Analysis of users' needs and requirements to develop an incubator methodology based on co-production for people with intellectual disability – Practical booklet

March 2019

Index

1. Introduction to content

The starting point of the IN-CUBA project is the previous ENABLE project, whose results are discussed at the beginning of this booklet. The underlying drivers for establishment of the IN-CUBA project are clarified. Followed by discussion of why people with intellectual disabilities are motivated to become entrepreneurs and what are the benefits. We go on to clarify what constitutes entrepreneurship for people with intellectual disabilities and give some good examples. Project partners were asked to give key words concerning the subject 'entrepreneurship for people with intellectual disabilities' and with these key words a mind map was created. There follows an assessment of the 'state of the art' and a review of current literature taking note of obstacles and leverages towards entrepreneurship. Some existing methods are described that can inspire us in developing the co-productive methodology for incubating enterprises for people with intellectual disabilities. We end this booklet with some general conclusions, lessons learned from the literature studies and good practices.

2. ENABLE project Results

The ENABLE project can be described as a two-year participatory process that saw 6 very committed partners work together in a co-productive way to test and promote co-production as a new participatory way to co-design, co-deliver an co-evaluate services for people with intellectual disability.

The co-production approach, on which the ENABLE project was based, is fundamentally rooted in addressing social injustice and inequity. In particular, the rationale behind the project was that co-production represents a unique opportunity to re-think the partnership between the state and the citizen through the redefinition of the roles of service users, families, professionals and local community, making them equal partners and engines of change within the production and delivery of social services.

In ENABLE, partners worked together to implement the co-production methodology through dedicated focus groups, and the creation of a learning platform.

Focus groups were composed of users, families, educators, a service manager, a public administrator and the project manager. The partners selected a topic or a small-scale project that was implemented through 2 official focus groups and several informal meetings. Three main topics were selected and developed within each group:

- *Independent Living*
  - Co-designing paths to an independent life: imagining our home together outside the family.
  - Improving the quality of life in independent living through the creation of common rules: rights and duties. The 'Decalogue' of a 'good tenant'.
- *Lifelong learning*
  - Learning, growing & "blooming": creating opportunities for personal development.

- "We explain – We are the experts" focusing on new ways of learning: interactive and inclusive learning situations where the person with intellectual disability plays the active part.

➢ *Social Inclusion and Political Participation*

- Developing an inclusive training guide for the media on how they should represent disability.
- Creating a co-productive and inclusive atmosphere in meetings between service users and decision makers in the political setting.

The Focus Groups have been an essential step in the creation of the Inclusive Training/Learning Platform on co-producing services for people with intellectual disability. The Platform is composed of two products:

- An Interactive, user-led inclusive learning portal integrated in the ENABLE website (https://co-production.eu/project-3/): a repository for the materials and contributions obtained through project activities and networking.

Training guidelines providing practical knowledge on how to develop high quality, inclusive training, both virtual and face to face, supporting the transfer of knowledge on new and innovative co-productive approaches aiming to reach disadvantaged groups. These learning guidelines, however, also provide support for training professionals on equity, diversity and inclusion and how these should be core features of their daily work.

The activities carried out and the results obtained had a relevant impact for all the stakeholders involved both at European level and in the Countries involved. Co-production gives a theoretical and practical framework for people organising services to sit down together with users and talk about how to achieve this together. It helps move from organising services for users to organising services with users.

In particular, for service users ENABLE represented an opportunity to foster empowerment and self-esteem, as well as equal opportunities and active citizenship:

- A first hand opportunity to take part in the implementation of a relevant action that contributed to the construction of a more social Europe, learning to develop together innovative approaches in social services.
- An increased self-confidence of the participants thanks to the active involvement in activities with a European dimension.
- An increased resilience of individuals and communities thanks to the participation in shared and co-developed experiences.
- Promotion of equality and equal opportunities for all participants.
- A re-definition of the role of individuals from passive consumers of services into citizens with a shared responsibility and decision within the production and delivery of services along with other members of the organisations and their communities.

