

Entre4all



Project N°: 2019-1-SI01-KA204-060426

IO1/A2: Disability, inclusion and LLL Index

COUNTRY REPORT: *Greece*

Prepared by: *DIMITRA*

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 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.

DIMITRA's target group are young adults and adults who are members of the regional confederation of persons with disabilities (Π.ΟΜ.Α.μ&Α. of Thessaly) and is a member of the National Confederation of Persons with Disabilities (Ε.Σ.Α.μ&Α.). They are people who are deaf or have hearing problems, multiple disabilities, intellectual disabilities, kidney disease and Mediterranean anemia. The survey was handed with the help of the confederation and filled out by the participants mostly on their own. However it was quite hard to find them due to the fact that they had specific activities and lack of time.

The survey was completed by 25 participants. The trainer survey was distributed amongst trainers, social workers and psychologists working with people with different disabilities. 25 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 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.

According to data from the Hellenic Statistical Authority (ELSTAT), based on the 2011 census, the country's real population is 10.74 million. In Greece, the number of people with disabilities is estimated at around 1 million. There is no official census, the figures are based on percentages of the World Health Organization and official state bodies.

Greece, according to 2016 data, is among the Member States with the highest inequalities in access to education for persons with restrictions / disabilities aged 16 and over, with their representation significantly reduced as the level of education increases. In 2016, **42.8%** of people in Greece who have completed at least upper secondary education (**ISCED 0-2**) declare activity restriction / disability. At the intermediate level (**ISCED 3-4**) the proportion of people with disabilities is significantly lower (**14.9%**), while only 1 in 10 (**12.3%**) who have completed higher education (**ISCED 5-6**) is characterized as a person with a disability. According to 2011 data, Greece records:

- low participation rate in **formal education** for people with disabilities **aged 15 to 64 (1.4%)**, which ranks it **25th** among EU member states, slightly below the EU indicator (**4.6%**), and
- very low participation rate **in non-formal education** of people with disabilities in this age group (**0.6%**), which ranks it **22nd** among EU Member States, significantly below the EU equivalent indicator (**5.5%**).

The percentages **show inequality in access to education for people with disabilities in Greece**, with this population having significantly **higher chances of stopping at lower levels of education** than people without disabilities, recording significantly lower educational attainment level, higher rates of early abandonment of education & training and higher rates of NEETs indicator compared to people without disabilities.

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?

According to recent Greek legislation, people with disabilities are protected in terms of their rights to the rest of the population for equal treatment and equal opportunities in education, employment, health and social services, with the aim of participating in all life activities (social, economic, cultural), always in accordance with their needs and particular abilities. The legislation complies with international criteria and international regulations, such as the Standard Rules for Equal Opportunities for Persons with Disabilities (1993), adopted by the Greek Parliament in Law 2430/96.

The present Strategic Plan is structured into three Axes of Action, the first of which is to support the social economy sector through the creation of a Central, Regional Support

Mechanism and Social Cooperative Enterprise Observatory, as well as institutional interventions, the second axis in Financial Support with subsidies and other actions to launch starting activity in Social Cooperative Enterprise (SCE) and the third pillar with the Financial Instruments to strengthen and extend them.

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:

“It is the kind of entrepreneurship that allows vulnerable groups of people to become professionally active and earn a living while contributing to the individual and social development / progress of the individual and his / her skills and to a 'healthier' and more 'normal' lifestyle - compatible with the standards of the societies in which they live.”

“It helps the individual while providing to the whole community with the work he / she performs”

“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”.

