



THE CHALLENGE OF INCLUSIVE EDUCATION: EXPLORING THE NEEDS OF GREEK TEACHERS

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Abstract:

Inclusive education has become a key priority in contemporary educational systems, highlighting the need to strengthen teachers' professional development in this field. The purpose of the present research is the investigation of the training needs of Primary Education teachers in Greece in relation to inclusion. The research was based on a sample of 683 Primary Education teachers in the region of Attica. For the data collection, a questionnaire was used, based on the tool of Symeonidou and Phtiaka (2009), adapted to the needs of the present research. The analysis was performed with the use of descriptive statistical techniques. The findings of the research demonstrate that teachers declare an intense need for training in all examined areas because they do not feel adequately prepared to respond to the complex demands of modern educational reality. Particularly high values were recorded in the differentiation of instruction and the support of students with learning difficulties and special educational needs; issues concerning the legislative and theoretical framework of inclusion follow. The findings highlight the need for designing specific training programs with an emphasis on experiential approaches which respond substantially to the needs of the school classroom.

Keywords: inclusive education, teacher training needs, differentiated instruction, special educational needs, teacher professional development

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1. Introduction

Inclusive education now constitutes a central pillar of modern educational policies internationally. It embodies the right of every learner to equal access to knowledge (United Nations, 2006; UNESCO, 2017). Inclusion is no longer treated as a simple pedagogical innovation, but as a broader socio-political development, which challenged the medical model of disability and recognized learner diversity as an inherent characteristic of school reality (Ainscow, 2005; Slee, 2011). From the Salamanca Statement (UNESCO, 1994) to the 2030 Agenda for Sustainable Development (United Nations, 2015), it was emphasized that inclusion constitutes a process of pedagogical and cultural transformation, within the framework of which educational practices are reshaped to respond to the needs of learners (UNESCO, 2017, 2020, 2022).

Despite institutional and political progress, the implementation of inclusion continues to constitute a complex and multi-factorial challenge. In the Greek educational reality, institutional interventions on inclusion coexist with long-standing structural weaknesses, such as inadequate staffing, limited available resources, and the difficulty of adapting teaching practices to learner diversity (Pappas et al., 2018; Zoniou-Sideri, 2016). At the same time, the literature highlighted that the initial education of teachers was often characterized by a theoretical orientation, without sufficient connection to teaching practice, a fact which led to feelings of professional insecurity and limited readiness for the application of inclusive practices (Ginja and Chen, 2021; Crispel and Kasperski, 2019). This gap between theoretical preparation and the practical demands of the classroom creates an urgent need for targeted professional development that moves beyond abstract concepts.

In this context, the continuing professional development of teachers emerges as a critical factor for the effective implementation of inclusion, as it contributes to the enhancement of knowledge, skills, and practices that respond to the demands of the modern school classroom. The investigation of the training needs of teachers acquires particular importance. The literature identified the most significant professional gaps in areas where theory is required to be transformed into teaching practice.

The purpose of the present article is the investigation of the training needs of Primary Education teachers in the region of Attica regarding issues of inclusion. At the same time, it is sought to highlight the importance of systematic training, taking into account the demands of the modern school classroom.

2. Literature review

2.1 Inclusive education

Inclusive education now constitutes a central pillar of modern educational policies, establishing the right to education as a fundamental human good for every learner, regardless of individual characteristics or needs (United Nations, 2006; UNESCO, 2017). The concept did not emerge as an isolated pedagogical innovation, but as a result of a historical and socio-political development, during which traditional perceptions of

"normality" were challenged and the need for recognizing learner diversity as an inherent characteristic of modern societies was highlighted (Slee, 2011). In this context, inclusion was inextricably linked with the principles of social justice and equality of opportunity, seeking the formation of educational systems that respond to the needs of all learners.

For a long period of time, the education of learners with disabilities was organized in segregative special education settings, which were based on the medical model of disability and attributed learning difficulties mainly to individual deficits (Oliver, 1996). This approach led to educational segregation and the exclusion of learners from the general school setting. Gradually, however, this perception was challenged, as significant researchers and international organizations supported that barriers to learning are not due exclusively to the characteristics of the learner, but arise from the interaction between the individual and the educational environment (Zoniou-Sideri, 2000; Ainscow, 2005). This evolution shifted the focus from the integration of the learner into the school toward the transformation of the educational environment, so that it responds to the educational and social needs of every learner.

