

# VOCATIONAL EDUCATION AND TRAINING (VET) Development in Special Needs Education Project Experts Meeting in Spain

## **IES Josep Miquel Guàrdia**

Alaior (Menorca – Balearic Islands)

30th March, 31st March & 1st April 2011

### **Visit details**

#### **AGENDA**

##### **1<sup>st</sup> day evening**

Arrival of the experts during the afternoon

Presentation of the experts and the members of the European Agency for Development in Special Needs Education

##### **STUDY VISIT FIRST SESSION - IES Josep Miquel Guàrdia in Alaior –**

Kick off meeting at IES Josep Miquel Guàrdia:



Presentation of the project to the Educational Authorities and the stakeholders: Short presentations from the Agency, Central, Regional and Local Authorities.

- Eva (School head teacher):

They were very surprised by the time they received the notice of being the nominated Spanish VET project, due to the fact they don't consider that their practices are so much extraordinary. From that moment, she realised that the school has many special characteristic. For example, they welcome all pupils from both local schools that are situated

nearby. When pupils start secondary education you feel that they (children and families) know each other. The atmosphere is different as the school welcomes children from the area and it is a small school. We know the pupils names and their progress through the years. There are fewer students per classroom than the national ratio. In secondary education, there are 20 students per class. This is not privilege from the ministry of education, we make an extra effort, teachers work 19 hours per week instead of 18 hours which is established by national the regulation. In this way the school can make more groups, thanks to the effort from the teachers.

- Representative from the Spanish ministry of Education/ central authorities:

She has presented Preben (from Denmark working as advisor to the Danish Ministry of education), Pedro Mateiro (from Portugal working in a centre of professional rehabilitation) and Maria Eugenia Caldas (nominated expert from Spain and working in labour orientation as advisor in labour risk matters at the ministry of education; she has also been participating on international projects). Amparo, the national representative said that the school is a good model characterised by a lot of collaboration and networking among the different stakeholders.

- Representative from the municipality:

The school has not been chosen by chance and the staff has been working really hard in attending diversity. In Alaior, this is an upper secondary school. There are 2 other state primary schools, one private primary and secondary school, a branch from the university and one adult school. The school works in association with the university of the Balear Island. It is a huge collaboration process in which they had tried to work together as a network.

- Representative from regional authorities:

There is a strong educational tradition that comes from their population since the 18<sup>th</sup> century. Teachers have a human dimension and they have done a lot of different experiments to improve quality in the education of pupils at different ages. For example: children at Infant education (1-3 years old) they are above European average and adult education here is a reference in Spain.

- Representative from national authority in the Island:

The best investment is to invest in education, economic and social life avoiding inequalities and improving freedom, in this way all society becomes integrated.

- Representative from local authorities of education of the Balearic Islands:

It is a very ordinary school that have a strong network with the authorities from Alaior and from the whole Island. The school is strongly involved with associations (disabilities association), parents, students and teachers. The inspector plays an important role.

## **2<sup>nd</sup> day**

### **Working session**

#### **Presentation of the “Educational System in Spain: Vocational Educational Training - VET/FP-”**

Maria Eugenia Caldas (Ministry of Education, Spain): Powerpoint Presentation of the Spanish Educational System ([see presentations ES-1.pdf](#), [ES-2.pdf](#), [ES-3.pdf](#), [ES-4.pdf](#) and [ES-5.pdf](#))

Extra information:

The state has transferred some of the managerial powers to the different regions. The school makes a general annual program; they adapt the official curriculum to the centre needs and characteristics of students.

The educational system is flexible. Compulsory education finishes at the age of 16 and perhaps in the future the entrance examination will be a one year course. At vocational education, there are 26 professional families (or branches) that have intermediate and superior educational levels.

The qualification framework is based on the guidelines of the European Union.

Employment and education ministers are working well together on the competences that the market needs setting up adjustment modules. There is a national observatory; the intention is to change the structures of the existing training modules in order to include more practices.