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	32%
I work independently	40%
I choose my own working hours	16%
I have more freedom	16%
I can be creative	32%
I have innovative ideas that no one else has had	8%
I want to contribute positively to society	24%
I can create jobs for other people	12%
I am a pioneer	4%
I inspire others/ I am a role model for others	8%
I want to help other people	48%
Other (please write your answer)	0%
don't know/understand	48%
no awnser	0%

Figure 1: Reasons for being a social entrepreneur

The answers that were given the most were “I don’t know or I don’t understand” (48%) leading to the assumption that many participants haven’t taken time to think about this subject or didn’t know the profession of “social entrepreneur” and “I want to help other people” (48%). The most popular reasons for being a social entrepreneur included: work independently (40%); the possibility to be creative and their own boss (32%); wanting to contribute positively to society (24%); choosing your own work hours and having more freedom (16%) and creating jobs for

other people (12%). The answers, like being a pioneer, having innovative ideas, being your own boss, being a role model were chosen least.

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:

“Social entrepreneurship can benefit people with disabilities by enabling them to pursue a career and earn an income and decent living conditions that are secured by “same forces” (self-realization). At the same time, it contributes to one's individual, mental and social development / progress, as well as to a 'healthier' and more 'normal' lifestyle - compatible with the standards of the societies in which they live.”

“Social entrepreneurship can benefit people with disabilities by enabling them to interact with the community and develop their social skills.”

“From the moment you try and produce products and services, people with disabilities of course are benefited.”

“Yes, finding a job or setting up their own business in an industry makes them feel more productive”.

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:

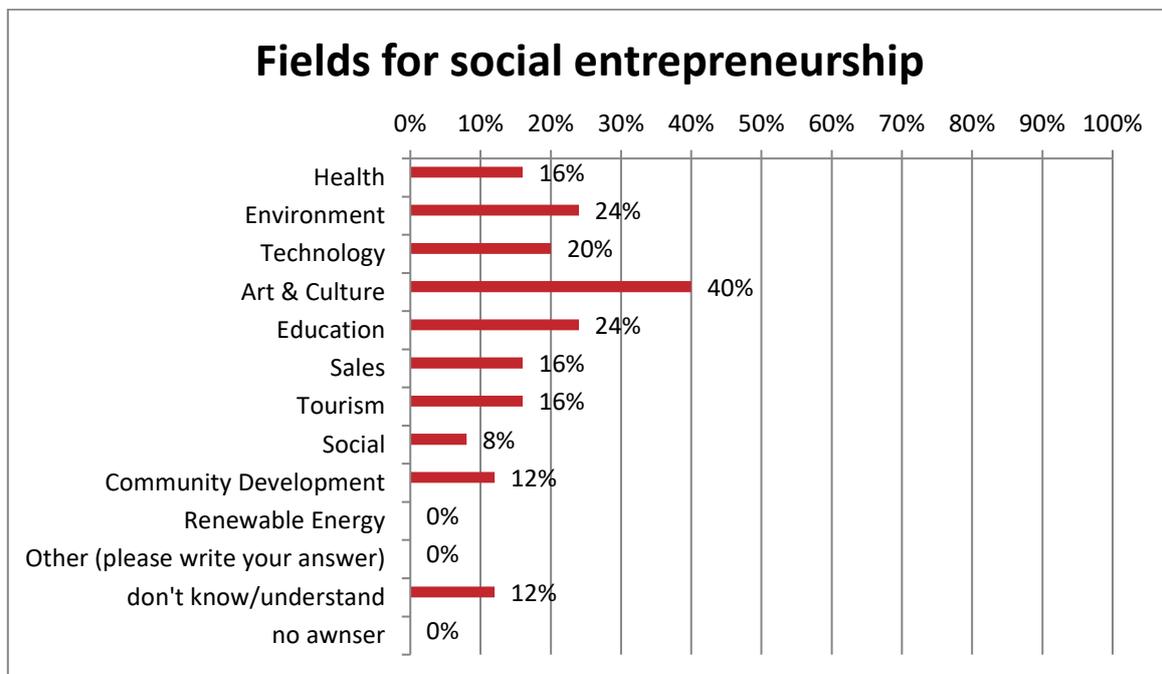


Figure 2: Fields for Social Entrepreneurship

Most participants could imagine working in the field of arts and culture (40%), the environment and education (24%), narrowly followed by technology (20%). A 16% could imagine work in

health, sales and tourism. While 12% did not know what they wanted to work on. Only 8% were interested in social entrepreneurship.

