Vocational Training and Employment in groups at risk of exclusion: a model of innovative work

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SUMMARY:

The importance of any research in the social sciences is that there is a significant commitment by education authorities in the development of tools and instruments to help certain groups to get a welfare bio-psycho-social. Hence, this paper presents a model of working with students at risk of social exclusion which makes it easier to focus on its interests and its potential as a means of achieving a real learning process. It offers a theoretical approach to those teaching professionals who teach the subject of vocational guidance and training to deepen their strengths and resources of its students at risk of exclusion as unique and distinct in the required actions and activities differentiated training.

Keywords: targeted processes, groups at risk of exclusion, employment

In so complex and diverse processes as facilitating the work incorporation of groups at risk of exclusion and who, consequently, it is easy to be lost as professional in education. It seems extremely important to have some principles and models that help us interpret situations where we find and that say us the way to continue (Aeito, 2001; Punk, 1994).

These principles and models are seen as a group of joined concepts which we may use as continuous reference and they can serve us to operate in reality. They are seen as general orientations for the practice (Punk, 1994; Sánchez-Teruel, 2009 a, b)

The debate, assumption, formulation and group review of the principles and models by the group of teaching professionals suppose a right practice. It is desirable that it is explained the procedure as well as the elaboration of them, as its content, review and spreading (Durston y Miranda, 2002; Martínez, 2003; Sánchez-Teruel, 2009a)

1.   THE PERSON CENTERED-APPROACH: CONCEPT AND OBJECTIVES:

The person centered-approach being considered a theory, philosophy or a way of life is a great tool for that the teaching professional, work intervention or socio-educational can hold new options that allow advancing in their human performances and with the rest of people (Bayot, Del Rincón and Hernández, 2002; Ceniceros and Oteo, 2003).

The person centered-approach rises in the middle of the 80s with the purpose of increasing the comprehension of the experiences in cases of people at risk of exclusion and it achieves to expand and improve the so-called experiences through the design of adequate supports that allow increasing the quality levels of life for that population (González-González, 2003).
According to it, the quality life concept is transformed into the guide principle of the design, implementation and assessment of services and used teaching (Iturbide y Serrano, 2004; Rogers y Rosenberg, 1981).

This model admits that the life quality is a multidimensional theory, which implies the interaction of people´s conditions related to atmosphere conditions. Thus, it is very difficult, sometimes, to work with a unique plan that satisfy the necessities from all people (Bainbridge, Murria, Harrinson and Ward, 2003; Valdizón de Sánchez, 2000).

The person centered-approach gives human beings the opportunity to be themselves, to be and feel, know more and better themselves, to live intensely with their weaknesses and strengths, joys and sadness, feelings and reason (Alcalá, 2001; Rodríguez-Morejón and Beyebach, 1994; Rogers and Rosenberg, 1981).

The starting point of this model is the basic confidence in human beings, in their predisposition to build, in their potentials (Iturbide and Serrano, 2004; Rogers and Rosenberg, 1981, Sánchez-Teruel, 2009b). Human beings own diverse abilities that run them to some behaviour ways, toward some attitudes (Villares, 2009). The attitudes in men, however, are not defined before-hand (Villares, 2009).

Human beings have a natural cultural knowledge that makes easy to develop their potentials in the framework, which gives their personal and cultural context (Aeito, 2001, Casals, Colomé and Comas, 2003). Human beings are built through their own behaviours and decisions (Crespo, 2008; Gallego and Martínez, 2009).

This procedure supposes the educational professionals association with the person to built a desirable future and it implies the participation of all the interested people to achieve the key goals for the social inclusion (Alcalá, 2001; Comisión Europea, 2008; Garmendia, 2009):

- To reduce isolation and social segregation.
- To establish friendships and synergies.
- To increase the opportunities to get involved in desirable activities.
- To develop personal competences.
- To promote respect for other people.

This model joins the ideology of the diversity and the respect for the difference with strategies of analysis and solution of problems (Martínez, 2003; Rodríguez-Morejón and Beyebach, 1994; Rogers and Rosenberg, 1981). As consequence of the use of this model we face to a change in the intervention and role approach which we have to perform as professors because it admits the specific help necessities of each person according to their context, system of values and personal development. It forces the educational institutions to give services for the person and not the contrary (Iturbide and Serrano, 2004; Sánchez-Teruel, 2009a).

This model has the following objectives (Rodríguez-Morejón and Beyebach, 1994; Sánchez-Teruel, 2009a):

- To base on the person instead of the educational institution.

- To emphasize that the person´s atmosphere is implied in their process of integration and to point the interpersonal relations as primary source of support for the person at risk of exclusion.

- To focus on the attention of interests and person´s strengths more than the weaknesses.

- To achieve the vision of the style of life that will give the person satisfaction and the goals or objectives, this must be achieved to reach that vision.

- An implementation that uses resources and supports not only from the organization but also from their community.

As final result, this model looks for building a work future with the minimum of restrictions and achieving the person´s inclusion at risk. This result must be meant in deep changes of the person because the efforts are run to solve problems, going with and not forcing the social-work integration (Sánchez-Teruel, 2009a).

