

Special Vocational Education and Training in Greece-Social Work

People with disabilities are an important population group that often faces problems of social exclusion, stigma and neglect, unequal treatment in their social environment because of prejudices against them.

For the purpose of addressing these problems, the European Union and other states have already adopted important legislation to protect people with disabilities. In real terms, the social protection of disabled people included in the international framework to safeguard social rights, launched by the UN Universal Declaration of Human Rights and supplemented by a series of international declarations and conventions, such as the European Convention on Protection of Human Rights and Fundamental Freedoms, the Bill of Rights of Persons with Disabilities UN, the UN Standard Rules on the Equalization of Opportunities for People with disabilities, culminating in the enactment of the Charter of Fundamental Rights of the European Union, with which European Union recognizes and respects the rights of people with disabilities to benefit from measures that would ensure their independence, social and occupational integration and participation in community life.

The Education of People with Disabilities, is provided free by the state in public schools, while the form of these schools is determined by the nature and extent of special educational needs of these students.

Training, pre-training, retraining are involved in providing educational services to people with disabilities. The special education tries to develop training strategies proposed in the general technical education Vocational Schools, and the inclusion in these sections or units in Special School Education (S.M.E.A.) through the Technical Vocational Schools A and B grade of Special Education and Special Vocational Education and Training (EEEEK).

The pre-vocational readiness for the special education of students with mental disabilities, autism, severe behaviour problems, aged 14 to 22 or 24 years is approached on the basis of the pedagogical treatment of severe difficulties in learning structured interdisciplinary curricula for special education. These innovative activities are developing a flexible learning mode in accordance with the principles and philosophy of the Curriculum Framework for Special Education). They also, ensure that people with disabilities (disabled) and special educational needs are helped physically, mentally, emotionally, socially, morally and aesthetically to the full extent of their capabilities and to integrate the school, in a professional and social environment in a climate of fairness, freedom, security and respect for their personality. Finally, the educational support of the disabled will grow their learning skills and school readiness, social adjustment, skills, participation in creative activities and pre-vocational readiness skills.

The school readiness supports students EEEEEK to develop speech communication skills or other alternative forms of communication to develop psychomotor skills, develop their intellectual capacities, to organize their emotional world and to prepare adequately for the spontaneous emergence of

basic educational skills. In this sense, reading, writing, understanding basic mathematical concepts and operations are acquired through the functional use in school, vocational and social integration of disabled. In special education it is well known that the majority of children with severe learning disorders have difficulty in reading, so they read with great difficulty,. Particular emphasis is placed on social adaptation of adolescents with special educational needs and multiple disabilities to learn about the natural, social and cultural environment, to accept the environment and to be accepted in that,so as to reach the highest possible level of autonomy and experience the joy of aesthetic creation and enjoyment of creative activities by learning to use their free time properly.

The Workshop for Vocational Education and Training

The Workshop for Vocational Education and Training is an independent school for special secondary education. With the establishment of the Training Workshop, the gap which existed in special education for over 14 years is covered. Students who attend the Workshop for Vocational Education and Training are aged 14 to 22 years and the duration of their studies is 5 to 8 years depending on the needs of the student.

The Department of Special Education and Vocational Training programs are tailored to the needs of the students, using their skills to achieve social integration and vocational training.

The aim is to live independently and be able to ensure specific hygiene, cleaning, cooking, sewing by themselves.

The lessons learned as:

- Language
- Mathematics
- Information
- Fitness
- Cosmetic treatment
- Music
- Social and occupational therapy.
- Floriculture
- Gardening
- Crop production etc.

In particular, EEEEEK aims to build up customized curriculum and connect it to the operational use of tools and materials, the practical skills of the individual laboratories, behaviour at work, access to employment and labour standards. The first case refers to developing independent living skills of individuals in relation to the self-service with an emphasis on management of shopping at

supermarkets, clothes and footwear shop as well as, personal and household cleaning. The second case refers to the development of gardening skills with emphasis on cleaning a garden, digging in the ground and management of time and quantity of water in irrigation. The third case refers to skills and development of services it emphasizes on the management, classification and binding of documents and books.

The effort of teachers is of great importance in planning programmes to distinguish the areas targeted and pre-vocational readiness skills development and understanding of the visualization of their contents, daring experiential exercise book adjustments to the student with learning activities preparedness guidelines laboratory

On the pedagogical support of pre-vocational readiness in individual laboratory guidelines we will observe disciplinary, interdisciplinary, flexible teaching objectives that can be supported in conjunction with learning activities and readiness to motivate at them and achieve the best use of students' potentials.

An example from the Laboratory of Gardening

Develop pre-vocational readiness skills, gardening-with help

Long-term learning objective: The student is able to take care of a garden.

