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EU PROGRAMME: Erasmus+ Programme - Key Action 2 – Strategic partnership for Youth –
Project KA205-AEF89D3BP)

REPORT – Intellectual Output 1

Project SMM4WIN

**“Social media marketing skills for fostering the inclusion and employability of young people
with disabilities”**





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Premise

This documents contains the results of the Intellectual Output 1 (IO1) carried out by the Consortium partners.

Objective of IO1

The O1 aimed at reporting the Research “Young people with disabilities in social media” in the partners countries.

Partners gathered and analyzed the situation of “Young people with disabilities in social media” in order to identify:

1. Involvement of people with disabilities in social networks;
2. Digital technologies and SMM (Social Media Marketing).
3. SMM as profession for people with disabilities
4. SMM and self-realization and communication
5. SMM and promotion of their own personal brand and career development.

For this purpose, each organized a focus group involving 25 persons divided into five subgroups, each composed of five persons. The components of the five subgroups were:

- Young disabled people;
- Educators and experts in SMM;
- Policymakers in the field inclusion (from local authorities, community, and NGOs).



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Desk research

Partners performed a desk analysis collecting and analyzing materials related to the project topic “Young people with disabilities in social media”. Focusing on:

- Scientific literature
- Reports by institutions
- Official statistical data
- Projects/initiatives
- Policies

Findings

The results of the desk research demonstrated the importance of digital technology to improve the integration of people with disabilities.

Digital technology can remove physical and communication barriers and offer job opportunities at various levels.

For instance, some well-known employers that have created autism employment programs include Freddie Mac, Microsoft, SAP, Willis Towers Watson, and Walgreens. In 2011, Freddie Mac began hiring recent college graduates with autism as paid interns. They come from fields such as computer science, math, or finance. In this regard, Auticon is an international IT service provider and the first company in Germany to exclusively employ people on the autism spectrum as IT consultants.

However, the desk research showed that the conditions of disabled persons largely depend on environmental and social factors.

Often, these persons are invisible citizens, beneficiaries of health and welfare policies but neglected on all other political fronts.

Policies to support people with disabilities focus on the respect for human rights as the founding principle for the protection of the rights of persons with disabilities.

Nevertheless, effective policies should be established taking into account the specific of disabilities.



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For this purpose, partners analyzed specific scopes of disabilities:

- Ecoistituto, Autism Spectrum Disorder
- RTA, Special needs focusing on behavioral disturbance
- FZZ, Cognitive disabilities
- ALSRT, physical disabilities.

Conclusion

The IO1 showed that social media can play a crucial role in promoting the integration of people with disabilities.

However, to benefit of the advantages offered by the digital technology is necessary to invest in education.

Social media are especially used to communicate and are not used very much for educational purposes.

Developing teaching-learning programs in a digital environment requires specific skills and competences.

An effort should be made to model the interaction among learners and between learners and teachers in an online environment. There are substantial differences between face-to-face learning and online learning, and some characteristics of face-to-face learning cannot be simulated or emulated in an online environment such as, for example, emotions and relational factors.



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REPORT OF ECOISTITUTO DEL FRIULI VENEZIA GIULIA, ITALY

DESK RESEARCH

Ecoistituto performed the desk research focusing on two topics:

1. Policies: the Convention on the Rights of Persons with Disabilities (CRPD)
2. Inclusive education training policies and practices for behavioral disabilities
3. Remarkable initiatives on inclusions/autonomy of mentally disabled people

Policies: the Convention on the Rights of Persons with Disabilities (CRPD)

With the advent of the CRPD in 2006, disability can no longer be considered only as a health care issue giving rise to health care-focused projects. The CRPD has established, once and for all, the respect for human rights as the founding principle for the protection of the rights of persons with disabilities.

The conditions of disabled persons largely depend on environmental and social factors.

Often, these persons are invisible citizens, beneficiaries of health and welfare policies but neglected on all other political fronts.

The CRPD emphasises that persons with disabilities must be the beneficiaries of all policies, since they are citizens like all others. The CRPD redefines the concept of disability as *“resulting from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others”*.

Accordingly, appropriate measures should be developed:

- To raise awareness of persons with disability throughout society and to foster respect for their rights and dignity;
- To promote the dissemination of an inclusive culture based on new development paradigms;
- To combat stereotypes and prejudices;
- To promote awareness of the capabilities of persons with disabilities and of their contribution to society.

Social networks and disabilities

Literature analysis shows the importance of social media and networking for removing barriers of social and institutional activities in society for disabled people (Altinay, Saner, Bahçelerli, & Altinay, 2016).



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However, from the study by Ersoy and Güneyli (2016) social media and networking are not used very much for educational purposes.

Bundon and Clarke (2015) found that individuals with disability use blogs, Facebook and Twitter in their disability sport networks to find information, engage in advocacy and outreach projects, as well as to expand their offline social networks.

The results of a recent survey conducted in Italy (Manca & Ferlino, 2016) show that the respondents mostly consider Facebook as their favourite SNS (92.4%), visit their favourite social networking site at least once a day (81.3%) and joined it in the last 3-5 years (69.4%). While 24.3% reported having fewer than one hundred friends on the favourite site, 22.2% reported having more than 500 friends. A few of them (12.5%) reported that they did not have disabled friends among their SNS friends, while the majority reported they did. Regarding membership of groups related to disability issues, the distribution of respondents who were members and those who were not members was quite close (55.6% and 44.4%). Only 22.2% reported being a founder or administrator of a disability-related group, and 19.4% of non disability-related groups. The respondents were also asked to rate, on a Likert scale (from 1- never to 6- more than once a day), how often

they engaged in a number of activities with their nondisabled or disabled friends and groups. In the first case, the most rated activities were those related to sending personal messages ($M=3.6$, $SD=1.4$), reading and receiving messages ($M=4.1$, $SD=1.4$), and hitting "like" on a friend's update ($M=4.0$, $SD=1.5$). With reference to disabled friends and groups, the most rated activities were sending personal messages ($M=2.5$, $SD=1.4$), reading and receiving messages ($M=2.9$, $SD=1.6$), and reading group updates ($M=2.5$, $SD=1.6$). As far as general experience of SNS is concerned, the majority of the respondents perceive SNS as an opportunity to find old friends ($M=4.0$, $SD=0.8$), as a means through which to be kept updated about news and events related to their disability ($M=3.6$, $SD=1.1$) or to exchange useful information with colleagues, schoolmates, etc. ($M=3.6$, $SD=1.1$). Lastly, the most reported problems in accessing and using SNS content are general problems of accessibility ($M=3.3$, $SD=1.4$) and Internet access ($M=3.2$, $SD=1.4$).

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Inclusive education training policies and practices for behavioral disabilities

The Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of the child to education, spelling out obligations of States Parties to ensure an ‘inclusive education system at all levels and life-long learning’ (United Nations 2006). Publicity regarding the CRPD has created great expectations in the disability world of dramatic improvement in education of persons with disabilities.

Article 24 reveals tensions between ‘right to education’ and ‘right to inclusive education’. This tension arises because the right to education is framed as inclusion, not effective or appropriate education. In addition, there is no reference to alternative settings or services (e.g. special schools, special classes and related special services).

Moreover, in the full context of Article 24, the last part of paragraph 2e sets a ‘goal of full inclusion’, assuming fully supportive environments (United Nations 2006) and suggesting a continuum of inclusiveness. If the phrase ‘full inclusion’ is not considered in the context of the rest of the CRPD and the discussions before adoption of the Convention, then the consequences of fully inclusive special education could be misunderstood. If the contested wording ‘full inclusion’ means inclusion of all students with disabilities in general education (e.g. Kanter, Damiani, & Ferri 2014), then Italy represents the only national example of implementation of a nearly fully inclusive education system. In Italy, inclusion has a legal and policy history dating from the late 1970s (as of this writing, about 38 years). Kanter, Damiani, & Ferri (2014) explicitly recognized Italy’s precedent for attempting to achieve full inclusion and suggested that all countries should follow Italy’s lead.

Italy might provide lessons or cautions for special education policy in other countries considering full inclusion. In some contexts, the term ‘integration’ has been used to mean basically the same idea as ‘inclusion.’ In our opinion, the two terms have operated in practice interchangeably (Norwich, 2008), and debate of the differences in their real systemic impact is a matter of splitting linguistic hairs. The basic idea we discuss (and we use the term ‘inclusion,’ as



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it seems to us to be now the dominant term) is the extent to which students with disabilities should be educated in general education with their age peers who have no identified disabilities.

Policies for supporting Autism Spectrum Disorder

In Italy, the institutional agreement among the Ministry of Health and the regions (hereinafter referred to as the Italian ASD Action Plan, IAAP; Conferenza Unificata [2012](#), [2018](#)), as well as the Italian law on ASD (Law n. 134/2015), identify strategic priorities for ASD health care, with the final aim of promoting harmonized protocols for ASD diagnosis and evidence-based intervention approaches, according to recommendations defined at national and international level (SIGN [2016](#); NICE [2013](#); SNLG [2011](#); NICE [2011](#)).

One of the priority objectives of the IAAP was to increase the knowledge on services provided in Italy to children and adolescents with ASD, in order to ensure that ASD services achieve the adequate capability to meet the needs of individuals and their families across the whole country.

In the Italian National Health System (INHS), neurodevelopmental disorders—including ASD—are in charge of the specific Child and Adolescent Mental Health units (CAMHs), which are based on local health services, public and university hospitals, and care/research institutions (see Fig. [1](#) for a more comprehensive network of national, regional, and local institutions and services involved in ASD health care). Moreover, INHS-accredited private providers (Art. 26 Law 388/78) are widely distributed across the Italian territory and offer rehabilitation services to people with ASD.



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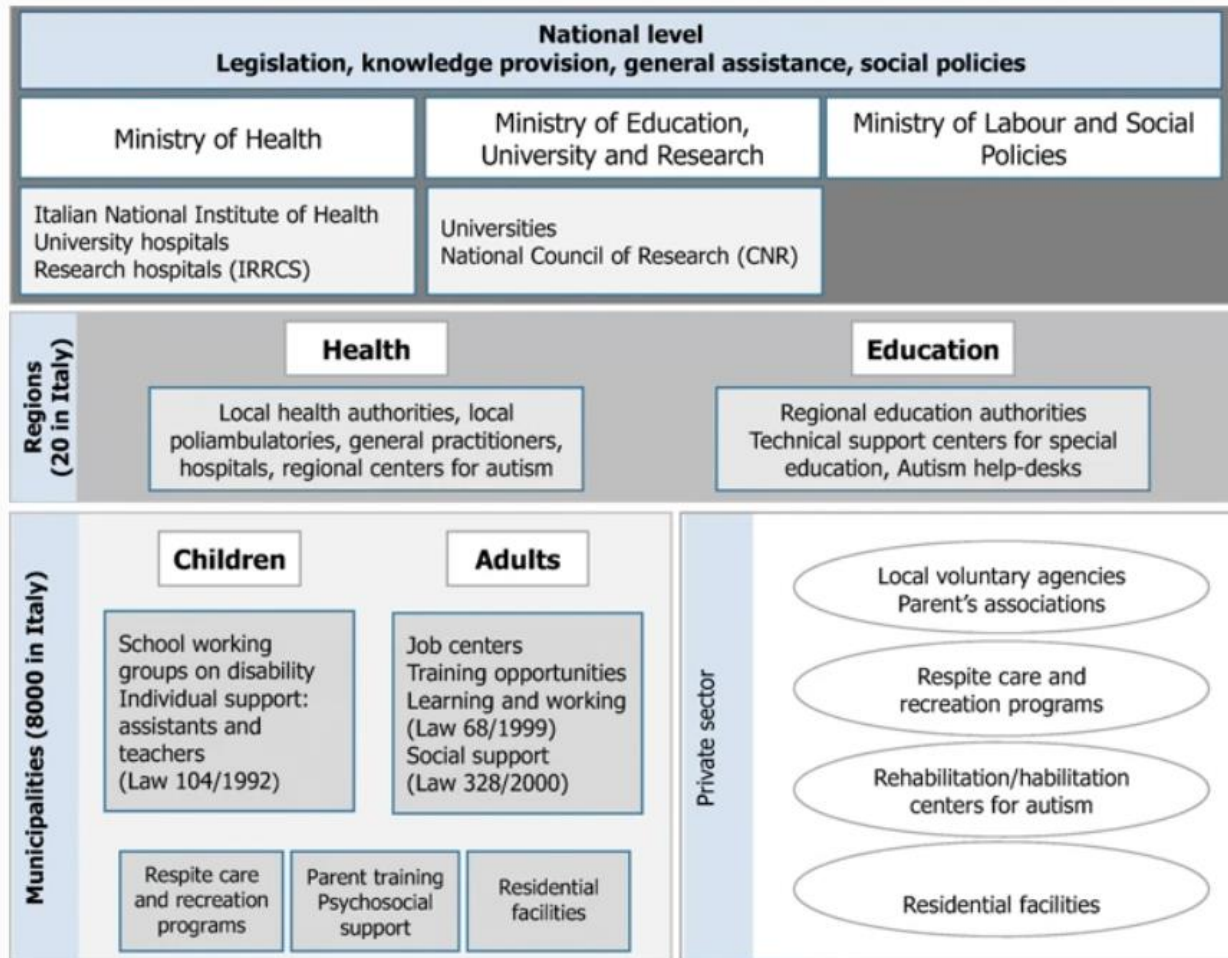


Figure 1. Network of national, regional, and local institutions and services involved in ASD health care in Italy

CAREGIVING (CG) AND AUTISM SPECTRUM DISORDER

Commonly, the CG of people with autism spectrum disorder (ASD) are also their parents.

The interest of research in studying this group of CG lies in the fact that this population is not contending with age-associated decline of the endocrine and immune systems.



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Moreover, ASD and most developmental disabilities are present at birth and, as they last a lifetime, may cause a higher burden of care. In addition, many factors related to the care recipient, such as young age, severity of symptoms, lack of psychosocial autonomy, aggressive behaviors and emotional and communication difficulties, make these CG at higher risk of mental and physical health problems in comparison to other groups of CG Weiss, Viecili, Sloman, & Lunskey, 2013).

All these characteristics may generate a prolonged stress in parents, which are middle-aged and working, with serious consequences even on their social life. For what concerns the relationship between chronic stress and health outcomes in CG of people with ASD, a study by Ruiz-Robledillo et al. (Ruiz-Robledillo, & Moya-Albiol, 2015) demonstrated a higher electrodermal response to acute stressors in a laboratory setting, suggesting that worse health was related to a malfunction of the physiological adaptive response to the stress. Accordingly, the same authors found that those CG, with a higher cardiovascular response to acute stressors, presented more severe somatic symptoms.

Moreover, in parents of ASD children, it has been shown a dysregulation of the stress-induced immune and hormonal responses, i.e. immunoglobulin A and salivary cortisol respectively, which are considered predictors of health problems (De Andrés-García, Moya-Albiol, & González-Bono, 2012). Lovell (Lovell, Moss, & Wetherell, 2012) demonstrated also the presence of elevated levels of the proinflammatory biomarkers IL-6 and C-reactive protein, independently of the diurnal cortisol secretion. Thus, high inflammatory responses may generate a greater risk for diseases, even in the absence of a dysregulation of the HPA axis. The observed acute stress responses can have a positive significance in coping with stress but could also lead to negative effects on health. According to literature (Lovallo, 2011), these effects will depend on the intensity and the duration of the stressor: it is likely that the most adaptive reaction to acute stress is a fast one, that subsides rapidly. Significant predictor factors of ASD parenting stress are the severity of child impairment and parenting self-efficacy, but not gender, while the competence of parenting a child in challenging situations may reduce stress (Batool & Khurshid, 2015).

Recently, Lindsey (Lindsey & Barry, 2018) overviewed the potentially protective factors against distress that should be emphasized when working with families of a child with ASD. Noteworthy, informal social support partially mediated the negative impact of burden on the



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quality of life, suggesting the importance of informal support networks for the CG of persons with ASD.

However, formal support is important too, in that the non-supported CG presented higher somatic symptoms and a lower cortisol awakening response than the supported ones. Moreover, as social support may influence blood pressure responses, it may be considered a key determinant of cardiovascular health. For what concern parenting needs, ASD parents are more likely to report adverse family impact and difficulty in using services as compared to CG of children with others developmental disabilities (Vohra, Madhavan, Sambamoorthi, & St Peter, 2014). Most of them need respite care services, which result associated with decreased stress (Whitmore, 2016). Very interestingly, a recent editorial, published in the Journal of Autism Spectrum Disorder, has focused on parenting and caregiving for people with ASD (Nordahl-Hansen, Hart, & Øien, 2018). The key themes, addressed over a hundred of manuscripts, include: intervention and training, mental health issues related to parent and family stress, measurement and assessment and parentchild transactional processes. There are research areas that need to be further explored in the future. Among them, we can enlist: gender specific health outcomes in the presence of ASD-associated parental distress, understanding caregiving cultural differences in a world with increasing mobility and migration, more studies on fathers of ASD children, since most published studies have been targeting mothers, more investigations on females with ASD, focusing on differences in their behavioral phenotypes compared to males, caregiving extended to siblings of ASD persons and resilience stress-protective factors

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Remarkable initiatives on inclusions/autonomy of mentally disabled people

Since Italy's signature of the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2007 and ratification in 2009, the Central Technical Unit of the Directorate General for Development Cooperation (DGCS) of the Ministry of Foreign Affairs (MFA), has been mapping and analyzing the funded projects, with a view to mainstreaming disability in the Italian



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development agenda (crf. The Italian *Disability Action plan*:
https://www.esteri.it/mae/resource/doc/2016/07/b_01_piano_azione_eng.pdf)..

The CRPD, ratified by 132 countries and, in January 2011, by the European Union, has become a new international standard. It protects the rights of all persons with disabilities “who have long-term physical, mental, intellectual or sensory impairments” and thus marks a turning point in international cooperation policies as well. Indeed, the CRPD introduces new principles into development cooperation (art. 32) and emergency response (art. 11) activities.

The European Disability Strategy 2010-2020 includes the theme of the external action of the European Union (being the world’s biggest development aid donor), requiring that appropriate attention be paid to persons with disabilities in bilateral agendas, as well as in development and emergency programs. The Italian Forum of International Cooperation (Milan, October 2012) relaunched the role of international cooperation in Italy. The Forum saw a strong participatory process, which gave useful inputs, brought forward new themes for reflection and development and emphasized the need for pursuing national policies of inclusion of persons with disabilities, to be promoted as part of international cooperation activities.

In November 2010, the DGCS approved the document “Guidelines for the introduction of the disability issue within the policies and activities of the Italian Cooperation”, drafted on the basis of international standards. The document is the result of an inclusive process of consultation with Italian institutions (including regions, autonomous provinces and local authorities), decentralized cooperation actors, civil society and DPOs. It provides for the drawing-up of an Action Plan aimed at implementing the above-mentioned Guidelines. To this end, ad-hoc Panel was set up between MFA-DGCS and Rete Italiana Disabilità e Sviluppo (RIDS)⁶ in 2011. RIDS includes AIFO (Associazione Italiana Amici di Raoul Follereau), DPI Italia Onlus (Disabled People’s International/Italy), EducAid and FISH (Federazione Italiana Superamento Handicap).

The Italian law on autism

In 2015 (March 18), the first Italian law on autism has been approved by the Parliament: "Provisions relating to diagnosis, treatment and habilitation of people with autism spectrum disorders and family assistance".



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The text provides measures designed to ensure the protection of health, improvement of living conditions and the inclusion in the social life of people with autism spectrum disorders. The new law has three major points:

- 1) Promotion and supporting by the Ministry of Health research in autism biology and genetics, for better understanding the causes of the disease and identify possible medical treatment and rehabilitation to help people with autism.
- 2) Each three years the National Institute of Health will update the guidelines on the treatment of autism spectrum disorders, from children to adults, on the basis of evolving science.
- 3) The inclusion of autism in the Essential Levels for Care (ELC). These ELC comprise all activities, services and benefits that the National Health Service (NHS) provides to all citizens free of charge or with payment of a ticket, regardless of income and place of permanent address (Decree of the Prime Minister 11/29/2001). This point is very important. Indeed, unlike what happens today, the parents of a child/teenager with autism have the right to demand free care and assistance and, in the event that the local health service does not deliver the assistance, could, through a judge, to get them right. In addition, beyond the early detection of the disorder, the performance also refers to the multidisciplinary evaluation, the preparation of a personalized therapeutic and rehabilitation program, through the entire network of services provided to the child and his family, and the continuity of the care in the transition to the adult age. We consider this law positive; however, unfortunately, it only seems to turn the spotlight on the autism disease, whose incidence is still increasing.

In Italy, one in 150 children is currently affected. But for those that autism live every day, it appears as a law made only of good intentions that can not materialize because of lack of financial funds. Indeed, no additional grants were allocated. Even scientific research will be affected without funding. And without funding, a law can say a lot, but can achieve very little things. The Italian Regions (in Italy the health care service is provided by the Regions) will have to ensure the health care services, identify coordination centers and "to establish the diagnostic, treatment and care for children and adults with autistic disorder, as well as verify its evolution".

Training of health workers and the creation of projects to support the families have been also planned. However, no new funds can guarantee these goals. What we see, every day, are the cuts to the economic contributions for rehabilitation therapies, recommended in the Guidelines but



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not paid by the Health Service, long waiting lists for treatment provided by the NHS, families "forced" to turn to private therapists to give their children a chance of rehabilitation and social integration. However, we consider this law as a first opening to the Autism: a world that must be part of the world and not a world apart.

Best practices

In 2015, the Institute for International Legal Studies (ISGI) of the Italian National Research Council (CNR) published the book *Protecting the Rights of People with Autism in the Fields of Education and Employment* (Della Fina & Cera, 2015).

This book focuses on the analysis at national level of the perspective of people with autism.

It emerges from the study carried out by ISGI within the European Project ‘Promoting equal rights for people with autism in the field of employment and education’, conducted in partnership with Autism-Europe (A-E). Such Project aimed at improving the knowledge and understanding of the CRPD implementation in the fields of inclusive education and employment through the study carried out by ISGI on Articles 24 and 27 and a compendium of best practices in the field of employment prepared by A-E.

The Project also promoted the exchange of concrete v best practices with the aim of encouraging their replication in other countries. In this vein, the research activities have been coupled with the initiatives for dissemination of the results of the Project, such as the Final Conference, held in Turin on 29 November 2014 during the Italian Presidency of the EU, with the participation of a wide range of relevant stakeholders, including policy-makers. Following such researches, the present legal study identifies legislative models for implementing Articles 24 and 27 of the CRPD consistent with its principles and obligations and suggests the priorities to be incorporated into domestic legislations.

Accordingly, the book provides an in-depth assessment of domestic legislative, judicial and administrative practice of the EU Member States having developed laws on the rights of the persons with autism especially in the fields of inclusive education and employment. A chapter is also dedicated to the protection of people with autism in the framework of the Council of Europe and the European Union. Unique for its legal perspective focused on the rights of people with



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autism and their inclusion in the fields of education and employment, this book is a useful source of consultation for the community of professionals, academics, scholars and advanced students dealing with international human rights law; practitioners; government legal advisers and policy-makers interested in disability issues; trade unions; representatives of DPOs and other NGOs.

A literature analysis

Recently, Saccà, Cavallini & Cavallini (2019) carried out a literature analysis to study the difficulties mainly reported by parents who daily interface with the Autistic Spectrum Disorder in their children. In their review, the key points and the most difficult macro areas have been presented.

Referring to the main difficulties that emerged, parental stress occupies a position of considerable importance. Indeed, it has been empirically shown that parents caring for a child with Autism Spectrum Disorder experience significantly higher levels of stress than parents of typically developing children.

The presence of stress in parents inevitably affects the relationships that they establish both at an intra and extra-family level, increasing the difficulties arising from the presence of the disorder and establishing dysfunctional relationships with the child, which further increase children's behavioral problems.

The wide range of symptoms that distinguishes a child with autism and that accompanies them throughout their life, cannot fail to affect parents, who mainly suffer from lack of interaction with the child their restricted and repetitive behavioral repertoire and social misunderstanding surrounding them.

A parent who lives their role thinking to not be able to manage the child's problems can feel overwhelmed and powerless, with inevitable repercussions on the family climate and the couple's relationship.

Overall, the analysis of literature on parents and children with autism allows to underline the importance of support that parents receive in deficit conditions. In fact, both the themes of the guidelines and the diagnosis can be linked to parental stress and to the support they experienced,



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as if they were subclasses that increase or decrease the difficulties of this experience. In literature there are numerous scientific evidences attesting that families, and mostly parents, if adequately supported, can reach good functioning levels, learning to use effective strategies to manage family situations and reconcile personal needs with family ones.

The review focuses on the analysis of parents and children with autism by adopting a broader perspective to explore the problems that they have to face on a daily basis and that distinguish them from other parents.

Authors argue that future research could deepen the most widely used interventions to offer greater parental support, including the behavioral parent-training (PT-behavioral) and Acceptance and Engagement interventions (ACT) that are significantly developing in recent years within the framework of parent education. The latter includes all the interventions and/or preventive families' programs with the aim of contributing to the improvement of relational and functioning problems presented within the family context.

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FOCUS GROUP RESULTS

This pilot research about *Digital Technology social evolution perceptions*, covered three types of focus group:



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- Educators: 2 focus groups of 5 educators (5 male, 5 female; average age: 41,7 years)
- Policymaker: 1 focus group of 5 policymaker (3 male, 2 female; average age: 52,5 years)
- Persons with disability: 1 focus group of 10 persons with disability (6 male, 4 female; average age: 27,1 years)

The 80% of educators have a work experience of more than 5 years; the completed level education is: bachelor's degree (6 educators), master's degree (2 educators), secondary school (2 educators).

All the policymakers have a work experience of more than 5 years. The completed level education is master's degree for all five participants.

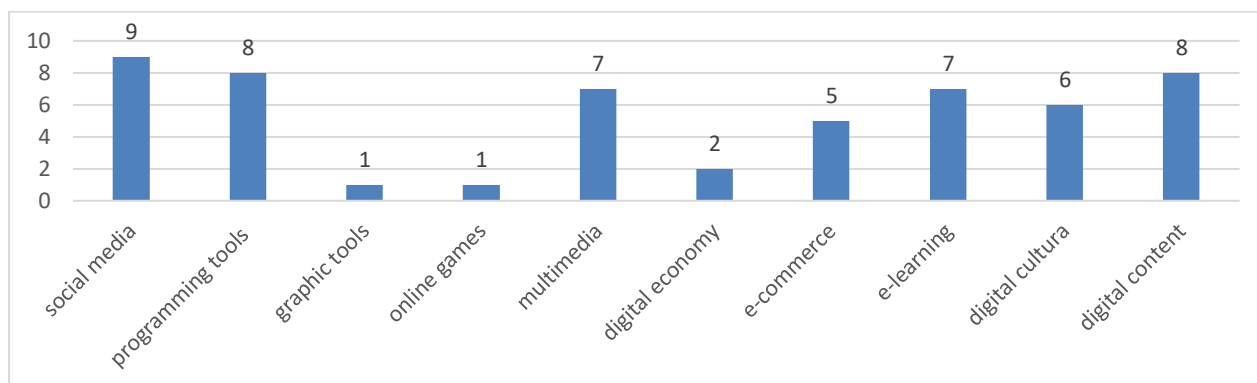
Two persons with disability have work experience (less than 1 year); other eight persons have not any work experience; three of them have secondary school completed level education.

RELEVANCE OF DIGITAL TECHNOLOGY TOOLS FOR PERSONAL DEVELOPMENT

A first question concern perceived relevance to different types of digital technology tools for personal development. The participants had to select, from a list of digital technology tools, those considered relevant for their personal development.

Educators

In the table 1, we can see the scores obtained in the two focus group of educators. Almost all educators indicated relevant: social media (90%), programming tools (80%) and digital content (80%). Multimedia and e-learning have been selected in 70% of participants. E-commerce and digital culture have been choose in about 50% of cases. Two participant indicate digital economy and only one participant indicates graphic tools and online games.



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Table 1 - Level of relevance for personal development – Educator (10 subjects)

Policymakers

In the table 2 the scores obtained in the group of policymakers. All participants selected digital content. Almost all participants (4) indicated relevant: social media, programming tools, digital content, digital economy and e-commerce. Multimedia and digital culture have been selected by 3 participants. Graphic tools, online games and e-learning (2) have been indicated by 1 participants.

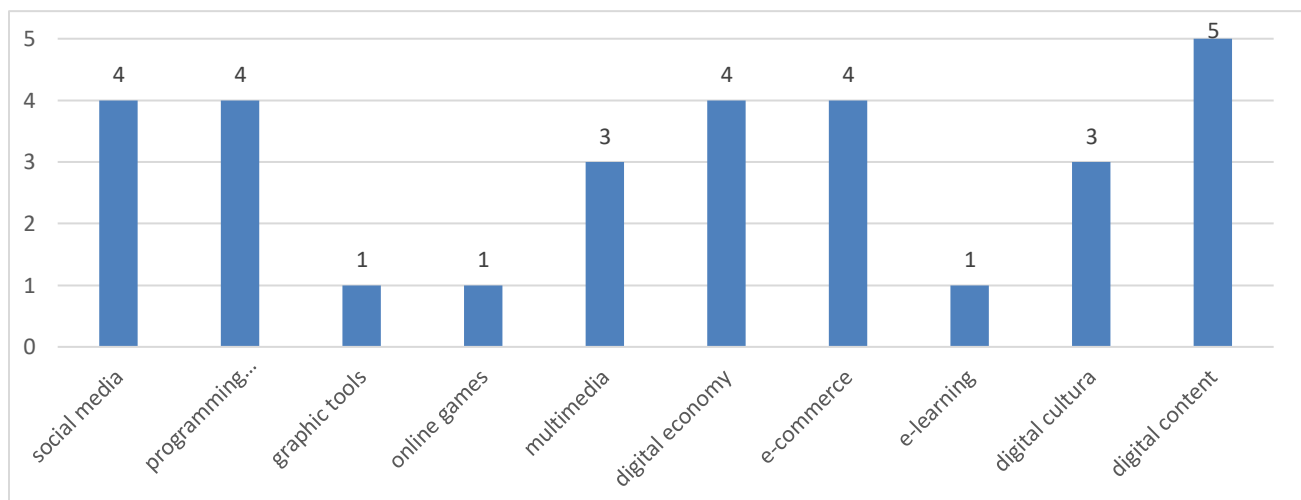


Table 2. Level of relevance for personal development – Policymaker

Persons with disability

Let's finally consider the scores obtained in the group of persons with disability (Table 3). Almost all participants indicated relevant: online games (80%). 70% selected programming tools. Social media have been select in 50% of cases; digital content and graphic tools in the 40%; digital culture in 30%. No one choose for digital economy, e-commerce and e-learning.