2. THE PERSON´S REQUIREMENTS CENTERED-APPROACH:

This proposal of educational intervention tries to get results, the possible largest quantity of the following requirements (Rodríguez-Morejón and Beyebach, 1994; Rogers and Rosenberg, 1981; Sánchez-Teruel, 2009a):

- *Involvement of the person at risk of exclusion and his/her family*. The success of the model is closely related to the active participation of the person and the people who have a continuous interaction with him, what means a personal development that is translated into self-determination competences, ability to choose and to take decisions, personal knowledge of strengths, weaknesses and knowledge of available opportunities in the context.

- *Involve the natural sources of support.* The quality of the social nets, which people get in contact, plays an important role in the achievement of satisfactory levels of life quality. The process of orientation must closely involve the family, friends, and neighbors as resources to widen the person´s opportunities of development.

- *Change of professors' role in teaching.* The person centered-model is an approach that changes the professional´s role and transforms them into a partner at work who runs some required knowledge for the process of development of the group (Villares, 2009).

- *Redefinition of the person at risk of exclusion.* For the model to get its purpose to increase the life quality of these groups. These have to be seen from a perspective which minimizes its shortage and focus on its interests, competences and potentials for that they can build a satisfied future vision (Valdizón de Sánchez, 2000; Villares, 2009).

- *Vision of future without restrictions.* The discussion about the goals that the person wants to achieve has to be separated from the discussion about problems and obstacles to improve the so-called goals. The vision must never digress from the main objective which is the social inclusion of the group through the formation and orientation toward the employment (Sánchez-Teruel, 2009b).

- *Creative attitude*: The transition of an approach without restrictions in the vision of a future to the implementation of actions which make true this vision. This vision has to be run with creative attitudes that conceptualize the limits as opportunity-problems, which at the same time have solutions if we work together with creative attitudes (Berrios, 2009).

- *Generation of immediate changes*: The purposes of this person centered-approach can be delayed when they involve complex changes in the social or familiar system. It is to be careful to define some purposes which can be achieved in short deadline to create confidence for the changes to happen and to keep the motivation of all the actors of the plan (Iturbide and Serrano, 2004).

3. **PROFESSIONAL TEACHING ATTITUDE OF THIS APPROACH:**

From the person centered-approach the professionals´ attitudes must be transmitted indirectly. They have to be presented in the communications, but not directly presented in them (Martínez, 2003). It is sometimes difficult to understand and for this reason, some assume that the professionals' attitude consists of being passive and unimportant, ´not to

meddle´. But it is incorrect and, more even, it is damaging, because in fact the passive role is taken as rejection; moreover, it usually bores the person when they see that they obtain nothing with their effort (Rodríguez-Morejón and Beyebach, 1994).

The approach has to clarify the people´s emotions, making them aware of facilitating the process, and for it, being easily manipulated, to be controlled. This does not mean an all-powerful or omniscient role that carries the group as if they were children, making them easier the given materials (González-González, 2003; Rogers and Rosemberg (1981); Sánchez-Teruel, 2009a).

The professor respects the students as they are, with their anxieties and fears. The professor does not matter the students´ personality. The professor goes with them living their way and they take part as current and active item in the self-creation, always to make easy the perception of the personal resources and the actions along the way, as the students live it (Berrios, 2009; Rogers and Rosemberg, 1981; Sánchez-Teruel, 2009b).

The personal features that are considered necessary in all professors who wish use this approach in their FOL classes (formation and work orientation) are the following (Rodríguez-Morejón and Beyebach, 1994):

a) Emphatic ability.

b) Authenticity.

c) Positive incondicional consideration.

It leads to think that the manager, from this theoretical perspective, is someone who has simply achieved be updated. For this reason, he/she can run with more effectiveness and productivity his/her experience and help other to do it. These before-mentioned features are not innate, but with the desire and the continuous practice can be learnt (Sánchez-Teruel, 2009a).

4. CONCLUSIONS AND NOTES ABOUT ITS SU APPLICABILITY:

The professional experiences, from this perspective, cover a great range of people´s treatment, in pedagogic, vocational or orientation conditions, professionally speaking. We deal with the group psychology or psychosocial intervention and consultancy firm and human resources (Berrios, 2009).

There are applications of this conception in some areas as psychology, sociology, social work, social education, partners´relatioships, etc. It covers a wide spectrum of ages, from five years old children to elderly people (Rodríguez-Morejón and Beyebach, 1994).

And all this is possible, because the person facilitator or centered-approach makes up not only a theoretical perspective of professional performance, applicable to problems, but also a human being conception and of interpersonal relationships (Berrios, 2009; Rodríguez-Morejón and Beyebach, 1994).

As conclusion, the person centered-approach is considered a key item in the current efforts to teach the related subjects to the formation and professional orientation that allow students at risk of social exclusion to take control of their lives and to receive supports from diverse and natural sources. On the other hand, this model forces the educational institutions to personalize and make easier its services and transform the group work into a important condition for achieve the complete development of the person and improve his/her life quality and all in all, his/her social inclusion through teaching (Sánchez-Teruel, 2009a).

This theory is not a magic wand that solves all the difficulties and problems which groups at risk have and these students whom we work daily with. However, it offers a different vision (neither better nor worse than other) about the role that professions have to play in their daily professional work (Sánchez-Teruel, 2009a). Each professor will be able to assimilate, take, take out or transform personally what is applicable to their group, all this depends on a continuous updating and review of professional tasks which are done with their students. Professor always remembers the differences for being person.

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