Working place training module involves 2 different tutors, it is compulsory in all places.

FOL (labour education and guidance) is compulsory and helps the students in the transition process; it is the same for all based upon the principle of equal opportunities and help into the transition.

Total data regarding students with SEN in the national education system:

- Among the total of students with SEN, 22.2% are in special schools. This data covers all education levels (including infant, vocational education, professional qualification programmes).
- The data from the Agency, 16.67% of students in specific schools only concerns students in compulsory education
- There is no data concerning higher education

Among 20% from the entire population don't get any certificate at the end of lower secondary compulsory education. Students are at the school and they finish without a certificate. They are all attending the school; they can repeat twice a level as far as they are following compulsory education but cannot succeed to have the legal certificate. A new law from the 12 of March will change this policy, offering some possibilities of qualification. According to the recent law students in this situation, can go directly to the professional training to the intermediate vocational training without having obtained the compulsory education certificate. The new law is looking for flexible training paths going ahead without the compulsory levels. The objective is to reach 15% of this population with the certificate in 2020. This is directly related fighting against the high national unemployment rate.

### **Presentation about “Equal opportunities in VET in the Balearic Islands”**

Josep Gomila, school Inspector ([see presentation on ES-6.pdf](#))

**“The Alaior model of inclusion: VET programs, target group, training methods and links to the labour market in the IES Josep Miquel Guàrdia” by Eva Bagur, the Principal of the school.**

IES Josep Miguel Guardia, a model of inclusion ([see presentation on the on ES-7.pdf](#))



Lunch in a Culinary VET School (IES M<sup>a</sup> Àngels Cardona), where the students learn about cooking, restaurant and bar services.

Visit to “Embotits Pepe Luna, S.L.” in the industrial area in Ciutadella. Meeting with the employer involved in the inclusion of disabled people and students.

**3<sup>rd</sup> day**

**STUDY VISIT SECOND SESSION - IES Josep Miquel Guàrdia in Alaior –**



Guided visit to the school: General overview of the building facilities. Students were the guides for such a visit.

Meeting with one of the target groups in their workshop (Cicle Formatiu de Grau Mitjà de Comerç/VET on Trade and Marketing)



Meeting with the other target group in their classroom (PQPI – Trade and Marketing assistant).

Interview with three special educational needs students from the target groups.

One of the young students from the school is taking part in the translation (Spanish/English).

VET Learner number 1 (she has hearing and vision difficulties/ Usher syndrome): she is studying in her last year of the academic training module on design; she is 17 years old. She will finish her studies this year. She is happy with some of the subjects such as the selling work and considers more challenging some of the other subjects such as computer selling operations. Administration and management is harder because it is more theoretical. She understands her friends and sometimes when she has some question they translate it in sign language. She can communicate in Spanish and Catalan. Sometimes it is difficult to express her ideas in both languages. In the future, she wants to do another follow up module. She has repeated this year. She is from Mahon and is coming from another nearby school.

She wants to work later as an administrator or accountant. The Counselling department is doing the bridge with other organisations on this purpose. She is in a special circumstances because she doesn't know if she wants to stay at the school or look for a job. The department is looking to help her when she will finish but not during this last year.

She is being supported by the sign interpreter 14 hours per week. She has learned sign language at the Once association, that will continue to help her later on.

VET Learner number 2 (a learner with Down syndrome): she is really happy in this school and she does a lot of activities. She just started here studying an initial vocational course; she is doing all the modules (Spanish, Catalan, English). She is doing all the subjects and sometimes she receives therapeutic support (2 persons are helping her in the class). She knows all her classmates. She likes coming here, her parents bring her everyday. She wants to work in an American bar (run by her family).

She has been working there during the summer term: she cut the food, she worked in the kitchen. She speaks German at home; she speaks a little bit of English, good Spanish and Catalan. Her grandmother speaks German. She also liked the school she was before but she has changed to this one. She has friends there.

