



EMPOWERMENT FOR SOCIAL INCLUSION

**YOUTH
WITH
DISABILITIES
ON
A LABOR
MARKET**

Manual for youth workers working with young people with disabilities.

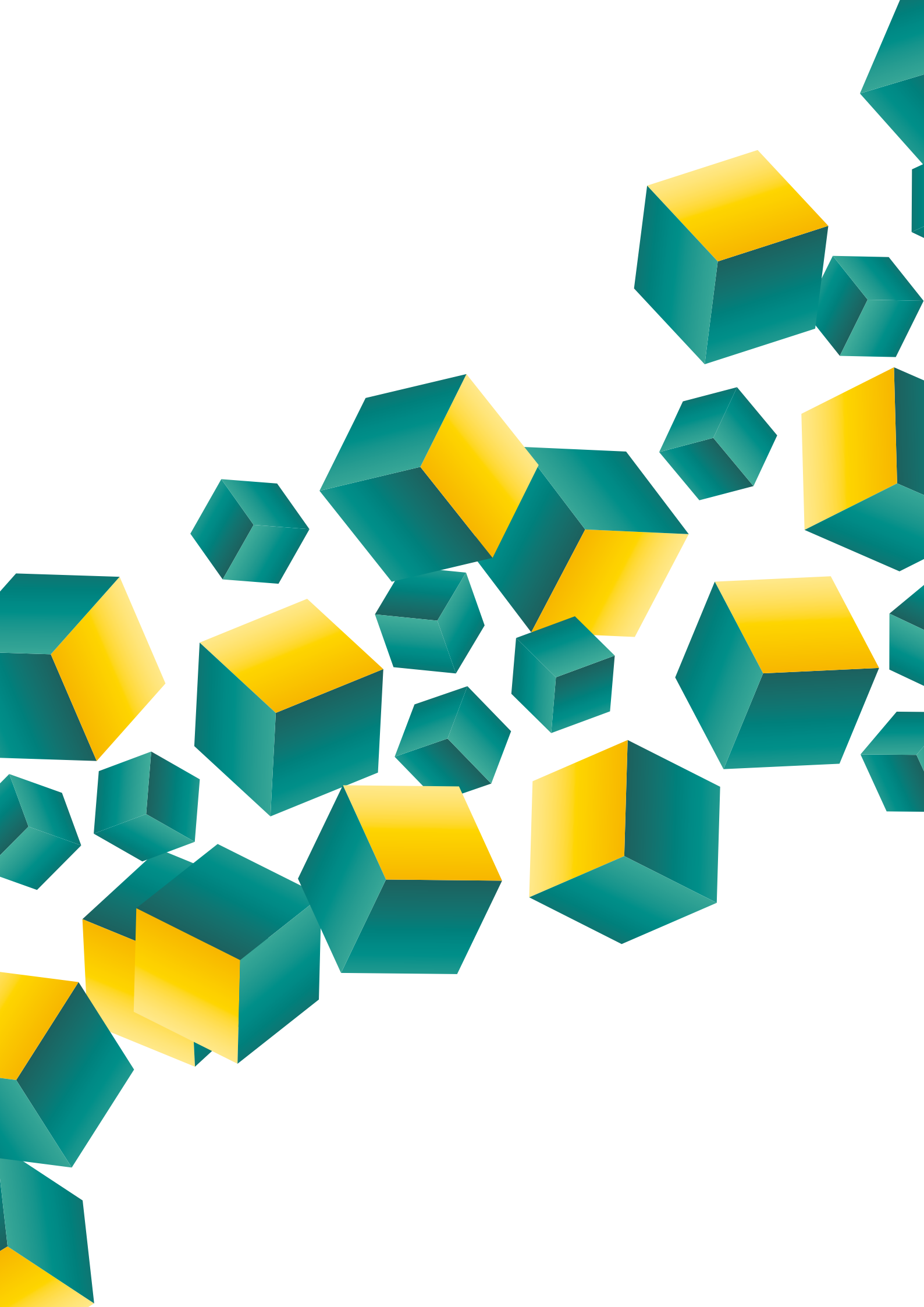


Table of content

Introduction.....	1
About the project.....	2
Partners.....	4
1. Legal Framework.....	9
UN Convention for the Rights of Persons with Disabilities.....	9
European Disability Strategy 2010 – 2020.....	11
2. Disability theoretical models.....	13
The Medical Model.....	13
The Expert/Professional Model.....	15
The Tragedy/Charity Model.....	15
The Social Model.....	16
3. Formal, non-formal and in-formal education.....	18
Online Education and ICT.....	19
Sport as a way to social activation of people with disabilities. An interview with Zbyszek.....	22
4. Raising employability of people with disabilities.....	25
Coaching tools.....	25
Self-employability as a way of activation on a labor market. Interview with Simona.....	38
Social Entrepreneurship.....	41
Social Entrepreneurship in practice. Interview with Jacek.....	48
5. Ideas for education and training.....	51
Medical Model of Disability Versus Social Model of Disability.....	54
Appendix.....	57
References.....	59

Introduction

This Manual was created during „Empowerment for social inclusion – youth with disabilities on a labor market” project organised by Centrum Inicjatyw Młodzieżowych „Horyzonty” (Center of Youth Initiatives „Horizons”, CIM Horyzonty) in Dymaczewo on 17-24 July 2016 supported by Erasmus+ Program. During the training course 34 youth workers from 8 countries (Albania, Cyprus, Macedonia, Poland, Portugal, Serbia, Spain and Turkey) were learning new methods of social and laboral activation of youth with disabilities, sharing experiences from their countries and organisations and had opportunity to visit some of most successful companies and social enterprises active in this topic in Poland.

This manual is a product of a collaborative work of them. It is a collection of experience gathered by participants during the training course in Poland. It is directed to youth workers actively engaged with topic or work with young people with disabilities. We hope You will find useful this material and it will inspire You to learn new methods, approaches and help You to understand better needs of people with disabilities and finally improve Your work.

Enjoy reading,

Project's team

About the project

The project was inspired by trainers and participants that met during „Speak out Louder” project in Grzybowo in Poland in October 2014. The mobility was focused on youth with disability, their coverage in media and use of it and ICT to foster their inclusion into society also during taking part in European project. The topic has been so interesting and discovering for many and they decided to go deeper into the topic of youth with disabilities and lack of equity, especially in terms of access to the labor market.

„Empowerment for social inclusion – youth with disabilities on a labor market” project equips youth workers working already with young people with disabilities in new skills and methods of activating this vulnerable group into labour market.

The project was held in Poznań, from 17th to 24th July 2016, and it involved 34 youth workers coming from 8 different countries: Albania, Cyprus, Macedonia, Poland, Portugal, Serbia, Spain and Turkey. For 6 days they were working on new opportunities for youngsters all over Europe!

The project objectives

- To raise competences of youth workers working on engaging youth with disabilities in labor market, by providing them tools and methods to do so (career consulting and others)
- To developed their knowledge regarding specific situation of young people with disabilities in a labor market and thus their special needs
- To give participants broad information about potential opportunities for young people with disabilities regarding EU programmers and worldwide
- To developed practical Manual that will be used by people working with disability on vocational activation

Methodology

Participants were working on improving their competences by learning and developing new methods of activation, knowing better background and specific situation of this vulnerable group and working on manual bringing together the knowledge and disseminating it to all interested experts and institutions. Training was held using non-formal education methodology. The project has had a strong impact on participants but also local communities, partner organizations and other stakeholders interested in topic of activation into labor market youth with disability. This is thanks to publishing Manual which is widely promoted via online tools and it is accessible to all interested in this topic.

Partners

Centrum Inicjatyw Młodzieżowych Horyzonty

CIM Horyzonty is non-governmental youth organization working with and for young people. We are active both on local and international level. CIM Horyzonty collaborates with kinder gardens, schools and local cultural institutions bringing multicultural dimension into Łazarz (district of Poznań where we focus our activities), equalizing educational opportunities, promoting tolerance and volunteering values. On international level we are active members of YEU International network, where we organize and take part in trainings, seminars, youth exchanges based on non-formal education methodology.

As a member of YEU International we have experience in international projects: both as partners and organizers. We support and initiate educational projects for young people. CIM Horyzonty focus on non-formal educational approach.



CLUBE VOLEI DE EVORA

Clube Volei of Évora is a private, non-profit association founded in 2005 and based in the city of Evora - Portugal, with a local and regional range of action. Our main targets are the promotion of participation in society and democracy process; human rights education; intergenerational cooperation; the awareness to intervention fields like culture and arts, social inclusion and diversity; and taking an active role in the matters of social and civic development of our community.

All our scope is directed to young adults aged between 18 to 35 years old, including Portuguese and international, and we use non-formal education strategies to the projects that we are working with.

In a sense of network and structured net we have a bunch of strategic partners that help us and work together with us, allowing better contact with the community. In this

matter we have very good relationship and partnership with several associations both national and international.



Warm Hand Association

The association Dora e Ngrohte (meaning The Warm Hand in Albanian) is a humanitarian, non-profit association supporting people with mental and physical disabilities in order to integrate them in their daily life and make them equal in their family, community and the Albanian society as a whole. The core principles of the association are sensitivity towards these people, good gentle manners, persuasive policies, and hard work not only with people with disabilities but also with their families, the community and the Albanian society.

We have been part in a lot of projects during Youth in Action and Erasmus+ like youth exchanges and training courses in different countries in Balkan. Even though our organization has the main aim to work with children with disability we have participate in different topics like social inclusion-exclusion, gender balance, discrimination, Roma people, conflicts, employment, LGTB community, sport, outdoor activity etc. Thanks to those projects we have promoted the idea to be volunteer is not too late in our life and we support people here to try once in life.



NGO SFERA MACEDONIA

SFERA MACEDONIA – Bitola is a NGO from Bitola, Macedonia which was first formed in 2007 like a informal group and in July 2009 it was registered as a NGO.

The general goal of SFERA MACEDONIA – Bitola is through non formal methods to educate the population in Macedonia about the protection of the environment, cultural and

natural heritage, with the purpose to raise the awareness of all age groups about the importance of healthy lifestyle and the benefits that come with it.

We first started working in the program Youth in Action because we found some common project topics like environment and sport, art and culture, national heritage, health etc. Now we work even harder in the Erasmus + program because we feel it is a way to achieve our goals on an international level, and we feel that we will have a bigger impact on our community from these projects. We count 107 members in the organization with different profiles and ages, high-school youngsters, and students.



Sfera Serbia

SFERA SERBIA is a NGO from Novi Sad, Serbia. We are young organization, which count 10 volunteers of different professions, and we are planning to grow. Our members are very motivated and we are happy to prove it through the implementation of projects.

Association has these main goals and objectives:

- Protection of the environment, cultural and natural heritage;
- Promoting sustainable development and the usage of alternative sources of energy;
- Promoting healthy lifestyle – sport, healthy diet;
- Development of professional and leadership skills among young people.

We have worked on different types of project in the past such as:

- Tackling the problems of poverty and unemployment;
- Developing leadership skills and democracy among youth;
- Organizing trainings, Workshops and camps on a national and international level;
- Networking with national and international organizations and networks.

These are regular activities in the organization.

Xeración Asociación Cultural

Xeración is a network of young non-profit organizations based in Spain which is working on variety of topics such as promoting and facilitating youth mobilities, volunteering, human rights, intercultural dialogue and building more cohesive society.

Following the principles of "Education for Sustainable Development", our activities focus on the development and implementation of local and European projects for volunteers, youth workers and youngsters. Those projects take the form of seminars; educational, cultural and environmental activities, international training courses, conferences, mobility projects, voluntary projects and professional and personal support for youth and adults.

Through its activities, Xeración has established stable and successful partnerships with organizations and public bodies both locally and internationally. We collaborate supporting and counselling other organizations in order to help them to improve the quality of their projects.



Toplum Gonulluleri Vakfi

Toplum Gönüllüleri Vakfi (TOG – Community Volunteers Foundation) was founded in December 2002. The Foundation contributes to the personal development of young people by encouraging them to participate in social responsibility projects as volunteers. In doing so, it increases young people's community involvement on a voluntary basis.

