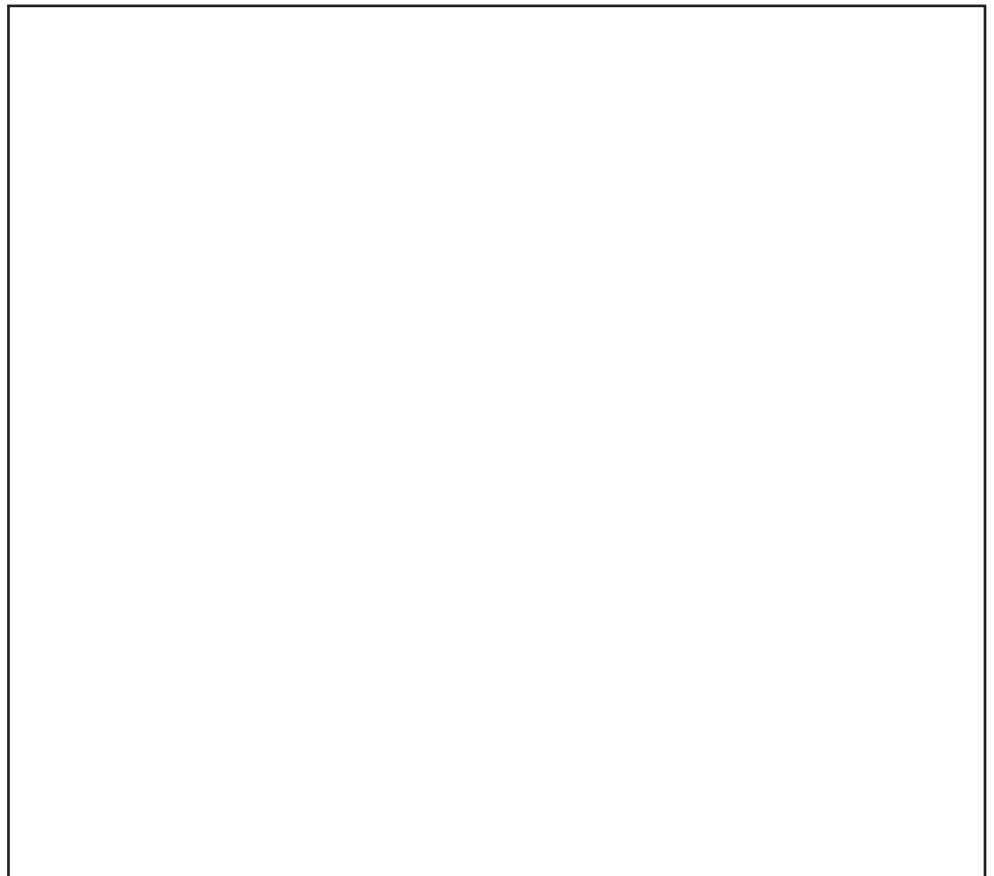


# Active inclusion of young people with disabilities or health problems

## *National report – Spain*



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## Current status of the target groups

In Spain disability is officially recognised when the competent evaluation services assess a person as having a minimum 33% disability level. This evaluation is carried out by regional governments and there are differences among regions, which can result in a person obtaining a disability certification in one region when they may not in another.

Integration in education and employment remains a challenge for institutions and organisations, as many disabled students and workers are still segregated. Fear of change and also fear of losing benefits if they enter into employment remain big barriers to inclusion.

In the opinion of experts interviewed for the project, young people with disabilities such as autism are now becoming aware of their situation and the possibilities that exist for them to play an active role in society. However, they are struggling for inclusion and for a role in decision-making. Transition programmes and training pathways that were started about 12 years ago are not resulting in real inclusion and this affects their expectations.

Only some children with disabilities participate in mainstream school. Others are in special centres or a combination of both. However, after 16 years, the usual options for young people with disabilities are vocational training programmes, known as Initial Vocational Qualification Programmes, often in occupational centres. Once they complete school, there is no clear policy for their transition to employment. In fact this is the case for all stages of transition – there is a significant lack of transition programmes and services at all levels.

Experts are of the view that the situation has improved, and changes in paradigms and models have benefited young people. But a lot of challenges remain to be overcome. The approach to inclusion for young people with disabilities is largely similar to what it was 10 to 12 years ago, and it must be questioned whether the outcomes being achieved, the indicators being collected, and the impact on quality of life are adequate. There is a need to take into account all the different spheres within which a young person with a disability needs support and to change the approach, from intervening with the person to generating opportunities by managing their environment.

In the absence of programme implementation and specific funding by administrations, the transition to employment is mostly managed by the schools or centres where the young person is currently receiving a service. However, some of these organisations are not sufficiently trained or funded, and staff turnover can be significant.

In the mental health field there is a better approach, in the form of a resource net that has been created and a change in attitudes. Nevertheless, there are still many people with mental health problems that are considered to be ‘unrecoverable’ and who have an incapacity certificate that will not be reviewed because those responsible for evaluation consider it unnecessary. In addition, many people remain reluctant to lose benefits when employment is offered, and others delay seeking help from mental health services because of the stigma associated with a diagnosis, and this prevents early intervention.

As a result of recent legal developments, Spain is now in the process of substantial change regarding the status of people with disabilities becoming full members of society, and the recognition of disability rights in all areas of life including access, education and employment. The challenge is to provide stable funding to ensure long-term programmes that enhance knowledge and skills, and which are of sufficient duration to achieve positive outcomes.

Many Spanish laws impose an obligation on different national and regional institutions to provide services and ensure access to them, but there remains a lack of specific programmes that provide the needed services and support for young people with health problems or disabilities.

## Overview of how societal and individual needs are addressed

The Third National Action Plan for People with Disabilities 2009–2012, developed by the Spanish government and the main social agents, sets out an agenda and a set of principles for action. This action plan includes a special call for equal opportunities for young people, and also includes some specific measures to promote social participation and social leadership, as well as education, sport and leisure. Spanish policies and programmes are regulated by several laws and decrees, initiated by many different government ministries and departments, including those of health, education, employment and social welfare, and the head of state (Office of the Prime Minister), public administration and presidency. The National Action Plan 2009–2012 sets out to achieve an integrated perspective that spans all these agencies.

The national government mainly sets out general conditions and minimum requirements, which are then developed and implemented by regional governments and by local entities in some cases, mostly in the area of social services. Adequate income is assured and implemented by the Social Security Institute and the Ministry of Health, Social Policy and Equality. They set the conditions under which people with disabilities have access to these benefits.

Educational integration follows the same principles, and students with special needs have the right to mainstream schooling, but many students attend special schools when mainstream schooling is considered not to be feasible.

A similar approach is implemented in vocational training and employment. Integrated training and work is the first option, but many disabled students attend specific and segregated training centres and also many disabled workers attend sheltered employment centres or even occupational activity centres.

Integrated employment is increasingly becoming an alternative, with innovations both in public and private employment. This consists mainly of reserving jobs for people with disabilities in both sectors, funding supported employment programmes, and providing benefits and exemptions for those hiring workers with disabilities. The possibility to combine measures available for younger workers and for workers with disabilities makes this option more attractive for hirers.

Finally, flexicurity is a priority, as it creates the possibility to combine an incapacity pension with a wage earned from a job. In addition, workers with disabilities are eligible for a pension in the event that they lose their jobs.

## Status of active inclusion in national and sectoral policy

Policy development in Spain has been greatly influenced by non-governmental organisations (NGOs) that represent people with disabilities. Demands for mainstreaming and self-determination are coming from all groups – people with severe disabilities and those requiring high levels of support are increasingly demanding the same conditions as those with lower levels of support needs.

As those with lower support needs access higher levels of integration and self-determination, the gap between people with different levels of support needs is growing, and this is driving an increase in demands for equity of treatment and outcomes from people with severe disabilities and those with multiple disabilities.

Access to mainstream services is also drawing attention to the need for universally accessible environments and information. This issue is addressed both in the Third National Action Plan for People with Disabilities and the LIONDAU (Law 51 of 2 December 2003, on equal opportunities, non-discrimination and universal access for people with disabilities), which set out the need to implement ways for people to access mainstream services. Income, education and jobs are included in these provisions.

## Education

In education, private initiatives have been a strong influence for change, as NGOs have developed innovative services and programmes and have collaborated with the public education system to promote school integration for students. However, in many cases integration is not fully effective, and many students with disabilities, mostly between 16 and 21 years of age, remain in segregated services and programmes. This is the case in primary and secondary education and also in vocational training programmes.

The Forum for Inclusive Education, recently created by the Ministry of Education, will be in charge of monitoring change and improvements in this regard. It is intended as a forum for different stakeholders to meet (such as government agencies at national and regional level, organisations and parents' associations), to debate proposals and to monitor policies implemented by the education system. Reports, proposals and recommendations will be the primary tools used to achieve its goals.

Policies and programmes have become more active in universities, which are now obliged by law to ensure access to buildings and information. Opportunities have been increased for physical or sensory disabilities, but there is still much to do for people with intellectual and developmental disabilities.

## Employment

In the employment field NGOs have also been very active, not only in demanding new services that are more integrated and normalised, but also in developing services and support.

This trend is consistent with Spanish law, which stipulates that workers with disabilities must make up at least 2% of the workforce at any enterprise with 50 or more employees. The current trend is to make this happen, as there is still a lack of enforcement of this obligation. There is also a policy of benefits for enterprises hiring workers with disabilities, through social security expenses exemptions or subsidies to compensate the costs associated with employment.

The supported employment model has proven effective in incorporating workers with disabilities, mostly in the private sector. Big enterprises are also increasingly incorporating workers with disabilities, believing that this will improve their public image. Thus active policies by government, NGOs and enterprises are moving in the same direction.

Recent government initiatives have also increased the percentage of jobs reserved for people with disabilities, and also have set longer exam times for people trying to access public employment, where this is needed. There is also a trend to implement ways of accessing employment in the public sector by evaluating performance in different ways. Workers with intellectual disabilities will have the opportunity to show their ability to perform some jobs and access public sector employment, where previously this was not possible.

In the field of flexicurity, a law that allows one to receive a pension and also to earn a salary from a job has been introduced as an incentive for workers with disabilities, something that has not been possible until recently.

Experts interviewed for this report recognise that employment for people with disabilities has increased, but that they are still at a disadvantage in the labour market. Young people are not qualified to meet inclusive labour market demands, according to a survey of 400 companies. Furthermore, there is no stable and adequate funding source for supported employment. Only private programmes, such as the **Obra Social Caja Madrid**, provide funding for the maintenance of employment, but long-term support needs to be funded and permanent contracts developed. Evaluation and research also needs to be improved.

