

Entre4all



Project N°: 2019-1-SI01-KA204-060426

IO1/A2: Disability, inclusion and LLL Index

COUNTRY REPORT: Austria

Prepared by: equalizent

## INTRODUCTION

The aim of the index was to investigate the current scene in each partner country in relation to the strategies and policies concerning people with disabilities and social entrepreneurship 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 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 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.

equalizent's target group of people with disabilities are young adults and adults who are deaf and hard of hearing. They attend training courses at equalizent to help them get a job. The survey was handed out during courses and filled out by the participants on their own. The survey was completed by 35 course participants. The trainer survey was distributed amongst trainers working with deaf and hard of hearing people, including trainers who are themselves deaf (approximately half) and work at equalizent, as well as trainers working with people with different disabilities. 28 trainers took part in the survey. The questionnaires for organisations were handed out to organisations from the fields of education, consultancy for (social) entrepreneurs and organisations representing people with disabilities. Five organisations took part and their responses were sent via e-mail or protocolled during a telephone interview.

## BACKGROUND

In order to see the entre4all project in a societal context, we will start with background information on the situation of people with disabilities and social entrepreneurship in the four participating countries, collected by the respective participating project partners.

Of Austria's population of 8.9 million, 18.4% (approx. 1.3 million people) have a lasting impairment or disability. 55.9% of people with a lasting impairment in the age group 15 to 64 (working age) were employed or looking for a job (compared to 77.2% of people without impairment). Concerning education, 30.3% of people have finished compulsory schooling, 54% have completed an apprenticeship or vocational middle school and only 14.8% have

finished a higher school or university (compared to 20.8%, 46.7% and 32.4% of people without impairment).

## 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?

In Austria, there are several laws concerning the situation of people with disabilities. Austria signed the UN Convention on the Rights of People with Disabilities in 2008 and has developed a national action plan detailing how to realise it. However, the current status of the realisation is viewed very critically by civil society and in many areas, there is no improvement, but rather a worsening of the situation.

For people with disabilities who want to become entrepreneurs, different financial support possibilities exist. Concerning social entrepreneurs, there are no policies or strategies in place to date.

The current Austrian government announced in their government agreement that they want to work on improvements in the field of disability, as well as social entrepreneurship.

## DEFINE SOCIAL ENTREPRENEURSHIP

We asked organisations from the fields of education, disability and social entrepreneurship what their definition of a social entrepreneurship is. Some of the responses are listed below:

“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”.

“Social entrepreneurs are people or companies that offer in the context of labour-market-policies work for special target groups and usually receive (part-) financial support for it”

## 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	9%
I work independently	9%
I choose my own working hours	20%
I have more freedom	23%
I can be creative	26%
I have innovative ideas that no one else has had	11%
I want to contribute positively to society	14%
I can create jobs for other people	17%
I am a pioneer	3%
I inspire others/ I am a role model for others	9%
I want to help other people	40%
Other	0%
I don't know or I don't understand	43%
no answer	3%

Figure 1: Reasons for being a social entrepreneur

The answer that was given the most was “I don't know or I don't understand” (43%) which leads to the assumption that many participants haven't taken time to think about this subject yet. Popular reasons for being a social entrepreneur include: to help other people (40%); more freedom (23%); the possibility to be creative (26%), choosing your own work hours (20%) and creating jobs for other people (17%). As the answers, helping other people and creating jobs for other people were given a lot – this leads to the assumption that the social aspect of being a social entrepreneur is quite important. Answers like being a pioneer, having innovative ideas, being your own boss, being a role model and working independent were chosen least.

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

The organisations see benefits for people with disabilities on the one hand because it gives them a chance to use their own experience in an entrepreneurial way to change society (e.g. in the area of accessibility). On the other hand, a social enterprise that is accessible to people with disabilities can offer a proper job (with salary and insurance) to people with disabilities who do not want to be entrepreneurs themselves.

