



A Review of best practices internationally on isolated/specialist groups and engagement methodologies used to connect to underrepresented groups within society.



REPORT BY CIARA REGAN

Abstract

This research examines the methodologies used to reach isolated, underrepresented groups in society. To create a more inclusive world, we need more representation to tackle the issues faced by those in the community. This research wants to showcase Research Vs. Reality. What is happening to create a more inclusive world? It will look at three countries (Scotland, Spain, and Australia). The research will evaluate how each country has created inclusive policies that have led to those who feel marginalised in society. The findings will show that there are steps that should be followed when trying to successfully contact those who are isolated and marginalised in today's society.

Furthermore, the research delves into the field study, where I made contact with six underrepresented groups in society. While using a mixed method approach, I discuss the personal and professional barriers they experience. While using a mixed methods approach, I will evaluate and explore what the research has suggested as an effective outreach. Finally, using both documentative research and field research, I will combine both methods to add to the discourse of inclusion and representation that is happening in Ireland.

Acknowledgement

I want to thank everyone for their participation in my research. I had a wonderful time with some fantastic individuals. The study would not have been completed without your participation.

I have learned so much and will be forever grateful that I got to complete this research that has changed my outlook on life. It is due to these people, Everyone who works at Triest Press and particularly Deborah Tierney, The disability office at Trinity College Dublin, Everyone at Gateway to Education Limerick, Damien Quinn, Camilla Odilon, and Serge Sanle.

Finally, I would like to thank Pauline Gannon and the team. Without them, this research could not be possible. This research has been a journey that I will remember forever.

Table of Contents

10	Introduction
11	UN'S Sustainable Development Goals <ul style="list-style-type: none">• Gender Equality• Decent Work and Economic Growth• Reducing Inequalities
15	Social Enterprise <ul style="list-style-type: none">• Barriers associated with Social Enterprise throughout the European Union• Personal Barriers associated with setting up a Social Enterprise
18	How to Reach Underrepresent Groups within Society <ul style="list-style-type: none">• The Importance of Evaluation from the OECD• Why evaluate?• Key Evaluation Criteria
21	Case Studies
22	Scotland <ul style="list-style-type: none">• Demographic Makeup• Main Social Objectives• Reported Beneficiaries• Scottish Policies• Marketing Scottish Social Enterprises using a label• Recommendations
29	Spain <ul style="list-style-type: none">• Demographic Makeup• Social Enterprise Characteristics• Targeted Groups

Table of Contents

- 35** **Australia**
- **Demographic Makeup**
 - **Australian Social Economy**
 - **The steps that have been identified to be more inclusive in Australia**
 - **The benefits Australia sees to a more inclusive work environment**
- 40** **Methodology**
- **Purpose of this Research**
 - **Objectives**
 - **Types of Methods Used**
 - **Documentative Research**
 - **Policy Analysis**
 - **Ethnography Research**
 - **Narrative**
 - **Phenomenology**
 - **Ground Theory**
 - **Case Studies**
- 43** **How I Conducted my Research**
- **Six Target Groups**
 - **Participants**
 - **Proposed Format**
 - **Possible Outcomes**
- 46** **Findings**
- **Focus Groups**
 - **The research suggests how to reach individuals**
 - **Findings from the hidden disabilities focus group at Trinity College**

Table of Contents

- They pointed to a few examples of what they need
- The positives that were raised
- On the other side
- Insightful outcomes
- Findings from Triest Press
- The Research Suggests the Following
- Reflect on practices
- Creating an effective messaging
- Promoting meaningful engagement
- Creating community connections
- Serve as an information resource for community groups and social enterprises
- Person-centred approach
- Meaningful messaging is at the core of business beliefs.
- Transparency/options (hiring and workplace environment)

58

Gateway to Education Limerick

- Background
- Part One
- Volunteer One
- Volunteer Two
- Volunteer Three
- Former volunteer
- Part Two
- Reflect on practices
- Creating an effective messaging

Table of Contents

- Promoting meaningful engagement
- Creating community connections and serving as an information resource for community groups and social enterprises
- Conclusion

67

Interview with Ex Prisoner

- Interview with two parts
- Part One:
 - (1) barriers are in place for him when entering the workforce and why he chose the
- Vetting process
- (2) social enterprise route
- Part Two: what is the solution?
- “WORKING TO CHANGE” Social Enterprise and Employment Strategy 2021 – 2023
- Certificate of Commitment to Change.
- Conclusion

72

Interview with Scottish Enterprise dealing with Digital Inclusion

- Whom do you help?
- Why do you support the Elderly?
- What are you offering?
- How do you reach them?
- What are the benefits that you see from conducting computer classes?
- What is your understanding of social enterprise?

Table of Contents

75	Interview with Migrant Women <ul style="list-style-type: none">• These are our findings• Visa• Loneliness• Language• Bias• Understanding of social enterprise• Conclusion
79	Recommendations <ul style="list-style-type: none">• The research suggests how to reach individuals• Steps need more detail• Nine Steps
81	Conclusion
83	References
85	Appendix

Table of Figures

Figure 1.1: Ensuring Inclusive and Equitable Quality Education and Promoting Lifelong learning opportunities for all 11

Figure 1.2: Promoting Sustained, Inclusive, and Sustainable Economic Growth, Full and Productive Employment, and Decent Work for All 12

Figure 1.3: Reduce Inequality Within and Among Countries 13

Figure 1.4: Countries with Specific Legal Forms or Statutes for Social Enterprise 14

SCOTLAND

Figure 1.5: Demographic Makeup of Scotland 22

Figure 1.6: Main Social Objectives 23

Figure 1.7: Reported Beneficiaries 24

Figure 1.8: The Strategic Plan sets out to achieve the following by 2026 26

Figure 1.9: Forms of Support that Social Enterprise might Benefit from in the next 12 Months 28

SPAIN

Figure 2: Demographic Makeup of Spain 30

Figure 2.1: Types of Social Enterprises within Spain

Table of Figures

AUSTRALIA

Figure 2.2: Demographic Makeup of Australia 35

Figure 2.3 Mental and Physical Health 37

Figure 2.4 Cost of Social Services 37

Figure 2.5 Inclusive growth 38

FINDINGS

Figure 2.6: The information provided by AsIAm 48

Figure 2.7: Key features when approaching isolated groups 49

Figure 2.8: Breakdown of the pie chart 49/50

Figure 2.9: Triest Press Instagram account 52

Figure 3: Person-centred Perspective 54

Figure 3.1 Snapshot of Gateway to Education Instagram 62

Figure 3.2 Working to Change Strategy 68

Figure 3.3 What is on offer 71

Introduction

This research evaluated the outreach methodologies used to connect with isolated and underrepresented individuals. The study was conducted in two parts. Both steps will work together to create a society that better reflects the individuals who make it up.

Firstly, what was looked at was happening in the three countries' social enterprise space. The Social Enterprise space in three countries (Scotland, Spain, and Australia) will be explored in detail. The rationale behind why these countries were chosen was

1. Scotland has an ever-expanding social enterprise sector, with great work done locally and nationally.
2. Spain has the oldest tradition of social enterprise, and it has a WISE system that deals with employment in the social enterprise space, which made for an exciting insight.
3. Australia was chosen as they, like the others, have an ever-expanding social enterprise sector which has increased employment and created a very profitable revenue stream. It also is working on creating a more inclusive society that caters to the individuals who live in their communities.

Secondly, what will be explored is six isolated groups in society and contacting them. The six groups were as follows:

1. Students with hidden disabilities.
2. Adults with Intellectual disabilities.
3. Unemployed.
4. Ex-Prisoners.
5. Migrant workers.
6. Digitally excluded (elderly)

When undergoing the research, I used a mixed methods approach using qualitative research methods. I performed documentative, ethnographic, field research and interviews while undertaking this task. The rationale behind this idea is that different systems are necessary when dealing with individuals.

Finally, the research will highlight the effective methodologies needed to reach more individuals. The findings from the study and the results established through the field research will be explored in more detail.

UN's Sustainable Development Goals boost the EU's competitiveness and growth.

All United Nations States adopted the 2030 Agenda for Sustainable Development in 2015. All the members have joined together to tackle issues that individuals in society are facing problems in society. They have created a blueprint for peace and prosperity now and into the future. At its heart, there are 17 Sustainable Development Goals in place for all countries.

The following is a list of the SDGs:

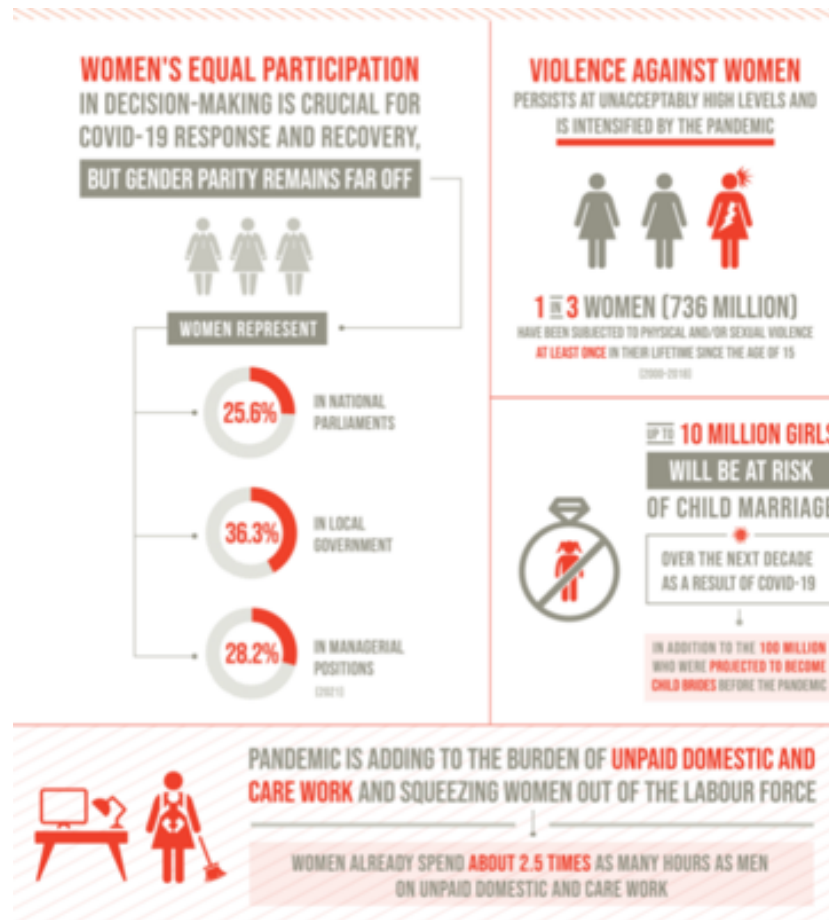
- no poverty
- zero hunger
- good health and well-being
- quality education
- gender equality
- clean water and sanitation
- affordable and clean energy
- decent work and economic growth
- industry, innovation, and infrastructure
- reduced inequalities
- sustainable cities and communities
- responsible consumption and production
- climate action
- life below water
- life on land
- peace, justice, strong institutions, and partnerships for the goals.

For the benefit of this report, we will look at three in more detail to see the work done around SDGs.

Gender Diversity examples are taken from the United Nations SDGs:

- Value unpaid care and domestic work through public services, infrastructure, and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life.
- Undertake reforms to give women equal rights to economic resources and access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources, by national laws.
- The other targets are women's health and the end of gender violence.

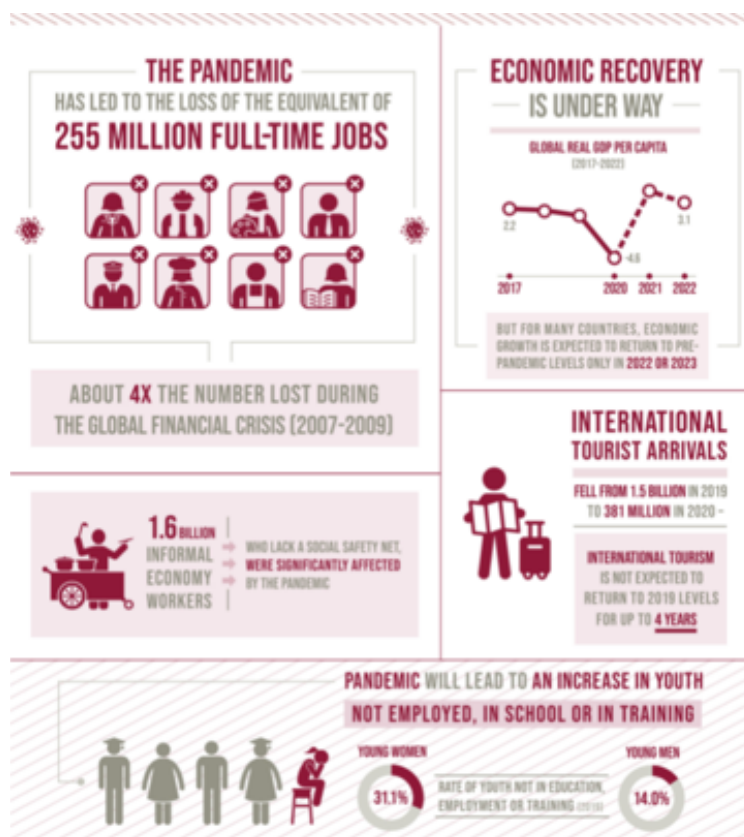
Figure 1.1 Ensuring Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All.



Decent Work and Economic Growth have directly taken from the United Nations SDGs:

- By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.
- By 2020, substantially reduce the proportion of youth not in employment, education, or training.
- Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.
- Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants and those in precarious employment.

