

Entre4all



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IO1/A2: Disability, inclusion and LLL Index

COUNTRY REPORT: SLOVENIA

Prepared by: Center ponovne uporabe and Razvojno izobraževalni
center Novo mesto

INTRODUCTION

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, adults with disabilities, and Organization from the field including educational Organization, DPOs, Organization 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 Organization in the fields of education, disability and social entrepreneurship were interviewed based on qualitative guideline questions concerning similar topics.

The Slovenian partners (CPU and RIC) have decided to work with people with mental health problems / disabilities, hearing and vision problems/ disabilities and also have communication problems and difficulties by verbally expressing themselves. The survey was handed out with the help of the confederation and filled out by the participants mostly on their own. The questionnaires were answered with difficulty because participants *had trouble understanding the survey*.

The survey was completed by 31 participants. The trainer's survey was distributed amongst trainers, social workers, volunteers and educators/caregivers. 23 trainers took part in the survey.

The questionnaires for organization were handed out to 5 organization:

- **ŠENT** - The Slovenian Association for Mental Health,
- **ŽELVA** - Training and employment company for the disabled, d.o.o. Ljubljana,
- **ŽELVA NOVO MESTO** - Vocational Rehabilitation Center Novo Mesto
- **EKO D.O.O.** - Employment Center and Technology Center for Applied Ecology
- **EKO-TCE D.O.O** – Employment Center.

Five organization took part. Their responses were sent via e-mail and also through a telephone interview.

BACKGROUND

In order to see the Entre4all project in the context of society we will introduce the project's partners gathered background information on the situation of people with disabilities and social entrepreneurship in the 4 participating countries.

In 2019, Slovenia had a population of 2,094,060 people. According to the January's 2018 data, Slovenia had 416,264 people with a college or university degree. The share of people in Slovenia with tertiary education increased by 0.5 percentage points in 2017.

In total, 419,278 people were among the population aged from 15 years or older who had completed at the most elementary education. The number of people with primary or lower education decreased in 2017, partly because young people mostly continued their education at a higher level, and partly because the population who died in 2017 very often had such education. According to the January's 2018 data, 41% of people aged 65 and over had only primary education or lower education, and 9% of those aged between 25 and 49. Among employees, 35% were tertiary educated. The unemployment rate was 20%. The share of high school graduates was slightly less than 60% in both groups. Accordingly, there were significantly more unemployed people with basic or lower education: 21%, the number of employees was 9%.

Among the retired people, 39% were those with primary or lower education. Due to the specific composition of this population (because more women than men experience high age), there are more women with primary or lower education (48%) than retirees (26%). The smallest was the gender education gap between tertiary pensioners; however, these were relatively small (approximately 12%) and were mostly under 75 years of age.

Persons with disabilities are those persons who deviate from the expected characteristics and abilities defined in a particular environment and who need additional attention and care. There are several types of groups of people with disabilities, including people with intellectual disabilities, the deaf and hard of hearing, the blind and the visually impaired, people with speech and language disabilities, people with mobility disabilities, people with learning disabilities, emotional and behavioural disorders, with autism spectrum disorders and talented persons. Research shows that in Slovenia the share of the population belonging to persons with special needs is between 1 and 2.4% of the population, which means that we do not stand out from the average of other European countries. A large proportion of these (especially those with mental disorders) have a low level of education – or are without primary education altogether. Among these are people with secondary or tertiary education who later in life, for various reasons, landed in this population.

With a wide variety of programs at the national level, we motivate and engage this target group in lifelong learning processes, and the labour market for persons with disabilities is also regulated on state-level (source: Statistical Office of the Republic of Slovenia).

NATIONAL POLICIES AND STRATEGIES

What strategies and policies for adults with disabilities and social entrepreneurship exist at national level? How do they comply with the EU Recommendations?

There are currently 122. published and advertised Disabled Adult Programs, covering a wide range of fields from language education, ICT skills, reading and speaking skills, stress management, life-long learning programs, integration, inclusion ..., as lifelong learning is the guiding principle of modern education and learning in Slovenia. It is governed by a strategy document adopted by the Minister of Education and Sport in 2007, who appointed a special expert group in 2005. The Expert Group has drawn up a Lifelong Learning Strategy, which is part of the results of the implementation of the EU Education and Training 2010 program. The Lifelong Learning Strategy incorporates all European definitions and objectives and links them to a specific situation in Slovenia.

