

SPAIN

Summary

**Country Report on the Vocational Education and
Training system, REFERNET Cedefop**

and

**Summary report on Vocational Education and
Training (VET) for learners with Special
Educational Needs (SEN)**



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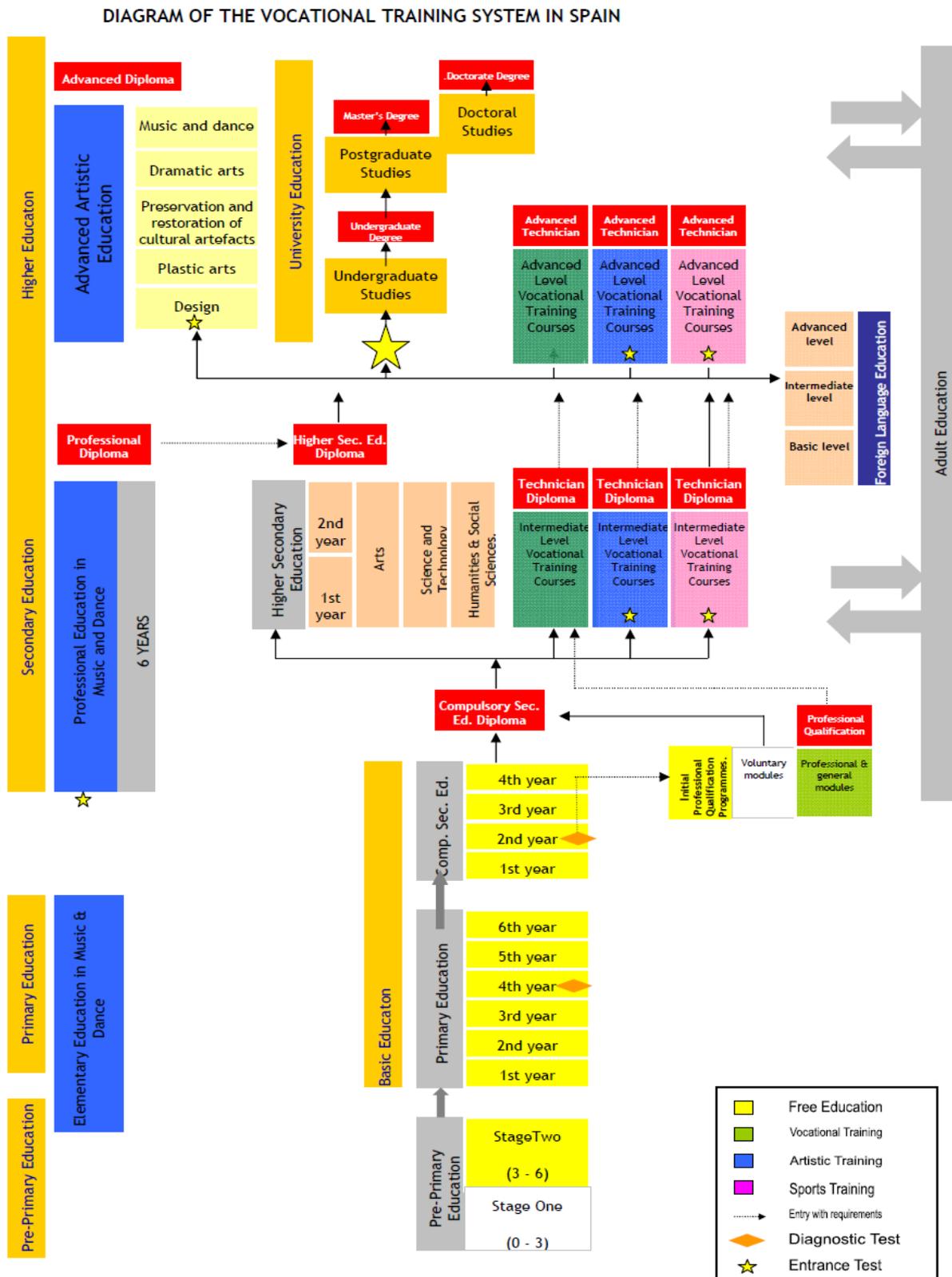
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1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

1.1 Diagram of the education and training system





1.2 Overview IVET System

PRE-VOCATIONAL EDUCATION (EDUCACIÓN PREPROFESIONAL OR PRETECNICA): Programmes leading to initial professional qualifications intended for students over sixteen years of age – and, exceptionally, those fifteen years old – who have not obtained a compulsory secondary education diploma. The aim is to allow all the students obtain the professional competencies that belong to a level 1 qualification in the current structure of the Catálogo Nacional de las Cualificaciones Profesionales, CNCP (National Catalogue of Professional Qualifications), or obtain a diploma in compulsory secondary education. For example, The “*Programas de Cualificación Profesional Inicial*” (PCPI, Initial Professional Qualification Programmes)

INITIAL VOCATIONAL EDUCATION AND TRAINING (FORMACIÓN PROFESIONAL INICIAL): Comprises the set of training actions that prepare students to be qualified to work in a variety of professions, to have access to employment and to actively participate in social, cultural and economic life. This type of Vocational Training is made up of a set of training courses that are organized as modules (including the Specific Vocational Training courses established by the *Ley Orgánica de Educación*, LOE (Organic Law on Education, 2006), that varying in length and have the theoretical-practical content suited to the different professional fields. They are organized into 26 professional families and two levels, intermediate level training courses and advanced level training courses.

INTERMEDIATE LEVEL VOCATIONAL TRAINING (CICLO FORMATIVO DE GRADO MEDIO). Students should be over the age of 16 years old. The professional track in the second stage of secondary education is called intermediate level vocational training. It is the vocational training that is regulated within the education system and was established by LOE (2006).

WORKPLACE TRAINING MODULE (MÓDULO DE FORMACIÓN EN CENTROS DE TRABAJO, FCT): This is a compulsory module that all vocational training students registered in initial professional qualification programmes, intermediate level courses and advanced level courses is a block of initial or regulated VET that takes place at the company (Article 11 RD 1538/2006)

APPRENTICESHIP (CONTRATOS FORMATIVOS) The term “apprentice” is no longer used in Spain but the concept is the equivalent of the model for training contracts, under which training is given to sixteen and twenty-one years old workers and above. Requirement that a contract be in writing including the training occupation or occupational level, a time plan, the duration of the contract and the name and professional qualifications of the person designated to be the tutor. Each tutor has assigned no more than three students. The duration of the contract can be from six months to two years, unless different time periods are established in the sector Collective Agreement, but in no case being more than three years. For workers with disabilities, the maximum time limit can be extended to four years. Remuneration will be no less that minimum professional wage.

ADVANCED VOCATIONAL TRAINING (CICLO FORMATIVO DE GRADO SUPERIOR) Students from 18 to 20 years old .It lasts between 1,300 and 2,000 hours (approximately one and a half to two years). The training in the workplace (workplace training module, FCT) takes place in the second year and consists of between 350 and 750 hours of training and activities. 23 different main areas of study within 83 specializations

1.3 Objectives and priorities of the national policy development areas of VET

Programa Nacional de Reformas (National Reform Programme, 2005) established a set of priority objectives related to education and training that led to legislative reforms such



as the approval of the LOE (2006) on quality and training (2006) and regulating the university and pre-university levels of the education system.

It is promoted through measures designed to ensure success for students in *Educación Secundaria Obligatoria/ ESO* (Compulsory Secondary Education), promoting lifelong learning, and increasing flexibility of the educational system permitting transfer between training and work and reducing the number of early leavers.

- **Programmes to improve success at school.** These programmes had been designed to reinforce teaching as soon as learning difficulties are detected, both in primary and secondary schools.

- **Programmes to reduce concentrations of early leavers.** Autonomous Community actions are being financed with the aim of reducing the impact of the factors involved in students dropping out of the education system without obtaining the appropriate qualifications. There are promoted actions designed to keep students in the educational system and giving second opportunity programmes (PCPI Programs). Focus on incremental flexibility on the education system to allow mobility between training and work and vice versa. Special emphasis placed on diversity and the specific needs of each student toward more personalized education that will facilitate learning and the acquisition of the basic competencies. Improving teacher training, social recognition and early retirement at 60

POLICIES AIMS: keeping adolescents in the education system longer, transforming advanced VET programmes into an attractive alternative to the university and increasing the match between training and career opportunities.

1.4 Institutional and legislative framework for IVET

In 2002, the *Ley Orgánica de las Cualificaciones y de la Formación Profesional* (LOCFP /Organic Law on Qualifications and Vocational Training) was approved. It organizes the three vocational training subsystems that used to exist (initial or regulated training provided by the educational authorities, occupational training targeted at unemployed and continuous training organised by the social partners and targeted at employed) into one single system.

The Ministry of Education for IVET and the Ministry of Labour and Immigration for CVET are the responsible to provide vocational training. However, both ministries have transferred a large part of their management powers to the Autonomous Communities since Spain is an “Autonomic State”. The LOE (2006) had changed the structure of the education system. This will be fully implemented in the 2009/10 school year.