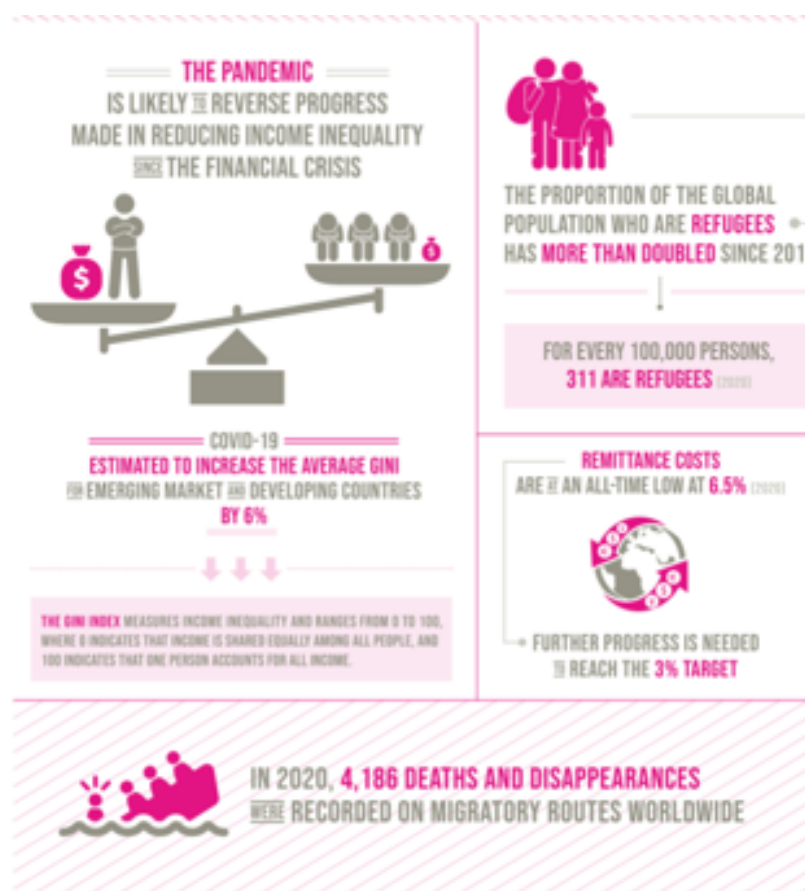
Figure 1.2: Promoting Sustained, Inclusive, and Sustainable Economic Growth, Full and Productive Employment, and Decent Work for All



Reduce Inequalities directly taken from the United Nations SDGs:

- By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average.
- By 2030, empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or financial, or status.
- Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies, and practices and promoting appropriate legislation, policies, and action in this regard.
- Adopt policies, especially fiscal, wage, and social protection policies, and progressively achieve greater equality
- Ensure enhanced representation and voice for developing countries in global international economic and financial institutions' decision-making to deliver more effective, credible, accountable, and legitimate institutions.
- Facilitate orderly, safe, regular, and responsible migration and mobility of people, including implementing planned and well-managed migration policies.

Figure 1.3: Reduce Inequality Within and Among Countries.



The 17 goals set out by the European Union are in place as the focus of what they want to achieve across Europe. They are put in place as pillars that the world should include to achieve a more just society.

The three mentioned SDGs in more detail explain the work the United Nations want to achieve to improve the life of underrepresented individuals in society. The focus on inclusion is at the heart of what the United Nations want to achieve by 2030.

The goals are ambitious, but they need to be to create more equality.

The emergence of social enterprises can be linked to tackling the issues mentioned above, as social enterprises are set up to tackle the problems affecting the community. In addition, the work being done in the social enterprise space can be linked to the 17 SDGs.

Social enterprises are being set up to tackle the issues on the ground level. The SDGs will be explained in greater detail below with case studies on European countries and their efforts to reach and reduce exclusion within their society.

Social Enterprise

Social enterprise is a concept that has different definitions across countries and regions (Defourny and Nyssens, 2006; Kerlin, 2009). The boundaries of the idea are still blurred (Galera and Borzaga, 2009; Doherty et al., 2014), but its core principles are well-defined: the adoption of some form of commercial activity to generate revenue and the pursuit of social goals (Laville and Nyssens, 2001; Mair and Martí, 2006; Peredo and McLean, 2006; Peattie and Morley, 2008; Doherty et al., 2014).

Figure 1.4: Countries with specific legal forms or statutes for social enterprise.



There are no institutionalised forms of social enterprise in Ireland. The fact that there is no legal definition of social enterprise in Ireland has led to organisations not understanding that they are social enterprises themselves.

In Ireland, here are some organisations that might self-identify as social enterprises include:

- Company Limited by Guarantee, which is the most common legal form within Ireland, and which can be used by social enterprises
- Friendly societies, which include organisations that provide financial welfare to specific groups (e.g., the Irish Grocers Benevolent Fund)
- Credit Unions, which may provide finance to social enterprises and which on some counts may themselves be considered social enterprises
- Industrial and provident Societies, the most usual legal form of cooperatives

Barriers associated with social enterprise throughout the European Union.

When discussing social enterprise, it is essential to look at the barriers that affect the social enterprise sector within Europe. The following points will identify the key areas in which the social enterprise sector is insufficiently served.

- Poor understanding of the concept of social enterprise.
 - The Social Enterprise is a new business form, leading to fewer policies and legal protection in the social enterprise sector. As seen above, they at still counties with no legal help or definition.
- Lack of specialist business development services
 - and support such as incubators, mentoring and training schemes, investment readiness support, etc. Most social enterprise support needs are similar to those of mainstream businesses. Still, at the same time, social enterprises have specific features (their dual missions, business models, target groups, sectors of activity, etc.) that create complex needs which require diversified and, at times, tailored solutions. In most countries, specialist support for social enterprises is absent; where it exists, it is limited and fragmented.
- Lack of supportive legislative frameworks.
 - The lack of legislation has directly affected support and funding opportunities for social enterprise.
- Access to markets.
 - Inadequate use of social clauses, current public procurement practices (large contract sizes, disproportionate pre-qualification requirements, etc.), and payment delays all reportedly make it difficult for social enterprises to compete in public procurement markets effectively
- Access to finance.
 - Conventional investors and lenders do not typically understand the dual purpose and hybrid business models of social enterprises. However, specialist investors, financial intermediaries, and instruments are currently non-existent or underdeveloped in most European countries. Consequently, social enterprises find it challenging to access finance from external sources
- Absence of common mechanisms for measuring and demonstrating impact.
 - Currently, within Europe, measuring impact and reporting are very limited. Most reports are made for inverters, and the transparency is low.
- The general economic environment is currently viewed mainly as a constraint.
 - Most funding comes from the government, and other funding is yet to be explored.
- Internal factors also constrain the survival and growth of social enterprises.
 - Such as lack of viable business models (particularly in the case of social enterprises with a traditional non-profit provenance), high reliance on the public sector as a source of income, lack of commercial acumen/ entrepreneurial spirit, and managerial and professional skills/ competencies necessary for the scaling-up activity

Personal barriers associated with setting up a Social Enterprise

When discussing the barriers within the social enterprise, it is essential to understand that personal barriers affect participation in enterprises hugely. What will be discussed below are the personal barriers that stop individuals from starting up a business.

- Age.
 - Age is an issue that members of society face. As if you are too young, you are not taken seriously; on the flip side, and you tend to be forgotten about if you are too old.
- Gender.
 - Women make up a high level of employment in social enterprise. However, the number of women on a board is significantly less than males. Due to standardised working hours, women do not have a seat at the table and are left out of the decision-making process. The fact that women perform dualism is an issue that is still affecting women today in business.
- Education.
 - Education is a factor when accessing the workplace as individuals believe that to be taken seriously in the working world, they need qualifications to be heard. Regarding education, all the mentioned barriers are associated with access to education.
- Ethnicity.
 - Individuals from different ethnic backgrounds have a low percentage in the social enterprise sector. This can be due to language and cultural barriers associated with setting up a social enterprise.
- Socioeconomic Status.
 - The state of someone's financial situation is the main reason for an individual not setting up a business.
- Location.
 - Geographical location can play a part in individuals accessing services that would be more accessible in areas close to towns and cities. The location has been pointed to as an issue when setting up a social enterprise.

How to reach underrepresented groups within society

When it comes to business, it is essential to represent everyone within society. The following will point to five steps that can be used to reach underrepresented groups in society.

1. Reflect on practices.

- To start, create a diversity profile to identify key areas within each group. Gather information on the sociological background
- of the makeup of a group that you want to connect with.
- Then, define your target audiences. Which groups are not as well represented in your practices? Which groups are difficult to reach because of language, geography, cultural perspectives, or religious differences, or have they been resistant to invitations and outreach?
- Then, inventory your communication resources, opportunities, and challenges in reaching out to these underrepresented groups. (Resources, Opportunities, and Challenges)

2. Create effective messaging.

- Make sure the process is open and accessible to all stakeholders.
- Ensure that the public involvement process is “transparent.”
- Know your audience.
- Use creative marketing

3. Promote meaningful engagement.

- Build personal relationships with the target population
- Create a welcoming atmosphere.
- Increase accessibility
- Develop alternative methods for engagement (not always the written word)
- Maintain a presence within the community.
- Partner with diverse organisations and agencies.

4. Create community connections.

- Acknowledges the barriers.
- Recognises diversity as both a strength and an opportunity.
- Representation is critical.
- Communicate your knowledge and lack of knowledge of the group.
- Find the leaders within each community.
- Look for community organisations in the group’s area.

How to reach underrepresented groups within society

5. Serve as an information resource for community groups and social enterprises.
 - Create a team with different skill sets and knowledge.
 - Keep up to date with change times.
 - Evaluated work committed
 - Keep in contact with communities and celebrate them.

The importance of evaluation from the OECD

Evaluation is needed to demonstrate impacts, justify spending, and improve policy by learning from experience. Key issues to be assessed include the relevance, effectiveness, and efficiency of policy and whether it can be improved

- A range of data gathering activities should be used to design new policy actions and programs for inclusive entrepreneurship, including benchmarking and meta-evaluation, analysis of existing data and research, and action planning.
- An evaluation should be undertaken before the start of a program to assess whether the proposed actions are relevant and coherent and whether the expected impacts are realistic and to design indicators and procedures for subsequent monitoring and evaluation.
- The logical framework is vital for ensuring that inclusive entrepreneurship policy actions are designed with well-articulated objectives and clarity about how they are expected to make a difference.
- Impact evaluation needs to identify the difference made by policy above what would have occurred otherwise (the counterfactual). One of the essential methods is comparing the behaviours of a control group of individuals or businesses with that of the policy beneficiaries

Why there is it essential to evaluate policies

Inclusive entrepreneurship policies are intended to allow everybody to start up in business or self-employment regardless of their social background and improve the labour market outcomes for the under-represented or disadvantaged in entrepreneurship and self-employment.

Key evaluation criteria

- Relevance

The extent to which the activity is suited to the priorities and policies of the target group, recipient, and government (objectives versus needs). Is finance still a barrier to female entrepreneurship? Do changes in regulations related to disabled benefits make it impossible for them to start up businesses?

- Effectiveness

Extent to which the intervention's objectives are expected to be achieved, considering their relative importance (outcomes versus goals. Was the target number of youth enterprises started? Did they survive for two years?

- Efficiency

The outputs about the inputs. This economic term signifies that the intervention uses the least costly resources to achieve the desired results (inputs versus outcomes).

- Impact

The positive and negative changes a policy intervention produces, directly or indirectly, intended and unintended (objectives versus outcomes). Is there now a higher rate of business ownership and self-employment in the target group? Is there now a higher employment rate for the target group? Has social inclusion increased?

- Sustainability

Whether the benefits of an activity are likely to continue after funding has been withdrawn. Will the microcredit scheme established for senior entrepreneurs be self-financing? Is the advice centre capable of retaining the skills it has developed? Is there a need for further public support?

Case Studies

When looking at social enterprises, it is essential to look at Europe and what is happening there. This report will look at two other (Scotland and Spain) countries within Europe and one outside (Australia) due to work being conducted within their social enterprise sector.

This section will overview the country's social enterprise sector and examine the methods suggested when trying to reach hard-to-reach individuals. Firstly, this report will look at Scotland and the social enterprise sector. Secondly, it will look at Spain and finally Australia.

Scotland

Scotland is very proud of its social enterprise sector. They have a long tradition of doing business sustainably. Scotland's social enterprise model is part of the global efforts toward social change, one that recognised the need for a radically better way of organising the economy for the benefit of all. The ethos of the sector can be explained in this extract outlined in the strategic plan "Equally important; social enterprises operate in a way that is good for business and Scotland. The evidence from Scotland's social enterprise census shows that they tend to be run in a highly responsible and inclusive way, and deliver on an array of social, cultural and environmental goals" (Scottish Government,2016). The reference is just reiterating that Scotland understands why there is a need for more diverse business.

The social enterprise sector in Scotland is growing at a steady rate. Scotland has little over 6000 social enterprises active. Within this growing sector, social enterprise Scotland state what they believe a social enterprise should represent "Social enterprises trade in many markets – selling goods and services to individual consumers, local authorities, government, and private businesses. They aim to make a profit just like any private sector business" (Social enterprise. Scot, 2021)

The field of activity within Scotland is wide. However, four main areas account for roughly half of the social enterprises. These are as follows:

- 1.Community Centres and Halls 17%
- 2.Arts and Creative Industries. 14%
- 3.Early Learning and Childcare. 11%
- 4.Health and Social Care. 13%

The top four enterprise sectors are similar in their idea, as they are promoting and uplifting their community. An inclusive society is at the core of Scotland's social enterprise sector. As a whole, they understand that one's community is the heart of innovation. Social enterprises in Scotland are motivated by a spectrum of purposes. They can vary in interinstitutional forms and practices, depending on nations' socio-economic, political, cultural, and religious history (Roy et al., 2015). Therefore, social enterprise can be understood as a hybrid of private, public, and third-sector organisations.

