Intellectual Output 2: Global Success4all Methodology

Eurofortis, Latvia

Contribution by other partners:
All

01/12/2017

Success4all

Erasmus+

Document information

Document title	Intellectual Output 2: Global Success4all Methodology
Document file name	
Revision number	3.0
Issued by	Eurofortis
Issue date	01/12/2017
Status	Final version

Nature of the deliverable

R	Report	x
P	Prototype	
D	Demonstrator	
O	Other	

Dissemination Level

PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission	
CO	Confidential, only for members of the consortium (including the Commission Services)	

Document Approval

Name	**Role in the project**

Document Review

Date	**Version**	**Reviewers**
28.11.2017	2.0	All partners
25.11.2017	2.0	Natali Dimitrova, EP

Acknowledgement

This report forms part of the deliverables from a project called "Success4all" which has received funding from the European Union's ERASMUS+ program under grant agreement n°2016-1-FR01-KA2013-024269.

The Community is not responsible for any use that might be made of the content of this publication.
Success4all aims at developing an inclusive e-learning platform on entrepreneurship. The project runs from September 2016 to February 2019, it involves 8 partners and is coordinated by PSB.

More information on the project can be found at Success4allstudents.eu

Table of contents

Abbreviations 6

Foreword 7

1 Methodology 9

2 Educational Needs Analysis 10

2.1 Legislative basis 10

2.1.1 Latvia 10

2.1.2 France 13

2.1.3 Bulgaria 15

2.2 Number of young people and students with disabilities and types of disabilities in the higher education system 17

2.2.1 Latvia 17

2.2.2 France 21

2.2.3 Bulgaria 24

2.3 Number of entrepreneurs/employers with disabilities 27

2.3.1 Latvia 27

2.3.2 France 28

2.3.3 Bulgaria 29

2.4 Environmental accessibility for students with disabilities in the biggest universities 29

2.4.1 Latvia 29

2.4.2 Bulgaria 30

3 Target Group Market Research 31

3.1 Focus groups 31

3.1.1 Main findings from focus groups composed of students with disabilities 32

3.1.2 Main findings from the focus groups composed of entrepreneurs with disabilities 34

3.2 National Survey 36

3.2.1 Main findings from the national survey in Latvia 36

3.2.2 Main findings from the national survey in France 40

3.2.3 Main findings from the national survey in Bulgaria 45

3.2.4 Conclusions and Recommendations 50

3.3 Pan-European survey 51

4 Pedagogical Approach 52

4.1 Introduction 52
4.2 Approach 53
4.2.1 Synergism and multisensory 54
4.2.2 Career orientation and career counselling 55
4.2.3 Mentoring 55
4.2.4 “Design thinking” approach 56
4.3 Conclusion 57
4.4 Suggestions based on the results 58
5 Technology Enhanced Learning for Students with Disabilities 58
6 Evaluation Methodology 60
7 Appendix 62
7.1 Annex I 62
7.2 Annex II 65
7.3 Annex III 66
7.4 Annex IV 67
7.5 Annex V 71

Abbreviations

BCNL - Bulgarian Centre for Non-for-Profit Law

BEFO - Biedrība Eurofortis

CDEFI - Conférence des Directeurs des Ecoles Françaises d'Ingénieurs

CGE - Conférence des grandes écoles

CIL - Center for Independent Living Association

CRA - Centre for Research and Analysis

CTI - Commission des Titres d'Ingénieur (France)

DGESIP - Direction générale de l'enseignement supérieur et de l'insertion professionnelle

EP - Europroject Ltd

EU – European Union

FIPHFP - Fund for the Professional Integration of People with Disabilities in the Public Service (France)

HE – Higher Education

ILO - International Labour Organization

JADE – European Confederation of Junior Enterprises

LSF - The French Sign Language

MDPH - Maisons Départementales des Personnes Handicapées

MENESR - Ministère de l'Education nationale, de l'Enseignement supérieur et de la Recherche

PSB - PSB Paris School of Business

SEN - special educational needs

SWU - South-West University Neofit Rilski

UPTIH - Union Professionnelle des Travailleurs Indépendants Handicapés

Foreword

The labour market has already changed – classical notions of what types of employment are possible are changing faster than we can notice. Self-employment is exponentially growing; enterprises and start-up ecosystems are rapidly increasing all over Europe. There are several reasons behind those changes– lifestyle changes, the possibility for remote or distance working strongly related to the fact that a large part of the jobs currently created are much more mentally than physically labour-intensive and so on.

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 start-ups 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 development of innovative start-ups 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 attitudes, thinking and behaviour.

25% of the adult population aged 16+ in the member states of the European Union have some kind of disability. 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[1]. 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[2], 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, people 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 people interested in entrepreneurship, including people with disabilities, so that they can successfully face the process of becoming autonomous entrepreneurs.

[1] Entrepreneurship and Self-Employment by People with Disabilities", OECD, 2014
[2] Report on Disabled Students in Higher Education, No 32, April 2004

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.

- **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 centres in all EU member states. The company is also experienced in the development of trainings, IT support, methodologies, studies, tools and evaluations.

- **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.

- **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.

1 Methodology

The research conducted within the Success4All project analyses 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 to draw a picture of the specific situation affecting students and entrepreneurs with disabilities in each of the three project partner's countries, as well as to address social and educational policies aimed at particular target groups (cf. Informational background of each country). The desk research has focused on the following aspects:
(1) Relevant (and available) statistical data;
(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.
(3) National Survey that was distributed electronically among partners' countries, Latvia, France and Bulgaria, was developed in order to gather data about students' will and need to become entrepreneurs. In comparison to focus groups, the survey provided a wider sample of the target group (approximately 100 students per each country; 300 in total)
(4) Pan-European Survey's aim was to reach 200 students on European level. Biedrība Eurofortis (Latvia) in collaboration with PSB (France), SWU (Bulgaria), Centre for Research and Analysis (Bulgaria), Apeirons (Latvia) contacted more than 15 international organizations and institutions, including some who had already expressed their desire to contribute to the project, in order to cooperate and distribute the survey among their networks to reach both disabled and non-disabled students.

The aim of the informational background was to deliver and analyze the following statistical data:

- *Identification of the approximate number of students with disabilities in higher education and the number of students who can eventually use and benefit from the project's intellectual outputs.*
- *Specification of the students who will benefit the most from the developed learning materials and platform.*
- *Identification of types and the number of types of disabilities among students.*

- *Identification of the approximate number of young adults with disabilities who are currently not in higher education. Identification of the obstacles that prevent them to become a student and/or employee and/or employer.*
- *Identification of the approximate number of different entrepreneurs with disabilities.*
- *Description of selected universities' educational policies and strategies towards inclusion of students with disabilities.*
- *Description of environmental adequacy for students with disabilities from the larger universities.*

It is important to understand that data varies from country to country not only according to **the size of the population**, **the quality of social and educational systems** in each of the countries which are strongly dependent on national **history, cultural and social traditions and values**, but also on **data availability**. Statistical data on the current number of students with disabilities is not self-evident in all partners' countries which strongly influenced the ability to analyse the overall situation in each setting. The reasons why such data is not collected can vary but for the most part lack of data depicts some kind of chaos or opacity in the field.

In order to get a more precise understanding of the situation specific subject experts were included in project:

1. *Consultations with project partners UPTIH, APEIRON and CIL about the specifics of project target groups in each country were performed throughout the study.*
2. *In order to evaluate the content of the E-course platform – its adequacy, relevance and quality both in terms of entrepreneurship skills training and adaptation to the needs of disabled student, 3 external experts with the experience in entrepreneurship field were invited to evaluate the content of the E-course.*

As mentioned earlier, focus group with students and entrepreneurs with disabilities were carried out in all project partner countries. Focus groups covered questions of their experience of studying or starting and running a business, obstacles that they encountered, skills and knowledge required, etc. (cf. Appendix: Focus group questionnaire). Further development of the project will be based on the results of the focus groups (including development of the course materials and adaptation of the e-learning platform to specific needs).

2 Educational Needs Analysis

2.1 Legislative basis

2.1.1 Latvia

- ***Introduction***

The latest available data and research concerning people with disabilities in Latvia dates from 2015 when 174 060 people, or 8,64 % of the total population, were registered as people with disabilities. Latvia registers people with disabilities in employment but does not create equivalent statistics concerning people occupied in vocational or higher education.

The 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. The aim of the Convention is to:

- *promote their dignity and respect,*
- *promote, protect and ensure that people with disabilities are treated on an equal basis with others and,*
- *can exercise all their inherent human rights and fundamental freedoms.*

The Convention sets out areas where all countries which have ratified the Convention need to make adjustments so that people with disabilities can exercise their rights, as well as identify areas in which the 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, including employment and education.

The 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 2013 the Latvian government developed the convention implementation guidelines for the period 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. Guidelines, objectives and tasks are aimed at promoting rights and fundamental freedoms of people with disabilities.

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

The rights of disabled people 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" fulfilment of the 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 a section on education as one of the focus areas. According to the data (December 2012) provided by the National Employment Agency lack of education is one of the

main reasons why people with disabilities are not competitive on the labour market. As an example, almost half (47%) of unemployed people 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.

The section devoted to education admits that to promote the inclusion of people with disabilities in society and ensure access to all levels of education it is necessary to implement inclusive education principles that pave the way for successful integration of children with disabilities in the general educational 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 the 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 specialised educational programs. Another problem is that comprehensive schools lack the methodological and consultative support of specialised schools and programmes.[3]

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. The Law of Education contains the 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 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**.[4]

Additionally – in 2013 during the development of the Guidelines of the Convention, the Latvian Association of Dyslexia objected the Guidelines arguing that goals, guidelines and Action Plan for years 2015 – 2017 are in sharp contrast with both the Latvian educational reality and the same Guidelines. The Latvian Association of Dyslexia and association "Parents for Education" argued that the main goal and focus should be on creating 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

[3] Study Center for Educational Initiatives "Financing and Management of Children with Special Needs Education in Latvia", 2013.

[4] "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

flexibly available to any pupil regardless of the school and level of education the student currently is in.[5]

Overall the Guidelines reported the main obstacles ensuring access to education[6]:

- *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 appropriate educational programmes);*
- *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;*
- *educational problems 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 which is an 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 eligibly 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.*

2.1.2 France

- ***Introduction***

The number of pupils and students with disabilities has more than doubled in the last 10 years. This strong increase is partly due to the new statistical distinction between cognitive and psychological handicaps, but it can also be attributed to the important efforts made by schools in the field of the reception and inclusion 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 Departmental House of Persons with Disabilities (MDPH).

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

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

[6] Guidelines for the implementation of the United Nations Convention on the Rights of Persons with Disabilities, 2014.-2020.

Now France has more than 2.5 million students, six out of ten of whom attend 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 from 11th Feb 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 from the 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 who 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 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 neighbourhood. 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.

2.1.3 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 behavioural 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 their 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[7]. 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 limits 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 Labour 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 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.

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

2.2.1 Latvia

- ***Students with disability***

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 the

[7]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)).

number of students with disabilities. The main pretext for not gathering such information is that this is (medically) sensitive information. When directly contacting universities most of them answer that they do not have such data (or at least that they 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 had asked them to provide only the 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, it is certain that these data are not correct and do not represent the official number of students with disabilities in higher education. In 2016/2017 school year the 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 a list of universities which replied and the answer they provided:

Name of higher education institution	Students with disabilities[8]
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 the 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. The situation is similar with Riga Stradiņš University.

[8] According to the information provided by universities.

