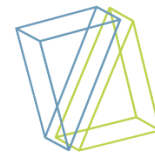




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HIDDEN
DIMENSIONS

HIDDEN DIMENSIONS OF INCLUSION IN THE YOUTH
SECTOR –
The Quantitative research report, Hungary

Együttható Egyesület

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1. Survey Circumstances

This online questionnaire survey was performed in the autumn of 2021. The questionnaires were made available to respondents on survio.com. The respondents were volunteers and employees of organisations and institutions applying to the Erasmus+ youth programme between 2017 and 2020. The link to the questionnaire was sent out to the organisations via e-mail, and they were reminded over the phone to have it filled out. Every organisation got a single phone call, and the questionnaire was sent out via e-mail once again if the organisation had trouble finding the previous e-mail. The survey method included voluntary response and simple random sampling. In total, 200 organisations were approached via e-mail and over the phone.

Approaching respondents was an issue during the survey. They often displayed an attitude of rejection already over the phone, mentioning that their target group did not include (young) people living with disability, not even if the Erasmus+ youth scholarship programme required their inclusion, as they qualified as young people regardless of their situation. This may be the actual reason why there were so few respondents taking the survey.

2. Results

2.1 Characteristics of Organisations Represented by Respondents

The questionnaire was completed in Hungary by 71 individuals in total, instead of the planned 150 persons. 61.9% of the respondents (44 individuals) stated that they worked or volunteered for a youth organisation, 28% (20 individuals) stated that, despite youth not being their main target group, they had a youth programme as well, and only 5.6% (4 individuals) stated that they did not apply as youth organisations; therefore, the entire sample was analysed together, with no questionnaire eliminated.

Most respondents entered Budapest as the operating area of their organisation, but almost every county as well as a few organisations with a national network provided one or more respondents (Figure 1).



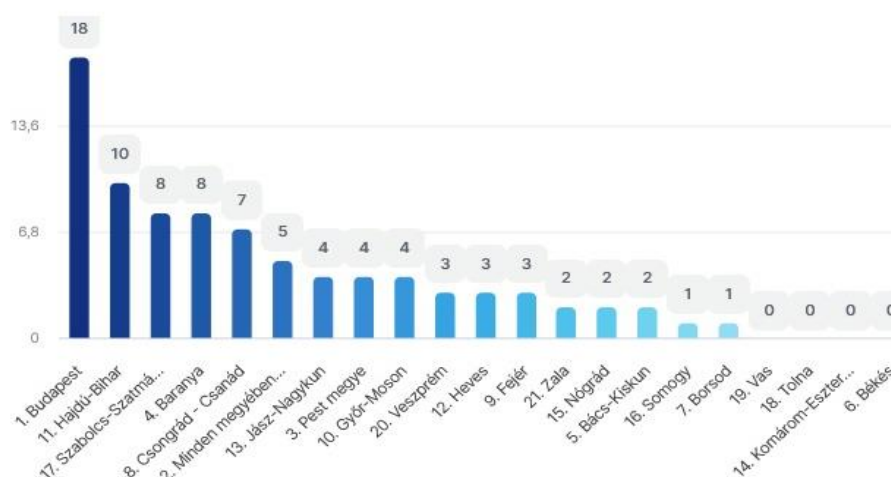
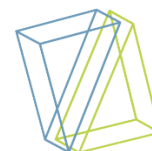


Figure 1 Distribution according to operating areas of the organizations by the respondents

The significant majority of the represented organisations (85.3%) are NGOs. Enterprises and municipal institutions responded in equal proportion (5.9% each), and the employees of state institutions were the fewest in number (2.9%). In comparison, the entire list of applicants shows a similar distribution, the vast majority of the applicants being associations or foundations.

The various organisations offer a wide range of services to young people. We defined youth work and its classic services in our research plan, so the questionnaire asked whether they offered such services. The instructions for filling out the questionnaire indicated what services we consider as classic youth services.

Before going into this, we provide a summary of the concept of youth work:

On a European level, youth work is a field of youth affairs realised in practice, connected with research activities affecting youth, youth policy solutions, issues related to the everyday lives of young people. According to this interpretation, youth work can also happen within the framework of formal education, if participation in the relevant activity is voluntary and is based on informal methods that contribute to the personal development and social participation of young people. From this point of view, youth work is performed by those responsible for the financing of youth organisations or maintain the network of youth offices,





or by the experts working on training requirements, as well as the politicians creating regulations and determining the legal framework of youth activities (Nagy, 2016).

In Hungary, youth work originates in social work and social education. Socio-educational activity, a result of a bottom-to-top development, basically supported the disadvantaged layers of society as well from the very start of its formation. Social education can be considered the basis of youth work but is permeated by the spirit of social work. Its character is jointly determined by educational hierarchy and partnership between client and professional. Community life outside school, such as community centres, scouts, pioneers, clubs, including French animation techniques as well, also belongs here (Nagy, 2016).

There is no independent national strategy on youth work. However, National Youth Strategy has a subchapter on the need for better recognition of youth work, for developing a system of criteria for municipal youth work, and for strengthening the educational goals of youth work ("*...Hogy általuk legyen jobb!*" *Nemzeti Ifjúsági Stratégia 2009-2024*, 2009).

The currently available youth worker training is of BA level, but the name of the programme does not include youth work. The Youth Community Coordination specialisation of the Community Organising BA programme serves the formal educational background of youth work (YouthWiki, 2022).

In reality, the operation of small youth NGOs is unpredictable, as they have no continuous financing, and the support of their operation depends on the decision of local authorities.

Consequently, their activity is first and foremost limited to the realisation of projects, and in our opinion, the services of classic youth work summarised on the following figure cannot be accomplished here (Figure 2). These services were named in the questionnaire primarily based on the National Youth Strategy (2011), the European Youth Information Charter (European Youth Information and Counselling Agency, 2018) and Ádám Nagy's work (2016). We supplemented the question with an option not made explicit in the documents and writings listed above, highlighting the support of disabled young people by means of youth work (Figure 3).



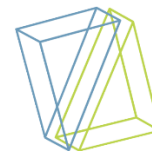


Figure 2 Classic youth services

Based on Figure 3, it can be established that increasing voluntary work and activity is the most frequently offered service, and it is the least typical of these organisations to support young people living with disabilities on a weekly basis using methods adapted to their needs. It should be pointed out here that the respondents might have failed to take the part on classic services and weekly basis into consideration or understand the exact meaning of the question, as responses are inconsistent with regard to classic youth services, youth office and residential programmes. It will be shown that these proportions are not stable, e.g. the quantity of answers along the lines of “we have no such services” varies from question to question.



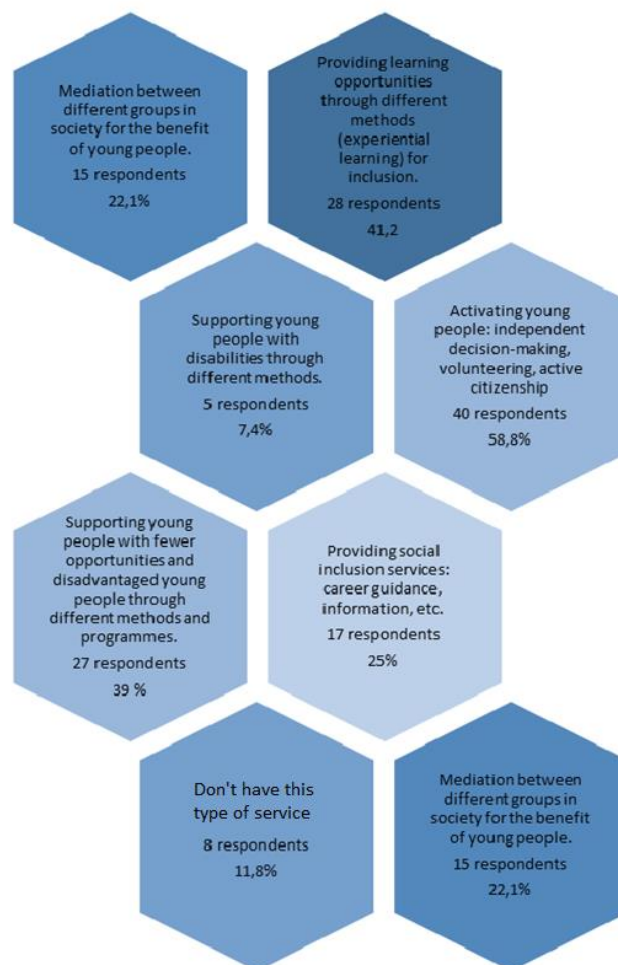
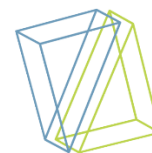
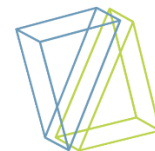


Figure 3. Classic youth services offered weekly for young people (age 13-30) by the organisations of the respondents

60.3% of the respondents state that their classic youth services are not financed by either the municipality or the state, and only 30.9% think that they receive municipal or state support. A smaller part of the respondents (5.9%) does not know whether they receive such support, and only 2.9% state that they have no classic youth service. In the next question, also targeted at municipal or state contribution, the respondents could enter the level of support received, if any. Here only 54.4% of the respondents stated that they received no support, and 20.6% stated that they were not sure. Only once did an organisation state that its classic youth services were completely financed by the state, and 2 individuals responded that they had no such services. For 20.6%, the municipality or state contributes to the financing of classic youth services to a varying extent. 28% of the respondents (20 individuals) stated that they had no youth office, which raises the unsolved question how they can offer classic youth services on





a weekly basis without a youth office. Be that as it may, based on their answer to the question, we suppose that they do international youth work without a local dimension.

The organisations mostly (64.7%) involve young people of medium income in their programmes (meaning all their programmes); 14.7% of the organisations of the respondents cater for people living in poverty (in our definition, those belonging to the two bottom deciles), and 20.6% for disadvantaged young people living below the minimum subsistence level. According to the respondents, there are no rich young people among their clients, still, it is apparent that groups of a better status receive more of the services of the organisations. It can be established using the chi-squared test, that there is no connection between the presence of state support and the target group, so the presence of financial support does not depend on the relevant family/young person being poor or able to pay (Figure 4).

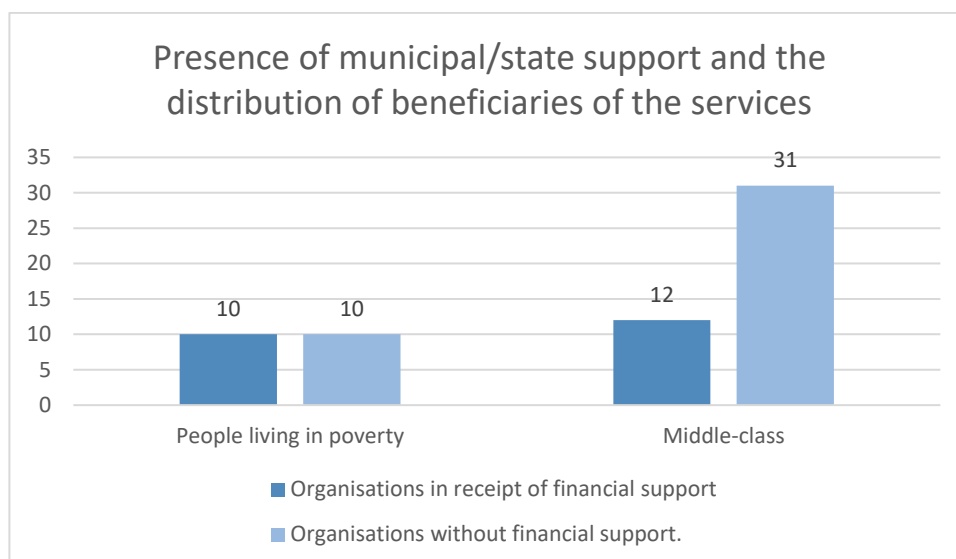
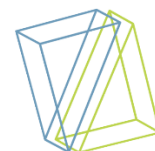


Figure 4 Financial support of organisations depending on target group

The majority of young people on the horizon of the organisation are of secondary school age or older, and a part of them also speaks at least one world language. Fewer organisations cater for Roma and disabled young people, and even fewer for refugees or other local ethnic groups (Figure 5). Roma young people are supported by those organisations that deem their clients to be poor, in 13 cases out of 21 (chi-squared test $p < 0.001$, $\phi = 0.385$). The trend is similar but statistically not significant in case of young people living with disabilities. Ten organisations stated that they supported disabled young people, in seven cases of which the respondents stated that their target group rather included people living in poverty. Those who target mainly secondary school students deemed their target group to belong rather to





the middle class (chi-squared test $p < 0.05$, $\phi 0.331$), which was the case with 32 respondents out of 40.

This shows convincingly that organisations applying for Erasmus+ youth programmes can primarily target young people living in better financial conditions.