## INTERESTING FIELDS FOR SOCIAL ENTREPRENEURSHIP

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

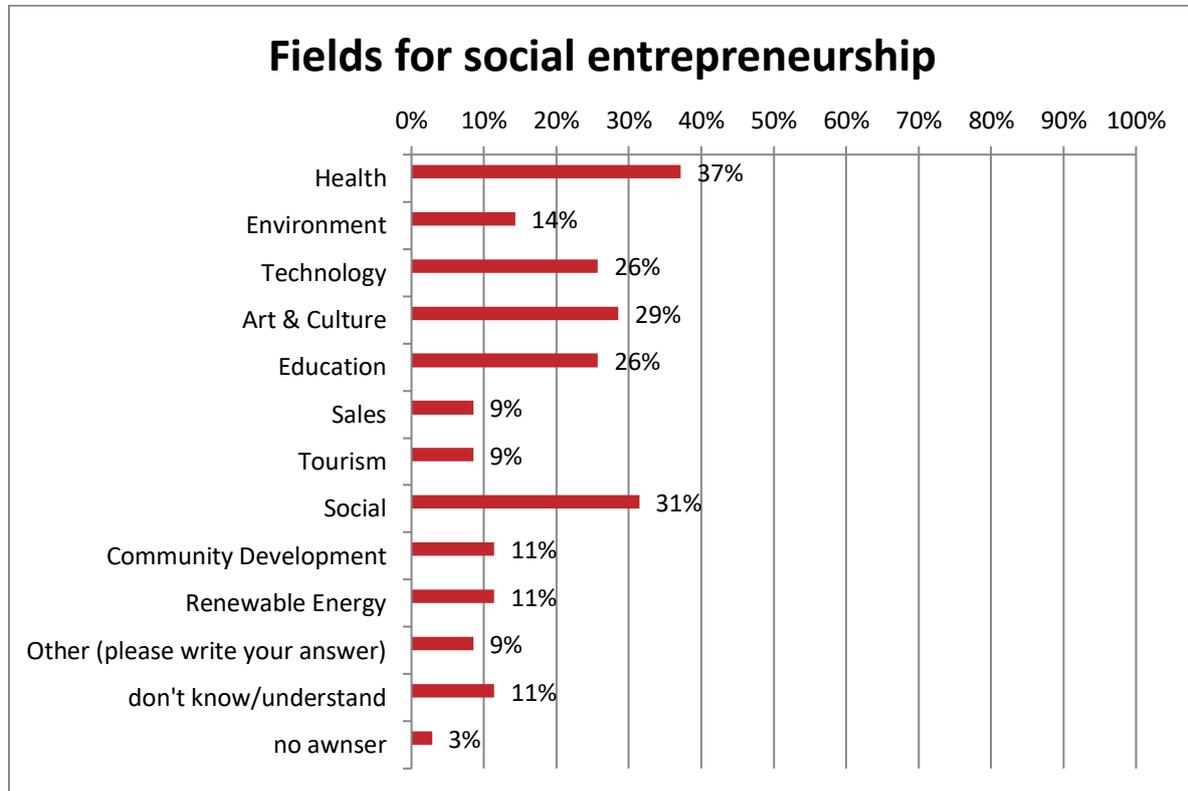


Figure 2: Fields for Social Entrepreneurship

Most participants could image working in the field of health (37%) and the social services sector (31%), narrowly followed by technology (26%) and art & culture (29%). This point leads again to the conclusion that most of the participants are interested in social entrepreneurship when the social aspect of working with and helping other people is the focus.