Experts consider that policy and practice still favour the development of special centres and that there is still little support for community-based programmes. For example, funding resources for independent living programmes are scarce and inadequate. The situation has improved, but funding is still mainly allocated to sheltered employment, and too little is allocated to inclusive programmes.

According to expert opinion, administrations and organisations in some cases follow different paths. There is a significant lack of stability and funding for projects, and there is no vision for long-term services or programme structures that would guarantee continuing support for maintaining quality of life. For example, training plans are funded by administrations, but on a yearly basis, so the process must be restarted every year, which makes it impossible to draw up a strategic plan. Funded services are not usually connected, which makes it difficult to achieve synergies between organisations and administrations. The aim here should be to optimise existing services rather than to create new short-term services.

Finally, experts considered that in some groups (such as people with mental health problems), the concept of active inclusion is difficult to implement because there is not adequate professional support. Work with families is needed to deal with the fear of losing benefits when employment is offered, and companies must be made aware of the possibilities for support and also need to be convinced of the benefits.

### Indicative statistics

National statistics on disability are provided by the National Institute of Statistics (Instituto Nacional de Estadística, INE), which produces a national survey approximately every 10 years. Three macro surveys have been carried out:

- in 1986 the survey on disabilities, impairments and disabilities (EDDM 1986);
- in 1999 the survey on disabilities, impairments and state of health (EDDS 1999);
- and in 2008 the survey of disability, personal autonomy and dependence situations (EDAD 2008).

Methodologies follow recommendations from the World Health Organization and in particular the existing international classifications in the year of completion of each survey.

Available data from the last two surveys related to people aged 16–30 years has been selected for the purposes of this report. Not all data required were available and from the selected information not all categories or age groups were directly comparable. Information is available on the INE website and it is possible to consult data in English.<sup>1</sup> For a more in-depth analysis, microdata are available from both surveys.

Table 1 below provides data from a Eurostat survey in which people were asked to self-report on their disability status. This data indicates that in general terms people with disabilities have lower employment rates and higher unemployment and inactivity rates. Furthermore, this finding is broadly related to age. Generally, employment rates fall with age, though in the youngest age group this is not the case due to significant numbers of people being in education, and unemployment and inactivity rates are higher.

Table 1: *Percentage distribution of activity status by severity of disability and age group*

Activity status	Employed			Unemployed			Inactive		
	16–24 years	25–34 years	All ages	16–24 years	25–34 years	All ages	16–24 years	25–34 years	All ages
<b>Total</b>	29.5	60.7	44.8	11.3	12.4	8.7	59.1	26.8	46.5
<b>Without disability</b>	29.6	61.9	46.8	11.3	12.6	9.0	59.1	25.5	44.2
<b>Light disability</b>	39.1	64.5	47.7	n/a (u)	11.0 (u)	9.0	50.6	24.5	43.2
<b>Some disability</b>	62.3	53.3	46.4	n/a (u)	19.5 (u)	12.9	n/a (u)	27.2 (u)	40.7
<b>Severe disability</b>	n/a (u)	33.4	20.7	21.0 (u)	10.8 (u)	5.4	65.9	55.8	73.9
<b>Very severe disability</b>	n/a (u)	8.7 (u)	8.2	n/a (u)	n/a (u)	2.6	91.1	87.5	89.2
<b>Not classified</b>	n/a	n/a (u)	11.7	n/a (u)	n/a (u)	n/a (u)	93.2	83.2	85.7
<b>All degrees of disability</b>	26.4	33.4	21.7	11.6	9.1	5.3	62.0	57.6	72.9

Note: n/a – not available; u – extremely unreliable data  
Source: Eurostat, 21 October 2010

There have been two comprehensive surveys carried out in Spain in relation to the incidence and status of people with disabilities, one in 2003 and one in 2008. However, from the perspective of young people with health problems or disabilities, it is difficult to compare data from the two time periods. This is principally because the classification categories for age and type of condition vary between the two surveys (see Table 2). With regard to available data from Spanish national sources, the total population of people with disabilities has decreased from 181,313 to 163,650, both for men and women (see Table 2). The distribution by gender was almost the same in both surveys, though, at 61.78% for men and 38.22% for women.

<sup>1</sup> <http://www.ine.es/jaxi/menu.do?L=1&type=pcaxis&path=%2Ft15/p418&file=inebase>

Table 2: Young people with disabilities by age and gender in total population

Age	1999*		
	Men	Women	Total
16–19 years	28,058	16,232	44,290
20–24 years	36,385	22,663	59,048
25–29 years	45,578	29,697	78,275
<b>Total</b>	113,021	68,592	181,613
	1999**		
15–18 years	22,632	10,308	32,940
19–22 years	18,105	12,529	30,634
23–26 years	25,679	16,271	41,950
27–30 years	34,683	23,443	58,126
<b>Total</b>	101,099	62,551	163,650

Sources: \* Jiménez, A. and Huete, A., 2003. Original data from the Survey on disabilities, impairments and health status, INE, 1999; \*\* Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

Table 3 presents the incidence of various types of impairment among young people in Spain in the 2008 survey. The disability breakdown in the survey makes it impossible to disaggregate young people with general intellectual impairments, those with learning disabilities and those with mental health problems. Young people with mental disabilities accounted for the largest proportion of disabilities (45.28% for men and 30.89% for women). This pattern is very similar to results of the 2003 survey.

Table 3: Percentage of young people with disability according to type of impairment by gender and age (2008)

	Gender		Age	
	Men	Women	15–22 years	23–30 years
<b>Mental disability</b>	45.28	30.89	45.78	36.08
<b>Visually impaired</b>	10.36	10.79	8.40	11.86
<b>Hearing deficiencies</b>	10.03	12.97	9.44	12.21
<b>Language deficits, speech and voice</b>	3.70	2.95	4.52	2.72
<b>Musculoskeletal deficiencies</b>	11.65	20.67	11.89	17.06
<b>Nervous system deficits</b>	13.95	15.36	13.85	14.88
<b>Digestive system deficiencies</b>	3.97	5.49	4.33	4.68
<b>Other deficiencies</b>	1.05	0.89	1.77	0.50
<b>Total</b>	100.00	100.00	100.00	100.00

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

Table 4 presents the proportion of young people with disabilities who have completed education and the level of education they achieved. Only figures for 2008 are presented as the categorisations of age and educational level differ from those used in the previous survey.

Table 4: Percentage of young people with disability according to finished studies by age group (2008)

	15–18 years	19–22 years	23–26 years	27–30 years	Total
<b>Not able to read or write</b>	9.01	11.89	11.41	14.03	12.10
<b>Mainstream school (primary) incomplete</b>	16.23	16.98	13.26	13.53	14.56
<b>Mainstream school (primary)</b>	37.11	24.61	16.39	16.31	21.25
<b>Mainstream school (secondary)</b>	34.10	23.43	26.49	20.15	24.71
<b>Secondary</b>	2.98	16.53	9.16	13.09	11.11
<b>Professional studies (medium)</b>	0.00	1.93	10.84	7.11	5.97
<b>Professional studies (high)</b>	0.00	2.75	4.69	3.50	3.12
<b>University</b>	0.00	0.15	6.69	11.12	6
<b>Total</b>	100.00	100.00	100.00	100.00	100.0

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

Overall, 12.1% of young people were identified as having literacy problems. This was slightly down on the previous period. The proportion of those who could not read or write ranged from 9.01% for young people aged 15–18 years to 14.03% for 27–30-year-olds, which may indicate more effective basic education being introduced. Females were more likely to have literacy difficulties (11.81% for males and 12.59% for females). This pattern was similar in the 2003 survey although the gender gap was greater.

The proportion of young people with health problems or disabilities that finished their studies in mainstream secondary school was similar in both surveys, reaching 24.71% in 2008 (see Table 4). Figures are higher for men than for women in almost all categories. 15.09% of young people completed further education including professional studies and university. This was similar in both surveys. There were substantial gender differences: 17.14% of females completed further education compared to 13.83% of males. The respective figures for 2003 were 7.5% of males and 4.1% of females, suggesting that participation in further education has increased significantly for young people with disabilities in Spain over the period, particularly for females.

The proportional distribution of young people with disabilities who had ever worked is presented in Table 5. It is unsurprising that very few of those in the younger age groups had worked. However, it is notable that 56.7% of those between the ages of 27 and 30 had never worked.

Table 5: Percentage of young people with disability who have and have not worked at any time, by age group (2008)

	15–18 years	19–22 years	23–26 years	27–30 years	Total
<b>Have worked</b>	9.94	27.13	41.66	43.30	32.06
<b>Have not worked</b>	90.06	72.87	58.34	56.70	67.94
<b>Total</b>	100.00	100.00	100.00	100.00	100.00

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

While 56.8% of young people in Spain were working, only 32% of young people with health problems or disabilities had done so. More women (30.07%) than men (28.20%) had worked, but a very high percentage of the young population with disabilities (67.94%) has never worked. Moreover, figures are higher for women (70.13%) than for men (66.62%) (see Table 6).

Table 6: Percentage of young people with disability who have and have not worked at any time, by gender (2008)

	Men	Women	Total
Have worked	33.38	29.87	32.06
Have not worked	66.62	70.13	67.94
Total	100.00	100.00	100.00

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

Table 7 shows that the activity rates for young people with disabilities in 2008 confirm that the majority are not working. Once again it is understandable that a very small proportion of those in the 16–22 years age range were employed. However, the employment rate of 38.42% for 23–30-year-olds illustrates the very high unemployment and inactivity rates for young people with health problems or disabilities in Spain. An estimate of the employment rate of non-disabled young people in the same age range is approximately 61% (25–34 years).

Table 7: Percentage of young people with disability according to economic activity, by age group (2008)

	16–22 years	23–30 years	Total ages
Employed	11.67	38.42	28.91
Unemployed	10.71	11.66	11.32
Contributory benefit for retirement or invalidity	3.26	11.10	8.32
Other type of benefit	10.38	14.05	12.75
Incapacity to work	10.33	8.51	9.15
Student	47.29	5.54	20.37
Housework	0.36	3.05	2.09
Unpaid job	0.00	0.12	0.08
Other situation	6.00	7.56	7.00

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

As Table 8 shows, there is little or no difference in the employment rates of males and females. However, a higher proportion of young women tended to be involved in housework (5.18% in comparison to 0.17% for males), while young men were more likely to be registered as being incapable of work (11.08% males and 6.06% females).

