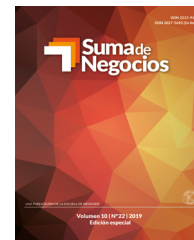




SUMA DE NEGOCIOS



Research article

The influence of educative aspects on entrepreneurship of disabled people in Spain



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A B S T R A C T

Last years has experienced a worsening of labor situation of disabled people. This research aims to identify the aspects that structure the educational dimension as a determinant of the entrepreneurship of disabled people. The hypothesis determines that an improvement in the educational level of disabled people can lead to an improvement in their position in the labor market and their socio-labor insertion. Through a qualitative methodology (15 interviews to people related to entrepreneurship and disability) it is concluded that training is a fundamental element to sustain entrepreneurship. Within the training aspects, both specific training in entrepreneurship and inclusive education by which people with disabilities access training on an equal footing concerning people without disabilities, are critical to the promotion of entrepreneurship.

Influencia de aspectos educativo-formativos en emprendimiento de personas con discapacidad en España

R E S U M E N

En los últimos años se ha dado un deterioro de la situación laboral de las personas con discapacidad. El objetivo principal de esta investigación ha sido identificar los aspectos que estructuran la dimensión educativa como determinante del emprendimiento de las personas con discapacidad. La hipótesis determina que una mejora del nivel educativo de las personas con discapacidad puede propiciar una mejoría de la posición en el mercado de trabajo y su inserción sociolaboral. Mediante una metodología cualitativa (15 entrevistas a personas relacionadas con el mundo de la discapacidad y el emprendimiento) se concluye que la formación es un elemento fundamental para sustentar el emprendimiento. Dentro de los aspectos formativos, tanto la formación específica en materia de emprendimiento como la educación inclusiva por la que las personas con discapacidad acceden a la formación en plano de igualdad con relación a las personas sin discapacidad, resultan claves para el fomento del emprendimiento.

Palabras clave:
Emprendimiento,
discapacidad, educación,
formación, educación inclusiva,
formación específica.

Introduction

The project of the disabled people is an alternative way and sometimes suitable for social integration (Boellstorff, 2019) of this group (Ashley and Graf, 2017; Moreno-Rodríguez and Tejada-Cruz, 2015; Ortiz and Olaz, 2016; Rizzo, 2002). This fact is even more evident after the economic and financial crisis that has occurred in Spain in the last decade, and that has left the group of people with disabilities in a more unfavorable situation than the rest of the groups (Fernández, Cegarra, and Vidal, 2015; Manzanera-Román and Ortiz, 2017; ODISMET, 2017; Villa, 2003).

Recent studies (Olaz and Ortiz, 2018) have pointed out the existence of factors that can promote or limit entrepreneurship in people with disabilities and also others that can serve as a brake. Among them, are those linked to the psychological, political or institutional, cultural or environmental, family, social or economic, and also the educational dimension (Dhar and Farzana, 2017, Olaz and Ortiz, 2018).

The low level of entrepreneurship of people with disabilities can be considered as a problem for their socio-labor insertion, so it is convenient to know the training aspects and competencies that can enhance entrepreneurship. This work is based on the hypothesis that an improvement in the educational level of people with disabilities can lead to an improvement in their position in the labor market and their socio-labor insertion. The educational and training aspects influence the work environment, which includes the entrepreneurial activity of both people with disabilities and those without disabilities. In the case of the former, the rate of persons with disabilities with higher education in Spain is well below the total that represents the rest of the population (Olaz, 2017, Rodríguez, 2018). It is a group whose probability of access to higher education is lower than that of the rest of the population (Velandia, Castillo and Ramírez, 2018), so a firm commitment must be made to the development of training plans that favor specific competencies and that they are in accordance with the future demand of the employing companies (Rey, 2018).

The qualitative methodology was used, and the in-depth, semi-structured, individualized and oral interview was used with 15 people related to disability and entrepreneurship. The analysis of the speech was made with the professional software ATLAS.TI, in the textual and conceptual levels.