## EXISTING COMPTENCES OF PARTICIPANTS

We asked 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:

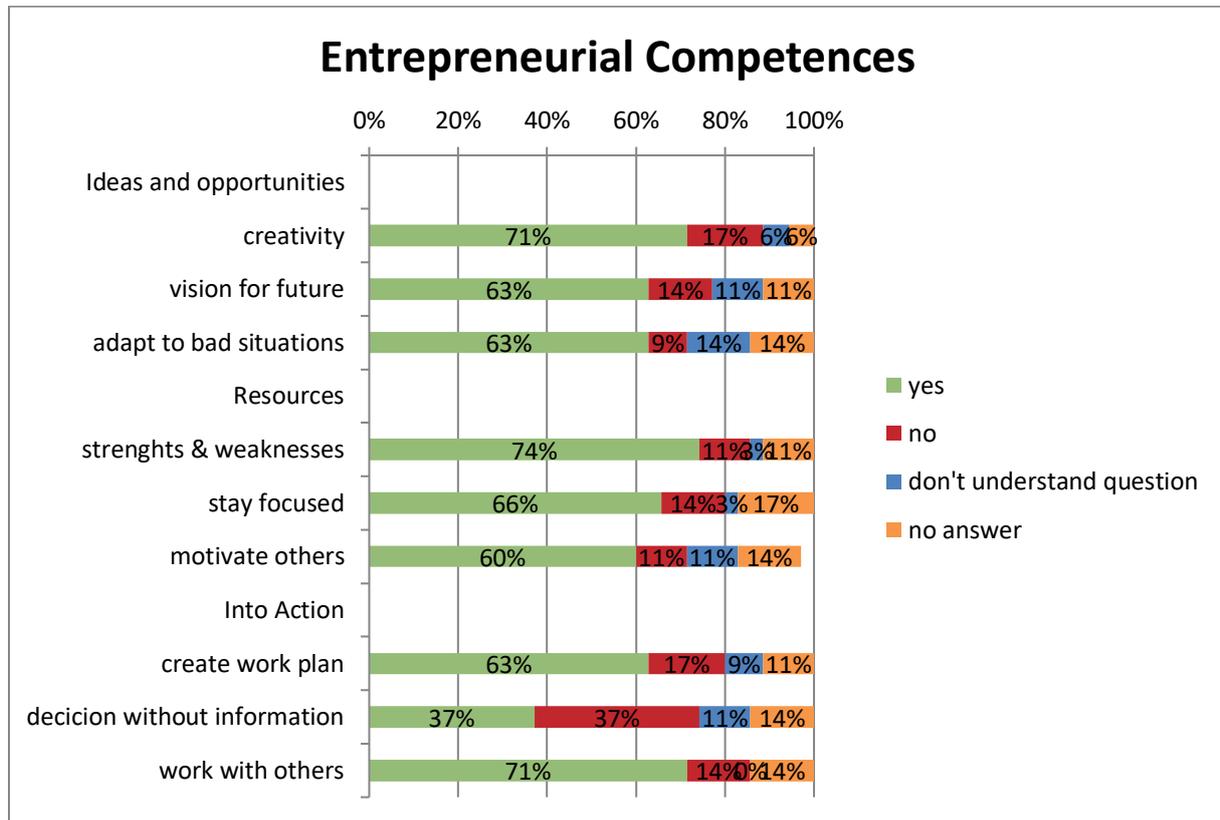


Figure 3: Entrepreneurial Competences

More than 60% of the participants say that they already possess the entrepreneurial competences we listed in the survey. Making decisions without having all information was the only competency that had a low score (37%). Overall, the participants evaluate their entrepreneurial competences as quite good so there is already a good basis that can be built on in the Entre4all training course.