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

Referring to types of disabilities of students[9] 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 people represent the 1st type disabilities which is the most severe one, 67 people represent the 2nd type disability and 75 people represent the 3rd type 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, *College of Social Integration State Agency 2017*

- ***Types of disabilities***

According to the research made by the Ombudsman's Office of the Republic of Latvia[10] about the adequacy of environment in higher education institutions did research on the assessment of the environmental availability of higher education instances of Latvia. 46 higher education institutions were involved in the research and according to their answers of all students with disabilities 32% have musculoskeletal disability, 16% have visual disability, 14% have hearing disability, 7% have mental or intellectual disability and 31% is unspecified.

- ***Other young people with disability***

As previously mentioned, Latvia does not have registered data on the types of disabilities in students. Considering that in the Latvian case in order to determine the approximate types of disabilities for students and young adults it is easier if we look at the latest available data on health issues and disability among children and teenagers from the year 2013. In 2013, there were 7957 children with disabilities, of whom for 7472 children with disabilities state benefit was

[9] For more information derived from data, please, go to section „Other young people with disabilities"

[10] Research was done during summer 2016, but official paper of it is not released yet. Information is based on the conference thesis „Accessibility of Higher Education for People with Disabilities" presented during annual conference of Ombudsman's Office of Republic of Latvia on December 3, 2016.

granted. Of 7957 children with disabilities 513 had visual disability, 411 had hearing disability, 444 – physical or motor disability and the majority – 2084 children, were reported to have psychic disability. 444 children were reported to live 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 the table "Disability status newly and repeatedly granted to children by aged group and diagnosis, 2013" the 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 the eyes, 125 – diseases of the nervous systems, 123 – diseases of the respiratory system, 120 – congenital malformations, 104 – endocrine, nutritional and metabolic diseases.[11]

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 in Latvia 2005 - 2013
Children in Latvia. Collection of Statistical data. Central Statistical Bureau of Latvia, Riga, 2014.

[11] *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

2.2.2 France

- ***Students with disability***

In 2016, there were 23,257 students with disabilities in France; number of people with disabilities became known after DGESIP survey took part, after survey was conducted the ministry of education (MENESR) was informed. Since the Interministerial Committee for People with a 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 an objective related to students with disabilities 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 favour 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, i.e. 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, poly-handicap 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 than a medical concept.

We can find the following types of disabilities:

- *Intellectual or cognitive disorders;*
- *Troubles of the psyche;*
- *Language or Speech Disorders;*
- *Hearing impairment;*
- *Visual Disorders;*
- *Visceral disorders;*
- *Motor disorders;*
- *Several associated disorders;*
- *Other disorders.*

In the below study from the academic year 2014-2015, you can observe the distribution of students 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 the table:
DV: Visual Disorders
DA: Hearing impairment
TM: Motor 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

2.2.3 Bulgaria

- ***Students with disability***

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 people.

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:

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 people and in the 18-30 age group students are 228 out of 17641 people registered. Results are gathered on the basis of voluntary registration in the Agency registry system.

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.

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 disability*
Academy for music, dancing and arts – Plovdiv	***22***

Veliko Tarnovo university "St. St. Cyril and Methodius"	***58***
Medical university " Prof. Dr. P. Stoyanov" - Varna	***10***
Medical university - Pleven	***6***
Medical university - Plovdiv	***8***
Medical university - Sofia	***14***
International higher business school - Botevgrad	***15***
Metallurgy and geology university "St. I. Rilski" - Sofia	***15***
Plovdiv university "P. Hilendarski"	***22***
Ruse university "A. Kanchev"	***31***
Sofia university "St. Kliment Ohridski"	***300***
Business academy „D. Tsenov" - Svishtov	***39***
Technical university - Varna	***56***
Technical university – Gabrovo	***90***
Technical university - Sofia	***126***
University of national and world economy	***106***
University of architecture, civil engineering and geodesy - Sofia	***42***
University of library studies and information technologies - Sofia	***15***
University of food technologies – Plovdiv	***22***
University "Prof. A. Zlatarov" - Burgas	***16***
University of Chemical Technology and Metallurgy - Sofia	***20***
South-West university "N. Rilski" - Blagoevgrad	***114***
TOTAL	*1147*

Students with disabilities in Bulgarian universities 2016 / 2017
(Information provided by Bulgarian universities)

- ***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 %).

- *Diseases of the musculoskeletal system;*
- *Psychic diseases;*
- *Ear, Nose and Throat diseases;*
- *Cardio-vascular diseases;*
- *Ophthalmic diseases;*
- *Pulmonary diseases;*
- *Neurological diseases;*
- *Surgical diseases;*
- *General (Internal medicine) diseases;*
- *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***

According to the Ministry of Public health report – in the school year 2014-2015 the number of schoolchildren, exempt 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 behavioural 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 medical checks. For the last years, however, a steady tendency is observed of a decrease in 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 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 tumours - (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 17 383. The reasons that hamper their higher education or entrepreneurial development are:

- for young people 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 young people with visual disability – *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 the 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:

1 833 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.

6 258 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 ages 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.

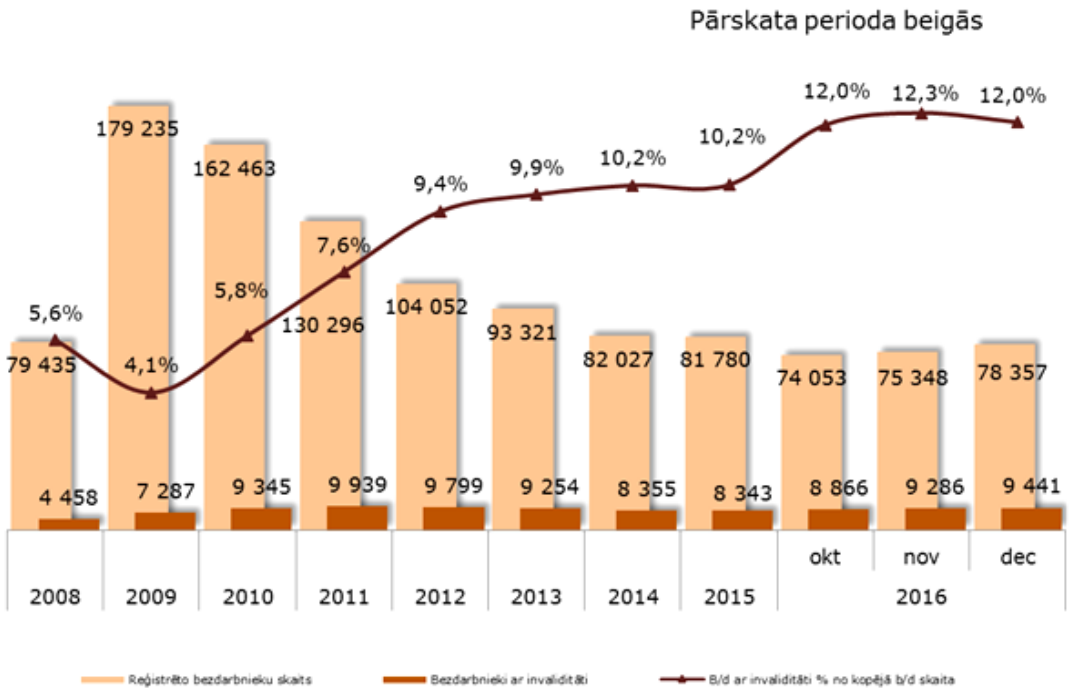
2.3 Number of entrepreneurs/employers with disabilities

2.3.1 Latvia

Unfortunately, Latvia does not collect data of the 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 the National Employment Agency at the end of December 2016, there were 9 441 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 people 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.

2.3.2 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 labour 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's degree (44% for the general public).

2.3.3 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 3 364 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.

2.4 Environmental accessibility for students with disabilities in the biggest universities

2.4.1 Latvia

During the 2016 summer the Ombudsman's Office of the Republic of Latvia did research on assessment of environmental availability of higher education instances of Latvia. Unfortunately, the official version of this paper is not released yet, but on December 3rd at the Annual Ombudsman's Office conference part of the results were presented. 46 higher education institutions (14 out of 17 state universities, 11 out of 17 state colleges, 15 out of private higher education institutions) and 446 people with disabilities were involved in the research. Answers were not given by 8 higher institutions because of their specifics (people with disabilities are not admitted at all, for instance, in the Academy of Defence), by 6 private institutions and by 1 state university, claiming that "they do not discriminate people with disabilities".

From all people involved in the research 199 of them were people with disabilities who have studied in university and 247 people with disabilities who have not studied in university. More than a half or all surveyed were 18 – 34 years old. **31,6% of those who have not studied in university stated that most likely they would continue their education in different courses and seminars**, 22,7% do not plan to continue their studies in the near future, but 19,8% would choose studies in university.

When asked about available information of university's environmental adequacy for people with disabilities, 40% of the surveyed answered that universities should improve their information about informative and physical adequacy of the environment in their homepages. 31,1% said that such information should be included in booklets, but 20% answered that there should be a person in university who could provide such information.

From surveyed people 12 **people have received rejection of admission in university because of their disability** (10 who have studied in university, 2 – who have not; 4 people with musculoskeletal disability, 3 with hearing disability, 2 with visual disability, 3 – other kind of disability).

32,3% of those who have studied or continue studies at this moment stated that they have encountered different difficulties during their studies. 62,5% who did encounter difficulties finished university, 21,9% did not finish but are planning to do that, 9,4% did not finish and do not plan to finish, but 6,3% out of those 9.4% received their diploma but from a different university which, according to respondents, has been more willing to support their need in order to study. When asked about difficulties and obstacle during their studies 22,5% answered that they were not provided with materials in alternative ways/formats if they were not able to use the materials in their usual format. 21,6% said that their physical environment was not adequately provided and adapted. 8,1% answered that appropriate physical environment was not provide in the library. A little less than half of those students who have encountered some obstacles during their studies have asked the university to eliminate and solve those obstacles, but more than half of students had decided to adapt to the situation themselves (41,2%) or receive help from their study mates (17,6%). In 45,7% cases universities have solved problem that hamper successive studies, but in 54,3% of the cases, they have not. According to students, the most popular answers by universities if they do not solve obstacles are: lack of finances (37,5%), it is not technically possible (25%), other reason (25%).

Similar questions were asked to representatives of universities. 87% of representatives assure that students have not informed institutions about inadequacy of the physical environment and 95% of representatives assure that students have not informed university or college about inadequacy or inaccessibility of informative environment. At the same time 77% affirm that they have adapted physical environment to people with disabilities on their own initiative (only 36% acknowledge the same about adjusting informative environment).

2.4.2 Bulgaria

No data was provided for living conditions; however, a bigger part of students usually have a relative as a personal or social assistant. 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 labour 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.

3 Target Group Market Research

The main goal of the target group market research was to determine target groups for whom to develop the 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.

3.1 Focus groups

Focus groups were performed by PSB, BEFO and SWU in each project partner country. The number of focus groups per country was adapted according 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, APEIRONS in Latvia and CIL in Bulgaria.

There were two kinds of target groups chosen for this part of the 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 the project team to design an e-learning platform both technically and content-wise. The other target group was the aforementioned entrepreneurs with disabilities. This group was chosen so as to collect useful qualitative data about what 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 build a learning course which is as applied and practical as possible. [12]

Four national focus groups composed of disabled students, were performed by PSB, BEFO and SWU in each country. The number of focus groups and students somewhat varied in each country (according to the situation). France had one group of students, Bulgaria had 2 groups each composed of 10 students (motor deficit disability, visual disabilities, one student with dyslexia), and Latvia had a focus group composed of 11 students (motor deficit, visual disabilities, dyslexia, hearing disabilities). The main results, finding and conclusions from all focus groups will be further presented.

3.1.1 Main findings from focus groups composed of students with disabilities

French 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 in the labour market. Words such as low self esteem can be highlighted in their responses. Moreover, the problem of accessibility in a university environment and beyond is concerning. In the responses of students and entrepreneurs with disabilities, the word 'access' is widespread in almost all the answers.

