

EMMAPA
FACULTY OF KINESIOLOGY AND
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WRITTEN BY: DALIPIS VASILEIOS
PSILOPOULOS VASILEIOS
REVENA FANI-PANAGIOTA
THEODOROU EVANTHIA

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1. General information about Greece



Greece officially known as the Hellenic Republic, lies at the Southeastern tip of Europe. To the north it borders with Albania, Fyrom and Bulgaria and to the east with Turkey. The area of country is 131,957 sq. km and it consists of a peninsula and over 2000 islands. Though a relatively small country, Greece boasts an astonishing variety of landscapes- from the legendary mountains of Olympus, Pindos and Parnassos to miles of pristine coastline. Indeed, due to the large number of islands, Greece has a particularly long coastline (15,021 km), which is the most extensive among all the Mediterranean countries. Greece is divided into the following geographical regions: The Attica region (Athens), Sterea Hellas (excluding the capital area), The Peloponnesse, Epirus, Thessaly, Macedonia, Thrace, The Aegean islands, Crete, The Ionian islands.

The total area is 131.940 sq Km and the total population almost 12.000.000 of which almost 10-12% belong to special populations. Depending on recent research for people with disabilities, 64.2% of them are Men and 35.8% Women. Also 12.8% of them are Children under 17 years old and 11% from 17 to 24 years old. Almost 50% of Greek population lives in Athens and this is why most of the physical activities including adapted physical activities take place in the capital.

General introduction in APA

It is obvious to all people that study or work in the field of Adapted Physical education the development of this unique field of Physical Education the last two decades as a result of the efforts that are made from all the people that are dedicated with disabled people. This dynamic movement that has spread the last years more or less in all over the world try every day to provide to all students with impairments the adequate education that is indispensable to give the learner the skills necessary for a lifetime of rich leisure, recreation and sport experiences. The main difference between the first systematic efforts in the Physical Activity for disabled people and the recent initiatives is that today the efforts are driven from the scientific knowledge of the people that are dedicated with that specific area of PE (Professors, teachers of PE in public and private schools etc) whereas before a couple decades the first tries were based more on the mentality of professors and teachers to give the best they could to the handicapped people. As a result of that scientific process simultaneously with the change that took place in people's consciousness about people with disabilities and their potentials, today it is achieved to take place next to Physical Activity that is conducted for people with no special needs the Adapted Physical Activity. In addition, it is quite important the founding of Special Schools and the establishment from the Ministries

2.1 People with disabilities - Historical review

a) The Special Education up to 1970

The organised and civilized societies have obligation to protect and to provide education in her members with Special Needs.

In any case in Greece before certain decades we did not have we demonstrate also a lot of things in the frames of education for individuals with special bodily or intellectual needs.

From 1900 until 1950 does not exist a systematic growth and has not been applied programs in the sector of Edjki's of Education.

Individual, fragmentary and most times individual efforts begin to emerge from the first decade 1900. Hardly however disappear the founders they stop also these.

The absence of government owned sector, the social climate, the level of sciences, the lack of research, the political instability, the change of governments that it meant always also change of programs, had as result the stagnation.

Schools of Blinds

In 1905 was founded in the zip of Kallithea the association "HOUSE BLIND". The teacher Eirini Laskaratoy went in Europe and trained in the education of blinds. She returns in 1906 and opens the first school of blinds in Kallithea. Creates the Greek alphabet of blinds with model of the French BRAILLE. The School allocates boarding school and laboratory textile and knitting. In 1910 in congress for Blind people of Vienna they are rewarded for the handiwork of her students. Later the school closes up to 1982 and then after the intervension of the union, with the cover of Archiepiscopal Athens the pedagogic work.

In 1939 in the zip of Filothei the association: "FRIENDS of BLINDS" founds the Faculty of Blind Girls, that offers more social protection in small blind girls. A same faculty with the name "SUN" functions in Thessaloniki.

Schools of Hearing Impaireds

In 1923 charitable organisation "NEAR EAST RELIEF" founds the first school of hearing impaired that is transported later in the Syra, but closes in 1932. With the government's owned care the school of hearing impaired opens again with the name "NATIONAL HOUSE DEAFMUTE". The school faces lots of problems due to lack of specialized persons up to 1938.

Unique in his type in the Balkans is the "NATIONAL INSTITUTION of PROTECTION DEAFMUTE-HARALAMPOYS AND HELEN SPILIOPOYLOY", that was founded in 1936 in Ampelokipous. The building was built with English and French specifications with expenses of Har. Spiliopoulou. From that season the education of deaf child enters in right psychological and pedagogic bases.

The Education of Children with Antisocial Behavior

The need and the fear from the presence of many children between the criminals led the state to take the measures early. (During 1926-1931 the percentage of children that was condemned for crimes amounted in the 9%).

It should, therefore, for their protection and the protection of society to be closed in some institutions.

- The first institution for women, for ages of 8-16 years was founded in 1917 aiming at the pedagogics, the general and professional education of girls with antisocial behavior.
- For the boys of age of 7-12 years was founded in 1918 in the Lark the Institution Shop for men.

- Institution Shops of Professional Education were founded (N.2729/1940), which accepted children above twelve years. Before 1950, the Courts Underage and the Company of Protection of Minors were developed.

Responsible Ministry for the protection and the education of children with antisocial behavior was the Ministry of Justice up to 1972. Since then, the Ministry of Education took over control as an institution of education for this children (N.1143/1981).

Education of Children With Disturbances of Reason

Kostas Kalatzis was, indeed, the first person in Greece who placed the foundations of right effort, for education of reason as science, at the decade of 50's. Before and at year 1905, the schoolteacher Achilleas Diamantaras had dealt with the treatment of reason and in 1935-1937 the Sokratis Karandinos taught education of reason in the Marasleio.

