SUCCESS4ALL project:

E-course on Entrepreneurship Skill
- an inclusive education approach

IO2: Global Success4all Methodology

Forewords

Current A movement is becoming ever more evident all across Europe – the overhaul of the current economy and labour market. Self-employment is exponentially growing, enterprises and startup ecosystems are rapidly increasing all over Europe and an European entrepreneurship society is being formed. To answer this growing trend a selection of good practices are emerging in higher education institutions. Those include the provision of enterprise modules, including such that involve contributions from startups or practicing small business managers, the creation of dedicated start-up spaces (incubators), programmes or hubs, the formation of enterprise faculties and mentoring, internships or placements being increasingly offered to higher education students. By stimulating entrepreneurial thinking among students, encouraging the developing of innovative startups and the growth of SMEs can make the Lisbon strategy for growth and employment a success. In a society in which entrepreneurship is becoming the norm universities can play a pivotal role in supporting, stimulating and promoting entrepreneurial attitude, thinking and behavior.

25% of the adult population aged 16+ in EU MS had some kind of impairment. Disability affects a wide range of socio-economic outcomes, including labour market participation, but also other factors that shape participation, including education. As a result, disabled people tend to be concentrated in lower-skilled, lower-paid occupations ("Entrepreneurship and Self-Employment by People with Disabilities", OECD, 2014). This situation affects even more harshly young students with impairments who are usually highly motivated to have access to high quality Higher education (HE) courses but often encounter different barriers from limited access to physical environment to the choice of specific training course adapted to their needs. According to a report of the UK Center for Educational Sociology (Report on Disabled Students in Higher Education, No 32, April 2004), there is a gap between policies and practice and one of the areas where particular efforts are needed is the teaching and learning processes where disabled students still have more limited opportunities. However, with disabilities form a significant proportion of the out-of-school population and their right to access quality education is too often violated. A shift towards more accessible teaching practices and a wider availability of learning materials for all students is essential.

This document has been produced within the SUCCESS4ALL, Erasmus+ Project funded by the European Commission through the Erasmus+ Programme. The main objective of the project is to develop inclusive e-learning course on entrepreneurship for all young people interested in entrepreneurship, including young people with disabilities, so that they can successfully face the process of becoming autonomous entrepreneurs.

The project consortium is composed by:

PSB Paris School of Business (PSB)

PSB is a “Grande Ecole” management school, part of Groupe ESG, a network of seven business schools in Paris, specialized in business, management and entrepreneurship education and the only school in Paris to offer a complete range of world class internationally accredited programs (BBA, MSc, MBA, DBA) and executive education, taught entirely in English.

Biedrība Eurofortis" (BEFO)

BEFO is a multicultural non-governmental organization that aims to facilitate continuing education of schools, enterprises and society and supports the development of different competencies, as well as personal and professional skills.

Center for Research and Analysis (CRA)

CRA is a non-governmental, non-profit organization with expertise in analyzing the prospects and the impact of education and science on the society and on economic development. CRA maintains contacts with national and international universities, research centres and organizations in the field of education, science and innovation.

Europroject Ltd. (EP)

Europroject is a French-Bulgarian consultancy specialized in the setting up and management of innovative, collaborative and large scale RTD projects for SMEs, universities and research centers in all EU member states. The company is also experienced in the development of trainings, IT support, methodologies, studies, tools and evaluations.

South-West University Neofit Rilski (SWU)

SWU "Neofit Rilski", located in the city of Blagoevgrad, Bulgaria, offers programmes in 67 Bachelors, 86 Masters and 43 Doctoral programmes. An e-learning laboratory has been established in 2006 to provide blended learning course. Additionally, a dedicated center for students with special needs provided specialized support for both students and HE staff.

Union Professionnelle des Travailleurs Indépendants Handicapés (UPTIH)

UPTIH is an association which represents the interests and facilitates access to entrepreneurship for disabled self-employed workers. Currently the only association which combines the two issues of entrepreneurship and disability within France with 300 members, 100 of which trained through its trainings, ad-hoc tutoring programmes and workshops.

Invalidu un vinu draugu apvieniba – Organisation of People with Disabilities and their friends APEIRONS (APEIRONS)

Apeiron is a NGO which aims to fully integrate people with disabilities in the society. Established in 1997 the organisation is currently the umbrella organisation for disabled people’s

organisations in Latvia and is working within the fields of human rights, accessibility, employment, inclusion and integration in teaching and social services for children.

Center for Independent Living Association (CIL) http://cil.bg/

CIL is a Bulgarian non-governmental, non-profit association of disabled people. It has been working for a change in the governmental policy in the area of disabilities since 1995 by actively promoting the values of Independent Living and the application of the Social Model of disabilities.

Methodology

Within the Success4All project, the research was aimed to analyze the situation of students, other young people and entrepreneurs with disabilities in each of participating countries.

Biedriba Eurofortis, on the basis of the information provided by the national reports by partner organizations, has elaborated the final analysis. The desk research activity was a preparatory step necessary in order to draw a picture about the specific situation of students and entrepreneurs with disabilities in each project partner's country, as well as addressed social and educational policies to particular target groups (Informational background of each country). The desk research has focused on two main aspects: (1) Relevant (and available) statistical data and (2) Focus group results, that provided important insight into specific needs of people with disabilities regarding starting their own business and using e-learning for Professional self-development. Focus groups were performed with 1) students with disabilities and 2) entrepreneurs with disabilities.

Aim of informational background was to deliver and analyze following statistical data:

1. Identification of approximate number of students with disabilities in higher education and number of students that eventually could use and benefit the project outputs. Specify which students will benefit the most from the developed learning materials and platform.
2. Identification of types and number of types of disabilities among students.
3. Identification of living conditions of students (do they live alone or with someone, do they need assistance, including assistive tools in daily tasks and studying, do they take active part in different associations for disabled people etc.). How adapted e-learning program could advance the situation for particular students, young people?
4. Addition: identification of approximate number of young adults with disabilities that are not currently in higher education. Identify obstacles that prevent to become a student and/or employee and/or employer.
5. Addition: identification of approximate number of different entrepreneurs with disabilities.
6. Description of selected universities' educational policies and strategies towards inclusion of students with disabilities.
7. Description of environmental adequacy for students with disabilities of biggest universities.

It is important to understand that data varies from country to country not only according to the size of the population, quality of social and educational systems in each of the countries that are strongly dependent on national history, cultural and social traditions and values, but also on availability on data. Even such thing as statistical data on current students with disabilities is not self-evident in all partner's countries which strongly influenced possibility to analyze overall situation. Reasons why such data are not collected can vary but for the most part lack of data depicts some kind of chaos or opacity of the field.

In order to get more precise understanding of situation experts of the field were included in project: consultations with UPTIH, APEIRON and CIL about specifics of project target groups in each country were performed throughout the study.

As mentioned earlier focus group with students with disabilities and with entrepreneurs with disabilities were carried out in all project partner countries. Focus groups covered questions of their experience of studying or starting and running business, obstacles that they encounter, needed skills and knowledge etc. (see attached full focus group questionnaire in appendix). Based on the results of focus groups further development of the project will be based (including development of the course materials and adaptation of the e-learning platform for specific needs).

1. EDUCATIONAL NEEDS ANALYSIS

1.1. Legislative basis

Latvia

Introduction

Latest available data and research concerning persons with disability in Latvia are from year 2015. **In 2015 there were registered 174 060 people with disability which is 8,64 % of total population.** Latvia registers people with disability in employment but does not create equivalent statistics about people occupied in vocational or higher education.

Ministry of Welfare indicates that people with disabilities increase is due to an aging population as a whole, as well as other inter-related factors – changes in policies and support measures for people with disabilities, changes in the socio-economic situation.

Legislative basis

Latvia ratified the United Nations Convention on the Rights of Persons with Disabilities (hereinafter - the Convention) in 2010. Aim of Convention is to promote, protect and ensure that persons with disabilities on an equal basis with others could carry out all their human rights and fundamental freedoms and to promote respect for their inherent dignity. The Convention sets out areas where all countries which have ratified the Convention need to make adjustments so the persons with disabilities could exercise their rights, as well as identify areas in which rights of disabled people protection should be strengthened. The Convention promotes and protects the human rights of persons with disabilities in economic, social, political and cultural life. One of such areas is **employment** and **education**.

Convention changes the awareness of people with disabilities. The Convention sets out the transition from the medical model that emphasizes human inability and dependency on other people, to the **human rights model**, where the focus is on people with disabilities rights, independent living, and active participation in society.

In year 2013 government of Latvia developed implementation Guidelines of convention for following years 2014 – 2020. The Guidelines are a medium-term policy planning document that sets out the main objectives, basic principles, courses of action and the results to be achieved of the UN. Guidelines, objectives and tasks are aimed to promote people with disabilities rights and fundamental freedoms.

