

P.D.E.Th.

Periferiaki Diefthinsi Ekpedefsis Thessalias

*REGIONAL DIRECTORATE FOR PRIMARY AND SECONDARY EDUCATION OF THESSALY*



**TRAIL**



Teenagers : the Road with Autism to Independent Living

Erasmus+ program, Action Key 2

Strategic partnerships of adult education

**2015-1-FR01-KA204-015397**

01.09.2015 - 31.12.2017

# ■Thessalia



Thessaly, with its four Administrative Units (Larissa, Magnesia, Trikala and Karditsa), lies in Central Greece and is one of the country's largest regions in size and population.

# ■ Larissa

Larissa has always been the capital of the Thessalian Plain. It is a dynamic and vibrant city with a rapid development. It is a candidate for European Capital of Culture 2021.



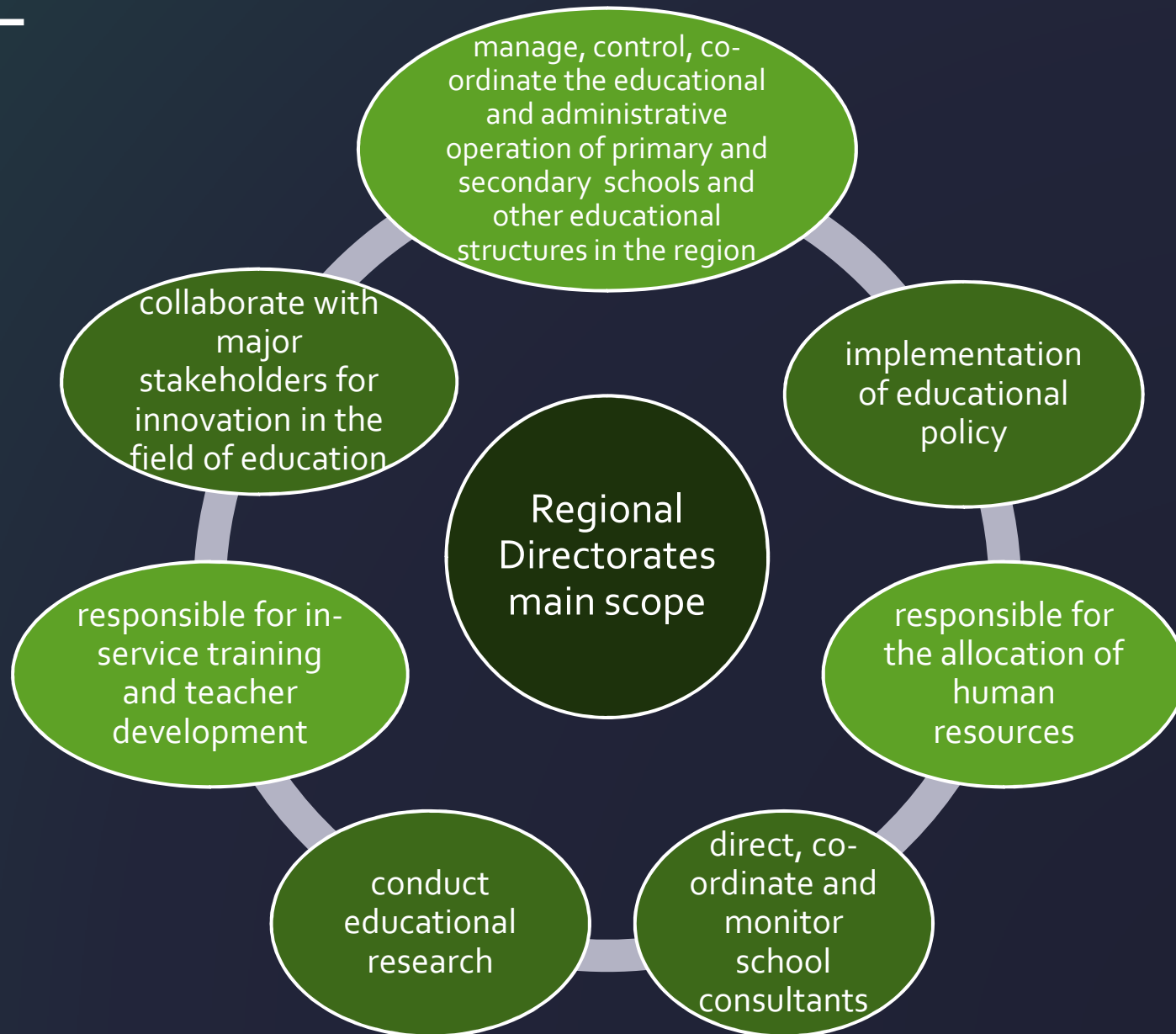
# ■ PDE



The Regional Directorates for Primary and Secondary Education are decentralized regional administrative structures of the Greek Ministry of Education and Religious Affairs. There are 13 Regional Directorates of Education in Greece (one in every region).



