

Precarious teachers, disabled students:
The perception of inclusive education in the Greek context

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The education of disabled students in Greece has been established in accordance with the international standards for the constitution of "A School For All" (The Salamanca Statement 1994, Charter of Luxembourg 1996). However, the related legal framework was characteristically delayed and materialized with adversities, while the practices of inclusion were applied with weaknesses, gaps and discontinuities, facing intense criticism. These institutional deficiencies impede the complete inclusion of the disabled adolescents in the Greek school, as high rates of school dropout have been noticed. In this paper I argue that despite the current economic investment by the EU in special education, the devaluation and partial undermining of the educational system of disabled students is produced by and at the same time produces the dominant hierarchical relation between disability and able-bodiedness. Furthermore, the special education teachers face mostly precarious working conditions, which affect the relations they form with their students and the materialization of inclusive education.

Bio:

Soula Marinoudi studied Literature and Social anthropology. She took her Ph.D. from the Department of Social and Cultural Anthropology in 2014. Her research is concerned with the biopolitical regulation of disability and vulnerable subjectivities and bodies and the ways language and the body, meanings and senses, empathy and performativity intersect, with an emphasis on autism and the formation of autistic subjectivities. She has worked as a researcher in the European Research Programm "Rescue : Patterns of Resilience during Socioeconomic Crisis among Households in Europe and as a special education teacher.