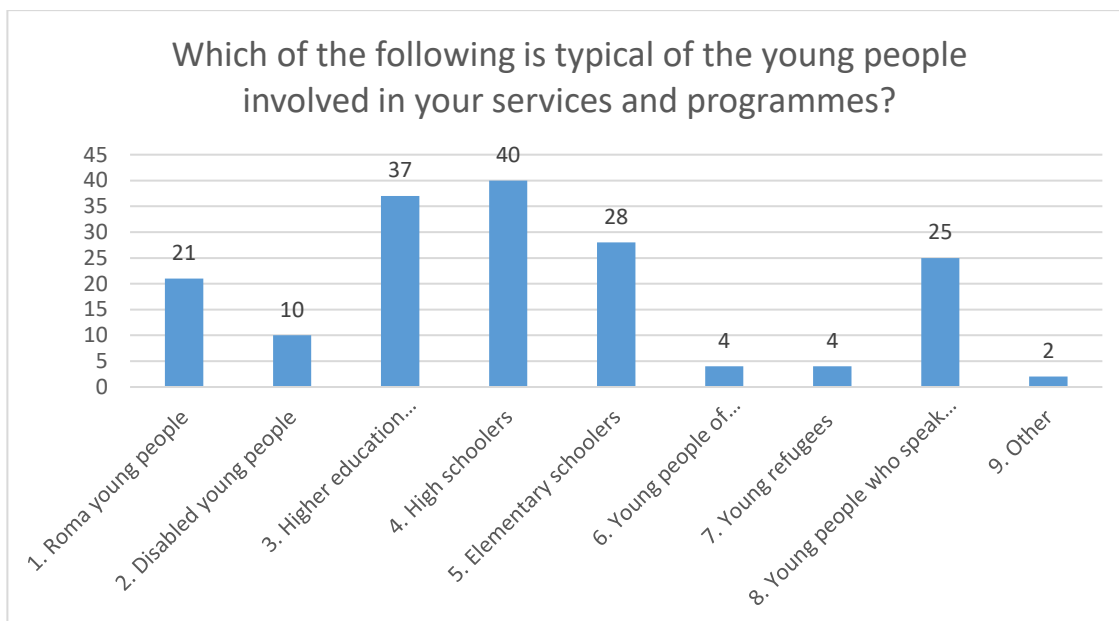


Figure 5 Characteristics of young target group of respondents

2.2 Characteristics of Respondents

In total, 10 of the respondents marked themselves as volunteers, while all the others were employed by their organisations in some form or another. A relatively high number of respondents marked themselves as top management, while the number of middle managers was negligible, which suggests that these organisations employ a small number of people without a multi-level hierarchy, so top managers probably also take part in day-to-day operative work.

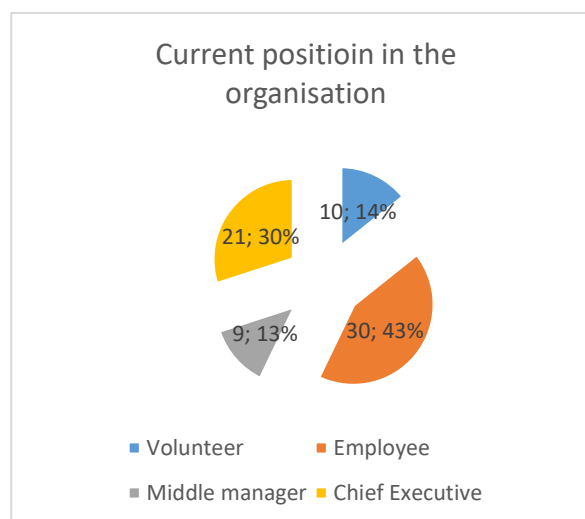
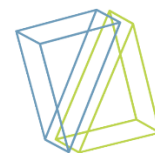


Figure 6 Distribution of respondents according to their position within the organization





88.2% of the respondents has a degree and the rest of them have a level of secondary education. The majority of respondents have qualifications in an education field, and the proportion of cultural managers and community organisers is also relatively high. The “Other” category included qualifications that could not or was not worth being classified into another category, such as international studies, political science, geography, linguistics, etc. These qualifications were entered by 1 person each. The following figure shows the exact distribution of the respondent youth workers within the sample (Figure 7).

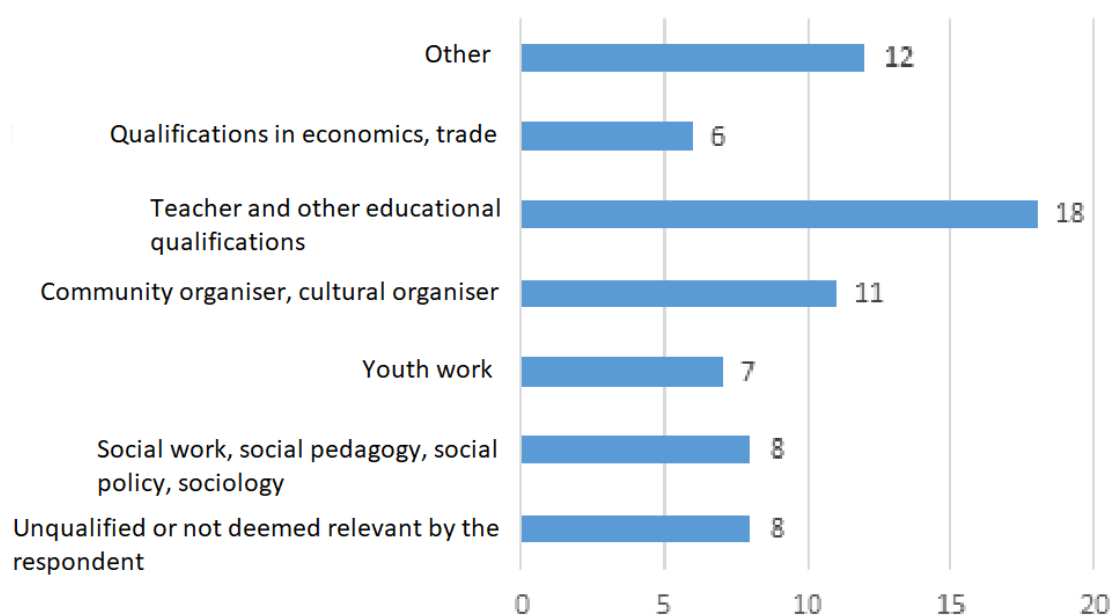


Figure 7 Distribution of respondents according to qualifications.

The majority (70.6%) of the respondents are women, and 45% of them are above 40 years of age, so our sample suggests that those who care for young people are mainly middle-aged women (Figure 8). It should be pointed out that the willingness to fill out the questionnaire could simply be higher in case of women.

The majority of respondents have a degree or level in some training or education field – the single andragogist has also been classified into this group –, where the overrepresentation of women is confirmed by official statistics. Over the last decade, increasingly few people chose careers in education as a possible path of studies; therefore, the presence of ageing educators in public education is increasingly typical in Hungary (Hajdú, Hermann, Horn, Hönich, & Varga, 2022).

We suppose that youth work is a “refuge” for career changers where they can more or less remain in a field of education but enjoy a greater degree of freedom. This assumption is



confirmed by data, as 14 of the 18 educators are women. In their case, working with youth is motivated by the following factors:

- help and benefit others (83% – 15 individuals)
- have a diverse job (67% – 12 individuals)
- independent decision-making at work (50% – 9 individuals)

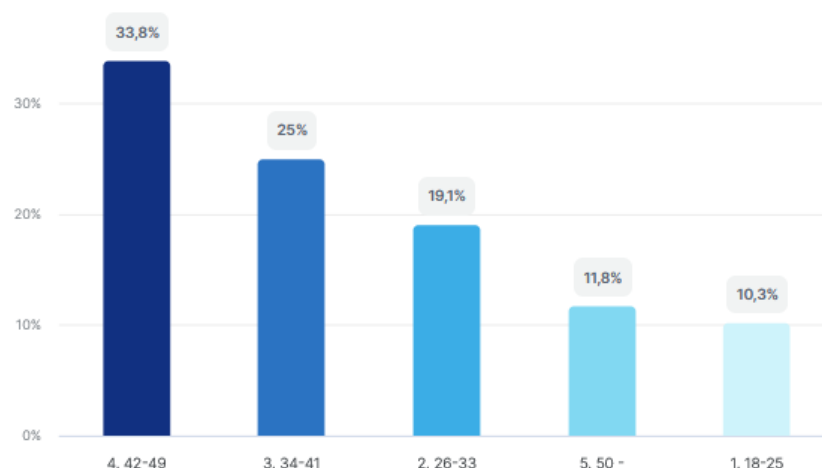


Figure 8 Distribution of respondents according to age, classified into age groups

Other large groups of respondents include youth workers, cultural managers and community organisers.

Within those with a level in youth workers, the proportion of women is higher (71% – 5 women), and the same proportion holds for cultural managers and community organisers as well (75% – 8 women). Similarly to educators, they are also motivated primarily by an intention to help others, independent decision-making, but most of all by the diversity of work (71% of youth workers, 5 individuals; 91% of cultural managers/community organisers, 10 individuals).

Obviously, supporting young people with different activities are attractive for every respondent for these same reasons. It is clear that neither social appreciation of the field nor income, stability, predictability or peace of mind are factors that keep people in the field of youth work (Figure 9).

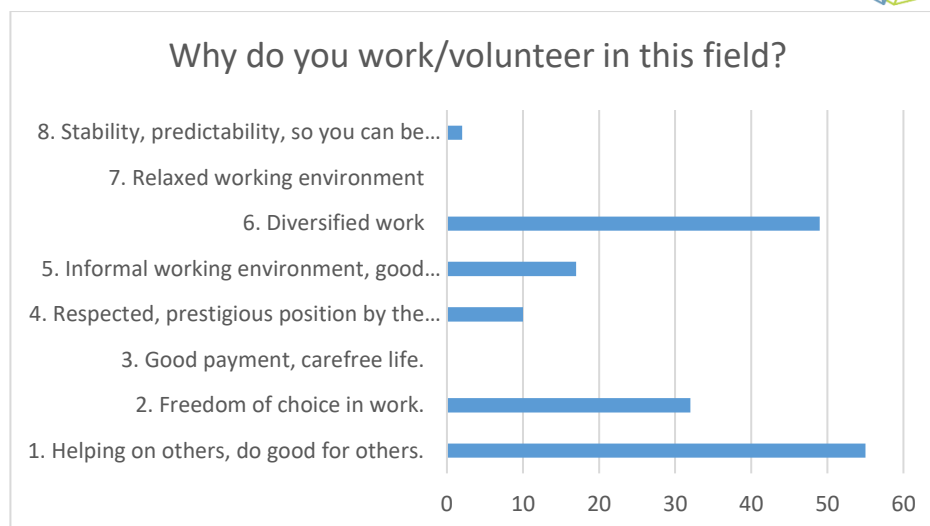


Figure 9 Work motivations of volunteers/employees involved in youth work.

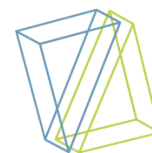
Still, the majority (60.4%) of the respondents have been performing youth helping activities for more than 5 years, and 38.3% of them for 9 years or longer.

2.3. Disability-friendly youth service?

In the following part, we examined the availability of the services provided by the organisations for disabled people in the opinion of the respondents. 35.3% of the respondents thought that their services were unavailable for young people living with disabilities. By availability, we meant accessibility. Another 30.9% thought that their services were available to a medium extent, and the same number of respondents thought that their services were accessible. However, according to 51% of the respondents, no disabled young people used their classic youth services in the last two weeks. 10% of the respondents were not sure how many people used such services in the last two weeks, and 7.4% thought that their organisation had no classic youth services. As there is no correlation between these two variables (degree of accessibility / number of people who used it), we surmise that the respondents are unsure as to the conditions under which a youth service is to be considered accessible.

With this in mind, in the following question we tried to get a clear picture of the extent to which the conditions listed by us were provided for in the youth-oriented institutions of the respondents. The following figure shows clearly that 28% of the respondents do not even have a youth office to be made accessible. This explains why no young people with disabilities could use their services. However, with regard to the conditions defined, complete accessibility is ensured only in case of 8.4% of the respondents. The following figure also





shows that the respondents mainly focused their accessibility efforts on the needs of persons with reduced mobility, and that the conditions marked by them are not present in their institutions (Figure 10).