Main responsibility for initial vocational training belongs to the Ministry of Education, Social Policy and Sport and to the education authorities of the seventeen Autonomous Communities. The Autonomous Communities are responsible for developing the regulations arising from the basic national regulations, which are the responsibility of the central government, and for regulating the non-basic elements or aspects of the education system. The minimum basic content to be taught takes up 55% of the school timetable in the Autonomous Communities that have a second official language and 65% in those who do not have one. Teaching centres have the autonomy to develop and complete the curriculum for the different stages, so that at the beginning of each school year they must draw up a general annual programme that includes all the aspects to do with organizing and operating the centre.



1.5 Types of teacher and trainer occupations in VET

There is no formal difference between teachers and trainers as all must possess a HE degree. The occupations in IVET are: a) secondary school teachers; b) technical teachers in vocational training; c) specialists, and d) trainers (in vocational training at work). There are instructor teachers, who are secondary school teachers and teach general and technological vocational training subjects at the theoretical level; and there are also technician-teachers, who have entered the profession through a different competitive examination and teach practical vocational training subjects.

1.6 Systems and mechanisms for the anticipation of skill needs

Different institutions within the education and labour authorities are responsible for the anticipation of skills needs. The Consejo General de Formación Profesional, CGFP (General Council on Vocational Training) is a consultative and tripartite body (workers' organisations, trade unions and public bodies) on vocational training and is attached to the Ministry of Labour and Social Affairs. Its role is to compare the needs of the labour market with the educational policies on vocational training. It is supported by the Instituto Nacional de las Cualificaciones, INCUAL (National Institute of Qualifications). *The Observatorio Profesional* (Occupational Observatory) is a section within the INCUAL that provides information on the evolution of the supply and demand of professions, activities and profiles in the labour market.

1.7 Guidance and counselling for learning, career and employment in IVET

All educational centres providing non university education offer vocational counselling services. There are multidisciplinary teams, including psychologists, educators, educational psychologists, teachers and social workers. There are counselling departments (Departamentos de Orientación) in secondary education and vocational centres. Students in vocational centres have to study a compulsory module in which vocational information and orientation is provided.

1.8 Funding for initial vocational education and training

The total spending on education is therefore defined as being the sum of the funds allocated to both public and private education that come from public sources, mainly from the Ministry of Education, Social Policy and Sport and the Autonomous Communities, or from private sources (companies, families, etc.) and EU funds.

1.9 References

Refer Network- Spanish team (2009): VET in Europe. Country Report Spain. CEDEFOP



2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

2.1 Population

LOE (2006, Organic Law of Education) focuses on students with Specific Educational Needs (SEN). This concept covers students that require additional educational support because of special educational needs or specific learning difficulties.

The LOE regulates and governs special education within general education and provides for the incorporation of SNE into the mainstream system. Pupils with SEN can attend mainstream or special education institutions. This law also allows for pupils with SEN to attend mainstream institutions and programmes, by adapting such programmes to the individual capacities of each pupil.

The education system must have the necessary resources in order for pupils with SEN to achieve the general goals set for all pupils.

The schooling of students with special educational needs is governed by principles of normalisation and inclusion and ensures non-discrimination and real equality in access to the education system and their continued attendance, allowing for flexibility in the different stages of their education where necessary. Students will only be schooled in special education centres or units where their needs cannot be met by the special needs provision available in mainstream schools. This schooling may be extended up until the age of 21.

It is also the responsibility of the education administrations to encourage students with special educational needs to continue with post compulsory education (VET for example) as appropriate and to modify as necessary the testing procedures established by this Law for students with disabilities.

The current project (Alaior, Menorca, Spain) has been developed in Compulsory Secondary Education, not Compulsory Education, because VET study is not compulsory in Spain (there is Intermediate VET, -level 2 of the European Qualifications Framework - and Advanced VET -level 3 of the European Qualifications Framework). However, some classes we visited are part of Compulsory Education (Initial Professional Qualification Programmes).

2.2 Organisation and Provision of VET programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

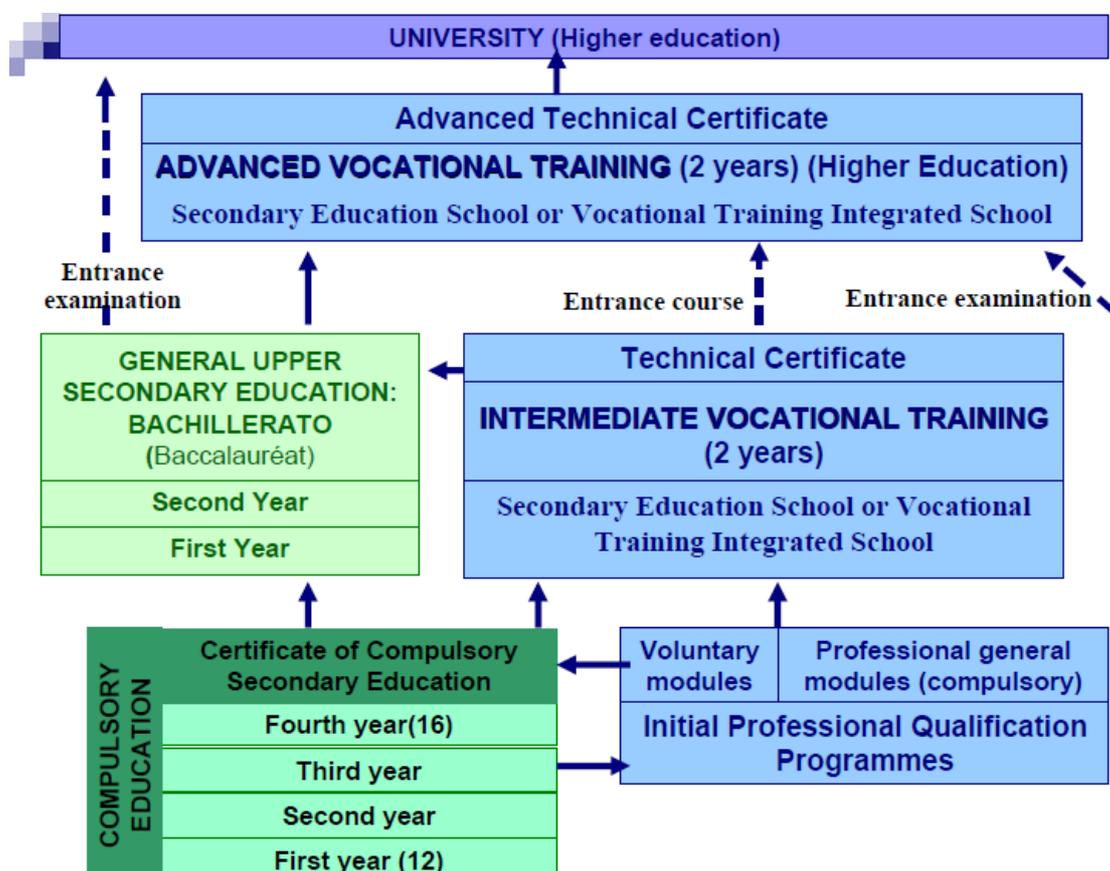
A. Background rules:

- **Spanish Constitution (1978):**
 - Article 27: The right to education is a fundamental right (special protection).
 - The **decentralisation** of educational responsibilities (distribution of educational powers between the State authorities and the Autonomous Communities or regions)
- **Act on the Right to Education (LODE) (1985):** The right of all Spanish people to a basic, free and non-discriminatory education. Integrated education for SEN.
- **Act on the General Organisation of the Educational System (LOGSE) (1990):** Students with SEN must attend mainstream institutions, with programmes adapted to their individual abilities.

- Act on Qualifications and Vocational Training (2002)
- Act on equality of opportunity, non discrimination and universal accessibility for disabled people (2003).
- Act on Education (LOE) (2006):
 - Spanish Educational System (replaces LOGSE)
 - Introduces the concept of “inclusion” of students with “specific needs for educational support” and includes different types of SEN.
- The Royal Decree 1631/2006 establishes Secondary Compulsory Education and Initial Qualification Programmes (PCPI)
- The Royal Decree 1147/2011 establishes the general organisation of vocational education training (VET)

B.-Education System: Options

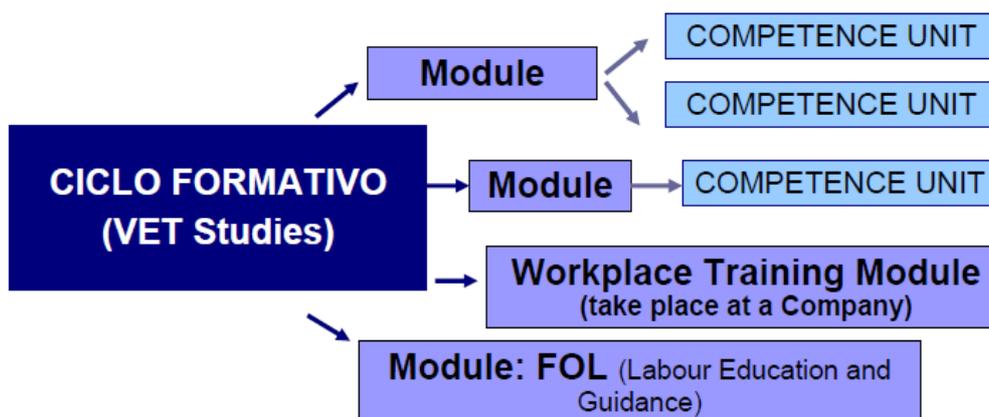
We have different paths that enable a **flexible education** for students, including those with SEN:



C.- Organisation of Vocational Educational and Training

- Vocational Education and Training study is structured into **ciclos formativos**, organised according to **occupational** groups or **families**. The formative cycles are of an intermediate (level 2) and higher level (level 3), linked to the National Professional Qualifications Framework and EQF.
- The ciclos formativos (VET studies) are divided into professional modules (módulos profesionales). Most of these modules are associated with one or more competence

units within the Qualifications Framework. The modules have theoretical and practical components relevant to various professional fields.



