AN EXAMINATION OF THE HISTORY OF DEAF EDUCATION IN GREECE AND IN CYPRUS: DETERMINING FACTORS FOR ITS DEVELOPMENT

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Abstract

The history of deaf education worldwide has mainly focused on the oral versus sign language debate. Only minor attention has been paid to the historical context and background in which educational ideas and methods for teaching deaf children developed. Significant historical information about deaf education in Greece and in Cyprus began relatively late with the founding of the first schools for the deaf in the twentieth century. This paper will provide a comparative examination of the history of deaf education in Greece and in Cyprus by highlighting the most important events that have contributed to the development of the education of deaf people in both countries. Data for this paper were drawn from "official" sources (written documents), as well as from interviews with informants (teachers, parents, and deaf people) of Greece and Cyprus. The study has revealed that the history of deaf education in both countries has been eventful, and it has developed through major shortcomings and debates. Despite the fact that Greece and Cyprus are in close geographical proximity and the fact that their educational policies on various issues are quite similar, the main findings of this study show that a number of factors have led to the development of different provisions for deaf children in these two countries. Specifically, parents' lobbying, Deaf Community empowerment, various legal measures, available technology, and teachers' training backgrounds seem to be the major contributing factors for the establishment of a) bilingual education, and special units and schools for the deaf in Greece and b) oral education and inclusion in Cyprus.

Keywords: history, deaf education, Cyprus, Greek.

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Chinese
[Translation Shek Kam Tse]
世界範圍內的聾啞教育歷史主要集中在關於口語和符號的爭論，很少有人關注教育聾啞兒童的方法和理念的歷史和環境發展。關於希臘和賽普勒斯的聾啞教育歷史的重要研究都開始的相對比較晚，是與二十世紀第一所聾啞學校建立同時開始的。此文章將對比希臘和賽普勒斯聾啞教育歷史，特別針對一些重要的對兩國聾啞教育發展有重要貢獻的事件。本文中引用的資料是來自官方文獻以及對希臘及賽普勒斯的聾啞人群、家長和教師進行的訪談。此項研究揭示了兩國聾啞教育的歷史是多變的，伴隨著很多重大的缺陷和爭論。儘管希臘和賽普勒斯地理位置接近並且在重要的教育政策上也大致相似，此項研究顯示一些因素導致了這兩個國家發展出不同的聾啞教育的體系。值得一提的是，在a)希臘雙語教育和聾啞特殊教育學校和單位；和b)賽普勒斯口語教育上，家長的遊說、聾啞團體的力量、各種法律措施、現有的技術和教師的訓練背景似乎是重要的力量。

Dutch
[Translation Tanja Janssen]
TITEL. Een onderzoek naar de geschiedenis van het dovenonderwijs in Griekenland en op Cyprus. Factoren die bepalend zijn voor de ontwikkeling.
SAMENVATTING. De geschiedenis van het dovenonderwijs is voornamelijk gericht geweest op het debat over mondelinge taal versus gebarentaal. Er is maar weinig aandacht besteed aan de historische context waarin en achtergrond waartegen onderwijsopvattingen en methodes voor het onderwijs aan dove kinderen zich ontwikkelden. Betekenisvolle historische informatie over het dovenonderwijs in Griekenland en op Cyprus begon relatief laat met de stichting van de eerste scholen voor doven in de twintigste eeuw. Deze bijdrage zal een vergelijkende beschouwing geven van de geschiedenis van het dovenonderwijs in Griekenland en op Cyprus, door de belangrijkste gebeurtenissen te belichten die bijgedragen hebben aan het onderwijs aan doven in beide landen. Gegevens in deze bijdrage zijn verkregen zowel uit 'officiële' bronnen (schriftelijke documenten), als uit interviews met informanten (docenten, ouders, doven) uit Griekenland en van Cyprus. Het onderzoek laat zien dat de geschiedenis van het onderwijs aan doven in beide landen veelbewogen is geweest en dat het zich ontwikkeld heeft dankzij grote tekortkomingen en debatten. Ondanks de geografische nabijheid van Griekenland en Cyprus en ondanks het feit dat hun onderwijsbeleid op verschillende punten tamelijk overeenkomstig is, laten de hoofdbevindingen van dit onderzoek zien dat een aantal factoren in beide landen tot de ontwikkeling van verschillende voorzieningen voor dove kinderen heeft geleid. In het bijzonder lijken het lobbyen van ouders, emancipatie van de gemeenschap van doven, verschillende wettelijke maatregelen, beschikbare technologie, en de opleidingsachtergronden van leraren de belangrijkste factoren die hebben bijgedragen aan de totstandkoming van a) tweetalig onderwijs, en speciale cursussen en scholen voor doven in Griekenland, en b) mondeling onderwijs op Cyprus.
TREFWOORDEN: geschiedenis, dovenonderwijs, Cyprus, Griekenland.

