


**ADULT
EDUCATION
PRACTITIONERS
SUPPORTING
PERSONS WITH
DISABILITIES**

Identification of national contexts

SPAIN



Incredible Practitioners to empower adults with disABILITIES through Education, Employment & Social Entrepreneurship
Spain: country-report regarding adult education practitioners supporting persons with disabilities

Contents

1. Organisation of adult education/lifelong learning in the national context.....	4
2. Level of access of persons to disabilities to adult education programmes/lifelong learning	6
3. Identification of practitioners providing support for persons with disabilities in adult education activities	7
4. Role of practitioners supporting persons with disabilities in adult education activities	8
5. Level of training of practitioners providing support for persons with disabilities in adult education activities	9
6. Resources and tools available for practitioners supporting persons with disabilities in adult education activities	9
7. Continuing professional development	10
8. Legislative framework and financial framework related to adult education of persons with disabilities.....	10
9. Key decision-makers and relevant stakeholders in the field of adult education	13
10. General recommendations for practitioners supporting persons with disabilities in adult education	14





Incredible Practitioners to empower adults with disABILITIES through Education, Employment & Social Entrepreneurship
Spain: country-report regarding adult education practitioners supporting persons with disabilities

Partner name	Centro Superior de Formación Europa Sur - CESUR
Country	Spain

Incredible Practitioners to empower adults with disABILITIES through Education, Employment&Social Entrepreneurship (All IN!) is a transnational Erasmus + project led by the Federation for Accessibility of Romania (FAR)nd implemented together with 4 organizations: National Confederation of Persons with Disabilities (Greece); Cesur Formación (Spain); Association of Consultants and Experts in Social Economy (ACE-ES RO) (Romania) and the European Association of Service Providers for Persons with Disabilities (EASPD).

The project aims at **better equipping practitioners from the field of adult education and employment** (human resources managers, coordinators, trainers, educators, vocational advisers, social workers, mentors and other experts) with **new skills and competences needed to support persons with disabilities in inclusive adult education practices** and help them progress towards higher qualifications and labor market inclusion. The project also aims at **creating better links between the field of education & training and the labor market** by improving the cooperation between adult education providers, enterprises, public authorities, training and HR managers and other relevant stakeholders.

Aims of the research:

The project partners explored the **key challenges and needs of adult education practitioners support persons with disabilities in three countries: Romania, Spain and Greece.** The research methodology was based on desktop research, questionnaires to experts as well as consultations and interviews with practitioners working in the field of adult education, and specifically supporting persons with disabilities. The research looked at the adult education field from a global perspective – from the legal and financial frameworks within which this is organized to specific aspects related to the operational context of adult education practitioners supporting persons with disabilities in each country.

You can find more information about the project here: <https://all-in-erasmus-project.com/>



1. Organisation of adult education/lifelong learning in the national context

ADULT EDUCATION IN SPAIN

The overall participation rate in adult learning in Spain is still five percentage points below the 20%-target of the EU 2020 agenda. This rate is in line with the EU average but much lower than in the Scandinavian countries, where close to adult population participates in adult learning activities according to the European Labour Force Survey. Moreover, it has to be taken into account that the existing training needs of Spain are larger than the needs of most other European countries due to the relatively low cognitive skills of the working population and the massive destruction of jobs for less educated workers during the crisis. Most of these jobs were concentrated in shrinking sectors like construction and, therefore, Spain faces a major challenge to relocate a large number of low-educated unemployed people into sectors that may absorb these workers. In many cases this will require some form of training.

There is a lack of flexible programmes that allow workers to acquire basic skills and competences outside of the regular educational system.

Related to funding, the bulk of the funds for lifelong learning and training are transferred to the training providers and employers while only a tiny fraction of the funds is transferred to the eligible workers. This contrasts with the situation in the leading reference countries where the eligible workers receive a substantial fraction of the available funding. Two recent reforms may bring the funding of training more in line with practice elsewhere in Europe, as they foresee the introduction of training vouchers.