She is 18 year old. During her free time, she is doing ballet and hip hop and before she did gymnastics. On Saturdays she is going out with friends. She loves dancing, singing. She likes travel and she has been in Germany, visiting her sister.

Interview with the members of the Counselling Department (Pedagogical, Psychological and Labour advisors). (see presentation on ES-8.pdf)

Meeting with the target group's tutors.

Tutors of vocational training and the training cycle (PQPI basic training and professional modules).

Marga is the tutor of PQPI (basic training and one hour of tutoring). She has 10 students and among them the girl with Down syndrome. She is making adjustments to her basic compulsory subjects.

Clara is professor in the educational cycle of trade and marketing. She is teaching 5 subjects. She is almost all the time with students, she is teaching the girl from the case study 1. There are around 9 or 10 students per class.

Carlos is teacher in PQPI class and other courses at intermediate level; he is the teacher dealing with practices in both cycles. He is finding businesses that are adequate to the students and complements the practical skills with his lessons. Training in companies is different among the students that are in PQPI and the ones following modules. The first ended their classes in May and do the practices in the academic year (160 hours). For the others, practices will start in September.

Carlos' presentation:

### **Training practice in PCPI and CFGM**

The duration of training practices in the CFGM of Trade and Commerce is 440h. These are performed during the first term following their theoretical training (September to December). Training practices in the PCPI have a length of 160h, which are implemented during the last period of three months of the same course in which they receive theoretical training (mid-May to late June). In both cases, the main aim is that students can apply what they have learned during their academic course and do it in real work situations. The intention is to learn from those situations that occur in the day to day of companies where they will have the opportunity of develop a professional career.

### **Criteria for the selection of companies where students with special needs could perform the practices.**

The main and most important criteria is the awareness of the company towards students with SEN and especially the responsibility for working with people with disabilities. 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.

Young VET learner n 2, a student with Down syndrome will perform its training at a cosmetics company. This establishment is situated very close to the family business of the student (100 meters). Although the student does not require special care by her family, it always helps to create an atmosphere of calm and confidence in which all parties are involved (school, business, family and the students themselves). This also facilitates the resolution of practical issues such as the transportation of students into the workplace. In the case of Vet learner n 1, we have been considering some options, such as a clothing store. In this case, taking into account that CFGM trade practices begin in September we haven't yet taken any decision. Current law provides that the support teacher or interpreter could accompany the student in the early days of implementation of practices to help and assist in the integration of the student in the "job". Undoubtedly we will take into account the awareness of the workplace tutor to teach and accompany the student in perform and learn the tasks to develop during her training stage.

In both cases, we are expecting to adapt the curriculum of training practices to the competences of each student. As regards the curriculum, PCPI includes 4 basic competences. The student could prove or not those competences according to its limitations. In turn, the curriculum CFGM of Trade presents around 8 competences, which can also be accredited separately when the student is unable to implement all of them. It could happen that a student is fully capable of organizing a warehouse, while it may clash with its limitations when it comes to serve, inform and / or advising a client.

### **Organization of training practices, information available to the student and monitoring of the implementation of the training plan.**

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 certified the agreement between the company and the school. In this document is highlighted that the company is committed to teach and supervise the performance of these tasks by 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 of duration of its performance. During the follow up phase, it is expected that the tutor from the workplace (FCT's tutor) move into the company biweekly to monitor the progress and practices to ensure that the student is performing the tasks agreed by the training plan.

Also every two weeks, in combined weeks, all trainees should attend the school for tutorials. In this way, one week you have contact with students, and the next week with the company tutor. 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, either for a student performance or sometimes by "lack of time" students fail to practice the whole range of tasks that are included in the training plan. We're talking about, that we would like to detect that if a student is doing its training in at a supermarket. We are going to avoid that he is not spending the day moving pallets in the warehouse, but must also perform other tasks as replenishment, promotion, sales , etc.