International policy initiatives that highlighted inclusion as a key direction for educational systems constituted a decisive turning point. The World Declaration on Education for All in Jomtien highlighted the need for universal access (UNESCO, 1990), while the Salamanca Statement formed a new framework of action for the education of learners with special educational needs in the general school (UNESCO, 1994). Subsequently, the United Nations Convention on the Rights of Persons with Disabilities established inclusion as a fundamental principle of educational policies, underlining the obligation of states to ensure an inclusive educational system at all levels (United Nations, 2006). At the same time, it was pointed out that inclusion is not limited to school access, but extends to the active participation and learning progress of all learners (UNESCO, 2009).

In modern educational discussion, inclusive education is approached as a process of transformation of educational systems, which aims at identifying and removing the barriers that limit the presence, participation, and achievement of learners (UNESCO, 2022). From this perspective, inclusion does not concern only specific categories of learners, but the school community as a whole, promoting equality and the democratic function of education (Ainscow and César, 2006). This approach provides a coherent framework for understanding the processes, challenges, and goals of inclusive education in different educational environments.

2.2 Inclusive education in Greece

As Kyprianos (2008) pointed out, even before the economic crisis, addressing educational inequalities in Greece was particularly complex, as the school did not always possess clearly defined goals, while centralization limits the taking of initiatives on the part of teachers. In the same context, Kyprianos (2009) attributed these long-standing weaknesses to the function of the school as a "control mechanism," arguing that dominant ideological rigidities were reflected in the curriculum, school textbooks, and teaching practices, contributing to the system's inflexibility toward learner diversity. Although the

relevant discussion had already expanded to issues regarding the education of students with special educational needs (SEN), the transition toward inclusion encountered the limitations of a strictly hierarchical system, a fact that limited teachers' autonomy.

With this historically formed background, the implementation of inclusive education in Greece after 2010 evolved in an environment of intense socio-economic pressures. The prolonged economic crisis led to a decrease in GDP, a limitation of public spending, and a significant contraction of funding for education, with a direct impact on the function of supportive structures and the staffing of school units (OECD, 2018). From this perspective, despite the current institutional framework (Law 3699/2008, Law 4547/2018, Law 4823/2021), which prioritizes the principles of equality and accessibility, the implementation of inclusion continued to encounter entrenched structural weaknesses. Factors such as the high number of students per class, shortages in specialized staff, and the inadequacy of material and technical infrastructure maintained a significant gap between legislative provisions and daily educational practice.

At the level of practical application, Greek literature highlighted that the transition toward a substantive inclusion was hindered by endogenous deficits of the educational system. Zoniou-Sideri (2016) argued that Greek school culture continues to be based on traditional teaching forms that do not respond adequately to learner diversity, while the limited flexibility of the curriculum made the adoption of differentiated pedagogical approaches difficult. In the same context, Avramidis and Kalyva (2007) pointed out that Greek teachers maintained positive attitudes toward inclusion; however, incomplete professional training in special education issues limited their confidence and affected their competence to apply effective inclusive practices. Correspondingly, Pappas et al. (2018) recorded that the most fundamental barriers were linked to inadequate staffing, large class sizes, and limited access to supportive services.

At the same time, the systematic review of Sakellaropoulou et al. (2025) highlighted that recurring problems in Greek literature concern incomplete training, difficulties in differentiating instruction, and limited interdisciplinary collaboration, underlining the need for targeted interventions. These findings were also confirmed by recent research from the European Agency for Special Needs and Inclusive Education (2024) (henceforth European Agency). Within the framework of the project Promoting Inclusive Education in Greece – Phase II, it was highlighted that, despite institutional progress, the country continues to face critical challenges, such as incomplete funding, the instability of support structures, limited collaboration among professionals, and the absence of coherent mechanisms for the continuing professional development of teachers.

Overall, the Greek reality was characterized by an intense contrast between institutional evolution and practical difficulties of implementation. The economic situation, inadequate staffing, limited resources, and discontinuous support policies constitute constant challenges for the educational community. These data highlight the imperative need for strengthening support structures, training, and funding, so that inclusion becomes functional and effective in practice.

2.3 Inclusive competences of teachers

In recent years, international educational policy has attributed particular emphasis to the development of teachers' inclusive competences, recognizing that the effective implementation of inclusion depended to a large extent on their professional adequacy and their competence to respond to learner diversity (OECD, 2020, 2023; UNESCO, 2009). Professional development was no longer considered an optional process, but a moral and professional imperative, as teachers are called to function as agents of social justice within the school (Waitoller and Artiles, 2013). In this context, particular weight was given to a critical aspect of professional development, that of training, which functioned as the main driver for the cultivation of complex competences, such as critical reflection, the recognition of biases, and the adoption of a mindset of continuous learning (Darling-Hammond et al., 2017; OECD, 2021).

