

Inclusion dans les Cités de l'Éducation

Défis, Cultures et Ressources

Inclusion in the Cities of Education

Challenges, Cultures and Resources

Jean Pierre Pourtois, Anna Pileri, Nicola Giacomini,
Roberta Caldin, Clara Silva (Eds.)



CONNECTIONS
DANS LES CONTEXTES
D'APPRENDISSAGE

CONNECTIONS
IN LEARNING
CONTEXTS

FrancoAngeli 

CONNEXIONS
DANS LES CONTEXTES
D'APPRENDISSAGE

Direction:
Roberto Dainese, Anna Pileri, Mark Alter,
Jean Claude Kalubi-Lukusa

La collection "Connexions dans les contextes d'apprentissage" se consacre à la recherche et à l'étude de l'apprentissage ainsi que les connexions nécessaires pour le soutenir sur base d'actions partagées et coordonnées. La référence à la perspective systémique-écologique, suivant le modèle bio-psycho-social de la CIF (OMS, 2001), est donc privilégiée.

Cette collection met l'accent sur le rôle essentiel que joue la création de liens lorsqu'il s'agit de répondre aux besoins des élèves avec handicap et de leurs familles. Ces liens dépendent d'enseignants compétents et passionnés. Ils sont essentiels pour favoriser l'apprentissage individualisé et personnalisé, de même que pour guider les trajectoires de vie. En effet, les enseignants vont se montrer capables d'accompagner tous les élèves, de favoriser la réussite sociale, de soutenir les familles et de créer un environnement dans lequel tous les élèves peuvent s'épanouir, quelles que soient leurs capacités.

La collection accueillera aussi des travaux de recherches – de niveaux national et international - axés sur l'expérience d'apprentissage dans des contextes allant de la crèche à l'école secondaire. Dans ces contextes, il s'agit de la mise en oeuvre d'actions de planification et d'enseignement destinées à tous les garçons et à toutes les filles, à tous les élèves, est devenue incontournable, de façon à prêter attention à la synergie entre la participation spécifique et leur réussite, dans l'apprentissage, dans la vie présente et future.

Les thèmes couverts sont inévitablement interreliés : de la formation, des perceptions et des compétences des opérateurs scolaires (directeurs, enseignants, éducateurs) avec la collégialité, en utilisant outils multiples et innovants, y compris des outils technologiques. Cette collection porte également attention à l'impulsion inévitable à donner à l'apprentissage pour tous, grâce aux outils multiples et innovants, y compris des outils technologiques. L'espace offert permettra d'entrer en résonance avec de multiples réflexions scientifiques, des recherches et des projets centrés sur la pertinence et l'engagement didactico-pédagogique.

Concernant tous les élèves et ceux en situation de handicap, différents types de connexions s'avèrent nécessaires, afin d'assurer la coordination des actions structurées dans le cadre des projets individualisés et personnalisés. La planification et l'accompagnement de projet de vie apparaissent indispensables. De plus, ces connexions influencent les actions de soins et de réadaptation, les services à la personne, les services à la personne, les initiatives de participation sociale, ainsi que le soutien en matière de collaboration écolesfamilles- communautés.

Chaque volume sera soumis aux membres du Comité scientifique international. Il sera examiné par les pairs et fera l'objet d'un arbitrage en "double aveugle". La Direction accepte les propositions de publication en effectuant une première sélection.

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*En hommage à Huguette Desmet, son engagement
pédagogique reste pour nous une source précieuse d'inspiration.*

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Chapitre 4. Défis inclusives dans la société

4.1. Promoting the Industriousness of Persons with Complex Employability

Patrizia Sandri¹

4.1.1. A short premise

In the current Italian socioeconomic context, the labor market continues to face structural difficulties. Persistent regional disparities, long-standing issues such as youth and unemployment, and a slow pace of digital and ecological transformation compound the challenges for those experiencing fragile or vulnerable conditions. Consequently, there is a pressing need to rethink the meaning of work and the policies that foster inclusion (Bianchi, 2020). This endeavor should involve experts from various fields—labor law, management from both for-profit and non-profit sectors, pedagogists, psychologists and sociologists alongside persons with disabilities and their families. Only a systemic and participatory approach can redefine the practices needed to recognize the broad diversity of abilities and forms of industriousness. Such an approach aims to ensure that production chains align with the potential of everyone, moving beyond a restrictive focus on standardized skill sets.

