

Entre4all



Project N°: 2019-1-SI01-KA204-060426

IO1/A2: Disability, inclusion and LLL Index

TRANSNATIONAL REPORT

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INTRODUCTION

This index is part of Intellectual Output 1 of the project Entre4all. The aim of Entre4all is to produce training materials and a tool kit for people with disabilities to enable them to acquire entrepreneurial and digital skills, and set up their own social enterprise. The project is carried out by the following six partners, all experts in the fields of education, social entrepreneurship and training people with various disabilities: DIMITRA Education & Consulting (Greece), RIC Novo mesto (Slovenia), equalizent (Austria), Center Ponovne Uporabe (Slovenia), Emphasys Centre (Cyprus) and Kentro AMEA Agios Lazaros (Cyprus).

The aim of the index was to investigate the current situation in Europe and the partner countries with regard to the strategies and policies concerning people with disabilities and social entrepreneurship on the one hand and on the other hand, to carry out a survey about the training needs in social entrepreneurship and digital skills for people with disabilities. The results of this research form the basis for the development of the Entre4all training course and Entre4all community centres.

The first task was desk research answering questions on European and national policies concerning people with disabilities and social entrepreneurship, as well as collecting existing good practice examples of courses in the fields of social entrepreneurship and digital skills targeted specifically at people with disabilities.

We then undertook three surveys with the following three target groups: adult educators/trainers/social workers, young adults with disabilities between 18 and 30, and organisations from the field including educational organisations, DPOs, organisations providing support services for people with disabilities and more. The aim of the surveys was to find out the training needs of trainers and potential participants for the teaching materials to be developed during the Entre4all project. For the target group of trainers and people with disabilities, two quantitative questionnaires were developed with questions including demographic information, the attitude towards and interest in social entrepreneurship, current competences in the field of entrepreneurial, digital and financial skills, as well as wishes and needs concerning training materials for a course about social entrepreneurship and digital skills.

In addition, five organisations in the fields of education, disability and social entrepreneurship were interviewed based on qualitative guideline questions concerning similar topics.

For details about the national target groups and way how exactly the survey was carried out in the four participating countries, please read the respective national reports for Austria, Cyprus, Greece and Slovenia.

BACKGROUND

In order to see the Entre4all project in the context of today's society, we would like to start by introducing the background information on the situation of people with disabilities and social entrepreneurship in the European Union. Details of the respective national situations are available in the national reports of the participating countries (Austria, Cyprus, Greece and Slovenia).

In 2018 21.7% of the population over 16 in the European Union have long-standing limitations in their activities due to health problems (hereafter referred to as people with disabilities). People with disabilities tend to have a lower income. Out of the 20% of the

European population in the highest income bracket, only 17.1% have a disability, compared to 24.4% of those with an average income and 32% of those with the lowest income. The correlation is similar concerning the level of education. 35.7% of the population with at most lower secondary education have a disability, compared to 22.6% of those with upper secondary or post-secondary non-tertiary education, and 15.6% with tertiary education.¹

In 2018, 28.7% of the population with a disability was at risk of poverty or social exclusion, compared to 19% of those without disabilities. People with disabilities rely strongly on social transfers. Had there not been social transfers, 68.1% of people with disabilities would have been at risk of poverty.

Even though employment reduces the risk of poverty, there exists in-work poverty. 11% of the employed population with a disability was at risk of living in poverty.²

In 2011 30% of people aged 15-34 with a disability were neither in employment nor in any education or training, compared to 15.7% of those without disabilities.

Less than 10% of disabled people participate in lifelong learning compared to 21% of those without disabilities.³

In 2011, between 31.2% and 47.3% of people with disabilities (the first number stands for people with basic activity difficulties and the second number for people with longstanding health problems) were employed, compared to 67.5% of the population without disabilities. The unemployment rate of people with a disabilities was between 12.1% and 17.4% compared to 9.6% of the population without disabilities.⁴

POLICIES AND STRATEGIES

What strategies and policies for adults with disabilities and social entrepreneurship exist at European level?

The European disability strategy 2010-2020 aims to make Europe barrier-free, empower people with disabilities and give them the chance to participate fully in society. The European disability strategy is an instrument through which the UN Convention on Rights of Persons with disabilities can be implemented.

The disability strategy focuses on eight priority areas: accessibility, participation, equality, employment, education and training, social protection, health and external action.

The strategy has led to several initiative such as the European Accessibility Act, the Direction on web accessibility and the European Agency for Special Needs and Inclusive Education.⁵ In 2019, the Commission commenced evaluation of the strategy. In February 2020, the

¹ <https://ec.europa.eu/eurostat/statistics-explained/pdfscache/37774.pdf>

² <https://ec.europa.eu/eurostat/statistics-explained/pdfscache/34425.pdf>

³ <https://ec.europa.eu/eurostat/statistics-explained/pdfscache/34423.pdf>

⁴ <https://ec.europa.eu/eurostat/statistics-explained/pdfscache/34420.pdf>

⁵ <https://ec.europa.eu/social/main.jsp?catId=1484&langId=en>

European parliament made a draft resolution about the necessity for a post 2020 disability strategy.⁶

The European Commission defines a social enterprise according to the following criteria: societal good is the reason for the commercial activity, profits are reinvested to achieve the social objectives, and the organisation works democratically and in a participatory way. Social enterprises are mainly active in four fields: work integration (of people with disabilities and unemployed people), personal social services (healthcare, education, etc.), local development of disadvantaged areas and other (recycling, environment, sport, culture science, etc.).