At a European level, the systematic effort to define these competences was reflected in the work of the European Agency, through the programs "Teacher Education for Inclusion" (TE4I) and "Teacher Professional Learning for Inclusion" (TPL4I) (European Agency, 2012, 2022). The TE4I program constituted the starting point of this effort, leading to the formation of the "Profile of Inclusive Teachers", which defined a coherent set of knowledge, skills, and attitudes and values organized around the following "core values": valuing learner diversity, supporting all learners, working with others, and continuing personal professional development (European Agency, 2012; Forlin, 2010). These "core values" composed a functional framework of competences, which was directly linked to the transformation of the teacher's role from a "transmitter of knowledge" to a "facilitator of learning" for a multidimensional student audience (Florian, 2014).

The evolution of this approach, as reflected in the subsequent TPL4I program (2018–2022), widened the scope from initial training to lifelong professional learning, highlighting that the development of inclusive competences did not constitute a static event, but a dynamic process enhanced through participation in learning communities and the exchange of good practices (European Agency, 2022; Shulman and Shulman, 2004). At the same time, particular importance was attributed to the collective dimension of development, as the responsibility for inclusion did not concern exclusively the individual teacher, but the school community and leadership as a whole (Ainscow and Sandill, 2010). Working with others, specifically the collaboration between general and special education teachers, emerged as a fundamental prerequisite for the formation of effective learning environments, overturning the traditional model of isolated teaching (European Agency, 2022; Friend and Cook, 2010). Overall, the transition from a fragmented training approach toward a continuous and collaborative training process is rendered necessary, as the development of inclusive competences constitutes a dynamic and constantly evolving process that requires systematic support.

2.4 Training needs of teachers

Teacher training constituted a central component of their professional development and emerged as a decisive factor for the transition from the theoretical acceptance of inclusion

to its substantial implementation in educational practice. Within the framework of lifelong learning, training was not limited to the transmission of knowledge or to fragmented information but extended to the cultivation of complex and specialized competences that allow teachers to respond effectively to the demands of the modern school classroom (UNESCO, 2017; OECD, 2020).

International literature highlighted that targeted professional support contributes substantially to the creation of learning environments that respond to the needs of all learners, simultaneously enhancing the professional adequacy and confidence of teachers (Sharma et al., 2012). At the same time, the existence of a significant gap between the provided training opportunities and the actual demands of school practice has been pointed out, as many teachers enter the profession with limited practical preparation regarding the management of diversity, a fact that intensifies the need for systematic and targeted training (Ginja and Chen, 2021; Forlin, 2010).

In this context, a particularly critical dimension of training needs concerns the support of students with learning difficulties and special educational needs. Teachers are called to respond to a wide range of learning profiles, a fact that renders the development of practical skills and strategies necessary to allow the substantial participation of all learners in the learning process. Specifically, the need for enhancing knowledge regarding ways of managing difficulties in learning and adapting instruction for students with different levels of readiness is highlighted (Avramidis and Kalyva, 2007; Elias and Northrop, 2023). At the same time, the increasing complexity of general classes reinforces the demand for familiarity with specialized interventions and teaching approaches, with teachers recognizing the need for further support in these areas in order to respond effectively to the challenges of inclusive education (Pappas et al., 2018; European Agency, 2022; Florian, 2014).

In direct connection with the above, particular emphasis is also given to the differentiation of instruction, which constitutes a basic tool for managing learner diversity. The adaptation of content, teaching methods, and educational means allows for the active participation of all learners, regardless of their learning characteristics, and contributes to the creation of a more fair and accessible learning environment (Tomlinson, 2014; UNESCO, 2020). However, despite the theoretical recognition of the importance of differentiated instruction, teachers point out the need for more specific and practically oriented training, which substantially supports its application in daily teaching practice. The challenge is identified mainly in the transformation of curricula into flexible and accessible learning scenarios, as well as in the adaptation of educational material and teaching activities so that they cover the range of the classroom's needs (Ionescu and Vršmaš, 2023; Bondie et al., 2019).