By ratifying the Convention, Latvia has committed itself to promote, protect and ensure equal human rights and fundamental freedoms for all persons with disabilities.

Rights of disabled persons require actions not only from the Ministry of Welfare, but also coherent and coordinated understanding and actions from other ministries. According to the law "On the Convention on the Rights of Persons with Disabilities" fulfillment of commitments of the Convention is coordinated by the Ministry of Welfare and the monitoring of the Convention is provided by the Ombudsman of the Republic of Latvia.

The Guidelines include section of education as one of the focus areas. According to the data (December 2012) provided by National Employment Agency lack of education is the basis for persons with disability not being competitive enough in the labour market. I.e., **almost half (47%) of unemployed persons with disabilities have only primary or secondary education; large part (43 %) of unemployed persons with disabilities have obtained vocational education, while only every 10th person (9,4 %) with disability has a diploma of higher education.**

Section devoted to education admits that to promote the inclusion of persons with disabilities in society and ensure access to education at all levels of education it is necessary to implement inclusive education principles that pave the way for children with disabilities for successful involvement in the general education system, as currently children with disabilities in Latvia generally obtain education in special education institutions. It is necessary to promote the development of inclusive education and it should not be perceived as additional option but only as a fundamental need and right.

According to data of Ministry of Education in Latvia in the school year 2011-2012 there were 61 specialized educational institutions for children with disabilities. 76% of school-age children with diagnosed special needs are educated in special schools and classes. Only 2% of children with disabilities / with special needs study in comprehensive school according to general educational program and 22% of children with disabilities study in comprehensive school according to specialized educational programs. Another problem is that comprehensive schools lack methodological and consultative support of specialized schools and programs.[1]

Nevertheless, since developing Guidelines national educational laws and regulations still have not defined the term and content of "inclusive education" despite that it was one of the main goals of Guidelines. Law of Education contains term "special education" – specially adapted general and vocational education for persons with special needs and disabilities or special needs or medical conditions. One of the conclusions is that Latvia still lacks a common terminology and clearly defined state policy regarding the education for children with special needs. In addition, at present the scope

[1] Izglītības iniciatīvu centra pētījums „Bērnu ar speciālajām vajadzībām izglītības finansēšana un pārvaldība Latvijā, 2013.

is regulated by several laws and many government regulations that tend to be incomplete, contradictory or even contain restrictive concept of children with disabilities rights.[2]

Additionally – in 2013 during the development of the Guidelines of the Convention Latvian Association of Dyslexia objected the Guidelines arguing that goals, guidelines and Action Plan for years 2015 – 2017 is in sharp contrast with both – Latvian educational reality and the same Guidelines. Latvian Association of Dyslexia and association "Parents for Education" argued that the main goal and concentration should be to create a system that special education service is tied to a specific student, not just the institution – a special school or class, and therefore not being flexibly available for any pupil regardless of school and level of education the student currently is in.[3]

Overall the Guidelines reported the main obstacles ensuring access to education[4]:

- laws and regulations do not define the concept of inclusive education and content;
- difficult access to pre-school education (not provided to all children with disabilities in an appropriate educational programs);
- lacking access to education near the child's residence;
- lack of cooperation between local authorities, such as transport, access, if the education authority is not the same place as residence,
- problems of education in comprehensive schools for children with mental disorders;
- comprehensive schools are not adapted to the physical and educational infrastructure;
- special education system is not focused on the acquisition of practical life skills that is important aspect for children with mental disabilities;
- equally fixed duration of studies, which prevents children with special needs to develop to the maximum;
- inflexible curriculum;
- shortage of eligible trained teachers and support staff;
- **people with disabilities do not continue training for vocational and higher education programs, due to inaccessible infrastructure and rigid approach to the organization of the program.**

France

Introduction

The number of pupils and students with disabilities has more than doubled in 10 years. This strong increase is due partly to the new statistical consideration of cognitive and psychological

[2] "Education and Disability/Special Needs - policies and practices in education, training and employment for students with disabilities and special educational needs in the EU", 2012

[3] http://www.izglitiba-kultura.lv/viedokli/it-ka-ieklaujosa-izglitiba-uz-tukstosiem-ignoretu-skolenu-rekina

[4] Apvienoto Nāciju OrganizācijasKonvencijas par personu ar invaliditātitiesībām īstenošanas pamatnostādnes2014.-2020.gadam

handicaps, but it can also be attributed to the important efforts made by schools in the field of the reception of disabled pupils.

The Ministry of Education conducts an annual census of disabled students. However, the figures given are for students only and do not require adaptation or compensation measures to be taken by the institution or the MDPH.

It should also be noted that there are few studies on the professional integration of these students with disabilities at the end of their university course. If it is a constraint, disability must not be a criterion when choosing educational and vocational guidance. Throughout the course, many solutions can be mobilized

France now has more than 2.5 million students, six out of ten of whom attend a university. While 23,300 students have a disability (+13% each year), approximately 70% of them benefit from a plan to accompany the student with a disability

This progress is largely due to the law of 11 February 2005, which marked a decisive turning point in the rights and treatments of pupils and students with disabilities. In particular, this law requires institutions to welcome persons with disabilities and to guarantee the accessibility of their premises and training.

In terms of employment, the law of 11 February 2005 has also facilitated considerable progress, greatly increasing the financial penalty for companies not complying with the quota of 6% of employees with disabilities. Companies, especially the largest, are increasingly mobilized and have implemented “disability policies” that particularly focus on the recruitment of disabled employees.

While these changes suggest optimism, the unemployment rate among disabled people is twice as high as for the rest of the population, and disability remains one of the main factors in employment discrimination. In addition, there are still too few students with disabilities to enter tertiary education (only 20% of disabled graduates continue their studies in higher education, and less than 5% enter the *grandes écoles*), even though the diploma remains an essential vector for occupational integration.

The French education system wants to focus on an inclusive approach for students.

Legislative basis

Law no. 2005-102 of 11 February 2005 “for equal rights and opportunities, participation and citizenship of people with disabilities” is the main law on the rights of disabled people since 30 June 1975. Its aim is to better integrate disabled people into the French society, regardless of their type of disability, by enabling them to have access to the same rights as every other citizen by making accessible all places of public life. It is important that the continuity of the travel chain is respected,

including transport, roads, public spaces and buildings as a whole, in order to enable people with disabilities to be self-sufficient. The key elements of French law are:

- Implementation of the principle of the right to compensation for the consequences of his disability.
- Recognition of the right to be enrolled in ordinary schools.
- Reaffirmation of the obligation to employ at least 6% disabled workers for enterprises with more than 20 employees, including in the public sector.
- Aggravation of financial penalties for companies that do not respect the obligation to employ disabled persons.
- Creation of a Fund for the Professional Integration of People with Disabilities in the Public Service (FIPHFP).
- Obligation to make accessible residential buildings, public transport, public places within a maximum period of 10 years (with the possibility of derogation explained below).
- Obligation for municipalities with more than 5000 inhabitants to create a communal accessibility commission.
- Obligation for each department to create a Departmental House of Persons with Disabilities (MDPH), designed to inform and simplify administrative procedures.
- Obligation for broadcasters to make their programs accessible to deaf and hard of hearing persons within 5 years.
- The French Sign Language (LSF) is recognized as a language in its own right

In term of Education:

The main innovation of the law is to state that every child or adolescent with a disability (or a disabling health disorder) is enrolled in the school of his or her neighborhood. The student can then be hosted at another school, depending on the personalized schooling project. Parents are fully involved in decisions about their child, and school follow-up teams and referring teachers are set up.

The law reaffirms the possibility of providing accommodation so that students with disabilities can continue their studies, pass competitions, etc.

This law is a very inclusive law.

Bulgaria

Introduction

Students with disabilities' training and higher education studies are a continuation of the system for training the so called children with special educational needs (SEN), regulated in a number of normative documents, such as the Law on preschool and school education, Ordinance N 1 from

January 23, 2009 for education/training of children and school children with special educational needs and/or chronic diseases, the Law on integration of people with disabilities etc.

The acts regulating education and training of children with disabilities use the term Special Educational Needs (SEN), which supposes that children have different training problems because of:

- sensor disability (vision or hearing impairments);
- physical disability;
- mental impairment;
- language and speaking disorders;
- specific learning disorders (dyslexia, dysgraphia, dyscalculia);
- communication disorders;
- autistic spectrum disorders;
- emotional and behavioral disorders;
- chronic diseases leading to SEN;
- a number of other disorders in children that have learning difficulties and inability to cope with the training and with educational integration.

Thus each child has *special needs*, but a child with disability has *specific special needs,* which have to be taken into consideration during the training process and the future professional development.

