

Life Long Learning Programme
Leonardo da Vinci Programme(2007-2013)
Multilateral project Transfer of Innovation (TOI).
Project n° LLP-LdV-TOI-10-IT-501

REPORT IN THE SISTEMATIZATION OF THE RESULTS

A) Methodologies and key elements of the approach to be transferred

The path¹ was focussed and characterized by:

- **Individual internship projects in companies with alternating short periods of deepening (in the classroom).** The experience of work experience in companies was preceded by a brief period of study of work processes in various companies and of workshop moments in the classroom to strengthen and explain concepts "seen and experienced" in the company and acquire certain soft skills.
- Involvement of companies in order to play the role of "incubators" to facilitate and support the disabled person's ability to "stay in the relationship," even within an enterprise. The importance of the enterprise is essential and crucial since in enterprises experiencing the situation, people with disabilities have the opportunity to "learn", but as well as people with disabilities all those who get tired or bored (for different reasons and subjective) inside of the traditional classroom.

- In fact, this approach is widely used in "learning environments" with "difficult young".
- Intervention of mediators / operators to support the disabled person to enter the labour market. The operators are "mediators" between the knowledge they have of young people and the knowledge of the productive environment. Operators-mediators act as intermediaries, as a bridge that will allow the transition between the business requirements and rules and the features of the people involved.

B) Further innovative elements of the proposed approach

Disabled people must spend as little time as possible between them and instead spend the many of hours in social life and working together with other able bodied colleagues.

The presence of a classroom space should be minimized and adopted just for diagnostic purposes and observation. The moments of meeting are aimed at an adult discussion on specific issues. The space "out of the business environment" where people with disabilities face their referents (operators/mediators) and / or colleagues (people with disabilities involved in the path) must take place in an organizational context as moments of meeting and work.

The project can achieve its objectives if it is carried out in the "places" of normality.

C) Critical reflection points during the trial

Following, is a summary of some problems or critical reflections revealed during the experimentation in the territories.²

It is important to give evidence of the same as a basis for reflection for subsequent stages of the reproposal of the approach in the territories involved or the transfer of the same in other territories.

The basic concept is not to treat disabled people as category to be protected by the difficulties of the labour market or by the possibility of not being able to do a job they covet, or even worse, their families.

The disabled person has the right to experience work, but under the same conditions of an able-bodied.

Another important critical aspect that should be highlighted is that the request and the subsequent refusal of the experience, comes from the family of the disabled person. The family has high expectations for his relative, to which however denies the responsibility and the leading role in the choice (both the type of company where he would like to do internship, end the chance to experience the proposal).

Another important but not negligible aspect is related to the phase of "situation" training. When the student to carry out an internship in a company, as the company has agreed to make available their business for didactic purpose, the family and / or some operators and / or some trainees hope and / or think that the same company subsequently has to hire him.

It must be clear and precise in making agreements with the different actors, since companies offer these opportunities, do not necessarily need to hire new staff and / or have the need to take up. The company gave its availability only and exclusively for the training. This opportunity is important because it allows us to coach and observe. We should not create false expectations and scare entrepreneurs already wary.

With the approach and the proposed model, we try to do to the same person several internships in different companies because it is important that he acquires the processes and modes that can actually allow him a subsequent employment.

The number of companies that gave the availability to carry out the training to disabled people involved in the path was seriously limited, due to:

Economic difficulties of the companies

In Greece (Municipality of Neapolis Sykies) in particular, the "deaths" of enterprises in the implementation period of the project was high and the the general economic crisis of the business has been strong. Many entrepreneurs have therefore refused a collaboration for the project, which made it particularly difficult to identify the companies to carry out internships.

In Lecce (Italy), despite the economic crisis, the number of companies involved was adequate to the number of disabled people involved, probably because of the role itself, in the territory of the association of small and medium industries of Lecce (Lecce API) that could "take advantage" of a number of companies already known and on which it could make informed choices.

Hesitation of entrepreneurs related to a non-experience with the world of disability.

Training a disabled person is not a common practice among Greek and Turkish entrepreneurs because their governments have not yet taken final positions in this regard. These countries still lack of rules imposing sanctions on those who fail to comply with them. If you take account of all the "cultural and historical revolutions" which led Italy to issue the law in 1999, all the problems are clearly showed in our ambitious project that the countries involved will have to solve to reach as soon as possible to the definition of a legislation that protects people with disabilities by giving them the opportunity to regain a working status (protection of children, women's empowerment etc..etc.). It is shared, then, as some partners stated (Api-Lecce CSAPI and OZEV), the importance of an effective campaign to raise awareness and promotion of projects and "ideas" that see disabled people who work and produce "participating in first person ". Italy, which has large numbers of inclusion is still suffering, as repeatedly expressed and shared by different professionals, a wary and cynical approach by many companies, which is why this type of projects are essential to the development of a civil awareness.

Legislative adjustment

Each country involved in the project, has a specific legislation for workig inclusion of disabled people.

Turkey such as Greece have submitted their relevant legislation, but as regards Turkey, since 2005 we talk about projects that complied with the laws aimed both to abolish the architectural barriers and to enter people with disabilities in the labor market no later than 2010.

But in fact nothing is still activated and our brief experience has shown quite clearly which is currently lacking public awareness campaign, facilitations for business, any protection for trainees (even for young people in their first job) and then the steps to reach to conceptualize that the "disabled" can and / or may be included in a company are still many. Everything that is performed in favor of "social inclusion" and learning support is performed by private associations and / or funded and supported by the different municipalities. It is true that government, for its duration, sent in all seminaries, in all meetings, officials who have asked for our cooperation and an open dialogue with our model to operate and carry out similar activities in Turkey. The active and effective participation in Genti it is in fact an important testimony, nevertheless, the inclusion in the labor market of disabled people still requires many years.

It will be up to each organization responsible for implementing the model, to ensure that internships are included in the existing legislation or where this is not possible, make appropriate adjustments.

It is important to agree, if necessary, with the institutions dealing with this in the territory.

With regard to Greece, the situation is not much different. They take care of disabled people but not with the approach and models that we are trying to overcome thanks to the Law 68. The disabled are inserted in protected environments and carry out all those activities that they are able to perform. They stay together with the other disabled and with professionals who support them and help them as they can. The state gives occasionally a certain amount of funding in favor of companies that hire people with disabilities or which make them working, but often these funds are not even used.

This situation is quite understandable and not surprising if we consider that in Italy there are territories in which companies circumvents the law with all the strategies that every good entrepreneur is able to invent and that sometimes they comply with the law only thanks to efficient operators, particularly persuasive.

Training

There is a "Guide" for the training of the disabled person because the person is disabled and must be involved in the training courses in use and in force in the territory.

This final publication, will be the basis for continuing to work on.

It should be noted, however, especially in working integration paths of disabled people, the importance of the operator of mediation to facilitate the integration into business processes. Disabled in fact must be "simply" put in a position to operate, just as a able-bodied person.

With the GENTI model, is "upset" also the modality often used training.

The disabled person must live its path of "growth and development" in "normal" life contexts.

Learn to work in a "situation" that is directly in an organizational and production context of a company. Coached, therefore, in early stage, by the operator of the mediation until he will act independently.

Where it is necessary further support , the organization may provide moments of "classroom", during which deepen some aspects.