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MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
REGIONAL ADMINISTRATION
OF PRIMARY & SECONDARY EDUCATION OF ATTICA
3RD DIRECTORY OF SECONDARY
EDUCATION OF ATHENS
**SPECIAL VOCATIONAL EDUCATION & TRAINING
CENTRE (E.E.E.E.K) OF EGALEO**

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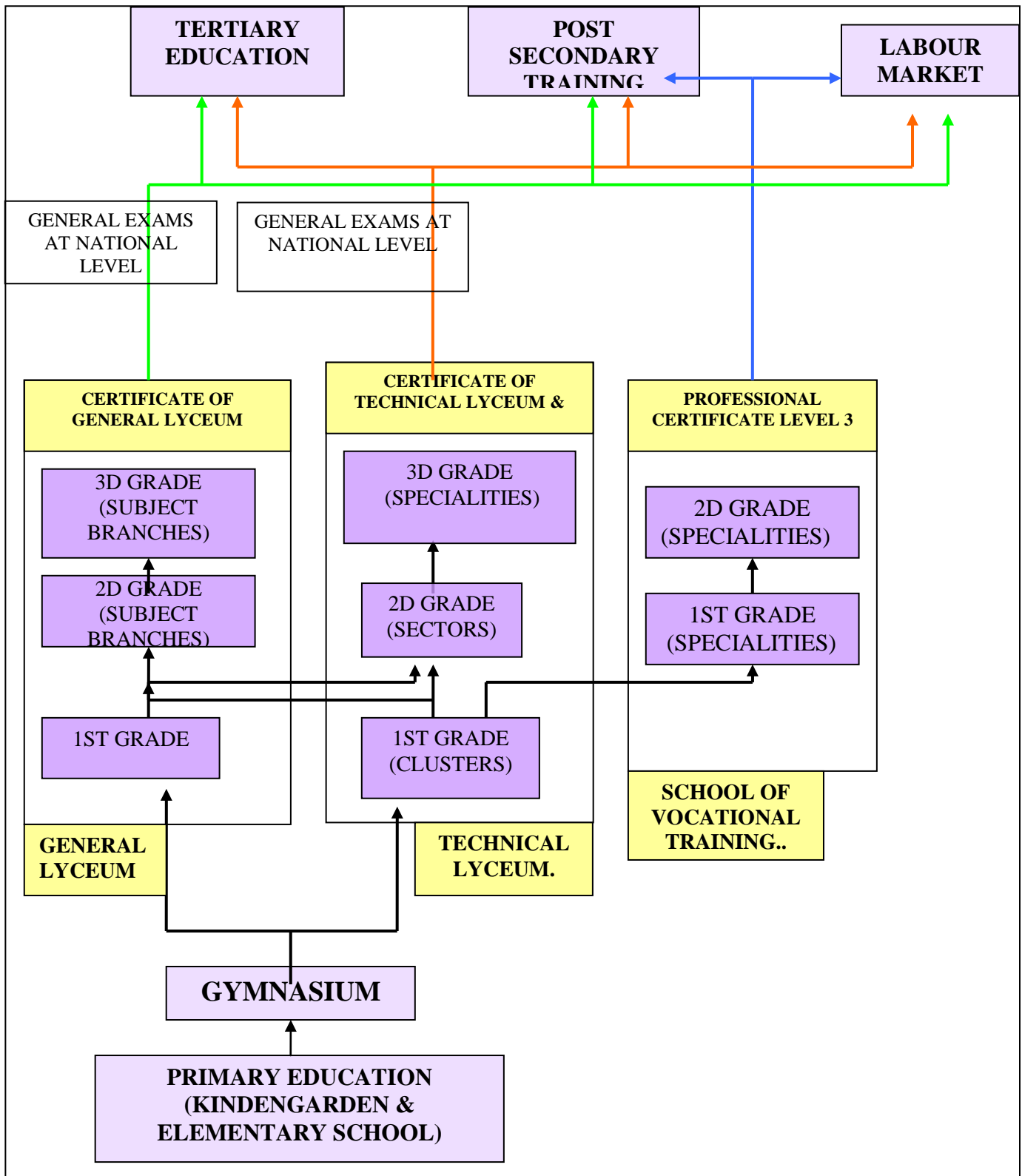