I would like to indicate that from about three or four years, companies have stopped receiving any benefit by having trainees and their value is limited to the production of the trainee and the possibility of hiring a worker who is now fully integrated into the organization.

They have already been in contact with the company for the practices for the VET learner n2. The most important thing is that the company is responsible and sensitive to these issues and is similar to the company where the student wants to work in the future. The school makes an agreement of one year between the company and the institute with a special agreement for each student to be sent, this means an agreement on practice. The company where she is planning to work is a cosmetology shop called 'body shop' it is located just 100 meters from the family business. Everyone feels very relaxed because the restaurant where parents work is near. The owner of the company has been very sensitive to the situation.

VET learner n1 will make the practice in September, probably she will need during the first days a support teacher or interpreter who may be with her in the company. She will also need someone committed to take charge of the difficulties the student has and to certify the required basic skills. During the daily classes she stays some hours without signs interpreted that means that she has sufficient autonomy. At the same time it is always needed to ensure that she understands. Usually teachers ask open questions in order to check what she has understood. Teachers also try to anticipate activities; she normally read the lessons at home and looks for words that she does not understand. Regarding the use of the blackboard and writing, special focus is placed on the brightness of the rooms, maintaining visual contact, vocalizing slowly and repeating things. She is very lucky because the class has a similar level. Usually if one of the other classmates is not concentrated, s/he is placed together with learner1 because in this case they became more attentive as they feel more responsible. To find practices is usually easy going into the private companies and they are normally the same ones, year by year. They must be aware that there is a distinct profile of pupils of PQPI. For this student teachers are thinking that she will be happy working in a cloth store.

Every 15 days tutors from this school have a meeting with the company and one day per week the student comes to the school and the tutor goes to the business practices. Every student when they begin the practices they have together with the tutor a training plan with a list of tasks to be performed. Companies used to earn a symbolic salary as 4 euros per hour, but this is not any longer available.

In other areas of the island, practices start at other times of the year because they make practices in high season (tourism). There is flexibility in the formal periods of practices but a special permission is required. The model is the same throughout the country but the implementation is different.

Meeting with two teachers of the target groups.

Meeting with the PQPI group in their workshop.

Lunch in "Es tast", restaurant in Es Mercadal (Village near Alaior)

### **3<sup>rd</sup> day afternoon**

#### **STUDY VISIT THIRD SESSION - IES Josep Miquel Guàrdia in Alaior -**

Return to the IES Josep Miquel Guàrdia in Alaior to meet different external collaborators.

Meeting with Special Educational Needs Student's families.

Father of VET learner n 1

The elder brother is studying architecture and has the same illness as she has. The father explains that no person lives the disease in the same way. Both have hearing and vision problems. According to the father, VET learner 1 is happy and feels good with her studies,

she feels like one more with her classmates; the family believes that this is quite important. The family feels she has matured and she is ready to choose about her life. For the family, last year she was not making seriously the choices of her academy courses and looked away. At a certain moment the family had to decide. She did not have the courage and confidence to tackle other challenges. What was thought that she could work she was not sufficiently motivated or convinced; she had decided to make a module design.

The father said they have not complains concerning the staff or the school. There has been, some years ago, a support teacher lacking knowledge and experience. According to the father, this person addressed the particular problems of any student applying to a universal recipe.

According to the father his daughter wanted to do a sabbatical year and after she started with the course of trade and marketing. The father is an industrial engineer, he thinks that this course is complete and very direct; as a basic knowledge is good. He explains that they are parents who like to have direct communication with the teachers. He is really happy with the school director and principally he thinks that the staff is very sensitive with their situation.

This year the contact they have with the support team is only with one person; last year there were 4. 'I prefer this situation as there is a more direct reference. Last year there were no clear guidelines. Before there were several people in the support team and now there is only one'. He wants the daughter to be autonomous; in this sense, although respecting the work of the interpreter, it is important for the student to realise that she is not going to have this support during all her life (she is being supported by 14 hours per week)

He believes that if he had sent his child to a school for deaf people, she would not be able to do what she is doing now. He is satisfied she can communicate verbally that will lead to have a normal life.

