

Educational Professionals as Socio-Labor Training Agents for Youth with Intellectual Functional Diversity

Los Profesionales Educativos como Agentes de Capacitación Socio-Laboral de los Jóvenes con Diversidad Funcional Intelectual

Profissionais da Educação como Agentes de Formação Sócio-Emprego dos Jovens com Diversidade Funcional

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Received: 22-02-17
Reviewed: 22-05-17
Accepted: 10-06-17
Published: 26-06-17

ABSTRACT. This paper seeks to describe and analyze the role of professionals in the field of education as one of the main agents who contribute to the socio-labor inclusion of youth with Intellectual Functional Diversity (IFD). Based on the complementarity of the quantitative and qualitative methods, we have delved into the significance of providing quality training to advisors and faculty, one which will enable them to foster the development of personal, social and labor skills and competencies in youth with IFD, so they can access employment and adulthood in an easier manner. Additionally, we have highlighted the significance of training these professionals in innovative methodologies to respond to their students' diversity and promote the transferability of their learning to new contexts. To conclude, we have been aware of these professionals' great commitment despite the lack of sufficient human and material resources.

Key words:
education and
employment,
transition to
active life,
educational
professionals,
social
integration,
functional
diversity.

RESUMEN. La presente investigación persigue definir y comprender el papel que desempeñan los profesionales educativos como agentes responsables de la capacitación de los jóvenes con Diversidad Funcional Intelectual (en adelante DFI) en habilidades y competencias socio-laborales. Para ello, nos decantamos por un diseño de investigación

Palabras clave:
Educación
y empleo,
transición a

Cite as: Negri Cortés, M. I. & Leiva Olivencia, J. J. (2017). Los profesionales educativos como agentes de capacitación socio-laboral de los jóvenes con Diversidad Funcional Intelectual. *Revista Digital de Investigación en Docencia Universitaria*, 11(1), 62-81. doi: <http://dx.doi.org/10.19083/ridu.11.518>

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mixta, utilizando cuestionarios y entrevistas semiestructuradas para la recogida de información. De esta forma, indagamos en la importancia de otorgar una formación de calidad a orientadores y docentes, que les capacite para fomentar en los jóvenes con DFI el desarrollo de habilidades y competencias sociales y laborales que faciliten su acceso al empleo y a la vida adulta. Además, descubrimos la relevancia de formar a estos profesionales en metodologías innovadoras que atiendan a la diversidad de su alumnado y promuevan la transferibilidad de los aprendizajes hacia nuevos contextos; y también la gran implicación que existe por parte de estos profesionales, aunque carezcan de los recursos suficientes.

la vida activa,
profesionales
de la
educación,
integración
social,
deficiencia
mental.

RESUMO. Este artigo tem como objetivo descrever e analisar o papel dos profissionais na área da educação como um dos principais agentes que contribuem para a inclusão sócio-laboral dos jovens com diversidade funcional intelectual (doravante DFI). Com base na complementaridade das metodologias quantitativas e qualitativas, pesquisamos a importância de fornecer formação de qualidade aos conselheiros e professores, para que possam incentivar nos jovens com DFI o desenvolvimento de competências e habilidades pessoais, sociais e de trabalho que facilitem seu acesso ao emprego e na vida adulta. Também destacamos a importância da formação destes profissionais em metodologias inovadoras que abordem a diversidade dos seus alunos e promovam a transferência de aprendizagem em novos contextos. Finalmente, tivemos consciência do grande envolvimento dos profissionais, apesar da falta de recursos humanos e materiais suficientes.

Palavras-chave:
educação e
emprego,
transição para
a vida ativa,
profissionais
da educação,
integração
social,
diversidade
funcional.

The term women and men with functional diversity originated in the Independent Life Forum 2005, together with the members of the collective who decided to self-appoint and define themselves to reclaim their active role within society (Rodríguez & Ferreira, 2008). These people assume their differences as a value of social enrichment, pointing out that they require a series of support means to access the contexts of a society that has not taken their individualities into account (Romañach & Lobato, 2007). At the moment there is some controversy regarding this terminological change, which despite the support of activists of the collective like Romañach and Lobato (2007) and Romañach and Arnau (2006), also awakens the discrepancy of the representatives of the various state organizations. Recently, the Committee of Representative Organizations of Persons with Disabilities of the Canary Islands (CERMI Canarias) (*La Opinión de Tenerife*, 2017) and the Catalan Committee of Representatives of Persons with Disabilities (COCARMI) (*La Vanguardia*, 2017) have rejected the above name because they consider it is ambiguous and could generate legal confusion, thus claiming the use of the socially-recognized term 'people with disabilities.'

In our research, we decided to use the term 'people with functional diversity' since we approach the subject from an inclusive pedagogical perspective; and in this sense, we consider it is crucial to

listen to and understand the voices of this collective. This idea is in line with Rodríguez and Ferreira (2008), who posits that those who give names consider themselves with the power or authority to name and predefine the characteristics of the other.

The progress made in the last decades regarding the social and educational situation of people with IFD cannot be denied, although access to the workforce of these population is still a pending subject. The educational facility, seen as a place where social and human dynamics take place, constitutes an efficient platform for the training of its students in personal, social, and vocational skills and competencies.

We can find several pieces of research that show that the training received in the stages before labor inclusion is a key factor to improve the opportunities to develop a work role in the ordinary market (Pallisera, Fullana, & Vilà, 2005, as cited in Vilà, Pallisera, & Fullana, 2010). Also, given the characteristics of the young people we refer to, as well as the demands of an increasingly dynamic and competitive labor market, it is necessary to begin training for employment during secondary education levels.

Other training strategies offered by the Spanish educational system, suitable for training in socio-occupational skills of young people with IFD, are the Initial Professional Qualification Programs (PCPI), called as such at the time of our research, and currently named of Basic Vocational Training Cycles (FPB). PCPI appear in the Organic Law on Education (*LOE*, Official Gazette, 2006), and are educational programs for the students who have a history of school failure, as in the case of young people with IFD. The objective of these programs is job training of their students through attention to diversity and an eminently practical methodology, which will facilitate their entry into the job market with an official degree. Recently, the new Organic Law on Educational Quality Improvement (*LOMCE*, Official Gazette, 2013), has changed the organization of these routes, leading to the new FPB.

