

Pre-Vocational Learning Readiness In Special Education And Training

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ABSTRACT : Work is an inalienable right of all people, since through it can be done work to meet their needs. Our study intends to explore the problem of pre-vocational learning readiness (PRE_VLR) in Special Education and Training (SET). In the working hypotheses, we examine the relationship between learning readiness (1) and entry into the labor market of people with disabilities, as well as the relationship of pre-vocational education (2) with PRE_VLR and employment.

The research carries on the field of special education at all educational levels with the emphasis on Adult Education with mental disabilities and autism. According the Targeted, Individual, Structured, Integrated Program for Students with Special Educational Needs (TISIPfSEN), the pedagogical tools which have used were the observation of people with disabilities in two case studies of pre-vocational education in Kalamata. The first is a 30-year-old man, who diagnosed with autism and has exposed the tables in the Art Center. The second is a 36-year-old man with a mental disability who has worked in organic farming in the garden of Lysous. The results reveal the benefits of pre-vocational learning readiness of the disabled in their own and in the local community.

KEYWORDS - learning readiness, special education and vocational training

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I. INTRODUCTION

Work provides to the people the opportunities among others to cultivate and develop their abilities, which contribute to the development and shaping of their personality. Language skills as mentioned in the Guidance on Vocational Education and Employment [1] offer opportunities to establish meaningful relationships with other members of society as a whole, and therefore language teaching is a critical aspect of the problem of pre-vocational learning readiness in special education and vocational training. These relationships lead to the social integration of people with disabilities [2]. That is, through the entry into the workplace, the essential communicative and social relations are made, as indicated by the appropriate teaching differentiations in the Special Vocational Education (SVE) and life workshops with learning and pre-vocational readiness activities, in pupils with autism [3] and mental disabilities [4]

Work for people with disabilities is particularly important and has been linked to the special vocational training of young people with learning disabilities. Their exclusion [5] from their productive process leads to marginalization and economic dependence on relatives and others. According the special pedagogical science it is started from the school and the programs of Vocational Orientation for the People with Disabilities with data from theory in practice. These inclusion programs have impact their political, ideological, cultural and emotional marginalization and economic care.

Many people, for various reasons, do not have equal opportunities for proper preparation and "proportional" participation in it according to their abilities, skills, interests and labor market needs. In the fact these people with disabilities do not acquire an identity and alienate by circumstances have dependent on the factors as the family, institution, charity, benefits conjuncture [6, pp. 100-101].

II. LEARNING READINESS AND ITS RELATION TO PRE-VOCATIONAL LEARNING READINESS

Learning readiness includes mainly the mental, emotional, social and physical readiness of the child to accept, process and exploit the stimuli of the environment. School readiness refers to the stage of preparing the child to acquire knowledge and skills. Also, the learning readiness help the student to create attitudes, to adapt seamlessly to the school environment and to successfully meet the requirements of the curriculum [7, p. 13]. In terms of school readiness is meant the situation which allows accessibility to the formal compulsory school

learning process, evolving into general single education or special education and training. The concept and importance of readiness has been approached pedagogically with Activities of Learning Preparedness in Oral Word, Psychomotricity, Mental Capacities, Emotional Organization, extensively with material visualization as they have presented in the Book for the teachers for the pupils with Special Educational Needs [7, pp. 13-27].

School readiness is approached through systematic and organized educational interventions, which aims to mobilize the cognitive functions of children with special educational needs and disabilities or without them. Teaching intervention seeks to multi-sensory structuring of environmental stimuli and support the students to attend the differentiated and common school curriculum. Learning readiness is directly related to neuro education, which is attempted with targeted learning activities in development areas in oral speech, psychomotricity, cognitive abilities and emotional organization where are identified the deficiencies. Educational and Prevocational Readiness, orientated towards living alone, gardening, office services [8] [9] [10].