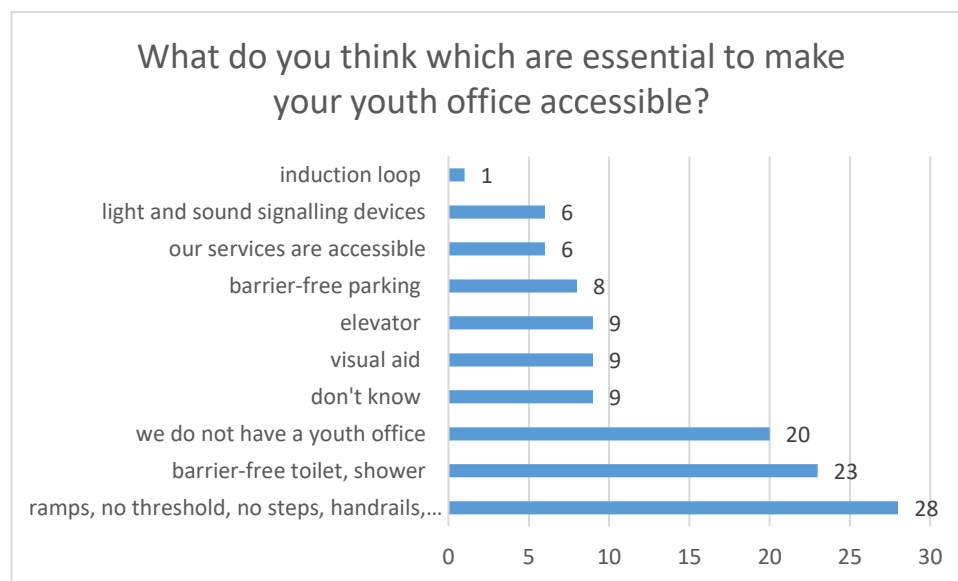


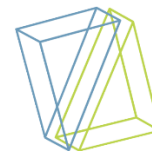
Figure 10 Accessibility of youth offices

25% of the respondents (18 individuals) could not estimate at what cost they could make the office accessible, but relatively many people (32%) thought that it would cost at least HUF 1 million. Here, only 16 individuals (22.5%) thought that they had no youth office, four less than before. Generally, the respondents aware of such costs are those whose services are at least partly available for disabled people. The costs of accessibility are high indeed, but generally determined by the existent conditions of the building.

For instance, the office of Együttható Egyesület is partially accessible, which means that the organisation has a mobile ramp and the door is left open, so if a person with reduced mobility would like to enter in a wheelchair, they can do so. For this purpose, an employee is always available to help. However, the restroom can only be used by a person who is able to access it on foot, with the help of handrails and our employees. Here the kitchen can only be used independently by a person able to use their legs, but as mentioned before, there is always an employee available to help with providing a meal or a cup of coffee. The cost of the ramp and the handrails was 130 EUR. A complete adaptation, if possible at all, could cost or more than 2600 EUR, as in this case it would be necessary to move walls.

Independently of the estimated cost of accessibility, nearly 65% of the respondents (46 individuals) stated that their organisation did not have the necessary amount at its disposal, 20 individuals expressed their lack of knowledge, and there were 2 other answers.





No respondent stated that they had the resources to make the office accessible.

In our opinion, the first step towards availability is not an accessible building, not even for persons with reduced mobility, but a certain attitude and communication resulting from it, explicitly pointing out that the relevant service is available to disabled young people as well, and the organisation *does everything in its power to make it available*. Therefore, we asked the question **whether it was highlighted in the communication material of the organisation that their daily (classic) youth services were also available for disabled people**. E.g. club sessions, counselling, career consulting, etc. We considered, for instance, websites and information material as communication material, which we also specified as additional information to the question. Here 36.8% of the respondents marked that they had no classic youth services, despite the fact that earlier much fewer respondents chose this option (Figure 11.).

In our opinion, the answers to the question show that the involvement of disabled people is low also due to the lack of communication, as only 13% have it highlighted that they offer services to disabled young people as well. Additionally, it seems that the respondents find it hard to distinguish between daily youth helping activity and project implementation activity for some reason we did not measure, e.g. an issue with definitions, or perhaps because the respondents mainly implement Erasmus+ youth mobility programmes, that is, they perform international youth work without a local dimension.

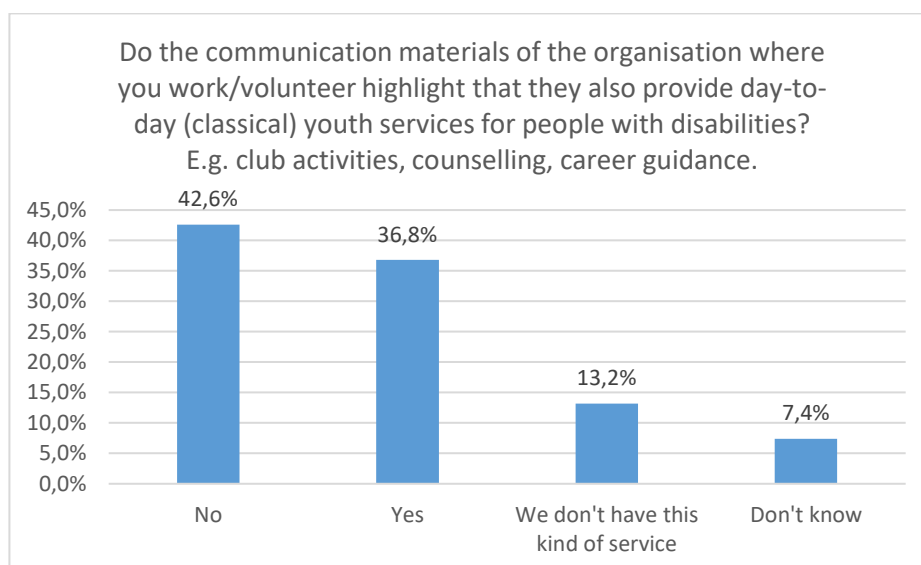
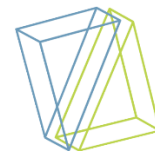


Figure 11 Communication of the involvement of disabled people in the day-to-day youth services?





To the question how many disabled young people had participated in their residential programmes (youth exchange, training of trainers, etc.) over the past 5 years, 36.7% of the respondents answered none, 24% marked that they ran no residential programmes, 13% could not tell, and the remaining 26% did involve young people living with disabilities to some extent. From these, the highest proportion is represented by those who involved 1 to 5 persons in such programmes over the last years (15.5%).

Of all the respondents, only 2 stated that they looked for accessible accommodation in the past five years. The majority of the respondents (59%) never or very rarely looked for an accessible venue for the implementation of a residential programme, and the majority (57%) think that it is very improbable for them to find an accessible accommodation of large capacity and offering exclusive use of venue at an affordable price.

2.4 Prejudices of Youth Workers against Disabled People

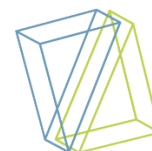
Part of the questionnaire was meant to measure the attitude and prejudices of respondents with regard to disabled people. As to the direction of these questions, there were direct and indirect questions, as we mainly expected more disguised forms of exclusion to appear.

It can be stated that research into the attitudes towards disabled people is underrepresented in Hungary, which particularly holds to the assessment of the attitudes of professional helpers. In her doctoral thesis, Balázs-Földi (2018) performed a research study in the context of the public sphere, with special regard to the social care system. Her results show that many people do not give honest answers to the questions asked due to their social position and studies, and they are more prone to voice their opinion if the questions are about people with reduced working capacity rather than disabled people (Balázs-Földi, 2018).

An American study measured the attitude of social worker students, intending to use the results to argue that the training programme needed to include more courses on supporting disabled people. On the one hand, the study established that the attitude of the respondents is not influenced by experiences around disabled people, but on the other hand, it found that longer and deeper relationships could influence their views (Cheatham, Abell, & Kim, 2015).

In our research, 57.4% of the respondents have not obtained any knowledge on disabilities during their studies, and the same proportion has no experience whatsoever working with disabled people. The majority of the respondents (69%) have an informal relationship with a





disabled person, and few of them (22.5%) have a person living with disability in their family. There is nobody in the sample who identified themselves as a disabled person.

In the respondents' opinion, the terms showed in the figure below are the most suitable to describe disabled people, which shows that an incorrect use of terms is widespread in common Hungarian language as well as in the lingo of helping professions (Figure 12). Actually, the correct form, accepted in the science of disabilities as well as in special education, is shown in the last column ('fogyatékos ember' ~ 'disabled person', 'fogyatékosággal élő ember' ~ 'person living with disability'). The term 'fogyatékkal élő' ('incomplete, invalid') is not acceptable, not even if supplemented with 'individual', 'person' or 'young person'.

The term 'fogyatékos' in Hungarian comes from military language and means a measuring unit for assessing losses or decreases suffered in a war situation. On the other hand, as the saying goes in interest organisations, 'fogyatékos' can evoke associations with other negative terms ending in '-ék', like 'köpedék' (spittle), 'hányadék' (vomit), 'söpredék' (scum)." (Horváth, 2013, p. 173) Fogyatékos marks the person as incomplete.

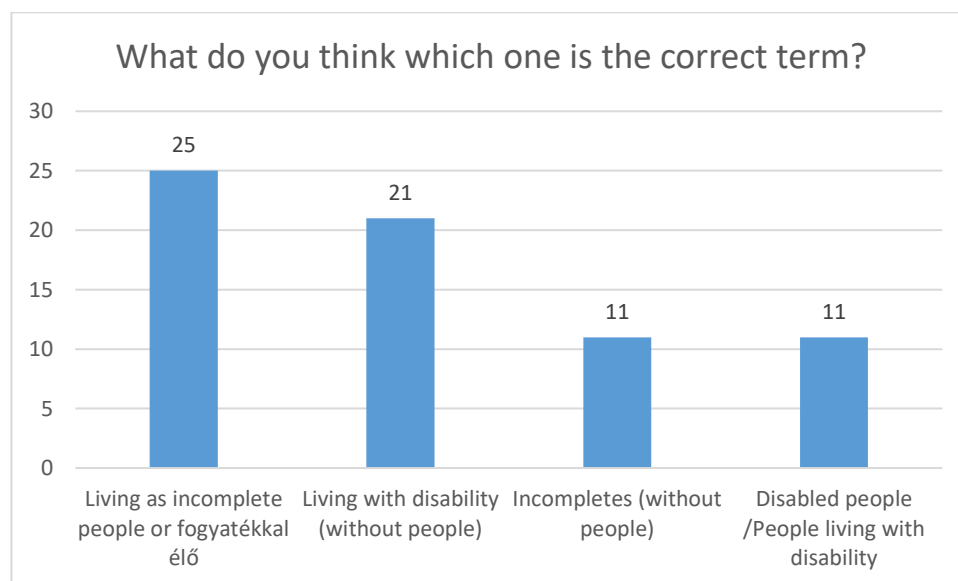


Figure 12 Number of respondents using incorrect terms

Our respondents think they can determine within a short period of time whether a person is living with disabilities or not (Figure 13), even if they have no deeper experience (p. 14) or qualifications (Figure 7).



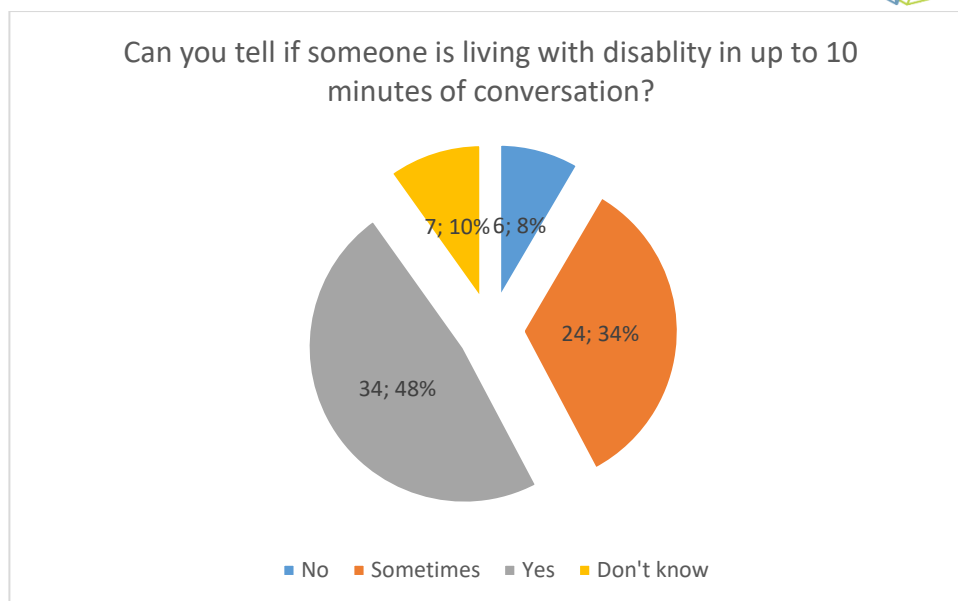
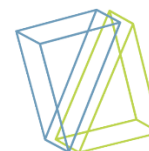


Figure 13 Instant diagnosis

According to the respondents, young people are mostly affected by psychosocial disabilities nowadays (Figure 14). The questionnaire provided a special explanation for this term, including anxiety disorders, schizophrenia or phobias.