Figure 1.5: Demographic Makeup

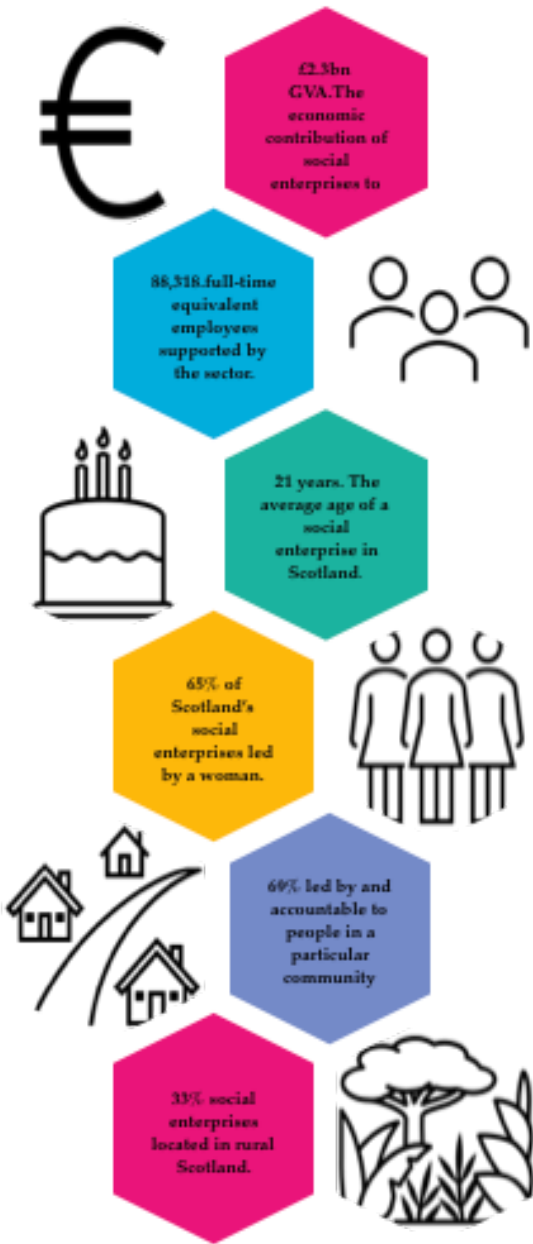


Figure 1.5: This is an illustration of the breakdown of the social enterprise sector in Scotland. As noted, it is fast becoming Europe’s case study on how well social enterprises can flourish within communities.

Figure 1.6: Main Social Objectives



Figure 1.6 is a breakdown of why individuals set up social enterprises in the first place. What is fascinating is the percentages for enabling participation in the local community (55%) and addressing social isolation/ exclusion (52%). It is fascinating due to the sheer percentage; individuals have identified that many people are being left out of society. They have realised that everyone needs to be included, and increased representation is essential for creating an equal society. Each social entrepreneur that sets up a business only adds to Scotland's vast business area. Within the growing number of social enterprises, it raises more capital and exposure to the sector, and it has focused the Scottish government on revaluing its principles, "We support social enterprises by offering free business advice, leadership programs and affordable social finance." (gov/soc,2021)

Figure 1.7: Reported Beneficiaries



Figure 1.7 illustrates the findings of the percentage of those who have benefited from the growing social enterprise sector. I believe that the groups with the high rate stemmed from the need for more inclusive workplaces. Those differently-abled individuals have taken action into their own hands and created a working environment that works for them. They have identified the need for change and have changed them.

As seen in the illustration, the demographic break-up is vast, and as imagined in various services, a more comprehensive range of individuals would typically make up the workforce. The benefits of a more inclusive society will only influence policies in the right area of government.

Scottish Policies

The government has worked with the leaders in the social enterprise sector and has devised a plan for the next ten years to increase the number of social enterprises within Scotland. The following will look at the policy that is in place in Scotland that are there to help the sector advance. It will look at the current strategic plan, which focuses on the inclusion factor. Secondly, it will look at the policy that focuses on the environmental sector, which is high on Scotland's social enterprise sector list. Finally, it will focus on Scotland's idea of creating a label for identifying and creating inclusion within all social enterprises. The concept of a label is to create awareness around the social enterprise sector.

Figure 1.8: The strategic plan sets out to achieve the following by 2026



Marketing Scottish social enterprises using a label?

Scotland is working on a strategy that includes the introduction of a label that will inform consumers that the product they are using is locally sourced and run by someone in their community, as a label would help participants identify a social enterprise more efficiently. Most survey participants would instead buy from social enterprises than profit-driven businesses.

The label that will be used will become standard in the social enterprise sector; within it becoming standardised, the industry will grow as individuals will be able to identify that the business they are supporting has grown within the community. In Scotland, the subject of social enterprises is becoming more normalised as part of learning at all levels of education (Scottish Government, 2016) Findings contribute a new perspective to using a promotional logo by highlighting the role of communicating the purpose or features of a business (in this case, social enterprise) to consumers.

Given that the SE Code helps social enterprises recognise each other. Still, a priority of the Scottish social enterprise strategy and the manifesto by SES is to create and promote a social enterprise brand and to increase wide-reaching recognition of the movement amongst the public; it seems reasonable to consider a label to raise awareness of the sector. Also, the deliberate blurring of definitions of social enterprises in England, where most UK labels stem from, makes Scottish social enterprises sufficiently distinct to warrant a separate label.

Recommendations

Scotland has been assessing what is needed in the social enterprise sector. Due to the work of many organisations and government bodies, they have produced a detailed report outlining the scope of the area and pointing to what is needed going forward.

The detailed report states that the recommendations are gathered through questionnaires given to social enterprises. In these questionnaires, they asked the participants to address the areas where improvement is needed. The illustration below points to their recommendations to progress the social enterprise sector more.

Figure 1.9: Forms of Support that Social Enterprise might Benefit from in the Next 12 Months



In this table, 22 recommendations have been noted in this report. Each represents the representation of social enterprises in Scotland, from significant to small ideas. The five forms of support deemed most useful are:

1. Help develop a marketing strategy
2. Measuring Impact
3. Research new opportunities
4. Developing the workforce
5. Collaborating with others.

This report has highlighted these areas as the highest percentage of those surveyed; the people involved in the social enterprise section have spoken and believe these need to be highlighted the most.

The Communities Response

The current strategies that are in place have identified the need for more of a conversation around inclusive practices within the social enterprise sector. With the growing social enterprise sector, there is a need for a policy around making companies more diverse and inclusive.

What social enterprise Scotland has noted, even within the high level of women that have entered the social enterprise sector, is still a discrepancy with women at the director level.

Scotland is an excellent example of a country that is listening to the needs of the social enterprise spaces, hence the effect of policy changes happening in Scotland. The effective methodology has led to the more inclusive business being represented.

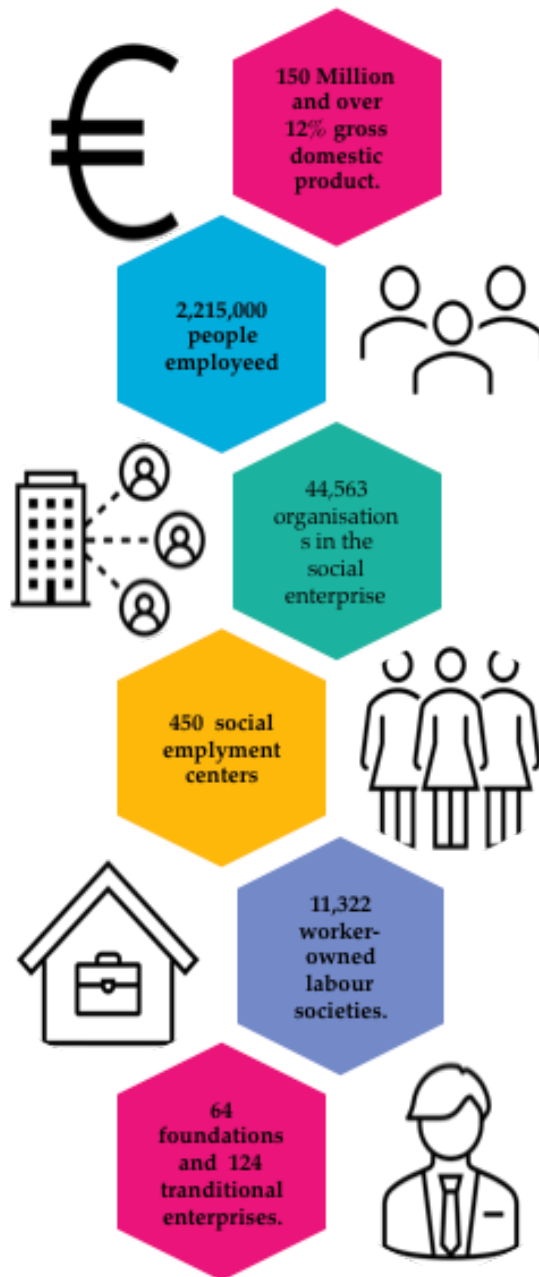
Case study Spain

In Spain, the social enterprise sector is hard to define as there is no legal understanding. Spain has a long-standing history of over 40 years in the social enterprise sector. In Spain, the social enterprise sector can be understood as the third sector or the social economy. The “Social economy is significant for the Spanish economy, representing more than 150 million euros and over 12 per cent of the gross domestic product (GDP)” (CEPES, 2014). As seen by this reference, it is evident that the sector is vast and lucrative.

Demographic mapping is a complex topic, and the last recording of the sector was undertaken in 2013.

The graphic below will provide more information on the demographic breakup of the social enterprise sector in Spain.

Figure 2: Demographic Breakup of Spain



In the first half of the twentieth century, social enterprises in Spain were characterised by small organisations promoted by citizens at a local level, with a lack of institutions at the national level.

The Catholic Church has dramatically influenced Europe, promoting people's broader social responsibilities (Spear, 2010). In Spain, this is prevalent as the Catholic church has been the leading provider of social services and addressing exclusion in the past.

Figure 2: Demographic Breakup of Spain

Following the trend, Spain moved to a more person-centred approach, “Dictatorship to democracy. During the 1970s and 1980s, different social-oriented initiatives emerged to promote employment in workers’ cooperatives and labour companies due to the European employment crisis” (Barrera, 2008; Monzón & Chaves, 2012). In the coming years, some normative developments happened, and a higher level of public programs was set up to provide more services.

The current social enterprise sector started to develop in 1990, “the beginning of the legislative decentralisation on social issues and the creation of local networks of social-oriented organisations. In 1992 the 17 Autonomous Communities that formed Spain acquired the capacity to legislate cooperatives within their territory” (Barrera, 2008). “So, the central Government stopped being the unique legislator. Also, regional federations – particularly those of the cooperatives and labour companies – were created in most regions. They became SEJ rapidly professionalised, representing their sectors and managing public regional, national, and European sectors” (Barrera, 2008).

Social Enterprise Characteristics

There are four types of social enterprises in Spain. These are as follows:

- Social Initiative Cooperatives (CISs)
 - They were regulated by Law 3/1987, which recognised some features of cooperatives that are now used in the EU operational definition of social enterprises.
- Work Integration Social Enterprises (WISEs)
 - Targeting people with disabilities. WISE was started 20 years before. However, it is considered a part of the social enterprise sector.
- Employment Integration Enterprises (EIs)
 - Targeting socially excluded groups.
- Special Employment Centres of Social Initiatives (CEEs)
 - Sheltered workshops associated with WISE.

What is evident from the four types of social enterprise is that their focus and group of individuals active within the sector is those seeking employment. They are individuals that have found themselves seeking employment; they are government-led employment schemes. All these programs do come under the umbrella term of social enterprise.

“In Spain, the social economy concept has achieved public recognition and has been regulated by law. In contrast, the social enterprise concept has received less public recognition, with inadequate development of precise regulation”. (European Union, 2020).

However, “Social enterprises have originated mainly from two sources: one stemming from the social economy with deep historical roots, and the other, with more recent historical roots, related to their evolution from advocacy associations which are not included in the social economy sector.” (European Union, 2020)
The below image will provide more information on the work being done within each of the four different types of social enterprises in Spain.

Figure 2.1: The four different types of social enterprises within Spain.

Type of entity	Main sector	Other sectors
Social initiative cooperatives (CIS)	Education and social services	Work integration, administrative activities, home care services, manufacturing
Employment integration enterprises (EI)	Cleaning/environment, recycling	Cleaning, maintenance services, textiles, construction
Social employment centres for social initiative (CEE)	Cleaning, personal services, gardening	Recycling, small-scale manufacturing, maintenance, construction
Associations and foundations	Social services	Education and health services, culture
Cooperatives pursuing general interest goals	Sustainable energy, promotion of entrepreneurship and culture	Education, retail trade, financial intermediation, health and social work, and community and social development
Emerging models of social enterprise	Sustainable energy, promotion of entrepreneurship and culture	Education, retail trade, financial intermediation, health and social work, and community and social development

However, “Social enterprises have originated mainly from two sources: one stemming from the social economy with deep historical roots, and the other, with more recent historical roots, related to their evolution from advocacy associations which are not included in the social economy sector.” (European Union, 2020) The below image will provide more information on the work being done within each of the four different types of social enterprises in Spain.