Education of Children With Intellectual Disability

Before the second world war became certain efforts from the Ministry of Education for the education of individuals with intellectual disability. In 1929 Educational Reform are attempted and foundation of schools for the education of children are forecasted with problems of intellect. In 1935 with law sums are fixed that are required for the Special Schools. In 1937 the Model Special School Athens are founded. The educator Roza Imvriwti, director of school, applies tactics and practices for the education of these children that studies in the school pioneering. With her creative imagination is making proposals, special schools in big cities, boarding schools and is taught the course of therapeutic education in the Pedagogic Academies. She proposes schoolteachers to be sent abroad for specialisation in the special education, specialising herself on psychiatrics in the therapeutic education, physical educators in the therapeutic gymnastics and schoolteachers in logotherapy.

Unfortunately, the outbreak of war, the adventures of our country in his duration and the civilian war not only suspended the efforts, but also, the teachers that played a leading part in them were exiled as "antifronuntes"

From 1950 until 1970 appreciable movements became for the mental health of child and the education of children with special needs. Thus, we have the foundation of Greek Company of Hygiene and Neuropsychiatry of Child, the Medical-Paidagogical Station of Educative Association Athenians (1954), the centre of Mental Hygiene (1956).

Simultaneously the private initiative is developed in this sector and is founded: The Association of Parents with Children with Special Needs (1961) with capacity of 350 children, the institution of Children "VIRGIN MARY" (1966), the Sikiaridio, the Biopedagogical Centre of Experimental Sanitary Unit Thessaly, the Therapeutic-pedagogic Institution Patrases and certain private.

It is obvious that at period 1950-1970 the private institutions are activated, while the state delays in the movement for systematic education of persons with special needs. From side of government owned concern it is the Ministry of Providence that focuses

his attention on the foundation of institutions beneficial to the public, for the care and the protection of children with Special Needs.

2.1.1 The History of Physical Education and Adapted Physical Activity in Greece

In Greece the latest years special education has followed the same progression as in any other country in Europe but in a very slow pace. Specifically, Special Education services were available to Greek children since the beginning of the 20th century, adapted Physical Education was introduced the last two decades. After the first half of the century various associations developed intense activity with the aim to protect specific groups of people with special needs such as, the blind, the deaf and motionally disabled. The initiative had clearly charitable characteristics with pity as the main feeling. The state welfare was non-existent every kind of care and prevention was accorded to the authorization of the charitable organization that with full power decided during the course of the years about the life and the future of thousands of people with special needs. The offers of the individuals had the form of institutional care (enclosed protection) with the offer of basic knowledge.

The interest of private initiative led to the introduction of various institutional units and schools; firstly in the area of Attica and then in other cities of Greece. Some of the first institutions, which were created, was the “house of the blind” in 1906, the “house of the deaf and dumb” in 1923, and the “Hellenic organization for the protection and rehabilitation of disabled children”.

In 1937 much later there were more branches created such as the “national institution for the protection of the deaf and dumb” in 1937, the “lighthouse of the blind” in 1946, the “ school of the blind in North Greece” in 1948 etc. These institutions housed a great number of children but the role of the individuals was not only always a charitable one. However, the private sector helped in its way the state preparation so as to take up later the responsibility and interfere institutionally. The first state interferences began in 50’s and concerned mainly legislation arrangements for the blind and after for the motionally disabled. The state however was interested in the group of the mentally retarded children and later in the motionally disabled, which the private agents had completely ignored. The first school, which was founded by the state for the mentally retarded children, was the “ original special school of Athens” in 1937. Many people consider the state interference in the space of special education during the 30’s non-occasional.

The considerable evolutions of pedagogical and psychology sciences, the establishment of obligatory attendance for all the children and the great number of mentally retarded children comparatively with other groups of “ inferior individuals” was a reality which the Greek state could not ignore. From the mid of 50’s the 70’s the developments in special education came again from the wide activity of the private sector while the state followed with mainly legislation inferences and the well known sympathy towards the people with special needs. So, during this period educational units were founded and “deaf and dumb” schools in various areas of Greece and units for motionally-disabled people. Another offer of the private sector was the foundation of children’s neuropsychiatry clinics and schools for the group of “marginal adults” and “ mentally retarded children”. The exemplification of the Greek state and the educational policy of the western countries begins in the mid of the 70’s

approximately. Specifically towards the end of the 70's measures were promoted for the professional rehabilitation of the disabled by giving motives to employers for the employment of these people.

Since 1980 and then special classes for the children with, learning difficulties and slight mental retardment began to be established. The Greek state in the 80's seems to desire to participate actively with the other social factors in an attempt of reorganization of the philosophy and pre-existent structure concerning the people with special needs, which imposed their life and social background. Precisely, emphasis was given in the whole development and the development of the potential of the people with special needs, their introduction in the productive procedure and their mutual acceptance in the social group. Today, thousands of individuals with disabilities are introduced to sports in various settings such as schools or in sports clubs in both segregated and integrated settings by a variety of national and international organizations. The momentum for such change is contributed to several reasons:

- One of the most important reason is the introduction and approval of a new law, which mandates not only free public education for all children, but most important integration of children with disabilities in schools settings. This law is considered as a springboard for the recognition for all children's rights to participate in physical education activities.

- A second reason, is beginning of 90's the implementation of the program "Sports for All", which is organized by the General Secretariat of Sports and implemented with the support of different municipalities within Greece.

- A third reason, is the mandatory exposure of all students of physical education in adapted physical activity course work during their core university studies. In this way they have the opportunity not only to be introduced, but also to become specialized later on this subject. This has considerably affected their attitude to teach integrated sports.

- A fourth reason is the organization of the Paralympic Games of 2004, which is considered one of the largest events in the world. Due to the magnitude of this event, Greece started to evaluate the current status of the movement for sports for the disabled people, as well as, begin to take important actions towards the best

3. Definition

People with disabilities/People with special educational needs: People who have serious learning difficulty and adaptability due to physical, mental, psychological, emotional and social characteristics (Law 2817/2000, article 1).