Work is a powerful mediator of identity and adult role assumption (Montobbio & Lepri, 2000). By engaging in work, individuals internalize a social role that imbues their adulthood with meaning, enhancing self-esteem, strengthening their sense of community belonging, and improving their overall well-being. For those living in vulnerable conditions², the opportunity to engage meaningfully in productive activities is essential for the effective exercise of citizenship rights. This fosters a positive “be-

1. Patrizia Sandri, Full Professor of Special Education, Department of Educational Sciences “Giovanni Maria Bertin”, University of Bologna, Italy.

2. . *Vulnerability* could be defined as “a life situation in which the subjects’ autonomy and self-determination ability is permanently threatened by an unstable integration into the main systems of social integration and resource distribution” (Ranci, 2002, p. 546).

ing-with-others” (Lepri & Montobbio, 2000), reinforcing social bonds and personal agency.

Such a perspective challenges the dichotomy that pits the “employable” against the “unemployable.” Every person, regardless of deficit, possesses abilities that can emerge if we look beyond diagnoses and focus on everyone’s potential.

Industriousness, the capacity to contribute meaningfully according to one’s capabilities, can take many forms, from volunteering and community-oriented efforts to employment in traditional enterprises. The key is to acknowledge the wide spectrum of human potential and create conditions in which all forms of industriousness are valued.

Industriousness must have meaning within the life plan of the person: feeling industrious allows individuals to express their potential, and their capabilities, bringing satisfaction both to themselves and to the community, especially within the proximal context that supports them (Canevaro, 2016). However, a person can only express their industriousness if *production chains* offer the possibility to choose between varied tasks, which require different degrees of ability, ensuring compliance with contractual forms that absolutely respect their dignity (Nussbaum, 2013).

According to Canevaro (2020), industriousness is expressed on three levels:

- *Industrious learning* can be carried out during *training on site*, shadowing other workers, experimenting with languages and routines, and reflecting on both successes and mistakes. This training can motivate people to become increasingly active in determining their own life project.
- *Industrious production*: takes place in the “traditional” work environment, where industriousness must meet standard productivity parameters. People with disabilities can be hired if their productivity level is adequate: the matching of supply and demand can arise from internship experiences, placements, or “Vedo Curriculum”³.
- *Industrious productivity* is an alternative to inactivity for those who are no longer or not yet working and are often considered “rejects”. Here, industriousness manifests itself within a “context” (Bateson, 1972) of relationships grounded in strong inclusive values and is expressed in “doing” that has a use value, if not exchange-value, that is not merely time-filling, but has meaning and gratifies those who perform it, contributing to the community. The community can enhance

3. The “Vedo Curriculum” consists of a video through which the industriousness of a person with complex employability can be shown to a potential employer: www.xfragile.net/progetto-vedo-curriculum.

individual potential through culturally and institutionally legitimized forms of “industrially productive” employment, activating productive chains in an “industrious ecosystem” that does not produce “rejects” people. With an awareness of its complexity, the aim is to create a solidarity-based and inclusive economy by integrating everyone’s contributions and generating empowerment for individuals, enterprises, and the entire socio-economic system (Sandri, 2015).

4.1.2. The Research: finality, objectives and methodology

The research⁴, conducted with third sector organizations in the Metropolitan City of Bologna (associations for social promotion, volunteering, social foundations, and cooperatives, etc.), adopted an exploratory approach and mixed methods, comprised two phases.

The first phase aimed to identify the most significant contexts for the enhancement of the industriousness of people with complex employability and took place through the distribution of a specific survey form to the representatives and coordinators of the organizations involved.

On the bases of the theoretical literature, the analysis of the collected survey and the experiences witnessed by the sectors experts, indicators were clarified to detect “good co-evolutionary practices” of industriousness.

In the second phase, in progress, we are proceeding as follows:

- to detect the perceptions of satisfaction of people with complex employability issues, as well as those of their of parents and of stakeholders, and
- to understand the ways in which they are supported to achieve their industriousness.

