5th World Conference on Educational Sciences - WCES 2013

Capability, work and social inclusion

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Abstract

The global context is going through a disruptive complexity and the traditionally elements of citizenship and community are going in crisis: social rights, membership, participation; all this is accompanied by an European economic crisis that is leading the revision of the work’s traditional forms.

With rising unemployment, the negative effect for people with disabilities is even more important and this situation liabilities to impoverish the people without opportunities of job. We need to rethink approaches to the work integration, designing and experimenting flexible models with diversify applications and costs, with wages to supplement those already perceived for disability, with a constant check of the accessibility of workplaces, with a strong supervision, so we can assure the social "membership" and not only the economic payment.

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Selection and peer review under the responsibility of Prof. Dr. Servet Bayram
Keywords: Social inclusion, disabled people, work, networks, environment

1. Introduction

The main purpose of our research is (and was) to sensitize the contexts to become comfortable and fruitful for the development of capabilities (Sen, 2005). So, the resulting social policy have to be over the offset the disadvantages, made through the provision of goods and services, expanding and ensuring the individual and collective capacities/skills to choose (capabilities) that are about freedom, fundamental rights related to all dimensions of human life, and these are related to the theory of capabilities like actual and concrete freedom, that a disabled person has available. In this sense, the lack of a job can be seen as a capability deprivation, to be understood as a failure of the start of the empowerment’s processes, these processes should always be encouraged and initiated with disabled people (Sen, 2004; Nussbaum, 2002).

The inclusion job’s increase - even those don’t result in an engagement – total or partial – can become indicator of the progress of inclusive processes. The only factor "money" doesn’t guarantee, in fact, the inclusion: partially paid forms of work can allow experiences of socialization and autonomy, and "belonging" to a community. These elements are essential for the adult identity’s processes (Montobbio e Lepri, 2000; Lepri 2011).

The global context is going through a disruptive complexity and it is doing a crisis the traditionally elements of citizenship and community (Moro, 2009); among these, the sense of belonging, too, is an essential element in the construction of personal identity. There is also an European economic crisis that it is leading the revision of traditional ways of working.

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With rising unemployment, the negative trend for people with disabilities is even more important (only 50% of disabled people in Europe is employed) and this situation liable to impoverish the people without opportunities of job. So we need to rethink approaches to the work integration, testing work situations during the schooling; flexible planning approaches with diverse applications and costs, with wages to supplement those already perceived disability (you can see the experience in the Canton Ticino, on which also SUPSI reflected (Mainardi, 2008; Soldini et al, 2007).

To address the inclusion job’s is important to be aware of the number of disabled people in Italy. To answer this need, we have sought, through various sources, data that reflect the reality and the complex ones we found them in the 2010 report prepared by Istat "The framework of official statistics Istat" - whose data included in the reports date back to 2004 -2005 but are still the most recent available - we bring below (Istat, 2010, p.105)

<table>
<thead>
<tr>
<th>PROFESSIONAL CONDITION</th>
<th>Classi di età</th>
<th>PROFESSIONAL CONDITION</th>
<th>Classi di età</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-44</td>
<td>45-64</td>
<td>65 e più</td>
</tr>
<tr>
<td>Disable</td>
<td>Not disable</td>
<td>Disable</td>
<td>Not disable</td>
</tr>
<tr>
<td>Employee</td>
<td>18,4</td>
<td>62,5</td>
<td>17,0</td>
</tr>
<tr>
<td>In search of employment</td>
<td>8,1</td>
<td>9,9</td>
<td>2,6</td>
</tr>
<tr>
<td>Housewife</td>
<td>10,3</td>
<td>10,1</td>
<td>18,3</td>
</tr>
<tr>
<td>Retired from work</td>
<td>0,3</td>
<td>0,0</td>
<td>10,9</td>
</tr>
<tr>
<td>Unable to work</td>
<td>50,9</td>
<td>0,3</td>
<td>39,0</td>
</tr>
<tr>
<td>Another condition</td>
<td>12,0</td>
<td>17,3</td>
<td>2,1</td>
</tr>
<tr>
<td>Tot</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Objectives