In this article, an analysis of how educational and training aspects can become limiting factors or facilitators of the entrepreneurship of people with disabilities is made. First, they consider the main concepts related to the educational dimension. Secondly, the elements that structure the educational and training aspects are analyzed, what they influence the entrepreneurship of people with disabilities, based on the discourse generated in interviews with key informants. Finally, the main conclusions of the analysis are presented, and the recommendations that may be useful are offered, so that education becomes an element that enables the social and labor integration of people with disabilities through entrepreneurship.

Methodology

In this work, a qualitative methodology based on in-depth, semi-structured, individualized and oral interviews was used. It has been considered the most appropriate technique to provide a higher degree of freedom to the interviewee and interviewer, which has facilitated the collection of different nuances in the speech. The interviews were conducted in October 2017.

Regarding the profile of the people interviewed, there are 15 people related to the world of disability and entrepreneurship. Specifically, three profiles have been identified:

- People with disabilities and experience in entrepreneurship and their families.
- People with disabilities without experience in entrepreneurship.
- Professionals and institutional representatives related to disability (doctor, work counselor, and social worker).

The discourse analysis was carried out with the professional software ATLAS.TI, and has been executed on the textual levels (from codified citations) and conceptual levels (the level at which the relationships between codes and citations have been worked on).

Finally, the design of the interview script has responded to the different dimensions from which entrepreneurship is addressed and its characteristics in this group: personal and psychological; institutional/legal; environmental culture; educational/formative; economic and family. These aspects, together with the analysis of the differences in the entrepreneurship of the collective and the prospective of this activity, are treated in the different articles that make up this monograph.

Conceptual dimensions of the analysis: The educational-training aspects and the entrepreneurship of people with disabilities

Education, like the rest of social constructions, has had different meanings according to society and the historical moment. Durkheim (1922/1975, p.53) defined education as an institution “whose purpose is to arouse and develop in the child a certain number of physical, intellectual and moral states that demand from him both the political society as a whole and the specific environment to which it is specially intended.” That is to say, and education is constituted as one of the main agencies that intervene in the process of socialization of individuals, allowing intergenerational cultural transmission. Thus, as Benito-Martínez (2008, p.91) considers, “education is a component of social construction, which exceeds school, educational institutions, and curricular content.”

In addition to being a socialization agency, school or education can be considered a moderating mechanism of social inequalities in contemporary societies (Solano-Lucas, 2008), because it can improve the educational level of younger generations and favor its promotion or social mobility, as

well as the social and economic development of societies (Lindner, 2018). This fact points to the relevance of education with relationship to social cohesion (Benito-Martínez, 2008, p.89) and, thus, favor the processes of inclusion of vulnerable groups or in more vulnerable situations such as the case of people with disabilities. However, there are so-called social closure systems (Köhler and Martín-Artiles, 2007) or factors, among them, disability, that can limit the equalization and inclusion potential of education.

In the case of Spain and in 2012, the level of studies of the composite object of analysis in this research is concentrated, in its majority, in primary education; up to 7.4% of people with disabilities can not read or write. Moreover, more than 75% of the group concentrates on necessary studies up to the level of secondary education of the first stage. Only 7% have university studies or equivalent. Regarding the differences between people with and without disabilities, it can be seen that these occur at the extremes of the educational level (Méndez-Martínez, Martínez-Gabaldón, and Santos-Jaén, 2016).

In the educational level reached or the training capital of individuals and workers are factors such as the low level of education that maintains a direct relationship with the employment situation of unemployment (Manzanera, 2016). School failure or the abandonment of the education system (Andreu-Ferrer, Hernández-Pedreño, and Romero-Sánchez, 2018) that determine the position of individuals in the labor market and, therefore, condition the position in the spaces of vulnerability and social exclusion, becoming a barrier (Market-García, Aizpurúa-González, and García-Vicente, 2013). Alternatively, to put it in another way, education can expand employment opportunities (Cooney, 2008) and social opportunities for individuals and can reduce social inequalities, although such an effect can only be seen in the medium and long term (Solano-Lucas, 2008).