Answering the question “How did you come up with the decision to study?” most of the answers include: “possibility of quick and successful realization of higher financial reward”, „to be able to affect their health status”, “field of interest”, “personal satisfaction”, „thinking of future employment”, ‘looking for suitable profession, field of study”. Based on the answers we can see that most of them like the “field of interest” etc. are not connected with their disability, although students stated that they always bear in their mind suitable professions and occupations – that can be seen when they answered the question “How did you come up with the decision to study this profession / field?” Some of the students also stated that they chose a particular field of study in order to provide help in the future in regards to disadvantaged people. Circumstances that influenced their decision of studying include financial and social independence and security or better payment in later life.

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

When asked about their experiences in their studies, most of the students noted inappropriate environment, training materials that are unsuitable for students with disabilities, as well as impervious, uncooperative teaching staff that had made studies harder than they should be. One of the students from Latvia said that "studies are constant fight for my rights to education" referring to aforementioned obstacles, including uncooperative lecturers that obviously lead also to emotional hardship. Students had several ideas on what should be done or what would help to overcome such obstacles. One of the most topical issues for students with disabilities (motor deficit or visual disability) in terms of social inclusion remains accessible environment and accessible transport – according to students there should be improvement of accessibility to the university and its administrative part, „real integration in the student environment", planned, pre-designed sustainable adjustments to the needs of specific disabilities (and not simply immediate reaction to single cases). One of the most important things mentioned by students is designed support system for lecturers - according to students in such cases most of the lecturers are left without administrative support which may lead to uncooperative relationship or cooperative – but it really depends on a will, understanding, free time etc. of the lecturer. Instead, it should be part of systematized process.

When asked how they imagine their professional future after graduation students answered the following: some of them are thinking of continuing their studies, others – looking for employment, students mostly from the field of economics are thinking of starting their own business or "being somehow else independent". When asked to imagine what kind of support they would need if they decided to start their own business, part of the students answered that they would need basic elements in business, e.g., how to write a business plan, etc. (students from other fields than economics), specialized training , additional courses to support their own business. Some of the students answered that they cannot imagine starting their own business. "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 support would be needed to overcome those?" provided the following answers: difficulty in the environment /access to administration, economic difficulties, difficulty in accessibility, "attracting business" (hearing disability)/. Some of the students admitted that they do not think there would be specific difficulties related to their disability. Mentioned obstacles that could interfere on starting or running a business are: limiting economic status (most of the interviewed students), affordability as a barrier to starting a business (most of the interviewed students), some of the students think they are not suitable for running a business or have low self-esteem. Interesting answers were provided on needed skills and/or knowledge that should be exercised for running a successful business or to become entrepreneur: adequate training in the direction in which they are oriented, computer technology, marketing, management, and accounting and business administration, foreign languages, public relations, basic knowledge in the legislative area. Most of the students did not mention soft skills. Of **topics needed to be included in e-learning course about entrepreneurship, students suggest to include: entrepreneurship, entrepreneurial culture and ethics of mistakes in setting up and organizing small business, starting your own business, legislative basics in starting a business, marketing, advertising, making a business plan, accounting, basics of economics.** On most common **mistakes made on e-platforms that can limit**

their possibilities to use it students mention: small letters, not adjusted contrast of colours, too much text, not enough visual materials, too complicated language that hinders understanding and "makes boring", possible problems with personal identification of learner (refers to validation of e-learning), the level of technical skills of the student and teacher, technical limitations associated with the transmission of information – the speed of the internet connection, covering certain hardware and software standards.

During the research we added another focus group in each project partner country – focus groups composed of entrepreneurs with disabilities. Reason for such choice was to get information from experienced professionals. Bulgarian partners interviewed 6 entrepreneurs with disabilities (4 are oriented in the direction of "Economics" and 2 in public health), French partners – 8 entrepreneurs with disabilities (1 – manufacturing and sale of magnetic loops, 1 – social start-up, 1 – teaching and animation of participative workshops, 1 – inclusive digital solutions for users suffering from disorders, 1 – graphic company that creates awareness-raising products of disability, 1 - distribution network of home-based products, 1 – consulting firm in innovation, 1 – digitalization of documents), Latvian partners – 5 entrepreneurs with disabilities (1 – self-employed physiotherapist, 2 – self-employed / business owners in IT specialty and programming, 2 – self-employed accountants).

3.1.2 Main findings from the focus groups composed of entrepreneurs with disabilities

In case of French entrepreneurs with disabilities they gave very different answers to almost all questions – it resulted from their different backgrounds regarding the inputs of their initial training background (academic skills and knowledge before starting their entrepreneurial project), and a very different assessment of the added value / necessity to be trained before starting a business. Nevertheless, they all mentioned **learning by doing** as a key factor for becoming a successful entrepreneur. Another common thing they mentioned when asked about what should e-learning platform on entrepreneurship be like for students and students with disabilities, they answered that technical requirements should 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 networks** to be developed between learners to be reworded.

When entrepreneurs were asked about the driving force that had thrown them into entrepreneurship the majority answered that it was possible financial stability, „had to think of new opportunities / did not have any other choice" (after trauma), passion for business was also mentioned. The needed knowledge in the field of entrepreneurship entrepreneurs had gained in a different manner – some of them had received training in high schools, college or university, on their own / self-learned, looked for possible education after readjusted their lives. Answers to the question "describe your experience with starting your business: what kind of difficulties did you experience?" included: physical accessibility, insufficient qualification / knowledge, lack of

financial resources, emotional breakdown after the trauma. Others also mentioned that initially they had fear of complexity of administrative stuff during the creation process of the company (legal status, premises, search of finances etc.), as well as how to balance disability and entrepreneurship. But when asked about obstacles (if any) they encounter while striving towards professional goals, the majority of Latvian entrepreneurs answered that they encounter the same obstacles as any entrepreneur (not related to their disability), but they admit that it is the result of their experience. Some of the Bulgarian entrepreneurs mention difficulties of physical accessibility of buildings, etc. As difficulties, two French entrepreneurs mentioned that they are not always taken seriously and sometimes they encounter discrimination.

According to interview answers, entrepreneurs with disability state that skills and knowledge that are needed for entrepreneurs are: entrepreneurial culture and ethics, development of entrepreneurship, believing in oneself, endurance, diligence, knowledge of the English language, not being afraid to fail, daring. Difference in answers between entrepreneurs and students are mostly in that entrepreneurs mention a lot of soft skills that in their opinion are needed. Answering the question on **what topics should definitely be included in the Succes4all course the answers below were given:**

- **business administration,**
- **elements of marketing,**
- **finance,**
- **business management,**
- **accounting,**
- **easy informative modules about the legal aspect of a new business start-ups, e.g., comparative degree of the various legal statutes and the criteria of eligibility, check lists / reminders for every stage, comparative board of synthesis and their sources to go farther, a glossary to explain the technical terms, training of soft skills.**

Very useful answers and **suggestions** were given **on adapting the e-learning platform to specific needs of some disabilities and to make platform as successful as possible**. Main answers were:

- **include explanatory videos, photos, graphs, schemes, etc.,**
- **subtitles for videos,**
- **clear picture in videos, a lot of close-ups in videos (to see the speaking person's mouth),**
- **avoid too formal language, use simple language,**
- **playful and dynamic pedagogy (case studies, games, role playing etc.),**
- **adapt platform to target group (students): dynamism, aesthetics, link with the social network, networks of mutual aid and division between student projects, entrepreneurial pathway between countries etc., include networking platform,**
- **simple and interface,**
- **short modules,**
- **readable size and colours of letters that can be changed,**
- **change of colours and contrasts.**

3.2 National Survey

In order to reach a representative sample of the target group, three national surveys were distributed among each partner's country – Latvia, Bulgaria and France. As mentioned before, national survey was developed to gather data about students' willingness and need to start an entrepreneurship. Target group for this part of the market research were both students with and without disability.

The online survey was designed by BEFO (Latvia), however, an internationally recognized research project which utilises both geographical and temporal comparison to the 2016 Spring version of the Global University Entrepreneurial Spirit Students' survey[13] served as the basis for the questionnaire questions. Each partner then validated the survey and translated it for its national context (cf. Appendix: National Survey in English).

For the purposes of the analysis the questions can be divided into 5 groups of indicators, as follows: questions 1, 2, 3 and 39 fall under the heading of "Attitudes for starting up own business"; questions 4, 5, 6, 7, 8 and 9 – "Career development factors and their influence vis-à-vis starting business"; questions 10, 11, 12 and 13 – "Self-evaluation and resolution to start a business"; questions 14 through 21 incl. – "Channels and proactive searching for information"; questions 25 through 38 incl. – "Competences and qualities required for entrepreneurship."

3.2.1 Main findings from the national survey in Latvia

Survey was distributed among students from August 2017 till October 2017 among 82 persons. Of those, 48,8% falls within the age group of 20-25, 12 (14,6%) are within the age group of 15-19 and equally 14,6% falls into age category of 26-30; 18 persons reported age that puts them outside the group of youths (2,4% aged 36-40; 7,3% aged 31-35 and 12,2% aged 40+).

Gender-wise, 64,6% of respondents are female and respectively 35,4% being male. The majority of persons stated that the country they are currently living in is Latvia (79), one indicating UK as current residence, one – Germany and one – Greece.

Majority of respondents (56,1%) have stated that their highest level of education is secondary education or equivalent; 28 (34,1%) have answered that they have higher education, including 19,5% with bachelor's degree, 14,6% with master's degree and 1 (1,2%) respondent with professional degree. Elementary education prevails in 12 (14,6%) answers; vocational education in 9 (11%), college – in 6 (7,3%) answers.

Student educational background and affiliation to specific educational institution varied, students from 10 different educational institutions filled in the survey: Vidzeme University of

[13] Student Entrepreneurship 2016: Insights From 50 Countries, *International Report of the GUESSS Project 2016*, available here: http://www.guesssurvey.org/resources/PDF_InterReports/GUESSS_2016_INT_Report_final5.pdf

Applied Sciences (29); Social Integration State Agency (18); University of Latvia (9); Riga Technical University (8); Daugavpils University (7); Latvia University of Agriculture (4); Riga International School of Economics and Business Administration (2); Riga Stradins University (1); Business College of Latvia (1); Jurmala College (1). 2 respondents have no affiliation to any educational institution.

The majority of respondents (63,4%) have responded that they do not have a disability, however, 17,1% (12) respondents have stated that they have a physical disability; 12,2% (10) – chronic illness; speech and language disorders – 1; visual impairment – 1; mental disorder – 1; trauma – 1; some other illness – 1; 1 respondent reported consequences after AVM.

In terms of employment, the distribution of responses is as follows: majority of respondents (46) – 56,1% study in bachelor's or master's programme in university; 24,4% (20) are employed fulltime, only 6 respondents (7,3%) are working part-time; 2 persons stated that they currently are unemployed, 9,8% falls into the group of answers called "Other".

The total monthly income of most respondents (64,6%) is up to EUR 500, 24,4% (20) reporting monthly revenue of EUR 501-1,000.

Most of the respondents (62) have not engaged in entrepreneurial activities in the past 5 years, significantly 24,4% run or had run their own business in the last 5 years.

- ***Attitudes for Starting up Own Business***

The intentions and readiness of respondents to undertake steps for starting up a business idea of their own in the following 12 months can be summarized as follows: 30,6% of respondents report that in the following 1 year they have no plans to start up their own business, for 8,5% of respondents the idea of starting their own business in the following year seems somewhat undesirable. However, for 41,6% of respondents the idea of starting up their own business in the following 12 months seems positive (23,2% entirely agree with the idea to start a business, whilst 6,1% largely agree and 12,2% somewhat agree).