TOG:

- Trains trainers who implement peer to peer trainings on subjects such as volunteerism, project management, human rights, social rights, reproductive health, health literacy and organizational management

- Offers face to face support to university student clubs according to their needs
- Provides scholarship opportunities and internships to young people
- Creates a learning environment that increases youth mobility, which in turn supports learning from other young people and youth organizations
- Supports young people's ideas on social problems specific to their projects and helps them find financing for these projects

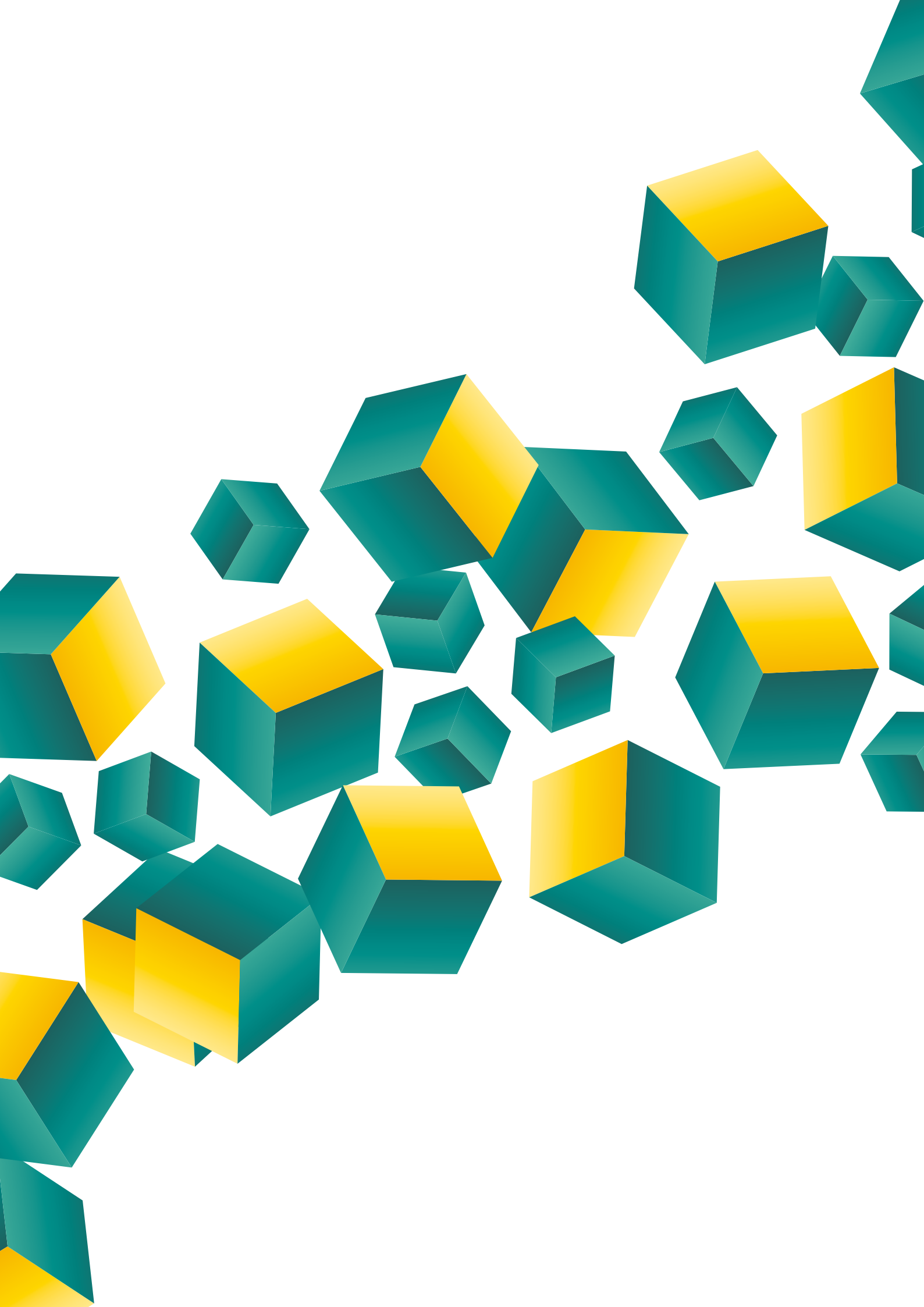


U Learn Education Ltd

U-Learn Educational Centre was created in 2010 and now has a team of 12 teachers, two ICT instructors and many external associates. We have about 250 students of various ages. Language courses for English, Russian, Chinese are offered. We also offer ICT and computer programmes for all levels and needs.

In addition, as an Adult Education Training Centre, we provide a variety of Professional and Vocational courses for Adults as well as seminars and workshops which all aim to promote life- long learning and the development of skills needed for the overall professional development of the individual.

Teaching Training is also offered as part of our 'Train the Trainers' courses. Both of our staff and teachers from other organizations may join these Continuous Professional Development courses which focus on teaching methodologies, blended learning approaches, technology integration and innovation for both adult and younger learners.



1. Legal Framework

UN Convention for the Rights of Persons with Disabilities

According to UN Convention for the Rights of Persons with Disabilities, persons with disabilities are those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."¹ This broad definition adopts what is known as the social model of disability. It recognises that disability is an evolving concept, and that we are often prevented from exercising all of our human rights and fundamental freedoms by barriers of attitude and environment which have been placed in our way.

According to the 2011 *World Report on Disability* by the World Health Organisation and the World Bank, about 15% of the world's population will experience a disability at some time in their lives². This means that approximately one billion persons around the world are already, or will become, persons with disabilities. The *World Report on Disability* also estimates that 3.8% of the world's population, around 195 million persons, have significant disabilities.

Most persons with disabilities live in developing nations, and are among the poorest persons in the world. There is a connection between disability and poverty.

Principals that underpin the work in disability field are:

- Respect for inherent dignity and individual autonomy;
- Non-discrimination;
- Full and effective participation and inclusion in society;
- Respect for difference;
- Equality of opportunity;

¹ <http://www.un.org/disabilities/convention/conventionfull.shtml>

² http://www.who.int/disabilities/world_report/2011/report.pdf

-Accessibility;

-Equality between men and women;

- The right to work on an equal basis with others, including equal remuneration for work of equal value

Article 27 of UN CRPD requires that States Parties recognize the right of persons with disabilities to work, on an equal basis of others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. And that States Parties shall safeguard and promote the realization of the right to work including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to inter alia: To promote equality and eliminate discrimination countries are required to take steps to ensure the provision of "reasonable accommodation" which is defined in Article 2 as, " ... necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."

For example, someone who is totally blind may use computer-based adaptive technology with synthetic speech to read material on a computer. Appropriate reasonable accommodation by an employer would be to assist that person to obtain this technology so they can perform the job. Another example of reasonable accommodation would be enabling wheelchair access to workplace. Persons with disabilities often lack access to buildings, to transport and to information. If we can't access transport, for example, we will find it impossible to go to school and to obtain employment.

Accessibility is one of the central themes of the Convention, and is dealt with in some detail because of its importance. Article 9 of the Convention requires countries to adopt measures " ... to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas."

European Disability Strategy 2010 – 2020

On a European level European Disability Strategy 2010 – 2020 has similar approach. European Commission has identified eight main areas for action: **Accessibility, Participation, Equality, Employment, Education and Training, Social Protection, Health** and **External Action**³. Within each of area, Commission set some objectives to achieve both by itself and Member States such as:

- Ensure accessibility to goods, services including public services and assistive devices for people with disabilities.
- Eradicate discrimination on grounds of disability in the EU.
- Enable many more people with disabilities to earn their living on the open labour market.
- Promote inclusive education and lifelong learning for pupils and students with disabilities.
- Promote decent living conditions for people with disabilities.
- Foster equal access to health services and related facilities for people with disabilities.
- Promote the rights of people with disabilities within the EU external action.

Achieve full participation of people with disabilities in society by:

- enabling them to enjoy all the benefits of EU citizenship;
- removing administrative and attitudinal barriers to full and equal participation;
- providing quality community-based services, including access to personal assistance.

The actions in the main areas above need to be underpinned by the following general instruments:

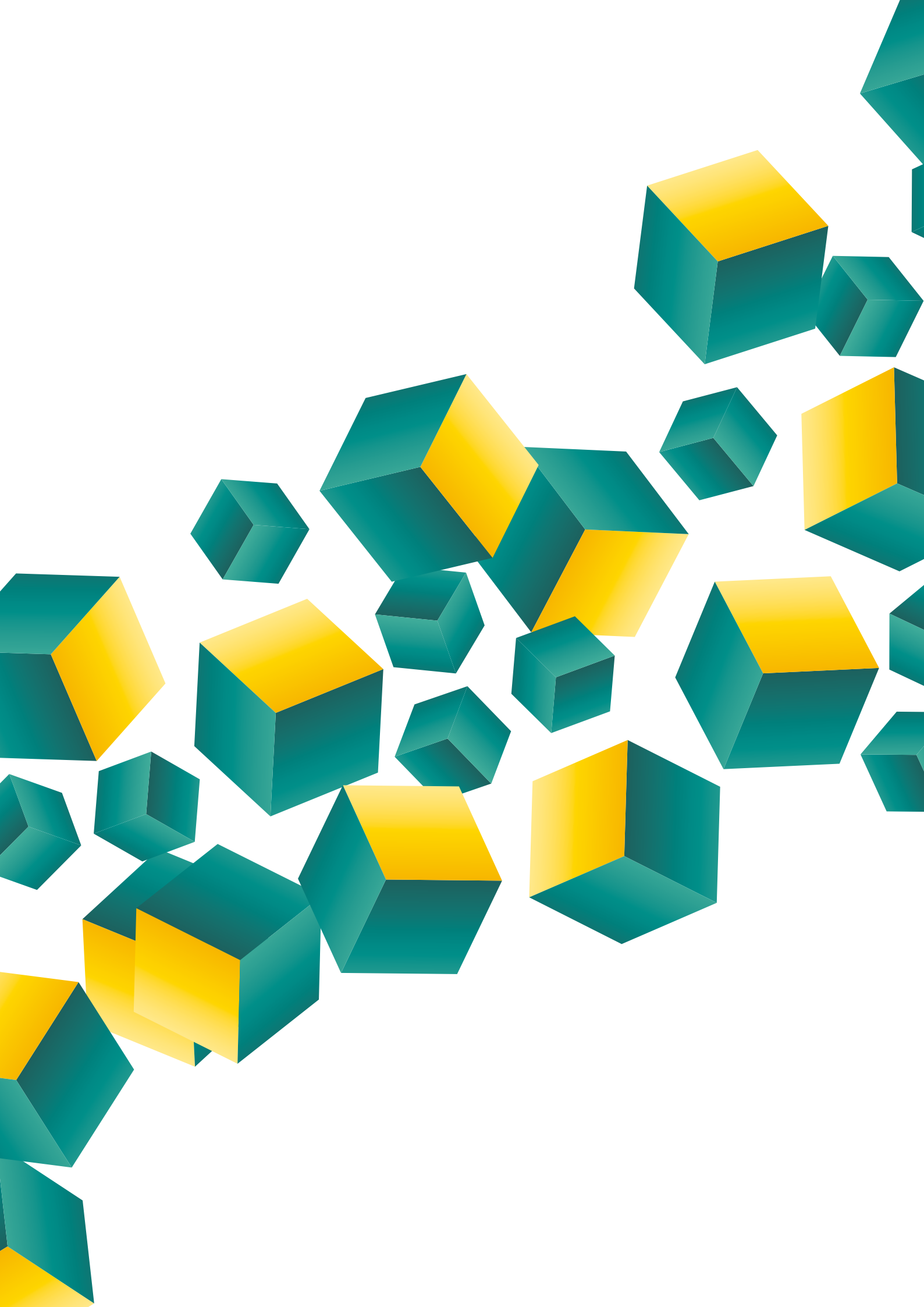
- Awareness-raising - Raise society's awareness of disability issues and foster greater knowledge among people with disabilities of their rights and how to exercise them.
- Financial support - Optimise use of EU funding instruments for accessibility and non-discrimination and

³ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0636:FIN:en:PDF>

increase visibility of disability-relevant funding possibilities in post-2013 programmes.

- Statistics and data collection and monitoring - Supplement the collection of periodic disability-related statistics with a view to monitoring the situation of persons with disabilities.

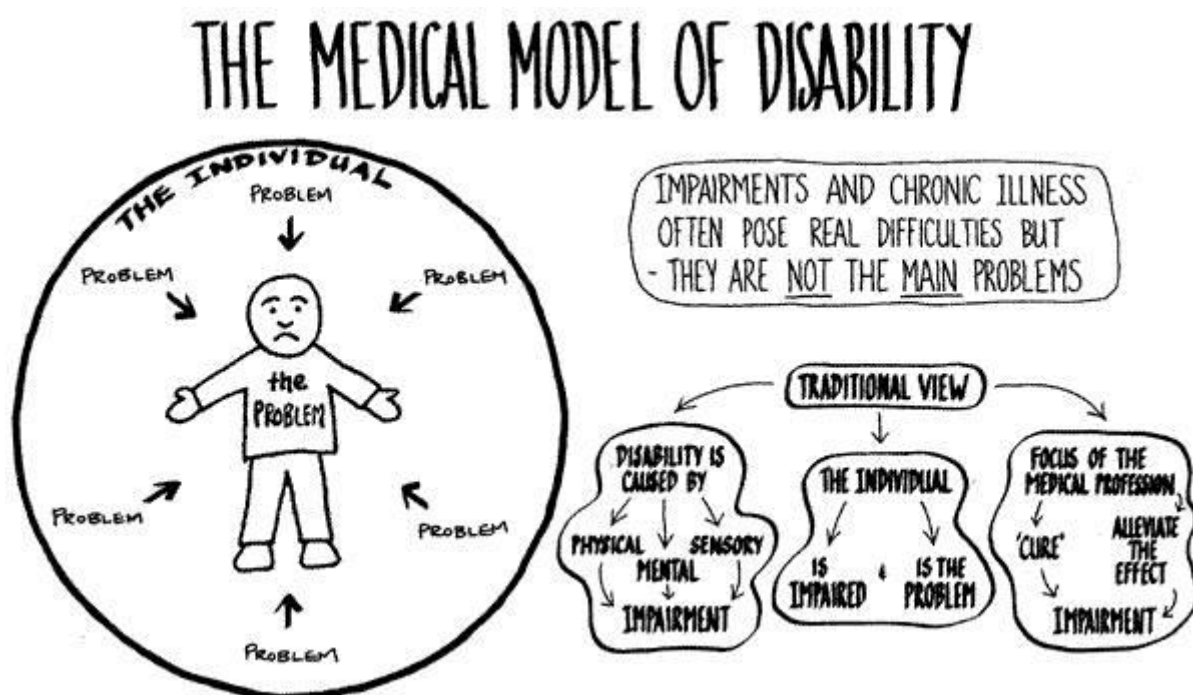
And mechanisms required by the UN Convention.



