



QUESTIONNAIRE FOR SERVICE PARTICIPANTS FINAL REPORT



EQUALvet Development of a vocational training program for people with intellectual disabilities in three professions: cook assistant, gardener assistant and cleaner

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EQUALvet



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The “**Questionnaire for Service Participants Final Report**” is a result of the cooperation between the partners of the consortium of EQUALvet Erasmus+ Project.

AUTHORS:

Maria Pallisera, professor in the department of Pedagogy, University of Girona

Montserrat Vilà, associate professor in the department of Pedagogy, University of Girona

Judit Fullana are associate professor in the department of Pedagogy, University of Girona

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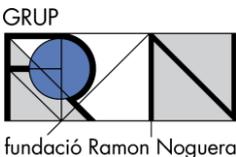
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1. CONSORTIUM

The consortium consists of the following partners:

Organization		Website / Email
	Margarita VTC (Greece)	www.eeamargarita.gr research.development@eeamargarita.gr
	Fundació Ramon Noguera	https://grupfrn.cat/en comunicacio@grupfrn.cat
	Arcil	arcil.org.pt/ arcil@arcil.org
	Group of Research on Diversity – University of Girona	www.udg.edu/en/grupsrecerca/diversitat/qui-som judit.fullana@udg.edu
	Tüv Hellas (Tüv Nord)	www.tuv-nord.com/gr/el/home/ vvoudouris@tuv-nord.com
	EASPD	www.easpd.eu/ zoe.lardou@easpd.eu
	Primavera 85 Cooperativa Sociale (Italy)	http://www.primavera85.it/ bilancio@primavera85.it

2. INTRODUCTION

This report collects the results of the application of a questionnaire to users of VET centres that have taken part in vocational education training in the areas of cleaning, cooking and gardening, addressed to people with intellectual disabilities. This report forms part of the EQUALvet project, in which the following organisations and institutions participate as partners: MARGARITA Vocational Training Centre (Greece), Primavera 85 Cooperativa Sociale (Italy), Grup Fundació Ramon Noguera (Spain), TÜV HELLAS (Greece), EASPD (Belgium) and the University of Girona (Spain). (For more information about the partners follow this link <https://www.equalvet.eu/>)

The report is organised in three sections. The first one, entitled *Questionnaire for service participants: aims, instrument and method*, describes the purpose of the study, the questionnaire used and the procedure followed for the collection of data. The second section, titled *Findings* presents the results of the analysis of the data obtained, structured in the same sections as the questionnaire: personal data, training and work background, current training and work situation, satisfaction with the training, suitability of training to employment, and a final small section with suggestions to trainers and managers made by the participants. The third section entitled *Tips for preparing a training program* includes guidelines and proposals which are derived from the analysis of the data collected to be taken into account for the organisation of training in the areas of cleaning, cooking and gardening in the context of vocational educational training. Two appendices are also included: one with the questionnaire model used and the other with the model of the consent form signed by the participants.

We would like to give special thanks to the 69 participants of the MARGARITA, Primavera 85 and the Mas Xirgu Fundació (Grup Fundació Ramon Noguera) VET centres who gave their consent and answered the questionnaire, and to all the people of those centres who offered support and help to the participants in order to carry out this study.

This report is a draft drawn up by the University of Girona and submitted to the consideration of the other partners of the project.

3. QUESTIONNAIRE FOR SERVICE PARTICIPANTS: AIM, INSTRUMENT AND METHOD

3.1. AIM

This questionnaire aims to gather information about the satisfaction of learners with intellectual disabilities with non-formal and informal vocational training (VET) they have received, and about their needs and expectations regarding vocational training in the areas of cleaning, cooking and gardening. This information will help the trainers to identify factors to improve the satisfaction of learners and to develop an educational methodology that helps people with intellectual disabilities improve their skills and competencies in the areas of cleaning, cooking and gardening.

3.2. Instrument

The questionnaire is organised in 5 sections. Table 1 briefly describes the content of each section. The complete questionnaire is included in Appendix 1. The questionnaire was developed in a Google Form in order to facilitate the data collection.

Table 1. Description of questionnaire sections

Section	Content
1. Personal data	Information about age, gender, VET centre to which the participant is linked, town and country of residence.
2. Training and work background	This section is aimed at collecting information about: <ul style="list-style-type: none">– Training that the participant had received before starting VET training in the current VET service, identifying the highest level of training finished and certified.– Training in VET programs: areas in which the participant had received training, and general characteristics of the programs in which he/she had taken part.

	<ul style="list-style-type: none"> – Work background before VET, including internship in the areas of cleaning, cooking and gardening.
3. Training and work: current situation	This section is aimed at collecting information about the current situation of the participant in the areas of training and/or working, identifying the areas of training or working.
4. Satisfaction with the training	<p>This section is aimed at collecting information about satisfaction with training received in the areas of cleaning, cooking and gardening. Questions were related to satisfaction with:</p> <ul style="list-style-type: none"> – Teaching and learning methodology – Support materials and tools – Internship – Teachers – Personalised guidance – Contents – Assessment system
5. Suitability of training to employment	This section is aimed at collecting information about the opinion of service participants regarding the suitability of the training received related to employment in the areas of cleaning, cooking or gardening.

Each section had a number of questions with Yes/No or multiple-choice answers. Sections 4 and 5 include statements that the participant had to answer by evaluating his/her degree of agreement with a reduced scale of three degrees, represented by face icons.

3.3. Participants

Each VET Service was asked to administer the questionnaire to people with intellectual disabilities who have had some experience in vocational training in the areas of cleaning, cooking or gardening. They could be currently working in one of these areas or not, but they needed to have received vocational training in at least one of the three areas.

Each VET service was asked to collect a number of questionnaires so that, globally, we would be able to achieve a balance between the three areas. Table 2 shows the number of questionnaires proposed and actually collected for each area of work. The proposal was to collect 80-85

questionnaires in total. The VET centres considered that it would be difficult to find participants who had experience in training in the area of cleaning so this area had the lowest number of questionnaires requested.

Table 2. Number of questionnaires requested and actually collected (E = Expected; C = Collected)

	MARGARITA		Primavera 85		Fundació Mas Xirgu		Total		Total %
	E	C	E	C	E	C	E	C	
Cleaning					17	14	17	14	20.3
Cooking	12	13	15	7	5	4	32	24	34.8
Gardening	15	15	12	10	5	6	32	31	44.9
Total	27	28 (40.6%)	27	17 (24.6%)	27	24 (34.8%)	81	69	100.0

Finally, the study reached 85.18% of the number of questionnaires expected.

3.4. Method

Guidelines were written and sent to each VET partner. These guidelines included information about:

- *Support* in answering the questionnaire: People with intellectual disabilities may need support in answering the questionnaire. It was advised that, if possible, the support person should not be a current teacher, or someone directly involved in training courses in which the person was currently participating or had been involved. In case it was not possible to follow this guideline, support people were asked to guarantee that the participant felt completely free to answer what he/she thought. The support person had to ensure that each answer responded to what the participant wanted to say.
- *Completing the questionnaire*: To facilitate answering the questionnaire, and at different moments, it was asked to fill out the questionnaire on paper and later enter it in the Google Form using the link <https://forms.gle/LLNARnDuAVLWnV3e6> Answers to the open questions were translated into English.
- *Participants' rights*: Participants had the right to withdraw from answering some questions. In that case, the advice was to simply skip the question and go on to the following one.

Each participant signed a consent form before answering the questionnaire (Appendix 2). The consent form provided, in an Easy to Read format, information about the EQUALvet project, the aim of the research and why his/her participation was requested. The research team explained their commitment to confidentiality and privacy of the information.

The MARGARITA, Primavera 85 and Fundació Mas Xirgu VET centres contacted with potential participants and those who agreed to participate in answering the questionnaire signed the consent form. A professional helped the person with intellectual disabilities to answer the questionnaire and took notes about the answers of the open questions. Once all the information was collected, the professional introduced the answers in Google Forms.

The information was collected between 21st May and July 9th 2019.

4. FINDINGS

4.1. Section 1: Personal Data

Forty-nine of participants (71%) were male and 20 were female (29%). Participants were between 17 and 57 years old, with an average age of 31.9 years old. Most of the people interviewed were between 21 to 40 years old (69.1%) (Table 3). As seen in the participants section (Table 1), the VET centres MARGARITA (Greece) collected information from 40.6% of the participants, Primavera 85 (Italy) collected information from 24.6% of the participants and Fundació Mas Xirgu (Spain) from 34.8%. Regarding the training areas, 20.3% of the participants answered with reference to the area of cleaning, 34.8% answered in reference to the area of cooking, and 44.9% responded with reference to the area of gardening training (Table 1).

Table 3. Age

Age	Count	Percent
<20 years old	7	10.1
21 to 30	30	43.5
31 to 40	17	24.6
41 to 50	10	14.5
> 50	4	5.8
Total	68	98.6
Do not answer	1	1.4

Most of the people lived in the same city or town as where the VET centre is situated, as can be seen in Table 4. Participants who are connected to the Fundació Mas Xirgu VET Centre come from different towns near Girona, the capital of the province.

Table 4. City/Town of Residence

Country	City/town	Count	Percent
Greece	Athens	22	31.9
	Nea Penteli	6	8.7
Italy	Vicenza	15	21.7
Spain	Girona	12	17.4
	Other villages near Girona	11	15.6
Do not answer	Total	3	4.3
	System	69	100

4.2. Section 2: Training and Work Background

This section summarises data related to the participants' background in training and employment, before starting their training in the current VET centre.

4.2.1. Training Background Before VET

33 participants reported having completed Primary Education as the highest educational level and 31 received the Primary Education certification. Of the 25 reported to have finished compulsory Secondary Education, 21 of them achieved the corresponding certification and 10 reported to have finished and achieved post-Secondary Education certification. Therefore, most of the people achieved the certification of the studies they had completed (Table 5).

By countries (Table 6), the percentage of people achieving compulsory secondary or post-secondary education is relatively higher in Italy than in the other two countries.

Table 5. Highest Level of Studies Completed and Certified

Highest Level of Studies Completed		Highest level of studies certified					Total	
		Primary Education	Compulsory Secondary Education	Post-secondary education	Higher Education	PFI (Initial professional training - Spain)		Phytosanitary certification (Spain)
Primary Education	Count	31	0	0	0	0	1	32
	% studies completed	96.9					3.1	100%
	% studies certified	96.9					100%	48.5%
Compulsory Secondary Education	Count	1	21	0	1	1	0	24
	% studies completed	4.2	87.5		4.2	4.2		100%
	% studies certified	3.1%	100%		100%	100%		36.4%
Post-Secondary Education	Count	0	0	10	0	0	0	10
	% studies completed			100%				100%
	% studies certified			100%				15.2%
Total		32	21	10	1	1	1	66
Total % studies completed		48.5%	31.8%	15.2%	1.5%	1.5%	1.5%	100%
Total % studies certified		100%	100%	100%	100%	100%	100%	100%

Table 6. Highest Level of Studies Completed, by Country

		Primary Education	Compulsory Secondary Education	Post-Secondary Education	Total
Greece	Count	16	8	4	28
	% in Greece	57.1%	28.6%	14.3%	100%
Italy	Count	3	9	5	17
	% in Italy	17.6%	52.9%	29.4%	100%
Spain	Count	14	8	1	23
	% in Spain	60.9%	34.8%	4.3%	100%
Total	Count	33	25	10	68
	% studies completed	48.5%	36.8%	14.7%	100%

People who finished post-Secondary Education reported the following subjects of the studies finished. Despite that “post-secondary education” referred to non-compulsory formal secondary education it was a bit difficult for participants to differentiate between non formal education/training and formal education so they answered taking into account all kinds of training followed after finishing compulsory secondary education. The answers were the following:

Formal Education:

- Computing, domestic education (Greece)
- Higher education training cycle in early childhood education (Spain)
- Initial Professional Training (Spain)
- Artistic High School (Italy)
- Commercial Technical Institute (Italy)
- IT Technical Institute (Italy)
- Professional Institute, Social path (Italy)

Non formal Education:

- Manpower Employment Organisation (OAED) - Network Technician (Greece)
- Agricultural Institute (Italy)

- Forklift course and cooking course (Spain)

Of the 69 people interviewed, 48.4% reported having received training in cooking, 51.6% in gardening, 12.5% in cleaning and 32.8% in other areas. This means that most people received training in more than one area. 16% (11 people) had received training both in cooking and gardening, one person in cooking and cleaning and another in gardening and cleaning.

People who said they had received training in other areas (20 people) mentioned the following training (number of participants is specified in brackets):

- Electrical technician (1)
- Hostelry (1)
- Occupational Hazards (1)
- Administrative (1)
- Customer service (2)
- Car-wash (1)
- Computer education (2)
- Assembly workshop (3)
- Assembly workshop and Goldsmith workshop (1)
- Assembly workshop, goldsmith workshop and recycled paper workshop (1)
- Assembly workshop and Jewellery (4)
- Assembly workshop, goldsmith workshop and recycled paper workshop (1)
- Assembly workshop Recycled paper workshop (1)

Participants were asked to select a training course they had taken before VET and answer questions 6 to 12 about the topic of the training, how long the course lasted, if the course had lessons in theory, practical lessons, an internship period, and when and where the person did the course. 12 people answered that they were still doing the course, so they were not taken into account in this section because the information was about training before VET.

Courses lasted from a few hours to over 4 years. Courses from 1 to 6 months are frequent, and so are the courses lasting for 1 or 2 years, especially training in cooking and gardening (Table 7).

Some people specified the subjects of training they received. Table 8 includes the different answers from the general topic (cleaning, cooking, and gardening).

Table 7. How Long the Courses Lasted, by Area of Training

	Area of Training				Total
	Cleaning	Cooking	Gardening	Other	
A few hours	0	1	1	2	4
2 to 5 days	0	0	1	0	1
Up to 2 weeks	3	0	0	0	3
1-2 months	1	2	2	2	7
3-6 months	1	2	1	4	8
7-12 months	0	2	0	0	2
1-2 years	1	7	6	1	15
3-4 years	1	1	2	0	4
More than 4 years	0	0	1	0	1
Total	7	15	14	9	45

Table 8. Area of Training

	Training Topic	Number of Participants
Cleaning	Car-wash	1
	Cleaning equipment	1
	Cleaning of equipment and workplace	1
Cooking	Making coffee	1
	Following recipes	2
	Preparation of ingredients	2
	Implementation of cooking	3
	Easy cooking	1

	Food processing	5
	Preparing coffees and drinks	1
	Cooking seminars	1
Gardening	Planting seedlings	4
	Weeding machine and its handling	1
	Learning how to use agriculture/gardening tools	2
	Weeding out plants	1
	Preparing the soil/taking care of the soil	2
	Learning about plants	1
	Weeding out plants	1
	Phytosanitary products (basic level)	1
Other	Electrical Technician	1
	Customer service (2)	3
	Phytosanitary	2
	Occupational health and safety (Occupational Hazards)	2

Most of the participants (64.7%) said that the course had theoretical lessons and 96.1% answered that the course had practical lessons. As can be seen in Figure 1, all areas of training delivered theoretical lessons and almost all the courses in all areas had practical lessons (Figure 2). Only 13 (25%) participants reported that the training course had an internship period (Figure 3).