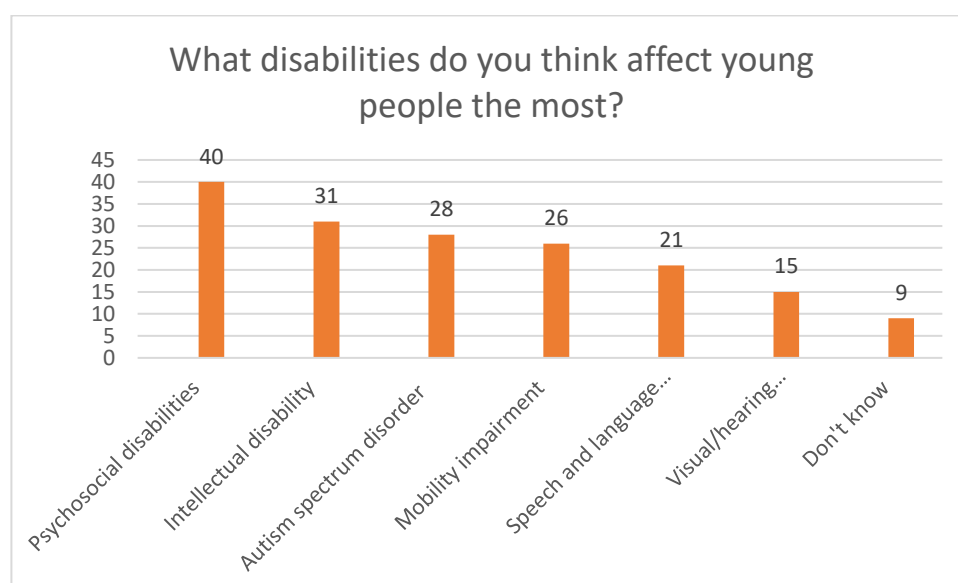
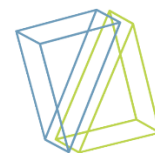


Figure 14. Views of respondents on types of disabilities affecting young people

A comparison with the 2016 microcensus data of the HSCO (Hungarian Central Statistical Office) shows a different order. Between 0 and 29¹ years of age, the highest number is that of young people diagnosed with intellectual disabilities (20,576 individuals), followed by young people with mobility impairment, then autism. Young people living with diagnosed psychosocial disabilities are almost at the end of the list regarding their number (Microcensus

¹ If we limited the age group to 15–29 years, the numbers would yield the same order.





2016, KSH.hu). Thus, the order is heavily influenced by the perceptions and views of professionals.

A disability is a complex phenomenon of multiple factors, rather than a condition. There are many studies about the difficulties in measuring states of disability, the errors of measurement in tests believed to be objective, or the contextual quality of disabilities (Fejes & Szenczi, 2010; Gróz, 2012; Höfflerné, 2017; Ribiczey, 2010). In theory, the majority think that young people living with disabilities are able to take part in integrated learning (52%) and working in an integrated environment (52%), but **33.8% of the respondents thought that the work done by them could not be done by a disabled person**. 38.2% of the respondents thought that a disabled person could also do their work, and 28% thought that they are unable to judge this.

More than a third of the respondents cannot imagine a romantic relationship or marriage with a disabled person; furthermore, some of them (5 individuals) could not even accept such a person as their child (Figure 15).

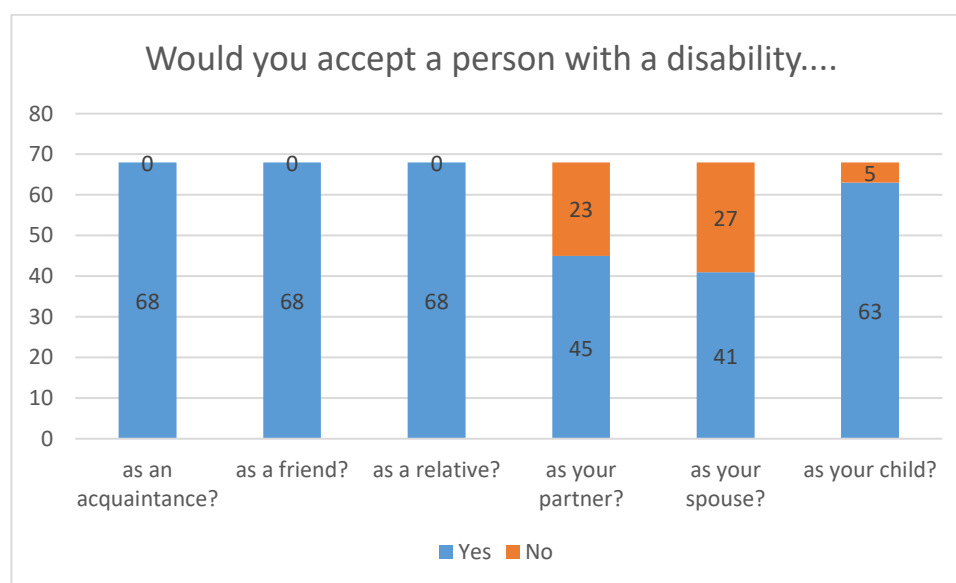
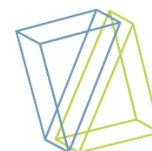


Figure 15 Honestly on prejudices.

Based on statistical analyses, studies on disability do not influence the attitude of people in our sample towards relationships or accepting a disabled child. Working experience could be of significance, but there are very few people in the sample who have experience in working with disabled people. They could typically accept a disabled child, and there are fewer among them who could not imagine a disabled person as their partner or spouse. No difference in acceptance or refusal can be established according to age or level of qualifications. However, there is a difference between each group according to the type of qualifications, based on





which it seems that people with qualifications in education are more accepting than those with qualifications in youth work. In case of educators, 1 of 18 people would not be able to accept a disabled person as their partner, 3 individuals as their spouse, and everyone would be able to accept their disabled child. Although there are fewer people with a youth worker qualification, 5 of 7 would not be able to live in partnership or marriage with a disabled person, and 3 of them could not even accept a disabled person as their child.

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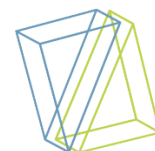
Although the majority (56.3%) of the respondents have no child of their own, the attitude of respondents in our sample to close relationships with disabled persons is not influenced detectably by either their childless state or the number of their children or their sex or their family status or the presence of a disabled person in their family. A trend-like connection can be noticed between the acceptance and the respondent's position within the organisation, which is, however, not significant due to the size of the sample; 10 of 21 executive managers are unable to imagine a relationship with a disabled person, and 10 of 30 subordinates also reject the idea. Similarly, these people have a more negative attitude towards marriage as well: 13 of 21 executive managers would not marry a disabled person. Of the 5 individuals who would not accept a disabled person as their child, either, 3 are top managers in youth organisations.

The respondents are aware that disabilities put the affected young people in a disadvantaged position in several aspects. The figure below shows that they prioritise the disadvantage in the job market and in education. Access to youth programmes occupies only the 4th or 5th place in their ranking (Figure 16).

This order is also interesting because school qualifications influence employment, mobility and financial situation, i.e., on the flip side, quality education can ensure today social capital and knowledge, which jointly contribute to employment.

82.38% of the respondents rather agree that youth programmes can indirectly, via the improvement of social skills, help decrease youth unemployment. 94% of the respondents think that youth programmes can contribute to the development of the social competence of young people living with disabilities. In case of nearly 30% of the organisations represented by the respondents, the improvement of social competences is of high priority in order to improve the job market position of young people.





Consequently, as the majority do not involve young people with disabilities in their programmes, we consider that they cannot discern their own role and duty in improving the job market position of young people living with disabilities (Figures 17 and 18).

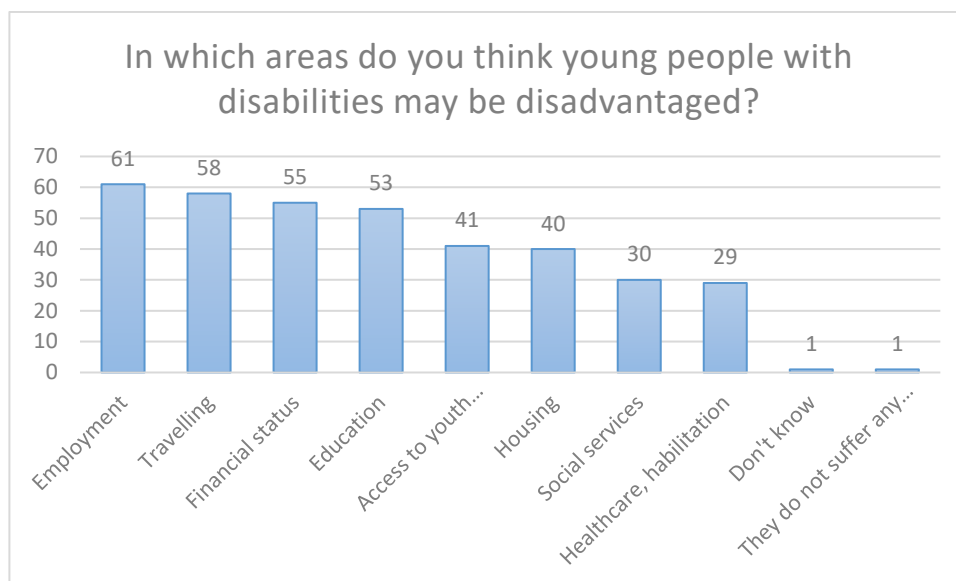


Figure 16 Disadvantages affecting disabled young people according to individuals involved in youth work

In the last two weeks, how many young people with disabilities have used your daily youth services?

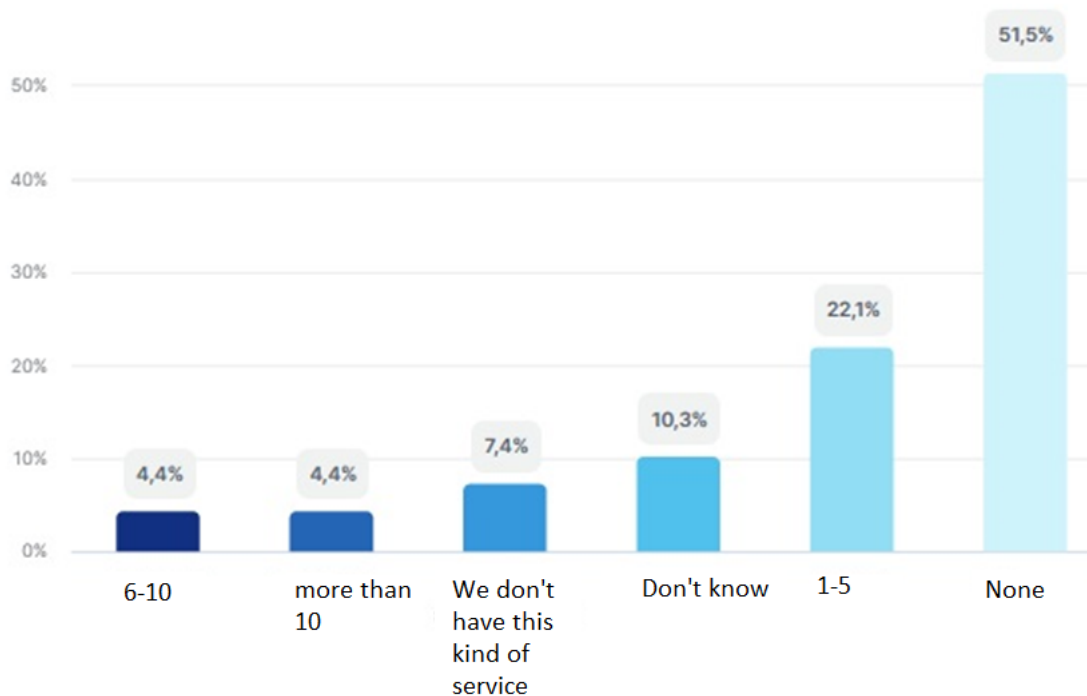
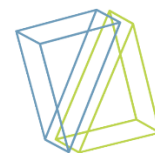


Figure 17 Access of disabled young people to local youth services according to the respondents





How many people with disabilities have participated in your Erasmus+ residential programmes in the last five years?

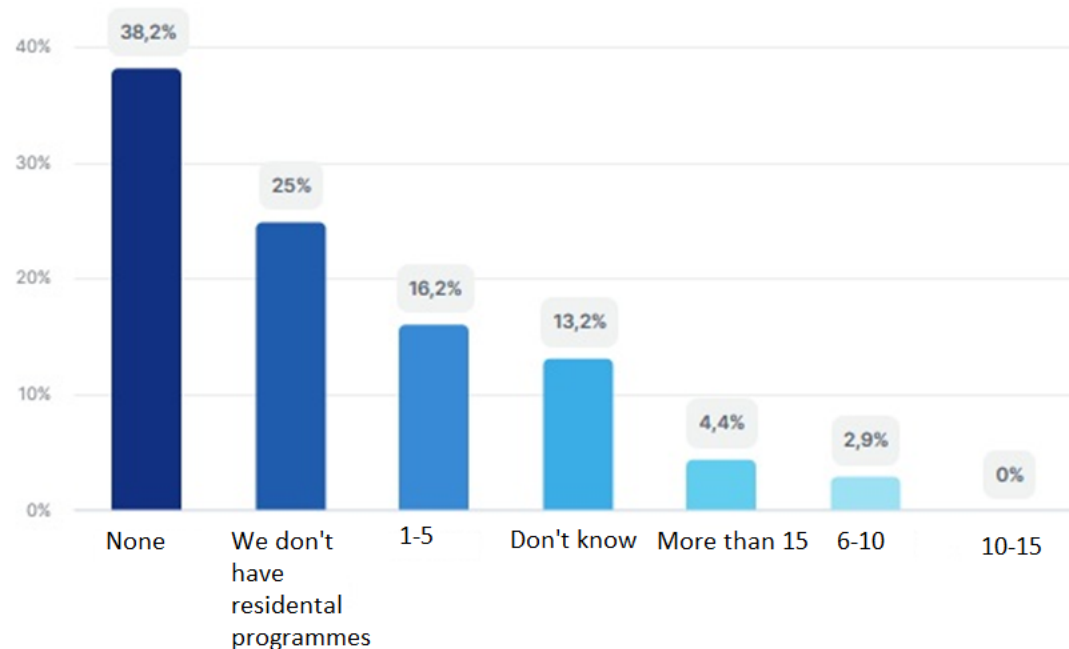


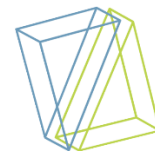
Figure 18 Accessibility of residential youth programmes for disabled young people according to the respondents

Hungary signed the UN Convention on the Rights of Persons with Disabilities among the first in 2007. The aim of this convention is to change the attitude of mainstream society towards disabled people. The aim of the convention is that every disabled person can exercise their rights and be free to enjoy the advantages coming from these (United Nations, 2022).

