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WHAT CAN WE LEARN ABOUT THE INCLUSION OF PEOPLE WITH DISABILITIES FROM THE STATEMENTS OF CHARACTERS FEATURED IN ONLINE SOCIAL CAMPAIGNS?

Abstract. This article present results of a qualitative research project which aimed to analyze Polish social campaigns about disability issues in the context of inclusion of people with disabilities. The project used a coding and categorization technique to analyze the aspects of inclusion in the statements appearing in 66 spots of 40 Polish social campaigns. Here, the term "statements" refers to sentences, speeches, discussions, narration and voiceovers made by people participating in the spots. The main research question was: what aspects, categories of inclusion can be distinguished within 40 Polish social campaign on YouTube concerning the topics of disability? The analysis allowed me to identify five main categories connected with the inclusion of people with disabilities which are present in the social campaigns analyzed – awareness, inclusion presented explicitly, rights and advocacy, participation, and changes.

Keywords: disability; society; social perception; social campaigns; social transformations

INTRODUCTION

Due to many social, civilizational, and technological changes in recent years, the social perception of inclusion of people with disabilities is also evolving. It is worth pointing out social movements, civic initiatives, and audio or video materials that present people with disabilities without the stigma of stereotypes or misrepresentations of people with disabilities. Social campaigns are an interesting and thought-provoking area for an in-depth analysis of social perception of inclusion of people with disabilities. The visibility of people with disabilities in the public space is linked to social campaigns dedicated to this issue, the

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popularization of different forms of disability in the media, the activities of organizations, inclusive environments, and a greater pedagogical and psychological culture. Many protests led by persons with disabilities or their families have shifted to the internet. This was evident during the protests of parents of people with disabilities in Poland in 2019 (Greniuk, Sałkowska, and Zakrzewska--Manterys, 2022). Goggin (2016) asserts that social media play an increaseingly significant role in social action aimed at including people with disabilities, primarily due to their pervasiveness (Goggin, 2016).

Different phenomena connected with the main topic of this paper are currently areas of interest for Polish scholars. Such issues as social inclusion and exclusion of people with disabilities and the empowerment of people from socially marginalized groups became significant elements of public and academic debates. Those aspects are also analyzed through the lens of media representation (both traditional and modern, such as social media). Authors focused not only on quantitative analyses but also incorporated into their considerations a qualitative approach, which is often based on narratives and ethnography (also netnography). Polish authors emphasize inclusion in the context of independent life (Woynarowska, 2019), presenting people with disabilities through their strengths (Mikut, 2022) or by showing the danger of stereotypes (Tomczyszyn, 2015) and different social barriers (Piątek, 2015; Szafraniec and Szymborski, 2015). In the Polish context, there are also an analyses of social campaigns as a tool for counteracting the social exclusion of people from different socially marginalized groups, such as people with disabilities (Sahaj, 2017; Kamecka-Antczak, 2020), or older adults (Kramkowska, 2015). Those analyses are also centered around media representations of people with disabilities (Piróg et al., 2021; Sahaj, 2022). This also means analysis of such aspects of media representations as video games (Gałuszka and Żuchowsa-Skuba, 2018) or social media (Hulewska, 2017). In the context of my paper, essential are those projects and papers in which authors analyze different perceptions of self-representation and self-narratives of people with disabilities (Powierska, 2018; Struck-Peregończyk and Leonowicz-Bukała, 2023) as it also shows the growing academic interest in presenting the idea of "nothing about us without us" within the actions towards inclusion of people with disabilities.

This paper aims to discuss the results of a netnographic study designed to analyze the complex aspects of the changes in inclusion of people with disabilities within the context of online social campaigns on YouTube. By conducting a comprehensive analysis, this project sought to identify the pivotal role that YouTube social campaigns play in promoting inclusion of people with disabilities. This

study examines one of few elements that were analyzed in comprehensive project. In this paper, I describe my analysis of the statements made by the characters depicted in various online social campaigns. By analyzing these narratives I try to explain the multifaceted dimensions of inclusion and changes in this area experienced by people with disabilities.