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:

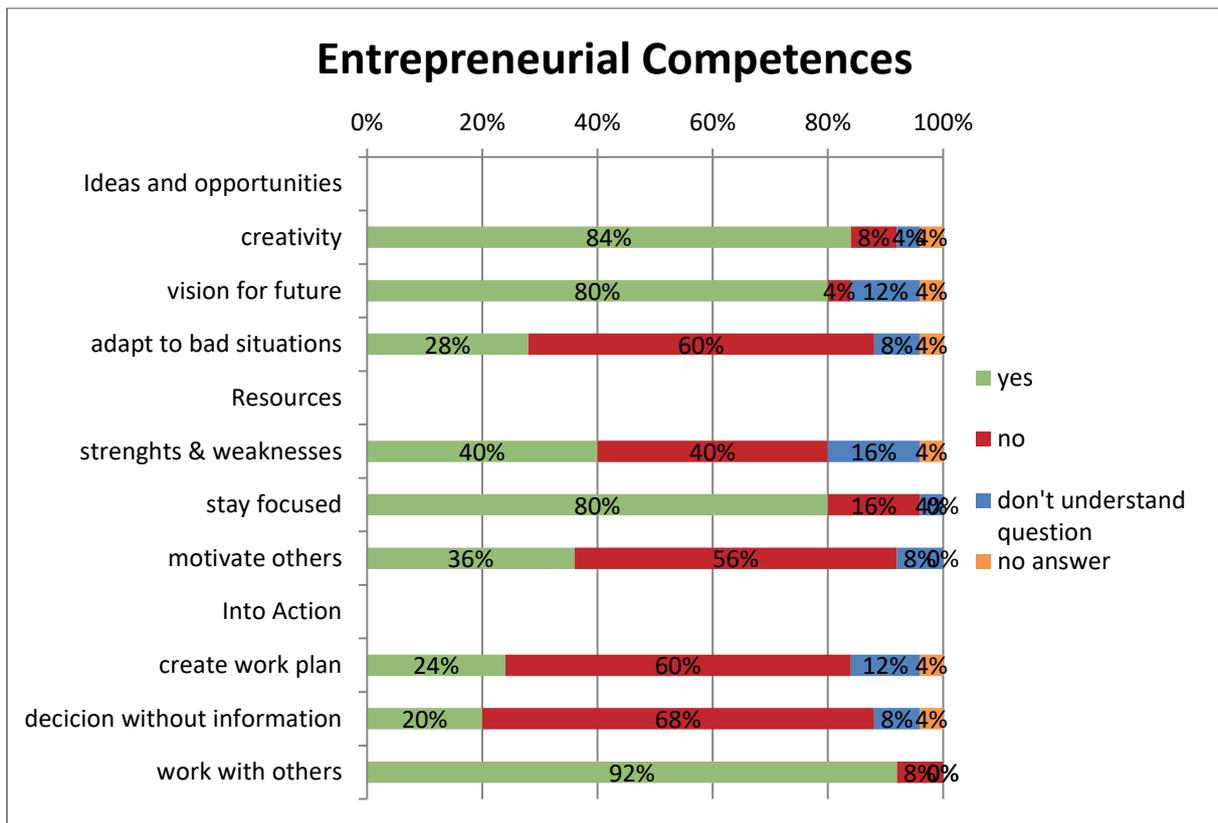


Figure 3: Entrepreneurial Competences

More than 80% of the participants say that they can work with others, have a vision for their future, are creative and they can stay focused on a task they are doing. While creating a work plan, make a decision even if they do not have all the information or adapt on a bad situation had low scores of 24%, 20% and 28% respectively. The participants who motivate others and know their own strengths and weaknesses are 36% and 40% respectively.

