

## BEST report on accommodating training rooms for students with cognitive disabilities

NAME OF PARTNER ORGANIZATION		P0-JKHK	P1-WISAMAR	P2-NET	P3-LR	P4-PSB	P5-XABEC	P6-SAKKY	P7-ALVIT
KIND OF SCHOOL AGE OF STUDENTS EDUCATION OR TRAINING		VET 15-19	Berufliches Schulzentrum 1 vocational school centre, vocational grammar school, technical secondary school, vocational school 15-52	VET 15-18 TRAINING	VET 14-18 TRAINING	VET 16-20 EDUCATION AND TRAINING	IVET, VET and Training for Adult People Since 16 years old Industrial Maintenance	VET FROM 16	The contacted schools couldn't fill in the fields of the questionnaire since they don't have activities for disabled students. Since these schools don't have proper facilities for these students, they don't apply to these schools.
COGNITIVE DISABILITY									
Are there certifications certifying the level or percentage of cognitive disability exist?		No certificates given. However, if the student informs the school or if school personnel sees that the student graduated from a special school that works with special needs students at the basic education level, then it becomes clear that the student may have learning disabilities.		Yes	Yes In Italy, ASL (Local Health Unit) grants a certificate that defines the disability level to students with motor or cognitive disabilities. This certification gives the student the right to be followed and helped by a support teacher during first three years of first level of secondary school (11-14 years) but not in secondary school (14-19). If the disability level is high, students have the right to a specialized path on job integration/placement	Yes	Yes. Disability Certificate is an official document issued by the Public Administration that certifies the condition (temporary or permanent) of disability. Is obtained as a result of a multidisciplinary assessment (medical, psychological and social).	Medical certificate	
Are there students with cognitive disability in your school?		The school does not know, because it is not legal to ask.	No	Yes	Yes	No	No	Yes	
If so, what level of cognitive disability is it?	Severe (% or indicator)				0%			0.5%	
	Moderate (% or indicator)				0,4%			0.8%	
	Mild (% or indicator)			0,5%	5%			3.0%	
<b>SCHOOL</b>									
What kind of strategies are taken adopted by the school for the integration of students with cognitive disability?	Attention to architectural barriers	None		Yes	Yes			Yes	
	Creation of specific laboratories	None		Yes	Yes			Yes	
	Nothing	None				Yes			
	Other	See notes below							
Are there training programmes shaped on student's needs?		No		Yes	Yes	No	No	Yes	

Are these students in the same class with other students or are special classes for cognitive disability students created?	Yes		Students are integrated with the other students	No, students with cognitive disability are in the same classes with other students	No concern (There are so called integrated classes at the lower level of education for example at primary schools)	We don't have classes for cognitive disability students	Partly	
What are the teaching/didactic strategies adopted?	None		Teachers prepare a customized didactic program where the learning objectives are adapted to these students' abilities	The aim of the customized course will consist on helping the disabled student to grow up culturally, emotionally, professionally, in the best possible way, adapting the educational-didactics interventions to single features of subjects.	No concern	Until the moment, we have no had the need to adopt strategies	Organizational arrangements may include individual guidance and training, small groups, workshops, flexible small groups and individual study paths. Pedagogical arrangements include, for example, work-intensive methods, versatile evaluation methods (oral exams, individual test arrangements, etc.), illustrated instructions or instructions in plain language, web-based learning, realistic goals, assignments and instructions in parts, provision of students with the material beforehand, written and oral instructions, demonstrations, individual guidance, etc.	
How are these students followed up in theoretical classes?	Not monitored		They have some hours per week in which they are followed by a special teacher who supports them during the lessons	There is the possibility to have a support teacher, who follows them up	No concern	We have no students with special needs	Individual educational plans are made for students with special needs. The realization of the plans is followed up constantly	
Do students with cognitive disability attend practical classes? If so, how are they followed up/monitored? How?	Yes, because generally the school does not know if the student has special needs. However, if it becomes clear that a student is having difficulties in lessons, there are three personnel who work closely with the student to help them or to find special learning assistance, which may mean sending them to psychologists or other specialists in the country to help.		Yes. Trainers are aware of their problems and they dedicate them a special attention for the practical works (simplified task to achieve)	Yes, The training process provides a shaped-user working method focused to strengthen the self-knowledge, self-esteem, and the full realization of self capacities to have the equal opportunities of access to facilities.	No concern	We have no students with special needs	Yes. Besides, the share of practical classes is bigger. There are so-called work-intensive classes. Counsellors are present	
Does the school make use of learning support teacher?	No special training is given to teachers to		In the training centre a teacher works is	Yes, there is a support teacher, paid by the	No concern	We have no students with special needs	Yes	