The outcomes for statement 2 significantly shows that the majority of respondents most likely will not start a business in the following year – 35,4% entirely disagree with the idea; 13,4% largely disagree and 12,2% somewhat disagree with the idea of starting a business, only 24,4% have responded that they might start a business in the next 12 months (12,2% entirely agree; 2,4% largely agree; 9,8% somewhat agree) while 9,8% (8) of respondents remained neutral in their answer.

For 25.6% taking steps to start a business in the following 12 months would be attractive, also, the idea of taking steps to start a business seems very useful for 34,1% of respondents; 17,1% finds this idea wise and 34,1% would definitely expect a positive effect from this action, in comparison – only 3,7% of respondents believe that the impact of starting a business would be negative, 8,5% have responded that the idea seems unpleasant and 12,2% think it may be

useless. As far as the inspirational effect from the encounter with entrepreneurship is concerned, a total of 31,7% of respondents report that this would be inspiring for them while 11% remain skeptical and believe that this effort would be rather exhausting.

- ***Career Development Factors and Their influence of starting a business***

The data obtained from statements 4, 5 and 6 can be interpreted as follows: 55% of respondents agree that the opinion of their closest family is important to them when deciding whether or not to pursue a career as self-employed in the next 12 months, on contrary – 31,7% (13,4% of them disagreeing entirely) the opinion of the closest family do not put in the first place. When it comes to the best friends, only 6,1% of the respondents agree entirely that their opinion matter, 8,5% largely agree, while 18,3% disagree entirely and 15,9% - largely disagree, in that way relegating friends from significant position when considering a decision to pursue a career of entrepreneurship. Those caring about the opinion of persons who are important to them are as follows: 54,9% of respondents have answered positively, thus putting the opinion of persons important to them in significant position; 9,8% of respondents, however, disagree entirely therefore giving a lesser degree of importance to persons important to them, 7,3% largely disagree whilst 11% somewhat disagree.

Based on the outcomes for questions 7,8 and 9, most of the respondents have answered negatively, disagreeing that the relatives (58,5%), friends (57,3%) and people held important (53,7%) think that they should take steps to start a business in the next 12 months. On contrary, 25,6% of respondents believe that the persons important to them support them in decision to undertake the necessary steps to start up a business; the percentage to the best friends is 26,9% of respondents, while the percentage related to the closest members of family is 24,3%.

- ***Self-evaluation and Resolution to Start Own Business***

Questions 10, 11, 12, and 13 explore the means of self-evaluation as well as resolution students have regarding the idea whether to start their own business.

51.2% of respondents believe their ability to start a business if they wanted to – 26,8% of them strongly agree that if they would like, they would be able to take the necessary steps towards entrepreneurship; 14,6% largely agrees and 9,8% somewhat agrees with the statement. However, there are a significant part of respondents (15.6%) who strongly disagrees – meaning they do not think that they would be able to start a business if they wanted to within following 12 months, furthermore – 7.3% largely disagrees and 7.3% somewhat disagrees. A significant part of respondents (18.3%) have expressed neutral attitude towards this statement. However, when asked whether it would be easy to start a business within next 12 months, the majority of respondents have answered negatively – 22% strongly disagree with this statement; 13.4% largely disagree while 13.4% somewhat disagree. Significant part of respondents (17.1%) believe that it'd be easy for them to start a business; only 4.9% largely agree and 12.2% somewhat agree with the statement.

Regarding students' capability to control the process of entrepreneurial activities answers varies – 19.5% of the respondents strongly agree that they could be able to control the progress of the process to a great degree (15.9% largely agree and 11% somewhat agree), significantly – exactly the same share of respondents (19.5%) have expressed neutral opinion regarding this statement. 12.2% strongly disagree that they would be able to control the whole progress of process; 14.6% disagree largely whilst 7.3% somewhat disagree with this statement.
According to the respondents' answers, external factors may hold a significant meaning towards an idea to take steps to start a business. Overall, 23.2% of respondents believe that external factors would definitely affect their ability to develop a business (17.1% largely agree); only 12.2% of respondents believe that external factors wouldn't affect their ability to start a business whilst 14.6% of respondents doesn't have a direct answer to this statement.

- ***Channels and Proactive Searching for Information***

Frequent interaction with others in order to acquire new information prevails in majority of respondents' answers – 69.6% from which 35.4% strongly agree; 15.9% largely agree and 18.3% somewhat agree. Only 2 respondents (2.4%) have answered that they do not get involved in such activity. 36.6% admit reading newspapers, news articles and publications regularly in order to achieve new information; the majority of respondents – 81.7% obtain new information by browsing through internet. 67% of the respondents consider themselves as "avid information seekers" while 18.3% do not agree with such statement.

57.3% of respondents agree on focusing on and seeking new business ideas during daily activities, on the contrary – 32.9% doesn't comply with this statement. The new business resources development centers as an information channel seems to be unrecognized/unknown or more likely - non-preferred source of information among respondents, this reflects in respondents' answers – only 17.1% agree that they are actively seeking information in resource centers as local chamber of commerce, small business center at their universities or others.

- ***Competences and Qualities Required for Entrepreneurship***

A group of questions – 22nd through 38th was designed in order to explore competencies and qualities important for entrepreneurial activities. Frequent identification of new mixes of people, products or materials is a "somewhat" developed skill for 22% of respondents. 11% largely agree that this is a skill they possess, while only 6.1% definitely believe that they are able frequently to sight such combinations. Next question measures the ability to make new connections and uptake new or emerging interrelations among various information components. A total of 37.8% of respondents (24.4% - "somewhat agree", 12.2% "largely agree" but only 1 respondent (1.2%) - "completely agree") report that they have such an ability and exercise it often. 18.7% reply that they do not have such a knack (6.6% - "completely disagree", 6.6% - "largely disagree", and 5.5% "somewhat disagree")

For statement 24 answers are distributed as follows: the largest number of positive responses comes from respondents (69.5% in total) who fully, largely or somewhat agree with the

statement that they possess skills to distinguish and analytically differentiate various situations compared to other people. Only 2 respondents (2.4%) definitely do not support this statement.

On the question concerning visionary approach in overcoming problems, 45.1% agree that they often come up with new ideas and solutions; 30.5% do not agree with this statement. When it comes to the "out of the box" thinking, 19.5% of respondents strongly agree that they possess such skill, 13.4% agree largely whilst 19.5% somewhat agree; only 3.7% of respondents believe that they do not have such quality.

Asked to what extent they are able to make connections between information that may seem at diverse and unrelated, large part (25.6%) of the respondents are hesitant in their response, while 40.2% agree that they do have a skill for that kind of approach. When it comes to "connecting the dots" significant part (32.9%) of the respondents share hesitation regarding this statement; 47.6% believe they possess such skill whilst 19.5% do not.

Asked whether they are able to make connections between seemingly unrelated information domains, 47.5% of respondents report that they can and frequently identify the connections between information domains, while 34.2% believes that they do not possess such competence.

41,4% of respondents believe that they have a special alertness toward profitable opportunities, the same share of respondents believe that they have "a gut" feeling for potential opportunities.

41.4% believes that they have an ability to see gainful opportunities, distinguishing between proposals that are worthwhile and that are not, significant part of respondents (22%) are hesitant about giving a specific answer.

For statement 38 the majority of respondents say that they are in good health (a total of 67%). Those that cannot give a definitive answer are 15.9%, and respondents who do not consider themselves in good health are 17.1%.

3.2.2 Main findings from the national survey in France

The survey took place between September and October 2017 among 142 persons. Of those, 90.2% fall within the age group 18–22 (young people aged 21 and 20 being the most numerous, respectively 21.8% and 30.3%); 11 are within the age group 23-30 (7.7%).

Gender-wise, 53.5 % respondents are male and 46.5% are female. No respondent selected the option called "Other". The prevailing majority of polled persons reside in Paris and near suburbs (134)).

In terms of family status respondents are preponderantly "single/never married" (74.6%%). 0.7% report to be in marriage and 22.5% report to be in couple without marriage.

Nearly 30% are with higher education, including 29.6% with bachelor's degree 1st year, 33.1% with bachelor's degree 2nd year, 38%% with bachelor's degree 3rd year.

All the students are from PSB Paris School of Business.

Nearly 19% report they have some disability: chronic illness – 3; physical disability - 2; intellectual disorder – 5, autism – 1; loss memory – 2; hearing disorder - 13.

In terms of employment, the distribution of responses is as follows: 99,3% are full time students.

The total monthly income of most respondents is between 10-99€ (91.5%).

As little as 0.7% run their own business. 2.1% have established their business in the last 5 years, while the sizeable remainder (97.9%) never engaged in entrepreneurial activities in the past 5 years. The parents of 59.2% of respondents never were entrepreneurs.

For the purposes of the analysis the questions can be divided into 5 groups of indicators, as follows: questions 1, 2, 3 and 39 fall under the heading of "Attitudes for starting up own business"; questions 4, 5, 6, 7, 8 and 9 – "Career development factors and their influence vis-à-vis starting business"; questions 10, 11, 12 and 13 – "Self-evaluation and resolution to start a business"; questions 14 through 21 incl. – "Channels and proactive searching for information"; questions 25 through 38 incl. – "Competences and qualities required for entrepreneurship."

- ***Attitudes for Starting up Own Business***

The intentions and readiness of respondents to undertake steps for starting up a business idea of their own in the following 12 months can be summarized as follows: 67.34% of respondents report that in the following 1 year they have no plans to start up their own business (35.41% completely disagree with the proposed statement, while 13.88% largely disagree). On the other hand, 19.44% have a positive attitude, this roughly dividing in two equal groups the answers to this question. The dynamics of responses to the following question is somewhat different.

For 22.5% taking steps to start a business in the following 12 months would be attractive, while more than half of respondents (62%) as a whole would enjoy such an undertaking. Taking steps to start a business in the following 12 months for 27.7% of respondents is definitely regarded as something that would bring benefits, and as low as 10.8% say that such an attempt would be painful for them. Again 27.7% report that this is definitely a smart move. 20% are undecided and 6.8% say this would not be a clever thing to do. 28.8% definitely expect a positive effect from undertaking steps to start up own business, and just 10.8% believe the impact for them would be negative.

The distribution of answers in terms of degree of significance of statement 39 (insignificant - significant) is as follows: the largest is the share of young people who believe that making specific

steps to start up own business idea is important for them in the following 12 months. (26.2%). The share of persons believing that such a development would be personally important for them is substantial, but not highly significant (18.9%). As a whole the trend of responses is positive – entrepreneurship and actual making of the first steps is very important for respondents (54.1% in total).

As far as the inspirational effect from the encounter with entrepreneurship is concerned, a total of 55.2% of respondents report that this would be inspiring for them. 25.1% are quite skeptical and believe that this effort would be rather exhausting.

- ***Career Development Factors and Their influence of starting a business***

The data obtained from statements 4, 5 and 6 can be interpreted as follows: for 18.4% of young people the opinion of their family with respect to choosing a career in entrepreneurship is of top importance; the support that they might get from persons who are important for them in their immediate surroundings is particularly significant too (17.3%). 29.4% largely agree with the statement that they would seek advice from persons important for them when considering self-employment; the share of respondents caring about the opinion of friends is 12.9, and of those caring about the opinion of the family – 23.9%. The family and authority figures again are identified as chief factors in opting for such a type of career development, albeit with a lesser degree of importance – somewhat agreeing are 36% and 33.8% of respondents respectively. Friends definitely get relegated when considering a decision to take up a career of entrepreneurship – a total of 44.8% of respondents are not interested in the opinion of their friends on that.

