

Model of Social Entrepreneurship for child development

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ABSTRACT

Social entrepreneurship in modern society offers an altruistic form of entrepreneurship that focuses on the benefits that society may reap. This paper describes the structure and process of development of differentially abled children by becoming a part of a social entrepreneurship project of their school. This involves a child developmental model of social entrepreneurship to explain the challenges and opportunities of specially-abled children and the way they approach towards the entrepreneurial activities.

The methodology to explain the model has been initiated through a case study of a group of special schools in Calicut district and their entrepreneurial initiatives.

The result of this study is a unique development model that allows the social enterprise as an enabling platform for the labour force i.e. differentially abled children. They themselves build the brand value through quantity and quality of the product. Values of entrepreneurship helps to develop self-confidence, honesty, independence, responsibility, creative, never give up/hard work, caring

for the environment, teamwork, discipline, and respect. Other findings are that through this initiative, the unemployment, social stigma along with other social issues can be reduced in a way to promote a structured social, economic and financial progress in the development of this target population.

INTRODUCTION

Child development refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence yet having a unique course for every child. Children with disabilities are one of the most marginalized and excluded groups in society. Their right to participation equally extends to all aspects of social life, on which subject the child, disabled or not, should be given the opportunity of expressing his opinion, of getting connected, of keeping himself informed and of taking part. Yet, because of their disabilities, one often thinks that they do not have the capacity of expressing a coherent idea, and the decision is taken without listening to their opinion. From these attitudes, Social Entrepreneurship becomes a means for the development of differently abled children.

Social entrepreneurship is a new form of entrepreneurship that exhibits characteristics of nonprofits, governments, and businesses. It applies traditional (private-sector) entrepreneurship's focus on innovation, risk taking, and large-scale transformation to social problem solving. The social entrepreneurship process begins with a perceived social opportunity that is translated into an enterprise concept; resources are then ascertained and acquired to execute the enterprise's goals.

Many initiatives are under taken to improve the empowerment of people with disabilities at their childhood period in developing countries especially in India. This paper focus on a Social Entrepreneurship model that brings about development of differently-abled children. This paper is a case study of three institutions for differently-abled children and the Social Entrepreneurship programmes conducted by them.

Their programmes, including making soaps, candles, ornamental flowers, phenoyl, glass painting, bags, etc. are found to be bringing about overall change in these children. Changes are noted in the areas such as education, organizational skills, including time management, leadership development and interpersonal skills, all of which are highly transferable skills sought by trainers.

The purpose of this study is to understand how differently abled children become developed as a part of social entrepreneurship project of their school.

REVIEW OF LITERATURE

A brief review of Social Entrepreneurship programmes with an aim of child development organized by various institutions is given below:

Community Based Rehabilitation (CBR) for the differently-abled people is an integrated programme component of CORD which works toward the holistic rehabilitation of its disabled beneficiaries in rural areas. CORD's CBR programme has been taking account of all aspects of a differently abled person such as social, health, economic, educational, accessibility, vocational and advocacy issues since 1994. The main aim of CORD is to highlight the abilities of the differently abled & transform their attitude towards their disability and to resolve the education and accessibility concerns of the disabled and encourage its beneficiaries to participate in the decision-making process of their communities. Vision of CORD is the empowerment of disabled persons with their active participation and to ultimately aid them in becoming self-reliant. The purpose of the CBR department is to increase the capacity of the differently abled (DA) and to sensitize the community to their special needs and abilities. Ultimately, CBR aims to holistically integrate the disabled into the mainstream in an increasingly inclusive society and to break the attitudinal mental barrier towards the disabled. The services that CORD provide: Physical therapy unit, Audiometry & speech therapy, Play therapy & early intervention centre and special Education. CBR is working for the betterment of disabled persons in all aspects of his/ her life at individual, family & community level- Health, Educational, Social, Economic&Political.