For the professionals involved, the project provided a new and challenging perspective, enabling them to develop a new set of skills and acquire new insights in the implementation of co-production. The ENABLE project represented an innovative approach in preparing professionals on equity, diversity and inclusion in the working and training environment. As a consequence, several organisations involved

changed their approach to services, making co-production one of the pillars of their offer.

For the local communities the project meant the opportunity to promote inclusion and equal opportunities, in particular reducing discrimination and disadvantages.

3. Starting point of the IN-CUBA project

After having successfully demonstrated the value of co-production, it is time to further investigate its potential through activities able to enhance the competences of service providers, foster social inclusion, and increase independence of people with disabilities.

The co-productive approach implemented during the ENABLE project has highlighted the capacity of service users to become protagonists and have an active role in projects, to generate new innovative ideas, to take a new look at themselves (with increased self-esteem) and in a general way, it has opened the door to new possibilities and further developments. This opens up new opportunities for the development of people's employability and social inclusion.

It appears therefore necessary to develop co-productive approaches in supporting people with intellectual disability, to encourage their initiatives, which ultimately contributes to a climate of innovation, employability and social inclusion. Hence the interest for an incubator methodology based on co-production addressed to people with intellectual disability to foster the access to entrepreneurship and self-entrepreneurship considered in its widest meaning, referring to an organised project or undertaking, and potentially a business.

4. Motivation to become an entrepreneur with intellectual disabilities

There is a substantial literature on the motivations to become self-employed or to start businesses. Scholars emphasise either the influence of 'pull' factors such as independence/autonomy and material benefits or 'push' factors such as unemployment or employer discrimination, although individual choices to become self-employed are necessarily influenced by the wider socio-economic context. Self-employment might arguably provide the flexibility in work tasks, pacing, hours and location sought by disabled people and a better adjustment between disability status and working life (Prescott-Clarke, 1990; Callahan et al., 2002; Doyel, 2002; Pagán, 2009; Jones and Latreille, 2011; Meager and Higgins, 2011). Pagán (2009) explains the higher rates of self-employment among those with severe disabilities in terms of pull factors. Other researchers emphasise push factors such as a lack of alternative employment opportunities and employer discrimination (Blanck et al., 2000; Boylan and Burchardt, 2002; Hagner and Davis, 2002; EMDA, 2009; Foster, 2010). Employers may hold perceptions of the 'ideal job candidate' and negative stereotypes of disabled people that limit their opportunities for employment (Davidson 2011). UK data suggests that women are more likely to report pull factors (Boylan and Burchardt, 2002).

Pagán (2009) concludes that self-employment might be a valid option for many disabled individuals since it facilitates achieving a better balance between disability status and working life. *(Source: "Entrepreneurship and self-employment by people with disabilities" – John*

Kitching – Kingston University 2014).

5. Benefits of entrepreneurship for people with intellectual disabilities

- You can concentrate on your skill and talents.
- You can realise your own ideas.
- You yourself reap the benefits of your own hard work.
- You do not have to ask permission for the things you do.
- You can learn to develop your own initiatives.
- You can learn to bear your own responsibilities.
- Working time and working conditions can be adjusted to your skills, preferences and your limitations.
- A job is created that meets your wishes.
- You have the possibility to work in a trusted, protected and adapted environment.

(Source: "Verstandig ondernemen" – Karin van Soest – Vilans).

6. What is entrepreneurship for people with intellectual disabilities and what is it not?

In our survey of the project partners we received many examples of creating job opportunities for people with intellectual disability, inclusive participation, creating a product in a co-productive way and the work of self-advocacy groups. In general there are many examples to be found like this in Europe.

However not many European examples were found where people with intellectual disability are entrepreneurs and owners of their own business. Being involved in a team, making a meaningful contribution to society, participating in a project, are all excellent values of inclusion, but are not the core of entrepreneurship.