1. IDEA OF SOCIAL INCLUSION OF PEOPLE WITH DISABILITIES

Given the numerous difficulties in implementing the idea of inclusion of people with disabilities, scholars and researchers are making an increased effort to raise public awareness of the subject. This is closely related to the concept of the social model of disability (also called the minority model) (Oliver, 1996; Zola, 2005; Barnes, 2014). The authors address issues of equality and social justice for persons from minority groups, has been significant advocate in the development of the idea of social inclusion for people with disabilities (Shakespeare, 2013). The empowerment is also analyzed in the context of identity and the self-perception of people with disabilities (Morris, 1997, 2011). Russell (2001) considered the ethical issues surrounding efforts to enhance the empowerment of people with disabilities (Russell, 2001).

The recognition of people with disabilities as a minority group indicates the specific nature of the relationship between people with disabilities and the rest of society. Support institutions should emphasize the role of dialogue and the need to strengthen cooperation to reduce social exclusion. According to Buntinx and Schalock (2010), social inclusion is crucial to the well-being of people with disabilities. A crucial aspect of inclusion is the positive change in social participation and the reduction of discrimination (Chiner, Gmez-Puerta, and Cardona-Moltó, 2017, p. 153). Inclusion is defined as the creation of appropriate conditions for people with disabilities to access resources. It is also essential to remove barriers by providing appropriate structures to enable each person to achieve maximum benefit from involvement in social activities (Meyer, Whittier, and Robnett, 2002). Thomas (1999) asserts that social barriers represent a significant obstacle to psycho-emotional well-being (Thomas, 1999, p. 47). Meakin and Matthews (2021) posit that access is about providing people with equal opportunity to participate entirely in all social situations. It is imperative that efforts to meet people's access needs be undertaken in a positive and affirmative manner, with the language used to discuss all access requirements (Meakin and Matthews, 2021, p. 27).

2. CODING AND CATEGORIZATION AS A RESEARCH TECHNIQUE
OF ANALYZING ONLINE SOCIAL CAMPAIGNS

In this paper, I discuss the part of a broader research project in which I analyzed different aspects of 40 Polish social campaigns on YouTube to examine the empowerment of people with disabilities through the lens of those campaigns. The goal of my project was to investigate and understand the empowerment of people with disabilities in Poland within online social media. The analysis conducted in the project was focused on the potential of campaigns created on YouTube to facilitate the empowerment of persons with disabilities. By analyzing various elements of 40 Polish social campaigns on YouTube, I identified the main codes and categories of various social phenomena that are variously related to empowerment. I have formulated conclusions about empowerment from specific theoretical, methodological, and analytical perspectives. In the whole project, I used six techniques to answer the main research questions: formal analysis, visual analysis, taxonomic analysis, coding and categorization, thematic analysis, and content analysis.

In this paper, I focus on detailed description of coding and categorization technique which I used as one of six techniques in the project.[1] I used a coding and categorization technique to analyze the aspects of inclusion in the statements appearing in the 66 spots of 40 Polish social campaigns. The term "statements" here refers to sentences, speeches, discussions, narration and voiceovers made by actors participating in the spots (both persons with disabilities, their family members, members of organizations supporting people with disabilities, and professional actors or narrators engaged in the video of social campaign). The main research question of the project was: What aspects, categories of inclusion can be distinguished within 40 Polish social campaigns on YouTube concerning the topics of disability?"

The analyzed 40 Polish social campaigns were published on YouTube between 2012 and 2022. The campaigns were created in a few different forms of visual material: a scene or multiple edited acting/feature scenes, animations, reportage or documentary videos, a scene (or montage of scenes) presenting everyday life in combination with the statements of the characters, and statements of the characters directly to the camera. Below I present the crucial, formal aspects of the 40 Polish social campaigns analyzed: their codes (from C1 to C40), year

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[1] Analysis and results of other the five techniques which I used in my project, broader in scope than the purpose of this paper, were and will be discussed in other research papers.

of publication on YouTube, number of views, the form of visual material, and the disability (or disabilities) depicted in visual material.