Categories

a. Mental Retardation

The American Union of Mental Retardation (1959) describes and defines: “that the mental retardation it’s a pathologic state which characterized from a general mental function which is listed under the average during the duration of the growth period and links with disorders in the adaptive behavior”. It’s a symptom that can be found in a lot of disturbances of known and unknown causes (Agelopoulou, 2004)

b. Cerebral Palsy

Cerebral Palsy constitutes one non progressive damage of the brain which causes serious problems on the movement, such as disorders of body’ s coordination, muscle tone, muscle strength, body balance, orientation, and right placing of the body. The cerebral damage of the body can be coexisted with mental disorders, hearing disorders, sight disorders, speech disorders, or even epilepsy. The causes can be progenetic, metagenetic, or can be created during the gestation. Cerebral Palsy can be defined proportionally to the parts of the body that it can affect: a) quadriplegia, where the person presents disorders on the four parts of the body and the trunk, b) triplegia, where three of the parts are affected, g) diplegia, where there are disorders on the legs, d) hemiplegia, where the damage is on the one side of the body, and e) monoplegia, where only one of the parts of the body is affected.

c. Sensorial Disabilities

The most usual cases of blindness are those that take place after birth, while the congenital are really rear cases. The seriousness of blindness in a blinds man future it is up to when it started, so the congenital blind is for real in a mush worsen place than the one that lost his vision after an accident or some serious disease while he had it. The congenital blind person does not grow visual portrayals, shows to evolve or it never evolves unless it subsumes into a training program.

d. Deafness

According to the international bibliography, there are two categories of hearing disorder. In the first belong those who do not hear at all, but they differ to the time that they lose their hearing. So a person can be born with no hearing while another loses their hearing whether from an illness of its neural system or from an accident, or even from an infection.

On the second belong the people who have not lost their hearing entirely and with the proper acoustic devices are in position to communicate without serious sequences to their involvement. Those persons are named hard of hearing and usually they study in normal schools by following the same program with the kids of their age.

e. Orthopedic Disabilities

Adapted physical activity is needed also on those persons that either from congenital, accident or illness have physical disabilities which are an obstacle in their involvement.

f. Poliomyelitis

Poliomyelitis is a serious illness which is caused due to infection of the central neurological system. This infection causes non



reversible damage paralysis of the muscles. There can be paralysis to all of the muscles, a whole part of the body, or can be caused paraplegia or tetraplegia.

g. Mutilations

Mutilation can be defined as a loss of a part of the body, or a loss to the upper part or the opposite part. This loss can be relative or could be acquired later. There are not precise causes yet but are attributed to the radiation which enters the body of the pregnant, or some medicines which are thought to cause teratogenesis. The acquired loss is caused due to wound, or a serious illness, burn.

h. Other categories of persons with special needs.

Other categories that need adapted physical activity are those that have sentimental disorders, heart disease, diabetic, epileptic, and finally aged persons.

4. Adapted Physical Activity

Definition

Adapted Physical activity, (APA), is a branch of Physical Activity that is placed between the lines of Special Training. It concerns persons with physical or/and mental disability, orthopaedic and health problems, the third age people, people coming from degraded environment, and mental diseases.

As an additional branch of the physical training targets to the maintenance and the preservation of the physical and mental health. into gaining movement skills and to the development of physical skills, to the recreation and development of the spare time, and also to the socialization of the person.

Special Targets of APA

The main aim of APA is the reduction of negative attitudes towards people with disabilities. The most significant factors that contribute to the development of negative attitudes are:

- a) Stigmatization: which refers to the special treatment, the intense criticism of the society towards people whom are taught to be “different”;
- b) Stereotypes: which are manifested with the creation of impressions for different kind of people without identifying the special characteristics.
- c) Prejudice: refers to the shaping aspects beforehand, being influenced by others and without any special knowledge which leads to discriminations and classifications.

Positive ways of handling negative attitudes:

- a) Focus on the similarities rather than the differences
- b) Accept all people as a part of humanity
- c) Adoption of an anthropocentric philosophy.

5. Organisation of APA in Greece

In Greece until now sports were in the hands of the [General Secretariat of Sports](#) as an umbrella of all sports for individuals with special needs, and the [Ministry of Education](#), responsible of educational matters. In each of the 16 regions of Greece there are local governmental bodies, Offices of Physical Education and

Sports, appointed from the central government. These local offices also carry out the responsibility of the recreational activities and sports for all.

G.N.C.A.S the greek national committee of adapted sports

Currently four officially **sports federations** for individuals with disabilities exist:

Panhellenic Sport federation for people with Special Needs (P.A.O.M.)

1 Millerou Str. - 10436 Athens.

Panhellenic Sport Federation for people with Motor Disabilities (P.A.O.K.A.)

Greek Federation for Deaf People (E.O.A.K)

57 Solomou Str. - 10432 Athens

Federation of Greek Wheelchair Basketball players (O. E.K.M.C.)

Special Olympics are organized in Greece since 1987 and its organization is independent from other Sport Federations of Greece. As a main target it has to provide opportunities for training and taking part in several Games.

The Paralympic Games is an elite sport event in terms of both the organization and the actual competition. The organization of the Paralympic Games will be organized in accordance to the [International Paralympic Committee \(IPC\)](#).

Wheelchair basketball is among the most popular sports in Greece and there are 14 wheelchair basketball associations, among them the [Hellenic Basketball Federation](#) en [HEBA](#). Every year a national championship tournament as well as the Final Four take place and the National Team represents Greece in several international games.