If so, who/what institution provides this service? (Ministry, Region, local government, Municipality, Local Health Authorities, etc.)	learn how to identify students with cognitive disabilities.		appointed to follow these students, but it is paid directly by the school	school in Vet centres. While in public schools, aid teachers are paid by the state		In Spain, this service is usually provided by non-profit institutions	The service is provided partly by the Municipality partly by the Ministry.	
Is there public funding to help schools in the support of students with cognitive disability?	No funding		Yes	Yes	No	No	There is funding from the Municipality and the State.	
<b>JOB/ TRAINING INTERNSHIP</b>								
How are students with cognitive disability integrated in labour market?	No special assistance		Their apprenticeship period is generally implemented in a "protected" environment	Italian law obliges/binds companies with more than 15 employees to hire disabled persons.	No concern	We have no students with cognitive disability	Part of students with cognitive disabilities are integrated in the labour market. Those with severe disabilities do not receive any salary, since they draw a pension	
Who is in charge of their integration in the labour market?	No person is designated to help		The school tutor and the teacher who supports these students during the school year contact companies and agree with them an apprenticeship period where students have to perform simple tasks adapted to their skills	Working integration is realised through ASL (Local Health Unit) and more specifically by SIL (working integration service). If students attend a vocational training course in a Vet centre, they will be followed up by a school tutor until the employment by the company	No concern	Until now, we haven't had that situation	Employment authorities are responsible for their integration in the labour market. If jobs cannot be found for them, the social welfare services have to find entertainment for them.	
What are the strategies adopted by school for integration in the labour market? (school tutor, company tutor, etc.)	Only if the school knows, then the school counselor or school psychologist are willing to assist, but it is not their responsibility to help such students enter the job market		The school tutor and the teacher who supports these students during the school year contact companies and agree with them an apprenticeship period where students have to perform simple tasks adapted to their skills	School, in compliance with the company, realises coordinated plans of integration. The company provides a tutor who will join the school tutor, making the path of student's integration easier.	No concern	We have no students with cognitive disability	During the work-based learning of the students the school co-operates closely with companies	
What are the strategies adopted by the company for the reception of students with disabilities?	No strategies other than to apply for financial support by the Estonian government, but they must justify additional expenses and funding request		Companies identify one of their employee who will support students during their apprenticeship period. This employee is regularly in contact with the school tutor.	Usually companies are big ones, led by a manager who pays attention to this kind of issues. Often, within the company, "easy" working areas are created to allow people with disabilities to work	No concern	Until now, we haven't had that situation	Usually companies are not entitled to a support from the state, which makes it more difficult for them to receive students with disabilities. In some cases part of the salary is paid by the Social Insurance Institution of Finland.	
Do students with cognitive disability attend training internship in companies? If so, who monitors them? If not, why?	Yes, no special assistance, no monitoring. The reason being again that the school may not know who has cognitive disabilities.		Yes (see above)	Yes. Students are accompanied in their internship by a teacher, a school tutor and a company tutor	No concern	Until now, we haven't had that situation	Yes  If necessary, the counsellor can go the company with the student.	