French
[Translation Laurence Pasa]
TITRE. UN EXAMEN DE L'HISTOIRE DE L'ENSEIGNEMENT DES SOURDS EN GRÈCE ET A CHYPRE : DÉTERMINATION DE FACTEURS POUR SON DÉVELOPPEMENT
RÉSUMÉ. Partout dans le monde, l'histoire de l'enseignement des sourds s'est focalisée autour du débat entre d'un côté l'enseignement de l'oral et de l'autre celui du langage des signes. Peu d'attention a été portée au contexte historique et environnant dans lequel des propositions éducatives et des méthodes pour enseigner aux élèves sourds sont apparues. En Grèce et à Chypre, l'enseignement des sourds s'est développé de façon significative relativement tard, au vingtième siècle, lorsque les premières écoles pour les sourds ont été fondées. Cette étude propose un examen comparatif de l'histoire de l'enseignement des sourds en Grèce et à Chypre et met en évidence les événements les plus importants ayant contribué au développement de l'enseignement de personnes sourdes dans les deux pays. Pour cela, les données utilisées sont issues de sources "officielles" (documents écrits), ainsi que d'entretiens avec des acteurs (enseignants, parents et personnes sourdes), en Grèce et à Chypre. L'étude révèle que l'histoire de l'enseignement des sourds dans les deux pays a été riche en événements et s'est développée au travers d'erreurs importantes et de débats. Malgré la proximité géographique de la Grèce et de Chypre et le fait

que leurs politiques éducatives sur diverses questions sont tout à fait semblables, les principaux résultats de cette étude montrent qu'un certain nombre de facteurs a mené au développement de dispositifs différents pour les élèves sourds dans ces deux pays. Plus précisément, la pression exercée par les parents, l'émancipation de la Communauté Sourde, diverses mesures légales, la technologie disponible et la formation des enseignants semblent être des facteurs de contribution majeurs pour l'établissement a) d'un enseignement bilingue et d'unités spéciales ou d'écoles pour les sourds en Grèce et b) d'un enseignement de l'oral à Chypre.
MOTS-CLÉS : histoire, enseignement des sourds, Chypre, grec.

German

[Translation Ulrike Bohle]

TITEL. Eine Untersuchung der Geschichte der Gehörlosenerziehung in Griechenland und Zypern: Einflussfaktoren in der Entwicklung

ZUSAMMENFASSUNG. Weltweit hat sich die Geschichte der Gehörlosenerziehung auf die Debatte um gesprochene Sprache oder Gebärdensprache konzentriert. Dem historischen Kontext und Hintergrund der Erziehungskonzepte und -methoden für den Unterricht gehörloser Kinder wurde dabei wenig Aufmerksamkeit geschenkt. Signifikante historische Informationen über die Gehörlosenerziehung in Griechenland und Zypern gibt es erst seit der Gründung der ersten Gehörlosenschulen im 20. Jahrhundert. Dieser Artikel präsentiert eine vergleichende Untersuchung der Geschichte der Gehörlosenerziehung in Griechenland und Zypern, wobei die wichtigsten Ereignisse, die in beiden Ländern zur Entwicklung der Gehörlosenerziehung beigetragen haben, hervorgehoben werden. Die Datengrundlage bilden ‚offizielle' Quellen (schriftliche Dokumente) sowie Interviews mit Informanten (Lehrern, Eltern, Gehörlosen) aus Griechenland und Zypern. Die Studie zeigt, dass die Geschichte der Gehörlosenerziehung in beiden Ländern sehr ereignisreich verlief und sich durch eine Reihe von Versäumnissen und Kontroversen entwickelte. Die wichtigsten Befunde der Untersuchung zeigen, dass beide Länder trotz ihrer geographischen Nähe und ihrer in vielerlei Hinsicht ähnlichen Erziehungssysteme in diversen Bereichen sehr unterschiedliche Angebote für Gehörlose bereitstellen. Insbesondere die Elternlobby, die Ermächtigung der Gehörlosengemeinschaft, rechtliche Maßnahmen, verfügbare Technologien und die Lehrerausbildung scheinen ausschlaggebend a) für zweisprachige Erziehung sowie spezielle Gehörloseneinrichtungen und Schulen in Griechenland und b) für mündliche Erziehung und Inklusion in Zypern zu sein.
SCHLAGWORTER: Geschichte, Gehörlosenerziehung, Zypern, Griechenland

Italian

[Translation Manuela Delfino, Francesco Caviglia]

TITOLO. Un esame della storia dell'istruzione per i non udenti in Grecia e a Cipro: i fattori che ne hanno determinato lo sviluppo

