).

1.1.1 Parents voice

It is recognized that parents play an important role in the educational outcomes and success of their children (Roth & Salikutluk, 2012). By supporting parents, giving value to their participation in education and their views, as far as it concerns the model of education, we are taking the first step for an inclusive school (Domenech & Moliner, 2014).

Furthermore, Nalavany & Carawan (2012) argue that future research should include parental voice in order to understand their experience and view.

Since parents can recognize the results of the therapeutic school more holistically, their assessment is of great importance as far as it concerns the adequacy of all types of education (Gasteiger, Klicpera, Gebhardt & Schwab, 2012).

Doren, Gau & Lindstrom (2012) investigated the extent to which the parental expectations of students with disabilities influence the outcome. They support the view that the type of disability interferes with the relationship between parental expectations and educational outcomes.

1.1.2. Teachers voice

Exploring the perceptions of teachers on the issue of diagnostic assessment is an important step. After all their views reflect their perceptions about the education of disabled students and illustrate the general context of Greek education policy for those students who differ. Without any doubt, teachers are the expressers of the educational policy of every society (Zoniou-Sideri, 2004). On the other hand inclusive education encounters significant barriers, such as the lack of adequate funding and the critical resilience of teachers who are called to implement it (Avramidis & Dialectakis, 2010). Furthermore an encouraging attitude towards inclusive education requires further training as well as further development of future teachers in the form of more inclusive education (Forlin, 2010b).

1.2. Inclusive education

The concept of inclusive education is dominant in the field of special education, whose dissemination has begun to widen in the 1990s. According to the concept of inclusive education, the disabled person is considered to be a full member of the school community, which participates equally in the function of the school and enjoys the respect and acceptance of other members of the school community. This is the inclusion of pupils and students with and without special educational needs in general schools, which is adopted by most Western

countries, including Greece (Avramidis & Dialectaki, 2010· Zoniou-Sideri, 2004· Polychronopoulou, 2011· Tzouriadou, 1995, 2011· Hadjichristou, 2011).

1.3 Students with special educational needs in Greek educational system

Students with disabilities and special educational needs can attend: a) a school classroom of the primary school, in the case of pupils with mild learning difficulties, supported by the class teacher, who cooperates with the official diagnostic center (KEDDY) and the general and special education school counselors b) a school class of the general school, with support-inclusive education, when this is impeded by the type and degree of special educational needs c) In specially organized and suitably staffed inclusive departments operating in general and vocational education schools with two different types of programs: a) A common and specialized program, defined by a proposal from the relevant diagnostic center (KEDDY) for pupils with a more modest special educational needs, b) A specialized group or personalized extended hours program, determined on a proposal by the relevant diagnostic center (KEDDY), for pupils with more serious special educational needs. The specialized program may be independent of the public, according to the pupils' needs. In these cases co-teaching is done according to the suggestions of the diagnostic services (Law 3699/2008 article 6).

1.4. Family and inclusive education

It is obvious that the social inclusion of people with special educational needs is determined, to a great extent, by the personal attitudes and beliefs of the parents and teachers of these individuals. Those attitudes are derived through daily contact with them (Katsigianni & Krivas, 2007). As a matter of fact in the context of community education, we have to create places for parents in the school so that they can access the school together with other institutions. Ultimately, we would say that parents' involvement is important within the framework of the request for a collaborative school-home link and for constructive cooperation, (Tsibidaki, 2013). For example parents' active participation in the education of their children improves their attitudes towards school, while it increases motivation for learning, self-efficacy and social competence (Fan & Williams, 2010).

1.4. Teachers views

It is argued that many students identified as "learning disabled" are, in fact, handicapped by teachers (Allington, 2011· Lyon, Fletcher, Shaywitz, Shaywitz, Torgesen, Wood, Nalavany & Carawan, 2001· Lyons, 2003). Despite the fact that teachers are positive about the concept of inclusive education, they believe that the education of children with disabilities and special educational needs is mainly the responsibility of special scientists (Zoniou-Sideri & Vlachou, 2006).

Coutsocostas & Albortz (2010) support the view that many teachers see special classes as being more effective for children with special educational needs and this is related to the sense of inadequacy of general education teachers in teaching children with special educational needs. Consequently, the factors that negatively affect teachers towards integration are structural (lack of support) and individual (lack of time and skills).

2. Method

This survey was conducted between the months of October and December of 2016. For the purpose of our research, semi-structured interviews were conducted. Six teachers and seven parents of students with learning difficulties participate in our research. All participants live in Athens (Nea Smirni) and participated voluntarily. The interviewer himself took the interviews in the classrooms of the 2nd high school of Nea Smirni. Teachers and parents were invited to discuss issues related to their views of inclusive education. All interviews were recorded and transcribed in computer.

2.1. Purpose of the study

The current study aim was to investigate parents' and teachers' views as far as it concerns inclusive education. Two groups participate in our research (parents and teachers).

3. Results

Results show that teachers link inclusive education to improved behavioral and learning characteristics. On the other hand, parents link inclusive education to personalization, encouragement and participation in the classroom.

3.1 Teachers views

Teachers focus their attention on student's behavioral and learning characteristics. Therefore, they expect that student's inclusion will improve behavioral characteristics and school performance.

3.1.1 Student behavioral problems should be managed

M. comments: *"A student cannot upset the class. It would be better if he visit an expert. "* D. commented: *"He cannot always ask to go out"* Y. argues: *"Okay, he has a problem but he cannot come in and hide under the desk during lesson time and professor find him. We cannot leave him without control"*

3.1.2 Inclusive education could help improve school performance

I. comments: *"I wish there was also help in English ... to put him to say what she will ? say? ... is that ... what do you want from my life anymore?"* P. argues: *"it is necessary to explain parts of the lesson and examinations that the student cannot understand"*

3.2 Parents views

Parents realize that the absence from the classroom may contribute to the pupil's targeting. As a consequence, inclusive education should satisfy the student's educational needs.

3.2.1 It is necessary not to be targeted

P's mother. claims: *"I would not want him to be targeted when he is missing from his class. After watching outside, let's not lose school hours at school. G's mother argues: "In primary school, some children were teasing him. But just as soon as I learned that other parents let their children watch (the lessons of inclusive education) I changed my mind ... ". C.'s mother claims: "Christos's psychology plays a key role, I do not know whether we have been late or not, to discover his difficulties, the effort he makes at home, and he is being characterized. I would not want to stand out from the rest ... if that's what he need... we talk about.*

3.2.2 It is important not to stay behind

D's mother states: *"I would like him not to miss Greek on Math."* C's mother, argues: *"I would like him not to miss math and physics"*

3.2.3 It is necessary to personalize the intervention

G., mother argues: *"When a teacher is in the classroom with twenty-five students he cannot deal with every child... George needs reward and that can be done in a group, I have a special teacher at home, but he is a mathematician»* The parents of D. claim: *"We would like to recognize his needs and his identity"*

4. Conclusions

Parents and teachers views differ. For parents, inclusive education shouldn't be an obstacle to social inclusion. On the other hand inclusive education should recognize the pupil's potential. In this case, parents expect teachers to contribute to the change. In that way, inclusive education is an alternative that the student has. It depends on him or her whether he or she will take advantage of it. On the other hand, for teachers, inclusive education is associated with observable behavioral problems or poor school performance. In this case, teachers expect from the student to realize his "mistakes" and fix them. Likewise, inclusive classes are an externally imposed punishment. In this way, however, any personalization loses its value in advance.

5. Suggestions

A spirit of co-operation between class teacher and inclusive teachers is necessary. It is necessary to create a context of cooperation on everyday issues (school program, students learning and behavioral characteristics, social inclusion, etc.). Teachers should participate and cooperate in planned meetings. This co-operation is an intervention that focuses on issues such as interests, motives and self-esteem. Therefore it creates new pathways. After all students are not only jars that must be filled.

Above all, there is a need for a change in the education system. For example it should become less testing, in order to promote social interaction and the integration of pupils. In order to achieve such a target, of course, all teachers in the field of special education and training, are required to realize that learning difficulties constitute a social construct, as society discriminates (WHO, 2002)

6. References

- Avramidis, H., Dialektakis, K. (2010). Changing Teachers' attitudes to Integration: From Ideology of Authenticity to the Authentic Implementation of Inclusive Education. In *Polemikos, N. Kaila, M., Theodoropoulou, E. & Stroggilos, B. (edited). Education for children with disabilities: a multi-prism approach: Pedio* (In Greek).
- Boyle, C., Scriven, B., Durning, S., & Downes, C. (2011). Facilitating the learning of all students: the 'professional positive' of inclusive practice in Australian primary schools. *Support for Learning*, 26(2), 72-78.
- Chatzihristou, Ch. (2011). School and pupils with special educational needs. In *Ch. Chatzihristou (ed.), Social and Emotional Education at School: Programs for the promotion of mental health and learning in the school community*. Athena: Tipothito (in Greek).
- Coutsocostas, G., & Albortz, A. (2010). Greek mainstream secondary school teachers' perceptions of inclusive education and of having pupils with complex learning disabilities in the classroom/ school. *European Journal of Special Needs Education*, 25(2), 149-164 (in Greek).
- Domenech, A., Moliner, O. (2014). Families Beliefs about Inclusive Education Model. *Social and Behavioral Sciences*, 116, 3286-3291.
- Doren, B., Gau, M., & Lindstrom, L. (2012). 'The relationship between parent expectations and post-school outcomes of adolescents with disabilities' *Exceptional children*, 79 (1), 7-23.
- Ellington, R. L. (2011). Epilogue. In R. L. Allington & A. McGill-Franzen (Eds.), *Handbook of reading disability research* (pp. 497-498). New York, NY: Routledge.
- Fan, W., Williams, C. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, (30) 1, 53-74.
- Forlin, C. (2010b). Teacher education reform for enhancing teachers' preparedness for inclusion. *International Journal of Inclusive Education*, 14(7), 649-653.

- Gasteiger-Klicpera, B., Klicpera, C., Gebhardt, M., and Schwab, S. (2012). Attitudes and experiences of parents regarding inclusive and special school education for children with learning and intellectual disabilities. *International Journal of Inclusive Education*, 1-19.
- Katsigianni, E., Krivas, S. (2007). *Perceptions of parents and teachers towards the social inclusion of people with disabilities: Advisory proposals*. Scientific Yearbook of the Pedagogical Section University of Ioannina, 20, 41-55 (in Greek).
- Law 3699/2008. Special Education and Education of students with special educational needs (in Greek).-
- Lyon, G. R., Fletcher, J. M., Shaywitz, S. E., Shaywitz, B. A., Torgesen, J. K., Wood, F. B., Nalavany, B.A., Carawan, L.W. (2012). Perceived family support and self-esteem: The mediational role of emotional experience in adults with dyslexia. *Dyslexia*, 18 (1), 58–74.
- Lyons, C. A (2003). *Teaching struggling readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann
- Polychronopoulou, S. (2011). Children and adolescents with special needs and abilities. Mental deprivation: psychological, sociological and pedagogical approach: Pedio (in Greek).
- Roth, T. and Z. Salikutluk (2012). ‘Attitudes and expectations: do attitudes towards education mediate the relationship between social networks and parental expectations?’ *British Journal of Sociology of Education*. 33 (5), 701–22.
- Tsimbadaki, A. (2013). *Child with Disabilities, Family and School*, Athens: Papazisis (in Greek).
- Tzouriadou, M. (1995). *Children with special educational needs: A psycho-pedagogical approach*. Thessaloniki: Promitheus (in Greek).
- Tzouriadou, M. (2011). *Learning difficulties: issues of interpretation and coping*. Thessaloniki: Promitheus (in Greek).
- World Health Organization. (2002). *Towards a common language for functioning, disability and health: the international classification of functioning, disability and health*. Geneva. Retrieved from <http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf>
- Zoniou-Sideris, A. (2004). The Necessity of Integration: Reflections and Prospects in A. Zoniou-Sideris, Ed., *Contemporary Accession Approaches*, pp. 29-53: Ellinika Grammata (in Greek).

The Psychodynamic Approach to Executive Coaching

Abstract:

This article seeks to present the psychodynamic perspective in executive coaching. The approach in question, is based on the psychoanalytical study of organisations and it essentially implements the psychodynamic theories in the world of executive coaching. Strange though the link between psychodynamic theories and the world of enterprises and organisations may seem, in reality, psychodynamic executive coaching is the product of a fruitful combination which introduces the examination of unconscious dynamics in the practice of coaching. This article examines the theoretical background of this type of coaching as well as the circumstances where it is most effective and those where it should be avoided .

Key-words: executive coaching, psychodynamic perspective

Georgia Christopoulou¹

¹ Corresponding Author: Georgia Christopoulou, Psychologist, Email: christopoulougwgw@gmail.com

1. The definition of executive coaching

According to Feldman(2001), executive coaching can be described as a form of personal counselling which focuses on work-related issues. It gives the client strong feedback about his strengths and weaknesses and its main purpose is to improve his performance in any given post. Kilburg (2000) argues that the principal objective of executive coaching is to enhance one's performance within the given organisation while Kets de Vries(2008) points out that coaching can aid an individual or a team to achieve a preset and specific goal and reach their full potential. In essence, coaching is a service addressed to executives and it can be implemented either in a group or on an individual basis. Its primary goal is to create healthier and more productive organisations based on the premise that the organisation as a whole functions much better when the executives increase their efficiency.

In general, the coach can be an employee of the organisation or a third-party contractor. In-house coaches usually have a deeper knowledge of an organisation's routines and problems; on the other hand, trust and confidentiality are very important and sensitive issues to cope with in this case. Indeed, trust is always a necessary condition in every successful coaching relationship (Kets de Vries, 2008).