In particular, the spoken language area includes activities aimed at making the student able to listen and decode the audio information by participating in language activities such as oral, phonological awareness, drama, narrative, etc. They aim at involve the child in dialogue, both at the beginning and in its continuation, but also in waiting for the turn. They promote and enrich everyday speech with basic and socially relevant processing. Still, they aim to express themselves clearly and precisely by formulating and reconstructing simple and complex propositions, descriptions of persons, emotions and events. Finally, the spoken language area seeks to use appropriate alternative forms of communication, such as Braille, sign language and new technologies.

Main objective of the Framework for the Curriculum for Special Education (FCSE) have address special educational needs of pupils in accordance with the pedagogical principles without emphasizes in their ages and disease classification. Thus, from the maternity hospital, the kindergarten, the first classes of elementary school, the classes of Special Vocational Education and Training Workshops up to lifelong and informal special education and training, learning readiness is negotiable in the teaching language process. Thus, the satisfactory development of psychomotricity is observed in verbalizing behaviors regarding the body's knowledge, the stabilization of the pleating, the orientation in space and time, (e.g. walking, running) and movements coordination (e.g. functional movements and the use of tools such as pencil scissors), which are at the same time the content of the teaching objectives.

Cognitive abilities are promoted with learning readiness activities that prepare pre-narrative, pre-classical and pre-mathematical skills by developing skills that support people's abilities, perceive and remember visual and auditory stimuli, as visual and sound discriminations, compare and classify sizes and objects, and connect the written word. The above activities improve areas of perception, memory, attention, thought, reasoning and other mental capabilities that play a leading role in the process of cognitive knowledge. However, the area of emotional readiness should not be underestimated.

Emotional organization is also an important development area for the learning readiness of children and young people with complex learning difficulties and disabilities, and pedagogical practices in the school, academic community and family [11, pp. 553-632]. The child's own self-concept, the confrontation of its problems as well as its self-confidence facilitate its learning readiness and has been studied in practical applications to pupils with Autism Spectrum Disorders in Secondary Education [12]. The existence or absence of interest affects and differentiates the person's emotional organization. When their interest are triggered, become emotionally motivated by creating an incentive that drives their attention. Finally, in this area emphasis is placed on the teaching strategies that help the student in the social understanding of interpersonal relationships, aiming at their socialization by participating in school or extra-curricular activities.

Pre - vocational learning readiness as mentioned in the Framework for the Curriculum for Special Education (FCSE) known in the Greek as (The framework for the curriculum for special education (FCSE)), which was drafted by the Pedagogical Institute for the Ministry of National Education and Religion (1996), children and young people with disabilities, as well as those with complex learning difficulties, learn how to learn to organize their personality, to realize their potential and weaknesses and to develop pre-vocational skills with content and teaching scenarios from the interests of the local labor market, with which they are linked and professionally oriented. [11, p. 601].

In particular, through the appropriate teaching activities, we try to get to know the tools, materials and how they are used. They learn how to protect themselves from the dangers and how to do the right job based on their subject matter. Particular attention is paid to learning the right behavior, such as having good interpersonal relationships, good working habits, but also appreciating their work and value. Another issue that undertake by the objective teaching of the Framework for the Curriculum for Special Education (FCSE) is professional orientation. In this section, the student is invited to visits and role-plays to get to know the professions and also to get in touch with a variety of professionals. Through appropriate activities, it seeks to learn about working rules such as pay, compliance with working conditions and the existence of social security or the planning of its leave.

III. METHODOLOGY

I.1 PURPOSE OF THE STUDY

Our study intends to explore the relationships that govern the problem of pre-vocational learning readiness (PRE_VLR) in Special Education. Our study is based on the pedagogical principles stemming from the Framework for the Curriculum for Special Education (FCSE)'s aim, according to which it is allowed, within a climate of parity, freedom, security and respect for the personality of disabled people, to join the school, academic, working, professional and social environment. The aim of the Framework for the Curriculum for Special Education (FCSE) is to support people with special educational needs to promote their physical, mental, emotional, social, moral and aesthetic aspects insofar as their capacities allow and eventually integrate into the school and social environment. The specific objectives of the Framework for the Curriculum for Special Education (FCSE), as mentioned above, in pre-occupational preparedness are for people with disabilities to organize their personality, to realize their potential and weaknesses professionally, to develop pre-vocational skills and to orient themselves.