During the moments to which we refer, i.e., the stages of secondary education/high school and vocational training, the role played by school professionals is essential, as they are the main agents for the education and training of this type of students. These professionals have a direct and daily contact with the young people with IFD, which allows them to know their abilities, interests and personal difficulties, as well as to have a continuous treatment with their families. It is for this reason that we are concerned about the current situation of teachers, counselors and integration support staff involved in the school life of students with IFD.

The research study that we present on these pages is part of the doctoral thesis of Negri (2016), whose purpose is to know and value the formative and socio-labor reality that young people have to face with IFD once they finish their studies required. In the research presented in this article, we have addressed the importance of educational professionals as one of the main agents for the socio-labor training of young people with IFD. To this end, we have defined and analyzed the role played by professionals in the educational field during the secondary stage and the professional training of this type of students.

Taking this objective as a reference, we have set ourselves other specific goals, such as assessing the adequacy of the training received by the teachers and counselors of the educational centers based on their effectiveness to attend to the diversity of their students and to make their learning transferable to the world of work. Moreover, we wanted to research on the need for them to perform an interdisciplinary work that allows optimization of the resources of the center, and also if the volume of material and human resources that the educational institution channels for this purpose is sufficient. Finally, we have set out to establish the degree of involvement of these professionals in the performance of their responsibilities.

THE ROLE OF EDUCATIONAL PROFESSIONALS IN THE SOCIAL AND VOCATIONAL TRAINING OF YOUNG PEOPLE WITH IFD

As we have seen, there are programs specifically aimed at the socio-labor training of young people with IFD, the FPB Cycles, known so far as PCPI. These programs, according to Jurado, Olmos, and Pérez (2015) can be understood as a measure of promotion of personal development and acquisition of competencies for incorporation into the world of work, due to its specialized nature, practical methodology and clear labor intentionality, which seek to respond to the demands of the labor market and the needs and interests of its students. However, professionals in the educational field must assume that the processes of orientation, training, and training in skills for employment and job placement should not be delayed at the end of the compulsory studies of these young people, being necessary to start in the stages of compulsory secondary education, as valued Vilà, Pallisera, and Fullana (2010). In turn, authors such as Vilà, Pallisera, and Fullana (2012) agree that the process of transition to adult and working life of young people with IFD requires an orientation action in the secondary stage, with an intentional emphasis on the promotion of strategies optimizing socio-labor inclusion. We speak of a group that presents a certain vulnerability, due to its traditional absence of the social contexts to which we refer, and that therefore requires an intervention as early as possible, oriented towards its independence and self-determination in adult life.

During the processes of education, vocational training and educational guidance of young people with IFD, the role of professionals in educational centers is of great relevance. And, as Pereda, De Prada, and Actis (2003) refer, these professionals have a position of mediators between political power, economic activity, and families, a situation that allows them to know the strengths and weaknesses of each of these agents, designing a strategy of socio-educational intervention based on the reality that happens to these young people. Undoubtedly, the direct intervention of professionals in the educational context, either from the levels of secondary education or vocational training, helps them to be deeply aware of the reality of the social and vocational training problems faced by young people with IFD, as well as the formulas of interaction existing between these and the agents already mentioned, and the demands and needs that are emitted from the familiar environment.

If we talk about the inclusion of young people with IFD in their transition to adult and working life, we must take into account contributions such as those of Pallisera, Fullana, and Vilà (2005), who value the ordinary center as a potentially favorable space for labor insertions. That is to say, the possibilities of social and labor promotion during the adult life of the person with IFD will increase if

the integral development of this occurs in an inclusive educational context, fomenting the development of heterogeneous social relations, thus minimizing their potential social stigmatization.

The outstanding role played by educational professionals throughout the educational and training-labor process, is justified by the hand of Article 5.2 of RD 127/2014 of the LOMCE, which states that “the pedagogical criteria will be adapted to the specific characteristics of the students and the students and will encourage teamwork. Likewise, tutoring and professional orientation will have special consideration” (Official Gazette, 2014, Sec. I, p.1657). The essential work of the guidance counselors at the educational centers and the tutors of each group-class in the processes mentioned above is indisputable. We are talking about a heterogeneous student body, which presents different needs, both educational and social, so that individual and group tutorials, as well as professional guidance, should be channeled to satisfy them, addressing at all times the teaching of transversal learning to the purely academic content. Thus, in the processes to which we refer, the professionals of the tutorial action and orientation must assume as main objectives the attention to diversity and the transferability of the learning acquired by the student towards the demands imposed by the job market.

Focusing our attention on the FPB programs, we detect that one of the principles of integral attention to its students lies in the collaboration of all teachers, as defined in the Order of June 9, 2015.

The person administering tutoring should coordinate the relationship between the professional family departments that may exist, the Orientation Department, the teaching faculty in the group and the person responsible for monitoring the professional module of Training in work centers. (CECD, Official Gazette of Andalucía, 2015, Art. 8.5, p. 6).

As we can see, the role of the tutor of the group-class becomes very relevant, as it allows the educational itineraries to be implemented to establish a practical coherence between the contents of the different subjects, with the aim of providing young people with IFD training professional quality. Therefore, according to LOMCE (2013), the figure of the tutor is key to the coordination of the work of all professionals. This idea is justified in the proximity and direct and continuous treatment that this professional has with his students, which makes him an essential source of knowledge and information about the abilities and difficulties presented by each of them.

However, we cannot forget the indispensable role played by the counselor of the educational center during the whole process related to the planning, design, and execution of the academic and professional career of the young person with IFD. On the one hand, we must recognize the skills and abilities that these professionals have about the field of educational and professional orientation (Figuera, Rodríguez, & Llanes, 2015). That is, we speak of professionals who have extensive knowledge about the social training context, as well as a willingness and aptitude for advice, and a broad capacity to link professional skills with the demands of the labor market, which are urgent in the moments of uncertainty and social and vocational change that happen to the students of these educational stages.

