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Guest-Editor

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JOURNAL OF REGIONAL SOCIO-ECONOMIC ISSUES (JRSEI)

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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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Editorial Note

This special issue, JRSEI, Volume 8, Special Issue 3, November 2018, provides a range of approaches towards counseling and coaching, supported by scientific evidence and applied research, combined with counseling and coaching practices, maintaining an integrative approach by recognizing that the disciplines of counseling and psychology lay the necessary foundation for both personal and social development, promoting an in-depth understanding of these topics, promoting, motivating, and supporting health, wellbeing, and positive behavior change, especially highly valued, particularly within the current economic crisis, in which human resources management is rather essential. This issue aims to enable readers to develop an understanding of current best-practice and evidence-based approaches in coaching and counseling, in motivating and supporting behavior change, well-being and personal growth, as well as advanced interpersonal communication skills, and conflict resolution strategies.

This special issue, JRSEI, Volume 8, Special Issue 3, November 2018, is based on selected papers from a workshop in “Special Education, Advisory and Education as factors of local and social growth” 21-22 July, 2018, at Oursoulines School, Chora Naxos, Greece and the Naxos Summer School 2018 on Issues of Local Development, as a pillar towards sustainable island development, especially within the today’s current international economic crisis framework regarding socio-economic issues and perspectives of a wide range on modern topics. More specifically, this special issue JRSEI, Volume 8, Special Issue 3, November 2018, includes the following reviewed papers:

- Paper 1: Management of School Inclusion (by Dimitrios Kagkellaris)
- Paper 2: The Power of narration as a therapeutic and counseling process (Karolidou Sotiria and Paplatzoglou Sofia)
- Paper 3: The needs of parents of children with autism and the stress they undergo (by Maria Galani)
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The Naxos 2018 Summer School has appointed experienced lecturers, including academic professors and researchers and distinguished members of the European academic community coming from 11 International Universities and research institutions:

- Department of Geography, University of the Aegean
- Department of Sociology, University of the Aegean
- Department of Shipping, University of the Aegean
- Department of Economic & Regional Development, Panteion University
- Department of Architecture, Technical University of Crete
- Hellenic Open University
- Hellenic Army Academy

- University of Ioannina
- National Technical University of Athens
- George Washington University, USA
- Nicosia University, Cyprus
- American College, Cyprus

The Naxos Summer School 2018 has been focused on Issues of Local Development, as a pillar towards sustainable island development, especially within the today's current international economic crisis framework. The Naxos 2018 Summer school covered topics, such as:

- Special Education, Advisory and Education as factors local and social growth
- Cultural Management
- Local Development: Current Issues of Theory, Applications and Cooperative Policy Planning
- Island growth and sustainable development
- Regional growth with emphasis on island regions
- Environmental Management and Local Development during crisis
- Current issues of economic geography, Cooperative Policy Planning, Management and Local Development
- New advances in intercultural communication and cultural differences management

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

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

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

The Editor,

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Management of School Inclusion

Abstract

School inclusion of pupils with special educational or other needs is a practice with many benefits for all those involved in it. The aim of this work is to explore the practice of school inclusion and the development of positive school policy. The first section discusses the concept of school inclusion and its basic principles. The second section examines how to implement school inclusion in practice. The third section investigates the role of the school principal and teachers in the development of positive school policy.

Keywords: Special educational needs, coexistence, leadership, education

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1. Introduction

The main requirements of education in our days are the development of the students' awareness that everything else is acceptable and the cultivation of harmonious coexistence with everyone. In this context, the process of school integration of people with special educational or other needs is underway. What, however, is school inclusion? What are its basic ingredients? What reservations have been made about it? What are its benefits? What is the role of the director and teachers in developing a positive school policy on school inclusion? Answers to all of these questions we will try to give through this suggestion.

The methodology used is the review of the literature. Through our engagement with the topic, we conclude that school inclusion is nowadays a process absolutely necessary, but in order to be realized and achieved, it is necessary to contribute and support both the principal of the school and its teachers.

2. School inclusion: Concept and basic principles

Characteristic of human societies is the diversity of their constituents. Particularly, in modern society of globalization, multiculturalism is becoming a dominant feature. Thus, the voices that speak of acceptance of the other as he/she is, with any differentiation of religion, sex, race, color, physique, special educational need, are growing. In particular, education should be an area where equal opportunities for all pupils will be provided.

The orientation for education for all was the main feature of the principles formulated in the Salamanca Declaration "Policy and Practices in Special Needs in Education", a declaration agreed by 92 governments and 25 international organizations in June 1994.

In this social and philosophical context, the concept of inclusion has also emerged. By that we refer to the extent in which school and the local community accept individuals with special educational or other needs as active members and recognize, use and appreciate their contribution. This means that in order to be effective the inclusion, all community members must work and develop as much as possible under equal rights, be a significant potential of the local community, be accepted and participate in group actions of the general population. Therefore, school integration of children with learning disabilities means not only the attendance of these children in a normal school class but also their social, emotional and motivational integration. (Farrell, 2004, p.5-19 and Farrell, 2000, pp. 153-162).

Many times "the term "inclusion" is used to emphasize the efforts made to eliminate isolation and marginalization". (Kypriotaki,2001) Nowadays, the predominant view is that the problems of children with small or large difficulties in learning and behavior must be dealt in the normal school. Inclusion in the field of ordinary school is, in fact, the first stage for access to and equal participation in all activities of social life. (Tzouriadou & Bitzaraki, 1990, pp.95-10)

Many times the term "integration" is used as a synonym for the term "inclusion". By "integration" we mean the systematic placement of an element in something else and the completion of the subject as an independent, integral part of a larger whole. The term "integration" means the one-way adhesion and simulation of an element to an entire, by the acquisition of characteristics of a heterodyne set and loss of the original features. The difference between these two terms is that in the inclusion, the initial basic characteristics are preserved, which are enriched and move towards ever-increasing levels of integration, while the original basic characteristics disappear in the embodiment, having been assimilated by the characteristics of a wider set. However, the content of integration and inclusion concerns the common life of people, the social relations of the individual with the others, the human being as a social being. (Zoniou-Sideri, 2009)

The basic components of the inclusion, according to Farrell & Ainscow (2002), Farrell (2006), Kalamouka et al. (2005) are as follows:

- Physical presence: the extent to which students attend courses and are enrolled in general rather than special educational contexts.
- Acceptance: the extent to which staff, students, parents and other members of the community recognize and treat all students as active members of their community.
- Participation: the extent to which all pupils contribute actively to all school activities.
- Performance: whether pupils learn and develop a positive view of themselves.

3. School inclusion and its implementation in practice

Coeducation of students with and without special educational needs has been a matter of reflection. From time to time many reservations have been formulated, focusing on:

- The lack of teaching time
- the inadequacy of traditional curricula
- the lack of possession by the average teacher of the required knowledge and skills of personalization of teaching
- the possible burden on other students (Agaliotis, 2002, p.57).

In order to overcome these concerns, it is necessary to implement good practice on school inclusion, as:

- observance of a common school policy: assumption of responsibility by all the teaching staff, promotion of the acceptance of diversity and the positive attitude towards it
- frequent successful collaboration between team members
- creating an appropriate climate to give regular opportunities to create a circle of friendships
- creating an effective communication environment according to the characteristics and needs of the team members.
- access to knowledge through the use of flexible practices (group teaching, personalization, etc.)
- participation of both teachers and other specialists with appropriate knowledge and effective attitudes
- participation of people with special educational needs and other peculiarities in leisure activities for the development of social skills
- participation in decision-making
- family involvement.
- participation in institutional matters and practice.
- ensuring high academic performance (Polychronopoulou, 2007 and Powers, 2002, pp.230-243).

We should not forget that there is not only one practice of inclusion. There are grades. First of all, there is spatial integration, in which we have a simple presence of children with special educational needs in the ordinary school. There is also social inclusion, which includes activities that increase communication, contact and social acceptance, without at the same time developing the cognitive potential. Moreover, there is teaching integration, in which all students participate in a common teaching process with different ways of support.

School inclusion has many benefits for those who are involved in it. First of all, it helps to change the negative attitude of children towards disability, seeing that it is not a factor capable of excluding a human being from his social and educational activities. It also relieves the emotion of fear, since he/she knows now the different and becomes more accessible to it. It also improves the self-esteem of the individual. It also contributes to the upgrading of the school's logistical infrastructure in order to be able to meet the needs of the new conditions. Finally, it improves the quality of the education provided, since each teacher is forced to find many and varied ways to convey the knowledge to the students.

According to the Salamanca Declaration, general education schools, adopting an integration policy, are the most effective means of addressing and eliminating prejudice and discrimination, creating societies of acceptance and respect for diversity, and providing education quality and ensuring equal opportunities for all.

Moreover, each school does not function in a vacuum but is in a direct relationship of interaction and interdependence with its internal and external environment. In this framework, each school creates its own culture and its own climate, which with its turn affects the directly involved with the educational process. Thus modern school, after taking into account the new conditions that have been shaped, must adapt its culture and character accordingly.

4. The role of the director and school teachers in the development of positive school policy for school integration

In order to look at the role of the director and teachers in school inclusion, we should consider and perceive it as an educational innovation. But what is educational innovation? According to Fullan (1991), educational innovation focuses on actions that incorporate and promote new concepts of education in three dimensions: the use of new teaching tools, the implementation of new teaching approaches and the change of principles and beliefs.

More specifically, innovations seek to:

- teamwork and therefore relevant teaching methods
- the socialization of the child and his / her activity through initiatives,
- opening the school to social reality
- unification of knowledge
- bring modern technology to school
- a new spirit in the classroom and at school in general
- revitalize and activate positively the overall school reality with their content and philosophy
- the experiential approach: nothing is learned only in words
- the production of thought
- create responsible students with knowledge, judgment, open eyes, mind, soul and heart (Angelopoulou, 2010, pp. 154-155).

In a few words, we could say that innovations renew the school routine of pupils and teachers and help school to be connected with society. They turn the school into a creative, lively and attractive space, preparing the students for their introduction into society. At the same time, they offer the opportunity to solve complex problems through experiences from previous innovations or through experiences of other partner schools that have faced or encountered similar problems in the process of introducing innovative actions. (Yfanti,2000, p.60)

In order to implement successfully educational innovation in a school, such as school integration, it is necessary to create the appropriate school climate, which is influenced by the organizational structure of the school, the size of the school, the external environment, the way of exercising school leadership, but also from the needs, objectives and aspirations of teaching staff. (Saitis,2002) In order to create a pleasant school climate, it is important that leaders in the organization and administration of the school clearly formulate the instructions, regulations, visions, goals and goals of the school in cooperation with the other members, leave a degree of freedom for teachers and teachers to perform their work using a variety of methods, resources and materials. (Christou,2010, p.40)

In conclusion, we can say that the role of the school director is very important for the creation and development of positive school policy on school inclusion. In order to develop a positive school policy, the director should not just be dispatching. It is necessary to have the characteristics of leader and to exercise not only administration but also leadership. By saying

"leadership" we mean the process by which the leader persuades those who follow him to act in such a way as to achieve the leader's goals or common goals and concerns the ability to set goals and devise ways to achieve them. Essentially, the term "leadership" describes a particular combination of personal qualities, that is, a way of life and a personality that encourages others to follow. (Sergiovanni, 1984, pp.4-5)

It is necessary for the director to be able to inspire with his example, with his life attitude and with the argumentation of all people that are involved (teachers, pupils, parents) about the benefits of school inclusion for all. It must also be able to resolve any problems that may arise or try to prevent them before they are created. It is also very important to contribute to the promotion of the education of teachers. The promotion of the educational programs offered, the facilitation of teachers wishing to participate in similar programs and the implementation of some school curricula are only some of the actions of the director-leader in order to strengthen school integration policy.

However, in order to put into practice the school policy of inclusion requires the utmost contribution of teachers. It is well known that the integration of pupils with special educational and other needs into primary school depends mainly on the will, mood, knowledge, experience and understanding of the teacher. It is very important for teachers to be willing to experiment with new teaching methods as well as to have a new way of thinking with various alternative teaching methods in order to cope with the learning conditions and the difficulties of each student. In addition, it is necessary for teachers to take care of changing beliefs, as well as the attitudes of classmates to pupils with special educational needs as well as their parents, in order to avoid labeling and marginalization by them.

5. Conclusion

The practice of school inclusion of pupils with special educational or other needs is nowadays imperative. Through this, the students learn to accept the different and coexist with it without fear and mood of speculation of the peculiarity of the other. However, in order to be able to achieve this goal it is necessary to create and develop a positive school climate. The key to this is the role of the school leader, who must have leadership characteristics and inspire pupils, teachers and parents with his example. Also, the contribution of teachers, who are entrusted with the implementation of school inclusion, is also essential. Teachers should have a willingness, but also the appropriate knowledge and education, in order to be able to respond to this very important role.