## Digital Competencies:

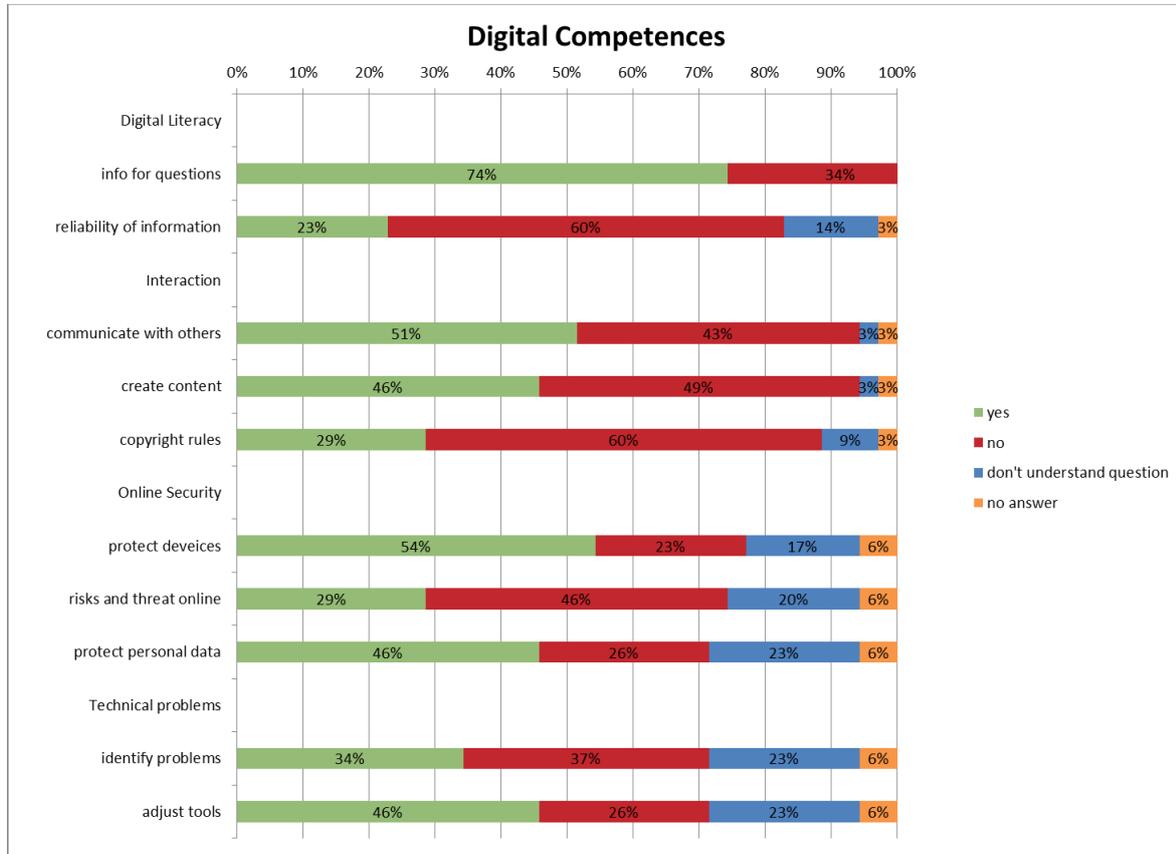


Figure 4: Digital Competences

Participants do not feel they have as many digital competences as entrepreneurial ones however. Only the competence of finding information online has a high score (74%). Competences concerning judging the reliability of information and the knowledge about copyright rules have a high negative score, with 60% of the participants answering no for both. Therefore, in the field of digital competences, there is room for improvement and clear needs expressed by the survey participants.

