

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’  
Postgraduate Program  
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology  
in collaboration with  
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**COMPARISON OF THE OPINIONS OF PRIMARY AND SECONDARY  
EDUCATION' TEACHERS REGARDING THE MOST SERIOUS DIFFICULTIES  
OF PUPILS WITH LEARNING DIFFICULTIES IN THE EDUCATIONAL  
PROCESS**

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## **ABSTRACT**

During the recent years there has been a change in educational philosophy, which while initially focused on segregation, i.e. the creation of separate schools and classrooms for children with special educational needs, has now adopted the philosophy of inclusion and inclusive learning, where children with special educational needs are taught together with other children. The current philosophy is that the general - rather than the segregated - educational environment can offer invaluable opportunities for students with learning difficulties to have similar educational and social experiences with all other students. Of course, it should be noted that the overall strategy of inclusive education does not relate to a specific level of education, but crosses the entire education system, recognizing that learning difficulties persist throughout all of the educational levels. The purpose of the current study is to examine the views of primary and secondary school teachers regarding the most serious difficulties faced by students with learning difficulties in the educational process. The primary research does not record any significant differences in the views of teachers regarding the most serious difficulties. However, there are some discrepancies in teachers' assessments of the problems of students with learning difficulties to understand the behavior of others, and it should be noted that there is a difference between primary and secondary school teachers in terms of their experience with students with learning difficulties. Importantly, a significant percentage of teachers at both levels do not feel sufficient to educate students with LD, while noting that they lack support in their work.

**Keywords:** Learning disabilities, inclusive education, primary education, secondary education.

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