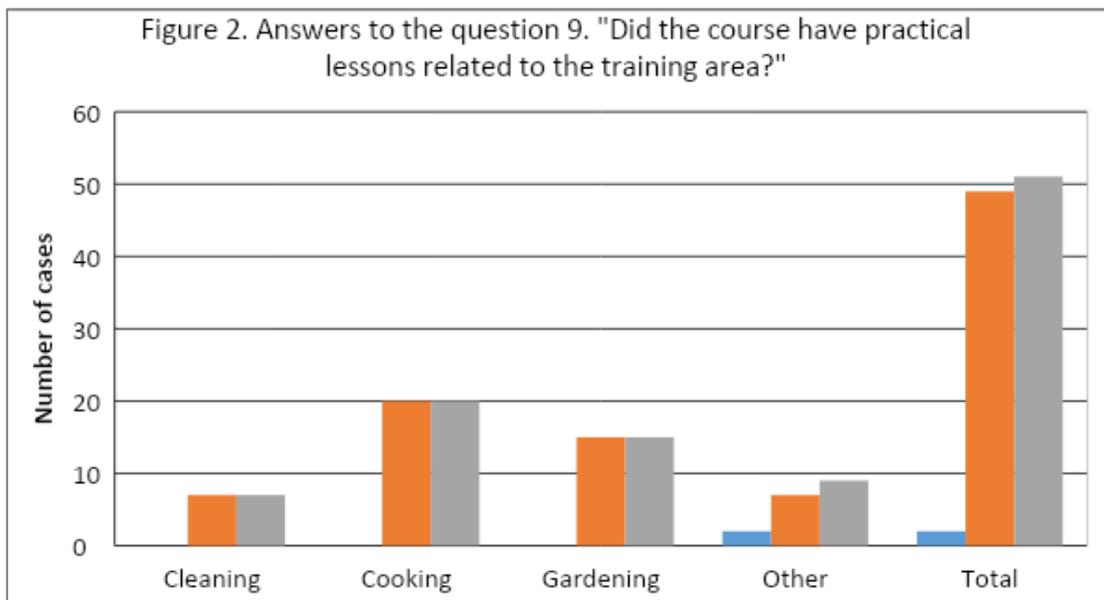
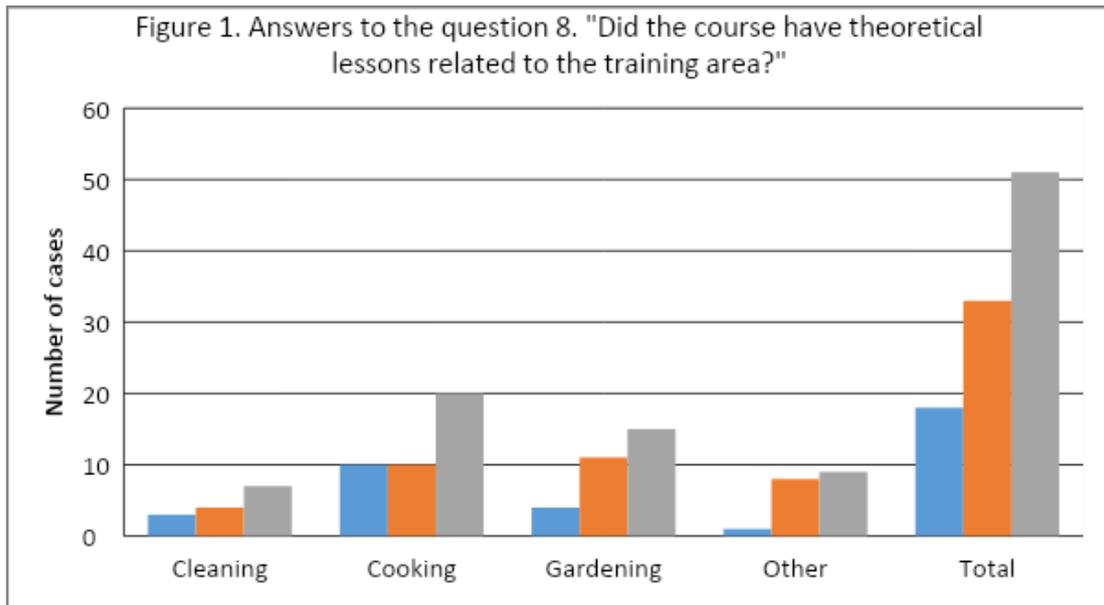
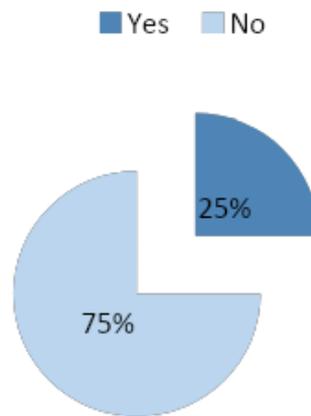


Figure 3. Answers to the question "Did the course have an internship period?"



72.5% of the participants finished their training between 2016 and 2019, which is consistent with the fact that most of them are young people. 19.6% finished it between 2012 and 2015. Only 3 people said they finished before 2011 and 1 participant answered that he or she finished it 15 years ago. Most people did the training in the same VET where they are currently receiving training (Table 9).

Table 9. Place where Participants Received Training

	Area of Training				Total
	Cleaning	Cooking	Gardening	Other	
MARGARITA	2	10	10	1	23
Primavera 85	0	5	0	0	5
Fundació Mas Xirgu/Fundació Ramon Noguera	2	3	3	5	13
Catalan Occupational Service	2	0	0	0	2
Other answers	1	2	2	3	8
	7	20	15	9	51

The other answers were:

- Llagostera Town Council (Spain)
- Salt (kitchen of the Casa de Cultura Les Bernardes, through Fundació Ramon Noguera) (Spain)
- Escuela Forestal de Santa Coloma (through Fundació Ramon Noguera)
- Fundació Astrid 21 (Spain)
- Coma Cros (2 answers) (Spain)
- Special education school of Neo Irakleio (Greece)

Participants were asked to think of another training course and answer questions 14 to 19 about the subject of the training, how long the course lasted, if it had theoretical and practical lessons, and if it included an internship period. Also, they answered when and where they did the training course. 31 people answered all these questions. In this case, the training areas chosen were diverse and, in many cases, different from the areas of cleaning, cooking or gardening. Table 10 shows the list of training areas, with a reference to the training area that each person chose when answering questions 6 to 12. Most of the 31 people chose a training course of the same topic they had chosen in the first place, to answer about their characteristics.

Table 10. Training Subject Chosen Related to Training Area Chosen in First Place.

Training Selected in First Place (Question 5)	Training Topic	Number of Participants
Cleaning	Bikes	1
	Bike workshop	1
Cooking	Occupational Hazards	1
	Cafe - Catering	1
	Preparation of ingredients	4
	Cleaning of equipment	1
	Maintenance of cooking equipment	1
	Following recipes	3
	Planting seeds	1
	Preparation for cooking	2
	Cooking recipes	1
Gardening	Prevention of occupational hazards	1
	Pruning	1
	About weeding (weeding machine)	1
	Safety measures when planting	1
	Taking care of the growing plants	3
	Planting	3
	Weeding out plants	1
	Taking care of plants and harvesting	1
	Use of gardening machinery (Stihl)	1
Electrical Technician	Electrical Technician	1
Hostelry	Occupational risk prevention	1
Customer service	Basic food operations	1
	Hotel Industry	1

Courses lasted from a few hours to 3 or 4 years, although the most usual were training courses of 1-2 years (Table 11). Half of the participants (n = 17) reported that the training course had practical lessons (Figure 5) and all of them except one said that the training had theoretical lessons. Concerning the internship period, only 9 participants (26.5%) reported that the training course had an internship period (Figure 6).

Table 11. How Long did the Course Last?

	Count	Percent
A few hours	4	5.8
2 to 5 days	2	2.9
1-2 months	2	2.9
3-6 months	3	4.3
7-12 months	2	2.9
1-2 years	16	23.2
3-4 years	4	5.8
More than 4 years	1	1.4
Total	34	49.3

Figure 4. Answers to the question 15. "Did the course have theoretical lessons?"

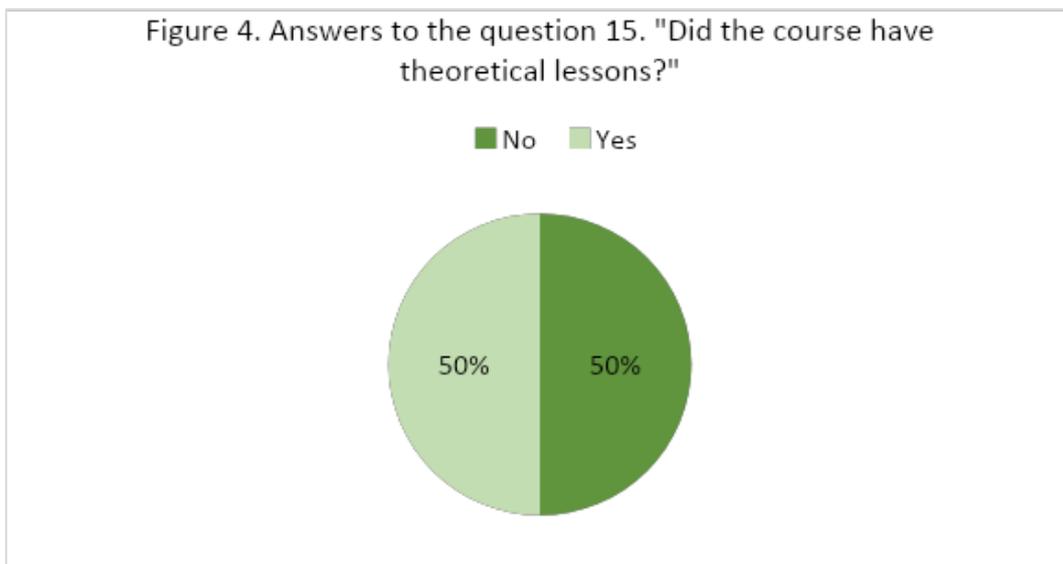


Figure 5. Answers to the question 16 "Did the course have practical lessons related to the training area?"

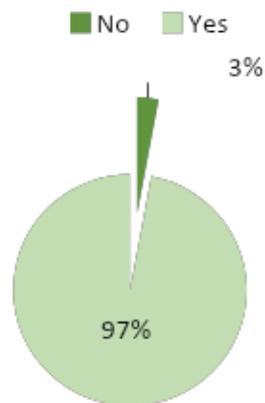
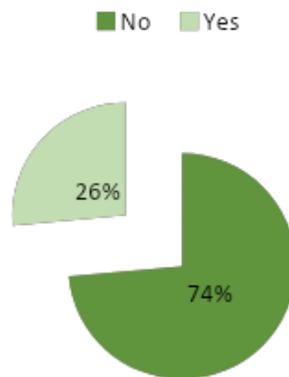


Figure 6. Answers to the question 17: "Did the course have an internship period related to the training area?"



79.4% of the 34 participants finished the training course between 2016 and 2019 (27 of the participants), and 17.6% (6 participants) finished it between 2012 and 2015. Only 1 person finished it in 2005. Most people did the training in the same VET as where they are currently receiving training (Table 12).

Table 12. Place where Participants did the Course

	Count	Percent
MARGARITA	23	67.6
Fundació Mas Xirgu/Fundació Ramon Noguera	5	14.7
Other answers	6	17.6
Total	34	100

The 6 “Other answers” were:

- Girona
- Caritas (NGO, 2 answers)
- Casa de Cultura (Cultural Facility in Girona)
- Fundació Onyar “La Selva” (Girona)
- Special education school Neo Irakleio

To sum up, data show that most of the participants achieved Primary Education certification, an important number also achieved compulsory Secondary Education and a number of people enrolled in post-Secondary Education seem to have achieved this level of education. However, the number of participants who finished the post-Secondary Education level is lower than primary and compulsory secondary education.

People have received training in the areas of cleaning, cooking or gardening, sometimes in more than one area. Ten participants said they had done training courses on other subjects, probably offered by the VET centres in which they are currently involved.

Participants provided information about the main characteristics of the training courses. In general, they reported having participated in courses that lasted 1 or 2 years as the most usual although there were courses that lasted only a few hours, days or weeks and others lasted 3 or 4 years. The information collected does not permit high accuracy because it is impossible to know how many hours a week or a month the courses were. The main reason to explain this is that the question was too generic, but a more specific question would have been too difficult for participants to answer. So, it is difficult to have a precise amount of time, only a reference of the time that the person was enrolled in the training course.

Most of the training courses in each area had theoretical lessons but all had practical lessons, as reported by the participants, but only 25% included an internship period.

Around 70% of the participants finished the training courses they took as a reference to answer questions in this section between 2016 and 2019, and mainly they did this training in the VET centres that are partners in the EQUALvet project.

4.2.2. Work Background Before VET

Less than a half of the participants (29 out of 69) reported having had an internship (42%). In relation to area of work, they could choose more than one area if they had experience in more than one. So, of the 29 people who reported having had an internship, 68.2% had experience in cleaning, 27.3% in cooking and 27.3% in gardening. 55% of people reported having had an internship in other areas:

- Electrical Technician: fixing plugs and choosing the proper tools.
- Hostelry: handling cash register, customer report and vacuum packing.
- Car-wash (2 people).
- Babysitter: baby-sitting children about 7 years old.
- Customer service: cleaning WC, scrubbing, mopping and sweeping floors.
- Carpentry: polishing pieces in the varnish and assembly room.
- Shopkeeper and receptionist.
- Receptionist: answer calls and attending guests. Do paperwork, such as organising mail and filing papers.
- Delivery-person and transport.
- Transporting food with trucks.
- Electrician, and delivery man.
- Restaurant business: customer service, serving and laying/cleaning tables, etc.
- Supermarket: filling shelves, recycling.
- Secretarial assistant (2 people): photocopies, filing, use of computers.

Participants were asked to say where they worked, what tasks they developed and how long the contract lasted.