The European Commission started two initiatives targeting social enterprises: the Social Business Initiative and the Start-up and Scale-up Initiative.

The Social Business Initiative started in 2011. It aims to support the development of social enterprises, stakeholders in the social economy and social innovation. The initiative has three focus areas: 1) making it easier for social enterprises to obtain funding, 2) increasing the visibility of social enterprises and 3) making the legal environment for social enterprises friendlier.

The Start-up and Scale-up Initiative was launched in 2016 and aims to remove barriers for start-ups to scale up in the single market, create better opportunities for partnership, commercial opportunities and skills and to facilitate access to finance.

Details about the respective national strategies concerning disability and social entrepreneurship are available in the national reports of the participating countries (Austria, Cyprus, Greece and Slovenia).

DEFINE SOCIAL ENTREPRENEURSHIP

We asked organisations from the fields of education, disability and social entrepreneurship what is their definition of a social entrepreneurship. Here you see some of their answers:

“Social entrepreneurship refers to entrepreneurship, which focuses on the worker himself as a human being, his difficulties as well as the securing of his rights, while at the same time the profit comes second.” (Cyprus)

“It is a form of entrepreneurship that aims to achieve a social purpose that is aimed at solving specific problems rather than achieving an economic outcome that they use as a means to succeed”. (Greece)

“A social entrepreneur is team-oriented and pays attention to social justice. He or she has a lot of social competences. A social entrepreneur is sensibly profit-orientated has a lot of social responsibility which is why he or she pays attention to the employees and their different needs and requirements”. (Austria)

“Entrepreneurship in which the environmental, economic and social problems are addressed in an entrepreneurial way by involving vulnerable groups in the pursuit of sustainable

⁶ <https://www.europarl.europa.eu/committees/de/eu-disability-strategy-post-2020-vote/product-details/20200226CAN53463>

development – including an ethnical component that leads to social responsibility. “
(Slovenia)

REASONS FOR BEING A SOCIAL ENTREPRENEUR

In our survey we asked people with disabilities what are reasons for them for being a social entrepreneur? Here you can see their answers:

I am my own boss	16%
I work independently	17%
I choose my own working hours	29%
I have more freedom	38%
I can be creative	35%
I have innovative ideas that no one else has had	11%
I want to contribute positively to society	27%
I can create jobs for other people	14%
I am a pioneer	3%
I inspire others/ I am a role model for others	16%
I want to help other people	45%
Other	0%
don't know/understand	27%
No answer	1%

Figure 1: Reasons for being a social entrepreneur

The most popular reasons for being a social entrepreneur are wanting to help other people (45%), wanting more freedom (38%) and wanting to be creative (35%). On the other hand a reason that isn't relevant for the survey participant is being a pioneer (3%). All the other reasons achieved scores of between 11% and 29%. 27% of the survey participants didn't know or understand the question.

Additionally we asked experts from organisations in the field of education, disability and social entrepreneurship how people with disabilities could benefit from being a social entrepreneur. Here you see a conclusion of their answers:

Some experts claimed that some people with disabilities are not employable in the field of social entrepreneurship, there are no advantages for them.

For people with disabilities who are capable of becoming social entrepreneurs themselves or being employed in the field of social entrepreneurship the experts see advantages in the following fields: Social Integration: People can interact with the community, get new acquaintances and improve their social skills. Self-development: being employed or working as a social entrepreneur contributes to feeling as an equal participate in society. It gives the possibility to earn an income and therefore have decent living conditions. People with disabilities would feel productive as they use their own knowledge and can contribute to change in society based on their experience.

INTERESTING FIELDS FOR SOCIAL ENTREPRENEURSHIP

We asked the survey participants in what field they could imagine working as a social entrepreneur. Here you see their answers:

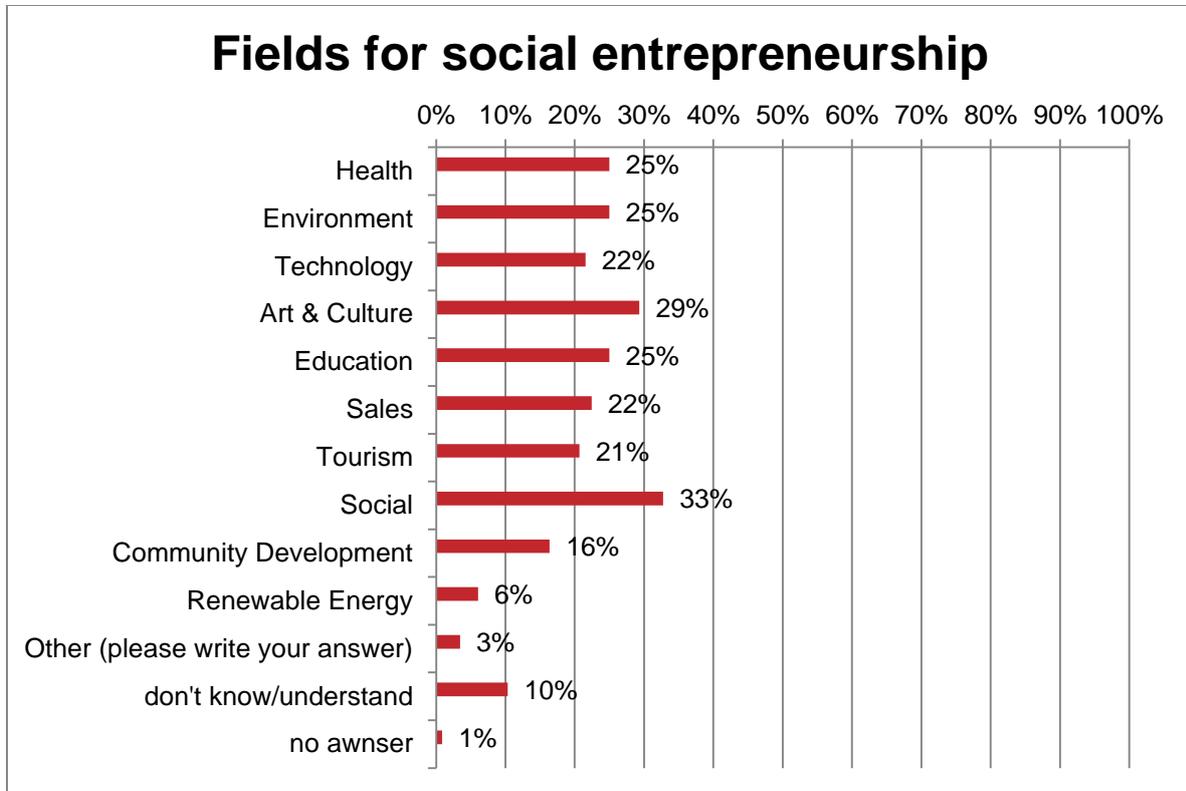


Figure 2: Fields for Social Entrepreneurship

The fields that are interesting for being a social entrepreneur in are pretty balances all fields have between 21% und 33% except Community Development (16%) and Renewable Energy (6%). The Social Ares reaches with 33% most of the votes. 10% of survey participants don't know or understand the question

EXISTING COMPETENCES OF PARTICIPANTS

We asked the participants to evaluate their competences in the fields of entrepreneurial skills, digital skills and financial skill. Here you have an overview of their self-evaluation.

Entrepreneurial Competences:

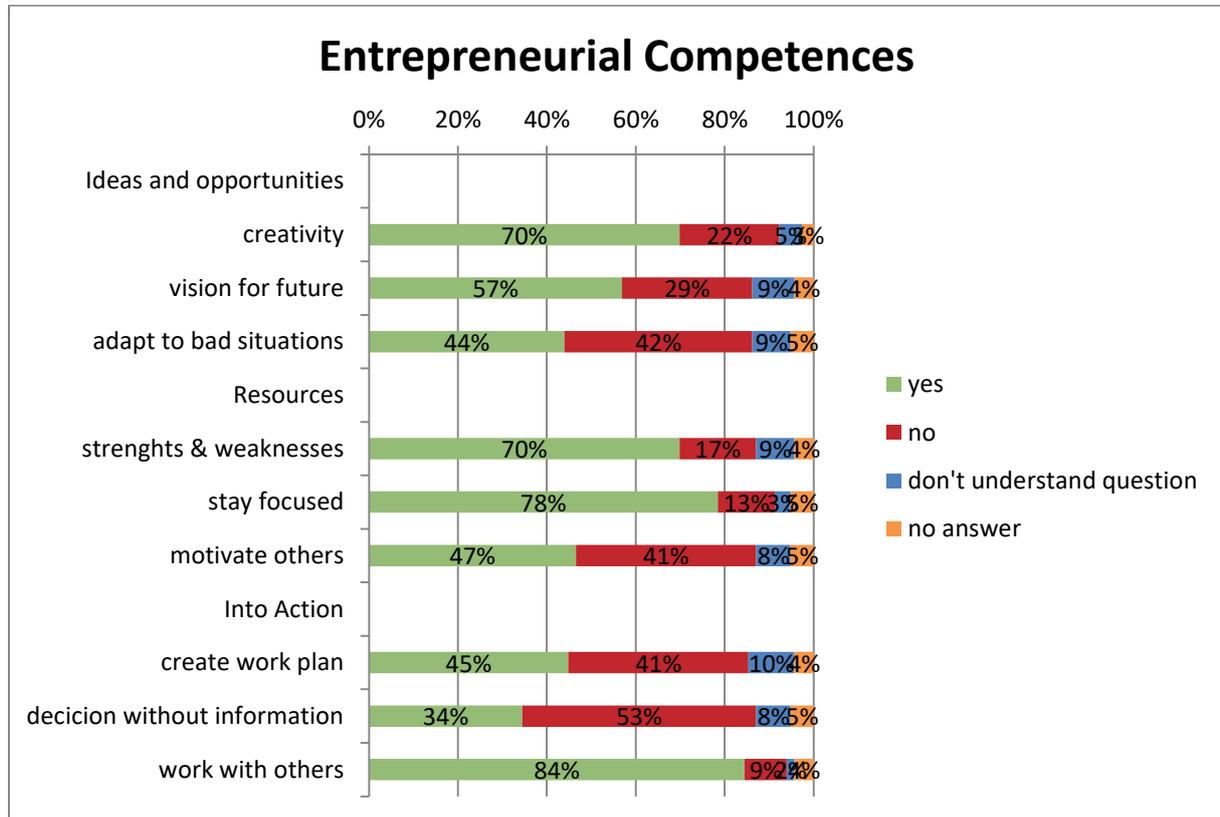


Figure 3: Entrepreneurial Competences

The participants mostly evaluate their entrepreneurial competences as pretty high. Especially the competences working with others (84%) and staying focused (78%) are possessed by a large majority. In contrast, only 34% possess the competence to make decision without all information. All the other competences are possessed by between 44% and 70% of the participants.

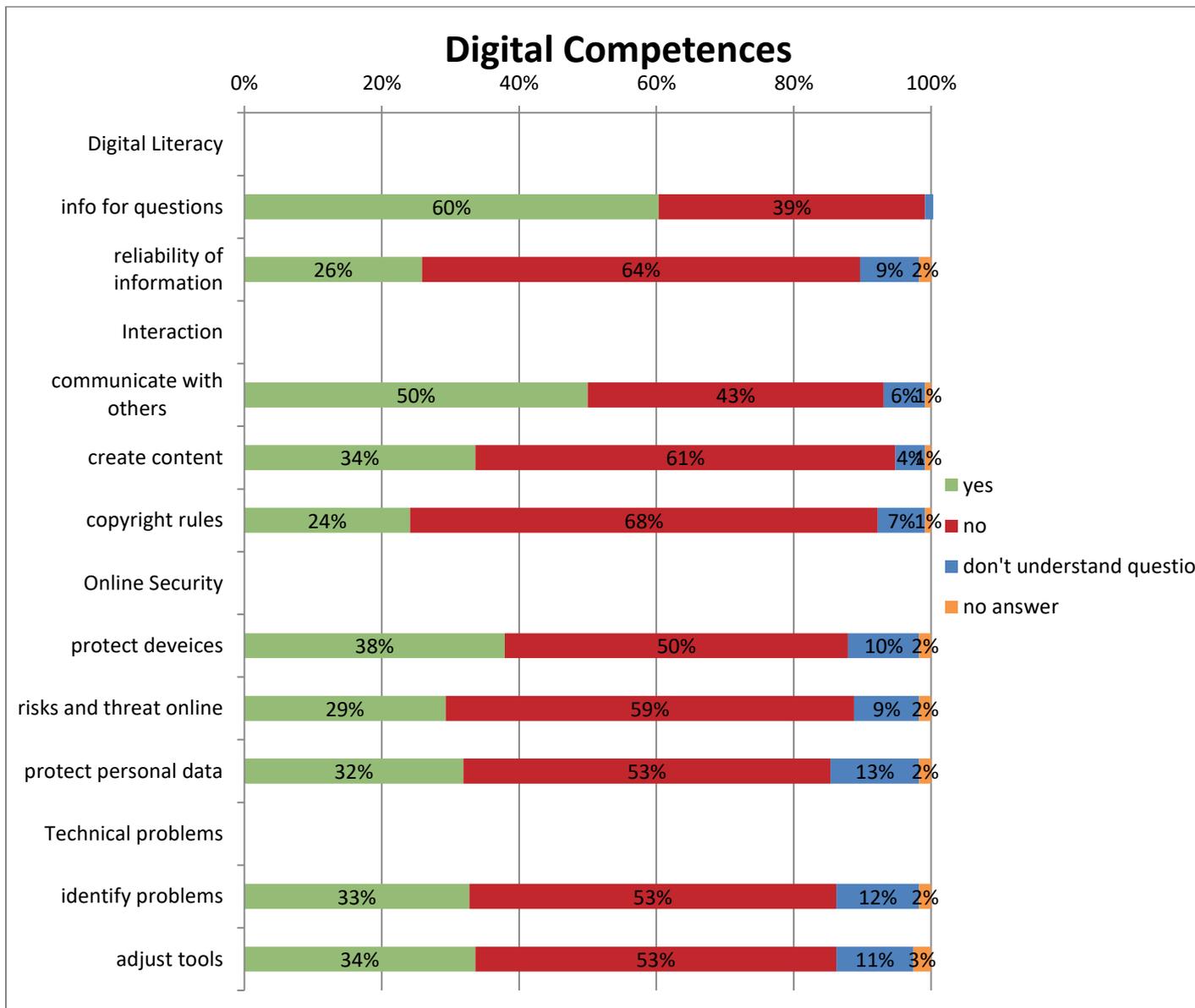
Digital Competencies:


Figure 4: Digital Competences

Overall the participants seem to have average digital competences. Some of them are possessed by half or more of the participants (e.g. finding information about questions 69%, communication with others 53%). On the other hand a lot of competences are only possessed by viewer participants (e.g. copyright rules 24%, judging reliability of information 26%). So there is a basis of digital skills that our target group poses but other that still need to be developed.