The document defines lifelong learning as “an activity and process that encompasses all forms of learning, whether formal or non-formal and incidental or by chance. Besides, the Lifelong Learning Strategy stipulates that such learning takes place in a variety of learning settings, from birth through early childhood and adulthood to the end of life, intending to improve one's knowledge and skills. Through lifelong learning, we also gain interests, character traits, values, attitudes towards ourselves and others, and other personality traits.

As a key social and development strategy, lifelong learning has been integrated into several strategic documents and programs, such as the National Strategic Reference Framework (2007-2013) and operational programs to strengthen regional development potential and staff development. As of 2016, national policies and strategy papers reflecting lifelong learning policies include, but are not limited to:

- Resolution on the National Higher Education Program 2011–2020 (ReNPVŠ11-20);
- Resolution on the National Adult Education Program in the Republic of Slovenia for the period 2013-2020
- Roma education strategy in the Republic of Slovenia (adopted in 2004, revised in 2011;
- Resolution on the National Youth Program 2013-2022;
- Resolution on the National Social Security Program 2013-2020;
- Strategy for the development of the information society in the Republic of Slovenia until 2020.

At the central, governmental level, the Ministry of Education, Science and Sport and the Ministry of Labour, Family, Social Affairs and Equal Opportunities are primarily responsible for lifelong learning policies and programs.

The Centre of the Republic of Slovenia for Mobility and European Education and Training Programs (CMEPIUS) performs technical and administrative tasks related to the implementation of European education and training and mobility for study. In 2007, the European Commission accredited CMEPIUS as the national agency for the EU Lifelong Learning Action Program, which closed in 2013. Since then, CMEPIUS has been responsible for overseeing the Erasmus + program, which continues certain activities covered by the Lifelong Learning Program (source: https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-77_en).

What programs and strategies exist concerning social entrepreneurship at the national level?

The legal basis for social entrepreneurship programs and strategies is regulated and defined by the following documents:

- Social Entrepreneurship Act (ZSocP)
- Rules on monitoring the business of social enterprises
- Law on Societies (ZDru-1)
- Institutions Act (ZZ)
- Establishments Act (ZU)
- Companies Act (ZGD-1)
- Cooperative Law (ZAD)

Employment Rehabilitation and Employment of Disabled Persons Act (ZZRZI).

DEFINE SOCIAL ENTREPRENEURSHIP

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

ŠENT: » Social entrepreneurship is a form or a possibility of employment and assistance for people of different vulnerable groups. By that we mean people who are otherwise not employable on the labor market without additional support and assistance. It's a multifunctional phenomenon; those who are included are offered an employment that can, by certain adjustments and support of a mentor, help them to make a living while gaining a feeling of value and a higher self-esteem. A social enterprise is oriented permanently and focuses its profit into investments of development and not into management. This way, the society gains in several areas – it takes care of the part of population that would be otherwise stuck on social transfers and various associated issues, while filling the market areas, activities and services that are not as interesting for other profit-oriented contractors.«

EKO D.O.O.: » Social entrepreneurship is a form of entrepreneurship characterized by three essential components: an entrepreneurial idea with a business model in place, an organizational structure based on democratic principles, and acting on the principles of non-profitability. «

ŽELVA LJUBLJANA /NOVO MESTO: »Social entrepreneurship is a entrepreneurship which seeks to create an equal and non-profit working environment. The foundation of a social entrepreneurship on a micro level is acting for the benefit and the benefit of its members, users and everyone involved in the work process. At the macro level, action is directed towards the benefit of the wider environment and creates positive work effects. «

EKO-TCE D.O.O.: »Entrepreneurship in which the environmental, economic and social problems are addressed in an entrepreneurial way by involving vulnerable groups in the pursuit of sustainable development – including an ethical component that leads to social responsibility. «

REASONS FOR BEING A SOCIAL ENTREPRENEUR

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

| | |
|--|-----|
| I am my own boss | 19% |
| I work independently | 16% |
| I choose my own working hours | 10% |
| I have more freedom | 29% |
| I can be creative | 42% |
| I have innovative ideas that no one else has had | 23% |
| I want to contribute positively to society | 36% |
| I can create jobs for other people | 23% |
| I am a pioneer | 3% |
| I inspire others/ I am a role model for others | 32% |
| I want to help other people | 36% |
| Other | 0% |
| no answer | 13% |

Figure 1: Reasons for being a social entrepreneur

The most popular reasons for being a social entrepreneur include; “I can be creative “ (42%); “I want to contribute positively to society”; “I want to help other people” (36%) and “I inspire others / I am a role model for others” (32%); “I have more freedom” (29%); “I have innovative ideas that no one else has had” (23%); “I can create jobs for other people” (23%). The answers like being boss, work independently choose my own working hours, being a pioneer, were chosen less frequently. 13% of participant did not understand the question.