Table 1. Formal aspects of analyzed social campaigns on YouTube

Campaign iden-tification	Year of publi-cation	Views of campaign spot (as on 20.12.2024)	Form of visual material	Disability depicted in visual material
K1-A	2014	10,001–100,000	acting/feature scenes	sensory dysfunctions (hearing)
K1-B	2014	1,001–10,000	acting/feature scenes	sensory dysfunctions (hearing)
K1-C	2014	1,001–10,000	acting/features scenes	physical disability
K1-D	2014	1,001–10,000	animation	physical disability
K1-E	2014	1,001–10,000	acting/features scenes	sensory dysfunctions (visual)
K2	2017	1,001–10,000	documentary video	physical disability
K3	2015	10,001–100,000	acting/features scenes	physical disability
K4	2018	10,001–100,000	montage of scenes showing everyday life in combination with statements of the character	physical disability, sensory dysfunctions (visual), intellectual disability, Down syndrome
K5-A	2014	1,001–10,000	acting/feature scenes	sensory dysfunctions (visual)
K5-B	2014	1,001–10,000	acting/feature scenes	physical disability
K6	2014	10,001–100,000	acting/feature scenes	physical disability
K7	2018	101–1,000	documentary video	intellectual disability
K8	2018	10,001–100,000	acting/feature scenes	physical disability
K9	2016	100,001–1,000,000	acting/feature scenes	physical disability, sensory dysfunctions (visual, hearing)
K10	2019	101–1,000	documentary video	intellectual disability
K11	2016	101–1,000	documentary video	physical disability, sensory dysfunctions (visual)
K12-A	2014	1,001–10,000	acting/feature scenes	physical disability
K12-B	2014	1,001–10,000	acting/feature scenes	physical disability
K13	2017	More than 1,000,000	acting/feature scenes	autism spectrum disorders
K14	2014	1,001–10,000	animation	sensory dysfunctions (visual)
K15	2015	1,001–10,000	statements of the characters directly to the camera	intellectual disability, mental disorders
K16	2013	1,001–10,000	acting/feature scenes	physical disability, sensory dysfunctions (visual), intellectual disability

K17	2020	10,001–100,000	statements of the characters directly to the camera	autism spectrum disorders
K18	2020	1,001–10,000	acting/feature scenes	physical disability, Down syndrome, mental disorders
K19	2022	100,001–1,000,000	acting/feature scenes	physical disability
K20	2022	101–1000	acting/feature scenes	mental disorders
K21-A	2021	10,001–100,000	acting/feature scenes	physical disability
K21-B	2021	1,001–10,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K21-C	2021	1,001–10,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K21-D	2021	1,001–10,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K21-E	2021	1,001–10,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K21-F	2021	1,001–10,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K22	2021	1,001–10,000	acting/feature scenes	physical disability
K23	2022	10–100	statements of the characters directly to the camera	physical disability, Down syndrome
K24-A	2022	10,001–100,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability, sensory dysfunctions (visual)
K24-B	2022	10,001–100,000	montage of scenes presenting everyday life in combination with	physical disability

			statements of the character	
K25-A	2021	101–1,000	montage of scenes presenting everyday life in combination with statements of the character	Down syndrome
K25-B	2021	11–100	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K25-C	2021	11–100	montage of scenes presenting everyday life in combination with statements of the character	sensory dysfunctions (hearing)
K25-D	2021	101–1,000	montage of scenes presenting everyday life in combination with statements of the character	sensory dysfunctions (hearing)
K25-E	2021	101–1,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K25-F	2021	101–1,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K25-G	2021	101–1,000	montage of scenes presenting everyday life in combination with statements of the character	physical disability
K25-H	2021	101–1,000	montage of scenes presenting everyday life in combination with statements of the character	sensory dysfunctions (visual)
K25-I	2021	101–1,000	montage of scenes presenting everyday life in combination with	sensory dysfunctions (visual)