The Centre for Differently Abled Persons has been established in Bharathidasan University in the academic year 2011 with the Motto of "*Encourage, Enable and Empower the Differently Abled Persons*" in Education, Employment, Entrepreneurship and livelihood to fulfill the vision of empowering the Differently Abled students of its University Departments, Constituent Colleges and Affiliated Colleges. The Centre has been established with the motto of providing "*Training for Inclusive Education*" for the Pre-service and In-service teachers, Parents and Community as a whole. The interface can be customized to serve different user groups like the blind or those with low vision, dyslexia or mobile impairment. The user also has access to audio presentation and Video Presentation of educational material. The aims and objectives are advocate and empower the

Differently Abled Persons for equal opportunities at all levels in education, economic, social, political, cultural and civil spheres as well as to mainstream and institutionalize Rights of the Differently Abled through sensitization and awareness programmes. The other features are the lobby to incorporate the Rights of the Differently Abled in development policies and programmes and to create a platform for the Differently Abled to express their needs and exhibit their potentials.

SCAD is a Tamil Nadu based organization that spreads over 500 rural villages with the objective of providing wide range of education, health and community projects and promotes sound environmental and sustainable practices. One of the important area of SCAD is the Salt of the Earth. SCAD's community based rehabilitation programme for children with physical and learning difficulties is a pioneering project that has been going from strength to strength in the last few years. SCAD's specialist team goes out to the villages and gives treatment to isolated and vulnerable children. In the last 12 months 1,135 children have received treatment by SCAD.

The Amar Jyothi school in Delhi, India, offered groundbreaking, integrated education to 30 students with and without disabilities. The school's diverse group of founders believed that inclusive education would not only serve those with disabilities, but could also change the mindset of the community toward those with disabilities. Almost 30 years later, Amar Jyoti runs rehabilitation centers with schools at Delhi and Gwalior where more than 700 students, with and without special needs, study together and learn from each other. The holistic approach pioneered by the institute is unique and is now being replicated in many other places. Amar Jyoti is one of the very few institutes in the country and across the globe where a broad range of facilities for persons with all types of disabilities is provided under one roof.

Amar Jyothi offers rehabilitative services for the differently abled through education, medical care, child guidance and vocational training. Innovative programs support full participation in society for children, youth and adults with special needs by:

- Preparing children with disabilities for a mainstreamed or integrated environment after they complete middle school
- Bringing together disabled and nondisabled children to study collaboratively
- Equipping the disabled with skills to support economic independence by empowering through vocational training

The center for training in special education runs a number of capacity building and Teacher Training Programmes for regular mainstreaming of school teachers, parents and professionals. The courses are recognized by the Rehabilitation Council of India. A certificate course in professional practices aspects of learning difficulties is also being conducted in collaboration with Roehampton University, London and RCI.

Kottayam Social Service Society(KSSS) has started C.B.R for physically handicapped and mentally challenged as a model programme for Kerala State in 1997. It involves rehabilitating the person in his/her own family and community with the cooperation of the family members, community, and use of various resources available within and outside the community. The services provided includes training the physically disabled to do his/her daily activities with the help of necessary equipments such as cane, specs, orthopaedic shoes, hearing aids etc, training for the mentally retarded to take care of himself/ herself without bothering his family members who have to generate income for him, train him to dress by himself, to take bath, to wash the dishes, to eat without any support, to wash his/her own clothes and to manage his daily life. Those who have difficulty in learning because of their impairment in hearing, seeing, going to school, etc are offered special education either at home or at a regular school. The mentally retarded children are also taken to regular schools and taught in a special classroom. They will be trained for practical living according to their abilities. The training may involve learning the alphabet, recognizing colours, distinguishing different currencies, simple calculations etc and training in five regular schools. This enables the regular children to make friendship with the mentally retarded children. Thus the disabled children who were once isolated gets love and acceptance from normal children of his/her own age group.

These organizations offer institutional-wise and community wise developmental services for the persons with disabilities in order to create entrepreneurial talent of disabled people and their educational status through vocational training, to solve the economic and general conditions of disabled people, changing attitude of Society and contribution of Differently-abled entrepreneurs to the economic development of country, employment generation and inclusive development of Differently-abled through social entrepreneurship.

METHODOLOGY

This paper is based on case study of Social Entrepreneurship models i.e, three institutions in Calicut. These institutions are identified as the basis of purposive sampling. The data was collected from the administrators of the institutions by means of interview, interview schedule and observation.

Case Study 1

Amar Jyothi Special School, Thamarassery

The institution was started in 2010 under Amar Jyothi Charitable Trust and Thamarassery Congregation with an initiative of providing education and life- long support through vocational training. There are about 76 children under the guidance of 15 special school trainers. They provide basic training to those children with disabilities. About 20-25 children are given the vocational training. The typical vocational activities that the differently- abled were taught are making stuffed toys, paper plates & bouquet. The children with Disability are given the vocational training according to their IQ level.

Case Study 2

Health Care Society Special School, Punoor

Health Care Society is an institution based at Punoor in Kozhikode district, Kerala providing care and rehabilitation services for intellectually and physically challenged children. The Society is a non-religious organization and a special school for the challenged youngsters which have been functioning for the past three years from leased facilities, imparting vocational training, special care, provision of food and transportation for the children. The Foundation offers other developmental programmes like home care and career guidance. There are about 106 children with 20 helpers involved in vocational training. The special training activities include Glass painting, Pisciculture & tailoring. According to the age of the child with disability, the special training is provided.

Case Study 3

Karunyatheeram, Punoor

"Karunyatheeram" (meaning shore/abode of mercy), a unique campus for differently-abled with the motto "*Service to Humanity is the Best Work in Life*" envisages setting up a special school with all modern amenities for these children, a vocational training centre, rehabilitation centre and lodging. There are about 76 inmates where in vocational section, the boys and girls are separated. About 14 faculties including teaching and non-teaching are available in every 8 hours. The vocational training includes glass painting, cooking for girls, agricultural activities for boys, big-shopper making etc.

IMPACT OF SOCIAL ENTREPRENEURSHIP PROGRAMME ON CHILDREN WITH DISABILITY

This study reveals following impact on Social Entrepreneurship programme on children with disability:

1. Provision of vocational training in the childhood period of persons with disabilities creates Social Entrepreneurs which promotes self-sufficiency.
2. The children has developed a positive attitudinal change compared to the earlier behavior when they entered into these institutions as gloomy with less social interaction, sudden anger, low confidence level etc.
3. Programmes of these institutions provide the training to take care of himself/ herself without bothering his family members who have to generate income for him, train him to dress by himself, to take bath, to wash the dishes, to eat without any support, to wash his/her own clothes and to manage his daily life.
4. Findings have shown that the children have acquired the social skills like interaction in day-to-day life, listening skills, observation skills etc.
5. The provision of vocational training has led to the talent identification among these children. Even though some of the children quite have the ability to draw a leaf, for others may be flower, stitching, ornaments making, etc.

6. Through the vocational training, the children have generated the entrepreneurial skills which enable them to understand the earning process and to make profits for securing their future life.
7. Majority of the families of these types of children had a negative attitude in the earlier periods as they were not able to do anything with/without help. The role of the institutions as well as the influence of special trainers has created a great change in the children's life via which the attitude of the families also had changed.
8. The children have gained an increase in their confidence level and are able to exhibit their true skills in all aspects.
9. Entrepreneurship development among disabled people find more advantage than any other programmes implemented for the socio-economic upliftment of the group.
10. There is a difference of opinion regarding the need of special curriculum among the institutions.
11. Through the perceptive of Social Entrepreneurship, one can view the overall development of the children in various spheres - socio-economic and cultural.
12. Self-supporting ventures of differently abled contribute a major chunk to the social development of the country with abled and self-motivated, independent human-being.
13. One may find that the absence of public programmes failed to promote the overall development and the social inclusion of the persons with disabilities which led to the emergence of various institutions with the government support.

Conclusion

Around 10 per cent of the world's population, or 650 million people, live with disability. They are the world's largest minority. Though there has been an improvement in medical science and technology, we have not been able to wipe out the disability completely. The percentage of the people with medical and physical disability is on a rise due to environmental, physical and psychological factors. It may not be possible to bring the life of a person with disability to cent percent normality but proper rehabilitation make them self-sufficient and reduce the stigma of the family and society towards them. Here arise the significance of Social Entrepreneurship. This paper

has discussed the positive effect of Social Entrepreneurship on various aspects of life of the child with disability. Such interventions can be initiated by more institutions.

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