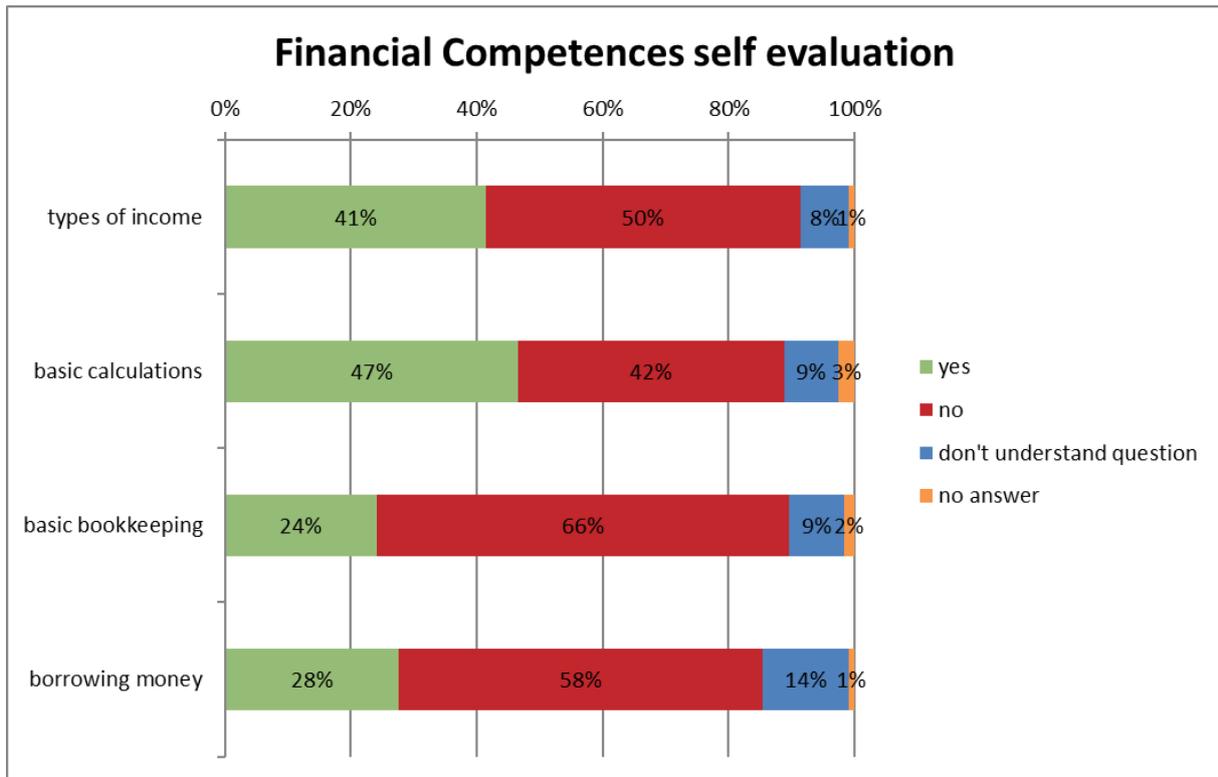
Financial Competencies:


Figure 5: Financial Competences

In general the participants assess their financial competences rather low. For all questions asked the majority of participants say of themselves that they don't possess these competences. The participants evaluate themselves still best at basic calculations (47% possess this skill) and they feel least competent in basic bookkeeping (only 24% possess this competence).

WHAT TOPICS SHOULD BE TAUGHT?

We asked the trainers what topics in their opinion should be taught in a course about social entrepreneurship and digital skills. Here you can see their answers.

