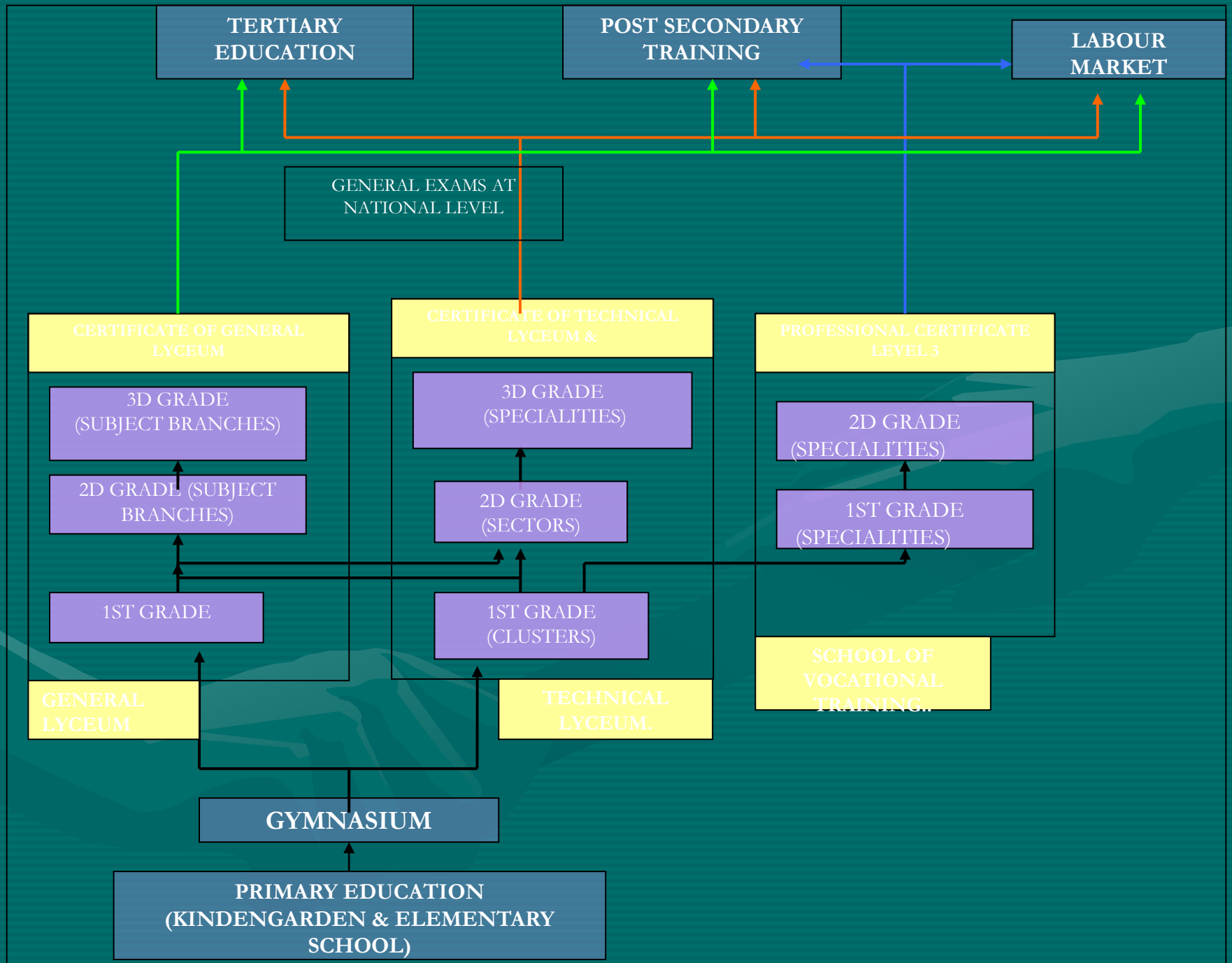


HELLENIC REPUBLIC
MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
REGIONAL ADMINISTRATION
OF PRIMARY & SECONDARY EDUCATION OF ATTICA
3RD DIRECTORY OF SECONDARY
EDUCATION OF ATHENS
**SPECIAL VOCATIONAL EDUCATION & TRAINING
CENTRE (E.E.E.E.K) OF EGALEO**





SPECIAL VOCATIONAL EDUCATION & TRAINING CENTRE (E.E.E.E.K)

General Features 1:

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 (eighty five units are currently working full time)

General Features 2 :

- 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.

