



REVIEW ARTICLE

EDUCATION AND EFFECTIVE SCHOOL

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ABSTRACT

The educational organization consists of a group of people working to provide education according to certain established relationships. The term "education" in its broadest sense refers to the provision of knowledge, the development of skills, the transmission of moral values, ensuring the intellectual and physical development of trainees, as well as their socialization and, finally, the production of suitable human resources for the needs of society. The ultimate goal of the research is to determine the purpose of education, the role of school and the concept of an effective school. The method adopted for the study was a review of the relevant literature. In the light of this study, it is noted that in order for educational institutions, or educational units, to fulfill their purpose, the existence of an effective administration is a necessary prerequisite. Besides, several surveys have shown that both pupils' progress and behaviour depend on the unit's characteristics and management. The analysis has shown that the elements that characterize an effective school unit are leadership, teachers, communication between members of the school unit, the climate prevailing in a school unit, school culture, logistics infrastructure, the relationship of the school with the local community, and the management system of the educational organization. The introduction of inclusive education contributes to the elimination of social inequalities, and it facilitates the access of all pupils to educational opportunities, regardless of their descent, able-bodiedness, family or social origin and intellectual level. However, the State's decision to introduce the institution into the school community is not sufficient. Inclusive education in order to be effective also presupposes the support of the institution with both material and intangible resources. Finally, the effectiveness of the school unit cannot be easily defined. This is mainly due to the different organizational and management models adopted by each school unit. Theoretical approaches to organizational effectiveness have led to the development of various models, each of which emphasizes different efficiency criteria. The main categories are adaptability, productivity, participation, continuation and response to interest groups.

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INTRODUCTION

The main purpose of education in many national systems is economic, i.e. the creation of labor force. Mulford and Silius (2001) mention that more attention should be paid to non-academic behaviour and the development of children. Moreover, that education should not be evaluated solely on the basis of reading and mathematics. Article 26 of the Declaration on Human Rights states that education should aim at the full development of the human personality and it should aspire to strengthen respect for human rights and fundamental freedoms. It should promote understanding, tolerance and friendship (Universal Declaration of Human Rights, 1948). The school should become a bridge that will unite children with the outside world. As Kapur (2007) points out, the school should:

- help students understand their freedom and its limits.
- provide pupils with the necessary knowledge and skills, and teach them the appropriate attitudes and behaviour with which they will be able to function in a pluralistic
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democracy, coming in contact with people from different cultures.

- transform simple memorization into a learning process, whereby students will develop their skills and talents.
- Based on what was mentioned above about the purpose of education and the goal of school, we can conclude that education should:
 - Enhance the personal, social, cultural, ethical and intellectual development of a person.
 - Prepare individuals to play an active role as citizens in a democratic society.
 - Develop the abilities of individuals so that they can be part of the workforce and play a full economic role in society.
 - Maximize the chances of people for a successful life through academic success.
 - Create a society based on acceptance and tolerance.

The basis of the values and principles that support an integrated educational process includes (Gelsthorpe, 2003):

- Recognizing that everyone has the right to access high-quality education.
- The realization that learning is a lifelong process that contributes to the development of the individual.
- Recognizing the interaction relationship, i.e. that on the one hand the participation of the broader local community enriches the curriculum and on the other hand that teaching and learning enrich the life of the community.
- The realization that learning provides to all people the capability to develop as informed, responsible and self-confident individuals - members of the wider society.
- Recognizing that democratic structures and processes empower individuals and communities to identify their needs and take part in decision-making.
- Recognizing the need for co-operation between services, organizations and institutions in order to meet the needs and expectations of individuals.
- Recognizing that quality improvement stems from the design, delivery, evaluation and revision of learning with the participation of all involved.
- Recognizing that learning and education contribute to improving the quality of life for as many people as possible through the recognition and development of individual value and common results.
- If we accept the above fundamental propositions as a point of reference, then education is essentially a social process. Nevertheless, education is expressed through the institution of school, which, according to West Burnham (2003), "formalises" the process of education through its time, place and content. In this context, the predominant trend is the purpose of education to be linked to its efficiency in producing Labouré force and responding to the needs of the market economy, reducing the role of society in its organizational performance. This has led to the weakening of links between school and community, demonstrating, at the same time, the immense importance of this relationship (West-Burnham, 2003).