Additionally, we asked experts from Organization 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:

From the organizations we received two different responses:

Organization **ECO D.O.O. AND EKO- TCE D.O.O.** share the opinion, that persons from the Employment center are not employable in the field of Social Entrepreneurship. A disabled person needs continuous supervision, guidance and guidance throughout the work process. Employees working in the center need a mentor and cannot be employed in the area of Social Entrepreneurship and do not have a job protection order. Such persons are reluctant to accept any responsibility, the same routine of work tasks is important to them, even a small change of instructions throws them off the track and it takes them a long time to adapt to an easy change of routine.

On the other hand, we have organization (**ŠENT, ŽELVA LJUBLJANA and ŽELVA NOVO MESTO**), which believe that Social entrepreneurship can play an important role in the disabled community. Based on social responsibility and a sense of humanity, it enables the opportunity and positive discrimination against vulnerable groups of society to pursue their aspirations and goals. In this way, people with disabilities have the opportunity to use their knowledge, perform

tasks tailored to their needs, and enter as equal members of society in both, the labour market and the social field.

INTERESTING FIELDS FOR SOCIAL ENTREPRENEURSHIP

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

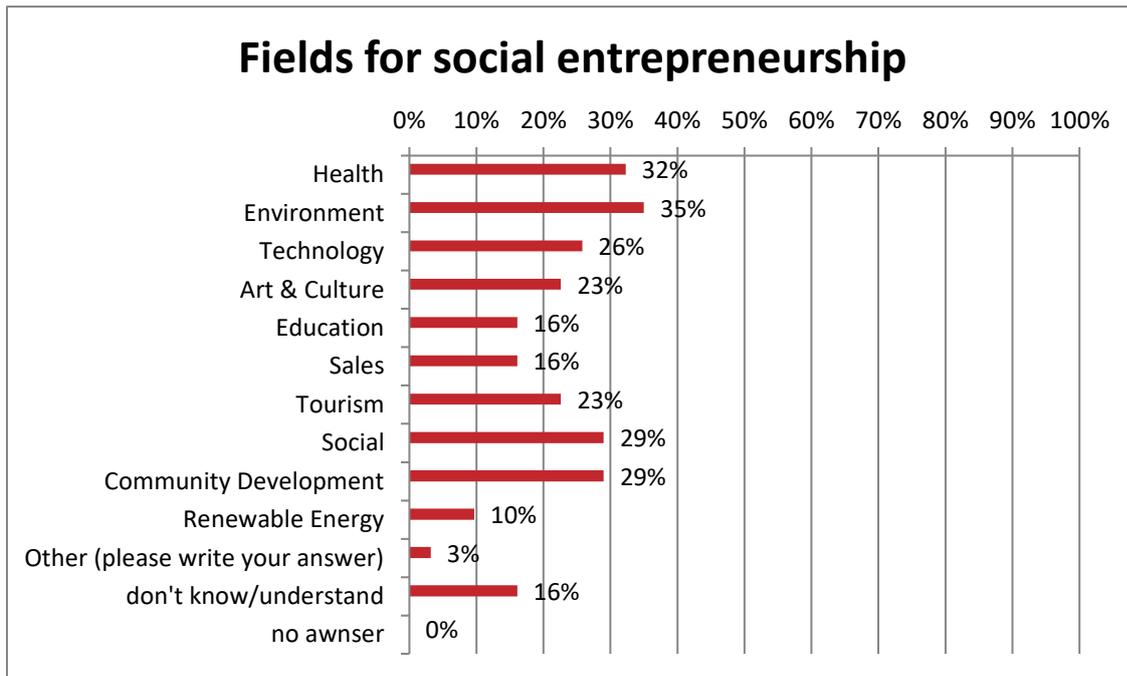


Figure 2: Fields for Social Entrepreneurship

Most participants could imagine themselves working in the field of environment (35%), health (32%), social and community development (29%), technology (26%), tourism (23%). A 16% could imagine themselves working in education and sales, also 16% of them, did not understand the question. A 10% could imagine themselves working in renewable energy *field* and 3 % could imagine themselves working somewhere else.

EXISTING COMPTENCES OF PARTICIPANTS

We asked the participants to evaluate their competences in the fields of entrepreneurial skills, digital skills and financial skill. Bellow there is an overview of their *self-evaluation*.