Cleaning Area

- Participants of the cleaning area (14 participants) worked mostly in the Fundació Ramon Noguera/Fundació Mas Xirgu (Girona) and reported doing the following tasks:
- Car/truck cleaning, and sometimes cash registrar help.
- Car-wash.
- Cleaning WC, scrubbing, mopping and sweeping floors.
- Cleaning WC, tables, take out refuse, clean offices.
- Mop, wash the floor, clean aluminium, cardboard, rubbish in general.
- Cleaning facilities of the municipal market, cleaning WC and offices of the market.

Not all the people who chose the cleaning area reported working in that area. One person reported working in an electrical company, 2 people worked in customer service as waiters, 1 person in gardening, and one person worked in a wine cork manufacturing company, carrying out tasks such as choosing disks for corks, cork disk production and sorting.

Cooking Area

Only 6 people currently enrolled in cooking training reported having worked previously. Only 5 answered the questions; two of them are still working, the first in the cleaning area in the Fundació Mas Xirgu and the other as a waiter in a bar in Girona. One person works as a waiter, another in a supermarket, filling shelves and recycling.

Gardening Area

Only 6 people who chose the gardening area, reported having worked before VET and two people are still working. Most of them worked in the Ramon Noguera Group/Mas Xirgu Foundation: one person in a car-wash, three people in gardening (cutting lawns, applying

herbicide, pruning, sweeping leaves, watering plants, using the mowing machine and cleaning green areas). One person worked on a campsite, maintaining and looking after the common areas, and another worked as an assistant electrician in new installations and rehabilitation of buildings.

Duration of the Contracts

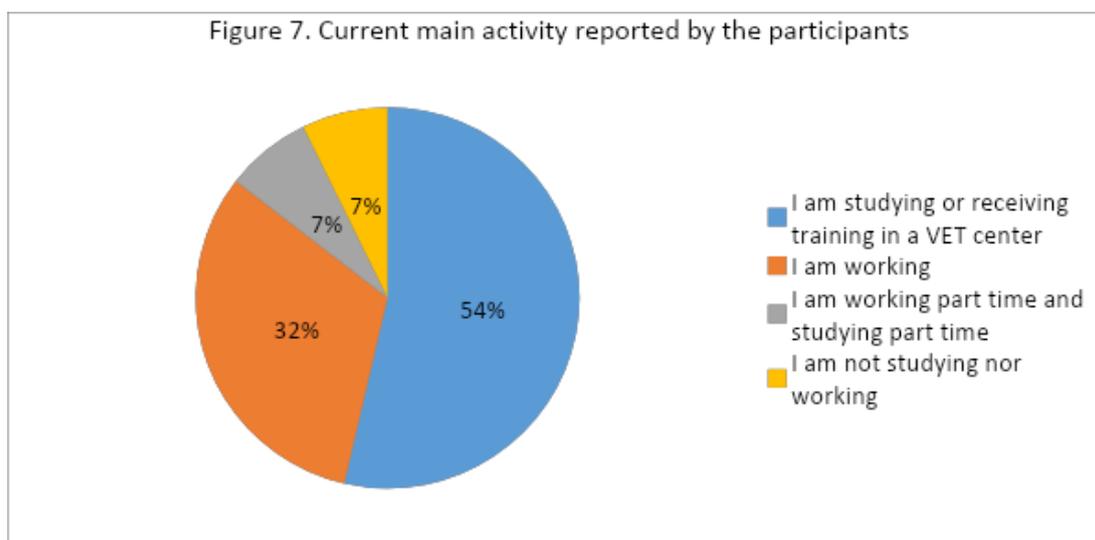
The duration of the contracts is very variable although, as it can be observed in Table 13, there are 13 people who reported having contracts of more than seven years, and 6 of them are still continuing. 7 people had contracts that lasted from 1 to 3 years, and 8 people had contracts that lasted from one to 6 months.

Table 13. Duration of Work Contracts

Contract duration	Number of cases
1 month	1
2 months and continuing	1
3 months	1
4 months	1
5 months	2
6 months	2
1 year	2
2 years	3
3 years	2
7.5 years	1
8 years	1
9 years and continuing	2
10 years	1
13 years	2
18 years and continuing	1
19 years	1
Indefinite	4
Total answers	28

4.3. Section 3. Training and Work: Current Situation

Participants were asked to say what their current main activity was. Figure 7 shows that most of the people were receiving training (53.6%) and 31.9% were mainly working.



People who answered "I am studying or receiving training in a VET centre" and "I am working part time and studying part time," were asked to say to what area their training was related. Of the 42 people who chose these two options, 40 said what they were studying. Table 14 summarises the answers. It is necessary to take into account that the same person could report more than one training activity. Table 14 shows that most of the people who were participating in training were in the gardening area, assembly workshop and jewellery training were followed by a significant number of participants. Only 9 participants were participating in cooking training and none of them were participating in training related to cleaning.

Table 14. Area in Which Current Training, as Main Activity is Linked

Area of training	Number of cases
Cooking	9
Gardening	24
Art workshop	1
Assembly workshop	11
Jewellery	8
Recycled paper workshop	4
Silk screen printing	4

In the case that the answer for the current main activity was "I am working" or "I am studying part time and working part time", options chosen by 27 participants, the answers on what area they work in are shown in Table 15, as well what tasks they were asked to do. Of the 27 people, 13 reported to be working in cleaning, 3 in cooking, and 5 in gardening. The other 6 people were doing administrative tasks, in hostelry and in receptions.

Table 15. Current areas of work and tasks developed

Area of work	Number of cases	Code	Tasks
Cleaning	12	9	Cleaning offices, etc.
		1	Cleaning cars and the cleaning/maintenance of the cleaning car-tunnels
		3	Car and truck cleaning
		4	Car-wash
		5	Scrubbing, sweeping, operating washing machines, etc.
		6	Scrubbing, sweeping, cleaning
		8	Cleaning WC, scrubbing, mopping and sweeping floors
		11	Sweeping, mopping floors and throwing away refuse
		15	Cleaning the interior of cars, to clean the outside with water jets, to clean the windows and the wheels, etc.
		37	Kitchen cleaning assistant
		38	Industrial cleaning (remove dust, washing the floor, etc.)
Cooking	3	10	Keep the terrace organised and clean
		30	Kitchen assistant
		36	Pasta and pizza factory, etc
Gardening	5	12	Plant protection products and other tools
		13	Strimming, trim and apply wood products

		14	Cutting the lawn, apply herbicide, prune, etc.
		34	Clearing, cutting, operating mower, chainsaw
		69	All tasks related to gardening maintenance, clearing tasks, mowing the lawn, etc.
Administrative	1	7	Organising papers and documents
Hostelry	1	2	Making coffee, customer support, cleaning, place orders, etc.
Hotel Business	1	18	Preparing snacks, cleaning dishes, help in the coffee shop and deliver
Receptionist	2	16	Taking calls and messages. Attending the door. Receive packages and delivery notes. Pass calls, attend and store the keys of the centre, etc.
		17	Answering calls and attending visits. Attend mail and paperwork and handle the workplace and surroundings.
Secretarial Assistant	2	56, 59	Photocopying, filing, use of computers

What attracts attention in this section on the current training and work situation is that although most people who work are working in the area, the people who are involved in training, either full time or part time, are being trained mainly in the gardening area. Data seems to reveal that it is necessary to make a reflection about the correspondence between the training provided and the areas in which people find jobs or have been working for many years. Perhaps the training is aimed at helping people to change job, opening up new possibilities to the person with intellectual disabilities.

Taking into account that later in the questionnaire we asked if they were working in sheltered employment or in the open market, and that only 1 person reported working in the open market, the conclusion is that probably most of the people who say that their main activity is working or that they are working part time, are working in the same place where they received training.

Also, we should notice the fact that there is a small number of people (5) that despite having received training in cleaning, gardening or cooking areas, are not currently working or studying.

4.4. Section 4: Satisfaction with the training

Answers about satisfaction with training are distributed by areas (cleaning, gardening and cooking). In the three areas satisfaction with training received is good (more than 91% in each training area) (Figure 8).



4.4.1. Teaching methodology

Participants were asked to answer questions about the type of training activities and methods used in these activities. They were also asked to make suggestions about teaching methodology. The main findings are summarised below. When necessary, the code of the participant is mentioned.

Activities

- **Group or individual activities:** Participants were asked if they did group work and individual activities in their previous training.
 - Most of the participants did both kind of activities, and half of them preferred *Group Activities*.
 - 14.5% of the participants prefer to do *Individual Activities*, and 34.8% of the participants do not have any special preferences.

- 73.9% of the participants think they learn the most doing Group Activities. Participants with training in *cooking* are the people who think Individual Activities have helped them learn the most (33.3%).
- **Training activities**
 - The three main activities developed in the previous training were *group dynamics* (60.9%), *simulation* (50.7%), and *manipulative activities* (49.3%).
 - Participants consider the previous activities as the ones that have helped them to learn the most.

Teacher explanations

- Teachers' explanations are usually made before carrying out the activities (56%). Participants prefer the explanations in this moment (46%), although some of the participants also value the explanations made during the activities (15.9%) or before and during the activities (21.7%).

Things that the participants would change or improve about learning activities

- **Cooking area:**
 - More pastry making activities (code 27)
 - Learn more recipes from other countries (code 29)
 - To have an internship period in (name of VET centre) and to be more autonomous during the training (codes 56 and 59)
 - To be more autonomous and not having other people involved. I want to work in quiet and cook more. I would also like to participate in more catering activities (code 66).
- **Gardening**
 - More practice (code 13)
 - Work in the vegetable garden when it's cool, not when it's hot (codes 31 and 39).
 - Homework to learn better (code 43)

- Using more videos and photos (codes 47 and 48).
- Having computer lessons for gardening (code 60)
- More activities collaborating with another person (code 62).

There were not comments from participants involved in the cleaning area.

4.4.2. Support materials and tools

People were asked to give their opinion about the tools used by teachers, the support they received and the reasons why the participants preferred different teaching tools. The main findings are summarised below.

Tools used by teachers in the training

Support materials and tools most used by teachers in the previous training are presented in Table 16 (taking into account the three areas jointly). The tools used by most participants are specific tools related to the employment area, although paper documents are also used by more than 60% of participants.

Table 16. Tools Used by Teachers According to Participants.

Tools	% of Participants
Specific tools related to the employment area	82.6%
Paper documents	62%
Videos	56,5%
Internet	52.2%
Photographs	50.7%
Computers	44.9%
Slide presentations	43.5%
Blackboard	42%

- **Tools used by teachers in training in each area:**
 - **Cleaning (n = 14):** The four most used tools are *paper documents* (78.6%), *slide presentations* (7.4%), *videos* (57.1%) and *Specific tools related to the employment area* (42.9%).
 - **Cooking (n = 24):** The most used tools are *Specific tools related to the employment area* (83.3%), *blackboard* (62.5%), *paper documents* (62.5%), *computers* (58.5%), and *Internet* (54.2%), though *books*, and *videos* are reported to be used by more than 50% of participants.
 - **Gardening (n = 31):** The four most used tools mentioned are *Specific tools related to the employment area* (100%), *photographs* (74.2%), *Internet* (64.5%), and *videos* (61.3%). *Paper documents* is the 5th most used tool (54.8%).

The number of participants per area is unequal, so it is difficult to make comparisons. However, according to the participants answers, it seems that in Cooking and Gardening, the use by teachers of specific tools related to employment is more frequent than in the cleaning area or it is easier for cooking and gardening participants identify that they are using specific tools. It also seems that, in cooking area, teachers use a greater variety of teaching tools and that internet, computers, videos and photographs are frequently used.

Support materials and tools preferred by participants

Taking all the participants together, the most preferred support materials are:

- Specific tools related to the employment area (23.2%)
- Photographs (14%)
- Videos (12.2%)

By areas, the preferred support materials are the following:

- **Cleaning (n = 14):** Slide presentations (57.1%), specific tools (35.7%), drawing tools (28.6%).
- **Cooking (n = 24):** Specific tools (54.2%), blackboard (29.2%), and photographs (20.8%).

- **Gardening (n = 31):** Specific tools (64.5%), photographs (20.8%), and videos (4.9%).

Reasons for preferring the different tools/support materials

Taking into account all the participants answers, the reasons they gave were the following (all areas):

- **Slide presentations**
 - Power Point presentations are very graphic and help me understand the contents better (code 8)
 - You get a better picture of the job (code 6)
 - I am better with visual classes (code 11)
 - Slide presentations help me keep the information in my mind (code 29)
- **Blackboard**
 - The blackboard helps me organise my programme (code 29)
 - Because we use it to organise our activities and roles (codes 56 and 59 and 66)
- **Videos**
 - They are more educational and easy to understand (code 9)
 - Because it's a good way to see the job get done (code 12)
 - Because I cannot read or write (code 14)
 - Because they are easy to watch and understand the procedure (codes 21, 43, 48)
 - Because they show me how to do the work (codes 47, 50)
- **Internet or computers**
 - They offer new ideas (code 22)
 - You can find many recipes by using the computer and internet (code 27)

- **Paper documents**
 - Because if I forget something I can look it up (code 4)
 - They can be near us when we are cooking (code 56)
 - Because it is more practical and then it is important to have the papers to remember everything afterwards at home (to revise) (code 34)

- **Books**
 - We have books with many recipes which we use when we are cooking (code 63)

- **Photographs**
 - They show beautiful foods (code 26)
 - They help us to imagine how the recipe looks like (code 27)
 - They show me what I need to do. Then I use the tools to cook (code 64)
 - Because I cannot read or write (code 14)
 - Because I understand better, it is more clear (code 33)
 - Because they can be seen, and I remember them more (code 40)
 - They show me how to do the work (codes 47 and 50)

- **Specific tools related to the training area**
 - They give realism to the training, and help getting used to them (code 3)
 - Because without equipment we would not be able to work (code 28)
 - Because they make doing the job easier too, because it is a practical job (codes 42, 49, 51, 61, 13)
 - Helps to practice for the real job (code 16)
 - Because they show me how to do the work (codes 47 and 50)

Tools used in practical training lessons

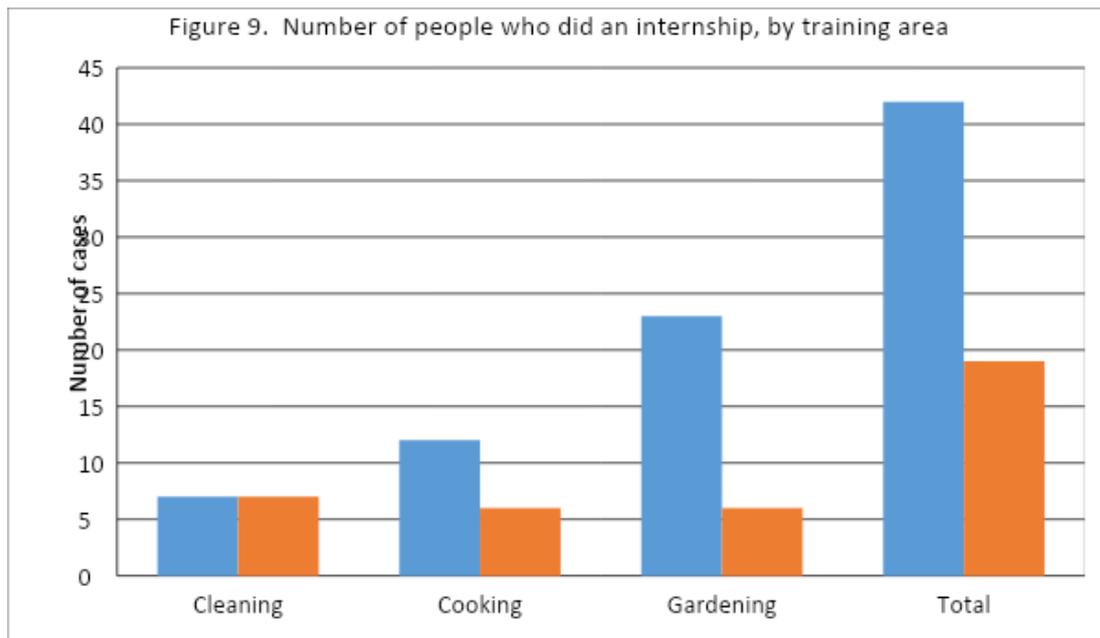
- In all the areas, participants did use tools in practical activities. 95.5% of the participants think there were enough tools to do good training lessons. 3 participants from cooking training (4.5%) think there were not enough tools. Two of them say they would have liked to have more tools for left-handed people, and the third would have liked to have knives.
- Most of the participants (98.5%) say the tools and equipment worked properly.
- 87.9% of the participants say the computers and Internet worked well in the training.