2. The importance of the psychodynamic perspective in the workplace

Although, in general, the field of executive coaching is characterized by the large diversity of approaches, psychoanalysis is often disregarded by the business world. However, Kets de Vries (2006) states that we should not exclude the psychoanalytical theory from the workplace regarding it as an approach focused on mental illness and totally individualised, as work behavior is often influenced by an individual's unconscious processes. The psychodynamic approach to executive coaching, which is based on the psychoanalytical theory, aims to explain exactly these processes that affect organisational behavior. Besides, according to Kilburg(2000), many coaches consider that psychodynamic theory can prove useful in their understanding of the complexity of organisations as it can help them support their interventions when face with highly defensive clients or extremely overwhelming emotional situations.

More specifically, the psychodynamic perspective states that an executive's unconscious fears, desires and thoughts greatly influence his work attitude (Kilburg, 2004). According to Diamond (2000), psychodynamic approaches to executive coaching are based on group dynamics and the unconscious emotional and cognitive processes that take place in an executive's mind. Analyzing these dynamics leads to a deeper understanding of the interpersonal relationships and influences that occur in the workplace. Below, is a brief summary of the most important psychoanalytical theories so that we can better understand the theoretical background of psychodynamic executive coaching.

3. Basic principles of the psychodynamic theory

The modern psychoanalytical theory is a combination of three different schools of thought. The first school derives from the work of Freud and the classical psychoanalytical theory while the second is based on the object-relations theory and the works of Melanie Klein and Donald Winnicott. Last but not least, the third school of thought grounded in Kohut's theory of the Self.

To begin with, Kilburg (2004) summarizes the conflict theory of Freud as follows: First of all, he explains that a large part of our thoughts, emotions and motives is unconscious and the early childhood experiences have a large impact on the way that we grow up and interact with other people. Also, people have complex psychological structures which often produce contradictory feelings and thoughts towards same life events, which provokes intense internal psychological conflicts in individuals. These

strong emotional reactions result from these conflicts and for this reason people use a variety of behaviors and feelings which are called defence mechanisms in order to keep these events on the unconscious level. These attitudes often produce such symptoms as anxiety or depression.

Another major school of thought of the psychoanalytical theory is related to the object relations theory which focuses on the early childhood patterns of relationships which have a tremendous impact on the way that we form relationships in adulthood. More specifically, human development goes through different levels beginning from the level of full dependency until it reaches the level of the independent and functional adult. One's failure to pass through all these stages smoothly and face the challenges that they include as well as the dysfunctional patterns of early relationships with caregivers greatly affect the quality of relationships in adulthood. Relationships patterns remain unconscious during adulthood (Kilburg, 2004).

Finally, Kohut's theory of the self also greatly contributed to the formation of modern psychoanalytical theory. Kohut emphasized the transference of mirroring and idealizing and he underlined that parental incapacity to mirror their infant's needs with empathy greatly impacts on its later mental development and can lead to mental illness.

Therefore, the main purpose of this article is to explain how the psychodynamic theories are related to executive coaching through the work of the main theorists of psychodynamic executive coaching .

4. The implementation of the psychodynamic theory in coaching

Thus, it is clear that the psychodynamic approach suggests that an executive's unconscious thoughts, fantasies and wishes have a strong impact on his behavior (Kilburg, 2004). For this reason a psychodynamically-oriented coach focuses more on the analysis of these unconscious dynamics which he is trying to explain through the process of transference in order to help the client. The psychoanalytical-term of "transference" refers to the repetition of early behavioral and relationship patterns in present situations. Being able to understand the content of transference gives us the opportunity to better understand the way in which we form relationships with others in our lives. As a result, a client's and coach's attention goes beyond the simple observation of a client's behavior and focuses on the client's relationships in the workplace (Diamond).

Based on the psychodynamic approach, Kets de Vries(2004) observes organisations from a clinical perspective, suggesting that despite their abilities, leaders also have some dark sides such as contradictory wishes, fears and anxieties that impede their performance since their past greatly affects their present. From this viewpoint, mental illness is regarded as more of a spectrum than in a dichotomic sense due to the fact that the same processes occur in the minds both of healthy and mentally ill individuals (Kets de Vries, 2006).

In particular, Kets de Vries (2004) emphasizes the role of transference in the workplace as well as its relation to the levels of executives' narcissism. Indeed, a transference of emotions between the leader and his followers occurs in the workplace. In other words, followers do not respond to the leader as he is in reality but they project on him feelings derived from their childhood and their relationship with their parents. More specifically, two types of transference usually occur in the workplace: "mirroring" and "idealizing". Followers idealize the leader while the leader mirrors his need for attention and admiration on the fantasies of the followers. Leaders with high levels of narcissism tend to respond very well to this idealized image believing that they are really so special that in the end they cannot function without it. Contrarily, they tend to become very aggressive when somebody questions their authority by expressing a different viewpoint. This results in a really tense atmosphere in the company as the employees are

divided between those who are in favor and those who are against the leader. In the end, those who oppose the leader are cast out as "scapegoats" whereas the rest of the employees tend to adopt defence mechanisms such as the "identification with the enemy" in order to avoid coming into conflict with the leader.

In this way, the followers transform themselves from those threatened to those who threaten until of course they understand that they will be the next ones to confront his anger and they will try to get him dismissed. Consequently, according to Kets de Vries (2003), the relationship between leaders and followers is "contaminated" with transference dynamics which can prove disastrous in some cases.

In the same note, H. Levinson, also influenced by psychoanalysis, introduced the term of "psychological contract" in order to describe the mutual expectations of employees and employers from their collaboration on a conscious and unconscious level. Additionally, he introduced the idea of "ideal self" in the workplace profoundly influenced by Kohut's "psychology of the Self". With this notion he wanted to emphasize the individual's emotional investment in his work since the understanding of this commitment, he thought, can help us to explain the conflict which can sometimes be observed between the individual and the organisation (Diamond, 2003).

5. Psychodynamic coaching in practice

The practice of psychodynamic coaching is mainly based on the acknowledgement of emotional and behavioral patterns that dominate an executive's working life as well as the formulation of hypotheses on the part of the coach. By taking the psychodynamic hypothesis into account but not revealing it to the client, coaches can decide how they will continue their intervention (Sandler, 2012).

Additionally, according to Sandler (2012), the development of a relationship based on trust as well as the management of a client's anxiety play a major role in the practice of psychodynamic executive coaching. The creation of a safe and comfortable environment as well as the offer of positive feedback greatly contribute to the advancement of the coaching process.

During the first sessions, the management of a client's behaviors are also very important. A client's mixed feelings about the procedure, such as anger directed to the organisation or to the coach especially when the coaching is imposed by the organisation, or a client's feeling of embarrassment for needing the aid of a coach, should be handled cautiously (Sandler 2012).

Moreover, another behavior which appears very often in coaching is the client's tendency to test his coach's confidentiality, cognitive abilities and emotional flexibility to listen to his problems. Last but not least, the management of limits through cancellation and payment as well as the duration of the sessions are fundamental since some clients may want to test these limits for some reason (Sandler, 2012). In fact, the coaching relationship will be fully established when the client and the coach begin to address together an important issue related to client's employment since this experience will make the client less sceptical about the whole procedure (Sandler, 2012).

As regards the techniques used in psychodynamic executive coaching, Kilburg (2004) stresses the importance of story telling. The narration of personal life events develops a very strong and powerful cognitive and emotional experience for the client. Furthermore, through these descriptions the coach can derive a lot of the information that he needs in order to work with the client. However, during the narration empathy, instinct and careful listening are required on the part of the coach in order to be able to understand the unconscious patterns of behavior which drive the client's life. Upon collection of adequate data, the coach can then make logical analyses and formulate theories and models in order to explain what is going on in the psychodynamic sphere of the client.

When the coach fully understands the client's unconscious patterns, he will decide if further intervention is necessary.

Thus, according to Kets de Vries (2006) change occurs on three levels: the emotional, the cognitive and the behavioral, according to the triangle of mental health. Brunnig (2006) also mentions that in the psychodynamic perspective attention is focused on the connections between present and past so that the client will be able to acknowledge and eventually change the repetitive patterns that have been established as defence against unconscious internal conflicts. At this point, though, we should point out that the coach tries to understand the inner world of the client also based on his own transference feelings provoked by the material which the client brings in the coaching sessions. However, it should be noted that the coach does not proceed to an in-depth analysis of a client's childhood or his relationship with his parents. On the contrary, he collects all the elements needed from the client's relationships in the workplace and from the coaching sessions. Should connections with the past appear, they are not the major path that a coach will follow (Sandler, 2011).

6. Effectiveness

As regards the effectiveness of executive coaching, many studies demonstrate its positive effects on a variety of aspects of executive's lives. According to Gegner (1997 as cited in Feldman & Lankau 2005) who interviewed twenty five executives regarding their experience of executive coaching, 84% of them had a positive attitude to the experience of coaching while 32% mentioned an improvement in their performance. All executives agreed that learning more about themselves and acquiring new skills was the most important result of coaching. In addition, all executives cited that coaching had a positive impact on their personal lives by helping them manage their time, prioritize their needs and better interact with other people. Last but not least, 24% mentioned that they managed to acquire a higher level of personal growth became more receptive to change and had increased self confidence.

According to Kilburg (2001), the coach's dedication to the expansionary project of the client, the nature of client's issues - their intensity, their duration, the levels of conflict and emotionality - as well as the structure of contract - which should be clear end goal oriented - constitute the factors that influence the coaching result. Furthermore, the selection of appropriate intervention and the levels of trust and empathy enormously contribute to the effectiveness of the process. Lastly, clients' adherence to the protocol, namely their diary entries of the coaching sessions as well as the positive stance of their organisation towards the procedure, equally affect the result of a coaching intervention.

Psychodynamic coaching enhances the management people and emotions and improves performance by increasing flexibility, creativity, mental development and the balance between personal and working life. Moreover, it promotes an individual's social relationships and cognitive abilities while facilitating spiritual growth and better understanding of himself his family and groups (Kilburg, 2004).

Furthermore, according to Kilburg (2004), psychodynamically oriented coaching might be more effective under certain circumstances. More specifically, when a every other intervention has failed and the executive continues to have a poor performance despite his wish to perform well, psychodynamic coaching can prove very useful. Also, if the executive has disorganised emotional experiences for no obvious reason or recurrent problems at work or with family he can be really helped by a psychodynamically oriented coach. Additionally, the existence of conflicts or important life changes constitute situations that can be treated with psychodynamic coaching. Last but not least, the desire for self-awareness is also considered a good condition for the implementation of psychodynamic coaching intervention.

On the other hand there are some cases where psychodynamic coaching should be avoided. As Kilburg (2004) states, the coach should always remain focused on work-related issues and not try to resolve family or personal emotional problems. Furthermore, when there is lack of motivation on the part of the client or uncertainty about whether or not psychodynamic factors affect the executive's performance, psychodynamic coaching should be avoided. Also, in case there is a conflict of interest between the need for long-term self development or a more quickly behavioristic solution is better to avoid the psychodynamic approach.

Besides, in some cases a psychodynamic intervention can temporarily aggravate the already existing problems as the unconscious material may be painful for the client and may disturb his family or work relationships. For this reason it is important to highlight that if the coach does not possess the necessary time or knowledge to support the client during this process, it would be wiser to avoid such an intervention (Kilburg, 2004).

However, Berglas (2002) argues that the examination of unconscious dynamics is very important in the coaching process. In fact, ignoring unconscious dynamics may have a negative impact on executives' well being as sometimes we should distinguish between a problematic executive and an executive with a problem. In the former situation the executive can be trained to function better whereas in the latter he may be in need of psychotherapy.

7. Conclusion

In summation, it could be said that compared to other approaches, the psychodynamic approach is more long-term and places more emphasis on emotions. It definitely serves as an alternative approach in the field of coaching which is dominated by fast and solution-focused interventions. Nevertheless, despite the obvious influence of short-term psychotherapy, psychodynamic coaching should not be confused with psychotherapy since the goal of the former is not the treatment of some pathology but performance enhancement. Without a doubt, this approach demonstrates how unconscious dynamics function in the workplace as well as how it can be used in the context of coaching in such a way as to facilitate individuals' performance and relationships in organisations.

8. References

- Baker, H. S., & Baker, M. N. (1987). Heinz Kohut's Self Psychology: An overview. *The American Journal of Psychiatry*, 144(1), 1-9. Retrieved December 16, 2017, from <http://icpla.edu/wp-content/uploads/2014/08/Baker-H.-Heinz-Kohuts-Self-Psychology-An-Overview-1-9.pdf>
- Berglas, S. (2002). The very real dangers of executive coaching. *Harvard Business Review*, 3-8. <http://matrix-performance.com/wp-content/uploads/2013/01/HBR-Dangers-of-executive-coaching.pdf>
- Brunning, H. (2006). *Executive Coaching :Systems -psychodynamic perspectives*. London : Karnac.
- Cilliers, F. (2005). Executive Coaching Experiences. A Systems Psychodynamics Perspective. *SA Journal of Industrial Psychology*, 31(3), 23-30. Retrieved December 14, 2017, from <http://uir.unisa.ac.za/bitstream/handle/10500/2824/?sequence=1>
- Diamond, M.A. . Psychodynamic Executive Coaching chapter 21 .Retrieved December 15, 2017, from <http://csoc.missouri.edu/wp-content/uploads/2011/10/Psychodynamic-approaches-to-executive-coaching.pdf>
- Diamond, M. A. (2003). Organizational Immersion and Diagnosis: The Work of Harry Levinson. *Organisational & Social Dynamics*, 3(1), 1-18. Retrieved December 14, 2017, from <https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/3756/OrganizationalImmersionDiagnosis>.