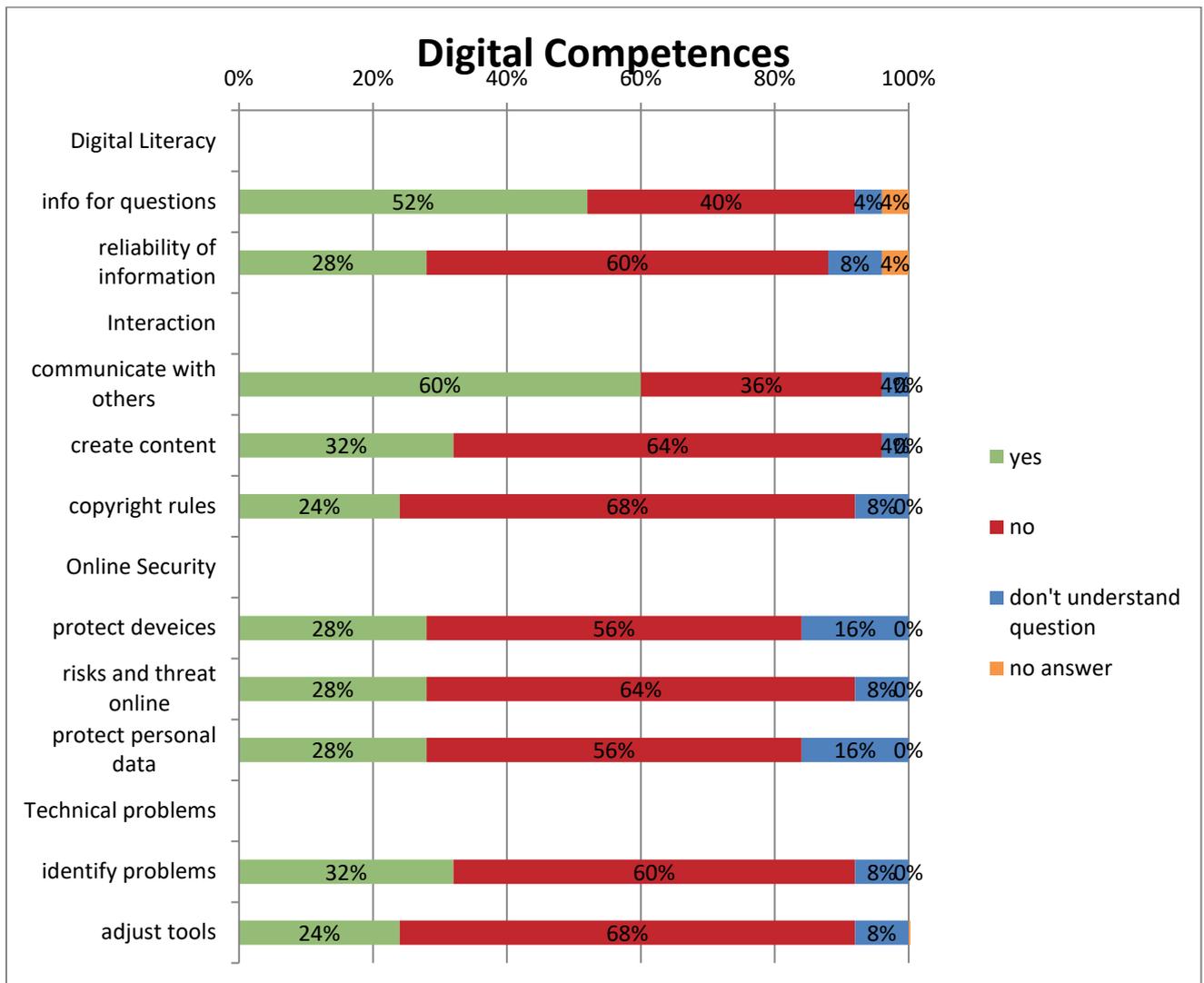
Digital Competencies:


Figure 4: Digital Competences

The highest score 60% is on communication with others, narrowly followed by finding information online 52%. Creating content and identifying problems have both scores of 32%. All other competences are between 24% to 28%, showing that the participants do not have many digital competences and that the educational pack should be based on basic digital skills acquisition.

