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GuestEditor:

Assistant Professor Dr. Efstratios Papanis

Table of Contents

When the crisis situation strikes the door of the school (by Sotiria A. Karolidou)

Preschool age and special education (Aggeliki Sideraki)

School violence and bullying (by Ioanna Sideraki)

The emotional state of pupils with special learning difficulties and their empowerment (by Vlachava Fani)

The Educator as a School Counsellor. Is it a viable option for Greek schools? (by Eirini Isaakidou)

Art Therapy (by Peroulaki Eleftheria)

Certification of Prior Knowledge and its importance for competitive advantage in modern economies (by Lemonia Mpoutskou)

Inclusion within the school setting: Case study of a student with Attention-Deficit/Hyperactivity Disorder (ADHD) (by Thomopoulou Vassiliki and Gkoni Styliani)

The integration of mental health services into primary health care in Greece (by Themelidou Maria)

The historical evolution of tourism and its evolution in Greece. Changes in its forms and the Internet's impact on tourism (by Dimitra Sidiropoulou)

Book Review

Call for Papers

Instructions to Authors

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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).

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Table of Contents

Editorial Board	3
Table of Contents	5
Editorial Note	6
Paper 1: When the crisis situation strikes the door of the school (by Sotiria A. Karolidou)	7
Paper 2: Preschool age and special education (Aggeliki Sideraki)	17
Paper 3: School violence and bullying (by Ioanna Sideraki)	22
Paper 4: The emotional state of pupils with special learning difficulties and their empowerment (by Vlachava Fani)	28
Paper 5: The Educator as a School Counsellor. Is it a viable option for Greek schools? (by Eirini Isaakidou)	35
Paper 6: Art-Therapy (by Peroulaki Eleftheria)	44
Paper 7: Certification of Prior Knowledge and its importance for competitive advantage in modern economies (by Lemonia Mpoutskou)	49
Paper 8: Inclusion within the school setting: Case study of a student with Attention-Deficit/Hyperactivity Disorder (ADHD) (by Thomopoulou Vassiliki and Gkoni Styliani)	57
Paper 9: The integration of mental health services into primary health care in Greece (by Themelidou Maria)	65
Paper 10: The historical evolution of tourism and its evolution in Greece. Changes in its forms and the Internet's impact on tourism (by Dimitra Sidiropoulou)	71
Book Review	82
Call for Papers	83
Instructions to Authors	84

Editorial Note

This special issue, JRSEI, Volume 7, Special Issue 3, September 2017 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 7, Special Issue 3, September 2017 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 7, Special Issue 3, September 2017 includes the following reviewed papers:

- Paper 1: When the crisis situation strikes the door of the school (by Sotiria A. Karolidou)
- Paper 2: Preschool age and special education (Aggeliki Sideraki)
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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.

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When the crisis situation strikes the door of the school

Abstract:

A cutting edge issue that is directly related to the external environment and the effects it exerts on the school community and primarily on students is that of occurrence of crisis incidents. The concept of crisis is usually associated with unexpected adverse developments, which require immediate intervention to deal with them (Katsaros, 2008). School is often the place where many kinds of conflicts take place. A conflict is different from a simple disagreement (Weeks, 1992 & Webne-Behram, 1998) and violence (Paraskeva & Karagianni, 2008), while in some cases there may prove a constructive experience with careful planning and appropriate preparation that requires special knowledge and techniques.

The involved members often can not reach a commonly accepted solution to the conflict and call a "third" person to consult the opposite sides in order to succeed communication and eliminate misunderstandings (Mavranza, 2011). The role can be undertaken, among other things, by a supporting structure of the school unit, which is the Youth Advisory Station of the corresponding Secondary Education Directorate (Protocol number 93008/Γ7/10-08-2012/Ministry of Education and Religious Affairs, Culture and Sport, Article 7, par. 1,2,4).

Keywords: Economic Crisis, Conflict, School Unit, Youth Advisory Station

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1. Introduction

Life is full of unexpected events-crises, which may have various forms (natural disasters, accidents, illnesses, terrorist attacks) (Sismani Papakosta, 2006). Those risks are treated, when the people involved have safeness and self-confidence and skills that are cultivated by both family and school. A crisis situation in school can be defined as *«any temporary situation that causes or is likely to cause disruption to the normal functioning of the school; this concerns any situation that may endanger the emotional safeness and progress of school students»* (Metzgar, 1994:20).

School is very often the scene where many kinds of conflicts happen, which are undoubtedly situations of crisis. The conflict is distinguished from a simple disagreement as to the fact that conflicting individuals are trying to defend their material or moral interests against a threat (Weeks, 1992 & Webne-Behram, 1998). It also differs from violence in the fact that people do not resort to physical violence, although they can express strongly negative emotions or even attack verbally (Paraskeva & Karagianni, 2008).

When a crisis situation "knocks" the door of the school environment, it needs to cope with the consequences of the incident with proper handling. Preparedness-prevention and careful planning within the school ensure the immediate mobilization of the school and facilitate the smooth adaptation of those involved to the new conditions that may arise from a crisis incident.

2. The term "crisis"

«The concept of crisis is usually associated with unexpected adverse developments that require immediate intervention to address them» (Katsaros, 2008:171). The term crisis can take a different meaning in different contexts, considering that it is used for socio-economic, educational but also personal or interpersonal relationship problems. It is necessary to clarify the content of the term when referring to the context of the school environment, as its importance and content are directly related to the design required to manage the problem (Katsaros, 2008).

In the framework of education, the first basic distinction is made between evolutionary and occasional crises (Katsaros, 2008):

«Evolutionary crises are associated with the turning point when people move from one evolutionary stage of their maturity to the next (admission to adolescence) or from one phase of their life to another (start of school life)» (Stevenson, 1994:2). It's about relatively foreseeable situations, exacerbated by contemporary phenomena such as modern lifestyles, socio-economic inequalities, the prevalence of competition and individualism, and so on. Timely and appropriate support from the family, school and social environment is needed, so that these situations will not develop unpleasantly (lack of discipline and limits, school leakage, use of substances, etc.) with bad consequences for progress, emotional development and development of capabilities (Katsaros, 2008).

As for their confrontation, evolutionary crises allow the development of programs and permanent intervention structures. It's about programs and services that aim at preventing, detecting, supporting and possibly referring to specialized agencies when needed. The institution-structure of the Ministry of Education, which aims at meeting the needs of this kind is the Youth Counseling Station (Y.C.S.) (Law 1984/90 Article 2), the significance of which was realized much later (Press Release of the Ministry of Education, Research and Religious Affairs/ 31-10-2006) when its upgrade was attempted. However, it is still a question of converting the Y.C.S. to services of substantial social supply, which requires staffing and planning.

«Occasional crises are associated with unexpected events that may affect the entire school community and society at large» (life-threatening illness or injury, acts of war and terrorism, threatened death or injury, etc.) (Katsaros, 2008:172).

Another distinction is between internal and external crises when it comes to events that have occurred within the school community or a crisis based on events occurring outside of school respectively (Metzgar, 1994). In particular, in internal crises, the school community should address effectively the causes of the crisis (Katsaros, 2008).

According to the above it is clear that it is necessary to prepare schools, to take preventive measures, to train teachers to deal with crises and to ensure preparedness for the implementation of immediate and integrated interventions.

2.1 The main features and life cycle of a "crisis"

Every crisis, irrespectively of its form and the organization it is created, has the following common features (Malama, 2011):

- (1). *Expansion of tension*: The state of a crisis is dynamic and does not manifest from the beginning with the greatest possible intensity, but is "gradually" staggering.
- (2). *High sense of insecurity and risk*: Once a crisis situation emerges, people involved suffer from anxiety, as they feel losing control of the situation.
- (3). *Disturbance and alteration of the normal functioning of the body*: Tension and anxiety about the worst outcome of the situation cause to those involved to get upset and change the normal operation of the business.
- (4). *Inspection by competent bodies and media*: The increased demand for information, the interest of competent operators and, often, media, in order to restore speculation about events, leads to thorough checks and service clarifications.
- (5). *Blow in the image of the organization*: The consequences of an uncontrolled crisis situation can often "manage" to hit the "image" of the organization.
- (6). *Cause of harm (moral, emotional, mental) and damages (material)*: Irrespective of the outcome of managing the crisis situation, "harm" can be caused to the organization's human resources and material "damages" to the organization.
- Each crisis passes through different phases depending on the time of its occurrence, and each phase affects the organization differently. Phases are (Malamas, 2011):
 - ❖ *Before the crisis (Prodromal crisis stage): formation of the condition or precursor symptoms*. Acts, actions and omissions that may lead to a crisis are called precursor symptoms, which, if the organization perceives and takes action in time, is likely to prevent the emergence of the critical situation.
 - ❖ *Acute phase (Acute crisis stage): event - peak of the crisis*. It is the period during which the crisis is not only manifested, but it also culminates and undoubtedly requires immediate reaction.
 - ❖ *Addressing impact phase (Chronic crisis stage)*: The crisis has been consolidated and the company continues to face its consequences for a long time.
 - ❖ *Phase of recovery or dissolution (resolution-normalization) (Crisis resolution stage)*: Depending on the effectiveness of dealing with the crisis, the body recovers or "dissolves".

The transition from one stage to the other and more generally the limits that are set above and define each phase, are in fact not absolute and not always distinct.

3. Conflict management

«Proper conflict management allows the transformation of a seemingly negative and difficult situation into an opportunity for learning, improvement and mutual benefit» (Mavranza, 2011:53). *Conflict handling* is the mode of action after the conflict and involves either *solving* or *managing it* or even the two together (Mavranzha, 2011). *Conflict resolution* aims to

minimize or end the conflict within the existing system (micro level), while *conflict management* aims at designing effective strategies to achieve not only the reduction of dysfunctions, but also to enhance the positive effects of a conflict, to enhance the learning and effectiveness of the organization (Rahim, 2002).

3.1 Crisis management plan

When a conflict has become apparent to the members involved, it is necessary to directly select the style-method of managing this conflict. Treatment methods are categorized into three categories, depending on the results (Milton, 1981):

- when one team loses and the other wins (win-lose)
- when both teams lose on some issues but win in others (lose-lose)
- when both teams win (win-win), which is of course the optimal solution and is bibliographically referred to as "*conflict resolution*" (*consensus or integrative decision making IDM*) and is achieved when both sides are knowingly trying to achieve the goals of all with mutually supportive, intensive and methodical efforts in an environment that supports co-operation through structured processes (Mavranzha, 2011:56).

In particular, the essential features of an effective crisis management plan at school are creation and constant evolution (Metzgar, 1994:18):

- *of a strong school support structure, which will include executives, teachers, students and parents*
- *of a corresponding support structure in the local community, which will include services trained in crisis management (police, fire brigade, hospitals, media, services and mental health professionals)*
- *of an efficient communication network to enable immediate activation of both structures above.*

Each school unit should set up a Crisis Response Committee (CPS), whose chairman should be its Chief Executive Officer (Katsaros, 2008). The work of this committee can be coded as follows (Stevenson, 1994:200-201):

Preparing a school to deal with crises	
Which situations are considered as crises	Disease, death, epidemic, physical or artificial disaster, interpersonal relationships
Response levels	Who has the responsibility, how many are affected, whether the school can cope with it, whether or not the local community and structures are mobilized
Key objectives for managing the crisis	Physical security, minimizing mental and emotional wounds, learning opportunity
Sources of resistance in interference	Parents, Students, Teachers Higher Principles, Local Society, Collaborating Institutions
Adaptation to the specific features of the local community	Cultural, geographic, social, religious, linguistic, economic, etc.
Study and perhaps review any existing crisis plans	Adaptation to the new data of the school unit, of the administrative authority, of the local community, of the existing support structures
Command line	An effective way to make management successful
Selection of members of the Crisis Management Team (C.M.T.)	The director and members of the (C.P.S.) must participate in the C.M.T.
Plan for informing members of the school	Phonebook, updates (staff, students, families,

community	local community stakeholders, structures)
Forecasts	Additional help
Writing, distribution, promotion Crisis Management Plan	Direct disclosure of purpose and objectives
Post-crisis evaluation	Readiness and preparation

Based on a design such as the above, there is a table dealing with the management of a crisis situation due to an attempted suicide of a student who failed the exam (Katsaros, 2008:175-176):

	Tasks and actions	Applications
1.	Determination of crisis-events (what, how, when, where, who is/ who are involved, other information)	<ul style="list-style-type: none"> - Fall a student from the floor of the school building - In front of his classmates (Gymnastics Time) - (Probably) Suicide attempt - (Probably) Due to exam failure
2.	Level of Intervention (Who is/ who are affected, subscription)	<ul style="list-style-type: none"> - Present students are directly affected - The whole school is indirectly affected - Required subscription of specialized entities
3.	<ul style="list-style-type: none"> -Notification-Informing of those involved about crisis management - Enable "phone book" Inform: Parents, Students, School Community, Media (Caution!! Protection of privacy, avoidance of rumor and panic) 	<ul style="list-style-type: none"> - Ambulance alert to move the injured person to a hospital - Notification of Director and Group Members of the CMT (information responsibility: police, medical services, mental health services, social services, media) - Notification of staff, parents, students, interested parties, community
4.	<ul style="list-style-type: none"> - Choice of way and context of communication (by phone, in writing, in a meeting, in a discussion) - Documentation of announcements (scientific way) - Emphasis on the possibilities of treatment 	<ul style="list-style-type: none"> - Informing the Director of Secondary Education, the Pedagogical Responsibility Consultant, the Youth Advisory Station by telephone and written - Update Teachers' Association and joint decision on: - Parents' briefing at a meeting and privately (if necessary) - Educating students in classroom discussion (explanation of events, replies to rumors)
5.	Start a psychological contact process of designated C.M.T. members for the purpose of assessment, support / referral to specialized mental health providers In collaboration with : <ul style="list-style-type: none"> - Directorate of Secondary Education - Educational Consultant Responsibility / Guidance - Youth Advisory Station 	<ul style="list-style-type: none"> - Contact with the sstudent, who "attempted" and psychological support for his / her reintegration into the classroom and more generally at school - Contact with students (after written consent of parents) and parents for the return of the student - Contact with students (after written consent of the parents) who were witnesses or were directly related to the student - Invitation, through the School Unit Manager, of the Youth Advisory Station (supporting structure) - Informing of the Responsible (update, after

		<p>oral and written briefing) and contact (with the written consent of the parents) with students who were witnesses or directly related to the student and referral if necessary to specialized psychological support bodies, since in the Y.C.S. there is no staffing with psychologist, social worker and child psychiatrist, although provided from Legislation.</p> <p>- Psychological Support Interventions (Y.C.S. , Psychologists & Social Workers (after specific permission)</p>
6.	Post-crisis planning	<p>- Beware of high risk students</p> <p>Planning of prevention interventions (in cooperation with competent bodies and after planned actions)</p> <p>- In the case of a student's death:</p> <p>(α) deleting the student's name from attendance lists, situations, PCs</p> <p>(β) arranging personal student objects</p> <p>(γ) date recording (attention at the anniversaries of death)</p> <p>(δ) memorial ceremonies</p>
7.	Crisis management summary & evaluation	<p>- Summary report (assembly in school, meeting with parents, meeting with the Director of Secondary Education, Meeting with a Pedagogical Responsibility / Guidance Advisor, meeting with the Y.C.S.</p> <p>- Adjustment of the Crisis Management Plan</p>

3.2 Legislative crisis management interventions

All the above are references to bibliographical references that the Director of the school unit and the Teachers' Association can use within their competencies and tasks following specific paragraphs of the legislation:

(a) **L.1566 / 85, article 12, chapter ΣΤ), paragraph 3:** *The Teachers' Association is a collective body ... It has responsibility for ... the health and protection of students, ... It prioritizes school needs and takes care of them. It exploits the possibilities of collaboration between the teaching staff and the social bodies of the place. ...*

(b) **Φ353 / 1/324/105657 / Δ1 / 08-10-2002 Ministry of Education, Research and Religious Affairs, Government Gazette 1340 Issue B:**

- Chapter D, Art. 27. Project of School Unit Managers:

Par.1. The head of the school unit is at the top of the school community and is both administrative and scientific-pedagogical responsible in this area.

Par.2. In particular, the School Unit Manager:

a) He or She directs the school community to set high goals and ensure the conditions for their achievement for a school that is democratic and open to society. b) He or She guides and helps teachers in their work, especially younger people, undertakes educational and pedagogical initiatives and should set an example. c) He or She ensures that the school becomes an elementary training unit for teachers in administrative, pedagogical and scientific matters. d) He or She teaches the teachers and coordinates their work. Cooperates

with them equally and in a spirit of solidarity. Maintains and strengthens the consistency of the Teachers' Association, mitigates opposition, positive motivation for them. ...

- Chapter D, Art. 28. General tasks and responsibilities of School Managers:

Par. ζ. He or She informs the teaching staff, parents and students about the educational policy, the objectives and the work of the school.

Par. ι. He or She has the pedagogical responsibility for creating a positive climate in school and for developing harmonious relationships among the members of the school community.

Par. ιδ. He or She takes care of every measure that contributes to the better functioning of the school.

- Chapter D, Art. 29. Duties and responsibilities of Directors in relation to the Teachers' Association:

Par. 2. At a meeting of the Teachers' Association, he or she proposes the distribution of additional extra-curricular work. He or She exploits creatively the capabilities of all staff within his/her distinct roles and responsibilities.

Par. 5. He or She is responsible, together with the teachers, for the cleanliness and aesthetics of the teaching areas, as well as for the protection of the health and safety of the students.

- Chapter D, Art. 30. Duties and responsibilities of School Managers in relation to School Counselors, Education Director and Head of Office:

Par. 2. He or She works with School Advisors or Education Director or Head of Office or initiates meetings with them to address problems faced by the school unit.

- Chapter D, Art. 31. Tasks and responsibilities of School Managers in relation to students:

Par. 3. He or She collaborates with student communities to organize school life, in a climate of understanding and responsibility.

- Chapter E, Art. 36. Tasks and responsibilities of teachers:

Par. 7. They are informed by the Director of the school and respect laws, decrees, decisions, instructions, circulars and books. They undertake the extracurricular work of the school, thus really contributing to its collective function.

Par. 10. They care for the progress of all their students and offer them intellectual, moral and social education. They are interested in creating healthy conditions for their students to stay in school and contribute to the success of all events organized by the classroom and the school.

Par. 13. They are interested in their pupils' living conditions in the family and in the wider social environment, they take into account the factors that influence the progress and behavior of their students and adopt appropriate pedagogical actions to address potential problems.

Par. 16. They work with the Director, the parents and responsible School Counselors for the best possible pedagogical treatment of behavioral problems, respecting the personality and rights of the students. They are not allowed to remove pupils from the classroom during class hours without significant reason. If they remove a student from the room, they inform the Director and ensure that the applicable provisions are applied at this point.