Table 8: *Distribution of young people with disability according to economic activity, by gender compared to total population (2008)*

	Men		Women		Total	
	N	%	N	%	N	%
<b>Employed</b>	27,005	28.20	17,875	30.07	44,880	28.91
<b>Unemployed</b>	10,534	11.00	7,043	11.85	17,577	11.32
<b>Contributory benefit for retirement or invalidity</b>	8,778	9.17	4,128	6.94	12,906	8.31
<b>Other type of benefit</b>	11,928	12.46	7,856	13.21	19,784	12.75
<b>Incapacity to work</b>	10,606	11.08	3,603	6.06	14,209	9.15
<b>Student</b>	19,261	20.11	12,359	20.79	31,620	20.37
<b>Housework</b>	160	0.17	3,085	5.19	3,245	2.09
<b>Unpaid job</b>	0	0.00	124	0.21	124	0.08
<b>Other situation</b>	7,492	7.82	3,381	5.69	10,873	7.00
<b>Total</b>	95,764	100.00	59,454	100.00	155,218	100.00

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

Tables 9 to 11 present the employment conditions of those young people with health problems or disabilities who were employed. Only a low number of young people with disabilities (32.17%) had a permanent job (Table 9). Figures were similar for men and women. The biggest group of workers (44.03%) was in full-time employment (Table 10). Only 4.87% needed job placement adaptations (Table 11), and 13.92% had been employed under a specific contract for people with disabilities (Table 12).

 Table 9: *Percentage of young people with disability according to type of contract in last job (2008)*

	Men	Women	Total
<b>Government employee</b>	2.12	2.87	2.40
<b>Permanent job</b>	31.76	32.83	32.17
<b>Temporary job</b>	53.48	44.73	50.12
<b>Without contract</b>	5.10	5.07	5.09
<b>Others</b>	5.36	9.92	7.10
<b>Total</b>	100.00	100.00	100.00

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

Table 10: Percentage of young people with disability employed according to working day (2008)

	Men	Women	Total
Working a full day with a lunch break	49.56	35.07	44.03
Working mornings	24.32	26.43	25.12
Working afternoons	1.87	2.37	2.06
Working nights	1.29	0.10	0.83
Working part time	1.33	5.77	3.03
Shifts	11.97	11.76	11.89
No regular working day	4.94	10.73	7.15
Other type	2.98	3.33	3.11
<b>Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

Table 11: Percentage of young people with disability requiring job placement adaptations (2008)

	Men	Women	Total
Yes	3.68	1.20	4.87
No	55.85	39.26	95.13
<b>Total</b>	<b>59.53</b>	<b>40.46</b>	<b>100.00</b>

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

Table 12: Percentage of young people with disability who have received aid from support measures (2008)

	Men	Women	Total
Specific contract for people with disability	10.24	8.56	13.92
Reservation quota in public sector	4.68	5.20	4.88
Reservation quota in private sector	3.23	4.53	3.23
Bonus in social security taxes	2.71	1.27	3.98
<b>Total</b>	<b>20.86</b>	<b>19.56</b>	<b>26.01</b>

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from the Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

A large proportion of young people with disabilities reported feeling discriminated against, to different degrees, in the 12 months preceding the survey. Discrimination is perceived most in social relationships (48.77%), education (38.97%) or when looking for a job (34.35%), as shown in Table 13.

Table 13: Percentage of young people with disabilities reporting discrimination on the grounds of disability in previous 12 months (2008)

	Men	Women	Total
... social relationships	52.36	43.05	48.77
... school or training sphere	40.17	37.07	38.97
... finding a job	33.47	36.54	34.65
... social participation	29.64	34.20	31.40
... cultural activities, leisure or fun	21.83	29.17	24.66
... other situation	26.29	21.06	24.27
... transport and movement	20.90	21.60	21.17
... public administration	14.49	19.74	16.52
... job position	9.62	21.27	14.12
... medical care	10.33	20.07	14.09
... special support services	9.25	8.30	8.88
... contract insurances	3.76	4.30	3.97
... decisions about personal assets	0.59	1.91	1.10

Source: Huete, A., Sola, A. and Lara, P., 2010. Original data from Survey on disabilities, personal autonomy and dependence situations, INE, 2008.

The trends in non-contributory disability claims by all people with health problems or disabilities between 2003 and 2008 are presented in Table 14. An age breakdown over time is not available. A fall in the number of people applying for benefits and being approved is evident. The number of applicants for non-contributory benefit has fallen by 20.5% from 2003 (36,247) to 2008 (28,808), and likewise approved applications have fallen by 25.6% from 2003 (19,380) to 2008 (14,414).

Table 14: Trends in disability non-contributory benefit (2003–2008)

Year	Asked	Reviewed	Approved	Denied	Pending
2003	36,247	38,257	19,380	18,877	12,701
2004	33,629	34,496	17,947	16,549	11,834
2005	33,459	32,345	16,989	15,356	12,948
2006	31,036	32,329	16,511	15,818	11,655
2007	28,067	28,189	14,743	13,446	11,533
2008	28,808	27,649	14,414	13,235	12,692

Source: *Imsero (Instituto de Mayores y Servicios Sociales)*

Table 15 presents the age profile of disability claimants in 2009. It shows that those aged 18–34 make up 18.21% of the total number of benefit recipients, and more men than women are getting benefit payments. A higher proportion of men (23.32%) than women (14.26%) are evident.

Table 15: *Distribution of non-contributory benefit claimants by age group (2009)*

	18–24 years		25–29 years		30–34 years		35–64 years		Total	
	N	%	N	%	N	%	N	%	N	%
<b>Men</b>	4,734	5.47	6,175	7.13	9,279	10.72	66,371	76.67	86,559	100
<b>Women</b>	3,456	3.17	4,632	4.25	7,462	6.84	93,552	85.74	109,102	100
<b>Total</b>	8,190	4.19	10,807	5.52	16,741	8.56	159,923	81.73	195.661	100

Source: *Social Security*. Original data from [http://www.seg-social.es/Internet\\_1/Estadistica/Est/index.htm](http://www.seg-social.es/Internet_1/Estadistica/Est/index.htm)

An opposite trend is evident for contributory benefits, which have increased by 10% from 2005 (845,667) to 2009 (930,881) (see Table 16). It was not possible to access data on the age breakdown of claimants over time for contributory benefits.

Table 16: *Disability contributory benefit, annual evolution (2005–2009)*

Year	Number
<b>2005</b>	845,667
<b>2006</b>	878,333
<b>2007</b>	902,484
<b>2008</b>	916,291
<b>2009</b>	930,881

Source: *Social Security*. Original data from [http://www.seg-social.es/Internet\\_1/Estadistica/Est/index.htm](http://www.seg-social.es/Internet_1/Estadistica/Est/index.htm)

## National policies and programmes

Once a person is recognised as having a disability Spanish law offers a series of initiatives, which have been mostly described in the Third National Action Plan for People with Disabilities 2009–2012. The main themes are:

- empowerment and participation;
- education and culture;
- employment;
- health;
- abuse and violence;
- social and legal protection.

The action plan is based on the following principles:

- non-discrimination;
- equality of opportunities;
- normalisation and independent living;
- participation and mainstreaming;

- gender equality;
- universal accessibility and design for all;
- integration across sectors;
- civil dialogue and institutional cooperation.

Many different departments are involved, ranging from education, health, labour and social affairs to other departments such as the department of public administration or finance.

Although there are similarities between national and regional ministries and departments, in some cases there are also regions with different types of organisation. For instance, there is a national Ministry of Health, Welfare and Equality that develops non-contributory benefits, social services and benefits and health issues. But in regional governments there are separate departments for health and welfare. Education, including mainstream and special education programmes, is addressed by a specific ministry and departments. And finally, there is a work ministry, and national government develops and implements work-related programmes in most regions. National, regional and local institutions are also involved.

Legislation and programmes governing the national approach to disability are detailed in the annex to this report.

### Setting benefits

Benefits for persons with disabilities are set by Royal Decree 357/1991 of 15 March, which provides for non-contributory pensions under Law 26/1990 of 20 December, establishing the non-contributory social security, allowing for benefits for persons with a minimum level of 65% disability.

A more recent act, which has had a major effect on disability benefits, is Act 39/2006 of 14 December on the Promotion of Personal Autonomy and Care for Dependent Persons. This sets conditions under which people who need another person's help to perform daily living activities will receive support, services or a personal budget.

This law is still under development, as it identifies the need for large-scale coordination of effort between national, regional and local governments, and sets different levels of need for assistance, in three main levels. The first level, which is the lowest level of need for assistance by a third person and geared towards preventing dependence, is currently under development.

### Education and training

Education regulations set the priority for mainstreaming and the conditions under which special education needs have to be met, and also some aspects of student assessment. But many students with special needs attend special education schools, and thus integrated education is still in substantial demand in Spain.

The Education Act 2 of May 3 2006 is the reference law in this field, but as education is administered by regional governments, specific regulations in education are set by them. An example can be seen in the annex.

With regard to vocational training, the response to special educational needs is set out in Royal Decree 1538/2006, which established the general organisation of vocational training within the education system for students within mainstream education. Vocational training programmes known as Initial Vocational Training Programmes (PCPI) are provided as a means of offering diverse groups of students with special needs, not only caused by some type of disability, a way of getting training that increases the possibility of finding a job.

University students are also a group that can benefit from some regulations aimed at increasing their potential to get a degree. Act 6/2001 of 21 December on universities establishes equal opportunities and non-discrimination on the basis of personal or social circumstances, including disability, and this applies to access to college buildings, staying in college and academic performance. This law is further developed in royal decrees that set requirements to be fulfilled by universities, which include exemptions and measures to assure access to buildings, information and assessment procedures.

## **Employment**

Employment is a field with a wider scope of age, but it is also critical to younger people. There are several diverse initiatives currently in operation, including sheltered employment, supported employment and normalised employment in both public and private sectors.

The possibility of returning to work after an acquired disability is ensured by Royal Decree 1451/1983 of 11 May. This works in compliance with the provisions of Law 13/1982 of 7 April, regulating selective employment and measures to promote employment for disabled workers. Together they establish the right of workers with a certified partial permanent incapacity to be reintegrated into their job and the conditions under which this has to be done. For example, wages are reduced by a maximum of 25% if tasks change and never fall below the minimum legal salary, and workers have the possibility of returning to their old job if they are properly rehabilitated. They also have the right to return to their last job if they are adequately rehabilitated, after having left work because of an absolute permanent incapacity.

