



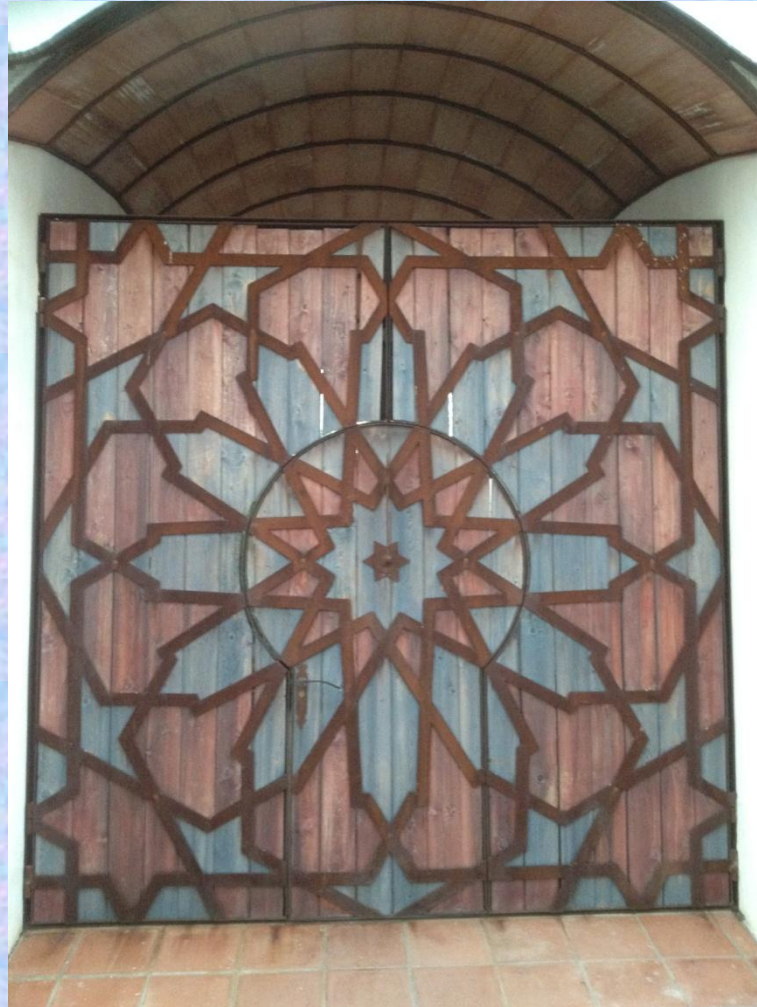
José María Martínez Medina
E.O.E. El Puerto de Santa María

**FAMILY SUPPORT AND INFORMAL
ADULT LEARNING ADAPTED TO
NEEDS OF DIFFERENT GROUPS.**

(Linköping, oct. 2013)



WHERE ARE WE?



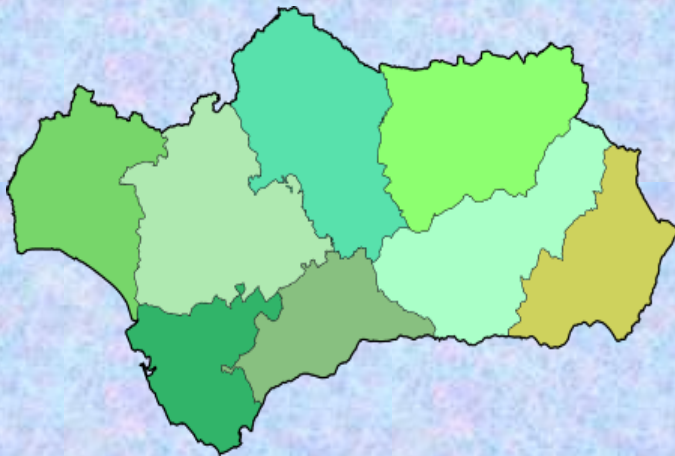
Andalusia within the spanish contex takes up approximately a fith of the whole country.

Andalusia is in the south of the Iberian peninsula. Area 87.268 km² (17.2% of Spain).



Andalusia ranks first by population among the 17 autonomous communities of Spain. Population: 8,45 millions in 2012.

The territory is divided into eight provinces: Almería, Cádiz, Córdoba, Granada, Huelva, Jaén, Málaga and Seville.