Our mind map about entrepreneurship contains a lot of terms that are part of entrepreneurship but not exclusively linked to it. Concepts like coproduction, inclusion, networks, participation are valuable concepts, but entrepreneurship goes one step further. It implies ownership, leadership by the person with intellectual disability.

It looks like the US is further evolved than Europe regarding this subject. There were many more examples to be found in America. The reason could be that social security is organised differently in the US. Also cultural differences could be an explanation for example in the US 'The American Dream' to be a self-made man is very important. This is culturally less present in Europe.

Examples of Entrepreneurship by people with intellectual disabilities in the US:

https://themighty.com/2017/12/businesses-owned-by-people-with-disabilities/

https://themighty.com/2017/10/businesses-owned-people-with-down-syndrome/

Poppin Joe's Gourmet Kettle Korn was established to show that Joe Steffy, a young man with autism and Down syndrome, is able to work. He is the CEO of this popular business that gives him an opportunity to do a variety of tasks he can chose between while at work each day. The business sells fresh popped kettle korn at festivals, and in local retail outlets. They also do private events and fundraisers for their local community. This is just one example of successful small businesses for someone with special needs.

Read the story here: http://bit.ly/poppin-joes

Example of Entrepreneurship by people with intellectual disabilities in Europe:

Anna Vives, a Spanish girl with Down syndrome, has created her own typeface available for writing in any word processor, such as Word. The objective of this initiative of Anna, who also wants to represent a whole group, is to spread and strengthen the values associated with the letter: social equality and the importance of teamwork adding capabilities. Anna began to work on her writing with a team of people in September 2011, and one year later her alphabetical digitalisation was able to be written on any computer. The typography Anna has more than 10 million downloads from 80 different countries. FC Barcelona, its players in the 2013 Joan Gamper Trophy, River Plate, Yamaha, Catholic University of Chile or the World Swimming Championships. www.annavives.net

7. Mindmap

All the partners of the IN-CUBA project were asked to brainstorm and send in some interesting key words concerning the subject 'entrepreneurship of people with intellectual disabilities'. The key words were clustered in 13 categories and made into the following mind map. The mind map provides a good summary of all aspects that we must take into account during the project.

8. Academic conclusions

Here we would like to discuss some interesting facts that were found in the literature and studies concerning entrepreneurship for people with intellectual disabilities.

We were unable to find any data on entrepreneurship by people with intellectual disabilities. There are facts on how many people have disabilities, who have intellectual disabilities, how many receive benefits and how many are working in competitive businesses but nothing is known about how many people with intellectual disabilities are entrepreneurs and own their own business.

Data from Europe and the US suggests that self-employment rates are higher among disabled people than those without (Schur, 1997; Blanck et al., 2000; Boylan and Burchardt, 2002; Meager and Higgins, 2011). A study of 13 of the then 15 EU member states using European Community Household Panel data for the period 1995-2001 found that self-employment rates among disabled people are higher than among people without disabilities (Pagán, 2009). Self-employment rates for disabled people varied across the 13 countries and by gender but rates were higher among males with disabilities in 11 countries (particularly Greece, Portugal and Ireland) and higher among females in 11 countries (particularly Greece, Portugal, Austria and Spain). Countries with a higher disabled/non-disabled differential, with the partial exception of Austria, are all countries with high rates of self-employment overall. This suggests that countries with high self-employment rates might be better placed to increase self-employment among disabled people.

Looking at the personal characteristics of disabled entrepreneurs, self-employment rates vary by type and severity of impairment, gender, education and residential location. Self-employment rates were higher among people who were severely limited in their daily activities than among those reporting some or no limitation in daily activities [Pagán (2009) for Europe; Jones (2011) for the UK]. There is some evidence on self-employment rates among people with specific disabilities. Boylan and Burchardt (2002) found that, in the UK, men and women with musculoskeletal problems, and women with mental health problems, are particularly likely to be self-employed, while men with sensory impairments are relatively unlikely to be self-employed.

UK data suggests that mentally and physically disabled entrepreneurs are more likely to work alone, rather than employ others (Jones and Latreille, 2011) and to operate from home (EMDA, 2009).