METHODOLOGY

The present research is a bibliographic review study, presenting the critical points of the existing knowledge on education and school efficiency. There is no specialized and comprehensive work on this subject in the relevant literature. This work endeavours to cover this gap and will perhaps also be a useful aid for those who in the future will attempt similar efforts. The main aim of the bibliographic review is to frame the study within the "body" of the relevant literature. The review of the current study concerns clearly formulated questions and uses systematic and explicit criteria for critically analyzing a body of published papers by summarizing, sorting, grouping and comparing.

Bibliographic review study

The concept of school effectiveness: Attempting a historical review as regards school effectiveness, we firstly conclude that the question of school effectiveness arose when the socio-economic changes, that took place in the first half of the 20th century, functioned catalytically for the research of the factors contributing to effective operation of the school. (Pamouktsoglou, 2001; Passiardi and Passiardi, 2006). The

school has a significant effect on the development and improvement of pupils (Pamouktsoglou, 2001) and, aiming at its effectiveness, special emphasis is placed on interpersonal relationships and communication among the participants in the educational process (Passiardi and Passiardi, 2006). In the context of the effectiveness of the school unit, Lezotte (1989), (as quoted in Passiardi and Passiardi, 2006, 17) argues that "a school is considered effective when it is able to show that in it coexist both the quality of the education provided and equal opportunities for all, namely equality". For Karatzias - Stavliotis and Lambropoulos (2006, 272), "effectiveness is that size of an organization that characterizes its ability and possibility to accomplish its purpose." The degree of effectiveness, according to the aforementioned definition, is directly related to the purpose, and is easily perceived when the purpose is tangible and specific. However, in education, where objectives and goals are not clearly defined, it is not easy to measure effectiveness. Therefore, "the measurement of the effectiveness of a particular school implies choices between conflicting values and adds to the problem of setting criteria, as they reflect political and social choices" (Pamouktsoglou, 2001, 85).

Scheerens (2000) mentions that school effectiveness refers to the performance of school organization. This performance can be expressed through the product of the school, which is measured in terms of average student success at the end of the school year. However, it is worth noting that since the concept of effectiveness is essentially the achievement of the goal, the criteria used to measure effectiveness reflect important educational objectives. In addition, Scheerens (2000) points out that the criteria for measuring effectiveness are based more on comparative than on absolute standards. In economic terms, effectiveness in an organization is linked to the production process that it follows, i.e. the use of its inflows to produce outflows. In a school organization the inflows are the pupils, while outflows are student achievements at the end of the year. The production process can be understood as all the teaching methods used, the curriculum and the organizational functions of the school combined to bring about the learning process. From this perspective, effectiveness can be understood as the degree to which the desired outflow level has been achieved (Scheerens, 2000). On the other hand, efficiency can be defined as the desired level of outflow at the lowest possible cost. Therefore, efficiency is effectiveness with the additional condition that it is attained at the lowest cost (Scheerens, 2000).

According to Cheng (1993), (as quoted in Scheerens, 2000), efficiency and effectiveness can be divided into two categories. The first involves technical efficiency and effectiveness, which refers to the results of the school either within the school unit or shortly after graduation from school, such as behavioral change, acquired skills and learning behaviour. The second category is the social effectiveness and efficiency associated with societal outcomes or the effects on the individual during his/her lifetime, such as productivity in the workplace, the income earned by the individual at work, and social mobility. When the two aforementioned categories are combined, we have as a result four types of school products, as shown in the table below.

Caldwell and Spinks (1988), (as quoted in Dean, 1993) describe that in an effective school:

- There is a high degree of staff involvement in the development of school objectives.
- There is a high level of teachers' participation in the decision-making process of the school.
- There is a high level of community involvement in the decision-making process of the school.
- There is a high level of cohesion and team spirit among teachers.
- There is opportunity for the appropriate involvement of staff, students and the community in the process of resource allocation.

School effectiveness factors: According to Mrs. Anagnostopoulou (2002), (as quoted in the National Research Report for Greece, 2008), a school is considered to be effective when it combines quality of education and equal opportunities for all. Referring to the quality of education, Mr. Fasoulis (2001, 188) argues that quality "means the ability of the educational staff to provide effective education" and "besides that 'quality' of management is also required, i.e. guidance, motivation, exploitation of resources, educational improvement; concluding that the chain reaches the top leadership of education through the requirement for quality or effective management". This again means that the educational staff should be characterized by quality management, i.e. guidance, training and motivation, through the quality and effective management of the educational unit. According to Mr. Fasouli (2001), two are the elements that we distinguish for the educational unit effectiveness: teachers and leadership of the school unit; with the latter we will deal at a later unit.