The final intent is to develop guidelines that will be shared with public institutions and for-profit and non-profit organizations.

4.1.3. The organizations involved in the research

The non-profit organizations involved in the research are 28 out of a total of 35 third-sector entities in the metropolitan city of Bologna. Be-

4. The research is supported within the Centre for Studies and Research on Disability, Education and Inclusion (CeDEI) of the Department of Education “G.M. Bertin” – University of Bologna with the particular contribution by Valeria Friso. There are numerous collaborators we wish to thank here, including: Leonardo Callegari, Maddalena Cornacchini, Mariacristina Stanchi, Valentina Iattici, Valentina Rizzi, Mario Mazzocchi, and all the people with complex employability and the cooperatives that have joined the survey.

tween these 28 organizations, a case study is in progress in the following social organizations:

Tab. 1 - Cooperatives participating in the research

Cooperatives	People with disabilities	Educators	Operators	Family members	Stakeholders
Anima	45	8	10	45	35
Csapsa	20	6	0	20	24
Solco Talenti	19	4	0	19	85
Agriverde	50	14	0	50	50

4.1.3.1. Research Tools

Reference was made to phenomenological and systemic relational approach so as to grasp the dynamic interaction between the person and the environment-work context, trying to highlight both the cultural and subjective aspects and the structural and organizational aspects.

The tools used, both quantitative and qualitative are:

- a data collection sheet relating to the projects and experiences of labor integration of people in situations of vulnerability carried out by third-sector institutions;
- 4 different Likert scale interviews, proposed to: people with disabilities, educators, operators, family members;
- 1 Likert scale questionnaire proposed to stakeholders;
- 1 interview for managers;
- focus groups with educators and family members;
- in-person “pen and paper” observations, videos, etc.

More precisely, we wanted to identify:

- *on the subjective level*, the perceptions of the person with disabilities regarding the improvement in their skills, agency, role, social recognition and sense of belonging to the community (through interviews consisting of 28 questions);
- *on the contextual level*, the educational proposals and strategies implemented by educators and operators to achieve inclusive objectives (interviews with 17 questions and focus group);
- *on the coevolutionary level*, the perceptions of:
 - *family members*, with regard to a change in the quality of life of the whole family (interviews with 8 questions and focus group);

- *customers and members of the local community* (professionals of the public services of the territory, etc.), with regards to both the quality of the products produced and the dissemination of inclusive culture (questionnaire with 11 questions and focus group).

The interview exploring the subject's perspective consist of 28 questions, is addressed to people with complex employability, and is divided into 5 sections:

1. *Subject's satisfaction*: composed of 8 items formulated on the basis of elements analyzed by Locke (1970), thanks to which we intend to identify the subject's emotional state in relation to work gratification, interpersonal relationships with colleagues and with referenced stakeholders, and motivation to carry out the activity and go to the workplace.
2. *Feeling of belonging*: composed of 7 items formulated in accordance with the theoretical framework of social identity⁵. The aim is to identify the degree to which the subject identifies with the group and the emotional meaning derived from belonging to the group itself, which is not neutral for a person's self-esteem⁶, and to what extent this sense of identification and belonging derives from organizational factors related to the activity and to the group in which one is inserted⁷.
3. *Perception of role and social recognition*: composed of 5 items formulated in accordance with the theory of the construction of identity and the concept of *valued social roles* (Lepri, Montobbio & Papone, 1999) through which we intend to identify the image the subject has of themselves and the perception of recognition from others.
4. *Empowerment/agency*: this section is composed of 5 items based on concepts of empowerment⁸, agency and self-efficacy⁹. The interview aims to measure to what extent the subject feels they can use their

5. Social identity is the conception of oneself that derives from being a member of one or more social groups (Tajfel, 1979).

6. Ashforth and Mael (1989) propose considering an organization as a social group with which members can identify by integrating their sense of belonging to the organization in the concept of self.

7. According to Simon and March (1966) the sense of belonging is influenced by the duration of the service, by the possibility to participate in organizational decisions, by carrying out a task that leads to the creation of a significantly different product to that of competitors and by the possibility to satisfy one's personal needs in the subgroup.