Entrepreneurial Competences:

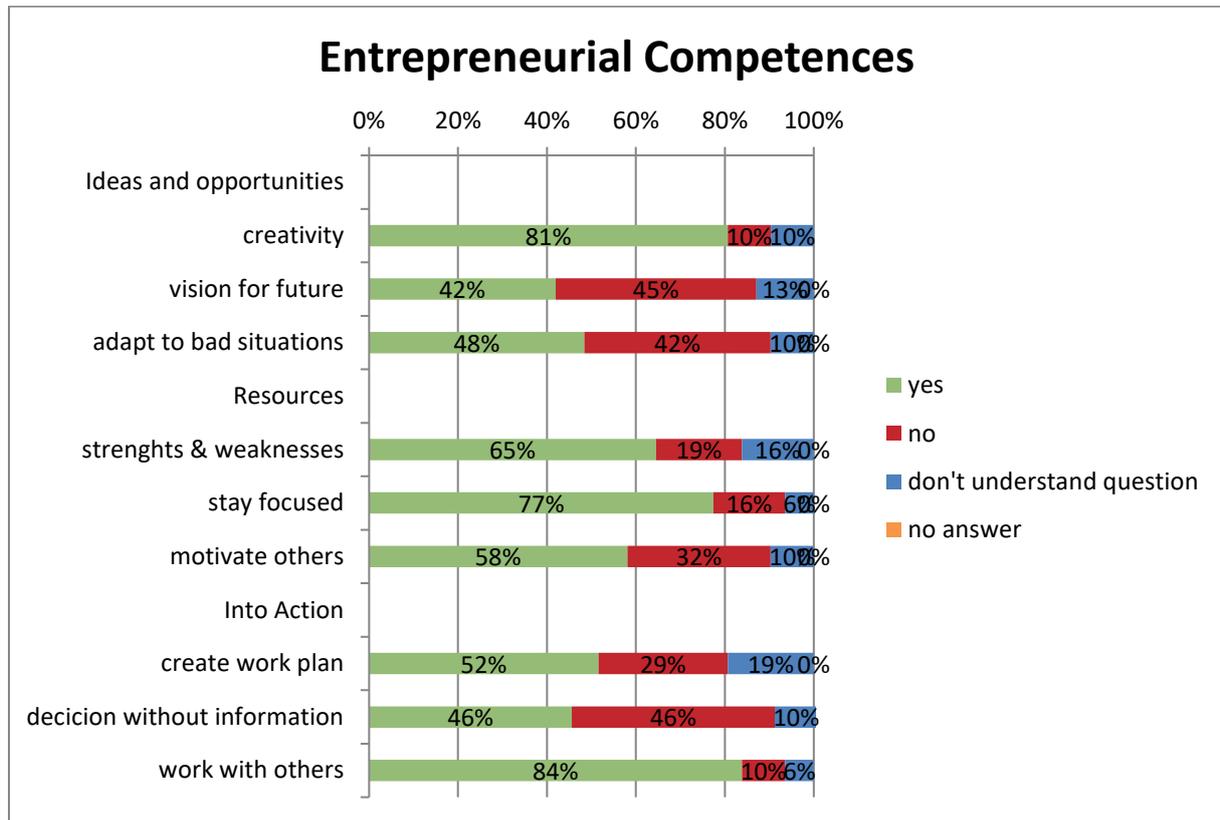


Figure 3: Entrepreneurial Competences

More than 80% of participants say that they can work with others and they are creative. 77% of participants can stay focused, 65% of participants know their strenghts and weaknesses, 58% of participants can motivate others and 52% of them can create a work plan. While vision for future, *such as adapt to bad situations* and *make decisions* without information had low scores of 42%, 48% and 46%.

Digital Competencies:

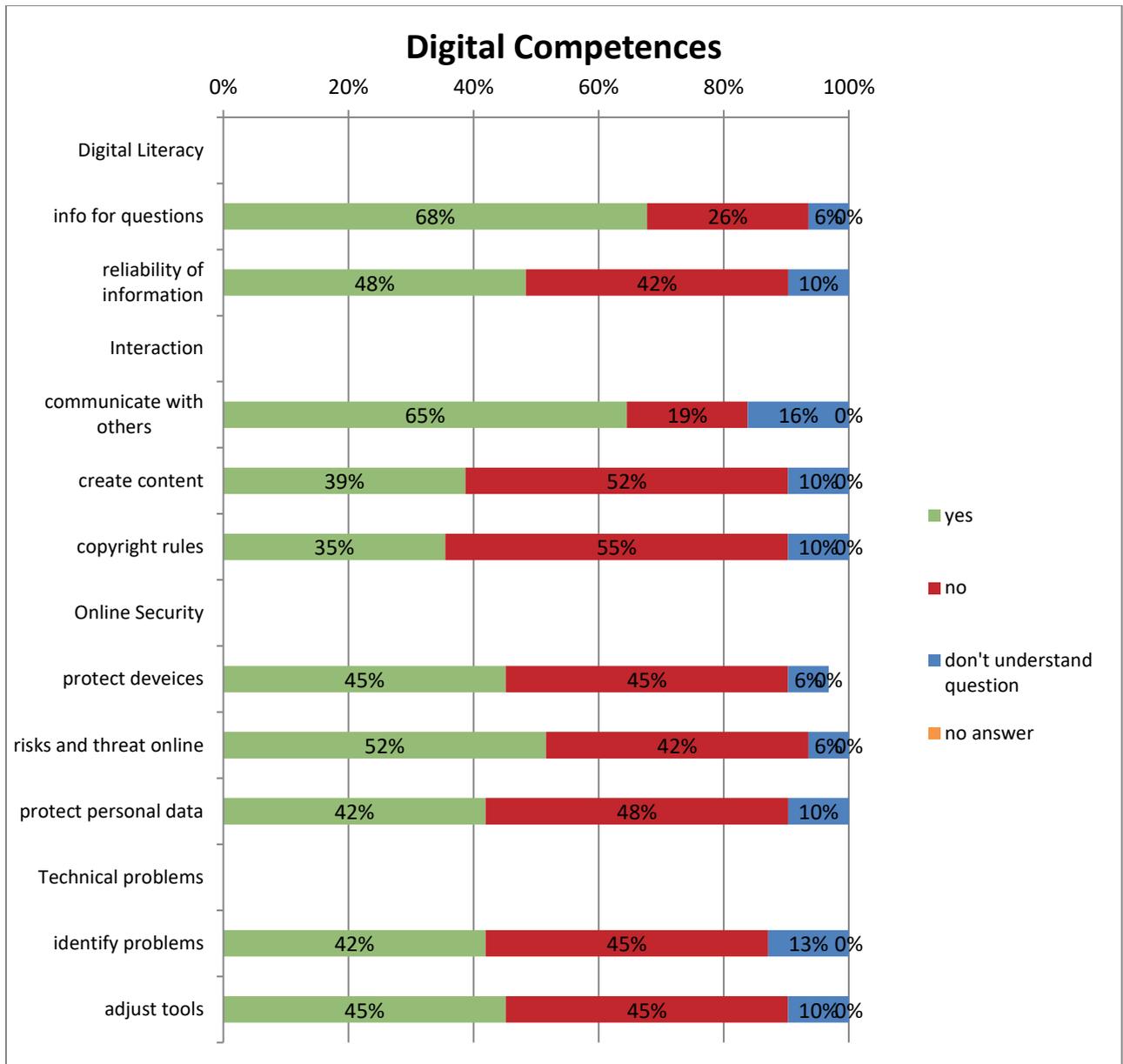


Figure 4: Digital Competences

The highest score, 68%, is finding information online, followed by communication with other 65%. 52% of participants are able to detect risks and threats online and 48% of participants *can also* detect reliability of information. All other digital competences range between 45% and 35%.

Financial Competencies:

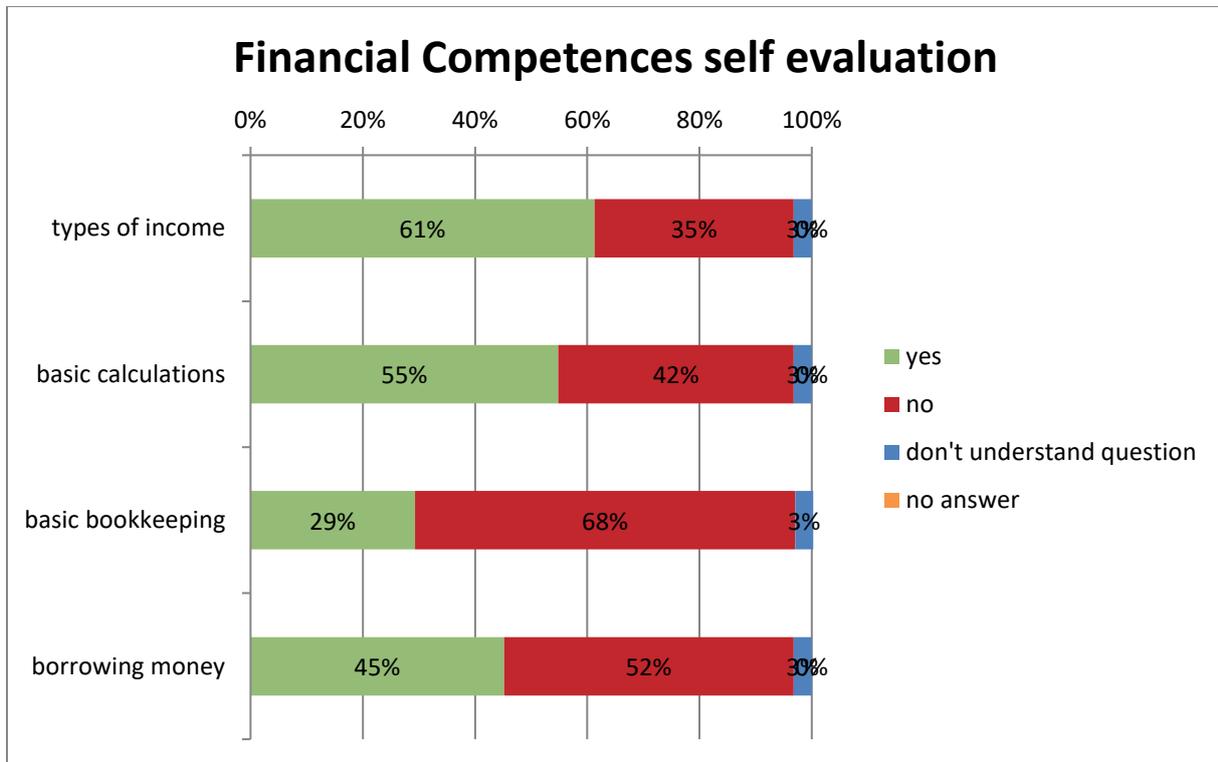


Figure 5: Financial Competences

Out of the four competences given, 61% of the participants know the different types of income, 55% can do basic mathematic calculations and 45% of participants know different types of *money borrowing* and 29% of them can understand basic bookkeeping.

WHAT TOPICS SHOULD BE TAUGHT?

We asked the trainers about their opinion on topics that should be taught in a course about social entrepreneurship and digital skills. Below are their answers.



Figure 5: Topics for trainings

The topics for training that are the most important to the trainers are marketing (83%), human resources and digital skills (78%), finance (70%) and social media (65%). The subject's management and leadership skills received 61%. However, in general, trainers evaluated all of the topics as important and worthy of inclusion in a training course about social entrepreneurship and digital skills.

WHAT COMPETENCES SHOULD BE TAUGHT?

We asked the disabled people and trainers about their opinion on the competences that should be taught in a course about social entrepreneur and digital skills. Below are their answers.

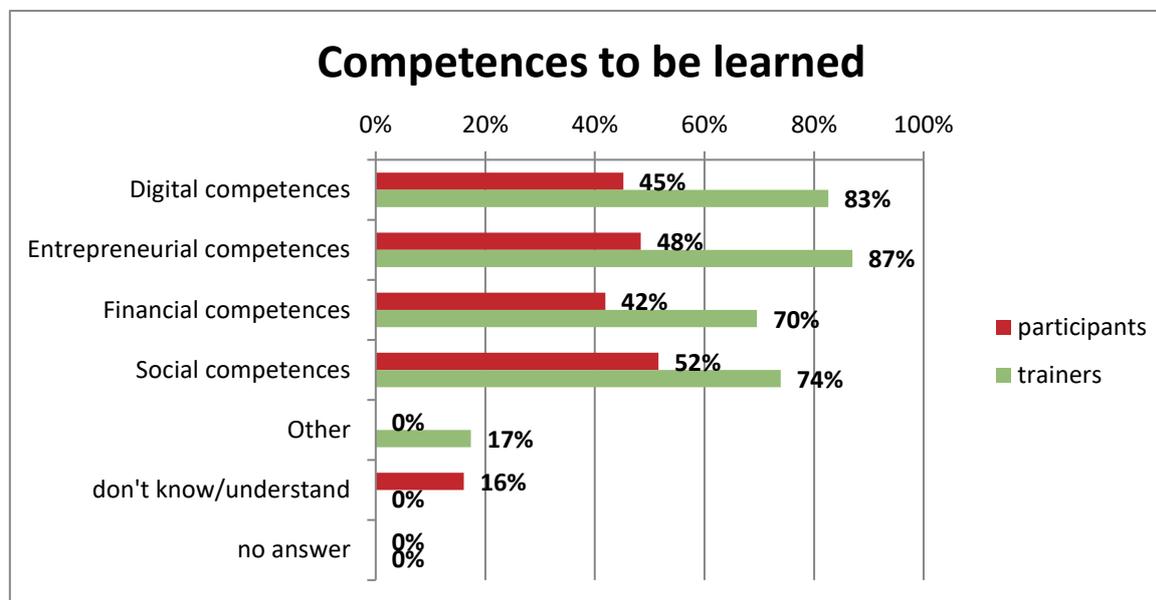


Figure 6: Competences to be learned

Trainers: The competences taught in a course about social *entrepreneurship*, a digital skill according on trainers' opinion, should be about digital (83%) and entrepreneurial competences (87%).