Many years ago, there was a big difference among the schools of vocational training and the secondary ones. In general terms, most of the people believed that the aim of learning any professional path was to be part of the system; the professional competences acquired were complemented with the others disciplines. For example, during that period you learned to be a construction worker at the same quality level as the ingeniers. They were well considered, as you need good professionals at any level. Now there are very few people willing for professional learning. We need to be able to consider that there are many youngsters that don't explore their potential because the system is not flexible enough. All professional levels should have the same prestige because all of them are very relevant.

Meeting with the responsible of the Local Social Affaires.

(see presentation on the ES-9.pdf)

Meeting with some people from a Disabled association (Fundació de Discapacitats de Menorca). (see presentation ES-10.pdf)

## DESCRIPTIVE DATA OF SERVICES FOR THE LABOUR INTEGRATION OF PEOPLE WITH DISABILITIES IN THE PERIOD 2004-2010

### FUNDACIÓ PER A PERSONES AMB DISCAPACITAT DE MENORCA

#### 1. CONTEXT OF THE PROGRAMS AND DATA

Data from different programs will be included, such as the 'Socio Insertion' itinerary:

## 1. Job Placement Service (PIL)

The PIL program relies on the annual appeal from the Department of Tourism of the Balearic Government Treball-SOIB, the Consell Insular de Menorca i ESF. The PIL program combines different actions at the level of career guidance and support to promote employment in the open labour market (private companies, governments, non profit organizations, 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 program 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 (previously known as the Coordinadora de Persones amb Discapacitat de Menorca).

### 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.
- Be 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 program each year. An individualised work plan has been developed for each of them based on the various actions included in the program. 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 programs, the Foundation's own internal programmes ...

### Technical equipment

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

This team has the support of a coordinator.

The location where the users attend depends on the profile of the applicant and their usual residence.

The service has three different offices:

- Ciutadella. It 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. It serves the people of this village and its surroundings. It is located in the offices from the Fundació per a Persones amb Discapacitat in Mahon.

- Centre of the island. It 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, 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 programs from education or from SOIB.
4. Testing the labour market and publicising the program 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 Job Placement.service and Socio-assistencial attention (ILSA)

The ILSA program aims to promote the socioasistencial inclusion of people with disabilities in the open labour market of the enterprises on the island, ie 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 that to carry out daily working activities in the standard working environment.

This program 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 from Genoa, which was developed at the Centre for Studies and led by expert neuropsychiatrist, Dr. Enrico Montobbio.

The program 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 demands of the labour market.

There are currently 30 positions with the Island Council.

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

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

### 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 depending on 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 depending on the situation and work plan established with the user.

Users who can be promoted to labour vacancies are promoted by the Special Employment Centre or PIL, although this is a rare situation. Generally we need to consider that the greater number of users in the program stay there permanently as an alternative to being in an occupational centre.

### 3 Training in real situations in the standard operating environment using the in-company traineeship format

This is a working tool /action, which is useful for people with disabilities in order to increase their knowledge of different working styles in general and to learn certain trades suited to their profile. This action is based on the methodology of mediation, which is advocated for people with disabilities, and especially those with intellectual disabilities. It is required for a long period of time in order to mature their personality, internalise their identity as full citizens and improve their socialisation and the internalisation of the job role. The work itself is considered the most appropriate tool. This tool is used to both observe the strengths and weaknesses of the trainees and to certify the opportunities and social skills of the specific person in the "field" and not based on prejudices and generalisations.

The implementation of this service in Menorca was due to the opportunity to have learned about the labour insertion project in Genoa, which was developed at the Centre for Studies and led by expert neuropsychiatrist, Dr. Enrico Montobbio.