Provincia	Población	Superficie (km²)	Municipios
Granada	922.375	12.531	168
Jaén	669.636	13.489	97
Sevilla	1.927.109	14.042	105
Almería	702.286	8.774	102
Cádiz	1.243.344	7.436	44
Málaga	1.624.145	7.308	101
Huelva	521.220	10.148	79
Córdoba	805.375	13.550	75

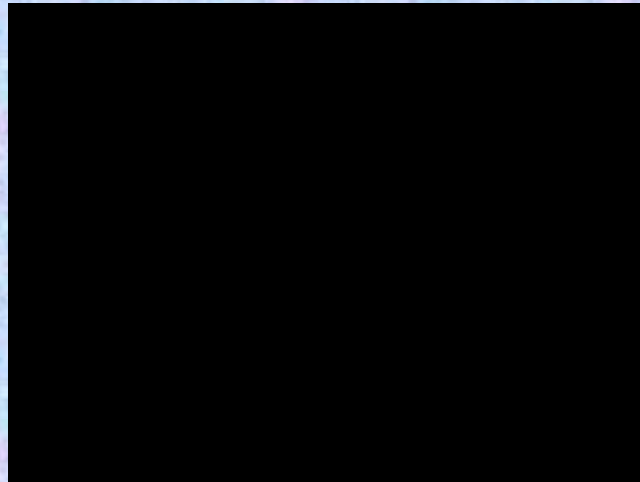
The Bay of Cádiz is a body of water adjacent to the southwestern coast of Spain. It touches the following municipalities in the province of Cádiz : Cádiz, San Fernando, Puerto Real, El Puerto de Santa María, and Rota.

Inside Bay of Cádiz is the Bahía de Cádiz Natural Park.





El Puerto de Santa María is film



But the movie has others realities...

Poverty, Truancy, Early school leave, Mistreatment,
Drugs abuse...





WHAT DO WE DO?

- Each autonomous community have the responsibility to respond to educational and psycho-pedagogical counselling demands of establishments, pupils and teacher.
- Most autonomous communities have regulated and organised these services through **sector educational and psycho-pedagogical interdisciplinary guidance teams** and through the guidance departments of secondary education establishments.



EOEs (Teams for educational orientation)

- The term “educational orientation” includes the concepts of guidance, counselling and advice.
- We develop our work mainly in public pre-schools and primary (ages 3-12). Scholar population about 7.000.
- We have also the responsibility to make the **“professional opinions of schooling”** for all SEN (ages 2-20) in all types of schools (public, private or private-subsidised). Scholar population about 15.000.
- The number of team members varies according to the size of the area, distances and number of students. (we are 10: two pedagogics, five psychologics, one speech therapist, one social educator and one shared doctor).



EOEs (are composed of civil servants...)

- Secondary teachers graduated in pedagogy or psychology (689).
- Primary teachers specialized in speech therapy (141).
- Primary teachers specialized in remedial education (59).
- Social educators or a social workers (118).
- Doctors (GP, often shared between teams) (123)



EOEs (working areas I)

AREA OF SPECIAL EDUCATIONAL NEEDS (Including DIS, DIA and DES students).

- **The disabled students.**
- **The students with learning difficulties.**
- **The students with disadvantaged social conditions.**

There are considered also “specific educational support needs”:

- **High ability students.**
- **Late entries into the education system.**



EOEs (working areas I): SENs

Actions to be taken:

- Detection and assessment of pupils with permanent or transitory SENs.
- Psycho-pedagogical reports of SENs.
- Professional opinions of schooling.
- Reports for extraordinary permanency in a stage.
- Assistance in the preparation of curriculum adaptations.
- Referral to specialized teams.



EOEs (working areas 2)

SUPPORT TO TUTORIAL TEACHER ACTION.

Actions to be taken:

- Improvement program in learning: prevention, detection and advise in learning difficulties.
- Stimulation program oral language in pre-school.
- Advice to teachers of students with chronic disease.
- Education program for living peaceably.



EOEs (working areas 3)

REMEDIAL EDUCATION AREA

Actions to be taken:

- Education program at home.
- Control program truancy.
- Identification of student with social conditions less.
- Intercultural program of language learning.



EOEs (working areas 4)

AREA SCHOOL AND VOCACIONAL GUIDANCE

Transit from primary school to secondary program in collaboration with guidance departments in secondary schools.