# ■ PDE



## ■ PDETh

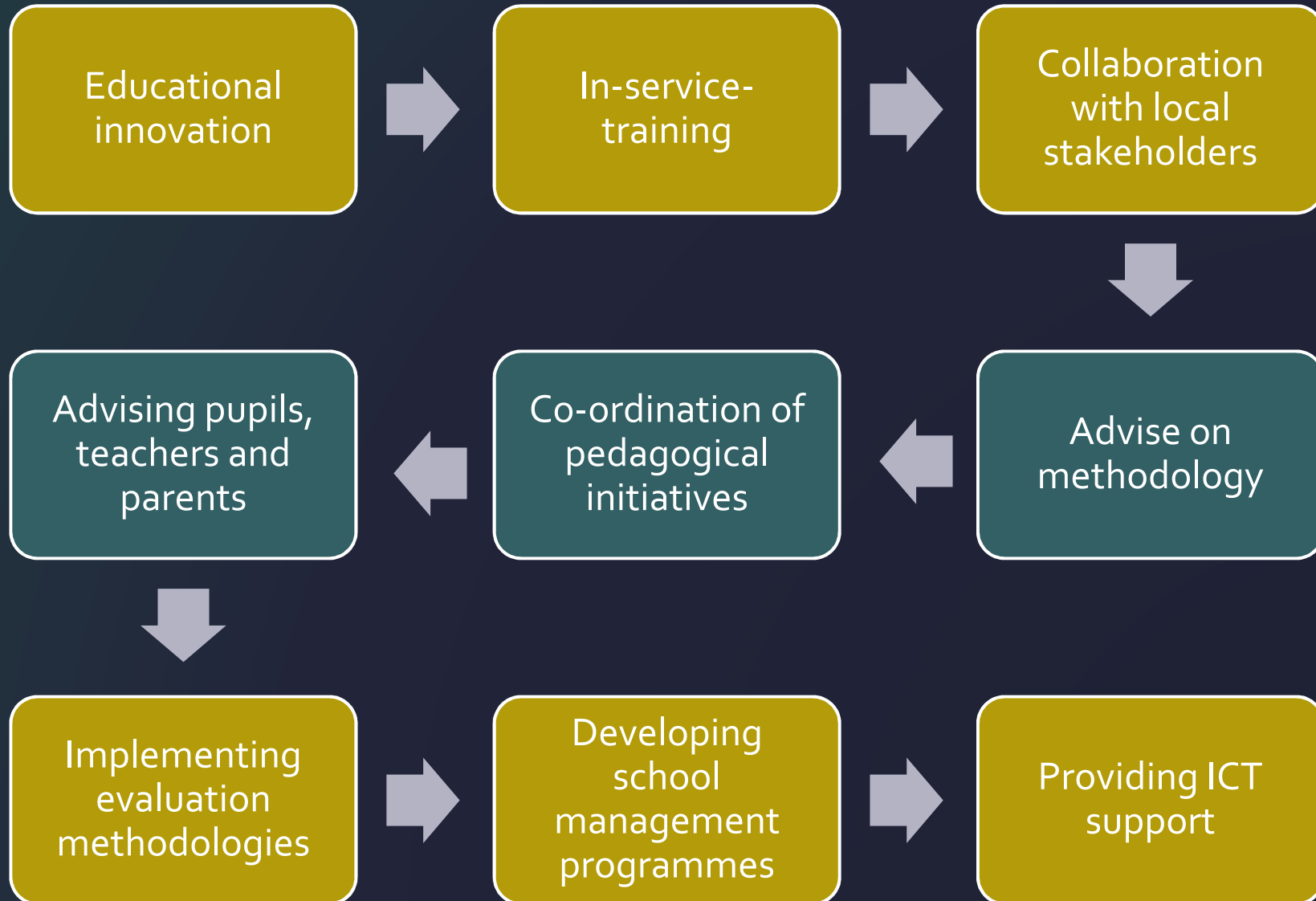


The Regional Directorate for Primary and Secondary Education of Thessaly has expertise in European projects. The PDETh employed 38 people in administrative and secretarial positions.