Between 2001 and 2007 the program joined with PIL (job placement service), which allowed for extra services to be responsible for people with particular difficulties in finding work who need to go through the prior process of maturity and preparation for work. The SOIB guidelines that were used during that period permitted its implementation.

During this period, an average of 25 people benefited annually from the programme.

Due to new lines of action set by the SOIB from 2007, this program was no longer allowed to be developed in the context of PIL, which forced a restructuring back to the model followed before.

Since 2007, this action has taken place in ILSA, combining two sub-activities; 1) 'Training in a real situation' programme during the user's first stage of the program, 2) the socioasistencial element

#### User Profile

- People with various disabilities, but generally moderate intellectual disabilities, which present particular difficulties in finding work and require developing their personality and acquiring the right attitude and abilities to tackle the job, always bearing in mind their potential.

#### Technical equipment

Currently the social educator linked to ILSA.

#### Practical methodology of training in the job settings

- It is open, flexible and tailored to the personal and professional profile and development shown by the user.
- Variable length, and can be extended for up to five years.
- For the development of each unit following process is followed:
- Finding the most suitable company and tasks according to the skills and social skills of the person.

- Defining the training program and objectives of the intervention relating to the most basic aspect of each tasks: promoting a greater level of autonomy and positive attitude, improving socialisation, as well as related operational aspects such as acquiring good work habits and job skills.
- Establishing the team, which is formed by the programme teacher and the trainer of the company.
- Continuous assessments and decision making related to the processes, adjustments, changes in companies where traineeship is implemented, etc.

Why are we going to show the data covering the period from 2004 to 2010?

To show the most recent data for the last six years.

To compare the results of the ILSA program in 2005, when the programme of labour insertion first was set up, composed of the three programs described.

The data description also includes the Special Employment Centre, which is a device connected to the program. We think that it is not necessary to examine this type of resource, as it is a company that is part of the protected market and not in the open labour market.

Overall results of the PIL in the period between 2004 and 2010

(It is an annual program implemented between November 1 and October 31 of each year, except 2005 when it was renewed for a period of two years in a row)

	<b>PIL 2004-05</b>	<b>PIL 2005-07</b>	<b>PIL 2007-08</b>	<b>PIL 2008-09</b>	<b>PIL 2009-10</b>
<b>Number of users</b>	<b>201</b>	<b>412</b>	<b>335</b>	<b>362</b>	<b>325</b>
<b>Beneficiaries of the action in the form of in-company training</b>	<b>28</b>	<b>45</b>	<b>7</b>		
<b>People included in the open market</b>	<b>58</b>	<b>118</b>	<b>104</b>	<b>121</b>	<b>53</b>

<b>Persons included in the special centre training</b>	<b>14</b>	<b>22</b>	<b>19</b>	<b>27</b>	<b>28</b>
<b>People involved in the ILSA programme (started in July 2005, progressive inclusion in this programme)</b>	<b>5*</b>	<b>24*</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Referrals from PIL to ILSA were greater particularly during the years 2005 and 2006, coinciding with the beginning of this program and including the users who were at PIL in the 'Training in the workplace' program for those that had already been diagnosed with low productivity. Another factor to be considered was the new guidelines of SOIB.

\* It should be remembered that most people remain throughout the various annual programs of PIL and are therefore counted several times.

\* The number of job placements obtained between the entire group, with different profiles of disability, different personal circumstances and from different levels of intervention by the technicians: career counselling (offers comes directly from companies that know of the program, job placements, monitoring of workers hired in previous years, and so on.

Global results of 'Training in the workplace' action in the context of PIL during the period 2004 to 2008

<b>Number of clients</b>	<b>58</b>	<b>100%</b>
<b>People employed on the labour market</b>	<b>20</b>	<b>34'5%</b>
<b>Persons referred to the ILSA</b>	<b>23</b>	<b>39'65%</b>
<b>People voluntarily drop out of the programme / do not adapt / are still in the process of insertion</b>	<b>15</b>	<b>25'85%</b>

The 74'15% of the people that have been involved in our programmes have found a job placement / socio assistential support.