- Feldman , D. C., & Lankau, M. J. (2005). Executive Coaching: A Review and Agenda for Future Research. *Journal of Management*, 31(6), 829 -848. doi: 10.1177/0149206305279599
- Feldman, D. C. (2001). Career coaching: What HR professionals and managers need to know. *Human Resource Planning*, 24: 26-35.F
- Kets de Vries, M.F.R. (2006). *The Leader on the couch: A clinical approach to changing people and organizations*. West Sussex, England: John Wiley & Sons, Ltd
- Kets de Vries, M.F.R.(2003). Dysfunctional Leadership .*Faculty and Research , INSEAD*.
- Kilburg, R. (2004). When Shadows Fall: Using Psychodynamic Approaches in Executive Coaching. *Consulting Psychology Journal: Practice and Research,, 56(4)*, 246-268. doi:10.1037/1065-9293.56.4.246
- Kilburg , R. (2000). *Executive Coaching : Developing managerial wisdom in a world of chaos* . American Psychological Association.
- Sandler, K. (2012). Psychodynamics in practice. *Coaching Today*. Retrieved September 24, 2017, from <http://www.sandlerconsulting.co.uk/files/pdfs/v2/Coaching-Today-Psychodynamics-In-Practice-Oct-2012.pdf>
- Sandler, K. (2011). This way out. *Coaching at work vol.6(6)*,31-35 Retrieved September 24,2017 from <http://www.sandlerconsulting.co.uk/files/pdfs/v2/This-Way-Out-Nov-Dev-2011.pdf>
- Sandler, K., & Lanz, K. (2009). Top tips for..... establishing a quality coach/ client relationship. *Coaching at work*. Retrieved September 24, 2017, from <http://www.sandlerconsulting.co.uk/files/pdfs/v2/Coaching-At-Work-Top-Tips-Oct-2009.pdf>

Working as an existential oriented counselling psychologist in CBT dominated settings and interdisciplinary teams: contribution, integration and challenges.

Abstract:

This essay focuses on the contribution and challenges posed by existential practice (as a psychological psychotherapeutic and counseling model) in interdisciplinary groups and settings where the practitioners work mostly with cognitive behavioural models. The existential approach, inspired and influenced by philosophical thinking, focuses on the right of every person to live authentically by exploring and shaping his/her own needs. The emphasis on accepting pain as part of the human nature as well as managing fundamental and inherent existential anxieties such as loss, existential isolation, search of meaning, responsibility and freedom in shaping choices, can work (often paradoxically) as a map on the multidimensional path, leading to authenticity, spiritual transcendence and personal happiness. My work based on personal experience aims to reflect on whether and how the existential approach on human issues can contribute to and co-exist in counseling and therapeutic settings (hospitals, universities' student support, psychotherapeutic centers, child care centers, etc.) where cognitive approaches prevail.

Key words: Existential psychology, existential counselling, existential psychotherapy, counselling psychology, psychotherapy, counselling.

Dionysios Sourelis¹

¹ Corresponding Author: Dionysios Sourelis, Licensed Psychologist, M.Sc., DCPsych (cand.), Email: info@dsourelis.gr;

This essay focuses on my challenges of working existentially/phenomenologically in different settings of clinical practice. The existential approach in psychotherapy is foremost critical, relational and philosophical rather than a model that is based on technique. Existential therapies focus on the individual uniqueness aiming to help people live an authentic life by learning how to use their freedom and underlying responsibility. Existential therapy often works via the exploration of anxiety that comes from issues such as the meaning in life, freedom of choice and responsibility, loneliness, loss, limitations, and other fundamental existential themes that shape the human existence (Yalom, 1980). The aim of the therapy is very personal for each client. Hence, it aims to help man meeting her/his authentic self and live according to her/his own needs, shaping her/his own identity and destiny among and with others. Existential therapy encourages the clients to search and reflect on the alternatives and high range of choices (even if not ideal) while taking an aware and active role of responsibility for their own lives. In the following paragraphs, i will try to question if that kind of psychotherapeutic approach can actual fit in a range of settings including both public and private sector. This debate would be interesting as we all know that Cognitive Behavioural Therapy (CBT) dominates the field of psychological care. At this point I would like to mention that my views in this essay are mostly inspired from my experiences and reality in Greek health care settings.

The number of institutions that provide accredited education in existential counselling psychology and psychotherapy has started to gradually grow in Europe. While CBT is still the most famous approach concerning the psychotherapeutic interventions in major health care settings, the existential phenomenological practitioners have started to claim a lot of vacancies instead of working only in their own businesses or private clinics and institutions. Thus, many practitioners (who usually come from the cognitive-behavioural schools of psychotherapy) often wonder if and how the phenomenological approaches can fit to the interdisciplinary system of health care. In my opinion existential therapy can fit in a variety of settings such as voluntary social and health services, mental and community health services, forensic services, student counselling services, primary and secondary care, psychiatric care, as well as private/business counselling services. In this essay, I will refer mostly to public and private health services like hospitals and clinics (where the professionals work interdisciplinary), as well as in counselling student services. As we can understand the field of private practice is different, as the practitioners can often choose their colleagues and the way that they want to work (according to their training).

Being an accredited psychologist (existentially oriented) and clinical practitioner in Greece who have already worked in a variety of services, I can say that existential therapy was both efficient to clients as well as inspirational to colleagues and supervisors that were coming from different training background. Firstly, it is useful to be mentioned that a counselling psychologist who is existentially oriented still remains a counselling psychologist. This means that s/he has been also trained to follow the highest standards of practice as described in policies and guidelines of her/his professional body. Additionally an existential counselling psychologist has also been trained on record keeping, psychometric measuring, conducting of research. As a result, s/he can claim the same posts, as with any other counselling psychologist who has been trained differently (e.g. CBT or psychodynamic trained counselling psychologists).

In hospitals and clinics, the record keeping is usually used for various purposes such as improving continuity between the sessions, statistical reasons, assessment, planning and evaluation as well as scientific communication between the practitioners of the interdisciplinary team (for example between a psychiatrist and a psychologist in a health care setting). The notes must be objective, non-judgmental, relevant and concise stored in computer databases, or diary (according to the guidelines of the settings). As a result a well-trained counselling psychologist has been trained on how to work with teams of different

professionals (Franklin, 2003). As we can understand the existential oriented counselling psychologist has been trained to follow the above-mentioned rules and techniques as well. Her/his existential psychotherapeutic training, does not interfere with anything mentioned. The existential counselling psychologist has been trained to respect the other people (both clients and colleagues), their different roles in his (professional) life, their uniqueness as humans while s/he acts under the boundaries of his own role in each setting. Moreover, his/her training often motivates her/him to bring his wisdom and authentic attitude to both the therapeutic sessions and staff work.

An interesting point is that the most courses of counselling psychology and existential psychotherapy in Europe include at least one module of CBT as a part of their training. This means that the existential oriented professional has a basic knowledge of the CBT's theoretical and practical background. Thus, s/he can communicate with other professionals who work under this manner. Additionally, s/he has been also trained in (critical) psychopathology. This type knowledge helps her/him to communicate effectively with other professionals in the interdisciplinary team (for example by writing reports that include the appropriate terms, labels and categorizations for cooperative purposes)

The main differences between the various approaches in psychotherapeutic clinical practice reflect on the diversity of ways by which symptoms and difficulties are understood (Spinelli, 2007). In other words, the philosophical background of existential therapy may be different but in my opinion it can co-exist with CBT or other major forms of therapy (like in different forms psychoanalysis). According to Van Deurzen (2005) existential therapy focuses on life rather than personality. This means that all humans will go through different unique but difficult moments and anxieties. Life includes a variety of challenges that needs qualities like wisdom (as a matter of maturity), courage and patience to be overcome. The development of such abilities is essential, partly unveiled via the relational dynamics of therapeutic process. As we can understand this philosophical rationale is slightly different from models like CBT. The existential therapy aims to support the client accept his symptoms or difficulties, naming them as normal incidents of the human condition, rather than "label" them or "treat" them. As we can understand sometimes this takes more time in comparison with the so called "short-term forms" of psychotherapy. This doesn't mean that existential therapy does not work efficiently in short-term therapeutic terms but this mostly depends on many variables such as the background and issues of the clients, the nature of the setting etc. The phenomenological inquiry aims to help the client unveil and embrace his/her own anxieties and conflicts confronting with the givens of existence (Yalom, 1980) while CBT focuses mostly on coping strategies that targets to solve current problems and changing unhelpful patterns and cognitions in order to "treat" mental health conditions.

Cognitive behavioural therapy dominates the most of public and private health settings. One of the main reasons is that CBT is considered a cost-effective therapy that can equally work well with or without a limited number of sessions (Bennett-Levy et al., 2004). CBT theory assumes that behavioural and emotional difficulties are due to the nature of people incorporating faulty thinking. Thus, it is focused on decision making patterns, thinking, questioning and actions (and finally emotions). CBT aims also to help the people learn new coping mechanisms to manage their problems, changing their thoughts and as a result their emotions. Thus, if someone learns how to manage problems, s/he could develop his sense of self-esteem.

Existential therapies (and other person centered approaches) work on existential and philosophical issues (like meaning making, freedom, authenticity etc.) via the awareness of emotions, empathy on self, the right and freedom to make mistakes and learn from them. Existential therapy embraces every human condition; it doesn't judge and it doesn't spend effort to reformulate behaviours (this comes naturally as an outcome of the therapy). Existential therapy believes that man can develop himself after realizing that he is free to do

so. Existential therapies provide the appropriate relational space and time (which is different for each client) to feel safe, emotionally grow and realize his/her self-worthiness. According to all those aspects, we can assume existential therapy needs a proper number of sessions in order to be effective. As we can understand this is not always available in settings like hospitals where each client can usually participate to a limited number of therapeutic sessions. However, the existential therapists try to use this given time in order to relate and enable the client to reconsider some of his challenges under an existential manner, while developing the sense of self-care and exploring his/her own possibilities, responsibility and freedom as a matter of her/his living experience.

Hence, in this essay i do not try to compare the efficacy between the two forms of therapy. They both aim to help people live better, and both present great results on this. The reason that i did that short presentation was to help the reader understand that the existential therapist also brings with him important knowledge and critical skills. A popular claim is that the existential therapy is not for all, while CBT can fit easier to people that come from different educational, cultural and economic backgrounds. In my opinion this is wrong. Existential approach fits to different groups of people, even to those who do not have a great interest in existential philosophy. The existential counselling psychologist has been trained to be flexible on how to communicate relatively with both his clients and colleagues. Existential phenomenology gives emphasis to the uniqueness of every person, respecting the her/his unique interpretation of each phenomenon while embracing man for both the strengths and weaknesses with an open and non-judgmental attitude.

Concerning the student counselling service existential therapy works good but student counselling system has a lot of limitations that have to be considered. The main problem is that the students do not always have the opportunity to attend often sessions in order to work on their issues. The most of times Universities provide a very limited number of sessions (usually 2 to 4 sessions) for what they call "support and advice". For this reason, the counsellors or psychologists shall be flexible to utilize the time in the best possible way for the benefit of the student. The counselling in student services has been improved during the last couple of years. Fortunately, counselling psychology courses have started to provide specific knowledge for working in settings where the time and number of sessions are extremely limited.

In my opinion, the well-trained existential counselling psychologist has the ability and knowledge to import integrative techniques while remaining existential and phenomenological. The existential counselling psychologist does not provide specific advices as a mean of support. Instead s/he tries to help the student being aware of his freedom to choose how s/he can manage a situation or crisis.

My experience in telephone helplines was similar. The existential psychotherapist and counsellor works under many limitation such as time, face-to-face communication etc. It's interesting because existential philosophy deal with such concepts . Limitations are everywhere in human life but we must try to find ways to work through them, without losing our authentic attitude. The well-trained contemporary existential practitioner work continuously on all these issues via personal therapy and supervision.

The existential practitioners have been trained to work with openness in settings where the other practitioners come from different training backgrounds while they are not dogmatic. Thus, CBT and other therapists can also find inspiration from the existential approach which is based on philosophical thinking. At least, my experience and client/colleagues feedback through the years validate that claim for me.

My experience comes from different types of public and private settings. Having also worked in forensic settings where psychologists provided counselling and psychotherapy for offenders, victims and their families, centers for child and family psychotherapy, as well as a counsellor in university student support services (both telephone helplines and office work) I

can say that the existential forms of therapy worked equally well . In most cases, the feedback showed positive outcomes. In all cases existential therapy fitted well with the interdisciplinary teams (where the most of other practitioners were indeed cbt oriented therapists). Sometimes practicing existentially is a challenge. Mostly in cases when the other practitioners and colleagues do not understand the philosophical thinking, language and concepts of the existential therapy (by preferring a “medical” type of language). In such cases the well-trained existential counselling psychologist have to find the way to work and communicate flexibly under the limitations.

References

- Bennett-Levy, J., Butler, G., Fennell, M., Hackmann, A., Mueller, M., Westbrook, D. (2004). *Oxford Guide to Behavioural Experiments in Cognitive Therapy*. Great Britain: Oxford University Press.
- Franklin, L. (2003). *An Introduction to Workplace and Counselling*. London: Palgrave Macmillan.
- Spinelli, E. (2007). *Practising Existential Psychotherapy: The Relational World*. London: Sage
- Van Deurzen, E., Arnold-Baker, C. (2005). *Existential Perspectives on Human Issues*. England: Palgrave Macmillan
- Yalom, I. (1980). *Existential Psychotherapy*. USA: Basic Books.

Diversity and inclusion in the school setting: A case study

Abstract:

Inclusive education is a modern policy that is gaining ground in many countries around the world. Greece is following these global educational trends at a slow pace, in an effort to provide education to groups of people traditionally excluded, and ensure equal access and nondiscriminatory, fair services to all. The purpose of this paper is to highlight difficulties arising from student diversity in the school setting, and the need for inclusion, by discussing a case study. This study emphasizes an interdisciplinary approach to dealing with problems that are the result of student differences and family characteristics, in order to build a school for all.

Key words: Diversity, inclusion, classroom, school, behavior.

Thomopoulou Vasiliki¹

¹ Corresponding Author: Thomopoulou Vasiliki, Psychologist, substitute Special Education Personnel S.D.E.Y.-E.E.E.E.K (*Education and Support School Network-Special Vocational Education and Training Workshop) of Kalamata, MSc Child, Adolescent and Educational Psychology. Address: 73 Kanari St., Kalamata, tel.: 6974305296, Email: vasso_thom@yahoo.com;

1. The concept of diversity

Accepting diversity is the path towards respecting others' values. The concept of diversity as a value relies on acknowledgment, acceptance, and respect. It is associated to being fully aware that everyone is unique, and it recognizes individual differences. Diversity acceptance may be fostered around several personal dimensions such as race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical and intellectual abilities, language, religion, and political or other ideologies. Diversity as a value involves exploration, recognition, and coexistence of these differences in a sheltered, positive, and supportive environment, particularly in settings such as schools where personality takes shape and develops.