Sheltered employment has been, and still is, a very much used option, regulated by Royal Decree 427/1999 of 12 March, amending the Royal Decree 1368/85 of 17 July. This regulates the employment of people with disabilities working in sheltered employment and the minimum requirements and exemptions for employers regarding such things as working conditions and wages. Sheltered employment is always seen as a step towards more integrated work options. The Royal Decree 870/2007 of 2 July regulates the supported employment programme as a measure to promote the employment of people with disabilities in regular work.

Supported employment is progressively increasing its scope, and becoming a possibility with higher levels of support. Both funding and exemptions are set for services that provide support and employers. Supported employment is also incentivised by the employment quota system. The enforcement system for this regulation is still under development, as currently it is only compulsory for enterprises aiming to work for public administrations. This aspect is also incentivised by the fact that the public image of businesses integrating workers with disabilities is attractive.

In the public sector, the percentage of jobs that have to be reserved for workers with disabilities is regulated by law and is increasing progressively up to the current level of 7% (Law 35/2010 of 17 September and also the Royal Decree 2271/2004 of 3 December, which regulates access to public employment and provision of for people with disabilities). This is supported by the adoption of various measures of adaptation and reasonable accommodation to the needs of people with disabilities, by developing the selection process, and by ensuring equal opportunities and avoiding discrimination. For example, where an applicant has mobility or health issues, they will be given preference for their choice of geographical destination. Also employers can grant additional time to perform exercises in selection tests. Finally, there is a trend to develop public selection processes that are specifically tailored for persons with intellectual disabilities. This is a step forward in Spain, as selection processes nearly always involve knowledge testing instead of skills testing, and people with intellectual disabilities are thus discriminated against even in the disability selection process. Unfortunately, this trend is only reflected in initiatives by some regional governments and some local entities.

Specific measures to promote job integration for young people with disabilities are also set out in Law 35/2010 of 17 September, which eliminates the age limit for the ‘training contract’ (p. 79302, art. 12, p. 2). It also sets a higher duration for training of up to four years, a year more than for other employees.

The concept of flexicurity, which is critical to fostering the employment of people with disabilities in receipt of benefits, is developed in Law 8/2005 of 6 June to reconcile the non-contributory invalidity pension with paid work. This modifies social security law to allow a person to retain their non-contributory benefit while working, as long as earnings do not exceed 1.5 times the minimum salary index, known as IPREM in Spain.

### Social partner initiatives

Employers are obliged to hire at least 2% of employees with disabilities if they employ 50 or more workers, and they are exempted some social security and employment subsidies if they do so. However, enterprises, particularly larger ones, recognise the added value of hiring workers belonging to groups at risk, such as youth and people with disabilities.

Organisations run by those with disabilities and their families have developed supported employment systems. Some also implement ‘enclave’ programmes, where workers with mainly intellectual and developmental disabilities or mental health problems perform a job in an integrated context, but with support and guidance given by a job coach.

Some savings banks, which allocate part of their profits to social services funding, support programmes for individual aid, educational development and employment. Two significant examples are **Obra Social Caja Madrid** with its programme Supported Employment (Empleo con Apoyo, ECA) Caja Madrid, which promotes supported employment in a nationwide initiative. The other is La Caixa through its programme **Incorpora**, promoting employment access for people with disabilities in different modalities.

The national trade union organisation (Confederación Sindical de Comisiones Obreras, CCOO) and the national employers’ organisation (Confederación Española de Organizaciones Empresariales, CEOE) have participated in some proposals in recent years. The labour ministry published one in 2006 entitled *Collective bargaining and labour integration for people with disabilities*, and a later document entitled *Global action strategy for employment of people with disabilities 2008–2012*. The first recognises the particular difficulties that young people with disabilities have in accessing employment, but no specific proposals are developed. The second, which is in full force, reiterates some of the proposals made in 2006 related to collective bargaining. However, there are only some short references in the document to women with disabilities and other people who face double discrimination.



## Case Study 1: Bata

### Abstract

The employment service of the Bata association (Servicio Empleo Asociación Bata, SEB) is a service specialised in the design and implementation of programmes and strategies for the inclusion of people with autism in the region of Arosa in Pontevedra province. In various ways, this service facilitates access to open employment for people with high support needs, namely people with pervasive developmental disorders, intellectual disabilities and mental disorders.

The service consists of six professionals: an occupational guidance professional, an employment agent and job coaches. It serves 110 direct clients, 63 of them aged 16–30, 53 in job placements and 70 in professional training. They have collaboration agreements with business, councils, business associations, chambers of commerce, regional government and others.

The employment service is divided into a service for orientation and job integration (SOIL), another for information, evaluation and counselling (UAIL), and support units for job integration providing training, employment search and support.

### How the project started

The employment service was launched in 2001 as part of an organisational change resulting from the need to target services at people in all areas of the association. The ethical and methodological references of the service are centred on quality of life models (Shalock et al, 2008) and commitment to excellence and quality (the introduction of quality assessment ISO 9001-2000). The service began by applying the principles of supported employment. Private funding (from the Obra Social Caja Madrid) ensured the development of the project during the period 2001–2003, which in its early years focused primarily on actively seeking employment, personal support and job training.

With the establishment of funding agreements with the Galician regional government and participation in national projects (the ECA Caja Madrid programme), Bata has stabilised its services and financial structure, extending the number and type of clients, while generating new models of employment including gradual access to supported employment services and specific training in skills for groups with extensive support needs.

In 2010 the functional organisation of SEB included:

- career guidance activities for those aged 16–45;
- active job search;
- individual learning plan (ILP) design (custom work schedule) with skills and personal preferences assessment;
- working with job placement company EIL, specialised in forest maintenance, with the active collaboration of local organisations;
- supported employment programmes in companies from Vilagarcia, in Pontevedra province;
- specialised training programmes for job skills suited to the supported employment process.

### Aims and objectives

SEB is defined as a ‘team of people working for the work of people’ irrespective of their support needs and context. SEB applies the principles and values of people-oriented organisations, a holistic approach that includes work as just one factor in quality of life. Work therefore must be accompanied by processes focused on skills development, and services and opportunities for the full development of personal expectations. SEB tries to:

- generate progressive access to open employment equal to other citizens;
- provide people with the necessary support to achieve the above objective;
- build networks of social support through training and specialised services, to strengthen inclusion and social normalisation;
- develop training activities focusing on specific job skills;
- coordinate and develop strategies with companies and public and private institutions to facilitate access, maintenance and improvement of available employment opportunities.

### Intended beneficiaries

Today, the customers of SEB are aged between 16 and 45, with wide-ranging support needs for autism, Asperger’s syndrome, intellectual disability and sometimes mental health disorders. They come from the region of Arosa in Pontevedra province. In terms of the different types of support they receive, clients are distributed as follows:

- supported employment programmes, 35%;
- EIL/brigades programmes, 30%;
- orientation programmes, 100%;
- open employment and natural support with follow-up by service, 20%;
- 90% of clients receive a non-contributory pension, while a further 40% have other financial incomes.

### *Relevance to the needs of beneficiaries*

This action is especially relevant as it caters specifically for people with pervasive developmental disorders, that is, people with autism. Given the complexity and variability of support needs related to the term ‘autism spectrum’, SEB is committed to equal opportunities for its clients and, therefore, it has developed specific strategies for interest groups with high support needs. This is a question of a great social importance since, in the social context where the SEB programme operates, no other institution (public or private) runs programmes to support the inclusion of this population.

### Activities and processes

#### *Orientation and active job search*

A job coach contacts the client, explores their personal expectations, and advises on available career opportunities. Clients can initiate this process directly with the service through institutional networks for the management of employment (INEM). For people who are not enrolled in INEM, they can make indirect access with SEB through counsellors in special care centres that help facilitate access to employment for people with disabilities. In addition, the employment counsellors may investigate sources of employment managed directly by local businesses.

### *Evaluation and support*

The employment agent will design a specific training plan for each client in coordination with a job coach. They do this by:

- evaluating the opportunities of each job and client;
- managing the development of a support plan;
- assessing the characteristics and requirements (social skills/employment) of each job opportunity;
- evaluating and comparing the profiles of clients (needs, expectations, preferences) with each job;
- making an offer to the client in line with their evaluation.

### *Support*

Job coaches, in coordination with employment advisors, develop a personal support programme in the work environment. This includes:

- on-the-job training for the client;
- support and supervision of task execution;
- detecting natural supports and social networking opportunities within the business context;
- supporting the business and co-workers to develop coping strategies;
- solving any problems that arise in the process of inclusion;
- providing training and information for co-workers.

### *Monitoring and evaluation assessment*

The counsellor and employment agent coordinate their work to maintain social and personal support once the employment process is initiated. This involves evaluating how effective the client is in carrying out work tasks, evaluating the welfare and satisfaction of the client, assessing the satisfaction (expectations met regarding the project) of the company, and implementing any improvement actions needed related to the above.

### **Relationships with other service suppliers**

SEB has a close relationship with various stakeholders to help coordinate and manage its client-support programmes:

- government of Galicia – finds clients and offers jobs in public employment;
- town hall – manages specific programmes (EIL/brigades) for hiring workers with disabilities and/or services;
- public centres for people with disabilities (occupational centres) – manage and coordinate programmes for job inclusion;
- a university (Instituto Universitario de Integración en la Comunidad, INICO) – support for the development and evaluation of programmes for job inclusion.

### **Role of social partners**

Within SEB's policy framework, the relationship with various social partners is key for the implementation of employment initiatives. Depending on the service objectives, different types of collaboration can be carried out.

**Local business associations:** These provide information and training about programmes. Collaboration agreements exist for the identification of employment and financial management opportunities.

**Social organisations:** They include both autonomous and state-level organisations, which manage resources, coordinate intervention programmes, and exchange experiences and professional training (Confederation **FEAPS**, **AESE**).

**Businesses:** Collaboration agreements for access to specific aid programmes, and design and implementation of strategies for workplace training (**HESPERIA**).

### Connection to policy or legislation

Active employment policies include SEB programmes among other forms of integration. There are legislation and public grants for supported employment programmes, the promotion of employment for people with disabilities through the Department of Social Welfare and Work, and the law for creation and approval of job placement companies as a framework to support the structure of a mobile labour force.

### Inputs

Staffing ratios depend on the support needs set out in individual support plans for each client. But in general, there is about one job coach per four or five workers with disabilities. Around 20–30 clients per year use the service – people with autism spectrum disorder (ASD) and intellectual disabilities who are referred to the service as applicants for employment and training. With regard to staff training, counsellors and job agents have a degree in psychology, while job coaches have a diploma in social integration. In addition, SEB employs special education teachers and social workers.