On the other hand, according to the statements of Cutanda and González (2015), the role of the Department of Orientation is also essential for the development of cooperative work, and at the same time, to improve the coordination difficulties that may arise between the teachers involved in the delivery of the professional modules of these programs and in those of basic competencies, a coordination, according to Maguilot, clearly needed (2010 as cited in Cutanda & Gonzalez, 2015). The success of the educational intervention must, therefore, be based on a shared responsibility based on communication and teamwork, not on individual and disconnected actions.

Regarding the attitude of the teaching staff responsible for providing young people with IFD a quality education that allows them to develop in our society in an inclusive manner, we must reflect the importance of these being sufficiently aware and responsible for the employment insertion of these young people, which means for Pallisera (2010) an area to work both from the initial training, and in the ongoing training actions aimed at professionals. We know that this group has traditionally been excluded from economic and social contexts, and that the current worsening of the productive fabric especially affects the most vulnerable groups, as is the case with people with IFD (Spanish Committee of Representatives of People with Disability, 2009 as cited in Vilà, Pallisera & Fullana, 2012), which could negatively impact on their desires and expectations.

Along this same line, as pointed out by Pallisera (2010), doubts about the possibilities of people with functional diversity for their social and work inclusion also affect the professionals, and with this, condition the real opportunities for inclusion. It is for this reason that, in order to avoid rejection and the lack of confidence of our society and employers, it is necessary that professionals of the training action and labor insertion are committed to this cause and firmly believe in the potentialities of the young people with whom they intervene. Thus, the practice of educators must be governed by a full conviction, which in turn is objective and realistic towards the opportunities of young people with IFD as workers.

Another of the main principles that must govern the work of professionals of educational action and vocational training of young people with IFD, in addition to the attention to the diversity of its students, is the visibility and active listening of the students themselves. In this regard, Pallisera (2010) indicates that it is necessary for the young person to express their own interests and to make their decisions, while teachers must accept that they do not know better what students need, helping them to formulate plans based on their abilities, needs, and interests. The researcher goes beyond the mere adaptation of the contents and bets on an active collaboration between the teachers and the students, trusting that the professionals offer the young people with IFD a learning based on social participation and self-determination.

Analyzing in more detail the ideas of Pallisera, it tries to incite an evolution in the role of educational and educational-school professionals, arousing an active attitude in the young person with IFD.

“... reciprocal and flexible, where both parties enter into an active process of exchange aimed at ending what should not be other - in the medium or long term - than the capacity of autonomy of the subject and, therefore, institutional non-dependence” (Pereda et al., 2003, p.149)

In other words, educational professionals promote active learning, based on experience, which takes into account the maturity rhythms and personal skills of the student, becoming guides and guides. Under this methodology, active dialogue and listening play a key role, which will awaken the critical sense and the capacity of choice and conflict resolution of its students with IFD.

Taking into account the approaches set out above; it is necessary to change the methodology of the classroom, from which traditional teaching models must be replaced by new strategies based on the knowledge and skills that students have. In short, as Barrio (2009) puts it, the methodology must pursue the objectives of a common curriculum, in which competencies over content prevail, understanding that learning must be centered in the classroom, starting from the characteristics of all students. In order to achieve these objectives, professionals must resort to the implementation of collaborative methodologies, where learning takes place in a globalized and non-partitioned way, in order to prepare young people with IFD for their access to adult and working life. However, this requires the work of the entire teaching team to be carried out in an interdisciplinary way, thus contributing to the autonomous development of the student, as well as to the acquisition by the latter of skills and competencies of a labor and social nature.

Finally, we would like to reflect on the training received by professionals involved in the educational and educational-school contexts in which young people with IFD are located. In this regard, Vilà et al. (2012) point out that, in order to advance in the proper execution of educational practices, they must be included in the training of educational professionals, with the main objective being that the young person with IFD take an active role from the educational itinerary lead to socio-labor inclusion. That is to say, teacher training must be based on educational practices themselves, thus disseminating a better understanding of the reality of the current educational system and the difficulties faced by young people with IFD in order to achieve inclusion educational, social and labor levels, teaching them to assume the role of guide during the learning process.

Roselló & Vergés (2008, as cited in Pallisera, 2010) reflect on the weaknesses of the process we mentioned, which appear as a consequence of the dispersion of employment orientation services and the lack of information from education professionals about them. As a consequence of this situation, a barrier is created to the knowledge of the resources and possibilities available to people with IFD, thus limiting the formative and orientation actions aimed at these students, which from social services are usually channeled towards specialized services. It is necessary for this purpose to provide professionals in the education system, through lifelong learning, a thorough knowledge of the social and community resources of the school reference area, allowing them to establish a constant relationship with them, in order to have detailed and realistic information on the labor market situation and the real possibilities of young people with IFD within it. With this information, the educational actions of the educational system should be redirected in order to establish a real continuity between the learning provided by both services and the existing demands within the job market.

METHOD

Design

In the design of the research, we have chosen to develop a mixed model based on the simultaneous use of quantitative and qualitative methodologies, with equal status, which offers us better evidence and understanding of the phenomena studied, facilitating the strengthening of the theoretical and practical knowledge and expanding our understanding of the object of study.

In the qualitative aspect of our research, we have used an interpretive design, opting for the case study strategy, which will allow us to know in depth and in a systematic way, the operation, and configuration of the specific case that we have selected, observing naturalist systems that take place within it (Martínez, 1988).

Context

The aim of our qualitative study are the PCPI programs on Special Educational Needs (SEN)¹ at the IES Concepción Villalba institute, a public institution of secondary education in the province of Malaga, which has numerous specialized resources to meet the diversity of its student body throughout all stages and educational programs that offer. This regular facility welcomes students with SEN in an educational integration system and has three specific vocational training courses that cater for this type of students: gardening, leather goods, and cooking. Each of these itineraries serves 8 to 10 young people with IFD between the ages of 18 and 23.

These students have a sufficient level of personal and social autonomy to pursue these types of study programs, and few cases require care, although all of them present serious academic deficiencies. Besides, we must bear in mind that these educational itineraries are not compulsory, so it is assumed that they belong to medium socio-cultural level families, predisposed to encourage the inclusion of their sons and daughters.