Fullan and Steigelbauer (1991), (as quoted in Dean, 1993) highlight four factors that characterize the successful process of improving the school unit. These factors are: recognition of the improvement process by the school leadership, interaction and communication both between school members and between the school unit and the local community, the existence of a system of values, as well as cooperation between school members, and between them and society, to design and implement the selected strategies. Apart from the above, Dean (1993) mentions some additional criteria that should be met so that a school unit is effective. The first is the existence of a curriculum that focuses on leadership and on the climate of support within the school. The second is putting emphasis on teaching and on the curriculum. The third is the active involvement of parents and their support in school efforts. The continuous development and training of teachers, the existence of a system for controlling and monitoring the performance of the school, as well as the existence of definite and clearly defined objectives together with the high expectations of the students are some additional factors that also contribute to the effectiveness of the school unit. In addition to the above, Caldwell and Spinks (1988), (as quoted in Dean, 1993) emphasize that in an effective school there is a high degree of involvement of the educational staff in the development of the school objectives, participation of both teachers and the local community in the decision-making process, a high degree of coherence and a spirit of cooperation among teachers, and finally there is an opportunity for the appropriate participation of teachers, pupils and the community in the process of

resource allocation. Another very crucial factor for school effectiveness is the role of the teacher. Although the definition of effective teaching is difficult in any educational system, Eisemon et al., (1993) suggest that in countries where national exams are used as a means of delivering educational opportunities, as in the case of Greece, the teacher whose students have high success rates can be considered as effective. However, some common elements of teacher's effectiveness in almost all countries include exploitation of teaching time, coverage of curriculum content and student attendance (Eisemon et al., 1993). Glickman (1998) states that the teacher, in addition to the knowledge and skills that he / she needs to have in order to provide his / her educational work, should also be a leader in order to promote a positive climate in school, enhancing the role of school as an individual and collective community. Other researchers also emphasize the role of the teacher - leader as a critical factor that promotes school effectiveness but also the communication between the school unit and the local community. In particular, it is argued that the improvement of the school unit and its effectiveness is greatly enhanced by the leadership of teachers as a part of a more general leadership system that affects the actions of all those involved in the educational process (Foster, 2005).

Apart from the above, however, there are some other factors that contribute to the effectiveness of the school unit. For example, Scheerens (2000) points out that the factors contributing to the school effectiveness are categorized into the following groups: a) objectives, b) structure of the organization, c) structure of processes, d) culture, (f) the primary procedure. The elements included in each of these groups are shown in the table below. Kirk and Jones (2004) point out that there are seven specific characteristics that have been found in effective schools that are related to the academic success of students. These features are:

Clear and distinct mission of the school: as already mentioned, the school has a specific mission that is transmitted to the staff so that teachers commit themselves to completing their task by committing themselves to the goals, priorities, as well as to the evaluation procedures. This feature, as noted by Kirk and Jones (2004), means that teachers need to be able to teach all children, both those with high cognitive abilities and those with a low level of academic skills. An important role in this process, as has already been mentioned, plays the principal of the school. However, Kirk and Jones (2004) place greater emphasis on teachers, who should not simply accept the principal's vision, especially if they want to be an integral part of the process of school change. Instead, teachers should create a vision for the school together with the principal and not just act as executors of this vision. High success expectations: in an effective school there is a high-expectation climate, in which teachers believe and demonstrate that all students can acquire basic school education, and also the educational staff is able to help all students to acquire this knowledge. In effective schools, students are given demanding tasks and a special curriculum, and they are expected to succeed. Appropriate Leadership: Given that this part has been developed to a large extent earlier, and since Kirk and Jones (2004) report what already has been analyzed, no further emphasis will be placed on leadership. Opportunity for learning and time to implement the learning process:

Effective teaching is based on two factors: a) teachers should know the material they have to teach, b) they should have sufficient time to teach this material. Safe and Smooth Environment: This feature refers to the fact that there should not be a climate of oppression and fear of bodily harm in school. Effective school is dominated by democratic values, respect for human diversity and a spirit of cooperative learning. Positive relationships between school and students' families: In an effective school, parents understand and support the primary mission of the school, while they are given opportunities to play an important role in providing help so that the school can fulfill its goals. In this context, the school should also provide assistance to the parents by developing various activities and programs. Frequent monitoring of pupils' progress: in an effective school the progress of students is monitored and measured on a frequent basis, while results are used on the one hand to improve pupils' individual behaviour and on the other to improve the school curriculum as a whole.