1.1 Diversity in education

From an early age, we are required to survive in a diverse society, beginning with the microcosm of school. Student diversity is nothing new or unfamiliar. What seems to have changed over time across the world is the way students are treated. It is critical that children learn to value diversity with respect to race, gender, and religion (Holland, 2005). In a classroom, one encounters children that are different in terms of gender, race, religion, colour, appearance, special needs, abilities, tastes/preferences/interests, and socioeconomic status. Thus, a majority rejecting and marginalizing a minority is a common phenomenon (Ganatsiou, 2010). As a result, minority members are stigmatized and psychologically traumatized. Psychologists note that a child getting accustomed to rejection is tomorrow's adult who will behave as if being rejected. Judging a child as inadequate impedes socialization. Moreover, being regarded and treated as deviant impacts a child's school career. The child is overtaken by feelings of intense isolation and manifests aggressive behaviours. However the person who does not accept diverse others may also be possessed by negative feelings, such as rage, fear, unhappiness, and is not benefited by judging others (Karakosta, 2016).

Lack of respect for individual differences also has negative effects at the group level: the class is unable to function due to a lack of cooperation among members and constant conflicts which create a negative atmosphere. Learning objectives are not attained and goals that focus on shaping well-rounded personalities are also thwarted, because valuable time is spent on incessant arguing among students. Children will maintain aggressive or passive behaviours into adulthood.

Instances of rejection that involve children with disabilities, differences in body shape, or even nearsightedness corrected with eyeglasses are similar. Children from lower social backgrounds are also ostracized for wearing old and inexpensive clothes. Parents' socioeconomic status is an additional factor. Anything that is exceptional, that deviates from the norm, is not easily accepted (Arampatzi, 2013).

2. The concept of inclusion in the school context

In recent years, across the world, extensive discussions and significant efforts have been made to eliminate educational and, therefore, social inequalities, which arise from a lack of tolerance towards diverse individuals or groups of individuals (Power & Gewirtz, 2001). The educational policy that is evolving and increasingly promoted lately and that is becoming prevalent in several countries, especially developed ones and since the universal recognition of the rights of children (UNESCO, 1994), involves inclusive education and its goal is to achieve social acceptance for all, with no exceptions.

The term *inclusion* does not just mean placing children with special educational needs in mainstream schools; it also captures the conditions under which effective instruction for all children is possible (Angelides et al., 2006). Inclusion is based on a philosophy of acceptance where all people are valued and treated with respect (Carrington & Robinson, 2004). It is defined as a process through which schools strive to accommodate individual student

differences, and all children, regardless of their specific abilities and needs, participate in the same school (Campbell, 2002; Norwich, 2002; Kypriotakis, 2001). It is, therefore, a school strategy that addresses diversity and the reasons specific students or groups of students are marginalized within a school community (Ainscow et al., 2004).

The primary goal of such an educational approach is providing education for all, regardless of differences, problems, and challenges. This might be considered a school for all, that is an educational environment where all children can grow and develop according to their abilities, potential, and talents. Moving towards inclusive schooling is the best way to fight discrimination, create welcoming school communities, build an accepting society, and achieve the goal of “education for all”. Inclusive education is not an end in itself but a means to bring about societal change (Zoniou-Sideri, 2000).

3. The Committee for Diagnostic Educational Evaluation and Support (EDEAY)

The Committee for Diagnostic Educational Evaluation and Support (EDEAY) is a first-order professional body responsible for diagnostic educational evaluation and addressing students' educational needs in every general education school. These committees are a new and innovative institution in the Greek education system in terms of how support for students with special education needs, emotional problems and/or disabilities is organized, and, more broadly, in terms of how provision of education is structured and how schools function.

An EDEAY consists of:

a) the School Principal or Head, as president, b) the psychologist, c) the social worker, and d) the teacher responsible for the school unit's Integration Class.

4. Case Study

Yorgos is an 8-year-old 3rd-grade student. He has been diagnosed with high-functioning pervasive developmental disorder. Academically, Yorgos is able to adequately meet educational expectations. However, in the social-emotional domain, he is having (especially currently) difficulties being integrated into class, and interacting with his peers. In particular, Yorgos is constantly seeking to be the first to enter the classroom or finish work and, in general, keep ahead of his classmates. If he cannot be ahead, he has temper tantrums, directed at peers but also at the teacher, which disrupts the whole group, violates rules and limits, and distracts the class. As a result, he is experiencing rejection by his peers and some forms of bullying. Moreover, due to his exceptionality (PDD), he finds it very difficult to establish and maintain social relationships. It is also worth noting that parents protested to the school administration about the classroom environment not being conducive to their children's learning and appropriate social behaviour, because it included a child with autism. Furthermore, the student's classmates wanted to vote on having Yorgos removed from the class.

4.1. The Committee for Diagnostic Educational Evaluation and Support (EDEAY) interventions

The school's EDEAY team planned and implemented interventions targeted at:

- the student's class
- the student's family
- all parents having a child in this class
- all teachers in this particular school.

4.1.1. Whole-class intervention

As mentioned previously, inclusion in general education schools is a relatively new policy in Greece, therefore a considerable proportion of general education teachers have had no training

in special education topics, such as autism, mental retardation, attention deficit hyperactivity disorder (ADHD), and behaviour problems.

Consequently, what was considered necessary was providing information to teachers of this class on autism and aggressive behaviour (as many children were aggressive towards Yorgos), in order to explain the reasons behind this behaviour, and how it could become manageable.

Next, interventions targeted the class as a group, as well as the classroom as a physical space. What the Committee members made clear from the start was that it should be a whole-class intervention, since Yorgos was not the only child having difficulties and, moreover, a student with autism should not be once more the one singled out. He was not responsible for the classroom climate -that was a matter of classroom management- as, besides Yorgos, the class also included a Roma (minority) student, a student of low intellectual ability, students with conduct problems, as well as students with learning disabilities.

As stated before, the EDEAY members' primary goal was to turn a diverse classroom into an integrated group. In this context, the following actions were taken:

- Establishing a whole-class discussion for 10-15 minutes every morning before the lesson began, coordinated by the classroom teacher, and designed to foster team spirit among students through sharing experiences and feelings. A severe lack of communication was identified in the group, and this could explain the almost daily incidents of bullying and boundary-less behaviours. With these morning discussions, students could talk about situations that made them anxious, sad, angry etc. both in school and out of school, and thus get to know each other better and realize they had many things in common.
- Setting up a visual activity schedule for every class period, in order to set boundaries for the group and reduce anxiety and stress among students. Specifically, teachers in this class had to organize their one-hour class periods into specific units, which could be visualized and displayed in the classroom. This ensures children know what activity comes next and prevents constant questioning -which distracts the class-, and thereby helps maintain boundaries. This process also helps lessen feelings of anxiety and uncertainty about what is to follow, and create a peaceful climate.
- Creating a "Calm down corner" and establishing the right of all students to go there to relax. Specifically, for Yorgos, the right to relax would be exercised at specific times during class. This is because not knowing what is going to happen makes children with autism nervous and distressed, whereas being certain of what is going to ensue helps them relax and participate in the learning process. Moreover, the Committee, rather than providing a remedial intervention -to be applied after the student had acted out-, intended to offer a preventive one, used in advance, to ensure that the student would not experience excessive distress. Of course, the calm-down area could be used by any student in the class who felt unable to concentrate because of physical or emotional fatigue.
- Placing a clock in a prominent position in the classroom, so that students -especially Yorgos, to whom time was particularly anxiety-provoking- know when the bell is going to ring for a break or for them to leave school.
- Establishing the use of group experiential activities and games by teachers, when they see that group cohesiveness has been disrupted.

4.1.2. Family intervention

The student's parents, raising a child with autism, justifiably thought they should offer him as many remedial services as necessary, to help him improve his academic, social, and emotional skills. For this reason, the student had speech therapy, not so much to better articulate words but rather to develop his ability to communicate with others. He also attended the local "Day Center for Children with Autism" several hours per week, as well as dramatic play activities -also to improve communication-, therapeutic horseback riding, and a private English school.

All these activities are overwhelming, not just for a child with autism but for any child of typical development. Especially for Yorgos, this multitude of activities did not allow him to spend time by himself, doing nothing, merely resting or reflecting on the day's experiences, a process that contributes not only to relaxing but also to the child's self-management, as he would do that on his own, without help from his parents or therapists. Moreover, as it is already referred, he watched two activities for the same objective. More specifically attending speech therapy program and dramatic to improve communication skills. Therefore, the Committee considered the student's schedule of extracurricular activities overloaded and suggested cutting back on some activities, to allow the student to have time to rest, which is vital to him.

Also, a discussion was held with the parents on the issue of explaining his exceptionality to the student, to help him become more self-aware. This was deemed important by the EDEAY, as the student was required to interact with neurotypical children in a regular school.

What made the EDEAY team decide on this particular intervention was an one-on-one session Yorgos had with the psychologist, where he tried to demonstrate that he had friends, although he did not. In other words, a child with autism (children with autism rely on logic, therefore they do not resort to lying) consciously lied to defend himself, feeling very embarrassed when asked if he had any friends. This reaction made the EDEAY members realize that the student, being unable to make meaning of his experience in relation to others, turned to lying. Thus parents were advised to try to explain his condition to him, always keeping in mind the diversity idea: we are all equal, no matter our differences. This would give Yorgos the answers he craved and help him avoid any false ideas of worthlessness about himself.

4.1.3. Intervention with all parents of children in the student's class

As mentioned before, a whole-class intervention was considered appropriate, as there were several children with different challenges (such as autism, learning disabilities, emotional problems, minority background) that affected the structure and functioning of the class. However, some of the students' parents complained strongly to the school principal about Yorgos' unusual behaviour, considering him to be the cause of all the tension. Seeing these misconceptions among parents, the Committee invited all parents of children in Yorgos' class, in order to eliminate any false beliefs on the subject and inform them of what was really going on.

The talk given by the social worker and the psychologist primarily revolved around the concepts of diversity and inclusion, discussed in the beginning of this paper. Emphasis was also given to bullying in the school environment, discussing characteristics of the bully and the victim, and similarities between them. It was stressed that the ones responsible for children's aggressive or passive behaviours were the parents themselves, the school and, in general, the social system in which these children lived. The purpose of this meeting was not to turn the spotlight on a diagnosed disability, that certainly did not cause the malfunctioning of the group, but to pinpoint the real problems of this class.

The parents' response was very positive both from a quantitative aspect (since most of them attended) and also fundamentally, as they gained a better understanding and entered into a dialogue. This meeting also led to a number of requests to the EDEAY committee by parents concerning their children, as well as the family circumstances they were experiencing. However, there were also absences, as well as a student transferring to another school after the presentation, because her mother believed the class was not functioning properly.

4.1.4 Intervention involving the school teachers

The intervention targeting the school teachers was designed to inform them on the problem that had arisen, and emphasize the need for all teachers to be consistent in their behaviour around the school. Consistency involved strategies to prevent tensions.

In particular, in each classroom as well as in the schoolyard during breaks, teachers were expected to reassure students telling them that, if any challenging situation came up, they would take charge and deal with it. This helps children feel safe, knowing that, whatever happened, a teacher would be close by to offer assistance. In this way, and not by threats of imminent punishments, children feel safe and, thus, their emotional distress -that may have been caused by the home or the school environment- is lessened. Creating a safe school environment has a calming effect on children, in contrast to threats, which tend to increase agitation.

The same process should be followed in managing parents, who often tend to interfere with school matters, intensifying feelings of unease and tension among both students and teachers. Prevention, through having cultivated in advance meaningful communication with parents, as well as boundary setting helps in two seemingly antithetical ways:

- Family-school collaboration. This collaboration should be proactively pursued, before anything disconcerting happens. If parents are only invited to school to be informed of unpleasant occurrences, then the role of the school is overshadowed, and parents feel threatened and keep their distance.
- Separating these two different contexts, the home and the school. In the former, it is the parents who play the leading role, in the latter it is the teachers. Boundaries and the distinct roles of home and school should be established from the very beginning, to avoid interference, which hinders the work of teachers, parents and, above all, students.

5. Conclusions

The interventions described above take a reasonable amount of time to produce desired results. However, what has already been observed in class is that students were beginning to communicate with each other, which will facilitate forming relationships and turning the class into a team. Experiential activities, sharing experiences, and expressing feelings has led children to gradually realize that others have similar experiences and feelings to their own and that they have more in common with each other than they thought.

Yorgos has dropped out of some extracurricular activities and appears less tense than before. He is able to be more actively engaged in class and demonstrate his abilities, which is essential to him, being greatly assisted by the visual schedule. With that, he is certain of what is about to happen at any given time, and so he is able to participate in the learning process free from unnecessary stress.

The parents of the class's children seem to have grasped the importance of maintaining boundaries in terms of their own behaviour and, subsequently, their child's behaviour, since they realized that, by projecting their own needs onto their children, they made them feel insecure and emotionally tense. Hence, they gained insight into how they contributed to the situation affecting the class, and, as a result, toned down their attitude and their tendency to meddle in school affairs.

The teachers in the school appear to understand that, by setting and maintaining boundaries, being consistent in how the school operates and ensuring compliance with rules, and fostering team spirit, they can solve routine problems.

This -feeling able to deal with challenges- gives them a sense of security that they certainly need.