Par. 18. They undertake on-call duties, have the responsibility of supervising and protecting students and care for the cleanliness of school rooms and whatever else is related to their hygiene and safety.

Par. 20. They participate in the committees set up by School Leaders, Education Directors and Office Chiefs or School Advisors, where required, in accordance with applicable law.

- Chapter E, Art. 39. Duties and responsibilities of the Teachers' Association:

Par. 1. The Teachers' Association at a regular session prior to the start of the sessions schedules the educational activities for the whole school year ... The Association also takes into account the corresponding efforts made in the past years regarding the necessity of compensatory educational interventions ...

Par. 5. It organizes the division of work among its members, upon the recommendation of the Director, in order to exploit the capabilities of all its members and to ensure the efficiency and smooth functioning of the school unit.

Par. 8. It decides, upon the recommendation of the Director, to take actions, initiatives, programs, to organize visits and events that open the school to society. In this way students are sensitized and puzzled and form positive attitudes and behaviors.

Par. 9. The Teachers' Association is responsible for the quality improvement and utilization of school facilities ...

Par. 10. It decides, in cooperation with School Counselors, Training Centers and the Teacher Training Organization or with Universities and TEI to organize training programs and seminars at an inter-school level or participates in general training programs, when needs are identified, when innovation is introduced or when it is necessary to address specific problems of the school unit. ...

In this direction, of a crisis management project in schools, efforts of relevant legislative interventions have been made. In our country, the only relevant effort, until at least 2012, was the circular that involved the preparation or updating of the earthquake emergency plan and the conduct of readiness (Educational Material of the Earthquake Planning and Protection Organization - OASP: www.oasp.gr and Antiseismic School Defense: <http://www.tee.gr/online/afieromata/2002/2184/pg055.shtml>)

Recently, in 2012, the Ministry of Education, Lifelong Learning and Religious Affairs, taking into consideration the worrying dimensions of school violence and intimidation, and the consequences for the child's psycho-emotional development and the process of learning, proceeded with the establishment of the School Violence Prevention Observatory Intimidation (Y.A. 159704/Γ7/17-12-2012) which aims at the design and implementation of informative and preventive actions, recording, study and channeling violence incidents of the student population to certified bodies to manage. (Karolidou, 2016). Then, in April 2014, the Ministry of Education and Religious Affairs announces with a circular the "Development and operation of a network of information, training, prevention and tackling the phenomena of school violence and intimidation", which are part of the general framework of the initiatives of the Ministry of Education for the prevention and treatment of School Violence and Intimidation (S.V.I.). The purpose of the Acts is to prevent and diagnose the phenomenon of SVI (Karolidou, 2016).

One of the most important changes that will have to be made is the change of reasoning and philosophy in how the phenomena of problematic behaviors and situations in schools are approached (paradigm shift) (Karolidou, 2016). The study of Greek education legislation for Primary and Secondary Education demonstrates from the state leadership, concerning the delimitation of the aims of education, emphasizing the development of integrated personalities and free, responsible democratic citizens (N.1566 / 85, par. 1), which in combination with the creative critical thinking, the perception of collective effort and cooperation and the recognition of human values, guarantees are given for a better, fair and peaceful world (Karolidou, 2015) and consequently a school unit entirely ready to respond to crisis incidents. Moreover, taking into account the modern theories about the administration of education, the contrasts are not only positive or negative, as they can also positively contribute to the activation of individuals, in order to increase the effort and make the school more efficient (Giannikas, 2014).

It is therefore easy to conclude that the pedagogical project also includes provision for accident prevention and highlighting the responsibility of teachers for the education of students, the development of respect and a good school climate.

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4.4 Abbreviations

Υ.ΠΑΙ.Θ.Π.Α.: Ministry of Education and Religious Affairs, Culture and Sport

Σ.Σ.Ν.: Youth Advisory Station

ΥΠ.Ε.Π.Θ.: Ministry of Education and Religious Affairs

Ε.Δ.Σ.Α.Κ.: Crisis Response Plan Commission

Ο.Δ.Κ.: Crisis Management Team

Σ.Δ.Κ.: Crisis Management Plan

Μ.Μ.Ε.: Media

Ο.Α.Σ.Π.: Ant seismic Design and Protection Agency

Υ.Α.: Ministerial Decision

Υ.ΠΑΙ.Θ.: Ministry of Education and Religious Affairs

Σ.Β.Ε.: School Violence and Intimidation

Preschool age and special education

Abstract:

Objective of present work is it to approach issues that concern the educational process in the cases of integration and group training children's with learning difficulties at the preschool age. Recognition and acquisition of basic concepts in relation to space, time, direction and size is considered necessary both for the understanding of what the teacher presents to children and their subsequent course in the school environment. Recognition of these difficulties must be done as early as possible in a child's life.

Immediate diagnosis deem necessary, leading children with learning difficulties at appropriate supportive integration programs for as effective as possible education.

Key words:

Learning difficulties, preschool age, special education

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1. Introduction

Learning difficulties in recent years have been of interest to teachers and parents since a significant proportion of pupils experience such problems at school and pre-school age.

In order to make teaching more effective, teachers should be adequately trained to address the particular needs of these children and the nature of the difficulties they will encounter. The lack of appropriate handling and failure to timely treatment of these effects in perpetuating the problem in adolescence and the rest of their lives

2. Conceptual approach

The term "learning disabilities" is used to describe a group of disorders that reduce a person's ability to communicate or learn. First time the term learning disabilities appears in the literature of special needs in 1962 by Samuel Kirk (Hammill, 1990). O Kirk used this term to refer to the case of a child and the apparent mismatch between the skills to learn and ultimate performance.

It is a multi specific term that describes very different conditions, such as brain disorders, autism, dyslexia, developmental aphasia, etc., The Learning Disabilities refers to a heterogeneous group of disorders, which are manifested by significant difficulties in the acquisition and use of listening skills, speaking, reading, writing, reasoning or mathematical ability. These disorders are intrinsic to the individual and attributed to dysfunction of the central nervous system and may be present throughout life. Problems in self-control behaviors, social perception and social interaction may coexist with learning disabilities but they are not in themselves learning difficulties. Although learning difficulties may be associated with other conditions of disability (e.g. sensory impairment, mental retardation, severe emotional disturbance) or external influences such as cultural differences, inadequate or inadequate teaching, is not the direct result of these situations or effects "(Hammill, 1990).

3. School readiness

School readiness refers to the preparation of the child to acquire skills and knowledge that will help them adapt to the school environment and to respond successfully to the demands of the curriculum. It is therefore clear that the child's readiness for learning and social adjustment is very important for later school course.

In particular, readiness refers to:

- Speaking: sound differentiation, voice production, linking and word production, development and use of basic vocabulary and formation of integrated proposals,
- In psychic abilities: execution of coarse and fine movements, orientation in the space, understanding of the volume of the body,
- Cognitive abilities: perception, memory, attention, reasoning,
- In emotional organization: self-esteem, acceptance of problems, interest in learning, working with others.

Children who are enrolled in the first grade of elementary school and have not developed school preparedness are likely to fail at school and add to the army of functionally illiterate non-literate individuals (Matsangouras, 2007). The entire educational course of the child can be influenced by the level of development of school preparedness, so appropriate teaching programs are required and to the learning process supported.

4. Indications of learning difficulties

Indications of learning difficulties may occur at any age during a child's school life. The formal diagnosis of learning difficulties does not exist before the age of 9 years.

Situations that cause Learning Difficulties are:

- ❖ Attention Deficit, Hyperactivity,
- ❖ Hearing loss,

- ❖ Vision problems,
- ❖ Multiple Disabilities,
- ❖ Mental retardation
- ❖ Psycho-emotional problems.

For children aged 3 to 5, there are indications in a number of areas such as:

- ❖ In the pronunciation of the words (delay in speech, wrong tone),
- ❖ Self skills (to eat, to get dressed, personal hygiene),
- ❖ In motion synchronization (stumbles, falls),
- ❖ In activities requiring concentration (listening, discussion, execution and simple instruction sequence).

In children aged 5 to 6 years, difficulties appear:

- ❖ Lack of interest in listening to stories,
- ❖ to decide and choose which side of the body will use (right or left),
- ❖ In the recognition of letters (in the rendering of the correct voice on each letter),
- ❖ the control of movements (difficulty grasping the pen correctly to use the scissors, to paint in a defined frame without escaping the lines),
- ❖ the movements and synchronization (tendency to throw down that goes to catch),
- ❖ learning and memorizing songs,
- ❖ Acoustic recognition of initial or final phoneme in words,
- ❖ Understanding stories, sequential games requiring sequencing or matching,
- ❖ to show indifferent when they talk to him,
- ❖ writing, making letter and number reversals,

Difficulties also present children with learning problems and their daily routine outside school.

Some of these are:

- ❖ low self-esteem,
- ❖ aggression,
- ❖ lack of organization,
- ❖ avoidance tactics,
- ❖ reduced motivation for action,
- ❖ clumsiness, , absence of mind, carelessness,
- ❖ the convenience to accidents,
- ❖ excessive emotional reactions,
- ❖ Anger explosions.

Even in the game there are indications such as:

- ❖ difficulties in assembling toy construction,
- ❖ cutting with scissors design,
- ❖ in ball games,

In courtyard games - group mobile games

5. Diagnosis

Diagnosis is the interdisciplinary assessment with purpose to identify disorders or deviations from the expected average, (Siegel, 1999)

The evaluation is done by a multidisciplinary team: psychologist, social worker, speech therapist, teacher specializing in learning difficulties and child psychiatrist. The multidisciplinary team is compiling an evaluation report that reports the diagnosis and suggests appropriate intervention programs. The intervention is done by a teacher specializing in learning difficulties, who prepares the child's individualized program in cooperation with the child, the general class teacher and the parent. Everyone's cooperation is important and the psychological support of the child will contribute to better results.

The interdisciplinary program is based on the needs of the child and includes partitioning exercises, rhyme differentiation, visual and acoustic memory cultivation, space-time-sequence orientation, multi-sensory methods, syllables, (Consonant - vowel), double and triple symphonic complexes. At the same time, they must provide counseling to the parents of the child for their best development.

6. The inclusion of children in pre-school age

Inclusive education projects the creation of a coexistence and education community where each student has the right to express and participate with his or her own unique personality without being judged or apologized for it. The school should be adapted to be suitable to educate each student in compulsory education, whatever its different characteristics or individual health problems.

The basis of all the progressive trends for the changes in education refers to the philosophy of non-exclusion of children with learning disabilities from the common school and it educates them with peer-to-peer students without such specific problems (International Convention on the Rights of the Child 1989, Salamanca Declaration and Action Framework for Special Education, World Summit on Special Education, Salamanca, Spain 1994).

All European countries recognize that inclusive education provides an important foundation for ensuring equality of opportunity for students with different types of disability in all areas of their lives (Education, vocational training, employment and social life) and agree to support students with special needs in the context of educational policies.

Indeed, with the International Convention on the Rights of Persons with Disabilities (Article 24) and the Optional Protocol to the Convention adopted by the UN General Assembly (2006) and the EU (2009) and recently signed by Greece (September 2010), states not only recognize the right to education for people with learning difficulties and are obliged to build a school for all ensures their inclusion and offer appropriate learning opportunities.

It is no longer justified to exclude pupils with special educational needs from the common education neither are not effective approach their special education even if done with the intent to treat or to restore their abilities to meet the requirements of the school Coexistence enables the individual student to find and establish the identity of. Diversity becomes the means for a journey of continuous interactions between people seeking knowledge good practices special education and training in many countries and the psychological and pedagogical studies have documented that the general school is the most appropriate educational framework for the student to learn with learning difficulties.

In Greece in recent years towards promoting the integration of pupils with learning difficulties in the education system and that is why we have made significant progress in infrastructure, programs, teaching staff and support specialists in education of persons with disabilities

In the current institutional framework provides for the education of pupils with learning difficulties either in special schools or in integration classes (TE) or the possibility of including these pupil sin the general school primary and secondary education in the form of "parallel support".

Finally, the issue is not simply to enroll the child with learning difficulties in a special school, nor to join in the common school class. The right of education for everyone in a common school regardless of children's abilities and weaknesses is a challenge to the level of organization but also in the cooperation of teachers with each other. Even at the level of classroom teaching, you highlight a major issue for the education system and, in general and for the welfare state.

7. Conclusions

The role of the first teacher in a pupil's life is decisive in shaping perceptions, determines attitudes and creates characters. With systematic teaching, children learn from pre-school age to accept their peers who have different needs and thus evolve into powerful personalities who are not threatened by diversity. Children without difficulties learn to co-exist with students with children with special educational needs and to interact smoothly with them.

Students are different between them from day to day, from year to year, in terms of their skills, their aesthetics, their motivations, upbringing, their state of health and many other factors. Given these differences one must recognize that it takes a lot of time, flexibility and a wide range of strategies on the part of teachers hand in order to achieve the objectives of the curriculum. It is true that flexibility is required, constant control, renegotiation of the objectives set and differentiation (Weston 1992).

Children experiencing her diversity become recipients of a completely different way of thinking. They evolve and shape a multidimensional and objective concept for their fellow travelers on the journey of knowledge and develop a strong personality free from microbes and phobias. The kindergarten should support the child pedagogically and instructively and contribute to his cognitive, emotional and social development with the help of qualified and willing teachers. In this way, solid foundations can be laid for creating a more tolerant and pluralistic society where diversity is recognized and accepted. The preschool teacher from the side should be flexible, well-trained, resourceful, and accessible defend the inalienable right of all children to equal learning opportunities.

«If a child cannot learn the way we teach him, then we have to teach him the way he can learn
»

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School violence and bullying

Abstract:

Raising aggressive behavior among underage pupils is one of the ever-increasing problems faced by parents and teachers. The phenomenon is caused by many factors and its solutions should have a holistic character, involving the family, the school as well as the social environment. The present work refers to the conceptual approach, its forms, the causes and the addressing of the scourge of school violence experienced by underage children.

Key words:

School violence, bullying, perpetrator characteristics, victim characteristics

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1. Introduction

The old times the incidents of violence and delinquency of minors were unknown in Greek reality. Parents' concerns were about the performance of children in their lessons, and the site of the school was for children a safe place. In recent years, incidents of violence and delinquency have been more and more common in high schools, lyceums and primary schools, which frighten and panic many families mainly of large cities. The problem of school violence and intimidation tends to become timeless, and the addressing of the specific social problem is not performed satisfactory.

More generally, it appears and is observed there is ignorance and lack of information on the management of this social problem. Parents it is a difficult to talk with their children about the issue of school violence, children avoid asking for help while teachers talk little about acts of violence and intimidation or often do not interfere when such phenomena occur.

Our country now lives strongly in the era of globalization, and the mono-cultural education system that once existed was replaced by a multicultural and highly diverse system in which we seem to have not been able to adapt yet.

2. Conceptual approach

Violence, aggression and intimidation are manifestations of human behavior and constitute a timeless social phenomenon. The international mobilization aimed at reducing bullying and violence cases are much more pronounced in recent years and this concerns both children and adolescents.

Reactive behavior and aggression make up 1/3 of the behavioral problems faced today by psychologists and educators. The definition of school violence includes "elements of the definition of violence such as the imposition of the will, the injury or damage, the threat of intimidation, mistreatment or abuse" (Artinopoulou, 2013). According to Olweus, «a person is intimidated, if he / she is exposed repeatedly to negative actions by one or more persons with intent to cause physical or mental pain» (Olweus, 2009). Regarding the question of whether bullying is a collective or individual act, opinions differ. In particular, Pikas (1989, as reported in Rigby) emphasizes the universal involvement of groups even when an act of intimidation is committed by a single individual, while Ross (1996) argues that intimidation is an individual act.

3. Forms

School life is a miniature of social life for this phenomenon and manifestations of violence perpetrated in social life also affect school life. An example that leads to extreme acts of violence in our social life and in school is hooliganism. Both in and out of school there are phenomena of school bullying and violence. But few of school violence incidents eventually reach teachers and parents, as children who are victims are usually ashamed or afraid to denounce such an incident. But even pupils who witness a violent incident are afraid to report the incident with shame or, in some cases; they do not understand that they are involved in an act of violence.

The various forms of intimidation (Espelage & Swearer, 2003; Psalti and Konstantinou, 2007; Lidzhegu, 2012; Smirnaiou, 2013) are the following:

- **Verbal:** It is a direct form of intimidation, which involves the use of abusive or ambulatory expressions, using nicknames, teasing, threats, extortion, rude comments and irony or other derisive and sarcastic expressions deliberately targeted by a person or group of persons to another in order to hurt him (Barone, 1997; Smith & Sharp, 1994; Smirnaiou, 2013). Since it refers in committing of verbal attacks, it is difficult to resolve, even when there is irony or other kinds of derisive and sarcastic expressions deliberately directed by someone or a group of people to another to hurt him (Barone, 1997; Smith & Sharp, 1994; Smirnaiou, 2013). Even when reference is made to teachers or other adults, it is difficult to be

resolved, since those who practice intimidation are always denying it, especially in cases where there is no tangible evidence and testimony from the witnesses present (Van Niekerk, 1993; Smirnaïou, 2013).

- **Emotional:** This is mainly an indirect form of bullying. Emotional blackmail includes threats, propagation of malignant and false rumors, abusive or imprecise expressions about race, ethnicity, religion, identity of the victim, sexual identity of the victim, intended removal of friends, isolation or lobbying by peers (Naser, et al., 2003; Smirnaïou, 2013).
- **Psychological:** This is an indirect form of intimidation, where victims are deliberately and often excluded from social or group activities, social isolation or exclusion from play at breaks. As with emotional extortion and here the victims can be addressed defamation and malicious gossip or events aimed at the ridiculous (Whitney & Smith, 1993; Krige, et al., 2000; Smirnaïou, 2013).
- **Bodily:** Body bullying is the most immediate form of phenomenon manifestation. It concerns the exercise of physical violence, bumps, stings, bites, shoves, tripping, buffeting, destruction or theft of personal property. Both boys and girls are victims of physical violence. This form of intimidation is directly linked to the muscular power or physique of the "Intimidator." For this reason, often manifested by older pupils for pupils smaller classes, with pushes on the corridors and the stairs of the school, inclusions in toilets and storage areas, or by putting pressure on the victims to do something against their will (Van Niekerk, 1993; Smith & Sharp, 1994; Byrne, 1994; Leach, 1997; Smirnaïou, 2013).
- **Social:** Social bullying concerns the deliberate exclusion of pupils from social activities or by exercising influence on the peer group to feel dislike for the victim in order to systematically reduce the victim's self-esteem and may be direct or indirect. It immediately manifests itself with systematic exclusion, isolation and indifference towards the victim. Indirectly it occurs with a "silent" exclusion that is perceived by the victim only when he attempts to participate in the particular group (Coloroso, 2003:17; Lee, 2004:10; Smirnaïou, 2013).
- **Sexual:** It is a form of sexual harassment which involves boys and girls and is manifested by offensive comments or sexual teasing, unethical gestures, unwanted touching or disclosing sexual sketches up to serious sexual assaults.
- **Racist:** It is the manifestation of verbal, emotional or physical violence aimed at offends the victim by reason of his / her origin, social order, and the financial situation of his / her family and the general diversity of the overall majority.
- **Intimidation with extortion:** It usually refers to the theft or destruction of material objects of the victim, such as the voluntary extraction of money or personal belongings and accompanied by threats or coercion into undesirable, antisocial acts.
- **Electronic bullying / cyber:** Cyber bullying is described as "repetitive and deliberate damage caused by the use of computers, mobile phones and other electronic devices" and appears more often in web pages where a large number of teenagers are concentrated. Typical examples are the sending of abusive or threatening material through emails and MMS and SMS services to mobile phones and social networking sites or the exclusion of a person from a network group or recurring calls to his mobile from an unknown number.