			statements of the character	
K26	2013	10,001–100,000	animation	intellectual disability
K27	2021	11–100	acting/feature scenes	fetal alcohol syndrome
K28	2013	10,001–100,000	acting/feature scenes	Tourette syndrome
K29	2020	1,001–10,000	acting/feature scenes	sensory dysfunctions (hearing)
K30	2022	101–1,000	acting/feature scenes	sensory dysfunctions (hearing)
K31	2019	10,001–100,000	acting/feature scenes	autism spectrum disorders
K32	2015	1,001–10,000	acting/feature scenes	physical disability
K33	2013	10,001–100,000	animation	intellectual disability, Autism Spectrum Disorders
K34-A	2012	100,001–1,000,000	acting/feature scenes	autism spectrum disorders
K34-B	2012	100,001–1,000,000	acting/feature scenes	autism spectrum disorders
K34-C	2012	100,001–1,000,000	acting/feature scenes	autism spectrum disorders
K34-D	2012	100,001–1,000 000	acting/feature scenes	autism spectrum disorders
K34-E	2012	10,001–100,000	acting/feature scenes	autism spectrum disorders
K35	2017	10,001–100,000	acting/feature scenes	autism spectrum disorders
K36	2019	10,001–100,000	acting/feature scenes	physical disability
K37	2014	101–1,000	acting/feature scenes	physical disability
K38-A	2012	1,001–10,000	animation	physical disability
K38-B	2012	1,001–10,000	animation	not specified
K38-C	2012	1,001–10,000	animation	physical disability
K39	2016	1,001–10,000	acting/feature scenes	physical disability
K40	2020	1,001–10,000	acting/feature scenes	sensory dysfunctions (hearing)

Note. Own elaboration.

In my research project, I based the analysis of the categories of empowerment on division of areas of interest proposed by Balcazar and Suarez-Balcazar (2017). The authors provide detailed examples of activities that can enhance the empowerment of people with disabilities. The researchers list five main areas: awareness, capacity building, rights, advocacy, participation, and promotion of changes in programs and the physical environment (p. 575). Such a precise identification of critical aspects proved extremely useful in laying the groundwork for coding and categorization in my research project. I analyzed the collected codes extracted from the statements of the characters of the social campaign spots regarding whether and to what extent they reflect the above-mentioned

areas of empowerment. Compared to the proposal of Balcazar and Suarez-Bal-cazar (2017), I made a few changes that allowed me to appropriately align the categories with my research objective, research questions, and collected codes. I transformed the capacity-building category, which indicates aspects of accessibility and social inclusion, into a more broadly inclusive one, which allowed me to discuss all the collected codes in more depth. I also generalized the last category, which was defined by the authors mentioned above as promoting changes in programs and the physical environment. Accordingly, I analyzed whether content related to the key categories could be seen in the content of the spots. The basis for the coding and categorization analyses was my transcriptions of 66 campaign spots. The transcription allowed me to precisely identify all statements made by the characters that directly or indirectly referred to inclusion and the empowerment of people with disabilities. After initially identifying these statements, I then analyzed them in terms of the five main categories of empowerment described above.