2. Disability theoretical models

Models are influenced by two fundamental philosophies. The first sees disabled people as dependent upon society. This can result in paternalism, segregation and discrimination. The second perceives disabled people as customers of what society has to offer. This leads to choice, empowerment, equality of human rights, and integration. Models change as society changes.

The Medical Model



The Medical Model holds that disability results from an individual person's physical or mental limitations, and is largely unconnected to the social or geographical environments. It is sometimes referred to as the Biological-Inferiority or Functional-Limitation Model. It is illustrated by the World Health Organisation's definitions, which significantly were devised by doctors:

Impairment: any loss or abnormality of psychological or anatomical structure or function.

Disability: any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being.

Handicap: any disadvantage for a given individual, resulting from impairment or a disability that limits or prevents the fulfilment of a role that is normal for that individual."⁴

From this, it is easy to see how people with disabilities might become stigmatised as "lacking" or "abnormal". The Medical Model places the source of the problem within a single impaired person, and concludes that solutions are found by focusing on the individual. Another form of the model allows for economic factors, and recognises that a poor economic climate will adversely effect a disabled person's work opportunities. Even so, it still seeks a solution within the individual by helping him or her overcome personal impairment to cope with a faltering labour market. In simplest terms, the Medical Model assumes that the first step solution is to find a cure or - to use WHO terminology – make disabled people more "normal". This fails because disabled people are not necessarily sick or cannot be improved by remedial treatment. The solution is to accept the "abnormality" and provide the necessary care to support the "incurable" impaired person. Policy makers are limited to a range of options based upon a programme of rehabilitation, vocational training for employment, income maintenance programmes and the provision of aids and equipment.

This Functional-Limitation (Medical) model has dominated the formulation of disability policy for years. Although we should not reject out-of-hand its therapeutic aspects which may cure or alleviate the physical and mental condition of many disabled people, it does not offer a realistic perspective from the viewpoint of disabled people themselves. Most would reject the concept of being "abnormal". Also, the model imposes a paternalistic approach to problem solving which, although well intentioned, concentrates on "care" and ultimately provides justification for institutionalisation and segregation. This restricts disabled people's opportunities to make choices, control their lives and develop their potential.

Finally, the Model fosters existing prejudices in the minds of employers. Because the conditional is "medical", a disabled person will ipso facto be prone to ill health and sick leave, is likely to deteriorate, and will be less productive than work colleagues.

⁴ http://apps.who.int/iris/bitstream/10665/41003/1/9241541261_eng.pdf

The Expert/Professional Model

The Expert/Professional Model has provided a traditional response to disability issues and can be seen as an offshoot of the Medical Model. Within its framework, professionals follow a process of identifying the impairment and its limitations (using the Medical Model), and taking the necessary action to improve the position of the disabled person. This has tended to produce a system in which an authoritarian, over-active service provider prescribes and acts for a passive client. This relationship has been described as that of fixer (the professional) and fixee (the client), and clearly contains an inequality that limits collaboration. Although a professional may be caring, the imposition of solutions can be less than benevolent. If the decisions are made by the "expert", the client has no choice and is unable to exercise the basic human right of freedom over his or her own actions. In the extreme, it undermines the client's dignity by removing the ability to participate in the simplest, everyday decisions affecting his or her life. E.g. when underwear needs to be changed or how vegetables are to be cooked.

The Tragedy/Charity Model

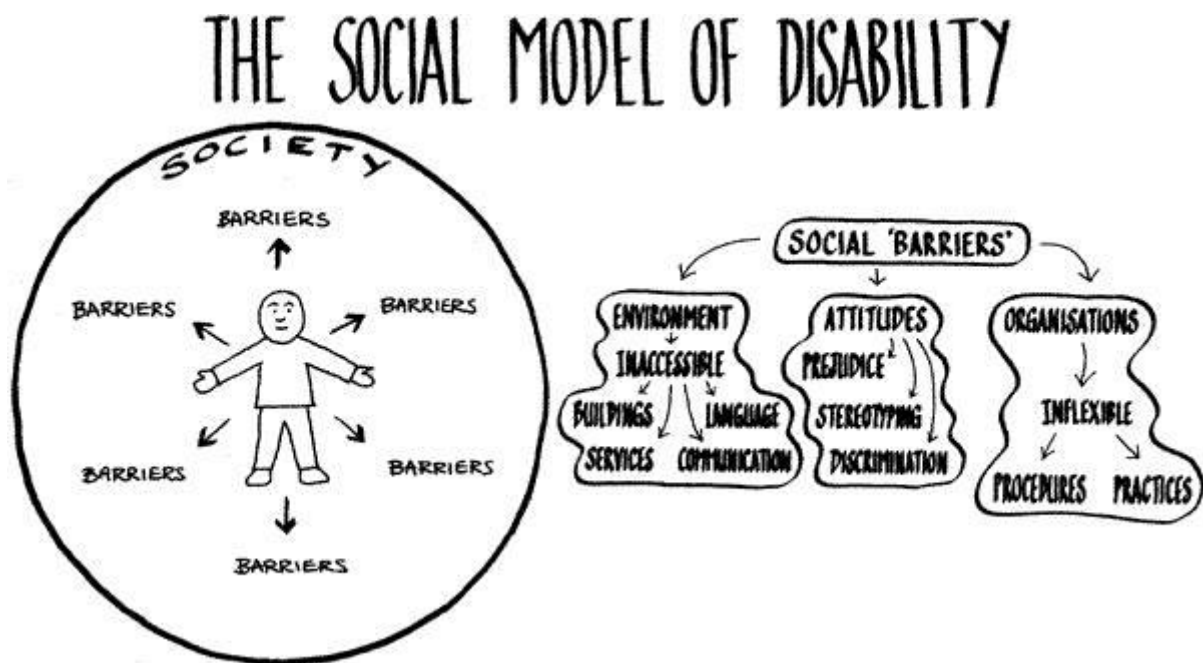
The Tragedy/Charity Model depicts disabled people as victims of circumstance, deserving of pity. This and Medical Model are probably the ones most used by non-disabled people to define and explain disability. Traditionally used by charities in the competitive business of fund-raising, the application of the Tragedy/Charity Model is graphically illustrated in the televised Children in Need appeals in which disabled children are depicted alongside young "victims" of famine, poverty, child abuse and other circumstances.

Whilst such appeals raise considerable funds for services and equipment which are not provided by the state, many disabled people find the negative victim-image thoroughly offensive. In fact Children in Need has been described as "televsual garbage ... oppressive to disabled people"⁵. Some go as far as interpreting the tragic portrayal as a means of maintaining a flow of donations and keeping able-bodied people in work. icons of pity." Because disabled people are seen as tragic victims, it follows that they need care, are not capable of looking after themselves or managing their own affairs, and need charity in order

⁵ M. Oliver quoted in C. Donnellan "Disabilities and Discrimination Issues for the Nineties" 1982

to survive. medically classifying, segregating and often – as with the Medical Model – institutionalising many disabled people.

The Social Model



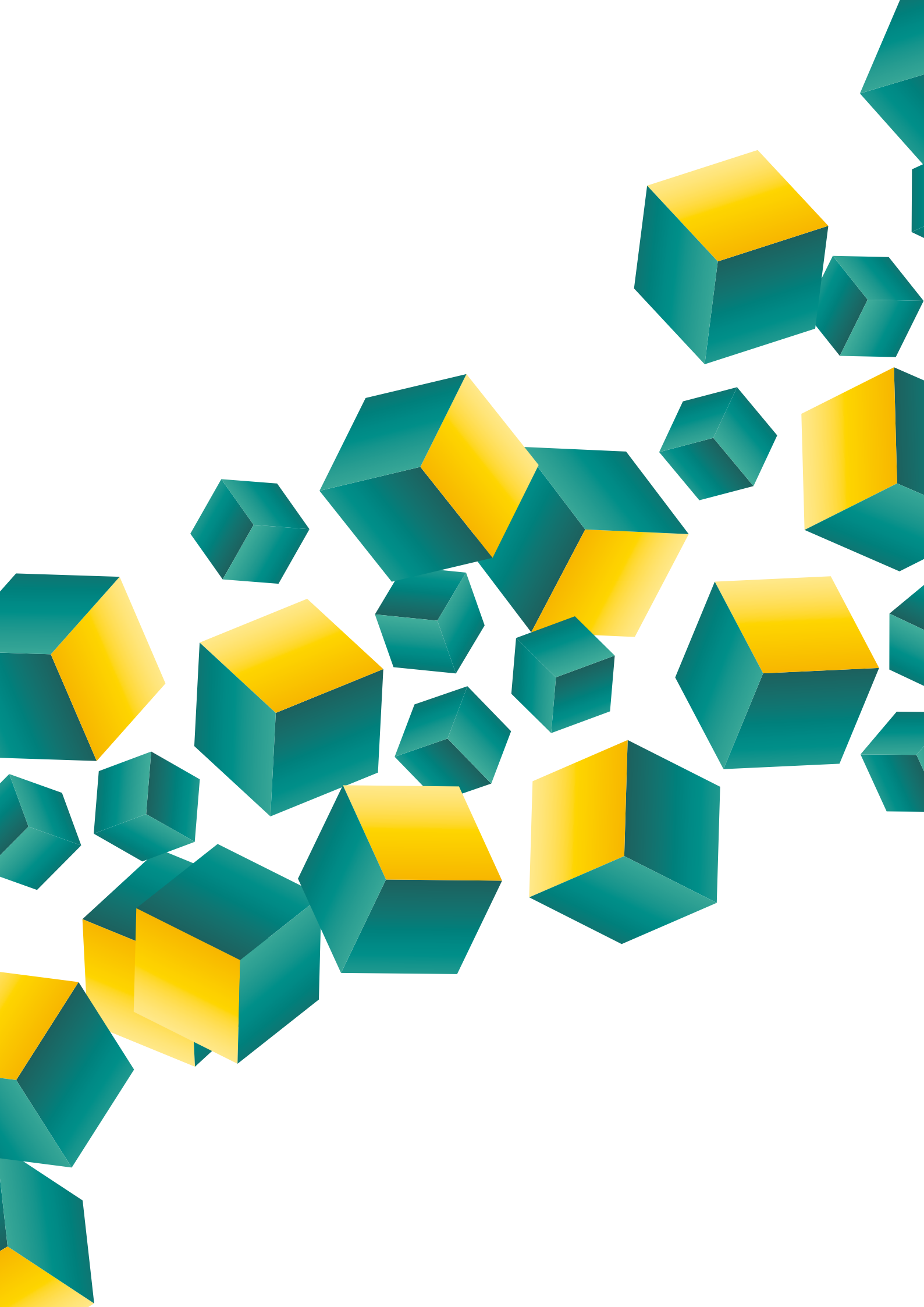
The Social Model views disability as a consequence of environmental, social and attitudinal barriers that prevent people with impairments from maximum participation in society. It is best summarised in the definition of disability from the Disabled Peoples' International: "the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others, due to physical or social barriers."⁶

Its philosophy originates in US civil rights movement and has been championed by The British Council of Organisations of Disabled People and Rights Now, which calls for self-determination. It is advocated in the UK by leading thinkers such as Dr Steven Duckworth and Bert Massie and has been the guiding light for the The Local Government Management Board and the establishment of the new Commission for Disabled People. It is also referred to as the Minority-Group Model of Disability.

⁶ <http://www.disabledpeoplesinternational.org/>

This argues from a socio-political viewpoint that disability stems from the failure of society to adjust to meet the needs and aspirations of a disabled minority. This presents a radically different perspective on disability issues and parallels the doctrine of those concerned with racial equality that "racism is a problem of whites from which blacks suffer." If the problem lies with society and the environment, then society and environment must change. If a wheelchair user cannot use a bus, the bus must be redesigned.

As youth workers we recommend You to use the Social Model of disability and look through it on people You are working with. This is in our opinion the most effective model. It gives broad social perspective and helps to place people with disabilities in a broader environment which allows us to see what needs to be done in order to integrate people with disabilities in the society.



3. Formal, non-formal and in-formal education

There is a lot of people who have different kinds of disabilities and have special needs all over the world. It is mentioned in one of the WHO (World Health Organization) report that around 10 per cent of the world's children and young people, some 200 million, have a sensory, intellectual or mental health impairment.