Finally, understanding the institutional framework and the theoretical background of inclusion constitutes an equally important dimension of training needs. Knowledge of the relevant legislation constitutes a fundamental prerequisite for the exercise of educational work with professional security and responsibility, as it ensures the correct implementation of the provided procedures and the protection of the rights of learners (United Nations, 2006; Zoniou-Sideri, 2016; Katsiyannis et al., 2001). At the

same time, understanding the theoretical and conceptual framework of inclusion contributes to the formation of a coherent educational approach, enhancing the competence of teachers to interpret their practical choices and to align with the principles of education for all. Overall, the training needs of teachers emerge as multidimensional and interconnected, reflecting the complex nature of inclusive education and underlining the necessity for continuous, systematic, and substantially oriented training, capable of effectively supporting the work of teachers in the modern school classroom.

3. Material and Methods

3.1 Purpose of the research and research questions

The purpose of the present research constitutes the investigation of the training needs of Primary Education teachers regarding issues of inclusive education. Based on this purpose, the following central research question is formulated:

- In which specific training areas do teachers consider that they need immediate reinforcement and support?

3.2 Research tool

For the data collection, a questionnaire was used, which was based on the research tool of Symeonidou and Phtiaka (2009). Specifically, the section concerning the investigation of teachers' training needs (in-service training needs) was utilized. The tool was adapted to the needs of the present research, maintaining the core of the questions regarding the differentiation of instruction, the theoretical background, and the legislation.

A significant differentiation from the original tool was the separation of the question concerning special educational needs into two distinct categories: a) learning difficulties and b) special educational needs. This modification was deemed necessary in order to reflect with greater clarity the specialization of teachers' needs, given that these two categories often require different types of teaching interventions within the Greek educational framework.

The tool allowed for the systematic and quantitative recording of teachers' training needs in key areas of inclusion, contributing to the prioritization of the fields where enhanced professional support is required.

3.3 Sample

A total of 683 Primary Education teachers serving in the region of Attica participated in the research. Of the total participants, 69.7% worked in elementary schools, while 30.3% staffed pre-school education units (kindergartens). The distribution regarding gender highlighted a clear predominance of women, who corresponded to 74.1% of the sample, compared to 25.8% of men. Regarding the age distribution, the highest percentages were concentrated in the 36–45 age groups (28%) and 26–35 age groups (27.5%), followed by the age categories 46–55 (21.1%) and over 55 (20.1%).

At the level of professional status, the majority of the participants (74.7%) were general education teachers, while 25.3% served in special education structures. As for the

years of service, 33.2% declared experience of over 20 years, 27.2% reported 1–5 years, 23.4% had 11–20 years of service, while smaller percentages corresponded to the 6–10 years category. Regarding the level of specialization in special education, 24.9% had completed an annual seminar (400 hours), 17.1% possessed relevant teaching experience in similar structures, 15.7% held a master's degree in specialization, and 2.7% were doctoral degree holders. At the same time, 22.4% declared possession of a master's degree in a subject not related to special education, while 17.2% reported an absence of further specialization.

Finally, the data concerning the teachers' direct contact with learner diversity presented particular interest. An extremely high percentage (96.9%) of the participants declared that they had or have a student with special educational needs in their classroom, a fact that confirms the systematic involvement of the sample in inclusive practices. Additionally, 24% of the teachers reported the presence of a person with special educational needs in their close family environment, an element that may contribute to the enhancement of their empathy and awareness toward issues of disability.

3.4 Reliability and validity

To investigate the training needs, five statements were used, which were evaluated through a seven-point Likert-type scale (1 = "Strongly disagree", 7 = "Strongly agree"). The choice of the seven-point scale was made with the aim of ensuring greater sensitivity in the teachers' responses and a more accurate recording of the sample's trends regarding the intensity of their needs.

Before the main data collection, a pilot application of the questionnaire was carried out on a sample of 52 teachers, in order to ascertain the clarity of the questions and the functionality of the scale. The Cronbach's α internal consistency index during the pilot phase amounted to 0.908, a value that indicated excellent reliability. In the main research, the reliability of the tool was retested and also presented a high internal consistency index ($\alpha = 0.875$), a fact that confirmed the statistical validity and the appropriateness of the tool for the specific population.

3.5 Data collection

The collection of primary data was carried out through a digital questionnaire, which was designed and hosted on the Google Forms platform. For the distribution of the tool, a multi-level approach was followed. Initially, following relevant information provided to the Directorates of Primary Education, the questionnaire was forwarded to the principals of the school units in the region of Attica, who undertook its promotion to the teachers of their schools. At the same time, social media (Facebook) were utilized with posts in specialized groups of Primary Education teachers, while sending via email to additional potential participants was also performed.