Based on the outcomes for questions 7, 8 and 9, more than half of responses are in the negative part of the "agree - disagree" continuum. Summarized data indicate that 50.3% of respondents disagree to a differing extent with statement 9. The lack of actual support or belief on the part of the family in a family member's pursuing a career in entrepreneurship is shared by a total of 54.7% of respondents, for the friends the percentage share being largest (55.8%). As little as 32.7% report that the persons important for them support them in the decision to undertake steps to start up a business in the following 12 months; the percentage related to the best friends is 20.6% of respondents, while the percentage related to the people that are important for the young is 32.7%. Last but not least, there is quite a share of respondents in the sample who hesitate, reporting they "neither agree nor disagree" with respect to people whose opinion influences their career development as entrepreneurs (26.1% - figures of authority; 32.7% - friends; 26.1% - family).

- ***Self-evaluation and Resolution to Start Own Business***

The self-evaluation and resolution of young people to start own business are explored by means of questions 10, 11, 12 and 13 of the questionnaire.

Fully confident in their competences and the opportunities of the environment for initial development of entrepreneurial activities in the following 12 months are 17.7%. The share of respondents that largely agree with this statement is the same. 25.4%, albeit with some considerations, believe that they do possess the knowledge and skills required. The ones doubting their own competences and the positive impact of external factors are 25.2%. The bigger part of respondents believe that they possess the ability of exerting substantial independent control on the rollout of the process of starting a business in the following 12 months (13.3% fully agree with this, 19.7% largely agree, 25.2% somewhat agree). 13.3% completely disagree, while 8.7% are unable to decide.

According to the respondents, the external factors to a great extent influence the plans and desires for undertaking steps to develop business. All in all, 60.4% of respondents believe it is the presence of external factors that would obstruct the fulfillment of such an intention. On the other hand, 14.4% are more prone to believe that regardless of external factors, starting up of business would happen anyhow, and 9.8% of respondents agree with this more definitely.

- ***Channels and Proactive Searching for Information***

Frequent interface with other people for obtaining new information can be identified as part of the day-to-day life of the prevailing majority of respondents (a total of 78.8%: 31.8% completely agree with statement 15, 27.5% largely agree, and 18.6% somewhat agree). 63.6% read newspapers, magazines or commercial publications to obtain new information. The ones that regularly get information from the media are 25.2%. The share of those who do not consider the information from those sources significant is the same. For 91.1% of young people the preferred way to obtain new information is daily browsing on the internet. 70.2% (in total) of respondents describe themselves as “avid information seekers”. 15.5% would not identify with this. 37.3% of respondents completely agree with statement 20. Obtained data warrant the conclusion that as a whole young people actively seek information and channels for obtaining it.

When looking for information, the prevailing part of respondents (in total 73.6% of those agreeing with statement 15) focus on new business ideas. Routine hunting for new business ideas is reported by 65.6% of young people (20.8% completely agree, 28.5% largely agree, and 16.4% somewhat agree).
The new business resources development centers as an information channel tend to be an unrecognized/unknown or non-preferred source of information for respondents – only 36.2% agree with statement 21.

- ***Competences and Qualities Required for Entrepreneurship***

For the purposes of the survey, a group of questions (22nd through 38th) was designed to explore competences and skills crucial for entrepreneurship.

Based on the obtained data, frequent identification of new mixes of people, products or materials is a “somewhat” developed skill for 24.1% of respondents. 20.8% largely agree that this is a skill

they possess, while 17.5% definitely believe that they are able frequently to sight such combinations. A total of 26.3% respondents believe that statement 22 is not applicable to them. The same trend is displayed for the next question measuring the ability to make new connections and uptake new or emerging interrelations among various information components. The rates are greater in relation with positive self-assessment – a total of 65.6% of respondents (28.5% - "somewhat agree", 20.8% "largely agree" and 16.4% - "completely agree") report that they have such an ability and exercise it often. 21.7% reply that they do not have such a knack (7.6% - "completely disagree", 7.6% - "largely disagree", and 6.5% "somewhat disagree").

For statement 24 replies are distributed as follows: the largest number of positive responses comes from respondents (73.5% in total) who fully, largely or somewhat agree with the statement that they possess skills to distinguish and analytically differentiate various situations compared to other people. Only 4.3% definitely do not support this statement.

On the question concerning visionary approach in overcoming problems and creative 'out-of-the-box thinking' - 32.9% of respondents largely agree, 19.7% being more definitive. With slight degree of hesitation, yet still positive are again 19.7% ("somewhat agree"); 11.1% cannot decide if they are able to propose new ideas and approaches to different problems and think "in an unconventional way"; a total of 17.7% respondents disagree with this statement. 6.7% completely disagree, 4.4% largely disagree, and 6.6% somewhat disagree.

Asked to what extent they are able to make connections between information that may seem at first glance diverse and unrelated and information domains, more than half of respondents report that they can and frequently identify the connections between ideas, phenomena, data, etc.

Hesitation is more pronounced for the outcomes for statement 28. Although replies again are concentrated in the positive portion of the "agree-disagree" dichotomy (49.4% in total), the share of those that neither agree nor disagree is substantial – 34.1%. Approximately 18% of respondents report, in varying extent, that they disagree.

For statements 30 and 36 the shares of those in doubt of their own skills of pro- activeness and information screening are respectively 23.2% and 27.4%. The ones confirming that they possess skills for filtering out and blocking insubstantial information in order to make a decision in the context of a given business opportunity are 55.7% (21.9% - "somewhat agree". 20.8% "largely agree", 13.1% "completely agree"), while those dismissing the statement as non-applicable to them are 17.9% (6.7% - "completely disagree", 3.4% "largely disagree", 7.8% "somewhat disagree"). "Seeing" potential new business opportunities come in naturally for a total of 42.9% of respondents. Special acumen and feeling for promising business have 46.2% of respondents. 27.6% report they do not possess such qualities, and nearly one fourth of the sample (26.3%) cannot reply with confidence. Developed intuition for potential opportunities and "sharpness for lucrative business opportunities", according to the outcomes of the self-evaluation, possess 63.6% and 47.4% of respondents respectively.

Focusing on gainful opportunities, distinguishing between proposals that are worthwhile and that are not and the ability to make informed choices are entrepreneurial competences that respondents tend to possess albeit in varying degree.

For statement 38 the majority of respondents say that they are in good health (a total of 80%). Those that cannot give a definitive answer are 5.6%, and respondents who do not consider themselves in good health are 14.4%.

3.2.3 Main findings from the national survey in Bulgaria

The survey took place between September and October 2017 among 91 persons. Of those, 58.2% fall within the age group 18–22 (young people aged 19 and 21 being the most numerous, respectively 18.7% and 17.6%); 7 are within the age group 23-30 (25.3%). 12 respondents reported age that places them outside the group of youths (16.5% of whom 11% aged 31-40 and 5.5% aged 45-61).

Gender-wise, 71.4% respondents are female and 27.5% are male. One respondent selected the option called "Other". The prevailing majority of polled persons reside in Sofia (81), followed by other cities/towns in the country (10 respondents including 2 from villages).
In terms of family status respondents are preponderantly "single/never married" (85.7%). 13.2% report to be in marriage.

Nearly 30% are with higher education, including 18.7% with bachelor's degree and 14.3% with master's degree. More than half of respondents have finished secondary education or equivalent, while approximately 8% are with lower secondary (finished grade 7 or 8 – *translator's note*).

Students from six tertiary education institutions in this country filled in the questionnaire: St. Kliment Ohridski Sofia University (57), University of National and World Economy (8), New Bulgarian University (2), St. Cyril and St. Methodius University of Veliko Tarnovo (1), Konstantin Preslavski University of Shumen (1), and South-West University "Neofit Rilski" (1). 14 respondents have no affiliation to any organization, while 2 are NGO members.

Nearly 10% report they have some disability: chronic illness – 2; physical disability - 7; mental disorder – 2, autism – 1; learning difficulties – 1; other – 1 reported having diabetes.
In terms of employment, the distribution of responses is as follows: more than half of respondents study in bachelor's or master's programs in university (60.4%); more than one third are employed fulltime (31.9%); very few are part-timers – 2.2% or 2 persons; 2 or 3.3% of respondents in the survey sample report they are unemployed; 2.2% of respondents fall in the group of answers called "Other".
The total monthly income of most respondents is up to EUR 500, 22% reporting monthly revenue of EUR 501-1,000.

As little as 5.5% run their own business. 9.9% have established their business in the last 5 years, while the sizeable remainder (90.1%) never engaged in entrepreneurial activities in the past 5 years. The parents of 74.7% of respondents never were entrepreneurs.

For the purposes of the analysis the questions can be divided into 5 groups of indicators, as follows: questions 1, 2, 3 and 39 fall under the heading of "Attitudes for starting up own business"; questions 4, 5, 6, 7, 8 and 9 – "Career development factors and their influence vis-à-vis starting business"; questions 10, 11, 12 and 13 – "Self-evaluation and resolution to start a business"; questions 14 through 21 incl. – "Channels and proactive searching for information"; questions 25 through 38 incl. – "Competences and qualities required for entrepreneurship."

- ***Attitudes for Starting up Own Business***

The intentions and readiness of respondents to undertake steps for starting up a business idea of their own in the following 12 months can be summarized as follows: 46.2% of respondents report that in the following 1 year they have no plans to start up their own business (22% completely disagree with the proposed statement, while 13.2% largely disagree). On the other hand, 40.7% have a positive attitude, this roughly dividing in two equal groups the answers to this question. The dynamics of responses to the following question is somewhat different. Asked how much they agree with the statement that in the following 12 months they intend to start up entrepreneurial activities, 49.5% have no such readiness, whilst 36.3% tend to be seriously considering this. 14.3% hesitate in their answer.

The outcomes for statement 2 are in support of the results discussed above - 22% of respondents completely disagree that they will make an attempt to start up a business idea of their own in the coming 1 year. 8% largely disagree, while 12.1% somewhat disagree. A total of 44% take positively the statement, and 13.2% are on the fence.
For 27.5% taking steps to start a business in the following 12 months would be attractive, while more than half of respondents (66%) as a whole would enjoy such an undertaking. Taking steps to start a business in the following 12 months for 29.7% of respondents is definitely regarded as something that would bring benefits, and as low as 8.8% say that such an attempt would be painful for them. Again 29.7% report that this is definitely a smart move. 22% are undecided and 8.8% say this would not be a clever thing to do. 30.8% definitely expect a positive effect from undertaking steps to start up own business, and just 8.8% believe the impact for them would be negative.

The distribution of answers in terms of degree of significance of statement 39 (insignificant - significant) is as follows: the largest is the share of young people who believe that making specific steps to start up own business idea is important for them in the following 12 months. (24.2%). The share of persons believing that such a development would be personally important for them is substantial, but not highly significant (20.9%). As a whole the trend of responses is positive – entrepreneurship and actual making of the first steps is very important for respondents (56.1% in total).

As far as the inspirational effect from the encounter with entrepreneurship is concerned, a total of 57.2% of respondents report that this would be inspiring for them. 23.1% are quite skeptical and believe that this effort would be rather exhausting.

- ***Career Development Factors and Their Influence Vis-à-vis Starting Business***

The data obtained from statements 4, 5 and 6 can be interpreted as follows: for 15.4% of young people the opinion of their family with respect to choosing a career in entrepreneurship is of top importance; the support that they might get from persons who are important for them in their immediate surroundings is particularly significant too (14.3%). 26.4% largely agree with the statement that they would seek advice from persons important for them when considering self-employment; the share of respondents caring about the opinion of friends is 9.9, and of those caring about the opinion of the family – 20.9%. The family and authority figures again are identified as chief factors in opting for such a type of career development, albeit with a lesser degree of importance – somewhat agreeing are 33% and 30.8% of respondents respectively. Friends definitely get relegated when considering a decision to take up a career of entrepreneurship – a total of 41.8% of respondents are not interested in the opinion of their friends on that.

