

Entre4all



Project N°: 2019-1-SI01-KA204-060426

IO1/A2: Disability, inclusion and LLL Index

Country: CYPRUS

Prepared by Emphasys Centre

## INTRODUCTION

For the purpose of ENTRE4ALL Project, Emphasys Centre and Saint Lazarus Centre in Cyprus have collaborated to undertake the survey in Cyprus aiming at adult educators and adults with disabilities. 25 adults with disabilities and 9 adult educators/trainers have completed the questionnaires using online questionnaires through google forms. The questionnaire aiming at adult educators was first translated in Greek language.

The questionnaire aiming at adults with disabilities was completed by Saint Lazarus in Cyprus. The questionnaire aiming at participants was completed with the support by the trainers of the Centre to the adult educators. It should be noted that Saint Lazarus Centre for people with special needs is a non-profit, non-governmental organisation that offers services to 80 adults with intellectual and developmental disabilities since 1994 in Cyprus.

The questionnaires can be found below:

For adult educators: <https://forms.gle/AkD2imCoiW5pPktR8>

For participants:

[https://docs.google.com/forms/d/e/1FAIpQLSe0dgeMUpJaVCd5b\\_YUPHZ7nk1Bh7y68tusNRFXGy4VwmQyXA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSe0dgeMUpJaVCd5b_YUPHZ7nk1Bh7y68tusNRFXGy4VwmQyXA/viewform?usp=sf_link)

## BACKGROUND

In order to see the entre4all project in the context of society we will introduce the project partners gathered background information on the situation of people with disabilities and social entrepreneurship in the 4 participating countries.

The registered people with disabilities in Cyprus in 2017 were 38 thousand. Importantly, less than 10% of people aged 15–64 reported having difficulties in basic activities. Moreover, the percentage of the people with a disability who faced financial difficulties was 52%. Low-qualified adults aged 25-64 reached 88 thousand in Cyprus while jobs in elementary position reach 53.5 thousand. According to the Pancyprian Alliance for Disability, the employment of persons with disabilities is a difficult process because of the various barriers – economic, social, prejudicial etc. In Cyprus, people with disabilities are much more often affected by unemployment than other people. Moreover, the labour force of Cyprus has a relatively high educational background. In this respect, almost one-third (33,4%) of the workforce have completed tertiary education and 39,8% completed upper secondary education. Tertiary attainment is very high overall, but over qualification remains an issue and graduates in science, technology, engineering and mathematics (STEM) are underrepresented. Moreover, Cyprus has one of the lowest lifelong learning participations in education and training in the EU. Further so, self-employment declined over the last decade and the self-employment rate in Cyprus is below the European Union average. Early entrepreneurs often choose to be self-employed in sectors such as in professional services, tourism and trade, which are all sectors where Cyprus maintains relevant advantages and supportive infrastructure. However, in a survey by OECD remarkably noted that 52.9% of Cypriots believed they had the required skills to start a business.

## 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?

The Cabinet of Ministers with a decision on 19/12/2017 approved the First National Strategy on Disability 2018-2028 and the Second National Action Plan on Disability 2018-2020. Measures include education inclusiveness, integration in the workforce by running vocational training programs, providing incentives to employers, employees and mechanisms for self-employment promotion as well as advancing the standard of living of the individuals through social benefits and services support. The Action Plan additionally aims at the implementation of schemes related to the utilization of public funding for the promotion of rights of people with disabilities. The schemes designed are related to the mobility of public service staff, utilizing European resources through co-financing projects and enhancing the involvement of NGOs, Local Authorities and private sector in implementing actions in cooperation with the wider public sector as well as securing access of disadvantaged people in the workforce by developing funding schemes to employees who employ disadvantaged groups. Nevertheless, consistent disability mainstreaming policies or any mainstreaming procedures with regard to disability do not exist in Cyprus. Additionally, social entrepreneurship is rather a new term in Cyprus. There is no current legislation that approves the formation of social enterprises in Cyprus. Nevertheless, a new bill has been prepared in 2018 called a 'Law for the development and maintenance of a Registry for Social Enterprises'. An Action Plan has been also drafted in 2018 for the support of Social Enterprises by Presidency: The Unit of Administrative Reform. It emphasizes the establishment of a positive social entrepreneurial environment, the promotion of social entrepreneurship culture and most importantly the available opportunities on the access to financing.