3. CATEGORIES OF SOCIAL INCLUSION
OF PEOPLE WITH DISABILITIES IN ONLINE SOCIAL CAMPAIGNS

As I indicated above, I used the coding and categorization technique to analyze inclusion and the empowerment of people with disabilities within statements appearing in the 66 campaign spots in focus. These include statements by actors participating in the spots, people with disabilities, their family members, members of support organizations speaking in the visual materials, and voiceovers. I extracted categories based on the literature – as indicated above, I based my analysis of the categories of social inclusion within online social campaigns on the division of the empowerment areas proposed by Balcazar and Suarez-Balcazar (2017), to which I assigned the codes I noticed emerging from the analyzed data. Furthermore, to avoid overlooking codes relevant to the study, I developed precise transcriptions of all the visual materials used for the study. Consequently, I continually assessed the coding quality by revisiting the data and verifying the extracted categories with the data. This approach accomplished the coding consistently, and the categories were described in detail. I moved from initial descriptive coding in my analyses to focusing on a few explicit, interpretive categories, which I used to obtain answers to the research question extracted earlier. I adopted a strategy similar to the approach of Miles and Huberman (1994), who start their analysis with a list of codes drawn from the

literature and then revise the codes as researchers compare them with actual data (Miles and Huberman, 1994).

Accordingly, I have discussed the distinguished categories (awareness, inclusion, rights and advocacy, participation, and changes) below, presenting conclusions based on direct quotes (verbatim data) from selected social campaigns. Before moving on to the analysis, we need to clarify the fifth category – changes. All other categories are connected with the idea of change to some extent. However, I wanted to isolate "change" as the last category because at this point I wanted to focus on those elements of analyzed video material which explicitly presented the idea of striving for change in various spheres of social life for people with disabilities. That means that I focused, for example, on direct statements made by people who spoke in social campaigns and who said directly that something has to be changed in the areas of architectural barriers, social life or employment. Such a separation of the category of "change" from other categories allowed me to distinguish which areas of social life are recognized by people with disabilities as crucial spheres that need to be changed or adjusted to their needs.

3.1 CATEGORY 1: AWARENESS

The first category identified is social awareness. The creators of social campaigns often (25 out of 66 visual materials) make direct references in spots to content, indicating a desire to increase social awareness. Awareness as a category is evident both in the acting scenes and in the materials created in the form of reportage or direct characters' speech to the camera. The statements of the characters in the spots repeatedly include content indicating a lack of social awareness of disability and barriers to inclusion: "When people started to stare at me there, from the surrounding villages, I realized that something was 'not right'" (C21-E). There are also statements raising awareness aimed at countering stereotypes and prejudice: "We practice just like any other athlete, we struggle against each other, we come face to face with rivals, we rejoice in victories and mourn defeats. So why aren't we perceived the same way?" (C2). Stereotypes are also deconstructed by the protagonists of the C17 spot, who counter the following stereotypes about people with Down Syndrome in short, precise statements. Raising awareness also means showing the misconception of people with disabilities, such as "eternal children" (C18). The creators of the campaign spots, through the statements of the characters, also point to the barriers to inclusion in the context of the marginalization of people with disabilities and their needs and aspirations (C2). This is particularly emphasized in the C7 spot,

where we learn the life stories of adults with disabilities. Marginalization is also associated with prejudice leading to inappropriate attitudes. The campaign's creators want to counter this situation: "mental disorders, intellectual disabilities, dependency and problems of the elderly require acceptance and support, not insults and stigma" (C15). Within 40 analyzed social campaigns, there is also content pointing out the barriers to the inclusion of people with disabilities as systemic mistakes or limitations related to the access to education or therapy, valuable jobs, or difficulties in daily lives due to architectural barriers: "There is a lack of support centers for people with severe disabilities over 25 years of age" (C7).

Raising awareness and social knowledge within 40 analyzed social campaigns also includes pointing out actions that people without disabilities can take to support people with disabilities in their daily activities: "Everyone sometimes counts on help. You, too, can sometimes pass the keys or help tie a shoelace" (C8), "Sometimes simple things like not leaning on the wheelchair or asking how to help is much better than doing something by force" (C25-F). This includes pointing out what behavior from the rest of society is desirable for people with disabilities "We value our and your respect more than focusing on our limitations" (C24-A), "Be patient and kind, because it is easier to offend with such words that are out of place" (C25-A).