SOMMARIO. A livello mondiale, la storia dell'istruzione per i non udenti si è concentrata principalmente sull'opposizione tra il linguaggio orale e linguaggio dei segni. Una scarsa attenzione è stata dedicata al contesto storico e al contesto in cui si sono sviluppate le idee educative e i metodi per insegnare ai bambini sordi. Significative informazioni sulla storia dell'istruzione ai non udenti in Grecia e a Cipro hanno iniziato a circolare relativamente tardi, con la fondazione delle prime scuole per sordi istituite nel XX secolo. In questo contributo verrà presentato un esame comparativo della storia dell'educazione ai sordi in Grecia e a Cipro, mettendo in evidenza gli eventi più importanti che hanno contribuito allo sviluppo dell'istruzione ai non udenti in entrambi i paesi. I dati di questo documento sono stati ricavati da fonti "ufficiali" (documenti scritti), nonché da interviste con informatori (insegnanti, genitori, e non udenti) provenienti dalla Grecia e da Cipro. Lo studio ha rivelato che la storia dell'educazione ai sordi in entrambi i paesi è stata ricca di eventi, e si è sviluppata attraverso gravi limitazioni e dibattiti. Nonostante la Grecia e Cipro siano geograficamente vicine e le loro politiche educative su diverse questioni siano abbastanza simili, i principali risultati di questo studio mostrano che un certo numero di fattori hanno portato allo sviluppo di diverse disposizioni per i bambini sordi in questi due paesi. In particolare, l'influenza politica dei genitori, il rafforzarsi della comunità dei non udenti, i diversi provvedimenti legislativi, la tecnologia a disposizione, e il background nella formazione degli insegnanti sembrano essere i principali fattori che contribuiscono all'affermazione a) di un'istruzione bilingue, e di unità speciali e scuole per sordi in Grecia e b) di un'istruzione oralista e inclusiva a Cipro.
PAROLE CHAIVE: storia, istruzione ai non udenti, Cipro, Grecia.

Polish

[Translation Elżbieta Awramiuk]
TITUŁ. Badanie historii edukacji głuchych w Grecji i na Cyprze: decydujące czynniki rozwoju
STRESZCZENIE. Historia światowej edukacji głuchych skupiała się głównie na debacie wokół języka mówionego i języka migowego. Niewielką wagę przykładano do historycznego kontekstu i środowiska, w którym rozwijały się edukacyjne idee i metody nauczania dzieci niesłyszących. Istotne informacje historyczne na temat edukacji głuchych w Grecji i na Cyprze zaczęły się pojawiać stosunkowo niedawno wraz z powstaniem w wieku dwudziestym pierwszych szkół dla osób niesłyszących. Niniejszy artykuł relacjonuje badania porównawcze nad historią edukacji głuchych w Grecji i na Cyprze poprzez wyeksponowanie najważniejszych zdarzeń, które przyczyniły się do rozwoju tej edukacji w obu krajach. Dane zostały zaczerpnięte z oficjalnych źródeł (dokumentów pisanych) oraz z wywiadów z informatorami (nauczyciele, rodzice, głusi) z Grecji i Cypru. Badania wykazały, że historia edukacji głuchych w obu krajach obfitowała w wydarzenia i że w miarę rozwoju tej edukacji wykryto i przedyskutowano jej istotne wady. Pomimo faktu, że Grecja i Cypr są położone blisko siebie, a ich polityka edukacyjna w wielu aspektach jest podobna, wyniki badań wskazują, że pewne czynniki doprowadziły do rozwoju różnej opieki edukacyjnej nad dziećmi niesłyszącymi w tych dwóch krajach. Szczególnie istotnymi czynnikami wydają się: lobbowanie rodziców, siła Wspólnoty Głuchych, rozmaite regulacje prawne, dostępna technologia oraz sposób kształcenia nauczycieli. Wpłynęły one na ukształtowanie się 1) edukacji bilingwalnej, specjalnych klas i szkół dla dzieci głuchych w Grecji oraz 2) edukacji ustnej i kształcenia integracyjnego na Cyprze.
SLOWA-KLUCZE: historia; edukacja osób niesłyszących; Cypr; Grecja

Portuguese

[Translation Sara Leite]
TITULO. EXAME DA HISTÓRIA DA EDUCAÇÃO DE SURDOS NA GRÉCIA E NO CHIPRE: FACTORES DETERMINANTES PARA O SEU DESENVOLVIMENTO
RESUMO. A história da educação dos surdos no mundo tem sido essencialmente centrada no debate entre a linguagem oral e a linguagem gestual. Pouca atenção tem sido dada ao contexto histórico e ao pano-de-fundo em que se desenvolveram as ideias e os métodos educativos para o ensino de crianças surdas. O aparecimento de informação histórica significativa sobre a educação de surdos na Grécia e no Chipre foi realativamente tardio, com a fundação das primeiras escolas para surdos no século XX.
Este artigo fornece um exame comparativo da história da educação de surdos na Grécia e no Chipre, sublinhando os acontecimentos mais importantes, que contribuíram para o desenvolvimento da educação de surdos nos dois países. Os dados em que nos baseamos foram extraídos de fontes "oficiais" (documentos escritos), bem como de entrevistas a informadores (professores, pais e surdos) da Grécia e do Chipre. O estudo revelou que a história da educação de surdos em ambos os países tem sido recheada de acontecimentos e o seu desenvolvimento tem-se feito à custa de problemas e controvérsias. Apesar da proximidade geográfica entre a Grécia e o Chipre e da semelhança das suas políticas educativas em vários aspectos, as principais descobertas deste estudo mostram que um número de factores levou ao desenvolvimento de diferentes apoios para as crianças surdas em ambos os países. Concretamente, a pressão exercida pelos pais, o crescente poder da Comunidade Surda, diversas medidas legais, a tecnologia disponível e a formação prévia dos professores parecem ser os factores que mais contribuem para o estabelecimento de a) educação bilingue, e unidades especiais e escolas para surdos, na Grécia e b) educação oral e inclusão, no Chipre.
PALAVRAS-CHAVE: História, educação de surdos, Chipre, Grécia.