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The Power of Narration as a Therapeutic and Counseling Process

Abstract:

The present work deals with the power of storytelling as a therapeutic and counseling process and is based on the fact that the creation of images and the narrative efforts and approaches of the individual not only surround their experiences and values in a way that frames and guides its actions, but they are also structural elements of his identity (Vgenopoulos, Prezerakos & Tzavella, 2017). In particular, since the early 1990s, a large number of therapists, assuming the fact that people organize their experiences in the form of stories, did the "narrative turn" (Androutsopoulou, 2004), while at the same time special emphasis was placed on self-narration, aiming to familiarize the individual with themselves, in the context of acquiring the sense of a meaningful consistency, continuity and duration of their life events (Gergen, Gergen, 1983). The power of storytelling is particularly important in the context of empowering emotional skills based on social and emotional education and relating to self-awareness, self-regulation, mobilization, empathy and the development of social skills (Karolidou, 2017). In this case, the individual is led with relative security to self-exploration and the development of close and sincere contacts by removing the sense of vulnerability and isolation (Elliot, Bohart, Watson & Greenberg, 2011). It is worth noting that narrative will mainly reveal concepts, emotional manifestations and their effects on the person's psychosis, which suggests that caregivers and the interdisciplinary team should be alert to the use of narratives as part of a story Palley & amp; Eva, 2005). It is clear, therefore, that narrative technique helps the therapist and the interdisciplinary team to understand the individual as a whole in their history and social environment.

Keywords: Counselling process, self-awareness, therapeutic process, narration

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1. Self in narrative

As early as the end of the 18th century, the icons and narratives that frame the actions and strengthen the notion of human values were indissolubly linked to the structural elements that make up their identity (Vgenopoulos, Prezerakos & Tzavella, 2017). Models created with reference to the individual and naturalistic levels of the self, as well as placements relating to a subject isolated and self-defined, are challenged at a fast growing rate (Pourkos, 2011). Self, if we accept that it is not a form with the structural characteristics of a stable core, nor any substance whose content we approach after an in-depth search for its subjectivity, according to Bruner (2004), is to be treated as a construction, in which the individual, through narrative, exerts a remedial and redefining effect. In exactly the same context, Polkinghorne (1988) pointed out that the self is not a substance or something static and stressed that the individual manages to show his existence as a whole and conquers their individual - personal identity when they reach the point of realizing it and to understand it as an expression of a unique and unprecedented history, which wraps, develops and evolves over time. In an almost simultaneous application of the narrative perspective to the intimate study of the identity of the individual, McAdams (1985) made the point that identity is in essence an individual-personal story, which even individuals begin to compose, consciously or unconsciously, during late puberty. He writes: "In the last ten years I have been surprised at how people spontaneously construct their life story or personal myth. In order to form what Erikson called identity ... Life and history are dialectically involved by complementing one another "(McAdams, 1985: 57-58).

In addition, the social psychologist Gergen (1994), deeply studying the construction of the self, attributed its content as a narrative that does not function independently of its social context and is understood by its interaction with the social relations that surround it. In the light of this theory, self-disciplines are considered to be 'social exchange products' and 'acquirers of relationships', with the result that they are susceptible to constant changes and redefining trends. In parallel, one is guided by studying the theory of Hermans, Kempen and Van Loon (1992), as pluralism and the interactive tendency in the nature of the self, lead effortlessly to the formulation of self-prophecy as a dialogue narrator.

It is noteworthy that the views mentioned have the element of modernity for self and identity and have received numerous revisions and extensions in a wider context that is about redefining the relation of narration to self, a point which asserts Bakhtin's words 1984: 287): "The human face has no inner sovereign territory; it is always integrated at the borderline Looking in it, looking in the eyes of the other or with the eyes of the other."

2. Treatment of narration

The Theory of Narrative Therapy was first formulated in 1989 by Michael White and David Epton. Since the beginning of the 1990s, a large number of therapists, mainly from systemic and psychodynamic schools, have made the "narrative turn" and have focused their attention on the individual's effort to organize and map their experiences in the form of stories (humans as "storytelling animals") (Androutsopoulou, 2004).

The narrative is considered to be self-perceived by scholars as an abundant social activity resulting from the deepest desire of the individual to communicate and social coexistence, as it is an experiential way and an individual-personal experience, with the help of which the person leaves the narrow limits of the self and shared with other events everyday, behavioral and social, as well as unexpected changes in life (Kirkpatrick, 2008). Mental health professionals, aiming at the holistic care of individuals, with a competent and secure knowledge of their daily lives, point out that they are getting more information and gaining more knowledge about their patients when they ask 'what's your story' instead of asking 'how Are you?' (Thomas, Reeve, Bingley, Brown, Payne, Lynch, 2009).

Any kind of oral story (event, childhood recollection, dream), but also every kind of produced text (diary, letter, poem, autobiographical exercise) representing the patient and promoted by them in the interdisciplinary group care and follow-up, becomes important as an expression and self-expression. The narrative perspective and approach points to the concept of the duration of the "construction" of the self, which begins from childhood and continues lawfully until the end of their life, with the concern of their "constructor" of maintaining a sense of continuity, meaning and purpose. In the construction of the self, even old "chapters" or "episodes" (events and experiences of the past) that are constantly reviewed and modified to fit each time with the evolution of autobiography (Androuysopoulou, 2001).

The main concern of the therapist who uses the narrative treatment technique is not to solve problems or to express opinions that may relate to the patient's lifestyle but is an important tool for externalizing and "sharing" the problem they are concerned with. An important outcome of this process is the interpretation of the circumstances surrounding the individual, with the ultimate goal of being able to observe the alternatives around him or to focus on more attractive events (Zimmerman & Beaudoin, 2002). Necessary condition for the person who is using help to cope with a problem and change behavior is to develop a "supportive interpersonal relationship" with his therapist. The narrative treatment process is non-directional and it is a necessary condition for the patient to choose their own goals and to determine the direction of care by actively participating in the understanding and interpretation of his or her behavior (Papadatou & Belleli, 2008).

The story that unfolds during the narrative is one, but at the same time everyone who listens to it recreates and communicates in a unique way their own as an original. In the same words they carry their own performances, make their own projections. An active, mobilized, anticipated twin is created, and among them prevails dynamics, inspiration and creativity. In this way, communication, the smallest system of relationship, and a sharing of emotions, ideas, experiences, acts from the narrator to the listener with the aim of knowledge, response, and reflection are born. Both are mutually defrauding, recognizing the other and themselves. With the interaction between them, the narrative acquires an extra-individual dimension, re-creates and to a certain extent multiplies, as the boundaries between the hearer and the hearer are confused and overlapped, and the symbolic material gives its place to reality and vice versa Landy, 1996).

3. Self-awareness as a component of treatment and counseling through narrative

The process, according to which the individual tries to narrate a story about them, was attributed in 1983 to the term self-narration. The aim of self-narrative is to make connections between the events of life and to acquire the sense of a meaningful consistency, continuity and duration. While as a process it gives the impression that a person is distant from themselves in order to be able to narrate the story of their life, they are in fact a technique of familiarizing themselves with themselves as in their attempt to display themselves to another space and time other than the one described in his story, he actually approaches himself in essence (Gergen, Gergen, 1983). The memories that make up the whole of the "self" and are stored as narratives, reveal aspects of the self in the context of a person's story, but they also acquire a possible future course (Nelson, 2004).

Self-narrative can be a distinct episode of a person's life, but also a long story of life, dating from the first experiences to the present situation. In this context, it is certain that some of the events in the story that are wrinkled, either obscured or paraphrased, as living conditions change, age deterioration and memory loopholes are often dissuasive in redrawing their own story or part of it by the individual. Concurrently, a self-narrative may be influenced by the identity of the public, the current state and the feedback from the characters. The construction and rebuilding of a self-story that has as a core of family history is a safer way of approaching one's life, as it most of the time brings an insight into the characteristics

of real-life individuals that are related to this very story . Future narratives for his or her family can reveal goals, aspirations, and anticipated changes in which family members have a central role (Bruner, 2001).

Research has shown that for the end-stage patient there is a series of five controversial stories related to "illness"

- (a). Genesis (how the problem was born),
- (b). emotion (what feelings can occur and how they are "altered" by the person seeking help, in order to protect themselves or the "others" from the reality of the "problem"),
- (c). Fear and loss (provide or wonder about the "when" and "amount" of the loss),
- (d). History of meaning (the weight of a story that illustrates the problem); (e) History of the self (who must, by showing heroism, approach the fear and the losses he has suffered) (Androutsoroulou, 2001).

The power of narration in "illness" is very strong, but it should be noted that the narratives of "illness" are more related to the social, psychological and mental dimension of pain than to total pain (Riessman, 2008) .

4. The empathic function in the therapeutic narrative

The empathic functions can be distinguished in:

- (a). Operation within the therapeutic relationship; and
- (b). Function for the person requesting help (Elliot, Bohart, Watson & Greenberg, 2011).

Regarding the first function, the empathic function in the therapeutic relationship, its role in creating a good and beneficial therapeutic relationship is considered particularly important, as it offers a sense of security, helps the patient to open more, relaxes the resistances and removes feelings fear and denial. The patient feels that he is understood, his confidence in what the therapist has to offer (Bohart & Tallman, 1999) and, moreover, helps to avoid and solve misunderstandings, offering many positive benefits to the patient-health relationship. Finally, the importance of empathy as a function within the therapeutic relationship lies in the fact that it is a process that favors dialogue, sharing, new revelations, and the common effort to create new meanings from the patient and the practitioner (Elliot, Bohart, Watson & Greenberg , 2011).

This empathy also helps in verbal description of the experience, leading the patient to self-exploration and self-understanding, while reducing interpersonal tension and facilitating the passage of interpersonal experience and access to dynamic deeper experience. The patient recognizes their experience, also seeks deeper aspects, and often the practitioner gains access to unconscious so far parts of their life. Finally, it leads to the development of close and honest contacts, which also confirms the patient's experience and potential, removing the sense of vulnerability and isolation. In the case of also facilitating a final therapeutic outcome, empathy leads to greater self-acceptance, harmony and consistency with self, decreased self-criticism and less feeling of guilt and shame. Consequently, it leads to self-realization, self-development and self-development, and is also responsible for relief from isolation and loneliness (Elliot, Bohart, Watson & Greenberg, 2011).

5. The Controversy and Narrative Truth

Regarding the correctness of the stories that are said in the context of the AF, the new systemic approaches challenge the belief that there is only one objective truth that contributes to the understanding of the symptoms and underlines the subjective truth, which depends on the cognitive and emotional personal evaluations of the same the person associated with his / her health problem. Consequently, the meaning of a story is subjective, and actual historical events may be different. The nature of subjective experience in narrative approaches allows for multiple realities (Beverley, 2000).

A series of surveys draws attention to the idealization of personal narratives, rejecting inherent authenticity, suggesting that caregivers and the interdisciplinary team ought to be alert to the use of narratives as part of a story. Clearly, historical events, but more concepts, patterns of life, emotional manifestations, and their implications for patient psychosis (Palley & Eva, 2005) will be revealed through narratives.

6. Recognizing narrative coherence in one example

Recognizing the importance of the therapeutic value of the narrative, a specific tool (Androutsou, 2008: 10) of narrative evaluation was used to show that the evaluation is not content-based, in the "what" the patient says, but "how" they say it.

The excerpt is the narrative of one of the two husbands (husband) about their decision to get a divorce. The husband does not want a divorce but cannot deny it to his determined wife (Karolidou, 2015).