The inclusion and diversity strategy of Erasmus+ and the European Solidarity Corps unequivocally states that the programmes must also involve young people with fewer opportunities. Disabled people belong to the group of people with fewer opportunities, so they are entitled to participate in international youth programmes (European Union, 2021).

“The activity formats actively create face-to-face and online interaction between people of different backgrounds (cultures, abilities, views, etc.). The programmes offer the methodology, structures and networks to encourage and enable positive personal encounters during these activities. The acquired competences help people to navigate diversity upon return and contribute to social cohesion. Dialogue between non-marginalised people and those with fewer opportunities should be encouraged throughout all activities, also with a





view to helping the latter not to feel stigmatised because of their background (European Union, 2021, p. 12).”

Based on this, applying organisations that do not involve disabled people in their programmes violate the recommendations of the Inclusion and Diversity Strategy.

2.4.1 Knowledge / Lack of Knowledge and Attitude

The attitude of the respondents and their feeling of competence is presumably intertwined.

At least this is what the following results suggest:

The respondents were asked what professionals they thought should work in a youth office so that it could include young people living with disabilities in its services. The majority of the respondents thought that a professional youth worker with disability-specific knowledge could best work together with a disabled young person, and they thought that experts by experience were the least competent (Figure 19). Experts by experience are people who live with disabilities themselves, so they have knowledge of the basic experience of being disabled that a qualified but not affected professional cannot have.

As mentioned above, very few respondents have a specific youth worker qualification; qualified social educators or social workers, which is the root of youth work, were even scarcer among them. Answering the question whether their organisation had any of the listed experts, a large proportion (40%) stated that they have none; only 9.3% marked that their organisation had a *professional youth worker with disability-specific knowledge* at its disposal (Figure 20).

The respondents think that only people qualified in this field can competently involve young people living with disabilities, support them and work with them, and their organisation lacks this special knowledge.



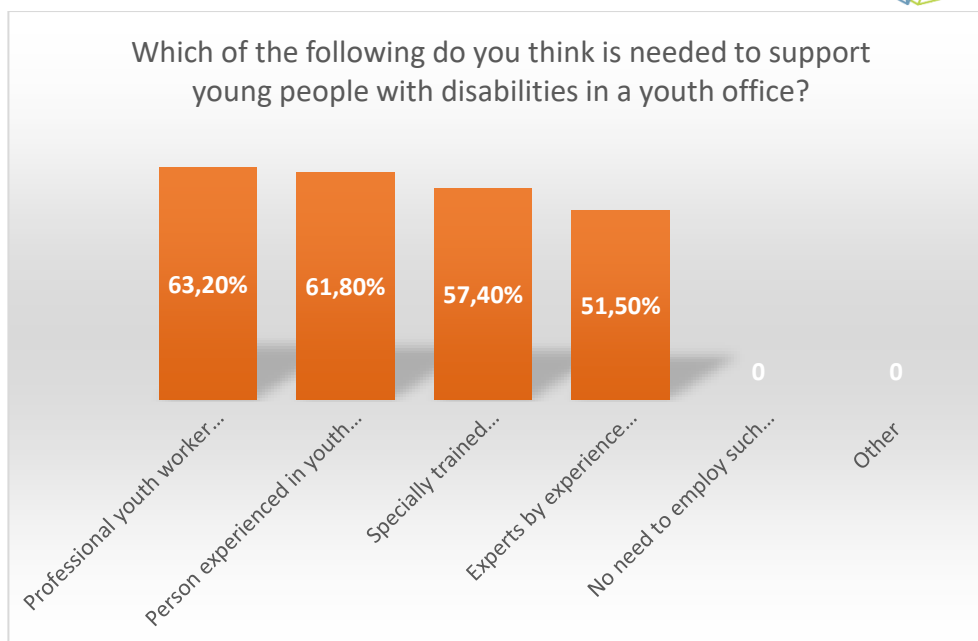
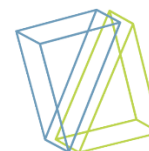


Figure 19. Opinions of respondents on the type of expertise needed in order to involve disabled young people.

Are any of your volunteers/staff members for whom any of the following statements are true?

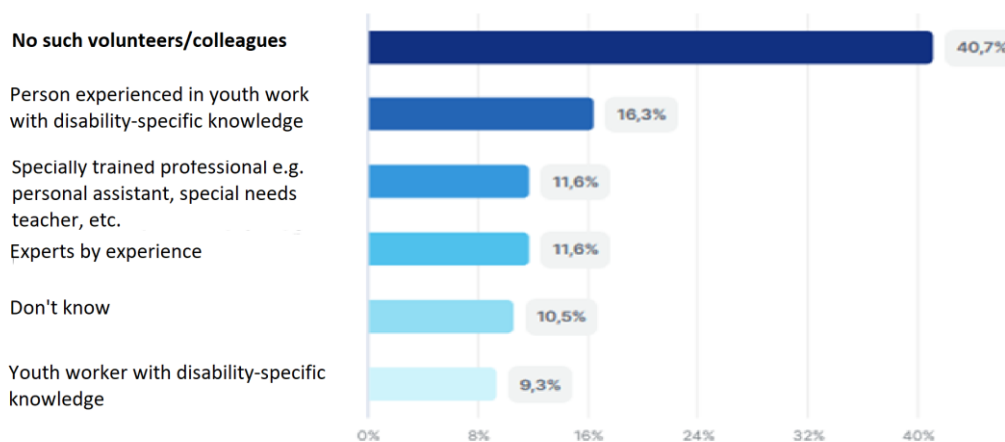


Figure 20 Human resources suitable to involve and support disabled young people at the respondents' organisations

The statement on feeling of competence is supported by the following figures as well (Figures 21 and 22). We transformed the variable 'Based on my knowledge and attitude, I feel able to use the tools of youth work to support young people living with disabilities' (Q40_N44_14) into a three-degree scale of feeling of competence, and we compared it with the working experience with disabled people and the knowledge on disabilities.



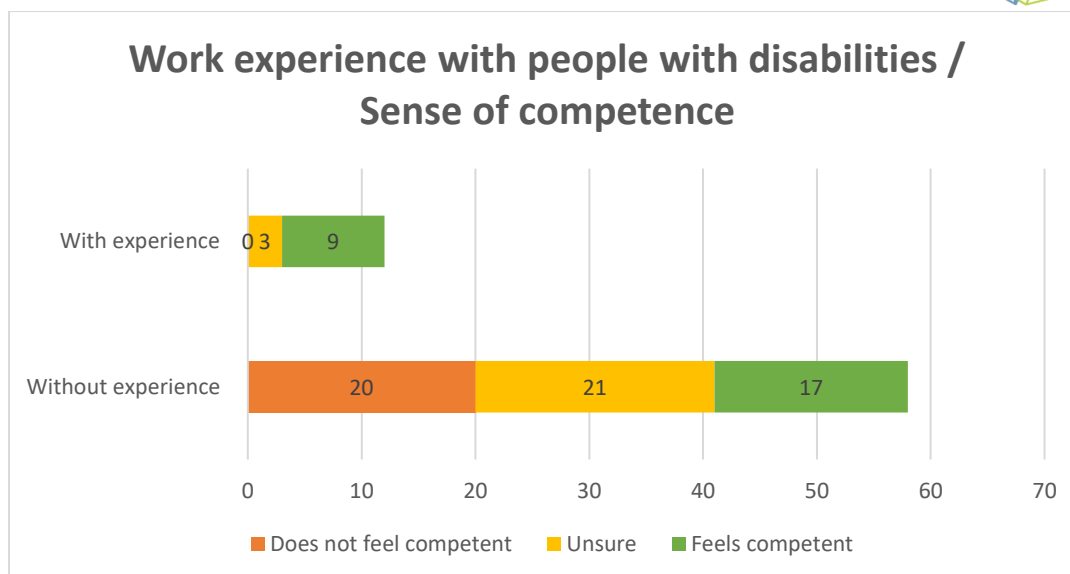
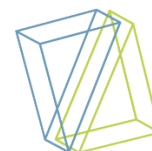


Figure 21 The effect of working experience with disabled people on the feeling of competence to support disabled young people.

Working experience with disabled people increases the feeling of competence, but many people feel able to support disabled young people despite their lack of such working experience.

The exact reason is unknown, but apparently those who have obtained knowledge of disabilities during their studies feel able to support disabled young people to a greater extent (Tables 1 and 2).

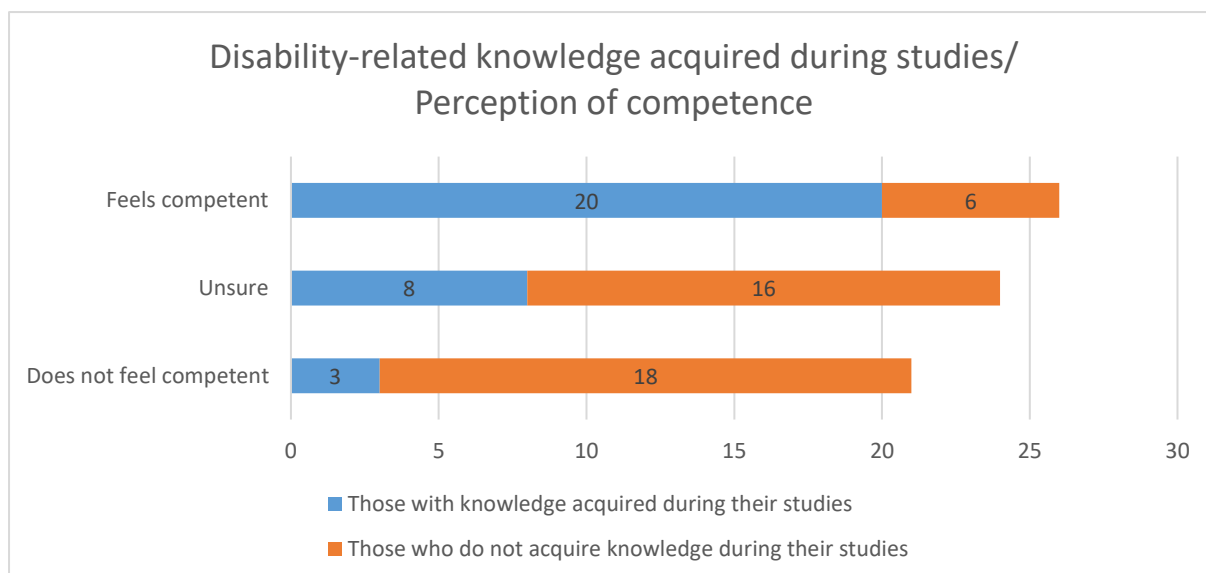


Figure 22 The effect of disability-specific knowledge on the feeling of competence of respondents



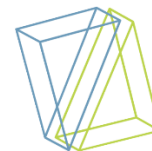


Table 1 Mann–Whitney U test ranks: feeling of competence / knowledge on disabilities based on studies

	Did you acquire knowledge during your studies....?	N	Mean Rank	Sum of Ranks
Perception of competence (Q40_N44_14)	Yes	31	47,45	1471,00
	No	40	27,13	1085,00
	Total	71		

Table 2 Mann-Whitney Test statistics: knowledge acquired/perception of competence

Test Statistics ^a	
	Perception of competence (Q40_N44_14)
Mann-Whitney U	265,000
Wilcoxon W	1085,000
Z	-4,371
Asymp. Sig. (2-tailed)	,000
a. Grouping Variable: Q4_Nr8, Did you acquire knowledge during your studies....?	

In the following question, our respondents made a priority ranking of skills needed by the organisers of a residential youth programme to be able to include a disabled young person (Figure 23). Statements that do contribute to equal participation obtained few votes in the rankings. According to Arnstein’s Ladder of Citizen Participation (1969), partnership is formed during equal participation (Katona & Cserti-Szauer, 2019). Here power is distributed between the participant and the formal power holder, as the participant gets involved in the process of planning and the process of decision-making. Thus, the participant receives responsibility, and, at the same time, has a right to make decisions in the relevant situation on financing questions or on whom they want to work with (Arnstein, 1969).