The report of John Kitching (2014) sought to answer the question whether entrepreneurship can provide a solution to the challenge of increasing disabled people's labour market participation specifically, and social inclusion more generally. The answer is a qualified 'yes', meaning some individuals might be able and willing to take up self-employment or business ownership as a paid work option – but this is unlikely to be a sustainable option for many others without extensive and/or long-term support. Impairments vary widely in terms of type, severity, stability, duration and time of onset – these characteristics influence individual capacities and willingness to become entrepreneurs and to sustain such a status. If

policy-makers wish to support aspiring and established disabled entrepreneurs, initiatives must recognise this wide diversity of impairment conditions, if entrepreneurship is to be a serious long-term option for them. Given the numbers of disabled working age people in Europe, and the higher rates of self-employment amongst the labour market active disabled, policy-makers should arguably give serious consideration to entrepreneurship support programs.

Research on policy support for disabled entrepreneurs is limited, so little information is available on the kinds of initiatives that work, for whom, how and why they work in the ways they do, and the wider economic and social consequences of such support programs.

The principal implication of the admittedly small number of studies reviewed is that initiatives are more likely to be successful where support is client-centred, tailored to the particular concerns and aspirations of the individual recipient. Women, ethnic minorities, younger and older disabled people, and those living in economically depressed areas might find it more difficult to start businesses and run them successfully. This suggests policy action on disability needs to be implemented alongside complementary measures to address the disadvantages associated with other socio-economic statuses.

There are certain generic actions that policy-makers might take to support disabled entrepreneurs:

- Information/signposting services
- Flexible yet secure disability benefits
- Business adviser training

(Source: "Entrepreneurship and self-employment by people with disabilities" – John Kitching – Kingston University, 2014).

People with disabilities were more likely to be self-employed than people without disabilities. Self-employment provides flexibility and a better adjustment between disability status and working life. Moreover, the levels of satisfaction with job, type of job and working conditions of self-employed disabled people are higher than those reported by disabled people who are wage and salary earners. Policy-makers must encourage self-employment to increase the levels of well-being and employment of people with disabilities in Europe. *(Source: "Self-employment among people with disabilities: evidence for Europe" - Ricardo Pagán (2009) - Disability & Society,24:2, 217-229).*

The study of Conroy, Irvine and Ferris (2010) showed that microenterprise for a sample of people with intellectual and developmental disabilities and their support workers improved the qualities of work life for both groups. Analysis indicated that participants experienced an overall increase in quality of working life of about 26 points on a 100 point scale, a change that was both socially and statistically significant. Support workers experienced positive outcomes as well. Their overall quality of working life increased by a more modest 7 points on the same 100 point scale – less dramatic, but still statistically significant. The magnitude of these gains suggests that microenterprise should become a work option for people with intellectual and developmental disabilities.

All of the results found within this study affirm that microenterprise options do offer a viable alternative to "adult day programs" and

"sheltered workshops" for citizens with intellectual and developmental disabilities. However, the study was small, in a limited geographic area, and there was no control or comparison group. These limitations, added to the lack of data on the cost of implementing the microenterprises versus the cost of attending a workshop, mean that conclusions suggested here can only be preliminary. Additional, larger, longer lasting, and more rigorous comparative studies are needed. In summary, although total earnings over all sources of income for the participants did not increase, they did not decrease either – and the quality of work life outcomes was dramatic and positive. *(Source: "Microenterprise Options for People with Intellectual and Developmental Disabilities: An Outcome Evaluation" - James W. Conroy, Ph.D., Ron Irvine, & Charles S. Ferris Center for Outcome Analysis, 2010)*.

Support persons may have a different idea of what success entails. For support persons, success may be just the act of entrepreneurship itself: being productive, doing something they enjoy, having social interactions and interpersonal relationships, and affording individuals with intellectual disability to have the "feeling of success."

However, among support persons the connection to profit and growth necessary for the business to continue was largely absent. This is problematic because it can create a conflict of interest in how support is provided.