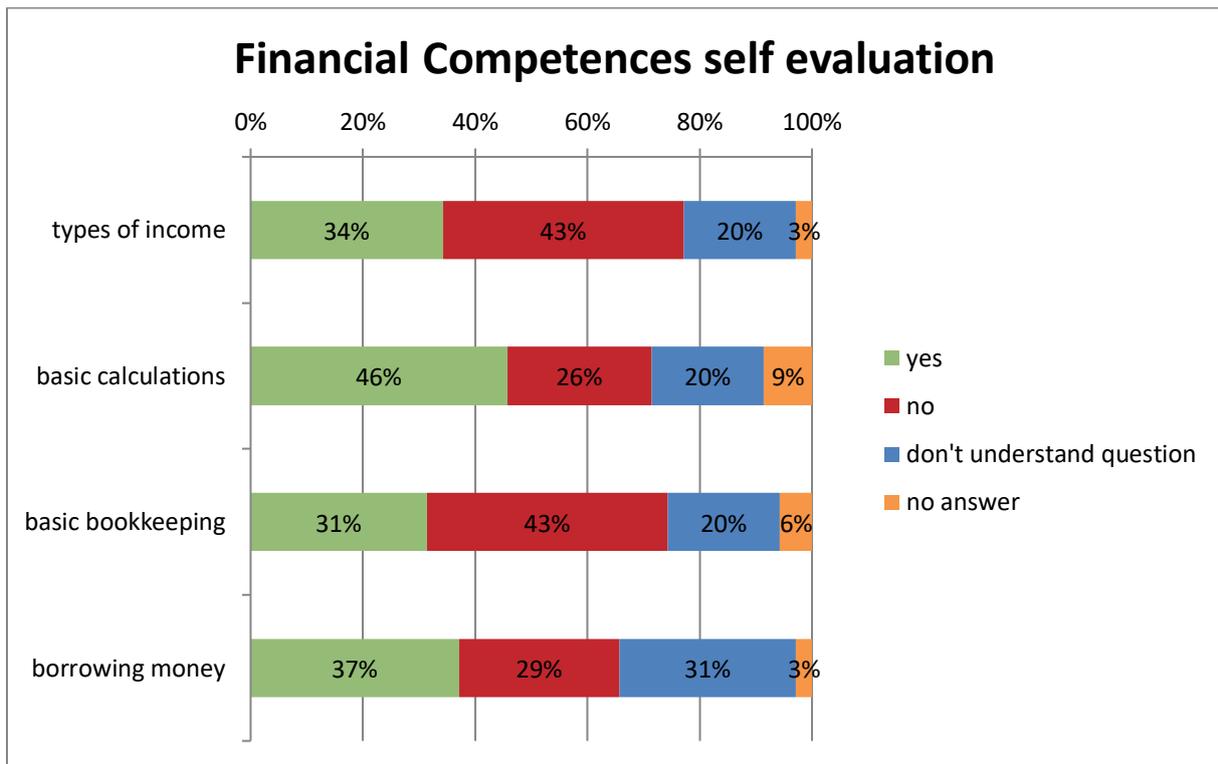
**Financial Competencies:**


Figure 5: Financial Competences

On average, participants feel like they lack competences in this field. Out of the four competences given, most participants felt capable of making basic calculations (46%). Participants might perceive that this skill is taught in the schools, whereas the other skills have to be learned in other settings. The relatively high number of people who answered “I don’t know or I don’t understand” leads to the assumption that these are topics they haven’t been in contact with yet and therefore lack competences and knowledge.

## WHAT TOPICS SHOULD BE TAUGHT?

We asked trainers what topics in their opinion should be taught in a course about social entrepreneurship and digital skills. Here are their responses.