General Features 3:

- 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)

General Features 4:

- 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)

General Features 5:

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

all the above mentioned are in force
for the particular school in terms of
structure, target group, daily operation,
services provided and so on....

Nevertheless, focusing on our school:

Our School...

- It was established in 2002 (according to the law 2817/2000)
- It has moved to a new building since 2007
- Its current number of the enrolled students: 110
- Its current number of personnel: 45
- Its vocational workshops: Handcrafting, Cooking, Gardening

Our school's ...

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.

Our school also includes pilot operation of a Career Counselling Unit which focus on:

- ❑ Group and individual careers education,
- ❑ Preparation of educational and vocational individual profiles,
- ❑ implementation of career school visits,
- ❑ development of pilot apprentices
- ❑ 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.
- ❑ Follow- up activities

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) 1:

- 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

Preparing learners for the real world
(Interventions for school community but also for students of
the forth or fifth year of schooling) 2:

- 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)

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):

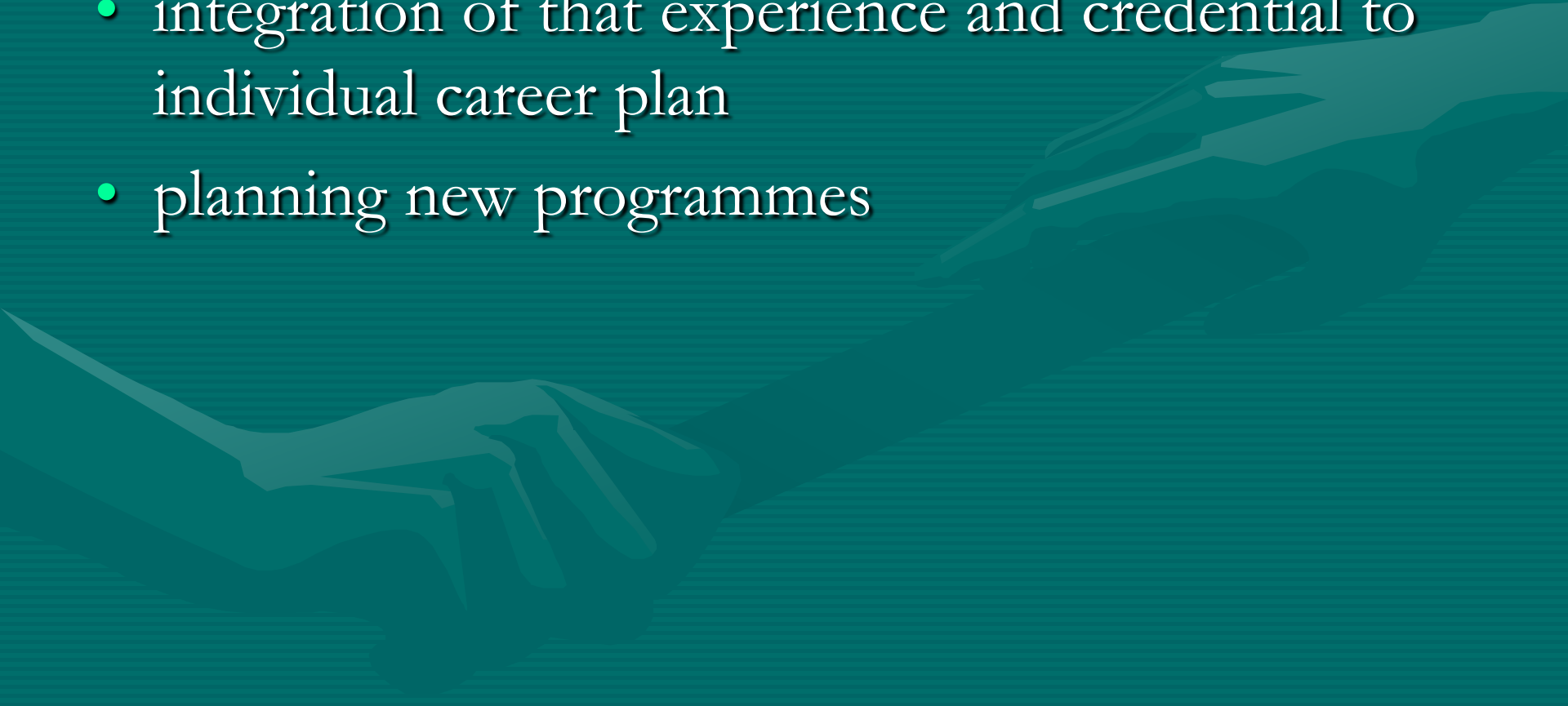
- Work with other teachers (3 more teachers are involved)
- Work with local educational authority to get the permission (a lot of paper work) as well as long life educational Adult Centre and municipality
- Work in both individual and group level with students in order to find their own meaning for their 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)