6. References

- Angelides, P., Stylianou, T. & Gibbs, P. (2006). Preparing teachers for inclusive education in Cyprus, *Teaching and Teaching Education*, Vol. 22, No. 4, pp. 513-522.
- Ainscow, M., Booth, T. & Dyson A. (2004). Understanding and developing inclusive practices in schools: a collaborative action research network, *International Journal of Inclusive Education*, Vol. 8, No. 2, pp.125-139.
- Arabatzis, Z., (2013). Diversity and management of the classroom. Available at http://www.plogos.gr/ISSUES/2013_1_pdf/4arabatzi.pdf
- Campbell, C. (2002). *Developing Inclusive Schooling: Perspectives, Policies and Practices*, London: Institute of Education, University of London, Chapters 1, 3, 8.
- Carrington, S. & Robinson, R. (2004) A case study of inclusive school development: a journey of learning, *International Journal of Inclusive Education*, Vol. 8, No. 2, pp. 141-153.
- Ganatsiou G., (2010). «...I like only the white children» opinions of preschool children about diversity through reading children's picture books (Unpublished thesis) Volos: Department of Preschool Education, University of Thessaly.
- Holland, M. (2005). Using quilts and quilt picture books to celebrate diversity with young children. *Early Childhood Educational Journal*, 32:4, 243- 247.
- Karakosta, A., (2016). The stigma of diversity. Available at <http://www.maxmag.gr/psychologia/stigma-tis-diaforetikotitas/>
- Kypriotakis, A. (2001). *A Pedagogy: A school for all children*, Athens: Ellinika Grammata.
- Norwich, B. (2002). Education inclusion and individual differences: recognizing and resolving dilemmas, *British Journal of Educational Studies*, Vol. 50, No. 4, pp. 482-501.
- Power, S. & Gewirtz, S. (2001). Reading education action zones, *Education Policy*, Vol. 16, No. 1, pp. 39-51.
- Zoniou-Sideri, A. (2000). *Inclusion. Utopia or Reality*, Athens: Ellinika Grammata

A prognostic screening test of Learning Disabled -ADHD children:**www.dyagnosis.gr****A quick, easy to administer, and highly accurate screening tool for children with suspected LD-ADHD****Abstract:**

Aim: (a) There is a significant correlation between the socio-psycho-educational-environmental problems and LD

(b) where LD can be differentiated from their normal controls on the basis of their psycho-socio-educational profile.

Material: The parents of the LD as well as their normal controls who participated in the study completed a comprehensive questionnaire, about their children's behavior, their psycho-educational and social behavior.

Subjects: 227 children took part, ranging in age from 6 to 11. The sample consisted of 136 normal controls, and 91 LD-Dyslexic children. All were drawn from the "Dyslexia & I.Q. Center". The controls were identified according to their parents' answers that had filled the questionnaire that was mentioned above.

Results: The LD children's psycho-educational characteristics were found to be significantly worse than those of the normal controls of the same age. The two groups differed so much that on the basis of their psycho-socio-educational profile the Discriminant Analysis correctly classified the two groups with the high accuracy of 94,6%. The LD-Dyslexic group was correctly identified with 97,6%, while the normal controls were classified with 93,7% accuracy.

Conclusions: The very high discrimination accuracy between the two groups raises the possibility to use the 21 questions as a quick, easy to administer, inexpensive and highly accurate screening tool –DYAGNOSIS.GR- for children with suspected LD. (Xystrou, 2016) As it does not include questions about reading, spelling or language, therefore may become appropriate for screening even at preschool age, as a prognostic screening test of LD.

Keywords: dyslexia, dyagnosis.gr, Learning disabilities, learning Disorders, Social Behavior, Psycho-socio-educational characteristics, ADHD

Xystrou Maria¹

¹ Corresponding Author: Dr. Xystrou Maria, Ph.D., (Sociology of Education), Brunel University, West London, U.K., Email: xystroum@yahoo.gr;

1. Introduction

Learning disabilities were almost unknown as a field until the mid-1960s. For the sake of brevity, suffice it to say that historically, dyslexia is not a new discovery for it has existed as a specific medical entity for well over seventy-five years under an assortment of names. It was Kussmaul who, in 1877, first called the loss of reading ability 'word-blindness' (Saunders, R.E., 1965). During the past two decades, however, millions of children have been identified as learning disabled (L.D) and have been 'treated' by educators and psychologists. There is no question that children identified as learning disabled do indeed have serious learning difficulties that commonly begin in the early grades. (Coles G., 1987) They are labeled by teachers and peers as different, which may alienate them from «normal society». There have been many changes in the terminology used to describe people with L.D. in recent years. One of the arguments of 'new' terms is their more positive connotation. Apart from the label 'exceptional', all had very similar negative connotations. (Hastings, RP etc., 1993).

Dyslexia and learning disabilities are used in this study as they have been described in all Pavlidis' s research. As a syndrome, that is best exemplified by an unexpected severe reading retardation, which is not caused by any known intelligence, psycho-educational or environmental factors. (Pavlidis, 1990)

A major difference between dyslexia and other reading disabilities is that, unlike dyslexia, other categories of reading failure can be predicted on the basis of neurological, intelligence, socio-economic, educational, and psychological (motivational, emotional) factors known to adversely affect the reading process. (Pavlidis, 1990) If, for instance, a child has problems in one or more of the above-mentioned areas, it is expected to have reading problems. The extent of the reading disability is determined by the severity and number of factors that are involved. In contrast, if a child has none of the above-mentioned problems, he is expected to be a normal reader. *Children can be classified as dyslexic when their failure to learn to read cannot be predicted by deficiencies in any of the known causes of poor reading. Psycho-socio-enviro-educational and intelligence factors do not cause dyslexia, although they can contribute to its severity or amelioration. The causes of dyslexia are constitutional (e.g. subtle brain malformation or malfunction) but they remain as yet undetermined. If dyslexia is due to neurological factors, then there is no reason why dyslexia should not occur at all intelligence levels and in all psycho-socio-cultural backgrounds, as all other neurologically based condition do.* (Pavlidis, 1985).

There is a widespread recognition that children with specific learning difficulties may experience social and emotional problems because of their learning difficulties. Poor use of the language skills must cut deep into the personality and cultural factors of those who experience early failure. Others view L.D. children negatively in society. Compared to non-L.D. children, more L.D. children were rejected and fewer were popular. They were classed as shy, seeking help and as victims of bullying significantly more than non-L.D. children. (Nabuzoka, D., Smith, PK., 1993). There is reason to think that, because of the circumstances in which dyslexic children find themselves, an important characteristic of their inner life is that they feel frightened-fear of failure, fear of being «different», fear of words, fear of social «gaffes». (Miles, T., 1996).

Earlier research demonstrating that learning disabled -who experienced consisted academic failure-, also experience social isolation, social exclusion in relation to their lack of access to social goods -i.e. education, employment, welfare, etc.- and loneliness experience. (Bryan, JH., Bryan, T., 1990). Children with learning disabilities are more likely to be rejected or neglected by their classmates than children without learning

disabilities, and even by their parents and teachers who are supposed to be concerned about the emotional impact of this rejection. Students with learning disorders view themselves as more lonely and report lower levels of the sense of coherence than the average achievement students. (Wiener, J., 1998)

They enjoy minimal academic success throughout their school years, and as learning failure deepens, so does the disappointment and insecurity. Certainly the ramifications extend far beyond the classroom. Their reading and other learning problems are likely to continue into adulthood, with destructive effects on their feelings of self worth, personal relationships and job opportunities. It is not uncommon to hear apprentice tradesmen express remorse over not being able to read well enough to pass prescribed tests in order to become a member of the local union. (Saunders, R.E., 1965)

Recent research on the adult status of individuals with L.D. was reviewed. The manifestations of learning disabilities in adulthood are different than in childhood, and that is why many adults with L.D. are not independent or self-sufficient. A research indicates that there is a considerable gap in access to paid employment for young people with disabilities compared with young people in general. And the transition from school to further education, training, employment, unemployment can be difficult. (Hirst, MA. 1983)

Last but not least, learning disabilities have been associated with juvenile delinquency. There has been a resurgence of interest in the possibility of a link between learning disabilities and juvenile delinquency. In part this stems from an appreciation of the fact that many children who were or are adjudicated have learning and school performance difficulties. Learning disabilities cause school failure, which leads to a negative view of the child by adults, his or her peers, and by the child himself or herself, and then leads to association with a delinquent peer group. If children reject social institutions (such as school), they may seek alternative, frequently delinquent, activities. Several authors have suggested that there is a strong association between specific learning disabilities and aggression, antisocial behaviour, and juvenile delinquency. Claims that learning disabilities cause aggressive behaviour and delinquency are increasingly common in the popular press. A variety of theories concerning this purported causal relationship have been proposed. (Cornwall, A., Bawden, HN., 1992). For example Davies & Byatt (1997) in their study have tried to discover the incidence of dyslexia and/or basic Skills difficulties amongst offenders on Probation, Community Service, on licence or within the Youth Justice System in the County of Shropshire, UK. Also Alm & Anderson (1997), have been carried out a study at three prisons in the county of Uppsala, and in their results for Swedish group, found that 64% of their samples are considered to have reading and writing difficulties. This includes all types of background causes e.g. dyslexia problems, lack of knowledge, mental retardation, brain lesion or emotional problems.

2. Methodology-Research Design

2.1 Aim

This study examined whether:

- (1). There is a significant correlation between the socio-psycho-educational-environmental problems and LD
- (2). Dyslexics-LD could be differentiated from their normal controls on the basis of their psycho-socio-educational profile.

This thesis poses and analyses a problem, but it is not claimed that resolves it. It defines a field of observation and makes a step towards its investigation. There should be others to come. We do not enter deliberately in many issues and questions that come up during the research. We were not that interested in building up a general theory of learning difficulties and to examine in retrospect if this agrees with experience. Though that it was more essential to start regaining to a limited extent the lost supervision of the procedure, *the*

peculiar change of human behaviour, to pursue afterwards a certain understanding of its causes and at the end to collect as many theoretical thoughts emerged during this course. If we succeeded to create a somehow solid basis for speculation and future work towards this direction, this study has fulfilled its purpose. It would need the reflections of many people and the collaboration of different scientific fields, which often nowadays are separated by artificial barriers, to be able to answer little by little the questions that arise in the course of the study. Those concern psychology, anthropology, sociology or ethnology.

2.2 Subjects

Two hundred and twenty seven participants (122 boys and 104 girls) took part in this thesis ranging in age from six (6) to twelve (12) and their parents. The sample consisted of a hundred and thirty six (136) normal controls -boys and girls- from different schools in the region of Thessaloniki and socio-economic status, ninety one (91) dyslexics, ADHD and learning disabled children from the "Dyslexia and I. Q. Centre". All subjects came from the region of Thessaloniki. The subjects' selection as well as their testing took place according to standard ethics and after the necessary permissions were received and the appropriate informed consents were filled out.

2.3 Material

The basic tool used in the study is a questionnaire. The questionnaire is a comprehensive questionnaire that was developed by Prof. Pavlidis, about children's psycho-educational and social behavior. It was also used in England, USA and Greece with Dyslexic and other Learning Disabled populations. The above mentioned Questionnaire mainly refers to non-verbal aspects of children's life. Was constructed for clinical and research reasons by Prof. Pavlidis (Pavlidis 1982; 1986). Most of the questions are "closed", but in some of them were open questions, e.g. "describe some specific talents or special qualifications of your child". The construction of this questionnaire was based on a detailed literature review and on the wide international (England, USA, Greece) clinical experience of Prof. Pavlidis. The whole Questionnaire is not included in.

In Xystrou's study the criteria used for identifying dyslexics have been fairly strict and as «quantitative» as possible. The criteria were set after long consultations with educational psychologists and careful critical search through the dyslexia literature. The main aim of the criteria is to distinguish dyslexics from backward readers, and for dyslexics to be at least as retarded in reading as backward readers. Another aim has been the quantification of as many qualitative factors as possible, e.g., educational opportunities. The children had to fulfill all the criteria in order to be included in studies.

In this study we deal with different age groups and with a breadth of disorders ranging from learning disorders and dyslexia across emotional problems and antisocial behaviour. All the normal control subjects come from the region of Thessaloniki and were given the following tests: RAVEN: Standard Progressive Matrices (RAVEN IQ test), Reading Text, Spelling text, Comprehension.

All of the children and their parents spoke Greek as a first language. The dyslexic and learning-disabled participants were tested and diagnosed mainly in "Dyslexia and IQ Centre, Thessalonica. The normal controls were tested in their schools. Completing the questionnaire took 40-50 minutes.

2.4 Procedure

The parents of normal controls participating in the study were be individually given the above mentioned questionnaire to complete about their children's reactions and social behaviour in terms of friendship, social adjustment, educational and behavioural problems. The dyslexic children's parents had already filled in an extended questionnaire that was

especially developed for Greek students with Learning Difficulties, ADHD and Dyslexia. Further investigations, particularly socio-educational evaluation, were of major importance.

Both groups of participants wrote a dictated text appropriate for their age. Participants also read a text appropriate for their age and a second text two years below their grade, and their reading speed was calculated. Finally, the RAVEN IQ test and WISC-R verbal and performance scores were analyzed, in a classical as well as in a novel way.

The average duration of the test was 45 minutes per child. There were few children who needed 50-55 minutes. The children were tested individually. There was a stopwatch for the timing. The RAVEN IQ test was given for the whole group at the same time

Of the 360 delivered questionnaires, 280 were completed and returned (boys and girls). In this research only 136 were used. In August 1999 the Questionnaire was sent to 80 parents in Melissoxori-Thessaloniki, who were from mid-low socio-economic status. 60 questionnaires were returned and 30 of them are used in the research. In December 2000 the Questionnaire was sent to 280 parents who were from middle-high socio-economic status. Questionnaires were returned by 180 of the parents and 106 were used in the research.

3. Statistical Analysis

Discriminant Analysis Technique was used to **Classify** if a child is a Dyslexic-LD recording to his psycho-socio-educational profile and to Define those factors that are particularly significant in this estimation (rejecting certain others) and to use them in order to evaluate if a child is LD-Dyslexic or not. **[To define the question diagnosing LD]**

1st Analysis

The Dyslexic-LD children's psycho-socio-educational characteristics were found to be significantly worse than those of the normal controls of the same age. The two groups differed so much that, the Discriminant Analysis correctly classified the two groups with an accuracy of 94,6%. The LD-Dyslexic group was correctly identified with 97,6%, while the normal controls were classified with 93,7% accuracy.