4. Third / vehicle characteristics

Child offenders, those who engage in intimidation and violence in others, are usually a) aggressive, b) prone to violation of rules and antisocial behavior, c) with low self-esteem, while they certainly look for themselves, d) overactive, e) without ethical concerns or remorse for their actions, g) capable of escaping from difficult situations. The victims are usually children a) quiet and sensitive, b) introverted and lonely, c) more anxious and insecure than other students, d) with low self-esteem; e) difficult to defend themselves; g) fearful and passive attitude towards violence.

When subjected to intimidation and violence, they react by a) passive acceptance of violence, b) lack of self-confidence and weakness juxtaposition, c) fear of further violence or punishment by the large d) confusion, despair, intense anxiety and panic, e) withdrawing and crying, depression and suicide attempts, g) belief that an adult's intervention will not be effective, h) believe that if they discuss the problem with an adult, they will receive more violence from the perpetrators.

5. Causes and agents of intimidating phenomena and violence

The school environment, the local community but the family are agents of intimidating phenomena and violence. The perpetrators feel the need to dominate others and are content to hurt, having been brought up in an environment where they developed aggression and hostility. There may be some benefit from intimidating behavior, such as posting money, or just the feeling of impressiveness and excellence in the student group (Olweus, 2009). It is not clear whether the perpetrators lack societal sensitivity or social perception and consciously hurt the weaker (Rigby, 2008). The school, with its morals, determines how the behavior of members of the school community together, with or without respect. However, there are no safe conclusions about the role of non-competitive morals in intimidation (Rigby, 2008a).

Factors contributing to the development and maintenance of intimidating climate are the very authoritarian behavior, unintentional reinforcement or ignore bullying incidents, the aggressive behavior of peer groups and the adoption of aggressive behavior patterns by school staff. Intimidating behavior is often reinforced by peers who express their admiration for the behavior of the "strong" team (Newman-Carlson, 2000). The attitude of the group's children prevents the victim from talking, so that he does not receive contempt and sorrow or criticism such as "cowardly, failed, and touchy."

Intimidation due to diversity is related to the gender, ethnicity or special needs of some students. Bullying by boys to boys appears as an attempt to confirm their masculinity, especially if they criticize another boy for feminine behavior (Rigby, 2008). Racial intimidation stems from different ethnic origins (language, appearance and lifestyle). Attacks may, however, have other causes. Intimidating behavior towards pupils with special needs involves unnecessary discomfort, torture, humiliation, coercion, aggression (Rigby, 2008), more often than in typically developing students.

The attitude of teachers in the school environment is a code of conduct. Students watch how they behave with each other, towards themselves and what student behaviors they reward. If the relations are respected, then the students do the same (Newman-Carlson, 2000).

6. Troubleshooting

In order to tackle the phenomenon of school violence and intimidation, there must be cooperation between the parents with the school. This cooperation is determinant importance, but in practice there are many problems as parents and teachers are trying to delineate their role, while institutionalized forms of communication and collaboration do not work.

Parents believe that in many cases teachers are degrading the incidents instead move towards the effective dealing them, trying to avoid solving any problem. Teachers express the view that parents in many cases are "exaggerated" and "overstate" incidents, and they are not always willing to cooperate effectively. They recognize, however, that their role is not limited to the transfer of knowledge, but also to the transfer of positive standards, inspiration and support to children.

The most important factor in identifying problems is the teacher. However, addressing the phenomenon is case basis and fragmented.

The lack of specialized tools, the lack of common guidelines or rules enshrined at the institutional level "tie" the hands of teachers and make it harder for them to address and

prevent the problem at school level In order to tackle the phenomenon of school violence and intimidation, the appropriate actions are:

- Training teachers on violence and intimidation so that there is a common approach to recognizing and preventing phenomena.
- Develop common steps to cope with violence and intimidation in all schools with active participation of teachers.
- Emphasis on actions against bullying of children with awareness messages about the diversity of people.
- Develop a balanced program within the school that allows creative child employment.
- Establish activities such as plays, art-related activities, books, dramatization, painting to create groups and cultivate the group's feelings.
- Creating and staffing support structures in all schools.
- Creating a youth counseling station with a psychologist.
- Activate parent associations and develop actions for parents.
- Functioning parent groups with participation and teachers participation in order to be contacted

7. Conclusion

Violence among pupils or bullying is aggressive behavior with intent to cause physical and mental pain on classmates from their peers, in the context of an interpersonal relationship characterized by power disproportion, inside and outside school. The children who are intimidated are "the strong ones," and they believe that they will feel pleasure in this way and gain prestige. The victims are the recipient of these violent actions.

Violence amongst pupils has serious, short-term and long-term effects on their development and health. Intimidated children often have low self-esteem, psychosomatic problems, school denial, intense anxiety, sleep disturbances, phobias, depression and even suicidal tendencies. Children who are intimidated have reduced self-control capacity, are unable to comply with rules and limits, and have difficulty in dialectic resolving their differences and aggression their management, and may, in the future, exhibit antisocial and offending behaviors. Unfortunately, incidents of violence between pupils in schools are not always treated in the most appropriate way.

It is now an urgent need to establish a clear framework for preventing and tackling the phenomenon of bullying in the school environment, which is the most appropriate body for the proper education of children and adolescents and the channeling of healthy citizens into our society.

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The emotional state of pupils with special learning difficulties and their empowerment

Abstract:

At school, pupils with specific learning difficulties are unable to fulfill their obligations and often have low self-image, experiencing frustration. These students face on the one hand cognitive difficulties and on the other hand emotional vulnerability, it is difficult to adapt to the school environment. The purpose of this study is to examine the emotional state of students with specific learning difficulties through literature reviews of current research and recording good approaches to help pupils adapt.

Keywords: Learning difficulties, emotional status, self-image, self esteem

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1. Introduction

In the past, education focused on the cognitive and educational aspects of teaching and learning, closely linked to academic performance. However, over the past two decades, education is not focused only on learning cognitive skills, but mainly on the students discovering themselves and evolving into capable, mature and self-acting adults. The shift of importance into the emotional aspects of education sets self-determination as a determining factor in interpreting a student's behavior and academic performance (Liu et al., 2005).

Over the last two decades, researchers have focused more on social attitudes towards people with special learning disabilities, which have an impact both on performance and their school life in general, as well as on later opportunities in higher education and the workplace. Stereotypes for people with special learning difficulties and beliefs about what they can do tend to take a steady form and influence their self-identification (May & Stone, 2010). Stereotypical attitudes and perceptions based on super-simplified perceptions of people with special learning difficulties tend to ignore individual differences and categorize them into a uniform group. This fact has mobilized the interest of researchers for further study.

The teacher is the one who has direct supervision of the student's weaknesses and needs, as well as contributing to shaping his self-image and his love of school and learning. It is he who should take into account the information given to him by the family, the environment in which the child lives and the nature of the relationships developed in it (Rock et al., 2008). The family and the teacher should work together to discover each child's needs in order to strengthen his or her efforts.

2. Emotional situation of pupils with special learning difficulties

Self-esteem is a subset of self-perception and is dimensional in value (feelings of appreciation for oneself and ability (the feeling that one's abilities are successful). The equal division between the sense of value and the ability is important for shaping and maintaining a satisfactory level of self-esteem (Rosenberg, 1990, as mentioned in Papanis, 2011).

According to Marsh (1990), the failure to cope with some conditions, the accumulation of negative experiences, the reduced sense of self-worth, the lack of encouragement and support from the surrounding environment, the dysfunctional relations on the way to adulthood, the adoption of some roles in the social context and some personality elements can work inhibitory in building positive self-esteem and high self-esteem during childhood. Consequently, this affects a variety of behaviors and psychological reactions such as relationships with others, quality of communication, competition or rivalry, personality structure, performance and recognition, adaptation, reaction to anxiety events and generally in the treatment of oneself in collation with the environment (Mruk, 1999, as mentioned in Papanis, 2011).

Glazzard, (2010) explores the factors that affect the self-esteem of students with dyslexia. His research was conducted in two secondary schools in the northern part of England. The tools used to collect the data were semi-structured interviews. His sample were nine pupils aged 14 - 15 who had officially been diagnosed with dyslexia. The results of his study were as follows: a) Dyslexic students felt frustrated and isolated in relation to their classmates. B) their self-esteem was influenced by the derogatory behavior of some teachers towards them, as opposed to others who supported them and were understanding towards the problems they were facing; c) about half of the students had not experienced verbal or physical violence due to their dyslexia d) Finally, all participants said their parents were supportive of them.

Also, Gibson & Kendall (2010), study the importance of early diagnosis and personal experience. At two English universities, they used the interview technique for students who had dyslexia, looking at their school experiences, the factors that influenced their self-esteem and academic performance. The data analysis of those interviewed concluded in five thematic

axes - factors influencing the self-esteem and academic success of students with dyslexia: "The definition and diversification of teaching methods", "The choice of a lower level course", "The attitudes of teachers and Students' "Peers and Their Relationships", "Feelings of Failure and Self-Esteem". It is noteworthy that in their research the students had not been diagnosed with dyslexia even before their admission to the university, which negatively affected the answers in all areas. The consequences of not knowing where the difficulties arose were evident in relation to the feelings of failure within the school education system. Thus, it is concluded that early diagnosis of learning difficulties and systematic intervention is necessary to build positive self-image and to develop confidence (Glazzard, 2010).

2.1 Training pupils with special learning difficulties

Teachers should meet the different needs of their students in order to respond to differences in readiness, interests, experiences, abilities, past knowledge and learning styles, and also in order to maximize the learning opportunity for each student in the classroom. Differentiation is defined as a flexible approach to teaching, in which teachers shape their curriculum, their plans, teaching methods, resources, and learning activities. (Bearne, 1996; Tomlinson, 1999).

In addition, Kratochvilova & Havel (2013) point out that differentiated teaching favors the inclusion of all pupils in education and learning process. In particular, its implementation ensures that all students can learn in the best possible way and achieve a reduction in their differences. That is, through this, efforts are being made to reduce the difficulties, to achieve the active participation of all pupils, to create the conditions that support the development of pupils in all areas and to treat all students with respect and sensitivity in terms of needs, skills, special features and learning expectations.

Finally, differentiated teaching is not intended to simply transmit knowledge, but to promote a higher degree of cognitive functions. The question is not to reproduce ready knowledge but to develop critical thinking and research capacity to discover themselves and the world around them. The implementation of differentiated teaching is a demanding and time-consuming process and great attention needs to be paid to preparation, the process and organization (Hamza & Hernandez, 2012).

In relation to the provision of tailor-made teaching, research indicates that the older elementary students prefer not to receive additional personalized teaching, because their diversity is projected and they consider themselves to be self-titled (Anderson, 2009). On the other hand, some researchers report the need for individualized teaching in small groups outside the classroom to enhance the self-image (Sternke, 2010; Mihandoost et al, 2010).

Also, Anderson's (2009) qualitative study, through a two-year systematic observation and interviews conducted in England to assess self-esteem, states that dyslexic pupils aged 10-11 years in their participation in small support groups to improve self-esteem and literacy skills outside the class, experience opposite emotions. Attending lessons away from their classroom is sufficient to cover students' learning needs, it enables them to have success opportunities, increases self-esteem, creates a free learning environment, but at the same time it restricts and marginalizes pupils from the rest of the student community. When they are often absent from the classroom and come back they face the dual requirement of uniting the old knowledge with the new, which causes frustration and impedes their learning performance. This, coupled with possible critical comments on the part of the classmates, negatively affects self-esteem and the fear of failure.

Additionally, lessons in a separate classroom lead to a negative self-understanding of these students because they feel stigmatized and thus their diversity increases Sternke (2010).

It is important to note that achievements are a function of competence and motivation, and self-determination depends on the student's belief in his own abilities (Liu et al, 2005). When a student feels that his abilities are low and without improvement, he reproduces this belief with a negative impact on his self-esteem, motivation, confidence, and ultimately his

academic success. On the contrary, if he thinks his ability is improving through the education system, then he is receptive and believes that if he tries he will be able to fill his learning weaknesses. In particular, the more balance there is between the real self (what I know about myself), the deontic self (what important others expect of me) and the ideal self (the characteristics I want to have), the higher the self-esteem Mihandoost et al., 2010).

2.2 Teaching Approaches

New research focuses more on the importance of effective intervention and support for pupils with Special Learning Difficulties in order to provide them with a better quality of life and help them gain a 'healthy' self-image. (Sternke, 2010). Priority is given to the understanding and assessing the difficulty that each student has to deal with and then to appropriate intervention, while more emphasis has been placed on the etiology of specific learning difficulties. This was due to the fact that the medical point of view of special learning difficulties was acceptable and as a result emphasis was placed on the causes.

The outcome was that any deficits would be considered stable, and that there was no room for improvement, and consequently the students themselves would be responsible for them (May & Stone, 2010). Today there is a more positive view, as weakness is not focused on the individual and is subject to change through the right environment and motivation. The research is geared to the dynamic interactions of individuals with special learning difficulties and the contexts to which they belong (family, school, social) through ecosystem approaches to provide effective support (Lackaye et al., 2006; Stone, 2004).

Students' positive attitudes towards the learning process and the development of good interpersonal relationships are linked to successful learning. All students should assume that being different does not mean being inferior, that he or she must remain on the sidelines or have fewer rights. And this finds plenty of breeding ground when feelings of mutual respect, love and equality prevail in the surrounding environment. Responsible for promoting such an environment is the teacher (Thompson, 2011). For this reason, it is good to create a friendly climate in which cooperation will flourish and empathy will be cultivated. Empathy, to allow each student to enter each other's shoes, but also for the teacher himself to enter into the student's position. Thus, they will better understand why students with special learning difficulties refuse to engage in schoolwork because they associate them with negative experiences and consider them to be threatening.

In one of their books, Smith and Grace (2007) refer to diversified teaching based on the students' interest and argue that it means creating actions in which students explore their own interests. Thus learning becomes interesting, becomes more attractive, and students are actively involved in the learning process.

Thus, the teacher should have many teaching strategies and every subject should be approached in more ways to ensure that this topic has been completely conquered by all students. Any strategy that helps the learner to express himself and understand is considered acceptable if it adapts to his/her learning profile. Through different methods each student understands cognitive objects better, shows his/her potential in different ways and is given opportunities to find his own worth, self-appreciation and his place in the classroom, something which did not occur with the use of a standardized and non-flexible strategy. them with a better quality of life and to acquire a "healthy" self-image (Sternke, 2010).

Approaches should be work plans, ie rationally organized forms of deliberate action, the key components of which (according to Matsangura, 2003) are clear planning, methodical implementation and feedback evaluation. The teaching strategies, which are the expression of teaching models, can be derived from the model of behavior, social cognition, gnostic / constructivism, where according to (Salvaras & Salvaras 2011), accepts that knowledge is conceived with the mind , which mind does not invent knowledge, that exists, but discovers it by making assumptions, speculating and choosing versions.

The teaching model of constructivism, where both external reality and inner reality play a role, and as one changes, it creates conditions for the other to change.

Consequently, according to (Salvara, 2013), the didactic means contribute to the transmission of messages from the teacher to the student and rely on the "surplus", which functions as a conservative force, limited to what it seems, holding the knowledge immobile and the exchange and production of messages. Through the exchange and production of messages and with the support of "entropy", which acts as a stimulating force that extends to what is hidden and changing, knowledge comes into motion and its transformation is sought. In addition, teaching tools should seek for multi-sensory coding of information, visual (see, read), acoustic (I hear, speak) and kinesthetic (I draw, construct, impersonate, underline, write). Greater significance is the mutation of information in representations, verbatim (handling of materials), verbal (spoken speech), schematic construction of tables, diagrams, cognitive, maps, symbolic (writing) and metacognitive (instructions to oneself).

All this in a student-centered environment where teachers try to shape the learning style of each student, what they know and can do, what they are interested in, what each person carries, what is able to do and what he wants to do. In these learning environments students acquire the knowledge and skills that are necessary to function effectively in society (Angelakos, 2006).

The negative image of oneself has made students vulnerable, so the acquisition of creative thoughts and strategies empowers them to face future difficulties (Lackaye et al., 2006). It has been recognized that the progress of pupils with special learning difficulties should be pursued alongside social inclusion and balanced emotional development (Anderson, 2009).

According to Lackaye et al., (2006), care is taken to ensure that education systems do not develop a competitive and evaluative climate within the school environment and that emphasis is not placed on grading. This will also help their lives by reinforcing the belief in human values and the emphasis on people's "human nature", key ingredients for happy and balanced people with high levels of self-worth.

In addition, the use of New Technologies in conjunction with modern teaching strategies, brainstorming, role play, experiential actions, creative writing help students with special learning difficulties actively participate in the learning process, gain a social position within the classroom and stop feeding the vicious circle of school failure.

3. Discussion

It is worth noting that most research study self-image in the stages of childhood and adolescence as the most crucial for future life. When self-esteem and self-evaluation have been maladjusted in these stages and early recordings of these have taken place, it is difficult to reinforce them, because levels of resistance to change are increasing and defense mechanisms are activated. This occurs to a greater extent in people with special learning difficulties, who are overwhelmed by insecurity, due to their inherent difficulties and the accumulation of failures and critical behaviors towards them.

We need to focus on early diagnosis and intervention to avoid the established negative beliefs of students with special learning difficulties. Especially in Greek society, where school success is directly linked to success and happiness, learning difficulties, and consequently low school performance, affect even more the shaping of the self-image. Teachers, in order to support pupils with special learning difficulties, should not only possess sensitivity but also specialised skills acquired through experience and lifelong learning. To enhance the low self-image of such pupils, flexibility on the part of teachers is required. That is why it is important to study the behavior and expectations of teachers towards pupils with special learning difficulties as well as to conduct research interdisciplinarity and to cooperate with teachers to improve these students' self-image.