Targeted Groups

Like the rest of the European Union, Spain is becoming more inclusive. The use of WISE in Spain is for the creation of jobs. WISE focus is the creation of employment. “The target groups are people with different kinds of disabilities. By law, at least 70% of employees in a WISE must be people with a disability equal to or greater than 33% (percentage measure at national certification)”. (European Union, 2020) WISE is used to increase employment throughout Spain; these are the groups they are trying to reach; this is taken from a report created by the European Union, 2020:

- “Recipients of welfare benefits, or any other provision of the same or similar nature, according to the denomination adopted in each autonomous community, as well as members of the unit of coexistence or beneficiaries.
- People who cannot access the benefits referred to in the preceding paragraph for either of the following reasons:
 - Lack of the required period of residence or registration or the establishment of the Perception Unit.
 - Having exhausted the legally established maximum period of financial grants
- Young people over the age of 18 and under the age of 30 who come from child protection institutions.
- People suffering from drug addiction or other addictive disorders are in the process of rehabilitation or social reintegration.
- Inmates of prison centres whose situation in prison allows them access to employment and whose employment relationship is not included in the scope of application of the particular employment relationship laid out in Article 1 of the Real Decree 782/2001 of 6 July, as well as conditionally released and former prisoners.
- Young people under 18 included in the scope of Organic Law 5/2000 of 12 January on the criminal responsibility of minors whose situation allows them to access employment and whose employment relationship is not included in the scope of the particular work.
- People from alternative accommodation authorised by the Autonomous Communities and the cities of Ceuta and Melilla.
- People from prevention and social inclusion services approved by the Autonomous Communities and the cities of Ceuta and Melilla”.

From the groups mentioned earlier of individuals, Spain is trying to increase the number of isolated and marginalised communities through work within WISE. The changing social enterprise sector is becoming more diverse and inclusive than the conventional forms of business theories that provide jobs to underrepresented individuals in society.

Case study three – Australia

In Australia, the understanding of a social enterprise is as follows “Social enterprises are organisations that:

- Are led by an economic, social, cultural, or environmental mission consistent with a public or community benefit.
- Trade to fulfil their mission.
- Derive a substantial portion of their income from trade; and
- Reinvest most of their profit/surplus in fulfilling their mission.” (Soletaders,2016)

There is no legal structure in Australia around understanding a social enterprise. However, like Ireland, it strongly ties in with boosting the local economy.

Figure 2.2: Demographic Breakup of Australia



Australian social economy

Australia is pushing to create a more inclusive society. Their social enterprise sector is at the heart of this. This extract states, "Social enterprises employ twice the rates of Australians with disability and female managers as mainstream small businesses. Our study of Victorian social enterprises also found that 12% of jobs are held by previously long-term unemployed people (those who have been out of work for more than 12 consecutive months), and 2% by Indigenous Australians" (Erin Castellás & Jo Barraket, 2017).

The social enterprise sector in Australia is made up of businesses created to fix a problem and issues faced by individuals living there. They focus on job creation but also on social and environmental challenges that are occurring within the community. The social enterprise sector is vast and inclusive; as stated in this extract examining the small business sector, "Around one-third of small businesses in Australia, representing 1.41 million employees, are run by migrants to Australia, 83% of whom did not own a business before coming to Australia." (CGU, 2018).

However, they have issues that are affecting the social enterprise sector. The main problem is funding and the lack of different financing that can be obtained. "Most social enterprises have between one and 200 employees and are structured as not-for-profits. This is part of the reason why the barriers faced by social enterprises are often financial – many lack the necessary operating structures or skills to attract the right kind of partners or financing." (Erin Castellás and Jo Barraket, 2017).

"Australia is more socially inclusive than most countries around the world. However, we must do better. There are strong human rights and moral reasons for improving social inclusion. But there is also a critical economic imperative." (Deloitte, 2019)

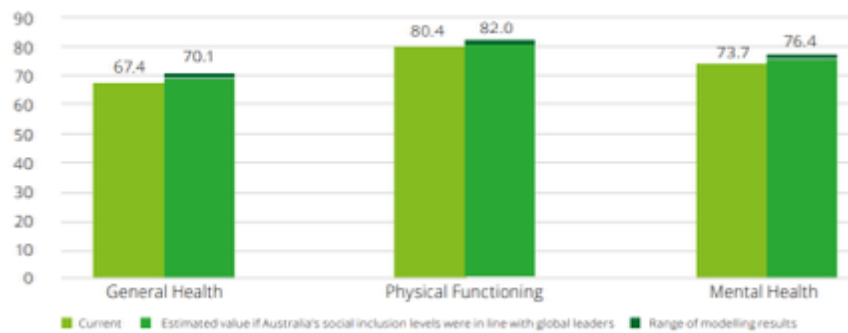
The steps that have been identified to be more inclusive in Australia:

- Social inclusion policies
 - There is plenty of work around social inclusion in all aspects of policy, as they believe that social inclusion will significantly impact society as a whole.
- The role of public broadcasting in social inclusion
- Diverse cultural programs
- Inclusion in the workplace: Cultural Competence Program

The benefits Australia sees to a more inclusive work environment are:

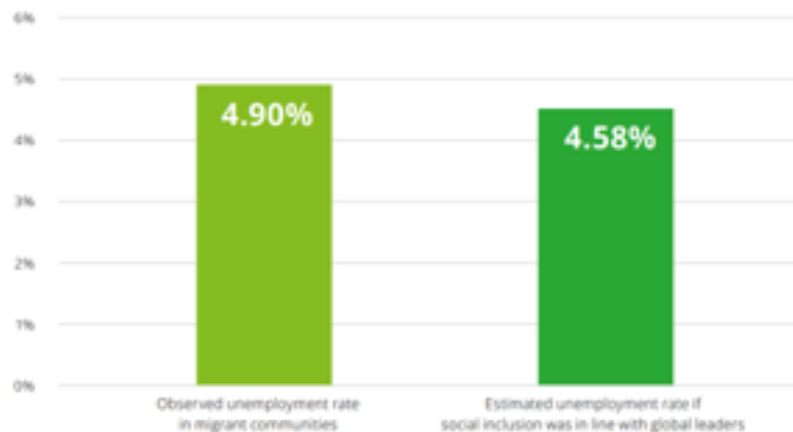
- Increased productivity.
 - With a diverse workforce tends to lead to new ideas due to employees feeling like they can share their ideas more freely.
- Improved employment outcomes.
 - Employees experience less discrimination due to the inclusive policies that are in place. They are more likely to stay in a workplace and work with a company that treats them as an equal.
- Improvement in mental and physical health.
 - “Social inclusion can counteract isolation and increase community participation, which helps to alleviate health problems, especially mental health issues such as anxiety and depression.” (Deloitte,2019)

Figure 2.3 Mental and Physical Health



- Reduce the cost of social services.
 - Creating a working environment for the employees leads to less dependence on social services, as the job provides sufficient services to sustain a level of comfort in the employee's life.

Figure 2.4 Cost of Social Services



- Inclusive growth.
 - Individuals will earn money that will lead to social and economic growth.

Methodology

Purpose of this Research:

What we are hoping to achieve is a better understanding of what are the current barriers that are impeding underrepresented individuals from entering the social enterprise sector.

The research I am currently undertaking has identified a missing piece of information. There are general guidelines that are used when reaching the underrepresented. However, the standardisation of the procedures is not getting to the bottom of the issues those marginalised in society face.

Objectives

The objectives of the project:

1. Gain a deeper understanding of the minority groups thinking and opinions of the SE Sector.
2. To gain a deeper understanding of their level of awareness around Social Enterprise and what it is about.
3. To explore, for our understanding, their current or potential interest in being involved with the sector and in what capacity.
4. Identify possible pathways for participation within the sector, mainly through SII and the Closer community.
5. Identify steps for action to continue building these relationships and foster more inclusivity and diversity within the sector and particularly within SII.
6. To build a media campaign to highlight the work we are doing but also to highlight the finding – these needs much deeper thinking and conversation.
7. To use this project to lead an awareness event around inclusivity and the people we meet.

The proposed focus group will add to the current research on inclusion and diversity in the social enterprise sector. The qualitative approach of using a focus group will give us a better understanding of what is needed to improve interaction with underrepresented groups.

When conducting each focus group, I will approach them most appropriately. The approach will not be standardised as those I am dealing with will have different needs. There will be a mixed methods approach as it will better understand the issues that each represented group feels.

The qualitative approach used is Documentative Research, Policy Analysis, Ethnography, Narrative, Phenomenology, Grounded Theory, and Case Studies. These are used to understand the current information regarding inclusion and diversity.

Document Analysis

Can be defined as "document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material" (Bowen,2009). Like other analytical research, it is a qualitative method. Document analysis requires the data to be examined and interpreted to produce results.

The rationale behind conducting this type of research is that "Document analysis is often used in combination with other qualitative research methods as a means of triangulation— 'the combination of methodologies in the study of the same phenomenon" (Denzin, 1970). This step will be conducted before the in-person meets so I have a better understanding of what might be faced by those marginalised in society.

Policy Analysis

The term policy analysis covers many different activities. "It may mean examining the components of the policymaking process, such as policy formulation and implantation, or studying substantive public policy issues or both- policy analysis usually involves collecting and interpreting information that clarifies the cause and effect of a public problem." (Kraft & Furlong2010),

Steps in policy analysis:

- "Define the problem, and successful policy analysis will identify that there is a problem. These problems will be resolved in the following steps.
- Establish evaluation criteria. It is essential to know what the intentions are before examining the policy.
- It is identifying and constructing alternative policies. How may a new policy aid in the development of a policy that would work better? After the Construction, if these policies are enacted, it is essential to evaluate their benefits.
- Conclude. Which policy option is desirable if any? Moreover, what, if any, other factors should be considered?"

(Kraft, & Furlong.2010)

Policy Analysis will be used when undergoing the research at a European Union level. When looking at Scotland and Spain, the current legislation within each country will be necessary.

Ethnography

This is a prevalent method of research. This will be used in researching one topic. When conducting this research, I will be going to a safe space for each targeted group and getting to the bottom of the issues that are faced by their community and identifying the problems that each group faces both in their day-to-day life and what is impeding their access to the social enterprise sector.

Narrative

The narrative approach is about creating a story. It will be used in conjunction with other forms of research. After the focus group, one or two individuals may be interested, leading to an interview. This will give a true story of the issues that individuals face.

Phenomenology

Perhaps the most chaplain-friendly qualitative research approach is phenomenology because it is all about the search for meaning. Its roots are in the philosophical work of Husserl, Heidegger, and Ricoeur (Boss, Dahl, & Kaplan, 1996; Swinton & Mowat, 2006). When conducting this research, the outcome is learning from different groups of individuals to produce a better product that reaches more groups.

This approach is based on several assumptions: (1) meaning and knowing are social constructions, always incomplete and developing; (2) the investigator is a part of the experience being studied, and the investigator's values play a role in the investigation; (3) bias is inherent in all research and should be articulated at the beginning; (4) participants and investigators share knowledge and are partners; (5) standard forms of expression (e.g., words or art) are essential; and (6) meanings may not be shared by everyone (Boss et al.).

Grounded Theory

Grounded theory is “grounded” in its data; this inductive approach collects data while simultaneously analysing it and using the emerging theory to inform data collection (Rafuls & Moon, 1996). This will be done by analysing through focus groups and building on questions that might arise while asking other questions.

Grounded theory is the method of choice when no existing hypothesis exists. I will be doing it at the ground level and getting to the issues experienced in real time. The real-time will lead to unknown answers.

Case Studies: Each target group with the combined documented research will provide a good comparison. Each case study will provide a framework and understanding of the issues faced by unrepresented individuals in society.

How I conducted my research

The research will start by creating a focus group of individuals, each with their method of communication, following the focus groups. One or two interviews will be conducted with people in each targeted group or people who work in the outreach within the community.

The following section will outline what will be implemented when gathering information from the focus group.

Six Target Groups

1. Migrants Community (focus group)
2. Unemployed (Ethnographic Study)
3. Students with invisible disabilities (Focus Group)
4. Ex-Prisoners (Interview)
5. Digitally Excluded (Interview)
6. Intellectual disabilities (Focus Group)

Participants

- Six separate focus groups with approx. 8-10 participants.
- Mixture of male and female.
- Mixture of age and backgrounds.

The proposed format of the session

- In-person and online meetings facilitated by the SII team in attendance.
- Introductions from all in the group.
- Part 1: How does the group identify with our language?
 - Social Entrepreneur
 - Social Enterprise
 - Innovation – Social Innovation
 - Impact – Social Impact
 - Incubator Program – Start-Up Incubator
- Get feedback:
 - Why do you think it was set up? (Social or environmental problem being tackled. The impact is achieved).
 - Does this sound like a business, charity, voluntary group, etc. (understanding might highlight pre-conceived ideas or bias)
 - Does this sound like it makes money? (Real work v's charity or volunteering. Profits v's non-profit. Seen as a business or not)
 - What do you think the people involved hope to achieve with their work? (Impact)
 - What types of roles would be needed to do this work? (Jobs)
 - How could you help with this type of work? & Would you like to have this as part of your work?
- Explore the level of interest in being involved in the Social Impact Sector
- In what capacity – which pathway/route holds appeal
- What opportunities do they see for their involvement?
- What challenges/barriers do they see?