Based on the outcomes for questions 7, 8 and 9, more than half of responses are in the negative part of the "agree - disagree" continuum. Summarized data indicate that 47.3% of respondents disagree to a differing extent with statement 9 (6.6% somewhat disagree, 12.1% largely disagree, and 28.6% completely disagree). The lack of actual support or belief on the part of the family in a family member's pursuing a career in entrepreneurship is shared by a total of 51.7% of respondents, for the friends the percentage share being largest (52.8%). As little as 29.7% report that the persons important for them support them in the decision to undertake steps to start up a business in the following 12 months; the percentage related to the best friends is 17.6% of respondents, while the percentage related to the people that are important for the young is 29.7%. Last but not least, there is quite a share of respondents in the sample who hesitate, reporting they "neither agree nor disagree" with respect to people whose opinion influences their career development as entrepreneurs (23.1% - figures of authority; 29.7% - friends; 23.1% - family).

- ***Self-evaluation and Resolution to Start Own Business***

The self-evaluation and resolution of young people to start own business are explored by means of questions 10, 11, 12 and 13 of the questionnaire.
Fully confident in their competences and the opportunities of the environment for initial development of entrepreneurial activities in the following 12 months are 18.7%. The share of respondents that largely agree with this statement is the same. 26.4%, albeit with some considerations, believe that they do possess the knowledge and skills required. The ones doubting their own competences and the positive impact of external factors are 24.2%. The bigger part of respondents believe that they possess the ability of exerting substantial independent control on the rollout of the process of starting a business in the following 12

months (14.3% fully agree with this, 18.7% largely agree, 24.2% somewhat agree). 14.3% completely disagree, while 7.7% are unable to decide.

According to the respondents, the external factors to a great extent influence the plans and desires for undertaking steps to develop business. All in all, 59.4% of respondents believe it is the presence of external factors that would obstruct the fulfillment of such an intention. On the other hand, 15.4% are more prone to believe that regardless of external factors, starting up of business would happen anyhow, and 8.8% of respondents agree with this more definitely.

- ***Channels and Proactive Searching for information***

Frequent interface with other people for obtaining new information can be identified as part of the day-to-day life of the prevailing majority of respondents (a total of 75.8%: 30.8% completely agree with statement 14, 27.5% largely agree, and 17.6% somewhat agree). 62.6% read newspapers, magazines or commercial publications to obtain new information. The ones that regularly get information from the media are 24.2%. The share of those who do not consider the information from those sources significant is the same. For 90.1% of young people the preferred way to obtain new information is daily browsing on the internet. 69.2% (in total) of respondents describe themselves as "avid information seekers". 16.5% would not identify with this. 36.3% of respondents completely agree with statement 20. Obtained data warrant the conclusion that as a whole young people actively seek information and channels for obtaining it.

When looking for information, the prevailing part of respondents (in total 72.6% of those agreeing with statement 15) focus on new business ideas. Routine hunting for new business ideas is reported by 62.6% of young people (19.8% completely agree, 27.5% largely agree, and 15.4% somewhat agree). In contrast, for 13.2%, or 12 respondents, this is something completely atypical for them. The new business resources development centers as an information channel tend to be an unrecognized/unknown or non-preferred source of information for respondents – only 35.2% agree with statement 21.

- ***Competences and Qualities Required for Entrepreneurship***

For the purposes of the survey, a group of questions (22nd through 38th) was designed to explore competences and skills crucial for entrepreneurship.
Based on the obtained data, frequent identification of new mixes of people, products or materials is a "somewhat" developed skill for 23.1% of respondents. 19.8% largely agree that this is a skill they possess, while 16.5% definitely believe that they are able frequently to sight such combinations. A total of 25.3% respondents believe that statement 22 is not applicable to them. The same trend is displayed for the next question measuring the ability to make new connections and uptake new or emerging interrelations among various information components. The rates are greater in relation with positive self-assessment – a total of 62.6% of respondents (27.5% - "somewhat agree", 19.8% "largely agree" and 15.4% - "completely agree") report that they have such an ability and exercise it often. 18.7% reply that they do not have such a knack (6.6% - "completely disagree", 6.6% - "largely disagree", and 5.5% "somewhat disagree").

For statement 24 replies are distributed as follows: the largest number of positive responses comes from respondents (72.5% in total) who fully, largely or somewhat agree with the statement that they possess skills to distinguish and analytically differentiate various situations compared to other people. Only 3.3% definitely do not support this statement.
On the question concerning visionary approach in overcoming problems and creative 'out-of-the-box thinking' - 31.9% of respondents largely agree, 18.7% being more definitive. With slight degree of hesitation, yet still positive are again 18.7% ("somewhat agree"); 12.1% cannot decide if they are able to propose new ideas and approaches to different problems and think "in an unconventional way"; a total of 18.7% respondents disagree with this statement. 7.7% completely disagree, 4.4% largely disagree, and 6.6% somewhat disagree.

Asked to what extent they are able to make connections between information that may seem at first glance diverse and unrelated and information domains, more than half of respondents report that they can and frequently identify the connections between ideas, phenomena, data, etc.

Hesitation is more pronounced for the outcomes for statement 28. Although replies again are concentrated in the positive portion of the "agree-disagree" dichotomy (48.4% in total), the share of those that neither agree nor disagree is substantial – 34.1%. Approximately 18% of respondents report, in varying extent, that they disagree.

For statements 30 and 36 the shares of those in doubt of their own skills of pro-activeness and information screening are respectively 24.2% and 26.4%. The ones confirming that they possess skills for filtering out and blocking insubstantial information in order to make a decision in the context of a given business opportunity are 52.7% (20.9% - "somewhat agree". 19.8% "largely agree", 12.1% "completely agree"), while those dismissing the statement as non-applicable to them are 20.9% (7.7% - "completely disagree", 4.4% "largely disagree", 8.8% "somewhat disagree"). "Seeing" potential new business opportunities come in naturally for a total of 42.9% of respondents. Special acumen and feeling for promising business have 46.2% of respondents. 28.6% report they do not possess such qualities, and nearly one fourth of the sample (25.3%) cannot reply with confidence. Developed intuition for potential opportunities and "sharpness for lucrative business opportunities", according to the outcomes of the self-evaluation, possess 62.6% and 48.4% of respondents respectively.

Focusing on gainful opportunities, distinguishing between proposals that are worthwhile and that are not and the ability to make informed choices are entrepreneurial competences that respondents tend to possess albeit in varying degree.

For statement 38 the majority of respondents say that they are in good health (a total of 78%). Those that cannot give a definitive answer are 6.6%, and respondents who do not consider themselves in good health are 15.4%.

3.2.4 Conclusions and Recommendations

Entrepreneurship as an idea can be viewed through the prism of specific attitudes, qualities, and competences for taking risk and responsibility, pro-activeness and way of thinking, initiation of own business. In this sense self-awareness and self-assessment are key aspects both for the motivation to undertake actual steps to make a business idea happen and for the overall process of career development planning in the arena of entrepreneurship. The following major conclusions and recommendations can be drawn on the basis of analyzed data.

The trend of lack of readiness to start own business that comes up from the analysis is a result both of the failure to integrate training in entrepreneurship early enough in the education system and the weak awareness of existing opportunities. The poorly developed entrepreneurial network and infrastructure and economic challenges lead to serious considerations with respect to planning of entrepreneurial activities, especially among the young.
In this sense forming entrepreneurial skills would have a positive impact for overcoming difficulties and limitations the young people face and would foster an environment conducive to attitudes and motivation to start up business.

In the context of rapid economic development and as professions more and more seldom get passed on from generation to generation, the challenges for entrepreneurship programs are in terms of achieving a balance between keeping family relations and figures of authority and at the same time promoting independence and pro-activeness. If friends less and less come to influence the decision to undertake an idea of one's own, then mechanisms for furthering this through specific processes focusing on the individual and assessing every attempt and experience need to be studied.

The prevailing positive self-evaluation should be questioned as the distance between statements and actual accomplishment requires efforts and exercising of competences that in the most general case young people lack. Self-reflection is also dependent on the experience, on the inclination towards self-observance and development. This needs to be embedded in the idea of (electronic) training in entrepreneurship – to focus not only on the result but on the process too. This would take more than knowledge of legislative framework. It would demand also personal analysis of social, economic, and cultural aspects. The issue of resolution remains key – that is the moment when desire translates into action, with the respective way of assessing the risk (in the individual and social dimensions).

A module aimed at elaborating the issue of self-evaluation, self-awareness and self-perception is required. The development of the idea for entrepreneurship can be channeled through career counseling that has its achievements in the Bulgarian context (for more information see the studies of: Y. Merdjanova and M. Богданова (Я. Мерджанова и М. Богданова)).

The young use the entire range of information sources available, yet oftentimes this fails to produce effective awareness. Rather it materializes through the resistance to the exertion of a specific effort. Digital culture, free use and navigation of information sources are no longer

special skills. Proficient use of online platforms and web-based training materials has become a routine instrument of training. The difficulties in selecting sources of information and the vast diversity thereof demand a focused strategy and a comprehensive idea for pro-activeness – for studies, actions, professional and career development.

Promoting pro-activeness can be achieved more by means of raising the profile of the idea rather than through the channels themselves. In this way, future entrepreneurs will be engaged with a specific component of the development of entrepreneurship – informing, training, development, etc.

Entrepreneurship does not strive to construct a certain profile of entrepreneurs but instead to advance active independently thinking people developing ideas and business. This is not needed [solely] for the progress of economy but for the progress of society as such. The professional profile of the entrepreneur should be flexible, yet relevant to the sector in which it operates. It is essential to identify the components of this profile in order to match the specifics of each field – content of the profession, functions, professional roles, individual qualities and professional competence.

Specialists (the platform) should allow for the construction of individual professional profiles. On the other hand, there should be potential for building upon and scaling up depending on the objectives of each young person.

3.3 Pan-European survey

From August till the end of October Biedrība Eurofortis, in collaboration with PSB, SWU, CRA and Apeirons contacted more than 15 international organizations and institutions in order to cooperate and distribute the survey among their networks. In order to distribute the pan-European survey at European level, BEFO contacted numerous organizations: European Disability Forum; European Federation of Young Entrepreneurs (YES); European Confederation of Junior Enterprises (JADE); AIESEC; European Student's Union; Young Entrepreneurs Organization of the European Union (JEUNE) and others. CIL used the European Network on Independent Living to distribute the survey, pan-European survey was also posted in CIL's and ENIL social media accounts. Apart from internal management meetings regarding distribution of the pan-European survey, CRA made their efforts contacting JADE, however, since no answer was received, pan-European survey wasn't distributed among JADE's network.

This was done with the aim of reaching both disabled and non-disabled students on wider European level.

The pan-European survey as the national survey was designed by BEFO (Latvia) using the 2016 Spring version of the Global University Entrepreneurial Spirit Students' survey as the basis for the questionnaire questions (cf. Appendix: National Survey in English).

The main objective was to get answers from 200 students achieving a sample which could provide a 50:50 ratio between disabled students and students generally interested in entrepreneurship.

Unfortunately, only few of the contacted organizations expressed their interest and willingness to contribute to this project by helping to distribute the survey. As a result, the necessary sample size wasn't reached thus the basis for the analysis was insufficient and no specific, data-based conclusions could be made regarding pan-European survey.

Nevertheless, the national survey reached the necessary sample thus providing sufficient data on Latvian, French and Bulgarian level which can be extended at the European scale. Moreover, since the consortium consists of partners from Bulgaria, Latvia and France, the primary objective was to gather data in these particular countries. On account of problems that have been faced regarding pan-European survey's distribution, data obtained from national surveys provided the necessary information regarding these 3 key countries. Furthermore, data from national surveys shows that even despite of geographical, linguistic, cultural and other country-specific differences, the attitude towards starting an entrepreneurship, person's readiness, willingness and need to start an entrepreneurship within gathered data doesn't differ much from country to country.