[Athens 2004](#)

Greek Association of People with Visual Impairment

31 Veranzerou Str. - 10432 Athens

Greek Association of People with Paraplegia

39 Giannari & Paraskevopoulou Str.- 104445 Kato Patissia, Athens

[Sport organisation for disabled sports in Libadeia](#)

[Directory for the disability related internet sites](#)

5.1.1 Structure of Greek Educational System

Education in Greece is compulsory for all children 6-15 years old; namely, it includes Primary (Dimotiko) and Lower Secondary (Gymnasia) Education. The school life of the students, however, can start from the age of 2.5 years (pre-school education) in institutions (private and public) called "Vrefonipiakoi Paidikoi Stathmi"

(crèches). In some Vrefonipiakoi Stathmoi there are also Nipiaka Tmimata (nursery classes) which operate along with the Nipiagogeia (kindergartens).

Attendance at Primary Education (Dimotiko) lasts for six years, and children are admitted at the age of 6. Along with the regular kindergartens (Nipiagogeia) and the Dimotika, All-day primary schools are in operation, with an extended timetable and an enriched Curriculum.

Post-compulsory Secondary Education, according to the reform of 1997, consists of two school types: Eniaia Lykeia (Unified Upper Secondary Schools) and the Technical Vocational Educational Schools (TEE). The duration of studies in Eniaia Lykeia (EL) is three years and two years (a' level) or three years (b' level) in the Technical Vocational Educational Schools (TEE). Mutual student transfer from one type of school to the other is possible.

Along with the mainstream schools of Primary and Secondary Education, Special Nipagogeia (kindergartens), Dimotika, Gymnasia, Lykeia and upper secondary classes are in operation, which admit students with special educational needs. Musical, Ecclesiastical and Physical Education Gymnasia and Lykeia are also in operation.

Post-compulsory Secondary Education also includes the Vocational Training Institutes (IEK), which provide formal but unclassified level of education. These Institutes are not classified as an educational level, because they accept both Gymnasio (lower secondary school) and Lykeio (upper secondary school) graduates according to the relevant specializations they provide.

Public higher education is divided into Universities and Technological Education Institutes (TEI). Students are admitted to these Institutes according to their performance at national level examinations taking place at the second and third grade of Lykeio. Additionally, students are admitted to the Hellenic Open University upon the completion of the 22 year of age by drawing lots.

The following graph presents concisely the structure of the Greek education system, as it consists of institutions of the formal, classified or unclassified education.

Formal education is characterized by the fixed length of study, the possibility of repetition and the award of a formal school-leaving certificate which is the official authorization.

As a consequence of the classification of the education institutions, a title (school-leaving certificate, degree etc.) is compulsory for students at each education level in order to continue to the next.

It should be outlined that the graph offers a general overview of the education system with its main aspects being supervised by the Ministry of Education and which form the major part of it. However, a broader analysis shows that the total of the education services provided for in Greece form a much more complex, multilevel and differentiated infrastructure. Moreover, many other educational services, classified or unclassified, are provided for in the formal education system, either in co-operation with it or completely independently.

Labour market	
Higher Education	
Postgraduate studies(Universities, TEI- Hellenic Open University) - Hellenic Open University	
Universities	
Conventional ----- Technological Education Institutes (TEI)	
Secondary Education	
Lykeia: - Musical - Ecclesiastical (self sufficient and autonomous) - Physical Education Schools B' grade - Special A' grade	TEE: B and A Level C and B Level
	IEK
GYMNASIO: (General, Musical, Ecclesiastical, Physical Education, Special) compulsory education	
Primary Education	
DIMOTIKO (mainstream, All-day, Special)	
NIPIAGOGGIO (mainstream, All-day, Special)	
NIPIAKA TMIMATA	
PAIDIKOI STATHMOI	

5.1.2 Organisation of Greek Special Education

Children with special educational needs (SEN) are considered those with increased difficulty in learning and adaptation due to physical, emotional, psychological and mental problems. The attendance of students with special education needs may begin at the age of 4 and extend their education, depending on the learning difficulties of the students, after their 22 year or to start from the completion of their school age which is specified for attendance in ordinary schools. According to Law 2817/2000, article 1 special cases are ascertained by Centers of Diagnosis, Classification and Support (K.D.A.Y). There are separate schools for each of the following categories:

1. Mental retardation
2. Sensorimotor disabilities (blind & deaf)
3. Motor impairments and health problems
4. Speech and language problems
5. Learning disabilities
6. Emotional disturbances

In the age of 14, students with disabilities depending on their potential, have the opportunity to attend either Technical Vocational Institutes (TEE) or Laboratories of Special Vocational Education and Training (EEEEK).

For the organisation of the educational system there are three Ministries which are involved in the education of children with disabilities in Greece.

The Ministry of Health(responsible for the institutions)

The Ministry of Education(responsible for the public schools)

The Ministry of Culture/General Secretariat of sports (responsible for competitive sports).

Education in public schools can be offered in at least 4 settings:

In inclusive classes within the public school. In this environment the children with disabilities have to be evaluated, before their entrance, by a group of specialists (elementary school teacher, secondary school teacher, psychologist, medical doctor).

In special classes within the public school.

In special classes within the hospital/institutions

In house

There are separate public schools for some categories for persons with disabilities. Those are elementary and secondary for the Deaf, elementary and secondary for the Blind, elementary and secondary school for the children with cerebral palsy.

Several laws were in effect during the last decades in Greece, mandating free and public education of all children with special needs. The Ministry of Education submitted a Landmark Law however, which was enacted by the Greek parliament on May 2000 Public Law 2817 "Education of children with special educational needs" mandated the free education of children with special needs in kindergarten, elementary, secondary school age children in different curriculum model. The structure of the education of individuals with disabilities in Greece as well as the legal definition of Adapted Physical Education is included in this Public Law. This law mandates the education of these individuals in public schools, in special schools and in vocational schools in elementary and secondary level.

By Law, every state in Greece (54 in total) has an evaluation team responsible for evaluation and assessment of SEN students.