Category I. Avoidance of immediate reference to the emotion

- **(i). Avoiding immediate reference to emotion:** "Say, Fotis, my Triantafyllia is determined" Tracks" of yourself or internal "voices" (Androutsopoulou, 2003, Penn & Frankfurt, 1994) Conflicting: I wonder if there is a piece of you that is scared a bit.
 - **(ii). Feeling attributed to 'painless' / 'safe' causes:** 'Five years of magical marriage, a girl to adorn our dreams, smiles and happiness, career ...'
 - **"Emotion Reflection":** (Question) You still seem very hurt by this story
 - **(ii). Feeling 'unjustified' / absurd / pathological:** '... The sky suddenly became melancholic'
 - **"Tactical" introduction of alternative optics / empathy** (Butler & Bird, 2000): *So you say... didn't you understand how things changed?*
 - **(iv). References to emotions followed by other verbal messages that diminish / diminish their meaning:** "... nerves, feasts, absences... I am probably to blame that I am away from home for many hours..."
 - **"Defining the protagonist":** Yes, that's what you say. You feel guilty about your attitude to marriage
 - **"Therapeutic Fission"** (Omer, & Alon, 1997): *It seems that the way (thinking, behavior, attitude, perception, etc.) has helped you so far to ... but maybe it does not help you to...*
- <http://www.androutsopoulou.gr/Portals/24/Documents/workpap22.pdf>

Category II. Hypo genetic-linguistic

- **(i). Phrases / words that reinforce the meaning:** "There is nothing. At last, I think we have clarified them."
- **(ii). Use of direct (instead of indirect) speech:** "Since you can't handle it, why don't you go home to rest?"
- **(iii). Using emotionally neutral words:** "This girl became my dream, my life"
- **(iv). Use of an ally (friend, written message):** "I leave this letter, a few lines really, to Fotis the lawyer"

7. The role of the scientific team in the therapeutic and counseling process

The interdisciplinary group, as a listener of a narrative, cannot be absolutely sure about the events, but rather about some correlations that concern them, and should therefore be primarily interested in the subjective experience of the patient in relation to narrative. In addition, it should be taken into account the fact that patients often fear bias and resist the honest narrative, with this resistance becoming central to the daily problems they face (Frank, 2007).

The group has virtually the role of assistant autobiographer. The form the healer gives to their stories as well as the content of the choices they make to narrate, is decisive because they mark the perception they have about themselves as the "construction" of autobiography is ultimately themselves. (Androutsopoulou, 2004).

The way in which each patient interprets their illness and the causes of the illness and the methods they use to deal with them is directly related to their personal biography and course, but also to the broader interpretive framework through which illuminates the events of their life. The patient with incurable illness also experiences the disruption of their biography, as they have to face multiple losses of self-image, beliefs, values, and priorities for life and their relationships with others. In this process, the role of healthcare professionals is crucial, as it can provide the patient with the secure relationship they need to review the course of their life, review and possibly redefine the values, priorities and goals they had set. In order for health professionals to respond to this multidimensional role, the following are considered to be of major importance:

- Recognition and leniency in the patient's subjective experience
- Respect for the uniqueness of every experience
- The correct foundations for effective cooperation
- Organized response to their individual biological, psychological, social and spiritual needs (Papadatou & Bellallis, 2008).

8. Usefulness of a tool in the evaluation of a therapeutic course

This tool can help:

- (i). Identify areas of emotion ("sensitive") that are "kept" and "treated" would probably want to cross with us during their healing process to set goals together.
- (ii). Record and point out to the "healers" the way in which their autobiographical narratives change, and how they differ from the past.
- (iii). Evaluate the achievement of the goals and set new ones.
- (iv). Prepare "therapists" who either interrupt or graduate on what issues seem to remain emotionally charged and likely to work in the future alone or with our help.

9. Conclusions

The therapeutic narrative is well documented in recent years and has attracted the growing interest of researchers in the health and social sciences. The consequence of this interest is the creation of a space in which narrative research and intervention through it could allow new comprehension of how certain clinical symptoms are associated with life events. The collection and study of special cases of therapeutic narrative in the delivery of narrative is very useful as this will enhance the attempt to integrate it into the patient care plan. Consequently, it is vital to realize the role of narratives as part of the holistic care plan for patients with incurable disease. Through the narratives, it is possible to capture all the experiences that are central to the interdisciplinary group, which seeks above all to understand the individual as a whole in their history and social environment. Within the narrative, the value of empathy becomes evident as a determining factor in establishing a good therapeutic relationship and achieving a positive therapeutic outcome.

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The Needs of Parents of Children with Autism and the Stress they Undergo

Abstract:

The current paper is about a research conducted in order to study the needs of parents of children with autism, as well as the stress they undergo while they raise and take care of their children. In particular, 80 questionnaires were handed out to parents of children with autism, coming from different places in Greece. The results showed that the highest levels of stress the parent undergoes are related to the severity of the situation of the child with autism and the sex of the parent. Finally, according to the answers, sometimes new needs, related to practical or personal matters, come up, but in most cases cannot be covered.

Key-words: autism, parents, stress, needs

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1. Introduction

1.1 Chronology

When in 1943 Kanner, first described the autism syndrome, he referred to the possible connection between autism and parental love. Especially, he observed that the parents of the 11 children he was studying at that time were professionals with high social positions, who rarely showed affection and love to their child. A few years later, in 1949 he is certain that the cause of autism is the lack of parental care. Having increased his sample to 55 families, he describes in his study that the parents of these children were professionals of high education, obsessive-compulsive disorder characteristics, while at the same time efficient in serving the needs of their children, but lacking affection and impulsiveness. He also resembled the environment within these families with “a fridge than cannot be defrosted” (Kotsopoulos, 2014).

The “parents fridges” hypothesis was also supported by Betelheim in 1967, who suggested that the children developed intense stress and fear about their lives, because of the conditions in which they were raised. The author points out that the child with autism is certain that the death is near and may be postponed if someone ignores it for a few minutes (Betelheim, 1967). As a consequence of the above theories, for many years the parents were thought to be responsible for the autism of their child, while psychotherapy was believed to be the only treatment the child and the parents should get (Kotsopoulos, 2014).

It was not easy to stop blaming the parents. In 1978 Schopler defended the parents of children with autism, by saying that they were treated as “scapegoats” when they were described as “parents-fridges” or “suffocating and schizophrenic mothers”. He also added: “Even when the parents did not consider themselves as patients, they were forced to intensive psychotherapy under the threat that their child wouldn’t be treated, unless they were treated too. The parents were told that the society had no responsibility for their child and that the only way they could feel guiltless and with no responsibilities, was to do a costly private treatment, with no guarantees about its outcome.”

Nowadays, it is scientifically proved that autism is caused by a brain disorder during development and the psychogenic cause of the relation between autism and parents is groundless. However, genetics play a significant role. Finally, according to Kotsopoulos (2014) Kanner’s comment that the parents of children with autism come from a certain socio-economical background and have certain behaviour, is obviously based on the sample Kanner used in his research. At this point it should be mentioned that Kanner, was the most famous Child Psychiatrist in the U.S.A. in the 30’s and the 40’s, and, as a consequence, he was treating children coming from higher socio-economic classes.

1.2 The family of the child with autism

Beyond any doubt, autism changes the life of the family and in many cases becomes the pole around which the family members move. Inevitably, financial, emotional and practical issues arise. Parents with children with autism face many difficulties not only in managing their child, but also in managing their own emotions. When the child is diagnosed with autism, they undergo a painful procedure, during which they lose their courage, while at the same time they develop feelings of guilt. In many cases, they find it hard to accept reality; they withdraw from their social circle and dedicate themselves to the child.

As in every family, the role of the parents is of utmost importance. According to Gonela (2006), the parental contribution in handling the basic needs of autism is determinative. People with autism cannot represent themselves and fight for their human rights. The parents have that ability and duty. They are legally and morally responsible for taking care, protecting, supporting and securing their children’s lives. The president of EEPAA (Hellenic Company for Protection of People with Autism) Mr. Ch. Alexiou, points out that autism is certainly a problem of neuropsychiatric developmental disorder. In other

words, it is a health problem. However, its solution, even from a scientific approach, still remains a deeply socio-political problem, whose solution requires diverse, long-term and continuous fights, first and foremost from those who face the problem.

The most common emotions the family experiences after the diagnosis are as follows (Notas, 2011):

- Shock and depression
- Denial
- Anger, rage, fury, panic
- Guilt
- Worry and stress

Accepting the diagnosis is very painful for the family and apart from the feeling of shock it also brings them depression. The child they were dreaming of and were making plans for doesn't exist. Many parents of child with autism compare that feeling with the sorrow you feel when you lose a beloved person. That is not the child they expected. Instead of the one they expected, there is another healthy, happy child, who has every right to live a decent life.

As Gonela (2011) points out, many parents, especially in cases of high functionality autism refuse to accept the problem. The desire of the parents to take away the autism diagnosis from their child, leads them many times to misconception and deception. They become angry with the specialists, causing tension in the family and they panic about how their social circle will treat them. All the above cause problems to the child's positive development. Early treatment and valid information are very important. From the moment the parents start accepting the diagnosis, they try to find as much information as they can. That helps them to learn and understand more about autism, as well as inform their social circle by correcting wrong perceptions and abolish prejudice. Moreover, with the correct input, the feelings of guilt start to reduce and eventually go away. Parents are not responsible for the autism of their child. They are responsible to show they accept, love and support that wonderful, unique child, that will teach them more they could ever imagine (Notas, 2011).

2. Hypotheses

According to the data and conclusions of bibliography, the following working hypotheses were formed:

- (1). Parents of autistic children need psychological support.
- (2). Parents of autistic children need guidance by a team of specialists.
- (3). Mothers have higher stress levels.
- (4). The highest stress levels of the parents are related to the self-traumatic behavior of the child.
- (5). The seriousness of the diagnosis affects the stress levels of the parent.

3. Methodology

Data collection was achieved by using a questionnaire of 35 questions, divided in 3 parts. The first 7 questions have to do with personal data of the participants. The following 20 questions are divided either in those related to the needs of the parents of autistic children, or those related to the stress they undergo. The last 8 questions are about general views and attitude of the parents and can be used as causes for further research and future studies.

3.1 Sample

The research was conducted between October 2017 and March 2018. Questionnaires were sent through the internet to parents of children with autism, who were not related with each other (i.e. couples) and were not located in a certain part of Greece, but were selected randomly from all over the country. The questionnaire was designed by using the Google

Drive platform and was accompanied by an explanatory letter along with the contact details of the researcher, so that the participants could reach her for further assistance.

4. Discussion – Conclusions

The present research studies the needs of the parents of children with autism and the stress they undergo. For the data collection, a questionnaire was used, which was answered by 80 parents, 29 of which are fathers and 51 mothers, none of which were couples with each other. The collected data were analyzed with the use of the SPSS programme. A stress level rate was calculated for each one of the participants, as an average of the answers they gave. Then, the rate was compared to the various factors that were examined in the research and the comparisons are discussed here below along with the verification or not of the research hypotheses.

According to bibliography (Kotsopoulos 2014, Gonela 2011 etc.) parents with children with autism need psychological support. In the current research parents tend to disagree that they need psychological support by a specialist in order to face their negative feelings, to manage the crises of their child and even appease the stress and the pressure they are under. That inevitably leads us to the same negative quota that appears when they were questioned if they go to counseling therapies. The question for further investigation is why the parents don't feel the need for psychological support, when the conclusions of the current research verify that those who take part in counseling therapies and accept psychological assistance from a specialist, have lower stress levels than those who believe they don't need or don't participate in counseling.

Is it the frustration they feel that works against that direction, or the prejudice that may still exist in the Greek society? We could say that even though it seems that the research hypothesis is not confirmed, basically the conclusions show the opposite. The parents that accept psychological support, show lower stress levels and manage more efficiently the various situations.

The confirmation of the second hypothesis, that the parents of children with autism need guidance from a team of specialists in order to manage the child is mathematically clear. The interesting finding here is that the mothers seem to seek for guidance more than fathers do. According to Papageorgiou (2004), while at the beginning of the diagnosis the parents search for the "miracle treatment", as time passes by, they accept there is no such treatment and realize the significance of professional specialists. They also realize that the good relations and cooperation with those specialists is essential for them to face the difficulties of their child and start having expectations for its development.

It is also noted that women accept the situation quicker than men, who seem to remain at a continuous frustration stage or even deny the situation for a long time, maybe years, after the diagnosis.

The research of Yirmiya and Shaked in 2005 showed that the parents of autistic children have higher levels of psychiatric problems, mostly depression, in comparison to parents of typical development children, parents of children with Down syndrome and parents of children with mental disfunction.

Even the level of these verities of the situation of the child was related to more parental problems. The parents of a child with autism diagnosed with high functionality autism or Asperger syndrome show lower stress levels in comparison to parents of a child with autism diagnosed with low functionality autism. The last seem to have more stress sources, amongst which are the stress of no speech development, auto-traumatic behavior, stereotypes, handling of the child's crises, regressions as well as the slow improvement of the child. Both agree that the lack of social care and the lack of knowledge of the general education teachers, the financial burdens for the family, but mainly the future of the child are stressful situations, the parents have to face. Certainly, the highest stress levels are related to

the self-traumatic behavior of the child. A similar finding is also confirmed by Kotsopoulos in his bibliographical study in 2014.

The examination of stress in relation to the sex of the parent is very interesting. Women are more stressed than men. The stress levels of women are clearly higher in comparison to the stress levels of men, especially in matters related to crises management, aggressiveness, self-traumatic behavior, stereotypes controlling; men on the other hand are more stressed about financial issues. They both worry about the future of the child and how society will treat it.