### Outputs and evaluation

During the first two years of the service, actions were aimed at clients of the association, who were adults with ASD, as agreed with the administration. In that period nine inclusion programmes in ordinary businesses were initiated, from a total of 13 people. In the following years, with the opening of SEB to all persons with ASD and intellectual disabilities in the province of Pontevedra, it has grown steadily to the 110 clients served today.

During these years, 53 inclusion programmes have been developed, 5 permanent contracts offered, and 75 people have received specific training through training modules for trades, business practices and collaboration agreements with training and employment agencies (for instance, in municipalities, workshop schools, social security programmes and business associations).

### Good practice in active inclusion

SEB is a good example of active inclusion because its objectives and programme activities are related to four basic principles.

**Targeting clients with high support needs (people with pervasive developmental disorders and related disorders):** The service is distinct as it involves designing programmes and specific actions not covered in employment policies for people with disabilities.

**Orientation towards open employment:** The service does not select clients on the basis of their abilities, but takes as a working reference the principles of supported employment, which works on the premise that all people can work if they are given the necessary support, and focuses on personal preferences and expectations.

**Continuous training:** The service aims to develop the social and work competence of the client through the process of inclusion and learning from the surroundings (workers and managers).

**Adequate income:** The service advises clients who need support on how to keep their social benefits, depending on the duration and timing of their job position. It also takes as a reference equal pay with any employee of the firm carrying out the same tasks as the client.

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## Case Study 2: Fundación Manantial CRLs

### Abstract

Vocational rehabilitation centres (centros de rehabilitación laboral, CRLs) are resources intended specifically to support the integration of people with severe mental disorders who have difficulties in psychosocial functioning and integration, risk of isolation, deterioration or marginalisation.

Resources come from the General Directorate of Social Services of the Department of Family and Social Affairs of the Community of Madrid, within the public network of social care for people with severe and enduring mental illness, managed by **Fundación Manantial**. There is a multidisciplinary team who offer each user in a centre a vocational rehabilitation plan, which includes a series of actions intended to maximise the chances of recovery of each person to lead as normal as possible a working life.

A CRL is not a workplace, so it does not include any remuneration or employment relationship with users. Uniquely among the intervention programmes, the CRLs provide workshops that reproduce a standard work environment and enable participants to initiate and develop social skills to help them prepare for work. Other CRL intervention programmes include a vocational and labour guidance programme, support for vocational training, job search skills and job placement support and monitoring, with supported employment. CRLs contact and collaborate with employment resources in the area to facilitate and encourage the hiring of its clients.

### How the project started

In December 2003, within the framework of the Social Care Plan for People with Severe and Chronic Mental Illness of the Department of Family and Social Affairs of the Community of Madrid, an agreement was made with Fundación Manantial for the management of the Hortaleza CRL as a resource aiming to provide support in social integration through the employment of people with severe mental disorders.

Fundación Manantial is a non-profit state-wide organisation, with a charitable and care objective. Its aims are to offer and manage social care resources for people with severe mental disorders and to generate social employment for them. Today, Fundación Manantial manages five CRLs in the Community of Madrid – Hortaleza, San Blas, Fuenlabrada, Alcorcón and Torrejón de Ardoz, all of which are funded by the General Directorate of Social Services of the Department of Family and Social Affairs of the Community of Madrid.

### Aims and objectives

CRLs are resources specifically designed to promote vocational rehabilitation and access to employment for people with mental disabilities who are living in the community. They foster and support their employment in ordinary businesses, self-employment or sheltered employment with social firms.

The objectives that guide the work and activities of the CRLs are to:

- enable vocational rehabilitation, providing users with the knowledge, skills and abilities needed to access the workplace and properly manage themselves when there;
- encourage and support job placements in open employment, sheltered employment or self-employment for users who, after a process of rehabilitation, are able to perform productive work activities;
- organise contact and coordination with training resources and the existing labour market;
- promote the collaboration of employers, associations or institutions in the task of increasing labour market opportunities for persons with chronic psychiatric disorders.

### Intended beneficiaries

The general profile CRL users is people who:

- have a lasting mental illness;
- are receiving care and are referred from mental health services;
- are aged between 18 and 55, with flexibility of the upper limit;
- are not in an uncontrolled active psychopathological situation;
- have a minimum level of personal and social autonomy;
- provide a minimum level of motivation for employment integration.

In 2009 clients were 71% male and 29% female. Tables 17 and 18 show the breakdown of the client base by age and degree of disability. Most clients are unemployed but have previous work experience and have difficulties staying in employment. Forty percent receive non-contributory benefit or benefit for dependent children.

Table 17: *Breakdown of CRL clients by age (2009)*

Age of client	18–24 years	25–29 years	30–34 years	35–39 years	40–44 years	45–49 years	50–54 years	55–60 years
	10.54%	16.93%	28.43%	26.20%	10.22%	6.39%	0.96%	0.32%

Table 18: *Breakdown of CRL clients by degree of disability (2009)*

Degree of disability	Not known	No disability	Informal	< 33%	33%–64%	> 65%
	10.54%	26.20%	10.22%	6.39%	0.96%	0.32%

### Relevance to the needs of beneficiaries

The CRL is a social care centre that helps people with serious and lasting mental illness who are unable to directly access the world of work. They are unable to independently manage the components of the employment process, such as making choices, searching for jobs or getting and keeping a position, and therefore require a work rehabilitation process to prepare them for work.

### Activities and processes

The CRL develops individual rehabilitation plans as the main tool in the rehabilitation process. The main programmes of group intervention are: social and job adjustment, career development, psychosocial functioning, technical training in how to actively search for a job, coping with stress, interview training, business seminars, family groups and job searches. In addition, individual interventions are performed by the team according to the needs of the person and the timing of the process. Externally, the CRL is engaged with awareness raising, exploration and employment agencies to facilitate the social integration of users. Support for the employee and the employer to maintain the job is done by the job coach in coordination with the rest of the team through supported employment.

### Relationships with other service suppliers

Each CRL is a centre under the General Directorate of Social Services of the Department of Family and Social Affairs of the Community of Madrid. It works in coordination with the Continuity of Care Programme for Mental Health Services. The CRL closely coordinates with the following agencies to draw up individualised vocational rehabilitation plans:

- agencies of the social care resources network for people with severe mental illness;
- coordination with the personal and social adjustment services of sheltered employment centres;
- coordination with social services and district employment officers;
- coordination with the regional employment service, through the Labour Mediation Support Centres (CAILs) and the Integrated Employment Centres (CIEs);
- coordination with organisers of training and work programmes within a policy of networking.

### Role of social partners

The CRL establishes relationships with business to raise awareness of its work, to monitor prospects for jobs, and to support the process of preparation and integration of its clients into the labour force. Employers facilitate users' access to work in their organisations by providing the necessary support, working with the job coach to maintain the employment and social integration of people with mental disabilities. The CRL coordinates with two trade unions, the General Workers Confederation (UGT) and the Trade Union Confederation of Workers' Commissions (CCOO), to provide users with access to training programmes for employment.

### Connection to policy or legislation

There is a national strategy of action for employment 2008–2012, which aims to increase the number of people with disabilities in the labour market. Each autonomous community develops the strategy, and in the Community of Madrid, the Department of Family and Social Affairs has designed a professionalised network of social care for people with severe and enduring mental illness into which the CRLs are embedded for the purpose of preparing and supporting people to access and maintain a job.

### Inputs

The CRL staff include a director, a psychologist, one occupational therapist, one technical support worker for job placements, one job coach, one administrative assistant and three foremen. The maximum number of users served by a CRL is 50 per year, although this can be increased depending on demand. CRLs have premises provided by the Department of Family and Social Affairs and by the managing organisation Fundación Manantial, with the necessary infrastructure for implementing all activities involved in the vocational rehabilitation process.

Fundación Manantial prepares a yearly internal training programme to enhance staff skills. It also facilitates access to external training through financial support and the provision of hours for training. Other Fundación Manantial inputs that have a positive influence on the work of the CRL include a department of social economy and a sheltered employment centre (Manantial Integra), a computer support department and a department of financial management.

### Outputs and evaluation

In the past year 32.44% of clients had some kind of work activity: 40% worked in an ordinary company, 49% in sheltered employment and 11% in a marginal activity.

As for the type of employment, 22% had permanent contracts, 67% temporary contracts, and 11% worked without a contract; 67% of clients worked full-time and 22% part-time; 65.95% of contracts were for less than three months, 28.72% were fixed-term contracts between 3 and 12 months, and 5.31% lasted for more than one year.

The reasons for the end of the employment relationship varied; 65.95% had reached the end of their contracts, while a further 10.6% dropped out of employment. Other reasons included dropping out because of an acute psychopathological condition and reaching the end of a probationary period. Only 3% were dismissed, while a further 1% found better employment. Just over thirty-five percent of people served had accessed training and 8.9% were on work experience.

### Good practice in active inclusion

The CRL rehabilitation process is based on involving the client as an active subject in the process. Staff accompany, guide, train and facilitate decision-making and ultimately empower clients with severe mental disorders as they prepare for, access and remain in the labour market. One of the fundamental principles of the philosophy of work is normalisation, which means prioritising access for people with mental disorders to community resources as full citizens. Access to standard business training resources is a priority in the vocational rehabilitation process. The ultimate objective of the CRL is social integration through employment, allowing personal autonomy and improved quality of life.

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## Case Study 3: The Promentor Programme

### Abstract

The Promentor Programme, through its subprogrammes, Training for Employment Integration, Employment with Support, and Free-Time Management, aims to improve the quality of life of people with intellectual disabilities as well as supporting their integration in employment. It is an inclusive programme and a pioneering one in Spain, which takes place at the Faculty of Education and Teacher Training at the Autonomous University of Madrid (Universidad Autónoma de Madrid, UAM), at the Prodis Foundation. It has two aspects: teaching young people with intellectual disability and student teachers; and research to improve the training programmes, social and employment integration, and the development of new technologies in different working environments.

Teaching disabled students is implemented firstly through the Training Programme for the Integration in the Labour Market of Youth with Intellectual Disability (70 ECTS), a UAM degree that aims to support the ability to work in a job

at a standard company. Secondly, the Promentor Programme has a Programme of Continuous Training that focuses on the continuity and promotion of employment.

All the students that graduate from the Training for Employment Integration move on to the Employment with Support programme, which provides them with the necessary support to be part of the labour market and exercise their right to work. This programme is complemented with the Free-Time Management programme, which provides employees with the necessary resources to be able to make the most of their free time.