On the other side "disability" is a term that has undergone historical developments in Bulgaria and is defined as "loss or disorder of physiological and anatomical structures and the physical, mental and psychic functions related to them". In defining their life situation, it is precisely the disability or the percentage of the reduced capacity to work which are leading factors.

For the purpose of this study we suggest to focus on the necessity to elaborate such a methodology that will work for all students, irrespective of their diagnosis, based on the available resources, except the specifics of the sign languages and Braille.

Legislative basis

In 2012 the Bulgarian government ratified the UN Convention for the rights of people with disabilities. This international document formulates the basic principles and rules that each country has to follow not to allow discrimination of people with disabilities in the fields of education, healthcare and environmental access. This Convention is a challenge to the existing national legislation and policies, since it requires major changes in these to be able to answer its requirements.

The key elements of Bulgarian legislative basis that have to be harmonized include:

- Equality and non–discrimination Article 5;

- Accessibility – Accessible environment and the right to live an independent life, to participate fully in all aspects of social life Article 9;
- Equality in law Article 12;
- Access to justice Article 13;
- Living independently and being included in the community Article 19;
- Respect for home and the family Article 23;
- Education – inclusive education Article 24;
- Participation in political and public life Article 29.

Article 24 regulates the inclusive education[5]. Bulgarian legislation relating to the educational system is not in harmony with the UN Convention article 24 requirements for the rights of people with disabilities and the concept of inclusive education (Bulgarian Center for Not-for-Profit Law (BCNL). Experts from BCNL suggest the following main legislative changes for the adequate implementation of Convention article 24 and building of an inclusive education system:

- Change of the educational process model – transition from the existing model of passive learning of a specific information (included in training aids and books) to accenting on the possibility of children to participate in it creatively, depending on their own capabilities and will, by provoking their creative attitudes and individual potential. This requires also that the individual educational plans and programs for children with disabilities to be based entirely on their needs; to apply a multidisciplinary approach involving psychologists, social workers and other specialists.
- To guarantee accessibility (in general) in mainstream schools and children-gardens for children with disabilities. To change of the state educational standards so as to allow specific trainings and different methods depending on children disabilities. This involves the possibility to use various communication tools (audio, video, pictures, alternative writing symbols);
- To remove discrimination provisions that limit the rights of people with disabilities to acquire specific qualification degrees or educational specialties;
- To regulate SEN children parents' assistance providing for consultations, services and other forms, because they are an important partner in the process;

One of the main instruments for protecting and guaranteeing the rights of people with disabilities is Recommendation No. 99 of the International Labor Organization, adopted in 1955. It is the first document regulating the professional re-adaptation of people with disabilities. This international-law instrument served as the basis for all national legislations and practices in

[5]According to UNESCO, inclusive education is an educational system in which all SEN students enlist in mass schools, receive support and education, adequate to their abilities and needs. There is a difference between "inclusive education" and "integrated education" – if in the system of integrated education the child "goes to school", in the inclusive education the child "participates in school" (Bulgarian Center for Not-for-Profit Law (BCNL)).

professional orientation, training and employment of people with disabilities, until the adoption of Convention No. 159 and Recommendation No. 168.

The Recommendation also includes special provisions for children and youths with disabilities. Although Bulgaria is member of ILO since 1920 and has ratified 84 conventions, Recommendation No. 99 is still not ratified.

Conclusion on legislative basis in Latvia, France, and Bulgaria

UN Convention for the rights of people with disabilities was ratified in Latvia, France and Bulgaria respectively in 2010, 2010 (although France did not applied it immediately), and 2012.

1.2. Number of young people and students with disabilities and types of disabilities in the higher education system

Latvia

Currently there are 57 Higher Education institutions in Latvia, including 6 universities, 23 academies, 26 colleges and 2 foreign subsidiaries. Overall current number of students in higher education is 82.9 thousand students. Nevertheless, **Latvia does not have official data of number of students with disabilities.** The main pretext for not gathering such information is that this is (medically) sensitive information. Contacting universities directly most of them answer that do not have such data (or at least that do not have centralized data but it is possible that separate faculties collect these data for *their own needs*) or that they will not reveal such data because of their sensitivity (although during the research process we asked to reveal just number of students with disabilities and their types of disabilities without revealing any sensitive and personal information on students).

According to the survey of State Education Development Agency in year 2015./2016. there were 68 students with disabilities in HE and 542 students with disabilities in VET. Nevertheless, there is more than certainty that these data are not correct and do not represent official number of students with disabilities in higher education. In 2016./2017. school year **College of Social Integration State Agency** which provides preferences for students with disabilities **has 157 students with disabilities.**

During the research Biedriba "Eurofortis" contacted universities and colleges of Latvia, from which 11 replied. Further we have created list of universities which replied and the answer they provided:

Name of higher education institution	Students with disabilities[6]
College of Social Integration State Agency	157
Jāzeps Vītols Latvian Academy of Music	10
Rēzekne Higher Education Institution	9
Vidzeme University of Applied Sciences	0
Liepaja University	1
Latvian Academy of Sport Education	9
University of Latvia	0
Latvian Academy of Culture	1
Ventspils University College	0
Latvia University of Agriculture	3
Riga Technical University	0
BA School of Business and Finance	7
Riga Stradiņš University	0
TOTAL	**197**

Students with disabilities in higher education according to provided data by universities

According to the provided data there are 40 students with disabilities plus 157 students with disabilities in College of Social Integration State Agency making it total **197 students with disabilities in higher education system in Latvia in academic year 2016 / 2017. Nevertheless it is more than evident that actual number of students with disabilities is definitely larger than this.** For instance two students who participated in focus group for the report study are from University of Latvia which did not provide any data. Similar situation is with Riga Stradiņš University.

Legally there is not a requirement in Latvia for higher education institutions to collect data on students with disabilities and accordingly – majority does not do that. Those institutions which provided information collected it not directly by asking students (for example in admission part) but through study fee allowances (students with disabilities can apply for study fee allowances).

Referring to **types of disabilities of students**[7] such information is even scarcer than amount of students with disabilities. Available data are only from College of Social Integration State Agency where from total 157 students with disabilities 89 are women, 68 – men, and 15 persons represent 1st group of disability which is the most severe one, 67 persons represent 2nd group of disability and

[6] According to provided information by universities.
[7] For more information derived from data, please, go to section „Other young people with disabilities"

75 persons represent 3rd group of disability. Below in the table is represented number of students per specific study programs in this study year in College of Social Integration State Agency.

Name of the study program	Number of students
Accounting and Taxes	52
Marketing and Sales	24
Human Resource Management	28
Information Technologies	19
Applied System Software	16
Hotel Service Management	18
TOTAL	**157**

Number of students per study program in College of Social Integration State Agency 2016/2017

Other young people with disabilities

As mentioned previous Latvia does not have registered data of disability types of students. Considering that in Latvia case to determine approximate types of disabilities for students and young adults is easier if we look at latest available data of health issues and disability among children and teenagers from year 2013. **In year 2013 there were 7957 children with disabilities**, of whom for 7472 children with disabilities state benefit was granted. Of 7957 children with disabilities 513 had visual disability, 411 had hearing disability, 444 – physical or motor disability and majority – 2084 children were reported to have psychic disability. 444 children were reported living in social care institutions. Considering that these data are collected four years ago part of these children are already young adults who could have entered higher education (but .there is no direct evidence). Of 7957 children with disabilities 2787 of them gained their disability status for the first time or repeatedly (it means that remaining 5170 children with disabilities gained or regained their disability status in previous years). **1713 children of newly or repeatedly disability status were aged 7-17 – and this particularly is group in which we are interested in, because part of them now have reached adulthood. According to table "Disability status newly and repeatedly granted to children by aged group and diagnosis, 2013" majority of children aged 7 -17 were diagnosed with mental and behavioural disorders (672 children), 207 – diseases of musculoskeletal system and connective tissues, 129 – diseases of eyes, 125 – diseases of nervous systems, 123 – diseases of respiratory system, 120 – congenital malformations, 104 – endocrine, nutritional and metabolic diseases.**[8]

[8] *Children in Latvia. Collection of Statistical data.* Central Statistical Bureau of Latvia, Riga, 2014

SOCIĀLĀ AIZSARDZĪBA

SOCIAL PROTECTION

5.4. BĒRNU INVALĪDU SKAITS
NUMBER OF DISABLED CHILDREN
(gada beigās/ *at the end of the year*)

Gads *Year*	Pavisam *Total*	Bērnu invalīdu skaits, par kuriem piešķirta piemaksa pie ģimenes valsts pabalsta *Number of disabled children for whom Supplement to State Family Benefit is granted*	Bērnu invalīdu skaits sociālās aprūpes iestādēs *Number of disabled children in social care institutions*
2005	9 313	8 630	683
2010	7 859	7 389	470
2012	7 783	7 330	453
2013	7 916	7 472	444