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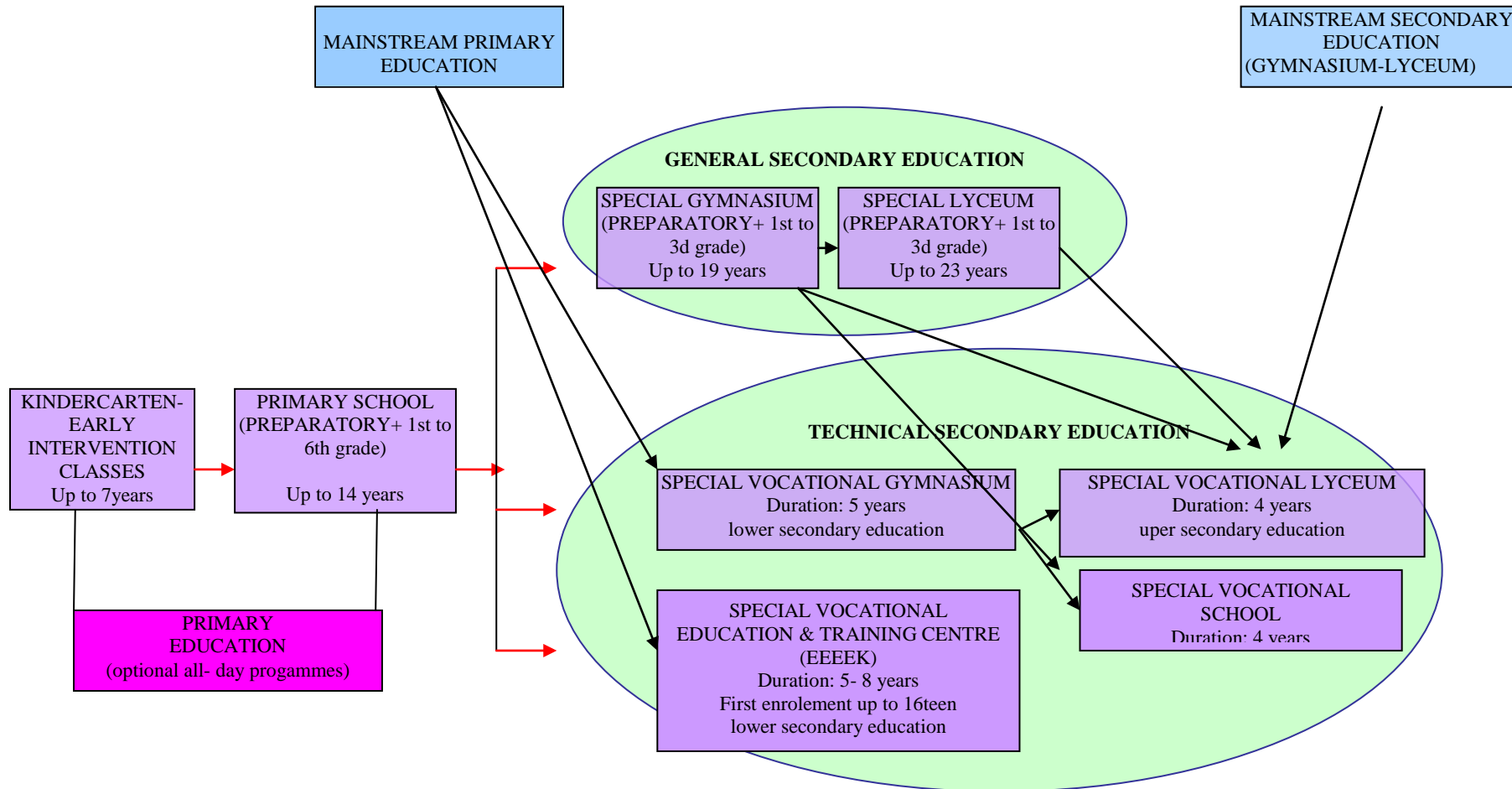
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A. THE STRUCTURE OF GREEK EDUCATIONAL SYSTEM



B. THE STRUCTURE OF SPECIAL EDUCATION SYSTEM (PRIMARY & SECONDARY LEVEL, LAW 3599/08)



C. SPECIAL VOCATIONAL EDUCATION & TRAINING CENTRE (E.E.E.E.K) OF EGALEO

General Features of an E.E.E.E.K:

- They are special public schools, part of lower secondary education, and operate under the Ministry of Education, Religious Affairs & Life Long Education
- They are spread all over Greece (sixty units are currently working full time)
- Basic requirements for new students to register are: Graduation certificate – completion of primary education (general or special), a referral case report completed by the cross professional team of a peripheral Diagnostic & Assessment Center (KEDDY).
- The services provided are targeting at youngsters (from 14 to the most 22 years old) with severe educational needs who are not able to attend any other type of special public schooling at a secondary level so as to materialise the ninth year of schooling (obligatory schooling).
- Education for students may last from 5 to 8 years, responding to individualised needs.
- Their core aim is to deliver the educational environment in order for two supplementary types of learning taking place: **cultivation of key- skills** (in relation to academic, mainly: literacy, numeric, IT use, gymnastics, music. in relation to social, mainly: social education & integration, study-visits, extra-curricula activities, careers education) as well as **cultivation of basic pre-vocational & vocational skills** (by providing vocational training in certain areas such as: Gardening, Cooking, Tailoring, Handcrafting, Pottery, Plumbing, Carpentry, Sewing, Hairdressing and so forth)
- Each class consists of 5 to 8 pupils
- Most of the educators are professional Teachers (either of primary or secondary education) who have extra training on Special Education (of various levels such as PhD, MA, or short training courses of 400 teaching hours)
- Along with the educational services, this type of schooling offers: a.Social Services Unit (staff by social workers, psychologists, logotherapists) the objectives of which is individual and group work, psychological support,

the facilitation of school attendance, family work, community (social and employment) integration and so forth. b. Ergo-Therapy Unit the main objective of which is the cultivation of independent living, c. Social Career Unit whose objective is to support individually students for their daily leaving in school.

Specific Features of (E.E.E.E.K) EGALEO (as long as, all the above mentioned are in force for the particular school in terms of structure, target group, daily operation, services provided and so on.) :

- ✓ It was established in 2002 (according to the law 2817/2000)
- ✓ It has moved to a new building since 2007
- ✓ Its main mission is to offer simulation and challenges for supporting and preparing youngsters for independent personal, social and employment leaving in parallel with working along with social partners at a community, local and peripheral, level for equal opportunities and inclusive strategies to become a solid part of the educational and social system.
- ✓ Its current number of the enrolled students: 133
- ✓ Its current number of personnel: 45
- ✓ Its vocational workshops: Handcrafting, Cooking, Gardening
- ✓ It also includes pilot operation of a Career Counselling Unit (the last two years and a half) which focus on: careers education, preparing educational and vocational individual profiles, implementation of career school visits, development of pilot apprentices as well as bridging schemes in relation to transition from school to work, delivery of Career Days initiatives, development and monitoring of school, community and family networking, design and implementation of extra curriculum projects in relation to job hunting and job coaching skills and actions.

D. THE CONCEPT AND THE CONTENT OF CAREER COUNSELLING IN GREECE

The concept of Counselling & Vocational Guidance refers to either organisations or experts that are able to facilitate individuals or groups of different ages, within a life long guidance perspective and the critical developmental discourse, to:

- explore, analyse and develop aspects which constitute their self-concept (interests, personal qualities and characteristics, values, skills, etc.)
- develop critical self awareness and positive self- esteem
- develop critical social awareness and positive attitudes towards active citizenship
- explore, locate, evaluate, process and classify information and alternative education and vocation pathways with respect both to their needs and choices and to labour market requirements,
- integrate information about education and vocation/career with information derived from self-observation so that they develop decision-making and problem solving skills both with respect to their orientation in education and choices in occupation(s) befitting their particular psychosocial make up,
- create and successfully implement their own educational and vocational plans.

Ultimately, the individuals will be able to make the correct choices with respect to their future occupation/vocation and thus be (re)included into active life.

The above aims are stressed more in school career counselling practice than the employment sector where the emphasis is heavily given in using techniques and cultivating skills for successful work integration. It is also worth mentioning that aims related to career counselling and guidance practice and services offered do not exclusively refer to individuals, such as clients but also to individuals as practitioners and experts as well as to organisations, to social and economic communities, to policymaking and so on. Thus, one could enrich those aims, mentioned above, with respect to the scope of those potentially involved as stakeholders.

Competent Ministries

A. Today the responsibility for Vocational Guidance in the sector of Education lies with the Ministry of National Education & Religious Affairs and branches down to the Directorate of Career Counselling & Educational Activities. The Pedagogical Institute

(P.I), and its sector of School Career Guidance, is the official body which offers expertise in order to policies be developed and implemented in relation to school career counselling and guidance.