### How the project started

The Promentor Programme began in 2005, following the work of a team of professors from the UAM Department of Didactics and Theory of Education and with the sponsorship of the Prodis Foundation. It began with a cooperation agreement that developed pilot training on employment integration for eight students with a mental disability. In the following four years the programme, through its research team, undertook four different and competing research projects, funded by the Community of Madrid, which assesses its efficiency and offers indicators to measure improvements.

In 2009 the Training for Employment Integration programme was acknowledged by UAM as its own degree and in February 2010 the university granted a sponsorship study to the Prodis Foundation for its work on the social and employment integration of people with intellectual disabilities. In June 2011 the fifth class will finish their studies. Out of the five classes that have taken the programme, 97% of students now work at regular companies.

### Aims and objectives

The aims of the Promentor Programme are to:

- cooperate with people in the design of their life projects using personalised plans based on the methodology of focused person planning;
- provide employment training, adjusted to personal differences, that enables clients to be part of the workforce in standard companies;
- provide a continuous service of employment with support, which promotes equal opportunities at the beginning and during the employment period;
- offer lifelong training for employees who work for standard companies;
- grant the necessary support for employees with intellectual disability to enjoy their free time, participating as members in their own right in their communities.

### Intended beneficiaries

The client group is made up of 84 young persons living in Madrid with intellectual disability, ranging from 20 to 30 years old, of which four show a dual mental disorder. Thirty are currently studying Training for Employment Integration at the UAM, and 54 are part of the Employment with Support and Free-Time Management programmes. Of all the young people working in standard companies, 43% are men and 57% women; 69% of them are under 25 years old and 31% are older than 25; 74% have fixed-term contracts and 26% have temporary contracts. The business sectors are very diverse and include public administration, travel agencies, groceries, motor vehicles, banks, shopping centres, clinics, schools, external relations, the congress, construction and real estate, consulting, laboratories, optics, press, advertising, insurance and other service industries. The profile of most employees is in administrative services, although there are other roles in settings such as clinics, schools, shopping centres and car sales.

### *Relevance to the needs of beneficiaries*

The Promentor Programme is making a decisive investment in the future by integrating people with intellectual disabilities at university level. It aims to offer the same opportunities to everyone, in the same environment, and is the only European university that offers a degree for people with an intellectual disability. It applies two-way learning, based on the interactions of the whole university community, using this dialogue as a means to further integration at social and employment levels. It uses person-focused planning, a coherent methodology focusing on quality of life and the capacity for self-determination.

### **Activities and processes**

The core activities and interventions of the organisation include:

- training people with an intellectual disability to help them integrate in the workplace;
- supported employment in the public and private business sectors, offering support in all phases through work mediators;
- lifelong continuous training for employees with intellectual disabilities;
- promoting self-directed leisure;
- training for professionals in the employment mediation field.

### **Relationships with other service suppliers**

The Promentor Programme is part of the Prodis Foundation at the Faculty of Education and Teacher Training and of the Office of Solidarity Action of the UAM. It has set up a network of cooperation with the private and public business sector in Madrid, so that people with an intellectual disability can exercise their right to work and join the labour market. Also, it cooperates with institutions working with people with intellectual disabilities such as AESE, FEAPS and Down Spain. It is also part of the ECA Caja Madrid programme.

### **Role of social partners**

Currently, the Promentor Programme has cooperation agreements with UAM and with different private sector companies in Madrid. At the same time it is funded by Bancaja, Banco Santander, CAM, Conserjería de Empleo y Mujer, Cuatrecasas Gonçalves Pereira, ECA Caja Madrid, Fundación Prosegur, Fundación Vodafone, and Obra Social Caja Madrid.

### **Connection to policy or legislation**

All companies that hire a young person who has been through the Promentor Programme are expected to abide by the conditions set out in Law 13/1982 of 7 April on the Social Integration of Disabled Persons (LISMI), or can use this programme as an alternative measure in the event they do not reach the 2% quota of posts in their companies. However, the programme has not been driven by official policy or legislation.

### **Inputs**

The Promentor Programme has the following staff members:

- Director-General (PhD in education);
- Director of Employment Integration (MBA in business and a degree in special education);

- teachers of the Training for Employment Integration programme: three experts from the Prodis Foundation (one psychologist, one specialist in education and one person with a masters in diversity care) and seven teachers of the UAM (PhD in education, psychology, maths and computer science);
- work mediators (two psychologists, two educational psychologists and one social worker with a masters in disability).

### Outputs and evaluation

At present there are 54 young people working, 74% have fixed-term contracts and 26% have temporary contracts. The business sectors are very diverse and the profile that most employees have is in administrative services.

The Training for Employment Integration programme underwent evaluation research through four separate research projects, co-financed by the UAM and the Community of Madrid. The results (available at <http://digitool-uam.greendata.es>) have been used to make modifications that have improved the efficiency and quality of the programme.

### Good practice in active inclusion

This case study represents good practice in a number of ways. Most significantly it is the first tertiary-level course for people with intellectual disabilities. It also provides a coherent pathway for students to obtain jobs in the open labour market. Finally, it has emphasised the need for continuing support for clients beyond the initial placement in employment.

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## Case Study 4: The Trèvol Project

### Abstract

The Trèvol Project is a support structure comprising a multidisciplinary team that acts as an intermediary between society and people with disabilities. It enables people with disabilities to access the benefits of socialisation, training and development that society has created for the whole population, thus equipping these people to move from being dependent and assisted to becoming active contributors. They can change from living as a passive group to being an economically active group in all areas of life.

The function of the structure is to design training pathways and develop appropriate support networks to enable a dependent child to become an active member of the population.

Trèvol, as a technical support team, performs the following activities:

- programmes and runs training activities so that people with disabilities acquire the skills to perform tasks in a job that fits their personal characteristics, perform in the social environment of their community, and develop their autonomy at home;
- finds jobs in the open labour market, selects people most suited to them, and supports their integration;
- enhances access to training that enables cultural immersion and develops their capabilities to the fullest;

- finds, uses and creates opportunities for integration in any environment where this inclusion can be done;
- creates resources (workshops, courses, activities) in mainstream environments, so that people with disabilities can become active citizens in society;
- provides people with disabilities and their families with advice, technical support and the necessary reinforcement for them to live independently;
- works together with families and people with disabilities to design social pathways so they can carry out their life projects and develop socially to their fullest potential;
- promotes incorporation into society in all areas of adult life, as active people and contributors to social progress;
- promotes the person with disability as a person of society, with dignity and respect, the protagonist of his own life.

It operates as a service and resource centre open to the needs of people with disabilities, and aims to provide labour and social integration by incorporating these people into a job in the open labour market, as well as developing natural, social and emotional relationships in the community social environment.

### How the project started

It began in 1995 with five users in a supported employment programme sponsored by the Association of Municipalities of the Vall d'Albaida, which includes 34 local government municipalities. In 1997, the families formed an association (the Trèvol Association) to organise themselves and, in 2006, started providing services with a foundation (the Trèvol Foundation) to enable the Trèvol Project to open new programmes. Nowadays the foundation has become a support foundation, to ensure the future of all people with disabilities who do not have a legal guardian or tutor.

Over the years, the Trèvol Project has expanded from the original employment programme to a group of programmes that constitute a support structure. These programmes work for the integration of people with severe disabilities in all areas of life. In 1996 the first training began with a social guarantee programme. In 1998 the leisure programme started, followed in 2001 by the independent living programme and in 2002 the sheltered housing programme. The Trèvol Project is a dynamic and changing service.

All programmes are promoted by the Association of Municipalities of the Vall d'Albaida and its funding depends mainly on the regional government of Valencia and the Association of Municipalities.

The Trèvol Project was awarded the 2001 Argelaga Mirror of the Region from the regional press, and has won the Social Enterprise IVADIS 2004 – Innovation prize from the Ministry of Social Welfare of the Valencian government.

### Aims and objectives

A primary objective is to develop the necessary services for people with severe disabilities to achieve a better quality of life both personally and in a work environment. It also aims to develop work systems that will ensure the achievement of personal outcomes.

The services include supporting independent living, access to working life, training in personal development, leisure pursuits and interpersonal development. All this is developed through a strategic management system that allows people with disabilities to achieve their objectives.

### Intended beneficiaries

The Trèvol Project works with 190 people with disabilities, of whom 83 are aged between 16 and 30; 61% are men and 39% are women. Of the younger group, 55 have intellectual disabilities, 10 have physical disabilities, 5 have sensory disabilities and 13 have multiple disabilities.

Twenty-seven percent of the group work in ordinary companies, using supported employment, and 4.8% are in the internship phase, also in ordinary companies. A further 1.2% are in self-employment and 3.6% are in search of employment. Finally, there is a group of 49.4% in training provided by Trèvol technicians, and 14% are doing external courses (occupational training courses, professional modules or university).

Among the group, 56 are receiving some type of pension. In some cases, part or all of this pension can be maintained while working. The remaining 27 people do not receive any pension.

### Relevance to the needs of beneficiaries

During the 15 years of the Trèvol Project it has made significant achievements for people with disabilities. The number of contracts in ordinary companies has increased from 3 in 1995 to 65 today, though it has previously reached 80. During this period, about 130 people have obtained contracts in ordinary companies, of which about 40 have obtained a permanent contract. Today, despite the economic crisis, 33 people have permanent contracts, 26 have temporary contracts and 6 have company training placements. This working independence brings greater economic autonomy and personal development in mainstream environments outside sheltered centres.

Users make their own decisions in all areas of life (housing, employment, leisure and personal relationships). They participate fully in the community from a perspective of active inclusion, being economically independent and participating in a process of continuous training throughout their lives. All these processes have resulted in the development of the capabilities of people with disabilities, and this development can be objectively demonstrated through evaluation tests.

### Activities and processes

The Trèvol Project has a series of activities with the aim of improving quality of life in different areas of intervention.

**Independent living:** Activities aim to expand and develop the independent living programme thereby extending the number of people in supervised housing.

**Work area:** Activities aim to expand the range of sectors, to promote the inclusion of people with disabilities in the normal market, and to consolidate jobs. They also aim to boost the loyalty of companies and to find alternatives for the redeployment of workers who become unemployed.

**Leisure:** Activities aim to create alternative options and to detect and prevent risk situations.

**Training:** Activities include general labour training, and they aim to provide more variation in content and educational options, to consolidate the new model of a functional learning programme. They also aim to increase the number of people accessing continuous training courses and to increase the variety of courses, to consolidate and expand collaboration with entities that offer training. Activities generally aim to provide a richer and wider range of training services to the client group.

**Family:** Activities aim to develop the family area and mediation between the family and the person with disabilities, and to develop the programme and services related to personal autonomy law. The project also provides a range of personal support programmes and support services for adults and children.

