

Transformando la educación a través de la tecnología: Innovación, investigación y aprendizaje digital

EDUCACIÓN

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DE LA TECNOLOGÍA: INNOVACIÓN,
INVESTIGACIÓN Y APRENDIZAJE DIGITAL

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Work support and the role of school in orientation and inclusion

Diletta Chiusaroli¹

1. THE LIFE PROJECT AN IMPRINTING TO REALIZE A POSSIBLE FUTURE FOR PEOPLE WITH DISABILITIES

During the last years, the issue of disability is object of important debates related to social and political aspects, as well as educational and work, one of the main questions that animates the current reflection concerns a specific aspect is the one linked to the Life Project and to the so-called "after us". One wonders, in particular, on what really happens to a person presenting a pathology when he reaches adulthood and how concretely someone can care of him, without harming the dignity of his being a person.

In order to have a projection of the quality of life of a subject who has completed his own psychophysical maturation process, it is necessary, in fact, to start from the centrality of his person, from his biography and life experiences to understand all the possible opportunities for a future development. In this sense, the construction of a Life Project necessarily implies a new, complex vision, oriented to the representation of the role that, in the future, each person, regardless of his or her limits, will have in society. This necessarily involves leaving and overcoming the label of eternal child that is usually attributed to disadvantaged people and that hinders, sometimes irremediably, their active participation in the initiatives of the social context in which they live (Lepri, 2016, p. 36). Becoming adults is closely connected to the fact that someone has thought us as adults and, through the imagination has walked for us and with us the growth process (Zanobini & Usai, 2008, p. 124). The normality of imagination consists in being able to be thought by other people as being able to develop individual abilities, to improve individual skills, and so to become adults (Friso, 2019).

To realize it, it is necessary to provide all those situations that allow the person with disabilities to be the protagonist of their own existential journey, with the use of their self-project abilities and the exercise of their self-determination. It is from this perspective that important legislative interventions have been promoted in terms of inclusion and development of people with disabilities autonomies. The concept of Life Project was born after these interventions, meant

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as the personal and social growth of the person with disabilities. It has as main target the improvement of his life quality, also through the built of paths aimed at the development of self-efficacy and self-esteem and at the acquisition of skills necessary to live in common experiences contexts.

Giving it a meaning and orienting one's existence, preventing that every kind of change can easily disorient, a person with disabilities needs to be supported in the construction of their own project life that must have a dynamic, opened and flexible perspective (Lepri & Montobbio, 2000). Therefore, it is necessary, to reflect in the direction of specific life trajectories and of development that in the perspective of a project life could be related to the becoming according to an evolutionary logic.

Therefore, the Life Project must be considered as an action aimed at designing and planning interventions that promote the empowerment of personal skills and basic skills looking towards the future, taking into account the past and the present of the person with disabilities. It is necessary to guide the person towards a complete life journey, focused on his needs, whose approach needs to achieve an existential condition, worthy of being lived and able to let him to become man (D'Alonzo, 2006).

First of all the Life Project is a way of thinking in a future perspective, a double thinking, which means imagining, fantasizing, desiring, aspiring, wanting and at the same time means preparing the necessary actions, foreseeing the various stages, managing the times, evaluating the pros and cons, to understand the practicability.

One of the main aims of the Project Life is the orientation towards a life stage that leads to a progressive acquisition of autonomy, allowing the person to realize himself, despite the many difficulties that will arise in the different stages of his life journey. It is necessary to promote a forward-looking approach that allows a continuous and constant re-definition of the objectives and an analysis of the needs of personal, family, social and clinical history, which can promptly respond defining a plan of activities, with a specific methods and tools.

2. FAMILY AND THE “AFTER US”

The question of the so-called "After Us", adequately synthesized in this locution, identifies that delicate future and inevitable situation, in which a person with disabilities will remain without his family support. We wonder about who will be in a difficult condition for his disability and for barriers present in the environment in which he lives, for reasonable causes related to human life finiteness, he can't rely on that special family care, which becomes essential, rather vital, in those situations where the need of a permanent and qualified assistance has no alternative.