In addition, due to the fact that several surveys emphasize the positive participation of parents and school and family cooperation in dealing with pupils with special learning difficulties (Sternke, 2010; Mihandoost et al., 2010), there should be a common course of action, in order to give students a sense of stability and real interest from both sides. Therefore, future research should turn to ways to improve family and school relationships, because the support and involvement of parents in their child's education should be encouraged, and support and information on existing services that can help themselves and their child should be provided, which will reduce stress levels and fuel positive feelings.

Surveys should be consistent so that results can be compared over time, and larger samples will help generalization to the population. In addition, the factors that strengthen the psychosocial adaptation of pupils with special learning difficulties should be investigated.

Finally, the positive outcome of any intervention is an interrelation of the style and training of teachers, because as a co-ordinator of the educational process he must be a companion to the pupils, to help them use their potential and identify their positive points in order to be able to support psycho-emotionally and to gain the power to move forward.

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The Educator as a School Counsellor. Is it a viable option for Greek schools?

Abstract:

This article aims at researching the option of the teacher being used as a school counsellor in her or his school in Greece and present the opposing views. An account of the current situation and a brief historical review concerning the institution of the school counsellors as a distinguished profession in Greek schools contributes to understanding the significance of the issue. A bibliographic review was conducted concerning the views and arguments that are either skeptical or in favor of this option. The results show that many researchers in Greece believe that the specialized teacher could undertake counselling duties with the supervision of an experienced professional or through programs in the school curriculum.

Key words: school-based counselling, school counsellor, school psychologist, didactic action, etiquetting, labeling, self-fulfilling prophesy, stigmatization, teacher's duties.

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1. Introduction

From the previous academic year, 2016-17, the Greek Ministry of Education, Research and Religious Affairs (YPPETH) issued a new curriculum for the greek middle schools, in which, among others, the non obligatory course of “*Scholastic and Social Life*”² was repealed. Under the above mentioned generic title, the course consisted, although not directly, some form of the social and emotional educational learning skills, being the only course that bore some relation to emotional support that any young person should be provided with. The previous years, any teacher in the middle school was eligible to teach this course.

2. Counselling and School Counselling: a definition

The British Association of Counselling defines “Counselling” as a “relationship” that is being used to enhance self-knowledge, to lead to an emotional acceptance and personal growth and to assist the best possible development of one’s potential (British Association of Counselling, 1991). The American Psychological Association (1956) defines counselling as a special sector of psychology. “Counselling” refers not only to the personal need for support but also involves in almost every human environment, such as families, workplaces, health institutions and of course education, in every stage of it’s development, from the primary to higher, vocational and adult education.

“School counselling” is a field, through which counselling in schools is conducted mainly by a professional who is specialized in it, the school counsellor, or according with the school system by a specialized school teacher (Papakonstantinou, 2011). “Counsellor”, “counselling psychologist” and “psychologist” are terms that are used interchangeably in Greece as well as in other countries (Malikiosi-Loizos & Giovazolias, 2013). School counselling and counselling in the sense of guidance, aiming at helping the students deciding which profession to choose, are often not distinguished with each other in the Greek bibliography.

3. School Counselling in Greece: an overview

In 1993 the Greek Ministry of Education introduced the establishment of the Youth Counselling Office (SSN in Greek, will be used here interchangeably) in the largest urban centers of the country³. In 1999 the Youth Counselling Offices came to existence (KETEME, internet page)⁴ and two years later the Ministry of Education issued a decision concerning the director’s qualifications and her or his duties (FEK 1206/2000⁵). Any secondary school teacher with some kind of specialization in psychology could become director with mainly administrative duties, co-ordinating the activities undertaken by the other members of the Office, a doctor, two psychologists and two social workers (FEK 185/1993)⁶.

The Youth Counselling Office started getting involved in the educational community life only in 2012, when new qualifications were issued for its’ staff (FEK 2315/2012) and

² For more information in “New School, Curriculum, Scholastic and Social life, Secondary Education, 2011: IEP (YPPETH) and New School, Curriculum, Scholastic and Social Life, Educator’s Guide, Secondary Education, 2011: IEP (YPPETH) in Greek

<https://docs.google.com/viewer?docex=1&url=http://ebooks.edu.gr/info/newps/Σχολική%20και%20Κοινωνική%20Ζωή/ΣΚΖ%20Δευτεροβάθμια%20Εκπαίδευση.pdf>

<https://docs.google.com/viewer?docex=1&url=http://ebooks.edu.gr/info/newps/Σχολική%20και%20Κοινωνική%20Ζωή/Οδηγός%20ΣΚΖ%20για%20Δευτεροβάθμια%20Εκπαίδευση.pdf> respectively.

³ Pages of the Government Journal, from here on under the acronym FEK, FEK 134/1993

⁴ KETEME is the research foundation of OLME, secondary educator’s syndicate. For the internet article published on KETEME’s web page and for more info on Youth Counselling Offices’ establishment pl. see (in greek) <http://kemete.sch.gr/wp-content/uploads/2012/01/ssnkemete2009.pdf>

⁵ In greek <https://edu.klimaka.gr/arxeio/nomothesia-fek/fek-1206-2000-krithria-ypevthynoi-sep-agwgh-ygeias-klimaka.pdf>

⁶ Like in the previews pages, KETEME’s internet article for more info (in greek): <http://kemete.sch.gr/wp-content/uploads/2012/01/ssnkemete2009.pdf>

each one of the 59 secondary education department in the country acquired a Youth Counselling Office.

Greece was already stricken by the economic crisis. Teachers in every educational level were obliged to deal with multiple, more complicated problems than they did in the past⁷. Soon it became noticed that in the SSNs –apart from few exceptions - there was no staff to assist the teachers. Till now, for school counselling the students are referred to specialized organizations outside of the school building and the specific school community. A school counsellor with the sense that is being defined in most parts of the world, does not exist in Greek public, general education yet⁸.

In 2015, it was announced that 16.500 psychologists and social workers would be appointed to the general secondary public schools mainly to help dealing with bullying effects⁹. In 2016, the minister of Education answered to a question by two parliamentary representative that the school psychologists would be hired soon¹⁰.

Into the summer of 2017, a decree allowed to psychologists and social workers to be employed in “*specific schools of general and vocational education*¹¹... *as long as there are immediate needs for support of socially vulnerable groups or if the implementation of programs for psychosocial and emotional student support is necessary*”¹². Practically, for the vast majority of general and vocational schools there won't be any psychologists or social workers and for the schools that have urgent needs, psychologists and social workers will be able to provide help through specific programs on a temporary basis.

4. What are the main arguments about teachers not being used as counsellors?

Some doubts about the teacher being able to function as an advisor in the school community and the feasibility of him being a counsellor have been expressed by some scholars (see Brouzos, 2009 where references such as Aurin, 1984; Brouzos, 1990a; Dimitropoulos, 1992b; Freyaldenhoven, 2005).

Rather negative views on this issue have been expressed with respective arguments by Aurin, Caroli, Flitner, Dimitropoulos, Wulf and Brouzos (see in Brouzos, 2009 for more information). The main concern is if the classroom teacher is able to undertake more duties apart from teaching. There are suitable institutions and appropriate workers to address the counselling needs of the students. Teachers are not teachers and psychologists, sociologists, doctors and social workers in the same time and if they tried to play multiple roles they would fail because they haven't the skills to manage all these anyway (Brouzos, 2009). Lang (1999) supports that teachers often can't understand the proper function of counselling, they have a very general perception or even a mistaken view of what counselling is.

According to the view of some researchers, if the school assumes the “hyper-role” to supervise the social, psychical and scholastic behavior of the students, there would be a family dominance on it, given the fact that parents in most researches would like the teacher and the school to assume such a role (see Brouzos, 2009; Kossyvaki, 1991).

⁷ Researches conclude that the past 2 decades youth problems have increased in the schools, not only in Greece but worldwide (Brouzos, 1999; Brouzos et al., 2015; Hatzichristou, 2014).

⁸ Counselling itself is a new scientific field in Greece (see Brouzos et al., 2015 like above).

⁹ <http://www.naftemporiki.gr/story/928186/erxontai-psuxologoi-kai-koinonikoi-leitourgoi-sta-sxoleia> and <http://www.koutipandoras.gr/article/yp-paideias-koinonikoi-leitoyrgoi-kai-psyhologoi-sta-sholeia>

¹⁰ For the minister of Education answer see : <https://xenesglosses.eu/wp-content/uploads/2016/11/%CF%88%CF%85%CF%87%CE%BF%CE%BB%CE%BF%CE%B3%CE%B9%CE%BA%CE%AE.pdf>

¹¹ For the Second Chance Schools and schools for children and adolescents with special needs there is already such a provision.

¹² See N.4485/2017, article 70, paragr.6.

Bachmair, Faber και Hennig (see Hofmann, 1990, pp. 147 for more information) have the opinion that the educator is not appropriate for conducting counselling in schools. He already has a specific professional role that prevents him from becoming a successful school counsellor.

5. What are the main arguments that support the option of the teacher as a counsellor?

In Greek state's official documents, which define the teacher's role and are dated back to previous decades, there isn't some reference to teacher's counselling role. The 1978's decree (18726/22.2.1978) states that teachers ought to respect the student's personality and to avoid admonition in front of other students. In the decree 6942/11.1.83 there is a reference to the parent-teacher talks about the student's performance and behavior. In FEK 1340/2002 it is stated that the teachers are responsible for instructing, training and morally guiding their students, which implies some kind of advice should be given by the teacher to his students who are in need¹³.

On the article 36 of the above mentioned decree it is stated that "*10. Teachers accommodate the progress of all their students and they provide them mental, moral and social education*" and "*13. They care for the living conditions in the family and the social environment that their students live in, they take into consideration the factors that affect the students' advancement and behavior and they take the appropriate educational initiatives, in order to address possible problems*", "*15. They encourage their students to participate energetically to the decision making and shaping of the taken decisions about issues that are linked to them and to their school and (teachers) and nurture the values of solidarity and connectiveness*", "*16. They collaborate with the Headmaster, the parents and the teacher supervisors for the best possible handle of problematic behavior incidents, with respect to the personality and the students' rights*".

One of the first works that we've found was published by Dimitropoulos (1992) under the title "*The teacher of the primary and secondary grade school as a teacher and a counsellor. Two problems, one solution*". Some years later, there is an article by Kosmopoulos (1996) and another one by Kosmidou-Hardy (1998). A more recent work on our issue is written by Brouzos (2009). More recent works that were published amidst the crisis are by Malikiosi-Loizou (2011) Catzichristou (2014). A few small scaled researches or thesis are published in Greek, for example the publications by Tsaprounis (2002), Angelopoulos et al. (2006), in which there is a positive attitude towards the option of the teacher conducting the counselling at schools (maybe it should taken into consideration the fact that the two previous works are specifically referred to the primary education).

Apart from Dimitropoulos (see above), Kosmopoulos, Kosmidou-Hardy, Brouzos, Malikiosi-Loizou and Hatzichristou (see right above) acknowledge that the teacher has the right and the duty to provide counselling to the students and their parents. Kosmopoulos (1996) says that, even though counsellor's and educator's roles are distinguishable, the educator is obliged to act as a counsellor too, since she or he is shaping young people's character. Malikiosi-Loizou (2011) agrees that the teacher has to become a "confessor" for his students if he wants to deal with the increased problems, such as bullying, violence and other kind of crisis in the school community, educational challenges and the need for inclusion of students with special needs.

In Kosmidou-Hardy's work (1998), it is admitted that in the educational communication the teacher is a counsellor and a "therapist" and that a successful teacher counts on human communication. According to Malikiosi-Loizou (2011), effective

¹³ Among others, in the article 36 (FEK 1340/2002) we read that teachers "...edify and educate their students..., collaborate with them, respect their students' personality, nurture in them and inspire democratic behavior... they accommodate the creation of ... ongoing communication with the parents and legal guardians of their students".

communication and counselling skills of the teachers greatly affect the function of the school community and contribute to its aims. Similar conclusions we see in Brouzos (2009). The writer concludes that the aims of counselling coincide with the school community aims. Consequently, the teacher is a worker that mainly provides students with the necessary assistance, so that they search and define their needs, strengths and weaknesses, in order to develop themselves (as Carl Rogers supports, see also Malikiosi-Loizou, 2011).

Moreover, Dietrich (1990) supports that counselling is an essential teacher's duty especially in our days. In the past, the teachers weren't theoretically or practically specialized in counselling. On the other hand now school-based counselling might have a great contribution in solving problems into the school community. Thus, the professional teacher should exploit one's own full potential and every authority that is related to his role. In the present, society is under rapid and continuous changes and the teaching profession should evolve accordingly (Brouzos, 2009). Students with psycho-emotional difficulties have increased in our days. Alcohol and drug consumption, lack of trust towards the political world, the social values and adults, unemployment and a hard competition world, opposite sex issues and sex orientation issues, family values crisis and alienation among family members are some of the problems that the youth is faced with.

According to Mylona-Kalyva (1995) and Hatzichristou (2004) pedagogical-counselling dimension is essential in teacher's duties and it facilitates learning, providing psychological support to the students. Dealing with the adolescents as persons and not merely as students is beneficial for their development. Kosmopoulos (1996) states that the greater part of a teacher's work- if not his entire work- has to do with instruction and counselling.

In the small scaled research of Tsaprounis (2002), it was concluded that, although the educator's counselling duties are not formally established by the Greek Education Ministry, the teacher is obliged to provide to the students and their parents. In the small scaled research of Angelopoulos and his partners (Angelopoulos et al. 2006) it is concluded that the teachers in the primary schools think that counselling is very important for the primary education and that is should be done by specialized teachers.

Baumert and Kunter (2006) include school counselling into the educator's duties and competences. They think though that it is a broad field that is related to the social skills and it depends on the institutional policy followed by each school community.

The undertaking of school-based counselling services and especially by a school teacher, would prevent some negative effects on the students, such as the *stigmatization* of those, who would be referred to the counselling services (Brouzos, 2009; Wulf & Groddeck, 1977). In Greece, unfortunately, most of the school counselling needs are addressed in separate institutions and services based outside of the schools and that co-operate with the schools.

On this issue, Brouzos (2009) states that when a student is referred to psychological institutions outside of the school community¹⁴, the problem is disconnected from the school environment that was the place where the problem appeared and might have played a role in its creation. Important factors, like social, psychological and school related factors (f.ex. interaction between the educator and the students) might not be taken into account the way they should, as the counsellor probably has no personal view of them. This might lead to a '*stigmatization process*' known as "*etiquetting*" or "*labeling*"¹⁵. Negative labeling not only affects the opinion of the others about the person but also impacts their behavior and the "labeled" person's behavior. Thus, the person is led to a *self-fulfilling prophecy attitude* that eventually affects one's own personality, self esteem and educational development.

¹⁴ The same is supported also for a counsellor that is placed inside the school building.

¹⁵ A certain person assumes specific negative characteristics in the eyes of the others in his environment.

Many students with social-emotional difficulties have a limited possibility to receive counselling services (Brown, 2006). In this case, it is practical, cost effective and time shaving the teacher to support her or his students in their problems, especially in remoted areas.

Kalantzi-Azizi (1999) supports that when it comes especially to behavior problems, counselling should be done by a person that is trusted by the student and is close to the student, like it happens in many countries. Teacher and student have a long hours' interaction. The teacher is well aware of the strengths and weaknesses, the way the student thinks, her or his peculiarities, could probably understand the student's non verbal cues.

Many researchers supported that teachers need an *additional training* in counselling skills (Grewe 2005; Hirtel & Smitz, 2010). It is suggested that the teachers should be specialized in different stages of the counselling process, such as discussion holding, diagnosis, prevention and intervention in crisis situations (Hirtel & Smitz 2010). Malikiosi-Loizou (2011) recognizes the fact that teachers' should be able to identify kids who suffer from abuse, neglect or other emotional problems, so that they can comfort them and be able to refer them to the respective specialized authorities.

Brouzos (2009) suggests that counselling demands the implementation of the respective *programs*, thus counselling would be practiced in relation to the educational activities. The above mentioned writer links this conclusion to the decree 1566/85, according to which counselling along with education and evaluation consist a vital part of every educational level. Malikiosi-Loizou (2011) states that specialized teachers could function as "mediator counsellors" between the student and the school psychologist and refers to specific programs that were designed in the past.

The teacher's role in counselling is discussed by significant theoretic approaches in psychology. Carl Rogers in the *personal-centered approach* gives the teacher the counsellor's role, who helps the students to develop themselves psychologically, emotionally and cognitively. His main aim is to help his students understand their needs and their values and consequently decide on their education and their progress (Malikiosi-Loizou, 2011).

In the *hierarchy of human needs model* by Maslow¹⁶, the teacher also assumes a counselling role. The educator should help the student make the most suitable choices between evolution and safety, by minimizing the risks of the evolution and making safety less attractive and desirable. In both approaches referred above, counselling is also linked to the *learning process* (Malikiosi-Loizou, 2011).

6. Conclusions

School Counselling in Greece isn't a well-established field. Till now, for the vast majority of the students, who attend a public, general education school, access to counselling services is a luxury. The historical review of the counselling establishment in Greece, speaks out for a continuous postponement. The most recent decree, dated in the summer of 2017, finally provided the necessary allowance to the psychologist and social workers to be employed in general education schools, only in cases of urgent needs and in order to contribute to psychological programs. The term "school counsellor" is absent in all the acts and the decrees issued till now and remains unknown in Greece. The decrees that establish the Youth Counselling Offices, introduce doctors, psychologists and social workers as personnel for the office. Regarding the teacher's role, one can find evidence that could be used by the researchers who favor the teacher's role as a counsellor. In the decree of 1978 it is stated that the teacher oughts to respect the student's personality. The reference to the respect in student's personality reminds the reader of the acceptance in the person-center approach. The decree of 2002 (article 36, FEK 1340/2002) is more descriptive and detailed. The term of

¹⁶ See Malikiosi-Loizou, 2011, pg.62.

“respect” towards the students personality exists here too. Among others, it is stated that the teachers are responsible not only for the instruction but also for the edification and moral guidance of their students, while they additionally collaborate with the parents. By stating that the teacher oughts to care for the student’s environment and living conditions (article 36, paragraph 13) brings the systemic model of school counselling to mind.

Nonetheless, the total absence of the “school counsellor” definition in official state’s acts is not in accordance with the arguments of most researchers, who believe that counselling is a didactic action element and it is among teacher’s duties (Brouzos, 2009; Dietrich, 1990; Hatzichristou, 2014; Kosmopoulos, 1996; Kosmidou-Hardy, 1998; Malikiosi-Loizou, 2011). The multiple roles that a teacher might play is the main concern of the opposite view (Bachmair, Faber και Hennig- see in Hofmann, 1990). Some researchers think that the teacher is not qualified for such a task (Lang, 1999). On the other hand, the teacher is close to the student and he is important for him. Some researchers claim that a teacher as a counsellor means also a school with immense power and responsibilities and a parent dominance, because researches show that the parents are in favor of the teacher-counsellor role (Kossyvaki, 1991).