8. *Empowerment* is defined by Zimmerman (2000) as a process through which people acquire the awareness of having the power to change their conditions and of having the skills to participate. It promotes the tendency to use all capabilities in life and within the group one is part of.

9. Agency refers to the human capability to influence one's functioning and the course of events by one's actions (Bandura, 1982).

skills to achieve common results, how ready they feel for change or to propose change, to what extent they feel they can make improvements to their situation, and to what extent this is based on the enhancement of one's abilities and success in the activity.

5. *Dreams*: this section is composed of 3 items, it investigates the perception of whether they are doing a job or an activity that corresponds with their desires and dreams. It refers in particular to a study by Malcolm Knowles (1996), which analyses the interacting factors underlying learning in adulthood, including the motivation to commit oneself to personal needs for job satisfaction, self-esteem and quality of life improvement.

The contextual-level interview, aimed at educators, consists of 16 items that are divided into four parts:

1. *hospitality and the relational availability* (4 items): this section aims to identify the degree to which the subject felt welcomed during the orientation phase¹⁰ and how well they integrated into informal, unstructured moments within the context.
2. *Mediators and support* (Canevaro, 2008) (6 items) intends to highlight to what extent the subject had available help within the work context (people to refer to, aid, ergonomic adaptations, facilitating tools) in order to acquire new skills, overcome difficulties, and how the context organizes itself in order to present themselves as a proactive learning environment.
3. *Methods of carrying out the activities* (3 items). It investigates, while referring to socio-constructivist studies (Vygotskij, 1990), the importance of the horizontal transmission of knowledge between the members of the group and the strategies put in place by the educator to promote the learning of the person with complex employability (teamwork with people that have more advanced skills, etc.).
4. *industriousness* (4 items) examines the ways in which the abilities of each individual subject are valued in order to encourage industrious participation.

In order to identify the co-evolutionary dimension and the perception by parents and members of the services managed by cooperatives involved in the research of a change in their way of thinking and in their behaviors or attitudes, an interview with family members and a questionnaire with clients were used: in the first case for their children's experiences and in the second case for the interaction with people with disabilities.

10. The studies on *quality of life* by Schalock and Verdugo Alonso (2006) highlight the importance for caregivers to directly involve every person with disabilities in the choices of their Life Plan.

For Canevaro (2008), *coevolution* is at the center of educative care. From a coevolutionary perspective, the interaction with the person with disabilities is a harbinger of a double change: the growth of the individual through the context and the growth of the context through the individual.

Family members and clients, who provide the facilitating context, are not able to undo the deficit, but they help reduce or even eliminate factors that hinder the well-being and inclusion of the person with disabilities, in favor of changing personal and social representations. They help to weave a support network that facilitates the acquisition of knowledge about disability issues, and promote a culture of respect for individual differences, a critical awareness of stereotypes and prejudices, which help to overcome mistrust and discomfort in the encounter with the person with disabilities.

The questionnaire for family members consists of 15 items with pre-defined responses according to the Likert scale and one open-ended question. Through this questionnaire, it is intended to investigate whether and to what extent the parent observes a change in the child's abilities, whether and to what extent the parent-child relationship has changed since the child took on a job role, and how the respondent's feelings about the present and future have changed.

The questionnaire for clients consists of 15 items that measure the motivations that lead to the purchase of goods and services at the company workplace including people with disadvantages, the sense of satisfaction regarding the purchase, the decrease in eventual prejudices or stereotypes regarding disability, and the willingness to become a vehicle to promote the work and social inclusion of people with complex employability.

For the analysis of the results, a sufficiency threshold was calculated for each type of questionnaire by multiplying the number 2, which corresponds to the response "quite a lot", by the total number of items in the questionnaire.

4.1.3.2. The first research results identified at the Anima Cooperative

Here we will limit the analysis of the data relating to the *subjective perceptions* of people with complex employability issues who are active in the Anima Social Cooperative (Bo).

The Anima Cooperative aims to create job opportunities for people who have difficulty being considered employable in the current world of work. It creates the conditions for each person to be able to be part of a real work group.