ADULT EDUCATION PROGRAMMES IN SPAIN

Following the Eurydice report (2015), programmes aimed at the acquisition of basic skills can be divided at least into three main groups:

1. Programmes within regular/formal education that allow participants to complete lower secondary education (ISCED 2).
2. Programmes outside regular/formal education aimed at acquiring basic skills including reading comprehension, literacy, mathematics, and ICT.
3. Programmes to gain access to higher educational levels and the acquisition of basic skills during work (vocational training, active labour market policies) and others such as popular education.

In Spain 80% of non-formal learning is job training (formación para el empleo), either meant for the person's current job or for a future job. The system of job training in Spain consists of 3 subsystems:

1. The so-called formación de demanda o bonificada (training on demand) that is made up of the training programmes offered by companies. These training programmes aim at increasing the competitiveness and productivity of firms by improving the skills and qualifications of their employees. Companies are entitled to financial aid to carry out this type of training programmes in the form of social security rebates. Companies can choose to organise the training programmes themselves or they can decide to cooperate with other firms, delegating the management of the programme to a single organizing entity. By using Individual Training Permits, businesses can allow their employees to pursue studies that are officially recognised and that lead to some form of qualification, including professional certificates and titles.

2. The second subsystem is the so-called formación de oferta o subvencionada (supply-side training). This type of training courses, open to both employed and unemployed persons, are offered for free by employers' organisations, trade unions, third-sector organisations and appropriately registered and accredited training centres. The unemployed workers who participate in these programmes are entitled to scholarships and grants for maintenance and to pay for transportation costs.
3. Finally, the formación en alternancia con el empleo comprises the training provided to workers as part of an apprenticeship or trainee contract and the public training programmes that allow participants to combine training and the acquisition of work experience in the workplace.

PUBLIC SPENDING ON JOB TRAINING IN SPAIN

Spain spends even more public funding than other European countries. However, there are marked differences in the way the available funds are distributed between the participants, the firms and the training providers.

Some reforms have been done in the system of job training to guarantee the individual rights to training for workers and firms. These are 3 of the most important changes:

1. Firstly, the supply of training programmes is determined on a competitive basis, forcing training providers to compete for the available funds. The competitive allocation of funding makes an end to the existing monopoly of the social partners.
2. Secondly, workers are assigned to an individual training account that summarises the training that the worker has received throughout his or her entire working career. In addition, the government plans to introduce a system of training vouchers for the unemployed, allowing them to fund training programmes of their own choice. The implementation of these training vouchers will be competence of the regional governments.
3. Last but not least, the training programmes will be evaluated continuously to measure the quality of the impact of these programmes on participants.

ADULT EDUCATION PROVIDERS

In 2016/17 there were 112 private adult education institutions, as opposed to 2.261 public institutions.

Private institutions organising adult education provision can be classified into 3 main categories:

1. Private non-profit institutions: they receive public funding from different administrations and are characterised by a high degree of social intervention and by the organisation of a wide variety of cultural activities, together with education provision.
2. Private profit institutions organising in-class provision: they mainly offer non-formal education related to professional and language training, as well as formal training leading to official qualifications. They are self-governing institutions and their income is obtained from students' contributions.
3. Private profit institutions organising distance provision: they mainly offer language and vocational training programmes. They are private, self-managing institutions, and are financed with students' contributions. Most of them are integrated in the National Association of Distance Education Centres.

NATIONAL STRATEGIES FOR ADULT EDUCATION

Vocational training distance provision for the whole population, through the portal “Vocational Training Through the Internet”.

- ACREDITA: information and guidance platform for the accreditation of professional competences acquired through work experience or non-formal training models.
- Todo FP: portal on vocational information and guidance aiming at improving the access to information and vocational training for all the citizens.
- Specialist Guidance Group: aimed at improving coordination between the State and regional authorities regarding education.
- Vocational guidance tools and resources for guidance teachers, students and citizens in general.
- Lifelong learning aimed at guidance professionals.
- Drawing up of a map of vocational guidance resources at State level.
- Aprende a lo largo de la vida: web portal with information and guidance on lifelong learning.