Additionally, the school community, the students and the state itself would have many benefits if the teachers would be used as counsellors. The school community would reach its aims more successfully, the students’ educational, psychical and moral development would be served to a greater extent, beurocratical procedures by appointing new staff and additional costs would have been avoided, schools in provincial, remote areas, whose numbers are large in Greece, would have a significant help in dealing with the increased difficulties.

The option of occupying school teachers with the additional, respective qualifications as school counsellors, with the supervision of an expert and or conducting psychological health programs is favored by most researchers.

Consequently, counselling and teaching are closely related. Without school-based counselling, the school is at risk of becoming a formulaic knowledge learning institution that fails to spark the interest of the majority of its students, as the interests of this school type don’t coincide with the student interests. The school should adapt to the society’s needs and demands.

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Art-Therapy

Abstract:

Art therapy is a creative method of expression used as a therapeutic technique. It is a form of expressive therapy that uses the creative process of making art to improve a person's physical, mental, and emotional well-being. It is about a relatively young therapeutic discipline, getting its start around the mid-20th century in English-speaking and European areas.

Over time, psychologists across the globe have agreed that there is important value in the method and the healing, when patients are allowed express themselves through art. Early art therapy took a psychoanalytic approach in which a patient made art and then the therapist interpreted the patient's symbolic self-expression as communicated in the art. The method of Art therapy incorporating a vast number of other approaches, such as person-centered, cognitive, behavioral, gestalt, narrative, Adlerian, family (systems) and others. Whichever way it is practiced, all art therapy involves creativity, emotional conflicts, self-awareness and moving practitioners toward personal growth. Art therapy originated in the fields of Art and Psychotherapy and may vary in definition (Rubin, 1999).

Key words: art-therapy, psychotherapy, therapist, client, art.

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1. History of Art-Therapy

Art, through centuries was redemptive. History of art-therapy starts from the Ice Age, in images of Fertility, the World War II and in 20th century in Sigmund Freud's "Dream Analysis". According to Freud, dreams unleashed with images in a much more effective way and that is what Carl G. Jung and other American psychologists embraced in 1915, in New York, and called "Art Therapy". Adrian Hill in 1945 organized painting workshops in England and realized the beneficial effects of art experience. The creative arts therapies became widely known during the 1930s and 1940s when psychotherapists and artists began to realize that self-expression through non-verbal methods.

After 1960's Art therapy is recognized as a profession in England and America. Nowadays Art-Therapy is applicable to more than sixty countries and constitutes as a type of psychotherapy. Further, "Art Brut" of Jean Dubuffet has a pivotal role to Art-Therapy. Specifically, works of people with mental illness that looked surreal or illogical.

Art-Therapy's emergence starts in 1969 as a mental health treatment that uses traditional processes of counseling and psychotherapy integrated with creative activities of artistic expression. This treatment modality helps people face their conflicts, reduce stress and anxiety, deal with grief and loss, increase self-esteem and well-being, and work through maladjusted behaviors, attitudes, or conditions. McNiff (1981, 1992) proposes that arts have consistently been part of our life as well as healing throughout the history of humankind.

The existence of Art Therapy reminds that art is not a construction or style, it is "a real inarticulate shriek" and that is reported on Hermes Trismegistus, "a shriek of light".

Since its emergence in 1969, Art therapy is a mental health treatment that utilizes traditional processes of counseling and psychotherapy integrated with creative processes of artistic expression (American Art Therapy Association, 2014).

In 1997 art therapy in the United Kingdom was able to show its knowledge base when it produced evidence for the Council of Professions Supplementary to medicine (Health Professions' Council/HPC) sufficient to become a state regulated profession (Rubin, 1999, American Art Therapy Association, 2004, 2014).

2. Art-Therapy

Expressive therapies are unique to psychotherapy because they have specific characteristics not found in verbal therapies. All therapies, encourage individuals to engage in self-exploration and self-expression. According to Gladding (1992), using the arts in psychotherapy or counselling may improve the process of self-exploration. In addition self-expression makes individuals exhibit and adaptive behaviors. Expressive therapies, such as music, dance, drama, creative writing, poetry, play, and sand-play are included in psychotherapy (Van Dort, 2014). Many of the expressive therapies are also considered "creative arts therapies" (Agell, 1982).

Art therapy uses images, the creative process, and respects client responses that are reflections of development, abilities, their unique personality, concerns, or even conflicts. It is about a therapeutic mean, fostering self-awareness, developing social skills, managing behavior, face or solving problems, reducing stress and anxiety and increasing self-esteem (American Art Therapy Association, 2004, Hartz, & Thick, 2005, American Art Therapy Association, 2004, 2014).

Art Therapy is an expressive therapy in a non-verbal way. Art therapy has the ability to achieve different things for different people, such as counseling by therapists, healing, treatment, psychotherapy. It can be used to massage one's inner-self in a way that may provide the individual with a deeper understanding of himself or herself. Art therapy is provided in groups or individually, depending on clients' needs. It is not a recreational activity

or an art lesson, although the sessions can be enjoyable. (Case, Dalley, 2014, Holt, & Kaiser, 2009).

Current art therapy includes a vast number of other approaches such as person-centered, cognitive,behavior, Gestalt, narrative, Adlerian Family systems and more. The tenets of art therapy involve humanism, creativity, reconciling emotional conflicts, fostering self-awareness, and personal growth (Farley-Hansen, 2001). The emotional, behavioral or mental health problems, learning or physical disabilities, neurological conditions and physical illnesses are life-limiting conditions (Ball, 2002).

Art-Therapy involves the creation of art and increase awareness of self and other people, promotes personal development, increase coping skills, and also enhance cognitive function. The foundation of Art therapy, is art itself. It is based on personality theories, human development, psychology, family systems, and art education. Art therapists are trained in both art and psychological therapy (Bar-Sela, et all, 2007).

Art therapy is being applied to a wide array of health issues including cancer, chronic illnesses as asthma, renal disease, epilepsy, dementia, Alzheimer's disease, traumatic brain disabilities and other neurotic disorders. Researches have shown drawing and writing techniques reduce the anxiety of children undergoing cancer treatment (Feen-Calligan, 1995, 2007, Gilroy, 2006, Matto,2002).

According to Wilson (2012), reducing shame is crucial to the recovery process. Shame naturally seems difficult to describe with words since it is about an unconscious experience (Johnson, 1990; Wilson, 2012).

Art Therapy can be used in a variety of conditions, such as:

- Substance Abuse-/Addiction
- Trauma in children / children illnesses
- General illnesses
- Cancer diagnosis
- Relief of disaster/ loss/grief
- As an approach solving problems
- Dyslexia
- Dementia / Alzheimer disease
- Schizophrenia (American Art Therapy Association, 2004, 2014).

3. Materials

Art therapy is a form of expressive therapy. There is a *limitless* array of alternative *material*, *that are* the meaning of creative expression, such as markers, paints, clay, natural materials like leaves, stones or human made. Some of the material can express puerility, such as watercolors, whereas other, that match up to adults' abilities. In terms of their use, can be soft, hard, flexible or rigid. Art material us acquired knowledge, reasoning skills, increase fantasy but also logical. The choice of material and the way are used, express characteristics of group members' personality. Individuals do not need to have any previous experience or expertise in art. Imagination is the main concept which informs the understanding of the use of arts and play in therapy (Rubin, 1999).

It has been argued that for people with severe mental disorders, Art therapy has advantages over other treatments because the use of art materials can help people to understand themselves better, while containing powerful feelings that might otherwise overwhelm them (Holt, & Kaiser, 2009, Monti, et all, 2006)). Findings of studies and researches, have resulted in the inclusion of arts therapies in national treatment guidelines, which recommend that clinicians consider referring all people with mental disorders such as schizophrenia for arts therapies, particularly for the alleviation of negative symptoms of the disorder (Feen-Calligan, 2007, Hass-Cohen & Carr, 2008).

4. Art-therapist and therapeutic relationship

Art therapists are trained to interpret non verbal symbols that are often expressed by clients through art and the creative process. It is about concepts that may be difficult for individuals to express with words. The individual begins to see the effects of art therapy and the discoveries about the self (Rubin, 1999, *Case & Dalley, 2014*). The patient-therapist relationship is generally representative of the nature of all other relationships. Therapy is a form of re-education in a supportive partnership with someone who knows what the client mean and knows how to help him/her to face or solve the problems causing pain, anxiety etc. In contrast to therapists who explore these issues in a verbal way, expressive therapists encourage individuals to use an expressive form of communication as a means for further exploration, such as draw an image, write a story, role playing and more. One or more expressive therapies may be used in a session (Gladding, 1992, Davis, 2015).

Expressive therapists do not seek to interpret individuals' drawings or movements, but instead try to facilitate clients' discovery of self. Specifically, personal meaning and understanding. Self-expression, in an expressive therapy session also involves verbal reflection in order to help individuals to make sense of their experiences, feelings (Farley-Hansen, 2001).

Art therapists work cross sectorally with a range of clients and use a variety of different approaches, such as expressive techniques and actively engage with clients in order to help therapy progress. According to Levine (1999), imagination is the central concept which informs the understanding of the use of arts and play in therapy.

Art therapists have a variety of clients, like children, adolescents, adults and the elderly, with people of all ages, sex, creed, et al. They can help an individual, a couple, a family, or groups of people and depending on the situation, there may be numerous therapists working together as a clinical team (Levine, 1999, Rubin, 1999).

There are limitations to expressive therapy in treatment and intervention, like every therapy Interventions may encounter resistance to participation by clients who feel unable to use imagination, or anxiety about self-expression, even resistance to be active . Art therapy is a creative, therapeutic relationship between therapist and client (*Farley-Hansen, 2001*).

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Certification of prior knowledge and its importance for competitive advantage in modern economies

Abstract:

As the market get more and more competitive, the need for skilled employees gets higher. Every company wishes to have a piece of the market and the human resource factor is a critical tool for their success. The education of the personnel and their training is what makes them special and necessary for the company's success.

Knowledge is a wide term and can be examined in several different forms. In this assignment, the forms that we will examine are the knowledge gained as education and as experience. Regardless of its source however, it is only useful for the companies if it is certified. There are various levels of certification; some provided by the state while other are provided by well-known and respectable companies. The three general types of certification are the internal, the product specific, and the profession wide certification. All three represent different levels of certification according to their level of recognition.

The competitive advantage is critical for the long term viability of a company as it is basically the ability to control part of the market over the competition. The three generic competitive strategies that can be followed are the cost leadership strategy, the differential strategy and the focus strategy. Each has its own approach toward profitability and some strategies can be combined. However it is well known that if companies try to adopt all three strategies will accomplice neither one and lose valuable resource in the process.

The personnel is a crucial and expensive tool for every company, thus the management will always try to align them as needed. There are several advantages for both the company and the employees in the certification of their knowledge. For most companies, the human resources costs are the largest expense, and certification ensures that the right people are employed for the right work.

There are two examples on how the state uses education and the certification of it to provide a higher chance for viability in their economic markets. In Singapore the state has created a highly effective educational facility on technical expertise while in New Zealand the migration policy is focus on importing the best personnel.

Key-words: Certification, Knowledge, modern economies

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1. Introduction

With the phrase “scientia potentia est” or “ipsa scientia potestas est” Sir Francis Bacon talks about how knowledge is power or how knowledge itself is power (Vickers, 1992). Already, from the 17th century it was certain that knowledge is a powerful weapon and the use, as well as the understanding, of which can be vital to the survival and success of the individual. In our modern times, the need for expertise and reliable knowledge is greater than ever. We have reached a state in our civilization that we simply cannot be experts in every field of knowledge and we must specialize our field of knowledge in order to be competitive and productive.

The need for knowledge is equally important if not greater in the business environment of any free market. In order for a company to achieve long term viability, profitability much be achieved. Gaining and maintaining a competitive advantage over the competition can be accomplished by analyzing and understanding the market. The prior knowledge of the human resources of the company will be critical in realizing what is needed for the advantage to be gained. However companies need the assurance that the people they employ know what they say they know. Having the right people at the right places are the building blocks toward long term success.

2. Prior Knowledge and its Certification

In order to define the term prior knowledge we will first have to talk about knowledge in general. The Merriam-Webster dictionary defines knowledge as the fact or the condition of knowing something with familiarity gained through experience or association (Merriam-Webster, 2017). It is difficult to truly define or present what knowledge really is; the term is very wide and elusive. We may talk about familiarity, awareness, or understanding of facts, information, descriptions, or even skills. This may have been achieved through experience or education and it can be theoretical or practical. Therefore we need to examine the types of knowledge that are relevant to our needs and purposes.

3. Forms of knowledge

Although the subject is broad, as we have already mentioned, we can generally say that for our purpose we have education and experience.

3.1 Education

The need for education is probably as old as humanity itself. We know that schools already existed in ancient Egyptian times (Assmann, 2002). The Academy by Plato highlighted the need for higher education and libraries, like the one in Alexandria, became deacons of literacy and knowledge (Blainey, 2004). For most of humanity’s history, higher education was reserved for the wealthy or ruling caste. However, with the introduction of the industrial revolution the need for specialized personnel created the need for a far better and more reliable mass consumption educational system. In our times, the western world has developed a highly sophisticated and effective educational system within both the private and public sector.

In general the modern educational system comprised by primary, secondary, postsecondary and higher education (also referred as tertiary education) (Bransford, 1999). As the titles imply, the level of knowledge and information get higher with each system. The higher education is by itself divided on several level with each one more specialized and detailed than the previous ones. In most developed countries, a large proportion of the population has reached a higher level of education (Brown, 2004). This is an important

connection as it signifies the need of higher education in order for a country to have a rich developed economy.

3.2 Experience

With the term experience we usually refer to the knowledge of a situation or condition that an individual has earned by been exposed to it. If knowledge has reached a level of mastery in a particular field then we usually assume that the person is an expert. As with the term knowledge, it is wide and broad in its meaning and definition because we can easily refer to emotional, spiritual or even social experience. For our purpose we need to examine experience in the context of the working environment.

The working experience that one will gain will probably be a direct result of his education. If someone gets training in management, he/she will seek employment in some managerial position. If his education will be in accounting and finance, this person will probably become an accountant or an economist. This is not definite however as the job market is always influenced by the state of the economy. During periods of high unemployment, it is quite possible that someone may not be able to find work in his field and thus resort in other types of employment where he/she may have no prior relative knowledge and/or experience.

3.3 Certification of knowledge

The need for personnel is high, especially in developed countries with low unemployment rates. Hiring the right person for the right job is vital for the long term viability of every company. Separating the wheat from the chaff, the recruitment office of each company can hire the person that the company needs (Marginson, 2006). In order to do that however, they need reliable information about each person's training and this is why certification of knowledge and education is important and vital in any developed country. Certifications are provided by well authorized third party organizations like the state or large established companies in which a proficient level of knowledge is confirmed about a specific trade or profession (Barnhart, 1997).

Between private and public colleges, universities and other educational establishments there are certification for any and all forms of education or experience.

However not all are the same and not of the same value or quality. There are generally three general types of certification:

- ***The corporate or internal certification.*** This one is usually in some form of a short term seminars, like a one day training course for sales, organized by a company for its own employees.
- ***The product specific certification.*** Particularly important and useful in the Information and Technology industry (IT), this certification acknowledges the ability to operate or use a specific type of machine or operating program.
- ***Profession wide certification.*** The most general type of certification is quite often the entry level absolute minimum required in order to practice a profession.

4. Competitive Advantage in Modern Economies

The competition in the markets of the 21st century have been greater than ever before. With the introduction of great internet companies like Amazon or EBay a customer from any country in the world can buy anything. The IT industry has seen similar grown with Google and Facebook becoming giants of information. The need for gaining and maintaining a competitive advantage over the competition is often necessary for the long term viability of any company.

4.1 Definition

In general we can argue that competitive advantage is the ability of a company to gain some leverage or a form of control over the market that its competitive companies do not have. In essence it is the company's ability to outperform the competition by having access, but not limited, to resources, skilled personnel or new technology (Lau, 2002).

4.2 The three forms of generic competitive strategy

Michael Porter in his book identified the 3 generic ways that company may achieve competitive advantage (Porter, 1985). Needless to say, in order for any company to achieve any of the following competitive advantages, they must have a clear idea on what their social, political and economic environment is (Polidoro, 2013).

Cost leadership strategy

As the name of the strategy implies, through cost leadership the company has managed to lower her cost of production below the competition average. This reduction can also apply to services rendered. Having a lower production cost means that the company can either have a larger profit margin or provide its goods at lower rate often forcing the competition to follow their example at a lower profit margin (Rothaermel, 2016). It is not always possible to follow such a strategy. The company will have to find low cost base such as labor or materials and facilities. Materials are generally influenced by the rises and falls in prices, and salaries are influenced by the general state of the economy (Powell, 2001). All these are elements that are beyond the company's control.

Differential strategy

If the company decides to achieve a differential advantage, then their focus will be in the creation or the provision of a unique product, or at least, a significantly different product from what the competition offers. The IT industry is a superb example of differential strategy. Most company's try to separate themselves from the rest either by creating unique software like apps or design unique hardware. As it is expected, the differential strategy demands strong research and development (R&D) as well as creative and innovative ideas (Roach, 2006). However in the recent years the competition is fierce and it is getting harder and harder to provide a unique product for long. What one company might take years to develop, another one can copy a couple of months.

Focus strategy

The focus strategy is the preferred strategy of many small companies as it doesn't require the mass production capabilities of larger companies or their extensive R&D (Woodside & Quaddus, 2015). Though the focus strategy the company narrows the specifications of their product or service to the needs and wants of a certain part of the market. It requires that the company can clearly and realistically define the geographical, demographical, behavioral and even physical boundaries within the market (Wagner III & Hollenbeck, 2015). It is generally accepted that once the segment of the market, which the company wants to target, has been identified, the company will have to choose on whether it should gain a differential or a low cost advantage (Patel, et al., 2014). Trying to achieve all three will almost surely result in failing all, thus achieving no strategy.

4.3 Differentiation & Tacit knowledge

Differentiation in the product, especially in the more complicated products or services, is difficult to achieve due to the fact that a company will have to understand how the customer

wants the product to be differentiated (Chamberlin, 1962). Appearing for the first time in the late 50's, the tacit knowledge theory talk about the difficulty in transmitting to others the knowledge that one might have (Polanyi, 1958). In the business world tacit knowledge deals with the knowledge that cannot be easily transferred or recorded. It is education that can only be gained by practice and repetition, or in other words, through experience at the guidance of a mentor (Goffin & Koners, 2001). Often a company fails at differentiating its products due to their lack of understanding the market.

5. Prior Knowledge Importance's for Competitive Advantage

For any company that wants to achieve some form of competitive advantage, the management will have to trim and align the personnel according to their needs. Whether it will be high efficiency or low cost that defines their policies, the employees will have to be hired or let go according to the needs of the company (Gupta, 2006). The certification of an individual will be one of the primary guidelines of what the company will do.