Spanish

[Translation Ingrid Marquez]
TÍTULO. UN ANÁLISIS DE LA HISTORIA DE LA EDUCACIÓN PARA SORDOS EN GRECIA Y CHIPRE: FACTORES DETERMINANTES PARA SU DESARROLLO
RESUMEN. A nivel mundial, la historia de la educación para sordos se ha enfocado principalmente en el debate del lenguaje por señas contra el lenguaje oral. Poca atención se ha dirigido al contexto histórico y antecedentes relacionados con las ideas educativas y métodos usados para la enseñanza de niños sordos. La recopilación importante de datos históricos sobre la educación para sordomudos en Grecia y Chipre empezó relativamente tarde, con la fundación de las primeras escuelas para estos niños en el siglo veinte. Este trabajo proveerá un análisis comparativo de la historia de la educación para sordomudos en Grecia y Chipre, con hincapié en los eventos más importantes que han contribuido al desarrollo de tal educación en

los dos países. Los datos del ensayo derivaron de las fuentes "oficiales" (documentos escritos) y de entrevistas a maestros, padres y los mismos sordomudos en Grecia y Chipre. El estudio ha revelado que la historia de la educación para sordomudos en los dos países ha sido memorable, desarrollándose a través del debate y a pesar de grandes deficiencias. Aunque Grecia y Chipre están geográficamente próximos y tienen políticas educativas bastante parecidas en varios puntos, el resultado principal de este estudio demostró que hay factores que han causado diferencias en la manera de educar a niños sordomudos en los dos países. Específicamente, la presión ejercida por los padres de familia, el empoderamiento de la comunidad, varias medidas legales, la tecnología disponible y los antecedentes de capacitación de los maestros parecen ser factores cruciales para el establecimiento de a) una educación bilingüe, con unidades especiales y escuelas para sordomudos en Grecia, y b) la educación oral e inclusion de sordomudos en Chipre.
PALABRAS CLAVE: historia, educación para sordomudos, Chipre, Grecia.

1. INTRODUCTION

The study of history of deaf education in different countries is a relatively recent phenomenon. The major concern of history, worldwide, has mainly focused on two debated issues of deaf education: the school placement, and the method of communication with the deaf and hard of hearing (D/HH) students.

Specifically, regarding the method of communication, for at least a century (from the beginning of the 19th century), the education of D/HH students has been polarized into two main camps, represented by the manualists, those who sign, and the oralists, those who rely on speech and lipreading to communicate with the D/HH students (Zapien, 1998).

In 1880, during the International Congress on Deafness in Milan, Italy, the advocates of oralism won the debate over the manualists and a resolution was passed stating that the use of manual communication of any kind would restrict or prevent the growth of speech and language skills in D/HH children (Moores, 2001). This resolution changed the course of teaching D/HH students for the next eighty years with the majority of schools for the deaf adopting the oral communication approach (Zapien, 1998).

However, during the 1960s, as linguistic research in sign language (Stokoe, 1960) offered new knowledge about its autonomy as language, and its usefulness in the education of D/HH children (Lampropoulou, 2005), dissatisfaction with oralism began to grow. From this point forward, various forms of signed communication were used more frequently in the classroom. Shortly thereafter all of the Manual Codes came into being; Total Communication also emerged about this time, and the teaching trends that began in 1880, started to turn around (Zapien, 1998).

Nowadays, research data support the beneficial results of bilingual education for D/HH students (Norden et al., 1989; Svartholm, 1994; Bure & Bonder, 2000). Deaf people also regard themselves mostly as a linguistic minority and a cultural community instead of a disability group. Bilingual-bicultural approach in education supports that the sign language is the "biologically preferred" mode of communication for Deaf individuals and that D/HH children can acquire verbal language in the written form through the language base of their natural sign language (Zapien, 1998). Hence, the sign language is taught to the D/HH child first and then the oral language is taught as a second language (Hadjikakou, 2003).