Reference: Published on Eurydice (<https://eacea.ec.europa.eu/national-policies/eurydice>)

2. Level of access of persons to disabilities to adult education programmes/lifelong learning

ACCESS TO TRAINING FOR ADULTS WITH FUNCTIONAL DIVERSITY:

Despite the progress made in the inclusion of people with functional diversity in the education system, the numbers show that this group of people continues to have less access to the different levels of study than the rest of the general population. These figures are shown in all educational stages and in all age ranges, although over the years the inequality has been reduced. The study of the population between 25 and 44 years old is representative, because according to the Survey on Disabilities, Personal Autonomy and Dependency Situations (Encuesta sobre Discapacidades, Autonomía personal y situaciones de Dependencia) conducted by the INE (the Spanish National Statistics Institute), if you look at the data referring to higher education only 5,6 % of the people with functional diversity have Higher Vocational Training studies as opposed to 11,4 % of the general population. In university studies, a strong inequality can be seen when checking the figures: the percentage of students with disabilities with higher education is 10,5 %, while the data of the rest of the students reach 24,1 %. If you take into account all the people with disabilities aged 16 and over that are carrying out Higher Vocational Training studies there is a gender gap: women just constitute 42 % of the total. In university studies there is also gender discrimination and men are in majority, 54 % of the total.

BARRIERS THAT STUDENTS WITH FUNCTIONAL DIVERSITY HAVE TO FACE:

Special School: the existence of Special Education centres hinders the real inclusion of the students with functional diversity. This situation keeps students with disabilities away from Inclusive Education, as it creates ghettos that hamper the social inclusion of the students once they leave the school centre.

Lack of accessibility: in spite of the great progress made in terms of accessibility, we can still observe plenty of problems related to this matter, as the physical access and information access aren't always guaranteed by the education system. In addition, there is a basic issue in Non-Compulsory Education: the lack of support

and specific adaptations. Once the guaranteed phase is finished the reasonable adjustments to specific needs are not assured, so a lot of students that want to continue studying cannot do it due to a lack of accessibility in their educational centres.

Rigidity of the education system: the education system is not adapted to the diversity of the students, as it hinders their inclusion. This situation becomes more problematic in university studies, where the curriculum takes precedence, as well as in Vocational Training, because it presents very closed and specialised curricula in which the required skills, as they are presented, are difficult to acquire for students with disabilities.

Discrimination: subtle and constant discrimination that people with functional diversity encounter on a daily basis: marginalisation when working in groups, others do not interact with them unless it is strictly necessary, etc. In the Vocational Training environments (mechanics, electricity, plumbing) masculinised behaviours occur that produce an exaltation of “manhood” and typically masculine values (competitiveness, courage, strength) that lead to perceiving diverse bodies as weak and turning them into objects of mockery and aggression.

Lack of expectations: the lack of expectations regarding the academic, professional and personal future of people with functional diversity is a major problem that this group of people encounters in all areas of their lives.

Lack of expectations: the lack of expectations regarding the academic, working and personal future of people with a functional diversity is a burden with which this group finds itself in all areas of its life. People with a functional diversity are not in the public space, they do not appear in the media or in the institutions with which we interact on a daily basis. In our daily lives we do not usually come across people with disabilities, neither in our work environment nor in leisure places. This makes this group invisible and, as it is not present, it seems like it does not exist. At the micro level, the lack of expectations from families (little confidence in the abilities of people with disabilities, fear of the abuses they may suffer...) often leads to an overprotection of young people with a functional diversity that limits their autonomy and decision-making capacity.

Reference: Biblioteca Fundación ONCE. “Análisis de las causas que dificultan el acceso del alumnado con discapacidad a la universidad y a la formación profesional”. García-Santesmases Fernández, Andrea ; Herrero Schell, Carolina.