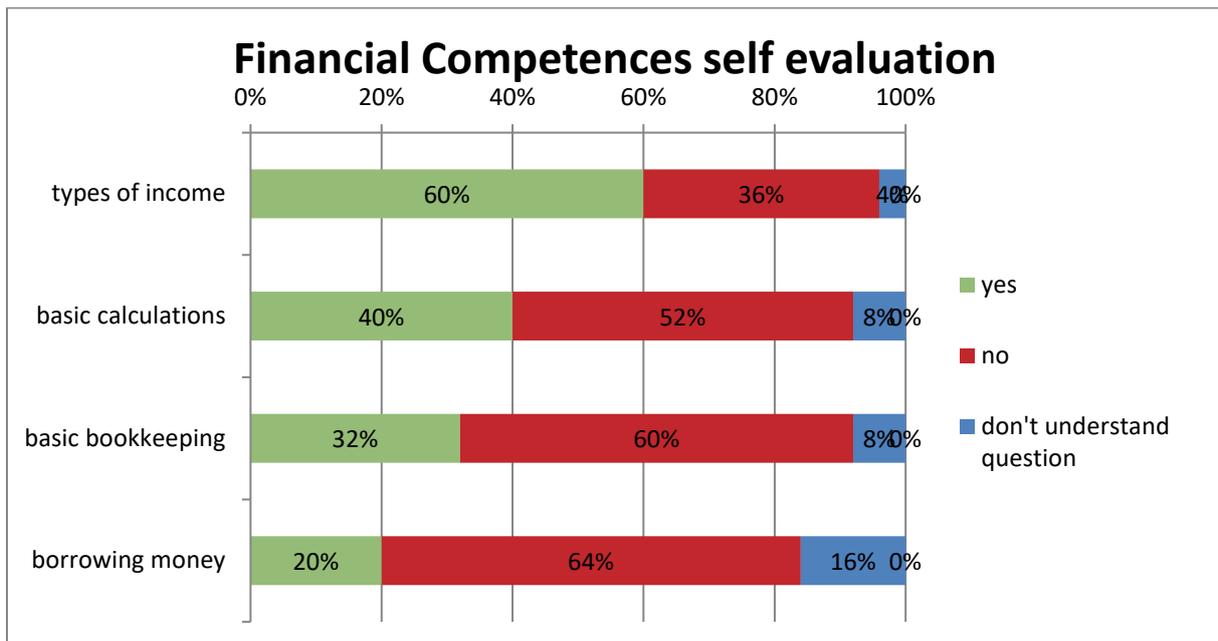
Financial Competencies:


Figure 5: Financial Competences

Out of the four competences given, 60% of the participants know the different types of income, while 40% can do basic mathematical calculations and 32% can understand basic bookkeeping. While the number of people who answered, “I don’t know or I don’t understand” which is 16% to the question, “If you know about different options of borrowing money or taking a loan and the risks of it”, leads to the assumption that this topic is not something they have dealt with or have knowledge.

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.