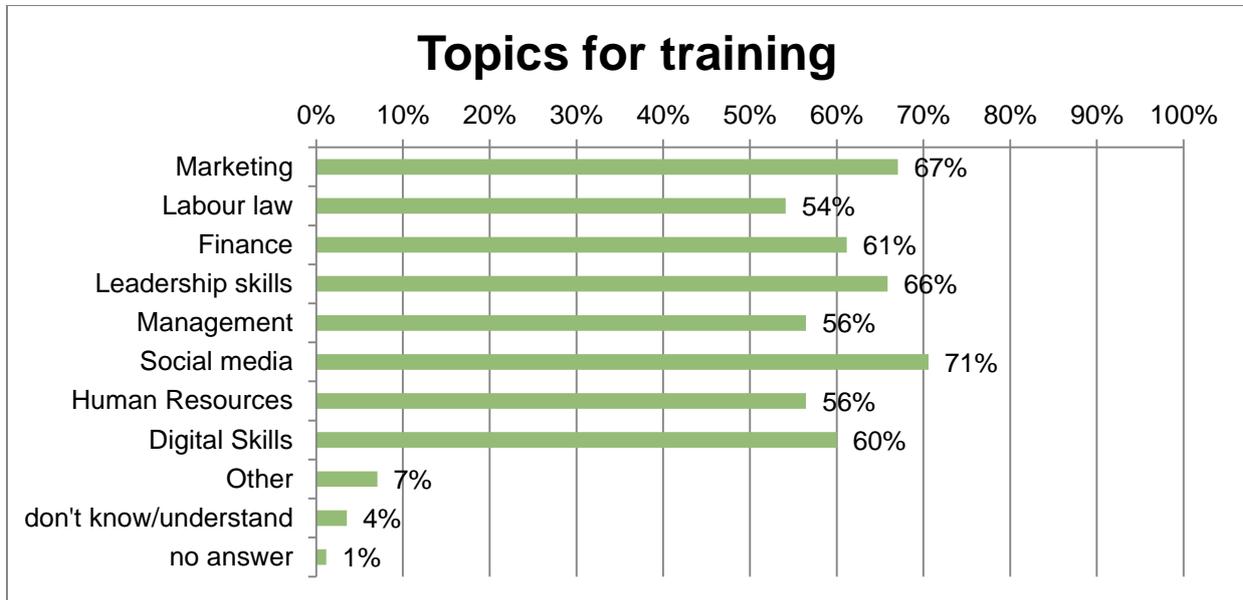


Figure 5: Topics for trainings

All of the suggested topics had scores of between 54% and 71%. At 71%, social media received the highest scores, followed by marketing 67% and leadership skills 66%, management (56%), whilst human resources (56%) and labour law (54%) received lower scores.

WHAT COMPETENCES SHOULD BE TAUGHT?

We asked the people with disabilities and trainers on what competences in their opinion should be taught in a course about social entrepreneur and digital skills. Here you can see their answers.

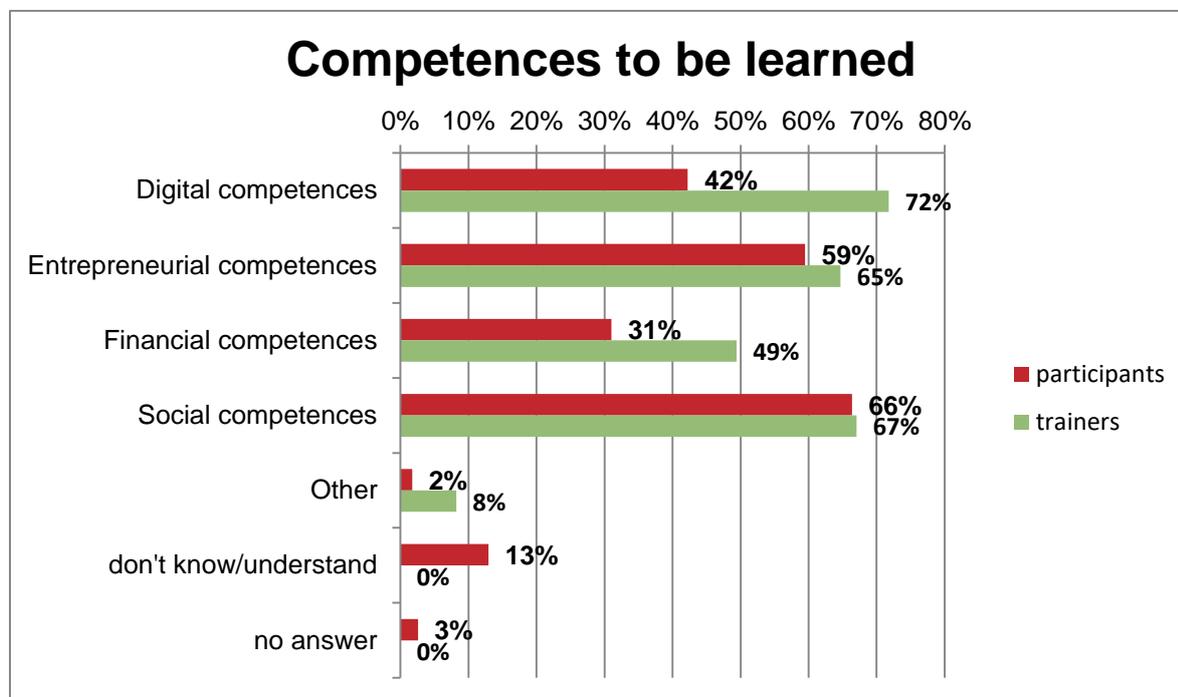


Figure 6: Competences to be learned

Trainers want to learn in a Train-the-trainer course about providing a training about social entrepreneurship mostly digital competences 72%, social competence 67% and entrepreneurial competences 65%. They are a bit less interested in financial competences 49%.

The people with disability are most interested in learning social competences (66%), and entrepreneurial competences (59%) in a course about social entrepreneurship. They are less interested in digital competences (42%) and financial competences (31%).

