

UNIVERSIDAD ANDRÉS BELLO
Humanity and Education Faculty
School of Psychology
Carrer of Psicopedagogy

- I. **General concept of the Project:** The project deds wills the development of a program of formation, designed for the exploration of abilities and later qualification in specific work competencies, directed to young people with slight cognitive discapacities.

Inserted in the university scope, it will last four two years divided in four academics semesters. The first stage is conceived as an active exploration of abilities and interests by means of the approach to different areas from the knowledge, which will be developed during fourth academic semesters. Later, a period of deepening of the development of concrete abilities, by means of specific labor factories, is planned, the one that will extend throughout the first semester of the second year. Finally, for the fourth and last semesters, the program establishes the insertion of these young people, in protected work environment, compatible companies to the different specialties.

- II. - **Problem to solve:** The necessity to offer to the young people with special educative necessities, specifically to those with slight cognitive discapacities, the possibility that once finalized their secondary studies under the modality of special education, can continue inserted in a superior educational system, by means of a specialized program that enables them for a future and suitable social and work insertion.

- III. **General antecedents of the project:** The true situation of the discapacidad in Chile is a reality that just begins to reveal in our country and acquired total use with the promulgation of the Law N° 19,284, that establishes norms for the total social integration of the people with discapacity. The authorities have acquired a "commitment with the diversity", revealing the right to learnings of quality for all the people who present/display special educative necessities. (Official release 22, August, 2005).

This public instrument demonstrates the ample necessity to initiate a process of integration of the discapacities people in order that they can be independent by themselves and, from its particular situation, contribute to the development of the country.

Only in 1996, in Chile the subject of the discapacidad in the registries of the population description was gotten up definitively. The survey CASEN (Official stadistics to Chilean government) corresponding to that year, associated to the subject of the education shows to us that, of the population with discapacity in work age, a 72% was inactivate. (Discapacidad; Exclusión/Inclusión: Magazine N° 5. Department of Anthropology, Or Of Chile, Sept. 2001).

According to this survey in Chile there is near one hundred thousand young people, between 15 and 29 years, that present/display some discapacity. Of them, only one mini part manages higher studies, because although the system shows some signals of integration, still lack to do much.



The education of the people with disability has by its primary target the social insertion of the same one. It is by that our responsibility as society in front of this educative process does not finish in secondary education. It is necessary to offer to these young people with educative necessities special options that allow them like to all the young people to continue being developed to face the future in constructive form.

These young people still require with more force of the contribution of the means that surround them to optimize those learnings that will allow them to partly surpass the numerous barriers that find in the way towards their work insertion. The experiences of integration in higher education in Chile are limited the physical and sensorial disabilities, not to the cognitive ones. The present alternatives of work qualification for young people with slight cognitive disabilities in our country, are little and they are reduced to specific labor factories, whose election not always is based on a free vocational option according to an exploration of its interests and abilities, but in taking the possibilities that there are.

The learnings waited for a higher education generally private preserves for these young people generally, since their cognitive development, of language and its capacity of reflective thought not always are agreed to the parameters of entrance to this educational system, that is based fundamentally on the development of a reflexive and abstract thought. Nevertheless, their capacities exist and to continue being developed they require of formation strategies that recognize its multiple types of intelligence and their individual necessities of development and identity, maintaining and reinforcing the cohesion and social inclusion.

The higher education is journeying through of greater flexibility, larger supply of degrees, deeper stages of general formation, reason why the University can generate spaces for the inclusion of people with disability, which will offer better possibilities them of labor insertion and to the rest of the university community, future professionals of our country, a greater knowledge, sensitivity and capacity to welcome this condition in more natural form.

The model of work competences, based on the change of the work concept, can offer to these young people a formation by labor competitions, understanding by these those that Ibarra (2000) defines, like "a productive capacity of an individual that is defined and it is moderate in terms of performance in a certain labor context and not only abilities, skills or knowledge in abstract" or Marelli (2001), "a competition is a labor, measurable capacity, that is needed to satisfy with effectiveness a certain yield in the work".

Our University is forming professional that will integrate the work world of the future in all their areas, health, education, public and private company. In each one of those areas it is possible to generate labor protected environment for these young people, as part of its policies of enterprise social responsibility.

This project raises the development of two years of formation, divided in four semesters pedagogical, assigned to the race of Psychopedagogy of Andrés Bello University, like part of its commitment with the society everything, according to establishes its university mission.



- IV. **Objective:** The program of development of personal and partner-labor abilities of Beautiful the Andrés Bello University has te focus:
1. To give the possibility of continuing its intellectual, emotional and social development to young people with special educative necessities.
 2. To form specific labor competitions, by means of customized and agreed workshops to as their capacities and their interest.
 3. To fortify the self-esteem and personal security to optimize its integration to the average social and familiar environment.