The concept of inclusive education in the context of effective school: One of the most important social challenges nowadays, given the spread of poverty and the limitation of the state budget for education in many countries, is to ensure that there is adequate state legislation on the rights of children with special educational needs (Raffo, 2011). Both developed and developing countries respond to the challenges of inclusive education by ensuring that schools are free from the negative effects of discrimination based on gender, form of disability, culture, ethnicity, religion or other differences (Ahsan et al., 2012) and thus ensure equal access for all children to education. According to international literature, the concept of equality and equal access to education is inextricably linked with the concept of inclusion (Tarr et al., 2012). According to UNESCO data, in 2009, about one-third of the 72 million children not attending primary education are children with special educational needs, while in Africa, less than 10% of children with disabilities attend primary education (Lei and Myers, 2011). Despite the statistics about the education of children with special educational needs, the fact is that the measures used to generalize disability are problematic as they fail to recognize the social aspects of disability. This fact leads to the conclusion that in order to measure people with disabilities, both quantitative and qualitative approaches should be used, while the impact of these approaches on a person's ability to participate and work should be used to update the statistics and to formulate appropriate social policies (Lei and Myers, 2011). In this context, the International Convention on the Rights of the Child in 1989 clearly expresses the right of all children to quality education (Article 28) and the obligation of governments to ensure that children with special educational needs also have this right (Article 23). This was also stressed in the 2006 Treaty on the Rights of Persons with Disabilities, which obliges governments to ensure inclusive education at all levels of education so that people with special educational needs have the right to education (Article 24), while pointing out the importance of international cooperation towards achieving this goal (Article 32) (Lei and Myers, 2011). In the aforementioned context, the new school accepts all children, understands their special needs, promotes learning and responds in every way to their individual needs. Consequently, the individual differences of the children are perceived as interesting peculiarities and not as sad problematic situations (Taffa, 1998).

The view presented, therefore, is that the source of the problems of disabled children is the social impact of others towards them and not their physical or mental constraints (Fletcher - Campbell, 2001). Inclusive education originated from the international academic community's intention to effectively address the needs of children with special needs (Sebba and Ainscow, 1996). It should be pointed out that the introduction of inclusion contributes to the abolition of the binary system and motivates general school to redefine its educational objectives, to diversify curricula and to foster group spirit among students (Stainback et al., 1996, as quoted in Lambropoulou and Pandeliadou, 2000). Mitchell (1990) highlights the impact of two fundamental principles on the contemporary trend towards inclusion. These principles a) the mutual benefit of both special education children and children of general education from the tendency for inclusion and b) the moral obligation of the state to allow pupils with special educational needs to benefit from general education. The term inclusive education "refers to the placement of pupils with disabilities in general education frameworks, in order to ensure equal opportunities and to ensure the 'least restrictive environment'" (Haroupias, 2003, 5). Essentially, inclusive education is the full educational and social integration of children with special needs in the society of their peers. Acceptance and appreciation of diversity is the philosophical basis of inclusive education. The aim of inclusive education is to support children with learning difficulties and adaptation problems, in order to offer them equal opportunities with their peers at the social and learning levels. Inclusive education refers to the right of all children and young people to qualitative education -regardless of the differences or disabilities they may have- that embraces the educational values of equality, diversity and social justice (Stainback et al., 1996).

According to UNESCO (2009), inclusive education promotes an educational system in which all pupils with special educational needs enroll in regular classes in schools in their area. In particular, support and education services are provided based on the strengths and needs of all students. Schools that apply inclusive practices adopt the principle that all children in a community must learn together, regardless of their needs and difficulties. In addition, schools need to take into account the diversity of children, adopt different styles and pace of education, and provide quality education with appropriate resource use, appropriate school planning, and collaborative projects with community institutions and bodies. It is argued that sustainable quality education can only be achieved through inclusive education. The concept of inclusive education provides the international community with values which, when implemented, lead to the provision of quality education as they promote the participation of all in the educational process and oppose all forms of discrimination (Lei and Myers, 2011). However, it should be noted that the effective implementation of inclusive education presupposes the existence of certain basic conditions, such as the emphasis on the individual needs of all children, the adequacy of financial resources, the updating of the curricula in order to benefit children and the involvement of parents and educational staff in the decision-making process (Norwich, 2000). At the same time, inclusive education contributes to better learning outcomes for all children, disabled or not (Lei and Myers, 2011). For example, in the Middle East and North Africa, teachers have used tools