The same happens when we examine the needs of the parents. While mothers state in a higher percentage that they need guidance from specialists in order to handle the child, psychological support to manage their negative feelings, communication with parents who also have children with autism, need for compassion and support from the husband along with more free time for themselves, fathers seem to agree that what they need more is support from friends, family, community, work environment, as well as support and financial aid from the state. As far as the needs are concerned they both worry about their child being marginalized, their child's education in general education schools and having personal time with their spouse/ partner.

In relation to the above, Kotsopoulos (2014) mentions that the greater need of mothers for psychological support and the existence of psychiatric problems among them, such as depression, is explained by the greater involvement of the mother in the child's care. This leads us to the next conclusion from the results of the research. Mothers also hold the absolute unemployment percentage. One could say that women leave their work in order to dedicate themselves completely to their child's care. But, without research data there is no reliability and validity, as the unemployment factor may be just another sign of the financial crisis in Greece. It is, however, a cause for further research.

5. Prospects / Expectations

What are the prospects of the applied policies on the matter? Are there any structures and services that stand by the parents of children with autism? Mr. Thomas Kapelos, Secretary of EEPAA said in an interview in May 2017: "When it comes to structures, we are way behind. Clearly no one cares about the need to create a solid environment. There is no money and as a result most people turn to private actions or initiatives, which is very costly. The only action of the state is to give a very small allowance and believe that is ok. In fact they think they do social work."

In the same interview the president of EEPAA Mr. Athanasios Kamoutsis adds: "The main problem is what will happen to our children when we pass away. There is no guidance what to do after the age of 22, when the education and care from the Greek state are completed. There should be special structures, so that the children are not left alone and unprotected. The best solution would be by using guest houses or boarding houses and these people are given the opportunity to a certain form of work.

The majority of the parents agree that special structures should exist, so that they could be more efficient in their role. Firstly, there should be a well-organized environment, less bureaucracy, stable allowances, professionals with deep knowledge, and substantial psychological and social support to their children.

The lack of knowledge of professionals who come in contact with people with autism, works in many cases as an obstacle to the positive development of the children. Many parents support privately the institution of the educational support, which although it is legislated by the state, it cannot be financially supported by it. Moreover, the state should reconsider the issue of further training the teachers in special education and not rely only to graduates from schools of special education.

The continuous training of teachers who serve in general education should be an issue for consideration from the Greek state. Of course the education should not be provided only to teachers who work at the Greek school, but also to students, parents and clubs of parents and guardians.

In order to have a tolerant and open society you need to train its members from a very young age. Unfortunately, the Greek society reacts negatively even in the sound of the word “autism”, or, in the best case, with mercy and compassion.

It is still a taboo matter in our country and it is accompanied by many prejudices and stereotypes.

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Counseling in Special Needs Education and the Role of Counseling Psychologist

Abstract:

The need for Special Needs Counseling appears more and more imperative in a modern school that aims to support all students at a time of increasing demands for the education of children with disabilities or special educational needs. Developments in special education, efforts to school and social inclusion of disabled students and a whole range of other factors, such as technological development and shifting interest in mental health, favored the development of counseling in special education (Syriopoulou - Delis, 2005).

The need has gradually led to a systematic psychological support of pupils by psychologists. The counseling services that the psychologist can offer in the context of everyday life at school have recipients not only of students, parents, but also of the rest of the school's staff.

This study attempts to study through a bibliographic review the link between Special Education and Counseling, the role and contribution of the psychologist and his / her relationship with students, their families, as well as their support to all staff structures of special education.

Key-Words: Special education, counseling, psychologist consultant

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1. Introduction

The role of the school is not limited to the transmission of knowledge but has a substantial impact on the formation of man and, by extension, of society. Today, as a body of knowledge and socialization, the school faces many challenges, such as the lifting of exclusion and the coexistence of all children, regardless of the specific educational needs that characterize them. This school should be flexible enough to help each student develop and participate actively in the learning process (Soulis, 2002).

Counseling as a communication process aimed at helping to solve problems faced by the individual in interpersonal relations and in its adaptation to the environment and to address various conflicts (Cosmidou-Hardy & Galanoudaki-Rapti, 1996) has a lot to offer in the field of special education. According to Rogers (1959), he can make a substantial contribution in this direction as according to his theoretical framework man is accepted with respect, appreciation and understanding and treated in a spirit of parity.

The purpose of this paper is to present the contribution of counseling through its pathway in education as well as the role of the psychologist in relation to the counseling support of pupils of parents and staff involved in the educational process of children.

Initially, there are data on the relationship between Special Education and Counseling at international level and in Greece. The psychosocial characteristics of children with disabilities or special educational needs are summarized. Then, reference is made to the theoretical framework of counseling, the advisory role of the psychologist at educational and psychosocial level, and finally the conclusions drawn from the bibliographic review.

2. Special Education and Counseling

2.1 Internationally

Modern society is faced with a major challenge in educating people with disabilities to integrate them into social, economic and cultural life. According to Tilstone and Rose (2000), in every European as well as non-European country we find a number of legislative acts that promote an inclusive learning environment for all pupils and students with disabilities.

Special Education is all the extra or specialized that is offered to the child. Any additional assistance or in any way other than that provided in the context of general education to children who do not have special difficulties. Special education does not replace the common school curriculum, but it complements, reinforces and supports it. It can be provided for short or long periods of time, covering the entire school life of the child (Polychronopoulou, 2003).

Over time, care for children with special needs was centered on their placement, based on their individual needs, in special schools where asylum conditions prevailed (Brusling & Pepin, 2003). On the other hand, Counseling in schools is rapidly evolving in many developed and developing countries in the world. When McLaughlin (1999), the Consultative develops the students personally and socially, cannot, to investigate the effect of the activity in the classroom in their personal and social development and is responsible for planning and responding to issues that affect their school welfare .

The Law of Compulsory Education was introduced in the early 20th century. This has highlighted the special needs of not only children with severe difficulties but also with light difficulties.

In other words, the pupil population in need of special education increased. This gave rise to the need to classify children with disabilities based on their normal and non-formal behavior.

The impact of psychometric tests in the 19th century and the adoption of the medical model that interpreted disability as a disease had as a pedagogical consequence the creation of

separate education and special classes for children with deficiencies who are unable to attend general education.

In the late 1950s, the human rights movement emerged from the debate on equal opportunities in education, as well as the contribution of parents to the education of children with disabilities.

In the United Kingdom, in 1974, the Warnock report was published, according to which children should not be classified solely on the basis of their inadequacy or intelligence, and introduces the term "special educational needs" which refers to children due to school-learning difficulties, require special educational provision, designed to respond to their personal needs (Tzouridou, 1995, Warnock, 1979). In the same country, at the same time, the implementation of counseling in schools where the role of counseling for students and their parents was undertaken by teachers based on the training based on Carl Rogers' personal-centered theory (McLaughlin, 1999).

Over time, educational reforms as well as wider social changes have brought to light the change in school priorities that affected the role of providing counseling in schools, with the result that counseling is considered to be the competence of specialists and services outside school, by introducing Gradually, the institution of the psychologist as responsible and specialist for counseling in schools.

2.2 In Greece

Despite the educational reforms, special Education in our country has not been a point of educational interest, only in recent years it has gone unnoticed. Until 1980, the subject of Special Education was dealt with by piecemeal legislation and decrees. From there onwards, the institution of special education began to be revised in terms of its philosophical context and practical issues, such as the relevant terminology used and the ways in which special education was provided. Thus, the first law on special education was the Law 1143/1981 "On Special Needs Education, Special Vocational Training, Employment and Social Care of Deviant Physicians and Other Educational Provisions". This law favors separate special education and the foundations for a modern framework for the education of the disabled (Lambropoulou & Pantelidou, 2000).

Since the 1990s, Counseling in Special Needs has been highlighted with the aim of timely anticipation, planning and designing actions to facilitate transition and adaptation to each level of education. According to Syriopoulou-Delfi (2005), it's content is concerned with planning, planning and taking educational decisions, tackling the school difficulties that can lead to school failure, support for the pupils to bestow their abilities , counseling and guidance for facilitating and fostering interpersonal relationships, and support for all-round individual development and self-awareness as much as possible. The creation of an appropriate communication environment in the classroom contributes to the success of the content of Counseling.

Law 1566/85 introduces the special education in the wider context of public education with its important element the provision for the integration of disabled people introducing the function of special classes at schools. According to Dimitropoulos (1992), the institution of Counseling is particularly important for the school in general, especially in special education, in the context of the effort made to improve the interpersonal relationships and the self-realization and integration of the student.

3. Psychosocial difficulties of students in the context of Special Education

Within the context of special education, a heterogeneous set of children with disabilities such as kinetic, sensory (blindness, deafness), mental disorders, children with diffuse developmental disorders, special learning difficulties etc. are included as mentioned above. According to Malikioti-Loizou (2002), the feelings caused by disability to the disabled person itself are the result of the reactions of others towards it. Children with disabilities may feel guilty because of the problems and compassion that their disability causes to their relatives. Also, awareness of the limitations of disability has a significant impact on people's self-esteem.

In this light, the need for counseling to address the psychosocial difficulties of pupils with disabilities or with special educational needs. Children with disabilities are likely to appear problems at the social and emotional level, whether due to disability or because of learning difficulties due to it. Such problems are anxiety, dependence on his family, low self-esteem, poor social skills, and ineffective anger management. They are also likely to experience a depression symptom (Frye-Myers, 2005).

Children with blindness and severe vision problems may be isolated, with intense feelings of indignation and hostility toward individuals development. They may develop a pathological ego, gossip and claim, believe that others owe them a lot because they have suffered from disability. (Keil & Clunies-Ross, 2003).

Their communication with their parents is an important factor that affects them psychosocially. Lack of communication with parents can develop problems in the child's behavior and which then manifests, for example, aggression or immaturity.

Children with mental deficiency often show aggression, high levels of anxiety, and reduced self-esteem. Continuous school failures and difficulties in learning create symptoms of anxiety and feelings of inferiority. as they do not believe in their abilities and are used to asking for help from others even in situations where they can cope (Polychronopoulou 2003).

Children with autism, in addition to the deficits in their verbal and non-verbal communication, are withdrawing from social transactions, unable to understand the reactions of others, and thus have difficulty in reciprocal social transactions. In addition, mood disorders, anxiety, easy discouragement, depression and aggression are observed (Panopoulou - Maratou, 2004).

Children with learning difficulties have a low self-esteem profile, hypersensitivity, feelings of worthlessness, fear of failure, depression or hostility (Doikou-Avlidou, 2002).

4. Counseling

4.1 The concept of Counseling and its basic principles

Counseling has seen a lot of growth in our time. The need for educational or individual counseling has become more conscious in general for pupils and their parents. It is also more necessary for pupils and their parents attending Special Education (Triarchis, 2002).

Counseling can be defined as the process of helping individuals to help themselves to think and treat their personal difficulties and problems more positively (Brouzos & Raptis, 2001).

Rogers in 1942, defines Counseling as the process by which the person will help a constructive change, willingly, to his personality and Beck in 1963, as the help one person offers to another, or a group to its members. Ellis in 1977 argues that counseling helps learn a person to become more sensible by correcting the wrong way he thinks.

As far as the school framework and schooling in general are concerned, it is the sector through which counseling is implemented in the school, usually by the consultant specialized in the implementation of the training, or by the specialized teacher, depending on the system.

Usually, the term refers to the application of Counseling in Primary and Secondary Education "(Dimitropoulos, 1999).

The main purpose of Counseling is to ensure the necessary conditions that will help individuals / counselors reach a level of autonomy, help themselves to think more positively about themselves and their abilities, but also about the adverse conditions of problems that they have to deal with (Malikiosi-Loizou, 2001).

In the basic principles of Counseling, too, it is argued that every person is one distinct personality, with value without any distinction. Thus, with regard to acceptance of diversity, the principles of counseling must consider acceptance, respect for the rights of others, that is to say, that they are based on the principle of "equal treatment".

The basic theoretical approaches of Counseling, Existential-Humanistic, Psychodynamic-Psychoanalytic, and Cognitive-emotive, express different ways of considering people, as well as their emotional and behavioral problems. Thus, the supporters of psychodynamic-cha-analytical theory focus mainly on insight (to make the counselor able to understand the origin and evolution of emotional difficulties, thereby gradually increasing the ability to control emotions and actions through logic). On the other hand, the consultants of Humanistic theory aim to promote and promote the development of a positive attitude toward self-acceptance and individual freedom. Finally, the advocates of Cognitive Behavioral Theory deal mainly with behavior management and control.