Early on in the disability-entrepreneurship literature, it was suggested that a university-related business incubator would be beneficial to facilitating entrepreneurship among people with disabilities (Braddock and Bachelder, 1994; Burkhalter and Curtis, 1989; 1990). A business incubator for social entrepreneurs with intellectual disability would be particularly useful because it would allow the provision of support, opportunity, peer mentoring, technical assistance, and shared resources. People with intellectual disability have unique knowledge generated through their experiences as a person with intellectual disability in a society wherein they are marginalised and disadvantaged. As a result, people with intellectual disability have the potential to become social innovators and agents of social change. Accommodations and business support needs are met by using a combination of formal and informal supports rather than by implementing a business organisational structure that would meet these needs (Table 1).

Source: "By the Bootstraps: Social Entrepreneurs with Intellectual Disabilities and the Reification of Success" – Kate Caldwell - University of Illinois at Chicago, 2014). Results suggest that the teaching procedure was effective in teaching three broad classes of skills related to many self-employment possibilities, the skills generalized to the natural environment, and peer pairs supported each other to complete tasks with a high degree of accuracy required to run a recycling business. This study represents an initial demonstration that adults with Developmental Disabilities can learn skills required to run their own business. *(Source: "Teaching skills related to self-employment to adults with developmental disabilities: An analog analysis" - Research in Developmental Disabilities 34 (2013) 2336–2350 - Wesley H. Dotson, David M. Richman, Layla Abby, Samuel Thompson, Anthony Plotner, 2013)*.

Table 1

ACCOMODATION AND SUPPORT NEEDS FOR SOCIAL ENTREPRENEURS WITH INTELLECTUAL DISABILITY	
NEED IDENTIFIED	ASSOCIATED POSITION IN BUSINESS
Need help understanding profit/cost, supply/demand, financial planning, identify investors and funding sources.	Chief Financial Officer (CFO)
Need help managing money, accounts, and taxes/benefits.	Accountant
Need help managing day-to-day operations of the business.	Chief Operations Officer (COO)
Need help with legal aspects of the business, certification, and compliance.	Lawyer
Need help to understanding the market, identifying and reaching customers.	Marketing Manager
Need help with daily tasks, reminders, scheduling, and time management.	Personal Assistant, Administrative Assistant, Executive Assistant.

9. Leverages and obstacles towards entrepreneurship.

What is needed to stimulate entrepreneurship of people with an intellectual disability?

- Start from people's strengths. Invest in talents and provide support where needed instead of focusing on the deficits and difficulties. With the necessary support it can be organized in such a way that they are no obstacle. Schools and training centers play an important role concerning this: they can help people to discover or define their interests and strengths.
- Everybody has his strengths, this could be an opportunity for a business partnership. I.g., someone with an intellectual disability can have a partnership with someone with multiple sclerosis.
- Focus on what people want their interests and passions, more than focus on the profits.
- People with intellectual disability who want to start entrepreneurship should gain experience in the sector they want to start.
- Build up entrepreneurship gradually. First work partially combined with organized day activities.
- In an experimental phase it is important to work closely together with education, care, guidance to employment, family, and friends.
- It's important that your parents and network believe in you.
- Long-term accompaniment is important. People should have the possibility to fall back on someone.
- Think about localization of your enterprise. Avoid social isolation. Involvement of local community. The necessary support can ideally be organized in the local society.
- Community-based approach - adapted to and in cooperation with (local) community,

taking into account the culture, social and environmental aspects.

- Essential aspects: guidance, support and involvement of family and friends.
- Do not put too much emphasis on a business plan, but if looking for external financing you will need it.
- Involvement of professional mentors is important: gain insight into financial opportunities.
- The entire financial picture is important - opportunities and risks? Health insurance?
- Take the necessary time.
- Collaboration between various instances involved is very important (financiers, entrepreneurs, service providers, developers, consultants, supporters, etc.).

(Source: "Verstandig ondernemen" – Karin van Soest – Vilans, 2009).