Table 1. Difference between school effectiveness and school efficiency

Nature of school inflow		Nature of school outflow	
		At school / shortly after school graduation	At a society level
		Short-term results	Long-term results
		Internally	Externally
Non-monetary (education, books, teaching methods)	Social effectiveness of the school		Technical effectiveness of the school
Monetary (cost of bills, educational salaries)	Technical efficiency of the school (internal economic effectiveness)		Social efficiency of the school (external economic effectiveness)

Table 2. Effectiveness factors according to Scheerens (2000)

Factor	Individual Elements
Objectives	<ul style="list-style-type: none"> Objectives in terms of different effectiveness criteria Priority to goals Ambitions/ideals in terms of meeting objectives
Structure of the organization	<ul style="list-style-type: none"> Coordination of objectives Structure of school administration Support structure Sections of positions and tasks Grouping of teachers and students
Structure of procedures	<ul style="list-style-type: none"> General school administration Production management Marketing management Staff management Financial and administrative management Cooperation
Culture	<ul style="list-style-type: none"> Immediate measures Indirect measures
Environment	<ul style="list-style-type: none"> Routine tasks (such as receiving products) Buffering
Primary process	<ul style="list-style-type: none"> Active management Student selection Curriculum selection Arranging teaching strategies and classroom organization

(Scheerens, 2000, 31)

such as the Inclusive Index to improve school culture, school infrastructure and teaching methods to ensure that all children are welcome and receive support (Lei and Myers, 2011). An interesting insight into the financial aspect of inclusive education is provided by Lei and Myers (2011). Failure to implement inclusive education maintains and aggravates poverty levels while limiting the economic productivity of a country. Excluding people with disabilities from education automatically means excluding them from opportunities for further development and their participation in the workforce. This, in turn, has a negative impact not only on people with disabilities and their families, but also on society as a whole, in terms of lost GDP, especially in countries with low per capita income. In addition, the fact that these children stay at home is even more burdensome for their families, who cannot work, at least not all of their members, due to the care they have to provide to the individual. According to World Bank data in 2003, it is estimated that around 25% of the world's population is affected by the above ways. Additionally, failure to implement inclusive education results in higher educational costs for these children, as more and more specialized teachers and special schools will be needed. One of the main principles of inclusive education is that it should be equal. This means that "every person should be given the opportunity to take advantage of services that compensate for and counteract his disadvantages and differences, that means that every person with special educational or other needs should receive what he/she needs and in return offer, as a counterpart, what he/she is able to give" (Haroupias, 2003, 7).

Additionally, the European Agency for Development in Special Needs Education, 2011 highlights the following basic principles for promoting inclusion:

- Inclusive education is related to the wider set of students and not only to those who have been recognized with special educational needs. Students who are at risk of being excluded from educational opportunities and end up in school failure are exactly those who are related to inclusive education.
- Access to general education is not in itself sufficient. Participation means that all students are employed in meaningful learning activities resulting from their interests and everyday activities.
- Promotion of positive attitudes to education is crucial for broader participation. The attitudes of parents and educators to the education of pupils with multiple needs seem to be largely determined by their personal experiences; this fact must be firstly recognized and then strategies and resources that will address these subjective factors should be introduced and implemented.

In schools throughout the European Union, a common policy is the development of inclusion in case of pupils with special educational needs in general schools in the wider area of Special Needs Education. The European Commission recognizes the importance of the role of all the teachers involved as well as the auxiliary staff (sign language interpreters, psychologists, etc.), and therefore it is considered

necessary to continuously train the people who man the inclusion structures (European Commission, 2000). In 1987, as indicated in the Official Journal of the European Communities (C 211 of 14/5/1987), the European Council proposed 'a cooperation program for the integration of disadvantaged children in regular schools', because the conclusions reached since the beginning of the program's implementation under the 1984 Council Resolution "confirm the importance of the greatest possible inclusion of disadvantaged children in regular schools" (Official Journal of the European Communities No 211 14/5/1987, 1). However, the implementation of the inclusion program in Europe has not been without problems. In Central and Eastern European countries, there were financial shortcomings in the manning of inclusion programs, as well as increased caution towards certain categories of children with special educational needs (Ainscow and Haile-Giorgis, 1999). Zoniou – Sideri (2000, 252) points out that "the ever-expanding view and the corresponding attitude of society according to which a democratic country requires equal participation of people with disabilities at all levels of social life has led all EU countries to accept this equality unquestionably and to propose new roles and goals for the school. In all the countries of the European Union, therefore, new educational policy directions are proposed, - with educational-political criteria and not pedagogical - with the aim of common education for disabled and non-disabled children".