## 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:

The participants answered that: Social entrepreneurship includes professions that are anthropocentric. In other words, this term 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. The objectives of this entrepreneurship are perhaps the smooth functioning of the workers in the workplace and to the society, regardless of gender, nationality and personal difficulties of any nature. Social entrepreneurship maybe is also the contact with other people who can provide the employer with financial, social, emotional support.

## 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	4%
I work independently	8%

I choose my own working hours	80%
I have more freedom	92%
I can be creative	44%
I have innovative ideas that no one else has had	0%
I want to contribute positively to society	36%
I can create jobs for other people	0%
I am a pioneer	0%
I inspire others/ I am a role model for others	12%
I want to help other people	60%
Other	0%
no answer	0%

Figure 1: Reasons for being a social entrepreneur

Most of the participants noted that choosing my ‘own working hours’ (80%) as well as ‘have more freedom’ (92%) are the main reasons for becoming a social entrepreneur. Approximately half of the participants (60%) selected because ‘I want to help other people’ and 42% noted that because ‘I can be creative’. However, none of the participants chose ‘I can create jobs for other people’, ‘I am a pioneer’ and ‘I have innovative ideas that no one else has had’ as reasons of becoming social entrepreneurs.

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:

All the participants agreed that it is necessary and important to train people with disabilities, to develop business and digital skills. It is also necessary to educate people with disabilities in order to secure their access on the labor market. The interviewees also said that social inclusion in the business world can benefit people with disabilities precisely because they can make new acquaintances, friendships, develop skills and collaborate with other people and feel equal to others because they have the right to work in life too.

## 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:

In what field could you imagine working as an entrepreneur? More than one answer is possible.

25 responses

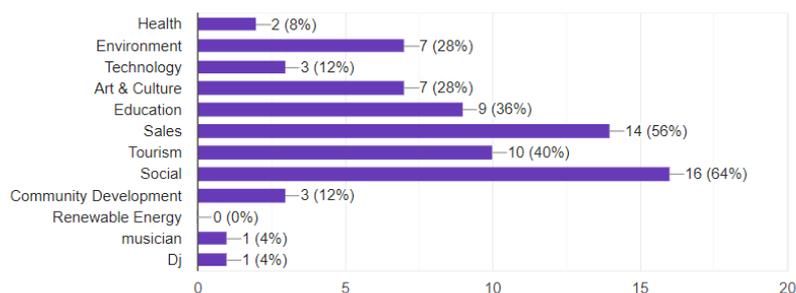


Figure 2: Fields for Social Entrepreneurship

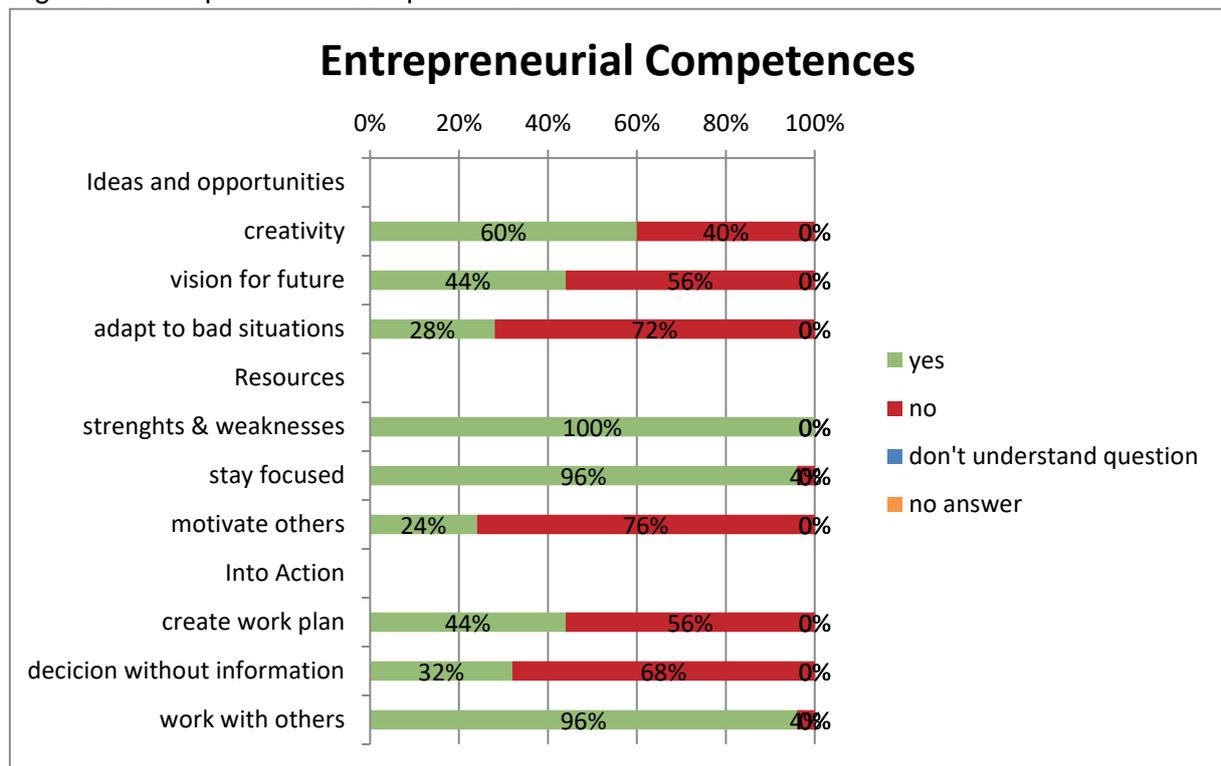
Most of the participants' responses showed a great interest of participants in working in the fields of social and sales. 40% of participants chose the tourism sector and 36% the education sector. The fewest responses were related to health, music and community development fields.