In today's society of information and knowledge, Fernández-Enguita (2010) considers that qualification, for employment, becomes the dominant axis of social stratification. The disadvantaged situation of persons with disabilities in the education system is reflected in their deteriorated position in the labor market (Andreu et al., 2018) since their level of unemployment is 10% higher than that of people without disabilities. Disability, having doubled the difference in the period of economic and financial crisis of the last decade (Fernández et al., 2015; Manzanera-Román and Ortiz, 2017).

In 2016 and according to the survey "Employment of Persons with Disabilities" (INE, 2016), the majority of this group that is active or occupied in the labor market has an educational level equivalent to secondary, there being a significant percentage of active and illiterate employed and with primary education level. On the other hand, only around 25% of the assets and the employed have higher education or job placement training programs. Finally, concerning persons with disabilities who are unemployed, only 15% of them have a higher education level, while up to 22% have primary education, which indicates that the higher the educational level, the lower the probabilities of finding themselves in a situation of unemployment.

People with disabilities have low labor intensity and to 20.4% in 2012 found that access to suitable employment is given by the lack of qualifications or experience (Manzanera-Román and Ortiz, 2017).

Therefore, education or training, whether on a formal or informal level, is key to the social and occupational integration of people with disabilities and, of course, to the start of entrepreneurship activities by this group. Different studies have considered specialized training to be undertaken as one of the critical elements for the success of people with disabilities (Cooney, 2008; Dalmau-Montalà et al., 2013; Doyel, 2000; Renko, Parker-Harris and Caldwell, 2015). The lack of knowledge or skills related to entrepreneurship as a limitation when undertaking or self-employment (Kitching, 2014), as well as the lack of support to develop opportunities for entrepreneurship (Pavey, 2006). In this same line is the aforementioned recent study by Olaz and Ortiz (2018), considering that among other educational-training aspects that limit the entrepreneurship of people with disabilities are the absence of specific regulated training, the difficulties for the training of some people with disabilities or lack of business knowledge training for entrepreneurship.

Results. Implications of educational-training aspects in the entrepreneurship of people with disabilities in Spain

Entrepreneurship, as it has been considered, is one of the most significant ways to favor the full inclusion of people with disabilities. According to this, it is essential to know the skills that can be used to promote entrepreneurship (Ortiz and Olaz, 2015; 2016) of people with disabilities and to know those factors that act as enhancers or limiters of the undertaking of the group studied.

In this article, an analysis of the implications that educational-formative aspects have on the entrepreneurship of people with disabilities is carried out. In the first place, the formative aspects that correspond to a regulated formation, concrete formative actions, official qualifications or another type of training with official character are analyzed, and secondly, the educational aspects that include all types of education are considered. Be formal; informal education received in the family or other areas. In each of the cases, a first analysis of the elements, and their relationship is made, observed in the discourse of the interviewees that make up the aspects of the educational dimension and, finally, a second analysis of the aspects considered according to the profile of the people interviewed.

Analysis of the formative aspects

In the analysis of the different formative aspects, different elements inserted in the relationship between education-training and entrepreneurship of people with disabilities have been taken into account.

In the first place, the so-called elements or relevant formative aspects include those parts of the discourse that, in the opinion of the persons interviewed, have greater

importance for entrepreneurship. The second element, designated specific training, groups those parts of the discourse of the persons interviewed in which the need for specific training in entrepreneurship is mentioned, aimed at acquiring the necessary knowledge about administrative procedures, legal obligations, technical aspects, management, etc.

The third element defined to address the analysis of the training aspects was labeled as individualized training, grouping together the parts of the speech in which mention was made of the need for individualized training, adapted to the particular needs that persons with disabilities might present. The fourth and last element established is that referring to training needs, grouping the parts of the narration of the people interviewed in which they talk about how the need to have an adequate training can be a favorable aspect for the entrepreneurship of people with disability. It should be noted that this element has a broader character than that defined as specific training.