There is no doubt that the chance to achieve an adult personal identity also depends on the attitudes and behaviours that the family is able to assume towards its child with disabilities during his growth. Many parents struggle for accepting the limits that each adulthood process presents, since it could represent a useless suffering for a child already in difficulty, they can't

understand, that having a child with a disability that goes away toward an adult life, means to find out him back and to find out themselves better than before.

This attention is testified by the principles of the European Convention on Human Rights (ECHR) and by the United Nations Convention on the Rights of Persons with Disabilities (CRPD) of 13 December 2006 where the perspective becomes anthropocentric, and so the person is at centre [...] . We cannot modify the person to adapt him to society, but we must try to modify the society to adapt it to the person. Concerning with this the law clearly states to complete the issue, principles recognised and supervised at the constitutional level: in particular, the principle of equality, the duty to educate and educate children, health protection, the right to work and the right to engage in employment for every legal person.

It is crucial, therefore, to support the stage of transition towards adult life, also intervening on educational practices, including family. Too many times are family contexts that hinders the process of growth towards adult life, sometimes even when there are no conditions of disability (Caldin, 2012). What is evident is that when people with disabilities are limited in their access to experiences that enable them to mature skills for adult life, there is also the risk that the same remains stuck in roles and experiences that belong to previous stages of development, sometimes adolescent, in few other times childhood.

The accompanying actions that a family is called to act during the development of its children toward the adulthood require the ability to be closely and at the same time opened to let them grow, and so, the ability to let them be autonomous in an independent life - as Luigi D'Alonzo (2006) states - being together to separate. This process of educational accompaniment is sometimes long, complex and tiring because it brings with it many risks that become evident when there is no a satisfactory balance between emancipatory and protective forces.

Becoming autonomous, self-determined, empowered depends mainly on the received stimuli, on family educational practices and, more generally, on the opportunities offered by the growth life environment, in particular to the role played by parents in encouraging, involving and supporting children in their decision-making processes, that's because you can't get big if nobody really thinks that you can get it (Lepri, 2020).

In short, with the term self-determination we refer to the person's ability to perform with the role of primary causal agent of his life; this right is enshrined in the fundamental rights of every people and is part of the principles of the Convention on the Rights of Persons with Disabilities of 2006, in short UN Convention. Educating to self-determination people with disabilities through the necessary knowledge and comprehension of the Self, including awareness of their facilitators and barriers can encourage their transition to adult life (Cottini, 2016). If people with disabilities are not sufficiently encouraged to test themselves in experiences that can allow their effective performances and development starting from school, levels of self-determination achieved will result inadequate for adult life.

It is important for this reflection to refer to the concept of empowerment of the person with disabilities, central aspect of the UN Convention, which expresses the recognition of the legal

power of the person with disabilities that is called to participate in the design of his Project life, with the maximum and possible engagement.

Therefore, it is necessary to believe before even seeing. The family must believe, think that the child can leave journey, can get autonomies, even simple, because if you don't give any opportunities to thought a person capable, person's chances will not emerge.

The family, together with all the relationships engaged, can become a resource that contributes to the problem solving and opportunities that can allow the maximum personalization of the process, going over the limits and rigidities typical of the institutional.

3. WORK AND DISABILITY

The access to work for people with disabilities has always been and, unfortunately, remains with no answers and often an unresolved problem. The importance of work as a fundamental factor for the empowerment and social inclusion of people with disabilities is an acquired certainty, at least at the level of a collective, culturally informed about the potentials and human rights of such people.

In the last years, several attempts have been made to move from a socio-welfare situation in relation to disability to a situation of social utility, aimed at recognizing these people as holders of resources, able to contribute actively and considerably to the improvement of their community in every forms and dimensions. To make it happens, however, it is necessary to change the way we use to think and to imagine as adult the person with disabilities.

As Sartre stated, man is a "being in situation" and this precedes his "essence". For people with disabilities, "being in a situation" assumes deeply the meaning of being socially and historically set and defined, since the "situation" contains, time after time, the idea and the image of disability that must be adapted to it (Sarte, 1963).