- **Talks to the families.**
- **Visits to secondary schools.**
- **Meetings between schools**
- **Sessions with students.**



EOEs specialized in: (one in each province)

With the aim to advise all EOEs about specific disorder:

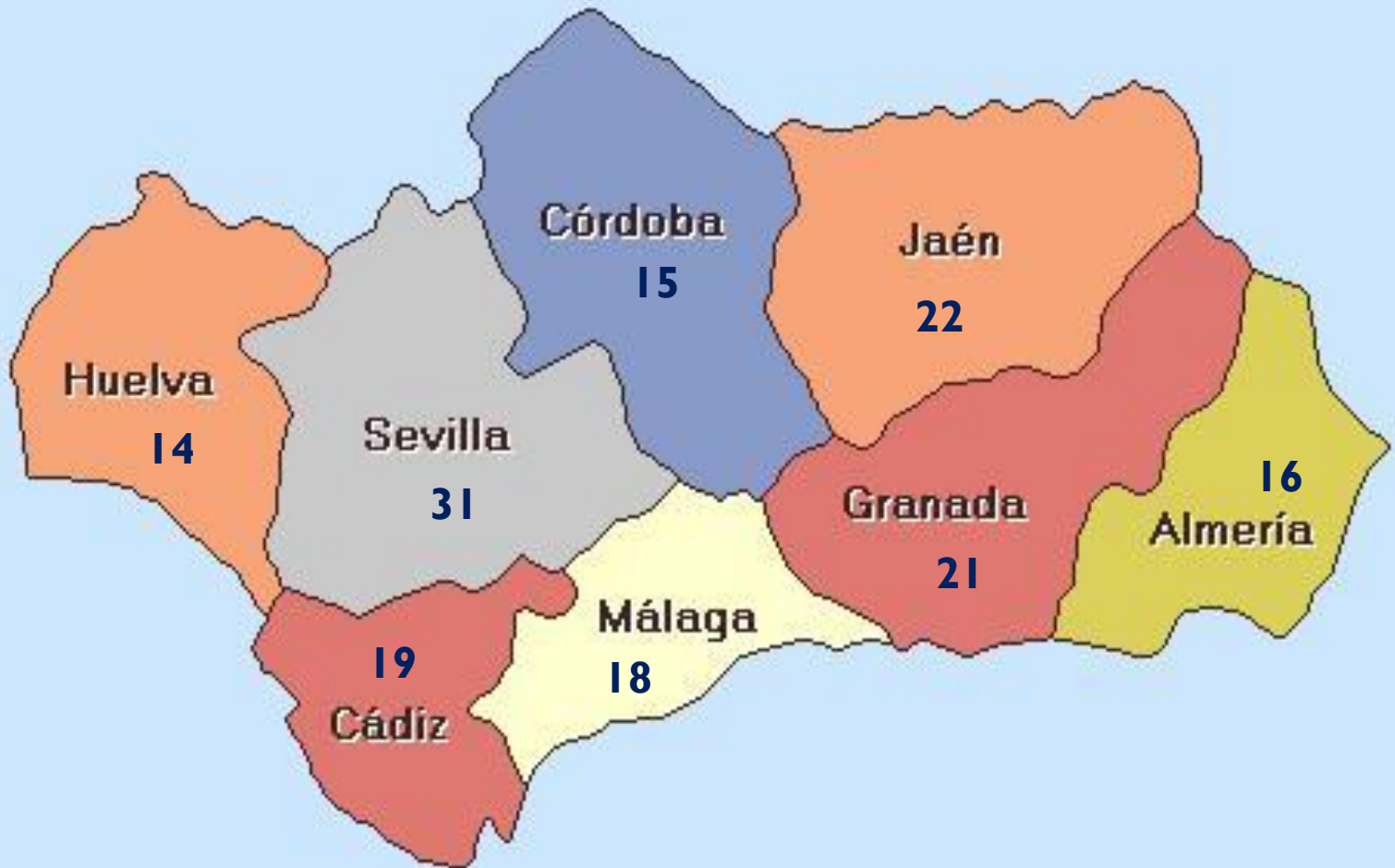
- Pervasive developmental disorder (disorder on the autism spectrum)
- Physical disability
- Early childhood intervention
- Emotional and behavioral disorder (including A.D.H.D.)
- Deafness or hearing impairment
- Blindness and vision loss
- Intellectual giftedness



WE ALSO CONNECTED WITH:

- CLASSROOMS HOSPITAL
- CHILDREN'S MENTAL HEALTH TEAMS
- SOCIAL SERVICES
- ADULT EDUCATION

EOEs: distribution by province



THANKS YOU FOR THE ATTENTION!!



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