What are potential obstacles?

- Many micro-enterprises operate 'below the radar' of local government. Micro-enterprises face regulatory, legislative and other barriers and as a result many fail.
- Access to start-up capital.
- Benefits trap.
- Lack of relevant business knowledge and skills.
- Lack of confidence/limited aspirations.
- Consumer discrimination.
- Absence of appropriate and sensitive business support/unhelpful attitudes of business advisers.

(Source: "Entrepreneurship and self-employment by people with disabilities" – John Kitching – Kingston University, 2014).

10. Models and methodologies

Here we discuss some existing methods that can inspire us in the development of the co-productive methodology for incubating enterprises for people with intellectual disability.

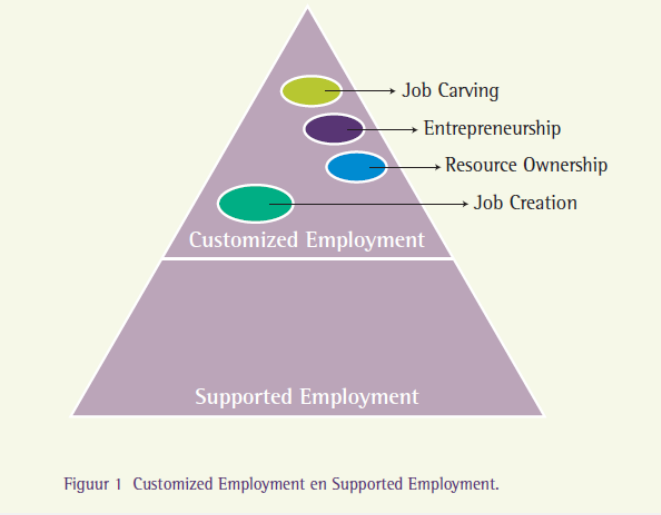
Supported Employment is a methodology originally developed in the United States which enables individuals with disabilities to be employed in real jobs in the open labour market were training and other supports are provided on an ongoing basis. One of the things that differentiates Supported Employment from other approaches is the fact that this methodology begins with placement unlike most other methodologies which typically begin with training, in the hope that ultimately placement and the labour market would follow. We know from all of the evidence across Europe that unfortunately, many of the traditional approaches have not had significant success and large numbers of people with disabilities and indeed, other disadvantaged groups continue to be outside of the labour market.

In effect, there are three key stages of Supported Employment.

1. Placement into the labour market.
2. Training on the job.
3. On-going support.

As stated on the Office of Disability Employment Policy website, "**Customized Employment**" **(CE)** is a flexible process designed to personalize the employment relationship between a job seeker and an employer in a way that meets the needs of both." Thus, CE:

- Is the outcome that results from an individualized, person-centered process.
- Results in a customized job that will meet the needs that the individual has for employment, the conditions necessary for his/her success, and the needs that the business has for valued, contributing employees.
- Differs from the typical employment practices used by Vocational Rehabilitation (VR) personnel and Supported Employment (SE) Job Developers, which aim first to successfully place job seekers within the context of competitive hiring processes and then to provide supports as needed to maintain employment.
- Can only be successful if the job seeker is treated as an individual who is free to make choices about his/her life's direction; is afforded respect and dignity; is assumed to have competencies that, if not readily obvious, can be discovered; is given access in natural settings with minimal intrusion; and is provided with high quality employment opportunities and services.



Figuur 1 Customized Employment en Supported Employment.

CE is a process-driven concept with four essential components:

Discovery - Gathering information from the job seeker and the CE support team to determine the job seeker's interests, skills, and preferences related to potential employment that guide the development of a customized job;
Job Search Planning - Using the information learned about an individual job seeker in Discovery to develop a plan toward a meaningful employment and to determine a list of potential employers;
Job Development/Negotiation - Working collaboratively with the individual and the employer to negotiate a customized job, including the provision of supports, and the terms of employment that will match the individual's interests and skills, conditions necessary for success, specific contributions and will fill the unmet needs of an employer;
Post-Placement Support - Setting up on-going post-placement supports and monitoring the employment relationship to ensure satisfaction of both the individual and the employer.