Participants

We required that the participants in our quantitative research be education professionals who work in various secondary education centers in the province of Malaga, from which the needs of the students with IFD are addressed, with a special interest in those who count with vocational training programs. Therefore, we selected a sample of non-probabilistic type, for convenience. After negotiating the collaboration of those schools that we considered to comply with the requirements we set out, a total of six, we requested the voluntary participation of professionals from each center, who completed the questionnaire individually.

Once the sampling process was completed, we obtained a total of 38 participants in our research, of which 18.40% are Secondary teachers, 36.80% are Professional Training teachers, 13.20% are counselors (), while 28.90% are support professionals (PT, speech therapists, AL, etc.). Finally, there are 2.60% of specialists who identify with other types of professions. As for the training of these professionals, 16.20% of them are psychologists, 16.20% are psycho-pedagogues, 13.50% are pedagogues, 5.40% are

¹ Organic Law 10/2002 of 23 December on Quality in Education, in its Article 44.1 states that "students with SEN requiring, within a period of schooling or throughout it, and particularly with regard to evaluation, certain support and education, specific attention for reason of physical, mental, sensory, or manifest severe personality disorders or behavioral disabilities, will have specialized care, according to the non-discrimination principles and educational standards, and in order to achieve their integration" (Official Gazette, 2002).

speech therapists, 13.50% have special education teacher training, 32.40% are licensed in a specialized field, are engineers or have a CFGS degree, and, finally, the remaining 2.70% have other studies.

Data Collection Instruments

In the quantitative part of our research study we have elaborated a questionnaire, with which we intend to investigate in the assessments and perceptions that the professionals of the educational field have on the aspects that intervene in the secondary education and the professional formation of the young people with IFD taking as a reference his personal and professional experience. The questionnaire consists of 30 items formulated in Likert Scale. In addition, it is divided into two parts; the first part consists of six questions concerning the personal data of the participants, while in the second part there are 24 questions about the educational and training aspects.

For the qualitative part of this research, we have made a total of nine interviews, individual and semi-structured: to the center counselor, one of the support teachers to integration, three teachers from the different PCPI workshops, two students with IFD and their families. Given the differences among our interviewees, we designed three models of question scripts: one for professionals, one for families and the other for young students from PCE of NEE.

Procedure

As we have seen, our research is based on the complementarity of quantitative and qualitative methodologies, using a data triangulation strategy for the analysis of results.

Regarding the quantitative part of our research, once the implementation of our questionnaire was completed, we proceeded to the treatment of the data obtained through the statistical program SPSS 12.0, to proceed later to the analysis and evaluation of the same. Once we obtained the tables of descriptive frequency of each one of the questions formulated, we proceeded to its presentation in graphs with the program Microsoft Excel 97-2003, to finish with the exhibition of the same with its corresponding description and analysis of the results obtained in each of the questions formulated in the questionnaire.

In order to facilitate the process of triangulation of the data obtained in the qualitative part of our study, we have carried out a process of categorization of information, which allows us to explain in a simplified way the relationships and connections that we have come to stipulate among the elements and agents that have emerged from it. With the help of the software Nudist Live 8.0, we have established 10 categories. Thanks to these categories we can make a cataloging, coding, and classification of the information obtained through the instruments used, which will later contribute to reviewing, exposing and analyzing in a descriptive and reflexive way the data obtained (Rodríguez, Gil, & García, 1996).

RESULTS

Next, we present and analyze some of the most relevant data obtained from our research study, focusing in particular on reflecting on the role of professionals in the educational field as agents for the socio-labor training of young people with IFD. In the first place, we will know the results of our statistical study.