The cooperative is inspired by Christianity and is based on the principles of cooperative movement, such as mutuality, respect for one another, the priority of people over money, the fair distribution of income, internal and external democracy, respect for the environment and ties to the territory.

The intent is to offer the community a product that has a double value: economic and social, promoting attention and sensitivity towards shared and supportive experiences. It carries out activities that refer to three areas:

- Catering activities, including management of the Locanda Smeraldi and a fresh pasta laboratory with on-site agricultural production of zero-kilometer products that are served at the restaurant or sold to customers. This is the leading sector, which involves about 30 people, in training or 10 inclusive internships;
- The maintenance of the Villa Smeraldi historic park and the cleaning and ticketing service of the Museum of Rural Life, with an additional bicycle rental service, allow the inclusion of 15 people;
- The Big Bang socio-occupational laboratory, which hosts up to 6 individuals depending on the period, and that support those who need a job path that is more supported by educational figures (activities are carried out on behalf of third parties, such as assembling pumps, animal care, or agricultural production, for example honey and vegetables).

The staff consists of educators with agricultural skills and technical personnel, particularly in the food service sector.

The people hosted are sent from different services and, depending on their educational history, their interests and the development of their skills, they are progressively encouraged to carry out different activities.

4.1.3.3. A first analysis of the data related to subjective perspective

45 individuals with complex employability were interviewed:

- 27 were male and 18 were female.
- 13 were between 20-25 years of age; 17 between 25-30 and 15 between 30-40.

Let's analyse the responses to the various sections of the questionnaire related to the *subjective perspective*.

Tab. 2 - Subject's satisfaction

<i>Subject's satisfaction</i>	<i>A lot</i>	<i>Quite a lot</i>	<i>A little</i>	<i>Nothing</i>
How much do you enjoy the activity you're doing?	30 (66.7%)	13 (28.9%)	2 (4.4%)	0 (0.0%)
Are you happy with your colleagues and peers?	26 (57.8%)	17 (37.8%)	1 (2.2%)	0 (0.0%)
Are you happy with your tutor?	24 (53.3%)	20 (44.4%)	1 (2.2%)	1 (2.2%)
Are you happy in the Company?	30 (66.7%)	14 (31.1%)	0 (0.0%)	0 (0.0%)
Are the employees (educators, etc.) kind to you?	29 (64.4%)	14 (31.1%)	0 (0.0%)	1 (2.2%)
If you need help, are they able to help you?	30 (66.7%)	13 (28.9%)	2 (4.4%)	2 (4.4%)
When you wake up in the morning do you want to go to work?	29 (64.4%)	15 (33.3%)	1 (2.2%)	0 (0.0%)
During your holiday, how much do you miss your job?	20 (44.4%)	17 (37.8%)	5(11.1%)	0 (0.0%)

In relation to the subject's satisfaction, the majority of people with complex employability seem to have positive perceptions regarding their experience of industriousness, as shown in table 2. In fact, over 95% of the individuals responded "a lot" or "quite a lot" to all questions except the question related to missing their job when they are on holiday. To this last question, 82.2% responded in any case positively, confirming a desire to return to work when they are away.

Tab. 3 - Feeling of belonging

<i>Feeling of belonging</i>	<i>A lot</i>	<i>Quite a lot</i>	<i>A little</i>	<i>Nothing</i>
Do you feel part of your group at work?	22 (48.9%)	14 (31.1%)	2 (4.4%)	0 (0.0%)
Do you think other people (e.g. your friends) also want to be part of your group?	9 (20.0%)	17 (37.8%)	13 (28.9%)	1 (2.2%)
Do you think it is important to name the group?	25 (55.6%)	14 (31.1%)	2 (4.4%)	1 (2.2%)
How important is it in your life to be part of this organization?	29 (64.4%)	15 (33.3%)	0 (0.0%)	0 (0.0%)

<i>Feeling of belonging</i>	<i>A lot</i>	<i>Quite a lot</i>	<i>A little</i>	<i>Nothing</i>
Do you consider the organization you work for to be “your” organization?	24 (53.3%)	12 (26.7%)	5 (11.1%)	2 (4.4%)
How much do you think the activity you are doing corresponds with what you have always wanted to do?	17 (37.8%)	16 (35.6%)	3 (6.7%)	2 (4.4%)
Do you believe that your work-colleagues collaborate with everybody?	25 (55.6%)	14 (31.1%)	2 (4.4%)	0 (0.0%)

Even with regards to *feeling of belonging*, the majority of people with complex employability seem to have positive perceptions, as shown in table 3.