3. Identification of practitioners providing support for persons with disabilities in adult education activities

In our country there are three models from which to address diversity at the different levels of formal education:

1. **Special Education:** Special Education Centres are those that are solely aimed at people with specific educational needs. In these schools, teachers have specialised training and the teaching methods and materials used are selected according to the characteristics of the students. The LOE includes the denomination of the Special Education Centres in article 111, which it defines as "*centres that offer education aimed at students with special educational needs that cannot be attended to within the framework of the measures of attention to diversity of ordinary centres*". Those in favour of Special Education state that these centres may be especially satisfactory for those students with

disabilities who do not find answers to their specific needs in ordinary schools. However, this type of centre has been the target of much criticism, since it is understood that the fact that the students attend a "special" school implies discrimination, isolation and segregation. That is why they demand the investment of the Administration in human and material resources, so that ordinary schools have the necessary support so that, regardless of their abilities, all students can be educated with equal opportunities.

2. **Preferential Integration Centres:** the Preferential Integration Centres arise from the need for students to be able to benefit from an ordinary education centre which, in turn, has the specific support necessary to improve their development and learning. Depending on the type of need, a distinction can be made between integration centres specialised in physical diversity, hearing, and generalised developmental disorders.
3. **Inclusive education:** inclusive education is adapted to all learners regardless of their pace and learning style. These are ordinary centres whose basic pillars are quality education based on principles of equality and the inclusion of all their students. Teaching professionals must design good educational planning, which is in turn subject to continuous evaluation, so that the progress and difficulties encountered are made clear.

Reference: Biblioteca Fundación ONCE. "Análisis de las causas que dificultan el acceso del alumnado con discapacidad a la universidad y a la formación profesional". García-Santesmases Fernández, Andrea ; Herrero Schell, Carolina.

4. Role of practitioners supporting persons with disabilities in adult education activities

The teacher-tutor is responsible for all the students and the educational activities with them. The training of the teacher-tutor in special education has a double perspective to be analysed:

1. The general aspects referred to the knowledge and information required to develop their work in a coherent and integrated way for students with special educational needs.
2. The different aspects in relation to lifelong learning, which is considered in the form of both opportunities and strategies.

The general and common aspects to all the tutor teachers refer to the need to receive a training that can be grouped in five blocks:

1. The current conceptualization of special education, which includes aspects related to assimilating concepts such as standardization, integration, special educational needs and their implications in the overall educational project of the school.
2. The general characteristics of students with sensory, physical or psychological deficits, as well as those with learning difficulties, and their implications for school learning.
3. The strategies of didactic individualization and the models of intervention and treatment of human differences in students with learning difficulties as well as with disabilities.
4. The models of organisation of school centres to attend to these students with special needs.

5. To introduce in all the curricular areas or in the disciplines of the school curriculum those modifications or specific strategies that will facilitate the assimilation of its contents to students with special needs.

With regard to the in-service training of the tutor, the contents related to special education should be given in a double aspect: on the one hand, the actual training of special education. On the other hand, training in any subject related to their work as teachers must offer sections on the educational treatment of students with special educational needs.

Reference: "La formación del profesorado y los alumnos con N.E.E. Joan J. Muntaner Guasp"

5. Level of training of practitioners providing support for persons with disabilities in adult education activities

In general, in Spain the lack of training and information affects all the agents involved in the educational process of people with functional diversity.

On the one hand, teachers are usually specialists in their subject but not in the students they have to teach, and they are not prepared to deal with diversity. Adults with special educational needs require trained and competent teaching staff with the capacity to respond and adapt to all the needs that may arise in the classroom. Another key figure within the educational community and who often lacks much relevant information is the guidance team of the training centre, which may unconsciously impose implicit barriers to students with functional diversity when it comes to guidance on their future. It is essential that the agent involved knows the real potential of adults, since his role as a mediator is vital to facilitate the transition of these students to the world of work.

Reference: "Análisis de las causas que dificultan el acceso del alumnado con discapacidad a la universidad y a la formación profesional". Real Patronato sobre Discapacidad. Ministerio de Sanidad, Servicios Sociales e Igualdad. NIPO: 689-12-004-7. Depósito Legal: M-41735/2012.