Medium-term objectives: To open pits to plant, to water, to transplant, to sow, to lubricate, to prune, to mow grass, to know the garden work, to use gardening tools, to plant to perform work, to protection plants from various work hazards, carry out gardening work at a reasonable time and in a logical order, to be consistent, cooperative, organize the time in connection with its work.

Short term goal: to clean the garden to dig in and flatten the ground.

Work environment: Voluntary work in practicing external courses, in gardens and parks of the Municipal Authority.

The experiential changes in gardening skills focused on the care of plants in small and large pots and the operational use of tools.

The EEEEEK works to prepare students with a view to their graduates to work in sheltered workshops or even as assistants or technicians in the open labour market or the public sector.

The support of all these programs is implemented by:

- Psychotherapy
- Psychomotor
- Speech Therapy
- Occupational Therapy
- Music Therapy and
- Theatre Education

These programs are applied individually or in groups depending on the case of the individual target. Treatments are based on the experience of service in Special Education in cases of people with mental retardation.

Psychomotor

The psychomotor performance is an expression through the body to develop self-consciousness and body image which is a fundamental factor in the overall development of the child (emotionally and mentally). The term "psychomotor" denotes the module of mental and motor processes, or otherwise the close relationship between motor - the mental body and spiritual. It is a general theory of motion, which sets out the methodological principles that are capable of synthesizing the basis for a comprehensive understanding of treatment. The "psychomotor" refers to: a) study of the functions and disorders of mobility in relation to mental life, and b) the treatment or re-education practice or remedial action which aims at the prevention and correction of developmental delay and acquired disorders psychomotor functions. It is about a very wide field, which as study the development and regulation of psychomotor functions and methods of retraining (or corrective action).

The psychomotor is not an independent science, but the data, theories, and means are used and other disciplines as well as biology, psychology, physical education, linguistics, etc.. As a therapeutic method (psychomotor therapy) aims to develop the capability of the individuals to express themselves . The approach of the object of psychomotor requires a radically new understanding of the body as "psychosomatic structures" are treated in the grid position of the body in the realm of the imaginary, the symbolic importance of the body, communication or 'body language'

It aims at a basic training needed for every child that is designed to ensure the operational development, taking into account the child's potential and help the emotional world to expand and balance, the intermingling with the human environment.

The psychomotor therapy covers all the learning procedure of young child. Aimed at all children individually or collectively. It begins and proceeds very special graduations and every station is necessary. The stations of psychomotor are:

- 1) Self-awareness
- 2) Getting the body in space
- 3) Balance
- 4) Support
- 5) Orientation of the body in space
- 6) Control of breathing.

The Occupational Therapy

The Occupational Therapy attempts to help child express himself through crafts and generally creation. It records the responses for the development of the child's psyche.

The **general purpose** of occupational therapy are:

- To develop each child - a person's own initiative, to be released from possible suspensions and practice myokinetics and mental abilities to finish the job with a sense of satisfaction and mental well-being.
- To express freely and effortlessly feelings about the world around him
- To develop imagination, observation, inventiveness and experiment
- To develop patience and attention, in class and later at work.
- To learn to handle and act on various materials, giving them new properties.
- To be exercised-aesthetic combining material and colour.
- To work as a member of group to socialize and understand the value of companionship.

The **Objectives** of Occupational Therapy are:

- 1) The development of basic skills
- 2) The knowledge of objects and materials for occupational therapy
- 3) The knowledge and use of various tools
- 4) The construction of simple objects
- 5) Learning different techniques
- 6) To draw attention to safety and protection from accidents

Music therapy

Music therapy is the use of music by music therapists and trained scientists, as a remedy to restore, maintain and improve the intellectual, physical and mental health. Music therapy is a bridge between art music and science of psychology and applies to people of all ages with physical, psychological or mental problems.

Education and Technology

The use of computers in the context of programs EEEEEK is an important learning tool. For all people with learning disabilities the use of computers and multimedia is an achievement.. It has been shown that the PC, with incentives given to the child, which push to the duplication of activities, makes a kind of therapeutic exercise as children have more concentration in both time and intensity, while enhancing the cognitive, emotional and social behaviour.