A brief historical review of the Greek educational system shows that the provision of additional assistance for children with special educational needs is first recorded in the early 20th century and comes mainly from private initiative and philanthropy (Soulis, 2002). However, in spite of the different legal regulations, especially in the last 30 years, Greece is not in a position to respond adequately to the question of effectiveness of the programs adopted in the context of special education, as Haroupias points out (2003). In the school year 1983-1984, the structure of Special Education changes, since instead of the establishment of special schools, the function of special classes increases. The Special Education Information Sheet (1988, 16) states that the special classes "accept children with special learning difficulties or behavioral problems, who attend the special classes only a few hours (3 to 6 hours) per week, while the rest of the school time they are attending the general class."

Law 1566/85 institutes school integration. In essence, Framework Law 1566/85 introduces the institution of inclusive education (Zoniou - Sideri 2000, Dellasoudas 2004), while Law 2817 / 14-3-2000 creates the conditions for the integration of pupils with special needs at primary school (Gena, 2002). Law 2817/2000, in March 2000, promotes the construction of a "School for All" (Soulis, 2008, 298), defines the institutional framework and sets out the educational policy for the integration of children with special needs. This Law is titled "Special Education. Education of People with Special Educational Needs ". According to Christakis (2006, 111) the main points of this legislative regulation are the following:

- replacing the term "people with disabilities" with the term "people with special educational needs",
- providing free special education,

- Establishment of a special education department at the Pedagogical Institute,
- Establishment of the "Diagnosis, Assessment and Support Center" at the headquarters of each prefecture for the diagnosis and support of children with special educational needs,
- extending the time people with special educational needs study in school structures,
- develop a personalized program for pupils,
- employment of new technologies in education of children with special educational needs.

Additionally, Law 3699 (Government Gazette 199 / 02.10.2008) on the institution of inclusive education as well as parallel support and teaching at home has been passed in Greece. Effective strategies to promote positive attitudes include (European Union for the Development of Special Needs Education, 2011):

- Ensuring that all teachers have the necessary training and skills to undertake the responsibility to educate all students, regardless of their individual needs;
- To support the participation of pupils and their parents in decision-making as regards to the pupils' education. This support involves students' participation in decisions about their own learning, and aiding parents to make informed choices for their younger children.

At the level of pupils' educational path, the views that appear to contribute significantly to the goal of widening participation of all pupils in education are as follows (European Union for the Development of Special Needs Education, 2011):

- Consideration of learning as a process - I'm learning how to learn - the basic goal for all students being the development of the learning process and the access to learning resources to acquire skills and not only knowledge of the content of the lessons;
- Developing personalized learning approaches for the needs and abilities of all students, according to which students can set, record and judge their own learning goals in co-operation with their teachers and family, while they are helped to develop a structured way of individual thinking.
- Develop an Individual Educational Program (IEP) or similarly tailored teaching program for some students (possibly those with the most complex educational needs), which may require a better-targeted approach to their learning. IEP should be exploited to maximize the autonomy of individuals and their participation in target setting, as well as working with parents and families.
- Based on the principles of inclusive education, there are specific teaching and learning strategies that have short-term and long-term results, and which are as follows (European Union for the Development of Special Needs Education, 2011):
- Inclusive teaching, where teachers adopt a group approach that involves the whole school community, i.e. students, parents, peers, other teachers and support staff of the school, as well as members of interdisciplinary groups, where necessary.