Number of disabled children. *Children in Latvia. Collection of Statistical data.* Central Statistical Bureau of Latvia, Riga, 2014

3.14. PIRMREIZĒJI UN ATKĀRTOTI NOTEIKTAIS BĒRNA INVALĪDA STATUSS SADALĪJUMĀ PĒC VECUMA GRUPĀM UN DIAGNOZĒM 2013. GADĀ
DISABILITY STATUS NEWLY AND REPEATEDLY GRANTED TO CHILDREN BY AGE GROUP AND DIAGNOSIS; 2013

Diagnoze	Skaits *Number*	tai skaitā vecumā (gadi) *of which aged (years)*		*Diagnosis*
		0–6	7–17	
Pavisam	**2 787**	**1 074**	**1 713**	***Total***
tuberkuloze	15	5	10	*tuberculosis*
ļaundabīgie audzēji	120	48	72	*malignant neoplasms*
asins un asinsrades orgānu slimības un noteikti imūnsistēmas traucējumi	23	10	13	*diseases of blood-forming organs and certain disorders involving the immune mechanism*
endokrīnās, uztures un vielmaiņas slimības	161	57	104	*endocrine, nutritional and metabolic diseases*
psihiski un uzvedības traucējumi	860	188	672	*mental and behavioural disorders*
nervu sistēmas slimības	282	157	125	*diseases of the nervous system*
acu un to palīgorgānu slimības	212	83	129	*diseases of the eye and adnexa*
auss un aizauss paugura slimības	83	42	41	*diseases of the ear and mastoid process*
asinsrites sistēmas slimības	11	6	5	*diseases of the circulatory system*
elpošanas sistēmas slimības	196	73	123	*diseases of the respiratory system*
gremošanas sistēmas slimības	12	1	11	*diseases of the digestive system*
skeleta, muskuļu un saistaudu slimības	248	41	207	*diseases of the musculoskeletal system and connective tissue*
uroģenitālās sistēmas slimības	17	8	9	*diseases of genitourinary system*
ievainojumi, saindēšanās un citas ārējās iedarbes sekas	51	12	39	*injuries, poisoning and certain other consequences of external causes*
ādas un zemādas audu slimības	18	9	9	*diseases of the skin and subcutaneous tissue*
iedzimtas kroplības, deformācijas un hromosomu anomālijas	428	308	120	*congenital malformations, deformations and chromosomal abnormalities*
pārējās slimības	50	26	24	*other*

Disability status newly and repeatedly granted to children by aged group and diagnosis, 2013. *Children in Latvia. Collection of Statistical data.* Central Statistical Bureau of Latvia, Riga, 2014

France

In 2016, there were 23,257 students with disabilities who became aware of disabilities in public institutions supervised by the ministry in charge of higher education (institutions surveyed and having informed the MENESR-Dgesip survey). Since the Interministerial Committee on Disability in September 2013, workforce growth has increased and is continuing at an average rate of about 13% each year.

Support for students with disabilities, a mission registered in all higher education institutions

Today, 100% of universities have a disability mission dedicated to the reception and support of students with disabilities throughout their journey, all contacts being listed and available to all (Handi-U .fr). In addition, their Internet portals all contain a specific section of information presenting the actions and actors of the institution devoted to this mission. In consultation with institutional and associative partners, the ministry has developed a guide to help students' needs assessments. This reinforces the personalized analysis of their needs in the chosen training context and improves diversity and adequacy of the accompanying arrangements. It complements the information already made available to professionals in the guides published by the CPU in 2008 and 2013.

At present, more than 70% of students with disabilities benefit from an accompanying plan for the follow-up of studies, which may involve measures of human, technical or curriculum support, and 80% benefit from examinations.

In addition to the dynamics developed in favor of individualized student support, universities have also embarked on the implementation of genuine transversal policies on disability, the adoption of which has become mandatory since the Higher Education and Research Act. 22 July 2013. Since 2014, the number of universities adopting a disability management scheme has increased considerably; two universities adopted their Handicap Master Plan in January 2014, 29 in 2016, ie nearly 40% of them.

In addition, it should be noted that all of the universities have taken transversal actions on disability without having formalized their commitment by adopting a master plan.

The number of universities reporting adoption in 2016-2017 is on the rise. These strategies for the inclusion of disability in all fields of the university comprise a genuine movement that opens the way to an accessible university and will make it possible to limit individual compensation needs. The engineering schools and the *grandes écoles* have also reinforced their actions to support students with disabilities since the Interdepartmental Committee on Disability of 25 September 2013.

The Engineering Qualifications Committee (CTI) has reinforced the obligation to take into account the needs of students with disabilities in the framework for the evaluation of engineering schools and applications for authorizations. The Conference of French Engineering Schools (CDEFI) is committed to a future signing of a charter for schools of handicapped engineers during the academic

year 2016-2017. Finally, the conference of the grandes écoles (CGE), already committed by the handicap charter signed in 2008, has published a guide to improve the support of students in their schools and access to competitions.

Types of disabilities

According to the new definition given by the French law of 11 February 2005 on equal rights and opportunities, the participation and citizenship of disabled persons constitutes "a handicap within the meaning of this Law any limitation of activity or Restriction of participation in society in a person's environment by reason of a substantial, lasting or definitive alteration of one or more physical, sensory, mental, cognitive or psychic functions, polyhandicap or Disabling health."

The term handicap refers to the limitation of an individual's ability to interact with his or her environment, caused by a disability that causes a disability, whether permanent or not. It expresses an impairment *vis-à-vis* an environment, whether in terms of accessibility, expression, comprehension or apprehension. It is thus more a social concept than a medical concept.

We can find these troubles:

1. Intellectual or cognitive disorders
2. Troubles of the psyche
3. Language or Speech Disorders
4. Hearing impairment
5. Visual Disorders
6. Visceral disorders
7. Motors disorders
8. Several associated disorders
9. Other disorders

Study on the academic year 2014-2015, you can observe the repartition of student with disability, by discipline:

	Pop Générale	DV	DA	TM	TIC	T Psy	Visc tot	TLP	PT	AT	pop Han. Totale
IUT	8%	5,90%	10,00%	8,80%	14,30%	7,50%	9,90%	19,00%	7,00%	9,20%	11,10%
Humanities	29%	36,80%	37,50%	38,60%	39,50%	45,80%	33,90%	28,20%	46,30%	32,20%	36,20%
Law, Economy, Management	27%	25,00%	18,40%	27,00%	17,50%	21,00%	23,90%	16,90%	26,20%	29,80%	22,90%
Sciences	18%	16,90%	20,00%	15,40%	21,00%	19,40%	19,00%	18,80%	13,90%	14,50%	17,50%
Sport	3%	1,10%	2,10%	3,80%	1,90%	0,60%	1,60%	5,70%	1,00%	4,30%	3,10%
Health	14%	8,10%	10,80%	5,70%	5,40%	4,90%	10,40%	8,70%	5,30%	9,10%	7,60%
Paramedic	1%	6,30%	1,20%	0,70%	0,40%	0,70%	1,30%	2,70%	0,20%	0,80%	1,60%
	100%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%

Abbreviations used in table:

DV : Visual Disorders

DA : Hearing impairment

TM : Motors disorders

Int Cogn : Intellectual or cognitive disorders

Psy : Troubles of the psyche

T Visc : Visceral disorders

TLP : Language or Speech Disorders

PT : Several associated disorders

AT : Language or Speech Disorders

Bulgaria

In 2015 the numbers of children that completed upper-secondary education in general schools and in professional schools in Bulgaria are respectively 27.0 and 23.3 thousand youths. The number that enrolled for different degrees in the higher education system for the 2015/2016 educational year is 266.7 thousand. The number of PhD students increases significantly and by 31.12.2015 the educational and doctoral degree students amounted to 6750 persons.

For the academic year 2015/2016 students in universities and specialized higher education establishments – Bulgarian citizens - were 237.0 thousand and compared to the previous year their number decreased by 8.9 thousand or by 3,6%. Foreign students in Bulgarian universities are 11.4 thousand which is 1,7% increase compared to academic year 2014/2015.

Currently there is no special register in Bulgaria for students with disabilities. There are no official statistical data on number or percentage of students with disabilities and/or chronic diseases in the higher education system. Separate institutions and administrative bodies support registers and perform statistical analyses on specific disadvantaged groups of the population, depending on their competences. Universities also provide data on students with disabilities; however it is not publicly accessible.

Thus, after official requests or databases search from the Centre for Research and Analysis, the following information was provided:

1. Information provided by the **Agency for People with Disabilities** shows that by February 2017, the number of registered students with disabilities (in all age groups) is **393** persons and in the 18-30 age group students are **228** out of 17641 persons registered. Results are gathered on the basis of voluntary registration in the Agency registry system.