The methodology [13] takes the data from the interdisciplinary field of special education and training. It is based on the bibliographic study of the pedagogical principles without emphasizes in their ages and disease classification as described in the philosophy of the Framework for the Curriculum for Special Education (FCSE) [14]. The data were collected in accordance with the observation methodology for people with intellectual disabilities and the register mentioned in the Targeted Individual Structured Accession Program for Special Education and Training (TISIPISEN) [15] and in particular the first and a second phase with systematic empirical observation and informal pedagogical assessment of learning readiness and pre-vocational learning readiness. This study was conducted in the Peloponnese Region.

I.2 THE HYPOTHESIS

1st hypothesis: The pre-vocational learning readiness could support the people with disabilities to entry into the labor market.

2nd hypothesis: The pre-vocational learning readiness (PRE_VLR) would be related to employment the people with disabilities.

I.3 METHODOLOGY FOR OBSERVING PRE-VOCATIONAL LEARNING FOR THE PEOPLE WITH DISABILITIES

Our observation used the counseling skills training under the research theory of Criticism Total Approach [16] and methodological guidelines [17] from the book of teaching special education and training. Particularly research methods in special education and training followed [13] in two disabled case studies one of them is a 30 year old with a diagnosis of pervasive developmental disorder (autism) in Kalamata Art Center and the other is a 36 year old with mental disabilities [18] in organic farming in the garden of Lysous.

Case study is one of the research ways used to study social phenomena. It is considered the most appropriate strategy when contemplating modern events that cannot be tested experimentally. As an example, the case study is defined by Yin as an empirical research that examines a contemporary phenomenon within its real context [13, pp. 300-302].

First case study : Basilis

Basilis is a 30-year-old man. He was diagnosed at fourth years old with an autism spectrum disorder. Vasilis, as presented to the local press during the period of the exhibition, attended the 7th Primary School of Kalamata, while attending classes in the integration class. His training, done by a psychologist and speech therapist, was based on communication. Very quickly he began to communicate and express himself through painting. In his 14th years in the Primary School, he was distinguished all over Greece in painting. His training was continued at the Special Vocational Education and Training Workshops, specializing in the handicraft workshop, while he attended painting and ceramics courses at the Municipal Cultural and Recreational Center of Kalamata, where he continues to this day at the Fine Arts Workshop of "Faris". There, in an adult section he received advice and support from his teachers, as well as acceptance from his classmates, which contributed to his success. Also helped by creative work in the former into the Social Assistance Center of Training for People with Disabilities and now in the Center for Physical and Medical Rehabilitation, by qualified staff and volunteers. Vasilis continues creative activities in the mornings at Social Assistance Center known in greek language as KEFIAP. The afternoons Basilis has continue the training to the Center for the Creative Employment of People with Disabilities known in greek language as (KDAP/MEA) of Kalamata, while attending a 3-hour weekly lesson at the Municipality's Visual Workshop.

Table (1) Basilis: Skills of pre-vocational learning readiness

Pre-vocational learning readiness (PRE_VLR)	Oral Speech (1)	Psychomotricity (2)	Mental Capacities (3)	Emotional Organization (4)
Knowing professions				
Knowing a variety of professionals			Basilis-painter	
knowing the tools, materials and how they are used		Basilis-painter		
protecting themselves from the dangers				
good interpersonal relationships ç				Basilis-painter
Working hours				
Good working habits	Basilis-painter	Basilis-painter	Basilis-painter	Basilis-painter
Security				
Holiday-breaks				

Second case study

Thanasis is the 36-year-old who completed his studies at the Primary School of his area, continuing with the (SVE). He stayed for a while in America next to his father. Recently he has returned to Kalamata, where he lives with his mother and his brother. Some mornings (3 days) are engaged in creative activities at KEFIAP and all the afternoons in KDAP /MEA, all morning and on a working day basis with the owner of the organic farm, he is employed in the garden of Lysous.