The FOL module (Labour Education and Guidance) and the FCT module (Workplace Training Module) are compulsory and help students in their transition process to the labour market. The latter takes place in a company in the form of apprenticeship training (more details in 2.3.1).

2.2.2 Different types of educational/VET settings

- A. In Spain, the education and training programmes are open to students with SEN across all educational levels. Only in some particular cases, where the pupil with SEN cannot join a mainstream school (for example, where they have multiple disabilities), he or she is enrolled in a special centre, (but these kind of cases are considered exceptional).

Legislative framework:

Organic Law of Education (LOE):

Art. 74.1: *The schooling of students with special educational needs will be governed by principles of normalisation and inclusion and will ensure non-discrimination and real equality in access to the education system and continued attendance, allowing flexibility in the different stages of education where necessary. Students will only be schooled in special education centres or units **where their needs cannot be met by the special needs provision available in normal schools.** This schooling may be extended up until the age of 21.*

3. *At the end of each school year, the results obtained by each student will be assessed according to the objectives set in the initial assessment. This will allow staff to provide appropriate guidance and adapt the learning programme in order to encourage, as far as possible, the better integration of these students.*

5. *It is also the responsibility of the Education Administrations to encourage students with special educational needs to continue with post-compulsory education as appropriate and to modify as necessary the testing procedures established in this Law for students with disabilities.*

Regarding social and work integration (art.75.1): *“In order to foster the social and work integration of students with special educational needs who are not able to meet the objectives of compulsory education, the Public Authorities will provide training adapted to their specific needs.*

“The Education Administrations will reserve a number of places in vocational training courses for students with disabilities.” (Art. 75.2 LOE)



B. In order to compensate for the inequality experienced by students who may be at a disadvantage, including students with disabilities, the Spanish education system (Art. 30 LOE) offers Initial Professional Qualification Programmes (PCPI). The aim of the Vocational Initiation Programmes is that all students achieve professional competences equivalent to level 1 of the European Qualifications Framework (EQF) and that students have the chance to join the labour market and increase their basic competences in order to continue their studies. We visited a PCPI class in the Alaior educational centre during the VET study visit in Spain.

PCPI programmes are predominantly run by public or non-profit entities that have experience in social inclusion and the employment of people with disabilities. In the school we visited, one of the target groups was a group of students in a regular PCPI class in a public school. We also met young students with SEN who followed a specific PCPI run by a non-profit organisation (Foundation for the Disabled). We had the opportunity to speak with these students.

Having successfully completed the PCPI (there are different specialties and various professional families), the student obtains a professional level 1 certificate from the labour administration; students who pass the compulsory modules of these programmes will obtain the Compulsory Secondary Education Certificate awarded by the Education Administrations and can begin qualification 2 (Intermediate Cycle) professional studies.

The provision of vocational initiation programmes can take various forms. Schools, local government, professional associations, NGOs and other business and trade union organisations may participate in these programmes, under the supervision of the Education Administrations.

It is the responsibility of the Education Administrations to regulate vocational initiation programmes, which will be offered in both public and publicly funded private schools to ensure that students have access to these programmes.

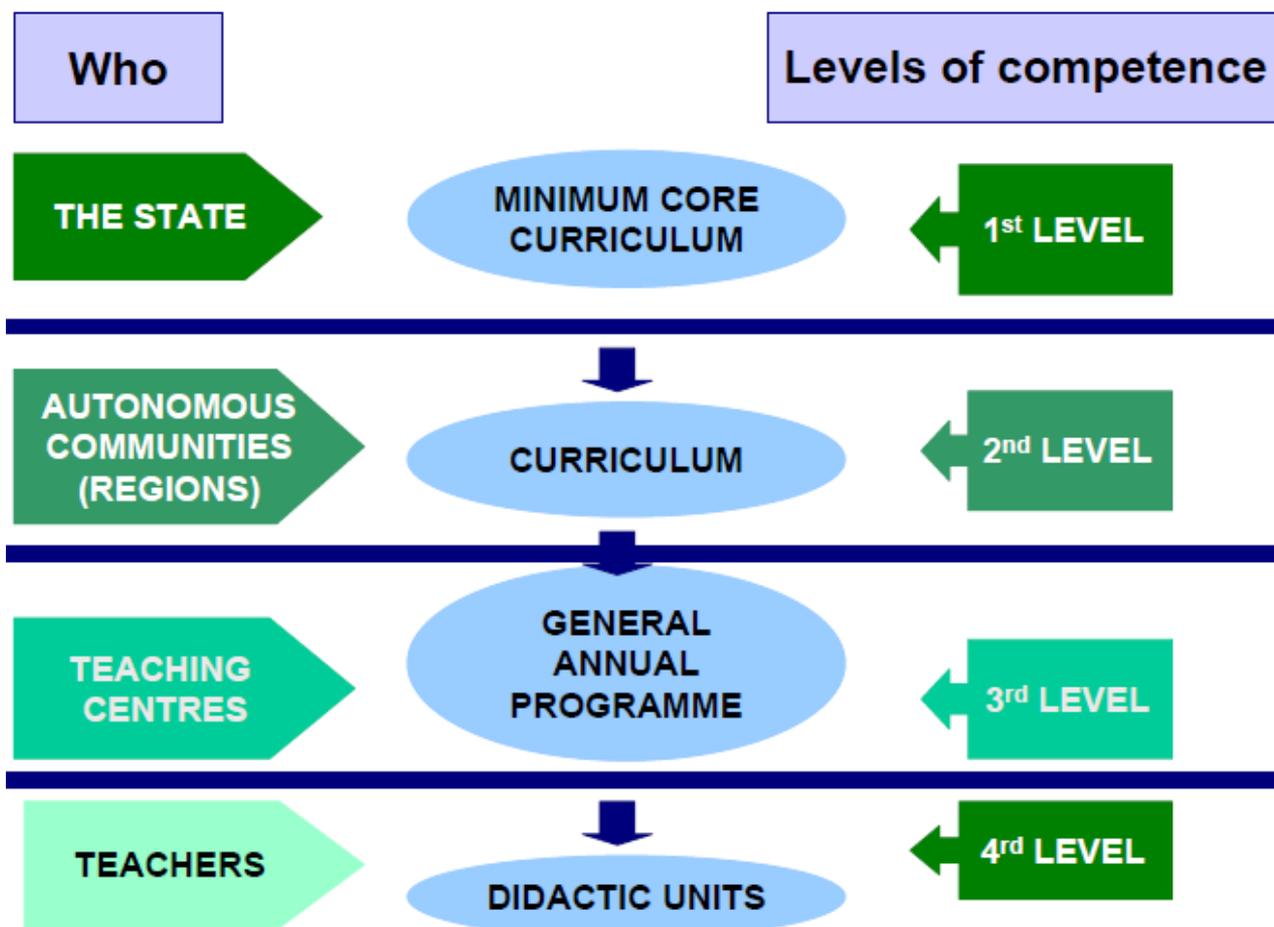
C. Students with SEN can carry out Intermediate Vocational Training and Advanced Vocational Training (level 2 and 3 of The European Qualifications Framework) in private and public centres, on equal conditions. It is the responsibility of the Education Administrations to provide specific solutions and attend to the needs of students with particular learning difficulties, specially-gifted students, disabled students or those who have problems participating in regular school activity. (Art. 26.5 LOE). They are required to facilitate universal accessibility and supply the resources necessary in each case.

It is also required that teaching be adapted to students with SEN to ensure their entry, progression and permanence within the training (RD1147/2011). The curricula must be implemented in accordance with the characteristics of students, especially for those presenting with a disability.

Finally, it should be noted that education regulations require adherence with legislation on equal opportunities, non discrimination and universal accessibility for all students in need, as well as providing students with the means and resources necessary for accessing and studying. The education authorities are also required to set aside a percentage of places in VET for students with disabilities, which may not be less than 5% of the total number of places (second additional provision, RD 1147/2011).

2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc.)