Diagnosis (Normal/Dyslexics-LD)		Predicted Group Membership		TOTAL
		DYSLEXICS-LD	NORMAL	
Original Count	Dyslexia-Ld	40	1	41
	Normal	8	119	127
%	Dyslexia-Ld	97,6	2,4	100,0
	Normal	6,3	93,7	100,0

94.6% Accurately Diagnosed

2nd Analysis

In order to classify if a child is a LD-Dyslexic focusing only in his psycho-sociological profile, we exclude questions relevant to educational profile (a. reading, spelling & arithmetic/ b. reading, spelling). The Discriminant Analysis was repeated.

The two groups differed so much that the psycho-sociological profile itself was enough to correctly classify them with an accuracy of 88,8% & 89,9% respectively. The LD-Dyslexic group was correctly identified with 83,7% while the normal controls were classified with 90,6% accuracy.

4. Reading-Spelling-Arithmetic excluded

4.1 Reading Spelling Excluded

The LD-Dyslexic children's psycho-sociological characteristics –reading & spelling

Classification Results^a

			Predicted Group Membership		Total
			Has learning difficulties	Normal	
Original	Count	Has learning difficulties	36	7	43
		Normal	12	115	127
	%	Has learning difficulties	83,7	16,3	100,0
		Normal	9,4	90,6	100,0

a. 88,8% of original grouped cases correctly classified.

excluded- were found to be significantly worse than those of the normal controls of the same age. The LD-Dyslexic group was correctly identified with

Classification Results^a

			Predicted Group Membership		Total
			Has learning difficulties	Normal	
Original	Count	Has learning difficulties	36	5	41
		Normal	12	115	127
	%	Has learning difficulties	87,8	12,2	100,0
		Normal	9,4	90,6	100,0

a. 89,9% of original grouped cases correctly classified.

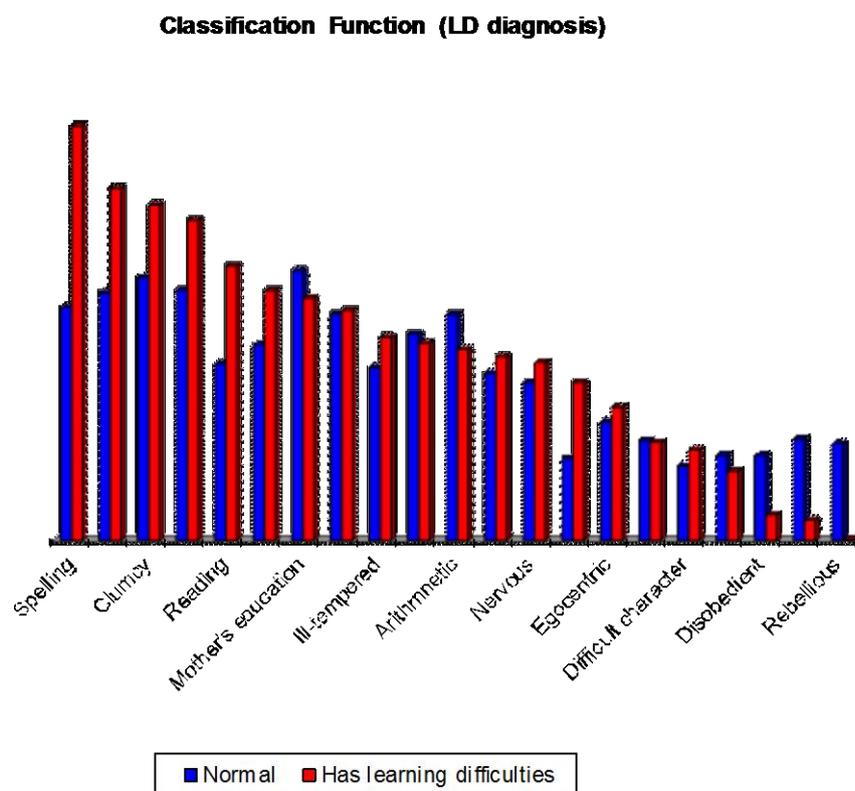
87,8% while the normal controls were classified with 90,6% accuracy.

The results of this thesis using the Questionnaire were most promising. The LD-dyslexic children psycho-socio-educational characteristics were found to be significantly different from the normal controls of the same age. In fact, the two groups differed so much that on the basis of their psycho-socio-educational profile the Discriminant Analysis (DA) successfully classified the two groups with accuracy of 94,6%. The LD-dyslexic group was correctly identified with 97,6% while the normal controls were classified with 93,7%.

The results of this study when seen superficially, i.e. the total percentage of their emotional and behavioral problems, confirm and agree with existing literature, which claims that learning disabled and dyslexic children differ in their social skills, social, behavior and psycho-educational profile. Learning disabled children seem to understand what is acceptable behavior in our society, they have problems choosing appropriate social behaviours to actually use. (Schumaker & Hazel,1984).

5. Conclusions

The very high discrimination accuracy between the two groups raises the possibility to use the **Questionnaire as a quick, easily used, inexpensive and highly accurate screening test –dyagnosis.gr** for children with suspected LD-Dyslexia. As it does not include questions about reading, spelling or language, therefore may become appropriate for screening even at preschool age, as a prognostic screening test of LD. The high



diagnostic accuracy of the questionnaire has been proven to be highly consistent in different studies ranging from 93,7% to 97,6%.

The present research was primarily designed to create a social profile of the learning disabled and dyslexic children, likewise designed to empirically identify distinct behaviour in children with learning disabilities and dyslexia through the use of the appropriate part of **the specific 21 questions from the above mentioned questionnaire**. Also, to compare family background in relation to their individuality and self-image in Learning Disabled children to normal controls. . Socio-Emotional, educational and behavioral problems may help to better identify that a child may have Learning Difficulties. Although we must keep in mind two important facts: 1) The socio-psycho-educational profile of the LD child may not be unique and it is very likely that its secondary to their learning problems. 2) Psycho-socio-enviro-educational and intelligence factors do not cause dyslexia, but they can contribute to its severity or amelioration_(Pavlidis, 1985, 1990, 2004)

One has to be cautious to the strong possibility that the items that compose the “Prognostic Model” may not be specific to Dyslexics-LD but may also characterize

children with general LD of different etiologies, e.g. low IQ, adverse psycho-socio-educational environment, etc, as shown by Aslanidou & Pavlidis (2004). **“dyagnosis.gr screening test” with high accuracy differentiates children with LD-ADHD from normal controls.** (Xystrou 2016)

The potential benefits of such a successful rate are of great importance. In today's societies of advanced technology any divergence from the ideal prototype of the perfectly healthy person often causes rejection and exclusion from the majority of social activities. Learning disabled and dyslexics persons have a limited choice and a reduced possibility of participating in the social activities in a community, as well as poor social behaviour. Perhaps the needs of those with Dyslexia, ADHD and Learning Disabilities could be neglected and so individuals could loose out on the support they need. The aim is to provide a quick, easy to use, inexpensive and accurate tool –www.dyagnosis.gr-for the screening of LD-dyslexics. (Xystrou 2017) This potential will be of particular importance to countries like Greece, where only few and very limited possibilities exist within the educational system for the diagnosis of the LD-dyslexic children. The easy identification of children with possible Dyslexia and Learning Disabilities raises the possibility to satisfy their need for treatment. Learning disabled children must be identified so that programs, which also minimise the disability while emphasising the children's strengths, can be instituted.

6. References

- Alm J, Anderson J. (1997), "Reading and writing difficulties at prisons in the county of Uppsala", in 4th World Congress on Dyslexia
- Bryan & Bryan, 1990, "*Social factors in learning disabilities: Attidutes and Interactions.*" Perspectives on Dyslexia. Vol. 2. Cognition, Language and Treatment". Pavlidis, GTh. ed. N.Y.: J. Wiley & Sons
- Coles, G. (1987), "The learning mystique: a critical look at 'learning disabilities' " New York: Pantheon books
- Cornwall, A., Bawden, HN. (1992), "Reading disabilities and aggression: a critical review", *Journal of Learning Disabilities* 1992 May;25(5): 281-8
- Davis & Byatt. (1997), 'Dyslexia and criminality-the Scrophire STOP project', in 4th World Congress on Dyslexia, Chalkidiki 1997
- Goula, M., (2000), "The impact of parental SES in Dyslexic-LD children's psycho-educational profile"
- Goula, M. (2001), "Quantitative & qualitative spelling error & other differences between dyslexics & mildly mentally retarded in Greece", MPhil Thesis, Brunel University, London
- Hasting RA. etc., (1993) 'An analysis of Labels for people with learning disabilities'. *British Journal of Clinical Psychology* 1993 Nov.; 32(Pt 4): 463-5
- Hirst, MA., (1983) 'Young people with disabilities: what happens after 16?. *Child care health and development* 1983 Sep.-Oct.: 9(5) 273-84
- Miles, T.R., (1996), 'The inner life of children with special needs'. "The inner life of the dyslexic child" Varma, V.P. ed.; London, UK: Whurr Publishers, Ltd. Xiii, 1966pp.
- Nabuzoka, D., Smith, PK., (1993) 'Sociometric status and social behaviour of children with and without difficulties'. *Journal of child psychology and psychiatry* 1993 Nov.;34(8): 1435-48
- Pavlidis, GTh., (1990), *Perspective on dyslexia. Volume 2. Cognition, Language and Treatment.* N.Y.:John Wiley&Sons
- Pavlidis, GTh.,etc (1998), "How relevant are WISK-R Scores and how reliable is Raven for dyslexia and ADD?"
- Pavlidis,GTh.(1979), 'How can dyslexia be objectively diagnosed?', *Reading.* Vol.13, Num.3,

Dec.1979

- Pavlidis, G.Th.(1981), "Dyslexia research and its applications to education". 'Sequencing, Eye Movements and the Early Objective Diagnosis of Dyslexia'. 1981;John Wiley & Sons Ltd.
- Pavlidis, G. Th. (2004), "*Special Education in Greece: Past-Present-Future*". Lecture for the Word Day for People with Special Needs, Thessaloniki, Greece, (unpublished)
- Pavlidis, G, Xystrou M, (2004), *The Olympics of Dyslexia*, paper present in 5th World Congress of Dyslexia
- Saunders, R.E. (1965), 'Dyslexia: more than reading retardation', Symposium-Dyslexia: Slow Learning Child, pp.137-145
- Tzivinikou, S. (2002). "*Potential discriminative factors for dyslexia: A predictive statistical model based on the PAVLIDIS QUESTIONNAIRE distinguishing 8-9-year-old dyslexic and non-dyslexic control Greek children. Validity and potential predictive efficiency's considerations*" PhD Thesis, Brunel University
- Wiener, J.(1998), '*Friendship patterns of children with and without L.D.: Does special education placement make a difference?*'.Meeting of the international Academy for Research on L. D., Sept. 1998
- Xystrou, M. (2004) "*A Comparison of the Social and Personality Characteristics of Learning Disabled Children and Dyslexics with Age Matched Normal Controls*" Unpublished Ph.D. Thesis, Brunel University, England
- Xystrou, M. & Pavlidis, G.Th. (2004) "*A Comparison of the Social and Personality Characteristics of Learning Disabled Children and Dyslexics with Age Matched Normal Controls*" Paper presented at the 5th World Congress on Dyslexia, Thessaloniki, Greece, 23-27 August
- Xystrou, M. & Pavlidis, G. Th. (2005) "*A Comparison of the Socio-Psycho-Educational and Personality Characteristics of Learning Disabled - Dyslexic Children with Normal Controls*" Poster presented at the 27th Colloquium of the International School Psychology Association, Athens, July 13-17
- Xystrou M., Pavlidis G., (2008) International Congress of School Psychology "School Psychology: Necessary for the Quality Upgrade of Education" (in Greek)
- Xystrou M., (2016) 1st Educational Conference in Kozani Training in the Spotlight "We want a school to serve the student" (in Greek)
- Xystrou, M. (2017) "*A Comparison of the Socio-Psycho-Educational and Personality Characteristics of Learning Disabled - Dyslexic Children with Normal Controls*" *Journal of regional Socio-Economic Issues, Vol. 7, Issue 2, January 2017, p. 66-72*
- Xystrou, M. (2017) "*Accurate prognosis of Learning Difficulties based on the Psycho-Social characteristics and characteristics of personality of children with learning difficulties-*" 2nd Pan-Hellenic Interdisciplinary Conference for ADHD with International Participation, Athens October 2017 (in Greek)

The request of Liberty in connection with the EOKA Liberation Struggle 1955-1959

Abstract:

In this publication we will try to approach: a) events that gave birth to the idea of the liberation struggle of EOKA, b) the goals of the request for freedom, c) the organization of the struggle and focus on Griva's work, d) the attitude of the British to the Cypriot fighters, e) development of the struggle and, in particular, political developments. EOKA was a Greek organization of Cypriot fighters, based on the principles of secrecy, the massive and coordinated participation of the people and the disciplined cooperation of youth, the conspiracy with emphasis on the military central organization and the adoption of the organizational structures of EAM. A group of reputable social intellectuals began the fight and assigned it to Griva Georgios, a distinguished general who had served in Asia Minor and scored remarkable military successes. The inspired and endowed leader, the readiness and disposition of the people and the military infrastructure coincided in time and were paid for in the spiritual preparation of the struggle that required clear objectives, appropriation of the goals and readiness for practical performance of their ideology. Allow me to dedicate this publication to my mother, who devotes her life to helping people who are in need, and she is always next to me and my family. I would also like to express my sincere thanks to Professor Dr. Andreas Karyo, who belongs to the collaborating staff of the Open University of Cyprus and he is a scientific associate at the Agonos Museum in Nicosia. When I started the research to participate in the SIMAE competition for the liberation struggle of EOKA 1955-1959 with essay writing, this man helped me with guidelines and directed my thought.