Children with disabilities may be helpful in working with PC. In particular, software "open type" enable teachers to adapt the interactive environment to the learning characteristics of each child. People with physical disabilities, congenital or acquired, often find great difficulty in making any moves. To move their hands, to catch a book and turn pages, hold a pencil and to control their movements to write. For some, even to keep constant the head or eyes is difficult. It is possible, however, to make adjustments to machine tools and accessories, new technology, so that achievements can be useful for these people. Because many naturally thin people can not use a keyboard, for example, special devices attached to the head or leg, and with the help of a specific component can hit the keys. In other cases, users simply look at the screen that displays successively - a pace adapted to the possibilities of each, give the appropriate signal or command to a simple switch. The teacher prepares exercises with specific vocabulary, after consultation with the details of the progress of each student files on the PC, inserts the software teaching materials designed to work, create fields with information, puts the children that can not write words to work with images in pictorial keyboard combined with a program to "guess" the words you want to the user to write, etc. The images used for learning of spoken or written vocabulary can be entered on the computer from photographs captured or collected by the pupils themselves. Images and texts are becoming posters in the classroom along with other materials. Programming languages such as Logo, built for experimental applications, is a successful example of "open source", which has proven very useful for disabled people. For more minor shortcomings, keyboards are not affected by the mishandling of the user (long key press, trembling hands, unintentional pressing buttons while many others). There is also an engineer and software, which performs many automated functions to minimize the complexity of the required movements. People finally tired muscle weakness due to write at school or in exams, they can take their laptop so it will not differ from their able-bodied peers.

Research on preschool children with learning difficulties showed improvement activities on PC. Children learn the basic rules Logo quantitative relationships, problem-solving strategies and develop logical thinking and social interactions. Also, children learn arithmetic and perform geometric constructions. Having accomplished all this, the children play games with mazes, featuring animals with very simple puzzles with images, symbols, just fun and simple arithmetic operations or combination of musical phrases.

Techniques

Most Centres for People with Disabilities, either publicly or privately run similar training programs with qualified staff and close laboratory and workshops for ceramics, painting, confectionery, jewellery, etc. where people with disabilities are trained and socialized.

Some techniques used are as follows:

Working in groups. Whether as a method or technique it is a difficult but not impossible task for the teacher, depending on many factors. It is necessary to develop social skills. Under conditions when working in groups,

develop communicative relationships are expressed and the most hesitant, thus improving their performance, lacking the competitive trend, since the goal is common. Given the opportunity to undertake specific roles to utilize each team member a special talent. Develop a sense of fairness, shared responsibility, acceptance of others, interdependence. Also, the work of the team is more efficient and enable mutual adjustments.

The technique of brainstorming (Brainstorming). The ensures broad participation, harnesses the creativity and experiences of children, develop free expression, critical thinking and cooperation of all. It can be applied at any stage of a project. It is ideal for the choice of subject and the division of a media (eg mention uses of water, say professions related to water, etc. It records all ideas and then it is possible using the same technique be grouped into broad categories of issues or media).

The case study. it Involves the design and analysis of an actual or as close to reality example (e.g. a topical event or issue created or tends to create environmental impacts. The aim is to explore alternatives to address or avoid impacts).

The concept map. Is a schematic image of framework / tags with basic 'key concepts' related to the issue being examined. These basic concepts are connected by lines or arcs. More links (lines or arcs) are written words or phrases which express the relationship between the affiliates 'key concepts'. The open-concept mapping, students (individually or in groups) involved in the effort to recognize concepts and exploring their relationships. In this case, there may be different versions of mapping each student or group. In closed mapping, given the complex relationships and invited students to put the "key concepts" and connecting words / phrases in the appropriate places. In this case, the final version of the charter concept is the same for everyone, with slight variations on connecting words / phrases which are not changed mentally over the map.

The simulation games, role-playing, debate. The students dramatize a real or fictional situation, playing different roles. Depending on the role everyone arguing for the status quo. For example, in a meeting of citizens, stakeholders and council, the debate on the "fate" of a large air space of the municipality. The mayor wants to build the municipal building shopping center, some people want it to become a park, others propose to sell it to interested individuals and with the money to renovate and expand the City Hall, some like to stay etc . The representative of each view is trying to justify his selection.

The narrative. It can serve as a tool for creating an appropriate learning environment and as a means for passing appropriate messages, perceptions, knowledge, values, behaviours can be organized several activities related to the narrative, where what is sought at a time. For example, call the school and modern folk narrators, narration free from the children and the teacher (dreams, movies, books contents, incidents of everyday life, etc.) narrative stories, or even designing a Project (e.g. . recorded narratives from elderly compared with old photographs)

Most Centers Employment of People with Disabilities students engaged in productive work and most of the revenue paid to them. Even though the programme exists it is enriched with socialization activities aimed at maintaining and further developing the life skills learned in the program of vocational training. It combines exercise in working with growing autonomy, taking care of the specific needs of adults with mental retardation.

The training is part of an educational process that aims to integrate the person in a community. The objective of all educational activities is to lead the student to the greatest possible autonomy. To prepare him so that he could take care of himself, to travel alone, be able to work in jobs that suit him, to know his rights and obligations. And if the problems are big, the program will help. Then should have less support from the family in the future. It would prepare him to live and work in dignity in a protected environment.