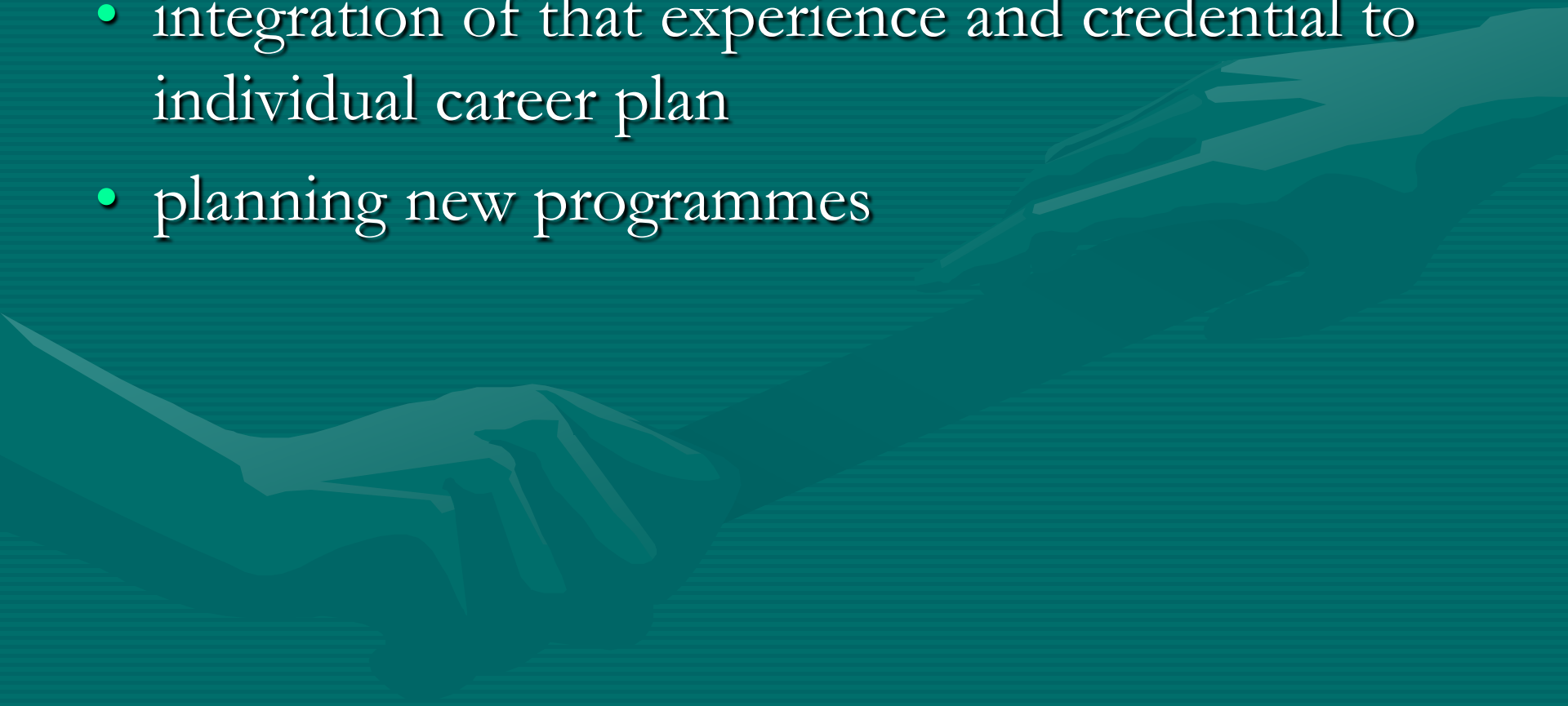
- Work with other teachers (1 teacher per specialisation and social services are involved)
- Work with local educational authority to get the permission (a lot of paper work) municipality to prepare mentors in order to support the programme
- Work in both individual and group level with students in order 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)

Thank you for your attention.....