As we all know, those people who have special needs face different kinds of difficulties and barriers so often. Especially if we are talking about education they are highly disadvantaged and their needs are nearly invisible compared to healthy ones. On the other hand, with the proper targeted specialized programs, these individuals will become productive members of the society.

NGOs and youth workers might have an important role in this process. As it is mentioned before, people with special needs and their families face with some social barriers and probably one of the most important is discrimination or prejudices that other people have. For example, in many of the public schools (especially primary and elementary level) teachers are not qualified enough to supply disadvantaged/disabled childrens' needs. Besides, there are not sufficient number of schools for special education. Children who are attending those public schools may sometimes be marginalized by other students and even also by parents. Youth workers may help people to break their prejudices by holding seminars for awareness building among the community people etc. They may also provide trainings, workshops, meetings etc to help teachers on inclusive education methods&techniques and maybe they will help them to develop materials according to different needs of special children.

Similarly, there is a good practice that in some universities young volunteers scan texts or read books for visually impaired people. So those students who have visual impairment can use the school library better.

Youth workers and volunteers can also provide special students with additional school sessions in summer and winter. This way, those at risk students will get more individual attention and increase their engagement with education. As their academic achievement increase, so to does their social integration.

NGOs workers may organize campaigns for reform, changes to legislation, for basic rights of disabled people or developing a more inclusive curriculum.

Here are some links for further examples on the issue. Hope they will also help!

http://www.un.org/esa/socdev/unyin/documents/children_disability_rights.pdf

http://www.iica.go.jp/activities/issues/social_sec/pdf/cam_annex.pdf

<https://www.hrw.org/report/2015/09/01/left-out/obstacles-education-people-disabilities-russia>

<http://www.lightfortheworld.nl/en/what-we-do/projects/real-life-stories/real-life-stories-detail/2013/12/04/case-story-inclusive-education-bangladesh>

<http://getem.boun.edu.tr/?q=node/18859>

Online Education and ICT

People with disability aren't always aware that there is many ways to gain education. Your job is to assure them that their disability doesn't have to be obstacle when it comes to education. We, youth workers, should meet them with programs that are accessible for everyone.

In recent years almost every university offers some kind of online or distance program. Your job is to determine what preferences they have and to help them to find right program. It can be formal institution (universities, colleges...) or informal programs available online where they can acquire knowledge in specific fields. Tuition for online programs at universities are pretty much the same as for traditional on-campus programs, and all scholarships are given without any difference if the program is taken on campus or online. Some schools offer additional scholarships for disabled. You should check **Disability Services Offices** at university of choice. You should check together with disabled person if government offers assistance, they usually do in most countries.

Plus, there are many outside scholarships for disabled people, for example **The Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell)** offers several scholarships for full-time students who are deaf and hard of hearing and who are pursuing an undergraduate degree at an accredited mainstream college or university.

One of the best institutions in terms of assistance for disabled people is **Hadley Institute for the blind and visually impaired**. Hadley offers courses free of charge to its blind and visually impaired students and their families and affordable tuition to blindness professionals. Today, Hadley is the largest provider of distance education for people who are blind or visually impaired around the world, serving more than 10,000 students annually in all 50 states and 100 countries. As for informal education, many resources are available for free online, like Coursera, Khan Academy, etc.

Eventough, by law every educational institution is required to be accesible for everyone , which practicaly it's not always the case. Ramps, braille, magnifiers and all other helpers aren't always provided in universities so, online education is maybe better choice for disabled people. At richer universities helper will be given by the university, but in some cases students have to buy it on their own. You should help them find aid for buying helpers. It can be found very easiliy on the internet. You should start looking at Government website.

Two of the best websites with e-learning are

<https://www.futurelearn.com/>

<https://www.coursera.org/>

You can find practically everything there and those courses are also certified by some of the best universitites in the world.

These are some other of the resources which can help:

World Blind Union- <http://www.worldblindunion.org>

Foundation Fighting Blindness- <http://www.blindness.org/>

International Council for Education of People with Visual Impairment (ICEVI)-
<http://icevi.org/>

Accessible Educational Materials- <http://aem.cast.org/>

Carrol Tech- <http://carrolltech.org/>

Daisy Consortium- <http://www.daisy.org/>

CANnect- <http://www.cannect.org/>

There are also existing tools which can help people with disabilities to access computer, Internet and enable to communicate with the world. For example, the software development company Nuance Communications invented a technology based on voice commands to help people who cannot use keyboards. There are also adaptations of “eye-tracking” programmes that monitor retinal movement to allow users to surf the Internet. Moreover, the Deaf Blind Communicator (DBC) is a computer with a Braille keyboard, connected by Bluetooth to a mobile phone. Several of these innovative systems and programmes are based on freeware, or are available on sites that offer free downloads (such as <http://www.ebility.com>).⁷

⁷Examples taken from https://www.salto-youth.net/downloads/toolbox_tool_download-file-1127/MANUAL%20FOR%20WORKING%20WITH%20PEOPLE%20WITH%20DIFFICULTIES.pdf

What other methods one can use in working with persons with disabilities? Maybe sport can be a solution. Let's find out and ask Zbyszek.

Sport as a way to social activation of people with disabilities.

An interview with Zbyszek



Zbigniew Żubryj is one of the first Racerunners in Poland vicechampion in Open European Championship in Racerunning and active member of Złotowianka Foundation

What is Racerunning and how You started to practice it?

Z: RaceRunning is an innovative sport for disabled people with impaired balance, and it was a Danish invention, the first RaceRunner was constructed in 1991. A Race Runner is a custom-built tricycle "learner bike" without pedals, in which balance is not a problem. Therefore RaceRunning is an obvious sports option for people with disabilities including persons with cerebral palsy, arthritis sufferers and amputees. RaceRunning gives people with disability, who normally can only get around in electric or manual wheelchair, possibility to move with using their own power at relatively high speed.

How did You start Your adventure with this sport?

Z: How I started to practice it? One of benefiers of our local foundation Złotowniaka was in Sweden. When Director of the foundation came to visit her, she told her about Racerunning and they thought it might be a good idea to try it also in Poland. Of course it wasn't easy because those bikes are very expensive but finally we had managed to gather the funds. Then the creator of this sport Mansoor Sidigi came to visit us and we were practicing with him. Seeing my motivation he invited me to Denmark to practice further with people from whole Europe. Then there was Open European Championship in Kopenhagen where I won silver medal. That gave me a strong motivation to really get into it.

What gives You practicing this sport?

Z: A different approach to many things. It has showed me the areas I still need to work on

I know that You are planning to open a section of racerunning in Złotowo. How is it going?

Z: Currently, we are summing up the project in which participated people from all over the county. They could learn about racerunning and start to train it here. We will try to develop a section and our goal is to create Polish representation which will be able to compete in competitions

Why do You think sport is good way to social activation of people with disabilities?

Z: Sport is the best way for activation of people with disabilities because it has an impact on the improvement of our well-being and muscles. It gives you the opportunity to meet new friends to experience new places and cultures. It basically changes You.

What are the biggest barriers for people with disabilities to make sport?

Z: It's not health barriers for sure. Psychological ones. People with disabilities have often very low self-esteem. What is also problematic it's their parents who in order to protect them, don't allow them to function normally. I was lucky because my parents were always very

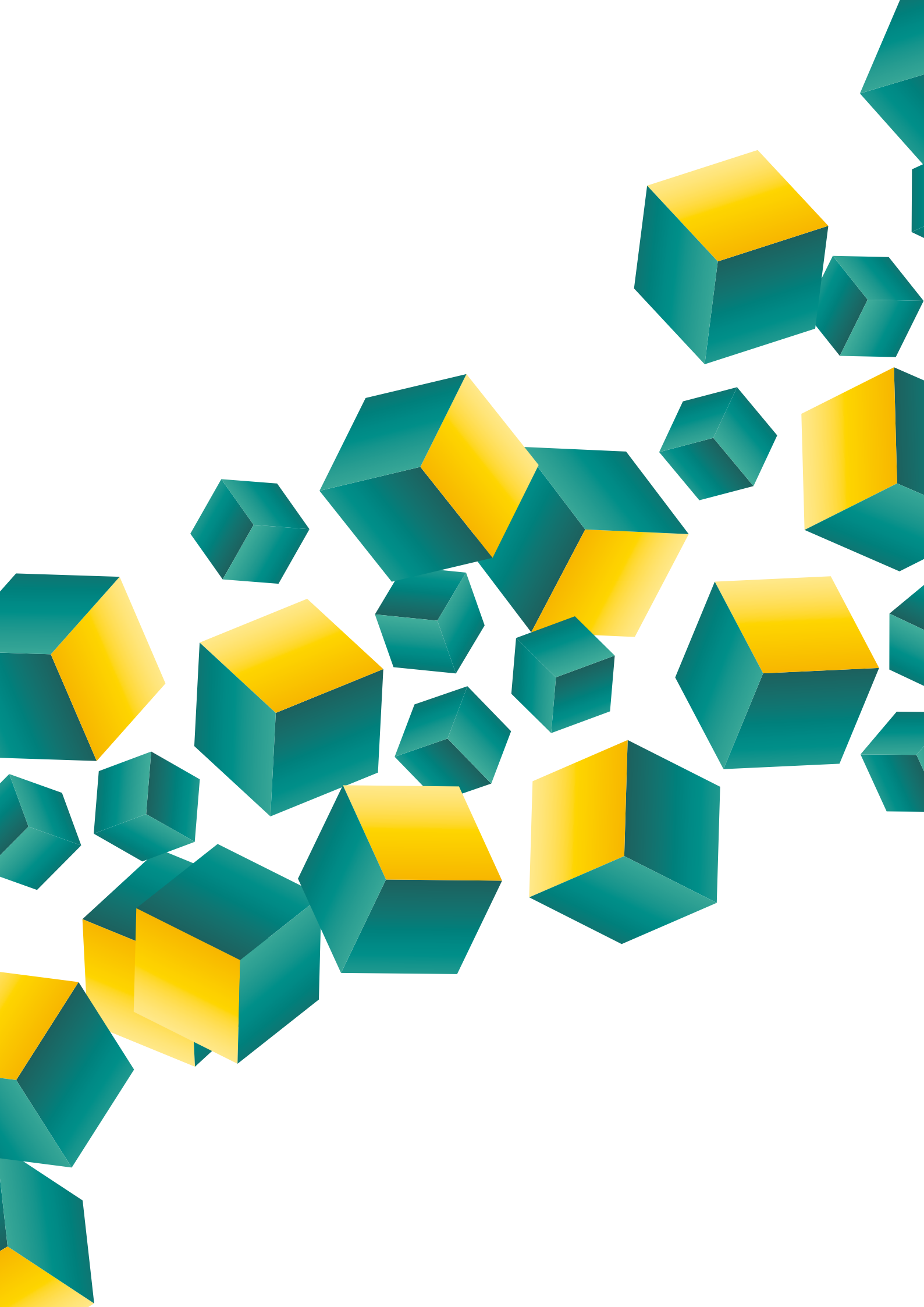
open with me about life and didn't treat me in a special way because of my disability. I think it will change with time.

What are Your further plans?

Z: It all depends how situation with section will occur in a new year. Now I am focused on that.

Ok., thank You and good luck!

<https://www.youtube.com/watch?v=TakXHb13I3w>



4. Raising employability of people with disabilities

In this chapter we want to present You several tools and ideas that can be used in work with persons with disabilities, aiming particularly at helping them integrate in the labor market.

Coaching tools⁸

While working with people with disabilities You may face some psychological barriers they have regarding they low self-esteem, lack of belief in own strength and fear of changes. Those do not apply to all persons with disabilities however it may happen that You can meet with such cases as well. It is important to add that any kind of people can be blocked by some negative thoughts and convictions, not only this particular group. So the tools we present here are universal and can be used also working with any vulnerable groups.

Let's start with seeing how the process of change looks like step by step.

PROCESS CHANGES:

ATTENTION! 95% of people who have managed to successfully change something in their life, had several relapses!

There are several models of the process changes.

Slightly are different nomenclature or the individual steps, but they are similar.

They also refer to the coaching process.

⁸ We present here material from coaching session from the training course. We are grateful to Iwona Dolata for sparing and permission to publish it here

HOW IS THE PROCESS CHANGES:

1. OLD STATE,
2. Resistance and problems,
3. Chaos,
4. Stumbling on the bottom,
5. The idea of initiating change,
6. Obstacles in the way,
7. Embracing and growth,
8. NEW STATUS / New Life.

STAGES OF CHANGES BY PROCHACKY

After studying the process of change in individuals persons who have made lasting changes in their behavior, it was observed that there are 6 stages of change:

1. Pre-contemplation - the person does not even think that there is a problem to change. "They force me to change e.g for slimming", "make me an alcoholic"
2. Contemplation - recognizes that the problem is, reflects on changes in benefits derived, but is not yet ready to implement them, may be delayed. Whitewashing avoiding and postponing such changes. " it can not be to me ".
3. Preparation - preparing for change, this is the foundation of any successful change eg. sets the date when stop smoking.
 - Monitoring the occurrence of an undesirable habit (e.g. counting calories or cigarettes)
 - Planning date changes (the famous New Year's provisions ...)
 - Motivation to change (sometimes causes premature, unprepared action)

4. Action - the most changes occur precisely at this stage – entry changes in life.

There is also a natural dissonance cognitive-emotional.