As far as the educational placement is concerned, until 1960 D/HH students have been attending mainly special day or residential schools for the deaf (Hegarty,

1993). Lampropoulou (2005) stresses that "the major social movement of the 1960s against racial discrimination, for human and political rights of all social groups and of the minorities, resulted in significance changes in both attitudes and institutions. These changes were to directly affect education in many countries" (p. 9). Specifically, during the 1960s, mainstream programmes and integration units for D/HH children were developed within general schools, in many European countries and in the United States. In the 1970s a rapid development of integration programmes was noted and integration of D/HH students in general schools was legally established. In the 1990s inclusive education programmes started being implemented, and thus D/HH students attended general classes with their hearing peers (Lampropoulou, 2005).

Different educational settings (special school, inclusion programms, special units) and different methods of communication (auditory-oral, total communication, bilingual-bicultural approach, etc) are now available for D/HH children all over the world, despite the tendency for inclusive education. However, only minor attention has been paid up to now, to the historical context and background in which educational ideas and methods for teaching D/HH children has developed. Erting and her colleagues (1994) point out that "the exploration of school records and analyses of competing educational theories can yield benefits for those seeking to understand both deaf communities and the mainstream cultures in which they reside" (p. 160).

Furthermore, despite the numerous interesting research findings one could derive from comparisons of the history of deaf education in different countries, very few comparative studies have been carried out. Greece and Cyprus are two countries in close geographical proximity. Their educational policies on various issues are quite similar, and they are the only Greek speaking countries in the world. Unfortunately, there is a lack of relevant data examining how educational policies have influenced deaf Greek and Cypriot students; therefore, this paper will provide a comparative examination of the history of deaf education in Greece and in Cyprus by highlighting the most important events that have contributed to the development of the education of deaf people in both countries, mainly focusing on modes of communication and educational placement.

2. METHOD

2.1 Participants

An a priori determination of the sample structure was chosen for the purposes of this study (Oppenheim, 1997). Thus, the researchers selected a sample of people satisfying a certain set of criteria (different role -e.g. parent, teacher, D/HH, as well as age, sex, and educational background). These criteria, have been developed by the researchers "independently of the concrete material analyzed, and before its collection and analysis was defined for this study" (Flick, 1998:63).

In order to trace and select the sample, we contacted Associations of the Deaf people, schools for deaf children, and the Parents' Association of D/HH children in both Greece and Cyprus. Boards of the various Associations and the directors of the

schools for the deaf were asked by the researchers to inform their members about the set of criteria, the approximate numbers of participants required, and they were assured about the confidentiality of the study. Initially, 20 teachers of the D/HH, 33 D/HH graduates, and 18 parents of D/HH children meeting the set of criteria, expressed interest in participating in this study. However, in an effort to balance a clustering number of potential participants in both countries, 18 teachers of the D/HH, 30 D/HH graduates and 15 parents were finally selected by the researchers. Thus, semi structured in-depth interviews with teachers of the D/HH (n=12 Greek, n=6 Cypriot), D/HH graduates (*n*=20 Greek, *n*=10 Cypriot), and parents of D/HH children (*n*=10 Greek, *n*=5 Cypriot) were carried out.

2.2 Research design

The general issues to be investigated were formulated as an interview guide. This interview guide was developed based on the current literature on the history of deaf education (Lampropoulou, 1994; Lampropoulou, 2009). Three sets of questions relating to the research questions of the study were explored with informants, and the interview guide matched the three sets of questions (in Appendix 1 the second out of three parts of the interview guide, which refers only to the second set of questions (communication), is presented). The first set focused on educational placement (e.g. school experiences, parents' communication with school, teachers, and friends). The second set covered communication including mode of communication within school, communication with teachers, communication with hearing parents, communication with D/HH, hearing friends. The third set of questions focused on Deaf-World (for instance, Greek Sign Language (GSL), Cypriot Sign Language (CSL), Deaf community etc).

In order to overcome the problem of 'method boundness', triangulation (i.e. the use of two or more methods of data collection in the study), was applied to ensure that the data generated are not the product of one method of collection, but the outcome of several different methods (Cohen & Manion, 1994). Thus, apart from the interviews used, the current paper also draws on "official" sources (written documents). The written documents, in the form of information booklets, reports, and articles cover the time period from the beginning of the twentieth century to the present.

2.3 Data analysis

The interviews were audiotaped or videotaped (for Deaf participants that were signing). Three steps were followed in the qualitative analysis of the interviews: a) text transcription; the first step in the analysis of the interviews was to arrange for the transcription of the detailed notes and audio tapes of the interviews, b) code procedures; when a printed document of all interviews had been produced the researchers studied the transcript and identified those sections of it that were relevant to the research questions of the study. According to Stewart and Shamdasani (1990:105) "this coding procedure requires several passes through the transcript as categories of

the topics evolved and the analyst gained greater insight into the content" of the interviews. The topics of the interviews served as a general guide for developing code categories. A set of three primary code categories was created: educational placement, communication, and Deaf-World. Additional codes, referring to parts of each major category were also used. For educational placement, the sub-codes used were: school experiences, parents' communication with school, teachers, and friends. For communication the following codes were applied: mode of communication within school, communication with teachers, communication with hearing parents, communication with D/HH, hearing friends. For Deaf-World, the sub-codes used were: GSL, CSL, Deaf community, c) search procedures; once the code categories were assigned and noted in the margins of interviews, the data were copied, cut, and pasted, and sorted into separate code folders. A printout was produced, which was used by the researchers as supporting material for the reporting of the results.