## EXISTING COMPTENCES 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



In terms of evaluating their entrepreneurial competences, all participants stated that they know how to recognise their strengths and weaknesses. 96% indicated that they are comfortable working with others as well staying focused. Importantly, most of the participants responded negatively to adapting to bad situations, motivating others and making up a decision without having information.

### Digital Competencies:

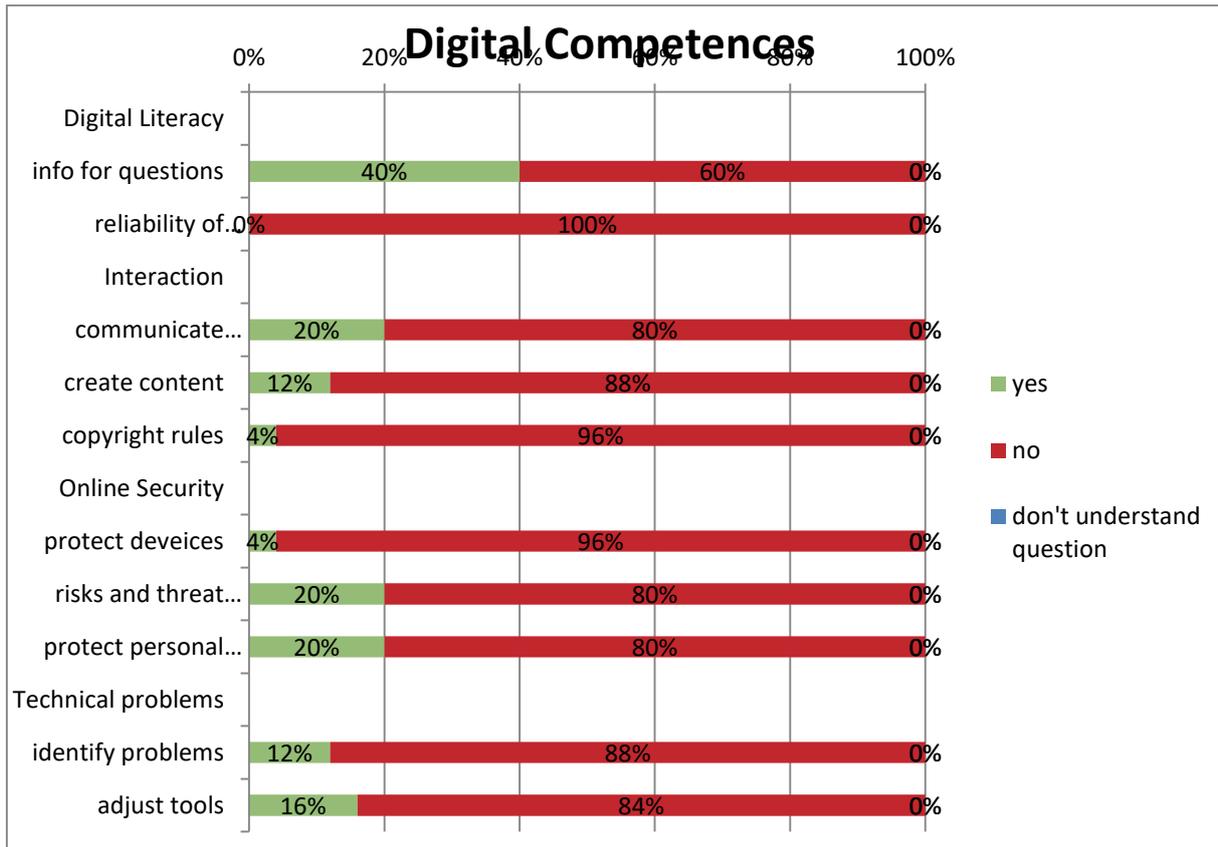


Figure 4: Digital Competences

In terms of digital competences, nearly all of the participants assessed themselves negatively. All of the participants noted that they don't know how to identify the reliability of information online. 