3.2 CATEGORY 2: INCLUSION

Another category of content related to the empowerment and inclusion of people with disabilities that is evident in the content analyzed is inclusion presented directly in spots. Inclusion in that form appear in 18 out of 66 visual materials. Materials containing aspects of social inclusion are closely linked to the strengthening social awareness described above. In the content about inclusion, the creators of social campaign spots focus on slogans showing people with disabilities as independent people, aware of their capabilities and limitations, and as people striving to change their current situation. In many cases, social inclusion indicates the need for social normalization of disability: "We just cannot hear. We have the right to a normal life" (C30). Through their statements, the protagonists of the spots want to show that they aspire to increase the presence of people with disabilities in mainstream society: "We dream that information about the successes and failures of athletes with disabilities will find its way into the sports section of the news. We dream that the stands will be filled with fans. We dream that people will look beyond wheelchairs, beyond amputated limbs, and see an athlete. Not a hero, but simply an athlete. Because sport is

a sport" (C2). This is shown in the statements of, among others, a man with disabilities indicating how vital role plays his wife is in his social inclusion: "I owe her a great deal, she made me a fighter, but most of all, she helped me realize a dream I did not even know was possible – she gave me a son, Adaś" (C21-C). Also, the proper behavior of parents can contribute to the social inclusion of people with disabilities (C21-E).

Within the context of social exclusion present are also statements referring to communication difficulties that limit or prevent interaction and full participation in social life. Numerous characters in the spots point out difficulties in understanding the expectations of people with disabilities: "I very much dislike it when someone ignores me, avoids me. It annoys me that adults or young people do not hear or do not want to hear what I say" (C39). The spots also showed that communication difficulties could cause people with disabilities to adopt a withdrawn or evasive attitude (C40). Inclusion-focused materials also contain content that shows the inner determination of people with disabilities and their drive to participate in society: "What is more amazing to you? The fact that Anna recognize people by their steps? Or the fact that she has a job?" (C5-A). The protagonists make it clear that being able to find employment is very important for people with disabilities in terms of social inclusion: "Work is very important because I do not just sit at home, I do not just sit at home in front of the computer" (C25-B), "Job also gives us the opportunity to develop further and show others that many of the limitations attributed to us are rooted in hurtful stereotypes" (C24-B). Content of this type also appears in the form of questions that provoke recipients and make them reflect on exclusionary practices. Inclusion as a context within 40 analyzed social campaigns also indicates that differences should not be a barrier in creating an open society. Differences can be a platform for understanding and cooperation. The open attitude of the rest of society is crucial in the perspective of social dialogue: "We just need to be more open to other people. This is how to create our society" (C25-I).

3.3 CATEGORY 3: RIGHTS AND ADVOCACY

In their content, characters in the spots also speak about rights and advocacy (and self-advocacy). I discerned those aspects in 10 out of 66 visual materials. These materials refer not only to the need for legislative changes. There are also statements pointing to the universal rights of people with disabilities, such as the right to access information: "Deaf people have the right to choose an interpreter at City Hall, at the hospital, at other institutions" (C25-C), "In public institutions, you have the right to get information in a language you understand as a person

with special needs" (C29). The rights of people with disabilities are rights to access education, employment, or culture. The employment aspect is particularly often mentioned in social campaign spots. It is part of a campaign to raise awareness and promote the right of people with disabilities to equal treatment in the open labor market. Also present are statements indicating the need to improve the quality of interaction of people with disabilities with the rest of society: "We need deaf people to communicate with the police" (C25-C). The statements of the protagonists are dominated by content indicating that people with disabilities do not expect special treatment but only want their rights to be respected by the general public "And we do not ask for special considerations at all, we know where to go and which way to go" (C26).