### **Relationships with other service suppliers**

The Trèvol Project uses all community resources, maintaining permanent contact with organisations and entities in different areas. These include social workers in all municipalities in the region, professional health centres and hospitals, permanent adult schools where a large number of people with intellectual disabilities are registered, distance learning centres preparing people for secondary education, the universities of Valencia and Salamanca, external training institutions (FOREM, Ateval, Coeval, Sindicato Independiente), and other academies that organise occupational and continuous training courses.

### **Role of social partners**

The Trèvol Project has the support of business associations in the region, as well as labour unions. It has organised various sessions, often with the collaboration of the Business Confederation of the Vall d'Albaida (Coeval) and the Textile Employers' Association of the Valencian Community (Ateval) as well as the Business Association of External Prevention Services of the Valencian Community (Serprecova).

### **Connection to policy or legislation**

The system used in the Trèvol Project enables the development of rights recognised in the UN Convention on the Rights of Persons with Disabilities in the daily life of people with severe disabilities, particularly those outlined in Articles 19, 21, 24, 27 and 30.

The integration process into the open labour market has been conducted since 1995 using the supported employment methodology. This has been recognised since 2007, through the Royal Decree 870/2007 of 2 July, which regulates the supported employment programme as a measure to promote employment of people with disabilities.

### **Inputs**

The Trèvol Project team consists of 24 people, plus temporary staff contracted through grants, internship students and volunteers. Among these 24 people there are psychologists, educators, social educators, a social worker, an industrial technical engineer, an administrative technician, a human resource specialist, a physiotherapist, a head of marketing and communication, and others.

### **Outputs and evaluation**

In the work area, there has been significant growth in the number of contracts in ordinary companies. These have increased from 3 people in 1995, to 36 in 2000, 57 in 2005, and 72 in 2010.

Regarding the industrial sectors in which these people have worked in the last year, the highest percentage are in public administration (18%) and nurseries (18%), followed by textiles (11%) and painting (7%) and services (7%).

In the independent living area, seven are in sheltered housing, five in their own home and three in the family home.

The number of people who have participated in leisure activities has increased year by year. There were 20 people in 1998, 40 in 2000, 62 in 2005 and 87 in 2010.

Another area of intervention in which there has been an increase is the family area. In 2005, 21 family interventions were made, while 29 were made in 2010. The number of people in self-help groups rose from 15 in 2008 to 23 people in 2010.

In the training area, the structure has changed over the last three years with the establishment of a training system similar to a secondary school, with classroom and teacher changes and different subjects. Currently, the system is being improved in two ways:

- labour training, where a new system is being developed to help students achieve self-knowledge in relation to interests, abilities, capabilities and possibilities;
- cultural training, which aims to ensure the participation of people with disabilities in society. The subjects are today's news, housing, public organisations, IT, leisure, personal relationships, learning potential, employment, culture, health, personal image and environment.

In the personal support area, the project works with people and their environment to re-educate them progressively in behaviours, thoughts and feelings that will enable them to deal with daily situations. In the last year 14 people attended sexuality workshops, 20 family planning and 66 came for clinical attention.

### Good practice in active inclusion

Everyone is focused on ordinary employment. It is understood that the main objective is carrying out a job with the same working conditions that any person without a disability would have. It means to get a salary commensurate to the job, without any reduction because of the disability. All activities are done from the first time in a normal environment. The ultimate aim of all programmes is self-fulfilment, which means economic sufficiency, professional and personal development throughout life, and inclusion in society, from self-determination, social participation and independent living. Independent living means that each person will decide where and with whom they want to live.

The Trèvol Project is also an example of gathering together a wide range of services across a region that can more fully meet the needs of the client group.

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Table 19: Comparison of components of each of the four programmes outlined in the case studies

Content	SEB	Fundación Manantial	Promotor Programme	Trèvol Project
Skill-building (including vocational training and further education)	X	X	X	X
Job placement (e.g. supported employment)	X	X	X	X
Self-employment		X		
Activating users	X	X	X	X
Condition relevant (including mental health difficulties)	X	X	X	X
Approach				
Proactive: reaching out to the target groups	X	X	X	X
Focuses on individual pathways, with open employment as the goal	X	X	X	X
Targets the individual and the community including parents and employers	X	X	X	X
Empowerment processes (decision-making, self-advocacy)	X	X	X	X
Partnership, networking and links with other agencies, private business sector, etc. that assist in achieving the goals	X	X	X	X
Links to national policy or programmes	X	X	X	X
Training and support for staff	X	X	X	X
Involvement of relevant social partners (trade unions, public administration, NGOs, etc.)	X	X	X	X
Monitoring and measurement ( data on output, impact or cost effectiveness, and individual benefits)	X	X	X	X
Regional or local sphere of activity	X	X	X	X
De-institutionalised and community focused	X	X	X	X

## Future policy directions and plans

The twelfth provision of Law 43/2006 on improving growth and employment established that the government, after consultation and agreement with social partners (trade unions, employers, the national federation for people with disabilities and their families), would adopt a Global Strategy for Action on Employment for People with Disabilities 2008–2012. This contains an agenda with a corresponding timetable, policy initiatives, programmes and budget that aims to promote access for people with disabilities to the labour market and to improve their employability and their employment opportunities. The strategy had the following objectives:

- to increase the activity and occupation rates and employment of people with disabilities;
- to improve the quality of employment and promote dignified working conditions for persons with disabilities, actively fighting discrimination.

In order to achieve those objectives, other operational objectives have been set:

- to remove all kinds of barriers (cultural, legal and physical) that still hinder access to employment;
- to promote education and training to facilitate employability;
- to develop new employment policies better suited to the needs of people with disabilities and to improve their management;
- to promote higher rates of employment in the regular labour market;
- to renew sheltered employment, preserving the dynamism in job creation achieved in recent years and increase the transition to regular employment;
- to improve the quality of employment and working conditions of people with disabilities, including actively fighting discrimination in the labour market;
- to improve collection, analysis and dissemination of information on employment and people with disabilities as well as the coordination of employment policies developed by government.

There are also two goals of a cross-cutting nature to be taken into account when developing the main priorities of the strategy:

- using new information technologies and communication to promote the employment of people with disabilities;
- to pay special attention to variables (such as type and degree of disability, age and residence) that contribute to the inactivity of some people with disabilities and focus on the double discrimination against women with disabilities.

The development group made up of the social partners and sectoral representatives for the strategy initially started strongly. However, the current economic crisis has slowed progress considerably.

## Conclusions and key messages

A new framework has been developed in Spain that is expected to improve the prospects of assuring adequate income for people with disabilities in general, and specifically for young people with health problems or disabilities, who are the main focus of this report.

The development and progressive implementation of benefits set out in Act 39/2006 on the Promotion of Personal Autonomy and Care for Dependent Persons may prove effective in allocating benefits adequate to people at three distinct levels of dependence. This is at least the expectation from government and social partners. Law 8/2005 of 6 June, which reconciles the payment of a non-contributory invalidity benefit alongside paid work, may also prove useful in encouraging paid work by people receiving incapacity benefits.

Educational integration still remains a challenge, although there has been an evolution, and many students with special needs now attend mainstream schools. But there is a need to go beyond legal requirements, into new ways of promoting access to real integration in primary education, in secondary and vocational training programmes, and in university. The need to improve responses to students with special needs in early education is not the aim of this report, but it remains critical for later integration and achievement.

In the field of employment, there is also the need to accelerate the rate at which young people with health problems or disabilities make the transition to the labour market. It is essential to develop bridging programmes from education to work for those with qualifications. But for those with low or no qualifications, current Initial Vocational Qualification Programmes must face the challenge of avoiding segregated employment, as it usually is tied to loss of abilities and skills, and also to poorer employment opportunities.

The current trends in supported employment of widening its scope and opening it to workers with higher levels of support needs and to diverse types of disabilities provides grounds for optimism. However, it also raises the challenge of providing these opportunities to all workers currently in sheltered employment. This raises another challenge, which is the need to ensure meaningful employment for those workers if the supported employment process fails.

Spain has made progress in relation to the three pillars of active social inclusion as they affect young people. The National Reform Programme review up until 2008 (Rodrigues Cabrero, 2008) indicates that policies towards income maintenance and access to the labour market for young people have been explicitly targeted by the Spanish reform programme. In addition, there is evidence, especially from the case studies such as Fundación Manantial and Trèvo, that there is improved access to more integrated services for young people with disabilities. However, the extent to which these initiatives, or indeed the policy changes, have been influenced by an explicit concern with active social inclusion policies is not clear, nor is it clear how the economic crisis has affected the development and implementation of policy over the past three years.

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# Annex: Legislation and programmes

Table A1: Policy and legal framework for young people with disabilities or health problems

Policy area	Title of legislation	Date	Responsible authority	Purpose	Intended beneficiaries	Short description
Support for adequate income	Law 13 of 7 April 1982, Social Integration of Disabled Persons	1982	Head of State	Social integration of persons with disabilities	Young people with disabilities	Reference for all other legal regulations, benefits and services, in all fields
	Law 51 of 2 December 2003	2003	Head of State	Mainstreaming of disability policies Equal opportunities, non-discrimination and universal access for people with disabilities	People with disabilities	Mainstreaming of disability policies, under which actions that public administrations develop are not limited to plans, programmes and specific actions, designed exclusively for these people, but include policies and lines of action generally in any area of public action, where it will take into account the needs and demands of people with disabilities
	Law 26/1990 of 20 December	1990	Head of State	Establishing the non-contributory social security benefits	Income-restricted	Establish and regulate the non-contributory economic benefits of the social security system
	Royal Decree 357/1991 of 15 March	1991	Ministry of Parliamentary Relations	Develop non-contributory pensions of Law 26/1990 of 20 December, establishing the non-contributory social security system	Income-restricted	Establishes the conditions under which these non-contributory benefits are obtained
	PRE/3113/2009 Order of 13 November	2009	Ministry of the Presidency	Set out rules for application and development of Royal Decree 357/1991 of 15 March, which takes place in non-contributory pensions, the Act 26/1990 of 20 December, establishing the non-contributory social security on income or countable income and its allocation	Income-restricted	The requirement of not having enough income shall be satisfied when the applicant demonstrates the lack at a personal level. However, if the applicant lives with other people in a single economic unit of coexistence, the system will take into account the income of all members of that unit to determine compliance with this requirement
	Law 8, of 6 June 2005	2005	Head of State	Reconcile the invalidity non-contributory benefit with paid work	Income-restricted	Modifies social security law to allow that a person receiving a non-contributory benefit prior to starting paid work doesn't lose the benefit, as long as pay doesn't exceed 1.5 times the minimum salary index known as IPREM in Spain
Inclusive labour market	Royal Decree 427/1999 of 12 March, amending the Royal Decree 1368/85 of 17 July, which regulates the employment of the disabled special character working in the sheltered employment	1999	Ministry of Labour and Social Affairs	Personal support, individual services, sheltered employment	Unemployed with a developmental disability	Establishes minimum requirements to be met to ensure respect of the rights of these workers, including working conditions and wages to collect
	Royal Decree 1451/1983, of 11 May	1983	Ministry of Labour and Social Affairs	Sheltered employment	Workers with disabilities	Sets the right of workers with a certified partial permanent incapacity for their job to be reintegrated in their job, and also the conditions under which this has to be done (wages reduced, if tasks change in that sense, to a maximum of 25% and never below the minimum legal salary, and the possibility to reincorporate to their former job if properly rehabilitated), and the right to reincorporate into their last job after adequate rehabilitation, having ceased working because of an absolute permanent incapacity