A. We have different curriculum levels that allows us to pay attention to diversity and Special Educational Needs



B. We use certain tools for special needs education:

- Personal methodological adaptations (teaching methods)
- Adaptation of the programmes to individual abilities
- Special resources or materials
- Specific assessment procedures
- The educational administration can add or adapt some modules according to the special need of a student
- Support to the teaching/learning process
- Development of the tutorial action plan and diversity support plan.
- Transition to adult life and employment integration programme

C.- As we said before, the official curricula will be **implemented in accordance with the characteristics of students**, especially for those who present a disability (RD 1147/2012, 8.4: “VET schools will apply the official curricula established by the relevant Educative Administration, according to the characteristics and expectations of the students, with special attention to the needs of those persons with some kind of disability”)

D. Regarding the **assessment**, the regulations require that it be adapted to the methodological adaptations implemented during teaching as well as guarantee the accessibility of students with SEN to the different examination. It is possible to set



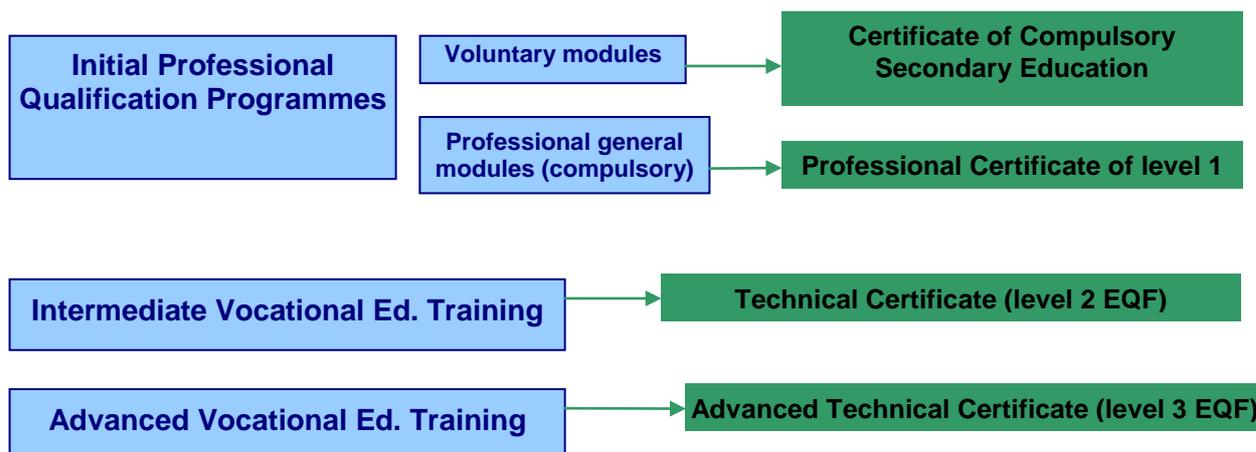
extraordinary examination sessions (more than the four official sessions) for those students who may need it because of their disability (RD 1147/2011).

- E. In relation to **certificates or diplomas**, after having passed an Initial Professional Qualification Programme (PCPI), the student obtains a professional certificate at level 1 of the European Qualifications Framework (EQF) from the labour administration; students who pass the compulsory modules of these programmes will obtain the Compulsory Secondary Education Certificate awarded by the Education Administrations and they can begin the professional studies of qualification 2 (Intermediate Cycle).

Students who pass the intermediate level of vocational training will be awarded the Technical qualification in the corresponding profession. The Technical qualification allows students who have completed intermediate level vocational training direct access to all the *bachillerato* modalities and to Advanced VET by entrance course or examination.

Students who have passed higher level vocational training will obtain the Higher Technical qualification (level 3 of EQF). This qualification will allow them to enter into university studies.

Students who do not pass each one of the formative cycles will receive an academic certificate for the modules passed, which will serve as partial accreditation for the professional competences acquired in relation to the National System of Qualifications and Vocational Training (Art. 44 LOE).



- F. At Compulsory Education Secondary Schools there is a **Counsel Department (D.O.)** that collaborates with teachers to find educational solutions in order to assist students with specific needs with educational support. D.O. implements organisational and methodological models from an inclusive point of view with regard to SEN. The D.O.:

- Advises the managing team about organisational models in order to optimise the support in the school
- Advises teachers to adapt materials, methodology and strategies to tackle diversity
- Helps teachers to make significant or non-significant curriculum adaptation, and follows the students' progress.

The D.O. is composed of a school counsellor and two or three specialists depending on the school size and the student's disability (Therapeutic Teacher, or Speech Therapist, or Educational Technical Assistant, or Sign Language Interpreter, etc)

For example, in the school visited in Alaior, the D.O. has the following objectives:

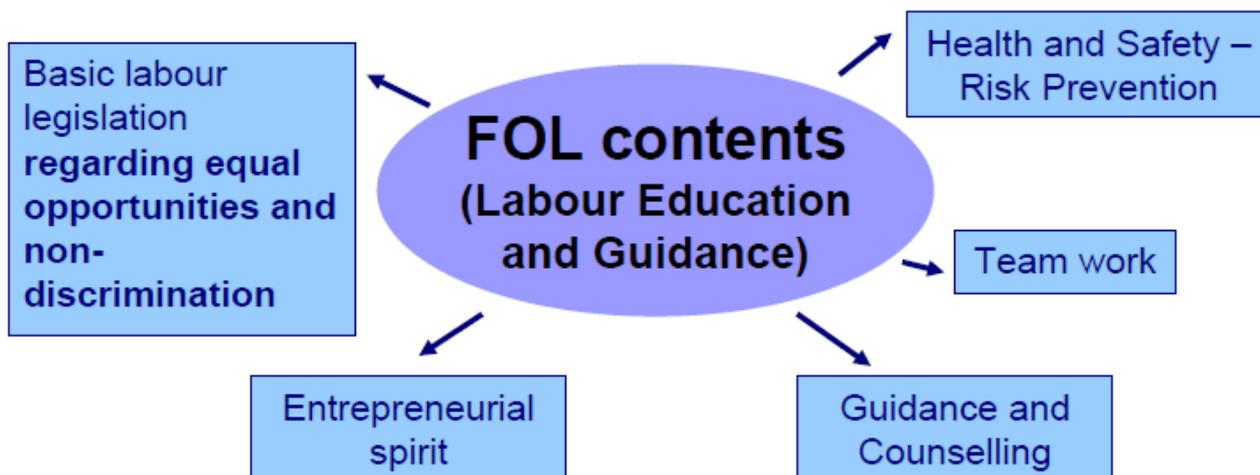
- Coordinating and advising subject teachers with curricular adaptation.
- Helping special needs pupils in or out of the classroom, depending on each pupil.
- Instrumental subjects are given priority.
- Weekly meetings with subject teachers.

Furthermore, the DO, the principal and the management team work together in their main objective: to make the school inclusive.

2.3 VET programmes and employment

2.3.1 Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes

A. In VET programmes, there are other modules, like **FOL (Labour Education and Guidance)**, which are not associated with any competence unit. This module helps the students in their **labour market transition** and facilitate **access to employment** or **reintegration into the labour market**:



B. FCT (Workplace Training Module):

All VET programmes, at any level, include a module called the **Workplace Training Module** (FCT), (LOE, 42), which allows for:

- completion of the professional skills of each title achieved at school,
- acquisition of a professional identity and maturity, providing motivation for learning throughout life and for adapting to changes in working life.
- study of knowledge and skills in the enterprise site, to facilitate job placement.
- evaluation of the professional skills acquired by students in the school in carrying out the activity in real work situations.

For the development of this educational activity, considered to be a formative module (not labour), the school must be directly in contact with their business environment, in order to know the availability of training places in companies and their adaptation to the students.

It is ultimately up to the student to apply what they learned during the course in real work situations that occur in day to day working life, in which they will be able to develop their



careers. Definitively, the objective of this module is that the student put into practice what he learned at school, in real daily work situations, where he will be able to develop his career.

In summary, FCT :

- Takes place at a company
- is a learning programme
- is supported by tutors (one at the company and one at the school)

The commonly used criteria in selecting companies for the Workplace Training Module (FCT) in cases of students with special needs (The Alaior's case):

In the case of students with special educational needs, the main and most important criterion is the awareness of disabilities in the company (and especially on the part of the manager). This sensitivity will manifest itself in the willingness and patience needed to teach the student to perform various tasks that are part of the training plan.

Two real examples that we visited and interviewed in the Alaior school:

1. A VET learner with Down syndrome, who is studying an initial vocational course (she is doing all the modules and sometimes she receives therapeutic support; two people are helping her in the class). She will carry out the training at a cosmetics company. This establishment is situated very close to the family business of the student (100 metres). Although the student does not require special care from her family, the involvement of all parties (school, business, family and the students themselves) always helps to create an atmosphere of calm and confidence. This also facilitates the resolution of practical issues such as the transport of students into the workplace.
2. In the case of a VET learner with hearing and vision difficulties (Usher syndrome), who is studying an Intermediate Vocational Training course on Trade and Marketing, the school have been considering options, such as a clothing store. Current law provides that a support teacher or interpreter could accompany the student in the early days of the practical training, in order to help and assist in the integration of the student into the "job". Undoubtedly, we will take into account the awareness of the workplace tutor to teach and accompany the student in performing and learning the tasks to develop during her training stage.

In both cases, it is expected that the training curriculum be adapted to the competences of each student. As regards the curriculum, PCPI includes four basic competences. The student may or may not be able to demonstrate these competences, depending on their limitations. The Trade and Marketing curriculum includes about 8 competences, which can be accredited separately when the student is unable to demonstrate all of them. It could be the case that a student is fully capable of organising a warehouse, but may be impeded by his/her limitations when it comes to serving, informing and / or advising a client.

For the FCT module, there are two tutors for each group of students, one of whom is a teacher of the school and responsible for coordinating the FCT module and one of whom is the tutor of the company.

Organisation of training, information available to the student and monitoring of the implementation of the training plan (The Alaior's case)



At the beginning of the traineeship, a document is delivered to both the tutor's place of work (person in charge of the student in the company) and the student. This document contains a list of all tasks to be undertaken during the internship period, and is the document that certifies the agreement between the company and the school. This document highlights that the company is committed to teaching and supervising the performance of these tasks by the student.