4 Pedagogical Approach

4.1 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, similar situation is in France, however in Latvia inclusive education is rather sporadic – universities tend to develop model of integration and inclusion of students with disabilities one by one case lacking stable and sustainable frame and strategies both in university level and in policy level in long term.

The pedagogical approach should be based on understanding that the students with disabilities have overcome disease's deficits and transformed them into resources. It is clear that children and young people with disabilities do not 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. On the contrary – 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 students' (including students with

disabilities) development. Only throughout this person will rediscover himself/herself and will cultivate an 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 fulfilment 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 requires taking into consideration the specifics of the disorder, how the diagnosis connects with the current/actual condition of the person and person's perceived health, 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:**

1. development of self-knowledge and sensitivity;
2. development of the analytic thinking and critic mind;
3. 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 e-learning 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 weak imagination and stereotypical attitudes), which requires creativity and professionalism.

4.2 Approach

Previously 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 own experience"

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

Learning through experience / experiential learning is a method of teaching developed in the late 20th 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.

In the context of E-platform, various elements/methods such as peer-to-peer assessment, gamification, self-assessment and live sessions with tutors will be discussed as potential additional methods through which participants will actively learn, improve their knowledge on entrepreneurship and engage with other participants and/or tutors.

4.2.1 Synergism and multisensory

Synergy refers to joint and simultaneous 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 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 an outcome – formation of multisensory competence and development of meta-thinking (cognitive-affective) and behavioural 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 counselling, which should be integrated into the pedagogical approach; mentoring; providing opportunities for internship / volunteering during training.

4.2.2 Career orientation and career counselling

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, counselling, competence assessment, mentoring, legal assistance, training for decision-making, developing skills for career management.

The purpose of career counselling 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 labour 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 counselling 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.

4.2.3 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 to acquire basic competencies they need to understand the practice to integrate them to the labour 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:

- Complementary based on the analysis of the results of the focus groups, there are specific highlights ought to be achieved through pedagogical approach:
- Creating availability of environment – specific adaptations to the needs of students with disabilities.
- Creating motivating and academically challenging environment;
- High quality of offered education and course integration in the student environment and specialized training modules.
- Vision for after graduation – the majority of learners have clear vision that higher education and diploma can give them preferences in labour market, although some of them have no clear concept for successful employment and integration into the labour market. One of the aims is to offer them vision and tools for entering the labour market.
- Support for young people – they are motivated to study more, to have the possibility to participate in different activities, to get to know the labour 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 labour 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.

4.2.4 "Design thinking" approach

Practicing empathy is risky in respect to the trainer – feelings of pity and aggrievement 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.

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.

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.

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

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.

4.3 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 an age appropriate environment. This means that we accept the thesis that "Everyone is unique and has a value, irrespective of the challenges s/he brings to us".*
- *At the University level, the key idea is to encourage individual autonomy, taking responsibility and finally reaching independence, according to the specifics of one's life situation.*
- *A successful training curriculum (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 independence and adaptation.*
- *Training programmes (in a real and virtual environment) should be based on the conviction that every participant has the right to have access to materials and good practices suitable to their development, which respects 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.

4.4 Suggestions based on the results

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

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

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

- Environmental adaptability – creating an atmosphere adapted to the needs of students with disabilities. This will help the quality of life in an academic environment and beyond.
- Motivation for the start of university training - basis for better pay.
- Higher education – improvement of real integration in the student environment is needed, also specialized training modules for people with disabilities need to be developed.
- Vision for realisation after graduation - the majority of learners have provided positive responses. They consider that after they finish higher education they will be more realized. Some of them, however, have no clear concept for successful employment and integration into the labour market.

Analysing the results from all three countries of the focus group “entrepreneurs with disabilities”, the main findings and conclusions are as follows:

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

- 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, as regards entrepreneurship success.
- Nevertheless, lots of expectations & requirements were expressed regarding the 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 networks to be developed between learners.

5 Technology Enhanced Learning for Students with Disabilities

Based on the results of the focus groups and the pedagogical approach there are several essential conditions and steps to be exercised to build an e-learning which develops and enhances the learning process for people with disabilities.

It is not a secret that technology can be excellent support tool for enabling more qualitative and appropriate learning conditions for people with disabilities. Thus, it is extremely important to use those technological advances to benefit and facilitate the process and not to restrict the learning, teaching and studying even more (which can be the result of unreasoned implementation of a technology based learning process).

Focus group and material research have provided the Success4all team with knowledge on technology based learning that we believe will enhance the learning for students with disabilities.

Nevertheless, as a team of professionals we have decided to adjust the e-learning platform to specific types of disabilities: visual disability, learning difficulties (such as dyslexia) and hearing disability. In order to implement the needed adjustments and make learning a meaningful and enjoyable experience we based our knowledge on focus group results and consultations to partners that are specialists in working with people with disabilities (Apeirons, CIL, and UPTIH). According to professional advice and focus groups, technology enhanced learning for students with disabilities in the Success4all project should include simple videos (with subtitles), graphs, schemes, photos – information formats that are easier to perceive for both people with dyslexia and people with hearing disability. The same condition applies to the language used in all modules – language is supposed to be simple, so it is easier to understand for people with learning difficulties and hearing disability. Nevertheless, there should be caution with the use of photos, videos, schemes and graphs – since the platform is also designed for people with visual disabilities the videos, photos and other visual materials should contain simple written scenario so they could be described by screen readers that are in use by visually disabled people (such as JAWS, BRLTTY, NVDA, VoiceOver, Thunder and many more). The correct balance between visual materials and simple written materials should be found during the testing phase.

It was already mentioned that simple (and not too formal) language should be used –not only applied to people with learning difficulties but also because of the target group – students. In addition to that case studies, games, role plays and other dynamic tasks should be used to create an active learning environment and stimulate in-depth understanding of the cases. Text also has to be broken into smaller paragraphs and use of wider line spacing should be adopted.

To apply learning to people with visual disabilities several conditions are taken into account. The interface of the platform will be created to be simple and light in coloured so as not to divert a student's attention. Button that symbolizes "options" has to be large enough so student can see it as one of the first items on the page and can click on in (and other clickable items such as links and buttons). The former is very important for people with mobility impairments.

Other symbols that ought to be used on the platform have to be generally recognizable, for instance, to use icon of pictured house that leads to the homepage. The size and colour of the

letters should be quite large with the option to change the size, colour and contrast. For students who will use screen readers use of “alt tags” for visual material on the platform is a necessity – screen readers will read “alt tags” aloud and will let know the user what the picture or graph is about. Another important necessity to be able to use screen readers is periods between each letter of abbreviations. For instance, if we want a screen reader to spell abbreviation CIL of *Center for Independent Living* correctly we have to write it C. I. L. rather than CIL, in order that the screen reader could recognize the abbreviation. Similarly, all the links embedded into platform should be described for the user – not only write “for more, please, click here”, but rather “for more information about X, please, click here” – in that way the person with visual disability will be able to know what the link consists of.

6 Evaluation Methodology

Every e-learning course should include the following three requirements:
- validity of the e-learning qualifications;
- reproducibility of the online assessments and
- reliability of the e-learning systems.

Fulfilment of these three requirements can lead not only to satisfied and skilled students but also overcome the still existing reluctance towards e-learning.

The *validity of the e-learning qualifications* includes rewards with a valid qualification and/or certificate of their newly gained knowledge, skills and competences which is going to be recognized by informal learning validation.

The *reproducibility of the online assessments* means ensuring that students who take an e-learning course go through the same studying and testing process as every student during a 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.

The *reliability of the e-learning systems* includes notions of making e-learning appealing to the students. Technologies should serve as a compensating tool for something that is missing in face to face studies. For instance, as in the Succes4All case, an online course should provide benefits for people with disabilities which cannot not be provided with “traditional” tools, e.g., the possibility to enlarge the text, change the contrast, audio recording (for those with visual disabilities), use of videos, schemes, signs and 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 also be provided by face to face studies), e.g., losing test results, access difficulties, slowing down learner’s pace, etc.

To be in line with the aforementioned requirements checking the quality of the platform (before and during) the final implementation phase is essential. It includes measuring the effectiveness

of the 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).[14]

In order to verify the relevance and adequacy both in terms of quality as regards entrepreneurship skills training and adaptation to the needs of disabled students, the contents of the e-course will be evaluated by 3 internal partners – UPTIH, CIL and Apeirons, representing an organization for disabled people and 3 external partners from each country. Several evaluation tools will be developed: evaluation tool of the English version; evaluation tool of the national versions; evaluation tool on the initial testing of the e-learning platform. External partners will be chosen regarding their professional background and activity – their experience in the field of entrepreneurship (preferably: HE, vocational training centres, etc.), their experience in using e-materials or e-courses. After the evaluation, partners will modify the content of the modules taking into consideration the evaluation remarks – comments, critique and suggestions. To see the first version of evaluation assessment, please, see Annex V. Minor changes could be made according to the e-course content development. The evaluation survey will be distributed electronically and will be improved according to the online format.

Besides validation tools, a satisfaction questionnaire will be developed. A meaningful part of the satisfaction questionnaires is the validation of usefulness (according to the user/learner). Questions should cover the technical part, course content, personal assessment part. To review the student satisfaction questionnaires, see Annex I.

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

7 Appendix

7.1 Annex I

E-learning satisfaction questionnaire

How satisfied or dissatisfied were you with the content of the course?

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

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

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

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

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

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

The presentation of course topics was clear.

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

The requirements for completion of the course were clearly outlined.

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

How many e-learning courses have you participated in including this course?

- 1
- 2
- 3
- 4
- 5 and more

Your gender is:

- Male
- Female
- Other

What is your age?

- 18 -24

- 25-30
- 30-35
- 35-40
- 40 and more

What is the highest level of education you have completed?

- High school
- Bachelor degree
- Master's degree
- Doctoral degree

Are you currently a student?

- Yes
- No

7.2 Annex II

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:

- Could you, please, introduce your profile of professional interests?
- How did you come up with the decision to study (in general)?
- How did you come up with the decision to study this profession / field?
- What kind of things, circumstances etc. influenced your decision to study / not study?
- Please, describe your experience with studies.
- 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.
- What should be done or what would help to overcome those obstacles?
- How do you imagine your professional future? What will you do after graduation?
- Imagine you want to start a small business on your own. What kind of support, education etc. would you need to do that?
- 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?
- Please, elaborate on other obstacles that could interfere on starting / running a business?
- in the context of mindset (self-esteem);
- in the context of learning and studying accessibility;
- in the context of other conditions (legal status etc., financial capacity and resources).
- Can you name what kind of skills and knowledge, in your opinion, should be exercised for starting a business and becoming an entrepreneur?
- 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?
- 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!
- 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.
- What do you like and dislike about learning from e-platforms?
- 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?