B. In the sector of Employment, the Ministry of Labour and Social Affairs is responsible for Vocational Guidance, with OAED, via its Directorate of Vocational Guidance, acting as chief spokesman and executive of the Ministry in this respect.

CAREERS EDUCATION AND COUNSELLING IN THE EDUCATIONAL SYSTEM

Education- based Career Counselling and Guidance serves different aims and put different priorities depending on the level of education as well as on the priorities defined in different levels of policymaking. The last decade, there was a massive development of these kind of services in the educational sector, primary in secondary and then in tertiary education in Greece.

Initially focusing on the secondary education, a coherent system has been designed and put into practice since the late 90's which consists of three different but complementary components:

Interventions which are fully integrated into the curriculum. That is: School Career Guidance as a taught subject at particular grades, and secondary school types.

Interventions which are complementary and supportive to the curriculum. Those are namely: the implementation of Career Guidance Programmes and Career Days developed as extra-curriculum activities and the establishment of school based career offices (GRA.S.E.P and GRA.S.Y).

Interventions which are discernible to the curriculum. Those are namely: the establishment of Regional Career Counselling and Guidance Centres (**KE.SY.P**), the operation of the new Directorate of Career Counselling and Guidance and Educational Activities, at the Ministry's headquarters, which includes a Career Counselling and Guidance Centre as well as a Career Guidance Office, the establishment of the National Center of Career Guidance (E.K.E.P), the establishment of a Career Counselling and Guidance Centre and a Career Office for people with special needs both located at Pedagogic Institute (P.I).

The services just mentioned are presented in detail below:

Career Counselling and Guidance as a taught subject in the Classroom

Career Counselling and Guidance is one of the taught subjects according to the national curriculum of secondary education. More specifically, School Vocational Guidance is a "taught" subject for: Grade C; of Gymnasium: (1 teaching hour per week throughout the academic year), Grade A' of General Lyceum (1 teaching hour per week, during the 2nd semester), Grade A' of Vocational Lyceum (2 teaching hours per week throughout the academic year). The institution of Vocational Guidance has been incorporated to national education in the sense that is an additional item in the curriculum involving specific activities for which the students are not marked. Specifically, Again, the supervising entities are the Ministry of Education and the Pedagogical Institute. Each Counselor "teach" about 15-20 pupils. The textbooks and teachers' books for students and instructors respectively are the following:

1. "*School Career Guidance: planning my career future*", student's textbook for Grade C', High-school
2. "*School Career Guidance: planning my career future*", teacher's book for Grade C', High-school
3. "*Planning my future*", student's textbook for Grade A', General Lyceum
4. "*Planning my future*", teacher's book for Grade A', General Lyceum
5. "*Education after High-school*", student's School Guide, Grade C' High-school
6. "*Education after Lyceum*", School Guide for students of General or Vocational Lyceums
7. "*Education & Employment*", a booklet presenting the prospects for numerous vocations/ professions.

Career Education Programmes

This is to support the institution of Vocational Guidance in education by expanding its application at a local, regional and national level. Those programmes have been implemented as extra- curriculum activities since 2001 and as such their design and implementation rely on the interests of both students and teachers involved and are not obligatory and assessed in terms of academic performance. The thematic content of Career Education programmes include issues relating to the work environment, local economic activity, labour relations and occupational sectors, the european dimension of education-employment and the development of skills and so on.

Career Days

Within the frame work of extra curriculum activities, secondary schools are able to design and implement Career Days as means to facilitate students' transition from

their current stage to another either in relation to education or to labour market. This category of action can last from one to three working days and can be correlated with other school based activities.

Other school based Initiatives

The last four years, within the framework of Initial Vocational Education and Training Programme which is E.U co- funded, pilot projects for either individual schools or for school local partnerships are implemented. Those programmes are develop either as an integrated component of School Career Guidance subject or of other various taught subjects of national curriculum or as extr- curriculum activities. The aims of such pilot projects in general terms are: to eliminate gender or cultural inequalities in education, to smooth the transition from education to work, to engage youngsters to further education and training and so on.