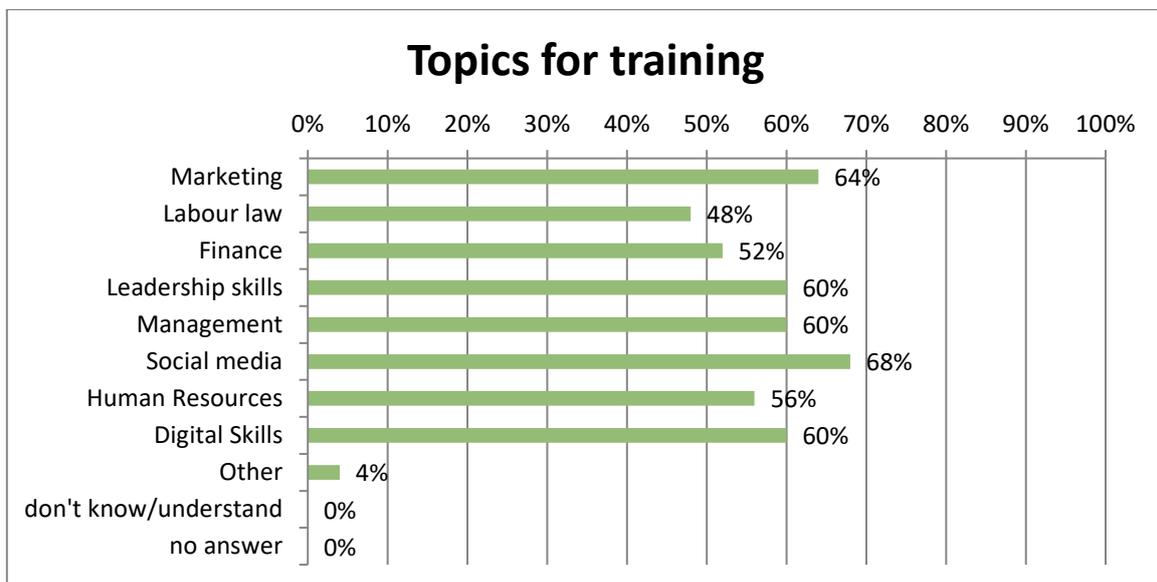


Figure 5: Topics for trainings

The topics for training that are the most important to the trainers are social media (68%), marketing (64%), leadership, management and digital skills (60%) and human resources (56%). The subject finance received score (52%). 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. Her you can see their answers.

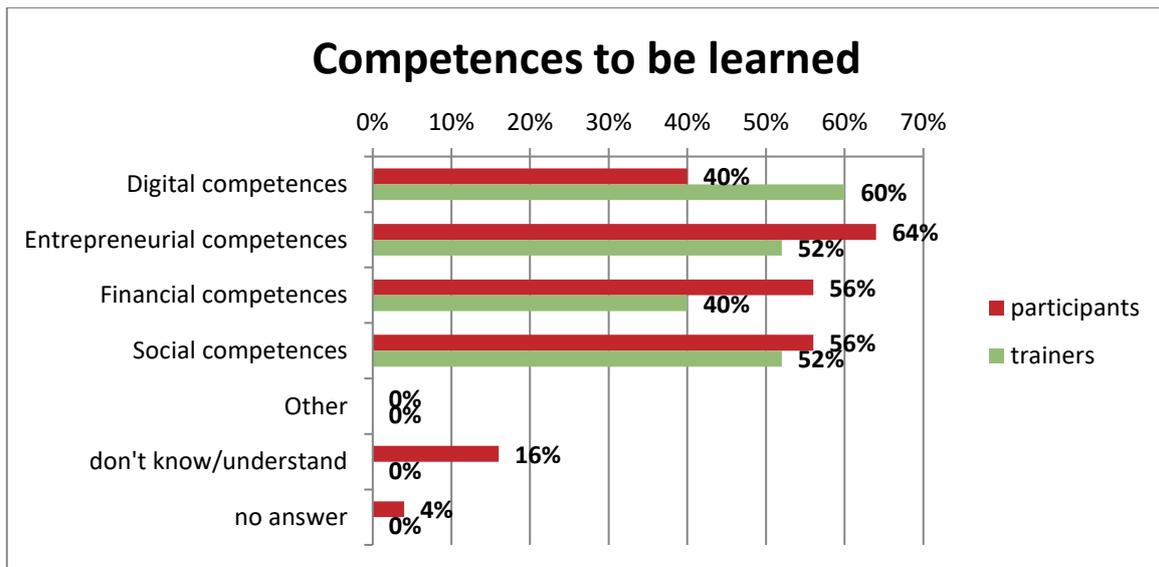


Figure 6: Competences to be learned

The competences taught in a course about social entrepreneur and digital skills according on trainer's opinion should be in digital (60%), entrepreneurial and social competences (52%).

For the participants the most important competence to be learned in a course about becoming a social entrepreneur are entrepreneurial competences (64%), financial and social competences (56%). While they have lower interest in digital competences (40%).