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Policy area	Title of legislation	Date	Responsible authority	Purpose	Intended beneficiaries	Short description
Inclusive labour market (cont'd)	Law 53/2003 of 10 December	2003	Presidency	Activation, public employment of persons with disabilities	Applicant workers with disabilities	Establishes the reserve of a quota of not less than 5% of vacancies to be filled by people with disabilities, provided they pass the selection tests and, in time, to ascertain the degree of disability and compatibility with the performance of the corresponding duties and functions
	Royal Decree 2271/2004 of 3 December	2004	Ministry of Public Administration	Regulate access to public employment and jobs provision for people with disabilities	Applicants with disabilities	Adoption of various measures of adaptation and reasonable accommodation to the needs of people with disabilities in developing the selection process and in the workplace to ensure equal opportunities and combat discrimination.
	PRE/1822/2006 Order of 9 June	2006	Ministry of the Presidency	Integrated public employment	Applicant workers with disabilities	Establish general criteria for determining adjustments by granting additional time to perform exercises for selection tests for people with disabilities
	Royal Decree 248/2009 of 27 February	2009	Ministry of Public Administration	Quotas of employment places	Applicant workers with disabilities	Approval of the offer of public employment for 2009, setting aside 7% of available places to be occupied by people with disabilities
	Royal Decree 868/2010 of 2 July	2010	Ministry of the Presidency	Public employment observatory	People with disabilities and those at risk of social exclusion	Frame the diagnoses related to human resources including access to public employment, in particular the difficulties of people with disabilities and those at risk of social exclusion, promoting equality of opportunity, equal treatment and non-discrimination
	Law 43/2006 of 29 December	2006	Head of State	Incentive	People with disabilities or at risk of social exclusion	Improving growth and employment through incentives to work for people with disabilities or at risk of social exclusion, or victims of violence, provided they affirm such a situation
	Law 35/2010 of 17 September	2010	Head of State	Subsidy	Unemployed people	Regulates subsidies aimed at people with disabilities and victims of gender violence and, in particular, those that aim to maintain the active status of workers over 59 years. Expresses the need to consider whether these subsidies should continue within the ambit of employment policies, as now, or should be part of social security policies
	Royal Decree 27/2000 of 14 January	2000	Ministry of Labour and Social Affairs	Incentive	Unemployed people	Establishes the conditions under which the obligation cannot be met, for companies with more than 50 employees, to hire at least 2% of people with disabilities, established in LISMI.
	Royal Decree 364/2005 of 8 April	2005	Ministry of Labour and Social Affairs	Incentive	Workers with disabilities	Sets specific local circumstances where it is permissible not to fulfil this obligation, and the alternative compliance conditions.

Policy area	Title of legislation	Date	Responsible authority	Purpose	Intended beneficiaries	Short description
Inclusive labour market (cont'd)	Royal Decree 870/2007 of 2 July	2007	Ministry of Labour and Social Affairs	Individual services Supported employment	Unemployed people	Regulates the supported employment programme as a measure to promote employment of people with disabilities into regular work.  Regulates the actions to consider, the end-users, entities capable of making and receiving grants, project requirements, the requirements of the conventions, the features of the job, subsidies and their amounts, and the procedure for granting such grants.
	Royal Decree 290/2004 of 20 February, which regulates labour centres as a means of promoting employment of people with disabilities	2004	Ministry of Labour and Social Affairs	Individual services	Unemployed persons	Work enclaves refer to a contract between an employer from the regular labour market, called a business partner, and a special employment centre, for the execution of works or services. These are directly related to the normal activity of the person, and for whose realisation a group of workers with disabilities from the special employment centre moves temporarily to the workplace of the business partner.
Access to quality services	Act 39/2006, of 14 December	2006	Head of State	Promotion of personal autonomy and care for dependent persons	Dependent persons	Regulates the basic conditions that guarantee equality in the exercise of the subjective citizen right to the promotion of personal autonomy and care for dependent persons, according to the terms laid down in legislation, by means of the creation of a System for Autonomy and Care for Dependency, with the collaboration and participation of all public administrations and the guarantee by the general state administration of a minimum common content of rights for all citizens in any part of Spanish state territory.
	Royal Decree 374/2010 of 26 March, on the economic benefits of Law 39/2006 of 14 December	2010	Ministry of Social Affairs, Ministry of Health	Personal autonomy and care for people in a dependent situation	Dependent persons	Sets maximum levels of economic benefits for each grade and under Chapter II of Title I of Law 39/2006 of 14 December, on Personal Autonomy and Care for dependent persons for year 2010.
Lifelong learning	Act 2 of 3 May 2006	2006	Head of State	Vocational training	People with special educational needs	Introduces the new Initial Professional Qualification Programmes (PCPI), formerly called Social Guarantee Programmes (PGS)
	Order EDU/2949/2010, 16 November	2010	Ministry of Education	Educational inclusion of students with disabilities	People with special educational needs	Creates the Forum for Educational Inclusion of Students with Disabilities, intended as a forum for different stakeholders (different governments at national and regional level, organisations, parents' associations) to debate, propose and monitor policies implemented by the educational system. Reports, proposals and recommendations are primary tools used to achieve its goals.
	EDU/1152 Order of 3 August 2010	2010	Education counsellor	Vocational training	People with special educational needs	Regulates the education response to students with special educational needs enrolled in the second year of pre-school, primary education, secondary education, bachelor of special education and training, in educational institutions of the Community of Castilla y León.

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Policy area	Title of legislation	Date	Responsible authority	Purpose	Intended beneficiaries	Short description
Lifelong learning (cont'd)	Royal Decree 1538/2006	2006	Ministry of Education	Vocational training	People with special educational needs	Establishes the general organisation of vocational training within the education system. Establishes the need to set measures to adapt curricula and assessment of students with special needs, to assure accessibility and also to include information about disability in mainstream curricula.
	Royal Decree 395/2007	2007	Ministry of Social Affairs	Vocational training	People with special educational needs	Regulates vocational training for employment (CVET). Sets persons with disabilities as a group with special difficulties when seeking a job, and the provision of grants to students with disabilities in individualised programmes.
	Royal Decree 34/2008 of 18 January	2008	Royal Decree 34/2008 of 18 January	Regulates professional certification	Regulates professional certification	Establishes that modules related to the National Catalogue of Professional Qualifications may include appropriate modules adapted to the specific needs of the beneficiary group.
	Law 6/2001, of 21 December	2001	Head of State	Equal opportunities in universities	People with special educational needs, income-restricted	Establishes equal opportunities and non-discrimination on personal or social grounds, including disability; includes access to college, joining centres, staying in college and academic performance, for students with disabilities.
	Law of Universities 4/2007 of 12 April, which modifies Organic Law 6/2001 of 21 December	2007	Head of State	Individual services	Young people	Promotes policies to guarantee equality of opportunities for people with disabilities.
	Royal Decree 1393/2007 of 29 October	2007	Ministry of Education	Incentive, activation – establishing the management of official university grades	Young people	Manages the official university grades. Establishes the need to create graduate, master and doctorate programmes that respect the equality of opportunities, non-discrimination and accessibility principles, and to implement programmes and services that allow students with special needs to succeed.
	Royal Decree 1892/2008 of 14 November	2008	Ministry of the Presidency	Personal support, activation	People with special educational needs, young people	Regulates the conditions for access to official university degrees and procedures for admission to Spanish public universities.  Sets the need to provide supports and adaptations to include students with disabilities in university, and also the need to ensure that information about curricula adaptations made in secondary education is shared with university staff.

Table A2: Programmes and interventions for young people with disabilities or health problems

Policy area	Title of programme	Type of intervention	Eligibility criteria	Funder	Purpose	Service providers	Short description
Inclusive labour market	(Regional) EYE/2076/2007 Order of 19 December	Subsidies	Persons with disabilities in special employment centres or self-employed	Economy and employment counsellor	Return to work, prevention and job retention		Call for economic aids for the integration of persons with disabilities in special employment centres and promoting self-employment for disabled workers by 2008.
	EYE/2078/2007 Order of 19 December	Subsidies	Employees with disabilities	Economy and employment counsellor	Return to work, active labour market		Transition to supported employment. Establishes the regulatory basis of subsidies aimed at promoting permanent contracts for workers with disabilities, adapting their jobs or the provision of personal protective equipment and transition from sheltered employment to labour centres to ordinary labour market.
	TAS/3776/2007 Order of 14 December	Subsidies		Ministry of Labour and Social Affairs	Active labour market, prevention and job retention, employment guidance	Autonomous regions	Geographic budgetary distribution for 2007; management by the autonomous regions with powers assumed, grants to the supported employment programme as a measure to promote employment.
Lifelong learning	Resolution of 15 October 2009	Financial benefit Formal learning	Students with disabilities	Ministry of Education	Transition from school to work or vocational training		The Ministry of Education and Training will provide grants for the development of Initial Vocational Training Programmes to start during the 2009–2010 academic year, in a professional workshop in the field of management of the Ministry of Education
	(Regional) EDU/1869/2009 Order of 22 September	Vocational training		Education counsellor	Transition from school to work or vocational training	Community of Castilla y León	Regulates the initial vocational training programmes in the Community of Castilla y León
	Order of 7 September 1982	Vocational training	Adults with physical and sensory disabilities	Ministry of Labour and Social affairs	Return to work, vocational training, employment guidance or pathways		Regulates the nature, objectives and scope of Recovery Centres for the Physically Disabled by the National Institute of Social Services. The specific objectives of these centres are functional recovery and psychosocial, cultural levelling and training and retraining of adults with physical and sensory disabilities.