The main areas of activity in life skills are:

Yourself: an exercise in personal hygiene and getting dressed

Household Cooking: exercise in preparation of simple foods and beverages, knowledge of food, cleaning, serving, using kitchen appliances.

Traffic Education: performance in orientation, the use of public transport, buying from shops, paying bills, using of services (mail, bank)

Maintenance of school knowledge: maintaining knowledge in reading, writing and numeracy activities which are integrated organically to the rest of the program (buying and selling operating a booth during breaks, using the internal mail edition student magazine, etc.)

Social subjects: basic concepts and develop social skills in areas such as traffic hazards in the home, body hygiene, sex education, etc.

Training of communication skills: developing skills in communication and social interaction through small groups and meetings and active involvement of students in the operation of the Laboratory

Outside entertainment: events such as excursions, trips, visits to theatres and cinemas, and dinners, all tailored to age needs of our students, giving the opportunity to practice social skills.

Theatre Project: a systematic development of imagination and mimetic skills.

Workout: exercise sports games and sports, athletics.

Social Work service

Also, in all structures there is a Social Work service which is provided by the expert (Social Worker) to one or more persons to address the difficulties encountered in the context of individual or collective life.

Methods of Social Work is to be applied three (3):

Social Work with People: The main objective is to make available to the customer all the possible solutions to this issue stating that employs him.

Social Work with Groups: applies to a group of people who are more than two, to maintain contact with each other, and have recognized at least one common feature and are seeking at least one common goal.

Social Work with Community: The objectives may be general and specific. Usually related information to all community members about existing social services, their usage rights for the process of accessing them, etc.

Generally in all structures, to have a greater productivity in laboratories, the method of group work is a form of collaborative learning in order to develop knowledge of learners, basic skills (e.g. communication skills, collaboration skills, critical thinking skills) and behaviour. The ability to participate effectively in the work of a group regarded as a desirable employability skill and should be considered as part of the educational experience of each individual. Many people enjoy the teamwork interactions with other students, work together to solve problems and exchange ideas. Having people with special needs in a workgroup, can enhance a sense of comradeship and teamwork, where everyone works together to find solutions for their needs.

Here are some Facilitation Strategies. These should include an assessment of:

- Natural environment, arranging the room so that all students can see each other
- Discuss with students the various skills involved in successful teamwork
- The staff should provide support to encourage the development of managerial skills in group
- People with disabilities should be able to organize people who support them during the working group. The team should be sensitive and supportive of these requirements
- Encourage all learners to organize their work plans, schedules and deadlines as part of their evaluation
- Encourage students to report any problems to avoid any early failures of the target group
- Establish clear procedures for reporting to groups and individuals to be aware when they can not solve a problem by themselves
- Do not allow groups to make choices for their members, where necessary, assign you to groups of students
- Communication of clear instructions to state the expectations of the education of the participants in teamwork

- Ensure that they understand their responsibilities as a team, both with the team and for themselves
- Confirmation that all team members are unsure of their role in group
- Either assign specific roles or let students choose
- Changing the team members periodically
- Consider whether there is bias with sensitivity, strong and fast
- Change the nature of the arrangements needed for the working group
- Presentations: give good guidance to students and give them clear rules and criteria to be evaluated, e.g. presentations, poster presentations, PowerPoint, special assessments
- Upon completion, ask students how they solved any problems
- Ask students to evaluate what they learned from working in a team
- Ask students to identify any transferable skills they have developed as a result of teamwork.
- Ask students to identify new subject specific knowledge gained through work in a team

Finally, it should be noted that education is not only a learning but also a psychological process that is why trainers should fulfil the role of the educator - psychologist, and be good advisors and good animators. Consultative is the approach of the trainer which provides psychological help and support to students or parents of students to meet their needs. No psychoanalysis is necessary but a psychological help to them. The advisory and consultancy skills seek to strengthen the mental health of people with disabilities, reduce stress, address the problem realistically, gain confidence, develop positive attitudes towards other people which will strengthen the perception of personal value.

In counselling we can distinguish three forms of communication: 1. non-reflective counselling, 2. transitional counselling, 3. reflecting the Advisory. The reflective counselling refers to a symmetrical vertical communication. The transitional advisory follows the model of the mediator that is, requesting advice assumes some accountability through the consultative process, so that he can act as an adviser himself from himself.

Unlike the reflective counselling involves a more symmetrical structure parallel communication in which both the consultant and by consulting the can change roles depending on the situation. Usually, teachers use the ignorance most often non-reflective process.

The teacher because of daily contact with the student and frequent contact with his family can develop a meaningful relationship with them, gain their trust, support them psychologically and provide invaluable assistance. A basic condition for this is: a) have knowledge and skills of counselling, b) it should be based on some principles of cooperation with parents.