Characteristics of the process/ features of the Training at the workplace programme:

Depending on its duration

<b>Time</b>	<b>Number of . users</b>	<b>%</b>
<b>No more than 6 months</b>	<b>26</b>	<b>45%</b>
<b>No more than 1 year</b>	<b>14</b>	<b>24%</b>
<b>No more than 2 years</b>	<b>17</b>	<b>29%</b>
<b>No more than 3 years</b>	<b>1</b>	<b>2%</b>
<b>Total</b>	<b>58</b>	<b>100%</b>

It should be borne in mind that a user could work in different companies

Depending of the type of disability

Type of Disability	Number of Users	%
Physical / Organic	4	7%
Mental Illness	10	17'2%
Intellectual disability	34	58'6%
multiple disabilities	8	13'8%
Sensorial	2	3'4%
<b>Total</b>	<b>58</b>	<b>100%</b>

Gender differences

Gender	Number of users	%
Women	28	48'3%
Men	30	51'7%
<b>Total</b>	<b>58</b>	<b>100%</b>

Characteristics of the contracts obtained from the PIL over the period from 2004 and 2010

Depending on the duration of the contract

Contract length	PIL 2004-05	PIL 2005-07	PIL 2007-08	PIL 2008-09	PIL 2009-10
Permanent	18	52	40	30	17
Fixed intermittent	6	7	5	6	3
1 to 6 months	44	90	73	84	64
6 months to 1 year	9	31	3	7	5
> 1 year	7	10	23	21	3
<b>TOTAL of contracts</b>	<b>84</b>	<b>190</b>	<b>144</b>	<b>148</b>	<b>92</b>
<b>TOTAL of persons</b>	<b>72</b>	<b>140</b>	<b>123</b>	<b>130</b>	<b>81</b>

\* It should be noted that there is always a percentage of people who have more than one contract year and that several people remain throughout the various annual programs of PIL and counted several times.

- Depending on the company used

Company type	PIL 2004-05	PIL 2005-07	PIL 2007-08	PIL 2008-09	PIL 2009-10
Public Enterprises	3	4	3	5	11
Private companies	32	105	71	83	33
Social economy enterprises	1	1		2	8
Administration	24	41	38	31	4
Other nonprofit organisations, including the Special Needs Employment centres	24	39	32	27	28

PIL service data were less elaborate than those described in the FS and the ILSA, being a large number of people and having no automated or reliable databases

ILSA's overall results for the period between 2005 and 2010

<b>Number of clients</b>	<b>41</b>	<b>100 %</b>
<b>Number of persons that are involved at the present time</b>	<b>30</b>	<b>73'17 %</b>
<b>People assisted on a permanent basis with the intention of providing an alternative to the special training centre</b>	<b>31</b>	<b>75'6 %</b>
<b>People undergoing training in working situation</b>	<b>10</b>	<b>24'4 %</b>
<b>Persons that have been promoted with the labour contract</b>	<b>TOTAL: 8 5 ( empresa ordinaria) 3 (Centro Especial Trabajo)</b>	<b>19'5 %</b>
<b>People voluntarily drop out / do not adapt</b>	<b>3</b>	<b>7'31%</b>

Characteristics of ILSA processes:

- Depending on its duration

Duration	Number of users	%
Less than 1 year	3	7'31 %
More than a 1 and less than 2 years	4	9'75%
More than 2 years	34	82'92 %
<b>TOTAL</b>	<b>41</b>	<b>100%</b>

Depending on the company used

Types of companies	Number of users	%
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<b>Public Enterprises</b>	<b>19</b>	<b>46'34 %</b>
<b>Non profit organisation</b>	<b>9</b>	<b>21'45%</b>
<b>Public Administration</b>	<b>13</b>	<b>31'7 %</b>
<b>TOTAL</b>	<b>41</b>	<b>100%</b>