By combining the responses “a lot” and “quite a lot”, the results are the following:

- 44 interviewees (97.7%) believe that being part of cooperative Anima is either very important or quite important in their lives;
- 39 (86.7%) believe that their work colleagues collaborate with everyone and that it is important to give a name to their work group;
- 36 (80%) feel part of their work group and the cooperative;
- 33 (73%) believe that the activity that they are doing corresponds with what they have always wanted to do;
- 26 (57.8%) think that others would like to be part of their work group.

Tab. 4 - Perception of role and social recognition

<i>Perception of role and social recognition</i>	<i>A lot</i>	<i>Quite a lot</i>	<i>A little</i>	<i>Nothing</i>
Does the role you have given you satisfaction?	31(68.9%)	11 (24.4%)	2 (4.4%)	1 (2.2%)
How useful and important do you feel?	28 (62.2%)	14 (31.1%)	2 (4.4%)	1 (2.2%)
How much do your family members recognize the importance of your work?	30 (66.7%)	12 (26.7%)	1 (2.2%)	2 (4.4%)
How much do your friends recognize the importance of your work?	21 (46.7%)	18 (40.0%)	3 (6.7%)	3 (6.7%)

<i>Perception of role and social recognition</i>	<i>A lot</i>	<i>Quite a lot</i>	<i>A little</i>	<i>Nothing</i>
How much do your work-colleagues recognize the importance of your work?	25 (55.6%)	17 (37.8%)	2 (4.4%)	1 (2.2%)

With regards to *perception of role and social recognition*, by combining the responses “a lot” and “quite a lot” (table 4), we can see that:

- 42 (93.3%) believe their families and colleagues recognize the importance of the work they do;
- 39 (86.5%) perceive a recognition of the importance of their work by their friends.

Tab. 5 - Empowerment/agency

<i>Empowerment/agency</i>	<i>A lot</i>	<i>Quite a lot</i>	<i>A little</i>	<i>Nothing</i>
How capable to you feel of carrying out your job?	26 (57.8%)	16 (35.6%)	3 (6.7%)	0 (0.0%)
How capable to you feel of making choices in your job?	16 (35.6%)	20 (44.4%)	4 (8.9%)	5 (11.1%)
How ready would you feel to start a new activity?	15 (33.3%)	13 (28.9%)	7 (15.6%)	10 (22.2%)
Since you started working here, how capable and confident do you feel?	21 (46.7%)	17 (37.8%)	7 (15.6%)	0 (0.0%)
Have you had the opportunity to help a colleague who is tired or in difficulty?	14 (31.1%)	16 (35.6%)	11 (24.4%)	4 (8.9%)

Regarding *Empowerment/agency*, by combining the responses “a lot” and “quite a lot” (table 4), the results highlight that:

- 42 interviewees (93,3%) feel very (57.8%) or quite (35.6%) capable of carrying out their job;
- 38 (84.4%) feel as if they are very (46.7%) or quite (37.8%) confident since they started working at the cooperative;
- 36 (80%) feel very (35.6%) or quite (44.4%) capable of making choices regarding how to do their job;

- 30 (66.7%) have had a lot (31.1%) or quite a lot (35.6%) of opportunities to help a work colleague who is tired or in difficulty;
- 28 (62.2%) feel very (33.3%) or quite (28.9%) ready to start a new activity.

From the analysis of the data, it seems as if the majority of interviewees with complex employability feels capable of carrying out their jobs and mastering them to such an extent that they are able to make choices in their job, can help colleagues in difficulty, and feel ready to open themselves up to new activities.