6. Resources and tools available for practitioners supporting persons with disabilities in adult education activities

According to the Research Report in relation to Spain on Article 24 of the Convention on the Rights of Persons with Disabilities, carried out in 2018 by the UN Committee on the Rights of Persons with Disabilities, in relation to resources, in Spain there are differences in the autonomous communities, however the lack of human resources is generalised.

Teachers-tutors: lack of training in inclusive education and the rights of persons with disabilities among teachers.

Personal assistance and support: families of students with disabilities usually have to identify and pay for support, which is provided through private services or organisations and has additional and, in many instances, high costs. Support for extra-curricular activities is often subcontracted to outside associations.

Specialised teachers: they are assigned to one or several educational centres without the capacity to ensure that the students receive the necessary support. As each centre has a fixed allocation of resources, this has an impact on the reception capacity of each centre. The educational centres choose how to distribute the resources. Planning is carried out according to the needs of different centres, the professionals available are not sufficient and the organisation of time of each specialist is fixed, without taking into account the specific requirements of each student.

Reference: “Informe de la investigación relacionada con España bajo el artículo 6 del Protocolo Facultativo”. Comité sobre los Derechos de las Personas con Discapacidad (ONU). CRPD/C/20/3

7. Continuing professional development

CONTINUING TRAINING OF TEACHERS FOR COURSES OFFERED BY THE EDUCATIONAL ADMINISTRATIONS

In general, the organisation and the incentives for participation in lifelong learning activities are the same as those established generally for teachers who teach similar courses at other levels of the education system.

Both in the offer of continuing training by the Autonomous Communities and of the Ministry of Education and Vocational Training (MEFP), and in postgraduate training in the university environment, courses and specialisations specifically focused on adult education are included.

On the other hand, in the regional or provincial scope, prior training is carried out for teachers who are joining the network of public centres for the first time and who are teaching in the distance modality. The Centre for Innovation and Development in Distance Education (CIDEAD) plans, manages and directs this training. At a provincial level, specific training courses are developed for teachers who teach secondary education to adults.

CONTINUING TRAINING OF TEACHERS FOR COURSES OFFERED BY THE LABOUR ADMINISTRATIONS

On a state level, the State Employment Service (SEPE) establishes an annual plan for the technical and pedagogical improvement and updating of trainers, which has the following characteristics:

- when the actions are aimed at trainers from two or more Autonomous Communities, the training is carried out through the network of National Reference Centres
- when it is specifically aimed at trainers in an autonomous community, it is managed at the regional level.

Reference: Published on Eurydice (<https://eacea.ec.europa.eu/national-policies/eurydice>)

8. Legislative framework and financial framework related to adult education of persons with disabilities

Training and Labour Integration Programmes for people with special needs for integration, intended to people with disabilities and with a migration background, are promoted by the statewide public

administration as well as regional administrations. Its source of funding comes from the European Social Fund.

RECENT DEVELOPMENT FOR SOCIAL SERVICES AND PUBLIC POLICIES SYSTEM ABOUT DISABILITY IN SPAIN.

CREATION OF SOCIAL SERVICES SYSTEM

During the last three decades, the evolution of public policies related to disability has been linked to the building of a social services public system, which was born in the 80's, since the democratisation of the institutions.

Since then, there was not a real social services system, but a fragmented set of initiatives of social action and assistance regulated by General Law of Charity from 20th June 1849. By this law, the State acquired the responsibility of protecting people with fewer resources through the Ministry of Government and local administrations. Also, by the Social Security Bases Law, from 28th December 1963, that regulated social assistance and social services intended to workers in the frame of the Social Security system (Physical and Mental Disable People Rehabilitation and Recovery Service and Retired People Assistance Service). The General Secretary of the Trade Union Movement and Organisation also had some competences related to social services. Furthermore, there was a large variety of resources which did belong to the private sector, mostly in the sense of the Church and the not-for-profit sector.