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

- a) Competences related to self-knowledge, williness, targeting, communication and systematic learning
- b) Ability to develop partnerships and professional skills within a team
- c) Organizational skills
- d) Business financial management capabilities
- e) Ability to obtain continuous information on the institutional (legislative / tax) framework of social entrepreneurship

- f) Digital skills
- g) Other individual - where appropriate (depending on field of activity)

“Especially in new technologies, IT and office work because of the difficulties with disabilities most people face. Therefore, they need to develop digital skills.”

“People with disabilities should be trained on how they can manage and cope with the difficulties they may face, to enhance their confidence and personality.”

- a) Entrepreneurial skills
- b) Marketing
- c) Management

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:

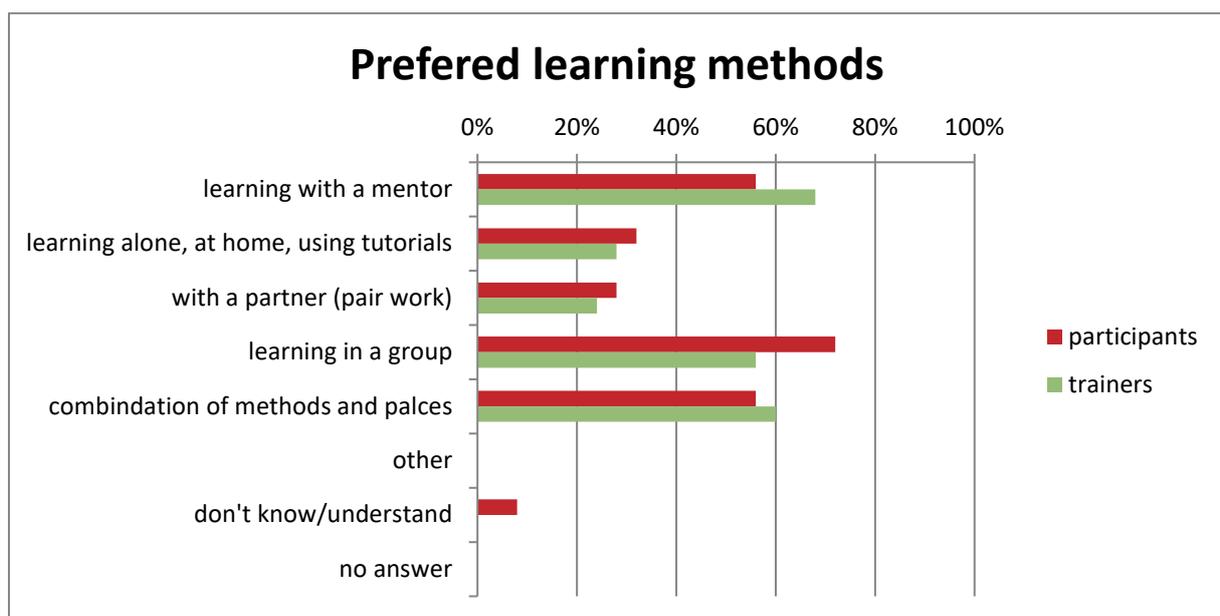


Figure 7: Preferred learning methods

The answers between the participants and the trainers concerning their preferred training methods are quite similar, except the learning within a group, which has 16% deviation. For trainers, the top three choices are learning with a mentor (68%), a combination of places and methods (60%) and learning in a group (56%). Most participants prefer learning in a group with an overwhelming lead of 72%, followed by learning with a mentor or a combination of places and methods (56%), while learning alone, at home, using tutorials or with a partner (pair work) are on 32% and 28% respectively.