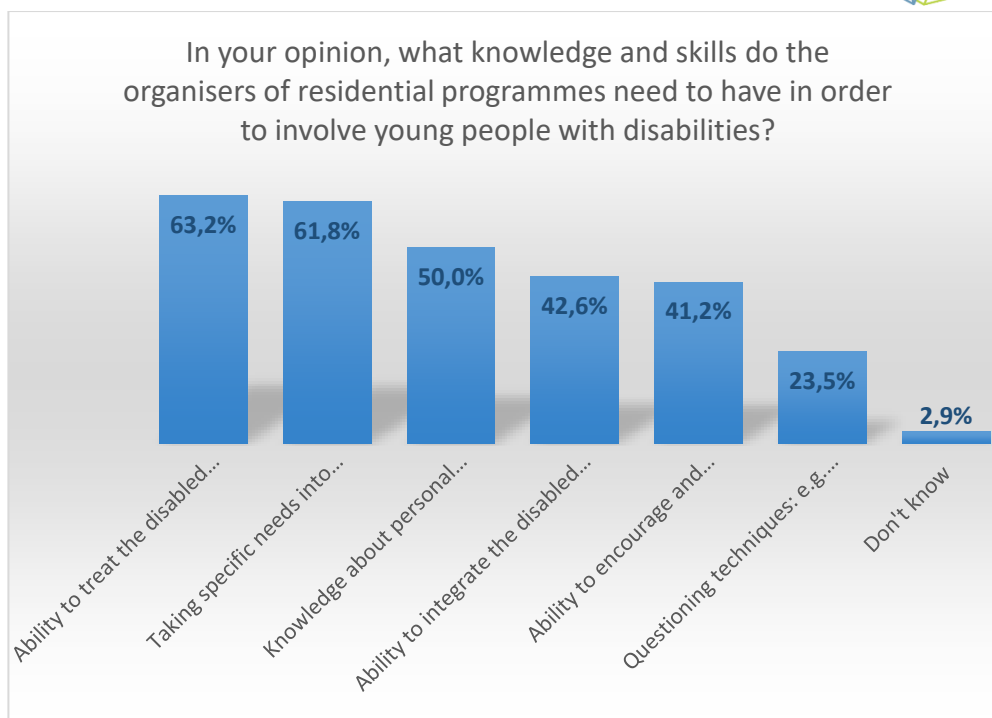


Figure 23 Competences and skills necessary to involve disabled young people in residential programmes according to respondents.

The correlations in the table below show the association between the variables related to the feeling of competence (Table 3). There is a strong positive correlation between the presumed knowledge and the opinion on the extent to which a group of inclusive atmosphere could be created. The presumed knowledge of and ability to include disabled young people is also connected to the presumption of being able to offer reasonable help and support. This, as demonstrated before, is one of the motivations of employment/volunteering in youth work.



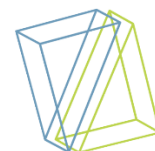


Table 3 Correlations between variables measuring the feeling of competence with regard to the inclusion of disabled young people

			I know how to support a young person with a disability.	I know how to create an inclusive atmosphere for young people with disabilities in a group	When I have the opportunity to work with a young person with a disability, I am confident that I can provide meaningful support.	With my knowledge, skills and attitudes, I feel able to support young people with disabilities through youth work.
Spearman's rho	I know how to support a young person with a disability..	Correlation Coefficient	1,000	,502**	,364**	,596**
		Sig. (2-tailed)	.	,000	,002	,000
		N	71	71	71	71
	I know how to create an inclusive atmosphere for young people with disabilities in a group	Correlation Coefficient	,502**	1,000	,356**	,602**
		Sig. (2-tailed)	,000	.	,002	,000
		N	71	71	71	71
	When I have the opportunity to work with a young person with a disability, I am confident that I can provide meaningful support.	Correlation Coefficient	,364**	,356**	1,000	,643**
		Sig. (2-tailed)	,002	,002	.	,000
		N	71	71	71	71
	With my knowledge, skills and attitudes, I feel able to support young people with disabilities through youth work.	Correlation Coefficient	,596**	,602**	,643**	1,000
		Sig. (2-tailed)	,000	,000	,000	.
		N	71	71	71	71

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

Respondents who are more prone to reject people living with disabilities believe more that young people living with disabilities have different social needs and are to be treated differently from non-disabled young people.

The calculated correlations show that those who reject integration also rather agree with the statement that disabled young people are to be treated differently; as they are different from other people, they think that their skills will also develop better among other disabled people (Table 4).



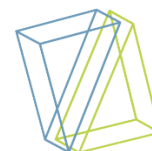


Table 4 Correlations between variables measuring negative attitude

			Young clients with disabilities should always be treated differently because they are not like other people.	Young people with disabilities develop their skills more effectively in a community of peers with similar disabilities	The social needs of young people with disabilities are different from the majority.	It is unfortunate to mix disabled and non-disabled young people in group work, as disabled young people require more time and do not get enough attention.
Spearman's rho	Young clients with disabilities should always be treated differently because they are not like other people.	Correlation Coefficient	1,000	,310**	,366**	,454**
		Sig. (2-tailed)	.	,009	,002	,000
		N	71	71	71	71
	Young people with disabilities develop their skills more effectively in a community of peers with similar disabilities	Correlation Coefficient	,310**	1,000	,149	,109
		Sig. (2-tailed)	,009	.	,214	,366
		N	71	71	71	71
	The social needs of young people with disabilities are different from the majority.	Correlation Coefficient	,366**	,149	1,000	,375**
		Sig. (2-tailed)	,002	,214	.	,001
		N	71	71	71	71
	It is unfortunate to mix disabled and non-disabled young people in group work, as disabled young people require more time and do not get enough attention.	Correlation Coefficient	,454**	,109	,375**	1,000
		Sig. (2-tailed)	,000	,366	,001	.
		N	71	71	71	71

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

Respondents who feel uncomfortable around young people living with disabilities, *which means only a few people*, rather think that an encounter would take its toll on them, and they think more often that integration is inefficient because disabled young people have different needs. Those who feel uncomfortable when connecting with disabled people think to a smaller extent that they would be able to support disabled young people and be competent in such a situation (Tables 5 and 6).

Consequently, an increase in experience, knowledge and feeling of competence would probably influence their attitude towards disabled young people positively.



Table 5 Connection between negative attitudes and feeling of competence

		It would wear me out to work with young people living with disabilities	Young people with disabilities develop their skills more effectively in a community of peers with similar disabilities	The social needs of young people with disabilities are different from the majority.	I know how to support a young person with a disability.
It is uncomfortable for me to connect with young people with disabilities.	Correlation Coefficient	,411**	,243*	,247*	-,337**
	Sig. (2-tailed)	,000	,041	,038	,004
	N	71	71	71	71
Correlation is significant at the 0.01 level (2-tailed).**					
Correlation is significant at the 0.05 level (2-tailed).*					

Table 6 Association between uncomfortableness and feeling of incompetence

		It is uncomfortable for me to connect with young people with disabilities.	It is unfortunate to mix disabled and non-disabled young people in group work, as disabled young people require more time and do not get enough attention.	I feel comfortable around disabled people.	I know how to create an inclusive atmosphere for young people with disabilities in a group	When I have the opportunity to work with a young person with a disability, I am confident that I can provide meaningful support.	With my knowledge, skills and attitudes, I feel able to support young people with disabilities through youth work.
It is uncomfortable for me to connect with young people with disabilities..	Correlation Coefficient	1.000	,322**	-,574**	-,365**	-,416**	-,371**
	Sig. (2-tailed)	.	,006	,000	,002	,000	,001
	N	71	71	71	71	71	71
Correlation is significant at the 0.01 level (2-tailed).**							
Correlation is significant at the 0.05 level (2-tailed).*							

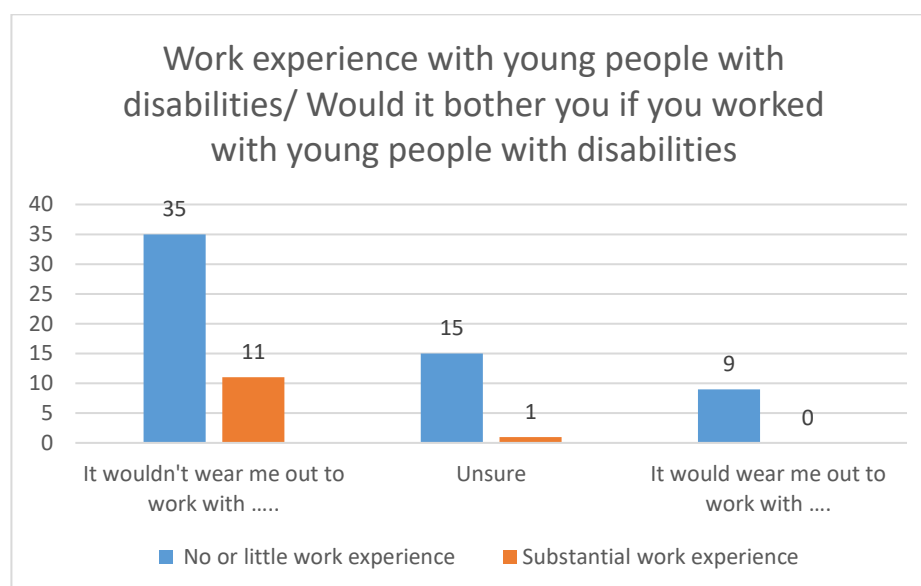


Figure 24 Connection between shock and working experience in respondents.

3. Hypotheses

1. We assume that youth workers are not prepared to involve young people living with disabilities in E+ projects, as their daily youth services are not available to disabled young people.

Our analysis makes it clear that a significant part of respondents has no youth service available on a daily or even weekly basis, but the exact number of such organisations is unclear due to the inconsistency of respondents.

Organisations offering daily youth services rarely get in touch with young people living with disabilities. **In total, six respondents marked that their daily classic youth services are accessible.** Based on the data obtained, we established that the involvement of disabled people was low **also due to the lack of communication, as only 13% have it highlighted that they offer services to disabled young people as well.**

The following figure shows that the lack of working experience is connected with the fact that some respondents feel unable or less able to involve disabled young people (Figure 25).

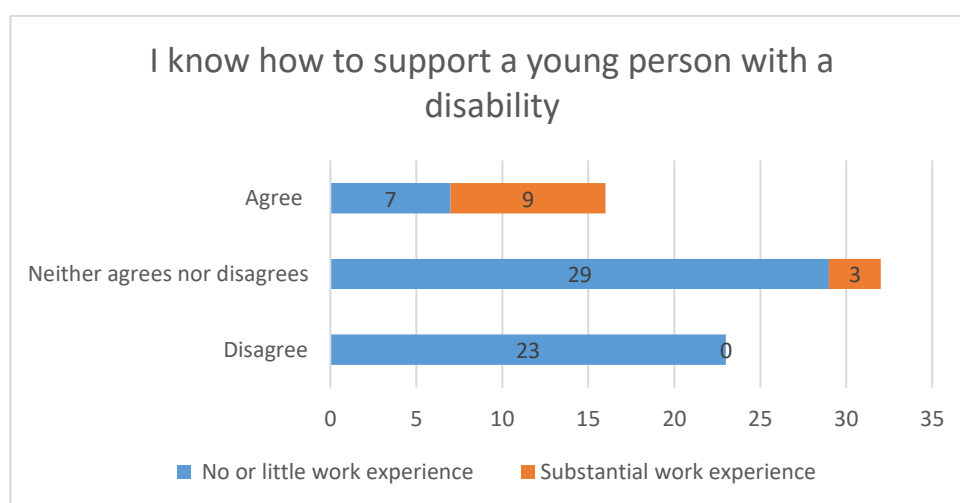


Figure 25. Connection between working experience with disabled people and feeling of competence

However, based on the answers, the lack of accessibility is not directly connected to either unpreparedness or the lack of experience. In other words, an accessible environment can help to involve disabled young people and make it easier for youth workers to obtain experience, but it cannot be shown that the reason why young people cannot access the services is the lack of accessibility, so our first hypothesis can only be considered partially proved (Figures 26 and 27).