Besides this document, each student will receive a field notebook in which they should enter information about the tasks performed and the approximate time each task took to perform. During the follow up phase, it is expected that the tutor from the workplace (FCT's tutor) move into the company biweekly to monitor progress, to ensure that the student is performing the tasks agreed in the training plan.

Additionally, every two weeks, in combined weeks, all trainees should attend school for tutorials. In this way, the school has contact with the students on one week, while the company tutor is in contact with them the following week. In these sessions, students complete their field notebooks and they can discuss the progress of their training without the presence of their tutor from the company. Through this method it is possible to detect minor incidents that may occur while they are in the company.

It should be noted that the vast majority of companies were highly committed to the education of the students, however in some rare cases, students fail to complete the whole range of tasks that are included in the training plan, either by reason of student performance or because of a "lack of time". If a student is doing its training at a supermarket, it must be ensured that the student doesn't simply spend the day moving pallets in the warehouse, but also performs other tasks as replenishment, promotion, sales, etc.

It is positive to note that, for about three or four years, companies have not received any financial benefit from taking on trainees; the trainee's value is limited to their productivity and the possibility of being able to hire a worker who is already fully integrated into the organisation.

2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level.

The last official data is from the academic year 2009/10

TABLA 1

ALUMNADO CON NECESIDADES EDUCATIVAS ESPECIALES POR ENSEÑANZA. CURSO 2009/2010

TOTAL EN TODOS	Educación Especial Específica	Total en centros	Total alumnos SEN en	Alumnos integrados en centros ordinarios	Alumnado de programas específicos
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LOS NIVELES	en todos los niveles (1)	ordinarios en todos los niveles	VET	Ciclos Formativos FP	Prog. De Cualif. Prof. Inicial (2)	Progr. Cualif. Prof. E. Especial (3)
141.605	30.643	110.962	6.209	1.451	2.301	2.457

(1) Se refiere al alumnado de E. Especial en centros específicos y de unidades específicas en centros ordinarios.

(2) Incluye también el alumnado de Programas de Garantía Social ordinarios.

(3) Incluye también el alumnado de Programas de Garantía Social de E. Especial.

TRANSLATION

STUDENTS WITH SEN CLASSIFIED BY EDUCATIONAL LEVELS. YEAR 2009/2010

TOTAL AT ALL LEVELS	Specific Special Education at all levels (1)	Total in mainstream schools at all levels	Total students with SEN in VET	Students in mainstream schools		Students in specific programmes
				Formative Cycles VET	Initial Professional Qualification Programmes (2)	Professional Qualification Programmes (Special Education) (3)
141.605	30.643	110.962	6.209	1.451	2.301	2.457

(1) Refers to students with SEN in specific schools and in special units in mainstream schools.

(2) Also includes students from ordinary Social Guarantee Programmes.

(3) Also includes the students from Social Guarantee Programmes of Special Education.

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

TABLA 2

TOTAL	Auditiva	Motor a	Psíquica	Visual	Trastornos graves (1)	Plurideficiencia	No distribuido por discapacidad

TOTAL		141.605	7.225	12.648	71.960	2.954	35.938	9.966	914
Educación Especial Específica en todos los niveles		30.643	559	1.836	14.136	201	6.740	6.257	914
Total en centros ordinarios en todos los niveles		110.962	6.666	10.812	57.824	2.753	29.198	3.709	-
Total alumnos SEN en VET		6.209	398	445	4.178	136	783	269	
Alumnos integrados en centros ordinarios	Ciclos Formativos FP	1.451	255	316	571	93	187	29	-
	Prog. Cualificación Profesional Inicial (2)	2.301	71	79	1.693	20	391	47	-
Alumnao de programas específicos	Progr. Cualif. Prof. E. Especial (3)	2.457	72	50	1.914	23	205	193	-

ALUMNADO CON NECESIDADES EDUCATIVAS ESPECIALES POR DISCAPACIDAD Y ENSEÑANZA. CURSO 2009/2010

(1) Incluye "Trastornos generalizados del desarrollo" y "Trastornos graves de conducta/personalidad/comportamiento".

(2) Incluye también el alumnado de Programas de Garantía Social ordinarios.

(3) Incluye también el alumnado de Programas de Garantía Social de E. Especial

TRANSLATION

STUDENTS WITH SEN CLASSIFIED BY TYPE OF DISABILITY AND EDUCATIONAL LEVELS. YEAR 2009/2010

	TOTAL	Hearing impairment	Motor disability	Mental disabilities	Visual disabilities	Severe disorders (1)	Plural disabilities	Not classified by disability
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TOTAL		141.605	7.225	12.648	71.960	2.954	35.938	9.966	914
Specific Special Education at all levels		30.643	559	1.836	14.136	201	6.740	6.257	914
Total in mainstream schools at all levels		110.962	6.666	10.812	57.824	2.753	29.198	3.709	-
Total students with SEN in VET		6.209	398	445	4.178	136	783	269	
Students in mainstream schools	Formative Cycles VET	1.451	255	316	571	93	187	29	-
	Initial Professional Qualification Programmes (2)	2.301	71	79	1.693	20	391	47	-
Students in specific programmes	Professional Qualification Programmes (Special Education) (3)	2.457	72	50	1.914	23	205	193	-

(1) Includes "generalised development disorders" and "severe conduct disorders / personality / behaviour."

(2) Also includes students from ordinary Social Guarantee Programmes.

(3) Also includes students from Social Guarantee Programmes of Special Education.

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

TABLA 3

**PORCENTAJE DE ALUMNADO CON NECESIDADES EDUCATIVAS ESPECIALES
RESPECTO AL TOTAL DEL ALUMNADO, POR ENSEÑANZA. CURSO 2009/2010**

TOTAL EN TODOS LOS NIVELES	Educación Especial Específica en todos los niveles (1)	Total en centros ordinarios en todos los niveles	Alumnos SEN en VET		
			Alumnos integrados en centros ordinarios		Alumnado de programas específicos
			Ciclos Formativos FP	Prog. De Cualif. Prof. Inicial (2)	Progr. Cualif. Prof. E. Especial (3)
1,9	100,0	1,5	0,3	3,2	87,5

(1) Se refiere al alumnado de E. Especial en centros específicos y en unidades específicas de centros ordinarios.

(2) Incluye también el alumnado de Programas de Garantía Social ordinarios.

(3) Incluye también el alumnado de Programas de Garantía Social de E. Especial.

TRANSLATION

**PERCENTAGE OF STUDENTS WITH SEN IN RELATION TO THE TOTAL NUMBER OF
STUDENTS, CLASSIFIED BY EDUCATIONAL LEVELS. YEAR 2009/2010**

TOTAL AT ALL LEVELS	Specific Special Education at all levels (1)	Total in mainstream schools at all levels	Students with SEN in VET		
			Students in mainstream schools		Students in specific programmes
			Formative Cycles VET	Initial Professional Qualification Programmes (2)	Professional Qualification Programmes (Special Education) (3)
1,9	100,0	1,5	0,3	3,2	87,5

(1) Refers to students with SEN in specific schools and in special units in mainstream schools.

(2) Also includes students from ordinary Social Guarantee Programmes.

(3) Also includes students from Social Guarantee Programmes of Special Education.



TABLA 4

PORCENTAJE DE ALUMNADO CON NECESIDADES EDUCATIVAS ESPECIALES RESPECTO AL TOTAL DE ALUMNADO, POR ENSEÑANZA Y SEXO. CURSO 2009/2010

SEXO	TOTAL EN TODOS LOS NIVELES	Educación Especial Específica en todos los niveles (1)	Total en centros ordinarios en todos los niveles	Total alumnos SEN en VET		
				Alumnos integrados en centros ordinarios		Alumnado de programas específicos
				Ciclos Formativos FP	Prog. De Cualif. Prof. Inicial (2)	Progr. Cualif. Prof. E. Especial (3)
HOMBRES	2,3	100,0	1,9	0,3	3,1	85,1
MUJERES	1,4	100,0	1,1	0,2	3,4	86,7

(1) Se refiere al alumnado de E. Especial en centros específicos y en unidades específicas de centros ordinarios.

(2) Incluye también el alumnado de Programas de Garantía Social ordinarios.

(3) Incluye también el alumnado de Programas de Garantía Social de E. Especial.

TRANSLATION

PERCENTAGE OF STUDENTS WITH SEN IN RELATION TO THE TOTAL NUMBER OF STUDENTS, CLASSIFIED BY SEX AND EDUCATION. YEAR 2009/2010

SEX	TOTAL AT ALL LEVELS	Specific Special Education at all levels (1)	Total in mainstream schools at all levels	Students with SEN in VET		
				Students in mainstream schools		Students in specific programmes
				Formative Cycles VET	Initial Professional Qualification Programmes (2)	Professional Qualification Programmes (Special Education) (3)
HOMBRES	2,3	100,0	1,9	0,3	3,1	85,1
MUJERES	1,4	100,0	1,1	0,2	3,4	86,7



- (1) Refers to students with SEN in specific schools and in special units in mainstream schools.
- (2) Also includes students from ordinary Social Guarantee Programmes.
- (3) Also includes students from Social Guarantee Programmes of Special Education.