Part 3: Increase understanding:

- Social Enterprise & Social Impact – outline what it is about and aims to achieve.
- Talk about pathways to being involved – not just starting a social enterprise but could be support one, contributing, etc

Explore possible barriers each person faces when it comes to:

- Employment opportunities.
- Access to education – formal or informal
- Access & Communication in a digital and remote working world.
- Pursuing areas of interest and passion
- Other?

Part 4: Discuss a current or ongoing problem the group experience within their own lives or see within their communities.

- Once a problem has been identified, explore with the group:
- The impact of this problem on their lives and community.
- Why does this problem exist?
- What is needed to solve this problem?
- How could they solve this problem?
- What would they need to solve this problem?

What action could be taken following the session to keep the conversation going and move towards including the group in the SE sector?

Possible outcomes:

- Clarity around the next steps.
- When you change language & increase understanding, you get more involvement.
- Legitimate business/project ideas we can work and support to explore beyond the idea stage.

Findings

Focus Groups

The purpose of this focus group and the focus groups going forward is to evaluate the mythologies used to reach isolated and under-resented society groups.

As the focus groups will advance, the questions I ask will differ depending on the group and the answers I want from them. The focus groups contain specific core questions that will be explained below. The different questions that will be asked within certain groups will be presented at the breakup of each focus group.

The core questions that will be asked are:

- Does our language make sense?
- If you were applying to a company, what are the red flags for you and on the other side, what are the positive signs?
- What is the most important thing a business must show for you to even think about working for them?
- How could we make things better?
- Do you have an idea that could be a social enterprise?

These questions are standard but may be asked in another way to get the point across effectively. They may be requested in various ways to get to the issues at the core of why they are hard to reach.

This research will have four groups with no previous knowledge of a social enterprise and one that is a current social enterprise with inclusion at the heart of its business. It has successfully integrated individuals with intellectual disabilities into a business and has seen the company grow.

These are the five focus groups that we will be conducting:

- Trinity College focus group with students with a hidden disability.
- Triest Press focus group with a social enterprise whose staff have Intellectual Disabilities.
- Ethnographic field research with unemployed individuals working in Gateway to Education.
- Interview with an ex-prisoner.
- Focus group with Brazilian Migrant workers.
- Interview with a social enterprise dealing with digitally excluded.

The research suggests how to reach individual

- Reflect on practices.
- Create effective messaging.
- Promote meaningful engagement.
- Create community connections
- Serve as an information resource for community groups and social enterprises.

Findings from the hidden Disabilities focus group at Trinity College

The focus group started with an introduction from everyone. As the conversation warmed up, the participants opened up. We discussed the bias they see, the workplace they would want to work in, and finally, the understanding of Social Impact Ireland/ Social Enterprise.

Firstly, what will be looked at is the underlining theme of bias and lack of understanding of hidden disabilities. The group's discussion showed that they had had some horrible experiences with people's reactions to their disabilities, be it a look, a bad taste word, or a judgment.

"The concept of bias is the lack of internal validity, or incorrect assessment of the association between an exposure and an effect in the target population in which the statistic estimated has an expectation that does not equal the true value" (Delgado-Rodríguez M, Llorca,2004)

The theme was strong, and one participant stated, "there are three types of people in the world, those who get disability regardless of if they have it or not, those who do not get it but are willing to learn, and there are those who do not give a dam". What was said struck a chord with everyone as I know that I also believe it is true of my experience.

This links in with the bias experienced by all around the table. Everyone felt that people take up their disability in different ways. The fear of disclosing their disability to people who carry those biases is a genuine fear they have. It is stated in the focus group many times that this is an opinion, and I do not speak for everyone with my disability; I want to reiterate that fact as everyone is different. What works for some does not work for all. (I am just trying to create a snapshot of issues).

Secondly, what was discussed was the workplace and what their experience and expectations were when considering working for a company. As students, they had no prior occasions, but we discussed the red flags a business could show that would make them not want to work for them.

They pointed to a few examples of what they would need

- Clear communication.
- Different forms of communication, one participant felt anxiety around using the phone and preferred email as a communication route.
- Structure their working day.
- Different working options.
- An understanding of the issues that they might face.
- They wanted to know that they fit with their ethos.
- They want a business to meet their needs.
- Most of all, they wanted a person-centred approach; they wanted the company to recognise and accept them as them, not their disability.

Finally, the discussion about Social Impact Ireland, what they are doing right, and what needs improvement was had. The group had no understanding of Social Enterprise, so we all had a fascinating conversation that led to many social issues that members of this group face. The focus group helped us reflect on our practices and pointed to the problems of why we are not engaging with a particular group.

The positives that were raised

- Impact – They loved the word and understood what it was all about.
- Social innovation was mentioned by one as they felt it truly represented the sector.
- Short courses they understand as it is in plain English.
- They love the idea of social enterprise and how they are more socially aware than corporations.

On the other side

- Incubator Program – Start-Up Incubator, once we told them what it was, they understood what it was all about, but at the start, they had no idea. The wording seemed alienating to them, and one of them assessed their own business as a social enterprise. The language lost them and would make them feel like it was not for them.
- Business Clinic – they understood what the meaning was behind it. However, felt like they would not approach with an idea as it was not an already established business. One of the participants said it provoked the image of men in suits and felt like it would not appeal to someone who does not see themselves as a typical business.
- The lack of understanding of social enterprise was a big hurdle. There were links to the charity sector/church. The current system does not provoke the idea of having a successful business in society and the business games.
- Social enterprise was seen by all individuals involved as a Non for Profit. The lack of knowledge of different structures was evident.
- They did not realise that it could make a profit while serving a purpose.
- They did not realise they could come to us just with an idea.

Insightful Outcomes

- Need for more options when communicating with different groups in society (audio, visual, and written)
- Options around working structure. Many issues about the workplace and the lack of a person-centred approach were raised.
- I feel like those involved have changed views of social enterprises.
- They better understand social enterprise and how it can create a more represented society.
- To truly make the change, we need everyone involved.
- Trinity wants to keep in contact as they run programs over the summer and might want to run a Pilot.

Following this, I attended a webinar AsIAm (Ireland's National Autism Charity) held. The webinar discussed issues around Autism and how it is crucial to spread awareness and promote the strengths instead of the weaknesses.

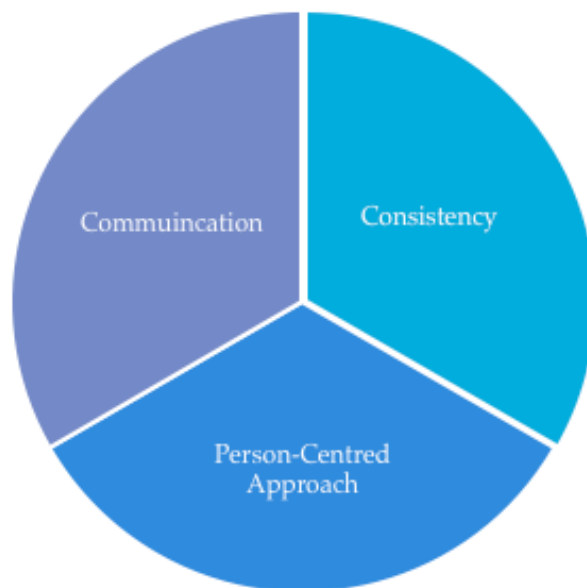
The participants identified areas that need improvement from the above focus group, which was only strengthened by the webinar. Following the webinar, I was sent information.

Figure 2.6: The information provided by AsIAM

Outdated Wording	Correct Wording
Has”, “Suffers from” or “is a victim of” autism	“. . . is autistic.” “. . . is on the autism spectrum.” “. . . lives with autism.”
Autism Spectrum Disorder (ASD)	Autism “or “Autism Spectrum Condition (ASC)”
High-Functioning” or “Low-Functioning”	Autistic people each have their strengths and weaknesses. Some may require more support in some areas of their development than others.”
“Asperger’s Syndrome is a mild/high-functioning/rare e form of autism.”	Asperger’s Syndrome is one of many aspects found on the autism spectrum.”
Backward/Deranged/ Handicapped/ Retarded	“People with a learning disability” “People with a developmental disability” “People with an intellectual disability.”
“Normally developing children/adults.”	Neurotypical,” or “non-autistic children/ adults.

- It is essential to inform yourself of the language that is correct when trying to create engagement with groups in society. Using the correct wording will create meaningful employment, making a person feel seen and heard.
- Understanding and acknowledging the language used is the first step in reaching isolated members of society. Showing you are willing to learn and understand why language is essential will create trust.
- Furthermore, the information provided by AsIAM has added detail to the conversation on how to be more inclusive. Communication, consistency, and a person-centred approach stood out in the focus group and the webinar.

Figure 2.7: Key features when approaching isolated groups.



Communication	Consistency	Person-centred Approach
<ul style="list-style-type: none"> ✓ Use Clean, Clear, consistent Language. ✓ Say less- keep it to the point. ✓ Say Slower and emphasise important words. ✓ Show- use visual illustrations to get the point across. ✓ Ask the person what they need to communicate effectively. 	<ul style="list-style-type: none"> ✓ Consistent Language. ✓ Provide routine. ✓ Provide structure. ✓ Inform when things are changing in advance. ✓ Keep in contact to make sure their needs are being met. ✓ Ask, as everyone is different and requires different needs. 	<ul style="list-style-type: none"> ✓ Ask what is needed. ✓ Provide tools that ease them into the work. ✓ Understand that repetition can be used to calm down. ✓ Be aware of sensory issues. ✓ Everyone is different and should be acknowledged. ✓ Consult the community and assess what is working and what is not working,

As an organisation, the above ideas can improve engagement with isolated groups in society. However, after the meeting, there needs to be a person-centred approach when dealing with humans on a ground level, as individuals all have their own needs.

The theme of the focus group and the webinar is that no one person is the same. We are all different, and asking the person themselves what they need is the right approach.

Finding from Triest Press

The focus group was very informative, and engagement built over time once everyone was comfortable speaking with me. The discussion was an hour and a half, and the following is what I have taken from the conversation.

The work that is being done at Triest Press is transformative. They have won awards for both the social assets and the business aspect. They are a great example of how to run a successful business while having an inclusive workforce.

The team was there representing workers with ID and neurotypical workers. We had a discussion that was insightful and enjoyable, and I have personally taken a lot away from myself.

Findings on how Triest Press works to reach and integrate individuals usually isolated from society.

The research suggests the following

- Reflect on practices.
- Create effective messaging.
- Promote meaningful engagement.
- Create community connections
- Serve as an information resource for community groups and social enterprises

In the Triest Press case, I have identified that they have performed these steps and even gone beyond them.

Reflect on practices

- They have assessed the business and understand that the benefits of having a more inclusive environment have led to profits and new ideas, as some of the staff have contributed very successful ideas.
- They have seen the benefit of a more diverse workforce to the benefit of all employees. The different voices they hear create a fantastic dynamic.
- All employees feel valued and heard. “Even when I had a bad week, I look forward to my Fridays when I come in here as it makes me happy”
(Anonymous)
- They feel like promoting both sides of the business is equally important as it marks the importance of showing an inclusive business is a successful business.

Creating an effective messaging

- They have created a successful message reaching isolated and underrepresented individuals in society; this is clear as they have a wide variety of staff and a high retention rate as no one wants to leave.
- The messaging in Triest Press is impressive. Their website/social media promotes both sides of their social enterprise.
- They are very active and have created an engaging online presence.

Figure 2.9: Triest Press Instagram account



*As seen by this screenshot of their Instagram account, they promote both sides of the business. As seen from the above illustration, they show success in the business world while straightening the idea that inclusion matters and is an asset for them.

Promoting meaningful engagement

- When in the focus group, one of the participants stated that inclusion and diversity are a part of their ethos. Triest Press set inclusion as a cornerstone and is very proud of its work.
- Triest Press state that they are a printing house with a difference.
- The reason why they are successful is due to the dualism approach; they provide excellent prints while creating social change.
- When discussing the issues with the staff, it was evident that everyone felt safe to communicate and talk about how the working environment has benefited them personally and professionally.
- Their website points to research on people with special needs and employment. They have facts and figures showing that individuals with a disability are twice as likely to be unemployed.

Creating community connections

- Triest Press is based in Roscommon Town.
- They believe in providing meaningful employment. Meaningful is the keyword here. They recognise the importance of having a purposeful job.
- They work with the community; they respect the community, and they understand the needs of the community.
- They work with other organisations that promote the same ethos, which has benefited the community.
- They have helped over 50 people with intellectual disabilities gain work experience or skills training.
- They have five supported staff that have gained meaningful employment.

Serve as an information resource for community groups and social enterprises.

- All the mentioned are involved in this step.
- They have a solid social media presence, linking to both sides of their business.
- They promote other organisations that benefit the community (Specialisterne).
- On their website, they have links to articles that identify the issues faced by those with a disability.³
- They constantly communicate with other social enterprises that match their ethos.
- The website is an excellent representation of a social enterprise with social change at its core.

Evaluating Triest Press under the five mentioned guidelines, it is evident that they are indeed reaching people. From the focus group, I have identified that the guidelines do not go far enough, and they came to the surface from this focus group. What I would add to the conversation on workplace inclusion is the following:

Person-centred approach

- Triest Press has shown me that a job needs to fit. What I have learned is that in Triest Press, they work for the person. They assess the needs of the person and tailor their work around them.
- Individuals have control over their working hours.
- They share the decision-making process.
- Everyone is different, and they understand that and embrace that.

Figure 3: Person-centred perspective



- From the illustration, Triest Press practice all of them. The environment they have created is inspiring.

Meaningful messaging is at the core of the business beliefs, and their messaging fits for purpose

- It is related to those mentioned earlier. However, Triest Press has created meaningful messaging. Inclusion is at the heart of their business and not just a second thought. They have created an inclusive workforce as they see inclusion as a benefit and embody the true meaning of inclusion.