As far as the analysis of the written documents is concerned, this dealt with how triangulation was achieved and how the two methods (interviews and written documents) were combined; Cohen and Manion (1994) stress that, when triangulation is used, the crucial factor "when it comes to integrating or constructing the data and drawing inferences from them is the researcher's own judgment" (p. 244). Thus, information related to the research questions of the study and that could not be obtained solely through the interviews (regarding historical periods, Laws, buildings, funding, parents' and Deaf Community's lobbying) was sought by the researchers, through the written documents.

3. RESULTS

3.1 Historical periods

Greece. The total population of Greece is 11.214 million (Eurostat, 2008). Of this population, an estimated number of 12,000 are deaf, of whom 1,200 are children of school age (Lampropoulou, 2009). The first schools for children with disabilities, including the deaf, were founded in Greece in the beginning of the 20th century. This development took place in three different and distinct phases concerning educational provision, societal attitudes, and government involvement. Phase 1 1907-1959: An initiative to establish a school for deaf children in Athens by a rich landowner was taken as early as in 1907, but primarily for bureaucratic reasons this action was not materialized until 1923 when the first school for the deaf, the National Institute for the Deaf-Mutes (NID), was finally established in Athens by rich people and philanthropic organizations. Up to 1960s NID was the only school for the deaf in Greece serving a small number of D/HH students and operating independently of the Ministry of Education; Phase 2 1960-1979: During this period, parents in Athens established private oral schools while some first legislative measures for special education took place; and Phase 3 1980 to the present: The Ministry of Education undertook the responsibility of special education and developed special schools and integration units for D/HH students throughout the country; the Deaf community has played a leading role by participating actively in governmental decision making bodies demanding quality education for D/HH children mostly in special schools

and units, and recognition of GSL. As a result, GSL was legally recognized in 2000 as the language of D/HH pupils and total communication and bilingual education was adapted by the majority of the schools for the deaf and the integrated units; teacher training and research programmes have been established, and the field of deaf education is developing rapidly (Lampropoulou, 2009).

Cyprus. Cyprus has a current population of 741,000 of which approximately 800-1600 individuals are D/HH (Hadjikakou & Bamford, 2000). Until 1953, deaf people in Cyprus had almost no opportunities for advancement. Things changed dramatically in 1953 when the school for the deaf was established in Nicosia. The history of deaf education in Cyprus may be subdivided into three periods: Period 1 1953-1986: There is exclusive enrollment of D/HH children in the school for the deaf and the Deaf Co-Operative is established. Period 2 1987-1992: The first educational units for D/HH students are established and located adjacent to general schools, and schools make their first attempts at mainstreaming; and Period 3 1993-present: D/HH children are included in general schools, and schools develop support services (Hadjikakou, 2005).

3.2 Educational placement

Greece. While there is some evidence of the existence of deaf people in Greece during classical times (Lampropoulou, 1994), the history of deaf education in Greece began in 1923 with the establishment of the first school. This school was the National Institute for the Protection of Deaf-Mutes and was established by wealthy individuals and philanthropic organizations. It started as a small boarding school in Athens with 10 students and one teacher and operated under the auspices of the Ministry of Health and Welfare. The school employed the oral method (Epetiris, 1950). This school soon expanded, and in 1948 its first graduates formed an association of Deaf people setting the stage for the development of the Greek Deaf Community. After World War II, the school moved to a big, modern building serving more than 100 students. From 1956 to 1970, the school opened campuses in five more Greek cities and served more than 500 students.

In 1956, a private school for the deaf was established in Athens by parents of D/HH children, and later in 1973 another one was also established in Athens by a mother of two deaf sons (Lampropoulou, 1994). However, up to 1982 the education of D/HH students was mostly under the auspices of the Ministry of Health and Welfare and was offered in segregated and oral settings. The largest school was the National Institute for the Deaf (NID).

From 1980 to 1990, a movement of parents, professionals, and people with disabilities demanded the integration of students with disabilities in general education. During the same time, the Deaf community and the parents of NID students and specialists working for NID demanded the acceptance of GSL by the schools and the provision of quality public education for all D/HH children. They also demanded Deaf people's participation in the decision–making bodies on deaf education.