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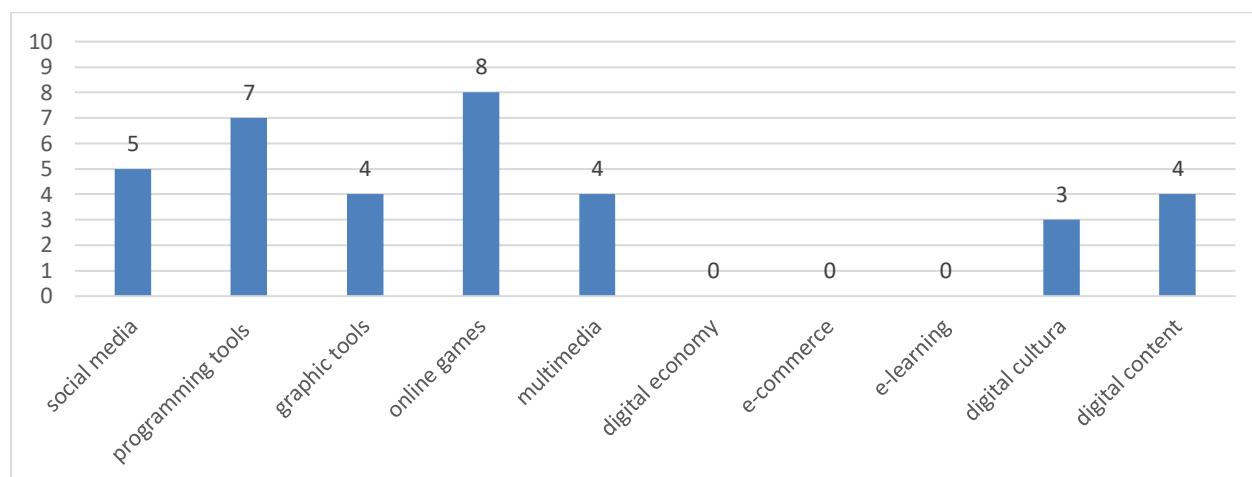


Table 3- Level of relevance for personal development – Persons with disability

STATEMENT AGREEMENT

Subsequently the questionnaire asks to indicate the level of agreement (0 -4 Likert scale) with some declarations regarding digital technology:

1. *“Social media improve the competence of users”*
2. *“Virtual interaction will substitute face to face interaction”*
3. *“Technology will help people live longer and healthier lives”*
4. *“Digital technology will create massive job lost in an unpredictable way”*

We considered for each statement the number of “complete (4) and almost complete agreement (3) selected by participants

Educators

80% of educators expressed agreement for statement 1 (improve competence); 50% complete agreement e 30% almost agreement;

70% of them showed agreement for statement 2 (substitute face-to-face) and 4 (massive job lost):

30% of complete agreement for statement 2 and 20% for statement 4.

60% expressed complete agreement for sentence 3 (help live longer).



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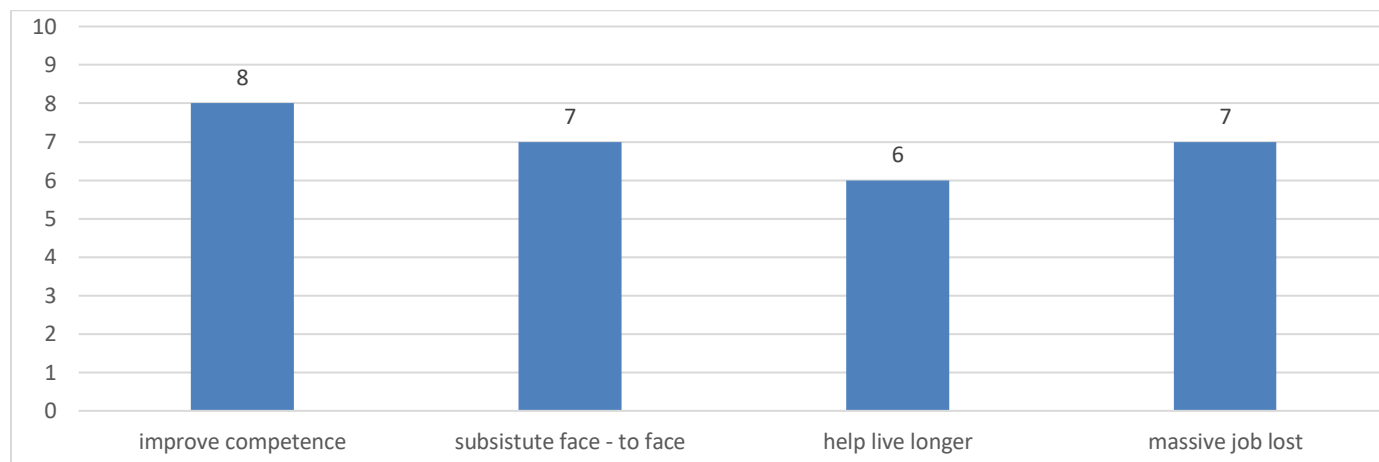


Table 4. Educator statements agreement (3 or 4 agreement rate selected)

Policymakers

Four policymakers participants expressed agreement for sentence 3 (help live longer); two of them complete agreement and others two almost agreement. Three participants indicates agreement for sentence 1 (one complete agreement and two almost agreement). Likewise three participants expressed agreement for sentence 2 (substitute face-to-face), one completely agree and two almost agree. Sentence 4 (massive job lost) have obtained two almost agreement answers (no one completely agreement).



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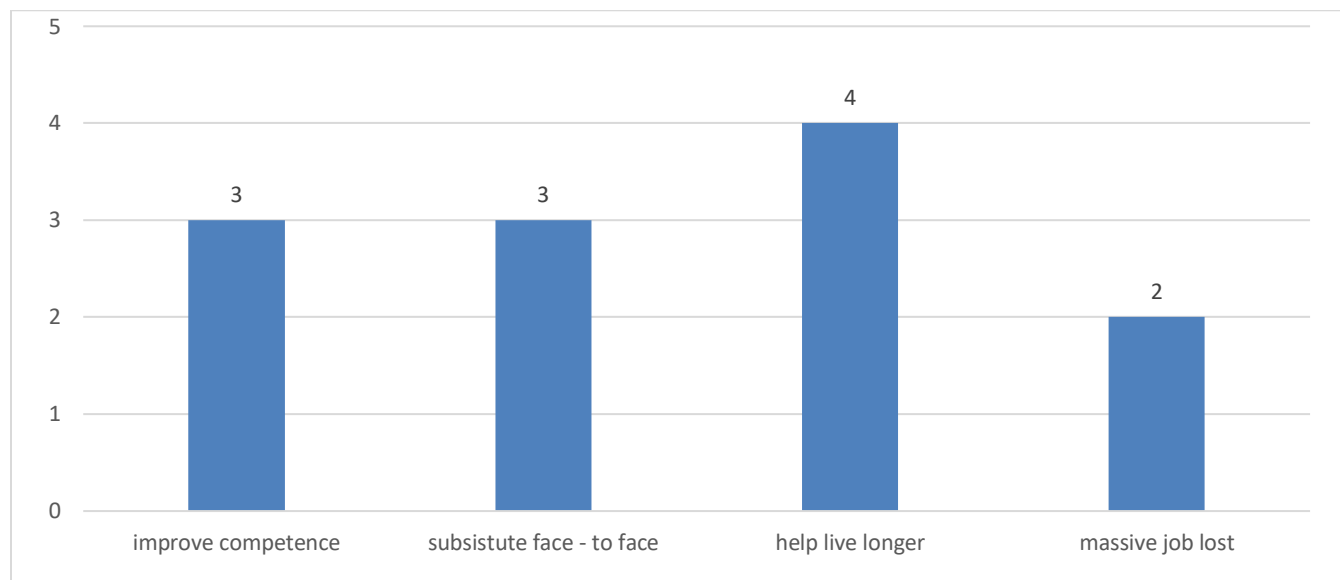


Table 5. Policymaker statements agreement (3 or 4 agreement rate selected).

Persons with disability

All the participants expressed agreement for statement 3 (help live longer) with seven complete agreement level indicated. 70% of them expressed agreement for statement 1 (improve competence); one complete agreement. Two of them showed almost agreement level for statement 2 (substitute face-to-face) and three for sentence 4 (massive job lost).



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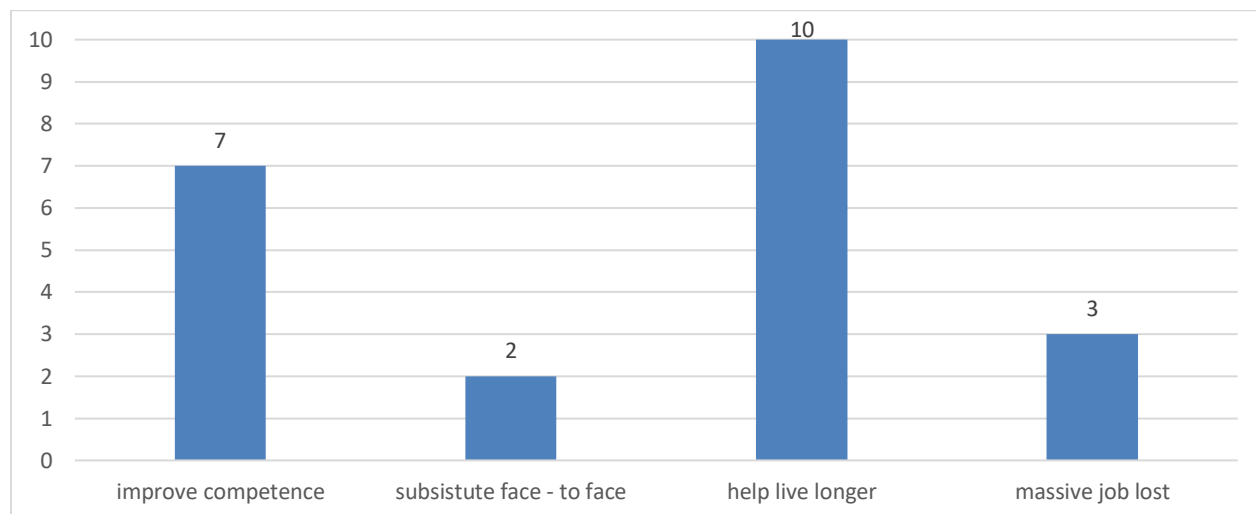


Table 6. Person with disability statements agreement (3 or 4 agreement rate selected).

TIME SPENT ONLINE

Table 7 shows the average time spent online by the participants in the different focus groups. There are no significant differences between the Educators and Persons with disability. Instead the time spent online by policymakers is about double than that of the others participants.



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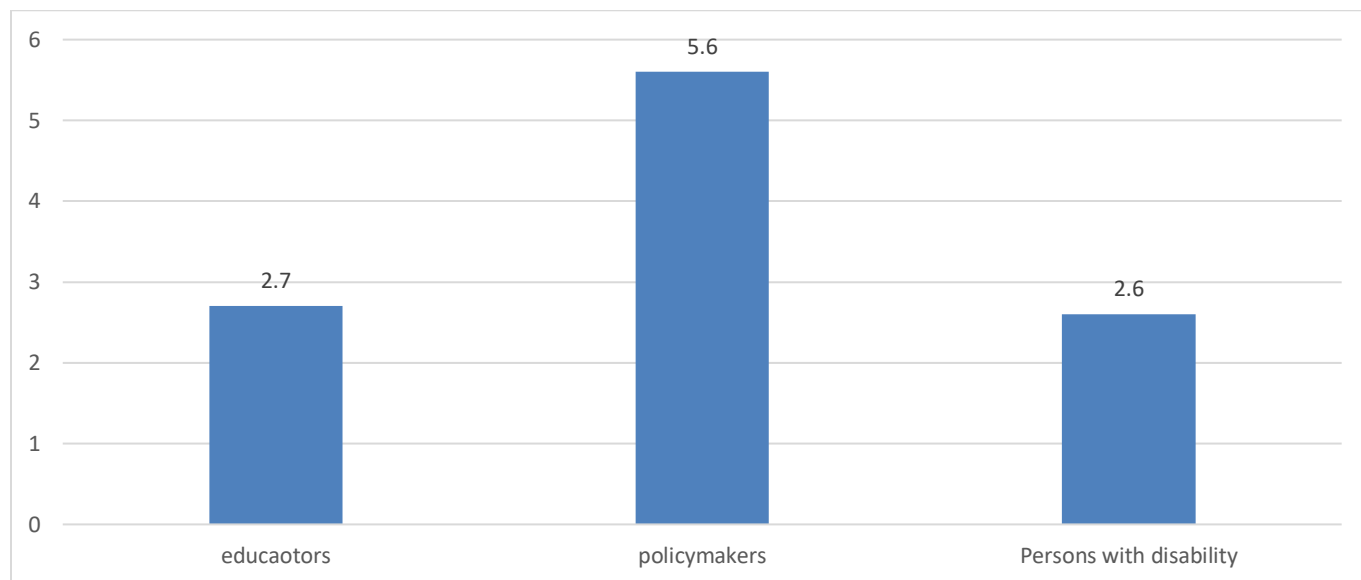


Table 7. Average time per day spent online

.STRONG AND WEAK POINTS RELATED TO THE DIGITAL TECHNOLOGY

Finally, the participants indicate three strengths and weaknesses related to the digital technology. The answers obtained were sorted into categories identified by the researchers to proceed with a qualitative analysis.

Strong points

The strong points categories identified are: connections and relationships, personal empowerment, help with life activities, innovation and development, free time.

In the table 8 we can see the number of answers obtained for each category considering all the three groups of participants.



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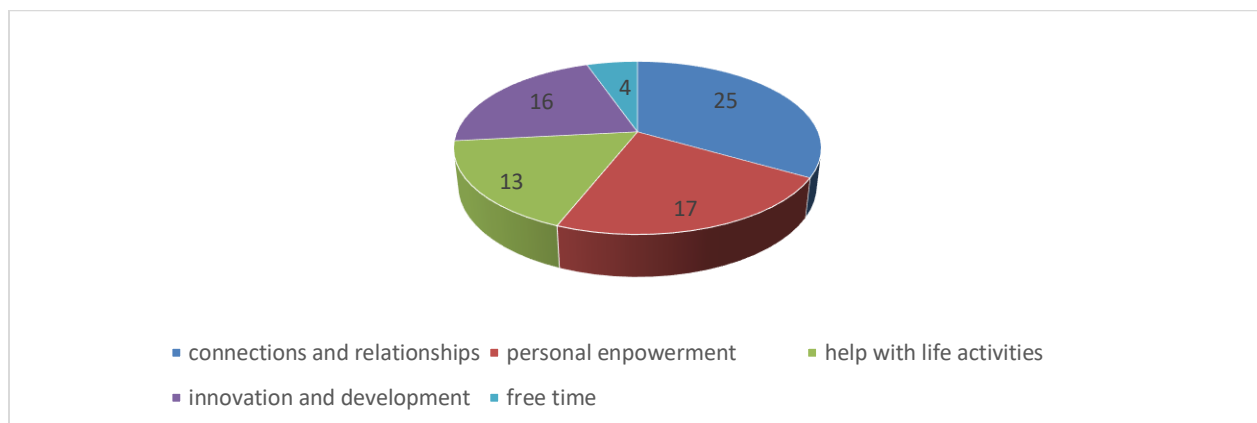
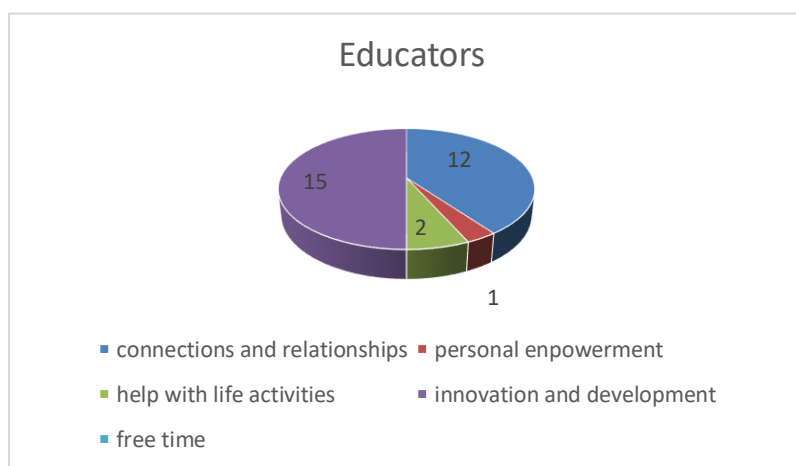
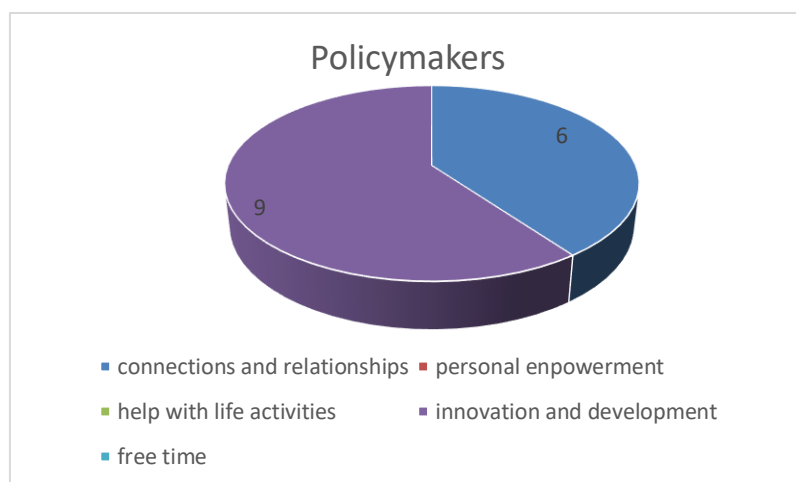


Table 8. Strong points related to Digital technology.

The strong points most indicated concern the *connections and relationships* category, instead those less considered concern *free time*. In the graphs below we report the data for each type of focus group.



Educators mainly indicated strong points related to innovation and development (15) and to connections and relationships (12). Only few strong points related to the others categories.



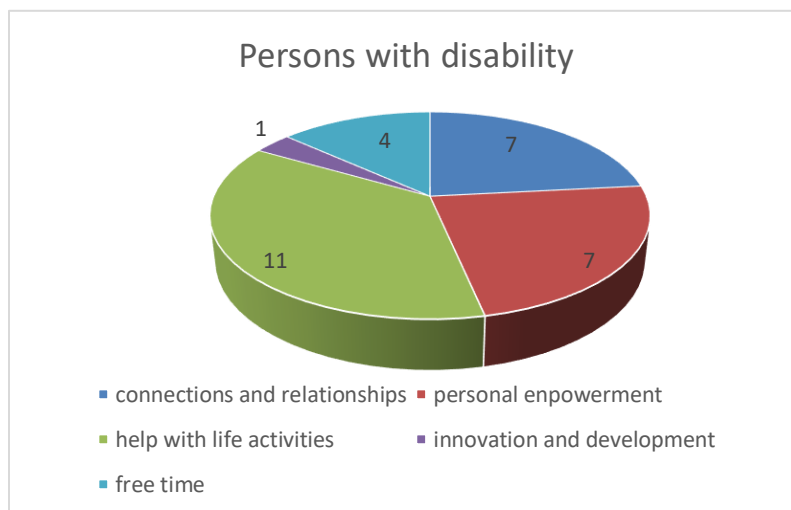
Policymakers indicated only innovation and development (9) and connections and relationships (6) categories.



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Persons with disability expressed strong points related to digital technology in a more differentiate way:

Help with life activities is the category more indicated (11). Personal empowerment and connections and relationships have also been indicated with some frequency (7). Only people with disabilities have indicated free time as the strength of digital technology (4).



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SWOT ANALYSIS

Strength

- Policies that establish the respect for human rights as the founding principle for the protection of the rights of persons with disabilities;
- Advances in Social services and Welfare State;
- Public and private initiatives su support social needs;
- Researchers and applied in practice in the Third Sector.

Weaknesses

- Lack of organic policies at national and European level and lack of funds.

Opportunities

- Financial support from European projects; cooperation among subjects engaged in supporting disabled people; crowdfunding initiatives.

Treats

- Labor market transformation.
- Economical crises.



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REPORT OF THE FUNDACJA IM. ZOFII ZAMENHOF, POLAND

Wojciech Duranowski, Zbigniew Dabrowski

1. Introduction to the FGI and its venue

The venue of our Focus Groups Interviews was the Occupational Therapy Workshop in the village Miroslaw (Slupno, 09-472 Miroslaw 23) close to city of Plock (Mazovian Voivodship, 110 kilometers from Warsaw). Occupational Therapy Workshops in Polish system is - an institution performing social and vocational rehabilitation of disabled participants. The therapy is carried out through occupational therapy. Data was collected during two research visits to the venue when FGI were conducted. Documentation of the FGI (attendance lists, photographic documentation, all approvals for research) are to be uploaded to the google shared drive.

The main tasks of the Occupational Therapy Workshops in Polish system are as follows:

- general improvement of the participants;
- developing the ability to perform everyday activities,
- preparation for life in a social environment, in particular through the development of planning and communication skills, making choices,
- development of basic and specialized professional skills, enabling later to take up professional work in a company of professional activity or other gainful work or vocational training.

Classes in the workshop are conducted in accordance with the individual rehabilitation and therapy program.



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2. Our Pilot Research of Digital Technology FGI Composition

Our Pilot Research of Digital Technology social evolution perceptions included two distinctive groups:

- Educators: 1 focus groups of 5 educators (5 female; average age: 32 years)
- Persons with disability: 2 focus group of 20 persons total with disability, accumulated results (15 male, 5 female; average age: 27 years)

100% of educators have a work experience of more than 5 years and have master's degree title.

As for disabled participants: 9 of them have vocational education and 11 primary special education. Only 3 out of them have experience of seasonal works below 1 year in total. Remaining 17 participants have no experience at all.

3. Relevance of Technologies: Disabled Participants

In the following table we have the results of the next question in our SMM4WIN QUESTIONNAIRE in which respondents were asked “please, select the three digital technologies that are relevant for your professional empowerment and professional growth”. Most participants agreed that the most relevant technology for their professional growth is usage of social media (85%). Next place is hold by the multimedia, where 75% of respondents agreed that the usage of multimedia might be important for their careers. Graphic tools were chosen by the 40% of people. 1 out of 4 partakers agreed that online games are relevant for the professional development. 20% of participants agreed that E-commerce place the important role for their

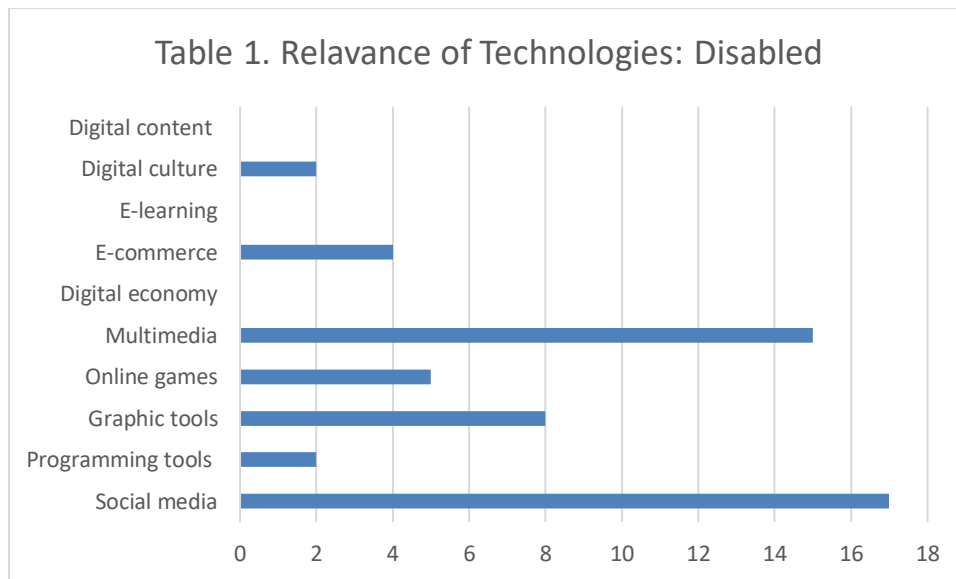


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career. 10% of the respondents chose programming tools and digital culture. Nobody chose digital content, digital economy and e-learning. It is especially surprising as during the FDI some participants stressed the importance of e-learning, however it was provided in the hobby/amateur context where they could learn crafts which they do in their spare time (such as cooking or fashion) and which they do not match with their professional development.

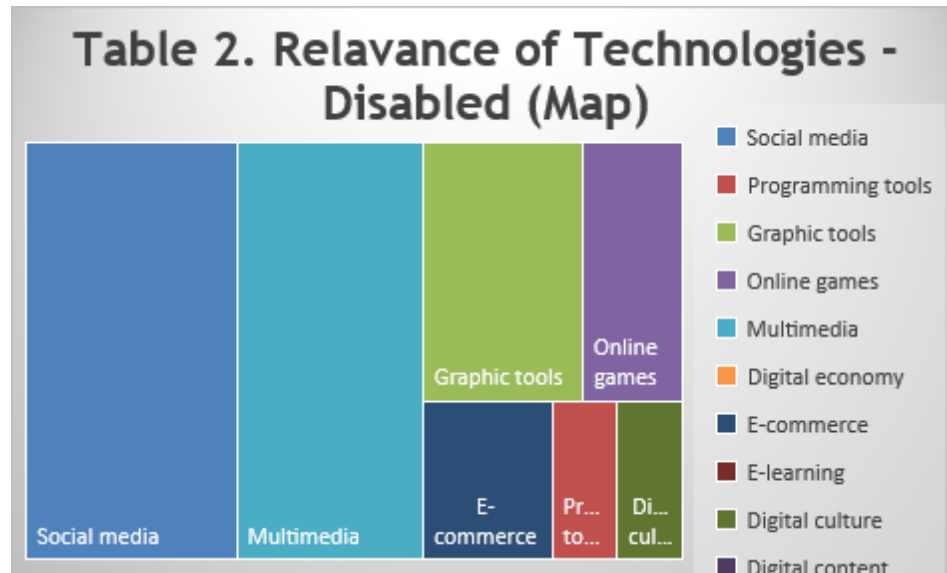




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4.Relevance of Technologies: Educators

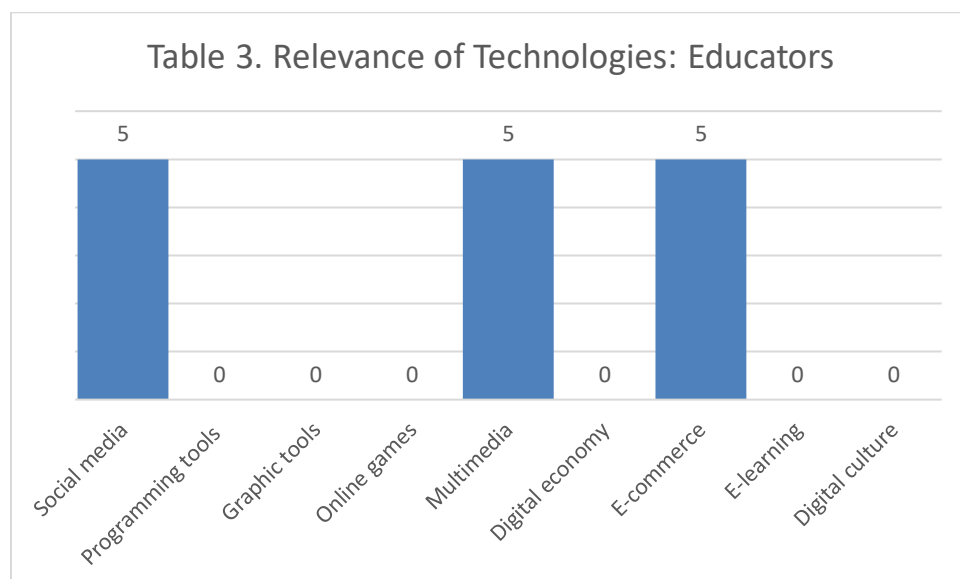
Educators mostly agreed on the three most important technologies in their professional development as an educator of disabled people. In fact all 5 educators from social enterprise agreed that the most important technologies are: e-commerce, multimedia and usage of social media for professional development and business matters.



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5.Statement Agreement: Disabled Participants

Another part of questionnaire asks: “Please select the following statements: circle a value on the Likert Scale from 0 to 4 with zero meaning “I completely disagree” and 4 “I agree completely”. The value: 2 indicates “I neither agree nor disagree. We measured the importance by accumulating these answers which mentioned the answer 3 “I somewhat agree” and answer 4 “I completely agree” for the particular statement.

1. “Social media improve the competence of users”
2. “Virtual interaction will substitute face to face interaction”
3. “Technology will help people live longer and healthier lives”
4. “Digital technology will create massive job lost in an unpredictable way”



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Disabled participants were asked if they agree or disagree with the statements. The largest chunk of the participants agreed with the statement that social media usage improves the competences of users (85% agreed of partly agreed). At the same time we can see some optimism and hope in new technology as 80% of partakers believe that technology will help people live longer and healthier life. One of the main concerns and threats with regard technology they see in the labor market changes (which is further elaborated in the FGI responses section). Generally disabled participants see technology as a threat to the job market and 75% of them agree with the statement that “Technology will create massive job lost in an unpredictable way. This concern is further elaborated in the report as it was one of the most important things which were discussed by disabled participants and there is visible feeling of threat to the existing labor market with regards to technology. The least perspective participants see in the possibility of replacing real life interactions with digital encounters. Only 50% of the people who filled out the questionnaire agreed that “Virtual interaction will substitute face to face interaction”.