80% of participants and above said that they lack interaction, online security and technical problems skills. However, approximately half of the participants (40%) assessed that they know how to look for information online.

**Financial Competencies:**

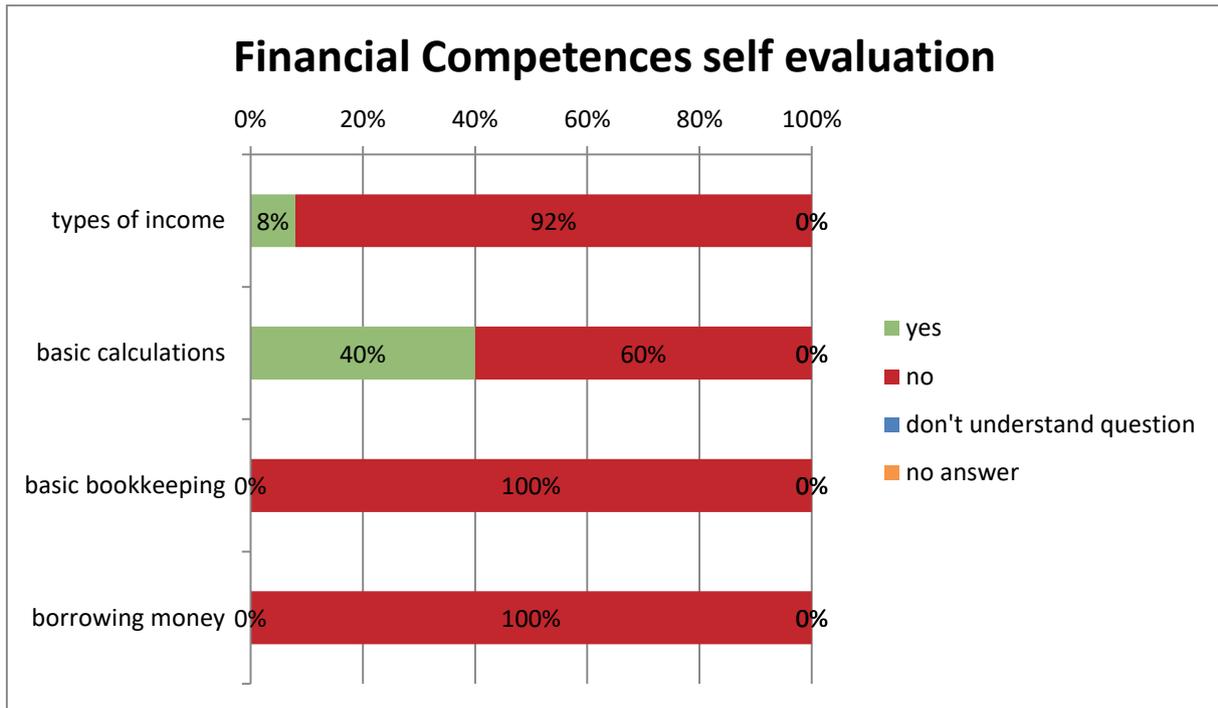


Figure 5: Financial Competences

The majority of the participants do not have any financial competences. Specifically, all participants assessed themselves as neither having any basic bookkeeping skills nor borrowing money. The majority- 92%- does not know any types of income. However, 40% responded that they know how to do basic calculations.