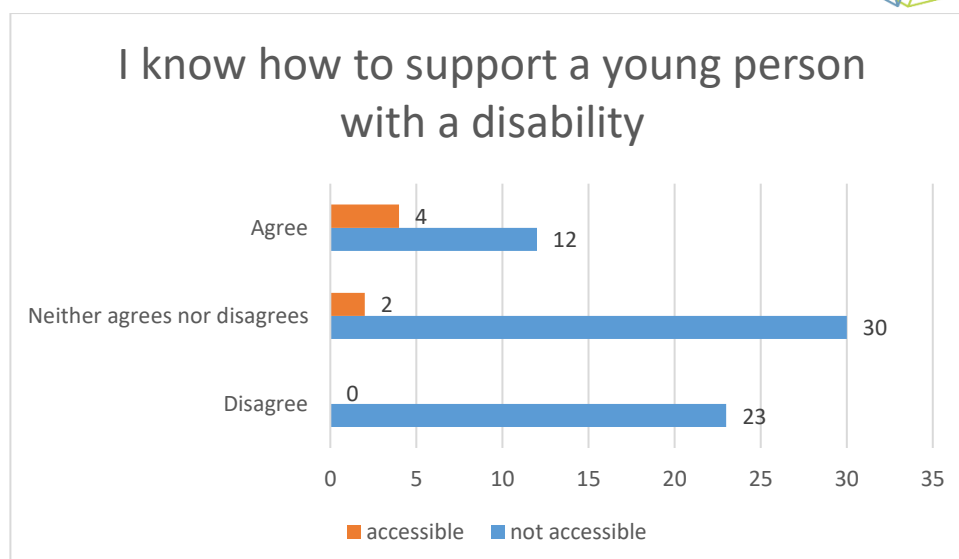


Figure 26 Accessible environment and feeling of competence in supporting disabled young people

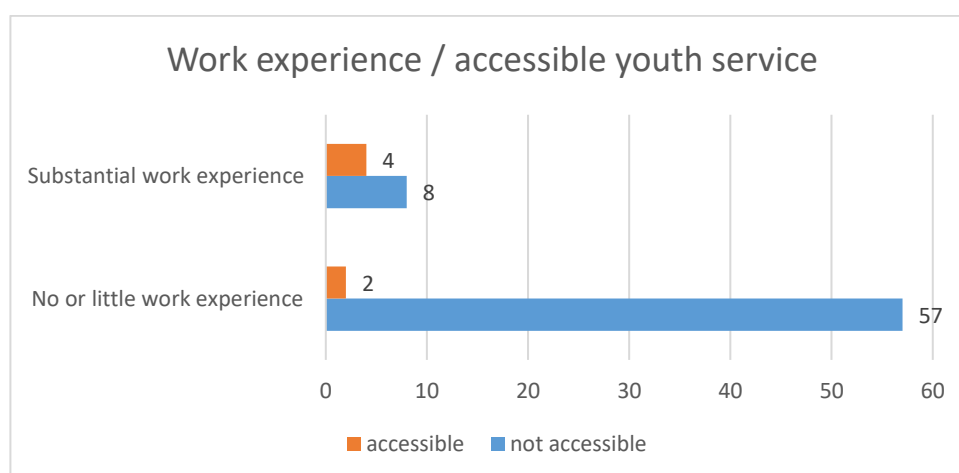
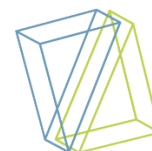


Figure 27 Connection between working experience with disabled young people and accessibility

2. We assume that youth organisations do not have the resources to ensure availability; therefore, young people living with disabilities do not use their services.

A high proportion (54.4%) of the respondents' organisations marked that they received no municipal/state support, which probably goes hand in hand with the insecurity about maintaining the organisation. However, we found no connection between the lack of state aid and the accessibility of buildings.

Similarly, we found no such connection in case of residential programmes, but it can be shown based on the answers that even if there are some available resources, the organisations do not try to find accessible venues for their programmes. The main reason for this is that they



suppose there is no accessible venue that would ensure exclusive use at an affordable price (Table 7).

Table 7 Association between supposed lack of accessible venue and frequency of searching for accessible venues

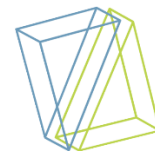
			If you were planning a residential programme, what do you think the chances are of finding a large number of (30-40 people) in a closed, affordable and accessible accommodation?	How often in the last 5 years have you looked for accessible accommodation for your residential programmes?
Spearman's rho	If you were planning a residential programme, what do you think the chances are of finding a large number of (30-40 people) in a closed, affordable and accessible accommodation?	Correlation Coefficient	1,000	,396**
		Sig. (2-tailed)	.	,003
		N	71	55
	How often in the last 5 years have you looked for accessible accommodation for your residential programmes?	Correlation Coefficient	,396**	1,000
		Sig. (2-tailed)	,003	.
		N	55	55

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

In case of a youth exchange, the applicant can request a support of EUR 33/person/night in Hungary since 2007, and additional extra costs in case a disabled young person or one “with fewer options” is included in the programme. In case of thirty participants, of which one person lives with disabilities, the amount of allowance for nine nights is EUR 9,010, that is, HUF 3,577,564². On a well-known Hungarian accommodation portal, the cheapest accommodation which is available for people with mobility impairment with dog assistance would expect nearly EUR 13.000, if the youth exchange programme took place in November 2022. We searched for accommodation on this website with the following criteria: space for 30 adults, accessible environment, full service. Only three accommodation providers matched these criteria. Each of the accommodation options must be shared with others, and a training room for the programme is not yet provided. These places could not be used based on the current financing, not even if 10 or more disabled young people took part in the programme. Thus, in order to be able to involve young people living with disabilities, e.g. into a youth exchange, the applying organisations should have sufficiently thorough knowledge of affordable and suitable venues. Perhaps this is not even a reasonable expectation, as these organisations are not explicitly specialised for the support of disabled people.

² based on the exchange rate in September 2022





If the European Union really wants to help the integration of young people living with disability into youth programmes, the per capita subsidy of the programmes should be determined based on market prices, considering that the majority of Hungarian organisations receive no state support. We consider our hypothesis proved.

3. We assume that the lack of experience and knowledge regarding young people with complex needs influences the attitude of respondents negatively, which is related to the fact that only a small number of young people living with disabilities take part in E+ projects.

Previously at several points of our analysis, it was proved that some of the respondents have a negative attitude towards disabled people from a certain point (partnership, marriage, raising a disabled child). The rejectionists in the sample feel uncomfortable around disabled young people, and they think more often that a disabled young person needs a professional with special qualifications, as their social needs are different and they can develop better in a group of disabled people.

However, the following figure also shows that some of the attitudes of the respondents, e.g. rejection of a romantic relationship with a disabled person, could not be effectively compared with other variables for measuring attitudes, that is, we could not discover any causality between them (Figure 28). We think that some of the respondents strove to give the “expected” answers, as Figure 29 shows that the group is measurably split in two based on a statement of identical meaning but different formulation. In this case, measurability means that a non-parametric trial shows a significant difference, i.e. those who feel comfortable around disabled people are more able to imagine themselves married to a disabled person. However, this should be taken with a pinch of salt due to the size of the sample.



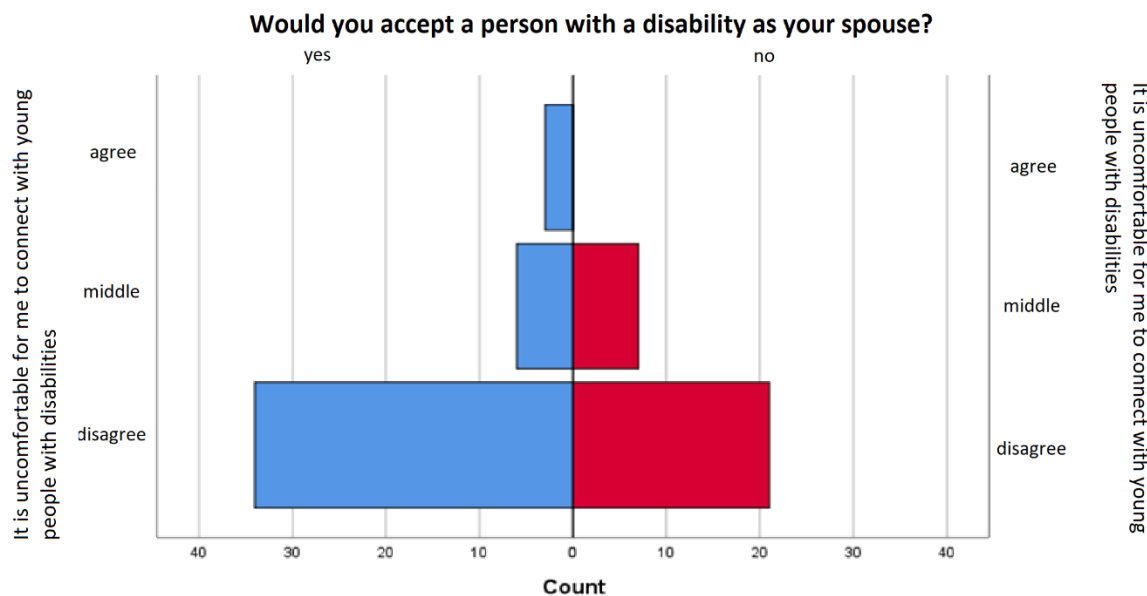


Figure 28 Disabled person as spouse / being uncomfortable around disabled people

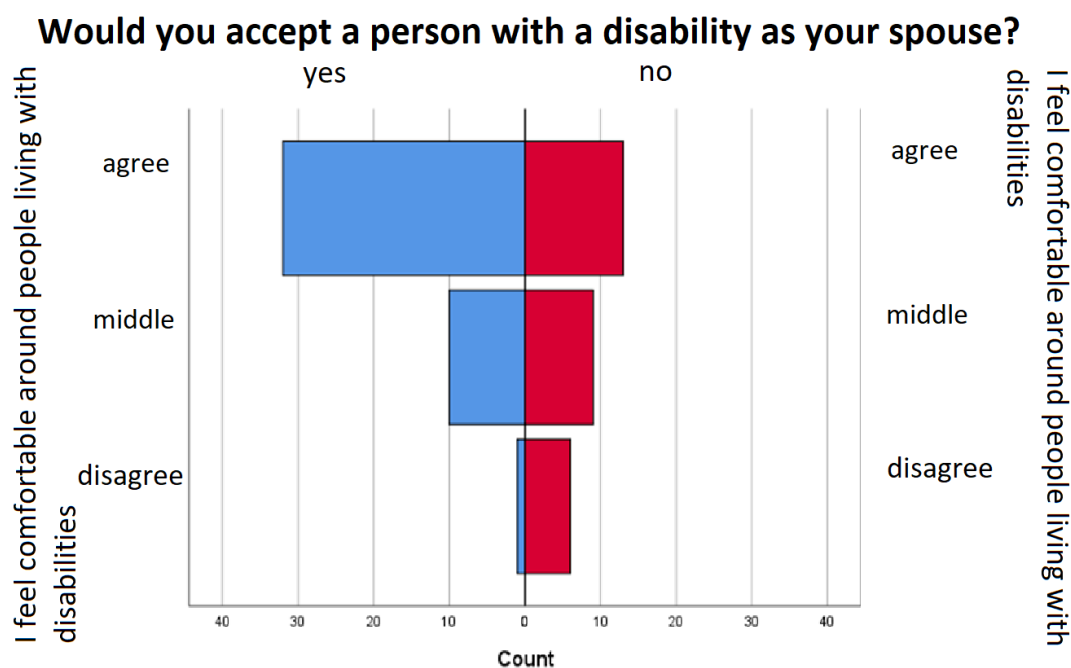


Figure 29 Disabled person as spouse / being comfortable around disabled people





Table 8 *Comfort level around disabled people and possibility of relationship with a disabled person*

Mann-Whitney Teszt Rangok				
	Would you accept a disabled person as your spouse?	N	Mean Rank	Sum of Ranks
I feel comfortable around people living with disabilities.	Yes	43	40,51	1742,00
	No	28	29,07	814,00
	Total	71		

Table 9 *Significant difference in comfort level based on the relation to getting married*

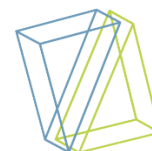
Test Statistics^a	
	I feel comfortable around people living with disabilities.
Mann-Whitney U	408,000
Wilcoxon W	814,000
Z	-2,680
Asymp. Sig. (2-tailed)	,007
a. Grouping Variable: Would you accept a disabled person as your spouse?	

We have not found any significant connection between each attitude scale and the time spent working with youth, e.g. the amount of time spent in youth work either as employees or as volunteers does not influence significantly the comfort level of the respondents.

Those with more experience in youth work marked more often that they involved disabled young people in their programmes over the past 5 years; however, no significant difference can be detected between those active in this field for less than 5 years and for more than 6 years.

In case of our respondents, it is probably not knowledge or more working experience that can exert positive influence on their attitude and not their willingness to include disabled people in E+ projects, but the degree and depth of personal involvement.





From the question 33 (Would you accept....), we created a social distance index, which we compared with the background variables. Table 10 shows how respondents' views change for each of the variables of the index created. Table 11 shows the overall perception of respondents' attitudes towards people with disabilities based on the index. We found a weakly significant relationship using a Mann-whitney tests (Asymp. Sig. 2-tailed $p < 0.031$) between satisfaction with income and the created scale. This suggests that there is greater distancing by those who perceive their income to be low.

Table 10. Degree of acceptance.