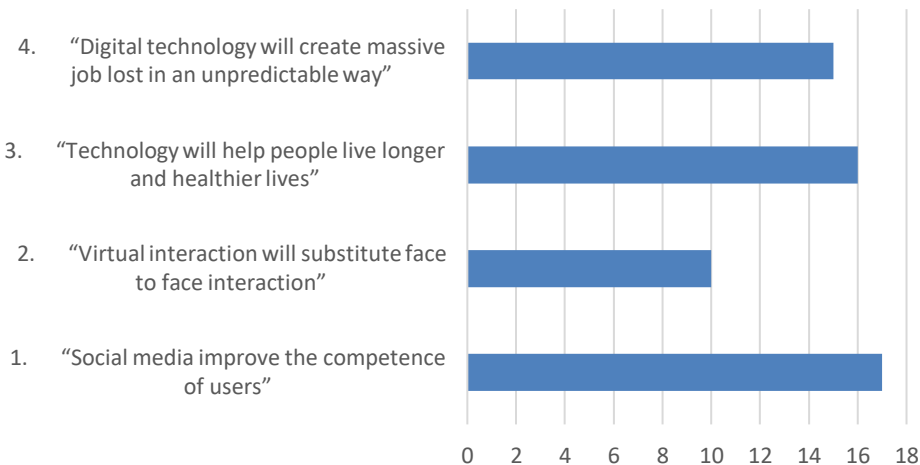


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Table 4. Statement Agreement - Disabled



6. Statement Agreement: Educators

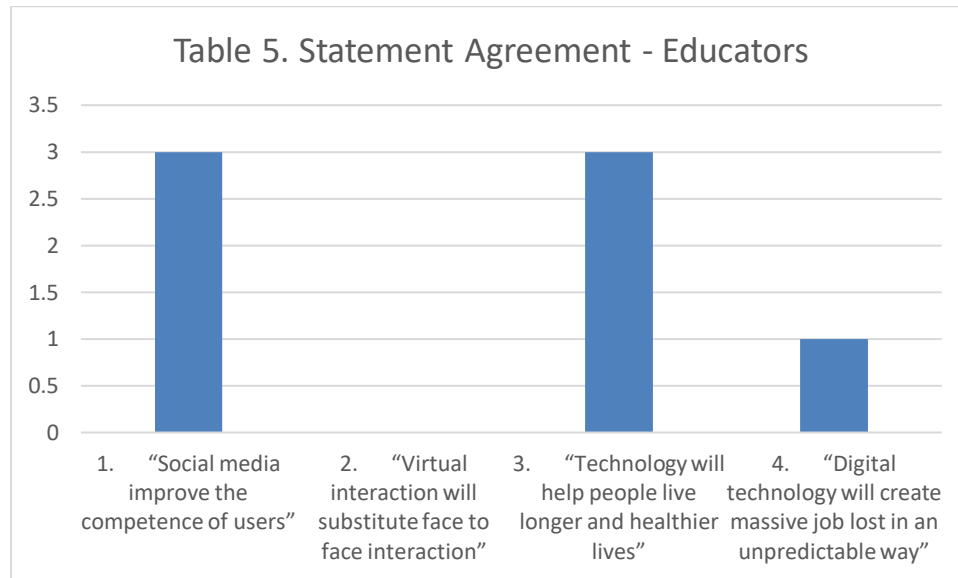
When it comes to the interviewed educators, they answers somehow different. In fact none of the educators agreed that “virtual interaction will substitute face-to-face interaction”. This shows how large important value they put of the face-to-face interactions in their role of educators of disabled people. Majority of educators agreed that “social media improve the competence of the users” and “technology will help people live longer and healthier lives”. The threat of massive job losses is not perceived as so much imminent by educators.



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7. Time spent online: Disabled Participants

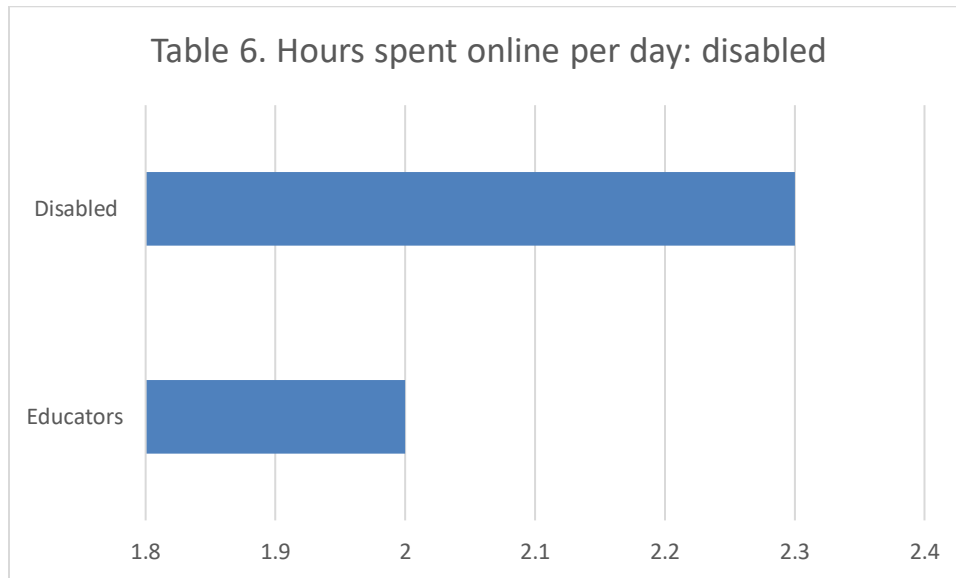
Disabled participants spent on average 2.3 hours per day online. At the same time educators spent slightly less time while being online, around 2 hours per day.



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8. Strong and Weak Points Related to Technology: both groups (bags-of-words)

In the last part of the report, participants were requested to point out the strong and weak points of the technology. As this was open question, we left freedom to participants to choose what is most important to them and the answers varied significantly. We used “bag-of-words” method to enlist all strong and weak points mentioned by the participant. We did not put particular significance weights for them and we do believe that bag-of-words can be useful point for the further text analysis.



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Table 7. Bags-of-words: Disabled

<i>Strong Points</i>	<i>Weak Points</i>
<i>Knowledge</i>	<i>Fake news</i>
<i>Films</i>	<i>Viruses</i>
<i>Communication</i>	<i>Health</i>
<i>Music</i>	<i>Gossips</i>
<i>Games</i>	<i>Eye problems</i>
<i>Globalisation</i>	<i>Headaches</i>
<i>Accessibility of Knowledge</i>	<i>Brutality</i>
<i>Industrialization</i>	<i>Hatred</i>
<i>Information</i>	<i>Hackers</i>
<i>Films</i>	<i>Lack of Security</i>
<i>Contacts</i>	<i>Lack of Human Interactions</i>
<i>Knowledge popularization</i>	<i>Backaches</i>
<i>Social development</i>	<i>Loss of eyesight</i>
<i>Employment opportunities</i>	<i>Humiliation</i>
<i>Science development</i>	<i>Fraud</i>
<i>Hardware development</i>	<i>Lack of data protection</i>
<i>Multimedia</i>	<i>Humiliating films</i>
<i>Information seeking</i>	<i>Bad ideas</i>
<i>Online advising</i>	<i>Bad implementations</i>
<i>Culture</i>	<i>Trolling and hatred</i>
	<i>Online banking frauds</i>
	<i>Time consuming</i>
	<i>Surveillance</i>
	<i>Lack of Internet access in remote places</i>
	<i>Bad behaviour</i>

Table 8. Bags-of-words: Educators

<i>Strong Points</i>	<i>Weak Points</i>
<i>Communication</i>	<i>Health</i>
<i>Knowledge</i>	<i>Killing Interpersonal Contacts</i>



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<i>Personal Development</i>	<i>Loss of time for family</i>
<i>Industrialization</i>	<i>Bad content for children</i>
	<i>Loss of eye-sight</i>
	<i>Loss of jobs</i>
	<i>Spine injuries</i>

Above collected bags-of-words indicate what type of strong points and weak points were indicated by the both groups of FGI participants. Its variety shows different perspectives and understandings of how technology impacts our lives.

9. Focus Group Conclusions and Report

• TECHNOLOGY AND THE WORLD OF LABOUR

Participants indicated various concerns related to the increasing presence of TECH in the environment. As one participant indicated “Technology will change us into robots”. Another important impression was that less people will be needed for the conduction of labor activities: “One person designed it and that’s all”. Another participant commented: “Only these people who



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knows how to service and maintain robots will have work, other people will not be needed. And they will be made redundant and their services will not be longer needed”. Participants agreed that in the past “everyone was provided some kind of employment” and it was much easier for all strata of the society to secure employment. Today getting job is much harder and moreover many jobs are transforming, so they require completely different skills. One of the participants showed the example of car mechanic which used to be manual hand skills job and now it requires computer skills. In the past even uneducated labor could manipulate manually with the car and now “the car mechanic will take computer and shows something which nobody understands”. It is much harder for common people (hobbyists) to manipulate in the system because the you need very high level of skills to even start understanding the system. Participants stressed that in the past in the Polish People’s Republic (PRL) it was easier to get employment than now in technological capitalist society.

Participants mentioned that technology is already disrupting and harming the labor market as one of the participants mentioned: “it already harmed the labour market now”. Partakers also mentioned they observations from the local market. In the past it was observed that “even on the construction sites, the demand for manpower used to be higher” and nowadays “even people with higher education background face difficulties with employment and some of them also are unemployed. One of the partakers stressed that “Technology can be good and bad” depending on its final application.

One of mostly indicated downside of technology is pressure for the reduction of the demand on the manpower. As one of the participants observed: “In the past where there were harvest in our region, everyone was needed. There were many people who could get employment when harvesting, no matter if they belonged to qualified or unqualified labor. Now the new equipment is in use such as combine-harvester and computer-supported harvesting machines: “When before during harvest even 100 people could be employed in our village, now only one person can



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manage it with the use of combine-harvester and computers”. One of the partakers suggested that what could be done in this regard is to “consider slowing down the pace of technological development or maybe in some places focus on manpower and resign from technological solutions?”. One of focus group members also stressed the fear that now because of technology “people are not required” and in the past common people were capable to understand mechanics behind the technology using for example manuals.

Now, most of the technology is hidden by the producers and some companies even clearly state that it is forbidden for the users to manually improve or manipulate with products during reparation. One person said during FGI: “In the past it was much better, if some element was out of order, I just took the hydraulic key number 13 and did the works manually. Afterwards everything worked without any problem”. Now this type of work is not possible because of much higher complexity and computerization in most of the sectors. One of the participants stressed out that “people will be not needed for anything, robots will take over everything”. On the other hand also humans will also use some kind of computer or digital support as another partaker stressed out “If you would live 1000 years, you would be convinced how the situation will transform”. Another person in FDI also stressed that online work brings also cybersecurity risks. For example: creation of the fake accounts, stealing of person’s identity in Internet or hacker attacks. These are new phenomena and dangers which can appear in the future and humanity as now is not prepared for it.

- **POSITIVE AND NEGATIVE SIDES OF TECHNOLOGY**

One of the main dangers stressed by the participants was the question of the privacy in the internet. It becomes more and more risky to put the information into internet because it can be reused by the unknown people and bots against the owners of this information. Cybersecurity is



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generally one of the key challenges as the level of knowledge in this sphere is generally low or very low. Participants heard about the computer viruses which can harm the computer systems and often cannot be easily detected.

At the same time partakers see the biggest positives of new technologies in the sphere of education and as well entertainment. According to members of FDI internet is one of the most important educational resources and you can use it to learn almost any skill at no cost. The partakers also stressed that e-learning provides also less stressful way to learn and you can repeat the video many times and in case you do not understand something, you can keep it repeated many times which is important for people with lower educational attainment capabilities. Generally participants stressed the role of entertainment in relaxing and providing peacefulness.

Partakers stressed out that they like to watch e-learning tutorials on the youtube as they provide them good learning platform for different educational resources. One participant stressed that she is a vivid watcher of the youtube tutorials, especially fashion tutorials. For example she learned from those tutorials how to prepare kerchief (babushka) on the head. One of the participants stressed that the good thing about the youtube tutorials is “that everything is online, often live transmissions. Also everything is accessible for free and there is no stress and hassle and you can repeat the material how many times you want”. The most consumed type of educational resources are videoblogs (on youtube) and especially with following topics: fashion, cooking and small manual works at home (for example fixing some decoration, repairing the furniture, producing some additional pieces of decoration and etc).

One of favorites is re-working of the photos mostly with various simple “painting” software. Another hobby is use of the same software for simple paintings. Most of the participants in the



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group did not have any experience in programming or installing any software/hardware. Only two participants indicated some experience which related to basic works on installations of the software. The scope of the work which they conducted was: installation of MS Windows and as well installation of particular browsers. These 2 participants did them by themselves.

Members of FDI stressed the risks of social media. As one person indicated: “for me social media are not good, there is a lot of trolling and criticism, people are attacked on the internet and can be offended. They can have later psychological reactions as they are not prepared for this type of harassment”. Social media also promote the comparative approach and common people have to compare themselves to rich people and celebrities which brings a lot of social and psychological problems. As one participant said: “people keep on comparing themselves with others. They compare to the richest and most beautiful and they see that they cannot stand competition”. As another participant said: “social media promote showing off the money and large consumption. They keep on posting photos of cars, jets and other expensive things. Because of social media, people do not focus on important things like friendship and human relations. They do not understand that all these commodities they will not take with them to their grave”. Participants use mostly following social media channels: youtube, facebook, facebook messenger and gadu-gadu (outdated Polish messenger).

- **EDUCATORS AND TECHNOLOGIES**



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Educators stressed out the importance of the technological solutions in the educational process. One of the technologies which they like to use are interactive whiteboards which are getting more and more popular in Polish schools. Although educators mentioned that obstacle is the lack of training for Polish educators on how to use the. Educators especially stressed out that in the context of work with disabled there is a very interesting role of the gaming platforms which have special offer for disabled. They pointed out interesting experience of usage of Kinect and X-Box for work with disabled students. It would be also interesting to introduce gaming platforms like Kinect in their institution, however such investment would require probably EU project which could finance training and especially hardware necessary for such activities.

Educators also stressed that another important use of technology for their social enterprise for disabled is the sphere of digital marketing. Digital marketing is slowly introduced into their institution and currently they run Facebook website of the Disabled Workshop and as well social enterprise. Currently, it is managed only by the employees of the organization but they do not exclude that in the future disabled participants of the workshop could contribute to running of organizational social media. Educators stressed out that partakers of workshop are already active in some IT works, especially in so-called hardware workshop in which they focus on repair of the computers which are sent to social enterprise for fixing. Only limited number of the disabled participants take part in the workshop, but those who do are doing good job and really enjoying work on the hardware.



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Report of the REZEKNE Academy of Technologies, LATVIA

ANALYSIS OF SCIENTIFIC LITERATURE

Young people with limited adaptive behaviour, impaired language development and low socio-economic status have a high risk of poor socialisation (Koskentausta et al, 2007). This can be mitigated by social media, as their rapid growth, accessibility contributes to increased social

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participation and offers new means of communication to people with disabilities (Wang et al., 2019). A new paradigm is being used for the development of platforms for cooperation and training to meet the needs of people with disabilities, with a view to making available to disabled people on networks to exchange information on special platforms during which people with disabilities can ask questions but those responsible (policy makers, health and social institutions) (García-Betances et al., 2016; Raghavendra et al., 2015; Luo et al., 2015; Wang, Min, & Han, 2016; Wang et al., 2017). The use of such platforms can help reduce the information gap between individuals and the surrounding community and institutions (García-Betances et al., 2016).

It is stressed that people with disabilities, including young people with disabilities, are under-represented on social media (Media Access Australia, 2012) and it is important to encourage and teach them to use social networks to self-express (Hemsley et al., 2017).

Social networks promote social activity (Forrester-Jones et al., 2004) and use the concept of *Complementary and Alternative Communication (?) (augmentative and alternative communication - AAC)* (Hemsley et al., 2017). In this context, there are, for example, studies on the use of social media, the positive and negative aspects of this use when adult individuals have Intellectual Disorders (Balandin & Molka Danielsen, 2015), autism spectrum disorder (ASD) (Stendahl & Balandin, 2015), communication disorder (Paterson & Carpenter, 2015), brain injury. resulting in cognitive communication disorders (Brunner et al., 2019). The importance of social media in the everyday lives of young people with disabilities (Hemsley et al., 2017) and considered (Raghavendra et al., 2015) that young people with disabilities can learn and improve their social communications through social media such as Skype, e-mail and Facebook. At the same time, it is also important to identify potential risks associated with the use of social media and to identify the effective support, training or other resources needed to mitigate risks (Raghavendra, et al., 2015). For this to happen, there is a need for more cooperation between home and school, using assistive technologies, training and support to teach to use social media.



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Support is needed not only for young people with disabilities but also for parents, caring for, social service providers: training in social media, knowledge of assistive technologies, knowledge and skills to integrate social media and assistive technologies into the everyday lives of young people with disabilities. There is also talk about the involvement of young people with disabilities in social media platforms, which create opportunities for online social media (Blogists, Influenceri), remote work (more than half of the world's professions are remote, such as telejob, access to services (services are remotely available), membership (involvement in groups and interest groups, social development opportunities in a digital environment), modern technological solutions (video chats and correspondence, platforms in education, work and everyday) (Boitman, 2019).

SITUATION IN LATVIA

LAWS AND REGULATIONS

Latvia ratified the UN Convention on the Rights of Persons with Disabilities on 1 March 2010 (in force since 31 March 2010). Latvia, by ratifying the Convention, has committed to ensuring and promoting that all persons with disabilities can fully exercise all human rights and fundamental freedoms without any form of discrimination on grounds of disability, and has made a number of commitments, including making or promoting the availability and use of new technologies suitable to persons with disabilities, including information and communication technologies and support technologies, available information on new technologies as well as on other types of assistance, support services

In Latvia a number of legislative acts have been adopted and are in force which ensure and/or contribute to the implementation of the principles set out in the Convention. For example, point 130 of Latvia's Sustainable Development Strategy to 2030 (2010) states that, under the Convention on the Rights of Persons with Disabilities, the State should take appropriate



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measures to enable persons with disabilities to live independently and effectively, equal with others in all areas of life. This also applies to information, communication and other services.

On the other hand, point 234 of the National Development Plan for 2014-2020 (2012) states that everyone has the right to be active, participate in the development of himself, society and Latvia. Latvia is also unlocking the potential of people who have lived in social care institutions, by offering alternative forms of care, which provides the possibility to carry out decent work in its wider sense – to give and share with others and to work within their capacity. It is necessary to pay particular attention to the needs of people with disabilities as one of the most socially marginalised groups in society, with a view to their closer integration into society as a whole, and particularly in the labour market.

Cabinet Order No. 667 of 8 November 2016 approved “Guidelines for Latvian Media Policy 2016-2020”. They include a separate section for media diversity, the first of five fundamental principles of media policy, alongside the principle of quality and accountability of the media environment, audience mediation, the development of a professional media environment and the security of the media environment. Attention is paid to both external and internal diversity conditions, including in particular the support for communication with the Latvian diaspora or Latvian living outside Latvia in their mother tongue, as well as the development of content for persons with disabilities.

STATISTICS

According to data from the National Commission for Health and Health Examiner Doctors (GAERC), 185 548 adult persons with disabilities were registered in Latvia in 2019, i.e. 9.66% of the total population of the country. Between 18 and 29 years (young people) are 8025 persons (4.2% of the total number of people with disabilities, including 1474 persons in Group I, 3045 persons with disabilities in Group II and 3506 persons are disabled in Group III (Ministry of Welfare, 2019; Central Statistical Office, 2019).



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RESEARCH PROJECTS

There are no separate studies in Latvia on young people with disabilities and social media. These issues are integrated into broader research into public employment, discrimination, the inclusion of people with disabilities and the level of awareness.

The main studies and projects for young people with disabilities and social media and the conclusions will be examined in the future.

Study report on the current level of public awareness and awareness and the most effective information mechanisms (2017).

The study on the current level of public awareness and awareness and the most efficient information mechanisms was carried out by the association of individuals: Safege Baltics, Comperio and Prospero Ltd.

Main conclusions:

- According to Latvian residents, discrimination based on disability is widespread in the country (43% of respondents have indicated).
- People with reduced mobility are assessing the availability of information more than poor than satisfactory or good on the following topics: subsidised jobs, employment support services (which are underestimated by 42% of people with reduced mobility), on adjustment of housing (41%), on technical aids and assistant services (38.5%), on specialised transport (34%); participation in the process of discussing State/Local Government decisions, draft regulatory enactments (29%).
- In people with visual impairment, the availability of information is generally assessed as satisfactory. There is a relatively high level of discontent with access to information on subsidised jobs, employment support services (as 28% of people with visual impairment are poor), medical rehabilitation services (28%) and public access services (21%).



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- People with hearing impairments are more than poor than satisfactory or good at assessing information on health services (as 36% of people with hearing impairments are judged to be poor), on the possibilities to participate in the consultation process of national/local government decisions, draft laws (32%), on pre-school education services (25.5%) and on the possibilities for further education, interest education (25.5%).
- The disabled group isn't uniform. The use of the media is affected by the type of disability of the target group's representatives, the ageing group (population in the working age or above the working age), the economic status (whether or not working), the composition of the household (live with one of the family members or live alone), the place of life (Riga or outside Riga).
- The usual source of information for older people is radio, television or newspapers. In turn, younger people and workers use social networks and news portals more frequently.
- Disabled people have their own specific information channels: organisations representing the target groups – events organised by these organisations, websites or accounts on social networks (Facebook, draugiem.lv, Twitter); Latvian regional television – Re: TV || special programme – Three-fourths.
- The most pressing issues for the target group are practical topics that help to improve its economic and social situation: financial support, social services, technical aids, rehabilitation, employment, educational opportunities, disability group allocation, environmental accessibility, specific and hitherto underrepresented issues, such as children with autism.
- Although the target group is sufficiently mentioned in the media, attention should be paid to certain types of disability, i.e. more talk and resolution of problems directly addressed to people with visual, hearing impairments, people with intellectual development or other types of impairment.



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- A united message for the entire target group may be effective if equality falls out of the overall current value. On the other hand, the situation in which equality is particularly demanded varies between the target group. To some extent, this depends on the age of the target group (children, people of working age, seniors), type and degree of disability.
- Representatives of the target group expect public awareness that people with disabilities, although different, are equivalent. There is a lot of ignorance and myths about the target group in society that people with disabilities can do nothing or little that they are just a burden on society that they must be afraid of.
- Messages to address the target group should focus on the positive real examples, on specific solutions with emphasis - You can! ||

A study on the diversity of the Latvian media environment, including representation of people with disabilities in the Latvian media (Zelče, 2018).

Between 1 April and 30 June 2017, 46 articles on people with disabilities have been published (most commonly published by internet media Delfi.lv – 37% of all articles on the subject. 26% of the selected articles were published on the Lsm.lv portal, while the internet media Tvnet.lv published 23.9% of the identified articles on this social group). The messages are dominated by information about the problems people with disabilities face in Latvia, but the news about the topics of this group's representatives abroad does not actually appear, except for some messages published in the portal Tvnet.lv that focus on the scandalicity of the news.

In general, people with special needs are presented in the Latvian media on three topics: (1) in relation to the problems they face, (2) reporting on cases where and how these problems are addressed by improving infrastructure, (3) The media publishes articles in which people with disabilities tell about how not to lose themselves and how to cope with difficulties in order to be able to successfully exist. to participate in society. Thus, in general, people with special needs are dominated by the theme of difficulty, with far less opportunity stories. 426



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***“The future you (th) want: co-producing recommendations for inclusive societies”
project.***

Involved in Latvia: National Social Integration Agency (SIVA) Jurmala Vocational Secondary School (JPV)

Objective: to promote dialogue between young people with special needs and experts, service providers, decision-makers and politicians to develop recommendations on how to engage young people in policy-making, develop cooperation between politicians and young people

Result: Analyzed by Latvian and international experience, organised working groups. Recommendations have been made, including for disabled and disabled young people and social media, covered by the proposals for “Creating a positive image for people with special needs”, demonstrating the potential for people with special needs in the media; introducing digital portfolio for students; developing cooperation with employers with special needs; representing success stories for people with special needs; and present Disability Films (SIVA, 2018).

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ANALYSIS OF FOCUS DISCUSSIONS

WITH EDUCATORS AND EXPERTS AND POLICYMAKERS

The following persons participated in the focus discussions: Head of the Society for the Disabled, special educator of the Society for the Disabled, employee of the Support Center for Children and Young People with Special Needs, Head of the State Pedagogical Medical



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Commission, Head of the Social Rehabilitation Laboratory of Rezekne Academy of Technologies, researcher of University of Latvia, social educator.

Method: a transcript of the focus discussion (see Appendix 1, in Latvian) and content analysis were conducted, which allowed the text to be reduced to a much shorter summary, highlighting the most important aspects. The results are summarized, and participants' statements are written in italics.

Results

Answering to the question, *"Can digital technology facilitate the inclusion process of young people with disabilities/disorders? If yes, in what way"*, the participants of the focus discussion agreed unanimously that digital technology can facilitate the inclusion process of young people with disabilities/disorders, as, for example, *"people with reduced mobility can learn new knowledge remotely, people with visual impairments can use information processing technologies (audio, magnification, etc.), communication impaired people (autists, non-talkers) can use images or typed text, as well as apply other applications that facilitate information exchange, new knowledge acquisition and are appropriate for disorders"*. The following types were distinguished:

1) information exchange

it facilitates the exchange of information both by explaining about disabled people and by making information accessible to the disabled themselves.

it is done through informing, offering opportunities for socialization and self-realization

2) educational environment



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organization of a modern educational process is inconceivable without digital technology, and the learning process organized in such a way allows inclusion of young people with very different and very specific needs, thus ensuring maximum equal opportunity for all

3) work environment

young people with good digital skills are equally eligible for positions, jobs

There was no emphasis on the communication aspect, which the project team considered to be a significant contributor to inclusion, but maybe the participants of the focus discussion took it for granted, since the educational or work environment, including information exchange, includes communication.

Not all participants were able to apply the second question of the discussion, ***"Can digital marketing have a social function? If yes, how can it manifest"***, to young people with disabilities, as they believe that *digital marketing is the sale of IT technologies, i.e. it is run by entrepreneurs and many IT firms are known to both donate to charity and develop solutions to social problems*. Four participants emphasized the social function of digital marketing, which is indicated by social processes, partner search and implementation of collaborative projects, emphasis on social responsibility. It was emphasized *that if we understand digital literacy as the combination of knowledge, skills and attitudes needed to use a variety of digital devices such as smartphones, tablets, laptops, etc., there is now unlimited opportunity for young people, including young people with disabilities, for networking or socialization in networks - work issues, interests, private life, etc.*

"Can digital technology promote development of new types of social business? If yes, what business and how" was a difficult question. The prevailing view was that this was a matter to be considered and analyzed according to the individual case and situation in market.



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This is a difficult path, and it is not for everyone. Very few people in the business world are ready to sign for it, and there are not many people in civil society who are able to accept the rules of the business game.

The participants agreed that *digital technology contributes to social business development* because:

- 1) it provides information on start-up social enterprises, disseminates good practices;
- 2) digital platforms provide information on market needs
it is possible to know precisely the size of the audience, measure the number of views of the post, the number of followers reached, and there is the opportunity to identify personally and address a client which is connected with the social function. Solving a social problem or helping the target group is important.
- 3) it allows formation of open and closed (restricted access) peer groups for the creation of new ideas/products
- 4) *all donation campaigns are digitized; volunteer involvement, social care, etc. require IT solutions for communication, data exchange, billing.*

Conclusions

Social entrepreneurship is just beginning to develop in Latvia. The results of the focus discussion indicate that the understanding is not very broad, but the attitude is positive. There is an understanding of the role of digital marketing in the development of social business.



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RESULTS OF QUESTIONNAIRE YOUTH PEOPLE WITH DISABILITIES

Members

14 questionnaires were declared valid. 10 participants are young people with disabilities aged 21 to 30, 4 ages unwilling to point out. 3 interviewees are disabled for hearing, 3 for disabled people due to various diseases, 8 for young people with mental disabilities (MD). 8 respondents are male, 6 female respondents. 5 respondents have secondary education, one respondent has a bachelor's degree, the other 8 mentions another education – basic education. 12 respondents have no work experience, 1 respondent less than a year, one year to 5 years. 10 respondents are unemployed, 4 are currently studying.

Methodology

Since many respondents have MD, they were interviewed on an individual basis and the questions of the questionnaire were explained to them, but not all respondents were able to answer the questions.

The results were coded and processed in the SPSS programme (see Appendix 1). Non-parametric methods were used:

- method of descriptive statistics (Frequency test);
- methods for identifying differences depending on the profile of the respondent (Mann-Vitneja test, Kruskala-Valisa test);



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- Spearman's Correlations test.

Results

Young people with disabilities spend a lot of time online: 4 respondents – more than 6 hours, 3 respondents – 5 hours, 1 respondent 4 hours, 4 respondents – 1-3 hours, 1 respondent – less than an hour, one respondent could not answer the question.

Respondents were asked to assess three digital technologies important for personal opportunities and professional growth. The answers are summarised in Figure 1.

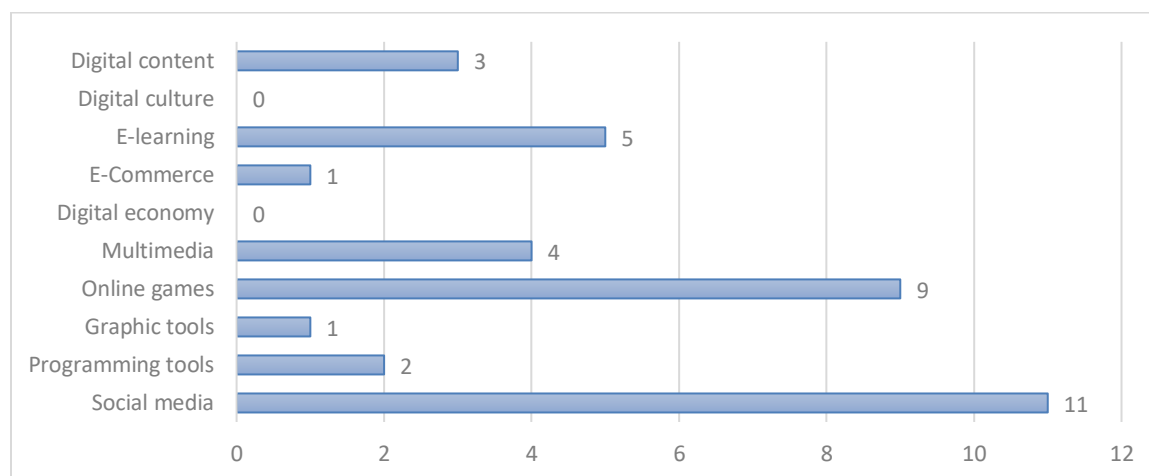


Figure 1 Most important digital technologies (respondents' assessment)

None of the respondents mentioned *the digital economy and digital culture*. Mostly *social networks* (mentioned in 11 cases) and *online games* (mentioned in 9 cases) are used. Social workers said during the conversation that they are trying to limit the use of the computer by the disabled people with MD, as they are mainly interested in pornographic sites, not searching for developing information.

Using the Mann-Whitney test, the analysis of the answers showed statistically significant differences ($p=.020$) depending on the status of the respondents in the evaluation of programming tools: their significance was more often recognized by young disabled students (Mean Rank 10.00) than by unemployed young people with disabilities (Mean Rank 6.50).