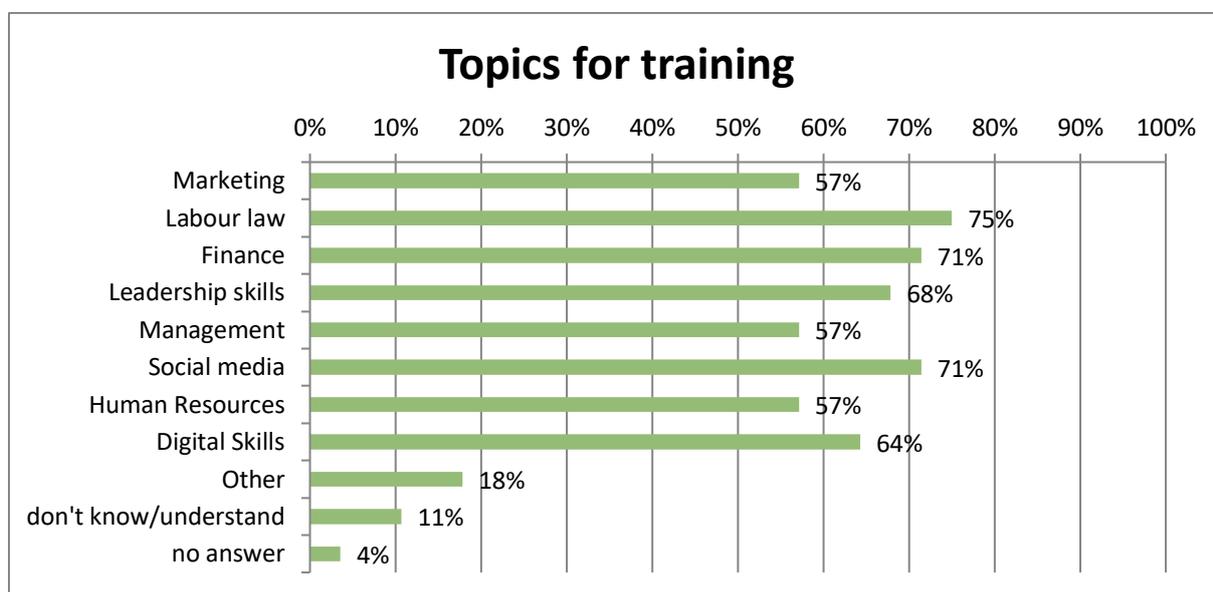


Figure 5: Topics for trainings

The topics that are the most important to the trainers are labour law (75%), finance (71%), leadership skills (68%), social media (71%) and digital skills (64%). The subjects marketing, management and human resource receive lower scores. 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 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.

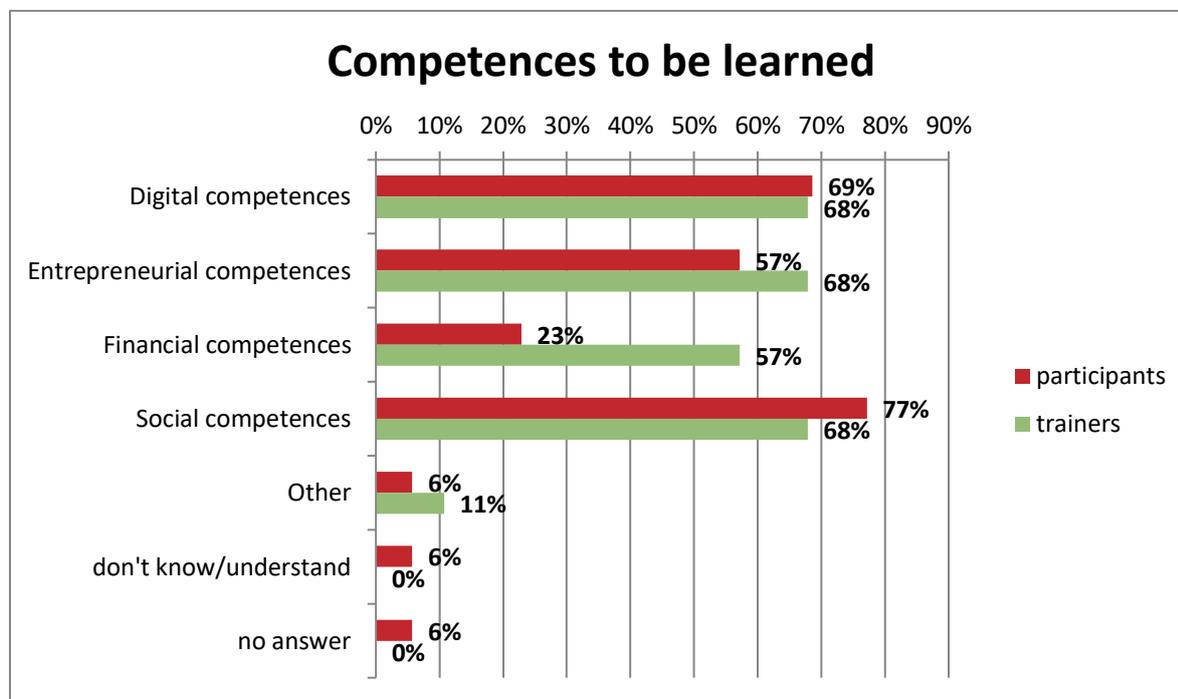


Figure 6: Competences to be learned

In the train the trainer course to be developed by Entre4all, trainers want to increase their competences in digital entrepreneurial and social competences (68%).