2. According to a national survey carried out in 2009, 2% of Bulgarian students are with disabilities or have chronic diseases (**Centre for preschool and school education assessment, 2009**). It is necessary to point out that the results reflect the subjective opinion of interviewed students and summarize the answers to the question: “Do you suffer from physical impairments or chronic diseases that hamper your education?”. The study is part of an international comparative study on the socio-economical life conditions of students in 23 European countries, which have signed the

Bologna agreement. The collected data and analyses differentiate three groups of countries, depending on the number of students participating in the higher education system of the respective country. Bulgaria falls in the third, biggest group (9 countries) in which the smallest number of students with disabilities and chronic diseases are trained.

3. Information provided by Bulgarian universities

There are 51 accredited universities in Bulgaria as of 2017. Statistics on the number of students with disabilities were provided by the following 22 universities, as follows:

	Name of higher education institution	Students with disabilities
1.	Academy for music, dancing and arts – Plovdiv	22
2.	Veliko Tarnovo university "St. St. Cyril and Methodius"	58
3.	Medical university " Prof. Dr. P. Stoyanov" - Varna	10
4.	Medical university - Pleven	6
5.	Medical university - Plovdiv	8
6.	Medical university - Sofia	14
7.	International higher business school - Botevgrad	15
8.	Metallurgy and geology university "St. I. Rilski" - Sofia	15
9.	Plovdiv university "P. Hilendarski"	22
10.	Ruse university "A. Kanchev"	31
11.	Sofia university "St. Kliment Ohridski"	300
12.	Business academy „D. Tsenov“ - Svishtov	39
13.	Technical university - Varna	56
14.	Technical university – Gabrovo	90
15.	Technical university - Sofia	126
16.	University of national and world economy	106
17.	University of architecture, civil engineering and geodesy - Sofia	42
18.	University of library studies and information technologies - Sofia	15
19.	University of food technologies – Plovdiv	22
20.	University "Prof. A. Zlatarov" - Burgas	16
21.	University of Chemical Technology and Metallurgy - Sofia	20
22.	South-West university "N. Rilski" - Blagoevgrad	114
	Total	**1147**

Types of disabilities

The types of disabilities are defined according to the Ordinance on medical expertise and Final provisions of Ministerial Decree N: 37 from 24 February 2016. The following disease groups are the basis for the assessment of permanently reduced capacity to work and the type and degree of disability (in %).

1. Diseases of the musculoskeletal system.
2. Psychic diseases.
3. Ear, Nose and Throat diseases.
4. Cardio-vascular diseases.
5. Ophthalmic diseases.
6. Pulmonary diseases.
7. Neurological diseases.
8. Surgical diseases.
9. General (Internal medicine) diseases.
10. Dermatological diseases.

The **most frequent diseases** of which students with disabilities suffer are: **diabetes, kidney failure, blindness, deafness, musculoskeletal failures, epilepsy, asthma etc.**

Thus, the approach for the pedagogical method for training students with disabilities should not focus on the specificities of a given disease, but on the resources that the student possesses.

Other young people with disabilities

School children age group

According to **Ministry of Public health** report – in the school year 2014-2015 the number of schoolchildren, exempted from physical education/sports hours due to health reasons is 11033 (1,7%). Girls predominate with ratio 1.2 in the 7-14 age group and 1.8 in the 14-18 age group. In the last age group the number of girls is 4308, nearly two times bigger than in the 7-14 group – 2672.

After 2008, an increase is being registered in the number of children up to 16 years recognized as having type and degree of disability. During the last two years the number decreased and in 2014 reached 5050 children, in 2015 - 5014 or 4,8 in 2014 out of 1000 population in this age group and 4,7 in 2015 out of 1000. The highest number and share is for children with degree of disability 50 to 70% - 2351 (46,9 %). Every sixth child with disability has a degree of 71 to 90% disability (16,2 %), in the severest above 90% degree disability they are 10,5 %.

The structure and reasons for the type and degree of disability are different compared to age groups above 16. The most common here are diseases of the respiratory system (29,0 %), psychic and behavioral disorders (18,2 %), inborn anomalies (15,2 %) and nervous system anomalies (14,9 %).

Structure of the disease incidence in school age (14-18)

During medical checks carried out in school year 2014/2015 a total of 45 030 diseases have been registered, i.e. 76.6 out of 1000 schoolchildren checked have deviations in their medical status.

Obesity – 10 496 (17.8%)

Obesity is a leading issue for school age children and rates first in the structure of diseases established during the medical checks. For the last years however a steady tendency is observed to decrease the number of obesity cases: in 2011 they are 22,2%, in 2012 – 21,7%, in 2013 – 19,5%.

Visual diseases - 8 830 (15%)

Another leading pathology among children is sight problems, due to the long time children spend in front of monitors, laptops, tablets, cell phones, electronic books and other digital devices. All of this, besides endangering the sight and the posture of the child, predispose to the development of psychic dependency and other negative health consequences.

Bronchial asthma – 4 513 (7.7%)

Musculoskeletal system diseases (spinal deformities) – 2 325 (3.9%)

The experts that have developed this report share their concern about the absence of conditions for increasing physical activity of schoolchildren in order to fight the above mentioned diseases.

Reasons for permanent loss of working capabilities in people aged above 16 (data refers to 2015):

- Diseases of the blood circulation - 35% of the total number of newly disabled cases;
- Neoplasms – newly developed tumors - (18.7%);
- Diseases of the musculoskeletal system and connective tissue (10.4%);
- Endocrine system diseases, nutrition disorders and metabolic diseases (7.8%).

The number of disabled youths (18-30) that do not study

According to the data provided by the Agency for people with disabilities **this number is 17383.** The reasons that hamper their higher education or entrepreneurial development are:

- *for youths with hearing disability* – lack of sign language interpreters, to accompany them through the education process, as well as the existing restrictions to perform work that needs a specific environment;

- *for blind youths* – need to scan books, lectures and other educational material, which rises the issue of intellectual rights and additionally engages lecturers to provide material for their subjects.

A realistic opportunity to develop own business or enterprise have an extremely small percentage of students, not only due to financial conditions in the country, but also to lack of real entrepreneurial skills.

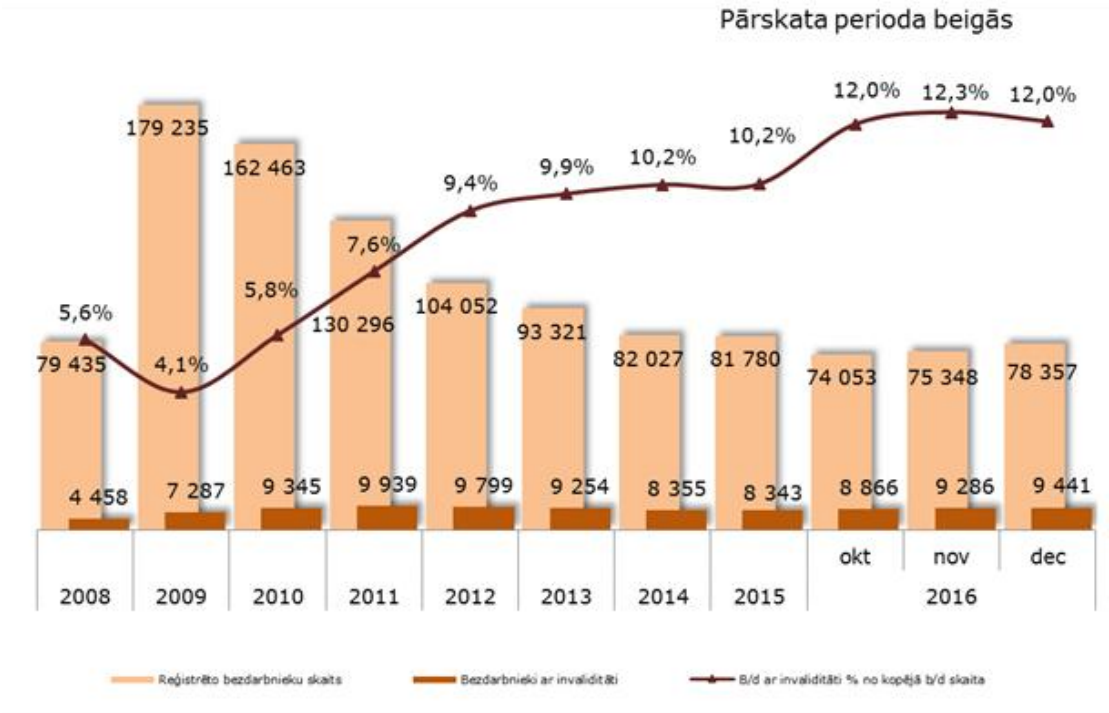
Data published by the **National Centre for public health and analyses** on people with **recognized** permanent loss of working capabilities, type and degree of disability in 2014 delineate the following statistics:

- **1833** are the people with recognized permanent loss of working capabilities in 2014 or 1% of the total number of people in this disability group (192154) in the **16-19 age group**. Out of them 433 have 90% or above degree of disability, 563 have 71-90%, 674 have 50 to 70% and 163 have up to 50% degree of disability. The group of men is more numerous.
- **6258** are the people with recognized permanent loss of working capabilities in 2014 or 3,3 of the total number people in this disability group of age **20 to 29**. Out of them 1223 have 90% and above degree of disability, 2739 have 71 to 90%, 1885 have 50 to 70% and 411 have below 50% degree of disability. Men are more numerous than women.