All the defined elements could be considered as elements or relevant formative aspects, although the points or nuances described for each one of the elements contribute to their distinction. The existence of these relationships indicates that cannot establish a ranking by importance among specific training, individualized training and training needs to be relevant and what training aspects and also all deserve consideration and should be encouraged or empowered to develop the entrepreneurship of people with disabilities.

Formative aspects according to profiles interviewed

The analysis of results regarding the training aspects can be addressed taking into account the profiles of the people interviewed. First, according to people with disabilities and experience in entrepreneurship, the most important elements regarding the training aspects are specific training and attention to the training needs. Specific training is linked to the third sector or association as an agent that can develop it deepening the analysis of the discourse of people with this profile. Besides, it has a close relationship with accessibility, this being a transversal aspect, which directly or indirectly is present in practically all of the scenarios explored.

Regarding training needs, the keynote in the discourse of people with disabilities and experience in entrepreneurship is the need for continuous training. This is determined by the needs of permanent professional recycling, by the socio-economic context in continuous transformation, as well as by the need to know multiple areas such as regulatory, legal, financial or technological, among others.

Secondly, from the perspective of people with disabilities who do not have experience in entrepreneurship, training turns out to be one of the determining factors facing the entrepreneurship of people with disabilities, ranking as the most relevant factor, according to some of the people interviewed with this profile.

Regarding the specific training, people with disabilities without experience in entrepreneurship interviewed agree that they are essential for entrepreneurship. Thus, they in-

dicade some of the subjects or issues that could be considered as the basis of entrepreneurship, such as knowledge in management, in institutional functioning and administrative procedures, in economics and finance, in labor regulations, etc.

Third, references to the training aspects of the persons interviewed with a profile of a political representative linked to entrepreneurship or disability are scarce. The only reference is made to the training needs, mentioning the possible limitation that could suppose not having specific knowledge of the business model to which the enterprise would be oriented.

Fourth, from the perspective of people with a profile of representatives of associations of people with disabilities, the role that training for the entrepreneurship of people with disabilities can play is in a remarkable position. However, once again a nuance with a special significance such as accessibility is introduced, pointing out that there is a wide range of institutional support. However, the lack of information and, above all, the difficulty in accessing it, as far as training is concerned, can be a limiting aspect for the entrepreneurship of people with disabilities.

On the other hand, it points to the importance that the training of the relatives of people with disabilities could possess, this being an element that does not appear in the discourse of the other profiles interviewed. Training family could translate into increased support and awareness for families, skills, and potential of people with disabilities, which could be essential for undertaking collective reference.

Individualized training is another significant element for people representatives of associations of persons with disabilities, as it would help put people with disabilities in an equal position in certain aspects, without the need to be assisted by others.

People with disabilities need a more personal and more individualized preparation for everything they have to do in life (I.5).

Concerning training needs, people representing associations of people with disabilities point out some issues of interest. For example, the cuts applied in the last years in the matter of education could suppose a difficulty in the access to the formation of the people with disability.

The cuts can cause people with disabilities who have suffered no access to any necessary training (I.5).

However, the importance of overcoming specific personal barriers is mentioned, so that once they were overcome, access to training would be easier for people with disabilities.

The formation is acquired and if you have overcome that personal part and you want to take the step and have taken the step, in the end, you form (I.7).

Finally, regarding training aspects, from the perspective of professionals working in the field of disability, training is one of the aspects with the most significant impact on the entrepreneurship of people with disabilities. It is in the discourse of this group that a higher number of references can be found to the importance that training has for the entrepreneurship of people with disabilities, placing it among others, as one of the most relevant aspects. With concerning training, the geographical environment may

have some influence on access to training, so that an urban environment can facilitate access to specific resources, in the face of the limitations that may arise from residing in a rural environment, according to the discourse of these professionals.

For these professionals, specific training can also play an essential role in the entrepreneurship of people with disabilities. Once again, it should be noted that link to specific training, accessibility to such training is an element that could enhance and facilitate access to it.

So, it is as simple as all people with a disability can access these standardized courses for everyone (I.10).