2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

The drop out rate measures the percentage of youth aged 18 to 24 whose highest qualification is the Diploma in Secondary Education and who do not continue studying in order to achieve what has been defined as desirable in the 21st century: the upper secondary level (high school or intermediate vocational training). In Spain this rate was 28.4% in 2010.

The dropout rate of students with SEN is not covered by official statistics. Some data came from studies that lack official recognition.

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

TABLA 5

El Empleo de las Personas con Discapacidad. Serie 2008-2010

ACTIVIDAD

Relación con la actividad y grupos de edad

Unidades: miles de personas y porcentajes

	Total	Personas sin discapacidad	Personas con discapacidad	Porcentaje vertical: Total	Porcentaje vertical: Personas sin discapacidad	Porcentaje vertical: Personas con discapacidad
2010						
De 16 a 24 años						
Total	4366,6	4299	67,6	100	100	100
Activos: Total	2069,9	2046,2	23,7	47,4	47,6	35,1
Activos: Ocupados	1211,2	1199,8	11,4	27,7	27,9	16,9
Activos: Parados	858,6	846,4	12,3	19,7	19,7	18,1



Inactivos: Total	2296,7	2252,8	43,9	52,6	52,4	64,9
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Fuente: Instituto Nacional de Estadística -Copyright INE 2012-

TRANSLATION

The Employment of People with Disabilities. Series 2008-2010

ACTIVITY

In relation to activity and age groups

Units: thousands of people and percentages

	Total	People without disabilities	People with disabilities	Vertical percentage: Total	Vertical percentage: People without disabilities	Vertical percentage: People with disabilities
2010						
From 16 to 24 years old						
Total	4366,6	4299	67,6	100	100	100
Active population: Total	2069,9	2046,2	23,7	47,4	47,6	35,1
Active population: Employed	1211,2	1199,8	11,4	27,7	27,9	16,9
Active population: Unemployed	858,6	846,4	12,3	19,7	19,7	18,1
Inactive persons: Total	2296,7	2252,8	43,9	52,6	52,4	64,9

Source: National Institute of Statistics - Copyright INE 2012 –

BASIC CONCEPTS AND DEFINITIONS (EU)

- The economic **active population** comprises employed and unemployed persons.
- **Employed persons** are persons aged 15 years and over (16 and over in ES, UK and SE (1995-2001); 15-74 years in DK, EE, HU, LV, FI, NO^{1[1][3]} and SE (from 2001 onwards); 16-74 in IS) who, during the reference week, performed work, even for just

one hour a week, for pay, profit or family gain or were not at work but had a job or business from which they were temporarily absent because of, e.g., illness, holidays, industrial dispute and education and training.

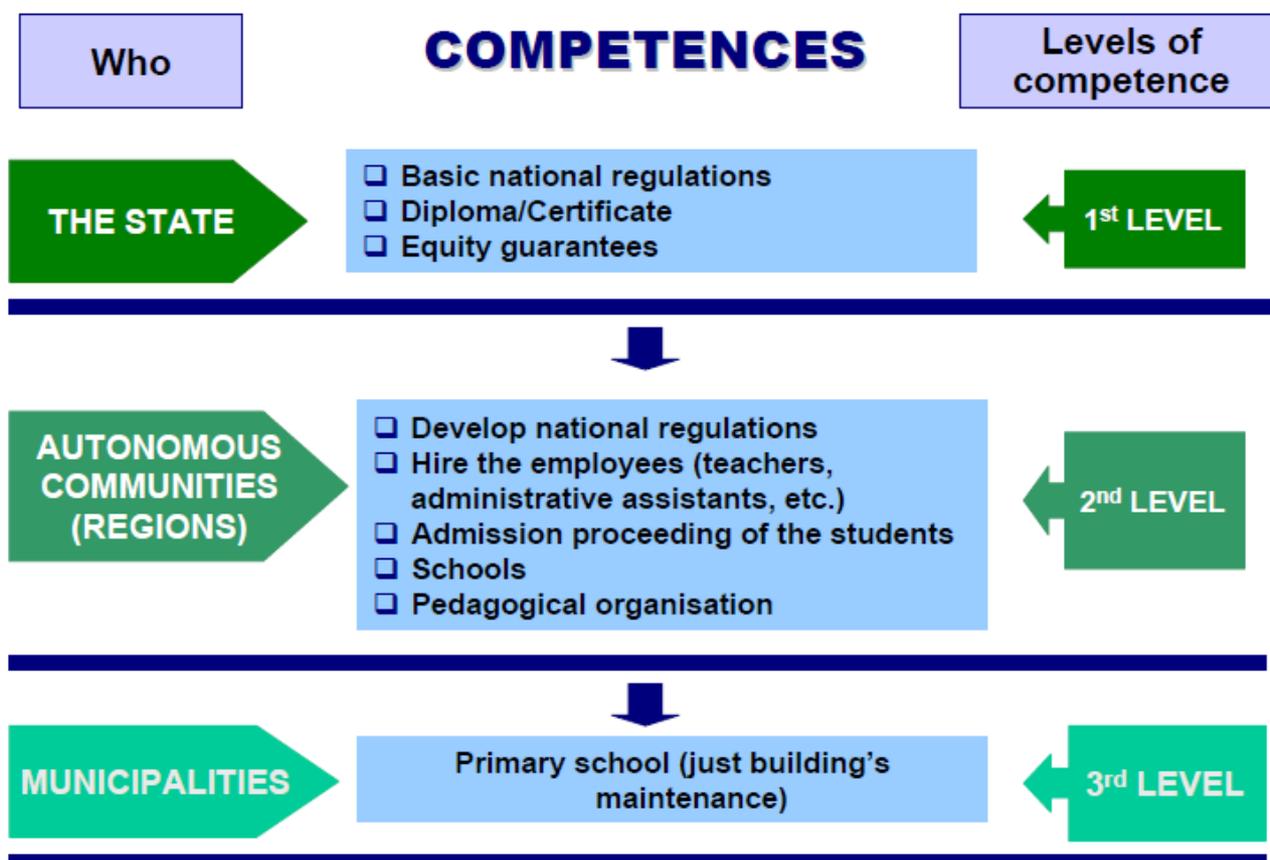
- **Unemployed persons** are persons aged 15-74 (in ES, NO1[1]^[3], SE (1995-2000), UK and IS 16-74) who were without work during the reference week, were currently available for work and were either actively seeking work in the past four weeks or had already found a job to start within the next three months.

Inactive persons are those who neither classified as employed nor as unemployed.

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

A. This is the **general framework of collaboration** between different administrations in Spain:



B. During the last few decades, several regulated measures have been adopted in order to **promote the hiring of disabled people in Spain**, (including both national and autonomous regulations): Act 39/2006, of 14th December, on the Promotion of Personal Autonomy and Care for Dependent Persons, Act 53/2003, of 10 December, on Public Employment of the Disabled; Royal Decree 870/2007, of 2 July, that regulates supported employment programmes as a measure to promote employment of people with disabilities in the ordinary labour market; Act 13/1982, of 7 April about the Social Integration of Disabled Persons, (and the development regulations), Royal Decree 2271/2004 of 3 December, which regulates access to public employment and



the provision of jobs for people with disabilities; Royal Decree 1/1995 of 24 March, by approving the revised text of the Law of the Workers' Statute, Act 51/2003 of December 2, Equal opportunities, non discrimination and universal accessibility for disabled people; Royal Decree 1414 / 2006, dated December 1, for determining the consideration of persons with disabilities for the purposes of Act 51/2003; Act 56/2003 of December 16, Employment and Royal Decree 290/2004 of 20 February, which regulates labour centres as a means of promoting employment of people with disabilities.

We highlight the following measures:

- Public and private companies that employ a number of 50 workers or more are required to hire at least 2% disabled workers.
- Reductions in or bonuses of the employer's Social Security contributions.
- Companies can receive grants for:
 - every labour contract signed with disabled people,
 - making the workplace accessible or providing personal protective equipment,
 - vocational training for disabled workers.
- Reduction in Corporation Taxes.

C. As regards regional/local government, social partners and other non-governmental organisations collaborating in the area of VET for learners with SEN and the transition from VET to employment, we note two particular examples that we have visited in Alaior (Spain), ILSA programme and The Job Placement Service (PIL):

The ILSA programme

The ILSA programme aims to promote the 'socioassistential' inclusion of people with disabilities in the open labour market of the enterprises on the island, i.e. without a formal contract and for those who are not able to carry out productive work but have the sufficient autonomy, maturity and professional awareness to carry out daily working activities in the standard working environment.

This programme is part of the social action department of the Consell Insular de Menorca and is financed by the system of assisted care positions.

The launch of this service in Menorca resulted from the opportunity to learn about the project on labour insertion in Genoa, which was developed at the Centre for Studies and led by expert neuropsychiatrist, Dr. Enrico Montobbio.

The programme was initially implemented on the island between 2005-2007 under the European Initiative EQUAL. It was then continued through a collaboration agreement signed with the Consell Insular de Menorca, specifically the Department of Social Action, which is the internal administration responsible for disability issues.

User Profile

- People with a moderate intellectual disability, severe mental illness or physical disability with severe motor difficulties.
- Working age, between 18 and 64.
- Recognised as having a disability by the responsible assessment body, with a minimum of 65%, and recognised as being a dependent person.