As the Regional Directorate is responsible for the educational policy, its administrative and educational staff has collaborated for several years with local universities, scientific organizations, local consultants in different educational areas such as training methodologies, production of educational material, confrontation of social problems as bullying, school dropout, pupils behavioural problems etc.

# ■ PDETh

The expertise of the staff includes



## ■ PDETh



Regional director and program manager is Mrs Anastasopoulou Helen. She has started to work as Nursery School Teacher. She has worked as Responsible person of School Activities in The Directorate of Primary Education and she has served as a Counselor of Pre School Education in Kastoria from 2012 till today.

She holds two postgraduate degrees, the first in Organization and Management in Education and the second in Teaching Methodology and Psychological Education. She is also attending a PSP with the title “Creative Writing at the University of Western Macedonia”. She has an annual specialization in Special Education in the Health Sciences Department. She speaks three languages: Italian C1, Spanish and English B2. She holds a Certification in Skills and Knowledge of Information Technologies and Communication- A and B Level.

She participates and has a lot of presentations in training programs and conferences. She has published articles in journals and conference proceedings. She is an author of literary and educational books. She was an instructor in the 1st State IEK Larissa (discipline: Theatrical Play) and animator of theatrical game.

She is a member of a group of volunteers in humanitarian action in Greece and Africa (Filotis) where she has offered voluntary work. She was a prefectural Director of Southeastern Larissa.



## ■ PDETh

Mrs Dimitra Xesfigkouli is a graduate of the Department of Primary Education and also of the Department of Preschool Education of University of Thessaly.

She has a Master in "Administration and Management in Education" Postgraduate Program in Primary Education, University of Thessaly, Name of Thesis " The role of the Director of Primary Education in teachers professional development.

She is a PhD holder in Primary Education, University of Thessaly, Name of Thesis "The pedagogical development of Greek primary school and teachers professional development in primary education".

She has sufficiency in teaching English – Proficiency Degree of Michigan University and Cambridge University.

She has been extra trained to several Educational Programs, has participated in many university researches, has a lot of participations in Greek Educational Seminars and many presentations in International and National Educational Conferences.

She has worked as a school teacher in primary education since 2002, as a mentor in University of Thessaly in the Department of Primary Education, as a English School Owner for 7 years and today she works as an administrative person of PDETh in the sector of European Projects.

She speaks Greek (mother language), English (level C2) and German (level B2).

## ■ PDETh

Mrs Vassiliki Tsela of PDETh is a graduate from the French Department of the School of Philosophy.

She has two Masters, the first in Education and in Management schools and the second in Integration and Utilization of New Technologies in the teaching of French in school.

She is PhD holder in applied linguistics and in special education from the Department of Special Education, University of Thessaly.

She has Certification of New Technology Training Programs such as Platform Moodle Digital Foreign Language Classroom <http://e-learning.ilei.sch.gr/moodle/>, Teacher Training in the Utilization of Information and Communication Technologies in Education and Construction of Educational Software.

She has worked as a teacher of French as a foreign language, a teacher in adult training seminars, an organizer, coordinator and administrative person of professional training programs granted by the European Union such as "Entrepreneurship", "Computerized Accounting", "Protection of the Environment - Climatology" and as a Journalist and Translator in print and electronic media.

Today she works as an administrative person in the sector of European Projects of P.D.E.Th.

She speaks Greek (mother language), French (level C2) and English (level B2).