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Depending on the gender of the respondents, statistically significant differences were found ($p=.048$) in *multimedia* ratings: men rated it higher (Mean Rank 9.00) than women (Mean Rank 5.50).

Analysis of the Kruskal - Wallis test results found statistically significant differences ($p=.002$) in *the e-commerce* rating depending on the respondents' educational level: it is higher rated by the respondents with Bachelor's degree (Mean Rank 14.00) than the other respondents (Mean Rank 7.00 in all cases). The assessment of *e-commerce* also found statistically significant differences ($p=.002$) depending on the respondents' work experience: the respondents with experience up to one year rated it higher (Mean Rank 14.00) than other respondents (Mean Rank 7.00 in all cases).

Respondents were asked to rate the statements using a Likert scale, where 0 means strongly disagree, 2 - slightly disagree, 2 - disagree, disagree, 3 - slightly agree and 4 - strongly agree. The results are summarized in Figure 2.

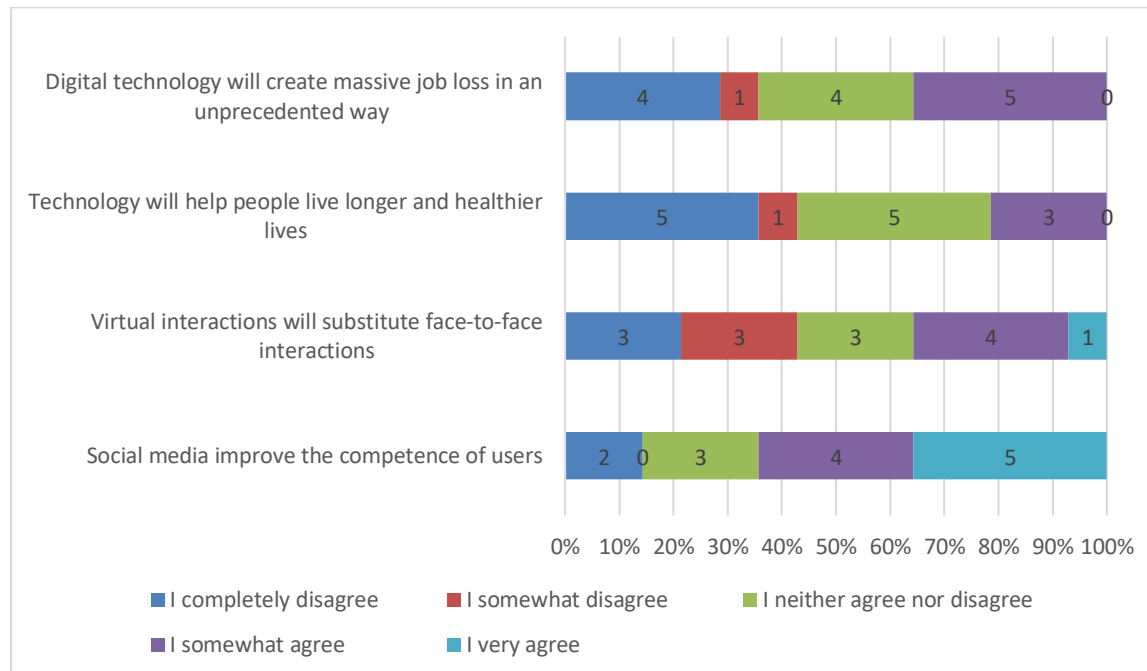


Figure 2 *Respondents' assessment of statements*



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Using the Mann-Whitney test, the analysis of the answers found statistically significant differences in the assessments "Technology will help people live longer and healthier lives" ($p=.037$) (the disabled young students agreed more (Mean Rank 11.00) than unemployed young people with disabilities (Mean Rank 6.10)) and "Digital technology will create a massive job loss in an unprecedented way" ($p=.046$) (the disabled young students agreed more (Mean Rank 10.88) than unemployed young people with disabilities (Mean Rank 6.15)).

Statistically significant differences were not found depending on the respondents' gender, educational level, and work experience.

Spearman's correlation indicated that there was a correlation between respondent's work experience and the assessment of e-commerce ($r=.621$, $p=.018$). The correlation also showed that the respondents who admit the importance of programming tools emphasized the importance of e-learning ($r=.548$, $p=.048$). The correlation was also found between daily time spent online and the assessment of the importance of social media ($r=.666$, $p=.009$) and multimedia ($r=.665$, $p=.009$).

Spearman's correlation test showed that there was a correlation between the assessment of the statement "Social media improve the competence of users" and the assessment of technologies such as social media ($r=.697$, $p=.006$) and multimedia ($r=.735$, $p=.003$).

There was found a correlation between the assessment of the statement "Virtual interactions will substitute face-to-face interactions" and the respondents' work experience ($r=.534$, $p=.049$).

There was a negative correlation found between the respondents' status and the assessment of the statements "Technology will help people live longer and healthier lives" ($r=-.578$, $p=.030$) and "Digital technology will create massive job loss in an unprecedented way" ($r=-.554$, $p=.040$).

The assessment of the statement "Social media improve the competence of users" correlated with the amount of time respondents spend online daily ($r=.867$, $p=.000$).

The correlation was also found between the assessment of the statement "Virtual interactions will substitute face-to-face interactions" and the assessment of the statement "Technology will help people live longer and healthier lives" ($r=.770$, $p=.001$) and "Virtual interactions will substitute face-to-face interactions" and the statement "Digital technology will massive job loss in an unprecedented way" ($r=.743$, $p=.002$). The claims "Technology will help people live longer and healthier lives" and "Digital technology will create job loss in an unprecedented way" are also correlated ($r=.661$, $p=.010$).



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In other cases, no correlation was found.

Conclusions

The results of the questionnaire show only trends: attitude towards digital technologies is influenced by the respondents' status, gender, education. In order to receive more objective results, it is necessary to interview a bigger group of respondents. However, prior to this, it is necessary to revise the questionnaire in accordance with the basic principles of Plain Language so that all young people with disabilities could understand the text of the questionnaire and no explanation would be required, because explaining may affect the answer.



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Appendix 1

Frequency Table

		statuss			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	1	4	28,6	28,6	28,6
	2	10	71,4	71,4	100,0
	Total	14	100,0	100,0	

		vecums			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	0	4	28,6	28,6	28,6
	21	1	7,1	7,1	35,7
	25	3	21,4	21,4	57,1
	27	2	14,3	14,3	71,4
	28	3	21,4	21,4	92,9
	30	1	7,1	7,1	100,0
	Total	14	100,0	100,0	

		dzimums			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	1	8	57,1	57,1	57,1
	2	6	42,9	42,9	100,0
	Total	14	100,0	100,0	

		izglītība			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	1	5	35,7	35,7	35,7
	2	1	7,1	7,1	42,9
	4	8	57,1	57,1	100,0
	Total	14	100,0	100,0	



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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	85,7	85,7	85,7
	2	1	7,1	7,1	92,9
	3	1	7,1	7,1	100,0
	Total	14	100,0	100,0	

jaut1_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	21,4	21,4	21,4
	1	11	78,6	78,6	100,0
	Total	14	100,0	100,0	

jaut1_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12	85,7	85,7	85,7
	1	2	14,3	14,3	100,0
	Total	14	100,0	100,0	

jaut1_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13	92,9	92,9	92,9
	1	1	7,1	7,1	100,0
	Total	14	100,0	100,0	

jaut1_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	35,7	35,7	35,7
	1	9	64,3	64,3	100,0
	Total	14	100,0	100,0	



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jaut1_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	71,4	71,4	71,4
	1	4	28,6	28,6	100,0
	Total	14	100,0	100,0	

jaut1_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	14	100,0	100,0	100,0

jaut1_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13	92,9	92,9	92,9
	1	1	7,1	7,1	100,0
	Total	14	100,0	100,0	

jaut1_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	64,3	64,3	64,3
	1	5	35,7	35,7	100,0
	Total	14	100,0	100,0	



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jaut1_9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	14	100,0	100,0	100,0

jaut1_10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	11	78,6	78,6	78,6
1	3	21,4	21,4	100,0
Total	14	100,0	100,0	

jaut2_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	14,3	14,3	14,3
2	3	21,4	21,4	35,7
3	4	28,6	28,6	64,3
4	5	35,7	35,7	100,0
Total	14	100,0	100,0	

jaut2_2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	3	21,4	21,4	21,4
1	3	21,4	21,4	42,9
2	3	21,4	21,4	64,3
3	4	28,6	28,6	92,9
4	1	7,1	7,1	100,0
Total	14	100,0	100,0	

jaut2_3

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	0	5	35,7	35,7	35,7
	1	1	7,1	7,1	42,9
	2	5	35,7	35,7	78,6
	3	3	21,4	21,4	100,0
	Total	14	100,0	100,0	

jaut2_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	28,6	28,6	28,6
	1	1	7,1	7,1	35,7
	2	4	28,6	28,6	64,3
	3	5	35,7	35,7	100,0
	Total	14	100,0	100,0	

ilgums

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	7,1	7,1	7,1
	1	1	7,1	7,1	14,3
	2	4	28,6	28,6	42,9
	3	1	7,1	7,1	50,0
	5	3	21,4	21,4	71,4
	7	4	28,6	28,6	100,0
	Total	14	100,0	100,0	

Statistics

		jaut2_1	jaut2_2	jaut2_3	jaut2_4
N	Valid	14	14	14	14
	Missing	0	0	0	0
Mean		2,71	1,79	1,43	1,71



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Mann-Whitney Test

		Ranks		
	statuss	N	Mean Rank	Sum of Ranks
jaut1_1	1	4	9,00	36,00
	2	10	6,90	69,00
	Total	14		
jaut1_2	1	4	10,00	40,00
	2	10	6,50	65,00
	Total	14		
jaut1_3	1	4	7,00	28,00
	2	10	7,70	77,00
	Total	14		
jaut1_4	1	4	4,75	19,00
	2	10	8,60	86,00
	Total	14		
jaut1_5	1	4	5,50	22,00
	2	10	8,30	83,00
	Total	14		
jaut1_6	1	4	7,50	30,00
	2	10	7,50	75,00
	Total	14		
jaut1_7	1	4	8,75	35,00
	2	10	7,00	70,00
	Total	14		
jaut1_8	1	4	10,25	41,00
	2	10	6,40	64,00
	Total	14		
jaut1_9	1	4	7,50	30,00
	2	10	7,50	75,00
	Total	14		
jaut1_10	1	4	9,50	38,00
	2	10	6,70	67,00
	Total	14		
jaut2_1	1	4	7,50	30,00
	2	10	7,50	75,00
	Total	14		



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jaut2_2	1	4	9,63	38,50
	2	10	6,65	66,50
	Total	14		
jaut2_3	1	4	11,00	44,00
	2	10	6,10	61,00
	Total	14		
jaut2_4	1	4	10,88	43,50
	2	10	6,15	61,50
	Total	14		
ilgums	1	4	8,25	33,00
	2	10	7,20	72,00
	Total	14		



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Test Statistics ^a						
	jaut1_1	jaut1_2	jaut1_3	jaut1_4	jaut1_5	jaut1_6
Mann-Whitney U	14,000	10,000	18,000	9,000	12,000	20,000
Wilcoxon W	69,000	65,000	28,000	19,000	22,000	75,000
Z	-1,191	-2,327	-,632	-1,870	-1,442	,000
Asymp. Sig. (2-tailed)	,234	,020	,527	,062	,149	1,000
Exact Sig. [2*(1-tailed Sig.)]	,454 ^b	,188 ^b	,839 ^b	,142 ^b	,304 ^b	1,000 ^b

Test Statistics ^a						
	jaut1_7	jaut1_8	jaut1_9	jaut1_10	jaut2_1	jaut2_2
Mann-Whitney U	15,000	9,000	20,000	12,000	20,000	11,500
Wilcoxon W	70,000	64,000	75,000	67,000	75,000	66,500
Z	-1,581	-1,870	,000	-1,588	,000	-1,232
Asymp. Sig. (2-tailed)	,114	,062	1,000	,112	1,000	,218
Exact Sig. [2*(1-tailed Sig.)]	,539 ^b	,142 ^b	1,000 ^b	,304 ^b	1,000 ^b	,240 ^b

Test Statistics ^a			
	jaut2_3	jaut2_4	ilgums
Mann-Whitney U	6,000	6,500	17,000
Wilcoxon W	61,000	61,500	72,000
Z	-2,083	-1,999	-,436
Asymp. Sig. (2-tailed)	,037	,046	,663
Exact Sig. [2*(1-tailed Sig.)]	,054 ^b	,054 ^b	,733 ^b

a. Grouping Variable: statuss

b. Not corrected for ties.



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Mann-Whitney Test

		Ranks		
	dzimums	N	Mean Rank	Sum of Ranks
jaut1_1	1	8	8,13	65,00
	2	6	6,67	40,00
	Total	14		
jaut1_2	1	8	8,25	66,00
	2	6	6,50	39,00
	Total	14		
jaut1_3	1	8	7,00	56,00
	2	6	8,17	49,00
	Total	14		
jaut1_4	1	8	7,38	59,00
	2	6	7,67	46,00
	Total	14		
jaut1_5	1	8	9,00	72,00
	2	6	5,50	33,00
	Total	14		
jaut1_6	1	8	7,50	60,00
	2	6	7,50	45,00
	Total	14		
jaut1_7	1	8	7,88	63,00
	2	6	7,00	42,00
	Total	14		
jaut1_8	1	8	6,75	54,00
	2	6	8,50	51,00
	Total	14		
jaut1_9	1	8	7,50	60,00
	2	6	7,50	45,00
	Total	14		
jaut1_10	1	8	6,88	55,00
	2	6	8,33	50,00
	Total	14		
jaut2_1	1	8	9,00	72,00



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	2	6	5,50	33,00
	Total	14		
jaut2_2	1	8	6,56	52,50
	2	6	8,75	52,50
	Total	14		
jaut2_3	1	8	7,88	63,00
	2	6	7,00	42,00
	Total	14		
jaut2_4	1	8	7,00	56,00
	2	6	8,17	49,00
	Total	14		
ilgums	1	8	9,06	72,50
	2	6	5,42	32,50
	Total	14		



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Test Statistics ^a						
	jaut1_1	jaut1_2	jaut1_3	jaut1_4	jaut1_5	jaut1_6
Mann-Whitney U	19,000	18,000	20,000	23,000	12,000	24,000
Wilcoxon W	40,000	39,000	56,000	59,000	33,000	45,000
Z	-,906	-1,275	-1,155	-,155	-1,975	,000
Asymp. Sig. (2-tailed)	,365	,202	,248	,877	,048	1,000
Exact Sig. [2*(1-tailed Sig.)]	,573 ^b	,491 ^b	,662 ^b	,950 ^b	,142 ^b	1,000 ^b

Test Statistics ^a						
	jaut1_7	jaut1_8	jaut1_9	jaut1_10	jaut2_1	jaut2_2
Mann-Whitney U	21,000	18,000	24,000	19,000	12,000	16,500
Wilcoxon W	42,000	54,000	45,000	55,000	33,000	52,500
Z	-,866	-,931	,000	-,906	-1,612	-,993
Asymp. Sig. (2-tailed)	,386	,352	1,000	,365	,107	,321
Exact Sig. [2*(1-tailed Sig.)]	,755 ^b	,491 ^b	1,000 ^b	,573 ^b	,142 ^b	,345 ^b

Test Statistics ^a			
	jaut2_3	jaut2_4	ilgums
Mann-Whitney U	21,000	20,000	11,500
Wilcoxon W	42,000	56,000	32,500
Z	-,408	-,541	-1,658
Asymp. Sig. (2-tailed)	,684	,589	,097
Exact Sig. [2*(1-tailed Sig.)]	,755 ^b	,662 ^b	,108 ^b

a. Grouping Variable: dzimums

b. Not corrected for ties.



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Kruskal-Wallis Test

Ranks			
	izglītība	N	Mean Rank
jaut1_1	1	5	7,60
	2	1	9,00
	4	8	7,25
	Total	14	
jaut1_2	1	5	9,30
	2	1	6,50
	4	8	6,50
	Total	14	
jaut1_3	1	5	7,00
	2	1	7,00
	4	8	7,88
	Total	14	
jaut1_4	1	5	5,80
	2	1	3,00
	4	8	9,13
	Total	14	
jaut1_5	1	5	5,50
	2	1	5,50
	4	8	9,00
	Total	14	
jaut1_6	1	5	7,50
	2	1	7,50
	4	8	7,50
	Total	14	
jaut1_7	1	5	7,00
	2	1	14,00
	4	8	7,00
	Total	14	
jaut1_8	1	5	9,20
	2	1	5,00
	4	8	6,75



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	Total	14	
jaut1_9	1	5	7,50
	2	1	7,50
	4	8	7,50
	Total	14	
jaut1_10	1	5	7,40
	2	1	13,00
	4	8	6,88
	Total	14	
jaut2_1	1	5	7,20
	2	1	7,50
	4	8	7,69
	Total	14	
jaut2_2	1	5	6,90
	2	1	14,00
	4	8	7,06
	Total	14	
jaut2_3	1	5	7,40
	2	1	13,00
	4	8	6,88
	Total	14	
jaut2_4	1	5	9,20
	2	1	12,00
	4	8	5,88
	Total	14	
ilgums	1	5	7,70
	2	1	4,50
	4	8	7,75
	Total	14	

Test Statistics^{a,b}

	jaut1_1	jaut1_2	jaut1_3	jaut1_4	jaut1_5	jaut1_6	jaut1_7
Kruskal-Wallis	,315	3,900	,750	4,608	3,900	,000	13,000
H							
df	2	2	2	2	2	2	2
Asymp. Sig.	,854	,142	,687	,100	,142	1,000	,002



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Test Statistics^{a,b}

	jaut1_8	jaut1_9	jaut1_10	jaut2_1	jaut2_2	jaut2_3	jaut2_4
Kruskal-Wallis H	2,080	,000	3,762	,045	2,737	2,114	3,497
df	2	2	2	2	2	2	2
Asymp. Sig.	,353	1,000	,152	,978	,254	,347	,174

Test Statistics^{a,b}

	ilgums
Kruskal-Wallis H	,585
df	2
Asymp. Sig.	,746

a. Kruskal Wallis Test

b. Grouping Variable: izglītība



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Kruskal-Wallis Test

Ranks			
	pieredze	N	Mean Rank
jaut1_1	1	12	7,25
	2	1	9,00
	3	1	9,00
	Total	14	
jaut1_2	1	12	7,67
	2	1	6,50
	3	1	6,50
	Total	14	
jaut1_3	1	12	7,58
	2	1	7,00
	3	1	7,00
	Total	14	
jaut1_4	1	12	7,67
	2	1	3,00
	3	1	10,00
	Total	14	
jaut1_5	1	12	7,83
	2	1	5,50
	3	1	5,50
	Total	14	
jaut1_6	1	12	7,50
	2	1	7,50
	3	1	7,50
	Total	14	
jaut1_7	1	12	7,00
	2	1	14,00
	3	1	7,00
	Total	14	
jaut1_8	1	12	7,33
	2	1	5,00
	3	1	12,00



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	Total	14	
jaut1_9	1	12	7,50
	2	1	7,50
	3	1	7,50
	Total	14	
jaut1_10	1	12	7,17
	2	1	13,00
	3	1	6,00
	Total	14	
jaut2_1	1	12	7,79
	2	1	7,50
	3	1	4,00
	Total	14	
jaut2_2	1	12	6,63
	2	1	14,00
	3	1	11,50
	Total	14	
jaut2_3	1	12	6,92
	2	1	13,00
	3	1	9,00
	Total	14	
jaut2_4	1	12	7,13
	2	1	12,00
	3	1	7,50
	Total	14	
ilgums	1	12	8,00
	2	1	4,50
	3	1	4,50
	Total	14	

Test Statistics^{a,b}

	jaut1_1	jaut1_2	jaut1_3	jaut1_4	jaut1_5	jaut1_6	jaut1_7
Kruskal-Wallis	,591	,361	,167	2,215	,867	,000	13,000
H							
df	2	2	2	2	2	2	2
Asymp. Sig.	,744	,835	,920	,330	,648	1,000	,002



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Test Statistics^{a,b}

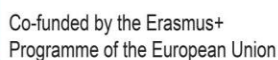
	jaut1_8	jaut1_9	jaut1_10	jaut2_1	jaut2_2	jaut2_3	jaut2_4
Kruskal-Wallis H	2,215	,000	3,808	,822	4,049	2,314	1,374
df	2	2	2	2	2	2	2
Asymp. Sig.	,330	1,000	,149	,663	,132	,314	,503

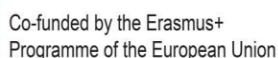
Test Statistics^{a,b}

	ilgums
Kruskal-Wallis H	1,267
df	2
Asymp. Sig.	,531

a. Kruskal Wallis Test

b. Grouping Variable: pieredze

[illegible]

[illegible]



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	Sig. (2-tailed)
	N	14	14	14	14	14	14	14	14	14	14	14
jaut1	Correlation	-,440	,044	,251	-	,248	,27	-	,531	-	-	.
_10	Coefficient				,147		3	,213		,337	,330	
	Sig. (2-tailed)	,115	,881	,386	,615	,393	,34	,464	,051	,238	,249	.
	N	14	14	14	14	14	14	14	14	14	14	14
jaut2	Correlation	,000	-	-,447	,059	-,197	,69	,000	-	,462	,735	.
_1	Coefficient		,041				7**	,251			**	
	Sig. (2-tailed)	1,00	,890	,109	,842	,500	,00	1,00	,387	,096	,003	.
	N	14	14	14	14	14	14	14	14	14	14	14
jaut2	Correlation	-,342	,166	,275	-	,534*	,31	-	,035	,114	-	.
_2	Coefficient				,035		0	,104			,261	
	Sig. (2-tailed)	,232	,571	,341	,906	,049	,28	,724	,905	,699	,367	.
	N	14	14	14	14	14	14	14	14	14	14	14
jaut2	Correlation	-,578*	-	-,113	-	,357	,34	,373	,109	,019	-	.
_3	Coefficient		,099		,111		1				,206	
	Sig. (2-tailed)	,030	,736	,700	,707	,211	,23	,189	,712	,947	,479	.
	N	14	14	14	14	14	14	14	14	14	14	14
jaut2	Correlation	-,554*	-	,150	-	,221	,45	,239	,000	-	-	.
_4	Coefficient		,201		,440		2			,136	,329	
	Sig. (2-tailed)	,040	,491	,609	,115	,448	,10	,411	1,00	,644	,251	.
	N	14	14	14	14	14	14	14	14	14	14	14
ilgu	Correlation	-,121	-	-,460	,031	-,311	,66	,234	-	,532	,665	.
ms	Coefficient		,003				6**	,212			**	
	Sig. (2-tailed)	,681	,991	,098	,917	,279	,00	,420	,467	,050	,009	.
	N	14	14	14	14	14	14	14	14	14	14	14

Correlations

jaut1	jaut1	jaut1	jaut1	jaut2	jaut2	jaut2	jaut2	ilgum
_7	_8	_9	_10	_1	_2	_3	_4	s



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Spearman's rho	status	Correlation Coefficient	-,439	-,519	.	-,440	,000	-,342	-,578*	-,554*	-,121
		Sig. (2-tailed)	,117	,057	.	,115	1,000	,232	,030	,040	,681
		N	14	14	14	14	14	14	14	14	14
	vecums	Correlation Coefficient	-,035	-,151	.	,044	-,041	,166	-,099	-,201	-,003
		Sig. (2-tailed)	,905	,606	.	,881	,890	,571	,736	,491	,991
		N	14	14	14	14	14	14	14	14	14
	dzimu	Correlation Coefficient	-,240	,258	.	,251	-,447	,275	-,113	,150	-,460
		Sig. (2-tailed)	,408	,373	.	,386	,109	,341	,700	,609	,098
		N	14	14	14	14	14	14	14	14	14
	izglītība	Correlation Coefficient	-,118	-,316	.	-,147	,059	-,035	-,111	-,440	,031
		Sig. (2-tailed)	,689	,271	.	,615	,842	,906	,707	,115	,917
		N	14	14	14	14	14	14	14	14	14
	pieredze	Correlation Coefficient	,621*	,152	.	,248	-,197	,534*	,357	,221	-,311
		Sig. (2-tailed)	,018	,605	.	,393	,500	,049	,211	,448	,279
		N	14	14	14	14	14	14	14	14	14
	jaut1_1	Correlation Coefficient	,145	,389	.	,273	,697*	,310	,341	,452	,666**
		Sig. (2-tailed)	,621	,169	.	,345	,006	,281	,233	,105	,009
		N	14	14	14	14	14	14	14	14	14
	jaut1_2	Correlation Coefficient	-,113	,548*	.	-,213	,000	-,104	,373	,239	,234
		Sig. (2-tailed)	,700	,043	.	,464	1,000	,724	,189	,411	,420
		N	14	14	14	14	14	14	14	14	14
	jaut1_3	Correlation Coefficient	-,077	,372	.	,531	-,251	,035	,109	,000	-,212



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		Sig. (2-tailed)	,794	,190	.	,051	,387	,905	,712	1,000	,467
		N	14	14	14	14	14	14	14	14	14
jaut1_4	Correlation Coefficient		-,372	-,067	.	-,337	,462	,114	,019	-,136	,532
		Sig. (2-tailed)	,190	,821	.	,238	,096	,699	,947	,644	,050
		N	14	14	14	14	14	14	14	14	14
jaut1_5	Correlation Coefficient		-,175	-,471	.	-,330	,735*	-,261	-,206	-,329	,665**
		Sig. (2-tailed)	,549	,089	.	,249	,003	,367	,479	,251	,009
		N	14	14	14	14	14	14	14	14	14
jaut1_6	Correlation Coefficient		.	.	.	.	.	.	.	.	.
		Sig. (2-tailed)	.	.	.	.	.	.	.	.	.
		N	14	14	14	14	14	14	14	14	14
jaut1_7	Correlation Coefficient		1,000	-,207	.	,531	,000	,458	,398	,324	-,212
		Sig. (2-tailed)	.	,478	.	,051	1,000	,099	,159	,258	,467
		N	14	14	14	14	14	14	14	14	14
jaut1_8	Correlation Coefficient		-,207	1,000	.	,337	-,269	,246	,447	,348	,000
		Sig. (2-tailed)	,478	.	.	,238	,352	,396	,109	,222	1,000
		N	14	14	14	14	14	14	14	14	14
jaut1_9	Correlation Coefficient		.	.	.	.	.	.	.	.	.
		Sig. (2-tailed)	.	.	.	.	.	.	.	.	.
		N	14	14	14	14	14	14	14	14	14
jaut1_10	Correlation Coefficient		,531	,337	.	1,000	-,157	,487	,386	,407	-,200
		Sig. (2-tailed)	,051	,238	.	.	,591	,077	,173	,149	,494



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	N	14	14	14	14	14	14	14	14	14
jaut2_1	Correlation Coefficient	,000	-,269	.	-,157	1,000	,043	-,022	,212	,867**
	Sig. (2-tailed)	1,000	,352	.	,591	.	,883	,941	,467	,000
	N	14	14	14	14	14	14	14	14	14
jaut2_2	Correlation Coefficient	,458	,246	.	,487	,043	1,000	,770*	,743*	-,069
	Sig. (2-tailed)	,099	,396	.	,077	,883	.	,001	,002	,814
	N	14	14	14	14	14	14	14	14	14
jaut2_3	Correlation Coefficient	,398	,447	.	,386	-,022	,770*	1,000	,661*	,010
	Sig. (2-tailed)	,159	,109	.	,173	,941	,001	.	,010	,974
	N	14	14	14	14	14	14	14	14	14
jaut2_4	Correlation Coefficient	,324	,348	.	,407	,212	,743*	,661*	1,000	,009
	Sig. (2-tailed)	,258	,222	.	,149	,467	,002	,010	.	,974
	N	14	14	14	14	14	14	14	14	14
ilgums	Correlation Coefficient	-,212	,000	.	-,200	,867*	-,069	,010	,009	1,000
	Sig. (2-tailed)	,467	1,000	.	,494	,000	,814	,974	,974	.
	N	14	14	14	14	14	14	14	14	14

**. Correlation is significant at the 0.01 level (2-tailed).



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*. Correlation is significant at the 0.05 level (2-tailed).

SWOT analysis of RTA work with people with disabilities, adolescents, low-qualified and low-skilled adults

Strength

- Academic work opportunities for people with disabilities, adolescents, low-qualified and low-skilled adults
- Scientific outcomes transfer in practice using modern laboratories with modern equipment
- Development of positive stress coping strategies using multisensory room;
- Implementation and development of methods, recognized by the leading researchers and applied in practice, providing support for successful socialization of people with disabilities, adolescents, low-qualified and low-skilled adults

Weaknesses

- We are scientific institute and there are lack of capacity / staff for the work with low skilled adults

Opportunities

- Projects development and financial support for activities with people with disabilities, adolescents, low-qualified and low-skilled adults

Treats

- Real situation regarding Corona virus in EU and Latvia
- Economical situation after Corona virus and decreasing EU finance for the projects development



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Authors: Huliaieva L. , Golovko Y., Fil A., Buiashenko V.

REPORT

“Young people with disabilities in social media in Ukraine”

ABSTRACT

The report “Young people with disabilities in social media in Ukraine” was held at the X.2019-III.2020 season in the framework of the ERASMUS + KA205-AEF89D3BP project “Social media marketing skills for fostering the inclusion and employability of young people with disabilities” by the team of researchers of the Academy of Labour, Social Relations and Tourism (Ukraine).

The aim of the research was to analyze the specificities of involving young people with disabilities in social media in Ukraine and to identify opportunities and threats that social media brings for young people with disabilities. The research methodology included a set of methods: 1) a study of Ukrainian policy and practice of youth, social media and inclusion projects; 2) focus group study with audience divided into three target groups - youth with disabilities, polysemakers and marketing experts/educators (25 people); 3) questioning of focus group participants on “Perceptions of the social evolution of digital technologies”.

The analysis of the initiatives/projects implemented in Ukraine for youth and persons with disabilities in Ukraine showed that steps were taken at the national level to increase the inclusiveness of Ukrainian society and to reform the youth work system. However, there is no prudent integrated policy and current social projects / government programs that comprehensively address the issue of the use of social media by people with disabilities and contribute to the development of social media inclusivity.

A review of the Ukrainian scientific literature has shown an increasing interest in contemporary media issues, inclusiveness of education, functioning of modern social networks and SMM management as a tool for business development. Extensive research focused on the analysis of quantitative indicators of the use of social media, political aspects of the influence of media on voters, information wars, digital addiction. At the same time, there are no studies that analyze the inclusivity of social media, the opportunities and threats of social media for a young person with a disability.