1.3. Number of entrepreneurs/employers with disabilities

Latvia

Unfortunately **Latvia does not collect data of number of entrepreneurs with disabilities but only registers data about unemployed people with disabilities – in a way this also shows stigmatized attitude towards people with disabilities.** But according to National Employment Agency **at the end of December 2016, there were 9441 registered unemployed people with disabilities, which is 12.0% of the total number of registered unemployed in the country.** The steady increase of unemployment is explained by the increase in the total number of people with disabilities in the population of Latvia, as well as by the work of active NGOs representing the interests of persons with disabilities. At the end of December 2016, more than half (53.9%) of registered unemployed people with disabilities were long-term unemployed.



Registered unemployed people in Latvia 2008 – 2016, National Employment Agency

More than half (58.7%) of registered unemployed people with disabilities are unemployed at the age of 50 and over, young unemployed (15-24) are 3.1% of registered unemployed people with disabilities. The average unemployment rate at the end of December 2016 for the unemployed with a disability was 376 days ~ 1.1 years (at the end of December 2015 - 416 days).

The largest number of unemployed people with disabilities by occupation after their last occupation at the end of December 2016 was: auxiliary worker – 653 people, clerk - 423, retailer - 342, janitor - 218, cook - 117, caretaker - 115, car driver - 106, seamstress - 101

France

The number of people of working age reporting administrative recognition of a disability has reached 2.5 million. In a context where a growing number of people with disabilities are entering the labor market, the **employment rate of this population in France is rising slightly to 36%.** But their **unemployment rate remains high at 18% by the end of 2015**, or about **470 000 job seekers with disabilities.** More than half of jobseekers with disabilities are long-term unemployed. 46% of jobseekers with disabilities are 50 years of age or older (compared to 23% of the general population). 25% have a level of education greater than or equal to the bachelor (44% for the general public.

Bulgaria

The register of the National Agency for People with disabilities counts 281 specialized enterprises and cooperations of and for people with disabilities for 2015. They employ 3364 people with disabilities (UNICEF, Bulgaria, 2016). It should be mentioned that the registration in this data base is voluntary.

According to National Statistical Institute observation of the working force in Bulgaria in 2015, the number of employed people aged 18 to 30 with disabilities and degree of lost working capabilities are 20.8 thousand people.

2. Environmental adequacy for students with disabilities of biggest universities

Bulgaria

No data was provided for living conditions; however a bigger part of students have personal or social assistant usually a relative. They act as accompanying persons and organize their movement to the auditorium. According to the Ordinance on the medical expertise, in cases of permanent loss of working capabilities (above 90% degree of disability), the respective commission pronounces itself on the need of external assistance. In this respect, since 2003 a national program “Assistants to people with disabilities” was set by the Ministry of labor and social policy. In the framework of the program the following activities are carried out: “personal assistant” – which aims at employing workless members of the family of the disabled person and improve their financial status; “social assistant” –

aims at employing jobless people to facilitate everyday needs, organize free time of people with permanent disabilities or lonely old sick people and carry activities for their social inclusion.

On the whole, one cannot classify the living conditions of disabled, since they are the same for families which do not have a disabled student. What is specific here is for the disabled that need medication which is not covered by the Health security system. Often they are on the brink of survival, one of the parents has left the family (usually the father), especially in severe clinical cases. For students that are intellectually preserved, but immobile, the environment access and assistive tools are a great issue – not only at the university, but also in the living quarters and the urban environment (ramps, lifts etc.).

Students with disabilities have full students' rights in all Bulgarian universities: the right to use students' campuses and canteens, to participate actively in students or civil societies and initiatives, to get involved in research, educational, sports and social life initiatives.

Students with disabilities have some privileges in the higher education system, depending on the acting regulations at the specific university. These regulations most often give the right to disabled students to study without tuition fee; to use at preferential terms the students' campuses; to determine the exam dates etc.

Target Group Market Research

Main goal of the target group market research was to determine target groups for whom to develop upcoming parts of the Project and what tools and channels to use to reach opted audience, as well as to find out wants, needs and expectations from an e-learning course on entrepreneurship.

Focus groups were performed by PSB, BEFO and SWU in each project partner country. Number of focus groups per country was adapted accordingly to each country's specific situation. Focus groups participants' recruitment was enabled both through partner universities in the countries (PSB, SWU) and universities already associated with the participating partners (Sofia University) and through UPTIH in France, APEIRON in Latvia and CIL in Bulgaria.

There were two kinds of target groups chosen for market research – students with disabilities and entrepreneurs with disabilities. Target group university students with disabilities and/or learning difficulties invested for the analysis of the needs and expectations concerning an online training on entrepreneurship skills with recommendations on the content, methodology and the IT specifications, as well as provided useful insight about their study choice, career choice after graduation and impact of their health (or perceived health) on study process. That helped project team to design e-learning platform both technically and content wise. Other target group was aforementioned entrepreneurs with disabilities. Choice in favor to this group was to collect useful qualitative data about is needed for students with disabilities who would like to learn entrepreneurial skills and/or start their own business. It was important to gather narrative kind of information about obstacles they have encountered, their perception of relations between their health and business in order to built learning course as applied as possible. [9]

A total of six national focus groups composed of 6 to 10 students, which targeted disabled students, were performed by PSB, BEFO and SWU in each country. Number of focus groups and students somewhat varied in each country (according to the situation).

Analyzing focus group "students with disabilities" results from all three countries, main findings and conclusions are:

Students studying Economics believe that the choice of specialty is the base which will help their future career development. They have however recognized the need for further education / specialized training courses, technical skills and others/. For students in the social sphere of education there are some volatility in the data collection and the subsequent realization of the labor market. In their responses are indicated words as low self-esteem. Moreover, it is concerned the problem of accessibility in a university environment and beyond. In the responses of students and entrepreneurs with disabilities, the word 'access' is widespread in almost all the answers.

[9] Please, see attached focus group question at Anex 1 and Anex 2.

Suggestions based on the results:

The integration of disabled students would be most successful when the individual is considered in its entirety. Basically we need to provide support measures as a package service from all institutions, not just education.

Students with disabilities need education and implementation of the labor market. Students with visual or sensory impairments need on access to education and communication services.

Analyzing the results of the focus groups highlighted interesting and useful guidelines:

1. Availability of environment - creating adapted to the needs of students with disabilities atmosphere. This will help the quality of life in an academic environment and beyond.

2. Motivation for the start of training in the university - basis for better pay.

3. High education - real integration in the student environment /specialized training modules.

4. Vision for after graduation realization - the majority of learners have given positive responses that after the higher education they will be more realized. Some of them, however, have no clear concept for successful employment and integration into the labor market.

Analyzing focus group “entrepreneurs with disabilities” results from all three countries, main findings and conclusions are:

All those entrepreneurs with disabilities have different background regarding the inputs of their initial training background (academic skills & knowledge before starting their entrepreneurial project), and a very different assessment of the added value / necessity to be trained before starting on a business => a very qualitative approach is necessary on this topic, regarding the type of disabilities, academic and life background in general

- Learning by doing and self-learning is a common key fact that is pointed out by those entrepreneurs with disabilities, beyond learning by the book, in the success in entrepreneurship

- Nevertheless, lots of expectations & requirements were expressed regarding Success4all platform and considered potential: technical requirements to be fully accessible for students with disabilities, pedagogical requirements to be adapted to those profiles, needs to be expressed by the users themselves, collective intelligence, live streaming and network to be developed between learners to be privileged.

PEDAGOGICAL APPROACH

Introduction

Considering the purpose of education in universities implies meeting of two theses/suggestions: it is a way for the integration of young people with disabilities; *or* it is a training conducted in accordance with the state educational standards.

In general, in Bulgaria high education is aimed exactly at social integration, expanding social contacts and improving social interactions of youths with disabilities, although there is not official data supporting such a statement. Often, the parents are extremely engaged and closely involved with their training and education so that sometimes it is difficult to say who actually the student is.

The pedagogical approach should be based on understanding that the students with disabilities have been overcome disease's deficits and transform them into resources.