7.3 Annex III

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:

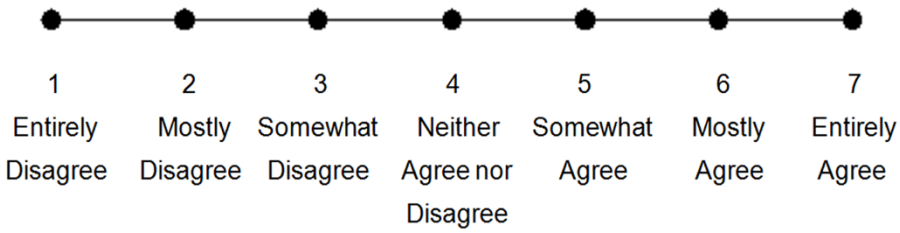
- Could you, please, introduce your profile of professional interests and business?
- Please, describe how did you come up with the decision to start your own business? What was the driving force?
- What kind of things, circumstances etc. influenced your decision?
- How and where did you get knowledge in the field of entrepreneurship?
- Please, describe your experience with starting your business: what kind of difficulties did you experience?
- 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.
- What should be done or what would help to overcome those obstacles?
- 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?
- 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?
- 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!
- 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.
- What do you like and dislike about learning from e-platforms?
- Of all the things, we discussed today, what to you is the most important when considering decision to start a business?
- Role of family, friends and important people if the person / student wishes to engage in the experience of creation
- The role of health in career choice? Is perceived health a lever of the entrepreneurial act?
- Discrimination in employment and the temptation to create one's own job
- What do you think of entrepreneurship and entrepreneurship?
- Have your parents ever been entrepreneurs?
- Someone close to your company?

- 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?
- What is the risk of incurring to you and you start in a business creation experience?
- How do you think entrepreneurship education can encourage you to take the plunge?
- How do you perceive business opportunities?
- Are you rather aversion to risk or on the contrary you try the adventure of creation?
- What can you motivate to undertake?
- Is it rather a contractor on demand or on the contrary?

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

7.4 Annex IV

National Survey



Please rate the following statement (1 entirely disagree to 7 entirely agree)

	1	2	3	4	5	6	7
1. I plan to take steps to start a business in the next 12 months	☐	☐	☐	☐	☐	☐	☐
2. I intend to take steps to start a business in the next 12 months	☐	☐	☐	☐	☐	☐	☐
3. I will try to take steps to start a business in the next 12 months	☐	☐	☐	☐	☐	☐	☐
4. I care about what my closest family think when I decide whether or not to pursue a career as a self-employed in the next 12 months	☐	☐	☐	☐	☐	☐	☐
5. i care about what my best friends think when i decide whether or not to pursue a career as a self-employed in the next 12 months	☐	☐	☐	☐	☐	☐	☐
6. I care about what People who are important to me think when I decide whether or not to pursue a career as a self-employed in the next 12 months	☐	☐	☐	☐	☐	☐	☐

7. My closest family members think that I should take steps to start a business in the next 12 months	☐	☐	☐	☐	☐	☐	☐
8. My best friends think that I should take steps to start a business in the next 12 months	☐	☐	☐	☐	☐	☐	☐
9. People who are important to me think that I should take steps to start a business in the next 12 months	☐	☐	☐	☐	☐	☐	☐
10. If I wanted to, I could take steps to start a business in the next 12 months	☐	☐	☐	☐	☐	☐	☐
11. If I took steps to start a business in the next 12 months, I would be able to control the progress of the process to a great degree myself	☐	☐	☐	☐	☐	☐	☐
12. It would be easy for me to take steps to start a business in the next 12 months	☐	☐	☐	☐	☐	☐	☐
13. If I wanted to take steps to start a business in the next 12 months, no external factor, independent of myself, would hinder me in taking such action	☐	☐	☐	☐	☐	☐	☐
14. I have frequent interactions with others to acquire new information.	☐	☐	☐	☐	☐	☐	☐
15. I always keep an eye out for new business ideas when looking for information.	☐	☐	☐	☐	☐	☐	☐
16. I read newspapers, magazines, or trade publications regularly to acquire new information	☐	☐	☐	☐	☐	☐	☐
17. I browse the Internet every day.	☐	☐	☐	☐	☐	☐	☐
18. While going about day-to-day activities, I try to look for new business ideas.	☐	☐	☐	☐	☐	☐	☐
19. I am an avid information seeker.	☐	☐	☐	☐	☐	☐	☐
20. I am always actively looking for new information.	☐	☐	☐	☐	☐	☐	☐
21. I regularly seek information from new-business development resource centers (such as local chamber of commerce, small business center at local university, small business administration website, entrepreneurs.com, or others)	☐	☐	☐	☐	☐	☐	☐
22. I often see new combinations of people, materials, or products.	☐	☐	☐	☐	☐	☐	☐
23. I often make novel connections and perceive new or emergent relationships between various pieces of information.	☐	☐	☐	☐	☐	☐	☐

24. I often find differences between the way I see certain situations and the way other people see them.	☐	☐	☐	☐	☐	☐	☐
25. I often come up with new ideas and approaches to customer problems.	☐	☐	☐	☐	☐	☐	☐
26. I often think "outside the box."	☐	☐	☐	☐	☐	☐	☐
27. I see links between seemingly unrelated pieces of information.	☐	☐	☐	☐	☐	☐	☐
28. I am good at "connecting dots."	☐	☐	☐	☐	☐	☐	☐
29. I often see connections between previously unconnected domains of information	☐	☐	☐	☐	☐	☐	☐
30. "Seeing" potential new business opportunities come very naturally to me.	☐	☐	☐	☐	☐	☐	☐
31. I have a special alertness or sensitivity toward profitable opportunities.	☐	☐	☐	☐	☐	☐	☐
32. I have a gut feeling for potential opportunities.	☐	☐	☐	☐	☐	☐	☐
33. I can distinguish between profitable opportunities and not-so-profitable opportunities.	☐	☐	☐	☐	☐	☐	☐
34. I have an extraordinary ability to smell profitable opportunities.	☐	☐	☐	☐	☐	☐	☐
35. I have a knack for telling high-value opportunities apart from low-value opportunities.	☐	☐	☐	☐	☐	☐	☐
36. When it comes to business opportunities, I am good at filtering or blocking out insignificant information to make decisions.	☐	☐	☐	☐	☐	☐	☐
37. When facing multiple opportunities, I am able to select the good ones.	☐	☐	☐	☐	☐	☐	☐
38. You have the feeling of being healthy	☐	☐	☐	☐	☐	☐	☐

39. Please rate the following statement based on the word pairs provided: 'For me, taking steps to start a business in the next 12 months would be

a) Unpleasant	1 2 3 4 5 6 7	Attractive
b) Useless	1 2 3 4 5 6 7	Useful
c) Foolish	1 2 3 4 5 6 7	*Wise*
d) *Negative*	1 2 3 4 5 6 7	*Positive*
e) *Insignificant*	1 2 3 4 5 6 7	*Important*
f) *Tiresome*	1 2 3 4 5 6 7	Inspiring

40. Your current place of residence? ……

41. What is your gender? ☐ *Male* ☐ *Female*

42. Are you a business owner? ☐ *yes* ☐ *No*

43. Have you created a new business in the last 5 years? ☐ *yes* ☐ *No*

44. Are your parents (or were) entrepreneurs? ☐ *yes* ☐ *No*

45. What is your age? ……

46. What is the highest level of education you have completed?

☐ Grammar school
☐ High school or equivalent
☐ Vocational/technical school (2 year)
☐ Some college
☐ Bachelor's degree
☐ Master's degree
☐ Doctoral degree
☐ Professional degree (MD, JD, etc.)

Other: ……

47. What is your marital status?

☐ single/never been married
☐ married
☐ separated
☐ divorced
☐ widowed

48. What is your current employment status?

☐ *student*
☐ *Employed (part time)*
☐ *Employed (full time)*
☐ *Unemployed*
☐ *other…*

49. what Is your total monthly income?

☐ *0 – 500 €*
☐ *501 – 1000 €*
☐ *1001 – 1500 €*
☐ *1501 – 2000 €*

☐ *2001 – 2500 €*
☐ *2501- 3000 €*
☐ *3001 - 3500 €*
☐ *4000 € or more*

50. what kind of disability do you have?
☐ None
☐ Autism
☐ Chronic Illness
☐ Hearing Loss and Deafness
☐ Intellectual Disability
☐ Learning Disability
☐ Memory Loss
☐ Mental Health
☐ Physical Disability
☐ Speech and Language Disorders
☐ Vision Loss and Blindness
☐ Other
Your affiliation/school/university: _____

Do you want to test the beta version of the platform?

☐ Yes
☐ No
Please, provide us with your e-mail address in order to get the newest information on the project and its outcomes!

_____

7.5 Annex V

Please, evaluate the following statement where: 5 – strongly agree; 4 – agree; 3 – neutral/average; 2- disagree; 1 – strongly disagree.

PART 1. Entrepreneurship: A Choice of Life?
1. *The content of this part is well structured and easy to understand.*
2. *The content of this part is comprehensive and appropriate*
   - *In the sense of entrepreneurship;*
   - *For person with disability.*

3. *It is easy to understand what is meant by inclusive entrepreneurship and how it benefits people with disabilities.*
4. *Chapter 2 is useful in order for young entrepreneur to understand his or her motivation for starting a business.*
5. *Profile of entrepreneur gives an interesting and useful information on entrepreneur's professional and personal characteristics.*
6. *Information on entrepreneurial stakeholders in Latvia (Bulgaria; France) is full-fledged and could be useful for young entrepreneur.*
7. *Comments?*

PART 2. Having the right idea to succeed!

1. *The content of this part is well structured and easy to understand.*
2. *The content of this part is comprehensive and appropriate*
   - *In the sense of entrepreneurship;*
   - *For person with disability.*
3. *The idea of personal assessment is easy to perceive and understand.*
4. *Chapter 2 presents useful information which allows to understand how to get started with an enterprise/project/business.*
5. *Chapter 4 describes the principles of making a business plan in understandable manner.*
6. *Comments?*

PART 3. Not to miss milestones!

1. *The content of this part is well structured and easy to understand*
2. *The content of this part is comprehensive and appropriate*
   - *In the sense of entrepreneurship;*
   - *For person with disability.*
3. *Chapter 1 explains in easy and understandable manner why a business plan is needed when starting an entrepreneurship.*
4. *Framework provided for business plan is helpful and well developed.*
5. *Overall, this part presents a reader with useful and relevant information on entrepreneurship.*
6. *Comments?*

PART 4. Getting started with what resources?

1. *The content of this part is well structured and easy to understand*
2. *The content of this part is comprehensive and appropriate*
   - *In the sense of entrepreneurship;*
   - *For person with disability.*
3. *Chapter 1 explains and teach E-course user in an understandable manner on how to pitch a project/business idea.*
4. *Chapter 2 provides specific information (links, resources) about various options where young entrepreneur can raise money for her/his project.*
5. *Principles of crowdfunding are explained in an attractive and understandable manner.*

6. *Final chapter presents well-structured and easily perceivable information on administrative principles which need to be taken into consideration when starting a business.*
7. *Comments?*

General questions (statements) about all chapters.

Please, evaluate the following statement where: 5 – strongly agree; 4 – agree; 3 – neutral/average; 2- disagree; 1 – strongly disagree.

1. *The overall structure of contents is well developed and easy to understand.*
2. *The resolution, size of the letters and font is appropriate for a person with disability.*
3. *The video material is well developed and aligns with the needs of disabled student (including subtitles).*
4. *The audio material is well developed and aligns with the needs of disabled students.*
5. *The graphical organisation of the information is clear enough.*
6. *The modules have all the information I expected them to have.*
7. *Overall, I am satisfied with the E-course content.*
8. *The E-course provides valuable information on entrepreneurship.*
9. *The content of this E-course is comprehensive and appropriate for disabled students.*
10. *The content of this E-course could be helpful and useful for young entrepreneur with or without disability.*
11. *I was able to find interesting and useful information while going through the content.*
12. *The content of this E-course aligns well with the idea of inclusive education.*
13. *Exercises are well explained, structured and understandable.*
14. *Exercises helped to better understand the information presented in the E-course.*

Open questions

1. *What part of the content should be improved?*
2. *Did you find any inconsistency of information provided or any mistakes? If yes, please expand.*
3. *Do you have any comments or advice regarding the platform and/or its contents?*