* 1 elementary school teacher

* 1 secondary school teacher

* 1 psychologist

* 1 medical doctor

* secretary

* physiotherapist and school workers

In addition school administrator, parents, and PE teacher often decide upon the participation of SEN students in PE classes.

5.1.3 Statistics

<i>Special schools</i>	<i>Special schools</i>	<i>Students</i>
<i>Special kindergarten</i>	<i>107</i>	<i>428</i>
<i>Special primary school</i>	<i>155</i>	<i>3.400</i>
<i>Special classes in kindergarten</i>	<i>74</i>	<i>352</i>
<i>Special classes in primary schools</i>	<i>920</i>	<i>12.500</i>
<i>Special lower secondary school</i>	<i>9</i>	<i>270</i>
<i>Special upper secondary school</i>	<i>4</i>	<i>120</i>
<i>Technical Vocational Special Educational Schools</i>	<i>8</i>	<i>95</i>
<i>Special classes in lower secondary school</i>	<i>68</i>	<i>420</i>
<i>Special classes in upper secondary schools</i>	<i>10</i>	<i>65</i>
<i>Special classes in technical vocational educational schools</i>	<i>2</i>	<i>15</i>
<i>Institute of special working qualification and training</i>	<i>52</i>	<i>920</i>

Categories	Students
1. Students with learning disabilities	12.412
2. Students with mental retardation	2.859
3. Students with complex cognitive, emotional and social difficulties	852
4. Students with neurological and orthopedic disabilities	785
5. Students with autism	458
6. Deaf and hard-hearing students	592
7. Blind students	115
8. Other categories of students with special needs	512
Total	18.585

5.1.4 Adapted Physical Education (APE)

[Special Education](#)

Education for trainers/ teachers

Physical education teacher's preparation is been considered a very important issue within the Greek educational system. The main responsibility of this education is undertaken by the Departments of Physical Education and Sports Sciences. There are five such Departments in Greece:

[Aristotle University of Thessaloniki, Thessaloniki](#)

[Aristotle University of Thessaloniki, Serres](#)

[Kapodistrian University of Athens, Athens](#)

[Demokriton University of Thrace, Komotini](#)

1. University of Thesalia, Trikala.

All the above mentioned departments offer courses on APA (Adapted Physical Activity) (3 to 6 credit hours), as well as specialisation in this area (ranging between 6 to 12 credit hours). The degree is on physical education with an emphasis / specialisation on APA. Students are trained in the methodological aspects of working with different disabilities, both theoretical courses and practical sessions.

All Departments also offer a masters and a PhD degree on APA (40 to 50 credit hours) and a PhD Degree. During the last decade many students wish to specialise in this area and are interested in continuing their studies at a postgraduate level in Greece as well as abroad.

Physical Education teachers who already work in public schools, have the opportunity to be re-educated through seminars and conferences which are organized through the [Ministry of Sports](#) and the [Ministry of Education](#).

P.E graduates have ongoing opportunities to become informed about the recent developments on APA. Several conferences and seminars are organised through the Ministry of Sports, Ministry of Education, and the five Departments of PE . For example: the Aristotle University of Thessaloniki, Department of PE, organised the 3rd European Conference on APA in 1998. During such conferences however PE teachers can obtain only certificate of attendance and not an official degree.

5.2 Paralympic Sport

5.2.1 Paralympic Sport in Greece - Historical Review

Competitive Sport for disabled people started developing in Greece after 1976. From 1983 until 1990 sports for disabled people began little by little to rise. The evolution of the special sport programs in conjunction with the sporadic actions of the sport sectors of the unions for the disabled place the first base for the development of sports. A simple participation in physical exercise turns into participation in specific sports such as swimming, track and field, basketball etc.

Consequently, with the Presidential Decree 77/1985, 'Regulations of the SGS' the department of special sports is established and begins to operate as an organic unit. Therefore, clubs are formed with the support of the State.

In 1987 SGS organized the 1st Panhellenic Championship for people with disabilities. The establishment of the organization and holding of annual Panhellenic Championships provided the opportunity to athletes to stand out. Their strenuous efforts and dedication led them in distinctions in international level.

According to Law 2433/1996 'Sports federations may be established, provided there are corresponding world sports federations recognized by the International Paralympic Committee (IPC)'. As a result of this Sport Federations were also established so as the disabled sport structure then adopted the following form: sport clubs and sport federations for the Disabled, National Committee for Sports for the Disabled, where all the categories of disabilities participating in IPC plus the categories of the Deaf, Transplant and Dialysis athletes, are represented.

Participation of Greece

Greek athletes won the first medals to the Paralympics games of Seoul in 1988 and they gain 1 silver medal and 3 copper medals. In 1992 to the Paralympics games of Barcelona they won 2 silver medals and 1 copper medal. Whereas, in 1996 to the Paralympics games of Atlanta they won a golden medal, 1 silver medal and 3 copper medals.

In 2000, to the Paralympics games of Sydney, the Greek team took part with 71 people (42 athletes). Greek athletes participated in specific sports such as track and field, swimming, weight lifting, basketball and judo. The Greek team in Sydney won 11 medals.

In 2004, to the Paralympics games of Athens, Greece took part with 137 athletes who managed to win 20 medals. They won 9 more medals beside these medals who won in Sydney. The Paralympics games of Athens reflected the competitive sport for disabled people.

In 2002 to the Salt Lake City, was the first participation of Greek athlete to the Paralympics Winter Games. Also, the Greek team took part to the second Paralympics Winter games which held in Torino.