- Collaborative learning, where students help each other in different ways - including peer-to-peer teaching - within flexible and conscious groupings of students.
- Cooperative problem-solving that includes systematic approaches to positive classroom management, where through fruitful dialogue, school class participants are called upon to co-decide equally on processes, solutions and tools to be used.
- Teacher evaluation system that supports learning and avoids labeling in order to deflect negative consequences for pupils that disrupt their relationship with the learning process.
- Heterogeneous grouping of pupils and a distinct approach to managing the variety of pupils' needs in the classroom. Such an approach includes structured targeting, reporting and recording, alternative learning pathways, flexible teaching and alternative grouping modes for all students.
- Effective teaching approaches based on objective goals, alternative learning pathways, flexible teaching with a variety of alternative means, and the use of clear feedback from students so that they gain confidence to seek learning opportunities on their own.
- According to Norwich (2000), the prevailing inclusion models are the following:
- Full non-exclusionary inclusion model. In particular, this model requires the placement of children with special educational needs in the general classes of the schools in their area. The aim of this model is to cultivate the harmonious spirit among children, without risking anyone being marginalized because of his/her diversity. Individual needs of students are the only criterion to be taken into account when calculating study time in special education units. In this inclusive education model, the general class is considered the ideal learning environment for children with special educational needs, so no supportive assistance is provided outside the general class. Socialization is an additional objective of the full inclusion model. Finally, in this model, teachers find it difficult to apply inclusive methods that will successfully respond to the whole school class without receiving any support from the curriculum and from the legislation. According to this model, parents cannot choose what type of school their child will attend.
- Model of participation of all children in the same class (Focus on participating in the same place). In contrast to the first model, in the universal participation model, it is necessary to provide support to children with special needs within the general class with the assistance of specialized personnel, or outside class in recourse rooms. The existing Special Legislation as well as the National Curriculum is the answer to the pupils' needs. As Special Education is not separated from General Education, special schools and special classes do not operate, but only support classes and general classes. Assisting children with special needs with the help of psychologists, special pedagogues, appropriate supporting material and auxiliary facilities at school and outside school with the support of parents' association and local authorities. Finally, this model focuses on the placement of all children in the general class, without considering the parents' wishes as regards the manner their children are educated.
- Model that emphasizes on the individual needs of all children (Focus on individual needs). This model focuses on the individual needs of all children. The placement of children with special needs in special education schools is dictated only by the need to protect the academic performance and social behaviour of all the other pupils in the classroom. The individual needs of pupils with special needs assess their time spent in special education schools or in appropriate special schools.
- Choice – limited inclusion model. The last model of inclusive education considers that it is beneficiary for children's psychology to promote them in special education schools, where they will best serve their individualized needs and on the other hand, they will feel that they are in a familiar environment by being surrounded by children with similar problems. At the same time, this model recognizes the right of the pupils to attend general education schools because it contributes to the cultivation of their social life. This model distinguishes the benefit that the child can draw on the academic and social level. It is noteworthy that while the child benefits academically by attending a special education school, the social benefit is more successfully achieved in general education schools. Children's parents and school teachers jointly decide to provide support. However, this model limits the opportunities for integration and socialization of children by placing them outside the general class for a good deal of time.

Conclusion

The effectiveness of a school unit cannot be easily defined. This is mainly due to the different organizational and management models adopted by each school unit. Theoretical approaches to organizational effectiveness have led to the development of various models, each of which emphasizes different effectiveness criteria, the main categories being adaptability, productivity, participation, continuation and response to interest groups. Based on the previous analysis, three are the key components of organizational effectiveness: (a) the scope of the results; (b) the means used to achieve specific results; and (c) the functions and mechanisms that explain why specific actions lead to results. The means used are culture, goals, organizational structure, the environment and the primary process. With regard to factors contributing to school effectiveness, the above analysis has shown that there is an inextricable relationship between school leadership and school effectiveness. An effective principal-leader aids and supports teachers while at the same time is responsible for supervising the educational work and for encouraging and promoting the participation of teachers and parents in the decision-making process. As a result, teachers commit to school organization while their work satisfaction and performance increases. Inclusive education as an institution was at its peak in the 1980s, where the concepts of differentiation and enrichment came to be linked to the concept of inclusive education. The foregoing analysis demonstrated

that a very important factor for the development of the institution of inclusive education was the finding that the participation of students with special educational needs in the general class also benefits students who have no learning difficulties. Besides, this is also clear in the principles of inclusive education, where it is emphasized that the contribution of inclusive education is not only for students with learning difficulties but for the wider student population. The social context must be prepared to be able to accept the existence of pupils with special educational needs in the general class, while parents hold a central role in the unimpeded implementation of inclusive education in the classroom. Contemporary international reality shows a variety as regards both pupils' participation and inclusion techniques, which imply, in addition to the general policies and existing legal frameworks, that it is important to take into account the specificities of the social context, of the particular children, of the parents and of the teachers.

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