It is clear that children and young people with disabilities don't need compassion, neither some special compassionately attitude, often bend down to assistance and (false) understanding for "sociality and support". The ideas of sociality (often misunderstood) and (constant) support devaluate those of labour as a value and professional realisation. Special are all children and the everyday re-discovery of the approaches, methods and the learner/trainee (student, young adult, child) are in the base of creativity and the successful stimulating of his development. Only throughout this will he rediscover himself and will cultivate and attitude by which to acquire professional and career abilities, that will let him feel respected and valued.

Exactly in this context, one of the opportunities for students with different disabilities to be free, to feel, that something depends on them and that they are useful, experiencing pleasure and fulfillment of what they learn is the development of abilities for career management, the formation of key competencies in the sphere of lifelong learning. The professional realization of the process requires taking into consideration the specifics of the disorder, how the diagnosis connects with the current/actual condition of the youth, but also what are the Desires, capacities, abilities despite the limitations of the disorder.

For the aims of the project, entrepreneurship as an idea can be divided into several fields: undertaking risks and responsibilities; activity and way of thinking; initiating private business.

Thus a specific adjustment is structured, a view of life that goes beyond the "passive consumerism". Students (with disabilities) thus can understand that infinite areas where they can absolutely freely express their inner worlds in their capacity of constructive creative Subjects exist – another favourable prerequisite for absorption of new knowledge and abilities.

In this sense, the approach has a three-dimensional structure: development of self-knowledge and sensitivity; developmentof the analytic thinking and critic mind; knowledge of socio-economical and normative frames.

Throughout this approach, it is necessary to overcome and the so-called “model of learned helplessness”. I.e. the methodology by which the platform will be developed and on which the eLearning will be based should stake on the development of abilities by the encouragement of activity and independence and sustain in balance the link between: providing support – taking responsibility for one’s own development.

Ultimately, the aim of the training is to allow every student to approach the ultimate freedom in his/her choice of expression (many of the young adults with disabilities have week imagination and stereotypical attitudes), which requires creativity and professionalism.

Approach

Thus outlined problems, the essential and theoretically applied development of the idea suggests the highest results throughout two basic pedagogical approaches:

1.”learning through experience”, “learning by doing” or also known as “learning by one own’s experience”

2. synergy and multisensory approach (includes sensuousness in the process of learning and training).

Learning through experience / Experiental learning

Learning through experience, by experience is a philosophy of teaching developed in the late XXth century, that increasingly strengthens its positions as a successful model, applicable in different areas (organisational development, programmes and training for professional and personal development). By “training in action” / “learning by doing” a possibility is given to the trainees to gain experience while supported by specialists (mentors, supervisors, coaches), to be involved in a continuous process of self-reflection, self-exploration and development, by the use of environment recourses. Throughout different forms of learning through experience (i.e. volunteering, mentoring, coaching, supervision) organisations and people grow and discover new perspectives by interweaving of knowledge and ideas, thanks to which *creativity and innovation* develop. The aim of the training through experience is to “learn” the transformation of the experience in knowledge which to be applied for personal and professional/career growth.

The classic/mainstream university education is based on traditional didactics principals and approaches, which are mostly oriented to reproduction of knowledge. In contrast to traditional approaches, learning by doing (learning trough experience) promotes knowledge, which creates itself in the process of exploring people and processes from around the world.

In such a conceptual framework entrepreneurship as an attitude and mindset is essential for career development and career development of young people.

Synergism and multisensory

Synergy – jointly and simultaneously acting; operating in conjunction; the creation of a whole that is greater than the simple sum of its parts; 1 + 1 = 3. Synergism in entrepreneurial education for young people (with disabilities) is a joint action of various factors at different levels, thanks to which the idea of forming an entrepreneurial culture, attitudes and skills could be effectively implemented, as well as circumstances to adapt it to different (organizational and training) environments.

Multisensory principle in terms of entrepreneurship education would promote cognitive, meta-cognitive and creative development of students. Multisensory education is directed to "forming and strengthening the capabilities of students simultaneously to process, transform and use information from various sensory systems in the process of cognition and problem solving; and as a outcome - formation of multisensory competence and development of meta-thinking (cognitive-affective) and behavioral strategies." Thus it can be gradually introduced by using different types of arts in the learning process in a real environment, as well as in virtual - through the application of interactive effects, interface stimulating sensory systems.

Effective elements of training (in virtual environment too) are: career counseling, which should be integrated into the pedagogical approach; mentoring; providing opportunities for internship / volunteering during training.

Career orientation and career counseling

According to the definition adopted by the Council of Europe career orientation is associated with the range of activities that help people of all ages and at all stages of their lives to identify their capacities, competencies and interests, to make decisions about education, training and work, and manage their individual life and opportunities to learn, work and other commitments within which these capacities and competencies can be acquired and / or applied. Such activities are information and advising, counseling, competence assessment, mentoring, legal assistance, training for decision-making, developing skills for career management.

The purpose of career counseling is to encourage young people to self-reflection regarding their knowledge, skills, competencies and abilities in order to be able to manage their careers, taking into account the peculiarities of the labor market and the natural transition in life.

In this respect, it is essential to make an appropriate diagnosis (including self-assessment) of participants in entrepreneurship education and to provide support in terms of career development, which in turn would increase the sustainability of the training platform.

Insofar as formation of entrepreneurial skills, attitudes and way of thinking, is the main idea, career counseling and seeking answers to questions as “Who am I?”, "What are my interests," "What

I want from future work?" would be fundamental methodological aspect to any entrepreneurial training. The concept of lifelong learning and career guidance as a process of acquiring and improving key competencies (including entrepreneurial competence) and skills for career management could be a "starting point" that not only outlines ways to entrepreneurship, but also to manage personal and team efforts.

Mentoring

Mentoring is a form of development and training that supports the process of self-knowledge, self-development and self-improvement. It concerns the development of relations in which a more experienced person helps another with less experience to develop capacities in personal and professional life. Mentoring is an instrument of non-formal learning and lifelong learning that helps students acquire basic competencies they need to understand the practice to integrate themselves to the labor market. Studies show that students, who have experienced mentoring relationships, have higher productivity, higher motivation and satisfaction with training.

On the whole, the benefits of participating in this form of development and training are the following:

- Support for young people – They are motivated to study more, to have the possibility to participate in different activities, to get to know the labor market and to want to continue their training. The mentored students become role models of their co-students, sometimes of their parents.
- Opening of the University – A model for collaboration between labor market, industry, school and university is being created.
- Power of motivation – The mentored students understand why they should take the responsibility of their own education and have a positive attitude towards education. Even students without motivation to study understand that the responsibility for the choice is theirs.

The mentorship mechanism which supports personal and professional development is applicable in real (educational, working) environment, as well as in virtual environment. Thus, integrating mentorship relations and/or coaching in the e-platform for entrepreneurship education and the training process would improve the effectiveness and contribute to the innovative approach.

Comments on the "design thinking" approach.

1. *Practicing empathy* is risky in respect to the trainer – feelings of pity and agreement towards people with disabilities. Practicing this very often impedes real change. For the students with disabilities, it requires too many resources and defocuses the efforts. Empathy should be in the background, the approach should be based on respect and accepting their personality, while the disease – a resource, not a deficit. Professionalism and will are working best.

2. *The play method* – understood as simulation - has a different core framework. The play method is suitable for children, while in adults and students with disabilities, in the context of entrepreneurial education it should be implemented in the form of role play and simulations. The entertaining character of the platform is recommendable but in an elegant and professional way.

3. *Creativity* – is an element of "learning by doing", and gives answers to finding issues to solve a problem. It is directly connected to experimentation and the two should be conceptually interrelated.

4. *Experimentation* – here the frame and the form, as well as the entire concept are important. These presuppose experimentation in real and virtual environment.

5. Reflection or self-assessment – it is a result of the whole process and is an inseparable part of each element. If it is approached separately, we risk to lose interrelations at each different stage.

Conclusion

Creating a philosophy and a working methodology for entrepreneurial training of students/youths with disabilities, should focus on a few basic issues:

- Youths and children with disabilities should not be "repaired" or 'fixed' before being included in their age environment. This means that we accept the thesis that "**Everyone is unique and has a value, irrespective of the challenges he/she brings to us**".
- At the University, the key idea is to encourage individual autonomy, taking responsibility and finally reaching independency, according to the specifics of the life situation.
- Successful training curricula (on entrepreneurship) for students with disabilities should include a **team approach** for the training of the young person, which means contribution and efforts from all participants (including the close environment of the student). This of course should not be an absolute, but rather understood in the sense of encouraging independency and primary adaptation.
- **Training programs** (in real and virtual environment) should be based on the conviction that every participant has the right on material and good practices suitable for their development, which respect their strong and weak sides and their deficits.
- It should be taken into consideration that "**one size**" is not applicable to all students and a single method, process or product will not work equally well for all trainees. This leads to the understanding that when we work with students with disabilities – we follow a process rather than apply a specific method.