4.2 Counseling in Special Education and the counseling role of the psychologist.

Developments in special education, awareness and efforts for the necessity of school and social inclusion of disabled students and a set of other factors, such as technological development and shifting interest in mental health, undoubtedly favored the development of counseling in the special treatment. The content of Special Needs Counseling involves the monitoring of children in their school and family contexts in their psychological support, the investigation of issues that concern them, and the design of interventions and their evaluation. Counseling at school is about intervention aimed at activating the person and psychological support. It is the personal development of students in a climate of trust, respect and facilitation aimed at promoting learning. "Support, help for self-help, empowerment, animation and shielding students with courage, courage, determination and self-confidence "Are the objectives of School Counseling and set the framework for the services provided in education (Brouzos & Raptis, 2001). In the case of people with disabilities, counseling focuses on the individual and his family, as well as on the awareness of the school and the family.

Any counseling intervention to support the parents of a child with difficulties should be aimed at identifying the needs of the family and helping parents to understand and accept the difficulties and particularities of their child with the ultimate aim of enhancing the positive interaction between family members.

In structures related to Special Education, the existence of psychologists such as the KEDDY (former KDAY- centers of diagnosis assessment and support) and the Special Education and Training Schools (Law 2817/2000, Law 3699/2008) is foreseen.

The appointment of a significant number of psychologists in the public education specialization, combined with the establishment of autonomous departments of Psychology and postgraduate specialization programs in School Psychology since the 1990s gave impetus to the development of the institution of School Psychologist in our country (Hatzichristou, Polychroni & Georgouleas, 2007).

According to the law (Government Gazette 1503, 2001), the psychologist performs the psychological evaluation and prepares the corresponding report which includes:

- (a). a description of the individual's behavior inside and outside (cognitive-emotional, etc.)

- (b). a description of the individual's behavior inside and outside from the family environment
- (c). a description of the reactions of the family and the school environment of the individual as to their problem ".

Also, the psychologist as a member of the Special Educational Staff of Special Education Schools has the following tasks: 1. to evaluate the pupils of the school and other scientific methods besides the use of psychotherapeutic means such as observation, interview with the family and the information by the school staff so as to provide a comprehensive picture of the pupil's educational needs; 2. providing counseling support to school staff to solve pupils' problems; and participation in the design of the student's program of activities; 3. the supporting counseling or therapeutic process at individual or group level (Government Gazette 449 / 3.4.2007).

In general, the psychologist works with teachers, other school staff and parents to promote the educational project and their multi-level support. It is obvious that after a multitude of laws,

Training for Individuals with Special Educational Needs has led to changes in the provision of psychological services in the Greek educational system, establishing a more active role for psychologists and providing psychological services in both general and special education schools.

But its role is not limited to the school context. Collaboration and communication with other organizations that cover children's needs such as Medical Centers, speech therapy centers, welfare services etc. is a task and becomes necessary in order to achieve holistic care and support for the student and family, while facilitating the work of all staff teacher and assistant) involved in the educational process.

5. Conclusions - Proposals

In modern times and in an ever changing environment, the organized development of Special Education is crucial. In Greece there are about 180,000 children with special educational needs and finally a very small percentage of these children is provided with organized and scientifically appropriate help and support (<http://www.esaea.gr/>).

Special Education, which is an important field of pedagogy with a multidimensional nature, is closely related to counseling as it is the most important process of solving problems of the pupils of teachers and more generally of all those involved in the school and social life of the pupils. Conditions such as communication, empathy, active listening and even high levels are key features for counseling by the psychologist in such a sensitive field of education. However, under any theoretical approach and counseling, any valid counseling theory should be flexible enough for the counselor to make use of the counseling relationship to explore aspects of his or her life more closely related to his personal well-being at the given time dot.

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Culture, Cultural Management and Tourism Development in Naxos

Abstract:

Seeking sustainable development for island of Naxos, the study of circumstances and structures with emphasis on culture object will attempt to be undertaken. On an approach on data recording, internal and external factors will be examined, namely the capabilities, the weaknesses, the opportunities-prospects of developing and risk of failure for planning of tourism which is a complex scope of human activities, goods, services and productive forces.

With a view to promoting the touristic product of Naxos, as touristic destination, through this research used as tool to research the analysis SWOT in order to carry out further investigation and to draw meaningful conclusion. The purpose is to set out a strategy of cultural tourism on the basis on medieval history-byzantine and post byzantine, but also the wealth of monuments at this island.

The research concludes to the case study of Chalki, a village with thriving tourism in Naxos. The aim of the case study is to research the ways that local factors can contribute to a sustainable tourism development. More specifically, the study refers to the Cultural Tourism development and the ways that the business people and the local Cultural Association have contributed to such a development.

Key-words: Sustainable development, cultural tourism, monuments, cultural heritage, cultural management, Chalki, Naxos.

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1. The culture and the cultural management in Naxos

The aim of investigation is to assess the situation, which will ensure the correctness of decision and appropriateness of planning for cultural tourism. In particular, on an effort on profiling of Naxos as place of destination, the factors as environment and society will be examined. During this venture the advantages of Naxos as a cultural product, its vulnerabilities and scope for improvement will be identified and the attention will be drawn to adaptation needs to existing data.

The first chapter concerns the opportunities of enhancing of cultural wealth and the competitive advantage concerning the range and the uniqueness of the monuments. The second chapter refers to problematic circumstances which have to be resolved aimed to foster and plan cultural tourism. The third chapter includes the positive forces in the case of healthy cultural management and the fourth chapter reflects the fields need fundamental changes for carrying out a strategic planning.

2. Possibilities: enhancing of enormous cultural reserve

A large number of different monuments and crafts of Art from Cycladic and Mycenaean Civilization³, material evidence from historical period like Byzantine and Venetian but there is a live cultural tradition shaped the special cultural identity of island of Naxos. The fact that this is palimpsest island render an appropriate land for organizing activities of cultural tourism (Melissinos 1980).

In combination with the nature of Naxian landscape the composition of the coastal regions—maritime landscapes—where the mountainous mass dominates, constitutes a Mediterranean particularity and island nature. The special landscape attracts dreaming visitors who estimate the natural beauty and as for tranquility and contemplation (Toympakaris 2006).

As far as the cultural reserve is concerned, a large amount and the variety of monuments at Naxos, as the monuments of different historical periods is proved from the site which shows the list⁴ of declared protected monuments by Greek Ministry of Culture. This list shows the large amount of protective declaration of monuments of Naxos. This legislative procedure includes the islet of Bacchus⁵, the Venetian Castle of Chora⁶, the archeological site at Grotta⁷ (ruins of building of stoic period-Hellenistic period), hill of “Korphari of Almond Tree”⁸ at Panormos (ruins of prehistoric settlement-suburb), unique Venetian Tower⁹ e.t.c.

Furthermore, heraldic phenomenon redounds in the particularity of island so at Castle of Chora as at Countryside, a fact that renders the island as an open museum (Kallibretakis 2015). To be more specific, heraldic (cultural) material reserves above altarpieces, floors, doors, fanlights, gates and fountains are silent witness of historic existence of Latin¹⁰ at Naxos. In particular, it is estimated that at Naxos are located at about 200 coat of arms, the majority are located at Castle of Chora. Actually, the heraldry of Naxos are famous as ornamental elements (flowers, plants, motive e.t.c.) at a place with everlasting tradition at sculpture (Kefalliniadis 1977).

³ According to script of ancient literature of Homer, Hesiod, Pindar, Archilochus, the history of Naxos is constant and is drew on third millennium BC (Evripiotis 2005-2006).

⁴ http://listedmonuments.culture.gr/search_declarations.php

⁵ Presidential Decree 18-8-1933 – Government Gazette 244/A/21-8-1933

⁶ Royal charter 1937

⁷ PD YA 151291/6120/5-12-1957-GG 341/B/31-12-1957

⁸ PD12524/9-12-1964 - GG 38/B/19-1-1965

⁹ PD ΥΠΠΕ/ΑΡΧ/Β1/Φ27/16379/374/11-4-1984- GG 663/B/19-9-1984 the Tower of Barozzi at Filoti characterized as listed monument.

¹⁰ Heraldic of nobles families, but blazon of religious battalions let on the period of Latinocracy . This was a practice was entered from Latins (Kotsakis 2013).

The unique advantage concerning the wealth of monuments is the fact that there is a second Mystras of Byzantine monuments: notable churches and monasteries which are estimated by experts as the most ancient and rare in Greece (Vallindra -Kefaliniadis 1973). A characteristic example is the cloister of Moni which is said to be the most ancient in the Balkans (Kottakis, 2010). Moreover, at Naxos it is customary often case of churches of double doctrine, namely churches with two transepts where people of different doctrine have the opportunity to worship simultaneously (Kotsakis, 2015).

3. Vulnerabilities/soft point

Delving more the background of island is ascertained that overriding concern of Naxos residents the productive forces were during the past the agriculture, stock-breeding, the exploitation of mineral wealth (Toumpakaris, 2006). A shift is noticed during last year at field of services and specifically tourism.¹¹ It's worth noting that the production focuses on earth in the one hand due to the fertile inland, on the other hand this originates from the everlasting tradition of feudal system.¹²

Furthermore, it must be taken into account that the distance of the administrative center of country and its position in the Aegean Sea, the constant menace of pirates during the past, cultivated the insecurity for centuries. These circumstances imposed the rejuvenation of the sense of belonging and the sense of national identity, namely the similarity with the rest of Greece, focusing on preservation of Greek identity but also reproducing stereotypes. The collective memory because of focusing on the ancient Greek glory gave meaning to the past with certain mythical symbols (Alimperti, 2016).

In this way, even today cliché are reproduced like “the island of Bacchus” and “the Island of Ariadne”.¹³ A typical example is a more extended use of landmark¹⁴ of Portara in order to promote the tourism. However, this mentality really undermines the diversified historical interest of the island. In reality, this conceals the great amount and the diversity of monuments (medieval, industrial or folkloric cultural material).

Open wound, which should be treated, in order to shape a cultural strategy, is the straitened situation of some monuments. A typical example is the Tower-Palace of Kalamitsia, which has been collapsing and in accordance with experts it shows structural and constructive problems.

Actually, the law-paternship no profit organization Monumenta has been sounding an alarm for this monument, like for others seven monuments¹⁵:

Tower of Himaros (round defensive, 4 century BC), Castle of Apalirou (7th-13th century. AC), Upper Castle (14th Century AC.), church Saint Mama or Theoskepasti, Cloister of Birth (Kaloritissa), Tower of Agias, Aviation Railway(of emery). It is noticed that distressing spectacle is Tower of Agia (at Komiaki) which is creaking¹⁶ as result of a fire, but the tower of Kokkos appears to sings of breakdown and had been for sale (Alimperti, 2016).

¹¹ The investment at touristic sector contributed to the boost of job vacancies at construction, the trade and services as well as staying of young people at the island (Evripiotis 2005-2006).

¹² Maltezou (2016) describes this system during the period of Venetocracy as “para-feudal” because of coexistence at the same time byzantine practice and local customs.

¹³ The reduction at antiquity facilitated by myths which present through the ages the Naxian have origin from Dionysus Bacchus and Ariadne (Campagnolo-Pothitou 2006).

¹⁴ Landmark is considered a point of reference, recognizable or symbolic or monumental characteristic. This is one of components of urban landscape according to Kevin Lynch' mental/cognitive map (Spiliotopoulou 2012)

¹⁵ www.monumenta.org/article.php?perm=1&IssueID=2&lang=gr&CategoryID=19&ArticleID=257

¹⁶ Its bad situation is due to fire at 1992, the gradual state of construction not to mention to statist of building and the abandonment of monument at the mercy of weather conditions (Kondis 2014).

What is remarkable has signed that the monuments equally is situated at places with peak touristic demand confronted problematic cultural management and absolute failure to prevent for their safeguarding. Typical example is the constructional spread of Chora against the castle which disappeared inside an amorphous mass of buildings (Gratsia, 2007). Besides, there have already been fears related the lack of suitable tourist services, unregulated exploiting of coast and the residential development of coastal regions without planning (Vallindra-Kefaliniadis, 1973).

4. Opportunities

The private initiative balances the difficult situation. The private proprietors of monuments have preserved and restored which are in their ownership, like the Tower of Mpazaios-Monastery of Timios Stavros and the windmill of Saint Giannis at Apeiranthos (Gratsia, 2007). The residents have demonstrated particular interest for another building, tower and religious monument, as proves the rescue of the Moni of Photodotis.