In addition to the accessibility to specific training, the promotion of the same in the field of associationism or from different specific resources dependent on public administrations would contribute to promote and facilitate the entrepreneurship of people with disabilities, according to this group.

Analysis of educational aspects

When analyzing the discourse of the people interviewed considering the educational aspects, four other elements were established that see the implications of said aspects in the entrepreneurship of people with disabilities.

The first of the elements is what is known as limiting educational aspects, understanding as such issues or aspects that suppose a difficulty or an impediment for the entrepreneurship of people with disabilities. Mainly, they refer to those related to access to education, which could become an educational barrier in some instances, or in the deprivation of the possibility of receiving an education adjusted to needs due to the lack of adequacy of materials, spaces, tools or resources (Cano, 2018).

The second element mentioned is that referring to the relevant educational aspects, which includes those parts of the discourse that place the educational aspects as the most determinant at the time of undertaking by people with disabilities, prioritizing these before other possibilities, or staking them among other options as entrepreneurship facilitators.

The third of the elements is referred to knowledge as the basis of entrepreneurship, which brings together the parts of the narrative in which that knowledge that can be fundamental to support the entrepreneurship of people with disabilities successfully are mentioned.

The last element regarding the educational aspects is the one referred to inclusive education, which groups the references extracted from the discourse of the people interviewed made to the existence, emphasizing the need, of an education that situates students in absolute equality of conditions, regardless of their characteristics. This type of education would place students with disabilities in a position of equality before the possibility of accessing the same contents to which people without disabilities have access, and must deploy the tools or specific knowledge necessary for this to be possible.

The discourse analysis of the interviewees has made it possible to identify the relationships between the different elements that make up the educational aspects. As it happened with the elements defined for the formative aspects, in this case, most of them could be considered as elements or relevant educational aspects, except for the elements or limiting educational aspects. Thus, there are basically two types of elements: on the one hand, those that can enable or empower the entrepreneurship of people with disabilities (inclusive education and knowledge as a basis for entrepreneurship, being part of the relevant educational elements or aspects) and, on the other, those that limit the entrepreneurial activity of people with disabilities.

Educational aspects according to profiles interviewed

According to the different profiles of the people interviewed, the analysis of results about educational aspects can be addressed. This allows knowing the different considerations that each group makes from their position, regarding the entrepreneurship of people with disabilities, about the elements that make up the educational aspects.

First of all, according to people with disabilities and experience in entrepreneurship, one of the main limiting factors within the educational aspects is accessibility, since it is pointed out that generally, in the educational field it is not common to find materials or platforms adapted to specific disabilities.

From the profile of people with disabilities and experience in entrepreneurship, the educational aspects have a significant relevance as factors that would promote or could propitiate the entrepreneurship of people with disabilities. Likewise, it is aimed at security that can contribute to the knowledge of the activity in which the entrepreneurship of people with disabilities can develop. That is, the knowledge acquired by a person, either through formal education, informal education, through their accumulated work experience or even through education acquired in the family, can be the basis of the entrepreneurship of people with disabilities.

Speech coincides with the discharge limiters on educational aspects treating inclusive education. On this occasion, pointing to the need to be able to access education inclusively, or what is the same, without any personal feature is a hindrance or impediment to people with disabilities concerning people without disabilities.

Secondly, for the profile of relatives of people with disabilities who have undertaken, educational aspects are considered among the factors that can have the most considerable influence to favor the entrepreneurship of people with disabilities.

Third, the profile of people with disabilities and no experience in entrepreneurship coincides with the previous one in the importance of the educational aspects, although nuanced that the culture of entrepreneurship should be introduced transversally in all educational areas. Also, they further emphasize the importance of education, understanding it in the broadest sense of the term, considering the multiple possibilities through which a person can be educated.