Additionally we asked experts from 20 organisations in the field of education, disability and social entrepreneurship what competences in their opinion should be training in a training people with disabilities about social entrepreneurial and digital skills. Here is a summary of their answers:

As the experts probably assumed various degrees of disability, the answers vary from expressing the need to develop very basic skills to be employed in a social enterprise up to more advanced skills for people with disabilities who have the capacity to become social entrepreneurs themselves. Some of the expert doubt whether people with disabilities are fit to develop competence for the field of social entrepreneurship at all.

The basic skills that are needed to be employed in a social enterprise identified by the experts are: communication skills, willingness to work, following instructions, management of

own behavioural and health problems, personal appearance and hygiene, computer literacy, basic writing and mathematics, persistence, willingness for lifelong learning.

For people with disabilities who want to become social entrepreneurs themselves, more advanced skills are needed: financial skills (e.g. financial and subsidies management), legal skills (e.g. knowledge of legal/tax framework for social entrepreneurs), digital skills, entrepreneurial skills (e.g. marketing, management), personal skills (e.g. self-confidence and self-marketing) and social skills (e.g. networking, developing partnerships).

LEARNING METHODS

We asked the people with disabilities and trainers what in their opinion are the most suitable teaching methods for training people with disabilities about social entrepreneurial and digital skills. Here you can see their answers:

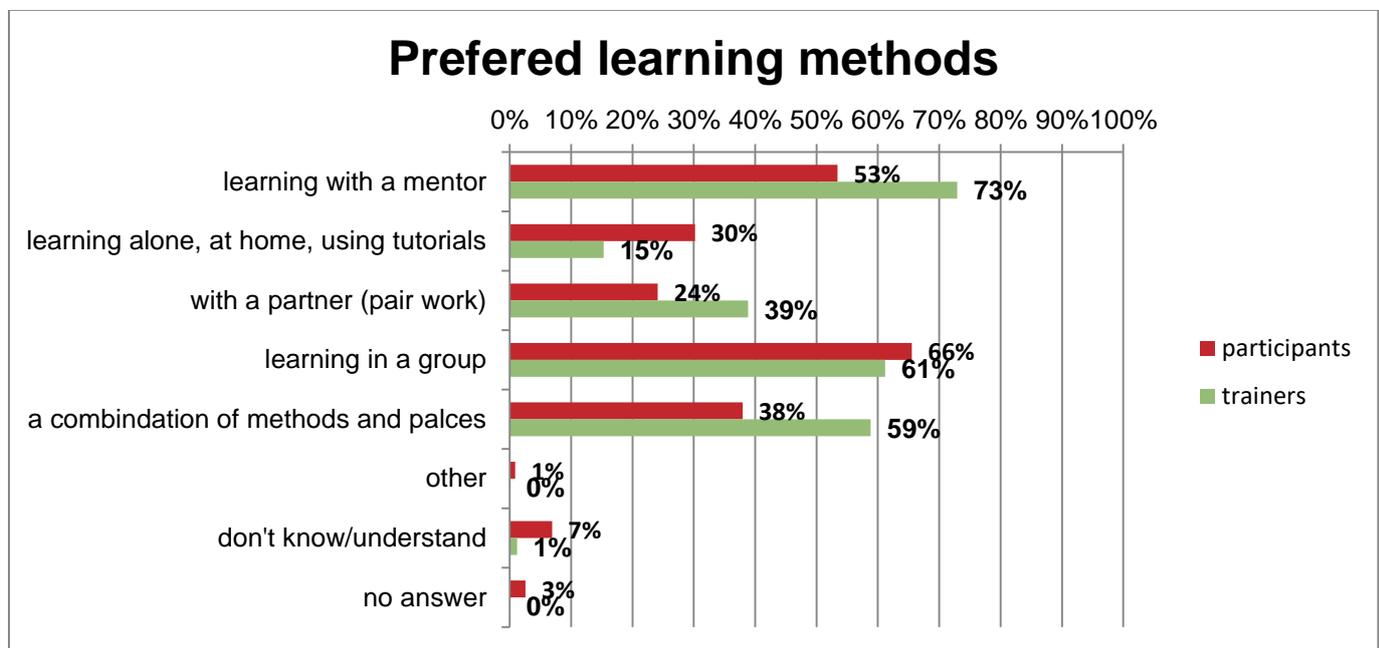


Figure 7: Preferred learning methods

The preferred learning method between participants and trainers vary a bit. For the participants learning in a group receives most votes (66%) and this method also received a lot of votes with trainers 61%. The trainers prefer learning with a mentor (73%) which only received 53% of participants. Both learning at home, using tutorial received view votes from participants (30%) as well as trainers 15%).