Tab. 6 - *Dreams*

<i>Dreams</i>	<i>A lot</i>	<i>Quite a lot</i>	<i>A little</i>	<i>Nothing</i>	<i>NR</i>
To what extent have the managers taken your interests into consideration?	14 (31.1%)	14 (31.1%)	1 (2.2%)	1 (2.2%)	1 (2.2%)
Do you feel like you are doing a job that corresponds with your dreams?	28 (62.2%)	18 (40.0%)	2 (4.4%)	4 (8.9%)	1 (2.2%)
Have you had the chance to experiment in what you would like to do or what you think you already know how to do?	20 (44.4%)	15 (33.3%)	6 (13.3%)	7 (15.6%)	0 (0.0%)

Regarding *Dreams*, by combining the responses “a lot” and “quite a lot” (table 5), we can see that:

- 42 individuals (93.3%) believe that the managers take their interests into consideration, allowing them to express themselves to their full potential;
- 38 (84.4%) feel like they are doing a job that corresponds with their dreams;
- 32 (71.1%) confirm that they had the opportunity to experiment in what they would like to do or what they think they already know how to do.

4.1.3.4. Perceived satisfaction index by people with disabilities

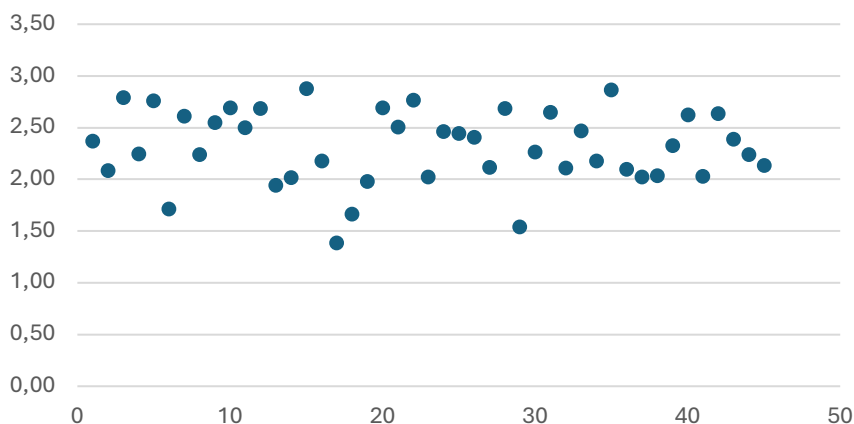
When analyzing the individual satisfaction indexes, calculated from the averages of the individual sections, regarding the 45 people with complex employability surveyed, it appears that (Tab. 7 and Chart 1):

- 39 (86.7%) show a satisfaction index above or equal to the sufficient threshold (2);
- 6 (13.3%) show a satisfaction index below the sufficient threshold (2).

Tab. 7 - Perceived satisfaction index

Satisfaction index	Number of people
≥ 2.8	2
$\geq 2.7 < 2.8$	4
$\geq 2.6 < 2.7$	7
$\geq 2.5 < 2.6$	3
$\geq 2.4 < 2.5$	4
$\geq 2.3 < 2.4$	3
$\geq 2.2 < 2.3$	4
$\geq 2.1 < 2.2$	6
$\geq 2.0 < 2.1$	6
< 2.0	6

Chart 1 - Perceived satisfaction index



Most of the interviewees seem to overall have a positive perception of satisfaction and feel recognized in their needs, interests and dreams. This confirms that they find the Anima cooperative a “context” that enhances their potential and exercises an *industriousness* that produces wellbeing according to the ICF’s biopsychosocial interpretation.

Regarding the 6 individuals that seem to show signs of dissatisfaction, 2 have an index just below the threshold (1.98; 1.95); while 4 have an index located at a greater distance from the sufficiency threshold (1.71; 1.66; 1.54; 1.39).

As was made clear by the educators and managers, the reasons for dissatisfaction detected are probably due to the fact that the 6 individuals were still in a phase of orientation because they had arrived only recently. In this phase, their personalized project foresees that individuals try a variety of experiences so they can identify their interests, capabilities etc., to progressively guide them towards forms of industriousness more in line with their dreams and their families’ expectations. Expectations that often determine choices and opinions of the work experience (Caldin, Scollo, 2018).

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