# Thessalia



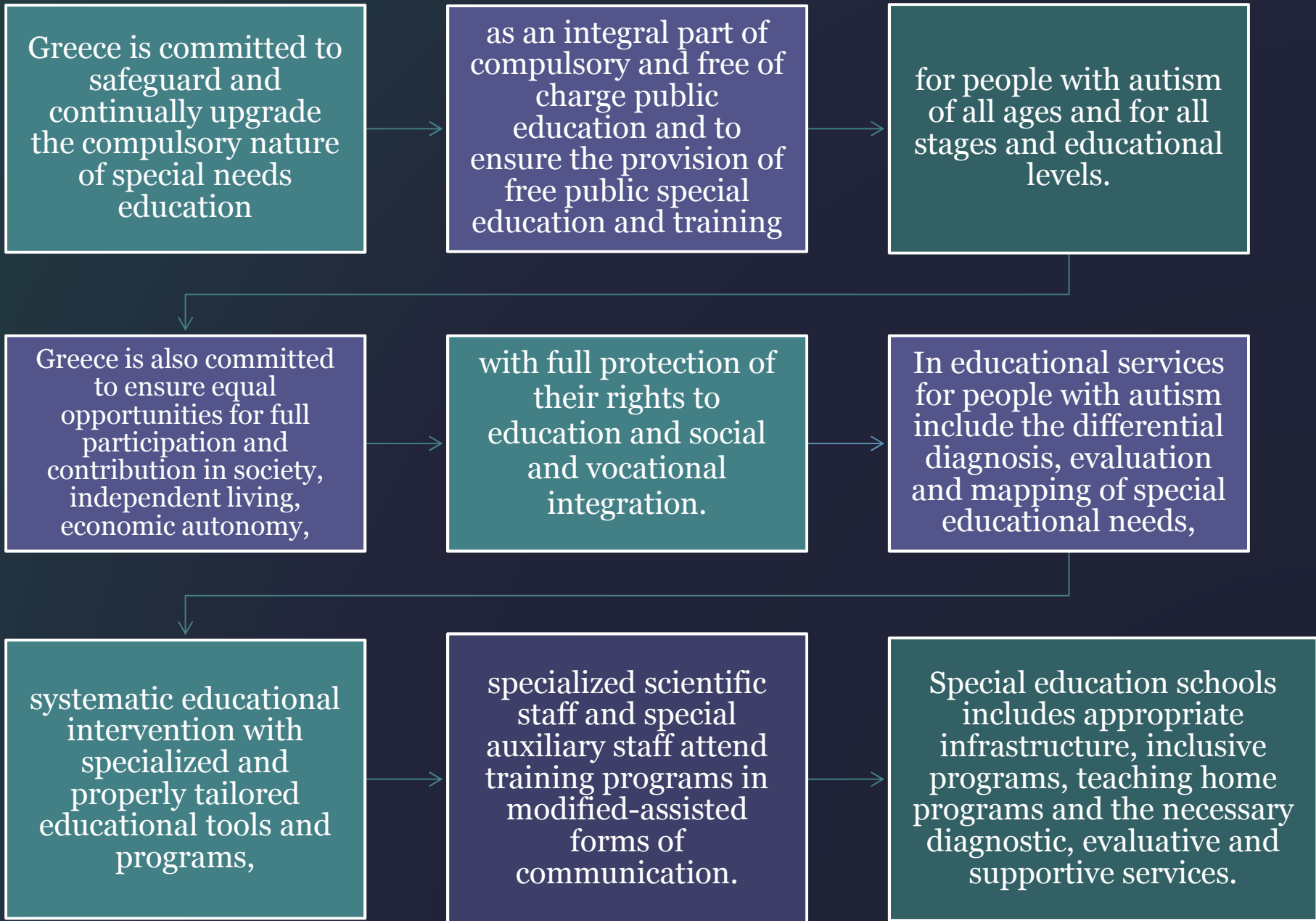
Thessaly, with its four Administrative Units (Larissa, Magnesia, Trikala and Karditsa), lies in Central Greece and is one of the country's largest regions in size and population.

# General Theoretical Framework in Greece

The Greek educational system, traditionally, has been democratic and opened to everyone. Access to the Greek educational system is free and available for everybody at all levels of education (elementary, secondary and tertiary).

From this point of view, undoubtedly, the Greek state and the Greek educational system provide all the means to every person who lives in the country to attend not only compulsory schooling but also in any level of education system.

# Special Education and training for people with autism





# *Institutions of Special Education (Schools)*

Special high schools for the A, B, C class and a preliminary class, for children up to 19 years.

Special Vocational Education and Training Workshops (EEEEK). Attendance at these lasts from 5 to 8 years, while the first registration is for students up to 16 years.

Special professional high schools, in which studies last for five years and provide professional training.

Special vocational faculty school: There are registrations of special vocational and special school graduates. Studies last for four years.

Special high schools (LYKEIA) for the A, B, C classes and a preliminary class for children up to 23 years.

Special vocational schools, where studies last for four years and provide training.