It is demonstrated that, against the background of the active development of social media and the challenges of the Fourth Industrial Revolution, the young person's digital skills in working with social media will determine the potential of citizen's inclusivity, ability to participate in the economy and society, competitiveness in the labor market. According to the report's authors, social media can become one of the effective tools for solving contemporary problems of young people with disabilities on the way to their development, self-realization, inclusion in social, cultural, economic and social life. Having mastered professional skills in social media, young people will have new opportunities to promote themselves as a specialist in the labor market, to build a career in the media sphere and to earn income as an SMM expert.

It has been determined that social media provides a wide range of free opportunities for young people with disabilities, which contributes to their inclusion in an active life: socialization of young people with disabilities; access to news and specialized information; communication; solving household and personal problems; self-expression; entertainment; education, employment; development of own business, formation of personal brand. At the same time, social media poses the following threats:



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problems of confidentiality of information and loss of privacy; manipulative practices, false information, fraud; loss of traditional living communication skills; the emergence of digital addiction that is difficult to diagnose. The risk of negative impact of social media depends on the individuals, their level of development, social connections, media literacy.

Emphasis is placed on the need to ensure the inclusivity of the social media themselves, as physical isolation, health problems, lack of English language skills, poor digital skills and low media literacy and the lack of modern technical facilities are often barriers for young people with disabilities to take full advantage of social opportunities.



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DESK RESEARCH

Review of project/initiatives for Young people with disabilities in Ukraine

As of January 1, 2019, 11.626 million young people aged 14 to 35 live in Ukraine ¹, representing 27.69% of the permanent population (according to the State Statistics Committee of Ukraine ²). A third of them live in regional centers, a third live in small towns, the rest live in rural areas, about 50% live with their parents ³. As Ukraine's population gets older, the number of young people in society is projected to more than halve in the next 12 years: up to 5 million in 2030 ⁴.

As of January 1, 2019, 2, 660 million Ukrainians had a formal disability ⁵. There are no accurate figures on the number of young people with disabilities in Ukraine in official statistics sources. However, we can assume that if the share of youth in the total number of people with disabilities in Ukraine is equal to the share of youth in the population of the country, then the number of young people with disabilities will be about 0.737 million. According to this assumption, one in five young people in Ukraine have an officially recognized disability.

Taking into account demographic trends, young Ukrainians face problems whose negative impact is increasing especially for young people with disabilities: ensuring safety (improving the safety of the environment and enhancing the ability of young people to cope with environmental challenges); health promotion (including the safe using of gadgets and the Internet), integration into Ukrainian society and the world (increasing mobility, developing civic and managerial competences, social and cultural inclusion in Ukrainian society and a global world that implies awareness of each other's lives, communication and sharing of knowledge and experience, the absence of barriers to self-realization) ⁶. According to the authors of the report, social media can become one of the effective tools for solving contemporary problems of young people on their way to their development, self-realization, involvement in social, cultural, economic and social life.

In Ukraine steps have been taken to increase the inclusiveness of Ukrainian society and reform the work system for youth (the analysis of the situation in this area is given below), but

¹ In Ukraine, people aged 14-35 are referred to young people: LAW OF UKRAINE "On promoting social and youth development in Ukraine", №2998-XII, 05.02.93 <https://zakon.rada.gov.ua/laws/show/2998-12>, instead of ERASMUS + interpretation: young people are between 13 and 30 years: Erasmus+ Programme Guide <https://ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-iii>

² Розподіл постійного населення України за статтю та віком на 1 січня 2019 року / Державна служба статистики України / http://database.ukrcensus.gov.ua/PXWEB2007/ukr/publ_new1/2019/zb_rpn2019.pdf?fbclid=IwAR3kiXCL_WDOxQIUbtZB56y9tmTW9I721K6_O3vHDTsxzUr5RMCv8KPqecw0

³ Проект стратегія розвитку молодіжної політики до 2030 року http://dsmsu.gov.ua/media/2019/10/30/38/Molodiina_strategiya_2030_.pdf

⁴ Проект стратегія розвитку молодіжної політики до 2030 року http://dsmsu.gov.ua/media/2019/10/30/38/Molodiina_strategiya_2030_.pdf

⁵ Соціальний захист населення України. Київ – 2019. Державна служба статистики України. Статистичний збірник http://www.ukrstat.gov.ua/druk/publicat/kat_u/2019/zb/07/zb_szn_2018.pdf

⁶ Проект стратегія розвитку молодіжної політики до 2030 року http://dsmsu.gov.ua/media/2019/10/30/38/Molodiina_strategiya_2030_.pdf



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there is no prudent and comprehensive policy and no social projects or state programs that would comprehensively consider the topic of the use of social media by youth with disabilities (for self-realization, communication, self-employment, employment positions, etc.) and the topic of social media inclusivity in general.

Accordingly in the project activity, state programs, civil society initiatives in Ukraine the topic of "youth with disabilities and social media" is not considered in the complex, focusing on individual components: 1) development of inclusiveness of Ukrainian society, social protection and realization of the rights of people with disabilities (as for youth and inclusive projects without age specialization); 2) support for youth and the development of youth policy in Ukraine as a whole; 3) projects for youth in the field of culture and social media; 4) career guidance and employment of young people and people with disabilities in particular through entrepreneurship.

Table 1

Overview of implemented projects in the field of youth and inclusion in Ukraine

Topic	Projects
Inclusivity of society, social protection, realization of the rights of people with disabilities	<ul style="list-style-type: none"> □ “Inclusive Services for All: Increasing Access to Education and Other Services for Children with Disabilities in Eastern Ukraine” (2019-2021, Increasing Inclusiveness of Educational Institutions) □ IDEAS - Inclusive Solutions for an Equal and Responsible Society (2013-2016, Development of Inclusive Society) □ “Belief in Yourself” (2016-2020, Career Development, Higher Education for Youth with Disabilities)
Youth and youth policy	<ul style="list-style-type: none"> □ State program “Youth Worker” (since 2014, training of youth workers) □ State Target Social Program "Youth of Ukraine" for 2016-2020 (implementation of youth policy in Ukraine) □ “Your country” (youth mobility within Ukraine) □ EdEra (online training for youth) □ One One day at work (vocational guidance of students) □ U-Report (since 2015, studying youth opinion for social change) □ "Teenergizer!" (since 2014, HIV / AIDS information campaign, assistance to young people facing this problem)
Cultural sphere and social media	<ul style="list-style-type: none"> □ International project “Unlimited: Making the Right Moves” (2015-2020, art inclusivity) □ Grant Program of the Ukrainian Cultural Foundation (2019-2020, arts inclusivity) □ LEAP - Internet for Public Library Readers (2005, accessibility of information services to the public) □ Life on Equals (2013, TV series about people with disabilities) □ "When Silence Talked" (2018, Promoting Sign Language with Celebrity Involvement) □ Inclusive Reading Room (2020, increasing library availability) □ Decor Studio "Steps of new opportunities" (2020, self-expression of young people with disabilities through art) □ “Discover All Colors of Life Through the Cinema World” (2018, accessibility of cinema to vulnerable sections of the population)



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	<input type="checkbox"/> Project “Social Workshop for People with Disabilities” (2018, Socialization through the Arts for Youth with Mental Disabilities) <input type="checkbox"/> Festival of Creativity of Children and Youth with Disabilities "Восток – Схід - West - 2020" (2020, involving children and young people)
Employment and self-employment of persons with disabilities, involvement in business activities	<input type="checkbox"/> Ukrainian Youth Pact 2020 (2016-2020, career guidance and job creation for youth) <input type="checkbox"/> TEAM “Trainings, Economic Empowerment, Assistive Technologies and Medical / Physical Rehabilitation Services” (2018-2019, Entrepreneurship Training for Employment and Rehabilitation) <input type="checkbox"/> “Everyone has the right to work” (retraining and promoting employment of vulnerable population groups, 2016-2017) <input type="checkbox"/> “Be QA Today” (2018-2020), IT Nation Education Program (2020), “You Can Do It All! Opportunities are endless!”(2020) (Teaching young people with disabilities the IT professions for employment) <input type="checkbox"/> Creating inclusive employment conditions for young people with severe disabilities based on the greenhouse “Social Workshops” under the PROMIS Project (2019)
Business Initiatives under the Corporate Social Responsibility Policy	<input type="checkbox"/> ASHAN UKRAYINA HIPERMARKET Company: reducing inequality, employment and creating comfortable working conditions (digital communication tools) for deaf people and employment of people with Down syndrome <input type="checkbox"/> Social enterprise - Good Bread from Good People social bakery (employment and adaptation of people with Down syndrome)

So there were no projects in Ukraine that would be implemented with the inclusion of the target audience “youth with disabilities” and directly related to the implementation of youth through social media. However we can highlight a number of projects that may be important as examples of best practices that may be further implemented in the context of new inclusive social media youth projects.

Inclusive Art Program of the Ukrainian Cultural Foundation (UCF) ⁷: support for grant projects of inclusive topics. UCF - a government agency established in 2017 as a new model of providing state-level support and promotion of cultural and creative industry initiatives in Ukraine. The Inclusive Art Program is aimed at developing the capacity of artists with disabilities, actively involving people with disabilities in cultural and artistic life in the country and promoting inclusive art in Ukrainian society. The program was developed in collaboration with the British Council in Ukraine as part of the “Unlimited: Making the Right Moves” art program. *Supporting a culture of inclusion is about promoting laws and public policies that create the conditions for equal participation, equal access and opportunities for cultural expression for all citizens and communities. In addition, it is important to research and disseminate inclusive cultural practices and work with audiences of creators and users of cultural institutions that focus on social change in the perception of people with disabilities.*

As a result of the project's work in 2019 148 applications have been submitted to the program, 39 of which received support for a total amount of about UAH 15 million, in particular: "Fairy Tale on the White Paws", "Special Book for Special Children", "Inclusive Theater "Hear

⁷ Український культурний фонд / Інклюзивне мистецтво https://ucf.in.ua/m_programs/5dbb4ab42370061ff66f1272



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the World". In 2020, the program was extended and its budget doubled - up to 30 million UAH. The following cultural and arts sectors are supported: audiovisual arts; visual art; audio art; design and fashion; performing and performing arts; cultural heritage; literature and publishing; cultural and creative industries. The competition program identifies three distinct sub-programs: 1) Support for artists with disabilities, 2) Inclusive cultural product, 3) Inclusive society. Although the projects supported by the fund have not yet been directly linked to youth with disabilities on social networks, the UCF grant program provides ample opportunity to develop and implement initiatives in this area, and each project funded by the donor has to provide active communication campaign on social networks and involvement of various forms of media to disseminate project results. The use of innovative digital technologies and collaboration with digital media are supported especially: Social media; Programming tools; Graphic tools; Multimedia; Digital creative economy; E-learning; Digital culture; Digital content.

Projects “Be QA Today”⁸, You Can Do It All! The possibilities are endless!”⁹: training young people with disabilities with the IT professions for employment. The “Be QA Today” enables people with physical disabilities to receive free education and basic knowledge in the Software Test Engineer specialization and help with a job at an IT company in Ukraine or freelance and earn a decent salary. As a result of the project 26 people with disabilities have received training, coaching from career planning experts and 10 of them have already found employment in the IT profession and work in leading IT companies.

“You can do anything! The possibilities are endless!” - a social project, implemented with the support of the Ministry of Social Policy of Ukraine, invites people with disabilities to study for free in online courses and upon completion of training to participate in the competition for vacant positions in leading IT companies in Ukraine. Aims of the project: Provision of learning conditions for people with disabilities, Promoting further employment in IT sector, Demonstrate an effective model of education and employment, Change society's attitude towards people with disabilities. This project started in 2020, the selection of project participants has already been carried out and online training on Prometheus mass open online courses platform has started.

The main target audience of these projects was youth with disabilities. The following digital technologies were used in the project: Social media - for communication of project participants and dissemination of its results; Programming tools - young people with disabilities have studied IT professions; Digital Economy - youth with disabilities are focused on gaining skills in the digital economy; E-learning is in educational process.

The projects did not directly linked with social media (although they actively used social media to disseminate information about the project activity in Ukrainian society and find potential project participants) but their successful experience can be used for the SMM4WIN project as an example of effective practice of teaching young people with disabilities to the new

⁸ Проект «Be QA today» <https://invak.info/obuchenie/it-osvita-dlya-lyudej-z-invalidnistyu-yak-pracyuye-proyekt-bega.html>

⁹ Проект «Ти можеш усе! Можливості безмежні!» <https://education.msp.gov.ua/>



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digital professions and promoting young people's employment in the digital field. Young people with disabilities having acquired the skills of professional work in social media will have new opportunities to promote themselves as a specialist in the labor market, build a career in the media sphere and earn income as an SMM expert.

The international project “IDEAS - Inclusive Solutions for an Equal and Responsible Society”¹⁰ was implemented with the financial support of the European Union. Ukraine is represented in the project by the National Assembly of the Disabled of Ukraine in partnership with the British Council. IDEAS aimed at building an inclusive society by enhancing the capacity of organizations working in the field of disability and their role in decision-making in order to better represent the interests of people with disabilities and protect their rights. The project focused on digital technology such as modern media and among the project activities particular attention was paid to working with Ukrainian media: a series of training events for media representatives to correctly create information materials about and for people with disabilities, development of manuals for inclusive decision making for authorities, non-governmental organizations and the media.

The inclusive sustainable initiatives implemented by employers should be noted separately. Based on the current experience of American advocacy organizations, the Ukraine-based Corporate Equality Index is a national survey of corporate policies, rules and practices of private companies to prohibit discrimination in the workplace and to support equality and diversity, including the study of non-discrimination on the grounds of gender, disability, sex orientation and gender identity. In 2019 the British Council of Ukraine, 1+1 Media, Auchan Retail Ukraine, EY Ukraine and LUSH Ukraine were ranked by the top 5 Ukrainian labor market leaders¹¹.

The leading position on inclusivity is held by Ashan Retail Ukraine which employs people with disabilities including non-hearing youth and people with mental disabilities and actively uses Digital technologies to create equal working conditions for its employees. The company has provided its employees with two developed applications “ConnectPRO” and “Sign Language Translator” facilitating tcommunication of about 200 non-hearing employees with the team¹².

In Ukraine social entrepreneurship is becoming quite popular which is why numerous local and national projects contribute through educational and consulting activities (in particular, the Eastern Europe Foundation “Promotion of Social Entrepreneurship” 2011-2013 project, “Social Entrepreneurship: Achieving Social Change on an Initiative from “bottom” 2018 - 2020, WNISEF Social Investment Program, Ukrainian Social Investment Fund Grant Programs, Pre-

¹⁰ Міжнародний проект «IDEAS - Інклюзивні рішення для рівноправного та відповідального суспільства» <https://naiu.org.ua/inklyuzyvni-rishennya-dlya-rivnopravnogo-ta-vidpovidalnogo-suspilstva/>

¹¹ Індекс корпоративної рівності <http://cei.org.ua/>

¹² Digital-технології, що роблять світ доступним для нечуючих. Кейс компанії «Ашан Україна» <https://responsiblefuture.com.ua/digital-tehnologiyi-shho-robyat-svit-dostupnim-dlya-nechuyuchih-kejs-kompaniyi-ashan-ukrayina/>



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accelerator for Social Entrepreneurs from the Ukrainian Social Academy and other). According to experts, there are now more than 1000 units of social business in Ukraine¹³. A significant number of social entrepreneurs are involved in employment of socially vulnerable groups including young people with disabilities. But the dominant area of social enterprises in Ukraine is the cultivation and sale of agricultural products¹⁴ with employment mainly in the working professions. In the digital and social media industries, social entrepreneurship is inactive.

Policies for support young people with disabilities in Ukraine

On the implementation of the Convention on the Rights of Persons with Disabilities.

At the legislative and practical level Ukraine has taken a number of important steps to develop a policy to support youth with disabilities and to ensure an inclusive society in the country. Yes, back in 2009, Ukraine ratified the Convention on the Rights of Persons with Disabilities¹⁵, recognizing the importance and consolidating its intention to ensure equal opportunities for persons with disabilities in Ukraine. Pursuant to the requirements of the Convention, by the resolution of the Cabinet of Ministers of Ukraine dated 01.08.2012 No. 706, the State Program "National Action Plan for the Implementation of the Convention on the Rights of Persons with Disabilities" for the period up to 2020 was approved"¹⁶.

The program is aimed at promoting, protecting and ensuring the full and equal implementation by persons with disabilities of all human rights and fundamental freedoms in all areas of public life taking into account the provisions of the Convention and taking measures to respect their dignity. Among the ways to achieve the Programme's objectives media-related activities include raising awareness of the special needs of persons with disabilities, promoting respect for their rights, personality and dignity, promoting the provisions of the Convention including the promotion of information campaigns that involve the active work of the local government with media:

- creation of television or radio broadcasts, press publications about inclusion,
- activities to facilitate access to information in the media of persons with disabilities in particular for persons with hearing and visual impairments. For example social-information

¹³ Практичний аналіз розвитку соціального підприємництва <https://www.osce.org/uk/project-coordinator-in-ukraine/426392?download=true>

¹⁴ Підсумковий звіт за результатами дослідження «Соціальні підприємства в Україні», 2017. <https://drive.google.com/file/d/0B6DSntNixLtLZHfOTmJ5SIVjS2s/view>

¹⁵ Про ратифікацію Конвенції про права осіб з інвалідністю і Факультативного протоколу до неї Закон № 1767-VI від 16.12.2009) <https://zakon.rada.gov.ua/laws/show/1767-17>

¹⁶ Державна цільова програма „Національний план дій щодо реалізації Конвенції про права осіб з інвалідністю” на період до 2020 року” <https://zakon.rada.gov.ua/laws/show/706-2012-%D0%BF>



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project "NVDA.RU" is being implemented - for the visually impaired, about the possibilities of using for free on-screen program to access NVDA websites ¹⁷.

In 2015, Ukraine presented to the UN Committee on the Rights of Persons with Disabilities the First Periodic Report on the Implementation of the Provisions of the Convention on the Rights of Persons with Disabilities. Disability NGOs ¹⁸ have submitted to the Committee an Alternative Report on Non-Governmental Organizations on the Implementation of the UN Convention on the Rights of Persons with Disabilities, outlining a number of pressing issues and developing recommendations for improving public policy on inclusiveness in Ukraine. The Ukrainian authorities responded to the recommendations set out in the Committee's concluding observations and made a number of changes to the existing legislation to comply with the Convention.

About the legislation. The Ministry of Social Policy of Ukraine is the central body of executive power that ensures the formation of state policy in the field of protection of the rights of persons with disabilities in Ukraine. The social policy on support for people with disabilities in Ukraine is defined by the Law "On the basics of social protection of persons with disabilities in Ukraine" ¹⁹. According to him, a person with a disability is a person with a persistent disorder of the body's functions, which when interacting with the external environment can lead to a limitation of its life, which makes the state obliged to create the conditions for the exercise of its rights on an equal basis with other citizens ²⁰. This Law defines the basics of social protection of persons with disabilities in Ukraine and guarantees them with all other citizens opportunities to participate in the economic, political and social spheres of society, to create the necessary conditions that enable persons with disabilities to effectively exercise the rights and freedoms of persons and citizens and lead a full-fledged lifestyle in accordance with individual abilities, abilities and interests.

Legally declared employment and education opportunities. The Law "On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine" declares ample opportunities for the realization of youth with disabilities:

- Specialized institution - Fund for Social Protection of Persons with Disabilities was created, the main tasks of the Fund are: financial support of measures for social protection of persons with disabilities in Ukraine; providing employment and employment arrangements for persons with disabilities, including job creation ²¹). With the financing of the Fund, if needed,

¹⁷ Інформація про стан виконання Плану заходів з виконання рекомендацій, викладених у заключних зауваженнях, наданих Комітетом ООН з прав осіб з інвалідністю, до першої доповіді України про виконання Конвенції ООН про права осіб з інвалідністю на період до 2020 року <https://docs.google.com/viewer?embedded=true&url=http://www.msp.gov.ua/files/inv/k2020.doc>

¹⁸ Комітет ООН з прав людей з інвалідністю. ЗАГУБЛЕНІ ПРАВА... Альтернативний звіт громадських організацій щодо виконання Конвенції ООН про права людей з інвалідністю Україна, 2012 http://ud.org.ua/images/pdf/zagubleni_prava.pdf

¹⁹ Закон України «Про основи соціальної захищеності осіб з інвалідністю в Україні», № 876-XII від 21.03.91 <https://zakon.rada.gov.ua/laws/show/875-12>

²⁰ Закон України «Про основи соціальної захищеності осіб з інвалідністю в Україні», № 876-XII від 21.03.91 <https://zakon.rada.gov.ua/laws/show/875-12>

²¹ Фонд соціального захисту інвалідів <http://www.ispf.gov.ua>



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organizations can create special jobs for the employment of persons with disabilities by adapting basic and additional equipment, technical equipment and adaptations, etc. taking into account the handicapped persons with disabilities. The Fund also finances programs for the social, labor and professional rehabilitation of persons with disabilities providing them with sanatorium and spa treatment and means of rehabilitation.

- The State Employment Service may, at the expense of the Fund for Social Protection of Persons with Disabilities, provide subsidies to employers for the creation of special jobs for persons with disabilities as well as carry out vocational training, advanced training and retraining of this category of persons with disabilities. For persons with disabilities who are unable to work in enterprises, institutions, organizations, the State Employment Service of Ukraine assists in employment with the condition of performing work at home ²².

- The state guarantees to persons with disabilities preschool education, education at a level that corresponds to their abilities and capabilities. In order to exercise the right to vocational or higher education educational institutions establish necessary conditions for obtaining appropriate education. (There are several possible funding schemes in Ukraine:

- 1) admission of persons with disabilities on competitive terms in budget-funded educational institutions. Student tuition is free, however, a student with a disability competes with all entrants for a limited number of free study places;

- 2) the Program of the Fund for Social Protection of Persons with Disabilities is active and has shown high efficiency. A student with disabilities enters a contract-based educational institution, and the Foundation pays educational services for a person with a disability to the educational institution.

- 3) education at the expense of the employer or student with a disability).

- The standard of workplaces for employment of persons with disabilities for organizations is approved. For employers (enterprises, institutions, organizations, individuals) who use hired labor, a standard of employment for the employment of persons with disabilities is set at 4% of the average number of full-time employees and if the employer employs 8 to 25 people, - 1 workplace.

In addition, some special features for persons with disabilities are provided by the Labor Code, in particular: it is the responsibility of the business owner or his authorized body to organize the training, retraining and employment of persons with disabilities in accordance with medical recommendations, to establish them on a part-time or part-time basis and create preferential working conditions ²³. However, such rights are declarative in nature, only confirmed by the solitary practice of socially responsible companies.

Rehabilitation as a way of integration into society. Within the framework of the State Social Policy of Ukraine measures are implemented in the field of rehabilitation of persons with

²² Державна служба зайнятості <https://www.dcz.gov.ua/storinka/lyudyam-z-invalidnistyu>

²³ Кодекс законів про працю України Кодекс від 10.12.1971 № 322-VIII <https://zakon.rada.gov.ua/laws/show/322-08#n951>



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disabilities ²⁴ - a system of medical, psychological, pedagogical, physical, professional, labor, sports, household measures aimed at restoring and compensating the functions of the organism to achieve and maintain social functions of financial independence, labor adaptation and integration into society, as well as providing persons with disabilities with technical and other means of rehabilitation and medical devices. Throughout the country there is a network of special institutions: State Centres for Complex Rehabilitation, which provide social, labor, professional and medical rehabilitation; Departments of Labor and Social Protection of Population at Local Authorities, Territorial Centres for Social Services, Boarding Schools, Rehabilitation Centres for Children and Persons with Disabilities.

About tax privileges to promote entrepreneurship. Tax incentives are provided to encourage entrepreneurship and self-employment of persons with disabilities:

- for individuals: a person with a disability registered as a business entity (Natural person - entrepreneur) is exempted from paying a single social tax ²⁵.

- For legal entities: tax exemptions for the sale of goods and services (with certain restrictions), which are made directly by enterprises and organizations founded by public associations of persons with disabilities, where the number of full-time persons with disabilities is at least 50% of the average number of full-time employees, and the payroll of such persons with disabilities is at least 25% of the total payroll fund ²⁶.

Inclusiveness of education. Social policy in Ukraine involves building an inclusive education system. In 2015 Ukraine ratified key international instruments in the field of children's rights in accordance with world standards for education, social protection and health. First of all, Article 24 of the UN Convention on the Rights of Persons with Disabilities ²⁷, which defines the State's obligation to implement an inclusive model of education, that is, to create a domain-specific special environment that would allow all children to be equal participants in the educational process in a single educational process space according to their specific needs and capabilities.

In 2017 and 2018, changes were made to the legislation on education regarding the peculiarities of access of persons with special educational needs to educational services ²⁸. The right to receive education in all educational institutions is enshrined and the possibility of introducing distance and individual forms of education, receiving psychological-pedagogical and corrective-developmental assistance, creation of inclusive and special groups (classes) in

²⁴ Закон України Про реабілітацію осіб з інвалідністю в Україні, № 2961-IV, 6.10. 2005 <https://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=2961-15>

²⁵ Закон України «Про збір та облік єдиного внеску на загальнообов'язкове державне соціальне страхування» від 08.07.2010 р. № 2464-VI

²⁶ Податковий кодекс України, п.197.6 ст. 197. №2755-VI, 2011. <https://zakon.rada.gov.ua/laws/show/2755-17>

²⁷ Про ратифікацію Конвенції про права осіб з інвалідністю і Факультативного протоколу до неї Закон № 1767-VI від 16.12.2009} <https://zakon.rada.gov.ua/laws/show/1767-17>

²⁸ Про внесення змін до Закону України "Про освіту" щодо особливостей доступу осіб з особливими освітніми потребами до освітніх послуг 23.05 2017 року, № 2053-VIII <http://zakon0.rada.gov.ua/laws/show/2053-19>

Закон України Про внесення змін до деяких законів України щодо доступу осіб з особливими освітніми потребами до освітніх послуг 6.09.2018, 2541-VII. <https://zakon.rada.gov.ua/laws/show/2541-19>



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secondary educational institutions are provided. Inclusive education is recognized as one of the priorities of the Ukrainian state development.

In 2001-2007, the Ministry of Education and Science experimentally implemented the project "Social adaptation and integration into society of children with features of psychophysical development by organizing their education in general educational institutions". In 2008-2012, the Ukrainian-Canadian project "Inclusive education for children with special needs in Ukraine" continued. Since 2006, a national project "Inclusive Education - Awareness of the Nation" has been implemented in Ukraine. As a result, an "Inclusion Support Network. School for All" was created bringing together NGOs, parent groups, educational institutions and other institutions interested in promoting inclusive policy and inclusive learning in Ukraine at all levels of society. An important achievement was the "Inclusion Index" - a selection of practical materials to help plan actions for the creation and development of inclusive educational environments in educational institutions for all participants in the educational process ²⁹.

The Law on Education ³⁰ defines the key principles of inclusive education in Ukraine:

Basic concepts:

- inclusive education - a system of educational services guaranteed by the state based on the principles of non-discrimination, taking into account the diversity of persons, effective involvement and inclusion of all its participants in the educational process;

- an inclusive educational environment - a set of conditions, methods and means of their implementation for joint learning, education and development of educational recipients, taking into account their needs and opportunities;

impose responsibilities on educational institutions and authorities:

- educational institutions, as appropriate, form inclusive and/or special groups and classes for the education of persons with special educational needs. In the case of request by the person with special educational needs or his or her parents, such a group or class is required.

- educational institutions with special and inclusive groups and classes create the conditions for the education of persons with special educational needs in accordance with the individual development program and taking into account their individual needs and opportunities.

- state authorities and local self-government bodies set up inclusive resource centres to ensure the realization of the right to education and psychological and pedagogical support for children with special educational needs.

- buildings, constructions and premises of educational institutions must meet accessibility requirements in accordance with state building codes and standards.

Ukrainian educators and international experts say that Ukraine has taken a major step forward in the development of inclusive learning. But despite numerous changes in the legislative and regulatory acts, the degree of real incidence of inclusive education in Ukraine is

²⁹ <https://mon.gov.ua/ua/tag/inklyuzivne-navchannya>

³⁰ Закон «Про освіту» 2145-VIII 5 вересня 2017 року <https://zakon.rada.gov.ua/laws/show/2145-19#n1235>



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still quite low ³¹. In the 2015/2016 school year, only 2720 children with special educational needs were enrolled in inclusive classes, which is only 5.8% of the total. Most of these children (32.6 thousand) are still enrolled in special boarding schools. As of 2018/2019 the situation has improved and general secondary education in inclusive classes has been completed by 11,866 students. During 2017-2019, the number of inclusive classes increased 3.1 times, the number of schools with inclusive classes 2.5 times, and the number of children receiving their education increased 2.8 times ³².

If we have inclusivity improvement in the field of pre-school and school education, the situation in the field of vocational education and higher education is much more complicated.

The spread of inclusive education is largely hindered by the reluctance of most educational institutions in other educational units to accept students with special educational needs. First of all, there is a lack of architectural accessibility in educational establishments, lack of modern correctional and rehabilitation equipment, uncertainty with the salary of correctional educators, insufficient number of special buses adapted for transportation of students with physical limitations, etc. There is a situation where the law obliges educational institutions to create inclusive conditions, but does not provide any effective tools / assistance / funding to meet such requirements.

For example, in order to be licensed, every higher education institution must meet the technological requirements for the establishment and pursuit of educational activities, in particular the educational establishment should ensure accessibility of educational facilities for persons with disabilities and other low-mobility groups, including unimpeded access to buildings, educational classes (groups) and other infrastructure in accordance with state building codes, rules and standards, which must be documented ³³. Most higher education institutions do not have these conditions and do not have the financial resources to create an inclusive space. This leads to the fact that the existing rules of law in practice are not implemented and are declarative.

The digital future, social policy and media. By 2024, Ukraine has set itself the goal of turning the country into a "digital state" in which 95% of transport infrastructure, settlements and their social facilities have high-speed Internet access, and 6 million Ukrainians are involved in digital skills development programs (Data of the Ministry of digital transformation of Ukraine ³⁴).

