

# DIFFERENCE

Difference between deficit and disability (handicap)

DEFICIT is given, and is a matter of medical competences.

HANDICAP is relative to contexts.  
Handicap as permanent datum doesn't exist.



# OUR FIELD

...what exists is a *certain* handicap, and it is a process. The disadvantage could be more remarkable in a given context but lessen or even disappear in others.

We work on the reduction of handicap.

We work on what does exist and functions and organization of limits.



# FRAMEWORK

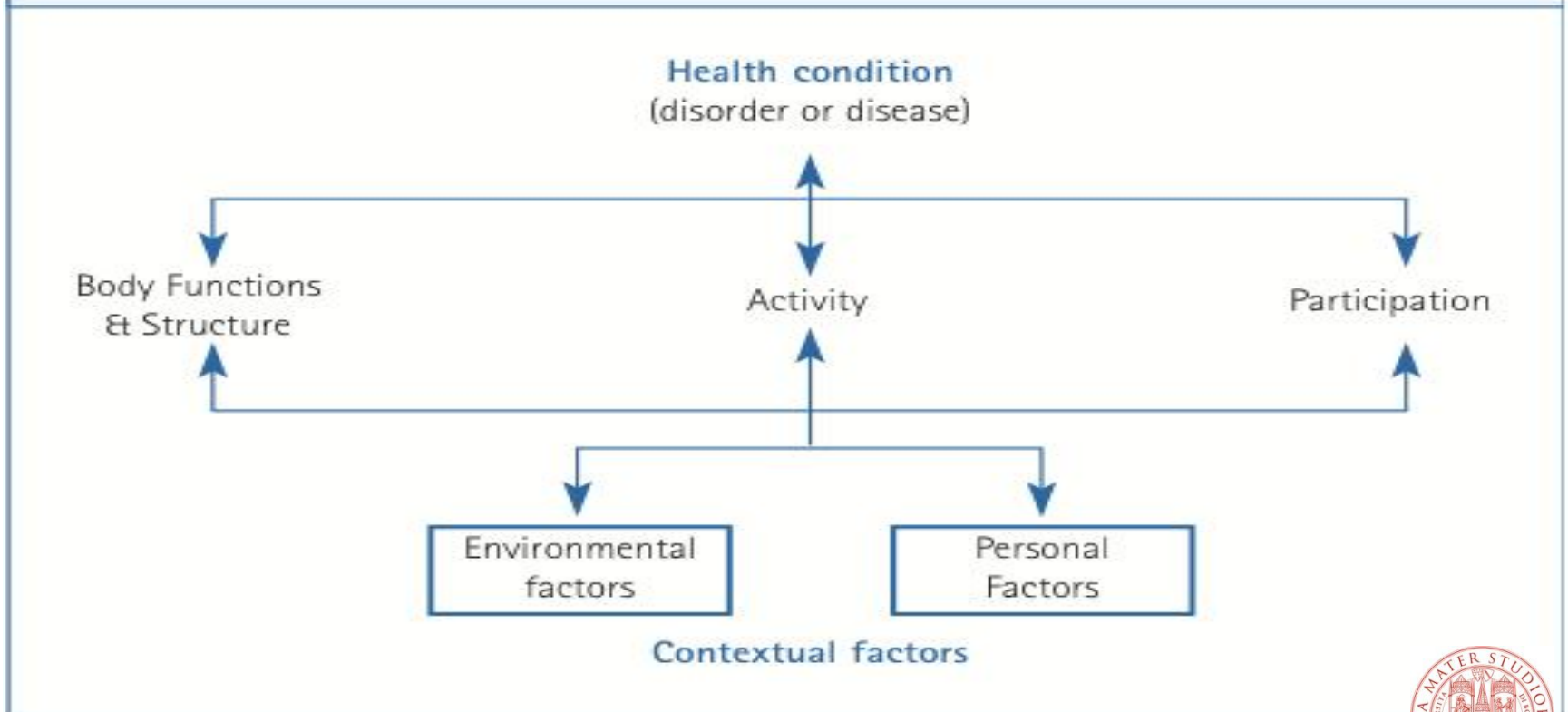
Our framework is ICF (International Classification of Functioning Health and Disability).

Health is not a limited concept, centred on being or not being healthy, but implies a wider view of the quality of life and the possibility of preserving it even when faced with diseases that require a reorganization of day-to-day life.



# ICF

Figure 3: In ICF disability and functioning are viewed as outcomes of interactions between health conditions (diseases, disorders and injuries) and contextual factors.  
*(taken from 'Towards a Common Language for Functioning, Disability and Health' ICF. WHO, Geneva, 2002).*



# FUNCTION / FUNCTIONING

- Functions are static and separated conditions (eg. speaking, walking...).
- Functioning indicates dynamic interactions between different functions, activities and contexts.
- We work on functioning .



# KEYSTONES

**Context:** is a piece of the environment that persons make their own through meaningful actions and interactions

**Time of organic / biodynamic agriculture:** seasons, growth, harvest, unpredictable factors

**Times of disability:** Rhythm of action and interaction (eg. delay, shift, interruption, pauses)

**Interaction:** is built up by both actors (shift stereotyped responses - including those of professionals).



# Competencies evaluation

## •WHAT IS IT?

**It is an evaluation process of personal and professional skills, inclinations, motivations in order to set out an occupational pathway and/or a training course.**



# WHAT ARE THE AIMS

- To reach a realistic personal reconsideration
- To develop self-knowledge
- To negotiate, with him/her, a realistic life project
- To empower personal motivation to go beyond the perception of his/her own limits





# OUR PATH

Personal and working evaluation is made of:

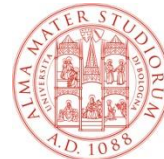
- Past experiences
- What work means to me
- One's own values
- Personal characteristics
- Working motivations and desires
- Skills and know how
- Reflections about your own potential



# HOW TO WORK IT OUT

There are three main steps in CE:

1. Self-narrative
2. Observation of the person/context interaction.
3. Restitution. Summarize and build a personal project



# SELF-NARRATIVE

what you think you have done, are able to do, even if not directly connected to work.



# OBSERVATION

The interviewer compares coherence and congruity of different aspects of self-narrative.

He/She matches the self-narrative with practical competencies during the tasks.



# RESTITUTION

It can be made by talking and/or writing.

It is a synthesis of external point of view (not a judgement) about the coherence of self-narrative based on focused on strenght and weakness.



# REORIENTATION

- The competencies evaluation means a reorientation which gives a person the possibility to reposition him/herself in a map of life itinerary.
- This reorientation can allow for an alternative life pathway to the one his/her foretold ***destiny*** seemed to hold.



# THE MAIN TASK

- The main task of CE is to help a person with a vulnerable identity to go beyond his/her pre-defined current state.
- The process of CE has to deal with other people's attitudes (“I am partially what you think I am”)