Self-advocacy manifests itself in the statements of the protagonists through direct statements indicating the goals and aspirations of people with disabilities: "Here I will work. I do not want to be dependent on my family or the state. I want to have my own job and my own life!" (C10) and their family members: "I do not daydream, but I dream of a respite. I do not daydream" (C16). Also related are statements pointing to specific activities of people with disabilities or organizations supporting them: "Four associations from Słupsk want to open a Social Enterprise for the people with intellectual disabilities" (C10), "On a daily basis, as an employee and instructor of active rehabilitation, I help such people find their way in a new situation where life turns 180 degrees for them" (C2). Organizations that support people with disabilities through spots also present their commitment to empowerment: "Every day we support children and young people with disabilities and give respite to their caregivers" (C23). In the context of self-advocacy, statements pointing to the independence and self-reliance of people with disabilities are also vital. This area is significant, indicating aspirations toward increased agency and empowerment. Independence can refer to simple, everyday activities: "I am an independent person, I go to the theater by myself and go home by myself" (C25-A), but also decision-making or involvement in improving the situation of people with disabilities.

3.4 CATEGORY 4: PARTICIPATION

The participation category of empowerment within 40 analyzed campaigns includes statements made by the protagonists of the spots, which indicate participation in social life and cooperation between people with disabilities and the rest of society. I observed such statements in 10 of 66 visual materials. Participation in this context means pointing to opportunities for dialogue between people from different social groups and, by that, enhancing the empowerment

of people with disabilities. It is also participating in a range of social, professional, and cultural activities. In this regard participation is closely linked to the categories of inclusion and advocacy described above. Participation content appears in the analyzed visual materials, primarily by indicating the need to engage in helping people from groups at risk of social exclusion: "I help, you help, everyone helps. Remember, you are worth as much as you give of yourself" (C7), "Marta is starting to disappear. Marta may have depression, borderline, anxiety. If someone disappears before your eyes, ask if they need help" (C20), "If you want to help me, help my mother rest" (C23). It also means indicating how we can help organizations that support people with disabilities: "You can help us by donating renovation and construction materials or contributing to our association's sub-account" (C10).

Strengthening the empowerment of people with disabilities in the context of participation also means pointing out that an attitude of pity or sympathy is not appropriate. People with disabilities expect cooperation, and equal treatment, not just sympathy or compassion: "I am just like you in the morning. I wake up, get up, and go out. And then… I am not like you anymore. Then you are already looking at me. Then you take pity" (C1-C). Equality is a buzzword that frequently comes up in the context of social cooperation and empowering activism. People with disabilities want to be perceived through the prism of their abilities, skills, and talents: "I do not want to. Do not take pity on me. Do not ask what happened to me. I am not inferior. I am not better either" (C1-C), "Just like everyone else, we want to be happy. We are not different, we are the same" (C36). Participation is also about showing the recipients of social campaigns how important it is for people with disabilities to participate in various group activities. Cooperation and commitment to a common goal allow people with disabilities to transcend social limitations. Also relevant is the content showing why it is so important to engage with people with disabilities: "Let us not let people with disabilities lose so many precious days, let us bring a smile back to their faces. The world can be changed for the better, all it takes is a small gesture and a good heart" (C7).

3.5 CATEGORY 5: CHANGES

The last category present in the statements of the protagonists of the analyzed spots is changes broadly defined. My analyses showed that such statements appear in 9 out of 66 visual materials. Striving for change in analyzed spots means pointing out current shortcomings or difficulties in all spheres of life for people with disabilities. Promoting change through social campaign spots