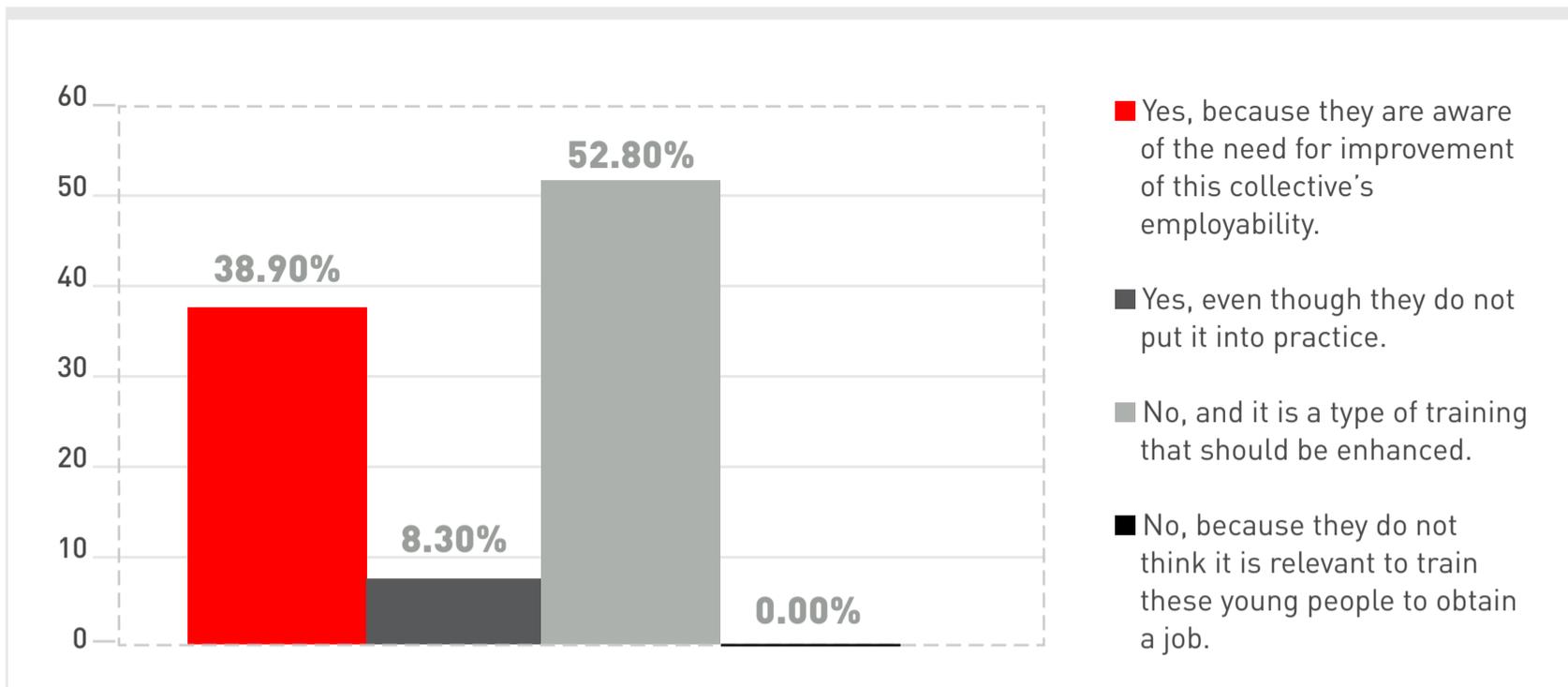


Figure 1. The training of teachers in schools is satisfactory to train students with intellectual functional diversity to get and keep a job.

To begin, we wanted to find out whether education sector professionals agreed that *training of teachers in schools is satisfactory to train students with IFD to get and keep a job*. The data obtained shows that 38.90% of them believe that they do, because they are aware of the need to improve the employability of this group, while 8.30% corroborate that they do, although they do not put it into practice and, finally, 52.80% disagree and think that it is a type of training that should be enhanced.

As we can see, more than half of the professionals in the educational-school context who participated in our study agree that the training of teachers in schools is not satisfactory to train students with IFD to obtain and maintain a job, but it is a type of training that should be enhanced. On the contrary, this group is preceded by a large number of professionals who think that teachers do have such training, because they are aware of the need to improve the employability of this group, there is also the last group that also positively values the training of the teachers of the educational centers finally exposed above, although they do not put it into practice.

From the data obtained we can deduce that, according to the professionals' point of view, from the educational system itself, both in universities and in other vocational training routes directed at teachers, the need to prepare young people with IFD for access to the labor market, legitimating from the educational institutions themselves the vulnerability of this group. This situation has possibly contributed to legitimizing the discrimination and segregation of young people with IFD from the educational system itself, forgetting their training needs from the moment of the training of professionals involved in their education.

We would like to point out, therefore, the need to redirect the vocational training of teachers of secondary education and vocational training who are in charge of attending students with IFD. In order to achieve this goal, it is necessary to provide these professionals with a continuous specialized

training, which contributes to the development of skills and abilities to attend to the diversity of their students, while responding to the demands of the job market.

The topics to be addressed in such training could be related to the acquisition of innovative learning methodologies, strategies for interdisciplinary work with other professionals, or the use of new technologies in the classroom. Other possible areas of training likely to attend by teachers are seeking strategies for employment, entrepreneurship, and innovation, knowledge of the various social institutions to support the socio-labor inclusion that exist in the context in which these young people are developed and organization of social enterprises. The possibilities are endless, provided that they allowed academic learning closer to reality occurred in the current labor market and awakened an educational awareness needed to support these young people in their education and socio-job training in a constructive and effective manner.

Next, we inquired into the opinion of professionals in the training-school level whether the training of counselors of schools is satisfactory to guide and advise students with IFD to get and keep a job according to their profile. In this issue, a 67.60% said yes, because they are aware of the need to improve the employability of this group, while 13.50% also claims that, yes, but not put into practice. In addition, there is an 18.90% of professionals who think the training of counselors aimed at this purpose is unsatisfactory and is a type of training which should be enhanced.

Professionals in the education field reflect a positive outlook towards the training of counselors of schools to say that this itself is satisfactory to guide and advise students with IFD to get and keep a job according to their profile because they are aware the need to improve the employability of this group. Very few who share their views among the rest of the options raised.