Table (2) Thanasis : Skills of pre-vocational learning readiness

Pre-vocational learning readiness (PRE_VLR)	Oral Speech (1)	Psychomotricity (2)	Mental Capacities (3)	Emotional Organization (4)
Knowing professions	Thanasis - farmer			
Knowing a variety of professionals	Thanasis - farmer			
knowing the tools, materials and how they are used	Thanasis - farmer	Thanasis - farmer		
protecting themselves from the dangers				
good interpersonal relationships ç	Thanasis - farmer	Thanasis - farmer	Thanasis - farmer	Thanasis - farmer
Working hours				
Good working habits				
Security				
Holiday-breaks	Thanasis - farmer			

I.4 THE TOOLS

In both cases individual communication and semi-structured interviews were used as a tool, differentiated and tailored to the particular interests of every case study of adult disabled people [13]. The first semi-structured questionnaire consists of the following questions:

- Can you talk to me about the exhibition of paintings you presented at the Art Center of Kalamata?
- How long did you have to work to prepare your projects?
- When did you start painting? What helped you to improve (what lessons and where)?
- Did your works be bought and if so, the money you earned what you did?
- Want to work as a painter?
- Do you think you will continue to work to prepare a next report?
- Do you like working as a painter? If so, why? Does that make you happy?

The second semi-structured questionnaire consists of the following questions:

- Where did you go to school?
- What direction did you follow in the SVE?
- Can you tell me what you are doing in the garden of Lysous?
- What do you produce, what do you do?

- How do you use the money you earn?
- How many hours do you work for the day in the garden?
- The rest of the hours what are you doing?
- Have you helped with the lessons you did to (SVE) for your work?
- Do you like the work you do, if so, why?

IV. THE PROCESS OF COLLECTING AND PROCESSING DATA

The parents signed a declaration that they consented to their family members being able to chat in private meetings and to talk about their "occupations". These took place in the premises and facilities of KEFIAP and took half an hour each time on two different meeting days. The material gathered was transcribed and the words of young people with disabilities were studied by focusing on understanding the concepts of the market, labor market, employment, working time.

V. RESEARCH CONSTRAINTS

The choice of young people with disabilities was made through the creative employment departments of KEFIAP and in particular the gardening and painting departments. It was, of course, preceded by a visit to the exhibition area of the works of the young painter during the period at the Art Center. As well as informing the local market of organic farming products from the garden of Lysous. The mother of the young painter was particularly instructive and intrusive to the completion of Vasilis' answers and was used to identify the data that Thanassis mentioned, in order to increase the reliability of the responses [13].

VI. RESULTS

After an in-depth study of the data we received from the discussions with the two young people with disabilities, it turns out that the relationships regarding the entry into the labor market of people with disabilities are affected by the factors of learning and pre-vocational readiness. Furthermore, the pre-vocational learning readiness (PRE_VLR) in special education and training (SET) was shown to be employment-related that special education can develop vocational training strategies. For this reason, pre-vocational learning readiness is a basic body that runs through all the proposals in the general secondary technical education, vocational high schools, or Special Education Schools, with the Technical Vocational Schools of the 1st and the 2nd level of the Special Vocational Education and training (SVET). So, the SVET as is the case with structured pre-vocational training curricula [19], it incorporates in its practices and advisory intervention with a characteristic example at the Agricultural University of Athens, Personalized Specialist Support Programs for Students with Learning Difficulties and Dyslexia [20].

(a) Access to the labor market for people with disabilities is affected by the factors of learning and pre-vocational readiness.