Of particular interest is the study carried out by Pascall and Hendey in 2004, which analysed the processes of transition to adult life of a large number of people with disabilities. It found out that decisive factors were the emotional forces towards self-determination, already experienced in family contexts, or the chance to experience themselves in a workplace or in any other context. Employment opportunities, in particular, have been decisive as they trigger the possibility of undertaking independent life journeys and expand the range of possibilities to get involved in relationships with other people in an adult context.

How can you become an adult living in timeless places, within relationships that privilege the logic of protection, security, custody over those of autonomy, self-determination and the realization of a individual project? Evidently, it is not possible (Lepri, 2020).

What contributed to the idea of collectively acceptance that even a person with disabilities can become an adult is definitely the employment work role. Work is ontologically a topic linked to adults and the fact that even people with disabilities gained the chance to access to a work place it has been an important step toward the recognition of their adulthood. The social recognition of a possible adulthood for people with disabilities detaches them from a destiny marked by a series of predefined status that bring them closer to a condition of effective

recognition of the rights/duties of each person and this can happen thanks to relationships based on a multiplicity of identifying opportunities.

Getting big is no longer a purely personal registry fact but rather a goal shared and pursued by an increasing number of people with disabilities and their families, services and institutions.

With the end of school, in fact, for young people with disabilities, the processes of social inclusion are often interrupted and, as a result, the forces towards adult life are drastically reduced. For these reasons, it is essential to define again the link between schools and services for adult disability to promote both continuity of care and the experience of inclusion.

The school also has an orientation function. Adult services also need to be involved in the process of transition to adulthood, especially before the appearance of those gaps of opportunity that contributes to the skills dispersion of people with disabilities, sometimes laboriously acquired during the years at school.

Asking how to support people with disabilities to practice their rights in adult life is a new question, since it is not granted the necessity to normalization that the different educational approaches during the past two centuries have always proclaimed, although to a different extent (Medeghini et al., 2013).

Nowadays hundreds of people with disabilities are destined to assistance processes with the explicit motivation that it is not possible to insert them at work: simply it is not possible, it is not allowed. Unfortunately, people rarely feel the need to look beyond the deficit of a person in order to grasp the riches that it represents, exactly as others possess. Very often it is denied to them the chance to professional insert themselves and, consequently, to live a daily life full of rewarding and socially recognized experiences, to become autonomous and independent and finally to detach themselves from a situation of marginality to which they are relegated due to a limited and misleading perception of disability. Such a mental approach cannot understand the fact that people with a deficit can lead an existence similar to the other community members. Inclusion in the work world represents a very valuable tool to obtain an active and constructive belonging role within the society.

Slowly, and certainly not uniformly, we have finally moved today from the idea of integration to the idea of inclusion, in which the change of the context is structural and systematic. Truly, including a person with disabilities within a social environment means working on the different representations that improve the process to make them sufficiently homogeneous, reaching an inclusive context, fully accessible, which allows the full participation of the person with disabilities.

The concept of inclusion implies that people with disabilities have the right to decide together with other citizens how society can offer an environment that guarantees their human rights: therefore, it is society that must adapt to their characteristics (Francescato, 2015).

Work recognizes dignity, patrimonial autonomy, affirmation in the productive context; it allows people with disabilities the expression of their creativity and the belonging to a social group (Bregolato, 2018).

The main objective is to encourage the evolution of the person, making him as aware and protagonist of his project life, bringing into question a further need defined as "educational normality".

4. CONCLUSION

The task that school and society should assume towards those who live in a disadvantaged situation is to design and promote strategies and interventions aimed at accompanying these people in the recovery and activation of evolutionary potential, inhibited or arrested by their disability. It is essential to pursue a reconfiguration of common thinking, to encourage a new ability to relate to diversity, perceiving the fullness of a person with disabilities, and assuming that we do not have a deficit or a lack, but a person who, like everyone else, has strengths and limitations.

The important thing is that there will be a shared project life designs and the possibility of humanizing life by encouraging even in seemingly difficult situations the expression of the dignity of people.

All this leads us to say that the need to continue to seek answers to the questions concerning the adult status of people with disabilities, their integration into the work world and the citizenship rights associated with this status, remains a challenge open to all.

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