In 1984, the Ministry of Education, through new legislation (PL.1566/85) undertook the responsibility of the education of children with disabilities, including the deaf, and developed special day schools and integrated units within the regular schools throughout the country. The schools of the Ministry of Health and Welfare as well as the private ones were gradually transferred to the Ministry of Education. According to the legislation PL.1566/85, and the other Laws of Special Education, which were passed by the Parliament in 2000 (PL2817/2000) and in 2008 (PL.3699/2008), the education of all children with disabilities in Greece is offered in public schools, free of charge.

The European Community's policy during the last three decades, first for mainstreaming and later for inclusive education, as well as the movement of the people mentioned above, have influenced the policy of the Ministry of Education. As a result, in addition to the integrated units that operate within the general schools and follow the resource room model, some full time inclusion programmes in general classes have been offered to a limited number of students. This policy of the Ministry of Education coupled with the widespread practices of cochlear implantation in children, has, in the last decade, resulted in a countrywide decline of D/HH students' enrollment in special schools.

However, the lack of available services in general schools, and the strong support for GSL by the Deaf community and specialists in the field, were some of the contributing factors that forced the government to recognize GSL as the language of D/HH pupils and to adopt a more segregated model of education (special day schools and integrated units) for the majority of D/HH students in Greece.

Cyprus. The history of deaf education in Cyprus began in 1953, when the first school for the deaf was established in Nicosia as a result of a collective effort by the Rotary Club at Nicosia, the Municipal Corporation of Nicosia, and the Government of Cyprus (Meraklis, 1983). At that time, the purpose of the school for the deaf in Cyprus was not so much education as it was protection and care, a purpose shared by other schools for the deaf throughout the world (Hadjikakou, 2005). Out of the first twenty-two pupils of the school, eleven had been through juvenile courts; this reveals the lack of social provision for those children at that time.

In 1958 the school moved to Morphou, and in 1970 it moved to the small village of Yerolakkos, where the number of pupils increased and the educational and vocational programmes were improved and expanded (Meraklis, 1983). After the Turkish invasion in 1974, the school moved once again, to Nicosia, which is in the Makedonitissa area.

Innovative educational and philosophical ideas about the integration of D/HH children, which have—over the last two decades come to the fore worldwide—have had a far-reaching effect on educational policy in Cyprus (Hadjikakou et al., 2005). Specifically, in 1987 the Cyprus Parents' Association of Deaf Children (CPADC) was established and demanded that the Ministry of Education integrate their children into general schools since the school for the deaf was a place of isolation for the children, offering a low level of education (Hadjikakou et al., 2005).

In 1993, after a lot of lobbying by the CPADC, the Cyprus Parliament passed the "Law for the Integration of Deaf Children in the Education of Cyprus" covering all levels of education (primary, secondary, and higher). That Law was implemented but faced great obstacles as the Cyprus Parliament never ratified its Regulations. However, the official inclusion of all children with special needs began when in 1999 the Cyprus Parliament passed the [113(1)99] Special Education Law, which stipulates that the general school is the most appropriate educational environment for children with special needs, unless otherwise stated. In July 2001, the Cyprus Parliament also ratified the Regulations of the Law. The Pancyprian Association of the Parents of Deaf Children played an active role in getting the Law passed.

Seven years after the implementation of the Special Education Law, the majority of D/HH children in Cyprus (95%) are being educated in general schools, either individually with or without support or in units, and they are all trained orally. The school for the deaf nowadays operates mainly as a provider of various services and programmes for D/HH children/adults and their families.

3.3 Mode of communication

Greece. Up to 1984, oralism was the only methodology used with D/HH children in Greece. However, the oral policy of the NID schools was more liberal compared with the policy of the private schools at that time (Lampropoulou, 2009).

During the 1970s, Deaf people, through their organizations and especially through the Hellenic Federation of the Deaf (HFD), which is the National Organization of Deaf people in Greece, began to mobilize against oralism and demanded that sign language be included in the schools' communication methodology. This organization, together with the parents and the new director of the NID schools, convinced the teachers of NID to change their methodology and, in 1984, to adopt the Total Communication approach as the official methodology of the NID schools. Teachers, parents, and the personnel of NID began to take lessons in GSL for the first time in Greece. At the same time, Deaf representatives of the HFD and parents participated as members of the NID board of directors influencing the education and the communication choices of NID. During this period, the University of Patras established a Deaf Studies Unit; the unit offers teachers' training programmes as well as research and courses in GSL teaching and in interpreting. All these developments had a direct influence on the policy of all other schools and programmes for D/HH students in Greece.

In 2000 GSL was recognized by the Special Education Law (PL.2817/2000) as the primary language of Deaf people. According to this Law, teachers, regardless of the method they choose to communicate with their D/HH students in their class, should possess fluency in GSL. The same provisions were made in the recent legislation on special education (PL.3699) while a step further has been taken in this new law towards the implementation of bilingual education.

*Cyprus.*As far as the mode of communication followed in Cyprus is concerned, until the late 1970s, D/HH children attending the school for the deaf were taught orally,

mainly because the founder of the school for the deaf and the teachers were familiar with this method because of their higher educational studies.