Participants: The most important competence for the participants to be learned in a course about becoming a social entrepreneur are social competences (52%), entrepreneurial competences (48%), digital competences (45%) and financial competences (42%).

Additionally, we asked experts from 5 Organization in the field of education, disability and social entrepreneurship about their opinion on competences that should be trained in a training course about social entrepreneurial and digital skills for people with disabilities. Bellow there is a summary of their answers:

From the organizations we received two different responses:

Organizations **ŠENT**, **ŽELVA LJUBLJANA** and **ŽELVA NOVO MESTO** consider that disabled people must first identify and manage their potential health problems and thus contribute to the stability of their work, which is the basis. They also need to develop persistence and willingness for life-long learning.

Organizations **ECO D.O.O.** and **ECO- TCE D.O.O.** comprehend that people in the employment centres cannot qualify because they have many health problems, in most cases psychological also they have no developed competencies. As a result, they are on long-termed sick leave and have many treatments. Such person cannot be a social entrepreneur in any way.

LEARNING METHODS

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

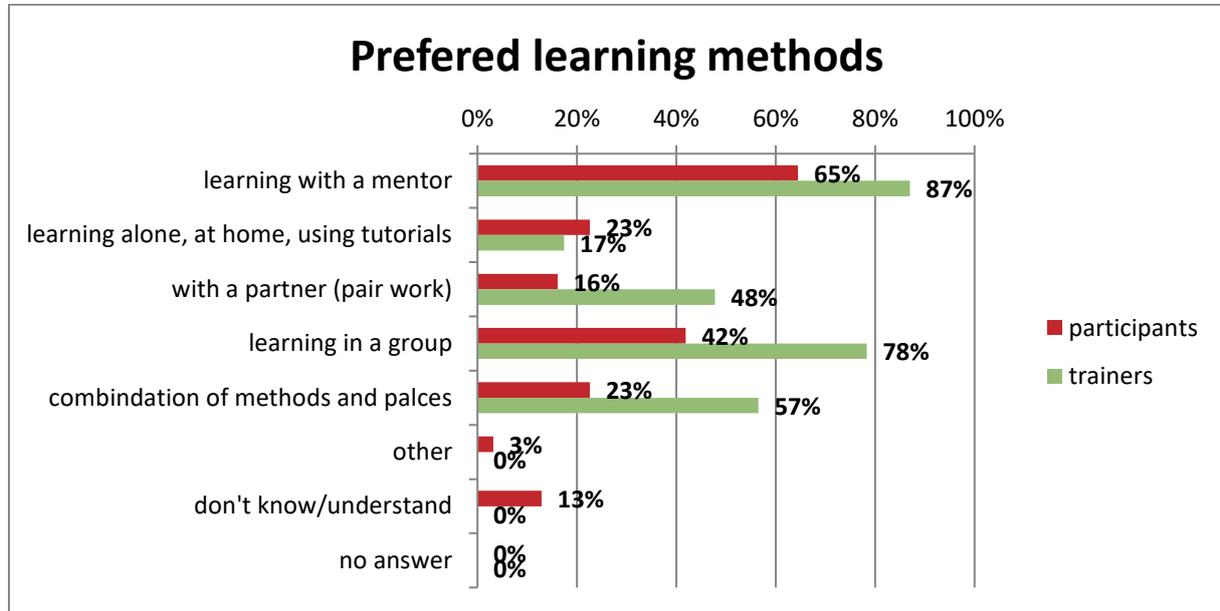


Figure 7: Preferred learning methods

Trainers: For trainers, the top three choices are learning with the mentor (87%), learning in a group (78%) and the combination of methods and places.

Participants: Most of participants prefer learning with a mentor (65%), followed by learning in a group (42%), while learning alone, at home, using tutorials, working with a partner, combination of methods and places are between 42% and 16%. 13% of participants did not know or did not understand the questions.