In particular, professor Antonios Katsouros took the initiative at 1959, then a research was conducted by Metsovio Polytechnic University and at the end the monument was restored (1991-2007), thanks to the great effort of Association of Friends of Religious Monuments of Naxos “Photodotis” (Gratsia 2007). Thanks the initiatives of priest some churches have already been restored, while the Catholic Archdiocese of Naxos organizes tours at monument which are in their ownership.¹⁷

On the part of the State, a step forward was taken related to restoring of Byzantine Church by Cyclades Ephorate of Antiquities, for example the reward Europa Nostra of restoration effort and conservation of Agia Kyriaki.¹⁸ Moreover, the temper to openness and the conversation with the present, is once again shown by the Cyclades Ephorate of Antiquities, by hospitalizing two exhibitions of contemporary sculpture at Archeological Collection at Sagri and at Byzantine Museum.

It's worth mentioning the ambitious project named “Islet of Museum at Naxos” which is expected to upgrade the cultural landscape of the island: The project aim to covert the Castle of Chora to an open museum, promoting the Archeological Museum, the Tower of Crispi and Promonas' House.¹⁹

The large amount and the variety of cultural activities have contributed positively to the cultural tourism at the Island. A large number of activities take place mainly at the summer time, namely temporary character, which are integrated under the umbrella of Municipal of Naxos and under the inward of collaboration with association and other teams.²⁰ The aspects of activities cover the range of Culture from music, theater e.t.c., and all tastes, for example from traditional dance to piano concerts. It is also referred to all ages.

Cultural activities in the form of festivals are taking places by private sector as cultural organizations. Typical example is the Festival of Naxos, which organized at Tower of Bazaivos and the Domus Festival which takes place at the Intellectual Center of Catholic Church, having widespread resonance among Greek and foreign visitors at the island, but not at the local population. It is noted that these organizations produce also a widespread range of cultural activities and high level of content addressing to a profile of visitors, who consider Culture as part of their life (Alimperti, 2016).

¹⁷ <http://www.kantam.gr>

¹⁸ https://ec.europa.eu/greece/news/20180515/european_award_agia_kyriaki_naxos_el

¹⁹ https://pepna.gr/sites/default/files/%CE%91_1984_06072017_%CE%91%CF%80%CF%8C%CF%86%CE%B1%CF%83%CE%B7%CF%82%20%CE%88%CE%BD%CF%84%CE%B1%CE%BE%CE%B7%CF%82_%CE%9D%CE%B7%CF%83%CE%AF%CE%B4%CE%B1%20%CE%9D%CE%AC%CE%BE%CE%BF%CF%85_%CE%A9%CE%A5%CE%9F%CE%A97%CE%9B%CE%9E-%CE%9F%CE%92%CE%94.pdf

²⁰ <http://www.kambanellis.gr/?p=2604>

5. Threats

Contrary to outstanding perspectives the monopoly of the summertime tourism, the construction industry, without respect of the traditional architecture, as the progressive deterioration of the landscape and the seascape are threat every attempt of serious planning. The swelling of touristic activity at coastal areas in conjunction with the tendency to urban concentration and the low density population result in the decline at mountainous regions. All these in connection with lack of information and general public awareness, related to natural and cultural wealth, stir up the sustainability of natural and cultural resources (Gratsia-Lekakis, 2010).

Furthermore, the lack of prediction for spatial planning and at the same time the lack of control procedure for the expansion of settlements, contrary to existing legislation, the bureaucracy, the poor organization, the lack of staff endanger both the cultural recourses and the balance between financial and social development (Gratsia, 2007). The Research of touristic development of administrative organization of South Aegean Region has already identified environmental pressures lack of water resources.

B. A case study of tourism development: Chalki of Naxos

The method of the study was the Case Study and the special techniques and research tools were

- observation of the wider area
- questionnaires to the business people of the village
- interviews with the members of the Cultural Association of Chalki
- collection of interesting information from the official website of the Cultural Association.

The desired result of the study is to emphasize

- the contribution of local factors to the tourism development especially through the example of the activity of the local Cultural Association.
- the management of local cultural resources in tourism development
- the sustainable development of cultural tourism

6. Tourism Development in Chalki of Naxos

Over the last two decades a significant development in the tourism area has been noticed in the village Chalki of Naxos. In order to research the special characteristics of this development, I first distributed questionnaires to the business people of the village (appendix 1). Through these questionnaires I tried to find out what types of business have been established in Chalki, the kind of connection the business people have with the area, what was the motivation and the criteria for them to choose the specific location to start up the particular kind of business and which are in their opinion the advantages and the disadvantages of the tourism development. 50% of the business people of Chalki answered to my questionnaire. The main reason for the ones not answering was the heavy workload of summertime.

The most important results from the questionnaire were the following:

When asked about the main criteria used for choosing the type of business to create, 91% of the business people answered they considered the needs of the local community, 45% thought about the local resources (especially businesses related to food and folk art) and 45% took into account the visitors' needs.

As for the criterion they used for choosing Chalki to establish their own business, only for 27% the reason was the fact they were born in the area, 73% thought of the cultural environment, 45% were influenced by the beauty of the natural environment and finally 45% thought of the touristic development of Chalki.

Talking about the disadvantages of the touristic development of Chalki, only 45% consider as a negative consequence the very «narrow» development, since most businesses are very close to each other. But as for the advantages it is remarkable that 100% agree that the development of tourism has induced the aesthetic upgrading of the place with the highlighting of the monuments and of the beautiful natural environment. 9% refer to the change of Chalki as a place for visitors not only during the peak summer season but also throughout the rest of the year. Finally, another 9% believe that the tourism development has also changed the local morals in a positive way.

Based on the above results I concluded that

- a main factor for business people choices was the cultural environment of the village and the wider area
- all believe that the tourism development has induced the aesthetic upgrading of the place and the highlighting of the cultural and natural environment of the area.

7. The development of cultural tourism in Chalki of Naxos

The conclusions of the first stage of the study urged me to further research the development of the cultural tourism in the area, as this form of tourism is described by Sfakianakis (2000, as referred by Iliopoulou, 2015, p. 93). Through field-based observation I noted the cultural resources that are likely to attract cultural tourism. What I noted is: the entire center of the village is built in neoclassical architecture. In the interior but also around the village, in the wider area, there are a lot of byzantine churches (Panagia Protothronos, St Georgios Diasoritis, Taxiarches at Monoitsia e.t.c.), venetian towers, the ruins of a venetian castle- the «Apano Kastro»-, a Geometrical Cemetery below the «Apano Kastro». In addition, almost all these archaeological monuments are connected to each other through a well organized network of hiking trails. Also, at the centre of the village, there is a gallery, a small «museum» really, of the citrus distillery that has been established in the area since 1896. There is a free guided tour at the place.

In the village there are two workshops and vendors of textile weaving, a folk art that is still alive in some villages close to Chalki. There are also shops that sell local food products, two more art galleries and some other handmade crafts shops. On the main pedestrian street of the village I met a famous ceramic workshop and its exhibition place where various objects of marble sculpture are also displayed. Naxos has been a source of high quality marble since the antiquity. I noticed posters on the village notice board advertising concerts, lectures and visits to monuments. All these events were signed additionally by the «Cultural Association of Tragaia» of Naxos.

8. The «Cultural Association of Tragaia»²¹

The posters led me to the local Cultural Association that operates in Chalki and the wider area which is called Tragaia. Its members are young volunteers who live permanently in Chalki. Some members were willing to be interviewed for the current study.

The answer to the question about their cultural activity in relation with tourism was the following:

For 4 years the members of the Association as volunteers have been opening to the public two very important byzantine churches of the area - St. George Diasoritis and Taxiarches at Monoitsia. Last year (2017) the visitors reached the impressive numbers 11,125

²¹ Tragaia is a valley at the center of Naxos with olive trees where Chalki and seven more small villages are built.

<http://tragaia.gr/language/en/>

and 5,500 respectively. Many visitors donated the Association and this money was used so that during the summer of 2018 the Association could offer hospitality to volunteer students at the Department of History and Archaeology. The students, in turn, were responsible for the protection of the monuments and providing information during the visiting hours. The Association also financed the building of a stone staircase which drives to St. Georgios Diasotitis and participated in the financing of the recent repairs that took place for both churches. Thanks to the Association there are leaflets about some monuments of the area translated in seven languages. The members of the Association have helped with the cleaning of the paths connecting the monuments of Tragea/Byzantine Park as well as with the marking of the trails. This summer, in early August, the Association also organized a series of free lectures about the Byzantine Naxos.

A really interesting and important action of the Association is the organization of the music festival “European Music Day” in June every year since 2012. Plenty of other music events take place every summer in Chalki and the neighboring villages. Here too, the Association in collaboration with Mr. Alexandros Kalogeras has a leading role in ensuring a high standard of quality in the organization of these events. Alexandros Kalogeras is a successful Greek musician and professor at the University of Boston who spends his summers at his home in Chalki.

I was very grateful for this interview. From the official website²² of the Cultural Association I could get some more information about its actions. A treasure hunting game would take place in the area at the end of August. From the same site I found out that the Association is also very active during the rest of the year organizing and conducting different workshops like pottery, art and music for children and adults, pilates sessions, to mention only some of their winter activities.

9. Conclusions

On the one hand, the analysis of the first part of the research shows the lack of basic infrastructures and the elliptical touristic development which exploded the last years on a more massive way, without suitable planning, the respect at the landscape and architectural tradition. These draw the conclusion to the sloppiness and failure of planning the tourist development.

Moreover, contrary to legal protection for cultural heritage, it hasn't been pointed out the specific characteristic of the island, like the byzantine wealth, the uniqueness of venetian and heraldic monuments. However, it is observed the motivation of some entities related to the restoration and designation of monuments like Cyclades Ephorate of Antiquities and smaller teams of citizens, like associations and active citizens. But clearly, further osmosis of social group and entities is required for the enhancing the island's cultural capital.

On the other hand, considering the results of the study case, it is clear that an alternative form of Cultural Tourism has been developed in Chalki of Naxos. More specifically, in Chalki local factors such as businesses in tourism and the activity of the Cultural Association have affected the development of the area. The people involved have taken action in order to: inform the visitors about the history of the area (guided tour in the «museum» of the citrus distillery, information about the monuments from leaflets and the Association's website, lectures), use the elements of cultural heritage and folk tradition as touristic products (monuments, ceramic art, marble art, folk art, local diet products), organize music festivals and events, operate alongside agro tourism, pedestrian and religious tourism, protect and upgrade the cultural and natural environment (cleaning of the paths, repairs of the

²² <http://tragaia.gr/language/en/>

monuments), make Chalki a touristic destination throughout the whole year, provide employment and financially revitalize and add to the welfare of the community.

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Architectural Heritage and Built Environment in Naxos: The Definition of Architecture and Built Environment and the Soil Geomorphology of the Wider Area of Kinidaros in Naxos

Abstract:

This paper deals with the architectural heritage and the built environment of Naxos. We will make a general reference to the characteristics of architecture and especially to the case of Naxos. Next, we will define what built environment is and the main characteristics of the traditional Cycladic settlements. Next, we will proceed to the study of the two unknown monuments, -Agios Dimitrios of “Chalandra” and the traditional oil mill – folklore museum located in the traditional settlement of Kinidaros of Naxos.

At this point, in addition, we will make reference to the subsoil geomorphology and geology of the village of Kinidaros. Finally, we will set out the conclusions - proposals. The aim of this paper is to make us understand how the architectural heritage in relation to the built environment influences the highlighting and preservation of important monuments that are ambassadors of our cultural heritage.

Key-words: Naxos, Architecture, Built Environment, Geomorphology, Agios Dimitrios, Oil mill – Folklore Museum, Kinidaros.

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1. Introduction: Defining Architecture and Built Environment

1.1 Architecture

Architecture is defined as the art of design and construction of structures within the built environment, with buildings being its main object. The main aim is to ensure satisfactory living conditions for society.

Architecture is an applied art, that is, an art that has practical application and addresses basic needs of the society it serves.⁴

The general features of architecture are:

- (a). Architecture is a dual-based science, i.e. it is inextricably linked to urban planning (the art of city planning and construction), while both sciences have in common the built environment.
- (b). Architecture emphasizes ergonomics and aesthetics. That is to say, it gives priority to improving human performance, health and well-being, by contributing to the design of tools, methods and working environments, setting as basic principle man's needs and capabilities. Also, the aesthetics with which it deals have to do with the definition of "beauty".
- (c). Its implementation takes place in a specific legal framework, its exercise is always subject to legal restrictions, so its works are considered legal or arbitrary and
- (d). Architecture adapts to the needs and specific characteristics of each era, that is, there must be a direct link between the creator (as the person who designs and builds) and the society (as the recipient of creation).

Now, as far as the traditional architecture of Naxos is concerned⁵, we can say that it is characteristic of the Cycladic architecture regarding both residences and church buildings. Its basic feature is the strict geometry and the functionality of its buildings. The basic type of the Cycladic house is a rectangular, one-space, terraced structure. The interiors of the houses are simple, while the paved alleys which are an integral part of the villages of the island are also characteristic elements.