# *Institutions of Special Education (Schools) in Thessaly*

<i>T.E.E of special Education (Technical Vocational Institutions)</i>	
	Persons with autism
1 <sup>st</sup> TEE of Sp. Ed. in Larissa	5
1 <sup>st</sup> TEE of Sp. Ed. in Volos-N. Ionias	9
1 <sup>st</sup> TEE of Sp. Ed. In Karditsa-Sofades	8
<i>E.E.E.K (Workshops of Special Vocational Education and Training)</i>	
Larissa	10
Volos-Almyros	13
Trikala	12
	Total 57

## *Other private institutions and associations activated in the issue of people with autism in Thessaly*

Parents Association of children and persons with special needs in Karditsa



THESSALIKI “mental health care and rehabilitation company” in Larissa



Office work of special social groups “OAED” - Larissa



Parents Association “GUARDIANS” - White butterflies in Volos



House of special therapeutic and vocational education in Trikala

# *State structures that support people with special needs*

University of Thessaly, Department of Special Education (The only Greek University department fully focused on Special Education). SED offers a 4-years undergraduate curriculum, with courses on 4 main categories: Special Education, Pedagogy & Sociology, Psychology & Language Sciences

School Consultants and educators experts in special education

General and special psychologists who support school education

Special education programs in Secondary and Higher Education

European Programs (e.g. Leorardo Toi 2012 Hipe4ASD-Sesame autism Languedoc)



## *TRAIL - P.D.E.Th*



The main target of Regional Directorate of Thessaly is to go on the scientific research in the field of autism and **provide methods and tools** so as to help teenagers in the transition phase from school to independent life. The state and domestic structures can provide a general framework in which professionals can be trained and offer a desirable result which is related to the objectives of the program.

Specifically we can cooperate with University Academic Staff, Searches and teachers such as:

- **University Teachers – Department of Special Education in Volos**
- **School Teachers- 3 T.E.E. schools and 4 E.E.E.E.K schools of Thessaly**
- **School Consultant for Special Education in Thessaly -Mrs. Tsiopa**
- **Family Associations for People with Special Needs**





## *Trail - Intellectual Outputs- The role of P.D.E.Th*

**O1:** Support, inform and update the Trail Platform with activities, survey results and resources (presentations, courses, toolboxes, tools, methods, innovation guides, case studies, e.t.c.).

We have created a pedagogical team which includes one manager, two researchers, one expert of special education and one technician.

**O3:** Carry out a comparative survey about social policies in Thessaly for the targeted teenagers but also detect innovative initiatives, tools and methods.

We have already communicated with the directors of the relevant institutions (schools) and university researchers and we have created the appropriate team so as to go on in the survey.

## *Trail - Intellectual Outputs- The role of P.D.E.Th*

**O4:** Support and create, in cooperation with the other partners, an innovative guide with all the results and other innovative activities such as:

projects, methods, courses in Greece

results of Greek research in Thessaly (indicators for autonomy, key-competencies required by young adults with autism, studies about the transition phase)

main results of the comparative study (O3) in Thessaly

description and explanation of the transfer process of TPT method and also the presentation and results of the observation of mobile units

interviews of the participants (teenagers included) from the communities and steering committees

extracts of the project's life

documentary information such as links, publications, articles

# *Trail - Intellectual Outputs- The role of P.D.E.Th*

**O5:** Transfer of Innovation HIPE4ASD We are interested about the characteristics which are linked to teenagers who have left national education or specialized institutions. The professionals will attend the 4 days course, get the methodology support and try to carry out research actions with the view of continuous improvement and individualization of proposed accompaniments.



**O6:** Transfer of innovation TP-TEATERN : Pedagogical model – Videos shooting - Course – general frame and indicators – recommendations. We have found a theatre team in Larissa which is expertise in animation of people with special needs.



**O7:** Transfer of innovation MOBILE UNITS : model – organization and requirements – general frame and indicators – recommendations. In Thessaly there are a lot of state and individual structures that can support the objectives of this intellectual output (psychiatrist, movement therapist, speech therapist, nurse and specialized educator) who is reactive, available and integrated within the sanitary and socio-medical sector.

The participation of Regional Directorate of Primary and Secondary Education of Thessaly in this European program TRAIL and other similar programs is made under the assistance and effort to contribute to the identification and the implementation of best practices for professionals and the intervention frameworks that would allow the support of the adolescent phase and their access to ordinary life.

The transfer of experience and the adoption of measures arising through cooperation in such programs is valuable.

On behalf of the Greek Ministry of Education and the Director of Regional Directorate of Primary and Secondary Education of Thessaly Mrs Eleni Anastasopoulou, thank you very much for your cooperation, the sharing and the common European perspective and dimension to basic education and social issues.



Ελληνική Δημοκρατία  
Υπουργείο Παιδείας  
Ερευνας και Θρησκευμάτων

Περιφερειακή Διεύθυνση  
Πρωτοβάθμιας & Δευτεροβάθμιας Εκπαίδευσης  
Θεσσαλίας

Thank you for your attention!