EXERCISES

We asked the people with disabilities and the trainers about the preference of while training people with disabilities about social entrepreneurial and digital skills. Here are their answers:

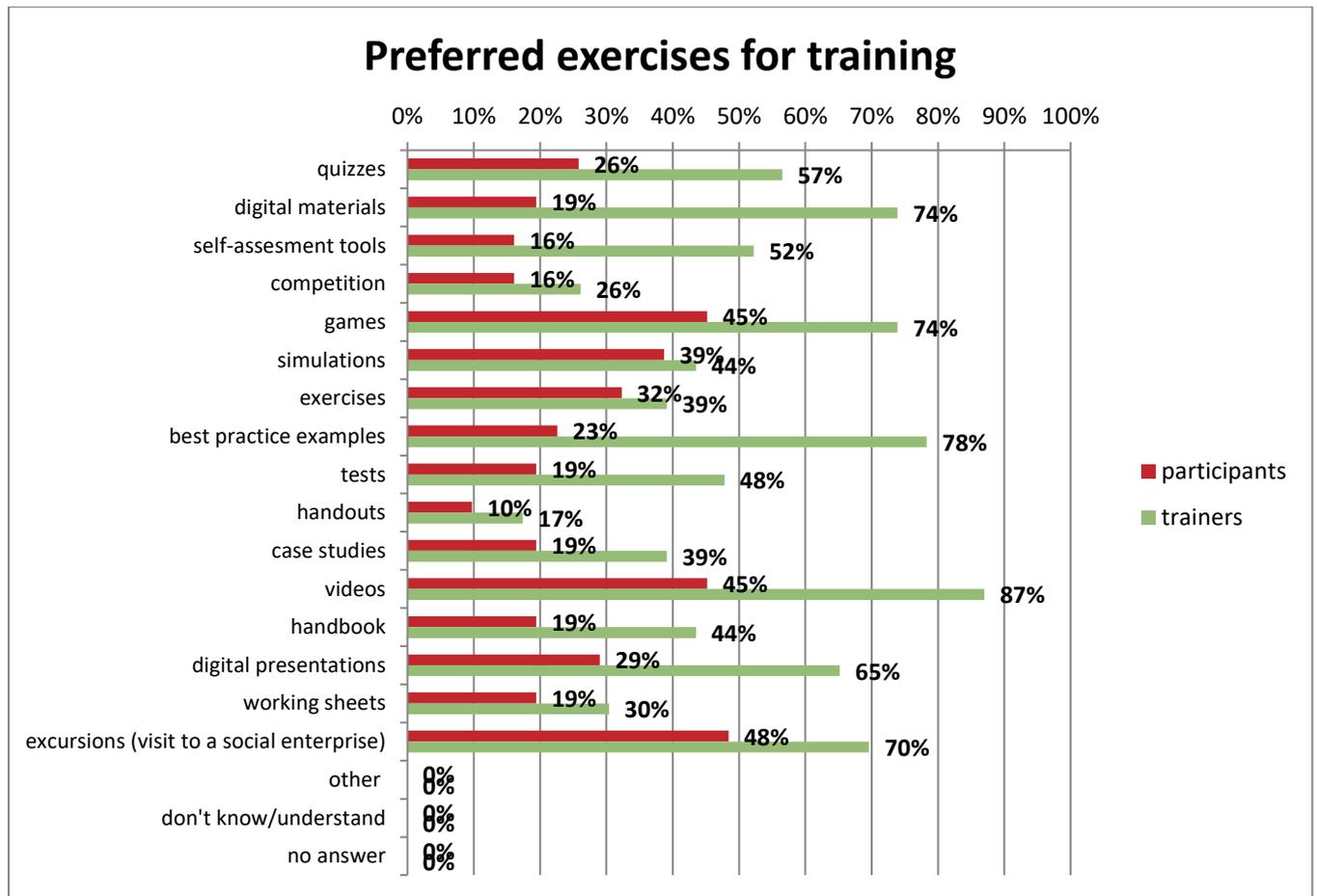


Figure 8: Preferred exercises for training

In the responses concerning case studies, there are major differences between the two target groups.

Trainers: For trainers, videos (87%), best practise examples (78%), games (74%), digital material (74%) and excursions (visit to a social enterprise) 70%.

Participants: The participants mostly prefer excursions (visit to a social enterprise) (48%) videos (45%) and also games (45%). Following by simulation (39%), exercises (32%), digital presentation (29%) and quizzes (26%).

There are major differences in the best practice example (78% vs 23%), digital materials (74% vs 19%), videos (87% vs 45%), digital presentation (65% vs 29%). While quizzes, self-assessment tools, test, case studies, handbook,... have a deviation of 20%.