The road network leading to the fields and pastures reminds a spider web. The traditional architecture of Naxos has a rich variety of architectural monuments that different peoples and civilizations have left behind. The years of the Frankish domination are the ones that shaped Naxos architecture. We distinguish three types of houses: mansions, folk houses and towers. In Naxos there are several settlements that preserve the traditional architecture of the Cyclades. One third of these settlements have been designated as traditional ones.

1.2 Built Environment

We define as "built environment" the architectural and urban design of a traditional settlement. In the built environment, the influences of a strong cultural past, as well as influences from externalities and from the presence of different sovereign powers, are of central importance.

Customary law takes a leading role in shaping public and built space. By the term "customary law" we mean the whole set of rules of law and customs that have survived from ancient years to the present day and define the relationships of the members of a social group.

Built environment is linked to architecture and urban planning through the rules of customary law. Through the historical course of the Cyclades in the long course of Venetian, Frankish and Ottoman sovereignty, it also receives the strong influence of external factors of different origins that little by little affected it either by altering or enriching local cultural

⁴ Philippidis D. Open University of Patras, 2001 Arts I: Greek Visual Arts, Overview of Greek Architecture and Urban Planning, History of Greek Architecture and Urban Planning volume D, page 19

⁵ Spatial Planning & Local Development: Theory, Policies & Case Studies. Edited by Georgios N. Korres, in Emmanuel Marmaras "The creation of the built environment in the Cyclades as a result of endogenous and non-developmental forces", University of the Aegean, Department of Geography, Mytilene 2018, page 230

structures. It was very important for the inhabitants of the Cyclades to build their settlements in such a way that they would be protected from any potential conqueror of the island.

Thus, the basic characteristics of the organization of the Cycladic settlements in order to create unconquerable fortresses are the following:

- (a). The creation of an external defensive ring that surrounded the entire settlement by placing the buildings side by side, buildings with small openings which also served as crenellations.
- (b). The compactness of the inner urban space, which increased the defense performance and at the same time limited the length of the outer walls and
- (c). The labyrinthine road network that implied experience and familiarity, so that any stranger that might attempt to conquer the island, would risk finding himself trapped in the dead-end narrow streets.⁶

As far as the organization of the public space is concerned, several additional structural elements with influences from the various environments of the Mediterranean region appear.

Some of them are:

- The dimensions of the road network
- The chamfer on the corners of roads to avoid accidental collision
- The open gutters in the center of the roads for free drainage of rainwater
- The arched buttresses between opposite buildings and
- The special configuration of the support of arched bridge-like constructions over road sections.⁷

So, in the light of the foregoing, we conclude that the need for self-defense and the customary rules that developed over time have played an important role in the creation of the built environment.

1.3 Geomorphology of the wider area of Kinidaros

Kinidaros is built at an altitude of 380-400 meters at a distance of 15 kilometers east of Chora, on a hill, on the central plateau of Naxos. Tradition says that it was originally built in the Chalantra valley at the location of "Kioura".

The area of Chalandra was rich in vegetation, with plenty of water, and from there the network of the ancient aqueduct that was built by Ligdamis in the 6th century BC and which fed the villages with water, began. This feeding continues up to date (spring of Skoulikaria). In the area of Chalandra there are the dilapidated churches of Agios Dimitrios and the basilica of Agios Artemios. The village was destroyed by the pirates in the 15th century, -during the Byzantine era of Venetian and Ottoman domination- when the few inhabitants left and built the new village at Kinidaros, in the place where it is still today.

Since 1988 it has been designated as a traditional settlement with about 350 inhabitants.

⁶ Spatial Planning & Local Development: Theory, Policies & Case Studies. Edited by Georgios N. Korres, in Emmanuel Marmaras "The creation of the built environment in the Cyclades as a result of endogenous and non-developmental forces", University of the Aegean, Department of Geography, Mytilene 2018, page 13

⁷ Spatial Planning & Local Development: Theory, Policies & Case Studies. Edited by Georgios N. Korres, in Emmanuel Marmaras "The creation of the built environment in the Cyclades as a result of endogenous and non-developmental forces", University of the Aegean, Department of Geography, Mytilene 2018, page 14



Image 1: Kinidaros of Naxos

1.4 Subsoil geology

The subsoil in the wider area of Kinidaros consists of migmatites and marble. Next to Kinidaros there is the quarry where the white and semi-white crystalline of Naxos- which is considered as excellent building material and means for the construction of artworks by marble sculptors,- is mined.

Around the area of Kinidaros there are 5 mountains supplying Naxos marble. The quarry facilities are:

- Sanidas, which is the oldest and still in operation
- Zas (not to be confused with Mount Za) which houses 3 quarries
- Bollibas, the largest quarry, visible from the road to Kinidaros
- The Dirracha and
- The quarries of Amelathio and Skarentzos which are inactive today.



Image 2: The marble quarry near Kinidaros

These marbles are of 3 types:

- (1). The very pure (white) marble that is the best of the three and covers 20% of production
- (2). Semi-white marble which is the most commercial and covers 50% of production and
- (3). Dark gray marble covering 30% of production.

It is worth mentioning, according to experts in the field, that in contrast to other quarries, in Naxos, marble stands in a vertical slope, as opposed to the usual horizontal one.

The characteristics that make Naxos marble unique are its glow (crystallization) and the fact that it is less porous and thus durable and less prone to stains due to leakage. Marble is used for various interior and exterior decorations such as tiles, building facades, floors, stairs and works of art. It contains 98% calcite and 2% silica. This fact explains its glowing appearance, which seems to reflect the light. An example of its use is the temple of Demeter in Gyroula, Sangri.



Image 3: Temple of Demeter, Gyroula, south of the village Sangri

Naxos marbles have been known since ancient times thanks to their content in minerals, so they are raw material.

The "Sphinx of the Naxians" in Delphi (around 570 BC), the "House of the Naxians" in Delos and two of the early korai of Acropolis in 550 BC, are made of Naxian marble.



Image 4: Sphinx of the Naxians in Delphi

Agios Dimitrios in «Chalandra» (wider area of Kinidaros, Naxos) and the traditional oil mill in Kinidaros.

1. Agios Dimitrios «Chalandra»

1.1 Location selection

Built environment, mainly in the Cyclades, both residentially and geomorphologically, goes hand in hand with the architectural heritage. The decision to build monuments in specific locations, in the Cycladic environment, is an important element of the conservation, preservation and continuation of the architectural heritage. The two monuments, with which we will deal, are **Agios Dimitrios in the area of Chalandra**, outside the village of Kinidaros in Naxos, as well as the **Traditional Oil Mill- Folklore Museum**, within the settlement of Kinidaros.

1.2 General Characteristics of Byzantine Architecture

However, before we give the details on the unknown up to date Church of Agios Dimitrios, we have to define the general characteristics of Byzantine Architecture to which this particular church belongs. The strict and simple exteriors of the Byzantine temples, combined with the rich decoration of their interiors and therefore, their picturesqueness, create a dynamic composition in the Cycladic area.

Indicatively, we mention churches mainly of Byzantine architecture in Naxos:

- (a). Panagia Damiotissa
- (b). Agios Georgios Diasoritis
- (c). Agios Ioannis in Kerami
- (d). Agios Dimitrios in "Chalandra".

1.3 Historical and Architectural Elements of Agios Dimitrios in "Chalandra"

Chronologically, the construction of the church of Agios Dimitrios it is probable that took place at the end of the 9th to the beginning of the 10th century. The church was in use till the 15th century, while its abandonment as well as the abandonment of the "Kioura" settlement to which the church belonged, happened probably at the end of the same century (15th).

The temple of Agios Dimitrios belongs to a Monastery complex consisting of: 1 Church, 1 Chapel and 7 cells



Image 1: Façade of the Church-Main Entrance- Agios Dimitrios, “Chalandra”, (July 2011)



Image 2: Cell near the Church- Agios Dimitrios, “Chalandra”, (July 2011)

It is a domed church with two naves and a bell tower. In the interior of the temple, one may see- with difficulty due to the abandonment and vandalism that the church suffered - a dynamic interior decoration, mainly with Byzantine frescoes, which unfortunately are severely damaged and therefore many of them cannot be distinguished.

1.4 Position in the Built Environment

The church is located in the western part of the settlement next to the 7 cells. The choice of location was made according to the geomorphology of the subsoil (Chapter 1), mainly due to the fertility and ease of cultivation of the land. The church was used by the Monks, as well as a kind of school, since in the 15th century education was an integral part of religion.

1.5 Evolution of the Byzantine Architecture until the 20th century

The cultural autonomy of Byzantium and not the same aesthetic tools used by classical art determines the way of analyzing the values of the Byzantine art. It is clear that "beauty" is the basis of classical art, while -on the contrary-"majesty" is the basis of Byzantine art.⁸

However, the development path of Byzantine Art and Byzantine Architecture is important for the romantic tendencies of late Neoclassicism, especially of the late 19th century, where the main elements of Neoclassicism were combined with traditional elements in order to create a Modern Greek Architecture with unique modern and traditional monuments.

Exceptional monuments that combine the above elements are the traditional mills in the wider area of Naxos. Indicatively, we mention: a) the mill of Melanes, b) the mill of Chalki, c) the mill of Egares, and finally the Traditional Oil Mill – Folklore Museum of Kinidaros, with which we will deal.

2. Traditional Oil Mill-Folklore Museum of Kinidaros, Naxos

2.1 Historical and Architectural Elements

The role of traditional oil mills in the local and cultural development of Naxos is multifaceted. On the one hand, they served the oil production -important for a local, traditional society-, and on the other hand, some of them either are used as cultural heritage preserving museums or keep on producing oil in the traditional way.

⁸ Philippidis D. Open University of Patras, 2001 Arts I: Greek Visual Arts, Overview of Greek Architecture and Urban Planning, History of Greek Architecture and Urban Planning volume D, page 113

The traditional oil mill of Kinidaros for the last ten years has been operating as a local cultural heritage museum. Its construction dates back to the late 19th and early 20th century. It is a privately-owned building of shared use by the residents of the village of Kinidaros. Stone is one of the basic building materials.

The tools used here are mainly made of stone, clay, wood and iron. The initially earth ground after some successful interventions became a stone one.⁹ It is a one-storied square room of 50 square meters where the main element of support is a stone arc made of marble and located right in the middle of the room.¹⁰



Image 3. Stone arc. (Oil mill, Kinidaros, Naxos, August 2016)



Image 4: The press machine and the vessel for the oil (Oil mill, Kinidaros, Naxos, August 2016)

2.2 Position in the Built Environment

It is built on the West-Northwest side of the village of Kinidaros, where the rules of horizontal and neighboring property are observed, as it is surrounded by almost all its sides by other properties. (*Spatial Planning and Local Development University of the Aegean, Mytilene 2018 in Emm. Marmaras Chapter 1*).

⁹ Veronis Giannis, *Forgotten traditional occupations in Naxos*, edition: Association of Natives of Damalas of Naxos. A'praise of the academy of Athens, Athens 2002, page 81

¹⁰Katsouris Manolis: Athens 2007 *The old three (oil mills) of Kinidaros, Naxos*, editions Association of Kinidaros Natives, Naxos" Agios Georgios", pages 22-23

Finally, the location selection it is probable that it was made mainly due to the easy access and transfer of the olive tree fruit and of the oil through the road network, since the mill is just a few meters from the main road network of Kinidaros.

2.3 SWOT-Analysis

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Important cultural monuments	Indifference of the state and local society	An important attraction for visitors.	Risk of alteration of the natural cultural environment
Historically and over-time information regarding the Cycladic civilization.	Lack of systems and mechanisms to defend the historic past	Local development and dissemination of cultural heritage.	Risk of alteration of our cultural identity

3. Conclusions- Proposals

In our days, the protection of culture from anything that threatens it attracts a lot of attention. Culture consists of all the material, spiritual and moral values or achievements created by man. Culture is characterized by its continuity, that is, every cultural element has its roots in the past and spreads in the future. An extra feature of civilizations is its originality, that is, each one has its specific characteristics and uniqueness that distinguish it and differentiate it from other ones.

The architectural heritage and cultural monuments are part of culture. So it is imperative that we preserve our cultural monuments and highlight the specific monuments in order to preserve our cultural heritage.

It is through participatory processes that local communities and local bodies should become aware of the importance of cultural monuments. We should stress the need for their rescue and preservation, as well as their value as components of cultural heritage. Since we live in a continuously growing technological age, the modern alternative way of disseminating the cultural heritage is to promote it through social media.

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Reconstruction Study of Primary School in 1873 and Integration into a European Program by Transforming it into a Museum of Eleftherios Venizelos in the Settlement of Agios Georgios of Lassithi, Crete

Abstract:

Agios Georgios is a village and municipal district of the Municipality of Oropediou in the prefecture of Lassithi, at an altitude of 820m. The Municipal District of Agios Georgios has a population of 490 inhabitants according to the latest census of 2011.