The selection of the sample was based on the convenience sampling method, which was enhanced by the snowball sampling method, as the participants were given the opportunity to forward the research link to colleagues who met the inclusion criteria.

This process led to the gathering of a final sample of 683 teachers. The data collection lasted from October to December 2024.

Regarding issues of research ethics, all provided procedures were strictly followed. The introduction of the questionnaire included a detailed information note regarding the purpose, content, and future utilization of the research results. There was an explicit assurance to the participants that their involvement in the research was completely voluntary and that their anonymity was fully ensured, as no personal identification data were collected. Finally, it was clarified that the data would be processed exclusively for research purposes, ensuring confidentiality and the protection of information.

The data analysis was based on descriptive statistical techniques, as the purpose of the research was the investigation and recording of teachers' training needs and not the investigation of causal relationships. At the same time, the choice of convenience sampling was deemed appropriate, due to the possibility of direct access to the teacher population and the facilitation of data collection within a limited period of time. The combined utilization of the snowball method further contributed to the widening of the sample and the enhancement of participation.

4. Results and Discussion

4.1 Statistical processing and data analysis

The processing and analysis of the collected data were carried out using the statistical package IBM SPSS Statistics (version 26). Initially, the internal consistency reliability of the scale was tested via the Cronbach's alpha index, in order to ensure the statistical validity of the measurements. Subsequently, descriptive statistical techniques were applied for the presentation of the data, which concerned the calculation of frequencies, percentage distributions, mean values (M), and standard deviations (SD).

4.2 Presentation of training needs

The present study focused on identifying the specific areas in which teachers recognized the need for further training support in the field of inclusion. To investigate the research question, the responses to five distinct statements were analyzed, which covered a range of themes, from the theoretical and legislative framework to practical applications in the classroom.

In order to reflect the prioritization of needs, the mean values of the responses for each statement were calculated. Subsequently, the mean values were classified in descending order, highlighting the areas where the training need was deemed most imperative, as well as the fields where a comparatively lower intensity was recorded. The aggregate results of the analysis are presented in Table 1.

Table 1: Teachers' training needs: mean scores and standard deviations (N=683)

	Mean (M)	Standard Deviation (SD)
I need more training regarding the recommended ways of differentiation (of instruction, content, material, etc.).	4.77	1.921
I need more training so that I can contribute positively to the education of students with learning difficulties.	4.76	1.936
I need more training so that I can participate in the education of students with special educational needs.	4.71	1.897
I need more training regarding the basic principles of current legislation on inclusion.	4.54	1.949
I need more training regarding the theoretical background of inclusion.	4.43	1.962

Note: M: Mean; SD: Standard Deviation.

The interpretation of the data was based on the logic of the seven-point Likert scale (1–7), with the value of 4 defined as the neutral point. Values higher than 4 indicate an increased perception of training need, while values lower than 4 reveal that the corresponding area is not perceived as particularly demanding by the participants. In the present research, all mean values were formed above the neutral point, a fact which shows that teachers recognize the need for further training support in all examined areas. The highest mean value was recorded in the need for training regarding the ways of differentiation of instruction, content, and educational material (M = 4.77). The needs related to the support of students with learning difficulties (M = 4.76) and students with special educational needs (M = 4.71) followed. Comparatively lower, but consistently above the scale's average, were the values concerning the knowledge of legislation for inclusion (M = 4.54) and the theoretical background of inclusive education (M = 4.43).

Overall, the results show that teachers prioritize training needs linked to practical aspects of inclusion higher and those concerning theoretical and legislative dimensions lower.

4.3 Results and discussion

The findings of the present research highlight that teachers clearly prioritize their training needs, attributing extremely high importance to needs directly linked to the practical implementation of inclusion. The most intense recording of needs is identified in the desire for training in the ways of differentiation of instruction, content, and material. At the same time, teachers' intention to be trained so that they can contribute substantially to the education of students with learning difficulties, as well as to participate actively in the support of children with special educational needs, is deemed equally important. These trends suggest that the teaching body seeks, as a priority, applicable tools for the daily demands of the classroom, while appearing comparatively less focused—although interest remains consistently high—on the purely theoretical background of inclusion or the principles of current legislation.

The comparison of these data with international literature reveals a remarkable convergence of views. The prioritization of practical needs over theoretical ones constitutes a global phenomenon and aligns fully with the findings of Lushaj and Shatri

(2025), who point out that teachers internationally seek practical tools, expressing reservations toward programs that focus unilaterally on theory. This common stance demonstrates the universal demand of teachers for access to specialized expertise, which allows for the transformation of inclusive values into specific teaching practices within the school environment.