- Has been assessed as having immediate difficulty in finding a job on the open labour market or through the Employment Centres, due to the difficulty in responding adequately to the demands of competitiveness and labour productivity or there being an insufficient connection between their professional competences and the demands of the labour market.

There are currently 30 positions with the Island Council.

It is important to highlight that without the ILSA programme, its users would be involved in occupational workshops or would be unemployed/at home.

This programme promotes greater autonomy, maturity, socialisation and integration of people with disabilities than programmes that are integrated into workshops and are in protected environments such as special schools.

The Job Placement Service (PIL) Programme

The PIL programme relies on the annual call from the Department of Tourism of the Balearic Government Treball-SOIB, the Consell Insular de Menorca and ESF. The PIL programme combines different actions at the level of career guidance and support to promote employment in the open labour market (private companies, governments, non profit organisations, social economy enterprises). This programme should be understood primarily as **a service of Labour Mediation and orientation and supported employment** that also promotes the professional training of the participants.

The programme has been in place on the island since 1996. It started from a regional community initiative called Horizon, which was subsequently renewed by the Department of Employment of the Balearic Government (the regional government with competence for labour). The renewal of PIL has been made possible by an agreement between the Balearic Government's Department of Treball the Consell Insular from Menorca and the delegation the Consell. It was decided that these bodies should be responsible for the implementation by the "*Fundació per a Persones Discapacitat*"

User Profile

- People with intellectual disabilities, physical, sensory or mental illness.
- Working age, between 16 and 64.
- Recognised as having a disability by the body responsible for conducting the assessment: has a minimum of 33% or has a permanent disability recognised by the National Institute of Social Security.
- Is registered with SOIB as job seeking or currently employed and having expressed a request for a better job.

An average of 280 people have attended the programme each year. An individualised work plan has been developed for each of them based on the various actions included in the programme. All participants benefit from information activities and guidance (focused on training and work). A small group benefits from support training, practical training in the company and support for continual adapted work.

The users of the PIL programme come from the following bodies: SOIB, agencies responsible for the assessment of the degree of disability, primary units of the municipal social services, educational programmes, the Foundation's own internal programmes ...



2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

Provisions for students with special educational needs are governed by principles of normalisation and inclusion and will ensure non-discrimination and real equality in their access to the education system and continued attendance, allowing flexibility in the different stages of their education when necessary.

As stated in Q3, these pupils are educated at mainstream schools and under mainstream curricula; only when it is objectively established that the needs of the above pupils cannot be properly met at a mainstream school, is a proposal made for them to be educated at special schools. The schooling of these students in special education schools or units, which may be extended to the age of twenty one, will only take place when their needs cannot be met by the special needs provisions available in mainstream schools.

Students with SEN can join Intermediate Vocational Training and Advanced Vocational Training (level 2 and 3 of The European Qualifications Framework) in private and public centres, on equal conditions. It is the responsibility of the Education Administrations to provide specific solutions to attend to the needs of students with particular learning difficulties, specially-gifted students, disabled students or those who have problems participating in normal school activity. (Art. 26.5 LOE). The facilitation of universal accessibility is also required, together with the supply of resources needed in each case.

Teaching must also be adapted to students with SEN to ensure students' entrance, permanence and progression in courses (RD1147/2011) The curricula will be implemented in accordance with the characteristics of students, especially for those who present a disability.

Finally, note that education regulations require adherence to the legislation on equal opportunities, non discrimination and universal accessibility for all students in need, as well as providing these students with the means and resources necessary for accessing this education and studying. The education authorities are also required to set aside a percentage of places in the teaching of VET for students with disabilities, which may not be less than 5% of the total number of places (second additional provision, RD 1147/2011).

2.5.3 Roles and responsibilities within the institutional framework

A. The roles of regional government and social partners and details of the cooperation between them on the effective implementation of VET programmes for learners with SEN.

The collaboration with the Social Partners is mainly carried out by regional administrations (regional educational administration and regional labour administration). Associations and NGOs play an important role in working for the employment of people with SEN They are in contact with labour administrations and enterprises to implement formulas for developing the job skills of young people with SEN, so that they can get a job or achieve personal autonomy.

We would like to give more details about the two particular examples that we have visited in Alaior (Spain), ILSA programme and The Job Placement Service (PIL):

The ILSA Programme

The ILSA programme aims to promote the 'socioassistential' inclusion of people with disabilities in the open labour market of the enterprises on the island, i.e. those without a formal contract and those who are not able to carry out productive work



but have the sufficient autonomy, maturity and professional awareness to carry out daily working activities in the standard working environment.

Technical equipment

There is a full-time technician hired under the professional category of social educator.

ILSA Actions

Once the user is accepted by ILSA, the teacher assigns a company that has developed a process of integration through very basic tasks that correspond to the overall activity usually performed by professionals working in that company. The main aim is occupational therapy and social and personal support. The team involved is made up of a technician and the tutor of the company.

Each person attends a different company, which could be a governmental organisation, a non-profit organisation or a private company with fewer than 50 employees that is exempt from the regulation relating to the hiring of people with disabilities.

The number of hours that this person is integrated is determined by the user and the company, with a view to encouraging the maximum integration possible and taking into account their personal situation.

Throughout the process, the instructor provides direct support to everyone involved in the process, namely the user, business and family, who are all kept fully informed and are required to commit to achieving the planned objectives.

From a legal point of view, ILSA should be understood to be a permanent traineeship with the aim of developing greater personal and social development. This means that it does not enter any form of employment relationship with the company or the institution in which the student is enrolled. The Foundation signs an insurance policy and is paid a grant in line with disability benefit, which is currently 135 €. The amount of the scholarship varies according to the situation and work plan established with the user.

Job Placement Service (PIL)

The PIL programme combines different actions at the level of career guidance and support to promote employment in the open labour market (private companies, governments, non profit organisations, social economy enterprises). This programme should be understood primarily as a service of Labour Mediation and orientation and supported employment that also promotes the professional training of the participants.

Technical equipment

The programme has a qualified team of people, all of whom have the professional status of advisor/job coaches and have degrees from among the following: bachelor of social education, degree in psychology, pedagogy, psychology etc.

This team has the support of a coordinator.

The location attended by the users depends on the profile of the applicant and their usual residence.

The service has three different offices:

- Ciutadella, which serves the people of the village and its surroundings. It is located in the offices of the Fundació per a Persones amb Discapacitat in Ciutadella.
- Mahon, which serves the people of this village and its surroundings. It is located in the offices of the Fundació per a Persones amb Discapacitat in Mahon.
- Centre of the island, which serves the people of the towns in the central part of the island. According to an agreement between the Foundation and the municipalities, the technicians can offer their services to the users from the social services units of each of these municipalities.

PIL Actions

PIL carries out the following activities:

1. Schedules individualised courses on-line and at the classrooms available to the Foundation.
2. Pre-service training, through practical experience in companies, of up to 100 hours.
3. Support for people with disabilities to complete their training, if necessary by promoting access to training programmes from education or from SOIB.
4. Testing the labour market and publicising the programme to the businesses around Menorca to attract good jobs relating to the profile of the users.

When we receive an offer, the technician performs the following activities relating to the methodology of mediation and supported employment:

- Informs and advises on the current regulations relating to the hiring of people with disabilities, which require compliance with the quota system of 2% of disabled workers within a group workers of 50 employees and above, informs about the types of contracts, incentives and bonuses.
- Analyses job positions, including who would be the most suitable candidates to occupy them.
- Assesses the level of ergonomic measures, adaptations and prevention of occupational risks relating to the workers in the company and the disabled worker.
- Supports the work of disabled workers and monitors them over a period of time or permanently through company visits and regular contact with workers in the company, the user and their family if necessary.
- Users who do not end up employed in ordinary companies are referred to vacancies from the Special Employment Centre or ILSA.

2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market

In general, the Spanish legislation tries to promote innovation and achieve increasing quality standards. For this reason, it promotes the collaboration of companies in the productive, innovation and knowledge transfer sectors as well as a better specialisation in two areas: improving teaching and adapting to the demands of the labour market (employment). It also serves to update teacher training, in relation to their professional specialties, to SEN students and to their possible job placement.



Associations and NGOs play a very important role in working for the employment of people with SEN. They are in contact with labour administrations and enterprises to implement formulas for developing job skills of young people with SEN, so that they can get a job or achieve personal autonomy. In Alaior (Spain), we visited two different programmes - ILSA and Job Placement Service (PIL) - run by non-profit organisations in collaboration with local and regional administration.

On the other hand, when developing the curricula of vocational education training, education authorities should take into account the socio-economic reality of the territory within its competence and the prospects of economic and social development, so that these programmes can be, at any moment, linked to the skills needed in the labour market. There are social partner forums, in which they study the implementation and improvement of professional training programmes.

2.6. VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers etc.)

- A) the qualifications required
- B) initial training
- C) in-service training possibilities
- D) Other

A) The **qualifications required** of VET teachers are required of teachers at other levels of education in Spain, although in the case of VET, a professional qualification is required relating to the specialty to be taught (health, commerce, computer ...).

In order to teach VET, teachers must be Graduates, Engineers or Architects, or have an equivalent qualification. In addition they must have completed the post-graduate training in pedagogy and didactics, without prejudice to the entitlement of other university qualifications which, for teaching purposes, the government may establish for certain areas, after consultation with the Autonomous Communities.