During the democratic transition process, there was an intensive debate about the characteristics and the nature of the Social Services in the Spanish System. By the end of 1978, in a very different context in which the 1963 Social Security Law was approved, the Royal Decree-Law 36/1978, of 16th November, about Social Security, health and employment institutional management was approved. This law provided for the creation of what nowadays is known as Institute of Social Services and Elderly (Instituto de Mayores y Servicios Sociales – IMSERSO), which is associated to the Spanish Ministry of Health and Social Policy. This institution is in charge of issues related with elderly people, among others, all issues deriving from the creation and implementation of protection system to dependent adults and development of policies and programmes related to the ageing population. This institution is also in charge of auxiliary social services of the Social Security system management and statewide plans, programmes and services for elderly people and dependent adults as well as the elaboration of basic regulation proposals that guarantee the equality of citizens and the social cohesion between countries policy development related with issues mentioned above.

LEGISLATIVE PROCESS

1. LAW 13/1982, 7th APRIL, ON SOCIAL INTEGRATION OF THE DISABLED (LISMI)

By the enactment of the Spanish Constitution in 1978, some changes on disability policies took place: from an approach focused on the rehabilitation, where Social Security Bases Law is maybe the most representative sampling to promoting equal opportunities and, later, to rights and a non-discriminating approach. In Article 14 the Constitution states the right to equality before the law for all Spanish people; referring to disabled people, it orders to public authorities to pay needed special attention and protection to enjoy rights of the Title I of the Constitutions.

2. LAW 51/2003, 2nd December, ON PERSONS WITH DIABILITIES, EQUAL OPPORTUNITIES, NON-DISCRIMINATION AND UNIVERSAL ACCESS FOR PERSONS WITH DISABILITIES

During the last decade of the 20th century, the rights and non-discrimination approach started to gain access in Spain that emphasises not only complementary supports but also, and mostly, the limiting environmental influences of full participation, “reasonable accommodation” and the prohibition of certain behaviours and practices that are considered unacceptable due to their discriminatory or exclusive nature.

The most obvious indicator of this approach in Spain is Law 51/2003 of 2nd December on equal opportunities, non-discrimination and universal access for persons with disabilities (LIONDAU) that states a renewed impetus on disability policies through the addition of new approaches and strategies, essentially “combating discrimination” and “universal accessibility”. It also establishes new guarantees in order to fulfil the right to equal opportunities. There are two types of guarantees: anti-discrimination measures (prohibition of harassment, abusive behaviour; intimidating, hostile, humiliating behaviour; rejection behaviour; and additional requirements; accessibility and non-discrimination and existing reasonable adjustments...) and positive action measures (more favourable treatment and complementary support).

The Law on Social Integration of the Disabled (LISMI) was approved on April 7th 1982 and it is based on rights of Article 49 in the Constitution that recognises disabled people. The principle of “equality of opportunities” lies at the heart of the LISMI law and its actions, and is based on the request of “complementary support” beyond rehabilitation in order to guarantee real equality, as citizens with same rights, for disabled people. In this line, LISMI law created a financial and social benefits system for disabled people who didn’t have a labour activity, so they were not included in the Social Security system field of application. Also, it drove labour integration policies through the creation of Special Employment Centres (CEE) and the reservation of 2% of employment opportunities in business with 50 or more workers. However, this law was based on the development of measures aimed to the protection of disabled people rather than remove the obstacles that hinder or unable their active participation in society and full enjoyment of their as citizen rights.

3. LAW 39/2006, OF 14th DECEMBER, ON PROMOTING PERSONAL AUTONOMY AND CARE OF DEPENDANTS ADULTS.

The Law 39/2006 of 14th December on promoting personal autonomy and care of dependant adults was created with the aim of meeting the needs of persons in vulnerable situations who require support to carry out essential daily activities achieve a higher personal autonomy and be able to fully exercise their right to citizenship.

With this Law the System for Autonomy and Care for Dependant Adults (SAAD) was created. This system recognises the right to certain social benefits for an important group of people if they have the relevant personal and social circumstances. Services and benefits provided by SAAD have uniform contents all around Spain, they are regulated by an assessment-only procedure, they are a subjective right for dependent adults and their funding should be enough to guarantee the obligations corresponding to the competent administration without limiting it according to the budgetary availability.