³¹ <https://mon.gov.ua/ua/tag/inklyuzivne-navchannya>

³² Статистичні дані 2018/2019 навчальний рік. Міністерство освіти і науки України <https://mon.gov.ua/storage/app/media/inklyuzivne-navchannya/statistika-inklyuziya.pdf>

³³ Постанова КМУ Про затвердження Ліцензійних умов провадження освітньої діяльності від 30 грудня 2015 р. № 1187 <https://zakon.rada.gov.ua/laws/show/1187-2015-%D0%BF>

³⁴ Цілі до 2024 року Міністерства цифрової трансформації України <https://thedigital.gov.ua/ministry>



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The draft Youth Policy Development Strategy for 2030, developed by the Ministry of Culture, Youth and Sports of Ukraine, outlines important benchmarks for Ukraine in youth policy:

- transition in the process of transformation of society from a public system with limited access to a public system of open access (emphasis on inclusivity)
- change from the interpretation of youth as a resource to the recognition of youth as capital and subject, so that young people have the opportunity and desire to realize themselves in Ukraine;
- young people in the process of transition to adult status should not lose their sense of happiness and need for self-fulfillment³⁵.

And in the current context, achieving these priorities requires:

- widespread involvement of all types of media in the dissemination of information on social policy, disclosure of inclusiveness and its communication to all sections of the population;
- increasing the inclusivity of the media themselves - their accessibility for young people with disabilities, ethical behavior of journalists in disclosing information on inclusive issues;
- developing skills for the effective use of social media in the youth, with disabilities, for active participation in the economic, political and social spheres of society, the exercise of their rights and freedoms of man and citizen, through communication to lead a full-fledged lifestyle in accordance with individual abilities, abilities and interests.

In parallel with the development of inclusive politics, Ukraine needs to address the issues of media functioning. The current media legislation, adopted in 1993-2006, is outdated and does not correspond to the current level of technological development in the field of media:

- there is no modern interpretation of the term “media”;
- some forms of media are outside the legal field (not subject to the requirements, prohibitions or restrictions imposed on the same media outlets in another form).
- the legislation contains a number of outdated and ineffective procedural norms concerning registration and/or licensing of activities in the sphere of media, documents circulation, etc., permits legal uncertainty in regulatory and supervisory powers, and does not provide for effective mechanisms of protection of the national media space in conditions of hybrid war and information security threats.

Ukraine has international obligations to implement into national law the provisions of Directive 2010/13/EC of the European Parliament and the Council on audiovisual media services of 10 March 2010, as amended by Directive (EU) 2018/1808 of 14 November 2018. Therefore, it is necessary to consolidate at the level of the Law an updated set of legal norms in the field of audiovisual media, which would meet European standards and modern level of technological development, simplify state regulation of the industry, define effective and modern principles of



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protection of consumers' rights to free access to information, as well as legal mechanisms for defining and restricting malicious content ³⁶.

In order to solve these problems in February 2020, the Ukrainian legislature considered the draft law "On Media" ³⁷, but due to the controversy of its provisions, the draft was not adopted as a law.

Another area of policy for Ukraine is media literacy and media education. In 2010, the Concept of introduction of media education in Ukraine was approved ³⁸, according to which media education should become the basis of humanitarian security of the state, development and consolidation of civil society, counteracting external information aggression, comprehensively prepare children and young people for safe and effective interaction with the media in accordance with their age, individual and other characteristics.

Implementing the concept, the Ministry of Education and Science has approved an all-Ukrainian experiment in schools of media education for 2017-2022, entitled "Standardization of the End-to-End Social and Psychological Model of Mass Introduction of Media Education into Ukrainian Pedagogical Practice." The interim results of the experiment showed that the introduction of media education in the vast majority of schools was due to the personal enthusiasm of the teachers. Ukrainian teachers have a limited set of teaching aids: just a few tutorials and textbooks. In this situation, the support of the Ukrainian Media Educational Consortium, which has united a number of public associations that are launching a media education movement in Ukraine, should become quite significant. At the same time, NGOs projects are being implemented ³⁹ with the support of international donors in the field of media literacy and media education, but they have little coverage of disability audiences and don't take into account the need to include inclusive media topics and increase the accessibility of the media to youth with disabilities. There is a need to coordinate such activities at national level to reach audiences with disabilities and ensure equality with media education.

There are no state programs in Ukraine aimed at raising the level of media literacy in specific target groups of citizens (especially older age groups). The last time the need for the development of such programs was mentioned in the draft of Concept of Information Security developed by the Ministry of Information Policy of Ukraine, but which did not become a legal document. At the same time, the Doctrine of Information Security of Ukraine "enhancing the media literacy of the society, promoting professional training for the media sphere with a high level of competence" has been identified as one of the priorities of the state policy in the information sphere. This is further complicated by the lack of media literacy professionals, training programs and advanced training.

³⁶ Проект Закону України «Про медіа» 485-ІХ від 04.02.2020 https://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=67812

³⁷ Проект Закону України «Про медіа» 485-ІХ від 04.02.2020 https://w1.c1.rada.gov.ua/pls/zweb2/webproc4_1?pf3511=67812

³⁸ Концепція впровадження медіаосвіти в Україні (нова редакція)/ за ред. Л. А. Найдьонові, М. М. Слюсаревського. Національна академія педагогічних наук України – Київ, 2016. – 16 с. <http://mediaosvita.org.ua/book/kontseptsiya-vprovadzhennya-mediaosvity/>

³⁹ 15 кращих українських проектів з медіаграмотності 2018 <https://www.ukrinform.ua/rubric-society/2455061-15-krasih-ukrainskih-proektiv-z-mediagramotnosti.html>



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Summing it up, Ukraine is actively taking steps at the legislative level to form an inclusive society in Ukraine: an inclusive education system is being formed, guarantees and special conditions of employment for persons with disabilities are being provided, an information campaign is being held to involve all types of media and educational activities to promote media. Actually, media literacy issues of youth with disabilities, inclusivity of the media themselves, development of skills of using social media for the realization of youth with disabilities in the politics of Ukraine are not sufficiently disclosed. This category of Ukrainian society remains out of attention not only of relevant state policy but also of grant projects in this area.

Literature review of issues in social media for people with disabilities in Ukraine

Active involvement of Ukrainians in the use of social networks. Every year in Ukraine, as in the world, the proportion of active Internet users is increasing - if in 2015 about 70% of Ukrainians used the Internet from time to time, in 2019, 70% of Ukrainians use the Internet daily. Social media, and especially social networks are especially popular.

Among the 10 most popular sites in Ukraine in January 2020, the second and third places in the ranking were taken by social media youtube.com and facebook.com respectively, second only to the undisputed leader of google.com (Figure 1).

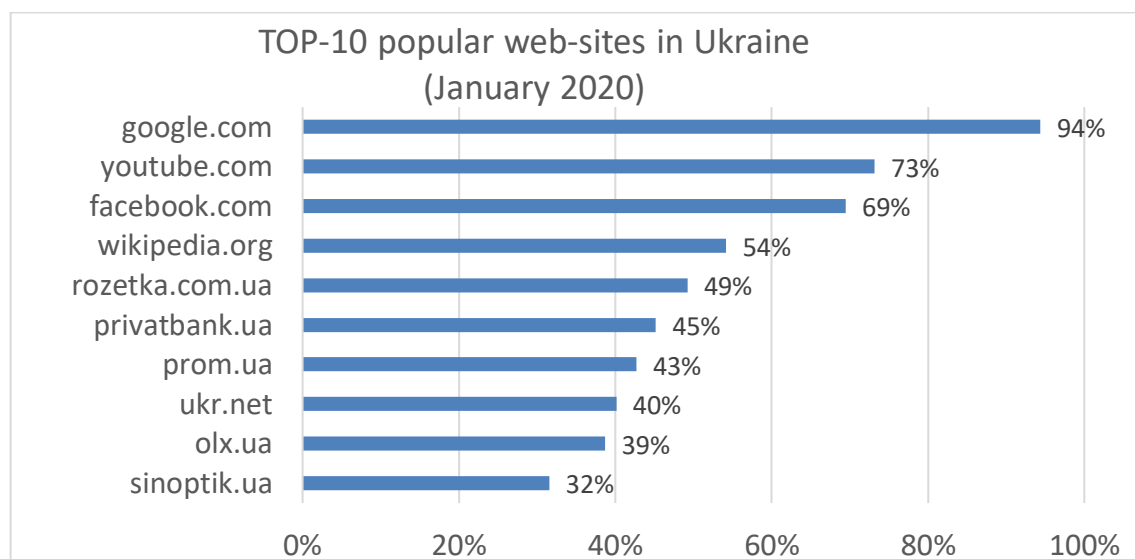


Figure 1. TOP-10 popular web-sites in Ukraine (January 2020), percentage of Internet users⁴⁰

⁴⁰Рейтинг популярних сайтів за січень 2020. Дослідження Kantar Україна. <https://tns-ua.com/news/rejting-populyarnih-saytiv-za-sichen-2020#more-3122>

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At the beginning of 2020, the Ukrainian audience of Facebook reached 14 million, Instagram - 11.5 million, Facebook Messenger - 8.7 million ⁴¹.

The Ukrainian segment of social networks has clear age characteristics. Among the 18-24 year olds, the most popular is Instagram. The proportion of Instagram users in the 18-24 age group reaches over 100% (the ratio of the number of accounts of young people of this age to the number of young people), as young users have multiple accounts on the social network and also have fake accounts in it. Facebook is the most popular among young users 25-35 years (70.1%) and is the main social media for people 36-45 years. Facebook Messenger is the most active young audience of 25-35 years (48.88%) ⁴².

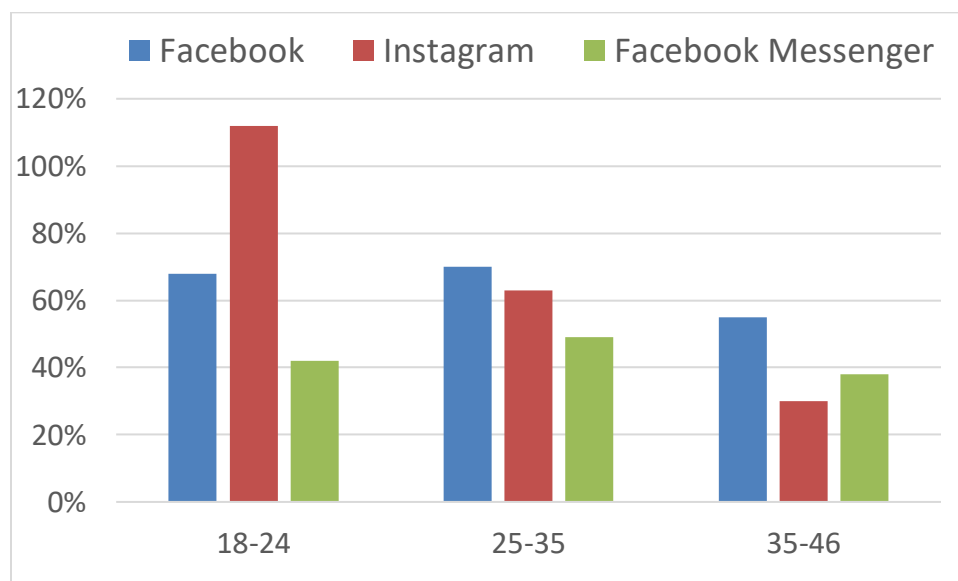


Figure 2. Age structure of users of the most popular social networks in Ukraine, January 2020 ⁴³

Regarding the frequency of visits to social networks, the most frequent Ukrainian users visit Facebook (55.2% of visits), Pinterest (19.6%), which is similar to the world and European indicators, as well as Instagram (7.4%). A distinctive feature of the Ukrainian social media

⁴¹ Facebook та Instagram в Україні (січень 2020). UA Звіт компанії «Plusone»
[https://plusone.com.ua/research/Facebook%20%D1%82%D0%B0%20Instagram%20%D0%B2%20%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96%20%D1%81%D1%96%D1%87%D0%B5%D0%BD%D1%8C%202020\)_UA.pdf](https://plusone.com.ua/research/Facebook%20%D1%82%D0%B0%20Instagram%20%D0%B2%20%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96%20%D1%81%D1%96%D1%87%D0%B5%D0%BD%D1%8C%202020)_UA.pdf)

⁴² Facebook та Instagram в Україні (січень 2020). UA Звіт компанії «Plusone»
[https://plusone.com.ua/research/Facebook%20%D1%82%D0%B0%20Instagram%20%D0%B2%20%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96%20%D1%81%D1%96%D1%87%D0%B5%D0%BD%D1%8C%202020\)_UA.pdf](https://plusone.com.ua/research/Facebook%20%D1%82%D0%B0%20Instagram%20%D0%B2%20%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96%20%D1%81%D1%96%D1%87%D0%B5%D0%BD%D1%8C%202020)_UA.pdf)

⁴³ Facebook та Instagram в Україні (січень 2020). UA Звіт компанії «Plusone»
[https://plusone.com.ua/research/Facebook%20%D1%82%D0%B0%20Instagram%20%D0%B2%20%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96%20%D1%81%D1%96%D1%87%D0%B5%D0%BD%D1%8C%202020\)_UA.pdf](https://plusone.com.ua/research/Facebook%20%D1%82%D0%B0%20Instagram%20%D0%B2%20%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96%20%D1%81%D1%96%D1%87%D0%B5%D0%BD%D1%8C%202020)_UA.pdf)



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segment is the smaller role of Twitter (5th place in the ranking with 6.6%), while in the whole in the world and Europe, this social network occupies the 3rd place.

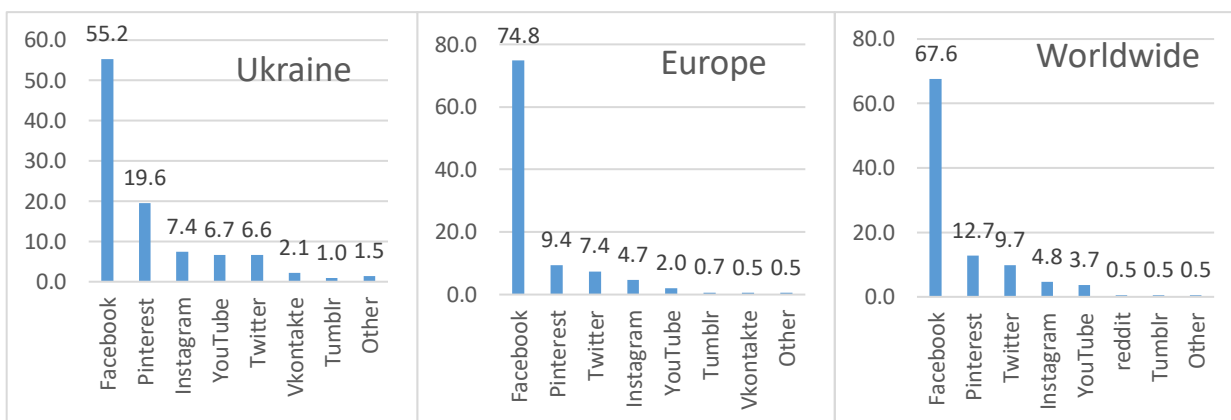


Figure 3. Social Media Stats in March 2019 - March 2020 ⁴⁴, visits statistics

When considering social media policies, gender must be taken into account. Ukraine ranks second in the world in terms of the share of women registered on popular social networks (57% of users). Ukraine ranks 2nd in the world in terms of female Facebook users (60% of users) and is in the top 10 countries in terms of female users of Instagram (60% of users). In addition, the female audience of Ukrainian Facebook and Instagram is the most male in all age categories ⁴⁵.

According to polls, social networks have become the most popular news channel for audiences, even in small cities. Yes, Ukrainians are already receiving 49% of the news from Facebook ⁴⁶, and further trends in social media consumption will only increase. Social networks are a popular source of information for all age groups, more clearly used by respondents 30-45 years old, while young people prefer Instagram and Telegram messenger. From the messengers in Ukraine, Telegram, as a relatively new channel for receiving information, is especially popular among participants of discussions up to 40 years old, the topics of the news are quite diverse: from political and international events to local news. Viber groups are more often used to exchange local news (district, city) and discuss them ⁴⁷.

⁴⁴ Statcounter Global Stats <https://gs.statcounter.com/>

⁴⁵ Facebook та Instagram в Україні (січень 2020). UA Звіт компанії «Plusone» [https://plusone.com.ua/research/Facebook%20%D1%82%D0%B0%20Instagram%20%D0%B2%20%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96%20%D1%81%D1%96%D1%87%D0%B5%D0%BD%D1%8C%202020\)_UA.pdf](https://plusone.com.ua/research/Facebook%20%D1%82%D0%B0%20Instagram%20%D0%B2%20%D0%A3%D0%BA%D1%80%D0%B0%D1%97%D0%BD%D1%96%20%D1%81%D1%96%D1%87%D0%B5%D0%BD%D1%8C%202020)_UA.pdf)

⁴⁶ ОПИТУВАННЯ USAID-INTERNEWS «Ставлення населення до ЗМІ та споживання різних типів медіа у 2019 р.» Проект «Медійна програма в Україні» за фінансової підтримки USAID. <https://drive.google.com/file/d/1Oi2EdvI5SrK4hS-D2KoxoKkamCarUX7f/view>

⁴⁷ ОПИТУВАННЯ USAID-INTERNEWS «Ставлення населення до ЗМІ та споживання різних типів медіа у 2019 р.» Проект «Медійна програма в Україні» за фінансової підтримки USAID. <https://drive.google.com/file/d/1Oi2EdvI5SrK4hS-D2KoxoKkamCarUX7f/view>



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The need to explore the issue of youth participation with disabilities in social media in Ukraine. Due to the rapid spread of the Internet in all spheres of life, the development of new digital media, the amount of research in this area, in the scientific discourse and in the public discussion of social media topics have begun to receive more attention. However, the study of social media in Ukraine (dominated by quantitative studies focused on the analysis of quantitative indicators of the use of social media - the number of accounts on social networks, attendance and ratings of social media, SMM business tools), raise questions about the political aspects of the impact of social media, the choice of social media information wars, digital addiction, trends of modern media development. Even the concepts of "media" and "social media" are absent in Ukrainian law, only the notion of mass media is defined - media intended for the public dissemination of printed or audiovisual information. At the same time, there are no studies that analyze the inclusivity of social media, the opportunities and threats of social media for a young person with a disability.

The essence of social media and the importance of developing digital competencies for young people. Currently, social media plays an exceptional role in the development of society. Although widely used, it is challenging to fully identify this tool. The emergence of the concept of "social media" is associated with new technologies based on Web 2.0 (RSS, blogs, etc.) and Internet resources (social networks on the Internet, video calls, etc.). At first glance, the two concepts differ from each other; however, their common feature is that they facilitate the exchange of information between users. Kaplan A. and Haenlein M.⁴⁸ define social media as web-based software based on Web2.0 ideological rules, and these systems must ensure the generation and sharing of user data. For ordinary citizens, it is "a system that helps communicate effectively with others." Apparently, social media has different meanings for everyone⁴⁹.

At the present stage of scientific and technological progress and information technology development the term "social networks" is used for web-resources that in the Internet space give the opportunities to create own page and communicate with other users, forming "friends" networks, "colleagues" and "like-minded people"⁵⁰. Social media includes personal blogs, microblogs, social networks, video hosting, photo services, online forums and more. The main characteristic of social media is the author's accessibility to a wide audience. And the very topic of network communication is determined by the specificity of concrete social media and its content⁵¹. Mass communication becomes a special, specific type of social activity and the main condition for multifaceted being of personality.

48 Kaplan A., Haenlein M. Users of the World, Unite! The Challenges and Opportunities of Social Media Business Horizons (2010) №53, p. 59—68.

49 Masuma H. Mammadova, Sanan M. Ahmadow Impact of social media on the integration of disabled people to modern society. Problems of information society, 2017, №2, 47–55

50 Фролова Н. В. Особливості використання соціальних мереж у діяльності органів публічної влади / Н. В. Фролова. // Публічне адміністрування: теорія та практика. - 2019. - Вип. 1. - Режим доступу: http://nbuv.gov.ua/UJRN/Patp_2019_1_12

51 Рудик М. Вплив соціальних медіа на формування громадської думки Вісник Львівського університету. Серія Журналістика. 2020. Випуск 48. С. 198–206



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The range of young people's information needs is expanding, their awareness is deepening, and information requirements are increasing⁵². From this point of view, social networks on the Internet should be considered not only as modern communicative technologies of social capital creation, but also as network structures for using the growing reserve of global knowledge, its assimilation and adaptation to emerging needs, as well as for acquiring new knowledge and technologies and their effective exchange⁵³.

Against the backdrop of the active development of social media and the challenges of the Fourth Industrial Revolution, the need for highly qualified specialists with digital skills will be increasing in each country to ensure that digital technology is adequately perceived and transformed in the country's economy. Citizens' mastery of digital competencies is becoming an important factor in improving a country's social quality and economic effectiveness.

Accordingly, having a young person digital skills, including work with social media, will determine the potential of citizen inclusivity, the ability to participate in the economy and society, competitiveness in the labor market⁵⁴. Individual skills in the process of applying social media should be considered as the ability to act in three planes: behavioral or practical use (so-called user abilities); critical knowledge or cognitive competence; and aspirations in which a set of skills can be formed, ie communication, social relations, participation in the public sphere, creativity⁵⁵. Given this, the development of competencies for using social networks in young people is a real opportunity to transform a resource of social networks into a capital that can be used in the most effective form, ensuring sustainable development of society on an innovative basis⁵⁶.

The difference between social media and traditional media. The main difference between traditional and social media is the nature of information sharing. Traditional are those media that establish a one-way relationship between the source of information and its consumer when there is no exchange, and the information broadcast unilaterally from the media to the user: television, radio, print media. Social media, in contrast to traditional media, establishes a two-way relationship between participants in information processes⁵⁷, enabling each participant of

⁵² Медіакультура особистості: соціально-психологічний підхід [Текст] : Навчально-методичний посібник / За ред. Л. А. Найдюнової, О. Т. Баришпольця ; Національна академія педагогічних наук України, Інститут соціальної та політичної психології. - К. : Міленіум, 2010. - 440 с. – С.124.

⁵³ Прогнімак О.Д. Соціальні мережі як ресурс розвитку інноваційних процесів в інформаційному суспільстві / О.Д. Прогнімак // Соціоекономіка: 36. наук. пр. — Донецьк: ІЕП НАНУ, 2009. — С. 163-175.

⁵⁴ Яненко І.Г. Зміст цифрових компетенцій громадян України в контексті підвищення соціальної якості. Соціально-класові трансформації і формування нової якості освіти як складові реконструктивного розвитку економіки України : монографічний збірник / за ред. акад. Гейця В.М., чл.-кор. Гриценка А.А. ; НАН України, ДУ «Ін-т екон. та прогнозув. НАН України». — К., 2019. — С.358-371. — Режим доступу : <http://ief.org.ua/docs/scc/11.pdf>

⁵⁵ Гусев І.М. Особливості взаємодії з медіа в процесі адаптації спільноти до умов і наслідків воєнного конфлікту Наукові студії із соціальної та політичної психології. Збірник статей. 2019. Випуск 43(46). С.71-81.

⁵⁶ Прогнімак О.Д. Соціальні мережі як ресурс розвитку інноваційних процесів в інформаційному суспільстві / О.Д. Прогнімак // Соціоекономіка: 36. наук. пр. — Донецьк: ІЕП НАНУ, 2009. — С. 163-175.

⁵⁷ Steuer J. Defining virtual reality: Dimensions determining telepresence / J. Steuer // Journal of Communication – 1992. – Vol. 42 (Autumn). – P. 73–93. – P.7



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information processes to participate in the creation, transmission of information, producing their own content, expressing their opinion.

In addition to the two-sided nature of social media communication, there are a number of significant differences from traditional media:

1. Quality. For traditional media, quality standards are set and controlled by a whole set of formal and informal rules (from media laws to copyright and tax laws). Social media contains both a segment of high-quality information content and a large segment of low-quality information.

2. Content producers. Due to technological capabilities, all media are accessible with almost no restrictions, but at the same time differ in degree of centrality and hierarchy (content can be produced in the modern social media environment by any user, and traditional media produce content that is in accordance with the editorial policy of news agencies and publications).

3. Audience reach and coverage. Traditional media does not require the user to possess specific resources or knowledge of information technology, whereas social media requires user awareness and skills in using self-contained communication devices (smartphone, computer) and the Internet, which may not be fully accessible to unprotected users.

4. Dynamism. Traditional media, in comparison to social media, is significantly lost in efficiency.

5. Variability in the production of information products. Traditional media, once posting certain information, cannot modify it and are responsible (including legally) for the content published. On the other hand, modern social media in this sense is volatile, less reliable, much less responsible, both ethically and legally, the information contained in them can be changed ⁵⁸.

Social media opportunities for youth with disabilities. Social media provides ample opportunities (in most cases free of charge) for young people, and these opportunities are especially valuable for young people with disabilities as they can contribute to their inclusion in active life:

- *Socialization of young people with disabilities.* Very often, a young person with a disability has limited communication, spending more time at home and in the few vital places for life as a hospital, educational institution, communicating with a small number of people closest to them. This complicates socialization, limiting the ability of a person to obtain their own life experiences, to form adequate models of behavior in society. And social networks allow you to overcome such forced isolation by learning from other people's experiences and forming your own. In social networks, a person is primarily a *homo sociologicus*, and this is already in the name of *social* networks ⁵⁹, that is, through connections with other people, realizes itself as a

⁵⁸ Прогнімак О.Д. Соціальні мережі як ресурс розвитку інноваційних процесів в інформаційному суспільстві / О.Д. Прогнімак // Соціоекономіка: 36. наук. пр. — Донецьк: ІЕП НАНУ, 2009. — С. 163-175.

⁵⁹ Циховська Е. Д. Самопрезентація у соціальних мережах : акаунт у Facebook як інструмент створення іміджу // Вісник Дніпропетровського університету. Серія: Соціальні комунікації, 2017. № 12. С 137-147.



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member of society. According to Yu. Melkov, social media helps a person escape from loneliness, the loss of his life in the everyday world, give him a sense of trust, closeness to other people, united not by geographical or everyday factors, but above all by common interests, tastes and looks. On the Internet, a person not only has the opportunity to hear others, but also to "show themselves", to speak out, to build their "home page", to publish their opinion⁶⁰.

The following social media capabilities are also elements of human socialization.

- *Access to news and specialized information.* Traditional media can be paid or inconvenient to use (such as a specific magazine or TV program release time), while social media is available around the clock and is mostly free of charge. Moreover, social media is ahead of the traditional news publication: the most important news is first appearing on the Internet and only later on television, radio and the newspaper. A new form of information transmission is in many ways ahead of traditional journalism⁶¹.

- *Communication.* Of course, nowadays social media, first of all, networks, has become the main means for communication and development of social contacts, joint search, storage and classification of information, creative activity of network type, individual and collective planning (schedule, meetings)⁶². In a divided society, social networks are a means of communicating effectively with colleagues, relatives and friends who are territorially distant, as well as meeting new people.⁶³ For youth with disabilities, the importance of the communication function is increasing as social networks help to overcome communication and information barriers through the use of new information technologies, facilitating the inclusion of young people in society.

Communication over the Internet can have a number of benefits for certain categories of persons with disabilities: 1) there is no need to move anywhere overcoming infrastructure imperfections; 2) other people with whom a person with a disability communicates may, if they wish, not see the person at all and, accordingly, and not know that they are communicating with a person with certain physical characteristics.⁶⁴ 3) if a person is unsure of themselves, is discriminated against, has difficulty speaking or other difficulties in live communication, communication on social networks is easier and allows to overcome barriers.

One of the secrets of the popularity of communications through social media is freedom, equality and democracy, overcoming boundaries and restrictions on communication - all users on the network, regardless of their rank, position or status, are free and equal and accordingly build

⁶⁰ Мелков Ю. О. Віртуальна реальність як сфера самореалізації особистості / Ю. О. Мелков, А. В. Толстоухов, О. Є. Перова, О. М. Рубанець та ін. – Київ : Вид. ПАРАПАН, 2004. – С. 140–166.

⁶¹ Гурчіані Х. Інтеграція новинного контенту в соціальних медіа / Х. Гурчіані // Збірник праць Науково-дослідного інституту пресознавства. - 2014. - Вип. 4. - С. 435-440. - Режим доступу: http://nbuv.gov.ua/UJRN/ZPNDZP_2014_4_36

⁶² Динник І. Соціальні мережі як засіб суспільного розвитку / І. П. Динник // Ефективність державного управління. - 2017. - Вип. 1. - С. 64-69.

⁶³ Пампуха І.В. Волошина Н.М. Сучасні соціальні Інтернет - мережі в житті молодих людей. Вісник Київського національного університету імені Тараса Шевченка. 2015. Вип. 2. С. 27-39.

⁶⁴ Оверчук В.А. Огляд методів соціально-економічної інтеграції осіб з інвалідністю / Економіка та суспільство. – 2018. – №18. – С. 674-681



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communication. So users can freely choose who to talk to, whose posts they share with friends, what content to consume, what information they're interested in, and more.⁶⁵

- *Solving household and personal life problems.* Businesses, social service providers, authorities, NGOs are now active on social networks and offer information and services through such networks. When accessing social media, a young person with a disability can find NGO contacts, order the right product or service, get help or support in difficult life situations, learn about available grant programs or development opportunities.

- *Self-expression.* Social media has the ability to express thoughts, share photos, create videos and discuss social events and more. A young person on the network can discover their talents that are not realized in ordinary life, to try themselves in the desired new role for themselves - blogger, photographer, expert on certain issues. The Internet gives you the ability to remove barriers - equalize communicators, so your social or economic status, the career ladder, which is known as the equalization (equalization) phenomenon, becomes less important.⁶⁶

Some social media like Youtube allow you to earn revenue from participating in content creation online. Businesses are willing to advertise with active social media users who have their own audience. The interconnection of network and cultural space today reveals the principles of modernization of society in the context of "global" processes of the world community by means of the triad "personal - public - universal" and contributes to the formation of pluralistic views, tolerance and understanding between people.⁶⁷

- *Entertainment.* Sharing videos, observing celebrities discussing strategies in online games, dating for personal life, chatting with friends, online visits to different parts of the world and cultural institutions are just a short list of options available.

- *Education.* Social media is being transformed into a full-fledged educational environment that will foster a culture of communication in a virtual environment, develop communicative competence, which in the future will positively influence the adaptation of young people with disabilities to professional activity.⁶⁸ At the same time, it is worth to mention that today social media contributes to the development of e-learning and education as a whole, offering new technical and methodological tools for attending online classes and sharing learning resources. Being online, young people automatically acquire the skills they need: young people learn how to handle large amounts of information from a huge number of industries, learn how to navigate unusual situations, and easily find and sort the information they need. There is a formation of a

⁶⁵ Фролова Н. В. Особливості використання соціальних мереж у діяльності органів публічної влади / Н. В. Фролова. // Публічне адміністрування: теорія та практика. - 2019. - Вип. 1. - Режим доступу: http://nbuv.gov.ua/UJRN/Patp_2019_1_12

⁶⁶ Медіакультура особистості: соціально-психологічний підхід [Текст] : Навчально-методичний посібник / За ред. Л. А. Найдьонові, О. Т. Баришпольця ; Національна академія педагогічних наук України, Інститут соціальної та політичної психології. - К. : Міленіум, 2010. - 440 с. С.239

⁶⁷ Ривліна В.М. Соціальні мережі як інструмент медіатизації культури. Young Scientist», 2016. № 12 (39). С.193-198.