Explanation figure 1:
Job Carving: Existing functions are analyzed and it is looked into which activities can be cut away and then merged into one or more new jobs for people with ID.
Job Creation: Is an extension of job carving. Existing jobs are not so much cut, but one or more new jobs are created based on the primary need of an employer.
Resource Ownership: This means that someone is helped to work by the use of specific resources that the person has or receives. For example, the sale of coffee and tea in a bakery, a so-called shop-in-shop construction. A new service is added to the offer of an existing company. Both the job seeker and the owner of the company benefit from this.
Entrepreneurship: In this case, assisting people with disabilities in setting up and running their own business
Characteristic of all CE methods is that individual and tailor-made negotiations are held about the tasks and responsibilities of the person concerned within a new position or job to be developed.
(Source figure 1: "Verstandig ondernemen" – Karin van Soest – Vilans)

Person-Centered Career Planning:

Person-Centered Career Planning is an approach to career development that helps people with disabilities develop and realize their dreams. It uses job seekers' dreams, goals, personal preferences, interests, and needs as the cornerstone of the career planning process. The bottom line of Person-Centered Career Planning is to help people figure out what they want to do, and help them organize a plan to get there. Person-Centered Career Planning focuses on identifying what the job seeker wants to do rather than skills and limitations he or she may have. It does not have to involve a big meeting, nor is it only for people with the most significant disabilities. People with all kinds of experiences can benefit from identifying their interests, preferences, and needs in career development. The involvement of a network of people whom we trust and care about is usually a key component of our career planning and decision-making process.

There are four key components when developing a quality Person-Centered Career Plan:

1. Organizing resources.
2. Figuring out what makes a job a "good" job.
3. Choosing a job.
4. Establishing a lifelong process of planning and development.

In the United States, experiments are being conducted with small **multi-company buildings** from which people with intellectual disabilities start their business. In these buildings one can make joint use of the available support, for example in the field of administration and equipment.

In addition to a multi-company building, a **cooperative** form can also be helpful when designing companies for people with intellectual disabilities. A cooperative may pay a profit to its members. The cooperative runs a business or acts as the management company of a subsidiary company in which the business activities are grouped. The basic idea behind the cooperative is cooperation on the basis of equality and with full maintenance of the independence of the members.

An empowerment model of entrepreneurship for people with disabilities in the United States. The model includes a course on how to write a business plan, one-on-one business mentoring, technical assistance, start-up business grants, and assistance from a business incubator. In addition to the core program components, there was an emphasis on creating systems change in the Illinois Division of Rehabilitation Services (DRS) to ensure program sustainability.

(Source: "An empowerment model of entrepreneurship for people with disabilities in the United States" - Fabricio E. Balcazara, JoAnn Kuchakb, Shawn Dimpflc, Varun Sariepellac, and Francisco Alvaradod - University of Illinois at Chicago, U.S.A, 2014).

11. General conclusions

In general not a lot of research was found on entrepreneurship of people with intellectual disabilities. Not a lot of examples of entrepreneurship of people with intellectual disabilities were found in the countries participating to the project. This emphasizes the need for the IN-CUBA project.

References

Balcazara, F.E., Kuchakb, J., Dimpflc, S., Sariepellac, V., Alvaradod, F. (2014). An empowerment model of entrepreneurship for people with disabilities in the United States. Psychosocial Intervention 23(2):145-50.

Blanck, P.D., Sandler, L.A., Schmeling, J.L. and Schartz, H.A. (2000). Emerging workforce of entrepreneurs with disabilities: preliminary study of entrepreneurship in Iowa, Iowa Law Review, vol. 85:1583-1668.

Blanck, P.D., Sandler, L.A., Schmeling, J.L. and Schartz, H.A. (2000) 'Emerging workforce of entrepreneurs with disabilities: preliminary study of entrepreneurship in Iowa', Iowa Law Review, Vol. 85:1583-1668.