• By type of disability

<b>Types of disabilities</b>	<b>Number of users</b>	<b>%</b>
<b>Physical / Organic</b>	2	<b>4'87%</b>
<b>Mental Illness</b>	3	<b>7'31 %</b>
<b>Intellectual disability</b>	30	<b>73'28 %</b>
<b>Multiple disabilities</b>	6	<b>14'63 %</b>

By Gender

<b>Gender</b>	<b>Number of users</b>	<b>%</b>
<b>Women</b>	19	<b>46'35%</b>
<b>Men</b>	22	<b>53'65 %</b>
<b>TOTAL</b>	<b>41</b>	<b>100%</b>

By Age

<b>Age</b>	<b>Number of users</b>	<b>%</b>
<b>From 16 to 24 years</b>	12	<b>30'57 %</b>
<b>From 25 to 45 years</b>	26	<b>63'41 %</b>
<b>Over 45 years</b>	3	<b>7'31 %</b>
<b>TOTAL</b>	<b>41</b>	<b>100%</b>

Note: Please note that the majority of users come from the ILSA Job Placement Program. Due to the type of disability they have and/or their personal circumstances, it is virtually impossible for them to enter the labour market and most have the profile of Occupational Centres users. The ILSA Service option consolidates a comprehensive job placement schedule and gives a standard option for users who are already in an occupational centres or completing compulsory schooling and / or Vocational Training (either ordinary or specific training centre) have no chance of job placement in the labour market.

All these data are taken from the Annual Reports for each program.

Ciudadella de Menorca, 3 juny, 2011

Lurdes serveis Florit-Cap

The main role is to support learners at the job placements: For example: Cristian started work at a public company with a subsidy after a training contract experience within a company. He then got a contract of employment. Another person with cerebral palsy finished a formative cycle of administration and finance and we helped in finding him a job and training contract and after some years this person has a fixed contract. This person has a part-time permanent contract. For Example: A person with mental illness and 65 with disabilities is working on the terraces as maintenance worker in a summer hotel.

The main challenge is that more help is usually required in the training of students than in ordinary business; this issue needs to be changed.

Meeting with former student of the school that are now in the labour market.

Agustin. He left the school 2 years ago and now he is working in Ciudadella. He thinks that being in this educational centre, especially with his classmates, has been very important for him. He has learned a lot along his educational experience.

Especially he loved the school trips. For example, he remembers that during his second course, they went to the Balearic Islands, to Cabrera and one year later they went to Barcelona. He loved subjects such as history and chemistry. He remembers that when the class was deciding about the last academic year trip, they set up a lot of activities to gain money. He related that he felt excited for selling cakes, spicy sausages... and participating in a show at the school. The show was completely inclusive. One of the students of the school had hearing impairment and she was one of the main actors interpreting one of the acts in sign language.

When he finished secondary education she started with a new group of classmates. Therefore when he started in this school he didn't know his class mates. He felt his integration was great and he learned a lot and particularly from his teachers. He passed all exams and when he finished the programme he started cooking lessons at the CAPI program from the Foundation. He learned how to use knives and the kitchen main rules. He learned to choose a menu and to organise tasks; they always started the week planning: Monday, Tuesday and Wednesday were main days to work in the kitchen; they organised the kitchen, they bought food... they learned being autonomous. Thursday and Fridays they participated in a basic skills course in which they took breakfast together, brushed the teeth, FOL, IT, and a short summary of the week ...

He needed to travel some kilometres and he learned to travel alone.

He is now working at an old people home (private organisation), called Santa Rita. He is preparing breakfasts, cut and clean the food, etc. He loves his job and he feels that he is useful for the people of the residence. He has a working contract.

He has free time during the weekends, he loves going out with his friends. The foundation has a free time club and a group of 8 or 9 youngsters meet every weekend for shared activities. Sometimes they go for playing bowling and other times to the theater.



**STUDY VISIT FOURTH SESSION –**  
**Working Group. Open discussion and conclusions**