⁶⁸ Лаба О. В. Використання соціальних мереж у навчальному процесі / О. В. Лаба // Молодий вчений. - 2017. - № 3. - С. 227-231. - Режим доступу: http://nbuv.gov.ua/UJRN/molv_2017_3_55



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tolerant attitude to the difference between cultures and people through international contacts, there is motivation and opportunities to learn foreign languages.⁶⁹

Some scientists emphasize that mass communication contributes to the development of independent, critical thinking, modern worldview, aesthetic consciousness, skills of artistic analysis of the production of media art, expanding unlimited information horizons, making information accessible to a wide range of users. For example, informatization, art mediatization allows anyone to join the masterpieces of world culture. Thanks to both individual (mobile) and mass (Internet) communications, communication capabilities have been greatly expanded⁷⁰.

- *Job search, employment.* All social networks allow every specialist to promote themselves as an expert, directly connect with potential employers, find jobs, make business acquaintances and discuss career opportunities. There are specialized social networks, such as LinkedIn, which are professional development communities and business contacts. The property of social networks to integrate a person into the Internet space by making his or her personal and professional information more or less open, makes such a communication platform an effective method of managing human capital. A person who wants to get in social networks something useful as a professional will find this opportunity through contact and interaction with professionals. These social networks allow to make informal contact fairly quickly, because people here are more open-minded than in real life and willing to share information.⁷¹

- *Development of own business, social entrepreneurship.* Every year, more and more companies are using Social Media Marketing (SMM) tools to grow their business, from news about a new product to sales. SMM promotion is much cheaper than using other marketing activities. Almost all social networks where the business can be represented are free, but if an entrepreneur wants to attract the target audience to convert traffic to sales, there is an opportunity for paid advertising activities on social networks.⁷² Leading social networks even create special types of business accounts to provide additional opportunities for their community members to grow their businesses.

Social networks allow entrepreneurs to learn more about consumers and their needs. By applying feedback in your activity, you can get detailed information: what they are happy about, what confuses customers, what problems they want to solve using the product. This feedback allows you to clearly monitor and respond to all consumer requests and actions towards the

⁶⁹ Пампуха І.В. Волошина Н.М. Сучасні соціальні Інтернет - мережі в житті молодих людей. Вісник Київського національного університету імені Тараса Шевченка. 2015. Вип. 2. С. 27-39.

⁷⁰ Череповська Н. І. Про експериментальну модель програми спеціального медіа-освітнього курсу для старшокласників «Медіа-культура» [Електронний ресурс] / Н. І. Череповська. – Режим доступу: http://leader.cit.zp.ua/files/menu_r2/media/prog_media1.doc

⁷¹ Серняк І. Соціальні мережі як засіб підвищення ефективності соціального інструментарію управління персоналом на підприємстві Проблеми і перспективи економіки та управління № 2(18) (2019). С.60-66.

⁷² Кітченко О. М. Social media marketing як інструмент просування продуктів підприємств на ринок [Електронний ресурс] / О. М. Кітченко, Т. Н. Ібрагімов // Призовський економічний вісник : електрон. наук. журн. – 2019. – Вип. 3 (14). – С. 179-184. – URL: http://pev.kpu.zp.ua/journals/2019/3_14_uk/32.pdf



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brand⁷³. Using consumer contacts on social networks, an entrepreneur gets a virtually unlimited audience that can become a potential customer.⁷⁴

- *Formation of personal brand.* Each user of the social network can post information in the field in which he is an expert, building his own brand and attracting potential clients, finding employers, partners. In the case of content popularity in the audience, the network user becomes a fluencer - a person who can influence others and listen to what they think. There is a category of bloggers who, in video, text, describe their daily or professional lives and are also transformed into celebrities. It has become widespread in influencer marketing when businesses and organizations invite influencers to promote their products, which in the case of youth with disabilities can be an important source of income.

Potential threats of social media. Therefore, social media is nowadays the most important modern communication environment of the Internet, which attracts young people. While not denying the benefits and conveniences of using them, we will note a number of threats that young people face in social media:

- *Issues of confidentiality and privacy.* Any social media user account contains personal information as well as various statistics on the user's logon: date, time and duration of last login and logon, addresses used when connecting to a computer, and more. That is, each account is a repository of personal data and a complete archive of correspondence⁷⁵. All this information becomes available to social network owners even after deletion of certain information by the user, it can also be stolen by hackers.

Another problem of privacy violations is the glut of advertising information and fast-changing social media algorithms. Now social networks, given the stated purpose of their creation - communication, provide users with all possible tools for this purpose - videos, chats, images, blogs, forums and more. But at the same time, they are filled with unnecessary advertising (spam).⁷⁶

- *Manipulative practices, false information, fraudulent practices.* Web 2.0-3.0 technology can be defined as a high-precision weapon that can target not only specific target groups, but also its specific representatives, well-defined personnel. Such targeting and, if necessary, selectivity make it possible to maximize the impact by optimizing time, intellectual and logistical resources. Analyzing the results of the most famous international military, political and economic conflicts of the late XX century – beginning of the 21st century, it becomes clear

⁷³ Кітченко О. М. Social media marketing як інструмент просування продуктів підприємств на ринок [Електронний ресурс] / О. М. Кітченко, Т. Н. Ібрагімов // Приазовський економічний вісник : електрон. наук. журн. – 2019. – Вип. 3 (14). – С. 179-184. – URI: http://rev.kpi.zp.ua/journals/2019/3_14_uk/32.pdf

⁷⁴ Кітченко О. М. Social media marketing як інструмент просування продуктів підприємств на ринок [Електронний ресурс] / О. М. Кітченко, Т. Н. Ібрагімов // Приазовський економічний вісник : електрон. наук. журн. – 2019. – Вип. 3 (14). – С. 179-184. – URI: http://rev.kpi.zp.ua/journals/2019/3_14_uk/32.pdf

⁷⁵ Варивода К. С. Позитивні й негативні аспекти взаємодії сучасної молоді в соціальних мережах. Науковий огляд. № 7 (17), 2015. <https://naukajournal.org/index.php/naukajournal/article/view/549>

⁷⁶ Черниш Р. Ф. Соціальні мережі як один із інструментів накопичення та протиправного використання персональних даних громадян / Р. Ф. Черниш // Проблеми законності. – 2017. – Вип. 136. – С. 205-214. – Режим доступу: http://nbuv.gov.ua/UJRN/Pz_2017_136_23



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that information and psychological weapons today must be equated with weapons of mass destruction. Without killing physically, psychotechnology causes group as well as mass mental disorders, exploding later into social conflicts, which are the victims of particular individuals.⁷⁷

In Ukraine, all media, both traditional and social, lose the trust of Ukrainians - the confidence index ranges between 19% (for the national press and local radio) and 51% (for the nationwide Internet media). The main causes of distrust are the unreliability and engagement of the news. In such situation, the only way to combat such threat is to increase youth media awareness. Studies show that almost 60% of Ukrainians are not inclined to think critically - they definitely trust their favorite / usual media or rely on intuition.⁷⁸

- *Loss of traditional communication skills with a person, difficulties in real communication.* The impact of overuse of social networks as a means of communication on real user relationships can be quite noticeable: seclusion, loss of social contacts and friends, irritation during live communication, loss of language and non-verbal communication skills, failure to fulfill one's responsibilities, etc.⁷⁹

- *The risks of digital addiction, which are difficult to diagnose, develop unnoticed for young people and difficult to treat.* Cyberspace transforms a number of previously adopted norms and values. For example, practices such as exhibitionism and voyeurism have been democratized with the help of webcams, cameras and video online. Many young people fill their blogs and personal pages on social networks with content that contains images of their own or someone else's naked body. There are three pornographic sites on one information page on the Internet.⁸⁰

The large flow of various information on social networks often leads to information overload of the person, which manifests itself in the inability to concentrate on the necessary or proposed activities, self-destructive absorption of certain unilateral activities.⁸¹ There is a risk of media dependency, for example, when consumers of information in the media lose reasonable activity while aimlessly wandering the Internet. In young people, "social media surfing" is becoming more widespread - a type of social media consumption of information that is a hopeless, pointless "reading" of information, which is then never used.⁸²

⁷⁷ Курбан О. В. Інтернет-технології та онлайніві соціальні мережі у сучасній гібридній війні / О. В. Курбан // Наукові записки [Української академії друкарства]. - 2017. - № 1. - С. 264–273. - Режим доступу: http://nbuv.gov.ua/UJRN/Nz_2017_1_34

⁷⁸ ОПИТУВАННЯ USAID-INTERNEWS «Ставлення населення до ЗМІ та споживання різних типів медіа у 2019 р.» Проект «Медійна програма в Україні» за фінансової підтримки USAID. <https://drive.google.com/file/d/1Oi2EdvI5SrK4hS-D2KoxoKkamCarUX7f/view>

⁷⁹ Варивода К. С. Позитивні й негативні аспекти взаємодії сучасної молоді в соціальних мережах. Науковий огляд. № 7 (17), 2015. <https://naukajournal.org/index.php/naukajournal/article/view/549>

⁸⁰ ХРУСТАЛЬОВ Ф.С. Особливості медіаспоживання різних соціальних груп (на прикладі м.Запоріжжя) Грані № 2 (106) лютий 2014 С.132-137.

⁸¹ Варивода К. С. Позитивні й негативні аспекти взаємодії сучасної молоді в соціальних мережах. Науковий огляд. № 7 (17), 2015. <https://naukajournal.org/index.php/naukajournal/article/view/549>

⁸² Медіакультура особистості: соціально-психологічний підхід [Текст] : Навчально-методичний посібник / За ред. Л. А. Найдьонові, О. Т. Баришпольця ; Національна академія педагогічних наук України, Інститут соціальної та політичної психології. - К. : Міленіум, 2010. - 440 с. С.275



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In Ukraine, every eight teenager between the ages of 10 and 17 is dependent on social networks. Every fifth teenager misuses social networks at the expense of other businesses. Every sixth constantly quarrels with relatives through online life. 44.7% of teens spend four or more hours on social networks on school days. 55.4% of teens admit that they spend too much time on social networks. 6.7% of teens are addicted to gambling.⁸³

In the scientific environment, discussions about the negative impact of the media on young people are quite active. On the one hand, a great deal of research has been devoted to the negative aspects of internet use (internet addiction, hacking, autism, "gaming addiction", inadequate effects in the process of social perception, etc.). On the other hand, new hypotheses are being put forward that even the content of the aforementioned Internet risks can be rethought. There is a view that dependence on certain media can no longer be seen as a pathological phenomenon, but as a new motivation for human cognitive activity (Belinska, 2013).⁸⁴

The authors of studies of human interaction with modern media often emphasize that it is not always possible to establish a vector of influence in the interaction of users with the media, and the unequivocal statement that being in virtual reality is the cause of certain personal changes is not always correct. Thus, according to studies of children and teenagers communication in the network in terms of its intensity and influence on offline communication, the influence of the Internet on social connections has no universal parameters and expressiveness, and is determined rather by personal and situational factors (Kuznetsova, & Chudova, 2008,⁸⁵). The ambiguity of the influence of the media environment is a factor that must be taken into account when characterizing the psychological adaptation of a community in the context of its interaction with cyberspace, but the unambiguous interpretation of causation in this case should be investigated separately.⁸⁶

The assimilation of new information directly depends on the "information potential of the individual" (his spiritual and information culture), and therefore the same facts, events are differently perceived by different people.⁸⁷ Researchers confirm that the limit of negative impact on youth is individual for each user of the network. The risk of negative impact of social media depends on the individual, his level of development, social (real and virtual) connections, ability

⁸³ Медіакультура особистості: соціально-психологічний підхід [Текст] : Навчально-методичний посібник / За ред. Л. А. Найдюнової, О. Т. Баришпольця ; Національна академія педагогічних наук України, Інститут соціальної та політичної психології. - К. : Міленіум, 2010. - 440 с. С.275

⁸⁴ Белинская, Е. П. (2013). Информационная социализация подростков: опыт пользования социальными сетями и психологическое благополучие. Психологические исследования, 6 (30). 2013.

⁸⁵ Кузнецова, Ю. М., & Чудова, Н. В. (2008). Психология жителей Интернета. Москва: Изд-во ЛКИ с. 62

⁸⁶ Гусев І.М. Особливості взаємодії з медіа в процесі адаптації спільноти до умов і наслідків воєнного конфлікту Наукові студії із соціальної та політичної психології. Збірник статей. 2019. Випуск 43(46). С.71-81.

⁸⁷ Медіакультура особистості: соціально-психологічний підхід [Текст] : Навчально-методичний посібник / За ред. Л. А. Найдюнової, О. Т. Баришпольця ; Національна академія педагогічних наук України, Інститут соціальної та політичної психології. - К. : Міленіум, 2010. - 440 с. С.122



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to quickly and plastic perceive, analyze, absorb media text, abilities and skills to acquire new knowledge in media and to use them without harming yourself and society.⁸⁸

On the accessibility of social networks for youth with disabilities. Social media has a huge potential to enhance the inclusiveness of society, but their true positive impact is greatly dimmed by the problems of accessibility of social media for people with disabilities. Each of these areas of activity becomes more convenient and accessible to people with disabilities through social media, but this scheme only works if the social networks themselves become available.

The isolation and health problems of people with disabilities often prevent them from receiving information, using full communication tools, enriching their knowledge or integrating into society. This phenomenon is known as digital inequality - 80% of information in the world is created in English, some have limited access to information, lack digital skills, are not ready and unable to realize the full potential of social media for their lives.⁸⁹

Thus, social media is still inaccessible to many. For example, for some people with disabilities, it may be necessary to equip them with additional technical aids so that a person with a disability can use the new technologies on their own (special mouse, keyboard, recording and sound reproduction, etc.). Some people may find it difficult to learn new technologies and may require additional training. Moreover online communication cannot replace traditional communication and moreover cannot be the only solution to the problem of socio-economic integration of persons with disabilities. Therefore, it is necessary to eliminate other physical and psychological barriers to the mobility of such people and better communication with other members of society.⁹⁰

This is especially true for young people who have complete or partial loss of vision, hearing, feelings, and with limited movement and cognitive impairment. These restrictions affect the way people can access their computer and social media in different ways. Such young people often have great potential and ability to work actively in public life, but lack of access to information and communication prevents them from realizing this.

FOCUS GROUP ANALYSIS

Within the framework of the project “Social Media Marketing Skills for Fostering the Inclusion and Employability of Young People with Disabilities” (EU PROGRAMS: Erasmus +

⁸⁸ Дюжева К. В. Вплив сучасних інтернет-ресурсів на молодь і зв'язки з громадськістю: соціокультурний та комунікативний аспект / К. В. Дюжева // Соціум. Документ. Комунікація. - 2016. - Вип. 1. - С. 257-265. - Режим доступу: http://nbuv.gov.ua/UJRN/cdk_2016_1_24

⁸⁹ Медіакультура особистості: соціально-психологічний підхід [Текст] : Навчально-методичний посібник / За ред. Л. А. Найдюнової, О. Т. Баришпольця ; Національна академія педагогічних наук України, Інститут соціальної та політичної психології. - К. : Міленіум, 2010. - 440 с. С.31

⁹⁰ Оверчук В.А. Огляд методів соціально-економічної інтеграції осіб з інвалідністю / Економіка та суспільство. – 2018. – №18. – С. 674-681



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Program - Key Action 2 - Strategic Partnership for Youth, Project KA205-AEF89D3BP) Academy of Labor, Social Relations and Tourism (ALSRT) conducted a “Young People with Disabilities in Social Media in Ukraine” survey in December 2019 for the purpose of focus groups.

The purpose of the study is to identify opportunities and features of the use of social media by young people with disabilities in Ukraine.

3 focus groups were held with a total of 25 participants:

- Focus Group # 1 (9 participants) - youth with disabilities, December 13, 2019.
- Focus Group # 2 (9 participants) - “Agents of Change” (community activists, government representatives, social and youth workers working with youth with disabilities), December 14, 2019.
- Focus Group # 3 (7 participants) - Marketing Professionals (Marketers, SMM Managers, Teachers), December 14, 2019.

Focus Group Report # 1

Date, place and time: December 13, 2019 16-00, Academy of Labor, Social Relations and Tourism, Kyiv.

Participants: young people with disabilities between the ages of 20 and 32 years.

Aim of the research: To analyze the involvement of Ukrainian youth with disabilities in social media and to identify their views on the opportunities and threats that social media brings to their lives.

Rationale for the Research Method: Discussion with focus group participants was conducted in a mixed format of focus group discussion, brainstorming, and questioning. This mixed format is conditioned by the project objectives and the desire of the organizers to comprehensively assess the real situation of persons with disabilities, their awareness and opportunities in using Internet resources for training, employment and project activities. Due to the characteristics of the group, their ownership and real awareness of the issues under study, a mixed format was chosen that combined the possibilities of focus group discussion, brainstorming and questioning. The participants of the discussion presented the environment of persons with disabilities, who directly experiences all the problems related to social exclusion of persons with disabilities, with the urgent need to increase the level of involvement in business processes, personal development and improvement of skills and professional identity. .

Results. When asked "**Are you on social networks?**" Almost all focus group participants indicated that they actively use social networks in their professional and personal activities. Only one participant indicated that, due to the situation in the country, information noise almost does not use social networks, but did not explicitly refuse them.

When asked, "**What kind of social networks do you use and maybe some other digital technologies you still use?**" participants indicated the following: Facebook; Viber; Youtube; Instagram, V Kontakte; Telegram; WhatsApp; Facebook Messenger, LinkedIn, Odnoklassniki; Discord.



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When asked **"In what social networks are focus group members posting?"** received replies - Facebook, Instagram, very rarely - LinkedIn, V Kontakte, Odnoklassniki. Some of the focus group members only watch the activity on social networks, they do not often do posts, more on need or on mood.

When asked **"How often do you go to social networks?"** all participants unanimously stated that they access social networks daily.

When asked **"How much time do you spend on social networks or on the Internet in general?"** participants indicated that at least an hour.

When asked, **"Do you personally consider social networking as a tool to meet your needs?"** all participants in the focus group answered "Yes".

Among the positive factors for using social networks, participants indicated:

- opportunities for finding information;
- opportunities for self-education;
- opportunities for remote communication and acquaintance;
- attraction of resources for charity, community activity, solving personal problems;
- opportunities for positioning yourself and finding a job;
- opportunities for making important contacts, business acquaintances;
- opportunities to monetize its activities.

Among the negative points and risks of using social networks, participants indicated:

- fraud;
- insecurity of personal information;
- waste of time;
- the falsehood of the information;
- adverse health effects;
- asociality of people;
- psychological problems in teenage through social networks;
- anonymity, inability to confirm identity;
- incorrect commenting, bullying on social networks.

When asked **"Are you ready to give up using social networks?"** all participants made it clear that they were not ready to give up.

When asked **"Do you think that people with disabilities in Ukraine are somewhat socially excluded? Do social networks give such people access to information, social benefits, and do they facilitate communication and monetization?"** participants agreed that persons with disabilities were somewhat isolated and had limited access to social benefits, including communication. It is social networks that provide opportunities for the development, communication, training and professional realization of persons with disabilities.

One participant's direct language: *«There are different people with disabilities. There are many people in Ukraine who cannot move outside their home, premises, can neither physically nor psychologically - create the conditions. For many of them social networks are rid of social*



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exclusion. Social networks will not replace live communication, but will remove some social barriers.»

When asked **"If you were offered a free SMM marketing course and given the opportunity to engage in social networking, would you be interested in this offer?"**

Some participants neither expressed a desire to participate, nor refused to do so, unwilling to spread attention to activities in which they are not currently participating. Part - they stressed the need for additional information and clarification on the training course and future employment opportunities. Most focus group members would like to join this course, but not online but offline.

Focus group conclusions # 1

Discussion with experts revealed that all focus group members actively use social networks in their professional and personal activities. Relative to soc. networks use Facebook; Viber; Youtube; V Kontakte; Telegram; Instagram; votsap; messenger LinkedIn; classmates; discount. For posting mostly used Facebook, Instagram. Participants go to social networks daily and stay there for at least an hour.

Among the positive factors for using social networks were: opportunities for finding information, for establishing important contacts, business acquaintances, for monetizing their activities, for positioning themselves and finding a job, for self-education, for remote communication and dating; attracting resources for charity, community activities, solving personal problems;

Among the negative points and risks of using social networks were named: fraud; insecurity of personal information; a waste of time; the falsehood of the information presented; harmful effects on health; specialty of people; psychological problems in adolescence through social networks; anonymity, inability to confirm identity; incorrect commenting.

The focus of the group was that people with disabilities are somewhat isolated and have limited access to social benefits, including communication. It is social networks that provide opportunities for the development, communication, training and professional realization of persons with disabilities.

Focus Group Report # 2

Participants: "Agents of Change" (community activists, government officials, social and youth workers working with youth with disabilities), December 14, 2019.

Date, place and time: December 14, 2019, 11-00, Academy of Labor, Social Relations and Tourism, Kyiv.

Aim of the research: To analyze the opinion of "Agents of change" about the opportunities and threats that social media for Ukrainian youth with disabilities carry, to get recommendations for creating a SMM course for youth with disabilities.

Rationale for the Research Method: Discussion with focus group participants was conducted in a mixed format of focus group discussion, brainstorming, and questioning. This



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mixed format is conditioned by the project objectives and the desire of the organizers to comprehensively assess the real situation of work and interaction of public activists with persons with disabilities and their awareness of the possibilities in using Internet resources for training, employment and implementation of project activities in providing assistance to persons with disabilities. Due to the characteristics of the group, their knowledge and real awareness of the issues being researched, a mixed format was chosen, combining the possibilities of focus group discussion, brainstorming and questioning. Participants in the discussion represented the contact environment with persons with disabilities who are directly involved in providing assistance.

Results. When asked «**What kinds of media do you use? Are you present on social networks at all and what kind of social networks do you use?**» social change agents responded that they mainly use the Facebook, Instagramm, YOUTUBE, Viber, Tiktok (youth network) networks. As a rule, social networks are used for professional activity and social communication. However, some participants indicated that they use social networks to search, track information, and try not to actively advertise their activities.

Participants pointed to the following positive aspects of using social networks for people with disabilities:

- mobility, accessibility, modernity;
- more opportunities for organizing and conducting leisure;
- the only chance for active socialization, dating and awareness, updating of knowledge, skills and skills;
- motivation and inspiration for life, activity, making money;
- ability to raise funds for charity and assistance in crisis situations.

Participant # 1's direct language: "Social networks are a source of information where people with disabilities can read, write, understand and convey what they want."

Participant # 2's direct language: "Social networking allows you to make money from anywhere, anywhere, and no matter if you sit or stand - you can make money, have information, have a purpose"

Participant # 3's direct language: "People are united around a common grief. And such social issues can be addressed through social networks. "

The participants pointed out the following negative aspects of using social networks for people with disabilities:

- asocialisation, because people cannot communicate "tete-a-tete", directly exchange experience;
- biased information;
- social networks are "drug", they put people on evaluation and dependence on "likes".

Participant # 1's direct language: "In social networks people show themselves in a completely different light."

Participant # 2's direct language: "Social networks are a part of their lives where they have the opportunity to discover and communicate."



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When asked, **"Who among the participants believes that social networks can and should be used by persons with disabilities for making money?"** participants agreed unanimously.

The focus group participants expressed their interest and support in the creation of SMM-management training course, which will enable persons with disabilities to acquire the necessary professional information in order to remotely provide services, to conduct social networks for entrepreneurs, public organizations, charitable institutions.

Recommendations from Social Change Agents on how to best organize and conduct a SMM training course:

- to conduct entrance testing on vocational guidance (how many people have / are not inclined to this activity) and to select participants with basic SMM specialist skills (literacy, working with texts, knowledge of computer technologies) and motivated to work in a new profession;

- compulsory issuance of Certificates of course completion and assistance in finding the first customer of services;

- online lectures (up to 30 minutes duration of the 1st lecture);

Participant's comment: *"It is difficult for people with disabilities to grasp a lot of information at a time."*

- to distinguish educational levels (by age, by status, etc.);

- give practical tasks that are a test for transition to other levels;

- mentoring support (during and after training);

- providing internships;

- flexibility and mobility for different disability groups;

- involve foreign specialists and people with disabilities in the course

- design a course outside the box and creatively;

- narrow the target audience of project participants;

- involve regions of Ukraine in the project, not just Kyiv;

- to involve specialists and teachers of the Academy of Labour, Social Relations and Tourism in the project;

- to divide the audience into training groups by forms of disability.

When asked, **"Is the focus group audience ready to get involved in disseminating information about the project through the Internet and their organizations,"** all focus group participants expressed their willingness to join and help promote the project.

Focus group conclusion # 2

Social change agents mainly use the Facebook, Instagramm, YOUTUBE, Viber, Tiktok (youth network) networks for professional activity and social communication, namely to search, track information and try not to actively advertise their social activities.

The positive aspects of using social networks for persons with disabilities were called: mobility, accessibility, modernity; more opportunities for leisure activities; the only chance for



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active socialization, dating and awareness of current trends; motivation and inspiration for life, activity, making money; the ability to raise funds for charity;

The disadvantages of using social networks for persons with disabilities were called: asocialisation; biased information; the consideration of "social networks as a " drug ", which puts people on the assessment and dependence on" likes ".

Participants confirmed that social networks can and should even be used to earn income for people with disabilities.

The focus group participants expressed their interest and support in creating a SMM management training course that will enable persons with disabilities to acquire the necessary professional information in order to remotely provide consulting services, conduct social networks to entrepreneurs, public and charitable organizations.

The following recommendations were made regarding the organization and completion of this course, namely: to make a one-day trial or serial; upon completion of the course compulsory issuance of Certificates; online lectures or lectures (30 minutes each); highlight training levels (by age, status, etc.); providing practical tasks to pass to other levels of the course; mentoring support (during and after training); providing internships; flexibility and mobility for different disability groups; involve foreign specialists and people with disabilities already working in this field in the course; design the course outside the box and creatively; to conduct entrance testing on vocational guidance; narrow the target audience of project participants; involve regions, not just Kyiv, in the project; involve specialists and teachers of the Academy of Labor, Social Relations and Tourism in the project; divide the audience into training groups by groups and forms of disability;

Focus group participants expressed their willingness to join and help promote the project.

Focus Group Report # 3

Participants: marketing professionals (marketers, SMM managers, teachers)

Date, place and time: December 14, 2019, 13-00, Academy of Labor, Social Relations and Tourism, Kyiv

Aim of the research: To analyze the opinion of marketing experts on the opportunities and threats of social media for Ukrainian youth with disabilities, to get recommendations for creating a SMM course for youth with disabilities.

Rationale for the Research Method: Discussion with focus group participants was conducted in a mixed format of focus group discussion, brainstorming, and questioning. This mixed format is conditioned by the project objectives and the desire of the organizers to comprehensively assess the real situation regarding the importance of online resources in the lives of persons with disabilities and maximize their use for education, training and self-realization. Due to the particularities of the research topics and the specificity of the group of participants, their knowledge and real awareness of the researched issues in Internet marketing, a mixed format was chosen, combining the possibilities of focus group discussion, brainstorming



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and questioning. Participants of the discussion represented a group of marketers, who are directly aware of current methods and technologies of submitting information and communicating it to a potential contact consumer.

Results. When asked «**What kinds of media do you use? Are you present on social networks and what kind of social networks do you use?** » Focus group participants replied that everyone is present on social networks, and also actively use the networks Facebook, Instagram, YOUTUBE, Viber, rarely use - LinkedIn, Behance, Pinterest, commercial, foreign, specific types of media. As a rule, social networks are used for professional activity and social communication.

When asked "**If we consider a category of the population as persons with disabilities, how do you see the benefits of using social networks by these persons as professionals?**" participants focused on:

- very low threshold of entry;
- accessibility.

Direct language of the participant: *«Because many people with disabilities are not able to move and this is a plus for the employer, because now there is a tendency in the market to hire employees for outsourcing».*

- no extra effort is needed;
- social networks allow you to build capital of the 21st century by subscribers.
- being an active user you can learn and earn from anywhere in the world, you may not necessarily leave home.

Direct language of the participant: *"A person with a disability may sound somewhat cynical, but it has some benefits. For such people - something out of the ordinary. It is very important to convey to your audience that besides special needs, they also have special opportunities. They can attract attention and that can motivate them."*

Participants provided **the following guidelines for the introduction and meaningful completion of the course:**

- to expand the subject of the course, not to narrow it only to SMM;
- preliminary selection, entrance testing, guidance of project participants;
- explanation on the specifics of the SMM-manager, demonstration of the risks of the profession (for the conscious choice of profession);
- structure the course according to the understanding of the organization of the process;
- it is obligatory to do a test lesson on introduction to the profession, to show the place of SMM in the general structure of business;
- to provide bases of practice for developing skills and finding a potential employer;
- to supplement the course with a theme on the development and importance of creativity in the profession;
- to supplement the course with a topic on personal brand development;
- to supplement the course with a block on modern methods of attracting clients;



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- to supplement the course with a topic on interaction with bloggers, thought leaders;
- it is recommended to use laptops for training;
- training to be conducted on the basis of consideration of technologies of promotion on the example of two social networks - Facebook, Instagram. Additionally - Youtube, Twitter, LinkedIn;
- compilation of additional free courses already available on the Internet;
- to consider activities in social networks in combination with content management on sites;
- to use case studies and simulations of learning situations.

Direct language of the participant: *"Bloggers do not cope with their work, they need people who will lead their campaigns, fully support the running and promotion of the blog. Hiring a disabled person for the blogger is always a reputable plus... this corporate and social responsibility.... bloggers will gladly hire such people. "*

- complete the course with a topic on effective customer engagement and objection handling.
- complete the course with an analytics unit (analysis of its activity, market analysis, competitors, strategy development, portrait of target audience, customer's avatar);
- complete the course with a topic on team interaction;
- supplement the course with a topic on stress;
- involve the graduates of the course in the work with project manager;
- online lectures split into 30 min. (for good audience perception)
- use of Zoom;
- to form closed chat rooms for communication and exchange of experience;
- posting a lecture on Youtube with subtitles; (login via link);
- sign language translation for lectures posted online.