Transparency/ options (hiring and workplace environment)

- Many employers do not offer options. However, this is not the case in Triest Press. They offer working options that suit the staff. The focus groups identified that everyone had a different schedule that worked for them
- Options have arisen in all focus groups that all businesses should have in the workplace. Options are essential as people will work more effectively.
- Transparency is a highlight of the work they are doing. On their website, the dualism is highlighted by the work they are doing. They are proud of being a leading social enterprise passionate about producing high-quality digital print and design while being dedicated to social change.
- They believe that a successful business is a happy business. They are very transparent about who works there and what they do.
- They are a Non-Profit and state that every purchase directly supports providing more employment opportunities for individuals with intellectual disabilities.
- Navigating their website and social media lets buyers know what they are purchasing. The authenticity of their work has led to their success.

Triest Press's work points to the benefits of having an inclusive and diverse workforce. My experience conducting this focus group has highlighted how inclusivity can be successfully intertwined in a business.

“A Day in the Life of Gateway to Education Limerick” Background

“It is all about Community”

For the third focus group, I wanted to use the information gained from the research and the last two focus groups. I tried to get to the barriers experienced by everyone who volunteers at Gateway to Education Limerick. I want to get a better understanding of what is affecting their access to paid employment; in doing that, I will be able to see how we can reach people who are isolated and marginalised in society.

Gateway to Education Limerick is an excellent example of individual needs assessment due to its person-centred approach. They accept help from everyone and welcome it. My experience at Gateway to Education Limerick was terrific, and the work being done serves the community and its volunteers.

Firstly, it will explain my day and the individuals I met along the way. Secondly, the research will evaluate the effectiveness of its inclusion factor, and finally, it will look at how this focus group has added to the discourse around outreach.

I attended the sorting centre, located just the corner from the shop front. The sorting centre is where the public brings their pre-loved items to be sorted and moved to their store. Gateway to Education Limerick was set up ten years ago to help the local community with used books for school, and over the years, it has changed to suit the needs of the local community.

When entering, I wanted to talk to everyone who was working there. The breakup of those who were there was:

- CEO
- One employee
- Two exchange students
- Four volunteers
- One former volunteer

Part One

Everyone volunteering there was unemployed and was referred to Gateway to Education Limerick by either other local organisations or the employment office.

Throughout my walkthrough, I was able to have a conversation with each Volunteer to understand what has brought them to Gateway to Education Limerick; this is where I found that the working environment you create can have a positive effect on the outcome of everyone who enters the doors of Gateway to Education.

Each person I met had a different story with exacting outcomes (unemployment). Everyone working there had their reasons why they work there. I will focus on the volunteers as they will help us understand how we can reach more individuals. I had the pleasure of talking to everyone there that day, and these are their stories.

Volunteer number one

The first person I had the joy of talking to was a young man on break from his first year of college working in GTE to gain work experience. He spoke so highly of the place. He was finding it hard to find a job as he stated it is all whom you know. "Your network is your net worth".

How did you find GTE? The CEO is a family friend, and I tried to get other work but found it very hard to get anything back; I wanted to come here as it is giving back to the community.

Has GTE shown you what type of job you would like? "Yes, I have had experience in the shop, I've had experience in admin, and it has become clear to me that because I have done all these tasks, I am more of an admin and computer type of person."

Volunteer number two

She came here on a marriage visa and is waiting to start her new job at the University of Limerick. She had been unemployed for some time, waiting for her papers. She wanted to work in GTE as it deals with books for schools and has education as a core pillar in its business.

How did you find GTE? “I saw the post on Instagram; one day, an added popped up where they were organising a get-together and giving out certificates, and that was nice; places don’t normally give people that nice of a farewell.”

“It is also about teaching, so why wouldn’t I be here.”

Volunteer number three

The third Volunteer I talked to had been working here for three years. This lady was upskilled throughout the organisation and has picked up skills that have made her the handywoman. She states, “I love working here; Susan saved my life.” She had left GTE as her time was up; she was then sent to another organisation and hated it. We then went on to talk about how she came back to GTE as she loved it here, and it doesn’t matter about the money; it’s about helping the community.

Due to the skills she obtained working in GTE, she graduated from her course and could stand up and tell her story of success. I went on to help her with the quality check, and she talked me through the process when it came to sorting out the clothes.

What do you think makes this place different? “The people here are so friendly, and I know everyone.” The safe place GTE has provided for its staff is why everyone I have talked to speaks so highly of the organisation.

Former Volunteer

He is a former Volunteer that has previously worked at GTE and has recently found a job in teaching that he loves. We chatted for quite a while, which gave me a better understanding of the actual benefits of working for a company like GTE. He spoke so highly of GTE and everyone he has worked with in the past.

Do you feel that GTE helped you get the job? “Oh yes, this was step one for me” before this, I was jumping from work experience to work experience, and it was never progressing beyond that”. He went on to explain that the different tasks he was asked to do with GTE gave him skills to put down on his CV.

Here is a little of his story:

We started to discuss how he found this place; he stated that he went to employability as the last place he volunteered and said he wasn't ready for paid work. He then took it upon himself to seek them out. He stated that he started helping with the homework club within GTE.

“I am pretty sure that me being here got me my first ever job” because he used GTE as a reference, and before that, he had none, which made it very difficult to obtain a job. Like the other Volunteers, he did many things in the business.

We follow the conversation by discussing how a personal barrier has made it hard for him to hold down a job and how it has snowballed as he grew up. He states that he has borderline personality disorder, which is the first place he has worked, and he feels like that wasn't an issue. They worked at a pace that was easy for him to follow and made him feel comfortable.

He feels that his neurodiversity has held him back, and he doesn't disclose it because he thinks he won't get the job or will be a diversity hire. He is a well-educated man and felt like the support he thought within the education system was gone once he finished. He states that the concept of trying to get a job and putting himself out there was scary, so what happened is that he didn't for a long time. The idea of an interview was terrifying, and he didn't want to engage. The job that he had at GTE gave him the confidence that he could enter the workforce and even excel at it.

He states that at the start, he wasn't the easiest to deal with and was still dealing with his past trauma associated with the last volunteering job he had. Still, due to the kindness and patience of the people working here, he was able to bring out his skills (organising the book drop, video creation, and people skills in the shop).

Furthermore, we discussed interview questions that have been asked while he has tried to obtain full-time work:

- Is this paid work?
- Was it full-time?
- Why the gaps in your CV?

These questions are not productive and can scare the right person from the job that is advertised. The interview process is a common theme that is being picked up through the focus groups and is an area that seems to alienate a lot of very skilled individuals from the workforce.

Me: "Social Impact Ireland deals with social enterprises, and you have stated that you are musical. Have you ever thought of setting up something yourself?" "Yes, I have, but it is something that I have to work towards"; he states that he thinks he would find it hard to do as it is all about selling yourself and knowing people, which is an issue he has dealt with all his life.

Me: if you were recommending GTE to a friend, how would you describe it? "This is a place where you can come if you don't know what you are going to do with your life, and you want to work with people who don't judge you." He credits GTE for their kindness and the skill development provided by GTE for giving him the confidence to go out there and get a job he was passionate about and a job that he can be proud of.

The discussion continued where we discussed his neurodiversity, the stigma he has felt throughout his life, and how that has affected his chances of obtaining a job. He fully believes that people don't understand his neurodiversity and are just paying lip service to him. He has stated that people pretend to understand and accept, but when any issues arise, they cut ties. We discussed mental health policy in Ireland and how significant change needs to be made to achieve more equality while accessing services and the employment sector.

This conversation had a powerful effect on me as it challenged me to evaluate that there are several factors at play that are stopping this young man from reaching his true potential. When looking at how we reach individuals, in this case, we need both societal changes and policy changes. One cannot happen without the other. His final question is something I still think about, will this research change anything?

Part Two

I found that this approach worked best as I wanted to get an insight into how this organisation works. My experience was fascinating and made me reflect on the best practices. The organisation is community-based and relies on its surrounding environment to provide not only the goods but also the staff. From the research already gathered, I used the same heading to evaluate GTE.

Reflect on practices

This organisation was set up ten years ago to provide books for schools. It was set up to try to help families with the costly issues of going back to school; it has, however, evolved as it has seen the need to expand into other avenues as the community grew, and so did the market for GTE to grow with the community. The services they now provide are due to them reflecting on their practices. Also, from my conversation with the employee, they have noticed the community needs more services and, in the autumn, are going to expand their avenues. This reflection has led to the business's longevity.

Create effective messaging

From my observations of the shop front, they were very clearly advertising their services. Following that, I checked out their social media, and I have to say it was a pleasant surprise. Their Instagram is very well run and keeps the public updated on the going on within the business.

I have attached a picture of the precise effect messages they post on their Instagram. The

efforts are not going unnoticed as they have a good following due to the relatable content and also informative nature of the content.

The message is clear, and as an outsider, I would be able to tell what is on offer in the Gateway to Education Limerick.

Figure 3.1: A Snapshot of Gateway to Educations Instagram



Promote meaningful engagement

Throughout my day in GTE, my interaction with everyone involved showed me that everyone who entered those doors was treated the same. The value gained from working there was evident. Everyone was treated with kindness and understanding. The meaningful engagement between all members of GTE has led to some interesting by-products. These will be outlined below:

Upskilling: Everyone who entered was treated the same, and no assumptions were made. Everyone I talked to demonstrate the new skills that they learned throughout their time there. Individuals who entered learned new skills that helped them within the organisation but also outside. This is evident in the conversation I had with all four volunteers.

Strong ethos: Their ethos is community! What I found in my time there is that their ethos is so much more. It is kindness, compassion, understanding, and teaching. GTE showed me this through the interaction with everyone at GTE.

Atmosphere: When entering GTE, I felt comfortable instantly. The kindness was all around, and everyone wanted to have a laugh also, which just made it such a pleasant environment to work in. The owner and the employee had a lot to do with the atmosphere in GTE, as their friendliness and openness led to the meaningful engagement. You could tell that I was there even for a short time, that these individuals were why everyone was so happy to be going to work that day.

The created atmosphere has let the volunteers come forward with suggestions that have been implemented throughout the business. That openness to express oneself is truly hard to find.

Creates Stability: One exciting by-product is the stability it has made in people's lives. One of the last volunteers I talked to states that he has been able to enter full-time paid work due to the stability that GTE was able to provide. GTE allowed him to see what a full-time good job could be. Everyone needs peace in their life to progress, and their understanding that someone needs to create that on their own first is remarkable. The flexibility in workdays has led to the inclusion of individuals who would have commonly opted out.

Create community connections and serve as an information resource for community groups and social enterprises

They are very informed of other organisations within the local area, but it is an area that needs to be looked at in more detail as it could benefit the community and their network. It had been stated to me that funding is a serious issue affecting their reach. As stated above, the volunteers have been referred from other organisations (work programs mainly).

The employee is helping on this front and is getting the business out there. He is engaging with the social enterprise space and is willing and wanting to get more involved. I think this will be very beneficial to GTE as the more you know about your social enterprise community; the more opportunities will arise.

Conclusion

The “Day in the Life” experience was very informative and gave me a better understanding of the best practice for reaching isolated and underrepresented members of society. Outreach is difficult as marginalised individuals feel like they have been left out of the community.

First, from the research, the five steps are extremely valuable when trying to get more engagement. Gateway to Education Limerick has shown me that if these steps are enacted correctly, it leads to the success of the business and the personal lives of those who volunteer there.

Secondly, the success of a business is due to how you treat those who enter your doors. The volunteers and everyone who enters the building are treated with kindness and compassion. It is evident that if you follow the steps of evaluating the business, it will lead to success within society. It will increase representation and promote inclusion within a community.

Furthermore, the five steps are essential and need to be replicated in a business to succeed. However, what has been shown in Gateway to Education Limerick is that there are smaller steps that need to be enacted within these steps. A business must provide a safe space for its staff to flourish. It also must provide a person-centred approach when dealing with individuals who are marginalised in society.

Finally, GTE has to offer more than just what is on the surface. It is a place where individuals who have felt left out of society can work and learn new skills that help them both personally and professionally. Gateway to Education Limerick is a beautiful place filled with remarkable individuals trying to improve society and make the world more inclusive. To everyone that works and volunteers there, keep up the excellent work!

Interview with an Ex-Offender:

Interview with two parts

The following will be an interview with a man who used to be incarcerated and has spent his time trying to improve those in similar situations. The approach taken had two parts. The first was discussing the barriers faced when trying to enter the workforce. The second part discusses why he chose the social enterprise sector and what can be done differently to enact change that would increase the visibility of those who have commented on changing their lives.

Part One

In part one, I wanted to find out what (1) barriers are in place for him when entering the workforce and why he chose the (2) social enterprise route.

1. "So, when you get out, you have nothing. You have a bus pass and, if you're lucky, a place to stay that night". Automatically, you are starting with nothing, which significantly affects the outcome of a person's situation. The conversation continued when he pointed to the same barriers that those who have just left prison feel.
 - a. A place to start from.
 - b. A person might not have an ID, or their current ID is outdated.
 - c. No bank account.
 - d. No money.
 - e. Access to education has diminished due to social stigma.
 - f. Access to the housing market.

Vetting process

Throughout the interview, it became evident that there is an issue with the current system in place in Ireland from the words of a man who has suffered “Garda vetting applies, and they just won’t bother” and “I gave up looking for work because I couldn’t get one, so I focused on my studies” and “82% of people state that the past has prevented themselves from opportunities”.