Suggestions to improve on materials and tools

- Cleaning: the Wi-Fi connection
- Cooking: better knives, better computers, the equipment needs upgrading, new knives, more tools and equipment for left-handed people, etc.
- Gardening: more tools because there are too few, the materials should be more up-to-date and newer, more photos and blackboard, to practice in a new greenhouse, a better pc with better Wi-Fi, more videos, to have a pc for everyone, to do more activities outside the VET service.

4.4.3. Internship (practice in employment settings)

When asking participants if they did an internship as part of the training area they chose to answer section 4 and 5 of the questionnaire, only 31% reported having had an internship as part of the training. The fact that only 19 participants out of 69 did not have this internship period attracts attention (Figure 9). In this percentage the gender variable is not an influence.



When the internship was done

Of the 19 participants who have had internships during training, 10 are from Spain (7 from the cleaning area and 3 from cooking) and 9 from Greece (3 cooking and 6 gardening). No student from Italy has responded to having done an internship.

Although the question was related to the cleaning, cooking and gardening areas, not all the participants reported having had internships in these areas. So, of the 10 participants who had internships in Spain (VET Fundació Mas Xirgu), 5 had it in the Mas Xirgu Fundació itself: 4 in the cleaning area and 1 in the cooking area; and 5 in outside companies (3 in the cleaning area and 2 in cooking: bar-coffee shop, according to the participant's reply).

Of the 9 participants from Greece who had an internship, they all had them in outside companies: 5 from the gardening area for an NGO (Organisation Earth), 2 in a supermarket (1 gardening and 1 cooking), 1 in the kitchen of a nursery school (cooking) and 1 in a centre for the elderly (cooking).

Regarding when these internships took place in the company, participants from Greece did so during their training period. On the other hand, of the 10 participants from Spain, only 1 did it during the training period; half (5) say they did it immediately after finishing the training period, 3 did them a few weeks or months later, and 1 between two training periods.

Regarding the relation between the training area and the tasks developed during the internships:

- In the case of the cleaning area, all but one, which specifies doing tasks related to packaging, the others do housekeeping tasks (especially cars, in the Special Work Centre of the Fundació Mas Xirgu).
- In the case of the cooking area, 3 people from Spain say that they do tasks related to customer service and take orders (jobs that do not seem specifically related to cooking) and the other 3 specify that they do more tasks directly related to the kitchen.

How long the internship lasted

Regarding the duration of the internship period, for the 7 participants in the cleaning area, this varies from 2-3 weeks (3), to 4 or 6 months (2), or for a month (1).

Regarding the cooking area, the 3 participants say they have done it for 1 month, 2 have done it for 9 months and 1 participant says for 4 years.

In relation to the gardening area, all 6 participants did the internship one day every two weeks for two years. The gardening area, therefore, offers more long-term possibilities for internship than in most other areas (these 6 cases that did a gardening internship are participants of the Margarita VET).

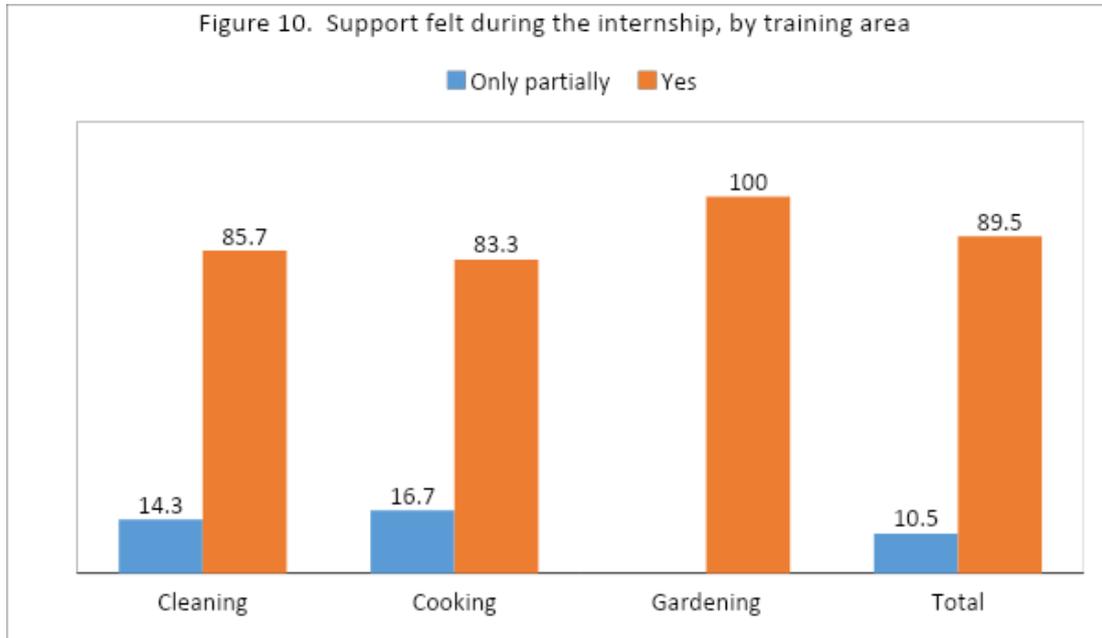
Supervision during the internship

All participants except 1 (gardening area) claim that they have had an academic tutor/supervisor during the internship (from the training program) and all participants except 1 (gardening area) claim they have had a supervisor at the company during internship.

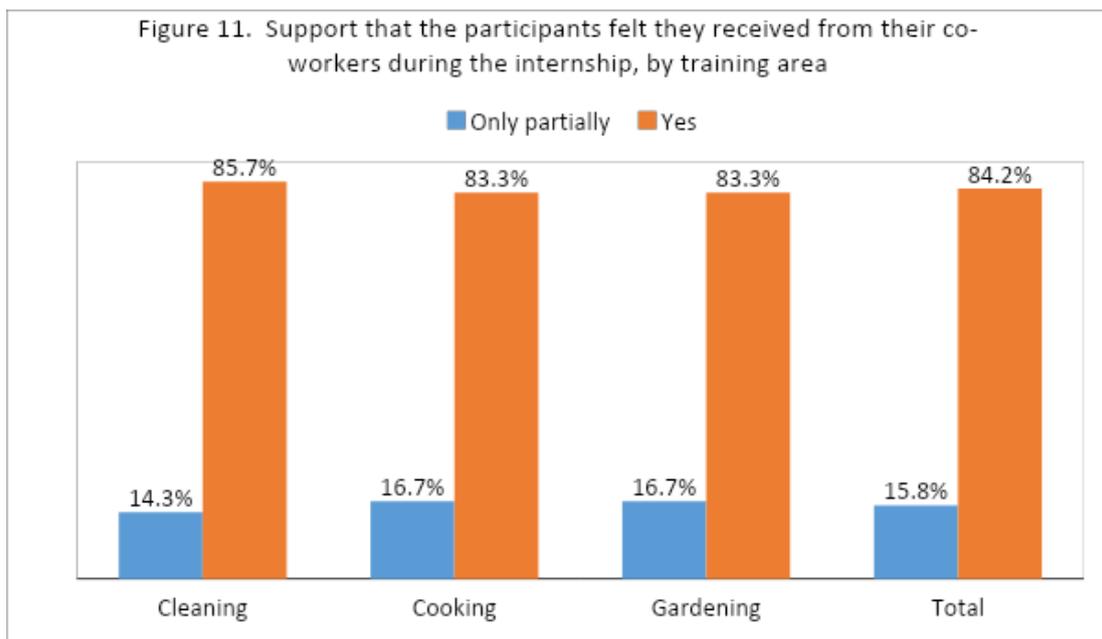
General satisfaction with the internship period

All participants except 1 (from the cleaning area) claim that they are generally happy with the internship period. To the question as to whether participants feel they have had the support they needed during the internships to learn the tasks necessary to work in their specific area,

they mostly respond that yes (17), and only 2 state that they did not (1 cleaning area, 1 cooking area) (Figure 10).



To the question as to whether participants feel they have had help from co-workers if they have needed it, they also respond "yes" on the whole (16 out of 19); in this case there are 3 (1 in each area) who respond that it has only been partially so (Figure 11).



To the question as to whether it was a co-worker who helped most, they also mostly answer "yes" (17 of 19), but in this case, of the two who answer "no", neither of them are in the cleaning area. It was also asked in what things these co-workers helped them. In the case of the cleaning area, the 5 participants specify that the help received from co-workers refers to general, global support: to resolve doubts, to teach more slowly how certain tasks are done, to explain in a comprehensible way certain issues that are difficult to understand, etc. Also, in the cooking area, 4 of the 6 participants mention receiving generic help: helping with what is needed, what to do and how to do it, to resolve doubts, etc.

On the other hand, the 6 participants of the gardening area respond that they receive help in tasks related specifically to the practice/profession of gardening. Also, in the cooking area, 1 participant specifies that the help received focuses on tasks typical of the area in question (kitchen in this case).

1 participant in the cooking area introduces a different idea: the help received is related to adapting to the environment.

Has the internship helped you learn how to work?

Unanimously, all participants claim that the internship in the company helps to learn how to work in the specific area.

What did participants learn the most in the internship period?

11 of the participants answer that the greatest amount of learning done during the internship (6 Gardening, 4 Cleaning and 1 Cooking) are specifically related to techniques/processes of gardening, cleaning or cooking respectively.

7 of the participants (3 of cleaning and 4 of cooking) talk about learning related to personal or social-occupational skills such as being positive, being patient, being responsible and punctual, adapting to the company context, teamwork, maintaining a good working atmosphere, cooperate, etc.

Only 1 participant (Cooking) claims to have learned nothing.

Does internship help to find a job?

Regarding whether the internship has helped them to find work, the opinion of the participants is divided into two different groups: 10 of them (53%) answer "no", and 8 (42%) "yes". There is only one person on the margin who specifies that only partially. It should be noted that in the case of the gardening area, all 6 participants argue that the internship period has not helped them find a job, in the case of cleaning and cooking, those who claim that they it has helped them outweigh those who do not.

Has internship helped you to work better?

To the question as to whether the internship period has helped the participant to do a better job, again they mostly answer "yes" (18 of 19), but in this case, the participant who answers "no" is in the cooking area.

Proposals of the participants to improve internship.

Only 10 of 19 participants have answered as to what aspects would improve the period of internship. All 10 are from the gardening area.

Of the 10 answers, only 4 raise suggestions, proposals, of the type: a) increase tasks (code 2) and practice with tools more directly related to those that are needed to work (code 47), b) favour that the work environment should be quiet, peaceful, as well as to have more time to develop tasks (code 66), c) more opportunities to work outside the Foundation/Service (code 44).

4.4.4. Teachers

Participants value their teachers positively. They had to answer if they agreed on different statements about their teachers. Table 17 shows the percentages of affirmative answers and a comment on the results. To summarise the answers, it can be said that in all the items, positive answers are higher than 90% in 8 of them. The greatest agreement is found in the fact that the teaching staff help to understand the contents taught and in the fact that the teaching staff treat the participants well. A single answer below 90% stands out, and it is the one that makes reference to the fact that the teaching staff adjusts or adapts to the different needs of the

participants. On the 90% threshold we find the capacity of the teaching staff to create a good classroom atmosphere.

Table 17. Evaluation of teachers

Item: Teachers ...	% Yes	Results
... help me to understand the training contents	97	Almost all participants (97%, 64 out of 66) claim that the teacher helps them to understand the contents of the course/training, only 2 (1 of cooking and 1 of gardening) affirm, but only partially.
... treat me with respect	96.9	The participants interviewed affirm practically unanimously that the teaching staff in the training sessions treated them with respect. Only 3.1% (2 participants of 65 - cooking area) have responded that they do not.
... help me to learn	95.5	The participants interviewed affirm practically unanimously that the teaching staff in the training sessions helped them to learn in a practical way. Only 4.5% (3 participants of 66 - 2 area cooking and 1 gardening) have answered "no".
... explain things clearly	93.9	62 of 66 participants claim that teachers explain clearly, 3 from the cooking area believe that they are clearly explained partially, and only 1 states that it is not well explained (gardening).
... know well the things they explain	93.8	61 of 65 participants say that the teaching staff know well what they explain. In all three areas, there is someone (1 cleaning, 1 cooking and 2 gardening) who think they have partial knowledge.
... answer my doubts	92.4	61 of 66 participants say that the teacher helps them to answer doubts, 3 believe that they only answer doubts partially (2 gardening, 1 of cooking), and 2 believe that the teacher does not answer doubts (2 of cooking).
It is easy to contact them when I need some help with the activities.	92.4	61 of 66 participants say that it is easy to contact/access teachers when they need help with the activities. In the gardening area, everyone replies to this issue of access affirmatively; In the cooking area, 2 assert that it is easy to contact teachers and 1 who is partially (sometimes); In the case of the cleaning area, there are 2 participants who claim that access is partially easy, no one says that it is not at all easy.

... contribute to creating a comfortable climate in which to learn and work.	90.9	Of all the questions about the teaching staff, it is the one which refer to the capacity of the teaching staff to create a welcoming, appropriate climate for learning and working, that has, despite being high (90.9%, 60 of 66), the second lowest percentage of affirmative answers. There are 3 participants who believe that this good atmosphere is not created and 3 more partially created (in the cooking area, where the lowest percentage of the affirmative answer is found).
... suggest different activities depending on the needs of each student	86.4	Of all the questions about the teaching staff, the one that refers to the personalisation, by suggesting different and varied activities according to the different needs of each student, is the one that has, despite being high (86.4% 57 of 66), a lower percentage of non-affirmative answers. There are 7 participants who believe that this personalisation is only partially given and 2 who claim that it is not given (in the cooking area is where the lowest percentage of the affirmative answers are).

Suggestions for teachers

Only 13 of 66 participants have answered what aspects would improve the work of the teaching staff and/or proposed suggestions. In addition, of the 13 participants who have answered, 2 affirm that they would not improve anything.

The issues to be improved or suggestions proposed by 11 participants refer to:

- the characteristics of the way the teacher is: to be happier and kinder more patient and cool, calmer and more conciliatory, ... (codes 55, 56 and 59)
- the style/manner of teaching of the teacher: They should prepare the classes better and make sure they know what they are teaching (code 4), talk more slowly and calmly and not stressfully (code 56), to leave more time and opportunities (code 56 and 59), that they should be inside the classroom more often and not have to work outside (code 66), explain when I do not understand something (code 66), not to be strict (code 23), not tell me off me when I'm wrong (code 43), they should organise more visits to other organisations. (code 27).

4.4.5. Personalised Guidance

Of the 67 participants who answered, most (83.6%) claim that they have had a teacher as a referent or tutor. Even so, 11 participants (16.4%) answer that they have not had any teacher-tutor or referent teacher. It is in the cleaning area where the percentage of participants who say they have not had personal guidance is greatest (36%, corresponding to 5 of the 14 participants that have responded in reference to this area).

Figures 12 to 15 show the % of agreement to the items below, jointly and by areas, including missing values, to evaluate the role of tutors:

- The tutor helped me to understand the training program.
- The tutor helped me to understand how the organisation of the program worked.
- The tutor helped me with strategies to study and learn.
- The tutor adapted some things (contents, methods, tools ...) in order to help me with the learning activities.
- The tutor provided information and guidance about what studies/training I can do once I finish the VET program.
- The tutor provided information and guidance about how and where I can look for a job.

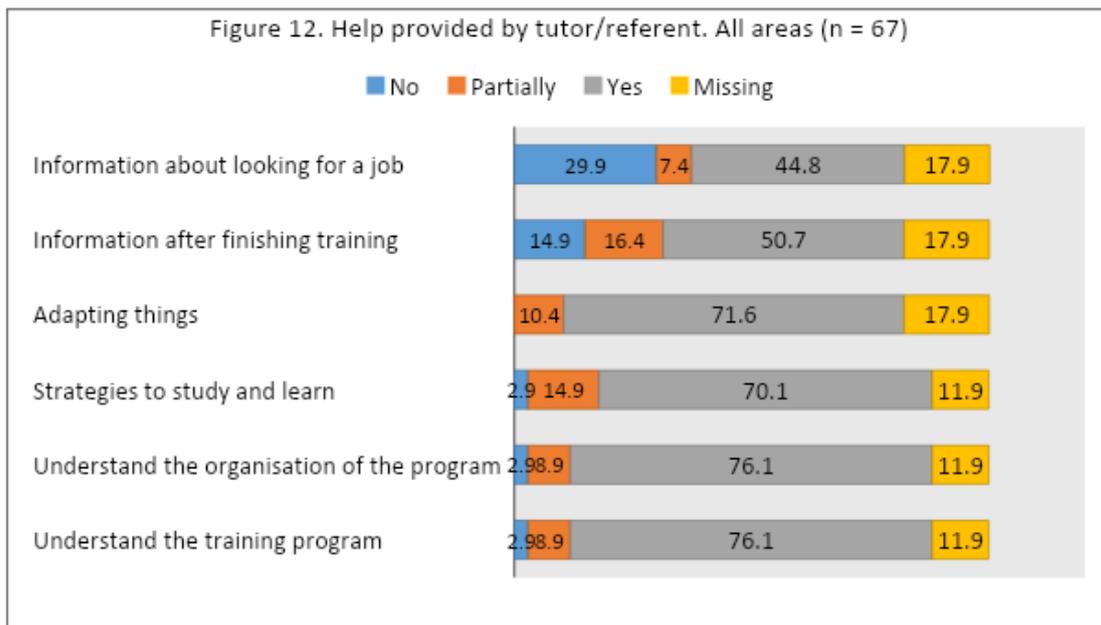


Figure 13. Help provided by tutor/referent. Cleaning area (n = 14)

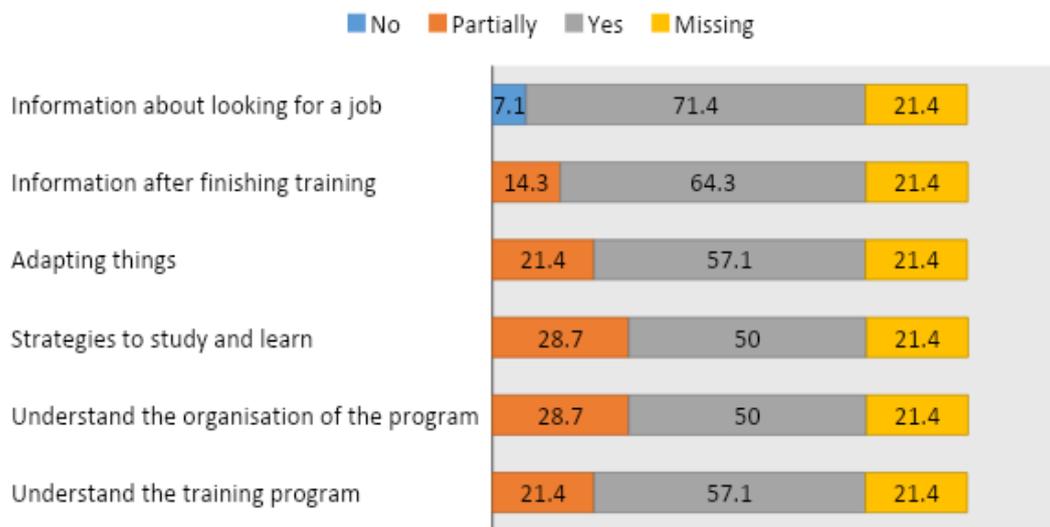
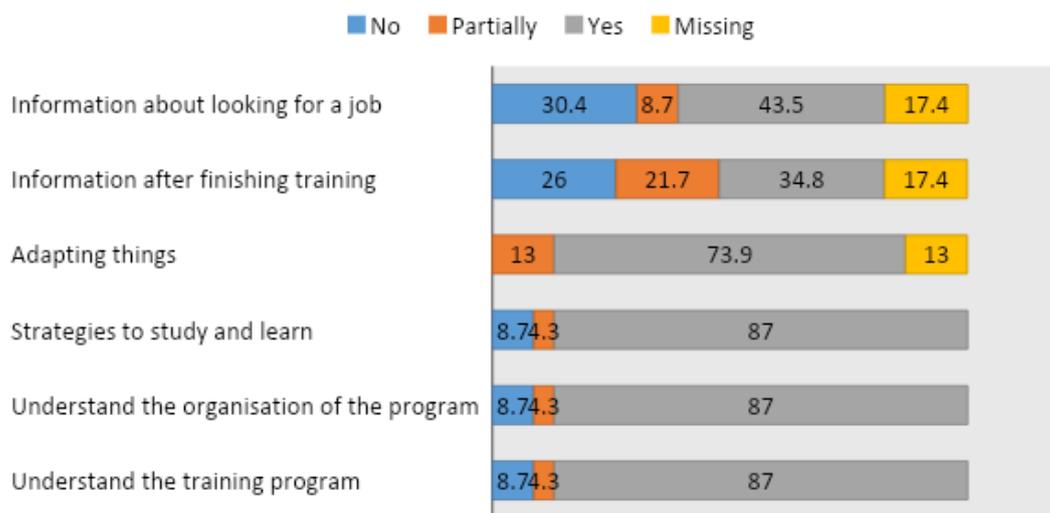
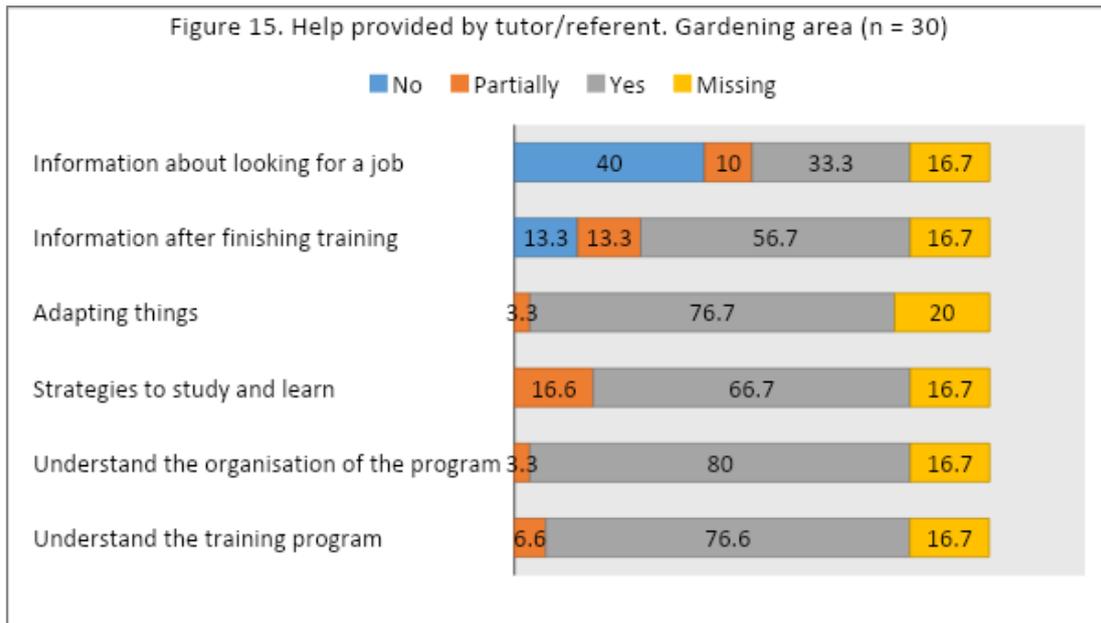


Figure 14. Help provided by tutor/referent. Cooking area (n = 23)





Based on the analysis of these data, it can be emphasised that:

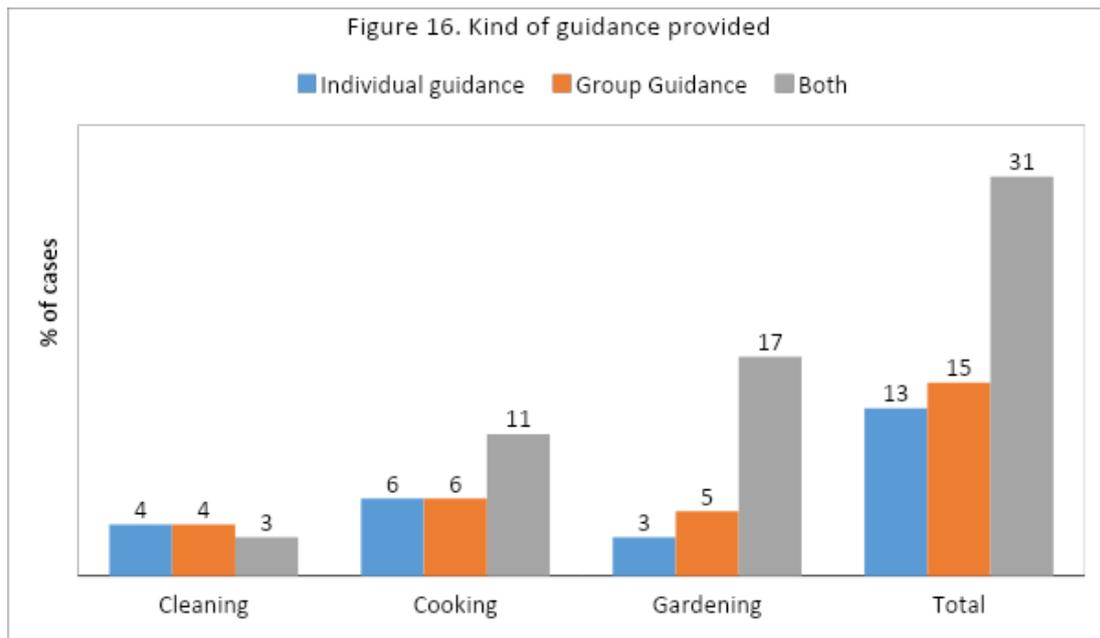
- Of the students who have a teacher-tutor during the training, a majority (86.4%, 51 of 56 who respond) affirm that this teacher helps them to understand the characteristics of the training program (the structure, contents and methodology of the course). 6 say they partially help them and 2 (cooking area) say that they are not helped in this general understanding of the program (Figure14).
- Of the students who have a teacher-tutor during training, a majority (86.4%, 51 of 56) say that this teacher helps them to understand how the work program is organised. 61 of 66 participants say that the teacher helps them to answer doubts, 3 believe that they only answer doubts partially (2 gardening, 1 of cooking), and 2 believe that the teacher does not answer doubts (2 of cooking).
- About 80% of the participants who have a teacher-tutor during the course of their training consider that this tutor helps them with learning and study strategies. However, about 20% say they only partially help them (17%) or that they do not help them (3.5%). It is in the cleaning area where the percentage of positive responses is lower.
- About 90% of the participants who have a teacher-tutor during training appreciate that this tutor helps them adapt content as well as methods and instruments in order to favour their learning. However, about 13% say they only partially support them (17%). It is in the cleaning area where the percentage of positive responses is lower.

- The percentage of participants who affirm that the teacher-tutor of the program provides them with information about what they can continue studying or on other training paths once the VET program has finished, is around 63% (34 participants of 55). We consider moderately high the percentage of participants who claim that the teacher does not provide this type of information and guidance (18.2%) and those who respond that the teacher offers this information only partially (20%). It is in the cooking area where the percentage of positive responses is lower (42.1%), half than in the cleaning area (81.8%).
- Providing information and guidance on how and where to find work, is the action of the teacher-tutor that receives the least positive answers. 54% of participants (30 of 55) answer that the tutor does offer this information; In contrast, 36.4% (20 of 55) answer that the tutor does not perform this type of activity, and 9.1% (5 of 55) respond that it is done only partially. In the cleaning area, the percentage of positive responses is high (90.9%), in contrast to the gardening area where the percentage of participants who respond positively to the tutor's performance drops to 40%.

Regarding the type of guidance

The way in which the tutor-teacher offers guidance and counselling is, in half the cases, both individually and in group, 22% is only individual and 25% only in group, according to how 59 participants respond. The differences between the areas are quite visible (Figure 16). It's hard to make any conclusive/explanatory idea without more information. In any case, most participants identify that they receive individual and group support.

It is curious that, in the same area, there are participants who respond that the guidance of the tutor is only individual, while others claim that they are only group, and others, both individual and group. It could be to do with the perception that each participant has of the same action on the part of the tutor or with the fact that this action of the tutor varies depending on the personal characteristics of the participants in the training, or that they take different training in which they have participated as a reference.



What would you improve regarding personalised guidance?

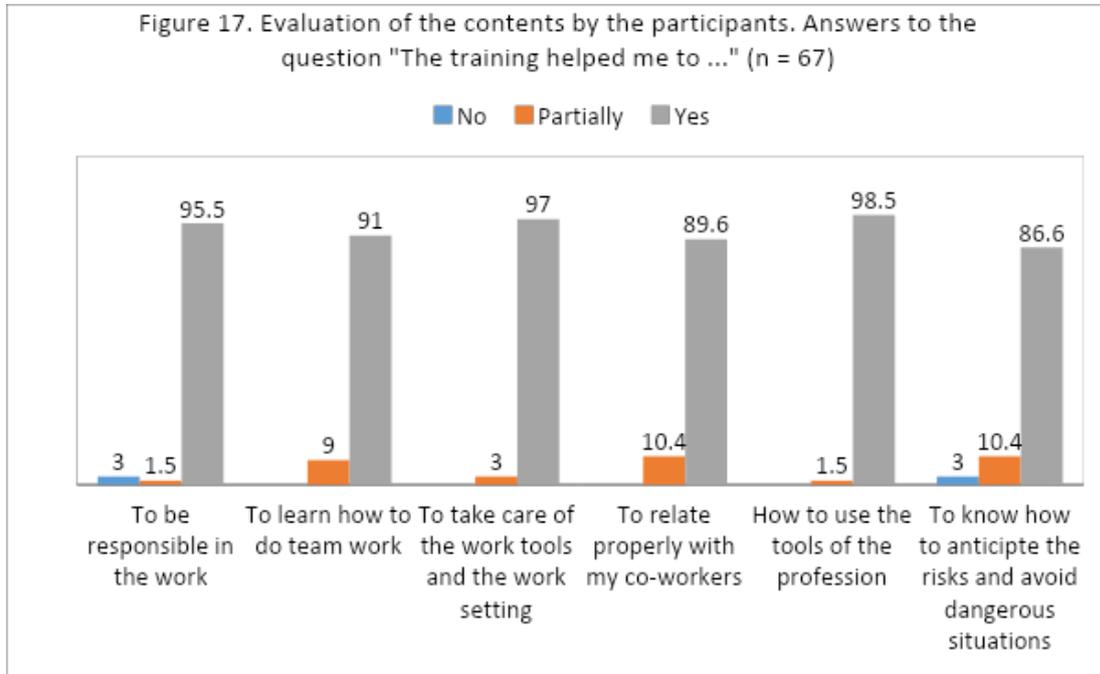
There are only 5 answers and they are from some of the participants of cooking and cleaning:

- 2 participants express the desire to have more time to share with the teacher-tutor, in one case in order to discuss/talk more.
- 2 participants ask to be able to participate in more activities (it is supposed to be a tutorial, but it is not clear).
- 1 participant asks the teacher-tutor to provide more information about the profession that is the subject of training (Cooking).

4.4.6. Contents

Participants were asked to assess the extent to which the contents of the training allowed them to learn different abilities. 67 people answered. In all areas the vast majority respond that training has helped them to be responsible in the work, to learn how to join in team work, to know how to take care of the work tools, to learn how to relate properly to their co-workers, to use the tools of the profession and to know how to anticipate the risks and avoid dangerous situations. However, the three aspects selected by a larger number of people have to do with the understanding of more technical or instruction lessons (to use the tools of the profession,

to take care of the work tools and the work setting, and to be responsible at work). Figure 17 summarises the answers.



By areas, some data can be highlighted. Of the 23 people linked to the cooking area, 17.4% considered that they had learned only partially to work as a team, 21.7% considered that they had learned only partially to relate properly with the co-workers. These values are higher than those corresponding to the other two areas, where a higher percentage responded "Yes." It also highlights that in the case of the gardening area, 20% of the 30 participants considered that the training only partially helped them anticipate the risks and avoid dangerous situations.

4.4.7. Assessment system

Participants were asked if the teachers assigned them assessment activities during the training. Of the 65 people who responded, only 20 (30.8%) answered positively. Therefore, the first thing to emphasise is that participants generally have the perception that assessment activities are not carried out. Table 18 shows the results by areas.

Table 18. Answers to question 47: Did the teachers assign you any assessment activities during training? (By work areas)

Area of Training		No	Yes	Total
Cleaning	Count	10	3	13
	%	76.9%	23.1%	100%
Cooking	Count	19	3	22
	%	86.4%	13.6%	100%
Gardening	Count	16	14	30
	%	53.3%	46.7%	100%
Total	Count	45	20	65
	%	69.2%	30.8%	100%

Therefore, the remaining questions related to the assessment activities are answered by 19 to 22 people.

Most assert that they had to complete the assessment activities at the end of the training, although some people also indicate that they did during the training or during the training and at the end (Table 19)

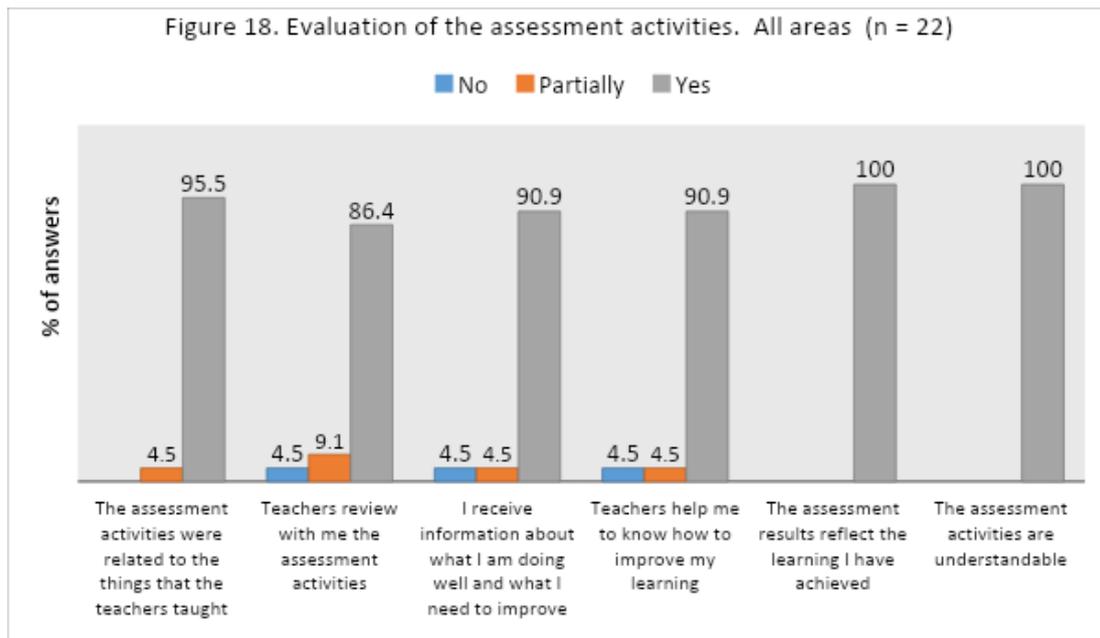
Table 19. Answers to the question 48 "Could you explain when you had to complete assessment activities?" (By work areas)

		During the training	At the end of the training	Both, during the training and also at the end of the training	Total
Cleaning	Count	1	2	0	3
	%	33.3%	66.7%	0.0%	100%
Cooking	Count	1	1	1	3
	%	33.3%	33.3%	33.3%	100%
Gardening	Count	3	8	2	13
	%	23.1%	61.5%	15.4%	100%
Total	Count	5	11	3	19
	%	26.3%	57.9%	15.8%	100%

95.5% of the 22 participants consider that the teaching staff provided sufficient information on the assessment system the training program (question 49) and everyone thinks that the information received was clear (question 50). They were asked to evaluate if they agreed with different statements about assessment activities. The affirmations to evaluate were the following:

- The assessment activities were related to the things that the teachers taught.
- Teachers review the assessment activities with me.
- I receive information about what I am doing well and what I need to improve.
- Teachers help me to know how to improve my learning.
- The assessment results reflect the learning I have achieved.
- The assessment activities are understandable.

The answers obtained are presented in Figure 18, without differentiating by areas.



It was also asked if they could provide examples of assessment activities. There were 19 answers that were presented in Table 20. Some of the answers make more reference to the valuation system (*assessment with faces, assessment with arrows, on a wall paper, with three levels of assessment*) than to the evaluation activity itself. Some also refer to the evaluation through tests, and the realisation of practical activities. Other people focus on feedback provided by teachers (*I can discuss with my teacher when my classmates pick on me, After completing the job they told me if I did a good job, They help me to correct my mistakes, When I did something wrong, they corrected me, After completing the job we discussed how I performed, They tell me when I make mistakes*). A couple of people refer to self-evaluation (*They asked me questions so I can evaluate how I did, The trainer asked me to evaluate myself if I did well or not*).

Table 20. Answers to the question about examples of evaluation activities carried out during the training (question 51)

Area	Case	Answer
Cleaning	1	Assessments by practice activities
	5	Test evaluation
	6	Test evaluation
	7	We did worksheets with the necessary material and then we would do the practice part
Cooking	2	Making coffee
	26	I can discuss with my teacher when my classmates pick on me
Gardening	13	Test evaluations
	19	On a wall-mounted paper, with three (3) levels of assessment
	20	Assessment with faces
	21	Assessment with faces on the wall
	23	Assessment with faces
	24	Assessment with arrows
	44	After completing the job, they told me if I did a good job
	45	They asked me questions so I can evaluate how I did
	47	They help me correct my mistakes
	48	If I did something wrong, they corrected me
	50	After completing the job, we discussed how I performed.
	53	They tell me when I make mistakes
54	The trainer asked me to evaluate myself if I did well or not	

When asked if they would make suggestions about the evaluation, you get only one answer: "It helps me to see how the teacher does an activity first, that way I will not make mistakes." (Participant code: 47)

4.5. Section 5. Suitability of Training to Employment

This section of the questionnaire was aimed at discovering the relationship between the training received in the cleaning, cooking or gardening areas, and the employment of the participants at the time of responding to the questionnaire. It is important to note that, of the 68 people who received training and answered the question, only 32.4% stated that they are currently working in the area in which they received training. Table 21 shows the data broken down by area. It can be observed that only in the case of the cleaning area, most assert that they are working in the area in which they received training. And it should be noted that of the 22 people who said they were working in the area where they had been trained, almost 96% were working in "sheltered employment".

Table 21. Number and percentage of people working in the same area in which they received training, by work areas

Area of training		No	Yes	Total
Cleaning	Count	3	11	14
	%	21.4%	78.6%	100%
Cooking	Count	19	5	24
	%	79.2%	20.8%	100%
Gardening	Count	24	6	30
	%	80%	20%	100%
Total	Count	46	22	68
	%	67.6%	32.4%	100%

100% of those answering in employment said they were satisfied with the skills learned during the training program, and 92% considered that what they learned in the training program was useful for their current job. Only 4 out of 25 people said they were not satisfied.

People were asked to explain what they would need to learn to improve their work (question 5). Table 22 summaries of the answers collected, organised by work areas. Only 11 answers were collected referring to question 5.

Table 22. Answers to the question about what people think they need to learn to improve their job.

	Code	What would you need to learn to improve your current job?
Cleaning	4	Know how to use the Individual Protection Equipment
	38	More training
Cooking	2	I would like to learn to make a drawing with coffee latte
	10	Being more attentive
	30	I would like to participate in more catering activities
	36	Speed
Gardening	12	Learn to use the chainsaw
	13	I feel like I've learned everything I need for my current job
	16	I feel like you can always use new learning experiences to improve yourself
	34	Training on chainsaw use (training in chain saw participants)
	53	Learn how to cooperate better with other people

4.6. To Finish

To finalise the questionnaire, participants were asked if they wanted to make any suggestions or emphasise things that could help teachers and managers to plan better VET programs in the cleaning/cooking/gardening areas. 11 answers were received, none for the "cleaning" area. Table 23 shows the answers. Even though the number of responses collected is small, some ideas can be highlighted, such as the demand for more internship, doing internships outside the VET centre, more relationship with families, having more than one teacher, to know more about the job before starting the training. Some answers are a bit difficult to interpret (participants 56 and 59)

Table 23. Answers to the question "Would you like to make any suggestion or comment about things that can help teachers and managers to plan a better VET program in the Cleaning/Cooking/Gardening area?"

	Code	Suggestions or Remarks for Planning VET Programs
Cooking	2	Do more internship
	26	I like Margarita's programs
	55	I would like more than one teacher
	56	I would like to give us more and equal opportunities to all the beneficiaries
	59	I would like to give us more and equal opportunities to all the beneficiaries
	64	I would like to cook more with other people from other organisations and go to caterings
	66	I would like more catering activities. I would also like more time for discussions and relaxation
Gardening	16	I feel like it would be good to have teachers with disabilities too to show that we can do more than being students. And that we are able to teach others
	39	I consider the vegetable garden activity a tiring training for me, but I like it
	43	Homework, equal participation in all activities, better cooperation with parents
	47	I would like to see a video first about the job
	60	I would like to have internships outside of MARGARITA
	62	I would like more opportunities to collaborate with others and the internship

5. GUIDELINES FOR PLANNING VET TRAINING PROGRAMS

This section includes the main ideas that are derived from the analysis of the data obtained from the questionnaire and which can guide the planning of VET training programs in the areas of Cooking, Gardening and Cleaning. The opinions of the participants in the study provide information that allows reflection on different aspects of the training and suggests some characteristics and lines of action that should be considered when planning and developing training programs of this type. This section is organised around the same topics included in the questionnaire: teaching methodology, support materials and tools, internship, teachers, personalised guidance, contents, assessment system and suitability of training with regards to employment. At the end of the section there is a summary of the main tips for training derived from this study.