For the participants the most important competence to be learned in a course about becoming a social entrepreneur are social competences (77%) and digital competences (69%). They have lower interest in entrepreneurial (57%) and financial competences (23%).

In addition, we asked experts from five organisations in the fields of education, disability and social entrepreneurship what competences in their opinion should be part of a train the trainer programme. Here is a summary of their responses:

Overall, the experts saw legal knowledge, as well as financial skills such as budget preparation and basic bookkeeping as very important. Additional competences in the field of personal development such as self-confidence and self-marketing were highlighted. Other important competences include subsidy management, digital skills, English, networking, and dealing with authorities.

## LEARNING METHODS

We asked participants and trainers what in their opinion are the most suitable teaching methods for training people with disabilities about social entrepreneurial and digital skills. The responses are given below:

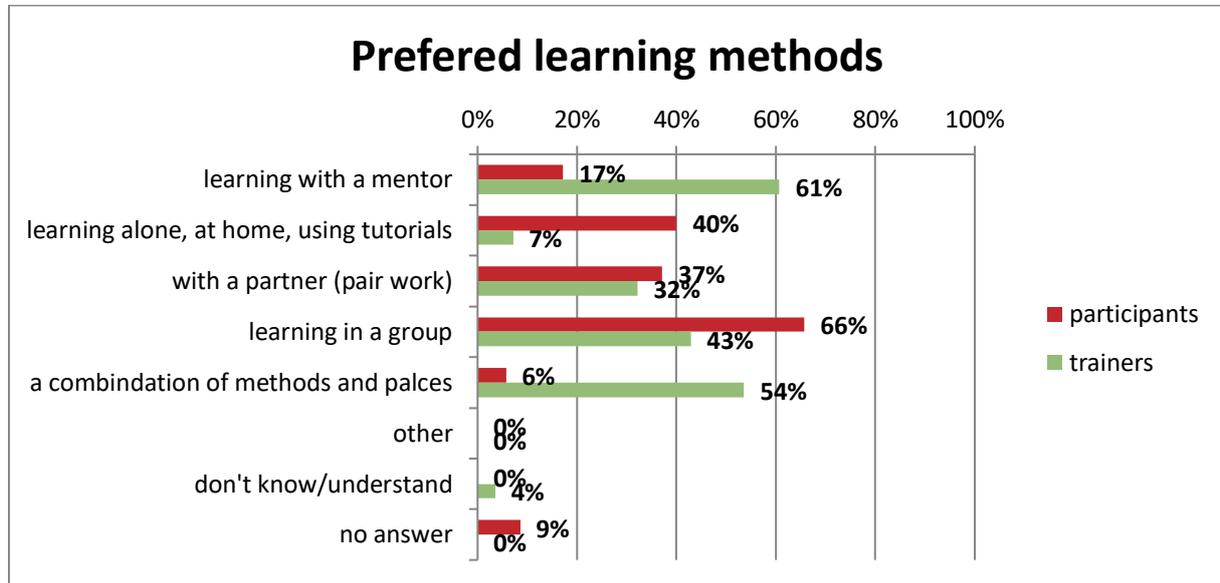


Figure 7: Preferred learning methods

There are major differences between the participants and the trainers concerning their preferred training methods. For trainers, the top three choices are learning with a mentor (61%), a combination of places and methods (54%) and learning in a group (43%). Most participants prefer learning in a group with an overwhelming lead of 66%, followed by learning alone or at home using tutorials (40%) and learning with a partner (37%). The different needs of the two different target groups will have to be considered in the development of the training materials.