Key-words: EOKA, liberty, struggle, Grivas ,Cypriot Fighters, British, Makarios

Dimitra Sidiropoulou¹

¹ Corresponding Author: Dimitra Sidiropoulou, Alexandrou Avenue 29A, 54641, Paralia, Thessaloniki: Email: sidiropouloud@yahoo.com, Email: dimi.sidirop@gmail.com;

1. Introduction

In international circumstances, after a world war, in which the relations of the states try to crystallize, a revolutionary action is coming to the whole of Europe and manages to escape the relations between England and Cyprus. The demand for freedom wins the international interest of the public thanks to the liberation struggle of EOKA. The emotional load that the struggle causes in spiritual circles is projected through literature, the theater to over-emphasize the backdrop of a struggle that uses violence as a force to mitigate the political and social pressure caused by British indifference and intransigence.

He conducted a moral, armed, national struggle to claim the island's freedom from English colonialism.

2. The preparatory stage of the match

2.1 The facts that led to the birth of the idea of the liberation struggle

Cypriots believed in British promises and 30,000 people fought on the side of the Allies. When the British forces defeated, they forgot and broke the right of self-determination of the Cypriots. The Church then held a referendum by unanimous decision of the union of the island with Greece and the demands were rejected. The issue was treated as a closed matter by the British government and its intransigence gave birth to the idea of diplomatic and armed struggle. This struggle was rooted in 1878 when Cyprus was enslaved. It was the palace request for the freedom of a people who could not live enslaved. The Liberation Movement launched preparatory actions for organizing combat groups and training for their armed action, formation of political organization cores, information network, liaison formation.

The police crashed, split, and surprise, while the communists renounced the movement and the government was engaged in spasmodic panic movements. The Communist press motivated by party criteria rather than national criticized the organization. Instead, the press has been crushing tyrannical actions, oppressive measures by the authorities, British intransigence, and being a helper of the struggle proclaiming the law. The leadership of AKEL, because it did not have the reins of the leadership and the character of the movement was liberating, called the antipatriotic movement. AKEL was identified with the English in the negotiation policy, opposed to the liberation struggle and supported by HARDING against EOKA.

The intervention of the Left in 1949 led to the referendum that mobilized the mediation of Greece and made known the popular feelings of oppression that the Greek population of Cyprus lived. Venizelos in Parliament in 1951, when the Greek government ignored the Cyprus issue and was criticized for giving a verdict, replied that he was studying it systematically, but due to the friendly relations between Greece and Britain, there was no mention. The youth of Cyprus learned to co-ordinate with Griva's orders, to participate massively and to fulfill the missions. The guerrilla groups were trained, the population was organized and all served national dignity. This political impasse came to solve the liberation struggle. It was not created to eliminate the supernatural British military, but to reduce their morale and trigger decisions in the British government.

Makarios before resorting to armed resolution of the issue has exhausted all the negotiating processes with the English government. He tried to communicate the intentions of the Cypriot nationalists to the Greek-Orthodox Greek population of the Middle East and to promote the issue to the United Nations. The solution could not be military, because the English had the sovereignty of the island, so he proposed a moral solution that would lead directly to political liberation.

2.2 The goals of the liberation struggle - The demand for freedom

When the ship "Agios Georgios" with explosives was arrested and headed by the lawyer Loizidis, in the EMAK announcement, the EOKA anteroom, the objectives of the organization for liberation and union and the character that was not revolutionary, because it did not propose uproar, but help and participation. He did not propose hostilities against the Turks, but a friendly attitude and neutrality in the other parties. EOKA was not a class movement created to bring about a social upheaval. The supporters of the struggle presented it as a political revolution, for the sovereign would change, and Cyprus would be exempt from the colonial regime and would be guided by a more democratic regime of national sovereignty in which the popular classes were already involved. The struggle of the Cypriots did not seek anti-colonial foundations, like the other movements that developed against Western influence in Malaysia, Indochina, Palestine.

EOKA also saw no partisan criteria in the struggle, such as the Greek left, which considered the national liberation struggle between Egypt, Arabia and Suez as a struggle against global imperialism as a conflict with Western colonies that spread in the Eastern Mediterranean. The left exploited the movements to dismantle colonialism. EOKA militants move the issue internationally because they are indirectly opposed to England's economic interests in the Middle East. In other guerrilla warfare, all oppressed populations are united to crush the enemy, such as Kemal in Asia Minor, Mao in China, Castro in Cuba. In Cuba there were classical, economic struggles for the liberation of the American capitalist regimes that kept them enslaved. Unlike these struggles, the EOKA struggle was only liberating.

The unorthodox war with elements of guerrilla warfare and resistance with unsightly space attacks surfaced and caused insecurity to the opponent. It was a moral blow to the British Empire. EOKA with two hundred rebels faced 28,000 soldiers for four years and was a source of inspiration and power.

The EOKA struggle was motivated by the popular demand for freedom with self-determination, without expectation of a change in the economic and social situation of Cyprus without expansionist aspirations. The aim was to expel the conqueror, to bring together the labor and rural forces of the country, to integrate in the national struggle for the freedom and negotiation of the Union with Greece.

The progressive and militant line for freedom was transmitted by the leaders of Makarios and Grivas of the religious and military power respectively. Makarios founded the Pancyprian National Youth Organization, nationally-owned organizations, the Athens Committee. EOKA emerged from the right and the church, does not cut off relations with the West, like other Algerian or Indochine movements.

The aims and motives of the organization for exemption from the ties of British sovereignty, the national integration and integration of the island in Greece appear in the brochures and editions of the time. The youth does not mourn her ungrateful lads, the dangers convince her, the marching tone her moral, she thinks the fight deserves the self-sacrifice, envisions liberation, treats adversity with the help of God. The Cypriots fought for the right to national integration according to the principle of self-determination of peoples, as expressed in the first Harding-Makarios talks. The Cypriots had absolute confidence in the leaders. This political revolution was because it had to change the international position of the island, but not its economic and social system, and pursued the expulsion of the colonial system and its replacement with the union with Greece.

2.3 The organization of the liberation struggle - The work of Griva

Cypriot Hellenism set up EOKA with the strict supervision, organization and coordination of Griva. He wanted to make the British more interchangeable in the self-determination of the

Cypriots, without cutting off the bridges of communication with them, because the solution required Britain's diplomatic consent to the Greek proposals.

Grivas, of Cypriot origin, with a high standard of performance in unorthodox guerrilla warfare, declared a combination of guerrilla resistance with political resistance to crush the Greek Cypriots' cooperation with the British colonial regime. Grivas would not betray the Cypriots' sacrifices, but he would not tolerate the Turkish army in Cyprus. However, in the London settlement he replied that he would not leave Cyprus unless an amnesty was declared and acknowledged that if the sabotage continued, the whole nation would be divided. His action was complex on the one hand raised by the Greeks, on the other hand they turned against the British, forcing them to take repression measures.

Greece was in conflict with the western world and made England's internal policy difficult, it introduced weapons despite the strict English measures and controls and punished anyone who obstructed her work. The English Press recognizes that as long as Grivas had the leadership of the struggle in Cyprus, EOKA is a union of forces, a core of insistence and discipline centered on him, who does not succumb.

In his notices he stresses to the British government that the agreements are valid only when the Cypriot people sign and that they will not accept any pressure that does not match their wishes. Cypriots of all ages and even young children are turned into guards, and correspondence between members of the liaison leaves the attention of the English. The women chosen by Grivas for the secret missions were committed to duty with such faith that they never revealed information about the struggle even after pressure and torture.

Grivas responds to Greek Prime Minister Averoff that independence from allies is the only way to overthrow the bonds and persuade public opinion about the militant peace intentions. Grivas had organized the fields of klefopolemos and sabotages, demonstrations and negotiation talks with Ethnarchy and Greece. He also set up armed groups that he trained himself, and teams that were conducting psychological warfare. He also managed to build upholds in different parts of a few people to better control and supervise and mobilize tens of thousands of schoolchildren. On the other hand, the difficulties it faced were local disputes, a limited extent of the island, scattered groups to be organized, lack of alternative leaders, lack of supply and defective armament, AKEL, the lack of international bases against violence and the fact that Greece had friendly relations and interests in the West.

Professionals in the equipment were the daughter of Christodoulou, Maroula and Andreas Azina, who avoided locating by the English authorities and sending armaments to the members of the teams. They devised clock movements sewn to the priests' lining or molds as gifts or merchant orders transported with the help of Greek Cypriot customs. The chiefs who chose Grivas were fighting the riot propaganda, holding the Greek Cypriot people together, praising his morale, and informing him of a valid change of hiding place.

3. The liberation struggle

3.1 The attitude of the British to the Cypriot fighters

The British were surprised at the outbreak of the struggle and saw him as a threat to the vested interests, and they were resentful to the liberation of Cyprus. They attempted to suppress the spread of the struggle and mass participation, and to give a terrorist character to the endeavor by ignoring the popular participation. The tactics of Governor Fut for intimidation with group arrests, arson of churches, murders of peaceful Greeks failed, because they blamed Turkish resistance not Greek. In vain, they arrested educational staff on the pretext of protecting the country from civil war and rescuing the property they destroyed.

They have suffered painstakingly, property destructions, imposing unbearable taxes, torture that was never justified, cruelty at the expense of the Cypriot inhabitants who sought to exterminate the Cypriot people and suppress the liberation struggle. The Colonial Secretary's statement in 1956, which gave a separate right of self-determination to the Greeks

and Turks of Cyprus, provided the subsequent developments, but the people were very moved to understand them.

The English government displaced Makarios in 1956 for the crushing of rebellion, defeated the ceasefire, but failed to crush EOKA. For the illegitimate capture of Makarios without trial and his exile on an isolated island so that he can not communicate and encourage the nationalists, the English invoked the restoration of order in Cyprus. Thus a political stalemate was created, which left the nationalists of Cyprus without a political leader that was difficult to replace.

3.2 The evolution of the race

The battle was uneven among three hundred guerrillas equipped with courage and boldness and a body of 30,000 armed English soldiers who were executive bodies of the British government. Many innocent mostly young people, students were killed for their ideals, while at the political level the state leaders signed agreements to end the struggle against the vindication of the Cypriots who faced the barbarism of the English. The control of the urban population and its active participation was achieved through passive resistance, with the unarmed organizations such as the propaganda organization and the ANE, a special youth organization that had the financial and political support of Makarios.

Makarios had realized that the solution would be the outcome of long-term and compromise negotiations after an evolutionary and time-consuming process for this, and he gave importance to diplomatic discussions. When it was removed from the political front, the political governance was left to Griva, who maintained a neutral foreign policy to ensure national unity. Makarios was influenced by the wealthy business world that lost interest in the boycott, and closed the PA. which was a mechanism that could support the local economy of passive resistance in the long run. Soon they influenced him to leave the Union-self-determination and turn to independence.

Griva was not targeting the outbreak of political violence that was a retaliation in Turkish Cypriot terrorism and forced his policy to exhaust the bounds of the peaceful Cypriot people and instigate a struggle of life or death. Grivas wanted to prevent a new imminent civilian whose consequences he knew from his participation in the Asia Minor Campaign. He insisted that Makarios would congratulate some of the people, that diplomatic management had no foundation, and that he could not go against the Anglo-Turk himself. For all these reasons, he had to compromise on the end of the race. Grivas for the fighters was a leader, a father, a teacher. He kept the organization together with the letters, the orders in a group that when the fight ended its members felt to be cut off. The bloody conflicts caused by the security forces forced him to resort to weapons for the cessation of terrorism among the civilian population.

3.3 Political developments of the race

The two tributes proclaimed by Grivas, in August 1956 and in March 1957, served as opportunities for reconstruction, refueling, and calmness of the climate from controversy for systematic co-ordination and agreement. In 1957 Makarios wanted to testify to the UN the torture of EOKA members and remained faithful to the request of self-determination.

He wrote to the British Prime Minister and stressed that militants had stopped armed operations in order to consolidate the spirit of peace and freedom. The English, however, continued the persecutions, trials, and arrests against political prisoners imprisoned without trial. The first truce proclaimed by Grivas was interpreted as a weakening by the English, who pretended to be acting for retaliation. The Griva diary was published, confiscated by the English army, and demonstrated the active participation of Makarios in EOKA. The Athenian stance was ambiguous and the role of the silent and neutral, because it gave priority to the

British friendship that connected the two peoples, although the Karamanlis government reinforced the struggle.

Radcliffe's constitutional plan for limited self-government had no reference to the principle of self-determination in Cyprus. But the Suez crisis has upgraded the right of the Turkish Cypriots to self-determination, with the result that the strengthened Ankara with the British support puts forward the claim for partition of Cyprus. Averoff has denied Radcliffe's plan and has called for the establishment of a committee on torture suffered by Cypriot prisoners proven by signed documents and the assignment of punishments and accountability. At the same time he denied the reinforcement of the revolted Cypriots with weapons. This partition was forcibly pursued in 1958 by Turkish Cypriots. The ceasefire favored the international climate to oppose partition.

Archbishop Makarios stated that NATO's decisions to be accepted should have been the consent of the Cypriots and that he believed in the forces of the classes that were the cause of his release, as published in the Times on March 30, 1957. British Prime Minister Macmillan's plan called for British sovereignty or partition to the Cypriot people. The proposal was accepted by Turkey, which forced Makarios and the political leadership of Athens to turn to the diplomatic solution of the independence of Cyprus, abandoning the idea of union and partition.

NATO Secretary-General Spak, presented a solution that he believed would take Cyprus out of the impasse of the Macmillan plan to abolish parliament. Karamanlis opposed this proposal because he considered that there was no democracy without a parliament with representatives elected by the people. The Greek and Cypriot leadership wanted a single parliament.

The English were hopeful that the fighters would be out of commission and would buy the cessation and release Makarios to tempt them and stop them to stop the fighting. In 1959, Karamanlis informed Makarios that he would end the Cypriot policy. With the Zurich-London Treaty, English sovereignty ceased and the republic of independent Cyprus was established, which deviated from the initial desire for union with Greece. The controversy between British and Greek Cypriots was armed, because it was the last solution and took the form of the revolution, although it was not in the original intentions of EOKA.

