

# Social entrepreneurship in education area through the charity education of teenagers with special needs

**Stanislavs Miscenko\***

*ISMA University of Applied Sciences, Riga, Latvia*

*\*Corresponding author's e-mail: stanislavs.miscenko@isma.lv*



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## Abstract

Within the frameworks of the conference, the author raises a topical issue of aid (through the social entrepreneurship in education area) to the children – teenagers who are in difficult life situations, or who are left without foster parents. At the platform of ISMA University, the author developed and implemented a project-platform for charitable assistance to 14 -17-year-olds from boarding schools. The project aimed at social adaptation, and allows children to make a conscious choice of the future profession with the support of mentors. A number of lessons and master classes were held in the framework of the programme “Entrepreneurship within the Restaurant Business” at ISMA University. The successful experience of working with school students has shown the relevance of the events, with the prospect of involving a full list of professions taught at ISMA University and not only there.

*Keywords:* social entrepreneurship, teenagers with special needs, development, education, career guidance, adaptation, higher school

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## 1 Introduction

In most cases, people make certain decisions, make choices, know the future profession, set certain goals and achieve them. But there are also those who have certain difficulties with choice, and their life is not like common people.

The fact is that orphaned teenagers live here and now, mostly by the present. Such teenagers most often have a psychological trauma in their personal history, do not remember their roots, and therefore it is difficult for them to change their inner world as they grow up. There are a lot of talented teenagers among them, what they need is just an opportunity: an opportunity to prove themselves, an opportunity to feel important and an opportunity to develop [1, 3]. The author suggests a social project-platform that will allow teenagers not only to enter more confidently into adult life, but also to get a decent profession that will as much correspond to their aptitude, personal characteristics and the needs of the modern market.

## 2 Part I

According to the recent research, only one of 10 graduates of boarding school adapt to life in society successfully. The remaining 9 cannot find a job, gradually fall down the social ladder and become a tax burden for the state. Less than 1 % of graduates enter the higher education institution. One of the reasons for this problem appearance is the lack of contact of school children with people who have recently passed the path of becoming in life and who can share advice and their life experience. According to “WorldSkills” statistics, the problem of conscious choice of profession is also acute for teenagers from families; in general, 70% of teenagers do not know how and what profession to choose [2, 3].

## 3 Goals of the social project

1. Professional orientation of orphaned children who are brought up in boarding schools.
2. Successful admission to the educational institution, which is the best for the student, as well as increase the chances of motivated students from boarding schools to get higher education.
3. Organization of workshops to facilitate the identification of professionally important qualities and interests of teenagers.

## 4 Tasks of the social project:

1. Individual testing and assistance in choosing a profession in accordance with psycho-emotional and personal qualities, expanding the horizons of students, getting acquainted with modern professions and trends, the job market.
2. Participation of students in master classes and lectures
3. Assistance in finding a future place of study, collecting and submitting the necessary documents before entering an educational institution, choice of the optimal educational institution for each teenager.
4. Formation of students' skills in searching vacancy with a decent salary for getting their first professional experience.
5. Giving the soft skills to teenagers in successful self-presentation for admission to an educational institution and employment, with the help of participants of this project.

The geography of the project includes primarily Latvia (ISMA University) and the Baltic States, as well as, in the future, expanding the project in the EU and joining similar and existing projects.

## 5 Part II

Also, one of the directions of the proposed project is forming the basic platform where high school students from boarding schools (including teenagers with special needs) can communicate and learn from teachers and students of ISMA University, corporate mentors (professional practitioners), who will pass on their professional skills [4, 5].

Mentors will help with the passing on knowledge in disciplines within their specialty and to prepare teenagers for admission to vocational and higher schools [6].

The first meetings and master classes within the project have been hold by the author and his team. The author has established the contacts and cooperates actively with the management of a special boarding school for children with disabilities in Riga “Rigas Daugavas pamatskola” [8].

## 6 Conclusions

The author is convinced that the mentoring project can

change for the better the situation in the teenagers' education market. The author is also convinced, and his opinion is confirmed by the practice of that earlier acquaintance with the future profession, that the practical classes starting from the age of 14, a close acquaintance with companies and enthusiastic employees could increase motivation of teenagers for their work and development, and also help to improve school performance, since teenagers realise the necessity of knowledge they receive at school [6, 7].

As a result, each teenager will get a more complete understanding of the outside world, faith in their own strength, the ability to set worthy goals and to implement them, as well as knowledge, skills and soft skills necessary for further independent life, such as communication skills, self-presentation skills, etc.

According to the author, information about higher schools, motivation for further entering the higher education institution, additional assistance in preparing for admission and support of experienced, successful and motivated professionals will also be important.

## References

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