## EXERCISES

We asked participants and trainers what exercises they prefer for training people with disabilities about social entrepreneurial and digital skills. The responses are given below:

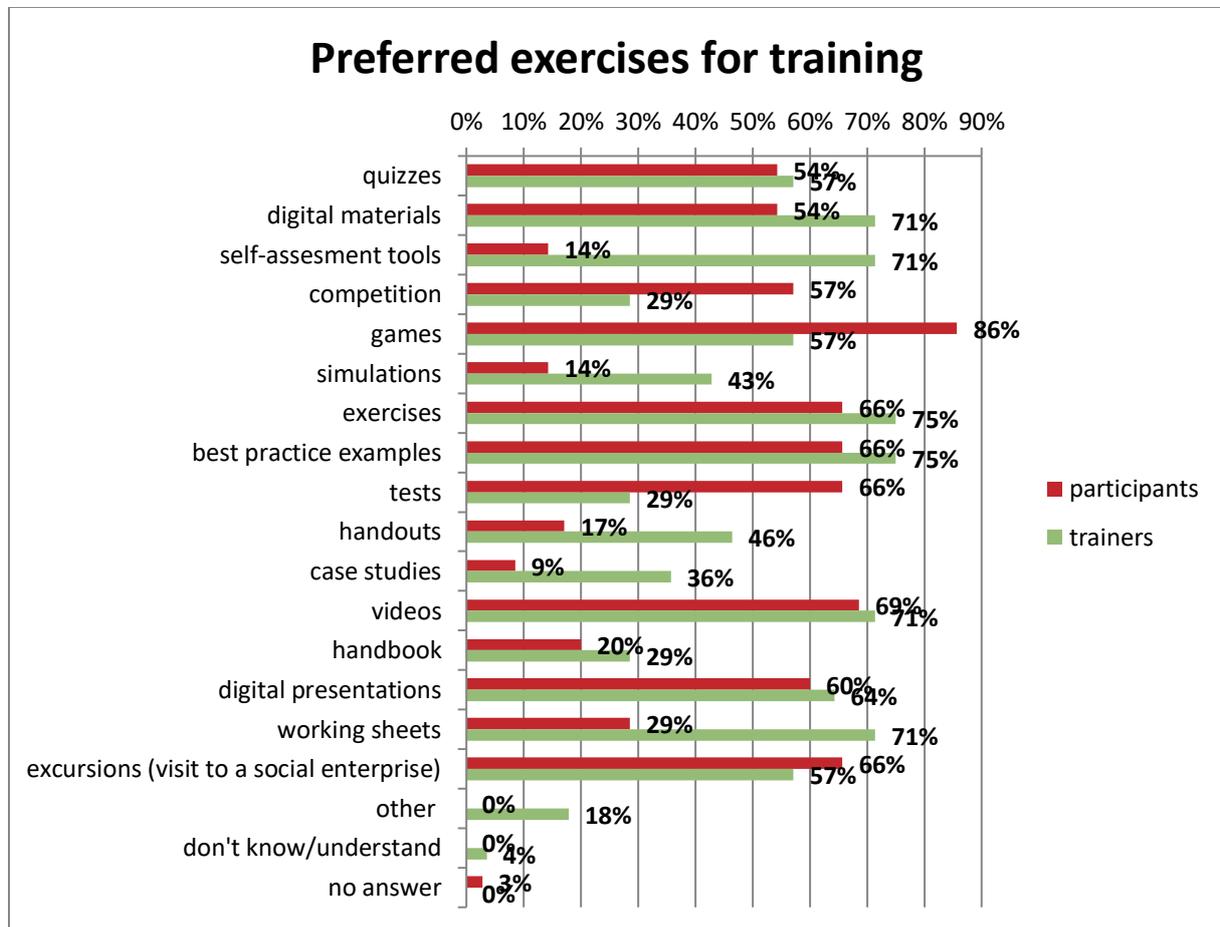


Figure 8: Preferred exercises for training

In the responses concerning preferred exercises, there are major differences between the two target groups. The participants prefer mostly games (86%), best practice examples (66%) and videos (69%). For trainers, exercises (75%), best practice examples (75%), digital materials (71%), self-assesment tools (71%) and working sheets (71%) are most popular. There are major differences in the popularity of self-assesment tools (14% vs 71%), tests (66% vs. 29%) and working sheets (21% vs. 71%). Therefore, the materials developed for the Entre4all training courses will have to be very diverse.