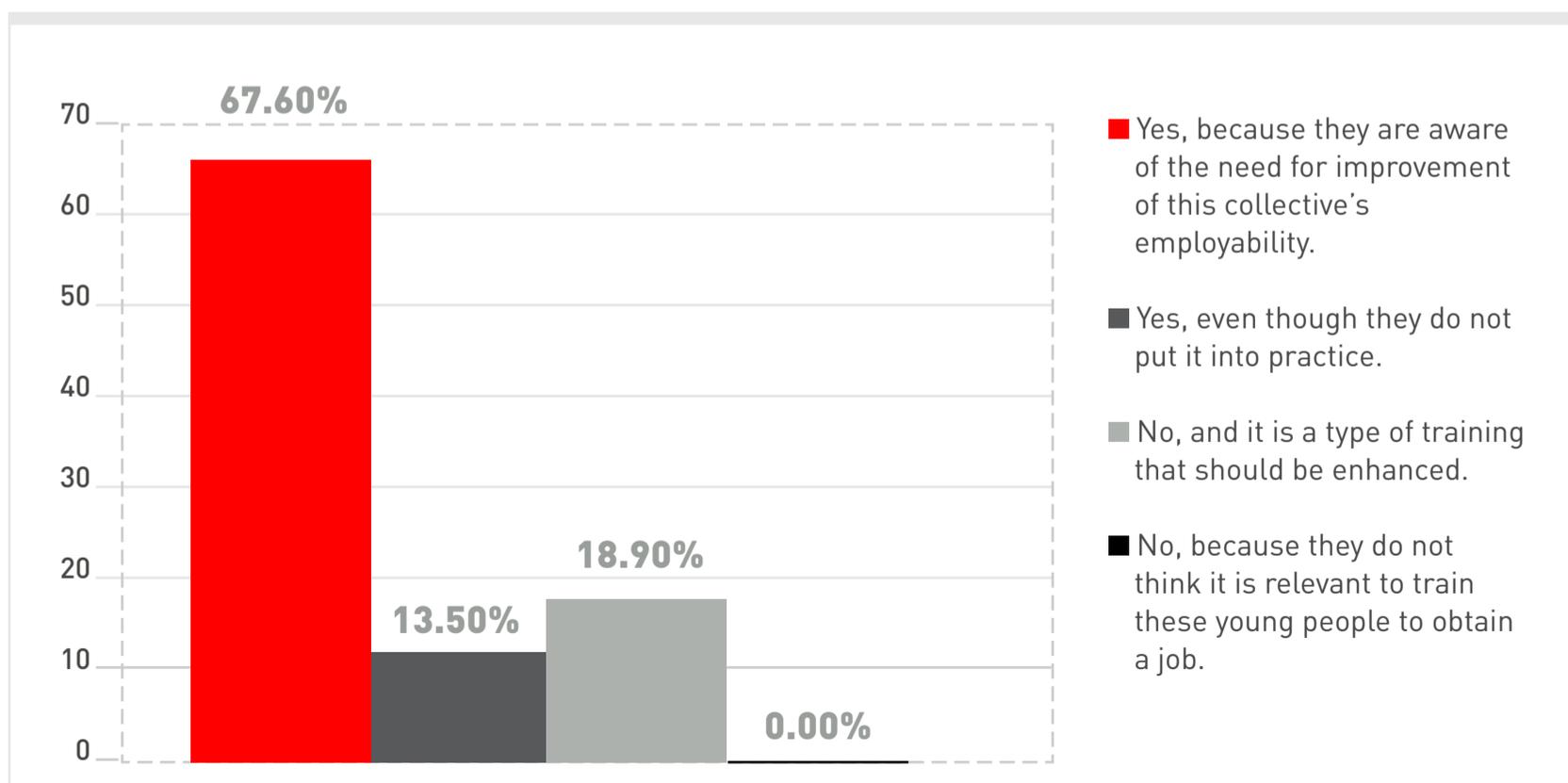


Figure 2. The training of counselors of schools is satisfactory to guide and advise students with intellectual functional diversity to get and keep a job according to their profile.

These ideas give us a glimpse a positive outlook on the training of counselors, as opposed to participants in our study expressed regarding the training of teachers. And it is that schools counselors receive specialized career guidance of students in general education. In addition, these professionals are specialized in subjects such as psychology, pedagogy or psychology, so it is assumed to have a better understanding of the personal, social and labor difficulties they must confront students with IFD. At the same time, training has enabled them to acquire different skills and competencies that will enhance their intervention in responding to the needs and demands of such students.

Therefore, based on these last two issues we value as necessary interdisciplinary work by professionals which, through individual monitoring of students, counselors support the work of teachers to promote in the classroom a transversal learning in work and social skills. In short, we think the work of the school counselor is essential during the process of vocational guidance, training, and employment, especially for young people with IFD. Therefore, given its importance, we believe that the school counselor is a poorly recognized figure on a social level, because generally, and even from the educational community, often forget their personal and professional potential, leaving all the weight of the intervention in the hands of the faculty.

Finally, if we look at the results related to the statement suggests that *center professionals collaborate to provide quality education to young people with IFD*, we observed that 27.80% of education professionals think that 'yes, always.' In turn, there is a 61.10% that agree that 'yes, sometimes professional ask the support personnel (speech therapy, TE, counselor, etc.), for advice; additionally, 8.30% of these professionals state that 'no, it is impossible due to time, space, etc.' Finally, 2.80% of the participants responded that 'no, every professional teaches only their area of learning.'