One of the distinctive features of the SAAD in comparison with other similar systems in the European context is the approach to the Personal Autonomy. In this system, services are customized to the individual user needs and to the respect of their preferences during the process.

4. LAW 49/2007 OF 26th DECEMBER ON ESTABLISHING THE INFRACTION AND SANCTION SYSTEM ON EQUAL OPPORTUNITIES, NON-DISCRIMINATION AND UNIVERSAL ACCESIBILITY TO DISABLED PEOPLE

This Law regulates infractions and sanctions for the violation of the Law 51/2003 of 2nd December. It establishes three different levels of violation: minor (general failure of basic conditions on accessibility); serious (by collection of infractions) or very serious.

5. ROYAL LEGISLATIVE DECREE 1/2013, 29th NOVEMBER, APPROVING THE REVISED TEXT OF THE GENERAL STATUTE ON THE RIGHTS OF DISABLED PEOPLE AND THEIR SOCIAL INCLUSION

This is the current regulatory system in the field of the rights of people with disabilities and their social inclusion.

The Royal Decree repeals the three main Laws passed in Spain since 1982, Law 13/1982, 51/2003 and 49/2007. Likewise, it consolidates their articles to Law 39/2006 of 14th December on promoting personal autonomy and care of dependant adults.

The new Law updates terms, definitions, principles and contents in the International Convention on the Rights of People with Disabilities. This means the express recognition that they are right holders and public authorities are forced to guarantee the full realisation of such rights.

Also, the new Law regulates every social field by following a structure by chapters and fields similar to the ones of the Convention. This way, in successive chapters, rights to equality, health protection, comprehensive care, education, independent life, work, social protection and participation in public affairs are regulated.

Additionally, this Law also includes, for the very first time, definitions of every type of discrimination, direct and indirect, that have already been covered; discrimination by association and bullying were also added with the aim to complete the legal frame of prohibition of discrimination in all its manifestations.

The new Law undoubtedly simplifies and clarifies the current existing dispersion in the repealed Laws, and it deletes the potential conceptual contradiction that may be produced in such different texts in the timeline.

Reference: Ministerio de Educación (España)

9. Key decision-makers and relevant stakeholders in the field of adult education

DISTRIBUTION OF COMPETENCES BETWEEN THE DECISION-MAKING BODIES IN EDUCATION IN SPAIN

Ministry of Education and Vocational Training:

- the general organisation of the education system
- the regulation of the conditions for obtaining, issuing and recognising academic and professional qualifications and the basic standards for the development of the right to education
- the establishment of general educational programming
- the evaluation and innovation of the lessons that make up the education system
- the educational high inspection
- the design, planning and direction of the scholarship and study aid policy

- the promotion of policies of equality, non-discrimination and universal accessibility in its field of competence
- the direction of teachers' policy and the development of the basis for the legal status of the teaching profession
- the exercise of the functions of national authority for the European Commission's Erasmus+ programme.

Departments of Education of the Autonomous Communities:

- to assume the regulation that develops the state norms and the non-basic elements or aspects of the educational system
- assume the executive-administrative powers of managing the education system in its own territory
- to promote and enhance the autonomy of the centres
- evaluate the results of the centres and implement the action plans.

Department of Education:

- the General State Administration and the Autonomous Communities delegate the exercise of functions in aspects that directly affect the interests of the municipalities.

Educational centres:

- within the framework established by the state and autonomous community regulations, the educational centres have autonomy to elaborate, approve and execute educational projects, management projects and organisational and operational rules.

Reference: Ministerio de Educación (España)

10. General recommendations for practitioners supporting persons with disabilities in adult education

The role of teachers will be fundamental for the theoretical inclusion to be de facto. Their aim is that no student is left behind, neither in cognitive skills and content, nor in non-cognitive skills or soft skills.

- To educate in tolerance, inclusion and empathy.
- To adapt their classes in a creative and motivating way for their students.
- To facilitate student learning by personalising methodologies and resources, taking into account different intelligences, rhythms and styles.
- To demand from their students and from themselves.
- To learn day by day with their students.
- To observe carefully to see everything that happens in the classroom.
- The importance of standardisation.