When asked, **"In what format do you see the submission of this course: offline, online, or both?"** focus group participants noted the following:

- Offline format is definitely better for active communication in the teacher / listener system, it greatly facilitates the activity of the teacher, involvement of the audience in the process;
- The online format is best done with homework and curatorial support.
- Combining offline / online formats is more appropriate to scale the course and engage your audience from the regions.

When asked, **"Do you have a company that can take people with disabilities to practice at the end of the course?"** the participants reported that they know such organizations and it will not be difficult to communicate with them about the traineeship or placement of the trainees.

When asked **"How could you support the project?"** the participants indicated the following:



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- preparation of training unit for personal brand;
- transfer of personal experience in promotion of personal and customer pages on social networks;
- providing contacts of potential employers for internships and employment of course trainees.

Focus group conclusion # 3

All members of the group actively use the networks Facebook, Instagram, YOUTUBE, Viber. They called the positive sides of the use of social networks for persons with disabilities: very low threshold of entry, accessibility, no need to make unnecessary efforts, social networks allow to increase the capital of the 21st century - subscribers, the opportunity to become an active user of social networks and monetize their own activities remotely.

Marketing experts have recommended the following for the introduction and meaningful completion of the SMM course:

- the SMM training course is promising for youth with disabilities as an opportunity for self-employment and making money;
- when selecting participants, take into account that the SMM profession requires basic skills: language literacy, free computer use, copywriting skills, and personal characteristics: responsibility, ability to organize remote work. From this point of view, selecting project participants, considering that they must successfully complete the training, undergo an SMM internship with a Ukrainian organization, first with the support of a mentor, and then work independently with clients and employers,
- people with physical disabilities should be selected for the project. For people with mental disabilities, the course may also be useful in terms of self-actualization, communication, but it has no prospects for employment and earning money through the provision of SMM services.
- to expand the subject of the course, not to narrow it only to a narrow smm;
- preliminary selection, entrance testing, guidance of project participants;
- clarification on the specifics of the SMM-manager, demonstration of the risks of the profession (for conscious choice of profession);
- to structure the course according to the understanding of the organization of the process;
- it is obligatory to do a test lesson on introduction to the profession, to show the place of smm in the general structure of business;
- to provide bases of practice for developing skills and finding a potential employer; complete the course with a theme on the development and importance of creativity in the profession;
- to complete the course with a theme on personal brand development;
- to supplement the course with a block on modern methods of attracting clients; complete the course with a topic on interaction with bloggers, opinion leaders; it is recommended to use laptops for training; to carry out training on the basis of consideration of technologies of



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promotion on the example of two social networks - Facebook, Instagram. Additionally - Youtube, Twitter, LinkedIn; 30 hours of online lectures;

- group participants, form closed chats for communication and exchange of experience; posting a lecture on Youtube with subtitles; use of Zoom;
- compilation of additional free courses already available on the Internet; view social networking activities in combination with content management on sites;
- to involve the graduates of the course in the work with project manager; use case studies and simulations of learning situations; to complete the course with topics on customer interaction and objection management, analytics unit, review of specific interaction with the team; formation of stress resistance.

The best format in terms of learning effectiveness and skills to run the course is the "offline/online" mixed course format.

Marketing professionals have expressed an interest in participating in the project, namely - ready to prepare a training unit on a personal brand, transfer personal experience in professional activity and provide contacts of potential employers for internships and employment of course trainees.

QUESTIONNAIRE ANALYSIS

This pilot research about *Digital Technology social evolution perceptions*, covered three types of focus group:

- Persons with disability: 1 focus group of 9 persons with disability (2 males -22%, 7 females -78 %; average age: 25,8 years)
 - Policymakers: 1 focus group of 9 policymakers (3 male- 44%, 6 females – 56%; average age: 36.9 years)
 - Marketing experts/educators: 1 focus groups of 7 persons (2 males – 29%, 5 females – 71%; average age: 34.7 years)
- Work experience:
- 78% persons with disability have work experience 1-5 years; 11% persons with disability have work experience 1-5 years; 11% persons have not any work experience.
 - 78 % policymakers have a work experience of more than 5 years. The completed level education is master's degree for 78 % participants.
 - The 86% of educators have a work experience of more than 5 years; the completed level education is: bachelor's degree (14%), master's degree (71%), Doctor of Science (14%).

RELEVANCE OF DIGITAL TECHNOLOGY TOOLS FOR PERSONAL DEVELOPMENT



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A first question concern perceived relevance to different types of digital technology tools for personal development. The participants had to select, from a list of digital technology tools, those considered relevant for their personal development.

Persons with disability

Let's finally consider the scores obtained in the group of persons with disability (Figure 4). Almost all participants indicated relevant: Social media (78%) and E-learning (78%). 55% selected Multimedia. Digital content has been select in 33% of cases; graphic tools, digital culture, programming tools and digital economy in 11%.

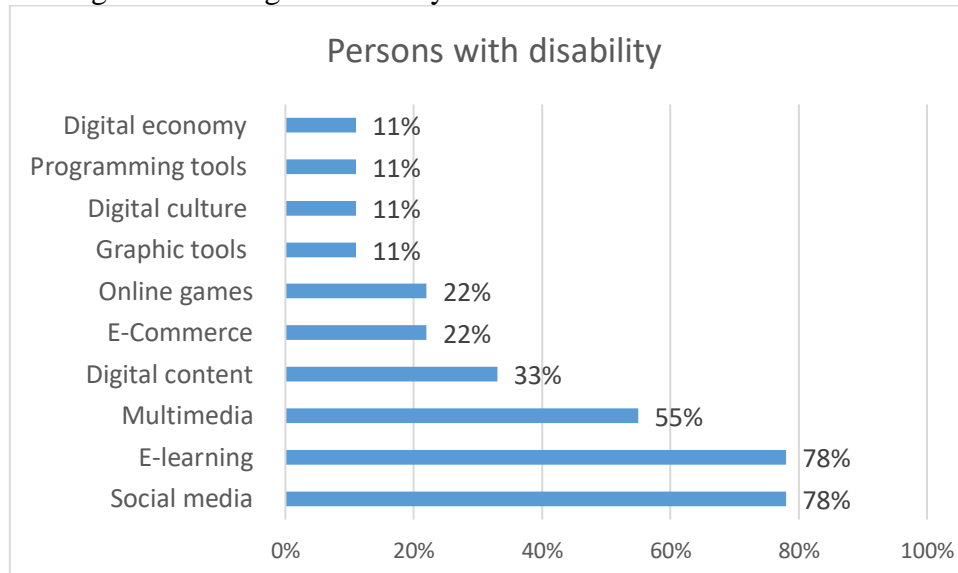


Figure 4. Level of relevance for personal development – Persons with disability

Policymakers

In the Figure 5 the scores obtained in the group of policymakers. 78% participants selected E-learning and 67% - Social media. Also participants indicated relevant: programming tools (33%), digital content (22%), digital economy (22%). Multimedia, online games and e-commerce have not been indicated by any participants.



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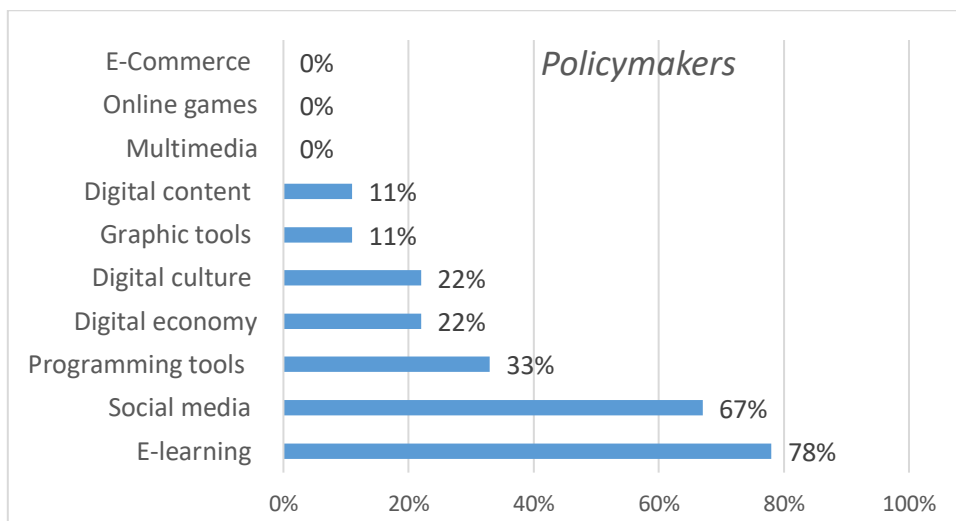


Figure 5. Level of relevance for personal development – Policymakers

Marketing experts/educators

In the Figure 6, we can see the scores obtained in the focus group of educators. Almost all educators indicated relevant: social media (71%), digital content (71%) and E-commerce (43%). Digital economy and e-learning have been selected in 29% of participants. Online games and Digital culture have not been indicated by any participants.

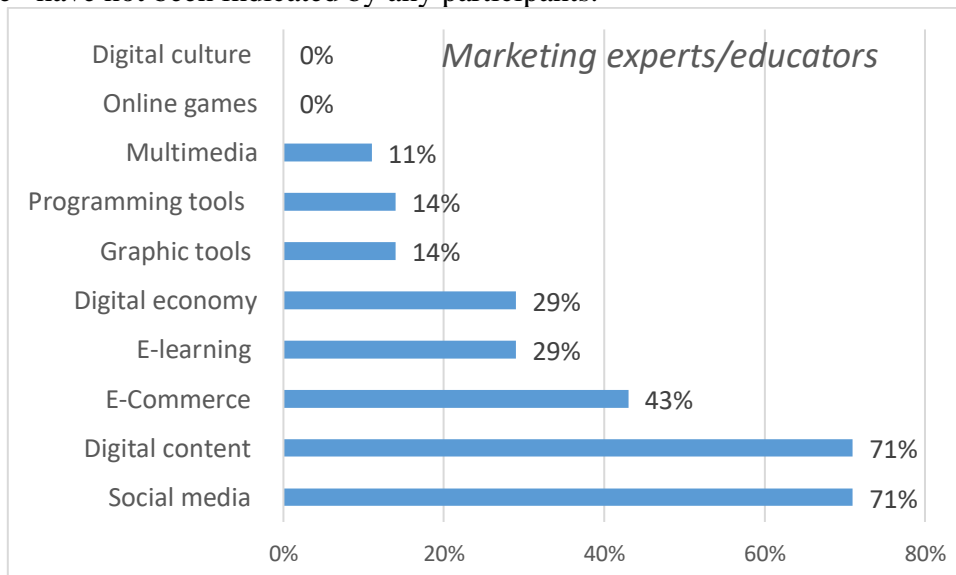


Figure 6 - Level of relevance for personal development – Marketing experts/educators

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STATEMENT AGREEMENT

Subsequently the questionnaire asks to indicate the level of agreement (0 -4 Likert scale) with some declarations regarding digital technology:

5. “Social media improve the competence of users”
6. “Virtual interaction will substitute face to face interaction”
7. “Technology will help people live longer and healthier lives”
8. “Digital technology will create massive job lost in an unpredictable way”

We considered for each statement the number of “complete (4) and almost complete agreement (3) selected by participants

Persons with disability

All the participants (100%) are agree that Social media improve the competence of users (3 - I somewhat agree; 4 – “I very agree”). Only 11% (1 person) think that virtual interactions will substitute face-to-face interactions, as opposed to 89% participants don’t believe in this. 67% persons with disability consider that people live longer and healthier lives (3 and 4 statements). About thesis «Digital technology will create massive job loss in an unprecedented way» there is no consensus among respondents. 44% participants are agree with this position.

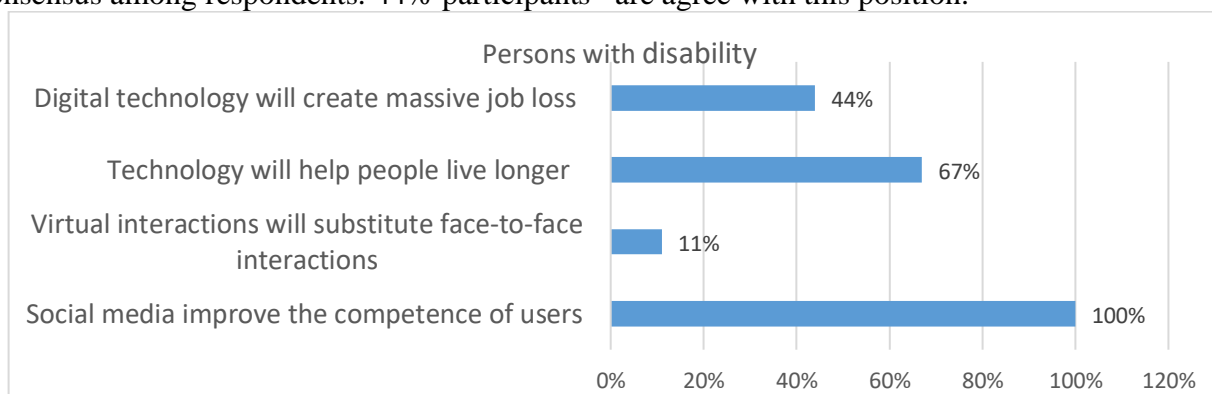


Figure 7. Persons with disability statements agreement (3 or 4 agreement rate selected).

Policymakers

Four policymakers 89% participants agree that Social media improve the competence of users (3 - I somewhat agree; 4 – “I very agree”). 33% (3 person) believe that virtual interactions will substitute face-to-face interactions, as opposed to 67% participants don’t agree with this. 89% policymakers consider that people live longer and healthier lives (3 and 4 statements). About thesis «Digital technology will create massive job loss in an unprecedented way» there is no consensus among respondents. 44% participants agree with this position.



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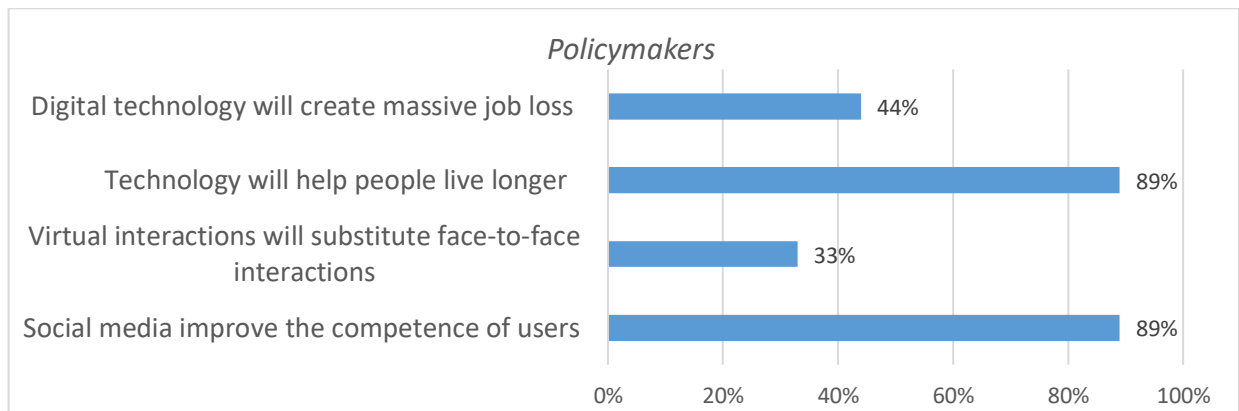


Figure 8. Policymaker statements agreement (3 or 4 agreement rate selected).

Marketing experts/educators

86% of educators expressed agreement for statement 1 (improve competence). 57% of them showed agreement for statement 2 (substitute face-to-face). 71% participants agree that Technology will help people live longer. 57% expressed complete agreement for sentence 3 (help live longer).

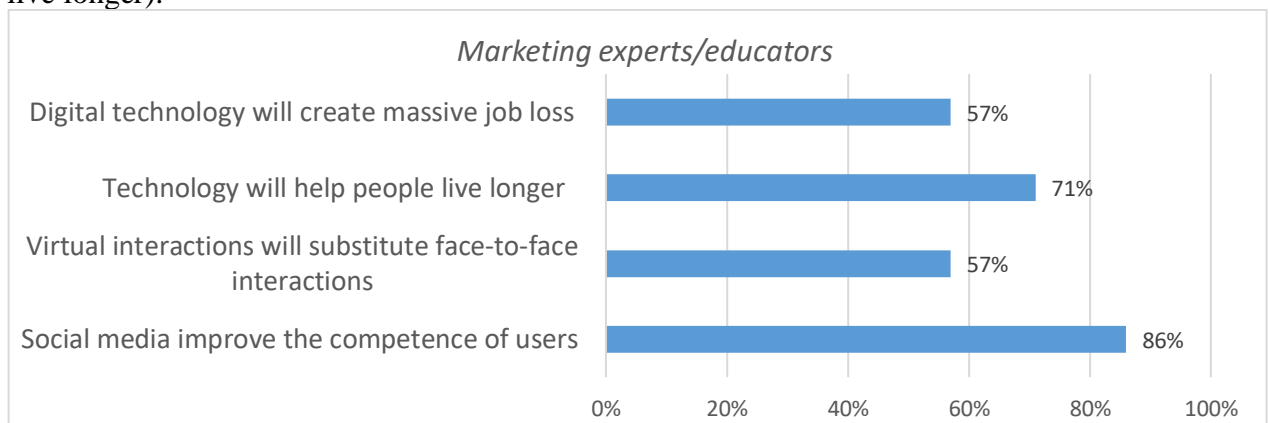


Figure 9. Marketing experts /educators statements agreement (3 or 4 agreement rate selected)

TIME SPENT ONLINE

Figure 10 shows the average time spent online by the participants in the different focus groups. There are no differences between the Policymakers Persons with disability. Instead the time spent online by Educators is about 40% above that other participants.



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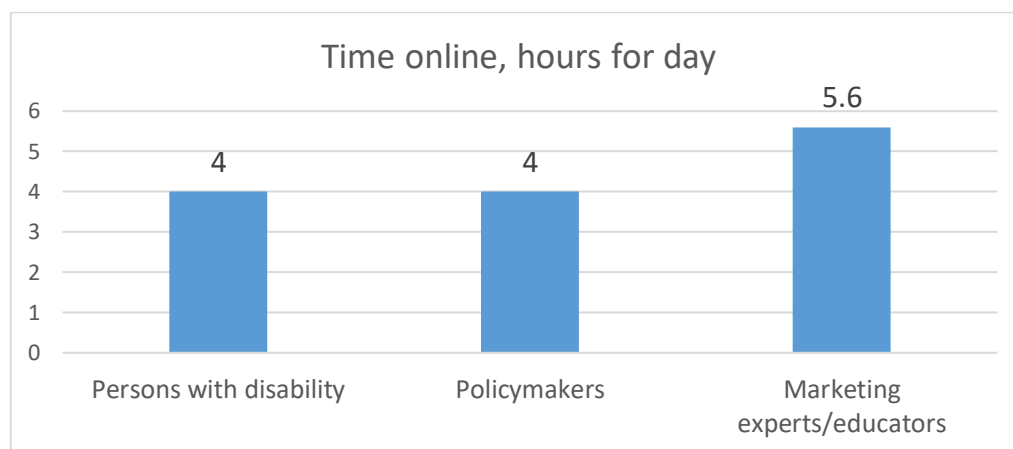


Figure 10. Average time per day spent online

STRONG AND WEAK POINTS RELATED TO THE DIGITAL TECHNOLOGY

Finally, the participants indicate three strengths and weaknesses related to the digital technology. The answers obtained were sorted into categories identified by the researchers to proceed with a qualitative analysis.

Strong points

The strong points categories identified are: connections and relationships, personal empowerment, help with life activities, innovation and development, free time.

In the figure 11 we can see the number of answers obtained for each category considering all the three groups of participants. The strong points most indicated concern the connections and relationships category (28%), instead those less considered concern free time (4%).

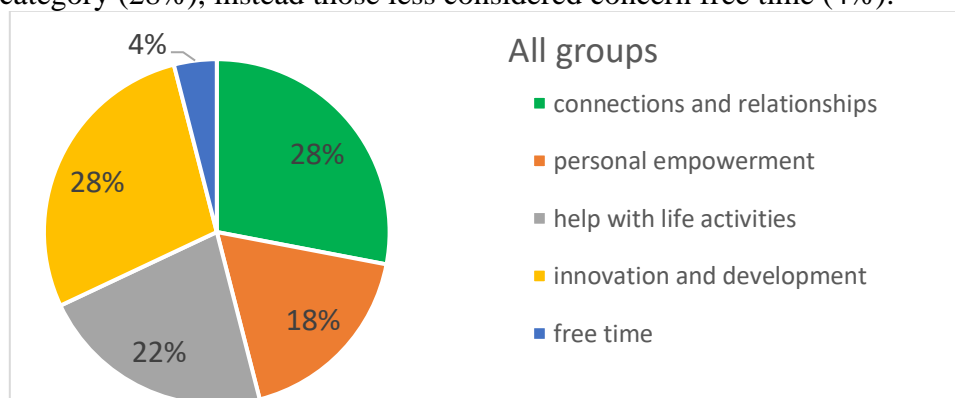


Figure 11. Strong points related to Digital technology.

In the graphs below we report the data for each type of focus group.



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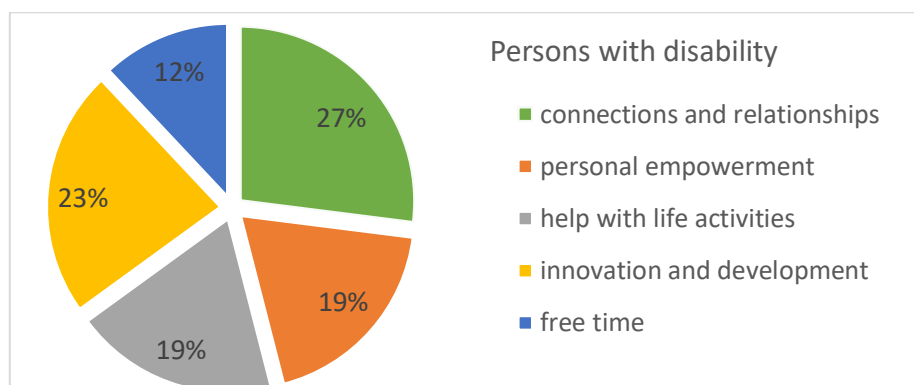


Figure 12. Strong points related to Digital technology - Persons with disability

Persons with disability expressed strong points related to digital technology in a more differentiate way: Connections and relationships is the category more indicated (9 responds, 27%), Innovation and development (6 responds, 23%), Help with life activities and Personal empowerment (5 responds, 19%). Only 3 responds (12%) is in “Free time” sector.

Policymakers indicated Help with life activities connections and relationships (29% responds), innovation and development (9) and connections and relationships (6) categories. “Free time” sector is not selected by policymakers.

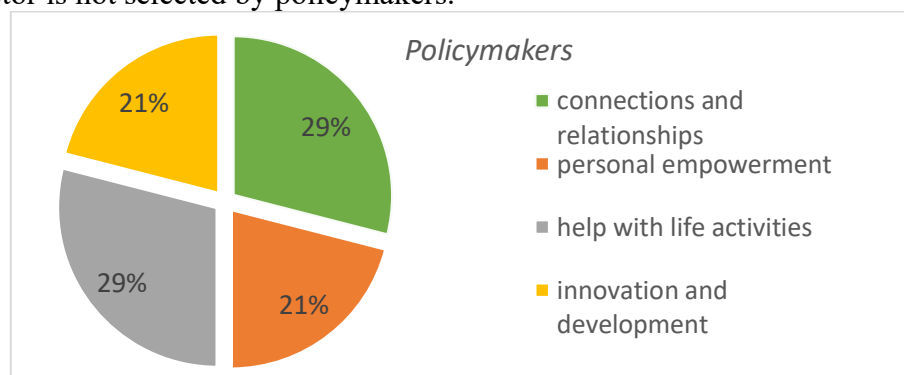


Figure 13. Strong points related to Digital technology - Policymakers

Marketing experts/educators mainly indicated strong points related to innovation and development (43%) and to connections and relationships (29%). Only few strong points related to the others categories. “Free time” sector is not selected by policymakers.



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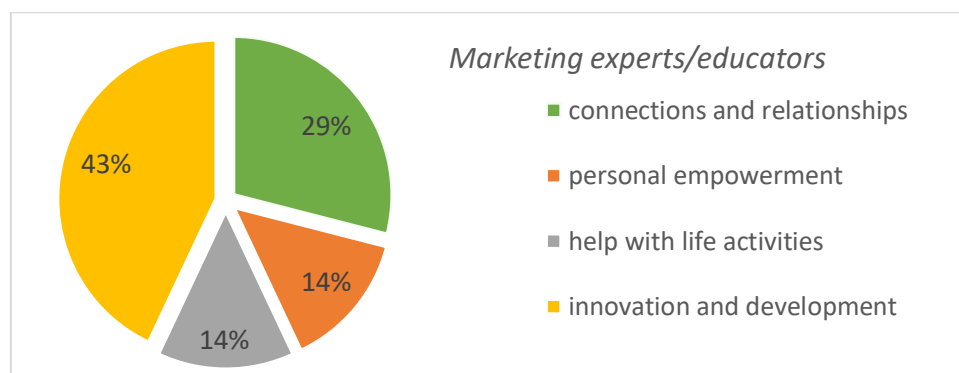


Figure 14. Strong points related to Digital technology – Marketing experts/educators

WEAK POINTS RELATED TO THE DIGITAL TECHNOLOGY:

Persons with disability:

- Lack of real communication
- Blurring of real information
- Negative health effects.
- The possibility of large-scale crime
- Mass of unnecessary advertising, information
- The risk of virus programs attack
- Lack of control over time
- Contribute to false information
- Cyber terrorism

Policymakers:

- fraud;
- insecurity of personal information;
- waste of time;
- the falsehood of the information presented;
- harmful effects on health;
- people stop communicating offline;
- psychological problems in adolescence through social networks; anonymity, inability to confirm identity.

Marketing experts/educators:

- The requirement to constantly and significantly improve the skills of employees
- The risk of data or electronic money being stolen
- The constant need for equipment upgrades
- Loss of personal space and anonymity
- Ability to use these technologies for manipulation



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CONCLUSIONS

1. In Ukraine there is a similar tendency that in the world to increase youth involvement in social media. While in 2015, 70% of Ukrainians used the Internet from time to time, in 2019, 70% of Ukrainians use the Internet daily. Social networks are especially popular.

2. The analysis of the initiatives/projects implemented in Ukraine for youth and persons with disabilities in Ukraine showed that at the national level steps were taken to increase the inclusiveness of Ukrainian society and reform the youth work system. At the legislative level, Ukraine is actively taking steps towards the formation of an inclusive society in Ukraine: an inclusive education system is being formed, guarantees and special conditions for employment of persons with disabilities are provided, an information campaign is being conducted with the involvement of all types of media and media education activities. However, there is no prudent integrated policy and current social projects / government programs that would comprehensively address the use of social media by persons with disabilities (for self-realization, communication, self-employment, employment, etc.) and contribute to the development of social media inclusivity. The concepts of "media" and "social media" are absent in the Ukrainian legislation although there are legislative initiatives in this area.

3. The interest of the Ukrainian scientific community to the problems of contemporary media, inclusiveness of education, functioning of modern social networks and SMM management as a tool of business development is growing. Extensive research focused on the analysis of quantitative indicators of social media usage (number of accounts on social networks, social media attendance and ratings, SMM business tools), raises questions about the political aspects of the influence of social media on voters, information wars, digital dependence, trends in development of modern media. At the same time there are no studies that analyze the inclusivity of social media, the opportunities and threats of social media for a young person with a disability.

4. Against the background of the active development of social media and the challenges of the Fourth Industrial Revolution, the presence of digital skills in young people, including work with social media, will determine the potential of citizen inclusivity, ability to participate in the economy and society, competitiveness in the labor market. According to the report's authors, social media can become one of the effective tools for solving contemporary problems of young people with disabilities on the way to their development, self-realization, inclusion in social, cultural, economic and social life. Young people with disabilities, having mastered the skills of professional work in social media, will have new opportunities to promote themselves as a specialist in the labor market, build a career in the media sphere and earn income as an SMM expert.

5. Social media provides ample opportunities (in most cases free of charge) for young people, and these opportunities are especially valuable for young people with disabilities as they



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can contribute to their inclusion in active life: socialization of young people with disabilities; access to news and specialized information; communication; solving household and personal problems of life; self-expression; entertainment; education, job search, employment; development of own business, social entrepreneurship, formation of personal brand.

6. At the same time, social media poses the following threats: problems of confidentiality of information and loss of privacy; manipulative practices, false information, fraudulent practices; loss of traditional communication skills with a person, difficulties in real communication; the risks of a digital addiction that is difficult to diagnose, not well understood for young people and difficult to treat. The risk of negative impact of social media depends on the individual level of development, social connections, media literacy.

7. Although social media has great potential for enhancing the inclusiveness of society, their true positive impact is not sufficiently realized in practice because of the accessibility problems of social media for people with disabilities. Isolation and health problems, lack of English language skills, lack of digital skills and low media literacy, lack of modern social media tools are often barriers for young people with disabilities to realize the full potential of social media.

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SWOT analysis of ALSRT work with people with disabilities, adolescents, low-qualified and low-skilled adults

Strength

- Powerful experience formal and non-formal education, social work and highly qualified staff for work with young people with disabilities, adolescents, low-qualified and low-skilled adults
- Availability of methodological base, qualified researchers for conducting sociological and other scientific researches in the field of youth and marketing, social issues
- The Academy has established relationships with civil society institutes representing the target audience of the project, practitioners of marketing, Ukrainian Internet media, local self-government bodies, social service organizations, which allows to build an effective mechanism for implementation of the Academy's educational projects for youth with disabilities, disabilities, adolescents, low-qualified and low-skilled adults
- Long-term contacts with people with disabilities, adolescents, low-qualified and low-skilled adults and the organizations representing them, which makes it possible to take into account the needs of the target audience and involve it in the project at all stages from idea formation to practical implementation.

Weaknesses

- The Academy needs to increase cooperation with potential employers, socially responsible business structures for joint efforts in the employment of low-skilled youth, adults, which will be especially relevant in the context of coronavirus situation.

Opportunities

- Develop and implement educational, information, research projects with cross-cultural and cross-sector partnerships, involving professionals from business, social and youth work, local government and civil society for support people with disabilities, adolescents, low-qualified and low-skilled adults
- Complex address the socio-economic problems of the target audience through combining educational products, legal advisory support, financial literacy consultancy and the use of social and youth work tools

Treats

- Negative economic, social and economic consequences Corona virus in the World and Ukraine
- Reduction of EU funding, financial capacity of the Academy and partners in Corona virus crises



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- delays in the projects activities/results due to possible illness of the contractors and involved experts