5.2.2 Greek legislation for Paralympic Sport

According to the basic Greek Law for disabled sport 2725/1999, article 29:

- Competitive Sport for the Disabled lies under the protection of the State (para. 1).
- Clubs for disabled people can be recognized as Special Sport Clubs after having taken part in a Panhellenic Championship for disabled people during the last two years and the total number of its athletes must be at least fifteen (para. 3)
- In order for a special sport federation to be established, at least five special recognized sport clubs need to participate in it and also there must be a correspondent world sport federation (para. 4).
- People with disabilities are allowed to be members of special sport clubs and are classified by a special committee which is constituted by the familiar sport federation (para. 5).
- The profession of disabled coaching is allowed to be practiced by coaches who possess a special permission, that is are graduate students of Greek Departments of Physical Education and Sport Science or equivalent universities of abroad. In addition, elite athletes having conquered the first until the eighth position in the Olympics and the first until the third position in a World Championship are permitted to be coaches in disabled sports only after the graduation of a special school (of Law 2725/1999, article 31 para. 4)(para. 7).
- Technical officials in special sport events are defined technical officials of the familiar sport, who have attended special seminars of the corresponding sport federation of disabled people (para. 8).

According to Law 2725/1999, article 29 para. 9 (after the recent reform of Law 3207/2003:

Private legal entity is established labeled 'Hellenic Paralympic Committee'. The plenary session of the administration of HPC is composed by ten elective representatives of HDSF, who represent equally the categories of the disabilities such as they forecasted from International Paralympic Committee (IPC), one representative of Hellenic Olympic Committee (HOC), one representative of SGS, three paralympians and four important personalities defined from the Ministry of Culture.

The objects of HPC are the following:

a) development and promotion of Paralympic movement in Greece, b) representation in IPC, c) introduction of legislative measures and reformations for every subject concerning disabled sport, d) selection of the Hellenic Teams that represent Greece at the paralympic games, e) observation and administration of sport venues, so as to ensure the accessibility of Kinetic Disabled and Blind athletes, f) incentive to people with a disability and encourage especially to young people to get actively involved in sports and athletic activities, g) opportunity for people with a disability to reach their maximum athletic potential and achieve excellence in sport inspiring through their achievements, h) preparation and participation of National Teams in International competitions and the Paralympics, i) supports the socialization and the equal integration of persons with a disability into Greek society, j) Consultation about the finance should be give to HDSF and the other sport clubs from Greek State, k) Consultation on the criteria for the subsidization of disabled sport clubs.

5.2.3 Structure of Paralympic Sport in Greece

The Hellenic Paralympic Committee (HPC) is the authority responsible for the development and promotion of the Paralympic Movement in Greece. It oversees the selection and formation of the Hellenic Teams that represent Greece at the Paralympic Games. It promotes the Paralympic movement in Greece and offers incentives to people with a disability and encourages especially young people to get actively involved in sports and athletic activities.

The HPC offers opportunities for people with a disability to reach their maximum athletic potential and achieve excellence in sport inspiring through their achievements. Supporting a wide range of activities from recreational sport to high performance athleticism for people with a disability, the Hellenic Paralympic Committee strives to offer encourage and support people with a disability to take part in sports and feel the joy of sport. Through this process it supports the socialization and the equal integration of persons with a disability into Greek society.

Under the authority of HPC lie two sport federations:

1. Hellenic Disabled Sports Federation (HDSF)
2. Hellenic Wheelchair Basketball Federation (HWBF)
3. 'Hellenic Athletic Federation of the Deaf (HAFD), which functions under the shield of SGS and is being controlled, supported and financed by the Ministry of Culture.

Finally, in Greece there are two independent organizations-clubs:

- a) The Special Olympics
- b) Two sports clubs of renal problems, labeled: i) *SAN* & ii) *Dromeas*

Hellenic Disabled Sport Federation (HDSF)

HDSF established in 2002. It is regulated by the law 2725/1999, article 29 Para. 4 and it represents all the categories of athletes with disabilities:

Intellectual disability

Blind and visually impaired

Cerebral palsy

Quadriplegia

Spinal cord Injury

It is responsible for all the paralympic winter and summer sports and other sports that are not included to the paralympic games. HDSF is member of all the International Disabled Sports Federation (IBSA, CP-ISRA, ISMWSF, ISOD, INAS-FID) and represents all sports of Greece.

Greek athletes participate to the National Championships for disabled people, to International and Pan-European Championships and to the Paralympic Games. Its forces include 60 athletic clubs.

SPORTS

The sports that the HDSF is responsible for, are the following:



Wheelchair tennis



Weightlifting on the bench



Table tennis



Goalball



Riding



Swimming



Basketball



Boccia



Fencing wheelchair



Volleyball



Football (7x7)



Football for the blind (5x5)



Cycling



Rugby wheelchair



Shooting



Truck and Field



Judo for the blind



Archery



Chess for the blind



Winter paralympic games



Dance for the blind

Hellenic Wheelchair Basketball Federation

In 1988 the wheelchair basketball began for the first time in Greece from two sport clubs. In 1995 the Hellenic federation organized in Athens the first panhellenic championship wheelchair basketball. In 1998 the general secretariat of sport recognized the above federation as an autonomous one, which has it's own rules, laws and it is responsible for the development of sport in national and international level. HWBF is member of International Wheelchair basketball Federation and also member of FIBA. At this moment in Greece there are 14teams, which participate in Greek Championship A1 and A2 national category, which is organised by HWBF as well as Greek Cup. The total number of Greek wheelchair rbasketball players is approximately 250. The federation has in her forces Association of Wheelchair Basketball Technical Officials with 80 members, 5 of which are international technical officials.

Hellenic Athletic Federation Of The Deaf(HAFD)

HAFD established in 1988 recognized by the Greek State on July 1999 and is regulated by the Law 2725/1999, article 29 para. 4. HAFD is a member of:

C.I.S.S. (Committee International des Sports des Sourds). C.I.S.S is an acknowledged organization from International Olympic committee and it is recently acknowledged from Hellenic state with the law 2947/2001.

E.D.S.C.O (European Deaf Sports Organization)

HAFD it is not a member of Paralympic committee and it is not participate with the other disabled athletes of Paralympic Games.Championships are only for deaf athletes and organized by C.I.S.S. and E.D.S.C.O.The federation has 1200 members and it has 8 sport clubs

SPORTS OF H.A.F.D.

a)swimming, b)track and field, c)men's-women's football, d)bowling, e)shooting and Tae Kwon Do.