5.1. *Teaching methodology*

Based on the contributions of the participants, it seems that a *methodology that combines both individual and group activities* may be suitable in general. It is necessary to analyse exactly what the tasks linked to each of the professions are, in order to identify which activities should be focused on in a group, individually or using both methodologies. The preferences of each person should also be taken into account.

It is probable that in the different areas (Cooking, Gardening and Cleaning) the importance given in the training program to group and individual activities might be different. From the analysis carried out, it would seem that in the area of Cooking, it is necessary for there to be more individual activities that help the person feel more independent at work. In any case, it should be considered that a combination of group and individual activities is desirable in any of the areas since they have an impact on the different aspects of learning involved.

About the *types of activities*, the data indicate that those based on group dynamics, simulations and manipulative activities appear to be the most useful, according to the point of view expressed by the participants. In short, they are activities that involve the direct participation of people when doing something manipulative, or simulating what should be done in a specific job. This should be kept in mind during training.

Finally, the participants appreciate that the explanations that teachers give before performing an activity or before and during the activity are those that are most useful to them. It is important, therefore, to train, to devote time to carefully explain what each activity consists of, how to do it and what learning they want to be achieved.

5.2. Support Materials and Tools

The preferences shown by the participants regarding the *support materials and tools* that they use in the training experiences they have participated in, help identify some orientation for training. It seems that a combination of different support materials or tools would be desirable to help people to learn better. Participants show interest in visual tools like photographs, videos or slide presentations; also, paper documents or books are interesting, especially in Cooking, to show different recipes or helping them to remember tips. Specific tools are necessary as they constitute a basic equipment related to the work area, especially linked to practical lessons. So, it is important to have these updated tools, working well, in good condition, and having the appropriate tools for people with special needs (for example, left-handed people).

5.3. Internship

The subject of internship is a key issue to consider in the regarding training. Of the 69 participants, only 19 say they have done one internship. Of these, 18 think that the internship period has been satisfactory and all but 2 people say they have had the necessary support from a tutor in the training centre and a company tutor during this period. Some participants in the study (11 people) argue that the internship has mainly helped to learn techniques and processes related to Gardening, Cleaning or Cooking, and others (7 people) have pointed out that it has been useful for them to improve learning related to competences such as responsibility, punctuality, teamwork, cooperation, adaptation to the situation, among others.

The information that is derived from this study points out that it is necessary to carefully evaluate the possibility of offering, within the training programs, periods of internship in companies in the area. Work experience allows trainees to have an experience close to what can be a future job. During the internship, the student is able to put into practice what they have learnt in training in a real working situation. They can identify the strong points in their training and also those aspects which need some improvement. In this sense, it seems desirable not to wait for the work experience at the end of the training but to be able to alternate with the training developed in the academic environment.

The figure of a work experience *tutor* and of a person where the work experience takes place with the role of supervisor are important to be able to provide good support to the student and to be able to offer him or her good feedback. However, the support people perceive from their work colleagues in practical environments is important, not only to learn the most technical and procedural aspects of the work, but also to help them adapt to their surroundings.

Regarding the *duration* of the internship period, answers have been very varied. Participants talked about work experience from a few weeks to ones that lasted several years. Obviously, the duration of the internship period is based on the overall duration of the training.

The participants in the study are satisfied with the place where they have carried out their internship. The few who make a proposal to improve this work experience period comment that they would like to be able to do more tasks, use tools that are more directly related to work, favour a quiet working environment, have more time to develop tasks and have more opportunities to work outside the foundation or service that does the training. In this regard, it would be necessary to assess the possibility of offering periods of work experience in more than one company or offering them in companies in the ordinary labour market. This could facilitate the connection between work placements and work inclusion.

Therefore, the possibility of including one or several internships periods in the training will have to be carefully analysed, the length of time assessed, the appropriate places for placement found and the way in which students will be monitored and evaluated during this period decided.

5.4. Teachers

Regarding teachers, the participants valued a series of items related as to whether the teachers helped them understand the contents, treated them with respect, helped them learn, resolved their doubts, knew about what they explained, whether it was easy to contact them to ask for help, whether they help create a comfortable working and learning climate and if they suggest different activities depending on the needs of each student. Of all the items, the idea that the teaching staff suggest different activities according to the needs of each student is the one with the least positive answers, although the percentage is still above 80%. This question refers to the personalisation of teaching. A part of the participants think that this personalisation occurs only partially or that it is virtually non-existent. Therefore, although the assessment is quite positive, some people who answer the questionnaire think that teachers could do more to adapt their teaching to their needs. In this sense, teachers must be sensitive to attention to diversity and must have tools and pedagogical resources in order to analyse the needs of students and

adapt and customise teaching. Working in small groups is a factor that can favour personalisation, although it is not the only one.

Of the questions related to the evaluation of the teaching staff, which refers to the capacity of the teaching staff to create a *cosy atmosphere*, suitable for learning and working, is the one that obtains, despite being high (91%) the second lowest percentage of answers. In this sense, some participants think that teachers could do more to help create this climate. Some people, when asked if they would make suggestions, ask teachers to be more "happy and kind, more patient and cool, more calm and conciliatory", "talk more slowly and calmly and no stressful" (sic). It is important, therefore, that teachers take into account the relational climate of the student group and contribute to the creation of a suitable climate. Some suggestions, such as the request that teachers "be more frequent inside the classroom and not have work outside" (sic), suggest that on some occasions, teachers, for reasons that escape this study, do not dedicate the expected time to teaching. It is therefore necessary to ensure that personnel involved in training have the appropriate time to be able to carry out their work in conditions and without interference, and also that teachers have a respectful attitude towards students. Teachers must be clear and respect the rights of people with disabilities.

5.5. Personalised Guidance

The participants recognise that the figure of the tutor plays an important role in training. About 90% of the users who have a teacher-tutor during training, appreciate that this tutor helps them adapt content as well as methods and instruments so as to favour their learning. However, some participants say they only partially help them (17%). The participants in the study consider that the tutor, above all, helps them to understand the program and its organisation, they support strategies for study and learning and help to adapt the style of training to each user. However, it seems that, in general, this personalised guidance does not provide information about training and work options once training is completed, or resources for finding a job. It would be necessary to extend the personalised guidance and to include professional guidance with actions aimed at providing knowledge of job search resources, knowledge of the work environment, tools to apply for jobs, in short, the skills and knowledge of resources to facilitate the search for a job.

One of the participants asked for more information to be provided about the profession being trained for, in this case, Cooking. Although only one participant makes a reference to this, it may be an idea to keep in mind, that is to say, consider the importance of providing, as far as possible,

sufficient information about the profession, at the same time as being aware that within the same area the specific tasks to be performed can vary considerably.

The item related to whether the teaching staff suggests different activities depending on the needs of the student is the one that has obtained the lowest percentage of answers (86.4%) of the set of the items related to the evaluation of the teaching staff. One question that suggests this fact is that, although it is positive that the tutor supports the adaptation of strategies and tools to personalise learning, non-tutoring teachers will also probably need support when considering the activities of training in a personalised way.

5.6. Contents

Throughout the questionnaire, general information about the *types of contents* that are worked on more in training in the different areas has been obtained. The highest percentages of response are obtained for the items referring to the fact that they offer content on how to use the tools of the profession, how to take care of these tools, and the work environment, about responsibility at work and about teamwork. All of them respond to them in more than 90% of the cases. However, it seems that in the case of the Cooking area, some participants do not find that they are sufficiently helped to work in teams and relate to co-workers. In the case of the Gardening area it seems that some people consider that they are not taught enough about how to avoid risk situations. However, the vast majority respond positively. Therefore, all these aspects should be part of the training content.

To identify the *more specific training contents* it is necessary to start from the analysis of the tasks that are usually carried out in companies in these areas. That is why we must take into account the contributions of business owners, managers of companies and workers who can provide information on what these main tasks are and, from here, identify the competencies that need to be worked on in training.

5.7. Assessment System

One of the things that attracts attention regarding the answers to the questions about the evaluation system, is that of the 65 people who answered the questionnaire, only 20 responded that evaluation activities were assigned to them. A possible interpretation of this data is that few student assessment activities are carried out, but it is not the only possible interpretation.

It can also mean that people who participate in training processes do not easily identify which of the activities they are doing are evaluation activities.

Most of those who claim they were assigned *evaluation activities* say that they usually do it at the end of the training period although they also do some during the training. *The evaluation of learning can be carried out during the training process*, in such a way that it allows the teaching staff to obtain information so as to be able to make decisions about the teaching processes, to analyse in what aspects it is necessary to place more emphasis, to value strategies, amongst other aspects. In this way, students can be offered information about their progress and orientation on learning strategies. *The evaluation at the end of a training period* allows to obtain information about the achievements of the learning process and to make decisions about the orientation that must be given to the student in the face of future jobs or the continuity of the training process. The assessment must provide sufficient information to be able to document the level of achievement of the student. Continuous assessment and final evaluation should be explicitly planned in the training program.

Evaluation strategies can be diverse but it is desirable that they are based on practical activities, which allow for the observation of how the person is developing in surroundings similar to those that will be found when occupying a place of work in the Cleaning, Cooking or Gardening area.

In general, the participants who have evaluated the assessment system consider that assessment activities are really related to what the teaching staff teaches, reflect the learning they have achieved and are well understood. They also consider that teachers help them improve their learning, providing them with information about what they do well and what they need to improve. The one with the lowest positive ratings, although also obtaining a high percentage (86.4%) is related to the item "Teachers review the assessment activities with me". Evaluation processes should be used to guide students, and therefore spaces and times must be provided so that teachers, along with the student, can review and evaluate the activities and achievements made and, from there, orient the person about what to improve and how to do it.

5.8. Suitability of training to employment

According to the information collected, of the 68 people who received training and responded to the question about whether they were working in the area in which they were trained, only 32.4% stated, when responding to the questionnaire, that they were working in the same area in which they had been trained. By areas, it is the one of Cleaning where more people are

working in the area in which they were trained (78.6%) while in the Cooking or of Gardening areas about 80% of people say they are not working in the area in which they were trained. Based on the data obtained, it would seem that in the Cooking and Gardening areas it is more difficult to find work than in the Cleaning area. The analysis of the reasons that can explain this difference exceeds the scope of this report. They could be related to the socioeconomic and business context, with the relationship between the training centres and the companies of the different areas, the particular characteristics of each professional area, amongst other reasons. In any case, it is necessary to reflect on the link between the training offered and the possibilities of future labour insertion of the participants.

6. TIPS FOR TRAINING

This section summarises the tips for training, in the form of points. That is, the guidelines to take into account when planning Vocational Educational Training programs for people with intellectual disabilities in the Cooking, Gardening and Cleaning areas.

The "tips" try to specify what to do and to take into consideration when planning the training, but in a rather general sense. This is so each VET centre can analyse what its current situation is with regard to the training offered in these three areas and, from there, select and adapt the guidelines considered most relevant in each case. The tips for training have been organised taking into account the different elements that a training program must have: training objectives, contents, teaching methodology, internship, personalised guidance and an assessment system. Some tips for training related to teachers have also been included. We have focused on the guidelines that are derived from the study carried out based on the opinions and points of view of people with intellectual disabilities who have participated in training processes in these areas.

Training Objectives

- Analyse which tasks are involved in the work in the area of Cooking, Cleaning or Gardening for which people want to train. To identify these tasks, you need guidance from professionals and companies in the area.
- Identify clearly what the expected areas of learning are that the person undertakes through the training.
- Bear in mind that learning can be related to skills and procedures that are needed to carry out work tasks, but also with attitudes linked to teamwork and the relationship with co-workers and bosses.

Training Content

- Clearly identify what the content to be studied is, based on an analysis of the tasks carried out in each of the areas.

- Include content related to the knowledge of the tasks typical of the work area and the typical tools of the area and their use.
- Include content related to the skills that are needed to work in a specific area.
- Include work related to abilities and attitudes related to teamwork, interpersonal relationships (relationship with co-workers and bosses), responsibility in the workplace, amongst other skills.
- In addition to the specific contents of each area, the training should include processes of professional and vocational guidance, therefore, contents related to job searches and knowledge of the workplace, in general, and the local working context.
- Include content regarding health and safety at work.

Teaching Methodology

- Find a combination of group and individual activities that help achieve learning and complement each other, clearly identifying what the objectives are with the different activities.
- Plan the learning activities while taking into account the different needs and interests of students, this means that, if necessary, certain activities must be adapted or adjusted either in terms of content or in terms of learning strategies.
- Plan practical activities, which involve active participation with the person actually doing something.
- In the realisation of the learning activities, combine the use of materials in different formats (written, oral, visual) so that each person can find what helps him or her to learn the most.
- Make special emphasis on visual materials (photographs, videos, images) that can help make information more accessible to students.
- Ensure that the materials and learning support tools available are up-to-date, that they are adapted to the labour area for which they are being trained and allow to develop good practices.

Internship

- Plan periods of internship within the training program, with a sufficient duration to allow the development of a process of adaptation to the workplace, learning of competences and appraisal of learning.
- Select, as far as possible, places of practice where the person can play an active role, participate in the work activity and receive the necessary support in the place of practice so that it can improve their learning.
- Work with the company and provide support for the reception and accompaniment of the person in work placement.
- Do not wait for the end of the training to do the internship. If possible, alternate periods of training and periods of work in the company.
- Provide the student with a person of reference or guardian from the training centre and a person who is the person of reference in the place of work experience.
- Provide tutors with guidelines on what they must do and how to communicate with each other in order to guarantee the proper accompaniment of the person doing the internship.
- During the internship, offer the person opportunities to carry out activities that allow them to learn the tasks and use the tools of the place of work.
- During the internship, offer the person the opportunity to learn important skills to develop a work task, related to responsibility, teamwork and adaptation to the workplace.
- From the training centre, ensure that the work environment receives and supports the person doing work experience, and that their rights are respected.
- Plan the systems and tools that will be used to collect information about the student's achievements and to offer feedback to the student about their learning during the internship, both on the technical and procedural aspects of the profession as well as of attitudinal aspects.
- Analyse the possibilities of offering work experience in different types of companies, including companies of ordinary work environments, in order to increase the

connection between training and the possibilities of labour insertion in ordinary settings.