		33. Would you accept people living with disability as your...					
		acquaintance	friend	relative	partner	spouse	child
N	Valid	71	71	71	71	71	71
	Missing	0	0	0	0	0	0
Mean		1,00	1,00	1,00	0,66	0,61	0,93
Mode		1	1	1	1	1	1
Std. Deviation		0,000	0,000	0,000	0,476	0,492	0,258

Table 11. Social distancing based on the responses

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Social distance index	71	3	6	5,20	1,050
Valid N (listwise)	71				

Involvement through family relations has a more positive effect on inclusion into youth programmes (Figure 30); however, personal involvement does not influence rejection or acceptance of disabled people either positively or negatively.

Due to the size of the sample and the low number of people having professional experience with disabled people in it, we carefully assume that knowledge and professional experience do not influence considerably the prejudices deep inside.

Those who can even imagine themselves married to a disabled person, they perceive themselves open, and regardless of any personal involvement or working experience with disabled people.



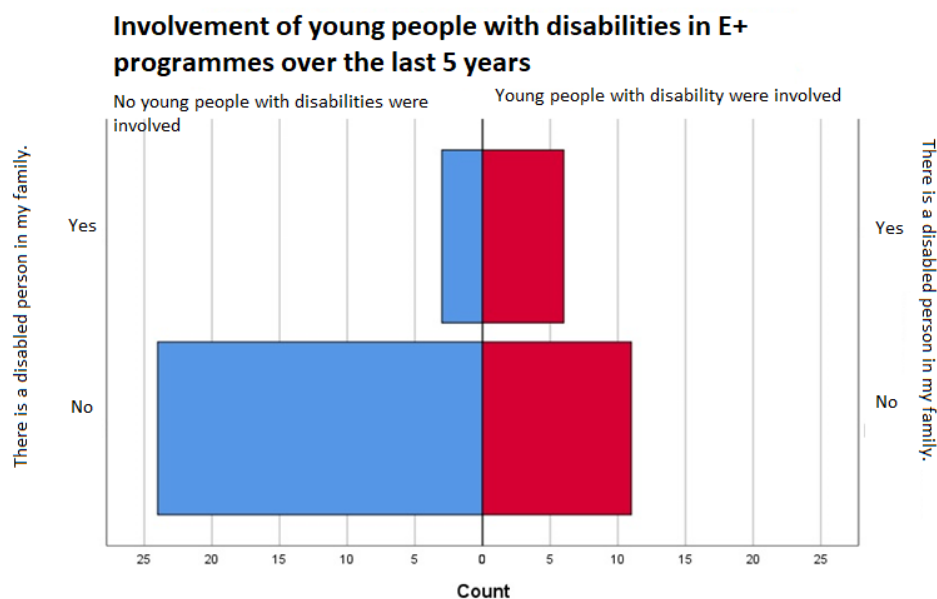


Figure 30. Connection between the quality of relationship with a disabled person and inclusion into an E+ programme

Although knowledge and professional experience do not seem to be relevant to acceptance and positive attitude, the variables described below show that *there can be material differences in the knowledge obtained in higher education on disability (figure 31).*

In one of our questions, we asked the respondents to choose the most up-to-date version of the definitions below referring to a disabled person. The definitions come from laws that were not specified at each answer, but we list them here:

Definition 1: any person living on the long run or permanently with any sensory, communication, physical, intellectual or psychosocial damage or any accumulation of these that, in interaction with environmental, social and other significant hurdles, limits or prevents their efficient and equal social participation (Act No. LXII of 2013 on the amendment of Act No. XXVI of 1998 on the rights of disabled people and securing their equal opportunities).

Definition 2: any person whose sensory – especially visual or hearing –, motoric or intellectual abilities are to a great extent or completely lacking, or who has significant limits in communication, which puts them at a permanent disadvantage during active participation in the life of society (Act No. XXVI of 1998 on the rights of disabled people and securing their equal opportunities).

Definition 3: any person who, due to physical, mental or sensory deviations, does not have the abilities necessary to perform everyday activities normally and therefore needs support

in social integration and inclusion (*Law no. 448/2006 - Regarding the Protection and Promotion of the Rights of Disabled Person, 2008*)

Definition 4: any person who has limited work opportunities due to any chronic physical, mental or psychological illness or disability (person with special needs), provided that their disability is of a severity of at least 50%... (Greek definition) (Gavalas, 2001)

For example, the following figure shows clearly that even respondents who think of themselves as experienced in supporting disabled people choose the currently effective Romanian definition containing the words to perform “normally”, which is strongly degrading. If we examine the choices of definitions according to studies, we can see that a large proportion of those who have not studied special education or any subject related to disabled people chose outdated or non-Hungarian definitions; however, a few respondents (19.7%), despite having obtained such knowledge during their studies, also chose definitions that were outdated or not in accordance with the values of higher-level European regulations (Figure 32).

It should be noted that despite the existence of EU-level definitions, regulations as well as terminology may vary in some EU member states. Some member states have not created a legal framework, others have multiple definitions from a **medical approach** (emphasising individual abilities) to a **social approach** (focusing on hurdles created by society) (European Union, 2017).

Therefore, the choice of definition may primarily reflect the approach or view according to the above two dimensions that is characteristic of the respondent.

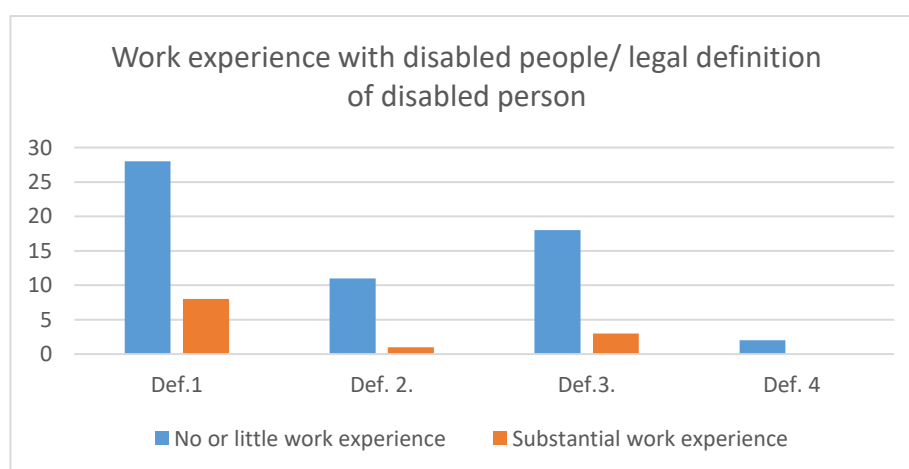


Figure 31. Opinions of respondents on the most up-to-date definitions of disabled people according to working experience

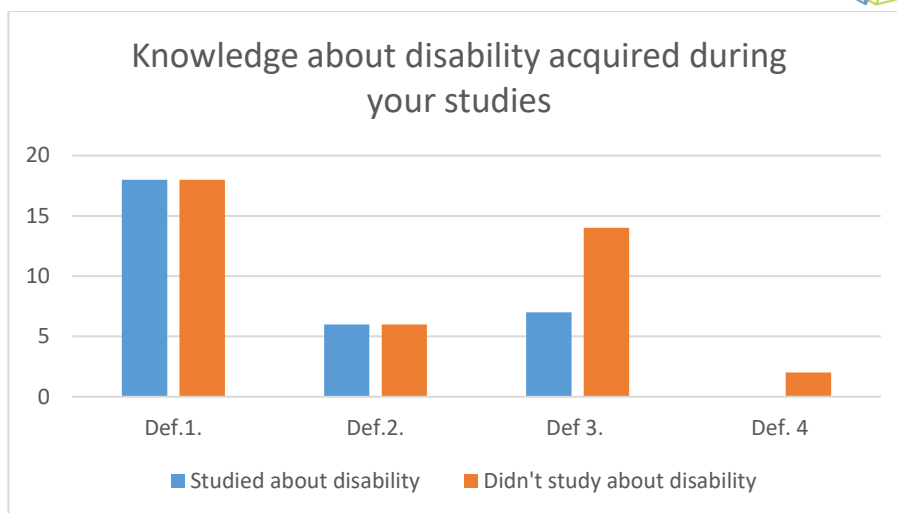
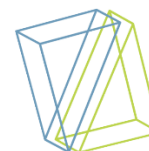


Figure 32. Opinions of respondents on the most up-to-date definitions of disabled people according to studies

In the following figures, we can examine how working experience or knowledge obtained in education is connected with the appropriate and thus politically correct use of terms that are also accepted in the fields of special education and disability studies. As mentioned before (pp. 14–15), the vast majority of respondents use an incorrect term on people with disabilities, as this incorrect term has become widespread in common usage. In our opinion, working experience, but most of all studies should counterbalance the incorrect term widespread in common usage in order to strengthen the expected attitude disabled people are entitled to receive. Figures 33 and 34 show that neither the knowledge obtained nor working experience affects the formulation used by respondents. Also, Figure 37 shows that people having working experience with disabled people chose the term ‘fogyatékkal élő’ (‘invalid, incomplete’) in a lower proportion.

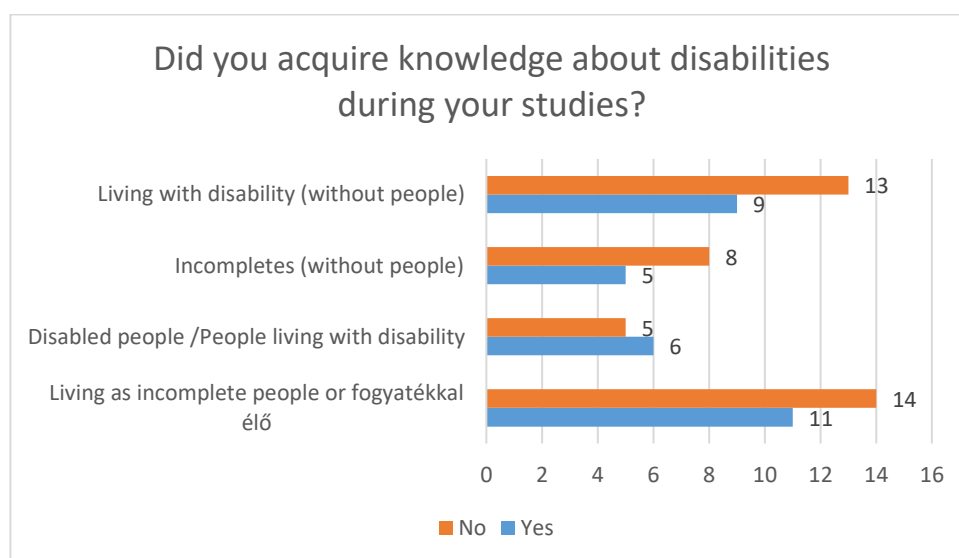


Figure 33. Terminology use awareness and knowledge of disabilities based on studies



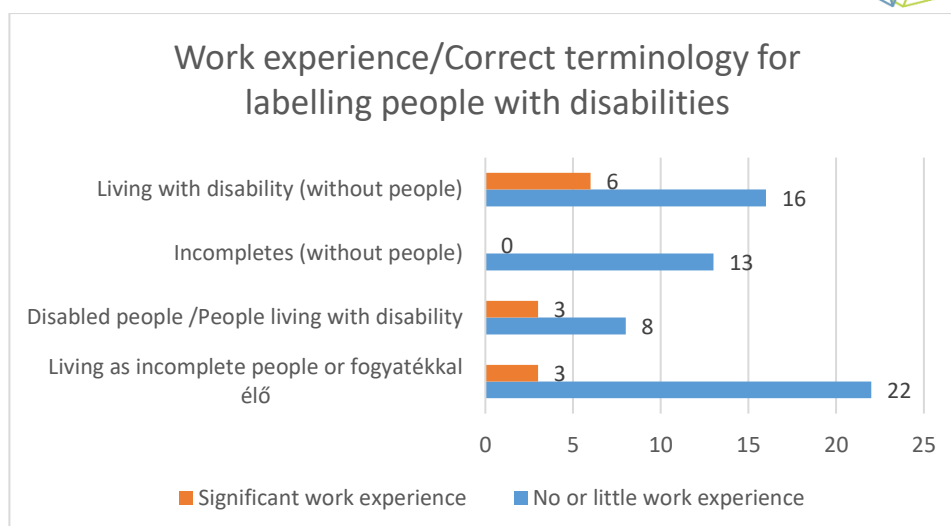
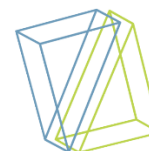
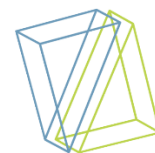


Figure 34. Relation between working experience and correct terminology use

In case of family relations, we obtained a result that is not significant but suggestive of a trend, i.e. that a deeper acquaintance can influence inclusion in E+ youth programmes positively ($p < 0.053$, $\phi = 0.292$); therefore, it can still be assumed that a deeper relevant knowledge and a more intense working experience on the part of professionals could influence the inclusion of disabled young people in E+ programmes positively, but our assumption was not completely supported by the results obtained. However, the above figures (33-34) show that the knowledge of the respondents in special education, disability studies and other areas related to disabilities is lacking. We consider our hypothesis to be partially proved.





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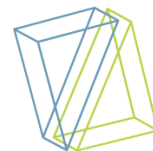
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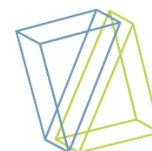
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