Boylan, A. and Burchardt, T. (2002) Barriers to Self-Employment for Disabled People, report for the Small Business Service. Online at: http://www.berr.gov.uk/files/file38357.pdf

Braddock, D., and Bachelder, L. (1994). The glass ceiling and persons with disabilities. Key Workplace Documents, Federal Publications (pp. 1-95). Ithaca, NY: Cornell University Press.

Burkhalter, B.B., and Curtis, J.P. (1989). New opportunities for entrepreneurs with disabilities to start their own businesses. Journal of Rehabilitation, 55(2):17-19.

Burkhalter, B.B., and Curtis, J.P. (1990). Accessing the new economic infrastructure for quality employment: A viable option for entrepreneurs. Journal of Rehabilitation, 56(1):46-50.

Caldwell, K. (2014). By the Bootstraps: Social Entrepreneurs with Intellectual Disabilities and the Reification of Success. Degree of Doctor of Philosophy in Disability Studies in the Graduate College of the University of Illinois.

Callahan, M., Shumpert, N., Mast, M. (2002). Self-employment, choice and self-determination. Journal of Vocational Rehabilitation, 17(2):75-85.

Conroy, J.W., Irvine, R., Ferris, C.E. (2010). Microenterprise Options for People with Intellectual and Developmental Disabilities: An Outcome Evaluation. Journal of Policy and Practice in Intellectual Disabilities, 7(4):269-277.

Davidson, J. (2011) A Qualitative Study Exploring Small Employers' Recruitment Behaviour and Decisions: Small and Medium Enterprises, Department for Work and Pensions, Research Report No 754, online at: http://socialwelfare.bl.uk/subject-Areas/servicesactivity/employment/departmentforworkandpensions/131800rrep754.pdf

Dotson, W., Richman, D.M., Abby, L., Thompson, S., Plotner, A. (2013). Teaching skills related to self-employment to adults with developmental disabilities: an analog analysis. Research in Developmental Disabilities, 34(8):2336-50.

Doyel, A. (2002) 'A realistic perspective of risk in self-employ employment for people with disabilities', Journal of Vocational Rehabilitation, 17: 115–24.

East Midlands Development Agency (EMDA) (2009) Scoping Study into the Business Support Needs of Disabled Entrepreneurs in the East Midlands, online at:

http://webarchive.nationalarchives.gov.uk/20100113061153/http://www.emda.org.uk/uploaddocuments/disabledentrepreneurScopingReport%202009.pdf

Foster, S. (2010) Promoting Entrepreneurship Among Disabled People with Visual Impairment, online at: http://www.heacademy.ac.uk/assets/documents/LLN/HWLLN_Promoting_entrepreneurship_visual_impairment.pdf

Hagner, D. and Davies, T. (2002). "Doing my own thing": Supported self-employment for individuals with cognitive disabilities. Journal of Vocational Rehabilitation, 17:65-74.

Jones, M. and Latreille, P. (2011). Disability and Self-employment: Evidence for the UK. Applied Economics, 43(27):4161-4178.

Kitching, John (2014). Entrepreneurship and self-employment by people with disabilities. OECD Eds.

Meager, N. and Higgins, T. (2011) Disability and Skills in a Changing Economy, UKM Commission for Employment and Skills, Briefing Paper Series, online at: http://www.oph.fi/download/140962_equality-disability.pdf

Pagán, R. (2009). Self-employment Among People with Disabilities: Evidence for Europe. Disability and Society, 24(2):217-229.

Prescott-Clarke, Patricia (1990). Employment and Handicap. Social and Community Planning Research Eds.

Schur, L. (2003). Barriers or Opportunities? The Causes of Contingent and Part-time Work Among People with Disabilities. Industrial Relations, 42(4):589-622.

van Soest, K. (2009). Verstandig ondernemen. Over begeleid ondernemen met een verstandelijke beperking. Vilans Eds.