5.1 Advantages & Possibilities

The certification of a person's prior education has many advantages for both the company and the individual (Yang, et al., 2016). From the company's point of view some of the main advantages are:

- *Confidence for the abilities of the workforce*
- *Competent employees with documented commitment to excellence*
- *Endorsement from other organizations for the value of the company's workforce*
- *Employees who have the will to pursue further education*
- *A way of recognizing quality employees*
- *Higher efficiency and productivity*

All of the above are required for companies that want to achieve a competitive advantage through high quality and excellence (Jingyuan, et al., 2014). Similarly for the individual some of the advantages in having certified education are:

- *Credibility for they level of knowledge*
- *Job retention*
- *Possibility for promotion*
- *Understanding old and new technologies.*

The human resources for every company are usually the largest expense. The certification helps to ensure the right people are employed who in time will create the competitive advantage for the company.

5.2 Good Practices from Countries worldwide & other Practical Application

➤ *Technical Education in Singapore*

One prime example comes from Singapore, Asia. Singapore has achieved extreme levels of development recently and for many years. This became true as a result from successful state's actions that developed a competitive edge over the competition by creating a close link between the provided education and the economic development of the area and the World.

In several developing countries the labor and the education markets cannot follow each other closely. The state for various reasons doesn't consider it necessary to make the needed adjustment. The private education sector will follow the restricted guidelines of the state and thus also be unable to make the necessary adjustments in the educational courses. In these countries the young people with technical education are often forces either to leave abroad for better opportunities or consume themselves in an endless cycle of job hunting among mediocre possibilities (Mishel, 2007).

For the last two decades the Singapore government has been innovating the technical education with the Institute for Technical Education (ITE), so that supply of new personnel will be meeting the demand (Stewart, 2017). Great efforts have been taken to stop societal prejudice. The lesser academically inclined jobs are treated with some contempt in Singapore and the state is trying to change the attitude. The curriculum and the certification programmed has been greatly changed to reflect the new technologies while reevaluating the older ones.

As a result of these efforts the ITE the vast majority of graduates quickly find work in their field, with the “tools” to acquire better skills for the leading-edge employers of the future. In the long run the certificates that they earn now will be the invitation for larger better opportunities in the future.

➤ *New Zealand’s Immigrant Recruitment policy*

New Zealand’s geographical position in the planet protects them from any real illegal immigration. However due to their close proximity to a stronger economy, meaning that of Australia’s, they often find their own population leaving to find better work abroad. This ongoing situation has created a vacuum in New Zealand’s workforce. Since there is no uninvited immigration from neighboring countries, New Zealand has to actually invite people from all over the world to join their work force (Akbari & MacDonald, 2014).

In order to provide a working visa to any potential volunteer they simply ask them to provide certifications for their education level, their profession, and their experience or any other additional knowledge that they may have. If the candidate reaches a certain amount of points, he is free to apply for a working visa and move to New Zealand (Immigration, 2017). Through this point system the state ensures that every foreign individual, who wants to join the work force of the country, will be an asset to the New Zealand employer and his company.

Other countries have similar point systems but what makes New Zealand unique is the geographical position that makes possible to filter and accept only what the state needs based on their certification on prior education.

What is important is the foresight of the state for the need of certified skilled personnel. By making sure that the people that enter the country to live and work are skilled professionals, it increases the quality of the total work force in general. If the average potential employee has higher quality, then that higher quality will inevitably be transferred to his services and eventually to the product, thus providing New Zealand companies with a significant competitive advantage.

6. Conclusions

The need for experts and highly trained employees will never go away. Furthermore the need for certification upon their knowledge and education will probably never go away. From the simple truck driver to the nuclear scientist, the importance of being able to provide credential on someone’s abilities is as important now as it has ever been. People need to be able to prove what they know and employers need to have access to this information so that they can pick the ones that they need. Because the quality of a company’s workforce will always be a critical factor in their competitive advantage

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Inclusion within the school setting: Case study of a student with Attention-Deficit/Hyperactivity Disorder (ADHD)

Abstract:

This paper presents a case study of a 2nd-grade primary school student (male), diagnosed with attention-deficit/hyperactivity disorder (ADHD). During the school years 2015-2017, a psychosocial and educational intervention was developed and delivered to address the student's needs and challenges. The intervention encompassed an adapted teaching programme based on an inclusive approach.

This paper also focuses on counselling with the parents, as well as emotional factors that had an impact on the child's behaviour. First, we discuss the concept of ADHD, and, next, the inclusive approach, as it is realized in the daily life of a Greek school through the scientific intervention of the Committee for Diagnostic Educational Evaluation and Support (E.D.E.A.Y.).

Keywords: Primary school, student, teaching programme, hyperactivity disorder (ADHD)

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1. Introduction

As everyone is unique, there are various factors, from school age to adulthood, that contribute to a person's academic success and normal socialization or academic failure and social withdrawal. Children that display particularly pronounced behaviours since their early school years receive different treatment than the rest of the class; dealing with this kind of issue promptly is crucial, so that the children themselves can best cope with their difficulties, and the ecological balance of the classroom can be restored.

2. Theoretical framework

2.1 Definition

Attention-deficit/hyperactivity disorder (ADHD) is defined as a developmental disorder that manifests with behaviour patterns characterized by inattention, excess movement, and difficulties focusing and controlling impulses, that are not age-appropriate and have a negative effect on the individual's functioning and/or interpersonal relationships at home, school, or work (American Psychiatric Association, 2000). A study by Willcutt et al. (2005) argues that co-occurring neuropsychological factors differentially affect individuals with ADHD. Over time, ADHD does not get better or go away; in practice, this means that it is manageable, not curable. People with ADHD fall into three categories characterized by distinct neuropsychological profiles.

2.2 ADHD subtypes

- (i). Inattentive Type: "Inattentive" children have difficulties concentrating, in every aspect and in every context of their lives (Sandberg, Day & Trott, 1996). In the classroom, this means that they hand in incomplete assignments, or not at all, appear distracted, do not listen, struggle with processing and understanding auditory stimuli, ignore or fail to follow directions, seem lazy or unmotivated, are inattentive, lose items, are forgetful, make mistakes, are disorganized, passive, shy and withdrawn, and their inattention interferes with decoding of incoming information.
- (ii) Hyperactive/Impulsive Type: "Hyperactive" children move the most when they are expected to be still, and their behaviour, exactly because it is inappropriate, is particularly noticeable by people around them (Kalantzi-Azizi & Zafeiropoulou, 2004). "Impulsive" children have a tendency for hasty actions that occur in the moment and cannot be delayed. They have low frustration tolerance, so they can be irritable. Therefore, in the classroom, these children are noisy, talk a lot, fail to take turns, interrupt others, call out answers before a question has been completed, may even become aggressive in order to get their way, and may misinterpret verbal and nonverbal aspects of communication (Atkinson, Robinson, & Shute, 1997).
- (iii). Combined Type: This type combines symptoms of the previous two subtypes.

2.3 Diagnostic criteria

The diagnostic criteria involve symptoms of inattention, hyperactivity, and impulsiveness, age of onset, settings where symptoms are present, functional impairment, and criteria for distinguishing ADHD from other mental disorders. These are presented in the DSM-IV (Papadatos, 2010)

2.4 Prevalence

In the DSM-IV (1994), it is estimated that between 3 to 5 percent of the student population have ADHD. Percentages vary with ethnicity, sex, age, and socioeconomic factors (American Psychiatric Association, 2000).

2.5 The role of parents and the Collaborative Model

Hawes and Plourde (2005), and Henderson and Berla (1994) report that the most crucial determinant of a child's successful engagement in the educational process is not the parents' socio-economic status, as might be expected, but rather their involvement in the child's education.

When professionals collaborating with the school (such as members of a Committee for Diagnostic Educational Evaluation and Support), as well as the school staff, regard parents as "partners" and encourage their participation in the decision-making process concerning their child, parents are in an optimally enhanced position to understand educational goals, mutual commitment to support their achievement is ensured, and a spirit of collaboration is promoted, which brings about maximum benefits for the child with learning or socio-emotional difficulties.

Relevant training for teachers and scientific staff includes the following dimensions:

- (1). Effective communication techniques
- (2). Normal parental functioning
- (3). Abnormal functioning in parents of children with difficulties
- (4). Therapeutic treatment of parents by professionals
- (5). Strategies for encouraging the student's parent to collaborate with the professional, in order to create formal and informal remediation networks.

There are five levels of parent-professional partnership practice, according to the *Negotiating Model* (Dale, 2000): the personal (refers to each participant's psychological functioning and personal perspective), the interpersonal (transactions and communication between partners), the organizational (organizational team structure and operation), the institutional (power, member roles), and, finally, the ideological (members' beliefs and ideology that have an impact on their collaboration).

These levels are not hierarchically ranked, but are considered equally important. The personality of the parent may influence how she will relate to the professional. The organizational context will affect parent and professional perspectives. Government policies will influence options available to partners. Changes at one level may be impeded by resistance at another. Any shift at one level may have an important impact on other levels. Therefore, the change process can begin at any level. Although this model focuses on partners' ways of thinking (cognition), it assumes that thoughts are closely linked to emotions, and separation of the two is not always valid or useful (psychodynamic model).

2.6 Committees for Diagnostic Educational Evaluation and Support (E.D.E.A.Y.): Concept and role

A Committee for Diagnostic Educational Evaluation and Support (E.D.E.A.Y.) is a first-order professional body responsible for identifying students' educational needs and providing support to mainstream education schools. These committees are a new and innovative institution of the Greek education system in terms of organizing support for students with special educational needs and/or disability. More generally, they change the way education is provided, as well as the way the school functions.

The Committees are formed by the principal of the School Unit of Special Schooling and Education (S.M.E.A.E.), who acts as Coordinator, according to the Greek Law N° 4115/2013, Article 39. Each Committee is composed of: a) the School Principal, who acts as President, with the vice principal as deputy, b) the Special Education Teachers of the school unit, c) the Psychologist, and d) the Social Worker.

The Social Worker-member of the Committee is responsible for matters pertaining to social work practice and provision of support services, with the goal of preventing or managing human needs and social problems, ameliorating and/or solving interpersonal,

financial, contextual or relevant issues that have a detrimental effect on the lives of students and their families. He/she also assists in modifying factors and conditions in students' family and social lives, in order to improve the social functioning of the family and each member, as well as strengthen or restore the parents' ability to meet their own needs and fulfill their role as caregivers and nurturers of their children.

The Psychologist-Committee member attends to the application of psychological principles within the education practice, and to the realization of goals concerning students' global personality development. He/she adopts a whole-school approach, working at the individual and group levels, with the child, the parents, and the teachers, depending on the identified psychological needs, and, as required, collaborating with other professionals/experts or agencies in the community. The psychologist also draws up, in collaboration with other committee members, students' Individual Plans of Multidisciplinary and Differentiated Support, and prepares them for transitions, based on their emotional needs.

3. Case study

The student, named Aggelos, had been diagnosed with ADHD. While attending 1st grade, he was referred to the Committee by school teachers, because he was often aggressive towards fellow students -regardless of age or gender, and occasionally for no obvious reason- and because he disrespected boundaries in the classroom (e.g. could not sit down, left his seat, left the classroom). The Social Worker and the Psychologist of the school's Committee took on the case, in terms of the student's socio-emotional difficulties/needs, working with him and monitoring his progress while at the 1st and 2nd grade.

3.1 Family history

Aggelos is currently 7 years old and attending 2nd grade. His father is a high school graduate and works as an entertainer. His mother is also a high school graduate and lately has been working as a clerk in the private sector; her parents were divorced. Aggelos has a brother who is 16, attends high school (2nd grade), and is the father's firstborn son, from a previous marriage.

When Aggelos's mother found out she was pregnant (she was already in the third month), the news were welcome by the couple, although the pregnancy had been unplanned. In the eighth month of her pregnancy, she was diagnosed with gestational diabetes. Also, during the sixth month, she found out that her mother had lung cancer. When Aggelos was 6 months old, his maternal grandmother died. When he was 7 months old, there was another devastating event: his half-brother's mother died, which upset the whole family, and resulted in the brother moving into the father's home.

According to the developmental history, Aggelos walked when he was 12 months old. *Sphincter* control had matured by the age of two. He began to speak when he was two years old; however, speech development showed articulation difficulties, and the child started speech therapy at the age of five. His speech problems have not been corrected to date, and, as a result, he is not always understood by others.

According to his mother, Aggelos keeps boundaries and rules within the home environment, in terms of picking up his toys, making his bed, and turning off the TV when the time limit set by the parents has passed. While in 1st grade, he was unable to do his homework by himself, and required encouragement and guidance by his mother. It was mentioned that Aggelos needs frequent breaks when he reads, and that he refuses to study. It has often come to the mother's attention that he conceals assignments and lies to avoid doing homework. Aggelos has low self-esteem and a poor self-image, as he often uses the phrase "I'm useless" when he is having difficulties with a task.

His relationship with his adolescent brother is described as good, because they play together; however, his brother has been aggressive towards him during the last year, because

they are sharing a room and, according to his complains, the younger child annoys him when he is studying or is involved in his personal activities.

The family seems closed off, having limited social relations. This year, family walks have been infrequent, since both parents work even at weekends.

3.2 Observation in the classroom

Aggelos had no specified seat in class, therefore no “base”. There was also no visual activity schedule on his desk. Moreover, he had trouble keeping boundaries: he left his seat constantly, bothered his classmates, and left the classroom. The teacher seemed to have no deep understanding of his diagnosis. Consequently, Aggelos had been stigmatized, and his classmates avoided him as they found him annoying, while he strove to connect with them through provocative behaviours.

3.3 First one-on-one contact with Aggelos

During the first session, Aggelos had trouble sitting down on his own, without being prompted by the Psychologist. However, when requested, he readily sat in his chair. Although it was still early in the observation process, this could mean that Aggelos was trying, through his provocative behaviour, to attract the psychologist's attention, and that he felt the need to be spoken to, which makes the listener feel noticed and valued. It was evident that the student needed encouragement and reinforcement, as his actions reflected his personality. During the discussion, the student was asked about the reason for his behaviours. His answer was: “Konstantinos tells me what to do, and I do it”, which might be interpreted as a sign of low self-esteem and attachment to others. The student also mentioned that he liked playing with his dad, only when his older brother was not present. He also said that his mother did not allow them to play, because she was afraid they might break things around the house. The student exhibited some problems with articulation.

3.4 Observation during break time

During breaks, Aggelos displayed aggressive behaviour towards children of any age, beating them in intense anger and seemingly out of control, often without provocation. Based on observation data, the Family History and discussions with the teacher, we concluded that this aggressive behaviour was defensive. Specifically, Aggelos lashed out against others to prevent being hurt himself, striking first because he believed they would strike him. Thus, these aggressive actions were taken preemptively, as a measure of protection. This last point led the Committee members to the conclusion that the child: 1. had suppressed rage due to situations he experienced at home; 2. might be imitating family members' responses to anger; 3. felt like a target of hostility, possibly both at school and at home, and, therefore, had introjected the label of the “aggressive” child, a feature he had adopted; 4. appeared to have been hurt by family and peers, and that was why he tried to avoid being hurt by hurting others himself.

3.5 Interventions in the classroom context

Following the first individual session, it was deemed necessary to include the student in an experiential therapy group. It was also decided that the goal of helping the student keep appropriate boundaries required an intervention both within the classroom and at break time, so that the school staff would be consistent in their behaviour. More specifically, we decided on the following classroom interventions:

- (1). A fixed seat for the student within the classroom setting.
- (2). Establishing classroom rules with the active participation of students, and posting them in a prominent spot in the room; in this way, rules are always visible, and following them is made easier for the student.

- (3). Placing a timetable on the student's desk, and adding a table paper clock, so that the student knows what lesson he is attending when.
- (4). The right to relax in the “Calm down corner” for all students. Specifically, for Aggelos, the right to relax was incorporated in his individual plan and was exercised at specified times during class; this was done, because not knowing what is going to happen makes children with ADHD nervous and distressed, whereas being aware of what is going to ensue helps them be calm and better able to take part in the learning process. Moreover, the Committee did not favour an “after the fact” intervention, to be applied after the student had acted out, but rather a preventive one, to ensure that the student would not build up emotional tension.

3.6 Intervention at break time

Consistent behaviour towards Aggelos by all teachers was considered crucial, so that he would encounter a uniform attitude and treatment by all involved. This consistency fosters feelings of security and calm. It was suggested to staff that, during breaks, they should also intervene in time, to prevent -rather than try to remedy- unwanted situations, by making sure that tension was not triggered to begin with. More specifically, teachers were advised to assure Aggelos at break time that they were close by and that, whatever happened, they would be there to help him cope. This reassurance helps the student feel safe, as he knows in advance that he will not be required to face unpleasant situations alone, and that he will have support from teachers.

3.7 Student placement in the experiential therapy group

As mentioned, it was considered necessary to place the student in an existential therapy group. This group consisted of six 1st-grade students, mostly with emotional difficulties. The group goals involved development in areas such as cooperation, boundaries, as well as identifying, expressing, and managing feelings. In the group, Aggelos was very willing to cooperate and able to interact with others. Apart from his need to move constantly, he had difficulties handling instances when he felt wronged or other group members faced similar situations. Although the group rules made boundaries clear, he felt upset and intensely angry. Over time, however, as members absorbed and knowingly followed the group rules, Aggelos seemed to feel more secure.

3.8 Contact with the parents

Aggelos's parents initially seemed quite displeased with the way the school handled their child and, as a result, expressed anger at the school. This anger, being so obvious, essentially concealed the child's actual needs, both in the school and the family context. As a result, the Committee members were initially misdirected, focusing their intervention solely on the school setting. However, generally speaking, there was a trusting relationship between the parents and the Committee members, possibly because interventions targeted the school context rather than the home.

In the second school year, the Social Worker was present at an incident of aggressive behaviour by Aggelos towards another child at break time. He seemed to be feeling rage and had attacked his classmate with no apparent reason, basically revealing the need to release psychological tension. After this incident, observation of the child was carried out again, both individually and within the group. It was determined that Aggelos had built-up anger, transferred to him from his home environment. Hence, sessions with parents were arranged, in order to investigate Aggelos's anger that seemed to originate from the parents, particularly the father, and to be transferred onto the child. During sessions, the parents appeared quite defensive but not in the least aggressive. However, it seemed that the mother had adopted the role of protector towards the father. He, on the other hand, was unwilling to accept how his

child's problems related to him, particularly his anger at the school and at life in general. However, reflecting on the situation, we can certainly say that the parents became quite concerned about their own mental state and behaviour, even if they did not openly admit as much to the Committee members.

4. Conclusions

4.1 About the student

1. The individual and group interventions indicated that Aggelos responded quite well within a structured setting, with clear boundaries and rules, and showed a high level of interest in the process, as well as high motivation for cooperation with peers; he also made efforts to self-correct.
2. Following the interventions described above, he demonstrates reduced emotional tension, and less frequent aggressive outbursts both in the classroom setting and the less structured one, of the playground at breaks.

4.2 About the family

3. Parents trust the Committee members, which fosters their communication with the school and the teachers.
4. Family relations are the object of a therapeutic intervention, and, as a result, unpleasant and difficult emotions between the child and his family are being managed in more beneficial ways.
5. Counselling within the school context helped parents accept the child's difficulties, understand the special social, emotional, and cognitive needs his disorder entails, as well as face the challenges it presents with increased confidence.
6. In respect to the child's studying at home, the parents managed to develop a plan that suited his special needs (classical background music, informing the child of what to expect, frequent breaks, encouragement and rewards).

4.3 About the experts (psychologist and social worker) as professionals

7. This case highlighted the need to examine and evaluate each case using a holistic, multifaceted approach. In other words, it is necessary to thoroughly consider all aspects (individual, family, learning, emotional) and to plan interventions at every level (individual, family, classroom, breaks etc.).
8. All directly involved parties should exhibit a consistent, precise, and purposeful attitude.
9. It is also important to inform the teaching staff and help them appreciate the distinct role of the Committee professionals -the Psychologist and the Social Worker- which has to do with the underlying causes of behaviours, and not just the symptoms or manifestations.

4.4 About the school context

It is essential that the school be open to a collaborative, multidisciplinary approach to students who deviate from what we consider "normal". These interventions, that take into account both diversity dimensions and similarities among all members of the school community, and aim at promoting well-being and resilience not only at the individual level but also at the whole-school, systemic level, play a significant part in creating and developing a different, effective school that cares about and provides for all its members.

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The integration of mental health services into primary health care in Greece

Abstract

The issue of integrating mental health services into primary health care has been working on international scientific literature over the past few years. The proposed models of integration of more specialized care at the first level include the presence of psychiatrists or other trained staff in the primary health care area, the interconnection of the mental and general health services and the community mental health groups that operate in the regions of the region as mobile mental health units. Primary health care in Greece provides multilevel care at low cost and is integrated into the system and could be the best solution for integrating mental health care into primary care at a time when economic needs are increasing.

Purpose

The purpose of this article is to present some data from the international literature on the integration of mental health services at the level of primary health care, the return to simplified examples in Greece and the statement of the use of these practices in the era of the economic crisis.

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

Due to the increased needs of the population and the reduced resources, the state deserves to invest in mobile mental health units.

Key-words: Common mental disorders, Integration, Mobile mental health units, Primary health care, Psychosis.

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1. The integration of mental health services into primary health care in Greece

For many years, the concept of mental illness has been identified with chronic psychic disorders such as psychoses that were thought to be upset. As a place of mental health treatment was only psychiatry and immunity. In recent years it has been accepted that for psychotic disorders there are effective therapies, and the ever-increasing morbidity of other mental illnesses such as depression and anxiety disorders has become perceived. (Demyttenaerek et al. JAMA 2004) The change in the therapeutic approach has disclosed analyzes that are at the level of treatment in the community and the primary health care. In the Western countries where the health system is based on primary care, such as Great Britain, therapeutic protocols indicate that common mental disorders such as anxiety disorders and depressive disorder are initially encountered at the level of primary care. In recent years, various programs have been developed around the worlds that aim at integrating mental health services as an integral part of primary care. (National institute for health and clinical excellence depression, London 2009)

According to earlier data from the Greek bibliography, distant urban centers do not receive the required mental health care.(Thornicroft G, et.al Oxford 2011). New international references confirm that in eastern European countries access to mental health services is limited to where the place of residence is among the causes. (Thornicroft G, et.al Oxford 2011) In Greece especially in the regions of the region there is the system of primary care that is well organized with health centers and peripheral medicine, (Economou C. Greece 2010) and citizens are addressing this for their health problems. Due to the increased frequency of mental disorders primary care deficiencies have become apparent and the needs for improving mental health care at this level are recognized.(Κατσαρός Α,Ιατρικά Χρονικά 2010) In a recent Greek study at the Health Center in a clinical trial of 500 patients with various health problems, with an average age of 67 years, the incidence of depressive symptoms was 32.6%. There was a strong correlation of such symptoms with diseases such as chronic arthritis and chronic obstructive pulmonary disease. (Andriopoulos P. et.al Epidemiol Gob Health 2013). Unemployment was recorded as one of the risk factors, but other levels were that common mental disorders often coexisted, were unrecognizable and associated with worse quality of life. The gates could be used to design health services across the territory at a time of health spending cuts.(Skapinakis P. et.al BMC Psychiatry 2013)

The primary provision of mental health services in Greece falls short of the needs of the population, for reasons including, among others staff shortages, infrastructure shortages and lack of infrastructure, the absence of an evaluation mechanism and the inadequacy of the framework for cooperation between different services. (Kiloudis P. et.al. Interventional health care 2012) In Greece, the local primary mental health units do not have nursing or other specialists specialized in mental health, while in the region there are usually no local mental health units such as mental health centers. The model of the development of an external psychiatric doctor in the health centers is being implemented here for ten years by the local general hospitals with the institution of a psychiatric visitor. The results of the presence of a psychiatrist in the health centers of the Ioannina law were published a decade ago. (Fotiadou A. et.al 2004) According to the authors, the area of primary health care bibliography is considered appropriate for psychiatric intervention due to the theoretically estimated shortage of the moment of mental disorder, although the persons coming to the health centers for examination were less than the total sufferers. It was considered possible for patients to avoid health centers for this reason and to go to the services of the nearest towns. The institution of the health center psychiatric visitor has not been sufficiently evaluated for its effectiveness, except for the obvious use of the presence of a qualified medical practitioner in primary health care. (Fotiadou A. et.al.2004).

The needs of integrating mental care into primary health care are being tackled over the last few years with the creation of community mental health groups such as mobile mental

health units operating in the patient's place of residence and provide multidisciplinary, multidisciplinary care to the mental ill. Part of their work has been presented in the Greek bibliography (Frangouli-Sakellaropoulou A. 2008), the effectiveness in the care of psychotic patients has recently been published in the international scientific press. (Peritogiannis V, Tatsioni, A. 2013)

According to a recent epidemiological study in the areas of the province where the mobile (Dukken MN. Kotzamanis B. 2012) There are bibliographic references that this population is significantly delayed or fails to come into contact with mental health services after of a mental disorder (Wang PS. Et.al 2005) (Bogner HR.2009)

Even, in the elderly mental disorders way appear with less typical clinical images and create diagnostic difficulties. Some argue that the available diagnostic systems are not fully applicable to the diagnosis of disorders such as depression in this disorder. (Lawrence J. et al. 2009). In this problem one of the biggest problems in the immortality which affects patients, caregivers and health systems. Recently, an analysis of the role of community mental health services in the care of inpatient patients was published in the Greek press. (Vorvolakos Th. Et al.2012) There are data showing that the potential of shared mental health facilities to make visits virtually permits the provision of specialized mental care to this vulnerable population. (Peritogiannis V. et al 2013) The integration must be much more than a simple co-operation of different specialties or a simultaneous presence in the same space. Mobile mental health units have a steady presence in health centers and are fully integrated into the primary health care routine. The communication, consultation and exchange of clinical information with primary care staff is the same as the referrals between the services, as well as the handing of incidents in common with those of primary care. (Peritogiannis B. et al.2014) In particular on the issue of physical illness of psychotic patients, the integration of mobile mental health units into primary care can facilitate patient access to primary health services, members of the multidisciplinary team, especially nursing staff and health visitors, can coordinate various clinical and non-clinical diagnostic tests. The can still monitor compliance with therapeutic guidelines and compliance with the proposed medication. (Peritogiannis B. et al.2014).

The theoretical general principles of the integration of mental health services in primary health care in Greece have recently been described in the domestic literature and can find practical applications in our country in this difficult economic season. (Bilanakis N. et al 2011) The presence of mental health units in the primary health care area is first of all acceptable by the patients. Access is easier and more convenient when there is room for home visits, as in the case of mobile mental health units. Patients who would find it difficult to move even in close proximity to the local health center may be move likely to receive specialized mental health care. At a level cooperation with primary health care professionals, the integration of mental health services provides the opportunity for immediate intervention, information, exchange of views, clarification of diagnosis and the provision of holistic health, mental and psychical care to the patients who need it. It is even an ideal educational opportunity in matters of mental health, as well as in the way of approaching and manipulating mental disorders. (Peritogiannis V. 2013) According to international references, the views of primary health care professionals on mental illness do not differ much from those of the public, often to evaluate psychiatric symptoms in the context of social factors and difficulties, rather than on the basis of the medical model and the application of diagnostic criteria. As already mentioned, health professionals face difficulties in recognizing certain frequent mental disorders, such as depression. Finally, integration can contribute to reducing the momentum in primary health care workers in terms of mental illness. (Lester H. 2005) Given the economic situation in the country, an increase in the impact of certain mental disorders in expected, as can be seen from the correlation with the economic crisis, according to recent reports from the World Health Organization. (World Health Organization 2011) According to a recent publication, in 2009-2011, an increase in suicide and suicide attempts

was observed in a representative national sample of malaria. Economic difficulties were included among risk factors in this study. (Economou M. et al 2013) There are reports in Greece of primary health care services over the past year. This means that citizens are turning to free public care. It is therefore important that they can also have free psychiatric care at their place of residence. In line with the economic situation of the country is also the cost of such community mental health services. These are low cost services as they do not have the same infrastructure and use primary health care facilities, as are the regular visits. (Kentikelenis A. 2012)

According to a lot of recent publications, the Greek state degrades the impact of the economic crisis and cuts on the financing of public health in the health of citizens. (Kentikelenis A. 2014).

In case should carefully examine the issue of integrated mental health care in primary care as provided by mobile. In terms of cost-benefit, although no relevant studies are available, first-degree mental health care is likely to benefit from a traditional hospital –based model of care. According to recent reports, the psychiatric sectors of public hospitals in Greece and already facing major problems due to the economic crisis. (Hyphantist T. 2013) Achieving the continuity of patient care by mobile mental health units, which is considered to be an essential prerequisite for the favorable outcomes of chronic illnesses, can reduce relapses and hospitalizations, thus saving significant funds. (Hoertel N. 2014) Even in parameters that are not easy to measure such as patient satisfaction quality of life, care in the community is likely to show advantages due to the non-limiting framework and multi-level approach. At a time when demand is to reduce the cost of providing health services while maintaining quality, it is necessary to ensure adequate funding for mobile mental health units. (Hoertel N. 2014)

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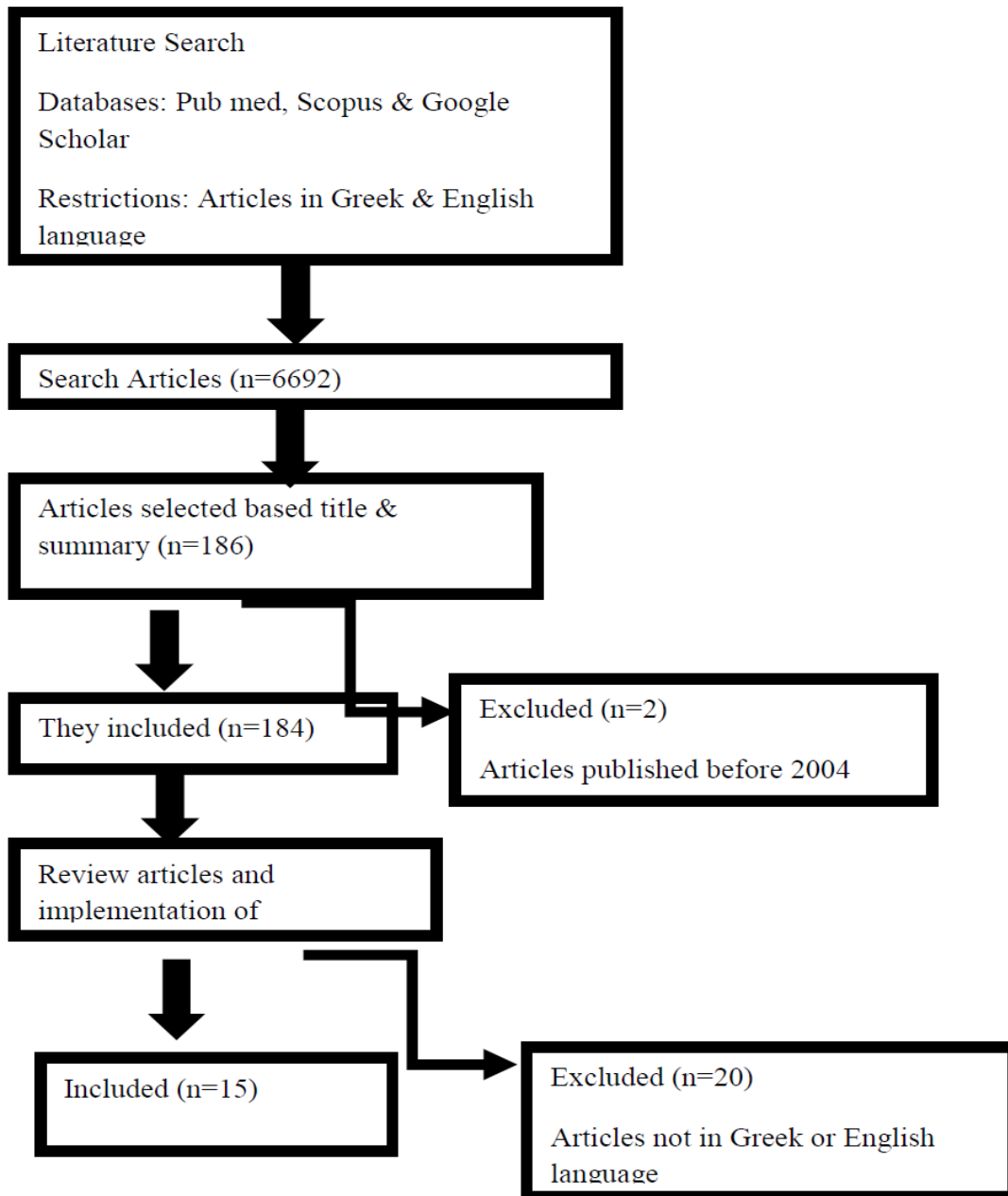
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Flow chart 1: Articles sample selection for the systematic reviews



Source: Same treatment

The historical evolution of tourism and it's evolution in Greece. Changes in its forms and the Internet's impact on tourism

Abstract

In this publication we will try to look at the historical path of tourism and its evolution. The questions that we will approach are: a) what were the main stages of its course b) how did tourism in Greece evolved c) what were the different forms that it took and d) what are the Internet's consequences for tourism? E) how the development of stable state policies, the improvement of public transport, in order to transform tourism into a consumer product and social commodity accessible to civil society (Tsartas, 1996) influenced this development factors such as leisure time, the development of stable state policies. What is the role of the internet in a changing growth environment in the tourism sector and in particular in the European travel sector. Because it is the most important source of travel information so that it can contribute to the trading and sales market between traditional information and marketing. How to access the websites of travel companies through online marketing, social media, travel applications, search functionality, and bookings as integrated information systems. We will also see why the rates of e-commerce in the use of cultural tourism remain low compared to other European countries and what are the margins of growth. Allow me to dedicate this publication to my husband, who with his criticism constantly evolves me.

Key-words: tourism, evolution, internet's impact

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1. Introduction

The term of tourism derives from ancient times, whereas, there is a huge literature around this term of “tourism”. Hunziger and Krapf have given a description of this term of tourism, based in the two-main axes, firstly on this of travelling-abroad and also from the temporary movement that’s imply without the acquisition of income (Koutoulas, 2001). Kaspar has also suggested the connection of tourism with a short-stay of visitors into a different destination other than this of home-address or permanent workplace (Koutoulas, 2001). The main “roots” of tourism derived from England and France of 19th century, whereas the term of tourism derived from the word of «tour». In 1811 the word of tourism was similar to the travel and pleasure.

The spread of tourism creates the need of an institutional frame that will control the new developing industry. (Tsartas P.1996). Institutions as the Pan-Hellenic Organism of Tourism they undertake to define this term. In the congress of P.O.T. the 1991 tourism is fixed as component of different action from the everyday routine, the travel for visit in destinations that cover the needs of tourists and combine cultural, economic, social and environmental effects for the policy of tourism and the handling of visitors (Middleton & Clarke, 2001). The prosperity of tourist destinations depends from the growth of productive sectors and their interconnection with the tourist activities, as this is presented in the networking innovative applications².

2. The tourism phenomenon

2.1 The historical Evaluation of Tourism

The first travelers usually came through the high-society (upper-class) and they had educative interests. Commercial and educational reasons extended their movements in the Mesopotamia. The main inventions of the money from their Soymerioys, the cuneiform writing and the “tyre”, that actually was implied that they founders of tourism. The palms were strong travelers mainly for the commercial reasons and for the transactions with China, Indonesia and Mediterranean and also as travelers they acquired political influence.³ In Egypt became the first travels for pleasure, as we have discovered through the engraved marks in monuments and temples.

Greece and Egypt attracted many visitors for the monuments and their festivals (Tsartas, 1996). Also, the ancient Greeks and the Roman travelled for personal reasons of exploration of new places, for customs and cultural activities. The Olympic Games and the religious festivals in which the women practiced religious duties had festive character with an international reputation. The religious’ habits of ancient Greeks encouraged the movements in clairvoyance of Dodoni, and Delphi. Dionysia and Olympia was the main festivals with Pan-Hellenic participation, which encouraged the month March because of meteorological conditions. Less foreigners and more local population have been participated in the festivals of Panathinaia and Linaia.

The students of classic studies that they studied written the ancient historians and philosophers visited Greek cities with particular historical and archaeological interest, such as Athens, Olympia and Mycenae. Also, the representatives of cities they were moved for political aims, through these meetings that were well-known as “amfiktionies”. (Logothetis, 2001). The institution of hospitality has been defined as the so-called phenomenon of “Xenios Zeus”, in order to it declare the protection of the entertainment. The ancient Greeks were quite famous for the benefits of accommodation for the foreigner and for the sense of safety. An

² Middleton, V- Hawkins, R (2004) ,p.98

³ Zacharatos and Tsartas: The policy and the sociology of tourism growth (in Greek), volume C, Hellenic Open University, Patras, Greece 1999, p.114.

exception constituted by Sparta that they had the “xenophobia” attitude. Platon and Pythagoras travelled in Egypt and Aristotle directed to the Small-Asia (Micra-Asia).

A lot of visitors have been directed to Delos, Athens, the Acropolis of Athens, such as Renan, that he qualified his ideological searches.⁴ In the Byzantine years the religious element dominated and a lot of faithful visitors closely the monastery-life of nuns. The church gave motive in the Christians to offer entertainment to those visitors that they tried to visit the holly-places and the Jerusalem. With the spread of Christianity, there was a mass-tourism in Konstantinoupoli and the martial expeditions of Crusades. In the Roman years has also introduced some new types of tourism, such as the therapeutic tourism with the spa therapy and the cultural tourism, and also the interest for the libraries and the museums was intense. The Romans secured the safe-movements in different destinations with constructional work.

In the season of Raisins noble participate in a type of a grand-tour in Europe for enlargement in their intellectual horizons in universities of Oxford, Salamantias, in the exhibition of Frankfurt and they are founded centers of amusement for the chief order (Bitoyladiti, 2000). Expeditionary travels of discoveries become in America, China, Africa, Asia, Australia and Oceania. The vacations in camps became also widespread and combined with various concerts. The tourism strengthened the regional development, and this is implied the collaboration with a powerful industry, the increase of production and furthermore the rise of domestic income (Tsartas, 1996).

2.2 The Types of Tourism

The commercial and training targets of initial individual-travelers have been transformed into a “mass-tourism” with extended the geographic borders and consequently this was strengthened by the spread of new-technologies, marine and air transports innovations. At the same time, the travelers diffuse their ideas and their customs in the countries that they visit. (Tsartas, 1996). Eventually, it has been increased the total number of available accommodation and hotels that offering services to the tourists and also most of the types of the tour-packages have been increased, in order to be able to meet the new tourist needs. Furthermore, the steamboats and the railway lines gave new impulse in the movements of travelers, and at the same time, they have reduced the dangers of transport. One of the first pioneers of tourist agencies has been considered to be Thomas-Cook in 1841 in the England, where he has offered completed services in the long-distant destinations, and he is well-known as the pioneer in tourist agent for the “tourist parcels” with conducted tours, accommodation with all-inclusive. This began initially addressing in the high-society (upper-class) and eventually, it was extended in the all social classes. A lot of businessmen tried to follow this in Europe and America and thus their organised travels and a lot of new types of tourism-packages, in order to attract the middle-class.

The Greek tourism has a lot of possibilities for the exploitation of the new alternatives and the special types of tourism, that includes: the alternative tourism that belongs in the new special types of tourism, such as the ecotourism, naturalist, the agritourism, athletic, sightseeing tourism, urban and congress, therapeutic, winter-tourism and summer-tourism, that are most popular and furthermore the tourism for the religious that belongs on the most famous and historical types of tourism (Poyloy A.). During the period 1985-1987 has been succeed an overall upgrade in the quality of our tourist product and it was started to establish a new tendency for the promotion of special types of tourism, while at the same time, the cultural-motives for the tourism was replaced by the new motives of sun and sea that dominates in the new type of tourism. In particular, the organised mass-tourism of summer-season is the dominant model for Greek tourism, despite the existence of many natural and cultural resources of the country (Tsartas, 2000). The marine and the coastal tourism attracts

⁴ Renan: A French philologist and philosopher, 1832-1892.

many tourists from abroad and the rapidly growth has an apparently effect in the establishment of new places for the employment of the young persons.

3. The growth of European Tourism

3.1 The Evaluation of Tourism in Greece

In ancient Greece the high-society (upper-class) was the dominant class in traveling, because they had free time and more income to participate in travels. (Barbaresos P. 1998). The era of Irodotou, we know the histories and the impressions from the travels and all relevant tours in other places. At the same time, we have also the introduction and the establishment of the first inns and accommodations for travelers, whereas at the end of this era all these had a pure commercial role. (Lickorish L. Jenkins C.2004).

At the same time, a lot of famous historians and geographers, such as Thalys, and Strabonas start to record systematically their impressions and to present and disseminate useful information for the sectors of sociology in all surrounding regions that they visit. The most popular traveler of antiquity, was the Paysanias, that he was the author of ten-books starting from Attica to Fokida, whereas, he was started to give a precise description of all the surrounding monuments, and all the related countries with the precise geographical-dimensions.

The Olympic Games in 776 attracted a lot of travelers. Furthermore, the travels of Greater Alexander they have been created a cultural mosaic from non-homogeneous populations. Ages later the Roman Empire has been promoted and expanded the tourism phenomenon through the safety and the dissemination of information. The technological progress, the new information and the multicultural environment and the multi-nationality have been dominated and build the current institutional framework of tourism. (Poyloy, A, Nikolaos Pappas).

Later on, the vision of “big idea” was a motive for a lot of European diplomats, in order to visit Greece, this has a direct consequence that was implied to increase rapidly the number of hotel units in the regions of Nafplion, in Athens, and Corfu and furthermore has a direct effect in all related jobs, such as the food industry etc. In this phase of growth of tourism in Greece, most of the investors were coming from abroad, i.e. were foreigner businessmen and Greeks who are living abroad, while the Greek government has not any direct economic contribution in these activities. (Dritsas, 2003). Furthermore, in 1929, the Greek government decided to strengthen and contribute through loans and subsidies towards the tourism business sector, in order to establish more and new hotel units.

Moreover, Macedonia and all the relevant regions dominated in the tourism sector, where these areas had easy access to the travelers and they had been established as a main pole of attraction for their historical and archaeological places, while at the same time, the local coastal regions were not developed so-rapidly, due to the fact that tourism had not been the dominant sector in all the related Mediterranean coastal areas (Dritsas, 2003). In 1929 established the Greek Organism of Tourism from Venizelos’ government who Benizelou that dealt with the organisation, international promotion and projection of the country. In the postwar period in Athens dominated the pole of enhancement of tourism and the attraction of travelers, mainly due to the local cultural monuments. By him 1970 were developed the regions of islands and the marine tourism that corresponded in the model “sun and sea” (Katochianoy 1995, Hare and Kostopoyloy 2011).

The Greek industry of tourism has not developed a strategic planning, while from the other hand the tourism industry was based in the benefits and advantages that are closely related to the natural environment of the country, with application of the model sea-and-sun that corresponds to a similar equilibrium model of “demand and supply” (Tsartas 2010). Through the time, the country has to move one more step further targeting towards the mass

tourism and it was necessary to develop the skills so to fulfil the needs and the special interests of consumers in the tourism sector. (Helen Sboronoy, (2005).

In Greece after two world-wars that almost had been destroyed the country, it has become multifaceted effort, in order to enhance the publicity of new installations for the recreation of the whole picture of the country and the attraction of foreigner tourists. The tourism is also connected with the social prosperity and the maximization of quality of life and the living of standards that constitutes a crucial point in all developed countries, and consequently they will be able to exploit and benefit from their local tourist resources.

Today in a high-competitive environment, it's obviously that it's necessary for the tourism sector to employ high skillful human resources, However, the Greek tourist industry consisting from small to medium-size units, whereas most of the human resources in the Greek tourism sector have not the appropriate technical knowledge and necessary skills for these services. Greece has a lot of natural and cultural available resources, however, the tourism-sector was been affected by the economic financial-crisis, however, there is a tendency that it has been recovered relatively fast. (Chatzidakis, 2011). Despite the fact, that the relatively rapid growth of tourism has been affected by the economic crisis, however, the tourism-sector has recovered and contributed toward the overall growth process of the country. The tourism-sector is the more productive sector, comparing to those of financial and construction sectors, car industry and the real-estate. According to statistical data of World Organisation of Tourism, there will be an apparently growth in the arrivals around of 4.1% up to 2020 for the country, and this will affect directly the sustainable development, the productivity and the efficiency of the country.

In addition, the Media, the internet, and the new position of woman in the employment-market has also contributed in the growth of tourist phenomenon. (Barbaresos 2000, Hare 2005). The primary tourist product is attractive and the tourism constitutes a very important source of income. However, it's necessary for the tourism sector to improve the whole infrastructure and to succeed the skillful and the training of human resources, so to be able to contribute more towards the growth of tourism and for the exploitation of culture and environment resources. (Kathierini, 2006).

Moreover, the use of computers simplified the life of persons and was given more free time for vacations. The tourism sector affects directly the production, the economy, and the employment. In 1970 was established the first research-foundations and scientific journals for the tourism sector, aiming to estimate the contribution and the effects from tourism-industry and also to estimate the financial and economically profits to the growth process and to suggest some policy priorities for the tourism-sector. In the same direction was founded the ministry of tourism in Greece in the 1989 (Hare 2005).(Chatziioannidis Georgios, 2014). Georgopoyloy, Niobi (2014).

4. The Effects of Network in Tourism Enterprises

The enterprises will be supposed to give a dynamic appearance with multi-language possibilities in the processes marketing and reservations, with attractive platforms of easy search, with growth of content for cultural tourism with parallel report of cultural goods in the customers for the tourism-sector. The organisational government institutions and the local authorities it is necessary to collaborate with private enterprises for the benefit of dissemination and the networking information on the various travelling destinations and furthermore to pay more emphasis and motives in the cultural activities. The social-media and the social networking can be used with way charming for the consumers, so that they are encouraged to submit comments on these issues. Furthermore, the administration of enterprises will be supposed to control the type of information and the level accessibility and

safety in the related sources of information.⁵ A enterprise that wish to survive and it yields profits it will be supposed have a new innovative strategy and to mobilize these strategies of marketing that would push the enterprise and will yield a clear profit.⁶ The access of the networking content is bigger in the high-rich markets of for tourist researches, purchases, electronic trade. The tourism depends from the international demand and shows increase in the electronic sales and the infiltration of internet with suspensive factor the existing allocated supply.

The original markets in tourism sector using the internet for researches and reservations more (nearly double) than that of domestic activities, due to the fact that the European countries are more appropriate to the new technologies and innovations, and consequently this imply more production and an increase in the national income and a succeed in the process of economic growth. The enterprises in Greece, Italy and Spain, are belongs to this group of the countries with lower use of internet for the search and reservations in the tourism-sector. All these countries, they have not developed the internet as a channel of communication and promotion and they are focused mainly in the follow-up and reallocation of information that affects the competitiveness level renders him more competitive in combination in comparison to other European countries. In the tourism-sector, the destinations that are promoted in the network and in the internet-sites have a lot of benefits and leading to the multiple profits in the travelling sector, and consequently affecting the whole enterprises and also the commercial retail and wholesale sectors, that also affecting the employment-level, and increases the new jobs especially in small to medium-sized enterprises.

In a well-organized flow of information, which is also supported by travelling manuals, the participating enterprises in all these activities can benefit from their competitors and they have direct benefits in their profits and in their sales. We can consider as the main-indicators of interaction of enterprises and customers in the tourist industry the networking-sales and the new innovations and the level of technical infrastructures. The comparison of prices and services in the tourism-sector encouraged the extension of entry of new enterprises and the application of new-models, such as the mobile applications and the electronic innovations for reservation sectors.

This reasons facilitated the access in information of air travels and in web pages of networking places in hotels and reservations sectors and in the mobile applications, however all these promotion-sales will not be taking account in the electronic trade. However, the visitors in a restaurant that is a flow of recording does not encouraged as in the transports. In particular, both enterprises and consumers are benefited from the networking content with the dissemination and broadcast of information as part of strategy marketing, with the available criticisms of travels that promote and the additional expenses, and consequently all these activities are providing easy-access through the official commercial-sites and through the reservation systems and all the similar applications have made more accessible and simplicity the available information for the travels. Even the small enterprises with appropriate management and the right promotion of their comments and their web-pages can obtain the confidence, in comparison to the big commercial enterprises and those signals that monopolized the relevant market. Usually, even if the signal most of times over does not follow the efficiency of prices, nevertheless the big enterprises can be benefit from the easy search that based in their name and this has an apparently profit for these enterprises. The internet promotes quantities of information and it constitutes the most appropriate field in the

⁵ Panagopoulos, N.G. (2010) ,p.131

⁶ Porter M. E. (1980), p.241.

related activities of tourist enterprises, which the culture of is reflected in their web page through the suitable publicity and promotion⁷.

The environment of these markets it is always changing and also it is quite competitive, while it also needs a new restructuring, so that the enterprise to be able to catch-up all the new opportunities for the diffusion of new technologies. The relevant information should be organized and manage in the right way, so that is ensured the better possible distribution of tourist goods and services. The “electronic trade” is a part of “entrepreneurship”, and is addressed in a wide purchasing public in order to contribute through the communication of purchasers and enterprises and to affect directly the increase of sales.⁸ The promotion of tourist goods should be taking into account the size of market, the knowledge for the tourist product, the degree of sensitization and reaction of purchasing public in the market, the type of competition and the strategy of cost of company.⁹ The companies should control not only quantitatively the persons that wishing the tourist product, but also how many are willing to buy this.¹⁰

5. The Effects of Network in Consumers

The most powerful implication effects are derived from the networking customers and from their comments regarding the new consumers and the decision of travel. In the current data of European statistics above 70% of the citizens they have access in the internet. The richer countries have more-higher figures in the use of internet in their lives with percentages around to 80%. In the United Kingdom the users are doing their electronic purchases in percentage around to 82 %.The internet is a common-tool for the searching of new products and develop in a autonomous market with the wide access of regular users. The sources of information are derived from the means of social networking, which have mutual effects in the users with the constitution of friends and relatives. Usually, the most affluent countries proceed in reservations, while poorest satisfy in the researches. The countries and the users are shared information which they can him use the enterprises for promotion of sales. The main target for the enterprises is always the optimisation of value of customer. Important role play the «word-of-mouth”, language of mouth of that is to say the dissemination of information that can be appeared through the means of social networking.¹¹

The content that are produced by users constitute a powerful tool for the approach of future visitors and conquest of their confidence that is fundamental factor of transformation of the initial-searchers in the category of consumers. The virtual unknown affects directly and in a powerful way the transformation of opinion of users for tourist destinations through the virtual friends. The information derived from networking for the consumers in all these activities can be incorporated in their travel and consequently it increases their accessibility in more cultural spaces, which become more attractive with the increase of knowledge.

The searching for vacations, apart from the reservations including also the control and promotion of cultural products and all related events. The museums make use of digital innovations and attract a lot of tourists via the internet and organised an initial marketing for the promotion of cultural monuments. The networking sales in Greece remain comparatively lower than other European countries and the electronic trade it remains relatively unexploited, because the consumer groups does not trust enough the networking companies and there is an

⁷ Demetriades - Mpaltas (2003), p.1

⁸ Demetriades - Mpaltas (2003), p.3

⁹ Avlonitis, G. – Papastafopoulou, P. (2006), p.6

¹⁰ Kotler, P. (1984), p.6

¹¹ <http://dione.lib.unipi.gr/xmlui/bitstream/handle/unipi/6333/Koutroumpa.pdf?sequence=2>

insecurity of report and recording their personal data, while there is a tendency that affects negatively the growth of tourism.

The banking system and the use of credit cards in Greece, Italy and Spain postpone the dissemination of electronic trade, resulting that these countries to be quite less in comparison to the rest of European travelling market. The importance of networking system it should be quantified for the economies of countries that have less growth in comparison to other developed and bigger European markets. The knowledge of market combines the knowledge of behavior for the market and the opportunities for success.¹²

The customers that will remain in a web page and will become consumers of these products and they will find these quite attractive, they will satisfy their expectations, and they will have the motive to come back, but mainly they will acquire memorable experiences that will be better off on one side than the competitors, and from the other side, they will try to fulfil all the necessary requirements.¹³ The investor and the businessman should be for the all modern specifications of qualitative administration and viable tourist growth with parallel appointment of natural environment and cultural heritage of tourist destinations and promote this through the internet that is a considerable pillar for the growth process.¹⁴ The employer should select the suitable models, and all the necessary tools, systems and methodologies that constitutes the structural parts of enterprising model, the creation of value for the common objective, the networks of sale, the communication and the promotion of tourist content in the consumer group.¹⁵

The networking products should be promoted in markets of origin that are more developed and also in other competitor countries for the benefit of information that will change the searchers in consumers. The values that prevail in the searches of tourists are related with the products that are nearest in their needs, saving of time, increased their prestige of cultural activities and all related places and sightseeing, and also in comparability of the prices. A privilege and tool that gives the precedence in the use of internet are the comparison of prices in the travelling choices make that allows the comparability in the choices and consequently can avoid all these expensive offers, so-called «long-tail». The specialised offers regarding the special hotels, other museums or tourist sightseeing through the internet that they can satisfy specialised preferences and can improve the searching for the better values. Also the equivalence of individuals and the regrouping of persons with common interests, the resolution of problems for the travels and the new enterprising models for comparison of prices the result encourage the growth of the networking travelling agencies and the networking market of travels. Finally, the entertainment that is connected with the cultural consumption.

6. Conclusions

We can summarize, that the current modern model of tourist is actually more fascinating and seems to adjust and to try to escape from the current problems and the daily life and seeking to discover new experiences and to follow new activities in an effort to change the daily routine and to have more pleasure. Most of the times, the modern tourist does not participate in the daily and local events and has not any intellectual and mental participation in the place

¹² Reid, R.. D. C. Bojanic (2010). p.1

¹³ Bowie, D., F. Buttle (2011), pp..6,7

¹⁴ Vasiliades X.A. (2009)

¹⁵ Vlachopoulou,M. (2003), p.18

of visits and there is a less interaction between the travelers and those of the natives residents.¹⁶ What Greece is needed is a concrete well-structure strategy for the total improvement of quality of tourist product, the reconstruction and the reduction of seasonality and the promotion of the local cultural heritage. Also, it needs a new management strategy that will be able to meet more effectively all the changes and will provide high products in attractive prices (Kamarioti Athina, 2013.)

The rapid tourism growth through the mass tourism has a lot of consequences and affecting negatively the feasibility of tourism sector and the quality of the tourist product. There are a lot of organisational weaknesses and it is necessary to upgrade and to enhance the sectoral investment in order to build a more contemporary infrastructure and to protect the physical and cultural environment, so to avoid any future problem. It is also necessary to enhance and to enforce the promotion of tourism product, so to be able to succeed higher growth rates and to contribute mostly towards the overall growth process (Igoymenakis N, Kravaritis Mr. Lytras, P.1999). Furthermore, the tourist enterprises should invest more towards the new technologies and innovations in order to increase the accessibility through the web-sites and networking, and furthermore to be able to improve their competitiveness and to upgrade the quality of tourism product and specialize in the new high-tourism services.

It is necessary for Greece to upgrade the tourism product and to follow the European member states in the new technologies, including the networking, so to be able to increase of Gross National Product, to increase the level employment and to establish more jobs on these sectors. On this side, the private enterprises can also be strengthened through the public investment and through the state organisations, so to be able to upgrade the networking and their competitiveness level. Moreover, the use of social-media and social networking can be improved through various motives, such as through the encouragement of submission from customer 'comments, so to be able to collect all the necessary feedback and the information that they need in order to improve and to upgrade their products.

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Book Reviews Book Presentations



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by

George M. Korres, Elias Kourliouros

and

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IGI Global Editions, 2017

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