Special Olympics

Special Olympic Hellas is an athletic and educational organization.It is established in 1987 for people with intellectual disability regardless of the standard of IQ. Although, they preserve a competitive character and it gives them the opportunity to participate in games. The organizations philosophy is that these persons, with good job, they can create skills and they can enjoy the participations in individually or in group's sports. S.O.H. believes that these persons receive advantages physically, socially and mentally. Their families become more hopefulness and the social total face them with respect and honor.In Greece, the organization has been operating since 1981 and approximately 7,000 people take part in these competitions in local, regional, inland, European and worldwide games.

5.3 Rehabilitation for people with disabilities and chronic diseases

The term "Rehabilitation" means the provision of health services for patients who need physical recovery and they suffer from muscle, respiratory, circulatory, nervous and skeletal problems as well as mental retardation and chronic diseases. In Greece, there are two types of rehabilitation and physical recovery programs: medical rehabilitation and rehabilitation through activities and sports. These programs have been developed through the two most important types of rehabilitation organizations, Public Health Care Centres (under the MHW) and Private Health Care Institutes. During the past four years, some of the Greek laws concerning rehabilitation and physical recovery have been revised (mainly structure changes were held), and many new centres have been founded in every region of Greece.

5.3.1 Public Health Care Centres

A. The centers of rehabilitation and recovery (CRR) are independent and self-sustaining units which provide health care services to external or internal disabled patients with muscle, respiratory, circulatory and nervous problems that complete the prerequisites (Law 2072/1992). These centers use recent technologies and new methods of medical rehabilitation and physical recovery.

B. There are also four Rehabilitation Centers for Physical and Social Recovery (RCPSR) and one Rehabilitation, Recovery and Social Support Center for disabled people. Additionally, three more RCFSRs have been functioned recently and the MHW is currently in the process of supplying them with the necessary resources. The main purpose of RCFSRs is to facilitate functional rehabilitation, physical recovery, and social integration. Additionally, there are some other centers with appropriate infrastructure and special services.

C. There are 24 Centers of Education, Social Support and Formation for people with disabilities (CESSF), and 18 of them are currently in operation. Their goal is to offer

functional rehabilitation, as well as education, consultation, job support and entertainment through sports.

D. There is also the National Confederation for people with disabilities (NCPWD) which offers many different services and as a part of them a various number of programs of medical rehabilitation and rehabilitation through activities and sports.

E. According to Law 2817/2000, 54 centres of diagnosis, classification and support for children were founded in many regions of Greece, and are in co-operation with CESSF.

5.3.2 Private Institutions

Law 2072/1992 provides a number of adequate factors that are important, in order for a Center of Rehabilitation and Physical Recovery to be established.

There are many Private Institutes for Rehabilitation in Greece and most of them are supported financially from the State. They mainly offer medical rehabilitation and physical recovery through physical activities.

The total number of public and private centers-institutes in Greece that offer several services and rehabilitation is 288. In addition there is a large number of erudition centers that lie under the MHW.

Finally, many different services are offered -as well as rehabilitation- from a large number of individual Confederations for disabled people.

5.4 Recreational programs for people with disabilities

5.4.1 Program ‘Together’

The organization of Youth and Sports (O.Y.S) of Municipality of Athens develops a complete action service for people with disabilities with a top headline ‘TOGETHER’

The O.Y.S of Municipality of Athens provides to people with disabilities free athletic activity in most of its sports facilities and also promotes a program of ‘autonomous accessibility’ for all of its spaces.

People with kinetic, intellectual and other disabilities have the privilege to occur sport and entertain themselves throughout programs of O.Y.S and to participate in all the activities and other programs of the Organization. People with disabilities have also the potential to develop skills and participate equally in the community throughout various actions of sports section, social program section and also throughout public offices who have adjusted sport and cultural activities for people with disabilities.

In cooperation with the General Sports Office, the National Institute of Deaf people stands by all the special schools of Athens empowering its actions by hiring special trainers. The Organization has built the first playground for people with disabilities.

Furthermore the O.Y.S gives the opportunity to people with disabilities (over 60%) for free sports, activity in the swimming pools and also the organization looks forward on making the sports facilities accessible for people with disabilities with the provision of special equipment. In view of modern lifestyle and researches’ outcomes concerning benefits of exercise in people’s health and their psychosocial condition, physical activity as a way of life

should be considered as one of the basic components for qualitative administration and vital utilization of leisure time.

With the intention of satisfying all people's needs for physical activity in Greece, General Sports Secretariat (SGS), in the year 1983, initiated a program labeled "Sports for All". This program constitutes an advantaged space of conjunction of the other two pylons of sport's development, which is Physical Education and Competitive Sport.

The main goal of this program, which has been spread out the last years in all over the country, is the amelioration of people's biological level, the development of athletic consciousness and recreation of people who participate in these programs.

5.4.2 Program 'Sports for All'

In 1983, General Sports Secretariat (SGS), initiated a program labeled 'Sports for All'. The main goal of this program is the amelioration of people's biological level, the development of athletic consciousness and recreation of people who participate in these programs.

The reformation in social and political reality of Greece during the last years, after the entry of approximately 1.000.000 financial immigrates, the undertaking of the Olympic and Paralympic Games of 2004, the legislative propulsion of social integration of disabled people (Act of school inclusion and psychiatric reformation), forced the State to turn its concern into special population's needs. In particular, attempts were made in order to give the opportunity in such populations to participate in social activities, from which they were excluded the preceding years. In these conditions SGS designed and implemented special programs in the framework of the program 'Sports for All'. These programs concern: 1.people with disabilities, 2.drug addicts, 3.people with psychiatric problems, 4.prisoners, 5.other groups which are not incorporated in Greek society.