The purpose of university education for students with disabilities is on the one side to give the opportunity for personal and professional development, for communication, and on the other reaching independency and achieving educational results. When it becomes clear that there are

learning difficulties (sometimes impossibilities), the benefits offered by the law should be revised and the student should be redirected to other opportunities for development in other sectors or employment practices.

EVALUATION METHODOLOGY

Every e-learning course should include three requirements: validity of the e-learning qualifications; reproducibility of the online assessments and reliability of the e-learning systems. Fulfillment of these three requirements can lead not only to satisfied and skilled student but also overcome still existing reluctance towards e-learning.

Validity of the e-learning qualifications includes rewards with a valid qualification and/or certificate of their newly gained knowledge, skills and competences that is going to be recognized by both industrial and academic institutions even if validation is according to national or international informal learning validation.

Reproducibility of the online assessments means ensuring that students who take e-learning course go through the same studying and testing process as every student during the face to face class: learning process, assessment process and rules should not be easier. One of the most important parts is as much as possible to reduce opportunities to cheat during the testing process.

Reliability of the e-learning systems includes notion of making e-learning appealing to the students. Technologies should serve as a compensating tool for something that is missing in face to face studying. For instance, as in Succes4All case online course should give a benefit for people with disabilities that could not be done with "traditional" tools, e.g., possibility to enlarge text, change contrast, record sounds (for those with visual disabilities), or use videos, schemas, signs, pictures more than difficult texts (for people with hearing disability or learning difficulties). By no means e-learning should fail through other features (that can offer also face to face studies), e.g., loosing test results, access difficulties, slowing down learners pace etc.

To be in line with aforementioned requirements checking the quality of the platform before and during) final implementation phase is essential. It includes measuring the effectiveness of learning immediately after the course has been implemented (confirmative evaluation); or evaluate an old course to see if it is still valid or needs to be modified (summative evaluation).10

Besides validation tools also satisfaction questionnaires should be developed. Meaningful part of satisfaction questionnaires is validation of usefulness (according to the user/learner), questions should cover technical part, course content part, personal part course content art. Student satisfaction questionnaires could include such questions as:

1. How satisfied or dissatisfied were you with the content of the course?
   - Very dissatisfied
   - Dissatisfied

[10] E-learning methodologies: A guide for designing and developing e-learning courses. (2011). FAO

- Neither satisfied or dissatisfied
- Satisfied
- Very satisfied
- Don't know

2. How satisfied or dissatisfied were you with the ability to navigate through the course?
   - Very dissatisfied
   - Dissatisfied
   - Neither satisfied or dissatisfied
   - Satisfied
   - Very satisfied
   - Don't know

3. How satisfied or dissatisfied were you with the format of the course?
   - Very dissatisfied
   - Dissatisfied
   - Neither satisfied or dissatisfied
   - Satisfied
   - Very satisfied
   - Don't know

4. How satisfied or dissatisfied were you with the online help features of the course?
   - Very dissatisfied
   - Dissatisfied
   - Neither satisfied or dissatisfied
   - Satisfied
   - Very satisfied
   - Don't know

5. How satisfied or dissatisfied were you with the download time for the course pages?
   - Very dissatisfied
   - Dissatisfied
   - Neither satisfied or dissatisfied
   - Satisfied
   - Very satisfied
   - Don't know

6. How satisfied or dissatisfied were you with the amount of online interaction you had with other students in this course?
   - Very dissatisfied
   - Dissatisfied

- Neither satisfied or dissatisfied
- Satisfied
- Very satisfied
- Don't know

7. The presentation of course topics was clear.
   - Strongly disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly agree
8. The requirements for completion of the course were clearly outlined.
   - Strongly disagree
   - Disagree
   - Undecided
   - Agree
   - Strongly agree
9. How many e-learning courses have you participated in including this course?
   - 1
   - 2
   - 3
   - 4
   - 5 and more
10. Your gender is:
    - Male
    - Female
    - Other
11. What is your age?
    - 18 -24
    - 25-30
    - 30-35
    - 35-40
    - 40 and more
12. What is the highest level of education you have completed?
    - Highshcool
    - Bachelor degree
    - Master's degree
    - Doctoral degree
13. Are you currently a student?
    - Yes
    - No

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Anex 1

Focus group "Students with disabilities"

Time: 1 – 1,5 hour per group

Description: 2 focus groups with students (young adults aged 18-30 with disability) per country, number of people per focus groups 6-10 (together 12 – 20 per country).

Focus group questions:

1) Could you, please, introduce your profile of professional interests?
2) How did you come up with the decision to study (in general)?
3) How did you come up with the decision to study this profession / field?
4) What kind of things, circumstances etc. influenced your decision to study / not study?
5) Please, describe your experience with studies.
6) Can you, please, describe what kind of obstacles if any (physical, social, emotional, economic etc.) do you encounter during a) your studies, b) striving to your professional goal? You can relate to specific cases.
7) What should be done or what would help to overcome those obstacles?
8) How do you imagine your professional future? What will you do after graduation?
9) Imagine you want to start a small business on your own. What kind of support, education etc. would you need to do that?
10) Do you think you would encounter some difficulties to start and run a business caused or related to your disability, if "yes" – what kind of and what kind of support would be needed to overcome those?
11) Please, elaborate on other obstacles that could interfere on starting / running a business?
    a. in the context of mindset (self-esteem);
    b. in the context of learning and studying accessibility;
    c. in the context of other conditions (legal status etc., financial capacity and resources).
12) Can you name what kind of skills and knowledge, in your opinion, should be exercised for starting a business and becoming an entrepreneur?
13) Imagine, you are offered an e-learning course about entrepreneurship. How do you think – what kind of topics should be included in this course and why?
14) In what way, should this e-learning platform be adapted to your needs so it would be comfortable enough to work with it and learn from it? Tell me about positive experiences you've had with e-platforms!
15) What are biggest mistakes on e-platforms that limit your possibilities to use it? Please, name examples of obstacles/difficulties that you have experienced when using e-platforms before.

16) What do you like and dislike about learning from e-platforms?

17) Of all the things, we discussed today, what to you is the most important when considering decision to start a business?

Short summary of discussed. Final question: Have we missed anything?

Anex 2

Focus group "Entrepreneurs with disabilities"

Time: 1 hour

Description: 1 Focus group with entrepreneurs with disabilities per country: 6-10 people in group.

Focus group questions:

1) Could you, please, introduce your profile of professional interests and business? Please, describe how did you come up with the decision to start your own business? What was the driving force?

2) What kind of things, circumstances etc. influenced your decision?

3) How and where did you get knowledge in the field of entrepreneurship?

4) Please, describe your experience with starting your business: what kind of difficulties did you experience?

5) Can you, please, describe what kind of obstacles if any (physical (accessibility), social, emotional (self-esteem), legal status, financial capacity and resources etc.) did / do you encounter while striving towards professional goals? Did you have any support? You can relate to specific cases.

6) What should be done or what would help to overcome those obstacles?

7) Can you name what kind of skills and knowledge, in your opinion; do you need the most to start a business and to be an entrepreneur?

8) We are working on e-learning course about entrepreneurship. How do you think – what kind of topics should be definitely included in this course and why?

9) Imagine – you are the target group of this e-course about entrepreneurship. In what way, should this e-learning platform be adapted to your specific needs so it would be comfortable enough to work with it and learn from it? Tell me about positive experiences you've had with e-platforms!

10) What are biggest mistakes on e-platforms that limit your possibilities to use it? Please, name examples of obstacles/difficulties that you have experienced when using e-platforms before.

11) What do you like and dislike about learning from e-platforms?

12) Of all the things, we discussed today, what to you is the most important when considering decision to start a business?

13) Role of family, friends and important people if the person / student wishes to engage in the experience of creation

14) The role of health in career choice? Is perceived health a lever of the entrepreneurial act?

15) Discrimination in employment and the temptation to create one's own job

16) What do you think of entrepreneurship and entrepreneurship?

17) Have your parents ever been entrepreneurs?

18) Someone close to your company?

19) What do you think of the approach in its overall creation of its company? What inspires you? Is it realistic or, on the contrary, the terrain has shown you the opposite?

20) What is the risk of incurring to you and you start in a business creation experience?

21) How do you think entrepreneurship education can encourage you to take the plunge?

22) How do you perceive business opportunities?

23) Are you rather aversion to risk or on the contrary you try the adventure of creation?

24) What can you motivate to undertake?

25) Is it rather a contractor on demand or on the contrary?

Short summary of discussed. Final question: Have we missed anything?