may be a key goal of their creators. Striving for change stems from the desire to improve the life situation of people from groups at risk of social exclusion: "We have a mission. We want to create a social enterprise for people with intellectual disabilities. These young people must have a place to work and a place where they can learn independence" (C10). In addition, promoting change can refer to taking concrete actions aimed at improving the quality of life for people with disabilities: "Help create a place in our city where there will be activities for people with multiple disabilities" (C7). Changes are also improvements in the accessibility of public spaces for people with disabilities. The protagonists emphasize that changes in accessibility largely depend on the behavior of community members, since "accessibility is created by people" (C25-I). Also promoting change are direct indications of necessary changes in the behavior of people without disabilities: "We are adults, let us take each other seriously" (C18) and "Do not park in places for people with disabilities" (C19). This is especially powerful when spoken directly by people with disabilities in the spots. It allows them to see and understand their perspective on essential aspects of their lives: "I would like them to understand that people with disabilities are also sensitive. That they would remember people with disabilities who need time to understand" (C25-A). This also applies to the accessibility and mistakes of people without disabilities, which make it difficult for people with disabilities to function daily.

CONCLUSION

The analyses of the collected research material from 40 Polish social campaigns allowed me to gain an in-depth knowledge of the media portrayal of people with disabilities about social campaign spots on YouTube. The analyses of coding and categorization I developed led to several conclusions. First and foremost, it is significant that the creators of social campaigns in the prepared spots strive to present people with disabilities as people who realize valuable and valued social roles. This is mainly true in the professional field, social situations, and family relationships. Viewers of the campaign spots can see people with disabilities as active employees, community members, parents, children, partners engaged in their development. The aspirations of the campaign's creators are broader than raising knowledge and social awareness of difficulties or limitations affecting social inclusions of people with disabilities. The authors of the spots also point out the vast possibilities and potential of people with disabilities to perform

socially valuable roles. It is also content that demonstrates the strength and agency of people with disabilities. In the content on the inclusion, the creators of social campaign spots focus on slogans showing people with disabilities as independent people, aware of their capabilities and limitations, and as people striving to change their current situation.

The analysis of Polish literature presented within the introductory remarks shows a growing academic commitment in Poland to focusing on themes of inclusion, empowerment, and media representation of people with disabilities. These studies provided a valuable theoretical background and methodological inspiration for this project. This paper builds upon the current academic discourse by drawing on qualitative and narrative-centered approaches discussed by other scholars. The analytical categories identified in other publications were a background for developing the coding framework used in this project. In this context, this paper aims to further contribute to the field by focusing on the voices and statements presented in Polish online social campaigns, revealing how the ideas of inclusion, empowerment, self-advocacy, and social change are presented in narratives within social actions created for and by people with disabilities.

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CZEGO MOŻEMY DOWIEDZIEĆ SIĘ
O INKLUZJI OSÓB Z NIEPEŁNOSPRAWNOŚCIAMI
Z WYPOWIEDZI BOHATERÓW I BOHATEREK
INTERNETOWYCH KAMPANII SPOŁECZNYCH?

S t r e s z c z e n i e

Artykuł przedstawia wyniki badań jakościowych, których celem była analiza polskich kampanii społecznych podejmujących zagadnienia dotyczące niepełnosprawności w kontekście inkluzji społecznej osób z niepełnosprawnościami. Technika kodowania i kategoryzacji została wykorzystana w projekcie do analizy aspektów inkluzji obecnych w wypowiedziach pojawiających się w 66 spotach 40 polskich kampanii społecznych. Słowo „wypowiedzi" oznacza zdania, sformułowania, dyskusje, narracje i wypowiedzi lektorskie wypowiadane przez osoby biorących udział w spotach. Główne pytanie badawcze brzmiało: jakie aspekty, kategorie inkluzji można wyróżnić w ramach 40 polskich kampanii społecznych na YouTube dotyczących tematyki niepełnosprawności? Przeprowadzona analiza pozwoliła na wyodrębnienie pięciu głównych kategorii związanych z inkluzją społeczną osób z niepełnosprawnościami, które są obecne w analizowanych kampaniach społecznych – świadomość, inkluzja prezentowana bezpośrednio, prawa i rzecznictwo, partycypacja oraz zmiany.

Słowa kluczowe: niepełnosprawność; społeczeństwo; percepcja społeczna; kampanie społeczne; przemiany społeczne