Furthermore, the difficulty in managing learner diversity recorded in our research emerges as a long-standing and international issue that transcends local educational systems. Correspondingly to Kimhi and Bar Nir (2025), who find that the limited connection between theory and practice creates gaps in the professional readiness of teachers worldwide, the data of the present research confirm that similar challenges are identified in the Greek population, highlighting a corresponding deficit in teaching readiness. This need for substantial bridging is also highlighted by the research of Ionescu and Vrăsmaş (2023), underlining that the lack of basic techniques for special education does not constitute a Greek exception, but a common concern of the educational community internationally.

Beyond teaching adjustments, the need for specialized training so that substantial participation in the education of students with special educational needs and learning difficulties becomes possible is confirmed by Smythe and Malet (2024), who report that teachers often feel inadequately prepared, resorting to improvisational practices. Correspondingly, Smythe (2025) records deficiencies in knowledge concerning the management of specific disorders. At the same time, Ginja and Chen (2021) highlight the need for the development of specialized skills, reinforcing the image of a teaching body that seeks practical tools to address the increasing complexity of the school classroom. As Tana et al. (2024) point out, these difficulties appear more intense among general education teachers, a fact that highlights the need for training approaches that focus on the development of applied tools.

The willingness of teachers to renew teaching practice, as evidenced by the intense demand for training actions, encounters, however, significant structural constraints. Theodoropoulos and Kiprianos (2020) underline that teachers possess strong intrinsic motivations for introducing innovations, particularly when these are linked to social contribution and their professional autonomy. Nevertheless, this intention faces the centralized nature of the Greek educational system. As Kiprianos and Theodoropoulos (2017) point out, the existing framework remains heavily centrally controlled, limiting the scope for the autonomy of school community members. From this perspective, the search for specialized knowledge on the part of teachers constitutes a necessary effort to overcome a traditionally rigid and restrictive institutional environment, which does not favor the undertaking of autonomous innovative initiatives. Therefore, providing teachers with practical inclusive tools is not merely a matter of knowledge acquisition, but a form of professional empowerment that enables them to navigate institutional rigidities effectively.

In summary, the findings of the present study confirm that teachers strongly recognize the need for training in all examined areas as a means of shielding themselves against institutional and practical barriers. However, their most significant professional

needs are identified primarily at the point where theoretical knowledge is required to be transformed into teaching practice. In this context, strengthening the practical dimension of training emerges as a decisive prerequisite for the substantial and effective implementation of inclusive education within the existing educational framework.

The present study contributes significantly to the understanding of training needs and the inclusive competences of teachers; however, certain limitations should be taken into account when interpreting the results. Initially, the choice of convenience sampling, combined with the uneven distribution of the sample regarding certain demographic characteristics, limited the possibility of full generalization of the findings to the entire teaching population. Furthermore, data collection was carried out exclusively through a self-reported questionnaire, a fact that may have introduced bias due to the phenomenon of social desirability in the responses.

5. Recommendations

The findings of the present study provide substantial evidence regarding the training needs of teachers and highlight the need for further deepening in this specific field. Future studies could focus on investigating these needs through mixed methodological approaches, utilizing the combination of quantitative and qualitative data in order to record with greater accuracy the experiences and challenges that teachers face within the framework of inclusive education. At the same time, the expansion of research to different geographical and educational contexts is deemed particularly important, as it can contribute to a fuller understanding of the factors that influence the development of inclusive practices.

6. Conclusion

The present study highlighted that Primary Education teachers recognize significant training needs regarding issues related to inclusive education. The results showed that the highest needs are identified in areas concerning the practical implementation of inclusion, such as the differentiation of instruction and the support of students with learning difficulties and special educational needs.

In contrast, lower, but existing, needs were recorded in areas related to the theoretical background and the legislative framework of inclusive education, a fact which suggests that teachers attribute greater importance to training actions directly linked to daily teaching practice.

Based on the above, the design of training programs focusing on the development of practical skills is rendered necessary, providing specific tools and strategies for managing learner diversity and the effective implementation of inclusive teaching. Through such interventions, teachers can enhance their professional adequacy and respond to the complex demands of the modern school classroom. Ultimately, bridging the gap between inclusive policy and classroom practice remains the most critical challenge for the future of the Greek educational system.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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