The results of the study showed that entry into the labor market for people with disabilities is affected by the factors of learning and pre-vocational readiness. Personalized teaching programs designed by the teacher and relating to school readiness can not be disconnected from other axes, i.e. basic school skills, social skills that support social adaptation, creative activities and, lastly, pre-vocational readiness, which is also the case for the first case of this study. For example, the teacher who will touch the objective of "Developing Thin Mobility Skills from the Area of Psychomotricity" can link with others as sensing numbers to 100, that fall under basic school skills. Also to access to the labor market for people with disabilities is affected by the factors of learning and pre-vocational readiness between then we have recognize to collaborate with people inside and outside the school environment, social skills and social adaptation, to learn techniques of processing materials from creative activities and to use the tools and a material in pre-vocational workshops gardening, gift art, weaving in pre-vocational readiness [7]

More specifically, personalized pre-vocational training programs take into account the family environment factor. In the case of Vasilis, from a very young age, the family perceived its inclination to painting and initial communication through it. His teachers cultivated the skill of thin mobility and visual co-ordination by working on this objective in the pre-vocational handicraft workshops in the SVET school, which his family strengthened with special and group lessons, thus cultivating his pre-professional readiness with regard to time as a painter, as shown in the passage of the following transcript:

(Q.): How many days do you go to the Art Center (Mom to Vasilis)

(Am.): Friday, only Friday

(Q.): How many hours? 3 hours 5-8 / Repeat Basil: 5-8

(Am.): It was a miracle for Vasilis to get to sit for 3 hours continuously. (Reply Mother Vasilis)

(Q.): Is the Workshop in groups or on its own?

(Ap.): Is he in a group of adults with 10 classmates bigger than Vasilis and they watch and watch them? /

(Reply Mother Vasilis)

Accordingly, Thanassis, who is employed in the organic farming of the Lysous gardens, played with the soil in the garden of his house, saying "From small ... out of 5 I think". Having been properly guided by his family, he attended the SVE, the lessons of Gardening.. Eventually, he managed to work paid for what he pleased, boosting his family's income. An extract from the interview of Thanasis is quoted:

(Q.): How did you learn how to plant and delve?

(Ap.): With my professor at the EYEEK.

(Q.): What did you learn helped you?

(Am.): Yes ...

(Q.): Now you learn more ...

(Ap.): Yes, they give us seeds put a column with a pole put in a row ... angles ...

b) Pre-occupational learning readiness in special vocational education and training is related to employment.

The results of the study showed that Pre-occupational learning readiness in special vocational education and training is related to the employment of the 30-year-old Vasilis. The teaching strategies according to the design and implementation of structured teaching programs support the language skills [12], which help in the professional interconnection with the community. The 30 year old young artist graduated from SVET Kalamata and with the help of family managed to orient professionally as a painter and with the cooperation of the local community to present the first exhibition of paintings. In excerpts of dialogues cite demonstrated greater autonomy, with a long term aim of education in the autonomous or semi-autonomous adult life, through the free or reserved occupation, based on social economy principles. The development of pre-vocational readiness to teaching work plans, utilizing the speech and language skills associated with everyday objects, can contribute to the community interface, with intelligent and appropriate adaptations to the specific needs, facilitating the transaction and integration [21]. The interview quote from Vasilis reveals his mother's contribution to the development of pre-vocational language skills.

(Q.): How long did you prepare your work for the show?

(Ap.): It's a 3-year job, his mother replied.

(Q.): Where do you work your works?

(Ap.): At the Workshop.

(Q.): When do you go?

(April): Every Friday 5-8.

His mother reported that during teenage years he attended 1.5 hours / week of special painting lessons and three times a week a one-hour painting and sculpture lesson at KEFIAP.