Secondary School based Career Counselling Offices (GRA.SE.P)

These Offices have been established by the Ministry of Education and housed in 570 major or jointly-housed schools. Their main task is to support the implementation of Vocational Guidance in schools, as well as to provide career counselling and information to students and their parents as well as to other teachers. The staff member of GRA.S.E.P is an experienced secondary school teacher with a specialisation on Career Counselling and Guidance¹. In addition, these Offices are furnished with library materials on the field of their competence.

Career Counselling and Guidance Centers (KE.SY.P)

The Career & Counselling Centers were established by force of Law 2525/97 and organised by the Ministry of Education in cooperation with the department of (School) Vocational & Career Guidance (SEP) of the Pedagogical Institute. Currently:

a) the operation of two KE.SY.P, is of particular orientation. That is: i) the KE.SY.P of the Ministry of Education (Dept. of School Vocational & Career Guidance - Directorate of Vocational Guidance and Education Activities) was established to provide coordination and administrative support to the network of Regional Centres and school based Offices through out the country, ii) the KE.SY.P of the Pedagogical Institute (P.I.) was established to provide expert support to the network of KE.SY.P and SEP Offices in Greece, furthermore

¹ This is the case for the majority of these offices. Nevertheless there are cases that the teacher may not have further training on the relevant field and is appointed for the position in the lack of trained candidates.

b) Other KE.SY.P (s) operate at the seats of all prefectures of the country. In total, there are about 85 regional KE.SY.P in Greece. Their task is to provide career counselling, guidance and information services to young people up to 25 years of age, to their families or to any other member of the school or the local community. In addition, these Centers also support School based Career Counsellors who either staff the school based Career offices or else undertake the subject of School Career Guidance. These Centers are staffed by one or more Career Counsellors and one expert in Information and Documentation. The Centers feature libraries with information, pedagogic and scientific material pertinent to Career Counselling and Guidance.

National Center of Career Guidance in Greece (EKEP)

E.K.E.P. was established in 1997 (law 2525/97) and is co- govern by both the Ministry of National Education and the Ministry of Employment. It aims at strengthening bonds and cooperation among agencies and organisations of both public and private sector that run activities, provide services and take initiatives in the area of Career Counselling and Vocational Guidance. E.K.E.P also places particular emphasis on the dissemination of information about existing education, training and employment schemes at national and European level. Through its participation in the Euroguidance Network (NRCVGs), E.K.E.P. makes its own contribution to the convergence of Counselling and Vocational Guidance systems developed by the Member States of the European Union.

It is worth mentioning at this point, that although there are a number of pedagogic tools developed in order to support School Career Counselling at the moment there is no ICT approach at the process of career counseling at schools².

Nevertheless particular tests have been designed and tested out by P.I and initial training for school career counsellors was implemented five years ago. These tools are currently at the disposal of career practitioners soon after they had been relatively trained.

Career Offices in Tertiary Education: Universities & Technological Educational Institutes

² One of course has to stress the constitution and the operation of an intranet network, Nestor, which relates all the centres and gives the opportunity for information and experience to flow and being exchanged among and by the network participants.

These Offices provide pivotal Counselling & Vocational Guidance services to under graduates and/or graduates or post graduates of Universities and Technological Educational Institutes (TEI). Their support consists of various activities aiming to facilitate the integration of graduates into the labour market. At the same time, they provide Vocational Guidance services, career counselling and information about postgraduate studies, training courses, scholarships and they arise awareness with regards legal rights and work regulation principles and authorities. In addition, the Career Offices organise Career Day events and mediate to ensure possible work placement for students, either as part of their studies or in a voluntary base.

Career Counselling and Students with Special Needs. Focus on Secondary Education

a. Establishment of Career Counselling Offices (pilot) at Special Schools (currently, 5 such units all over Greece). The services provided differentiate from those of the general education becoming more focus to the features and characteristics of the particular population.

b. Career Office for People with Special Needs, based on Hellenic Pedagogical Institute (P.I)

In 1998 the Pedagogical Institute (P.I) set up a SEP Office with the aim to provide Counselling and Vocational Guidance services to people with special needs and others threatened by social exclusion. This Office provides information about vocational training and rehabilitation for the targeted individuals. Additional aims include support to School Career Counsellors, cooperation with agencies / organisations operating in Greece and abroad for the benefit of such socially vulnerable groups, as well as with representatives from the sector of production and with prospective employers.

c. Cross thematic notions in the educational material/text books (i.e diversity, acceptance, intercultural communication) in order to cultivate the awareness to general student population in relation to students with special educational needs and/or disabilities.