Personalised Guidance

- Plan what system of personalised guidance the training program will have. It can include a team of tutors and various orientation activities, some individual and some in groups.
- Assign a tutor or person of reference to each one of the people who participate in the training. This person will be accompanying the trainee during the entire training process. This figure can have different functions: identify the needs of the person with disabilities and propose strategies to help them in their learning, to be the person's point of contact if they have any difficulty and to offer personalised professional and work oriented guidance.
- They should collaborate with the teaching staff, especially by informing of the needs and characteristics of the person and advising on possible strategies for their learning.
- Before starting the training, offer information to students about the type of tasks, work contexts and other aspects that are involved in working in that area. Formulate a strategy so that the person can have enough information to choose if he or she is interested in continuing training.
- Include the orientation aimed at learning skills, tools and resources for job search in the personalised guidance.
- Include in the personalised guidance the orientation aimed at providing information about the world of work in general (labour rights and duties, types of contracts, etc.) and about the work environment nearby (professional outlets, companies in the area that exist in the territory, etc.)

Assessment System

- Clearly identify what the learning areas the person has to achieve, with the different levels of achievement planned.

- Plan the evaluation system of the training process. It is recommended that continuous assessment throughout the process and a final evaluation be included.
- Identify the assessment activities with clarity and ensure that they are suitable for identifying the different levels of achievement of competencies.
- Differentiate clearly how continuous assessment is carried out throughout the process, with activities that allow documentation of progress, adjusting the learning process and orienting the student's educational pathway. The final assessment activities should be oriented to the global evaluation of learning and provide information about the achievement of competences.
- Use assessment activities of different types (practical activities, manipulative, elaboration of some type of material, interviews, written exercises, etc.), so that people with different ways of learning can show what they have learned.
- Give priority to assessment activities that imply the practical application of the learning done, and that you can observe how the person performs them in real or similar work environments in the labour context of the training area.
- Carry out the final assessment based on activities that have been practiced throughout the training process.
- Decide at what moment during the training feedback will be provided to students and through what strategies (group, individual tutorials, etc.).
- Inform students clearly about the assessment system provided.

Teachers

- Choose suitable teachers to teach people with intellectual disabilities. In this sense the teaching staff:
- Must have pedagogical resources to be able to plan and develop the teaching activity, adapting it to the diversity of needs of the students.
- They must have skills to manage the climate of the training group, contributing to create a relational environment suitable for learning.

- They must be able to develop an educational link based on respect for people with disabilities.
- Ensure that the personnel who will be devoted to training have the appropriate time and space to be able to develop a good educational task. Ensure a clear distribution of functions and tasks between the personnel of the organisation offering the training.
- Provide teacher training and support strategies to help them plan and develop teaching, taking into account the needs of each student.

APPENDIX 1: QUESTIONNAIRE

Section 1: Personal data

1. Age _____
2. Gender
 - Male
 - Female
3. Name of the VET Centre where you receive training _____
4. Residence town _____
5. Country _____

Section 2: Training and work background

Training background before VET

1. **Highest level** of studies **finished** before VET:
 - Primary education
 - Compulsory Secondary education
 - Post-secondary education
 - Higher education
 - Other (you can include here studies/training finished in a non-formal area)

2. In case you've finished post-secondary education or higher education, please, tell us the name of the studies you finished:

3. Highest level of studies **certified** before VET:

- primary education certification
- Compulsory secondary education certifications
- Post-secondary education
- Higher education
- Other _____

Training background in VET programs

4. Field/s in which you have received **training** (*tick more than one if necessary*):

- Cleaning
- Cooking
- Gardening
- Other _____

5. Select one of the training areas (CL/CK/GR or other) in which you have participated, select **the 2 main courses** or programs you did and answer the questions 6 to 12:

6. Topic of the training _____

7. How long the course lasted? _____

8. Did the course have theoretical classes?

- Yes
- No

9. Did the course have practical lessons?

- Yes
- No

10. Did the course have an internship period?

– Yes

– No

11. When did you do this training? _____

12. Where did you do this training? _____

Think of another of the main courses or programs you did in this training area and answer the questions 13 to 19:

13. Topic of the training _____

14. How long the course lasted? _____

15. Did the course have theoretical classes?

– Yes

– No

16. Did the course have practical lessons?

– Yes

– No

17. Did the course have an internship period?

– Yes

– No

18. When did you do this training? _____

19. Where did you do this training? _____

Work background before VET

1. Field/s in which you have **work experience** (tick more than one if necessary):

- Cleaning
- Cooking
- Gardening
- Other _____

In case you have worked in more than one of these fields, please, select the last one and answer the following questions:

2. Training area:

- Cleaning
- Cooking
- Gardening
- Other _____

3. Where did you work?

4. What tasks did you had to do?

5. How long did your work contract last?

Section 3: Training and work current situation

1. Current main activity:

- I am studying (or I receive training in a VET centre)
- I am working
- I am working part time and studying part time
- I am not studying nor working

2. If you **are studying**, to what area your training is related?

- Cleaning
- Cooking
- Gardening
- Other field of study (please, specify which field) _____

3. If you **are working**, in which field are you currently working?

- Cleaning
- Cooking
- Gardening
- Other field of study (please, specify which field) _____

4. If you are working, what tasks do you do at your current work?

Section 4: Satisfaction with the training (This part can refer to a current VET training or a training already finished)

1. Select only one of these fields of training as a reference to answer sections 4 and 5 of this questionnaire (select **only ONE field**)
 - Cleaning
 - Cooking
 - Gardening
2. Are you overall satisfied with the training received in the selected field (The field selected in question 1)



Teaching and learning methodology

3. Did you do (or do you do) group work in your training?
 - Yes
 - No
4. Did you do (or do you do) individual activities?
 - Yes
 - No
5. What kind of activities do you prefer?
 - Individual activities
 - Group activities
 - I don't have a special preference

6. What kind of activities help you learn the most?

- Individual activities
- Group activities

7. What kind of activities did you do (or do you do) during the *training (select up to the three main options)*?

- Simulation activities
- Group dynamics activities
- Experiments
- Manipulative activities
- Writing activities
- Reading activities
- Game activities
- Computer/tablet activities
- Other (specify)_____

8. What kind of activities mentioned in question 7 help you learn the most?

- Simulation activities
- Group dynamics activities
- Experiments
- Manipulative activities
- Writing activities
- Reading activities
- Game activities

- Computer/tablet activities
- Other (specify) _____

9. When did (or does) the teacher usually does explanations? (select which of the following options was (or is) more usual)

- Before carrying out an activity
- During the activity
- At the end of the activity
- Other _____

10. When do you prefer that the teacher does explanations related to activities? (You can choose more than one option)

- Before carrying out an activity
- During the activity
- At the end of the activity
- Other _____

11. What would you change about the learning activities? Do you have any suggestions?

Support materials and tools

12. Please, tell us if your teachers in the training program use any of the following tools during teaching sessions (*tick more than one if necessary*)

- Slide presentations
- Blackboard
- Digital blackboard
- Videos
- Internet materials
- Audiotaped materials
- Paper documents
- Books
- Computers
- Mobile phone
- Big sheet paper and markers
- Photographs
- Drawing tools (pencils, paints, paper)
- Specific tools related to the employment area (Cleaning, cooking or gardening tools)
- Other _____

13. Which of these tools do you prefer?

- Slide presentations
- Blackboard
- Digital blackboard
- Videos

- Internet materials
- Audiotaped materials
- Paper documents
- Books
- Computers
- Mobile phone
- Big sheet paper and markers
- Photographs
- Drawing tools (pencils, paints, paper)
- Specific tools related to the employment area (Cleaning, cooking or gardening tools)
- Other_____

14. Why do you prefer them?

15. In the practical activities, did you (or do you) use tools of the training field?

- Yes
- No

16. In case you say 'Yes' in question 15, can you give us some examples of the tools you used (or use) in your practical training lessons?

17. In case you say 'Yes' in question 15, do you think that there was (or are) enough tools and equipment for the studies?

- Yes
- No

18. In case you say 'No' in question 17, what was (or is) missing, in your opinion?

19. Did (or do) the tools and equipment work properly?

- Yes
- No

20. Did (or do) computers and network work well?

- Yes
- No

21. What would you improve on the materials and tools? Do you have any suggestions?

Internship (practice in employment settings)

22. Did you do (or are you doing) an internship as part of your training in the area selected?

- Yes
- No

If the answer is 'Yes' in question 22, please provide descriptive information about your internship answering the questions 23 to 39. If the answer is 'No', please, go to the section "Teachers" (question 40).

23. Where did you do (or are you doing) the internship? (Please, provide some details about the kind of company, i.e. hotel, restaurant, nursery garden, laundry...)

24. When did (or do) you do the internship?

- Immediately after finishing the training period in VET
- In between two training periods in VET?
- Some time (weeks, months) after finishing the training period in the VET
- Other _____

25. How long did (does) the internship last?

26. Did you have (or do you have) a school tutor/supervisor of the internship?

- Yes
- No

27. Did (or do) you have a supervisor in the company where you did (do) the internship?

- Yes
- No

28. What tasks did you do (or do you) during the internship:

29. Are you overall satisfied with this internship?



30. Do you feel you had (or have) the support you need during the internship to learn how to do the tasks required?



31. Did (or do) your co-workers help you when you needed their help?



32. Was (or is) there a co-worker that helped (or helps) you the most?

- Yes
- No

33. If the answer is 'Yes' in question 32, can you tell us what this person helps you with?

34. If the answer is 'No' in question 32, could you tell us what kind of support did (or do) you miss?

35. Do you think the internship has helped you to learn how to work in the CL/CK/GR/OTHER field?



36. What do you think you learned the most in the internship period? Please, point out 3 or 4 things you have learned during the internship period

37. In case you have already finished the internship, did the internship help you to find a job?



38. Did the internship help you to do your work better?



39. What would you improve on the internship? Do you have any suggestions?

Teachers

40. Please, tell us to which extent you agree with each of the following statements regarding teachers in the training program.

Teachers treat me with respect			
Teachers help me to learn			
Teachers solve my doubts			
Teachers explain things clearly			
Teachers help me to understand the training contents			
Teachers know well the things they explain			
Teachers suggest different activities depending on the needs of each student			
It is easy to contact to teachers when I need some help with the activities			
Teachers contribute to create a comfortable climate to learn and work			

41. What would you improve on teachers? Do you have any suggestions?

Personalized Guidance

42. Did you (or do) have a teacher as a referent or tutor during your training in
CL/CK/GR/OTHER?

- Yes
- No

If the answer is 'No' in question 42, please, go to the section "Contents" (question 46).

43. Tell us to which extent you agree with each of the following statements regarding the
tutor guidance

She/he helped me to understand the training program.			
She/he helped me to understand how the organisation of the program worked			
She/He helped me with strategies to study and learn			
She/he adapted some things (contents, methods, tools...) in order to help me with the learning activities.			
She/he provided information and guidance about what studies/training can I do once I finish the VET program			
She/he provided information and guidance about how and where I can look for a job			

44. The guidance she/he provides is (select both options if necessary):

- Individual guidance
- Group guidance

45. What would you improve on personalized guidance? Do you have any suggestions?

Contents

46. Please, tell us to which extent you agree with each of the following statements regarding the contents of the training program of CL/CK/GR

The training helped me to be responsible in the work			
The training helped me to learn how to do team work			
The training helped me to know how to take care of the work tools and the work setting			
The training helped me to relate properly with my co-workers			
Through the training I learned how to use the tools of the profession			
The training helped me to know how to anticipate the risks and avoid dangerous situations			

Assessment System

Please, now think of the assessment activities you had (or have) to do during and at the end of the training course.

47. Did (or do) the teachers assign you any assessment activities during the training?

- Yes
- No

If the answer is 'Yes', continue with question 48. If the answer is 'No', go to section 5.

48. Could you explain when you had (or have) to complete assessment activities?

- During the training
- At the end of the training.
- Both, during the training and also at the end of the training course.

49. Did (or do) the teachers give you information about the assessment system of the training program?



50. Was (or is) the information about the assessment system clear?



51. Could you give some examples of the assessment activities you did (or you do)?

52. Please, tell us to which extent you agree with each of the following statements regarding the assessment activities of the training program of CL/CK/GR

The assessment activities were related to the things that the teachers taught			
Teachers review with me the assessment activities.			
I receive information about what I am doing well and what I need to improve			
Teachers help me to know how to improve my learning			
The assessment results reflect the learning I have achieved			
The assessment activities are understandable			

53. What would you improve on the assessment system? Do you have any suggestions?

Section 5: Adjustment of training to employment

1. Are you currently working in the CI/CK/GR area, in which you have received VET training?

- Yes
- No

If the answer is 'Yes', please, answer the following questions:

2. Are you working in:

- Sheltered employment?
- Ordinary labour market?

3. Are you satisfied with the skills learned during your training program?



4. What you learned in the training program, is useful for your current job?



5. What would you need to learn to improve your current job?

6. What would you need to learn in order you can find a better job in the CL/CK/GR/area in the future?

To finish

Would you like to do any suggestion or remark about things that can help the teachers and managers to plan a better VET programs in the CL/CK/GR area?

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APPENDIX 2: CONSENT FORM

INFORMATION OF THE RESEARCH PROJECT

EQUALvet team

EQUALvet is a research where researchers, trainers and services providers from Europe work together to improve the social inclusion of people with intellectual disabilities.

In this project the partners are: Margarita (Greece), Primavera 85 (Italy), Fundació Mas Xirgu (Spain), TÜV Hellas (Greece), EASPD (Belgium), and University of Girona (Spain)

Aim of the research

The aim of this research is to identify the factors that improve the satisfaction of learners with intellectual disabilities from their participation in vocational education procedures.

What we want to do



To collect the views of participants about their vocational training experiences through a **questionnaire** that will evaluate the learning experience they have had up to this point.

The questionnaire can take you about an hour, with the support of a staff person.

What you gain by answering the questionnaire

The feedback we will receive from the participants will help the trainers to develop a better vocational training methodology in the fields of cleaning, cooking and gardening.

INFORMED CONSENT FORM

Please, write a tick if you agree with each one of these statements:

I confirm that I have read and understood the information explained the above research project.	
I confirm that I have had the opportunity to ask questions about the project.	
I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences.	
I understand that my responses will be kept strictly confidential	
I give permission for members of the research team to have access to my anonymised responses.	
I agree for the data collected from me to be used in future research	
I agree to take part in the above project, by answering the questionnaire	

Would you like to receive a results report of the above project?

<ul style="list-style-type: none"> - Yes - No 	<p>If the answer is "Yes", please provide an email address where we can send the report:</p> <p>_____</p>
---	---

Name of Participant (or legal representative): _____

Date: _____

Signature: _____

Name of person taking consent: _____

Date: _____

Signature: _____