The themes emerging in Italy about inclusion job’s are:

- the role of mediation to create an inclusive work environment
- innovative tools for the inclusion of disabled people in the company
- introduction and development of projects to reduce handicaps
- technology as a solution to the accessibility
- intangible instruments: the development of emotional intelligence in work contexts
- instruments for emergency management

We conducted some research/experiences and/or in progress, and its purpose is to help the spread of a social representation of the disabled person who works, through the achievement of specific goals that see protagonists: disabled themselves, their families, organizations, local authorities, institutions, associations, economic and social networks, the social and health services. In particular, a great effort and attention are put to the parents accompanying during adolescence of their children: a fundamental action to start, promote and attend pathways of autonomy and empowerment of young people with disabilities, especially during the schooling (Caldin, Cavalluzzo, 2008a, 2008b).

If you want to work for a tension toward a goal we can now say that the work is certainly an ambiguous is present in both the appearance of compulsion is to self-realization. Are always present in fact, in a more or less latent, two main typical emotions: on the one hand, the final feeling of self-appreciation for having built something, you generate a useful result, the other the inevitable feeling of their freedom is restricted and constraint (Bruscaglioni, 2005, p.143).

The main objectives can be traced to the following:

- to highlight the strengths and weaknesses of current legislation;
- to implement regional networks for the creation of training for figures of supervisioning and accompanying (mediators work etc.);
- to identify positive organization experiences, identifying specific figures of tutors, company and/or external
tutors;
→ to participate in local networks extended to institutions and associations of persons with disabilities (and their families).

Just as educators we are called, even in the face of years of experimentation, to ask how these practices are viable not only in terms of legal and legislative, but also from the point of view of the growth and welfare of the disabled people themselves. You should try to put a disabled person full-time in a business or perhaps it is better to provide two part time places? Or, as they used different forms of contract in force? To help people with disabilities to find their identity in the work, how to form what might be termed tutor business?

All the more so today, probably not full time or indefinitely that we should seek for job placement, because “the work is no longer what it once was. In addition to the "jobs" that continue to provide performance standards in a regulated environment according to the canons Fordist, begin to exist millions of people - basically the majority in the vast area of the currently industrialized world - which in one way or another is leaking by these canons, building new forms, sometimes improvised, adjustment or non-adjustment. Forms that, over time and with the post-Fordist outsourcing, have grown, and that they are no longer exceptions, affecting the structure of the system itself.” (Grandinetti and Rullani, 2011, p.27)

These and other questions are accompanying us during these years of study and research as we enter the questions in the topic increases, making at the same time see new roads.

3. Methodology

The researchers have already dealt the theme with some researches and some specific actions. Some of these researches and projects, for example, are the followings:
→ the creation of a advanced traning course for graduated students “Disability and inclusive interventions in institutions and territory” at the University of Padua, made from concrete and collaborative partnerships with various organizations, associations and local institutions (Caldin, Friso, 2012);
→ the participation at the Permanent Table for work integration of persons with disabilities – Padua’s Province;
→ the implementation and management of the Project Midas. A model for the inclusion of the student with disabilities in the organization, funded by European Social Fund – Bolzano’s Province (Caldin, Cavalluzzo, 2008b);

Organizations, each year (more specifically by January 31), are required to send the Office Mandatory Placement their own province the summary of the workforce. This prospectus contains information for verification of obligations on staffing disabled

<table>
<thead>
<tr>
<th>Organization’s size</th>
<th>Inclusion of disable people</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 to 35 people</td>
<td>1 disable people</td>
</tr>
<tr>
<td>36 to 50 people</td>
<td>2 disable people</td>
</tr>
<tr>
<td>51 to 150 people</td>
<td>7% (disable people) and 1% other beneficiaries of the law 68/99</td>
</tr>
<tr>
<td>150 people</td>
<td>7% (disable people) and 1% other beneficiaries of the law 68/99</td>
</tr>
</tbody>
</table>

The performance, which is an online procedure in the Province of competence, must contain the employment situation of the company photographed the 31/12 year making explicit reference to these points:
1. the number of workers (all workers with the exception of people with disabilities in the company, apprentices and managers, the part-time shall be reckoned in relation to the% of work);
2. the number and names of the disabled workers already in the company;
3. the number of workers belonging to protected categories;
4. jobs available for people with disabilities and any authorizations granted for exemption or territorial compensation.
There are also in Italy Work Inclusion Services (SIL) distributed in the territory who design and implement ad hoc activities ever conceived and carried out with a design that sees the individual protagonist of his own life, but also takes into account the environment and the territory in which is to act. These services work if and when they are able to map the environment in which they act. Only in this way the SIL don’t act in emergency and they can design projects for inclusion work with precision and real knowledge of the context.