d. Drop out surveys (last cohort 2003-04 dropout rate 14%)

e. Research papers on: a. Vocational preparation and integration of the disabled (for sight, hearing, mobility, learning, sickle cell anaemia) b. Vocational preparation and integration of socially excluded (émigrés Greeks, immigrants former dependants on drug substances, Muslim minority, gypsies and so on)

- f. Studies focusing on Career Counselling methodologies whilst working with : a. students with learning disabilities and hyperactive students b. dyslexic students, c. for highly functional autistic students and students with Asperger syndrome)
- g. Guides in paper and electronic form for career counsellors focusing on particular sub- groups of students (disabled, ethnic and cultural minorities, delinquents and so forth)
- h. Relevant Guides for Primary and Secondary education professionals
- i. Employer's guides (for employers of people in danger of social exclusion, or of disabilities etc)
- j. Psychometric material (construction and/or adaptation) use with children and adolescents in danger of social exclusion: a. offenders, former dependents on drug substances; released from prison; underage offenders b. émigrés, immigrants, refugees c. Muslim minorities and gypsies d. for sight-impaired adolescents e. Becker's interests questionnaire, for mentally retarded adolescents)

THE CAREER COUNSELLING AND GUIDANCE OFFICE IN SPECIAL VOCATIONAL EDUCATION & TRAINING CENTRE (E.E.E.E.K) OF EGALEO.

The Office is one among the five offices that have been established at Special Secondary Schools all over Greece the last 5 years and were staffed just one year ago. It's the only one that is staffed by a qualified Career Counsellor.

The Office offers services which focus on three areas: education & training, work experience & placement, networking. The target groups of the services provided are: students, families, employers, community services & professionals. Some of the selected services are: careers education as a taught subject, preparation of individual educational and vocational profiles, implementation of career school visits, development of pilot apprentices as well as bridging schemes in relation to transition from school to work, delivery of Career Days initiatives, development and monitoring of school, community and family networking, design and implementation of extra curriculum projects in relation to job hunting and job coaching skills and actions. Additionally, the office offers and uses expertise on translational as well as national and local programmes (school clusters, mobility projects, training for counsellors and teachers, working closely with Universities and other Scientific State entities on the area of career Guidance with students with special needs, preparing curricula, on teachers and counsellors training and so forth).

Taking into account that no focused work had been done in public secondary schools for students with SEN (either in general or in special schooling), the work which is currently taking place at EEEEEK has become a pilot for developing transition schemes

from school to work as well as for preparing educational and supportive material for these type of schooling in relation to career counselling, guidance, training, transitions etc.

MANAGING SOCIAL & WORK TRANSITION VIA CAREER COUNSELLING AND GUIDANCE OFFICE

Facilitating the transition from school to social and work integration

School mission /objectives:

- to design and implement individualised educational plans
- to offer opportunities within and beyond the curriculum for the cultivation of key skills related to self determination, social integration and independent leaving
- to open school activities and life to local community stimuli and vice versa
- to strengthen ties among actors involved (learners, families, teachers, local community, other social and educational authorities)

in order to meet these objectives the organisation put in practice:

- internal weekly meetings with social and career services
- internal monthly meetings with teachers and social and career services
- pre-organised either individual or group meetings with learners and/ or families
- organised extra curriculum activities such as:
 - short organised programmes focusing on independent leaving
 - focus careers education programmes
 - theatrical group
 - school visits
 - internal/external athletic activities
 - involvement to local and peripheral community activities such as festivals, fairs, parades, cultural activities
 - school outings such as excursions

Focus on Career Services objective: Preparing learners for the real world

(Interventions for school community but also for students of the forth or fifth year of schooling):

- ◆ Group work with students in order to cultivate social skills (communication, mediation, self-control, experiencing different roles, form students' union in cooperation with social services)
- ◆ Organised visits to social and work settings (12-15 visits per school year)
- ◆ Invitation and interview workers, employees for their work and social experience either in school or in work places (the interviewees might be: teachers, parents, local entrepreneurs etc)
- ◆ Organised meetings twice a school year (Open Days for new comers as well as for future career options)
- ◆ Psychometric and interest tests (the report of which is given to the student during individual meetings) which offer feed back to career plans
- ◆ Individual meetings during the third semester with both families and students in order to design individual career plans
- ◆ Develop and try out different models of getting work experience (Fairs, field work as rehearsal opportunities)
- ◆ Networking with possible employers and local authorities
- ◆ Follow up activities (individual meetings every other month, phone calls once a month with graduates, families and employers or educators)