Exceptionally, for certain modules, professionals who work in the relevant field and who do not necessarily hold a degree may be brought in as specialist teachers, depending on their qualifications and the requirements of the education system. In this case, they will be contracted according to the corresponding labour regulations

(Arts. 94 y 95 LOE).

B) The **initial training** of teachers is university studies; these studies can be of three years (medium level) or five years (high level). Afterwards, they complete the pedagogic and didactic training established for each subject (master). It is regulated by the LOE (art.100)

“1. Initial teacher training will be adapted to the qualification requirements of the general education system. The content will ensure that future teachers acquire the necessary capacities to face the challenges of working in the education system and are adapted to new training requirements.

2. In order to teach within the different stages and subject areas of the education system regulated by the present Law, it will be necessary to hold the corresponding academic qualification and to have completed the pedagogic and didactic training stipulated by the government for each subject.



3. It is the responsibility of the Education Administrations to set up the relevant agreements with universities for the organisation of the pedagogic and didactic training referred to in the above item.

4. Initial teacher training for the different areas of education regulated by this Law will be adapted to the system of graduates and post-graduates adopted by European higher education, according to the corresponding basic regulations”.

C) In-service training possibilities are regulated as an obligation and a right of teachers:

Art. 102.2 LOE “In-service training programmes will adapt knowledge and teaching methods to trends in education sciences and specific methodologies, as well as to all the aspects of coordination, guidance, tutoring, attention to diversity and organisation aimed at enhancing the quality of education and the functioning of schools. In addition, there must be specific training on the subject of equality under the terms established in Article seven of the Organic Law 1/2004 of December 28th, on Integrated Protective Measures against Gender Violence.”

D) The specific qualifications required of the rest of the teaching staff working with SEN pupils are:

- In order to teach General Education Subjects such as Science, Language, etc, a college degree (University degree) is required, of 3 years or 5 years (medium level or high level), depending on the educational level in which he teaches (PCPI and/or post compulsory VET)
- In order to teach Specific training subjects (matters related to their chosen profession: health, administration, etc.), a college degree (University degree) is required, of 3 years or 5 years (medium level or high level), depending on the type of subjects taught, teachers/ trainers)
- In order to teach Labour Education and Guidance, a college degree (University degree) of five years is required.
- In order to be a School Counselor or Educational Guidance, a college degree (University degree) of 3 years or 5 years is required, depending on the speciality (Pedagogy, Psychology, Speech and Hearing Specialist, Therapeutic Pedagogy, etc.)

It should be mentioned that when we visited the educational centre in Alaior, some teachers mentioned the need for more life long learning relating to SNE.

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

A. In the school

As mentioned above (Q5), there are different ways of supporting VET students in their inclusion in the workplace: the information obtained from the module of **FOL (Labour Education and Guidance)**, the direct knowledge of the business world that offers the **Workplace Training Module (FCT)** and the Counsel Department. The latter is particularly active when there are SEN pupils at school.

The Counsel Department

- Identifies students with special education needs.
- Analyses the students’ needs.
- Participates in the evaluation of students and gives professional advice.



- Deals with families, teachers and other professionals and organisations.
- Deals with the FCT tutor responsible for integrating students with SEN into the labour market.
- Introduces students with SEN in organisations that can help them in labour market

B. In collaboration with other administrations:

- **Labour Administration:** The regional administrations with responsibilities in the labour area develop actions that assist the inclusion of workers in the labour market. In the particular case of students with SEN, the regional labour administration works in collaboration with social services, non-profit entities, etc.

In Alaior, we had the chance to see how young people with disabilities (students, young people looking for their first job or the unemployed) attended special job placement programmes organised by the Foundation for the Disabled of Menorca (non-profit organisation that brings together all the associations of disabled people in the island) and subsidised by the regional employment services.

- **Municipal and Regional Administration:** The regional and local government also organises programmes of care, job training and job placement for young people aged 16 and over who have left school for various reasons.

C. In partnership with non-profit organisations:

In addition to the examples already mentioned, associations of disabled people organise employment programmes at different levels (national or regional) for disabled young people at school (in collaboration with the school) and for disabled young people who have already finished school.

2.7 Funding

Introduction

The State is responsible for education and for offering all pupils free and compulsory education until 16 years of age. The Ministry of Education, Culture and Sport is responsible for central administration.

Schools are classified as public schools, private schools and publicly-funded private schools. Public schools are those owned by a public administration. Private schools are those owned by a person or legal entity of a private nature. Publicly-funded private schools are private schools that are under the system of legally-established agreements. The provision of the public education service is carried out in public and publicly-funded private schools.

Public funds earmarked to finance Spanish education are provided by the Education Authorities of the corresponding autonomous communities as well as the Ministry of Education, Culture and Sport. Other ministries, as well as other local and regional authorities, also provide funding.

Regardless of the authority providing funding, public spending is not earmarked for public education only, but is also allocated to subsidise private establishments and finance student scholarships and grants.

a) Financial support and/or incentives for learners with SEN and families

There are different benefits, grants and subsidies (national and regional) for the disabled. Several public websites publish update information on grants and subsidies:



- Disability Information Service -Ministry of Health, Social Services and Equality- <http://sid.usal.es/prestaciones-ayudas/discapacidad.aspx>
- The Reference State Centre for Personal Autonomy and Technical Aids (CEAPAT) under the authority of the IMSERSO. IMSERSO is the Social Security Administration Body responsible for handling Social Services supplementing Social Security System provisions and which deals with older persons and dependent persons. It is under the authority of the Ministry of Health, Social Services and Equality - http://www.ceapat.es/ceapat_01/el_ceapat/index.htm
- Autonomy and Care for Dependency System (SAAD), under the authority of the IMSERSO http://www.dependencia.imserso.es/dependencia_06/saad/prestaciones_sistema/index.htm.
- The Spanish Committee of Representatives of People with Disabilities (CERMI), <http://www.cermi.es/es-ES/Paginas/Portada.aspx>, published, together with the Ministry of Education, a "Resource Guide for Students with Disabilities", which reports on the Spanish Educational System, laws on students with SEN, measures to promote the inclusion of people with disabilities into the labour market (the system of career development of disabled people) and public and private resources.
- Website of people with disabilities, co-funded by ONCE Foundation and Technosite, <http://www.discapnet.es/>.

b) General measures for promoting the hiring of disabled people in Spain

We can distinguish between “regular employment” and “sheltered employment”. Regular employment, (public or private), allows the person with disabilities to perform work in a common work place, just as all working citizens.

A) Regular employment

We can make a distinction between public employment and private employment.

Access to public employment

Act 53/2003, of 10 December, on Public Employment of Disabled, states that public jobs must reserve 5% of their posts for people with disabilities (whose degree of disability is equal or more than 33%), with the aim of achieving progressively 2% of the total positions of the Administration. The reserve requirement applies to all levels of the Administration (State, Autonomous Communities, Local Authorities), although regional laws may raise the reserve ratio.

In addition, some particular aspects are regulated, such as the adaptation of time and method in selection processes, independent turn, choice of destination, removing barriers in the workplace etc. (Royal Decree 2271/2004, December 3)."

Access to private employment

There are a number of mechanisms and measures set out in our laws to encourage the employment of people with disabilities. The most important are:

- a) “Reservation quota”.** All enterprises employing fewer than 50 employees are obliged to employ 2% disabled workers (Act 13/1982 of April 7, about Social Integration of Disabled People). A worker is considered disabled where they have an official recognition of a 33% degree of disability.
- b) Equal treatment, non-discrimination and accessibility obligations.** Any discrimination, direct or indirect, in the workplace on grounds of disability is



prohibited. Employers are required to take appropriate measures to adapt the job and the company's accessibility, depending on the needs of each specific situation, in order to enable people with disabilities to access their workplace, perform their job, develop a professional career and access training, unless such measures would impose an undue burden on the employer.

c) Official aid for the hiring of workers with disabilities. There are a variety of different types of aid. The most important are:

- Subsidy to the employers.
- Social Security reductions.
- Aids to adapt the workplace.
- Tax deductions.
- Aids to workers with disabilities that establish themselves as entrepreneurs.

In addition to these official aids, which are managed by the Autonomous Communities, many private organisations give support such as microcredits, etc.)

B) Secure employment: special employment centres

Regulation: Act 13/1982, of 7 April about Social Integration of Disabled Persons and the development regulations.

Special Employment Centres are real companies (they participate productively in the market, offering products, goods and services) and the workers are authentic workers (it is a labour relationship, it is paid, the workers have the same rights and duties as other employees etc.) However, their employment has some peculiarities (legally, it is called a "Special Labour Relationship", art 2 of Royal Decree 1/1995 of 24 March , approving the revised text of the Law of the Workers' Statute).

Contractual arrangements that deserve special mention in relation to SEN:

In Spain, there are two types of labour contracts (internship), aimed at those who need to complete their training by acquiring theoretical concepts or experience. These contracts also contemplate a series of measures favourable to people with SEN:

- **Contract for training and learning:** This contract only can be signed with workers aged from sixteen to twenty five years old (the upper age limit is currently 30 years old due to the Spanish unemployment rate, as a temporary measure). This upper age limit never applies when the worker is a person with disabilities.
- **Experience contract:** One of the requirements for signing this type of contract is that the worker must have finished his or her studies not more than five years ago, but this period is increased to seven years when the contract is signed with a disabled worker.