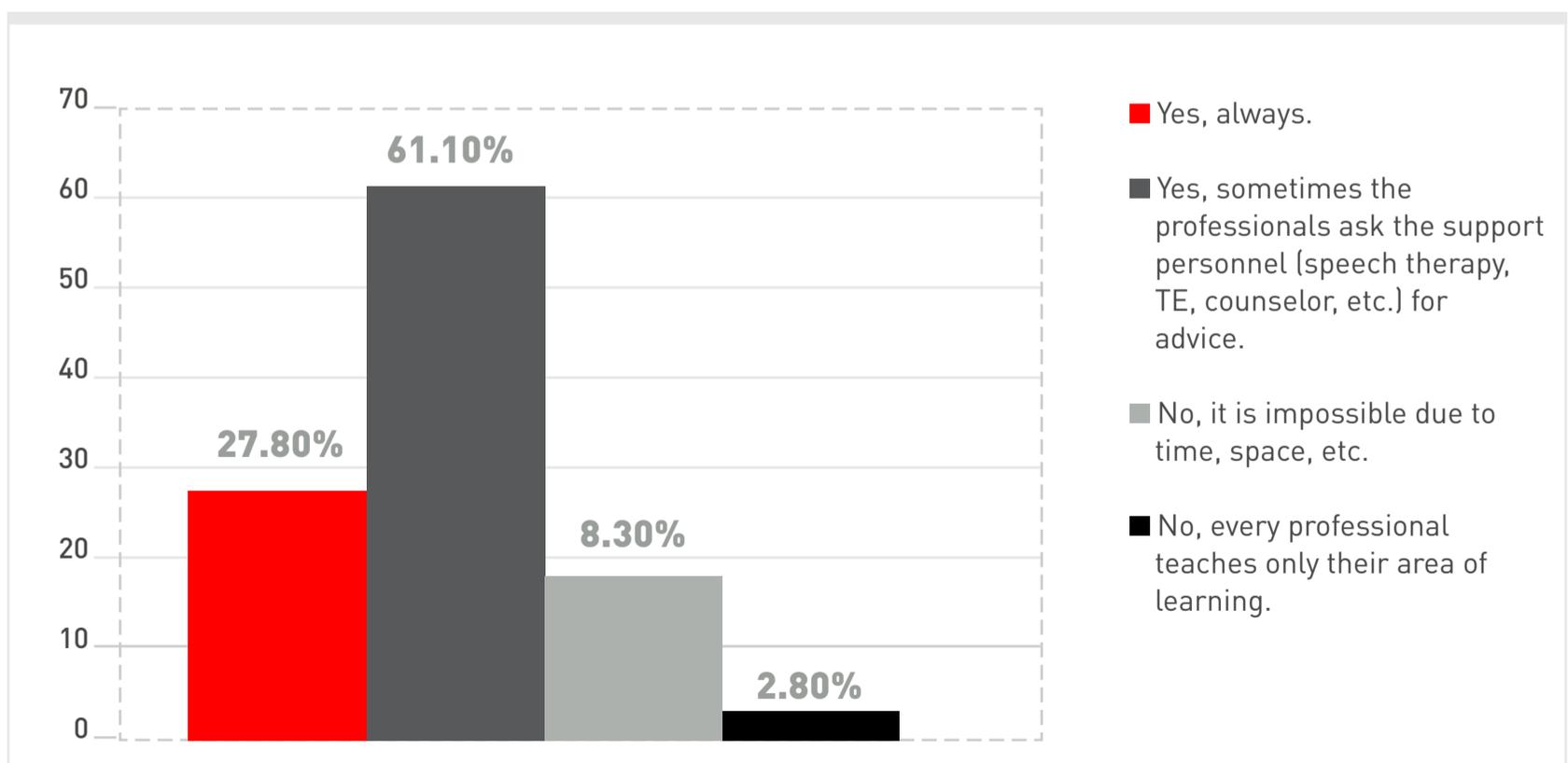


Figure 3. The center professionals collaborate in an interdisciplinary way to give quality education to young people with intellectual disabilities.

In this way, we are aware that our study participants determine in a general way that the center professionals do collaborate in an interdisciplinary way to provide a quality education to young people with IFD, with those who think that yes, sometimes the professional advice to ask for support staff (speech therapist, TE, counselor, etc.) on another large group of specialists also think that yes, always professionals collaborate in an interdisciplinary way.

Providing an interdisciplinary educational care is paramount in the cognitive, social and professional development of young people with IFD. And we are talking about a type of student that requires constant stimulation adapted to their needs and rhythms of maturation, which should enable them to acquire labor training-skills and abilities educational and needed to function in different contexts of our society during their transition to adulthood. Thanks to the interdisciplinary work of the entire teaching staff, the teaching of content in a disjointed and biased manner is avoided, and a global evolution occurs in the competitions of such students.

The problem with providing an interdisciplinary intervention to students with IFD arises from the lack of time or specialized training, which causes teachers often to choose to delegate the educational intervention for students with SEN in specialized professionals, so these students are served only at times when they go out to work to support classroom integration. This situation results in a possible educational neglect within the regular classroom as well as certain social isolation from the rest of his teammates. Considering this situation, we must note that these malpractices teachers do not favor educational inclusion of students with IFD, hurting their learning and socialization, the contextualization and lack of continuity of the activities to be undertaken. A possible solution to this conflict lies in the involvement and real participation of support staff integration into the normal routine of the classroom and, in parallel, it is necessary to give teachers adequate training to enable them to meet the needs of all students, aiming to establish a line of work and to set specific educational objectives.

At this point, we will present and analyze the evidence that we have drawn on the subject at hand interviews conducted in our case study. So, we start by knowing the opinion of a PCPI workshop instruction of the cooking specialty on the attention to the needs of young people with IFD by the faculty.

We talk about that we can be hundred or teachers because we are talking about 20 or 25 are just for them. Of course, obviously they need more resources than others because philosophy professor arrives, puts the issue on the board and then doing the test; if properly approved and if it is wrong, suspense. But with them you cannot do so: they need other care, sensitivity, and other work in quite another way. (Interview with José, Cooking class instructor, PCPI, pp. 12- 13).

This teacher shows the need to allocate some specialized human resources attention to the particularities of those young people with SEN. We are talking about a school in which knowledge is imparted parceled manner and the methodologies used in the classroom opt for the homogenization of students, which prevents teachers to serve these students properly.

In our opinion, the work performed by professional support for integration, such as PT, speech therapists or monitors, is a fundamental part of the evolution and socio-vocational training of these young people. Likewise, we must be aware of the limitations of all staff, since they cannot attend to each student

presenting NEE throughout the school day, with his care depends largely on the physical availability of other spaces downtown. As a result of this fact, the inclusion of these students is hampered by not sharing the same space learning with the rest of his teammates for a considerable time of their school schedule, which harms their socialization. During the time spent in the classroom cannot actively participate in the activities of the rest of the group, which further impair their social and -educational inclusion.

This teacher also alluded to the sensitivity of teachers to serve youth with IFD. We think that not only support staff integration, but the entire teaching staff must be aware and sensitive to the differences these young people, in order to provide quality education and to avoid situations of rejection and discrimination with his group of equals.

Then we will know the opinion the parents of a student at one of the workshops PCPI on the attention to the diversity of such students.

Interviewer: And teachers often do not know what to do.

Carmen: They can't... neither know nor can. They cannot because they have to care for others; should have a person attending to those who have a NEE. What makes leaves the rest of the class? And if you serve the rest of the class, what happens? Always, it is logical to attend and do not attend 20 to 3; then those 3 are seated in a chair in a corner. (Interview with parents of a student, p. 14).

This mother mentions the great difficulty they face teachers who have several students with SEN within the classroom and lack the methodological strategies and sufficient to meet all their students time. If we repeat one of those sentences uttered by the mother "*teachers neither know nor can,*" we note that, in his opinion, the origin of this problem is based on the lack of support for teachers in the classroom so that they can respond effectively to all students without having to choose who devote their attentions.

Every student has different abilities and educational needs, not just those with SEN, so we think it is necessary to leave behind the traditional concept of education homogenizing methodology masterful character. While it is true that young people with IFD sometimes may require the presence of specific support to facilitate their learning and resolve the difficulties of educational and social adaptation they may have. For this reason, we agree that the presence of some professional support for integration, enhancing the interaction of young people with IFD in ordinary classroom dynamics is needed.

Moreover, the ignorance of teachers in individualizing learning strategies that respect the heterogeneity of this and all students, legitimize situations of neglect and isolation like the one referred by Carmen. In short, the use of cooperative learning methodologies, that are committed to the respect and attention to student diversity, and which take precedence over the contents competencies for teachers to serve all students is necessary.

Finally, the teacher in Therapeutic Education (TE) from the center, presented his views on the material resources of the school, and about what their commitment to education and training of their students.

The year I was working in AL I had to go to the Chinese shops and buy things that I needed to work balloons, pumpers, whistles, and stuff, and if no, cannot work. And I had to buy it, but of course that you can afford it, spend a month 20 € in materials, but computers and cannot (Interview with Rocío, master PT).