Fourth, among the representatives of associations of persons with disabilities, the difficulty in the accessibility of education as a possible limiting factor for the entrepreneurship of people with disabilities is again mentioned. However, they place education as one of the factors that may have greater relevance for the entrepreneurship of people with disabilities. Providing some nuances such as the introduction of the culture of entrepreneurship from the earliest educational stages, within the family or strengthening of some practices that, despite being carried out at present, in their opinion have a wide margin for improvement.

Of course, both in the institute and at school, children are integrated, and they should know that entrepreneurship is an option. That is, they must know that in life you can work for another, but you can also undertake (I.7).

In the discourse of the profile of representatives of associations of people with disabilities, the importance of accessibility, knowledge of the educational offer and the demand to facilitate access to it is again highlighted.

Inclusive education is another factor that may be relevant for entrepreneurship of people with disabilities, according to representatives of associations of persons with disabilities. The discourse of these is oriented very emphatically towards the promotion of equality, in the sense of placing the students on equal terms, both at the beginning and the end of an educational stage, especially the earliest.

Above all, what must be achieved is that in primary education they reach the same levels as their peers (I.5).

Finally, from the perspective of professionals working in the field of disability, educational aspects can play a role with high relevance, being one of the factors that can facilitate or contribute to the entrepreneurship of people with disabilities. This profile points out some elements of great interest, such as the existence of a family entrepreneurial culture among some people with disabilities who have decided to undertake. On the other hand, it highlights, again, the importance of introducing the culture of entrepreneurship from the earliest educational stages.

Likewise, the need to promote, and promote an inclusive education, considered by professionals working in the field of disability as a critical issue to keep in mind to facilitate the entrepreneurship of people with disabilities is highlighted.

Conclusions

Generally speaking, an improvement in the educational level of people with disabilities can lead to an improvement in their position in the labor market. By enabling the start of entrepreneurship activities, can open a path of socio-labor insertion. Several studies have observed the existence of elements that can enhance the entrepreneurship of people with disabilities, such as specialized training in skills linked to entrepreneurial activity and technical knowledge in business management.

From the analysis of the discourse of the people interviewed in this research, it can be concluded that the training is in a different position concerning its importance for the entrepreneurship of people with disabilities, although it is very relevant. For people with disabilities and without experience in entrepreneurship who were interviewed, training is considered a fundamental element, on which the entrepreneurship is based, as well as for people with a profile of representatives of associations of the disabled and for professionals who work in the field of disability. In this way, the hypothesis of the investigation is verified.

The second conclusion determines that, within the training aspects, specific training in entrepreneurship is essential for most of the groups or profiles interviewed. On the other hand, concerning educational aspects, most of the groups interviewed have highlighted inclusive education. This type of training allows people with disabilities to access any training and, especially, the one related to entrepreneurship, on a level of equality for people without disabilities, becoming a space for the promotion of equality; that is, serve for full labor integration (Rey, 2018). So finally, it also highlights the acquisition of knowledge as a basis for entrepreneurship or, what is the same, obtaining a business culture from an early age and introduced transversally in regulated training.

Finally, for the group of people with disabilities, the specific training, generally linked to the Social Action Third Sector, along with the need to implement a continuous training, stand out as the most critical elements of the training aspects to favor the entrepreneurship of people with disabilities themselves. Regarding the educational aspects, the elements that can promote entrepreneurship as the necessary knowledge of the entrepreneurial activity and inclusive education are highlighted, as well as, the problems of accessibility to education on the part of people with disabilities as limiting elements.

Once analyzed the different elements that make up the educational or educational aspects as determinants of the entrepreneurship of people with disabilities, we must observe a series of actions that can strengthen or enhance the educational dimension. Among them, is the integration in the education system of specific training in technical aspects and competencies, related to business management, so that people with disabilities can have basic knowledge and skills that serve to overcome barriers both at the beginning and in the process of developing entrepreneurial activity. Secondly, the development of training programs by the Administration itself and from the entities of the Third Sector of Social Action linked to the promotion of the culture of entrepreneurship, not only in persons with disabilities but also in families, since his attitude towards entrepreneurship can be crucial to his incentive. So finally, to facilitate accessibility to inclusive education for people with disabilities.

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