EXERCISES

We asked the people with disabilities and the trainers what exercises they prefer for training people with disabilities about social entrepreneurial and digital skills. Here you can see their answers:

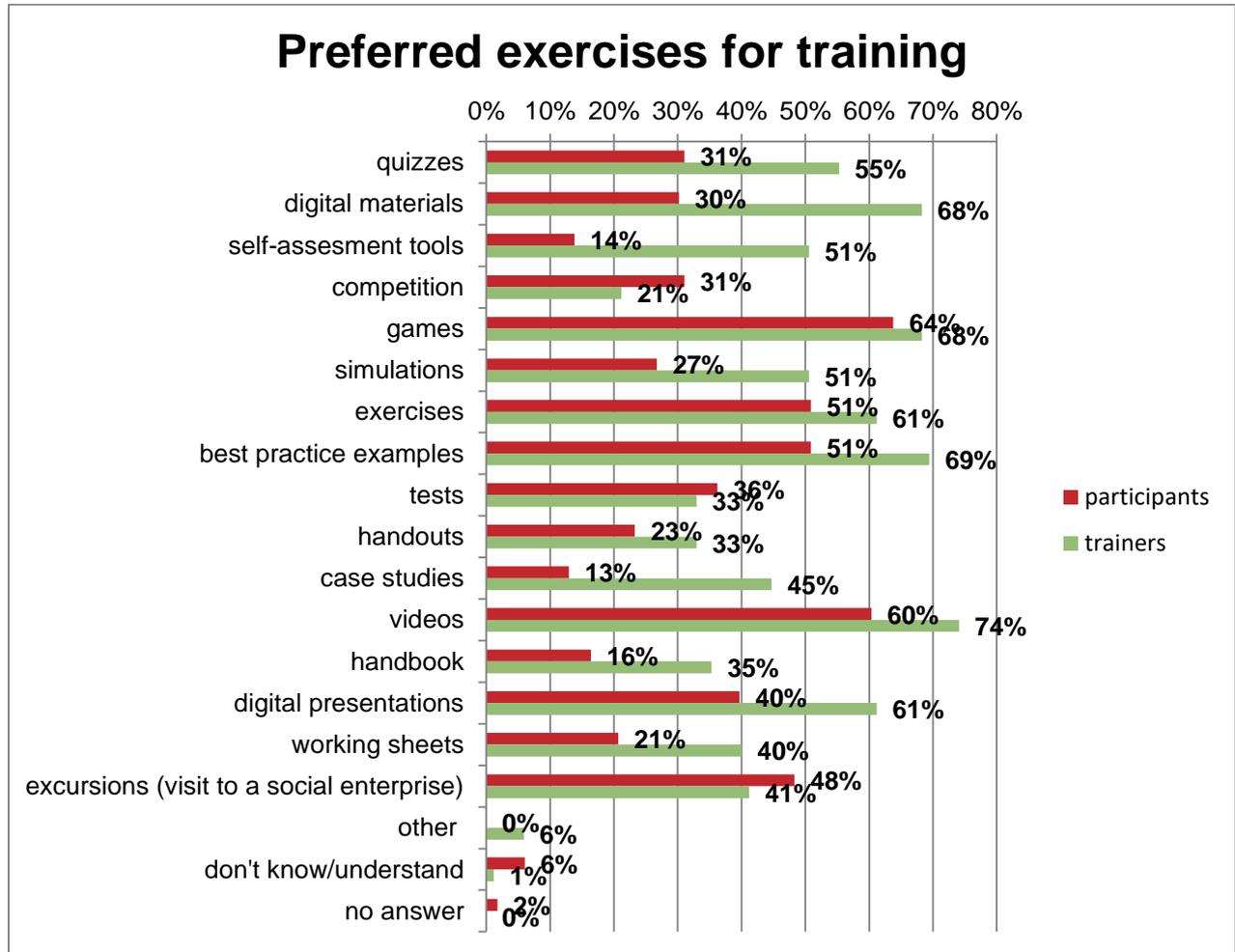


Figure 8: Preferred exercises for training

The preferred learning methods between participants and trainers vary quite a bit. Still games and videos receive quite a lot of vote from both groups (games; 64% participants, 68% trainers; videos: 60% participants, 74% trainers). Participants are less interested in case studies (13%), self-assessment tools (14%) and handbooks (16%). Trainers think of competitions as least suitable (21%).

CONCLUSIONS

Although there are strategies and initiatives for people with disabilities and social entrepreneurship in the European Union, the statistics show that there is still a gap between what such strategies aim to achieve and statistical data relating to the actual living situation of people with disabilities.

As demonstrated in our survey, people with disabilities have various reasons to want to become social entrepreneurs, including wanting to help people and having more freedom. There are a wide range of fields in which people with disabilities can imagine becoming a social entrepreneur, therefore any training materials developed through the project should be adaptable to various fields.

Looking at the self-evaluation of competences by people with disabilities, it becomes clear what competences can be already built on in the trainings course (mostly entrepreneurial competences such as creativity, staying focused and working with others) and in what fields a more basic transfer of knowledge is necessary, namely digital and financial competences. According to our expert interviews, depending on the degree of disability of the course participants, training focus needs to be either on basic skills such as communication skills, computer literacy, basic writing and mathematics or on more advanced skills such as legal skills, digital skills, entrepreneurial skills and social skills.

The survey shows that the curriculum to be developed in the project should be based on the methods of learning with a mentor, learning in a group and a combination of methods and places. In order to fulfil the needs of the target group the curriculum will have to include various different exercises.

In conclusion, the research and survey showed that the Entre4all project addresses an issue that is relevant to people with disabilities, adult educators as well as experts within the field of disability and social entrepreneurship. In order for the project to be successful, it will be crucial to take all their opinions into consideration during the next project implementation phases.