An anti-vaginal moment is seen in Makarios's proposal that Karamanlis should leave Greece by NATO in September 1958, reflecting the disappointment of the negotiations on the Cyprus issue.

Grivas proposed an amnesty to the fighters in the Zurich-London agreement. The British expelled the Makarios Seychelles. The Radcliffe project had no reference to self-determination, but it was a distribution of forces between the British administration and the Cypriot legislation. The English government acted arbitrarily without taking into account elected representatives with interference at its discretion in the education system. Grivas replied that two years of bloody matches are not being sold out with pseudo-agreements. The Macmillan proposal for dual citizenship on the eve of the British and the granting of maximum social autonomy, although acknowledging to Greeks and Turks the right to intervene to protect their minorities, did not satisfy the Greek and Cypriot side.

Makarios was compromised with the independence proposed by the English in 1959 because he was viewing an imminent disaster if the armed actions and the bigger losses than the gains and shifts of public opinion against them had continued. Griva did not hesitate to oppose the interests of traders who had English stocks and did not sell them in the passive resistance he organized to defeat the English morale. The fanaticism of the Turkish community has also been a result of the loss of victims of the mishaps of the struggle, which has exacerbated Turkey's nationalism, and the leaders expected England to hold a military base in Cyprus. English imperialism could be restricted to a military base in Cyprus rather than seeking to have all of Cyprus as a base, as Shandz said aptly in parliament in 1957.

Earlier the Papagou government refused to help EOKA, but his associates stepped up movement during the preparatory phase following the failure to appeal to the United Nations. S. Stefanopoulos recognized the need for the British forces to have a base in Cyprus, which should respect and recognize the right of the Cypriot people to choose the political system that expresses it, and then its strategic base would be valued.

The Cypriot church rejected specific signs of the Zurich-London treaty, which rendered the state apparatus impossible. In 1958, Grivas had asked the Greek government for a clear solution to peace for the Greek Cypriots and briefing on developments and wanted to hear the voice of the fighters at the conference. Azina's approach agreed to the creation of an independent state, the withdrawal of British sovereignty, the participation of the Turkish Cypriots in the administration mechanism in proportion to their populations. Griva was finally reconciled to the Zurich-London agreement. If he would oppose not only the Greek Cypriots, but the entire nation, he would have to fight not only against England, but also against the Greek government and Makarios.

The Archbishop was oriented to independence because he realized that due to the Turkish factor that was hampered by his empowerment, it would be impossible for the Union and feared that partition with the Macmillan project would be inevitable. The Turks interpreted the proposal of independence as diplomatic maneuver. Along with the English government, they blocked the Makarios initiative, not Grivas, who knew that he could not continue without the Ethniki himself and that independence was obstructing the Union. All designs were rejected and Radcliffe's 1956 constitution and the 1957 foot plan and the Macmillan plan in 1958, which claimed dual self-determination. The latter was dichotomous and aimed at creating an international climate.

4. Conclusions

The Greek government has shown a failure to oppose Britain, tried to apply a moderate realism and identify strengths in international relations in a multilevel effort targeting diplomatic initiatives. The Greek leadership believed in the possibilities of appealing to the UN for resolving international issues and the Cyprus problem, especially in the context of a Greco-British consensus. The outcome was unsuccessful as the controversies were raised rather than resolved. The process of de-colonization that had begun in other countries had favored appropriate international conditions. The principle of self-determination was for the Cypriots a basis for the success of the much-deserved Union. Cyprus was a link to a complex chain in the Mediterranean for England, the loss would have degraded its strength, so England was trying not to lose it from its occupation. Cyprus was deprived of self-government because the internal mechanism of the structures of economy, education, religion, development, freedom, and human rights was controlled by the British.

The EOKA struggle established Cyprus on an international issue and took it out of its country. The collateral damage was the equation of the Turkish factor with the Cypriot, which removed the Union. The Archbishop tried to reconcile the climate of the conflict by proposing an average solution, for Greece to leave the Union and Turkey for partition.

EOKA fighters used self-defense weapons, but violence is justified when one denies freedom to the people because the demand for freedom is the underlying cause of the rebellion. Grava's refusal to deposit the weapons if self-determination did not pass, prevailed because he was a spokesman and leader of the fighters. If Grivas had no steel will and psyche, austerity and discipline, moral status, military abilities and experience, vision and special knowledge, the armed struggle could not take effect.

The EOKA struggle for freedom, rescue of morality and human dignity was the most honest and honest effort in the world history of national liberation movements, an inexhaustible source of power. The struggle does not take place at the level of social overthrow or redeployment, it is not governed by party motivations, it never drops from its

original positions of necessity, the right of Cypriots for freedom. The EOKA struggle did not seek to change the economic status of Cyprus. The notices prove that the beliefs of the EOKA fighters were purely about the ideal of Freedom and were not subject to racial hatred against the British or the Turkish Cypriots.

The Cypriots were motivated by the national feeling of irresponsibility and pride, national solidarity and admiration born out of the victories of the illegal guerrillas who acted for freedom. They saw the struggle as a continuation of the long historical Greek tradition of the heroes of 1821, the revolution of the rebels of Crete and Macedonia. The solution came in time and was evolutionary and not immediate. The role of the leading church was catalyzed, supported the efforts of the Greek Cypriots for freedom and dignity and inspired the fighters in the demanding struggle for union with Greece, culminating in the EOKA liberation struggle. If Makarios had reached an agreement with Harding, he would pave the way for a Union that the armed struggle had given a chance of a positive outcome.

Government issues were a matter of peoples, and the new lads were dying in an atmosphere of enthusiasm, passionate, and stagnant in the demand for self-determination in an unequal struggle of a people who suffered and claimed his right and an empire that had power. The Cyprus issue was projected as a colonial problem taking into account the realistic facts, but it was essentially a political problem for it and it took struggles and waiting to be resolved. The Greek side acknowledged the right but was unable to impose the right of the Cypriots because it was in a mismatch and imbalance of forces in a post-war era with economic upheavals on the international issue.

5. References

- Averoff-Tositsas Evangelos, "History of Lost Opportunities," (Cypriot, 1950-1963), 2nd volume, "Hestia" bookstore, Athens, 1981.
- Crouzet Francois, *The Cyprus Conflict, 1946-1959*, translated by Aristotle Fridas, volume A, National Bank of Greece Cultural Foundation, Athens, 2011.
- Grivas-Digenis Georgios, "Memoirs of Agonos EOKas 1955-1959, Athens, 1961.
- Hatzivassiliou Evanthis, Assistant Professor, Department of History and Archeology, University of Athens, "Greek Politics in Cyprus (1950-1955), speech at SIMAE, 2013".
- Hatzivassiliou Evanthis, "Cyprus Strategies, The 1950s" 2005, Pataki Publications
- Karyos Andreas «EOKA and Enosis in 1955-1959: Motive and Aspiration Reconsidered», June 2009, Published on the LSE University website.
- Karyos Andreas, article in the daily newspaper "The EOKA struggle, 1955-1959" Sunday 2 February 2014.
- Klokkaris Phoebus, Lieutenant General Former Minister of Defense, "The military preparation of the EOKA struggle, speech at SIME, 2013.
- Maratheftis Michalakis I. Former Director of the Pedagogical Academy of Cyprus, "The Spiritual Preparation of the EOKA liberation struggle 1955-1959" Speech at the SIMAE, 2013.
- Papadopoulos Yiannis "Texts of a Struggle", *Illegal Documents of 1955-1959* ", Onesilos Publications, Nicosia 1987, Cyprus.
- Seraphim - Loizou Eleni, "The liberation struggle of Cyprus 1955-1959, As a domedarian lived, second edition, Nicosia, 1983.
- Documentary, Tribute "EOKA 1955-1959, post date 31 March 2014 www.youtube.com/watch?v=9VOArZZpUN8, 2014.
- Trial testimonies of SIMAE

Book Reviews
Book Presentations



Handbook of Research on Policies and Practices for Sustainable Economic Growth and Regional Development

by

George M. Korres, Elias Kourliouros

and

Maria P. Michailidis

IGI Global Editions, 2017

The Handbook of Research on Policies and Practices for Sustainable Economic Growth and Regional Development is an essential reference publication for the latest scholarly information on the role of socio-economics in sustainable development initiatives.

Featuring coverage on a variety of topics and perspectives including social economy innovation, cultural management, and social networking, this publication is ideally designed for researchers, policy makers, and academicians seeking current research on different determining factors of social consequences resulting from economic crisis.

The many academic areas covered in this publication include, but are not limited to: Cultural Management, Economic geography, Functional Urban Regions, Local Democracy, Non-Governmental Organizations, Social Economy Innovation, Social Networking, Sociology, and Spatial Planning.

Book review by Associate Professor Dr. Aikaterini Kokkinou,
Hellenic Army Academy, Greece

Journal of Regional & Socio-Economic Issues

Call for Papers

Journal of Regional & Socio -Economic Issues (Print) ISSN 2049 -1395

Journal of Regional & Socio -Economic Issues (Online) ISSN 2049 -1409

The Journal of Regional Socio -Economics Issues (JRSEI, *indexed by Copernicus Index, DOAJ (Director of Open Access Journals) BSCO & Cambell Index*) is scheduled to be published three times a year. Articles are now welcome for the forthcoming issue of this journal (JRSEI). The benefits of publishing in the Journal of Regional Socio -Economics Issues (JRSEI) include:

1. Fast publication times: your paper will appear online as soon as it is ready, in advance of print version
2. Excellent editorial standards
3. Free color electronic version
4. Free on-line access to every issue of the journal
5. Rigorous, fast and constructive peer review process
6. The journal will be indexed in scientific databases.
7. All abstracts and full text are available free on -line to all main universities/institutions worldwide, ensuring promotion to the widest possible audience.

For full paper submission guidelines, please visit the webpage:

www.jrsei.yolasite.com/

For further inquiry, please contact:

Professor Dr. George M. Korres, JRSEI Managing and Chief Editor

Professor, University of the Aegean, Department of Geography, Email:

gkorres@geo.aegean.gr

Journal of Regional & Socio-Economic Issues (JRSEI)

Instructions to Authors

Journal of Regional & Socio-Economic Issues (Print) ISSN 2049-1395

Journal of Regional & Socio-Economic Issues (Online) ISSN 2049-1409

Aims of the Journal:

Journal of Regional Socio-Economic Issues (JRSEI) is an international multidisciplinary refereed journal the purpose of which is to present manuscripts that are linked to all aspects of regional socio-economic and all related issues. The journal indexed by Copernicus Index, DOAJ (Director of Open Access Journal), EBSCO & Cabell's Index and welcomes all points of view and perspectives and encourages original research or applied study in any of the areas listed above. The views expressed in this journal are the personal views of the authors and do not necessarily reflect the views of JRSEI journal. The journal invites contributions from both academic and industry scholars. If you have any questions about the journal, please contact the chief editor. Electronic submissions are highly encouraged (mail to: gkorres@geo.aegean.gr).

Review Process:

Each suitable article is blind-reviewed by two members of the editorial review board. A recommendation is then made by the Editor-in-Chief. The final decision is made by the Editor-in-Chief. If a revision is recommended, the revised paper is sent for a final approval to the Chief-Editor.

Instructions to Authors:

In order for a paper to be submitted to the Journal for publication, the following should be taken into consideration:

1. All papers must be in English.
2. Papers for publication should be sent both in electronic format (MS Word and MS Excel for charts) to the Chief Editor (mail to: gkorres@geo.aegean.gr).
3. The Editor takes for granted that:
 - the submitted paper contains original, unpublished work that is not under consideration for publication elsewhere;
 - authors have secured any kind of permission necessary for the publication from all potential co-authors, along with having agreed the order of names for publication;
 - authors hold the copyright, have secured permission for the potential reproduction of original or derived material and are ready to transfer copyright of the submitted paper to the publisher, upon acceptance for publication.
4. The cover page should include the name of the author and coauthors, their affiliations, and the JEL category under which the paper primarily belongs. The cover page is the only page of the manuscript on which the names and affiliations of the authors and coauthors should be listed.
5. Submission of manuscripts in electronic form: Authors must submit electronic manuscripts. The submission should only contain the file(s) of the papers submitted for publication, in MS Word and MS Excel for charts. If more than one file, a compressed file (.zip) should be submitted instead.

6. Formatting requirements: Everything should be double-spaced (main text, footnotes, bibliography, etc.)
7. Footnotes should be as few and as short as possible (preferably devoid of tables or formulae), marked in the manuscript by superscripts in Arabic figures.
8. Formulae should be numbered by consecutive, Arabic figures (such as (1), (2), etc.), placed on the right-hand side of the page.
9. Tables and Figures should be numbered consecutively in Arabic figures and have a heading and a title.
10. References are citations of literature referred to in the text and should not appear as footnotes. Abbreviations are only accepted in the authors' first names. Place all references, alphabetized by author's last name (with last name first), on **separate pages** in a section titled "References" at the end of the paper. Indent the second and subsequent lines of each reference.

Journals

Include all authors, article title, full title of journal, volume number, issue number, month, year, and full page numbers. Example:

Michael Mahmood. "A Multilevel Government Model of Deficits and Inflation," *Economic Journal*, 24, 2, June 2010, pp. 18-30.

Books

Include name of author, full title of book, edition, city and state (or country) of publisher, name of publisher, and year of publication. Example:

Shapiro, John. *Macroeconomics*, 4th ed., New York, NY: Harcourt Brace Jovanovich, 2009.

Use the following style when an author's work appears in a publication edited by another: George Summers, "Public Policy Implications of Declining Old-Age Mortality," in Gary ed., *Health and Income*, Washington, DC: The Brookings Institution, 1987, pp. 19-58.

Public Documents

Include the department or agency responsible for the document, title, any further description such as number in a series, city and state (or country) of publication, publisher, and date of publication. Example:

World Bank. *Educational Attainment of Workers*, Special Labor Force Report 186, Washington, 2010.