Chosen case studies

1. Preparing for life long education (the programme operates the last two years) with two core goals: a. to develop an understanding of what planning for my own and become responsible, as adult for my own learning means b. to cultivate key-skills for market integration

Preparation stage (2 months Oct- Dec):

Work with other teachers (3 more teachers are involved)

Work with local educational authority to get the permission (a lot of paper work) as well as long life educational Adult Centre and municipality

Work in both individual and group level with students in order to find their own meaning for their participation

Work with families (in group settings in order to be informed, to make decisions, to define their engagement with regards the kind of support they may offer)

Implementation stage (4 to six months mid Dec- end of May)

Daily support of their experience -15 minutes of evaluation at the end of their lessons-

Working with families and students to manage difficulties and barriers

Working with the trainers in order to implement a curriculum based on particular learners needs.

Keeping participation records, evaluation tests- every two weeks and mid evaluation questionnaires as well as trainers logs and career services diaries

Follow-up stage (last from May to September)

evaluation of the experience

integration of that experience and credential to individual career plan

planning new programmes

2. Getting work experience. The Municipality of Egaleo experience

two categories of activities

gardening (5 students of the last grade)

catering (5 students of the last grade)

duration three (gardening) to five months (catering)

Preparation stage (1 to 2 months)

Work with other teachers (1 teacher per specialisation and social services are involved)

Work with local educational authority to get the permission (a lot of paper work) municipality to prepare mentors in order to support the programme

Work in both individual and group level with students in order to find their own meaning for their participation

Work with families (in group settings in order to be informed, to make decisions, to define their engagement with regards the kind of support they may offer)

Implementation stage (4 to six months January- end of May)

1 day per week for 4 hours for gardening

2-3 caterings per month for catering

escort the students to the work place

organise the daily programme with the mentor

follow students to their daily programme

evaluation discussion with both mentors and group of students

keeping logs and weekly evaluation records by the counsellor and mentor

Final/follow up stage (June to October)

Evaluation meetings for the experience gathered

integration of that experience and credential to individual career plan

planning new programmes

Some statistics:

04 graduates in 2009 (the first year of graduation for EEEEEK): 1 graduate (female) works and one is participating in education

13 graduates in 2010 (2 graduates work, 2 follows second chance school, 3 follows IEK, 9 follows long life education programmes)

32 graduates in 2011 (14 are involved to long life learning, 4 are prepared for continuing education, 4 are prepared for initial training)

Links:

http://www.pi-schools.gr/special_education_new/ (Hellenic Pedagogical Institute, Ministry of Education, Religious Affairs & Life long Education)

Associations of Individuals with Special Needs (A.M.E.A).



[Magazine "Disability NOW"](#)



[PanHellenic Association of the Blind](#)



[PANHELLENIC UNION OF PARAPLEGIC AND PHYSICALLY CHALLENGED](#)



[Dodecanese Association of Individuals with Special Needs](#)



[NATIONAL CONFEDERATION OF INDIVIDUALS WITH SPECIAL NEEDS](#)



[HELLENIC RETINA SOCIETY](#)

Tertiary Education with Special Education Departments



[UNIVERSITY OF ATHENS, DPT OF SPECIAL EDUCATION AND PSYCHOLOGY](#)



[UNIVERSITY OF ATHENS, MARASLIO DIDASKALIO](#)



[UNIVERSITY OF PATRAS, UNIT OF EDUCATION FOR THE DEAF](#)



[UNIVERSITY OF THESSALY, DPT OF SPECIAL EDUCATION](#)



[UNIVERSITY OF ATHENS, DPT OF INFORMATICS AND TELECOMMUNICATIONS](#)



[UNIVERSITY OF MACEDONIA, LIBRARY AND INFORMATION CENTRE ACCESSIBLE TO INDIVIDUALS WITH VISUAL IMPAIRMENT](#)



[UNIVERSITY OF IOANNINA, LABORATORY OF SPECIAL AND CURATIVE EDUCATION](#)

Links to Individuals with Special Needs



[NATIONAL DISABILITY CONFEDERATION](#)



[Down Syndrome Association of Greece](#)