Correspondingly, excerpts from the dialogue with Thanasis are presented, his words proving the increase of his autonomy through his protected professional occupation. Having graduated from the SVE as soon as the appropriate labor market was created, she was employed by saying "I met Ms Eleytheria ... we make the garden of Lysous" and he means that he starts to work in the garden [22]. So he works by selling its products in the local market, which supports them. In oral conversation during the site visit on 4/20/18 with members of KEFIAP in the garden of Lysous, the manager of the garden (Ms Eleytheria) said that "the strawberries are not sold in the market because locals go and buy from the garden", as shown in the passage of the following transcript:

(Q.): (Q.): So tell me what are you doing there in the greenhouse?
(Ap.): Put strawberries on onions, make beans and beets, plant potatoes, what else ... yeah ... spinach that will come out in a while, the stalk has come out and what else ... and broccoli
(Q.): what you plant, what do you do?
(Ap.): We sell them at the grocery store, at the pub and spend the expense.
(Q.): Do you go for it yourself and sell it to folk or give it to someone else?
(Ap.): No, we give it to Takis, who is down there in the nursery and we give and bring it to us.
(Q.): Are the vegetables given and sold?
(Ap.): Yes, we also help ... but we can.
(Q.): And the money you collect?
(Am.): Costs? ... half of them keep us, most go to the excursion ...
(Q.): Where will you go?
(Ap.): In Agia Marina (he did not remember, initially the place of Agia Messina ...) we camping and bathing.
(Q.): From what you take out of the garden, you, are you holding money for yourself?
(Am.): Less ...
(Q.): What do you do to keep them?
(Ap.): I give it to my mother who does not have ...
(Q.): And gives her the money for the house ...?
(Ap.): Yes and I say for example I want ... this and I say to her: "My man give me and she gives me ..." I have no joys with my mother
(Q.): Money ... makes it hard for you? Can you go to folk?
(Ap.): Helps us ...
(ER): Do you like working there ...
(Ap.): Yes I like to make money and give it to my parents ... and if they do not have ... and then if they say Thanassaki I do not want any more money to get a coach in a little while ...

It is important to say that they both said that they were happy. Vasilis was recognized for his work by the local community and his works were exhibited. Thanasis, because he makes money with which to spend his summer holidays without burdening his family planning, helps the expenses of the home but also put away. By completing the link with employment in the community of people with disabilities, pre-vocational learning requires the integration of people with complex learning difficulties and multidisciplinary training through pre-vocational education.

VII. CONCLUSIONS - PROPOSALS

The intended purpose seeks to help children and their families decode the "important message" of what they want and what they can do, understanding the obstacles they experience everyday. Pedagogical practices for interfacing with the community are a focal point in the quality of specific vocational training [11, p. 601].

Bombing between family, vocational school and society is also highlighted by writers Tomblin J.M & Haring A.K, (1999). They say that in order to succeed a pupil with difficulties in his / her working environment, a prerequisite is to properly shape the curriculum content focusing on the classes of the high school and upgrading the transitional services provided. The transition includes a) school, b) the environment (family, work and social) and c) the adaptive period of graduation in the workplace [5]

The pedagogical practices for interfacing with the community together with the special vocational school co-modulate the criteria for autonomous or semi-autonomous adult living based on the rules of the local economy. Pedagogical practices in special vocational school, as a new school, develop professional actions towards the community, highlighting educational priorities in municipal and inter-municipal services, businesses and shops in the region, with the overriding goal of transforming educational and social institutions into roles. Linking the vocational school with the community and with the vehicle the free or protected occupational employment, according to the principles of the social economy, broadens the basis of professional integration and limits the risk of social exclusion [11, p. 600].

Although graduates with learning difficulties work full-time, there are many those working part-time, while high numbers of people with learning difficulties still do not work. Our proposal is to extend research through the study of factors emerging through the creation of communication bridges for special education educators, the local community and the professionals of the vocational area because, according to our opinion, it could be the way to reduce the risk of social exclusion of people with disabilities. The pre-occupational learning readiness is a crucial and important part of special vocational education and training and also contain the individual's transition to adulthood. That is why, apart from the cooperation of teachers and society, appropriate training of special education also needs to be pursued in order to implement targeted individually structured

teaching intervention programs TISIPfSEN for pre-school learning pre-graduation prior to graduation [5, pp. 357-370].

VIII. THANKS

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