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:

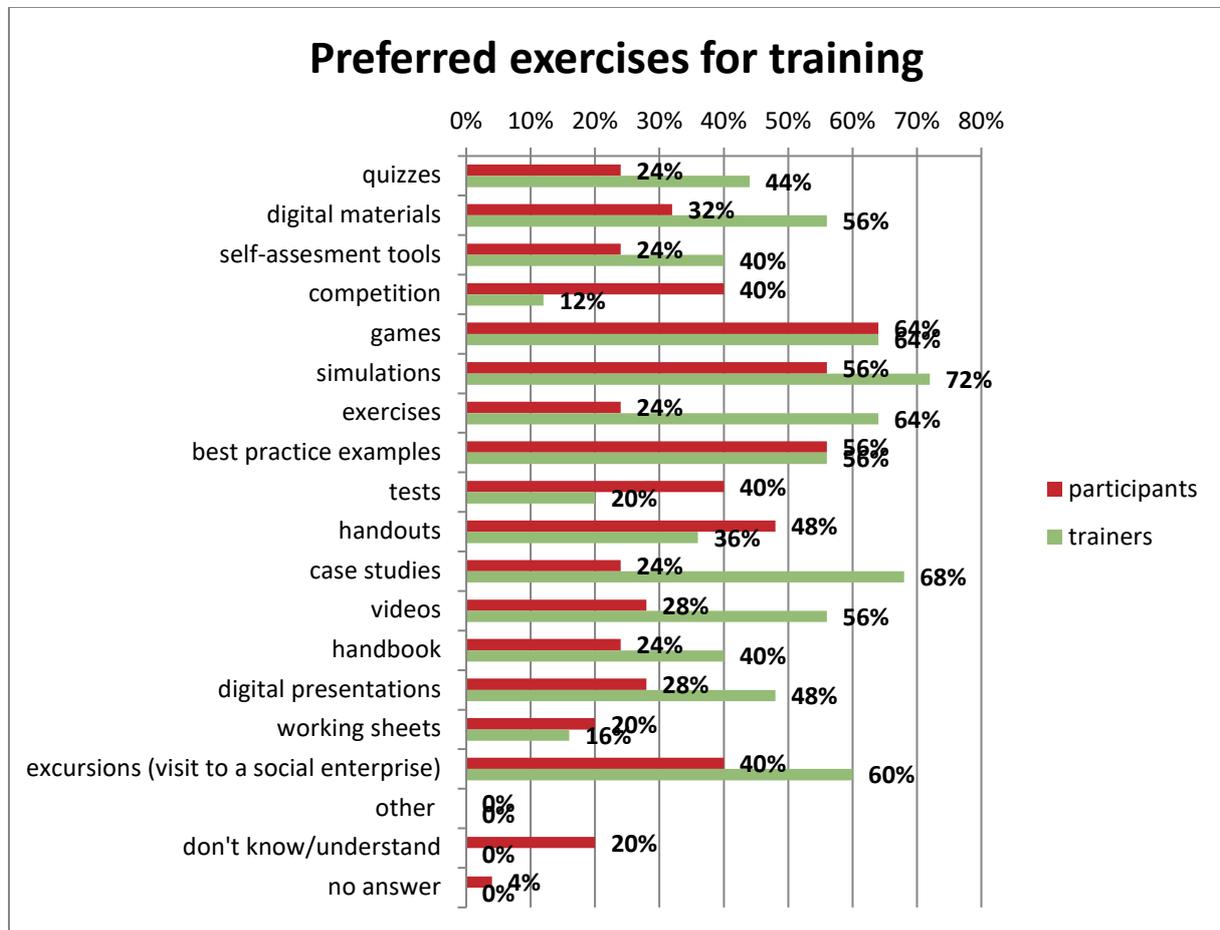


Figure 8: Preferred exercises for training

In the responses concerning case studies, there are major differences between the two target groups. The participants prefer mostly games (64%), simulations (56%) and best practice examples (56%). Following by handouts (48%), competition, tests and excursions score (40%).

For trainers, simulations (72%), case studies (68%), exercises and games (64%) and excursions (60%) are most popular.

There are major differences in the case studies (68% vs 24%), digital materials (56% vs. 32%), videos (56% vs. 28%) and exercises (64% vs. 24%) while quizzes, tests, digital presentations and excursions all have a deviation of 20%.