Historical data: In the Venetian occupation of Crete: with the census made in 1630 by the Venetian Francesco Basilikata, the Lassithi metastasis had the following population: Plathian: 6 inhabitants and Agios Georgios: 12 inhabitants.

In the census that took place in 1881 the village of Agios Georgios had 384 inhabitants and Plathianos 285 inhabitants, where Crete lives under the Turkish yoke! It is therefore a relatively new settlement, which makes it difficult to join European funding programs.

Key-words: Primary School, Exhibition Museum, Impression, Restoration, Conversion, Study

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1. Introduction: Architecture of the area

Influences of Venetian and Turkish elements due to the conquerors, adapted to the climatic conditions of the Lassithi plateau, where the settlement is at 820 m altitude. Buildings with roofs, with great inclination due to heavy winter and dense and prolonged snowfall.

1.1 Today's form of settlement

After the restoration of the surviving buildings and their transformation into museums, local development is strengthened, attracting holidaymakers, highlighting the local tradition and cultural culture of the wider region of Lassithi and Crete in general. The buildings that were reconstructed are: a) The Cretan Folkloric Museum, b) The Neoclassical Museum c) The Ecclesiastical Museum and d) The Museum of Eleftherios Venizelos, composing a unique cultural landscape where the present is connected with the past, with respect to local Architectural and Folklore culture and in the mountainous environment. By harmoniously combining Environmental awareness, cultural Architecture and culture in general and achieving economic growth, Sustainable Development of the wider region is being built, balancing its three main pillars.

1.2 Cretan Folklore Museum

In a home of the occupation, built with strict local architecture, all objects have been placed with reverence and respect in their physical space, in order to demonstrate their functional use. It is the only surviving house on the Lassithi Plateau.

2. Neoclassical Museum

The second part of the complex is a neoclassical building with rich decor, furniture, woven fabrics, embroidery and photographs. On the ground floor is the rich collection of objects from the national wars, the great general Ioannis Alexakis.

2.1 Ecclesiastical Museum

Between these two important museums is a two-aisled church, where there are exhibits of old icons, iconostasis and other wood-carved works of the famous school of the Nidators of Mesa Lassithi. Besides, the homonymous settlement owes its name to the church of St. George.

2.2 Museum of Eleftherios Venizelos

Within a few meters east of the Folklore Museum, the Museum of Remembrance of Eleftherios Venizelos operates with rich photographic material, handwritten letters and personal items.

In an elaborate stone-built building of 1873, a former primary school of the homonymous settlement of Agios Georgios, there are exhibited rich photographic material, historical documents, handwritten letters and personal items of the great Greek politician. The total of the exhibits mark the course of Eleftherios Venizelos, from his birth, his promotion to the post of Prime Minister and his death.

Work on the realization of the project of the restoration of the Museum of Eleftherios Venizelos.

Elements of Rehabilitation of Primary School of 1873.

The study concerns the Diploma Thesis within the framework of my obligations to obtain a degree. An important, connecting element for the achievement of the objective was the supervising Professor Pyrgiannakis Iraklis Architect Engineer (former Deputy Prefect of Heraklion, Crete), who contacted me with the President of the community of Agios Georgios, giving me the permission to prepare the Topographic Imprint as well and Architectural Design.

Forms of work performed in the field:

- (1). Printing of the field, topography of the plot and the half-broken building, the Primary School of 1873.
- (2). Full Photographic Impression of the Building and the Environments of Space.
- (3). Interview of older residents, the region about the previous state of the building, as they remembered with its use as a school.

Office work forms:

- (1). Design of Architectural Patterns, through topographic and photographic surveying with a detailed representation of all these details.
- (2). Design of architectural restoration-restoration plans, approximately 20 meters long, drawing, restoration, details and photographs, with a detailed memorandum of traditional materials from the area of Lassithi.
- (3.) Writing a written work with folklore articles, from the literature I quote, the photographic material as well as the interviews of the elderly residents, a 120-page issue.

Printing Projects before Restoration:

Indicatively, some Architectural drawings:

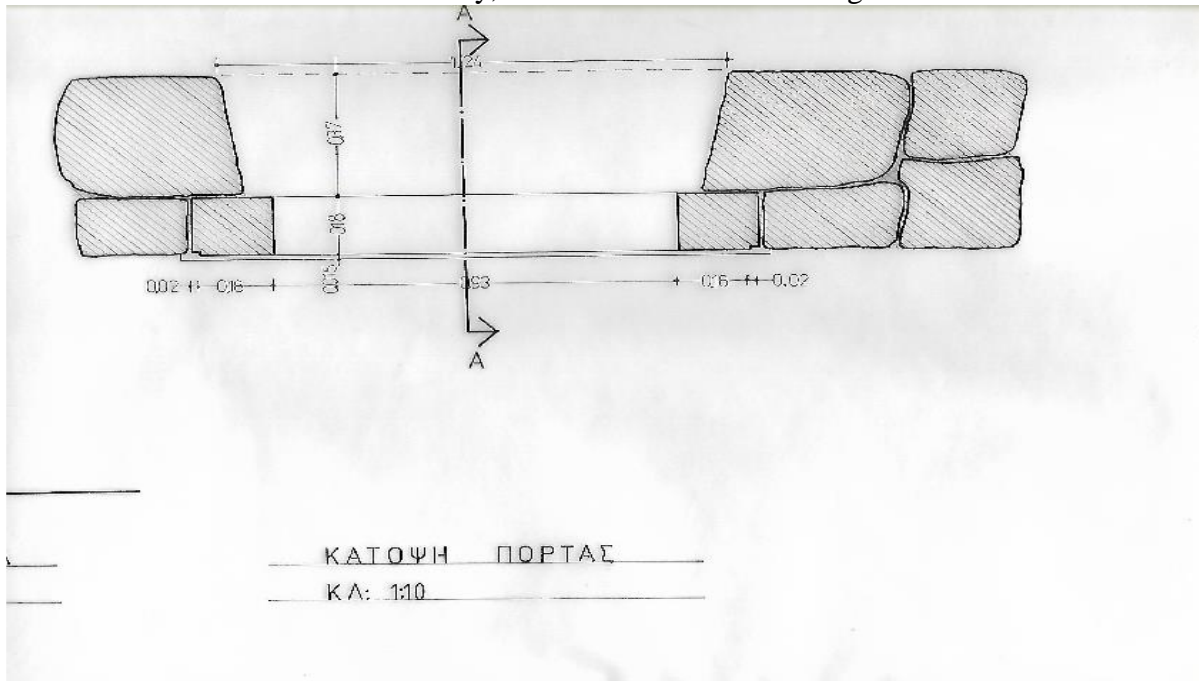




Figure 2: Side view of Primary School

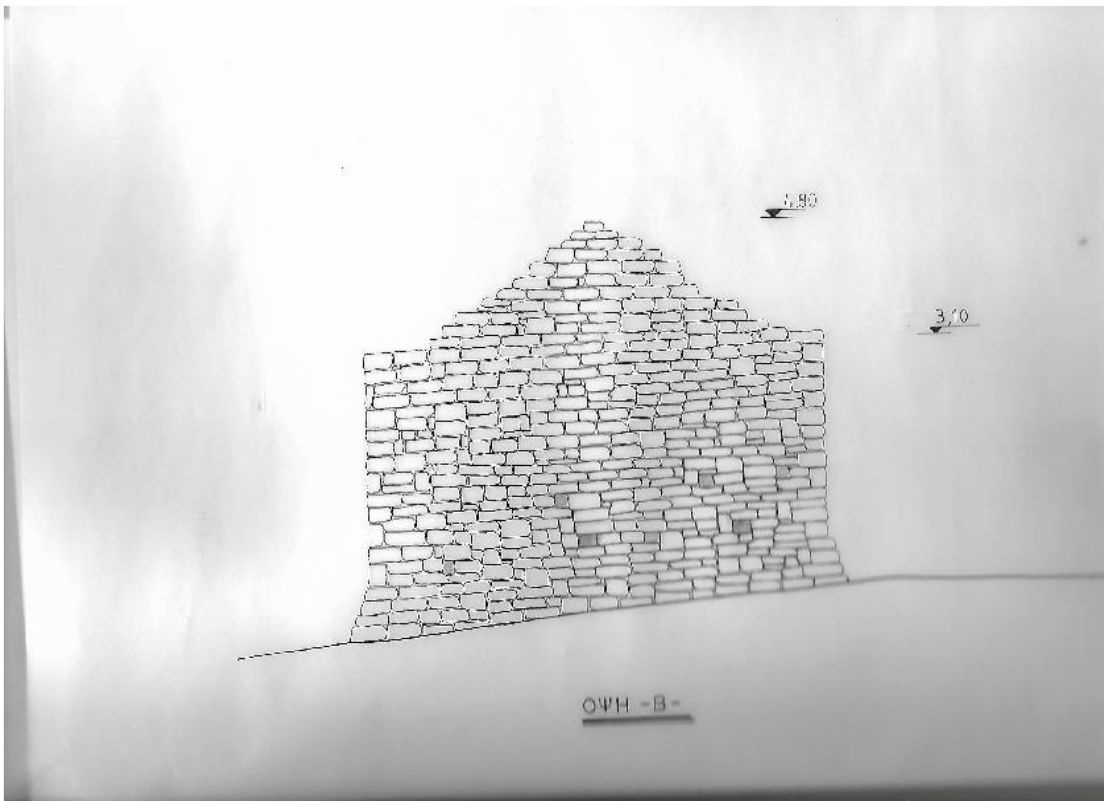


Figure 3: Topographic Imprinting of the School

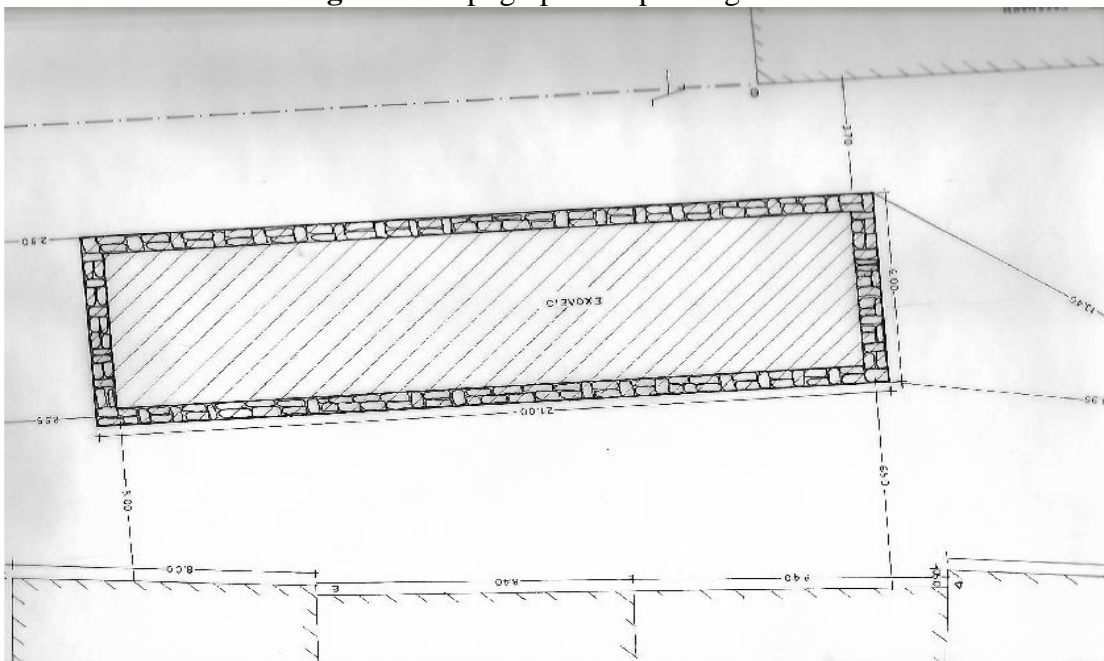


Figure 4: Today's appearance of Primary School in 1873, after restoration in Eleftherios Venizelos Museum.



3. Conclusions

The diplomatic work of the printing and the proposal for restoration-restoration of the Primary School and its conversion into a Museum of Exhibits was a model and exemplary case study for the submission and integration of this project as a mature European project!

An essential element that accompanied and furthered the study was the econometric study of viability in order to be included in this category of integration, with its conversion into a Museum.

The present picture shows that the objectives are being implemented when there is the right planning to be eligible for the expenditure and the implementation of the project in the projects to be included in European programs as the necessity of connecting Higher University Institutions with the local community and the local government!

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