The programs for people with disabilities address to people with mental and physical disabilities, sensory impairments, chronicle diseases and are taken place in schools, institutions (within or without school hours) and in adapted sport venues of every municipality. Their goals are: the right of participation in physical activity, decrease of the consequences that cause the disability, development of multiple abilities (motor and psychological), possibility of inclusion into society and psychological support. The programs for people with psychiatric problems address to people with emotional illnesses, psychological diseases, problems in adaptation and personality disorders caused of any reasons. The places which such programs are held are psychiatric hospitals, mental health centers and adapted sport venues of every region. These programs' aims are: promotion of health, integration and inclusion in society, amelioration of people's behavior, psychomotor development, communication potentials and recreation.

Throughout the last years programs for people with disabilities are realized in almost 49 prefectures. During the period 2001-2002 14 Teachers of PE (TPE) were employed, the period 2002-2003 about 18 TPE, while in the period 2003-2004 about 37. Respectively, in programs for people with psychiatric problems for the period 2003-2004 worked 21 TPE against 14 during the period 2001-2002 and 15 in 2002-2003.

TPE is an accredited Physical Educator with specialization in APA. Moreover, work experience, knowledge and postgraduate studies in the field are considered and provide them with credits for their selection. Depending on their credits, TPE are

hired from the Municipalities, although 100% of the salaries of TPE are supplied from SGS. Local Government Departments meet all the other expenses. Every employed TPE is possible to work until 30 hours per week, which means that they can teach in 10 classes (every class is held about 3 hours per week). Throughout 2003-2004 there has been 745 classes for people with disabilities while 45 classes for people with psychiatric problems. Finally, SGS' s financial support for the above programs was 1.000.000 Euros, while funding for the whole program 'Sports for All' was 7.000.000 Euros (that is 14%).

5.4.3 Other recreational programs

Separately from the approved special programs in the frame of the program 'Sports for All' SGS organizes some other recreational programs for special populations. Owing to lack of finances of the municipalities or maybe the fact that they wouldn't like to expand their activities into other residents outside their district, led SGS to create some supplementary programs on its own. In these programs it undertakes every task such as announcing of the proclamation, formation of the criteria of selection of TPE and their employment. SGS cooperates with centres of mental health and schools, but not through Municipalities. SGS sponsors the total expenses of the above activities. For the year 2004 these programs cost 500.000 Euros and especially 62 TPEs were hired for physical activities of disabled people. Working conditions for TPE are the same with special programs mentioned before.

Private as opposed to governmental organisations has until today attempted to organise structured recreational activities in Greece. Over the last ten years private travel agents that specialize in outdoor activities for all individuals have organised several recreational field trips. These agents often have the scientific support of Sports' Universities of the country (e.g. Serres) and as a result there have been implemented many programs over the last years.

The most popular sports in these programs are the swimming, track and field, basketball and soccer.

Finally, at spring time, some municipalities organise sport events, where people with disabilities participate. These are extra organisations that depend on the employ's mood and interest to further expand their activities. Such organisations proclaim programs success and strengthen people's athletic consciousness. However, last year (2004) these activities decreased because of lack of funds.

5.4.4 Structure of Special Recreational Programs

1. *Central Organisation Committee for Sports for All:* A special Committee created by Ministerial Decision under their aegis of the SGS ensures that the programs run smoothly and efficiently. It is responsible for the planning, co-ordination and approval of financing, as well as evaluation and supervision of program implementation.

2. *County Officer:* The County Officer is a TPE working in the public sector. His headquarters are the county's Physical Education Office or another location decided upon by the Prefect. The County Officer is appointed by the SGS. He is responsible for briefing and co-operating with Local Government Departments (level A), on matters relating to Sports for All programs. His task also includes co-operation with competent bodies at County level in matters relating to planning, potential further development of the "Sports for All" program,

co-ordination of activities with other sports organisations, promotion of the programs and raising the necessary funds.

At the end of the academic year, every municipality which is interested in applying programs regarding physical activities for special populations, place their suggestions in SGS via the Country Officer. After evaluating these suggestions SGS approves the number of classes according to their standards.

6. Research in APA in Greece

The research for the special education in Greece does not reflect the international reality, since the efforts that are made mostly from civilians or foundations that represent people with special needs or even the state every now and then, are not coordinated properly and mostly they do not provide the capability of using the results in a way that those may help into the creation of new programs or into the welfare of those little that already exist and sub-functioning. The universities studies lacks of studying educational programs for the training of specialists. Only individual lessons can be taught to the tutorial sections of the country which are not possible to cover the needs. The university research in matters that involve adapted physical activity has mainly historical character and is limited only into presentations of Adapted Physical Programs in Greece and elsewhere.

The very few studies that have been conducted are mainly individual efforts which are fading very often due to the fact that the state is not helping economically but also they has no other motive because those are not used for example to establish any kind of training programs. This private efforts has either financial or charity character, and reduces into some certain foundations which after all misappropriate the results.

7. Suggestions for the development of APA in Greece-Discussion

The directional that can be followed in order for the APA to grow in Greece nowadays is: a. Intense pre-graduate specialization of the teachers and the establishments providing APA which will have as a result the continuation of the group separation. b. Enrichment of the teachers training with APA elements in order for them to achieve higher levels into special needs confrontation into the ordinary classes in combination with post- graduate specialization.

A well organized program of APA can encourage the students who suffer from any kind of disability, in away to improve their physical and social condition, which usually is underestimated from their own surrounding environment but even worse from their own self. It's really important for the students with special needs to get in order to achieve a high level of self-effectiveness against their own classmates and also against their selves. The physical- training teacher can contribute in that point, by choosing targets and activities of an accepted level of difficulty, while the same time giving the proper feedback. Only when the self-effectiveness rises we can hope for positive and equal levels of interface between the students.

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