By the beginning of the 1980s, some schoolteachers that had been trained in the USA stressed that the oral approach was unacceptable for educating D/HH children and suggested using the total communication method. However, the official mode of communication used at the school for the deaf was never modified for five reasons: (1) The oral approach had been applied for more than thirty years; (2) The majority of the teachers were fond of the oral approach because of their initial training; (3) CSL was not standardized; (4) Parents were against the introduction of any form of sign language; and (5) Emphasis was given on the auditory perception through the fitting of hearing aids and FM systems (i.e. individual radio aid systems). However, D/HH children had always been signing to each other in the school yard, and some teachers had been using, in an unofficial way, total communication in their classrooms (Hadjikakou & Nikolaraizi, 2007). Nowadays, a sign language interpreter is employed at the school for the deaf.

Regarding inclusion, all children attending general schools are trained orally with the exception of those children who are in a unit at a general lyceum where sign language is used. Universal hearing screening has been in place in Cyprus since 2005, and almost all newly identified children are cochlear implanted and orally educated.

In April 2006, due to great efforts made by the Cyprus Federation of the Deaf, CSL was recognized by the Cyprus Parliament (Law 66(I) 2006) as a language equivalent to Greek, and the Deaf Community, nowadays, argues for the implementation of bilingual education.

4. DISCUSSION

This study shows that the history of deaf education in Greece and Cyprus has been quite eventful, and it has developed despite major obstacles and, in part, because of spirited debates. Similarities and differences between the two countries' deaf history were revealed. Regarding affinities, the first schools for the deaf in both countries were founded rather late, not until the 20th century, as a result of private initiatives, under the perspective of the philanthropic model. In both countries, the first schools for the deaf applied the oral approach. Finally, in the 1980s, there was strong lobbying for integration, which led to the establishment of units for D/HH students within the general schools.

After the mid-1980s, a number of events transpired, which differentiated the history of deaf education in Greece and in Cyprus. Concerning Cyprus, organized Cypriot parents fought for full inclusion of their children into general schools, supported by different Laws and policy of the Ministry of Education and Culture, as described above. The picture is quite different in Greece, where a more segregated approach (special day schools and integrated units) is applied and it is supported by Laws, the strong desire of the Deaf Community for special schools, the parents' assent, and the inadequate support for D/HH children in general schools.

Regarding the mode of communication, the oral method is officially applied in Cyprus for the education of D/HH children. Various factors, such as massive inclu-

sion of D/HH children, teachers' initial training (focusing on oralism), parents' strong wish for oralism, emphasis on auditory perception through hearing aids and FM systems (lately through cochlear implants), and the rather weak interference of the Cypriot Deaf Community in the education of the D/HH, led to the imposition of oralism.

As far as Greece is concerned, there was a strong movement in the 1980s (by parents, professionals, the NID, and the HFD), which led in 1984 to the official acceptance of the Total Communication philosophy by the NID schools. Gradually, the shift to cultural affiliation, as a result of the recognition of CSL, the Deaf Community's lobbying, and the University of Patra's programmes on deaf education and culture, has influenced Greek deaf education by shifting its focus from special-oral education to bilingual education.

From this study, it is clear that various factors were responsible for the development of deaf education in Greece and in Cyprus, showing that deaf education is shaped by the ideas of people involved in any given period, and that deaf education is inseparable and influenced by the mainstream culture of each country.

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APPENDIX

SECOND PART OF THE INTERVIEW GUIDE FOR *D/HH ADULTS COMMUNICATION*

- Tell us a few things about the official mode of communication used in your school (auditory-oral, total communication, bilingualism)
- How was it applied?
- Give us some information about the communication you had with teachers at school.
- Give us some information about the communication you had with classmates at school.
- How did you communicate with your family during the past years and how do you feel about this communication?
- Have you faced any difficulties while communicating with your parents?

SECOND PART OF THE INTERVIEW GUIDE FOR *TEACHERS COMMUNICATION*

- Tell us a few things about the official mode of communication used in your school (auditory-oral, total communication, bilingualism)
- How was it applied?
- Give us some information about the communication you had with children at school.
- How did D/HH children communicate with their family during the past years and how do you feel about this communication?
- Have D/HH children faced any difficulties while communicating with their family?

SECOND PART OF THE INTERVIEW GUIDE FOR *PARENTS COMMUNICATION*

- Tell us a few things about the official mode of communication used in your child's school (auditory-oral, total communication, bilingualism)
- How was it applied?
- Give us some information about the communication your child had with teachers at school.
- Give us some information about the communication your child had with classmates at school.
- How did you communicate with your child during the past years and how do you feel about this communication?
- Have you faced any difficulties while communicating with your child?

NB Slight changes of the questions' wording in the interview guide were made, accordingly to whom the questions were addressed (e.g. to D/HH adults, parents, or teachers).