As we can see, this teacher recognizes that does not have the material resources needed to carry out their professional activity effectively and rigor. To avoid stagnation in the socio-educational development of students with SEN and able to provide quality care, this professional is obliged to contribute their own resources. Given the situation, she decides to buy what you need to work, having to invest extra time, in addition to an economic effort to take their teaching duties.

The role of professional integration support, as we have seen, is of great importance for personal, educational and social development of students with IFD, as they have specific training in dealing with the difficulties of these, such as language difficulties or learning problems. However, not enough to equip schools of this type of human resources, if they do not have sufficient material means to perform a quality audit. It is the responsibility of educational institutions provide these centers specialized material resources to help improve the work of professional support for integration, because this lack of resources may cause some teacher distress, and consequently, lack of commitment and motivation with work, so it may be impaired or slowed the progress of students with IFD.

From our point of view, it is essential that staff support integration as well as the rest of the faculty, has the material resources and adequate infrastructure, enabling them to perform their duties to educate and train young people with IFD for adult and working life.

However, communication and use of other social and community resources could also benefit the school education and training process of young people with IFD. There are numerous social organizations that direct their efforts towards socio-labor inclusion of people with IFD, which have specialized resources to meet their social and labor development. Give professionals schools training and information needed on these resources, promote collaborative work with these institutions, enabling respond more effectively to the needs of such students and, in turn, channeling education and training to access to employment and adult life actions.

DISCUSSION

Following the completion of this research study, we can confirm the idea of considering the intervention of educational professionals as essential to equip young people with IFD for a future successful social and vocational inclusion.

However, we have witnessed the training deficiencies of some of these professionals in their duties to attend to the diversity of those students with SEN. To this end, we agree with Sales, Moliner, and Sanchíz (2001) demonstrate the lack of consistent training and well-planned initial and permanent, which makes teachers feel disoriented, unable, uninterested and even come to reject openly the integration of these students. Therefore, it is necessary to review the curricula of those

qualifications likely to play their activity within educational and training-school contexts. In cases where it is not possible, the provision of continuous training in innovative learning methodologies, we find an effective idea to be able to successfully address the particularities of these young people. At the same time, awareness and awareness of all professionals who care for young people with IFD must be a priority measure for the involvement of all regarding the social and labor inclusion of which will be achieved through lectures and training workshops.

In turn, the interdisciplinary work of educational counselors, teachers and support staff integration, optimize educational processes, such students. This interdisciplinary work regarding studies Verdugo (2004), extracted as one of the fundamental tasks that must assume the entire teaching staff, accurate and frequent assessment of support or individual aid needed by each student. That is, education and care of young people with IFD performing secondary or post-compulsory education will be benefited from the constant communication among all faculty members, who must follow the same line of work and pursue common and well-defined objectives.

If we talk about educational objectives, educational professionals should ensure giving them a clear and practical intentionality towards integration into the labor market. That is, the curriculum should focus on acquiring personal, social and work skills, which take precedence over academic content and enable young people with IFD develop in their own contexts of adult life. In acquiring such skills and abilities, the use by teachers of methodologies of cooperative learning and ICT may prove to be key tools that will enhance the active participation of its students, allowing them to be protagonists of their education and training development -labor and respecting their differences.

During all these stages, the school counselor plays an essential role, while turns out to be an intermediary between the school and the labor market. That is, the counselor, based on the personal and professional characteristics of the student body, and according to the demands of the labor market should make an early vocational guidance of students with IFD. With the help of other professionals should design a strategic plan for training and socio-educational services, adapted to the characteristics, needs and interests of each young person.

Nor can we forget the importance of involving the families of these young people during their secondary education and vocational training and not delay their collaboration until the time of employment (Valls, VILA & Pallisera, 2003). To do this, constant communication between families and the teaching staff, which promotes the exchange of views and perceptions and to facilitate monitoring of the same line of work from school and home is necessary. Proper coordination between the work of professionals and family help promote cognitive, emotional and social growth of students and to facilitate their future social and labor inclusion.

Another issue that we express is the need to ensure the emotional well-being of professionals in the education field, whereas they should have optimal working conditions that help you do your job with sufficient efficiency, accountability and commitment. These professionals usually have to cope with an increased workload generated by the lack of sufficient human resources to serve all

students. And sometimes they are overstepping its boundaries to ensure the educational success of these, despite not having the necessary material resources to carry out its work with rigor.

Therefore, it is essential to promote communication and coordination between these professionals and those who perform their work from training services for employment and job placement offered from social organizations dedicated to support the inclusion of people with IFD. These services also contribute to the integral growth of the person, made the intermediation process with the business environment and direct intervention in the labor context (Lucas et al., 2005), thus represent a benchmark in the process we refer. With this type of relationship training and vocational guidance of students with IFD will be optimized, while they may also receive support provided from the resources of these institutions. Communication with such entities will help create unity among different social and community resources, improving the social image of this group and creating new synergies that will facilitate future socio-labor inclusion of young people with IFD.

Finally, we note that after all the process of analysis and reflection we have undertaken in the implementation of this research, we value as essential that the educational community and society in general must take into account the effort these professionals perform, gratificándoles with social recognition they deserve, by providing the material and human resources needed to avoid a glut in the practice of their profession, and offering financial rewards commensurate with their effort and involvement. This new conception of the work done by these professionals, improve their emotional, social and employment situation, which insurance benefit inclusion of young people with IFD during their school life and their transition to adulthood.

The completion of this study raises new questions and we raised new concerns about the object of our study, that will determine our future research. These are identified with thorough knowledge of the curriculum of the professionals involved in the education and training process of young people with IFD, and training them to address the diversity of its student body, directing the learning process these into the labor market. Another future line of research has to do with the emotional dimension of teachers, which currently have responsibilities that go beyond their duties, responding to the needs of students who require a number of specialized attention and support. By last, we would like to inquire about the quality of interventions carried out by specialized in serving integrating them from the school (speech therapists, pedagogues therapists, psychologists, etc.) personnel.

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