As an example, we denote the two priorities that the SIL of the Padua’s territory (referred AUlss 16) has been proposed for the years 2011-2015 in this area:
- risk of discontinuity in the individual project in the transition between school and the world of work
- lack of ability to work placement and the risk of exit from the labor market (dismissal or resignation), as a result of the economic crisis and/or worsening of health conditions of the people

Compared to these two critical issues have been provided specific response actions to structure which we made use of a model like this:

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>POLICIES</th>
<th>SELECTED OPERATING</th>
<th>MACRO AREAS OF REFERENCE</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actions for development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative actions</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 4. Innovative impact

Paths extensive research and intervention, through the development of networks between services and local companies, can help to identify areas and situations that contribute to the evolution of the scope of which we are concerned. These studies, when systematized, could allow to investigate whether and how the work "preparatory" to job placements - 's "learn to work" - affect on increasing recruitment (European Strategy 2010-2020). It is desirable that, at European level, should be initiated trials of targeted agreements between institutions and local companies, also using the resources provided by the ESF. In this direction, the authors are convinced that working becomes increasingly urgent to respond to strategic and coordinated task of making a tangible net work not only on the logistical / economic and, above all, providing specific professional skills and experience that will be integrated with the academic (Caldin, Friso, 2012). The labor market needs of information centers / training in which they start, for example, training for company tutors - key figures such as the facilitation of the process of inclusion - in which they are created and implemented monitoring tools to experiences of school-work involving early stage of design professionals and recipients themselves.

This is definitely an innovative path, where the potential areas and markets of application of the project results should contribute to the testing of approaches to employment in areas other than traditional areas and more diversified (small territorial craft situations facilitated by new technologies, etc.). The integration would thus become a real educational process that turns into genuine inclusive education if the same is accompanied by a special thinking (Montuschi, 2004), which returns responsibility and commitment to the community, inviting it to expand the scope social participation of persons with disabilities, without giving up the leadership of the latter, within their life project in the direction of an exchange increasingly more accurate both in theory and in the operational dimension (Caldin, Succu, 2004).

In this sense we consider important to address the question of employment of people with disabilities from childhood and then during the adolescent years of schooling, both from the end of the academic experience (Caldín, Cavalluzzo 2008a, 2008b). To make progress in this area are essential avenues of research that can identify effective and efficient processes for the promotion of social inclusion and wish to work as a capability to which they are entitled and that the entire community must ensure, through ' assumption of a common and differentiated responsibility (Sen, 2005).

In fact, much is being done already and often the direction taken by companies, institutions and associations is the same, but not harmonized manner, a coincidence in the timing and choice of the spaces together. Research and
training are increasingly called to help these elements to move together towards real inclusion will strengthen and realizing that often remain incapable of true planning and feasibility.

The wide paths of research and action through the development of networks of services and companies in the territory, allow the identification of issues / situations That contribute to the evolution of the area That We deal. The research could allow to investigate if and how much the "preparatory" work for work inclusion - the "learning to work" - affect on Increasing recruitment (European Strategy 2010-2020); Also These researches could be launched, Including at European level, trials of targeted agreements between local Institutions and Organizations, Also using the resources provided by the ESF.

About the innovation’s size, potential areas and markets for application of project results should contribute to the testing of other approaches to employment in other than traditional areas and more diversified areas (small territorial craft, situations facilitated by new technologies, etc.).

References

Caldin R., Friso V. (2012). Quale lavoro per le persone con disabilità, oggi, in Italia?, In Studium Educationis n.3