## 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.

What topics should be included in a course about being a social entrepreneur for people with special needs/disabilities? More than one answer is possible.

9 responses

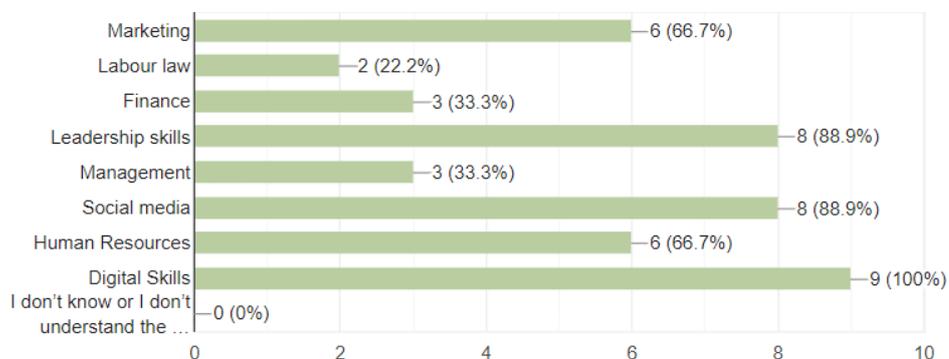


Figure 5: Topics for trainings

The most voted training topics trainers showed a great interest in are 'leadership skills', 'social media' and digital skills. The least favourable are labour law, finance and management.

## 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.

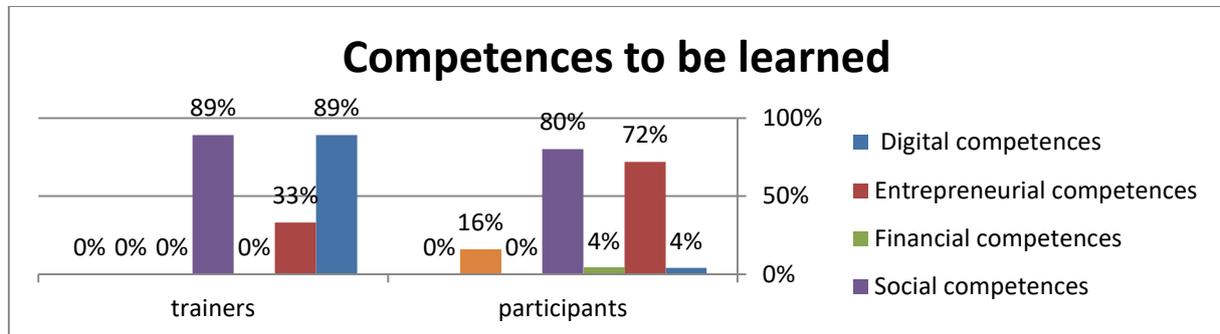


Figure 6: Competences to be learned

The majority of the trainers noted that they would be interested in attending a course which includes digital and social competences. The majority of the participants though stated social and entrepreneurial competences.

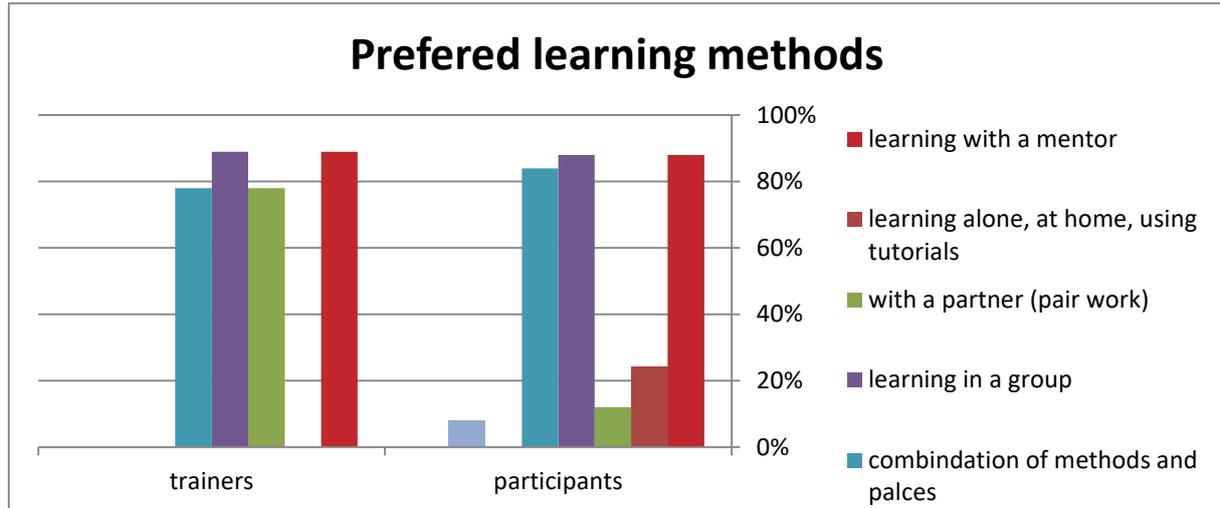
Additionally, we asked experts from 5 organisations in the field of education, disability and social entrepreneurship what competences in their opinion should be training in a training people with disabilities about social entrepreneurial and digital skills. So here you see a summary of their answers:

The participants briefly replied that it is important that people with disabilities can self-serve, their intelligence and communication skills to allow them to work. The most important skills individuals need to learn are to manage behaviour problems, good manners, their attitude, their appearance/ image, personal hygiene and care. In terms of basic literacy the interviewees recommended basic writing and reading mathematics.

## 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

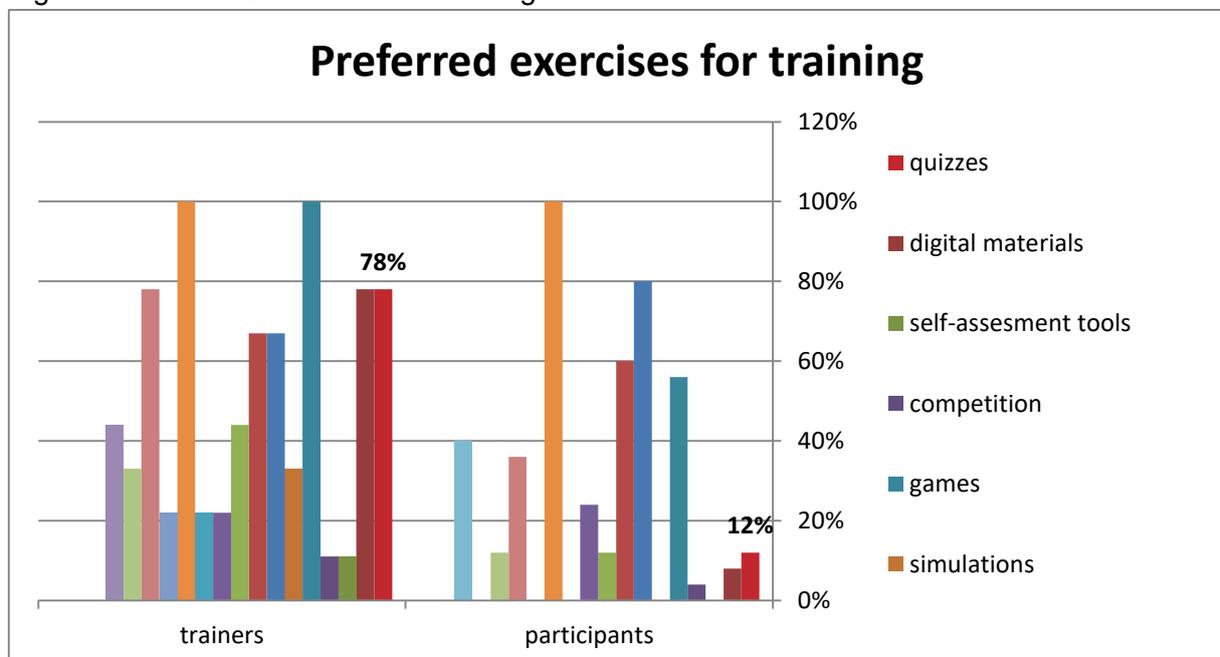


The majority of the participants and trainers alike agreed that the preferred methods of learning are 'learning with a mentor' as well as 'learning in a group'. The least favourable for both participants and adult educators/trainers are learning with a partner and combination of methods and places.

## 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 majority of the participants and trainers noted that their preferred exercises for training are simulations, games and videos. However, in the figure we can see a gap between the two groups in relation to the preferred exercises to be used. Most of the trainers selected quizzes, digital presentations and digital materials while the majority of participants noted exercises, best practice examples and excursions (visiting a social enterprise).