The current system has exponentially affected those who have entered the prison system. The system is there for those who look after the most vulnerable in society but has had a negative effect on those accessing services that are fundamental for integration into society. It is understood that the current vetting process is necessary; however, the overuse of the system has led to many individuals being left out of society.

The over-reliance on garda vetting used when accessing accommodation and education has shown that individuals who have exited the prison system are still being punished for their crimes after their time.

With the garda vetting following you for your whole life, it is understood that a stand-alone process for background checks is not good enough as those who have to disclose state that its overuse has caused people hardship personally and professionally. When discussing this in the interview, it became clear to me that this man had a solution for this problem, which will be addressed below, as his explanation is being recognised by those who understand there needs to be changed in the current system is not working.

1. “I studied business in prison, and I always thought I would become a businessman, and it is not until I started studying somewhere else that I became aware of this rising third sector of business”. He stated that due to his past, the education he spent thousands on was no good to him as when he tried to access the employment sector, he kept getting told no. The total reliance on the vetting process has led a very educated man out of the workforce. So, he took it upon himself to deal with the issues. He saw that work needed to be done around successful integration and went on to tackle the problems.

His interest peaked when he was introduced to Siobhan Cafferty, who was conducting research on the integration of violent ex-prisoners into the community. He realised that this is where he wanted to be, on the front-line enacting policy change. He states that he and many other social enterprises have been working on “the working for change employment strategy has 46 recommendations under three headings for employers when hiring ex-prisoners” this will be explored more in part two, where we look at solutions for more integration.

He decided that social enterprise can be a link that helps individuals access the workforce. He believes this can be done through volunteering and a more understanding working model. The social enterprise sector has provided him and many like him with a structure that has helped him gain employment.

Part two: What is the solution?

Much work is being done on successful integration into the workplace. Currently, there is a strategy in place that is working to improve the standards for those who have left the prison service. What will be outlined below is the “working to change” strategy and a certificate of commitment to change, a concept adopted from other countries around the world.

“WORKING TO CHANGE” Social Enterprise and Employment Strategy 2021 - 2023

Figure 3.2



Here are three recommendations under each heading.

Social Enterprise

- “Conduct an annual Needs Analysis of social enterprises that currently employ people with criminal convictions to identify the nature & type of support they require & feed this information into the National Social Enterprise structures
- In collaboration with the Government Department(s), conduct a National Employment Survey of social enterprises to ascertain the nature & type of jobs available within SEs as well as the number of people employed with a criminal conviction
- Continuation of the Kickstart Fund to support & encourage new and existing social enterprises to create meaningful jobs for people with criminal convictions as a stepping stone to mainstream employment & that facilitates access to existing SE financial supports.

General Employment

- Conduct a Needs Analysis amongst various cohorts of the target group to identify their Attitudes, Behaviours & Perceived Barriers to taking up employment.
- Conduct a sector-wide Attitudes & Behaviours – Call for Evidence survey across all employer groups: Public, private, voluntary, and social enterprise sectors to establish the starting point.
- Establish a DOJ-led Employers’ Forum to assist with the reduction of systemic barriers to employment for people with criminal convictions.

Entrepreneurship

- Establish a dedicated Entrepreneurship Network of all stakeholder groups that will collaborate to encourage entrepreneurship as an employment option for people with criminal convictions.
- Explore the expansion of the Kickstart Fund to include specific financial supports for entrepreneurial activity²⁶ by those who have come through the CJS, which also facilitates access to existing entrepreneurial financial supports.
- Continuation, expansion & promotion of the Prison Entrepreneurship Programme (PEP) across the prison estate that also targets specific groupings, e.g., females, members of the Traveller community, people with disabilities, etc.” (GOV,2021)

Certificate of Commitment to change

A lot of work is being done in this sector to improve the standards for those exiting prison. I was informed that organisations and policymakers had come together to tackle this issue. He had told me of his involvement. Their approach will lead to meaningful solutions that will only lead to a more inclusive society.

Following on, we discussed a certificate of change, a recognised document that will show the process of a person. It will be an official document used in conjunction with the garda vetting. It will be signed by the local government and by organisations that state that the person has changed their life and wants to change.

From this extract, it is clear that they have a vision for individuals not to be held back by their former selves:

“Our first step would be the development of a portfolio of commitment to change. We cannot say that an individual will never offend again, nor that an individual who has never been convicted will never offend. We can say with certainty, however, that there is current evidence of commitment to change, and that has value.

The Spéire Nua portfolio will be built with peer mentors that have been through the criminal justice system and will present current evidence of commitment to change. Should this be of a satisfactory standard, the applicant will receive validation and certification for the steps they have taken to make positive change. This additional communication alongside the disclosure will be an industry standard, recognised award for actively seeking out ways to improve your standing in society.” (Speire Nua, 2021)

Conclusion

From talking to him about his experience, I can see several factors stopping the interaction.

- 1.If Garda vetting applies, most of those who have a criminal conviction will just never apply.
- 2.Stigma and stereotypes have followed them around.
- 3.Lack of policy protection.
- 4.Lack of understanding of the social enterprise space.
- 5.Not enough representation.

Solutions needed

- 1.The working to change policy being enacted.
- 2.The introduction of the certificate to change (All of Ireland)
- 3.More representation
- 4.More social enterprises tackle the issues around aftercare.
- 5.A more understanding and accepting point of view when dealing with individuals who have a past.

Interview with an organisation dealing with digital exclusion in Scotland

I decided I wanted to look at digitally excluded people, leading me to an organisation called Won Connect, based in Glasgow, Scotland. Their website states that:

"Won Connect CIC empowers individuals by increasing technology inclusion and digital participation. We deliver various digital and computer training programmes to reduce social isolation, improve skills, employability, connectivity with peers, family, and friends, gain knowledge and enrich the quality of life of older adults and non-technical individuals with information and companionship. More importantly, raise awareness of online finance and data fraud. We give you the tools and knowledge to protect your devices, finances, and data. Expected results and impact. Won Connect CIC helps individuals increase their learning abilities."

The reasoning behind contacting them was that I wanted to get a European perspective on the issue of digital exclusion. The organisation focuses mainly on the elderly population as they feel they have been left out of the world's digitisation. The interview was very eye-opening to what is happening to the elderly regarding technology.

I started the interview with simple questions to understand the issues affecting the elderly community. These are as follows:

Whom do you help?

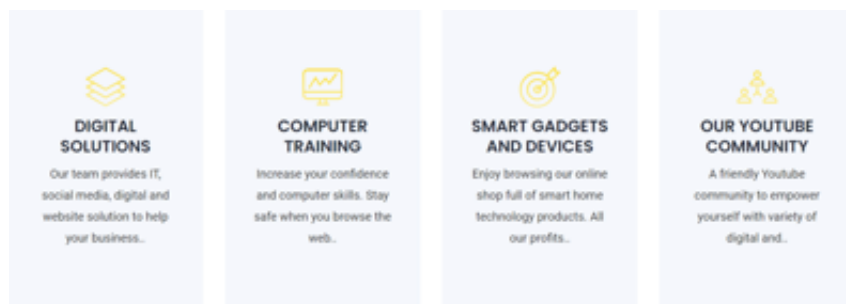
We help the elderly population of our town in Glasgow. Older people from around the area come to us from a computer training program.

Why do you help the elderly?

Where I come from, the elderly are seen as wish storytellers. At the same time, the younger generation learns how to be better humans. I found when I moved here that the same respect was not shown to the elderly population, and they are being left out of society. I discovered that the vulnerability they experience nowadays is worrying, and I wanted to change that. I saw emerging issues surrounding security on the internet, which developed from there.

What are you offering?

We offer courses that empower those who need help with everything online. He pointed me to their website to better understand what is on offer. The figure 3.3 below shows what's on offer:



He states that protection online is the most basic course they promote as everyone knows someone affected by a scam.

How do you reach them?

The people who come to us usually hear about us through word of mouth, family, and friends.

What are the benefits that you see from conducting computer classes?

Older people are under-representing in our community. As people age, they get left behind. These are the barriers that face by more senior people:

1. Isolation
2. Digitisation
3. Ageism
4. Financial insecurity

There are two main results that we see:

1. Older adults feel more comfortable using computers and better understand how to spot scams.
2. Older people are typically isolated, so these classes get them out to experience new things and meet new people.

What is your understanding of social enterprise?

We are a social enterprise. However, I am still learning about it. Being a small social enterprise in Scotland is challenging as finding and getting funding is even more complicated. From his experience, he feels that more prominent organisations get the funding over smaller social enterprises. He thinks it is all about whom you know when trying to access services. He states that the social enterprise space is growing and expanding. However, there is still the need for improvement in the sector for new and small social enterprises.

Focus group with Brazilian workers in Ireland

The focus group consisted of six women working in Ireland, mainly in the tech industry. They are all highly educated and came from high-profile jobs to work in Ireland. The focus group took an hour and a half to discuss the issues affecting this group when accessing the workforce. We started the focus group with introductions and backgrounds of everyone involved. For example, “We are a Brazilian community that helps workers gain employment”. Next, I gave them insight into the social enterprise space and the work I am currently undertaking. As the conversation developed, we talked about the issues around working in Ireland. The findings will be outlined below. Following on, we circled back to the social enterprise sector and the benefits that can be achieved by creating a space for those currently underserved.

These are our findings:

From the discussion, it was evident that there were four barriers at play, all interlinked. Everyone in the focus group was aware of each obstacle and was personally affected by them. These are as follows:

1. Visas
2. Loneliness
3. Language
4. Bias

Visa

We discussed the issues around working visas in Ireland, and everyone had a visa that affected their access to the workforce. It was pointed out to me that there are different visas that a person can enter on. They told me their employers didn't understand how to work with someone with a visa, so they opted out of learning the working visa process. The extra step needed to apply for a visa was explained to me as a straightforward process once you get the hang of it. One woman said she talked to her HR manager through it and was shocked that it was so easy.

All the women feel that the employer doesn't want any extra work that may be involved in the hiring process. They state that it was the reason many of them were unsuccessful in other jobs. The lack of understanding around visas is the primary frustration within this community. They feel they are being passed over at work due to the employer's lack of knowledge about the visa process.

They stated that the lack of understanding of how easy the process is not the only issue. In addition, you must pay for the visas also turns employers off, even though the process is not costly. However, they state that most individuals seeking a working visa are willing to pay for the procedure. Three of the six interviewees indicated that they had paid for their working visas at their current employment.

Loneliness

One of the issues raised throughout the focus group was the isolation felt by those who decided to move over to Ireland. It was interesting as I asked the women to list the barriers they see when trying to access services and employment. What surprised me was that loneliness was the second barrier they felt.

I was told personal stories of them moving over and being excited about the future. However, the reality was that they were leaving all their family and friends to start over in another country that was very different from their own. It led to isolation in some cases, with some women only now feeling comfortable to talk about their stories.

All the women were highly educated and had outstanding jobs. They state that their experience can differ from those who don't have the same pleasure. They can only imagine the other pressure on other migrants who are not in their situation. That's why they have created a group accessible to all Brazilian migrants. They post jobs and information packs that individuals might need. They have created events that bring the community together to help those in whatever situation they find themselves in.

Language

Language is an issue they face when coming to Ireland. All the women mentioned that language after the visa is the main issue faced by all in Ireland. They pointed out that everywhere in Ireland has a different Dialect, which made it very hard for them to understand that we are all speaking English.

Like many individuals I have come in contact with, language is the main reason for lack of progress because they don't feel confident putting themselves forward. In addition, they felt that, personally, their language was not good enough for a particular position, which highlighted to me that we are losing a person who could have been perfect for the position.

When discussing language, it was interlinked with their confidence. The more they adapted to the language, the more they put themselves out there to follow their career goal. They told me that this is not the reflection of the whole community as many individuals over here find it very hard to access services and employment, and language is one of their main barriers.

Bias

I found their bias when interviewing for a job fascinating while talking to these women. Everyone I was chatting to has personally not been given the job since they need a visa, are not from Ireland, and English isn't their first language. So, they felt that if they were up against an Irish person at the interview stage, they would not get the job due to being non-native. Interestingly, this practice was so normalised that they weren't even angry. They just accepted that Ireland operates like this. I asked did this happen in other countries where they were looking for employment, and they said no.

One of the women stated that she went for a job where they needed an employee to speak both English and Portuguese. However, she still wasn't chosen for the job due to the bias prevalent in Ireland.

Bias has been highlighted in recent years and is a massive issue in the hiring process. It affects all different groups and seems to favour those who are "normal". It is an issue that needs to be addressed since all the groups I have talked to have felt like they have been stereotyped and underserved.

Understanding of social enterprise

What was interesting from our discussion is that one of the women has previously run a company that was started to improve her local community, which was a surprise to me that she didn't understand the social enterprise sector.

I continued to ask about the common words used in social impact Ireland, they were confused at first, but once I explained to them, they understood that the wording was necessary for the process. They were very interested in the concept of social enterprise and were delighted that companies were working on improving the local community.

I informed them what is on offer within social impact Ireland, and one of the women said she would reach out when she had more time and my structure for her idea. They are a bustling community information centre with great potential for a social enterprise.

Conclusion

The focus group pointed to the issues faced by those who enter Ireland. It is a scary process coming to Ireland and trying to enter the workforce. The barriers identified were a Visa, loneliness, language, and bias. All the obstacles are intertwined and seemly all happen at the same time.

The focus groups were informative, and I am delighted that these women took it upon themselves to create the community connection within Ireland, as it is imperative for those migrants to see active representation. The community they set up will continue to improve the standards of the Brazilian community in Ireland.