5. Maintenance - a conscious effort to maintain or keep the changes achieved and to prevent recurrence. Most relapses occur precisely at this stage.

Decreasing the intensity of dissonance cognitive - emotional

Insight emotional

Increase the likelihood of recurrence - "one cigarette will not hurt"

6. Conclusion - there was a permanent change in behavior and even strong temptations do not cause relapse.

EDUCATION:

1. Intellectual insight
2. Mental exercise in everyday life
3. Insight into the emotional
4. Formulation of new features

RE-EDUCATION:

1. Intellectual insight
2. Mental exercise in everyday life
3. Dissonance cognitive-emotional - natural unconscious resistance
4. Insight into the emotional
5. The formulation of new features

Active listening and types of questions

The most important thing in coaching and in any psychology based work with people is active listening and asking the right questions. In this section we will find out how to do it.

THREE LEVELS OF LISTENING

In the Coach-work there are three important levels of listening:

LEVEL 1

This is the customer level, which is absorbed together. It does not have to worry about anything except to tell my story. I have a lot of questions, and all are focused on a single issue: how does this affect me?

If you are a customer, such a level of listening is enough, but if you're a coach, it's a disaster. You think about yourself, not about the customer. Symptoms indicating that you are at level 1, include:

- Willingness to give advice;
- Talk about yourself - use of multiple pronouns "I" and "mine";
- Asking the customer questions about the facts - when, who, where, how often - if the customer does not mention;
- Conduct an internal dialogue about your anxiety:
 - > What should I ask now?
 - > Was that a good question?
 - > Does the customer likes me?
 - > Will it be throughout the session?

LEVEL 2

This is the level at which you are most effective coaching. At this level, the coach and the client are preoccupied with absorbing and very focused conversation. They are in good contact: their attitude, voice and energy levels are subtly matched. The conversation flows, but the client says more. Coach skillfully asking questions using the language used by the client and works according to plan, the customer, without resorting to giving advice. His

questions examine, explain, summarize and probing. In this way, they expand the perception of the customer and encouraging him to learn something new. Coach listens to the content hidden between the lines and is aware of their impact on the customer.

LEVEL 3

At this level, you're doing something that is sometimes called "catching radio waves." You are aware of what is happening at the 2 level, you read the emotions, choices facing will soon become a customer, the rate entering the game, and the risk of connecting with motifs taken. Do you trust your intuition and feel the relationship with the client at the level of intellectual and emotional, even if emotions were not named. You perceive the coaching process as a whole and feel that there is something special.

Active listening skills largely based on controlling and managing their appropriate nonverbal behaviors (facial expressions, gestures).

IT IS IMPORTANT DURING THE CONVERSATION:

Eye contact

Manifestation of interest in what says our interlocutor (eg. The appropriate gestures)

Encouraging talks

Ask additional questions about what our interlocutor is saying

A brief repetition of some elements of speech interlocutor, paraphrasing

Refrain from commenting, providing advice

Expressing approval

patience

Not interrupt the caller's speech

Even such a seemingly passive, requiring no effort to act like listening operates some verbal and nonverbal determinants.

AN EXAMPLE OF VERBAL INDICATORS OF LISTENING:

**Paraphrasing,
clarification
asking questions
Reflect the feelings
assent
Encouraging further statements**

PARAPHRASE - repetition of the statements in a different form. You should say exactly the same thing as our interlocutor, but in your own words, not including your own comments or interpretations.

Paraphrase is:

**Making sure that we understood the Customer
Discovery of the real intentions and needs of the customer
Conducting the conversation in the chosen direction**

EXAMPLES:

**Do I understand that ...
Do you think that ...
You said that...
If I am well understood you, it is ...
Correct me if I'm wrong, but ...
Am I right that you believe ...**

In paraphrase, do not judge, criticize, advise, praise, persuade , punish the like.

CLARIFICATION - asked to develop a thought, which for us is not entirely clear, to explain the incomprehensible for us content, eg. By giving specific examples.

REFLECTED FEELINGS AND VALUES is awareness the caller of his own feelings and values, which despite appearances is not so simple.

ASKING QUESTIONS

We should ask more open-ended questions, that is, which is not enough to answer "yes" or "no", but you need to formulate a more extensive statement. Open-ended questions give our callers the opportunity to make further comments on the topic, and thus to analyze their expression and organize it in a clear whole. Perhaps it will help him to better understand their own experiences. Asking open-ended questions is a form encourage the other person to continue talking, and also an expression of our concern and interest in the problems. Equally important it is the way in which we ask the question and its structure. You must be alert and pay attention to all the nuances, which carries a sentence structure, used in the word.

Here is an example well-formulated question: "What are you guided?". A person who has to answer is forced to confront his actions with his own emotions, listening to the answers we have the opportunity to follow her way of thinking and interpreting certain facts. The same question but in a different form: "Why did you do so" already has a different connotation. Caller does not suggest, as in the previous example, that he should turn toward his own psyche, analyze their motivations. Note that the first question is in the form of passive, as if we wanted to suggest that our interlocutor did not work fully independently, but "something" drove him, it dictates to him what to do: it can be about some not quite conscious needs or emotions. These are issues related to the pragmatics of language known to linguists rather than ordinary users of language. However, its may prove to be very helpful in active listening.

OPEN QUESTIONS

They require the person in the narrative description of its position , the view , the situation should be performed at the beginning of contact to initiate a conversation, reduce tension, nervousness partner for example . " What do you think? "

We should also use the control questions to verify whether the reported facts , events , keep in mind that the partner who gives us information subject to variable social approval , e . Will try to significantly provide information that show the person in a particular light

QUESTIONS RIGHT

Questions that relate directly to the experience of a subject, eg. "How do you like to spend your free time?"

HYPOTHETICAL QUESTIONS

Questions about the customer reaction to a hypothetical situation, "What would you have done if you had two hours of free time more?"

QUESTIONS PROJECTION

Questions about the reactions of the other person / people for example. "What do you think: what young women like to do when they have free time?"

QUESTION CLOSED

They start with the word "do/does, will, has/have" put in a situation when we want to get from a partner to confirm or deny such. "do you understand what I said?"

We use them to:

- a) get two people to make the decision in the present case,
- b) allows to adapt to the new situation,

c) when we want to strengthen attention to the conversation partner transmitted the information,

d) if you want to end or limit the dialogue,

QUESTIONS ALTERNATIVE

A variation of closed questions are the questions which present an alternative 2 options to solve the problem for example. "In your opinion, is it better to organize one big meeting, or a few short?" We use them to:

a) if you want to get the client to make the decision

b) if you want to suggest a hint that decisions should be taken in this matter,

c) if you want the client to indicate that there are different ways to solve the situation in question,

QUESTIONS INDUCTION

we try to be formulated so as to give your partner at least 2 options for action of which one is clearly better, better for us and the partner eg., "If we continue to delay and bring to a particular solution if we act quickly and solve the problem at the very beginning?" "these questions apply when:

a) if you want to have an impact on the decision to partner according to our needs, our course of action,

b) if you want to gain time and dismiss inconvenient for us the solution proposed by the partner,

c) when we want to help people closed having difficulty verbalize thought to express the opinion.

QUESTION CLOSED DIRECT

Its are designed to directly express our opinion, the view and led to the aim pursued, a solution to what we want to achieve for example. This is the right decision, if you agree to the projects? "

We use them:

- a) to base their proposals as valid and worthy of implementation.
- b) if you want a solution that proposes partner support, strengthen, because it suits us,
- c) when we want to enter into conversation comfortable for us to solve the case,

COUNCIL LOOKING LIKE QUESTIONS.

- Have you thought (think) about ...?
- Would not it be a good idea ...?
- Should not you ...?
- Could you...?
- Have you tried ...?
- What do you think about...?
- And why do not you ...?

QUESTIONS WITH THE THESIS

Even more dangerous version of the hidden counsel is the question with the thesis, which is often used by lawyers rather interrogators hand witness in court, for example.

- So you admit you lied and that you committed this crime?
- Do you agree, sir, that this is the best of previously enacted laws?

THE QUESTION WHIT "WHY?"

Question beginning with the words "why" seems to open and gentle. In practice, a coach it is another trap. It encourages analysis, intellectualisation and to explain.

They are often associated with questions frequently asked by irate parents, for example.

- Why do you beat your brother? Why lost legitimacy is the third time this semester?

When a customer hears that question often interprets it as a question, "Why were you so stupid?".

IN COACHING YOU SHOULD IN PARTICULAR AVOID QUESTIONS:

- **questions closed**
- **questions induction**
- **question closed direct**
- **council looking like questions**
- **questions with the thesis**
- **the question whit "why?"**
- **questions about the absynt**
- **long and complex questions**

MANAGEMENT FAILURES

We learn from our mistakes; learn from failures. We assume that it is the most effective and best way to learn. As a small child first crawl on all fours, later tried to get up and time and time again we fell. But one day we started to walk. Not without a pump the number of tumors and bruises, many failures along the way, but it never reduced to our

enthusiasm. To succeed we must be ready for it. we will still fall. We have to realize that every failure is an experience. so that we can learn something positive.

People who are struggling a lot with their lives, physical condition and society often can't see the potential that is hidden in their failures. However it is possible to reveal it with particular exercises that we present here. You can apply it while working with people or use for Your own 😊

Your task today will be to respond in writing to the question: What are you drew positive conclusions from your failures and what skills and talents you have become aware of in connection with them? Think carefully. Please point six.

MY FAILURE	WHAT DID I DISCOVERED? POSITIVE CONCLUSION:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

What another questions can we ask ouer pupils/clients?

- What get you of the failures?
- Having already experienced what you have?
- what will you not to do?

- What do busier?
- What gives you this defeat?
- What I learned?
- What I have gained, I can change the perspective of the current wisdom?

Now exercise:

Divide into groups including 2 person. You will ask for 5 minutes the same or a similar question.

For example: What you learned from this failure?

What do You busier.

Write down what you would do in this connection:

- today
- this week
- this month

Maybe instead of looking for a job it is better to create it yourself? Simona have few words to say about this topic.

Self-employability as a way of activation on a labor market.

Interview with Simona



Simona Joveska is an entrepreneur from Macedonia. She established Lootus - Project aiming on providing opportunities for a better future for vulnerable groups, through trainings and courses that will enable them for better involvement in social life as well as enabling them to acquire working abilities with direct enhance to their socio-economic status.

Tell me more about you and your story?

S: I'm just an ordinary girl from a small town in a small country ... okay, maybe I'm not ordinary. And I do not mean of my crazy hairstyle and pierces, maybe that which makes me extraordinary is electromotive wheelchair which is an integral part of me from my twelfth - thirteenth year. Integral part as an asset which moves me (physically) through space, which over the years, of course, became part of my personality but not one which defines me completely. Despite restraints which I have due to my physical disability but above all thanks to my family and their persistence, courage, love for me and that which taught me to never give up to fight for myself and my beliefs, and to be a person with which I am proud I am what I am today. Otherwise I have the title of graduate engineer in biotechnical sciences, Master of Management in biotechnology and manager of ms own private center for

education and consultation where I'm doing something completely unrelated to my academic studies as a lecturer in math in addition to preparing projects, elaborates, studies and managing the daily work with students and professors.

Why you decide to open your own business ?

S: The decision to start my own business was not easy but was the only decision when it comes to my work.

Immediately after my university studies I enrolled in Postgraduate studies that in a few months I passed all the exams with pretty high grades after which according to certain logical expectations and my average while studying I expected rapid employment but into reality and do not turn out that way.

I live in an environment where employment of young people is a problem that was even more serious problem at the time and I knew that I would have problems but for me it was pretty disappointing that I could not find a job despite being still a student I had work experience as a freelancer in the Macedonian scientific Society but now I found myself in a situation when stuck in bureaucracy, endless paperwork and none employer who wants to hire me considering only my knowledge, skills, and personality, neglecting my physical limitations.

Therefore I decided to use the benefits offered our government that is grant from 3000 euros for starting an own business for young people so almost without thinking I decided to apply, try my luck, to create a job for myself. My idea was accepted, my funds were approved and it was the beginning of Lootus J. center for education, training, foreign languages and consultation.

What where the challenges opening a business in how you deal with all the barriers?

S: Despite the limited funds at disposal at the time of opening the business I am still grateful of that Grant I received and due to that I was able to open my business but first obstacle was convincing the people responsible for approving the grant that I am capable of the challenge that the person who has suggested the business idea is as good as the idea. At great luck I did it and I got their trust I still feel an obligation not to disappoint them.

Next was overcoming the eyes of potential customers who might accidentally come into my office and confusion when they saw me in my wheelchair especially considering the fact that work with children and have confronted with parents who need to see me as an appropriate person to be a teacher of their children. I am endlessly grateful it still turned out that there are persons who do not have prejudices and now six years later I have already gained a certain reputation in society and not only that people are no longer surprised me but also deliberately look for me knowing that I can finish some work them successfully and I have about 60 children which mean about 120 parents and more grandparents grandmothers aunt uncles and relatives who have confidence in me.

Can you give as a Recommendation for people who wants to do the same ?

S: My recommendation would be to try to be the best version of themselves, to fight for themselves, not to be afraid of the challenge because persistence, positive thought, the desire for success and desire for life is one that is important at the end of the day.

Something that you want to add ?

S: Only the obvious - my motto, the one that leads me, "the worst that can happen is you fail!"

http://lootus.mk/https://www.facebook.com/Lootus-New-Beginning-1789154077983966/?fref=ts&__mref=message_bubble

Social Entrepreneurship

Having Your own business requires a lot of courage and determination, especially if You are doing it alone. Not everybody is ready for that. For those who still would like to work in „own place” social entrepreneurship might be great option.

What Is Social Entrepreneurship

The idea of “social entrepreneurship” has struck a responsive cord. It is a phrase well suited to our times. It combines the passion of a social mission with an image of business-like discipline, innovation, and determination commonly associated with, for instance, the high-tech pioneers of Silicon Valley. The time is certainly ripe for entrepreneurial approaches to social problems. Many governmental and philanthropic efforts have fallen far short of our expectations. Major social sector institutions are often viewed as inefficient, ineffective, and unresponsive. Social entrepreneurs are needed to develop new models for a new century.

The language of social entrepreneurship may be new, but the phenomenon is not. We have always had social entrepreneurs, even if we did not call them that. They originally built many of the institutions we now take for granted. However, the new name is important in that it implies a blurring of sector boundaries. In addition to innovative not-for-profit ventures, social entrepreneurship can include social purpose business ventures, such as for-profit community development banks, and hybrid organizations mixing not-for-profit and for-profit elements, such as homeless shelters that start businesses to train and employ their residents. The new language helps to broaden the playing field. Social entrepreneurs look for the most effective methods of serving their social missions.

Though the concept of “social entrepreneurship” is gaining popularity, it means different things to different people. This can be confusing. Many associate social entrepreneurship exclusively with not-for-profit organizations starting for-profit or earned-income ventures. Others use it to describe anyone who starts a not-for-profit organization. Still others use it to refer to business owners who integrate social responsibility into their operations. What does “social entrepreneurship” really mean? What does it take to be a

social entrepreneur? To answer these questions, we should start by looking into the roots of the term “entrepreneur.”

Differences between Business and Social Entrepreneurs

The ideas of Say, Schumpeter, Drucker, and Stevenson are attractive because they can be as easily applied in the social sector as the business sector. They describe a mind-set and a kind of behavior that can be manifest anywhere. In a world in which sector boundaries are blurring, this is an advantage. We should build our understanding of social entrepreneurship on this strong tradition of entrepreneurship theory and research. Social entrepreneurs are one species in the genus entrepreneur. They are entrepreneurs with a social mission. However, because of this mission, they face some distinctive challenges and any definition ought to reflect this.

For social entrepreneurs, the social mission is explicit and central. This obviously affects how social entrepreneurs perceive and assess opportunities. Mission-related impact becomes the central criterion, not wealth creation. Wealth is just a means to an end for social entrepreneurs. With business entrepreneurs, wealth creation is a way of measuring value creation. This is because business entrepreneurs are subject to market discipline, which determines in large part whether they are creating value. If they do not shift resources to more economically productive uses, they tend to be driven out of business.

Markets are not perfect, but over the long haul, they work reasonably well as a test of private value creation, specifically the creation of value for customers who are willing and able to pay. An entrepreneur’s ability to attract resources (capital, labor, equipment, etc.) in a competitive marketplace is a reasonably good indication that the venture represents a more productive use of these resources than the alternatives it is competing against. The logic is simple. Entrepreneurs who can pay the most for resources are typically the ones who can put the resources to higher valued uses, as determined in the marketplace. Value is created in business when customers are willing to pay more than it costs to produce the good or service being sold. The profit (revenue minus costs) that a venture generates is a reasonably good indicator of the value it has created. If an entrepreneur cannot convince a

sufficient number of customers to pay an adequate price to generate a profit, this is a strong indication that insufficient value is being created to justify this use of resources. A re-deployment of the resources happens naturally because firms that fail to create value cannot purchase sufficient resources or raise capital. They go out of business. Firms that create the most economic value have the cash to attract the resources needed to grow.

Markets do not work as well for social entrepreneurs. In particular, markets do not do a good job of valuing social improvements, public goods and harms, and benefits for people who cannot afford to pay. These elements are often essential to social entrepreneurship. That is what makes it social entrepreneurship. As a result, it is much harder to determine whether a social entrepreneur

is creating sufficient social value to justify the resources used in creating that value. The survival or growth of a social enterprise is not proof of its efficiency or effectiveness in improving social conditions. It is only a weak indicator, at best.

Social entrepreneurs operate in markets, but these markets often do not provide the right discipline. Many social-purpose organizations charge fees for some of their services. They also compete for donations, volunteers, and other kinds of support. But the discipline of these “markets” is frequently not closely aligned with the social entrepreneur’s mission. It depends on who is paying the fees or providing the resources, what their motivations are, and how well they can assess the social value created by the venture. It is inherently difficult to measure social value creation. How much social value is created by reducing pollution in a given stream, by saving the spotted owl, or by providing companionship to the elderly? The calculations are not only hard but also contentious. Even when improvements can be measured, it is often difficult to attribute them to a specific intervention. Are the lower crime rates in an area due to the Block Watch, new policing techniques, or just a better economy? Even when improvements can be measured and attributed to a given intervention, social entrepreneurs often cannot capture the value they have created in an economic form to pay for the resources they use. Whom do they charge for cleaning the stream or running the Block Watch? How do they get everyone who benefits to pay? To offset this value-capture problem, social entrepreneurs rely on subsidies, donations, and volunteers, but this further muddies the waters of market discipline. The ability to attract

these philanthropic resources may provide some indication of value creation in the eyes of the resource providers, but it is not a very reliable indicator. The psychic income people get from giving or volunteering is likely to be only loosely connected with actual social impact, if it is connected at all.

Defining Social Entrepreneurship

Any definition of social entrepreneurship should reflect the need for a substitute for the market discipline that works for business entrepreneurs. We cannot assume that market discipline will automatically weed out social ventures that are not effectively and efficiently utilizing resources. The following definition combines an emphasis on discipline and accountability with the notions of value creation taken from Say, innovation and change agents from Schumpeter, pursuit of opportunity from Drucker, and resourcefulness from Stevenson. In brief, this definition can be stated as follows:

Social entrepreneurs play the role of change agents in the social sector, by:

- Adopting a mission to create and sustain social value (not just private value),
- Recognizing and relentlessly pursuing new opportunities to serve that mission,
- Engaging in a process of continuous innovation, adaptation, and learning,
- Acting boldly without being limited by resources currently in hand, and
- Exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created.

This is clearly an “idealized” definition. Social sector leaders will exemplify these characteristics in different ways and to different degrees. The closer a person gets to satisfying all these conditions, the more that person fits the model of a social entrepreneur. Those who are more innovative in their work and who create more significant social

improvements will naturally be seen as more entrepreneurial. The truly Schumpeterian social entrepreneurs will significantly reform or revolutionize their industries. Each element in this brief definition deserves some further elaboration. Let's consider each one in turn.

Change agents in the social sector: Social entrepreneurs are the reformers and revolutionaries described by Schumpeter, but with a social mission. They make fundamental changes in the way things are done in the social sector. Their visions are bold. They attack the underlying causes of problems, rather than simply treating symptoms. They often reduce needs rather than just meeting them. They seek to create systemic changes and sustainable improvements. Though they may act locally, their actions have the potential to stimulate global improvements in their chosen arenas, whether that is education, health care, economic development, the environment, the arts, or any other social sector field.

Adopting a mission to create and sustain social value: This is the core of what distinguishes social entrepreneurs from business entrepreneurs even from socially responsible businesses. For a social entrepreneur, the social mission is fundamental. This is a mission of social improvement that cannot be reduced to creating private benefits (financial returns or consumption benefits) for individuals. Making a profit, creating wealth, or serving the desires of customers may be part of the model, but these are means to a social end, not the end in itself. Profit is not the gauge of value creation; nor is customer satisfaction; social impact is the gauge. Social entrepreneurs look for a long-term social return on investment. Social entrepreneurs want more than a quick hit; they want to create lasting improvements. They think about sustaining the impact.

Recognizing and relentlessly pursuing new opportunities: Where others see problems, entrepreneurs see opportunity. Social entrepreneurs are not simply driven by the perception of a social need or by their compassion, rather they have a vision of how to achieve improvement and they are determined to make their vision work. They are persistent. The models they develop and the approaches they take can, and often do, change, as the entrepreneurs learn about what works and what does not work. The key element is persistence combined with a willingness to make adjustments as one goes. Rather

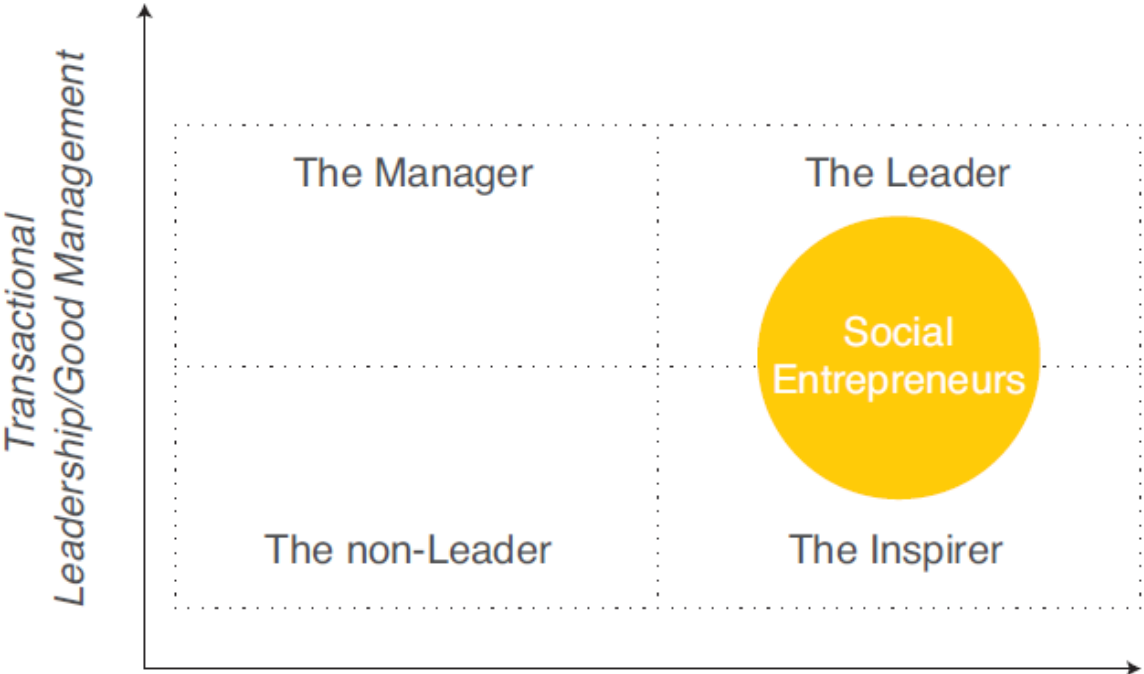
than giving up when an obstacle is encountered, entrepreneurs ask, “How can we surmount this obstacle? How can we make this work?”

Engaging in a process of continuous innovation, adaptation, and learning: Entrepreneurs are innovative. They break new ground, develop new models, and pioneer new approaches. However, as Schumpeter notes, innovation can take many forms. It does not require inventing something wholly new; it can simply involve applying an existing idea in a new way or to a new situation. Entrepreneurs need not be inventors. They simply need to be creative in applying what others have invented. Their innovations may appear in how they structure their core programs or in how they assemble the resources and fund their work. On the funding side, social entrepreneurs look for innovative ways to assure that their ventures will have access to resources as long as they are creating social value. This willingness to innovate is part of the modus operandi of entrepreneurs. It is not just a one-time burst of creativity. It is a continuous process of exploring, learning, and improving. Of course, with innovation comes uncertainty and risk of failure. Entrepreneurs tend to have a high tolerance for ambiguity and learn how to manage risks for themselves and others. They treat failure of a project as a learning experience, not a personal tragedy.

Acting boldly without being limited by resources currently in hand: Social entrepreneurs do not let their own limited resources keep them from pursuing their visions. They are skilled at doing more with less and at attracting resources from others. They use scarce resources efficiently, and they leverage their limited resources by drawing in partners and collaborating with others. They explore all resource options, from pure philanthropy to the commercial methods of the business sector. They are not bound by sector norms or traditions. They develop resource strategies that are likely to support and reinforce their social missions. They take calculated risks and manage the downside, so as to reduce the harm that will result from failure. They understand the risk tolerances of their stakeholders and use this to spread the risk to those who are better prepared to accept it.

Exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created: Because market discipline does not automatically weed out inefficient or ineffective social ventures, social entrepreneurs take steps to assure they are creating value. This means that they seek a sound understanding of the constituencies they

are serving. They make sure they have correctly assessed the needs and values of the people they intend to serve and the communities in which they operate. In some cases, this requires close connections with those communities. They understand the expectations and values of their “investors,” including anyone who invests money, time, and/or expertise to help them. They seek to provide real social improvements to their beneficiaries and their communities, as well as attractive (social and/or financial) return to their investors. Creating a fit between investor values and community needs is an important part of the challenge. When feasible, social entrepreneurs create market-like feedback mechanisms to reinforce this accountability. They assess their progress in terms of social, financial, and managerial outcomes, not simply in terms of their size, outputs, or processes. They use this information to make course corrections as needed.



Let's see how it looks like in practice. Jacek few years ago created his own social enterprises OpenTechnology and have few advices for You.

Social Entrepreneurship in practice. Interview with Jacek



Jacek Sugier is a programist, establisher and owner of OpenTechnologies social enterprises from Poznań.

How it all started?

J: My friend invited me to the meeting of Asociacion of Social Entrepreneurship. We went for a conference where we got to know what is social entrepreneurship. We hadn't known at that time how to organise everything, but we had got a support, which we had used, and in 5 people we created our own social enterprise OpenTechnologies (OT). We had been doing it all as a group of friends. After a while we all started to work there, from what I'm very glad. It appeared that we have a lot of contacts, that we know how to establish a new ones. With a time and a lot of work we became so huge that we could afford to hire a new people and OT has started to grow and develop.

And what are You doing?

J: We had started from a very basic things like installation of shutters, but not in the house of individuals because we could have problems to reach them, but in a wholesale where they were produced we were helping to put everything together. We were helping one big company that brings a lot of light bulbs to Poland, we were also helping them in the process of packing etc. Suddenly new orders have started to come from everywhere. It works like this. If someone gave us a job to do something, and we are doing it good, then he

has a friend that needs something else and he recommends us. Of course as social enterprises we have special payments from different sources that is why we can be competitive because we don't charge that much and quality of our work is equal if not better than many private companies.

So what are You doing is actually a Job placement?

J: Yes, and it works in both ways. If we have job, we are looking for the workers, if we have people who want to work we are looking for a job for them. For instance now we started to cooperate with a restaurants whose owner needed people to work in the kitchen and 2 of our people already are working there. We are also hiring a lot of programmers, webdesigners, and administratives. IT became also kind of our specialty. And it allows us to hire people from whole Poland.

Do You have any strategy of working with people with disabilities? Since many people in this situation stays outsider of labor market for a long time, or even never have worked, how You overcome those barriers?

J: That is true. When I got a new worker first I put him in the jobs that are relatively easy and don't require a lot of skills and are less stressful like bodyguard work. Later when that person get used to work and we see that he/she is ready to manage with more complicated task we put this person for another job. This is good process for both sides. We can meet our worker better and he/she can used to work, get to know us better as well. Of course the atmosphere in the office is very important. I think beside the fact that we are working there, we created safe atmosphere there and actually have a lot of fun.

Why do You think, social entrepreneurship is a good way for labor and social activation of people with disabilities? Why does it work so good?

J: It works because of many things. First of all there is a big support for those kind of institutions now in Poland. There are Centers for Supporting Social Economy, that offers help, for instance legal advice, accounting advice, trainings. They help us to manage with all the formalities. Also as I said we are competitive with a price of our services. Because of financial crisis everybody is trying now to reduce costs so it also helps us.

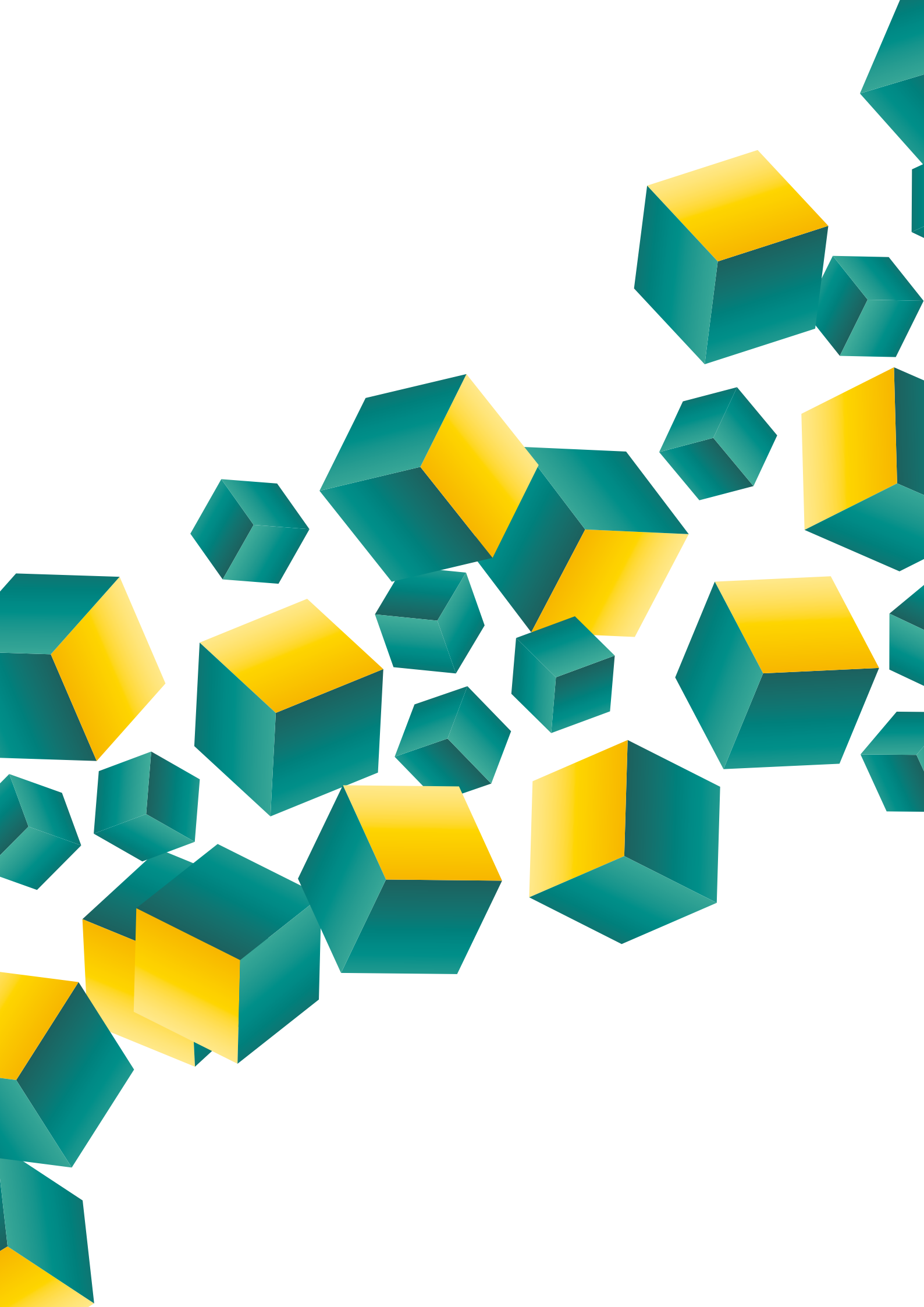
So if You would like to reccond someone to open his/her own social enterprises what do You think is the most crucial thing?

J: Willingness to work. You need to give yourself really into this. It's not that I can do it 50 once in a week. It has to be done in Saturday and Sunday also.

Any challanges You need to face now?

J: Now, we are in very comfortable situation but it was our hard work to get here. We have great workers, great clients, jobs, we don't need to gain the market at this moment, for now further development of OT would be even problematic because work comes disproportionately to resources. We will see how it will look like in the next year, because there will be some legal changes, but I'm optimistic about the future.

Thank You and good luck 😊



5. Ideas for education and training

In this section we want to share with You some ideas for lectures, courses and trainings that one can offer for people with disabilities. All those topics help persons with disabilities to integrate in the society, of course depending on the community You are working in, some things may already exist, some will be more needed and some less. We hope that You will find here some inspirations for Your activities and projects.

Examples of activities

- Lectures for the meaning of being disabled
- Lecture to increase the self-esteem of people with disabilities
- Courses in foreign languages
- Courses in computer skills
- Courses in office administration
- Courses in bookkeeping
- Courses in preparation of CV and motivation letter, etc. through which in the future will have higher opportunities for getting a better job
- Training for disabled employment
- Training for the private sector that will present the benefits that they would have in finding employment of persons from this same category

Due to the knowledge that disabled will gain during the courses they would be able to prepare better job application and have higher employment opportunities as they could in the future contribute to society.

In the following few paragraphs is a proposal of how each of these activities could be carried out and the benefits of each of them, it has a detailed description of each.

Lectures for the meaning of being disabled - Within this lecture included various groups of citizens that is because experience has shown that most of the persons that belong to any of the categories of people with disabled and even more so among other

"normal" people need urgent education that this term means which persons are involved, as well as a life with a disability view.

The very purpose of these lectures is to learn that despite certain deficiencies every member of society is an important and integral part thereof.

Through these lectures would give to the knowledge of people about the opportunities that persons with disabilities offered in each segment of existence and would increase awareness of the disabled that ultimately would lead to the rejection of mutual prejudices and a future in which every member would be equal in society .

Lecture to increase the self-esteem of people with disabilities - One of the main factors that cause exclusion of disabled people from everyday life is their low self-esteem and self-respect above all caused by the limitations of the mentality of their surroundings which may in some unconscious way passed on to them as and ourselves to see how to do sufficiently valuable and capable of some challenges but later grew to the extent that they themselves fully withdraw from idea to function normally in life. It is, therefore, necessary actions to be taken to increase their self-awareness, confidence and above all self-respect.

One of the proposed ways on how this would be achieved is beside providing individual sessions with appropriate expert also group sessions in which participants would be mutual support. In order to prevent rejection of the idea of therapy by the very disabled these sessions is desirable to be organized as an informal, outdoor socializing. Also besides this as a good aspect on self-confidence would be organized physical activities (within the allowable options) as adapted sports and martial arts intended exclusively for people with disabilities guided by appropriate personnel who have specialized in this area.

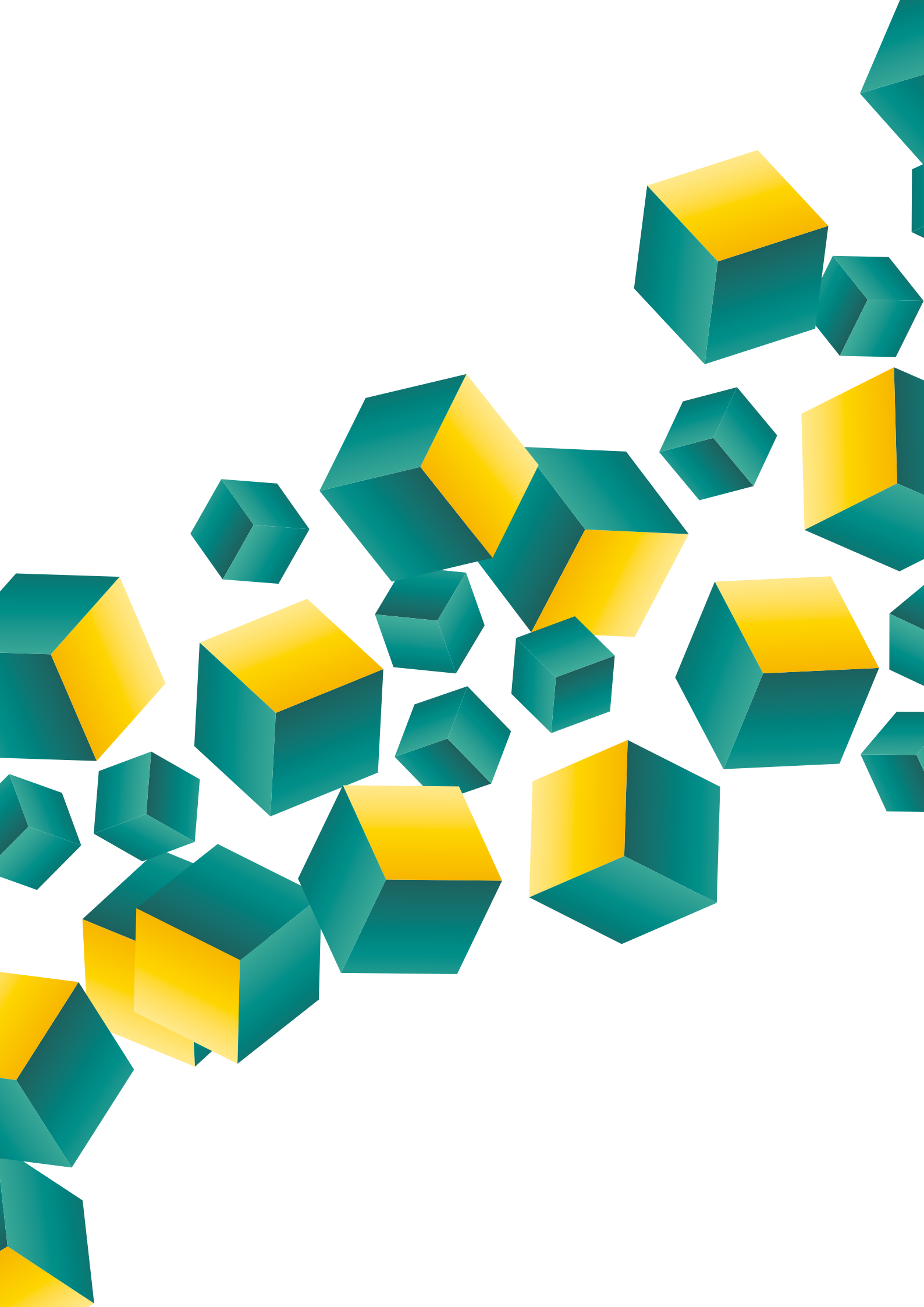
Courses in foreign languages, courses in computer skills, courses in office administration, courses in bookkeeping and courses in a preparation of cv and motivation letter, etc. And also courses of different kinds are courses predicted through which in the future will have higher opportunities for getting a better job. All these courses for acquiring new knowledge are increasingly provided to help people with disabilities to acquire skills that will help them become a better version of their self which would have better opportunities in the labor market on its own and the labor market in another country by

training foreign language would allow them to be able to travel and live abroad. The need for these courses stems from the fact that persons with disabilities have a lower level of education than their fellow citizens in every country whether it is a Member State of the EU or not.

Training for disabled employment and furthermore Training for the private sector that will present the benefits that they would have in finding employment of persons from this same category is needful to point to need for it to persons with disabilities to be employed as could contribute as equal and important part of society and should be raised to a higher level knowing that they themselves earn funds for themselves and their family ie productive and meaningful. Furthermore needed are efforts to the private business sector in which employers themselves would understand the benefits that that might be entitled to with the employment of a person with disabilities especially would have understood that such a person could greatly contribute to their organization .

Each of these training and activities would be readily achievable and applicable in practice with the direct participation of the authorities themselves at the local level but also need to develop a strategy to a higher level according to willing to act each state according to the level of current development in this field and it is consistent with a common strategy at European level that is common to all member states and those that are not EU members.

The main instigators of these changes would appear non-governmental organizations and associations that simultaneously and implementers of the training that would be offered as free training to improve the future society.



After the training one of our participant amazed with Social Model of Disability decided to make a research on awareness of its existence in Cyprus. Here we are publishing results of the survey. In appendix You will find a questionnaire. We encourage You to make it also in Your local community. This data can be useful to identify what is needed in order to change the image of persons with disabilities in You local environment.

Medical Model of Disability Versus Social Model of Disability

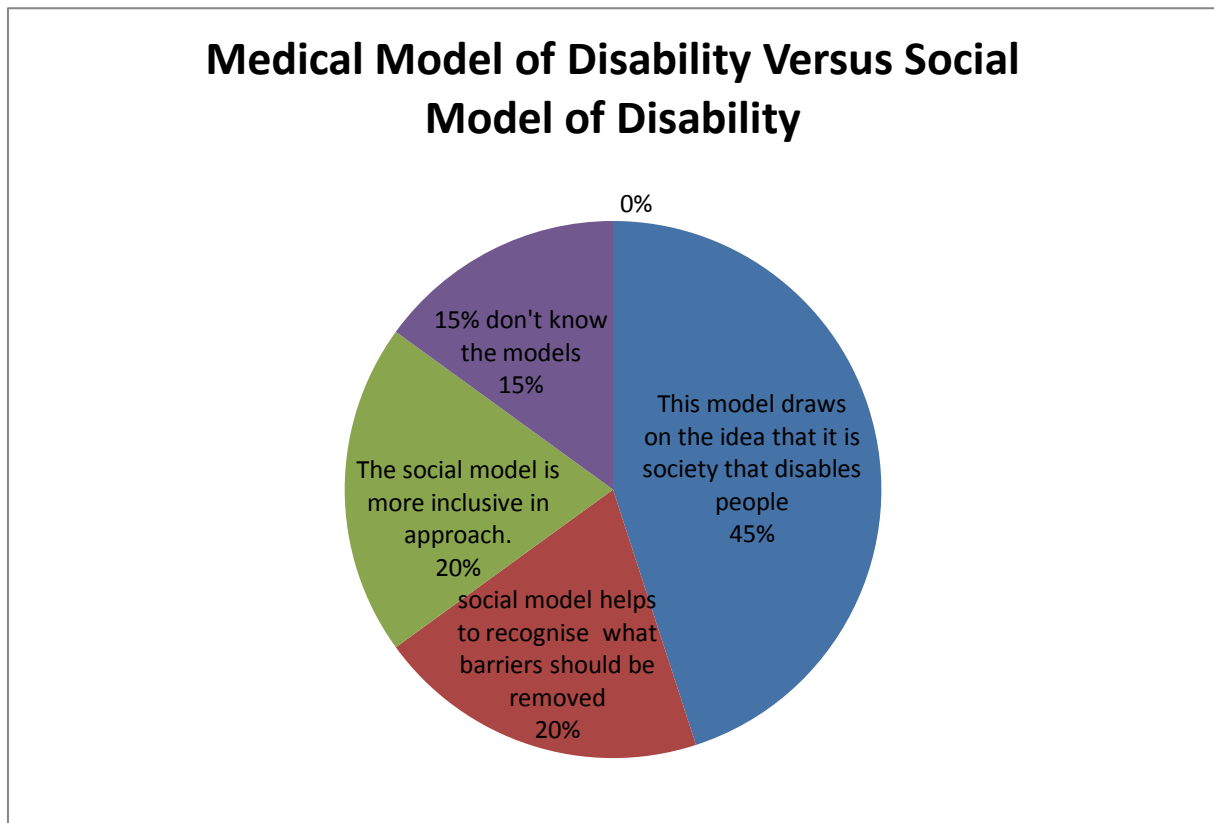
The survey done tried to see the opinion of people in Cyprus regarding the medical and social model of disabilities and how the people they understands the differences . Different kinds of people were used in this experiment from different backgrounds but the age of people they are 18-35 .

In order to complete the questionnaire, I send the questioner electronically in 3 different companies in Cyprus where the activities of companies are based on social work and youth work. I send the questioner in 26 males and 24 females.

The results came after the questionnaire was given to the groups. Relevant questions were formed for the purpose of this study. It had two sections. The first included demographic information and the second asked that the users rate the statements on a scale of 1 to 5. The closed format was used in order for the users to answer in a short period of time.

Hence 50 questionnaires were answered. This number was sufficient to give the results however ideally I would have liked to give more questionnaires but due to the time I couldn't. The name of the user was anonymous since many users would only answer if the questionnaire was anonymous. No name was marked on the questionnaires. This was the user could not be identified. There was no follow up of non respondents.

The results:



45% of the sample believe:

The social model of disability, in contrast, would see the steps as the disabling barrier. This model draws on the idea that it is society that disables people, through designing everything to meet the needs of the majority of people who are not disabled.

20% of the sample believe:

There is a recognition within the social model that there is a great deal that society can do to reduce, and ultimately remove, some of these disabling barriers, and that this task is the responsibility of society, rather than the disabled person.

20% of the sample believe:

The social model is more inclusive in approach. Pro-active thought is given to how disabled people can participate in activities on an equal footing with non-disabled people. Certain adjustments are made, even where this involves time or money, to ensure that

disabled people are not excluded. The onus is on the organiser of the event or activity to make sure that their activity is accessible.

15% of the sample they did not have clue about the 2 types of models

Appendix

Questionnaire

Answer questions as they relate to you. For most answers, check the box(es) most applicable to you or fill in the blanks.

About You

1. Your Age

(Select only one.)

- 17 or less
- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66-75
- 76 or more

2. Your Gender

(Select only one.)

- Female
- Male
- Other

About the Topic

Statement	1.Strongly Agree	2.Agree	3.Neutral	4.Disagree	5.Strongly Disagree
Social Model of Disability					
It is society that disable people through design everything meet the needs of majority of not disable people					
A teenager with a learning difficulty wants to live independently in their own home but is unsure how to pay the rent. Under the social model, the person would be supported so that they can pay rent and live in their own home					
A Students' Union society that organizes an event that is not accessible to disabled members					
A course leader who refuses to produce a					

hand-out in a larger font for a visually impaired student. The student cannot therefore participate in the class discussion					
A member of staff who makes PowerPoint presentations available on Blackboard to all members of the group before a lecture. This allows dyslexic students to look up unfamiliar terminology before the lecture, and gives them an idea of the structure that will be followed.					
Medical Model of Disability					
The medical model of disability affects the way disabled people think about themselves. Many disabled people internalize the negative message that all disabled people's problems stem from not having `normal` bodies					
The Medical model tends to believe that curing or at least managing illness or disability mostly or completely revolves around identifying the illness or disability from an in-depth clinical perspective					
Medical model is less important than Social in the life of Disable people.					
Overall					

Please write your opinion:

The Society can remove the disability's barriers or the disable person

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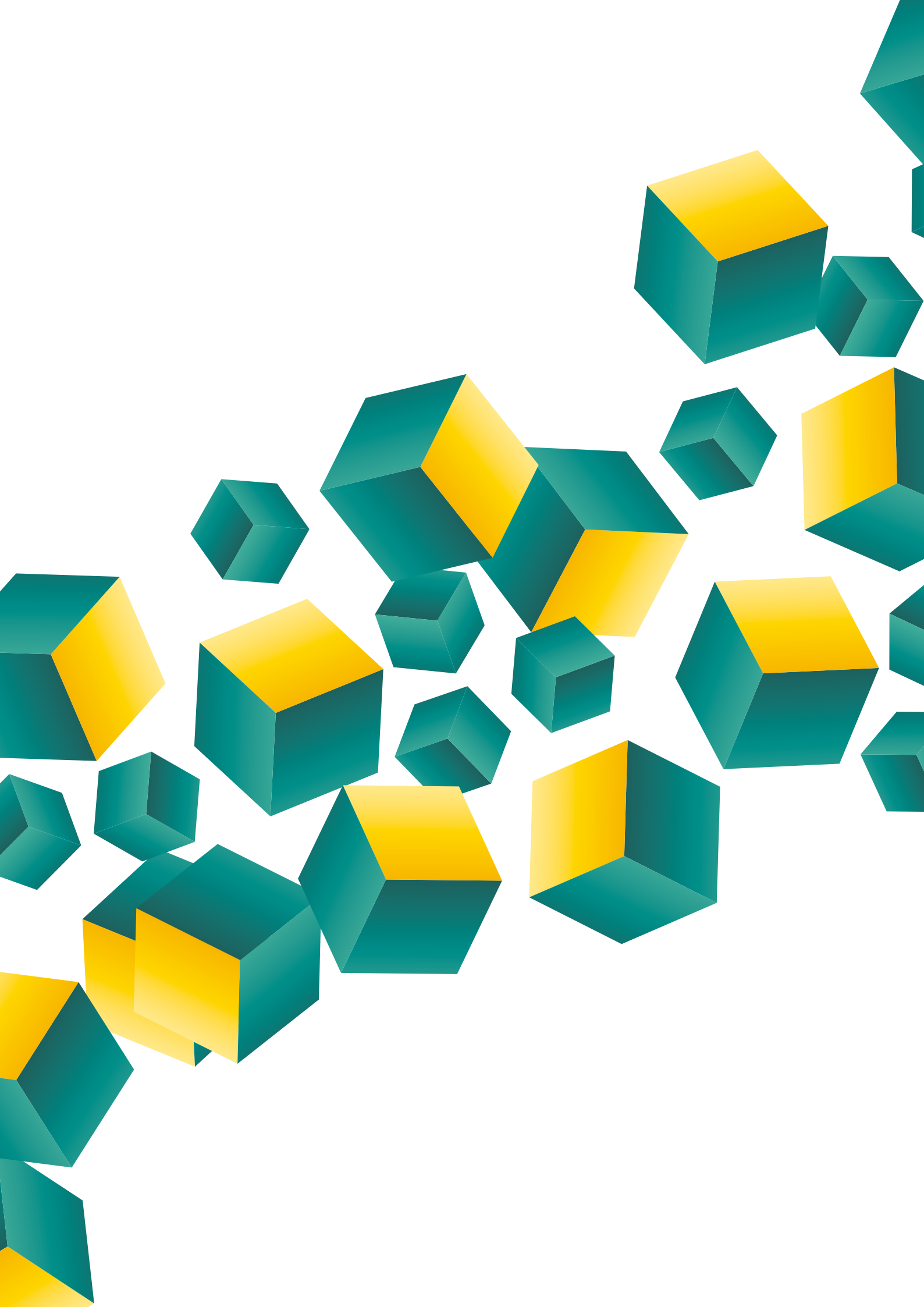
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