Recommendations

The study had taken a year to complete, and, in this study, a lot has come to light. This section will identify the recommendations from the research and the findings from the field study. Both results are significant as they point to improved engagement within isolated and underrepresented groups in our society. Below will point to what is needed to achieve inclusion and representation.

The research suggests how to reach individuals

- Reflect on practices.
- Create effective messaging.
- Promote meaningful engagement.
- Create community connections
- Serve as an information resource for community groups and social enterprises.

All the above-mentioned practices for reaching isolated individuals are essential when trying to get people. However, from the ground research, it has been identified that they do not go far enough. The sentiment is there, but more work must be done to cement guidelines that work more efficiently. The guidelines that will be mentioned are to add to the discourse that is already being had around inclusion and how to have a great reach to isolated and underrepresented groups in society.

However, the steps need more detail which will be outlined below:

1. Person-centered approach, as a standardised method, will lead to ineffective results.
 - When dealing with communities, you need to take the person first. Take away your bias and your preconceived notions.
 - Focus on the care of the needs of an individual.
 - Respect the individual and treat them with dignity.
 - Understand their experience and respect their different abilities.
2. Transparency when dealing with individuals where no previous knowledge is understood.
 - Don't pay lip service
 - Understand that you don't know everything
 - Be clear about what you are attending to do.
3. Different lines of communication
 - Asses the language that you are going to use to engage.
 - Accessible language /effective communication (audio, visual, written)
4. Identify key players in the area and interact with them to form a relationship, which will help with trust in the community.
 - Respect lines of communication.
 - Find those who understand the issues that individuals face.
5. A dedicated team that keeps up with new outreach methodologies and keeps engagement going within each community.
 - A member or members specifically used to create more community engagement in underrepresented groups in society.
 - A knowledgeable staff member with great community connections and an understanding of different outreach methods.
 - A member of staff that represents the community. Representation is important for individuals to feel more comfortable talking to like-minded people.
6. Understand and respect the decisions of those you are talking to, as they have lived experience of the issues.
 - When conducting outreach, if you are engaging with a community that doesn't want to hire. Don't engage.
 - Respect that you have not lived their lives, so listen and take in what they say.
7. Educate yourself on the barriers that are associated with isolated member groups in society.
 - Keep up to date with the community and changing policies.
 - Remember, you will not know everything, so acknowledge that.

However, the steps need more detail which will be outlined below:

8. Friendly approach.

- Respect those you are talking to, as they have lived experience.
- Casual approach.

9. Flexibility around interactions.

- Everyone has a busy life, and those who are underrepresented usually have external factors affecting their access
- The regular 9 to 5 doesn't suit everyone.
- Be able to use different outreach methods, as they can be hard to reach.

The findings have come from my interactions with the six groups. The reasoning behind this is that historically these groups are underrepresented in society. All the groups interviewed have experienced exclusion in society, and the main takeaway for reaching this person is kindness and understanding. To have a represented society, we need to include everyone, and these steps can be implanted quickly and effectively to create more engagement.

Conclusion

To conclude, this research was to evaluate outreach methodologies to try to connect more with those who are feeling isolated and underrepresented in society. The study was conducted in two parts, and each was interesting as new information came to light.

Firstly, what was looked at was the research already conducted in outreach and inclusion. Next, the study looked at social enterprise and the benefits and barriers associated with setting up a social enterprise. It then looked at Scotland, Spain, and Australia's social enterprise space. The rationale behind picking these countries is that I wanted to look at three different countries that have a highly functional social enterprise space. Looking to other countries committed to social change and best practices is essential. It has led to a better understanding of the social enterprise space. Scotland is new and up and coming, with high government involvement. Spain has one of the oldest forms of social enterprise in the world. Finally, Australia is outside the European Union, so I was fascinated by what was happening there.

Secondly, field research took place with the ideas already found in the study. This was a fascinating conclusion. The field and documentative research had similarities but did not go far enough into detail, as outlined in the recommendation section. The six groups I met with had different barriers impeding access to services and the workforce. The external obstacles faced by those I have been in contact with have made them hard to reach. These have been shown in the research but highlighted in the field study. These are some barriers:

- Lack of understanding
- Isolation
- Bias
- Disability
- Prejudges
- Access to services
- Digitisation

The list can go as no two people are the same, and the outreach should recognise it. If it is recognised, it will lead to more inclusion and representation.

Conclusion

Furthermore, when conducting outreach, there needs to step in place before and during that should be completed for the outcome to be achieved. These are as follows:

- Person-centered approach, as a standardised method, will lead to ineffective results.
- Transparency when dealing with individuals where no previous knowledge is understood.
- Different lines of communication
- Identify key players in the area and interact with them to form a relationship, which will help with trust in the community.
- A dedicated team that keeps up with new outreach methodologies and keeps engagement going within each community.
- Educate yourself on the barriers that are associated with isolated member groups in society.
- Friendly approach
- Flexibility around interactions.

Finally, this research highlights the need for a mixed methods approach as its flexibility has led to the success of the field research. The research has added significantly to my understanding of best practices and how individuals just want to be understood and accepted for who they are. It has been exciting, and the findings have been enlightening. I want to thank everyone involved who is fighting for inclusion and representation, your voice matters.

References

- Barrera, J.J. (2008), "The social economy and public policies", CIRIEC-España, Revista de Economía Pública, Social y Cooperativa, No. 62 (Special issue October), pp. 183-198.
- Bartolacci F, Caputo A, Soverchia M. (2020) "Sustainability and financial performance of small and medium-sized enterprises: A bibliometric and systematic literature review". 29:1297-1309.
- Boss P, Dahl C, Kaplan L. (1996) "The use of phenomenology for family therapy research". In: Sprenkle DH, Moon SM, editors. Research methods in family therapy. Guilford Press; New York, NY. pp. 83-106
- Bowen, G. (2009). "Document Analysis as a Qualitative Research Method". WESTERN CAROLINA UNIVERSITY, | Qualitative Research Journal, vol. 9, no. 2.
- Castellas, E and Barraket J, (2017), "How social enterprises are building a more inclusive Australian economy" mapforimpact.com.au/article-how-social-enterprises-are-building-a-more-inclusive-Australian-economy/, available at: https://www.csi.edu.au/media/uploads/FASES_2016_full_report_final.pdf
- CEPES (2014), "Listado de empresas más relevantes de la economía social 2013-2014", Unpublished Report, Confederación Española de la Economía Social.
- CGU (2018), "Migrant Small Business Report", apo.org.au/sites/default/files/resource-files/2018-01/apo-nid128756.pdf
- Deloitte, (2019) "The economic benefits of improving social inclusion, A report commissioned by SBS" Available at The economic benefits of improving social inclusion | Deloitte Australia | Deloitte Access Economics, Diversity, TMT
- Delgado-Rodríguez M, Llorca J (2004) "Bias" Journal of Epidemiology & Community Health 58:635-641.
- Denzin, N. K., & Lincoln, Y. S. (1998). "The landscape of qualitative research: Theories and issues". London: SAGE Publications.
- GOV. (2021) "'WORKING TO CHANGE' Social Enterprise and Employment Strategy 2021 - 2023" available at: www.workingtochange.ie/_files/ugd/af924b_bd5cc18e2f504ad2a36134c61dc295f7.pdf

References

Hazenbergh, R., Bajwa-Patel, M., Roy, M.J., Mazzei, M. and Baglioni, S. (2016), "A comparative overview of social enterprise 'ecosystems' in Scotland and England: an evolutionary perspective", *International Review of Sociology*, Vol. 26 No. 2, pp. 205-222.

Kay, A., Roy, M.J. and Donaldson, C. (2016), "Re-imagining social enterprise", *Social Enterprise Journal*, Vol. 12 No. 2, pp. 217-234. <https://www.gov.scot/policies/third-sector/social-enterprises/>

Kraft, Michael & Furlong, Scott. (2015). "Public Policy: Politics, Analysis, and Alternatives". Seventh Edition, Sage Publications.

Rafuls SE, Moon SM. (1996) "Grounded theory methodology in family therapy research." *Research methods in family therapy*. The Guilford Press; New York, NY.

Spear, R. (2010). "Religion and value-driven social entrepreneurship", in Hockerts, K., Mair, J. and Robinson, J. (Eds), *Values and Opportunities in Social Entrepreneurship*, Palgrave, Basingstoke.

Speire Nua. (2021). "Ethos of the business" <https://speirenuu.org>

Swinton J, Mowat H. (2006) "Practical theology and qualitative research". SCM Press; London, UK.

United Nations (2021) "Department of Economic and Social Affairs Sustainable Development" <https://sdgs.un.org/goals/goal8>.

Appendix Priority 1A:

Community Development	Plan on working with others in the sector.
Local Strategies	Local Government and third sector partners to encourage coherent and localised strategies for developing the social enterprise sector in every part of Scotland.
Support Infrastructure	local support infrastructure must remain.
Equality Groups	tackling inequality and discrimination based on gender, disability, age, sexual orientation, race, religion, or belief.

(Scottish Government,2016)

Priority 1B:

Getting Started	targeted area-based programmes to stimulate individual and collective social entrepreneurship, a growing network of local champions and mentors, and effective start-up support.
Seed Capital	We are providing funding and assessing the financial market in Scotland.
Spaces for Innovation	Co-working spaces where social entrepreneurs can collaborate with others and where social innovation can flourish.
Intrapreneurship	Look for talented entrepreneurs in various institutional settings, including public authorities, universities, and large charities.

(Scottish Government,2016)

Priority 1C:

Schools	education partners to extend social enterprise education into every school.
Colleges	Use college to find new talent that will only improve the sector.
Universities	encourage supportive environments where social entrepreneurship can flourish.
Informal Education	cultivate a growing role for social enterprise in youth work, family, and adult learning in Scotland.

Priority 1D:

A Community of Business	Promote Social enterprise. Spread the word.
An Enabling Government	Raise awareness
International Engagement	Step up overseas policies.
A National Movement	Get people talking

(Scottish Government,2016)

Step Two

Priority 2A:

Investment-Readiness	Spread Knowledge and Awareness to make the right decision regarding financing.
Intelligent Grant-making	Integrate different forms of finance.
Responsive Finance	Encourage grant-makers and lenders to come together in more creative ways, packaging funds and finding ways to bring down the cost of servicing debt to deliver measurable social impact.
Unlocking Capital	Unlock forms to access more capital.

Priority 2B:

Advisor Network	Creating a more knowledgeable, connected and empowered network of business advisors and professional advisors.
Specialised Support	Tailored, accessible, responsive to the needs of local community enterprises, and delivered in a way that complements mainstream provision.
Mainstream Services	Continue to improve their services.
Internationalisation Support	Look into EU funding.

Priority 2C:

Social Enterprise Networks	Create a collective voice
Consortia Development	Join the collective voice and increase social impact.
Collaborative Technologies	Create a platform. For access to information

Priority 2D:

Learning Programmes	Continued work on projects and more programmes tailored to the needs of targeted organisations and clusters of organisations.
Future Leaders	Find the new leaders
International Leadership	Develop international connection
Empowered Governance	Build up leaders

Priority 2E:

Careers and Skills	Make social enterprise access to the young
Fair Workplace	Pay the Living Wage
Work Integration	Finding creative ways to enable Social Firms to take on employees with higher support needs
Devolved Employment Services	Become more inclusive

Priority 2F:

Measuring Impact	Provide a standard for tracking and reporting social enterprises' value in their market, workplace, supply chain, local economy, communities, and the environment.
Social Reporting	Produce a straightforward Annual Social Report
Capability Building	I will work with the community to understand the issues that are being faced by the community.

Step 3

Priority 3A:

Public Sector Engagement	Public sector partners, locally and nationally, to develop a deeper understanding of social enterprise and a commitment to a more radical, collaborative culture.
Collaborative Commissioning	Work with the public sector on ideas.
Social Procurement	Encourage contracting authorities to explore creative ways to open market opportunities to social enterprises.

Priority 3B:

Buy Social Certification	Create a label.
Social Enterprise Nation	Encourage people to buy locally and support their community.
Consumer-facing Enterprises	Have a fair free market.

(Scottish Government,2016)

Priority 3C:

A Sharing Economy	Developing a new model of economic exchange.
Corporate Supply Chains	Encourage corporations to buy from a social enterprise and spread the knowledge of the benefits.

(Scottish Government,2016)

Consent form used

*The reason behind the different consent forms is that I want to portray the information so everyone can read it. I increased the lettering to 14 verandas, which is believed to be the easiest size for people with learning disabilities.

*The pictures were added to make it more enjoyable to look at and have a word association. So, when the participant is reading, they will be able to correlate and relate the information to the pictures. I believe that the imagery helps the reader remember the words next to it.

Example One

The consent form was sent to all involved in the focus groups. There were slight edits in the language used to better get across what my intention was.

I..... voluntarily agree to participate in this research study.
I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the survey.
I understand that participation involves a discussion of social issues and what is impeding their involvement in the social enterprise sector.
I agree to be audio-recorded.
I understand that I will participate in a recorded FOCUS GROUP interview with the researchers on the agreed topic.
I understand that all information I provide for this study will be treated confidentially (unless asked for personal permission)
I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time.
I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of Research Participant Date:

Signature of participant

Signature of Researcher Date:

I believe the participant is giving informed consent to participate in this study

Signature of researcher

Example Two

I..... voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

I understand that participation involves a discussion of social issues and what is impeding their involvement in the social enterprise sector.

I agree with being audio-recorded.

I understand that all information I provide for this study will be treated confidentially (unless asked for personal permission)

I am happy to be Photographed.

I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of Research Participant:

Date: