



CITIZENS AND GOVERNANCE  
IN THE KNOWLEDGE-BASED SOCIETY

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**INCLUD-ED**

**Strategies for inclusion and social cohesion in Europe from education**

Integrated Project

Priority 7. Citizens and Governance in a Knowledge-based Society

**D 19.1**

**REPORT 7: European policies: Education and social cohesion**

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## Executive Summary

This report is the final result of Project 5 work, particularly from WP18 and WP19. Its main objective is *to analyse the integrative actions between educational policy and other areas of social policy and to identify those that are making steps forward to overcome social exclusion and build social cohesion in Europe* (Annex I, p. 5). In order to address this general objective, a twofold analysis has been conducted. On the one hand, **effective integrative actions have been analysed**, and on the other hand, a **review of policies** to explore the connection between **education and other areas of social policy**, and to discover the contribution they make to social cohesion.

Through the analysis conducted, we have seen how policies in urban development, health prevention or labour insertion –to mention only some of them– stress the **role of education for the success of social policies** in these and other areas. In addition, **direct participation of stakeholders and end-users** is also being increasingly present in the definition of European policies which point out the need to design **more open methods of policy making incorporating a wider range of agents interested in decision making processes** in order to promote citizenship and social cohesion.

A gap has been identified in the analysis, that is that the European directives and regulations do not specify **which particular sort of educational provision** will contribute to the success of the policy, nor which are the **participatory processes that need to be implemented**.

The analysis of the integrative actions conducted has shed light on this matter, indicating **particular elements in the social policies that are contributing to improving the situation of vulnerable groups in the different areas of society**. The **integrative successful actions are based on 3 criteria**:

- 1) Include **successful educational actions** already identified in the INCLUD-ED project.
- 2) Include **successful actions in different social areas** that have provided evidence of improved conditions for vulnerable groups in employment, health, housing, social and political participation.

3) **Include all agents involved** in the decision-making process (in the design, development and evaluation), also the end-users belonging to the vulnerable groups.

In the following, some policy recommendations are presented regarding each of the four analysed social areas:

### **Employment**

- To create spaces for dialogue and decision-making for the participation of vulnerable groups in order to incorporate their decisions in the developing of labour insertion programmes and employment policies.
- To incorporate particular representatives of the vulnerable groups into existing organs of policy-making for labour insertion and vocational training to guarantee greater access of these groups to these policies.
- To develop vocational training and labour insertion courses that guarantee the possibility for end-users to continue further education.
- To promote self-employment in cooperatives created and developed by specific vulnerable groups in order to widen their possibilities of employment.

### **Social and Political Participation**

- To promote the **incorporation of vulnerable groups in decision-making processes and contexts**, particularly for those people who have traditionally been excluded from spaces of debate and decision making on issues they are interested in.
- To create particular processes or bodies through which the **end-users of vulnerable groups become direct interlocutors with Public Administrations** at local, regional, national and European level.

### **Health**

- To promote an **integrated approach to health education** in different contexts and therewith contribute to social and economic **development of particular regions and vulnerable groups**.

- **Education and training for a healthier life style through the cooperation of different agents** in a coordinated effort, and as a cross curricular topic in schools and the community.
- The **promotion of diversity by involving vulnerable groups among health care staff** improves the access to health services for people belonging to these groups. More diverse health care staff also helps to include the wide range of perspectives existing in the community and consequently **improve the health care services.**

### Housing

- To foster **financial literacy that promotes empowerment.**
- **Solidarity cohabitation is being pointed out as an effective alternative** that promotes participation in community actions as well as improving youth access to housing.
- Vulnerable groups can be empowered by providing spaces where community neighbours **can participate directly in processes of decision making among end-users and professionals of the construction companies** and therewith improve and restructure in a consented way the deprived urban areas.

In a situation of critical economic crisis that is having severe consequences in some European territories, the development of social policies that are based on integrative actions becomes even more essential in order to ensure that the resources invested by the public administrations have a positive impact on the overcoming of social exclusion and on improving social cohesion in Europe. The integrated approach of the project has accounted for the contributions in the literature, the policy analysis as well as the study of the integrative actions. This made it possible to identify educational elements together with other elements that contribute to the efficiency of social policies which are improving the living conditions of the most vulnerable groups in Europe. **The findings presented intend to serve for the elaboration of evidence-based social policies that are grounded on successful educational actions in order to guarantee their social utility.**

## 1. Introduction

This report is the final result of Project 5 work packages 18 and 19 which main objective is *to analyse the integrative actions between educational policy and other areas of social policy and to identify which are making steps forward to overcome social exclusion and build social cohesion in Europe* (Annex I, p. 5).

WP 18 responds to the operational objective 5.1 that is, *to review the intersections between educational policies and other areas of social policy*. This way, in WP 18 integrative actions have been analysed (between education and other areas of social policy: employment, health, housing, political participation) that have been successful in the overcoming of social exclusion.

WP 19 has two operational objectives: 5.2. *To analyse the development of citizenship from the perspective of the access to education*; and 5.3. *To analyse Council Directives and other European social policies in order to identify educational components and their connection to social cohesion* (Annex 1, p. 40). This work package has included the analysis of European social policies, Council Directives and other policy documents related to the following social areas: employment, health, housing, and social and political participation, and aimed at least at one of these five vulnerable groups: women, youth, migrants, cultural groups, people with disabilities, and religious minorities.

We have also analysed the impact of the Race 2000 Directive<sup>1</sup> for access to education for third country nationals as well as other Council Directives adopted in the fields of freedom, security and justice. They have been examined as regards the provisions for access to education for asylum seekers, refugees, etc. and the negotiations in the Council regarding these educational provisions in the Directives, as well as in other policies at the European level<sup>2</sup>.

The contributions to the analysis gathered in this report have been elaborated by the partners in Project 5: Continuing Education Research Unit of the Danube University Krems (Austria), University of Florence (Italy), Slovenian Institute for Adult Education

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<sup>1</sup> Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin", *Official Journal of the European Communities* (June 19, 2000), No L. 180/22; "Directive 2000/78/EC of November 2000 establishing a general framework for equal treatment in employment and occupation", *Official Journal of the European Communities* (December 2, 2000), No L. 303/16.

<sup>2</sup> In this regard, we will put more emphasis on analysis of the educational provision for children and young people under 18, who are asylum seekers or refugees.

(SIAE) (Slovenia), University of Nottingham (United Kingdom) and CREA of the University of Barcelona (Spain).

## 2. Methodology and sources used

As follows, the main activities of information collection and analysis developed in WP18 and WP19 for each of the objectives are summarised. Then, a description of each of these activities conducted in the work packages is presented:

| Work Package | Objectives   | Main activities   |
|--------------|--|---|
| WP 18        | OBJECTIVE 5.1: <i>to review the intersections between educational policies and other areas of social policy</i>  | <b>Policy analysis I</b> , this means, <i>policies which connect education to other areas of social policies.</i> This policy analysis was based on an in depth content analysis of eighteen specific integrative actions.  |
| WP 19        | OBJECTIVE 5.2: <i>to analyse the development of citizenship from the perspective of the access to education.</i><br><br>OBJECTIVE 5.3: <i>to analyse Council Directives and other European social policies in order to identify educational components and their connection to social cohesion</i> | <b>Policy analysis II</b> , analysis of Council Directives, social policies and other European policy documents, related to any of the following social areas: employment, health, housing, and social and political participation, and aimed at least at one of these five vulnerable groups: women, youth, migrants, cultural groups, people with disabilities, and religious minorities. |

### Work package 18. Policy analysis I.

Before analysing the selection of the integrative actions, a literature review was conducted on integrative successful actions on an international level. The specific goal was *to collect scientific contributions focused on analysing successful practices on integrative actions on an international level, that is, policies which connect education to other areas of social policy and which have achieved the most significant results regarding to the overcoming of social exclusion in the four studied areas (Draft, p.8).*

The distribution of the areas to account for in the search has been as follows:

| Literature Review<br>Identification of successful practices related to integrative actions | Integrative Actions         | Partners involved |
|--|-----------------------------|-------------------|
|  | Education and Health        | SIAE              |
|  | Education and Housing       | UNIFI             |
|  | Education and Employment    | DUK               |
|  | Education and Participation | CEPS              |
|  | Education in the 4 areas    | UB<br>UNOTT       |

The selection criteria for the integrative actions have been the following:

- Policies, interventions, programmes or strategies that connect education to other areas of society (public policies analysed must link education and at least one of the selected areas, and improve the situation in both: education and the specific area).
- To be successful and/or efficient (this must be proven with data in the analysed documents).
- To contribute to social inclusion or social cohesion (improve the situation and prospects of their area of intervention, in particular, benefiting the most vulnerable groups).

The final integrative actions selected for the analysis are the following:

|   | Areas   | Integrative Actions   | Partners involved |
|---|---|---|-------------------|
| 1 | Education, Participation and Employment         | Pla Integral del Poble Gitano de Catalunya [Integrated Plan for the Roma people in Catalonia] (Spain) | UB                |
| 2 | Education, Health, Employment and Participation | Urbanitas Plan, City of Albacete (Spain)  | UB                |
| 3 | Education, Employment and Health                | IWPD Programme (UK)   | UNOTT             |
| 4 | Education and Employment                        | Young people at risk of offending Programme. (UK)   | UNOTT             |
| 5 | Education and Employment                        | TEP. Territorial Employment Pacts in Austria (Austria)  | DUK               |
| 6 | Education and Employment                        | DYNAMO Network (Austria)  | DUK               |



|    |                                      |  |       |
|----|--------------------------------------|--|-------|
| 7  | Education and Employment             | Verein Sprungbrett [Association stepping stones for girls] (Austria)                         | DUK   |
| 8  | Education and Participation          | Citizens' panels, Bringing disaffected youth to policymaking (Slovakia)                      | CEPS  |
| 9  | Education and Participation          | Red Conecta [Connect Network] (Spain)  | UB    |
| 10 | Education and Participation          | West Yorkshire Programme for the integration of Pakistani and Bangladeshi women (UNITE) (UK) | UNOTT |
| 11 | Education and Participation          | New Citizens Voice, "Your Voice Matters" workshops (UK)                                      | CEPS  |
| 12 | Education and Health                 | The European Network of Health Promoting Schools (Slovenia)                                  | SIAE  |
| 13 | Education and Health                 | The Programme MURA (in the scope of the CINDI programme) (Slovenia)                          | SIAE  |
| 14 | Education and Participation          | Citizens' panels, Bringing disaffected youth to policymaking (Slovakia)                      | CEPS  |
| 15 | Education, Participation and Housing | FORUM's Resident Housing Workshops (Netherlands)   | CEPS  |
| 16 | Education and Housing                | Fondazione Casa Onlus (Italy)  | UNIFI |
| 17 | Education and Housing                | Fondazione Casa Amica: agenzia di housing sociale (Italy)                                    | UNIFI |
| 18 | Education and Housing                | Cooperativa Sociale Biloba [Social Cooperative Biloba] (Italy)                               | UNIFI |

The selection of the documents and other sources for the analysis was done in order to find information about the **implementation process** and the **evidence of success of each integrative action**, responding to the goal of WP18. In this regard, it is noteworthy that in some cases difficulties appeared to find objective evidence on the success achieved by the integrative actions analysed. Additional information and documentation had to be looked for and requested in order to ensure that the actions analysed fulfilled the established criteria.

The sample of the documents that have been explored and data collection techniques conducted by the different participating institutions included official web pages, news clips and other electronic material; telephone conversations with key informants to gather information about some of the programmes which resulted from the integrative actions; evaluation reports, project reports and manuals; articles and other publications derived from the integrative actions analysed.

The information gathered and analysed from each integrative action has accounted for the following sections:

- 1) Short description of the integrative action (areas of intervention, objective, target group, measures taken, level of decision making and geographical area of intervention).
- 2) Target group of the integrative action (e.g., criteria and process of selecting participants, level of involvement of participants in the implementation and decision making process).
- 3) Implementation process of the action (who implements, who is involved, involvement of stakeholders, community, resources used, etc.).
- 4) Level of decision making to implement the action (European, national, regional, local)
- 5) Analysis of success in achieving the objectives of the action. Evidence provided.
- 6) Analysis of how the action has contributed to social inclusion and empowerment of the targeted groups.
- 7) Analysis of improvements these policies have achieved in the different areas being studied, and their connection to educational results.
- 8) Main factors leading to success of the action.
- 9) Information sources used.

## **Work package 19. Policy analysis II.**

A total of 57 directives and other European policy documents that currently form the European legal and political framework of reference in the different social areas have been analysed.

The following three general time periods were taken into account:

- a) From 2005 until now
- b) From 2000 to 2004
- c) From 1995 to 1999

The specific periods of the new treaties were also taken into account:

- a) From 2003 until now (i.e. Nice)
- b) From 1993 to 2003 (i.e. Maastrich-Amsterdam-Nice)

These policies can have non-binding and binding effects at the national level, which has been identified in the analysis. Policies from EU secondary legislation have been added in

order to extend the policy analysis, namely: regulations, decisions and opinions. Furthermore, the analysis has been complemented with the review of programmes, preparatory acts and initiatives by the Member States, Council common positions and Legislative resolutions of the European Parliament.

|                                     | Effects  | Description   |
|-------------------------------------|--|---|
| <b>Regulations</b>                  | Binding for everyone                           | Direct effect and general   |
| <b>Directives</b>                   |  | Require implementation through national legislation   |
| <b>Decisions</b>                    | Only affects the parties who they are aimed at | A law with no general application. It only affects its specific targets: member states, companies or individuals. |
| <b>Recommendations and opinions</b> | Non-binding act                                |   |

**The policy analysis conducted responds to two research questions:**

- 1) What educational components are present in social policies and directives that have contributed to the acquisition of rights (strengthening citizenship) for vulnerable groups in specific social areas (employment, health, housing and political participation)?
- 2) How can education contribute to reinforcing the citizenship rights of vulnerable groups?

Each policy document has been analysed based on the following sections:

- 1)** Source (Document number): Official identification number, for example: Decision No. 1098/2008/EC of the European Parliament and of the Council of 22 October 2008 on the European Year for Combating Poverty and Social Exclusion (2010).
- 2)** Area: *Employment, Health, Housing and Political participation*
- 3)** Vulnerable Group: Cultural groups (migrants, religious minorities, ethnic or cultural minorities, asylum seekers, refugees), youth, women and people with disabilities.

- 4) Category of legislation: (D) Directives; (R) Recommendations; (De) Decisions; (O) Opinions; (Ot) Others
- 5) Short description (aim, what issue is addressed, brief description of the policy measure).
- 6) Educational components identified within the policy and their relation to the acquisition of rights (strengthening citizenship) for vulnerable groups. The analysis of these components will be related to the contributions collected in the literature review.
- 7) Proposed strategies about how education can contribute to reinforcing the citizenship rights of vulnerable groups in all areas. This analysis will be based on literal quotes extracted from the policy documents. The analysis of these strategies will be related to the contributions collected in the literature review.
- 8) Discussion and conclusions: Short summary of the main findings and discussion on the extent to which the policy achieves its objectives, to what extent does it contribute to overcoming social exclusion of the vulnerable groups addressed. The focus will be on the educational components present in these policies and how they have or have not contributed to strengthening citizenship through the acquisition of rights for vulnerable groups in the selected social areas (employment, health, housing and political participation). This section will also collect the relevant contributions of the literature review.

### **Limitations of this study**

Different limitations have been identified in the development of the 20 case studies of integrative actions. First, an initial challenge was faced in the selection of the analyzed integrative actions as different levels of robustness in the data provided for each case to show its effectiveness was identified. In particular areas, like housing or health, it was more difficult to gather this type of data than in other areas with a longer standing tradition in collecting data. Related to this one, differences in what is already known in each area of society analyzed have come up. For instance, in employment there is a wealth of research that has already highlighted the role education plays in promoting it or what works. This distinctiveness of particular areas has been translated into different innovative levels among the areas covered. Finally, the focus has been on the integrative

actions and more specific lens could have been adopted for the benefits identified for each vulnerable group.

### 3. Connection between educational policies and other areas of social policy

In this section, the findings from the analysis of the European directives and other European social policies will be described (3.1). Subsequently, the results of the analysis of the Integrative Actions will be explained (3.2).

#### 3.1. European Social Policies – educational components

**Education** is present in most of the European Directives that have been analysed, granting a critical role to the training dimension as a tool to increase access to citizenship. Education is also understood in the literature as a key element to **foster access to citizenship** (Wong et al., 2001; Kahne & Spote, 2008). The connection between educational components and the role they play regarding citizenship has been confirmed through the work developed in this work package. Although most of the social policies analysed refer to education as having a key role in social policies, **only some of them provide concrete information as to which particular educational provision is necessary to foster participation and increase access to citizenship.**

The role of education is especially relevant when addressing the situation of vulnerable groups, such as migrant groups and ethnic minorities, as well as for countering discriminatory behaviours. The 2011 Roma strategy, which identifies ensuring access to education for all Roma as one of its four goals, is a clear example of this increasing trend<sup>3</sup>. The aforementioned regulation on the Roma integration puts forward several educational components which refer to the need to **overcome segregation in education, increase early childhood education, recognition of qualifications, and the promotion of quality education.** Another important aspect of the educational

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<sup>3</sup> European Commission, *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions*. The social and economic integration of the Roma in Europe. COM (2010) 0133 final (Brussels: European Commission, 2010). Retrieved from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52010DC0133:EN:HTML>

provision that promotes inclusion of vulnerable groups is the **need to take into account specific needs and requests of vulnerable groups** as it is expressed in the case of the Roma: *mainstreaming does not invalidate the promotion of integrated and tailor-made approaches that take the specific situation of Roma communities in the Member States into consideration*<sup>4</sup>.

The role played by **educational components in the development of access to citizenship rights** is well reported in different directives analysed. Most of them explicitly refer to the relevance of training in the quest for greater equality, justice, security, and particularly civil participation. For instance, promoting access to education and **vocational training** is one of the priorities stated in different social policies<sup>5</sup>.

The literature suggests the importance of young people and children to be involved in social participatory actions in order to learn how to be active citizens on local, regional and national level (Mathews, Limb 1998). In this regard, policies promote the **recognition of non-formal and informal learning** through specific certificates as a means to promote citizenship and further participation. The Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council, of 14<sup>th</sup> December 2000 on the social inclusion of young people [Official Journal C 374 of 28.12.2000] also identifies the **importance of youth work and the activities of youth organisations** as a way to **promoting participation of young people**, which could also be certified as a way to attest direct participation of the youth in civil society. It is suggested that support should be given to the non-governmental youth organisations that offer young people the opportunities to play an active role in civil society.

Another aspect that is highlighted is the fact that **voluntary activities related to non-formal learning experiences** enable the development of professional and social skills and competences, contributing to solidarity and constituting a major form of active civic participation, as it is highlighted in the Parliament legislative resolution of 26<sup>th</sup> of

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<sup>4</sup> Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions, The social and economic integration of the Roma in Europe/\* COM/2010/0133 final \*/

<sup>5</sup> Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 25<sup>th</sup> May 2007 on creating equal opportunities for all young people – full participation in society.

Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council, of 14<sup>th</sup> December 2000 on the social inclusion of young people [Official Journal C 374 of 28.12.2000]

November 2009 on the proposal for a Council decision on the European Year of Volunteering (2011) (COM (2009) 0254 – C7.0054ç72009-2009/0072(CNS)).

European policies that attempt to creating equal opportunities for all young people in order to achieve their full participation in society draw back on **educational components to strengthen citizenship**. Some of the main elements highlighted refer to reducing early school leaving, promoting full participation of young people with fewer opportunities in education, promoting guidance in the transition to employment, providing extensive opportunities for non-formal and informal learning and the acquisition of necessary competences for full participation in the society. These policies promote among its main strategies the promotion of cross-sectorial cooperation between youth policy and other relevant policy areas such as employment, health, gender equality, and housing (Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on 25<sup>th</sup> of May 2007 on creating equal opportunities for all young people – full participation in society). This integrated approach is in line with the findings in the literature which refer to the need to include different sectors and social actors in decision making processes (Waddington, 2003; Niessen & Schiibel, 2004; De Stefano, 2010).

The promotion of **lifelong learning** in general and, particularly, in the case of vulnerable groups is also highly recommended among others in the *Communication from the Commission about Building an inclusive Europe*, as a means to contribute to better employment. This becomes especially clear for regulations referring to vulnerable groups as displaced people, migrants, and minorities, as well as regarding policies for people with disabilities. In these cases, the European Commission recommends *the active inclusion of people excluded from the labour market* (2008), therefore the right to sufficient resources should be combined with the availability of work or vocational trainings leading to better employment opportunities. When implementing lifelong learning, the agenda underlines the importance to enhance stakeholders' involvement and social dialogue: partnerships at regional and local levels between public services, education and training providers, and employers. This dialogue is particularly important for effective cost sharing arrangements, for the provision of learning at the work-place, and for the promotion of cooperation between public sector organisations and enterprises (COM[682]). As the European Refugee Fund's Council decision indicates, some community measures in the field of education and vocational training have not sufficed to promote integration for these groups. For this reason, support is needed to

take full advantage of the organised programmes. In this regard, the experience recollected in the literature sheds light upon different ways in which the benefits of educational provisions are optimised: i.e. training tailored to the needs of the migrant population (Niessen & Schiibel, 2004), school engagement (Rogers, Saunders, Terriquez & Valez, 2008); giving them voice to express their demands as a way to reconcile political participation and equal opportunities (Guiraudon, 2009).

Another of the educational components that has been identified among the policies reviewed relates to a **gender-sensitive training** which contributes to overcome the situation of discrimination that girls and women still suffer in different social areas. It is one of the proposals gathered by the Roadmap for equality between women and men 2006-2010 in order to avoid early drop-out and **promote non-traditional paths for girls and young women which lead to school success.**

Education and training is considered a key factor to face current **integration challenges.** These challenges need to be addressed in a comprehensive manner, according to the provisions found among the explored directives. In the case of integration of people with disabilities, an **inclusive educational system** is requested at all levels, including lifelong learning (Council Decision 2010/48/EC of 26<sup>th</sup> of November 2009 concerning the conclusion, by the European Community, of the United Nations Convention on the Rights of Persons with Disabilities). This inclusive approach should ensure that this particularly vulnerable group does not face exclusion within the general education system due to their disability. Therefore they need to receive the necessary support to facilitate their effective education in **environments that maximise academic and social development** with the goal of full inclusion.

The Stockholm Programme<sup>6</sup> grants a relevant role to a **comprehensive approach to education** as it refers both to ensuring access to higher levels of education for all its citizens but also to use training as a tool to improve the conditions in which protection and security is guaranteed in the European territory. The programme pays particular attention to issues of discrimination and protection of minorities such as the Roma community, displaced persons and asylum seekers. This programme also **encourages consultation and involvement with civil society** for the member states to take into account, in line with the recommendations gathered from the literature review in regards

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<sup>6</sup> This regulation was adopted by the European Council in December 2009 and provides a framework for EU action on the questions of citizenship justice, security, asylum and immigration for a period of five years.



to the inclusion of the social actors in decision-making processes (Waddington, 2003; Niessen & Schiibel, 2004; De Stefano, 2010). Another key initiative in this regard, is the Communication on the social and economic integration of the Roma in Europe where the Commission highlights the **need to consult the end users in the definition of the policies**. Such involvement in the decision-making process is considered to contribute to the empowerment of the Roma and to be a factor for the success of this measure.

Education linked to active citizenship and participation in democratic life is also found in policies addressing the Youth. The Decision "Youth in Action" of the European Parliament for the 2007-2013 period, stresses the relevance of **engagement in educational activities in non-formal and informal contexts, particularly in those civic organisations that deal with young people**. This is in line with the contributions of the literature review which inform about how social participation at an early age fosters social engagement later in life (Schutz, 2006; Mathews and Limb, 1998). In a similar way, the framework of the Council decision on the European Year of Volunteering (2011) highlights the role **of volunteering to promote and encourage partnerships and active citizenship**, nurturing civil society and strengthening solidarity, through non-formal learning experiences. Different policies stress the need to invest in non-formal and informal education and learning environments, especially for vulnerable groups, as stated by Resolution of the Council of May 2008, on the participation of young people with fewer opportunities. The literature review in this sense emphasizes that participation practices should start at an early age and proves that school plays an important role in encouraging this participation. Active citizenship is built from the local level up and the literature further reveals that **young people should get involved in social issues at the local level at an early age** (Schutz, 2006).

Thus, the analysis conducted has identified the relevance granted to education within social policies and regulations, which has been confirmed by the literature, and this analysis has identified particular educational elements which need to be accounted for in order to promote citizenship. The need to continue the work for the promotion of training in **ICT as well as in language acquisition**, especially adapting the training to the needs of minorities and underprivileged populations is well reported in different policies. Among others, it is found in the Communication from the Commission from December 2005 on "A new framework for the open coordination of social protection and inclusion policies" or in the aforementioned Resolution of the Council of May 2008 on the participation of young people with fewer opportunities, where important support is

invested for the development of innovative measures to **improve the access to ICT for the young people with fewer opportunities**. These statements are in the line of those in the literature which show that the digital inclusion is very important and can effectively help to promote other aspects of inclusion - educational and social (Jacobi, 2006).

On the other hand, the **sort of participation and consultative processes** which best contribute to guarantee the efficiency of the policy, are not defined in the policies. For instance, participation of youth in decision-making processes on aspects that affect them is encouraged, also in the framework of the Resolution of the Council on the social inclusion of young people. Little mention is made however to which would be the best practices and the most efficient actions in order to incorporate them. Reference of this is to be found in the literature reviewed which gathers some of the existing examples (Mathews & Limb, 1998).

Several main findings that go beyond educational components stand out from the analysis conducted in this work package, reviewing main European social policies. We will see how we need to indicate the key role identified of **more open methods of policy-making**, which **account for the voice of a greater representation of stakeholders** through participation, consultation and decision-making processes. Furthermore, special attention is given to the link that has been identified between **education and participation, and their impact on access to citizenship**.

Finally, a trend towards promoting a **cross-sectorial, integrated approach in social policies**, particularly when addressing vulnerable groups, is highlighted in many of the analysed policies. In this regard, successful integrative actions became a key element to tackle the many-sided nature of social exclusion. Subsequently, many of the policy documents reviewed have mentioned the importance of carrying out integrative actions that tackle different areas and domains at the same time. The need to promote the educational dimension should be included into other policy areas such as the four policies analysed. This **integrated approach is particularly encouraged in areas such as housing and health**. This approach further allows addressing multiple discriminations and the influence of aspects such as geographical situation and educational levels which are viewed as potentially amounting to mutual reinforcing exclusionary factors.

Policies in other social areas such as **health** have also identified the need to include training and education actions in the development of health promotion programmes. For instance, the Council Conclusions on safe and efficient healthcare through eHealth 2980<sup>th</sup> EMPLOYMENT, SOCIAL POLICY, HEALTH AND CONSUMER AFFAIRS Council meeting highlights the importance of *ensuring, for both patients and health professionals, adequate needs assessment and training action* in order to build confidence and acceptance of eHealth services.

In order to reverse the current situation of inequalities in health it is necessary to have in mind that health conditions are also influenced by people's lifestyles defined as their access to healthcare services -including health information and education-, disease prevention, and treatment for short- and long-term illnesses. Furthermore, it is also evident to the literature that lower socioeconomic groups are more susceptible to poor nutrition and illness caused by inequalities related to other areas. The European Parliament resolution of the 8<sup>th</sup> of March 2011 on reducing health inequalities in the EU (2010/2089(INI)) reports about *the higher rates of morbidity usually found among those in low educational, occupational and income groups and substantial inequalities can also be seen in the prevalence of most specific forms of disability and of most specific chronic non-communicable diseases, oral diseases and forms of mental illness* (p. 67).

In this line, this recent regulation stresses the **need for the Commission to foster the pooling of experience in connection with health education**, healthy lifestyle promotion, prevention, early diagnosis and appropriate treatments, and even highlights the important role of the 'Healthy Schools' *programmes targeted at children, in particular in more disadvantaged areas, and to improve levels of personal, social and health education, with view to promoting healthier behaviour and encouraging positive lifestyle-related behaviour* (p.71).

### **Open methods – Including all voices**

The literature reviewed, points out the relevance of **including the voice and demands of different social actors which the selected policy is to act upon**. Different authors reviewed in the literature describe the processes of discussion among different agents undergone in European policy-making processes (Zippel, 2004), as a consequence of which a redefinition of these policies took place. This is the case of the

impact of the Gender equality TAN's (Transnational Advocacy Networks) which successfully raised the issue of sexual harassment to bring it into the amended Equal Treatment Directive in 2002 (Zippel, 2004). The importance given to this processes of dialogue has been also identified in Article 11 of the Council Directive *Implementing the principle of equal treatment between women and men in the access to and supply of goods and services* (2004/113/EC of 13<sup>th</sup> of December 2004) which refers to the importance of *dialogue with relevant stakeholders* to contribute to the fight against discrimination on grounds of sex. In this regards the European Commission has highlighted the need to *involve the Roma community in planning the use of the funds through the practical implementation of the partnership principle, so as to involve Roma at every stage of the process from programme design to evaluation, as well as to support capacity building within Roma civil society and within local administrations through the social and economic integration of the Roma in Europe*<sup>7</sup>. Other European directives and documents reviewed address the **need to take the voice of all social agents into account in the definition and implementation of the policies**. The Race Directive for instance encourages *dialogue with appropriate non-governmental organisations with a view to promoting the principle of equal treatment*<sup>8</sup>.

Another example gathered from the Directives' analysis is the URBAN plan, the development of which addresses the integration of the most vulnerable groups through the development of integrated measures. It is an example that stresses the importance of integrative actions, with an increased **delegation of powers and participation by all stakeholders** in line with the contributions from the literature. The concept of urban governance that the URBAN plan is developing reflects the aim to improve citizenry's access to information in order to encourage their participation in decision-making processes. In regards to access to information, some other policies have included **positive actions** among the ways to guarantee the inclusion of all stakeholders voices, *especially to enhance equal opportunities for access to education, employment, housing and health care* (Renewed commitment for non-discrimination and equal opportunities, COM(2008) 420 final), as a proof that stakeholders participation in the definition of policies is considered a key element. This is also the case for the situation of migrants and ethnic minorities collected by the Race directive which proposes this positive action

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<sup>7</sup> Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions, The social and economic integration of the Roma in Europe<sup>7</sup> /\* COM/2010/0133 final \*/ , p. 6.

<sup>8</sup> Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin, OJ L 180, 19.7.2000, p. 24.

*with a view to ensuring full equality in practice, the principle of equal treatment shall not prevent any Member State from maintaining or adopting specific measures to prevent or compensate for disadvantages linked to racial or ethnic origin*<sup>9</sup>.

**More open methods of policy making also foresee the participation of more diverse actors.** This is the case in the URBAN plan where third party actors from companies and other institutions are addressed to facilitate access to the labour market by developing the “entrepreneurial spirit” through support to small and medium sized enterprises, cooperatives as well as with the creation of centres of activities and of technology transfer. This same element -the diversity of actors-, has also been pointed out as a relevant dimension by authors like Wong et al. (2001) or Pitts & Porteous (2005). The making of diverse policies tackling equality of rights -regarding both minorities and asylum seekers, as well as for gender issues- has implied opening up their elaboration processes in different ways. **The creation and/or promotion of networks among groups and lobbies**, has been found to have a crucial role to increase the impact of regulations in this field. For instance, this measure is identified within the Non-Discrimination and Equal Opportunities for All - A Framework Strategy [COM(2005)224 – Official Journal C 236 of 24.9.2005]. In the same hint, the literature has shown the power of **networking and advocacy** as a potential tool for participating in decision-making processes at a European level (Geddes, 2000; De Stefano, 2010; Zippel, 2004).

In this regard, in different council directives such as in the directive for *Implementing the principle of equal treatment between women and men*, the role of associations, organisations and *other legal entities considered to have a legitimate interest* (p.41) is extremely stressed. In the latter regulation, according to its Chapter II, all these bodies have an active role: in fact, they *may engage, on behalf or in support of the complainant with his or her approval, in any judicial and/or administrative procedure provided for the enforcement of obligations under this Directive* (Chapter II, Remedies and enforcement, Article 8, Defence of right, § 3, p.41). The Directive 2006/54/EC on the *Implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation* (of the European Parliament and of the Council of 5<sup>th</sup> of July 2006) highlights also -in Chapter II- the importance of promoting measures to **strengthen dialogue with actors and entities involved**, i.e. equality bodies (Article 20), social partners (Article 21) and non-governmental organisations (Article 22) with a

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<sup>9</sup> Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin, OJ L 180, 19.7.2000, p. 24

view to *fostering equal treatment, including, for example, through the monitoring of practices in the workplace, in access to employment, vocational training and promotion, as well as through the monitoring of collective agreements, codes of conduct, research or exchange of experience and good practice* (Chapter 2, Article 21, p.31).

In the same line the “Youth in Action” Decision of the European Parliament for the 2007-2013 period stresses the need to organise the structured dialogue between the various actions in the field of youth, young people themselves, those active in youth work and youth organisations and policy-makers on the local, regional and national level, in order to optimise the impact of these policies. The Resolution on the participation of young people with fewer opportunities (22<sup>nd</sup> of May 2008) highlights the role of the **state-business-union partnership in employment policy and training of youth as a crucial factor that helps education to be more efficient** especially in the case of young people with fewer opportunities.

Greater participation is identified in the literature as a critical element to be encouraged for the success of EU policies. **Support to non-governmental stakeholders to promote participation is however scarce** (De Stefano, 2010). As this author notes, no Directive explicitly requires active involvement as a routine: regulations are sometimes found to encourage participatory measures but they do not prescribe participation. Furthermore, the literature indicates the existence of a **lack of concreteness in the different regulations regarding what this consultative actions need to be like or how to guarantee them**. This element has been confirmed through the analysis of the regulations where others do not explicitly mention it, although some programmes like the URBAN or the Stockholm programme refer to it.

The relevance that the reviewed literature has granted to the inclusion of diverse voices for the expansion of citizenship (Guiraudon, 2009) as well as the policy analysis conducted suggests that European regulations might need to define more clear-cut ways to guarantee the participation of these social actors. Furthermore, the same author highlights the positive impact that the supranational character of European regulation has on national member states legislation, as well as to stimulate public discourse about integration.

Although the policy analysis has clearly identified the relevance of education, and particularly those educational components that can contribute to **enhancing**

**citizenship and social inclusion**, further progress in this line is necessary in order to define the concrete **educational provisions that** best guarantee this goal. The policy analysis has identified the **existence of a gap in the regulations: they do not prescribe which particular sort of educational provision** needs to be implemented in order to have success. Further concretion is needed to optimise the impact of the educational components that provide the best results.

The twofold analysis conducted, based not only on the European policy documents but also on integrative actions, made it possible to identify these educational components in the integrative actions which are leading to the success of the policy and thus contributing to social cohesion. The findings suggest that particular educational components lay behind the successful policies, and have proved to contribute to overcoming the situation of exclusion in different social areas. Furthermore, certain processes regarding the participation and the inclusion of involved stakeholders, and end-users in the processes of decision-making have also been identified as relevant in the analysis as they are contributing to such achievements. These integrative actions have play an important part in improving the situation of the vulnerable groups in the areas of employment, health, housing, and social and political participation. Next, we collect some of the improvements achieved by these integrative actions as well as the educational components and others that have been key for this success.

### **3.2. Successful Actions – Integrative Successful Actions**

The literature review conducted at the beginning of this work package has revealed **the relevance of educational components in the development of successful social policies**. We have seen how training activities and educational programmes lay behind the social policies which are demonstrating to contribute to overcoming social exclusion in particular areas: housing, health, social participation and employment. Additionally, it also states the need to identify which sort of educational provision and components are those that have a wider impact on these social policies (Listokin & Listokin, 2001; Hutson and Jones, 2002; Mircea, 2010; Gregg, 2001).

In this section we will present the educational components identified in the analysis of integrative actions and how they have contributed to improvements in other social areas. Identifying these components allows providing guidance on the kind of educational

initiatives that must be taken into account in the social policies in order to contribute to social inclusion.

### **3.2.1. Education & Employment**

We present here 7 integrative actions in the areas of education and employment from 3 European countries.

#### **1) Integrated Plan for the Roma people of Catalonia (Spain)**

The **Integrated Plan for the Roma people** is a public policy elaborated with a twofold goal: on the one hand it analysed the situation of the Roma people in Catalonia and on the other hand, it proposed a series of actions in different social areas to be developed in order to tackle the situation of exclusion experienced by the Roma community in Catalonia. The policy actions comprised in the Integrated Plan for the Roma people stem from two sources: **a study of the successful actions identified by the international scientific community as well the demands of the very Roma community** (Sánchez, 2003), which were gathered in an extensive fieldwork carried out with the associations of the Roma community in Catalonia. The result was the identification of nearly 100 actions in different social areas such as social assistance and citizenship, trade, culture, education, sports, housing, participation, youth, rehabilitation of historic centres, public health, safety, sustainability, and work, as well as in women and gender policies, and language policies. These actions defined jointly by the scientific community and Roma resulted in the first Integrated Plan for the Roma people put into practice from 2005 to 2008. The Plan 2009-2013 is the continuation of the former and contains 106 actions in 16 areas. In the following section, we explain the example of the training course for school canteen monitors for Roma women that is, among all these actions, outstanding for the success achieved.

#### **Democratic and inclusive management. Representatives of Roma organizations in decision-making and management**

The Integrated Plan for the Roma people of Catalonia, is not only defined with the Roma associations but they are also present in management and decision-making spaces. This can be obtained through incorporating two main executive bodies - the Interdepartmental Commission and the **Advisory Council** of the Roma People. The



Interdepartmental Commission is made up of policy makers from different departments (education, social services, health, employment and housing) of the Government of Catalonia. The latter consists of a group of **representatives from the Roma community in Catalonia with the goal to advise policy makers** on the development and implementation of policies to ensure that once they are designed and implemented these actions meet the real needs and demands of the groups they target. Promoting coordination between the Roma people and the Government is an effective way to incorporate the full participation of the Roma people. Another important body that channels the demands of the Roma community and which is key for the implementation of the Integrated Plan for the Roma People in Catalonia are the **Working Groups**. These groups **define the concrete activities to be carried out in accordance with the general action plan**. Working groups are formed by representatives of Roma associations and the corresponding departments of the government. In this way the voices of the Roma community are taken into account when giving shape to the planned activities according to the needs of the target group. This aspect has been emphasized as an **efficient practice in the evaluation of the program allowing for the implementation of really useful activities which are demanded by the end-users**.

### **Overcoming the triple exclusion of Roma women: labour inclusion and positive role models in schools**

The training course for **school canteen monitors** is aimed at Roma women excluded from the labour market with no or limited educational qualifications. Roma women with low academic level suffer a triple situation of inequality: for being women, for belonging to a cultural minority and, for not having access to education. This course helps to overcome these inequalities. They are implemented in the most excluded neighbourhoods where educational activities are limited or do not exist at all. The selection process of the course participants, takes into account the aforementioned inequalities and thus gives preference to those women with less educational level in order to support the ones in most need. This course consists of vocational training providing Roma women with an **educational certificate and practical work experience in schools** and it is run by a non-profit association, the Roma Association of Women Drom Kotar Mestipen [Which in Roma language means Path to Freedom]. The course comprises 308 hours in total: 158 hours of lectures and 150 hours of practice. After the completion of the theoretical part, the practical part is carried out preferably in

schools of the same neighbourhoods where the women who have followed the course live. In addition, 25 hours will be devoted to writing a final essay for the course.

The creation of spaces of dialogue has been essential to contribute to the labour insertion of these Roma women. These spaces have been generated through the creation of spaces especially designed to give voice to those who have normally been excluded from the decisions that concerned them. In this case, the **Roma women have been able to decide about the training that they needed in order to find a job. The course was the result of a request of the very Roma women.** Having identified a lack of positive Roma role models for children in schools **they dreamt, in the context of dialogue in the DROM KOTAR MESTIPEN Assembly, of being more present in schools in order to promote the Roma role models** (Responsible of Drom Kotar Mestipen, Personal communication, February 22<sup>nd</sup> 2011). They have also **participated in the planning and implementation** of the activity: the course is organized by the Roma women from the neighbourhood and also takes place in the same neighbourhood. This involves for instance looking for appropriate facilities and spreading information to engage the course participants in promoting and disseminating the activities to encourage greater involvement of Roma women. The **tailoring of the activities to the prior knowledge, skills, and needs of these women** also stems from the inclusion of the Roma voices, and is seen as a key element for the success of this integrative action. This means for instance, adjusting the class **hours to the requirements<sup>10</sup> of Roma women or providing childcare during these trainings.**

It is important to highlight that as a result of the training course for school canteen monitors, **the participants have obtained an educational qualification accredited by the Government of Catalonia** as well as practical work experience in this area which provides them with better employment prospects. The program's success is due to both high rates of inclusion of the Roma women in workplaces and the positive influence that the presence of these women has in the schools. **This contributes to improve the coexistence in schools. Roma women become role models not only for Roma children but for everyone.**

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<sup>10</sup> In case of the course on school canteen monitors, the participants decide on different issues in the first session of the course (e.g. the most convenient class hours) therewith they ensure that they can have full access to this educational training and the subsequent labour opportunities.

The success of this course suggests that there are key elements to account for, in order to define effective social policies. **Training that responds to the vulnerable groups' skills, potential, and needs** has been identified as **playing a key role** in their success. When **spaces of dialogue are created and lead to the definition of successful educational provisions the education provided to the vulnerable groups is successful by accounting for their needs**. As a consequence, education will bring about the success needed to overcome the situation of social exclusion.

## **2) The Urbanitas Plan of the City of Albacete. URBAN Community Initiative program of the European Commission (Spain)**

**Dialogic Inclusion Contract. Policy makers, researchers, associations and neighbours with a common objective: overcoming the ghetto**

**Dialogue and participation of the community** has also been one of the key elements in the definition and development of the following integrative action which is having a large positive impact in different social areas and particularly with vulnerable groups: the Urbanitas Plan. It is an initiative of the Albacete City Council in collaboration with the Government of Castilla-La Mancha, which is funded by the European Regional Development Funds (ERDF) through the program URBAN Community Initiative of the European Commission. This program is an instrument within the EU Cohesion Policy dedicated to regenerating urban areas and neighbourhoods in crisis. The Urban program involves enormous financial resources which aim to achieve effective urban and social transformation in deprived areas in Europe. Within all the actions that this plan has started up, we will focus here on the activity of the Miguel Fenollera Association regarding the **employment** creation in the neighbourhood, as well as other initiatives promoted by the city of Albacete. Prior to this, we will set the action in the context of the neighbourhoods where it is being implemented. We will also introduce the Dialogic Inclusion Contract which is the successful process that has led the Urbanitas Plan to improve the lives of the residents of neighbourhoods contributing to overcome the ghetto.

**The origin, definition and development of this integrative action are essential to contextualise its success and impact in different areas.** The Urbanitas Plan is developed in La Milagrosa and La Estrella, two of the most underprivileged neighbourhoods in Spain, located on the outskirts of the city of Albacete. Today, people

in this area suffer from high levels of poverty based on temporary and informal jobs such as selling scrap iron; above 35% of the working-age people depend on social welfare. They are mostly Roma and immigrants; 7% are illiterate and 79% have not completed basic education (Ministry of Education, Social Policies and Sports, 2008; Padrós, García, de Mello & Molina, 2011). In fact, this same neighbourhood had already been awarded an URBAN plan in 1999, and ten years later the situation of the neighbourhood and that of its inhabitants was the same or worse than it had been before, with no changes in unemployment rates, health condition or social exclusion (Aubert, 2011). The first project funded by the URBAN plan to improve the situation of exclusion that suffered the district failed to meet its objectives. The community did not take part in the decision-making processes about how to manage the financial funding and in what actions to invest in. These issues were decided by professionals and other external staff, following a top-down model. This process -often followed in the design and implementation of plans and projects addressed to overcome similar situations of exclusion- cannot be separated from the analysis of the whole programme's failure to overcome social inequalities (Padrós, García, de Mello & Molina, 2011).

As ten years later the government was still struggling to find an effective solution to the marginalization of the neighbourhood, a new Urban Plan was defined with a different orientation this time. **The neighbourhood had experienced a successful model in the school's transformation<sup>11</sup>, which was the result of joint discussions and reflections among the main interested parties:** representatives of Roma associations, other associations and entities which work in the neighbourhood, families of the children of the school, teachers, social educators and social workers, representatives of the Albacete City Council and the Government of the Autonomous Community of Castilla-La Mancha and the research team. As a result of the successful transformation in school people from the administration and members of the community saw an opportunity and hope for a new URBAN plan following the school's model. They started the same process for the transformation of other social areas of the neighbourhood, based on an egalitarian dialogue and equal participation in the decision about which specific actions to be carried out. These actions in turn were gathered from the expertise of the international scientific community. **Agreements were reached through the process of argumentation in which all the views of different**

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<sup>11</sup> The school had gone through a process of transformation into a Learning Community, which means the implementation of the successful educational actions identified in the literature and with a positive impact upon the educational results of the children (Gatt, S., Ojala, M., & Soler, M. (2011)

**stakeholders were considered from the point of view of the validity of the arguments.** That is, the decisions were taken according to the argumentation that the different participants in this decision-making process gave regardless to their social profile, each one from his/her position, providing different knowledge to attain the ultimate goal of the plan: to get people out of the ghetto (Padrós, García, de Mello & Molina, 2011). The new approach provided was the result of a Dialogic Inclusion Contract (Aubert & Flecha, 2009). The **Dialogic Inclusion Contract** consists of a dialogic procedure in which researchers, end-users and policymakers recreate successful educational actions through egalitarian dialogue. That is, they analyse actions that have been proven successful elsewhere and through a dialogue with the community these actions are recreated according to the new context and to the needs expressed by these end-users, guaranteeing that the decisions are taken by the people who have been democratically elected within the neighbourhood to do so (Aubert, 2011). Among all the actions taking place within the framework of the Urbanitas Plan we are focusing here on the achievements of the Miguel Fenollera Association and the process of the **employment** cooperative.

### **Cooperatives: generating self-employment drawing from the experience among the community and the collaboration of experts in labour market analysis**

The Association Miguel Fenollera is currently leading a process for the creation of the Cooperative which will adopt the same name (Miguel Fenollera). At this very moment, the cooperative is in the process of constitution through community assemblies that are being organized to decide on the setting-up and the action plan of the future cooperative (Miguel Fenollera Association, 2011). Meanwhile, important progress has already been made by the Miguel Fenollera Association. This association is identifying market needs and jobs in the neighbourhood and beyond and organising the assemblies where families from the neighbourhood take part together with other people related to the association, some of them with a great knowledge of the business world, the economy and the labour market (Miguel Fenollera Cooperative Project, 2010).

The idea of creating a cooperative started with people in the neighbourhood reflecting on the fact that some of **the activities common in the informal economy could be more efficiently done and provide alternatives to self-employment** if they were realized in the framework of a cooperative. The nature of a cooperative would give the opportunity to exploit the strengths of the community, identifying possible sources of employment and facilitating the conditions for it. Therefore, creating a cooperative became one of the main goals to improve employability of many families who are already working within the informal economy in different areas like street vendors, construction, cleaning services, care for older people.

The goal of the cooperative created (Cooperative Miguel Fenollera Project, 2010) in the context of this Urbanitas Plan is twofold: in the first place it aims to ensure the employability of a group of people that already has working abilities and who are at risk of social exclusion resulting from different personal situations, namely: long-term unemployment, unemployment of all members in working age of one family, lack of education, recovering from alcohol or drug abuse and violent family situations. In a second place but not less important, it attempts to create long-term and sustainable employment. Therefore, contacts are being established with different companies in the region, the chamber of commerce, the university, neighbourhood associations and the public administrations that result in collaboration partnerships with the cooperative. Currently, several agreements have been signed with relevant banks of the area like Caja Castilla la Mancha and Caja Rural, with a corporation that offers services in consultancy and training in different areas of production (Corporativa Los Álamos), as well as with competitive employers' associations like ADECA (Asociación de Empresarios del Campollano, [Association of Entrepreneurs of Campollano]) and Asociación de Empresarios del Parque Empresarial [Association of Entrepreneurs of the Business Park] to fund the activity of the cooperative as we can see in next section on the creation of jobs. Furthermore a regional newspaper *La Tribuna* signed agreements to support the cooperative (Cooperative Miguel Fenollera Project, 2010). The University of Castilla la Mancha has also signed an agreement (García Ortiz, 2011) where one of the priorities is the **training and preparation of the members of the cooperative in the business areas that are being developed**, building on all the background knowledge that they already have (Cooperative Miguel Fenollera Project, 2010). The Miguel Fenollera Association counts on the support and counselling of a training team at the University of Castilla-La Mancha in order to create the cooperation (Miguel Fenollera Association web site, 3 February 2011).

The knowledge, experience, and resources of these entities are at the service of the people and the community in order to enable the cooperative to generate decent, stable, and sustainable self-employment, offering effective and useful services to the community and surrounding areas. Collecting the professional experience and needs of the community -whether formal or informal- different sectors have been identified in which the association will offer services such as: leisure, cleaning, gardening, assistants in schools and nursing homes, industrial mounting and assembly, construction and telemarketing assistant (Miguel Fenollera Association web site, 3 February 2011). Therewith sporadic jobs can be avoided and sustainable and stable workplaces can be provided to the people of the neighbourhood. By now the cooperation has started with training courses in development of the cooperative for 14 people who consequently will work in the cooperative and have a decent income in order to maintain the family. The training provided prepares them for the different functions that will be carried out in the cooperative, such as the production department, relations with the labour market, application for projects or public funding, marketing, sales, and administration. Furthermore six people have already been inserted in the labour market in different employment areas such as cleaning, construction and leisure (Cooperative Miguel Fenollera Project, 2010).

### **Jobs for the neighbourhoods' families in projects that implement successful educational actions in the community**

Within the framework of the Urbanitas Plan, **relevant employment opportunities have been created following the different successful actions initiated through the Dialogic Inclusion Contract.** People have been hired in the context of the successful educational actions. As an example some parents in the community became officially accredited basketball coaches; others working as an assistant in social and educational tasks; or as responsible for the morning reception class and educational leisure activities that are organised in the framework of the educational project in the neighbourhoods La Estrella and La Milagrosa (PEBEM, Educational project of Albacete's La Estrella and La Milagrosa districts). Summarizing the impact of these programmes in 2010, the mayor of Albacete recently stated that they have promoted the creation of more than 100 work-places in the neighbourhoods of La Milagrosa and La Estrella (Miguel Fenollera Association web site, 3 February 2011).

On February 18<sup>th</sup>, the Miguel Fenollera Association signed an agreement with Albacete's Fundación Caja Rural [Rural bank Foundation of Albacete], to fund the association in order to organise training for young people to become monitors of leisure time in the neighbourhoods of La Estrella and La Milgarosa. In addition, the main goal of the employability of these young people is to prevent them from criminality and drugs, through sports and especially through basketball. The leisure activities developed by this association with the aim of preventing delinquency and drug consumption has passed in recent years from working with 40 to working with 400 children aged 4 to 16 years, (L.V. 2 March, 2011).

The Dialogic Inclusion Contract has proven to be a successful action which has contributed to the overcoming of the ghetto. This has been achieved by combining the knowledge from the scientific community about the actions that best work in similar contexts with a direct dialogue with the end users, who best know how these actions can be recreated in their neighbourhoods to be successful. By doing so, not only educational results have improved but also improvements in other social areas have been achieved.

### **3) Into Work Personal Development Programme. IWPD (UK)**

#### **Dialogue overcomes personal and social barriers for the labour inclusion of people with a disability**

Another experience analysed is the Into Work Personal Development Programme (IWPD), in the UK, where **people with arthritis are seeing how their job prospects improve**. In light of welfare reforms in the late 1990s which resulted in threats to disability benefits in the UK, a number of research studies were conducted as a matter of some urgency (e.g. Barlow & Cullen, 1996; Barlow & Williams, 1999; Cullen & Barlow, 1998). Psychological interventions in the area of education, employment, and health *aim to reduce the negative impact of unemployment on the individual's psychosocial well-being* (Barlow et al, 2001: 207). One prime example of these interventions is the IWPD programme, the purpose of which is to assist people with arthritis in **maximising their social and employment prospects by promoting a positive outlook for the future**



(Arthritis Care, 1996). More precisely, the programme aims to address the internal and external barriers faced by people with arthritis in seeking to use their potential (Barlow et al, 2001: 207). The programme goes beyond the provision of information and employment-related training: **participants are encouraged to challenge their habits, beliefs, and attitudes and to take new, more assertive routes of action.**

Information regarding the **IWPD programme** was circulated in the Arthritis Care network and the programme was offered free of charge to unemployed adults with arthritis (Arthritis care, 1996; Barlow & Cullen, 1996). **All participants enrolled in the IWPD programme were invited to take part in the study.** A comparison control group was recruited through the Arthritis Care network from the pool of network members who had not enrolled on the IWPD programme. A total of 97 participants completed the assessment prior to the intervention; 15 failed to complete the follow-up assessment giving a final sample size of 79 (37 in the intervention group, 42 in the control group).

Prior to the IWPD, trainees identified a number of barriers directly related to employment and training. The main barriers discussed in all three pre-course focus groups concerned the lack of understanding about arthritis in society, transport difficulties and fear about not *being able to cope at work* (Barlow et al, 2001: 213). A number of focus group participants reported intrapersonal barriers associated with a general lack of confidence in their own abilities, low self-esteem and negative thinking. Family and children were also considered to be a barrier restricting personal development. In general, **prior to the IWPD programme focus group participants had few ideas about how these barriers could be overcome.**

Comparisons of change scores between intervention and control groups showed significant differences on anxiety, depression, negative and positive moods, self-esteem, generalized self-efficacy and satisfaction with life. In the intervention group, there was evidence at the six-month follow-up that **fewer participants perceived barriers to employment. There were trends towards viewing access as a barrier and the way in which participants approached such barriers had changed.** A range of strategies for overcoming barriers was mentioned including planning, analysing problem situations, defining clear goals and understanding arthritis as something positive. Participants reported that they realized that **many more opportunities were available to them than they had appreciated. Educational goals dominated the**

**focus group discussions and ranged from improving general education to taking highly specialized courses** (e.g. sign language). Work-related goals encompassed voluntary work, recording a demo tape and setting up small businesses. **In addition, participants had become more aware of employment opportunities, such as working from home.**

**Participants in the intervention group reported greater job-seeking self-efficacy.** For a greater proportion of participants, employment was no longer associated with perceived barriers and the IWPD programme appears to be effective in promoting positive change in terms of personal development and **confidence in the ability to attain educational and employment goals.** Furthermore, people with arthritis who attended the programme demonstrated **significant improvements on psychological well-being** (i.e. less anxiety, lower depression, more self-esteem) **and generally felt more confident in their own abilities to cope with the practical skills associated with seeking employment.**

#### **4) The young people at risk of offending programme (UK)**

**The young people at risk of offending programme** represents a variety of projects run at local level which have been funded as part of the initiative of the national strategy for the reduction of youth offending in England and Wales. This report is based on the data published in the National Evaluation of the Youth Justice Board's Education, Training and Employment Projects (2004).

The projects were a direct response to the call of the Youth Justice Board<sup>12</sup> (YJB) inviting bids for projects in England and Wales with potential to reduce youth offending, putting into practice the national strategy for the reduction of youth offending. It is important to point out that many of these projects were dealing with young people with difficult living circumstances and few life skills, compounded by having committed offences in the past. Their situation of vulnerability became increased by the fact that many of them had literacy and numeracy difficulties and were disengaged with education.

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<sup>12</sup> The Youth Justice Board for England and Wales (YJB) is an executive non-departmental public body. The board members are appointed by the Secretary of State for Justice. The YJB oversees the youth system in England and Wales. It works to prevent offending and reoffending by children and young people under the age of 18, and to ensure that custody for them is safe, secure, and addresses the causes of their offending behaviour (<http://www.yjb.gov.uk/en-gb/yjb/>).

All projects developed under supervision of the YJB *fell into three broad types: **those which provided education, training, or work experience; projects of a career service type which sought to match students to suitable training establishments or employers; and projects providing diversionary activities*** (Hurry and Moriarty, 2004:4).

The programmes which were focused on education, training, and work experience were generally more intense with a provision of six months and with a focus on three main components:

- Education/training through local providers such as further education (FE) colleges (literacy, numeracy and information technology [IT])
- Personal and social development through one-to-one work with the project manager, group activities, etc.
- Work experience with local employers.

Initially some preliminary work is done with the project manager, identifying the students' main skill deficits and his or her areas of interest. After that, the student will spend his or her week distributed in the different areas, in college (studying literacy, numeracy, and IT), according to the Programme's premises (engaged in social and personal development activities), and three days work experience.

The main factors identified by the evaluation report as key for the programme's success refer to:

- aims and objectives that were understood and agreed by all agencies and professionals;
- a good understanding of the client group;
- appropriate staff recruitment and professional development processes;
- rigorous but manageable assessment and evaluation systems that all staff valued and were prepared to implement;
- a programme of delivery that had been piloted with the target group;
- these factors were more frequently found in bodies with some national Organisation (Hurry and Moriarty, 2004).

Further on, two crucial points were made: **to be successful the project needs to be tailor-made including materials used during the course.** *They should be developed*

and piloted with the intended target group before programmes start (Hurry and Moriarty, 2004:48). Therefore, the specific nature of the target group should have a strong impact on the materials and methods used, choice of staff, length and kind of provisions that are being offered. The second important factor of success is related to a mixed character of the projects. **To be effective they should cover more than one aspect of social life.**

It is relevant to highlight that recent UK social policy has been elaborated in recognition of all the evidence in support of certain programmes in the scientific literature. Factors for success were gathered for the definition of projects for young people at risk of offending, as the evaluation of these programmes proves. Regarding the project's success, **the evaluation reports progress at different levels: in educational improvement, in personal and social skills, and in the insertion into the labour market.**

Firstly, the fact that **attendance was very high** – around 81%- is already reported as a positive indicator given the complex profile of the target group addressed by this measure. This is due to the fact that **attendance levels on post-16 training programmes are a significant factor in predicting future employment.**

The projects which aim to educate or train are managing to support **50% of their students through to qualifications, and in some cases a substantial proportion of those students without qualifications are working towards them** (Hurry and Moriarty, 2004).

Beyond qualifications gained by the young offenders following this programme, other successful results can be highlighted. This refers to the students' destination after completion of the programme. The evaluation of this integrative action **refers to how approximately 60% of the students on the database left their project for a positive destination.** This is understood as a real achievement by local evaluators, particularly taking into account the range of problems that these students face. The fact that these **students end up inserted in a job placement or further studying /being trained is highly valued by local evaluators.** In the same line, the contribution of these programmes to remove barriers for learning processes was also identified by local evaluators as a significant positive outcome. For example, one local

evaluator cites as a significant positive outcome the reduction of students in care from 30% to 17% as well as improvement of self-confidence, and other personal skills.

Actions including education and employment were highly valued by the participants and evaluators as most effective in dealing with the complex situation of previously offender youth and also those at risk of offending. This case also shows that one of the most important factors influencing success is the well-established infrastructure and highly skilled staff. Good relationship with tutors and proper provision had a strong impact on empowerment of the target group. It is argued by many authors (Debidin, 2009; Sparkes, 1999) that **there is a strong correlation between offending, poor literacy, poor language and numeracy skills, and low achievement and truancy at school**, and some of the governmental initiatives are based on this statement.

## 5) TEP – Territorial Employment Pacts (Austria)

### **The efficiency and effectiveness of resources through the cooperation of the community and the stakeholders**

Territorial Employment Pacts (TEP) in Austria is another integrative successful action analysed, in which **joint and coordinated work between all actors involved in the community prevails**. The purpose of this experience is to contribute to improving the labour market situation in the Austrian regions, in order to improve efficiency and effectiveness of resources used, to provide better support for target groups, to save and create employment, and to secure sustainable funding<sup>13</sup>. The initiatives implemented under this programme are, thus, based on a joint effort of national, regional and local levels of public administration with social partners and the private sector. These bodies, which are specifically involved in the implementation process, are the Public Employment Service Agency, Provincial Governments, Federal Social Welfare Office, Economic Chamber, Chamber of Labour, Austrian Trade Union Federation, Federation of Austrian Industries, Gender Mainstreaming Officers, municipal representatives of the associations of political parties, regional managers, NGO representatives, educational boards and institutions. TEP have been introduced in Austria by the regional branches of the Austrian Public Employment Service Agency (AMS) in 1997. Two years later, in 1999, the Austrian Federal Ministry of Labour, Social Affairs and Consumer Protection had the mission to coordinate the unit's structure for the whole TEPs nationwide. At present, it

<sup>13</sup> <http://www.bmask.gv.at/cms/site/dokument.html?channel=CH0688&doc=CMS1232968021147>

receives funding from the Federal Ministry and the European Social Fund, Operational Programme "Employment" for Austria 2007-2013<sup>14</sup>.

The target groups of the projects implemented under the TEP belong to vulnerable groups who have more difficulties entering the labour market. Youths, older persons, long term unemployed, disabled persons, returners from parental leave/maternity leave, and women traditionally form target groups within the Austrian labour market policy. These projects are based on a connection between the labour market and social and educational policies. Between 2010 and 2011 there have been 100 projects implemented in different regions of Austria. In the following, we will explain some of these projects, making special emphasis on those related to employment and educational inclusion of women and young immigrants.

### **Employment and educational inclusion of women and young immigrants**

In general, these projects are focused on encouraging awareness raising, prevention and intervention, case management, clearing, professional counselling and activation, elaborating qualification measures, assistance during vocational integration, adequate and low-threshold **employment opportunities combined with stabilising socio-pedagogic support, measures for vocational stabilisation and stimulation, assisting studies and evaluation.** Furthermore, there are pilot projects concerning the above mentioned restructuring of the Austrian welfare system for people outside the labour market (Territoriale Beschäftigungspakte in Österreich Zwischenbilanz 2011). Many of these projects aim to insert vulnerable groups such as youth and immigrant women into the labour market as well as in education.

One of the projects implemented in the capital of the Styria region aims at qualifying the instruction personnel in working with migrant co-workers. In this line, the development of a manual for integration of migrant employees and employers is another measure implemented in this region (Territoriale Beschäftigungspakte in Österreich Zwischenbilanz 2011:29). In the region of Salzburg, several projects are addressed to immigrant women and young people who lack a compulsory school certificate. These projects emphasize educational measures, as well as the inclusion of these vulnerable groups into education and the labour market (Territoriale Beschäftigungspakte in

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<sup>14</sup> [www.pakte.at](http://www.pakte.at)

Österreich Zwischenbilanz 2011). In the Tyrol region, the regional government and the regional branch of the Employment Agency are funding two public schools in the non-formal education sector. These schools are aimed at young women of 15 to 19 years, with special attention to immigrant women and with low academic levels. **They offer training in various professional fields, as well as education in personal and social development.** The schools are based on the participation of the families and carry out a joint work. However, these schools are not yet part of the formal educational system but might achieve this status as a result of a positive evaluation (Territoriale Beschäftigungspakte in Österreich Zwischenbilanz 2011: 30). Another project in primary schools in Vienna is organising training in science, German language, math, art, culture, computer and technologies for immigrant mothers without basic education. The participation of these women in the training offered and learning the language and improving in basic education **is promoting their involvement in their children's learning in school, contributing to improving their school careers. It also allows them to start working on a gainful employment or start their own business.** In addition, many of them participate in other training activities promoted by the Public Employment Agency, as they accomplish basic requirements as language and basic education. **Without the training received in these schools, these immigrant mothers encounter many difficulties in finding employment and to participate in vocational training which requires minimum basic skills** (Territoriale Beschäftigungspakte in Österreich Zwischenbilanz 2011)

The years of experience of the regular cooperation between the Employment Agency, the Regional and Local Governments, associations, NGOs and schools have improved employment and social policies aimed at vulnerable groups. They have contributed to the insertion of the vulnerable groups in the labour market as well as in the educational system. Political stakeholders and actors have become increasingly aware of the relevance of the TEPs which has also increased the possibilities for implementing measures in a sustainable way (Huber 2003:104).

## **6) Dynamo - Network on the supply of basic qualification and educational degrees for Youths and for the integration in the education system and labour market (Austria)**

### **Vocational training and claim for social, employment and educational rights of immigrants, asylum seekers and refugees**

Dynamo is a network which comprises three projects: Project Jubiz – Vhs Ottakring Volkshochschule (adult education centre), Project Jugend, Bildung und Arbeit – Verein Projekt Integrationshaus (Project working with refugees and asylum seekers, who have a specific difficult situation concerning access to education and employment in Austria) and Project ISIS – Vhs Rudolfsheim Fünfhaus Volkshochschule (adult education centre). **Here pupils in vocational schools are being supported through individual learning coaching in small groups.** The main target group are young migrants aged 15 to 25 years who have come to Vienna recently in order to live with their families, or who are acknowledged asylum seekers or refugees referring to the Geneva Convention, or who are in need of protection (Judy, Rieder (o.J.)). The project Dynamo is being funded by European Social Fund (ESF), the Federal Ministry for Education, Arts and Culture (BMUKK), the municipal administration responsible for migration (MA 17) and the Wiener ArbeitnehmerInnen Förderungsfonds - Vienna Employment Promotion Fund (WAFF<sup>15</sup>). The project is being implemented by three institutions within the field of non-formal adult education in Austria: two Volkshochschulen (adult education centres) and one institution specialised in asylum seekers, refugees and migrants in Austria.

The intervention is confronted with a legal situation where access to education and employment is extremely difficult for refugees and asylum seekers in Austria. For asylum seekers it is almost impossible to have access to the labour market in Austria. Especially for youths seeking for asylum, one difficulty lies in the fact that they are legally excluded from the dual vocational education system and from apprenticeship. Therefore, unemployment or rather being kept away from the (legal) labour market holds true for most asylum seekers. But not only asylum seekers face a difficult situation concerning employment in Austria. Migrant youths in general have a far higher risk of being unemployed<sup>16</sup> than youths with a non-migrant background. This shows that access and permeability are still problems that need to be solved, both within the education system and the labour market. Under these circumstances, a project like Dynamo is of great importance in Austria, but it cannot make up for discriminating legal circumstances that the target group of this measure encounter. **Despite these legal difficulties, the operating entities of projects like Dynamo are part of a social movement**

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<sup>15</sup> The WAFF is an institution specially geared to active labour market policy. It is part of the purview of the Executive City Councillor of Finance and Economic Affairs. Its activities are primarily funded by the Municipality of Vienna.

<sup>16</sup> In 2007, over 60 percent of all unemployed youths in Vienna came from a migrant background, while on the whole only 35 percent of all youths came from migrant background. See also: [http://www.vhs.at/fileadmin/uploads\\_vhsat/presse\\_texte/0811\\_PA\\_VHS\\_Dynamo.pdf](http://www.vhs.at/fileadmin/uploads_vhsat/presse_texte/0811_PA_VHS_Dynamo.pdf)



**fighting for more rights for these vulnerable groups, for equal access to education and the labour market.**

### **Community involvement: students or retired people involved as volunteers**

In addition to having qualified staff to develop the different activities in the Dynamo project, **volunteering also plays an important role. Volunteers contribute to the improvement of the results by supporting the work of the professionals.** Sub-project Jugend, Bildung und Arbeit, managed by the Institution Integrationshaus which is specialised on refugees and asylum seekers, has recruited voluntary educational helpers who work with their end-users. Many of these volunteers are students or retired people interested in assisting the young migrants. These projects allow that very different people within the community get together to assume the responsibility to contribute to social inclusion of young immigrants, refugees and asylum seekers.

### **Empowering young migrants: valuing Multilingualism as a skill for inclusion in the labour market. Vocational and personal guidance and counselling**

Another element which is key in the Dynamo network projects is the recognition of the **Multilingualism** as an added value. Many of these young people know different languages. This factor is recognized as an important skill for social and labour inclusion of these youth, and for their empowerment and self-esteem. In general terms, Dynamo's projects use a broad and holistic concept of qualifying. They are also based on the specific needs expressed by young people which are different from the needs of adult immigrants. Therefore, a fundamental element in these projects is **the guidance, monitoring and counselling in the decisions for their professional and personal lives.**

### **7) Verein Sprungbrett für Mädchen – association stepping stones for girls (Austria)**

**Integrated approach: professional training and advice related to issues affecting them in their decisions regarding their personal, educational and professional future.**

The non-profit non-governmental association Sprungbrett für Mädchen is an institution which has worked in the field for 25 years **stimulating and supporting the participation of girls and young women in technical vocational fields**. The association's activities are aimed at girls and young women aged from 10 to 21 years old. Almost 80% of girls and women benefitting from their services are of immigrant origin. In Austria, vocational education is strongly built on a dual vocational education system, where young apprentices are being trained while working in companies. These youths also follow vocational school for a certain time, but training in companies forms a major part of this system. This Austrian dual vocational education system is similar to the one in Germany and resembles also similar systems in other countries like Finland.

As female participation within technical sectors of the labour-market is particular low in Austria, supporting girls and young women to find access to these vocational fields is of great importance. Though several measures are being funded also with governmental funds e.g. through the Public Employment Service (AMS) in Austria, participation of women in technical fields is raised very slowly, concerning all different educational levels from compulsory schooling to university education. Research reveals that cultural and broader framework conditions within the Austrian society still form obstacles for girls and young women to introduce themselves into vocational fields dominated by men like technical occupations (that are often rewarded with higher salaries and higher job security than in comparable female dominated vocational fields). In this regard, 48% of all girls choose one of three jobs dominated mostly by women: hairdresser, retail saleswoman or office administrator<sup>17</sup>. Working in these sectors is often poorly paid and can not provide sustainable employment.

One of the elements of the projects' success is that the activities are based on an approach of integrated development of boys and girls. **They provide advice, counselling, and professional training but also training in other issues affecting their personal lives, such as training in family and relationship issues and in prevention of gender violence**. All services provided are free of charge. The courses offered deal with the following issues: schooling, vocation, apprenticeship and future life planning; crafts and technical jobs; IT and new media; self-assertion; Body and sexuality; Family, friends and intimate togetherness (Sprungbrett für Mädchen 2010). Furthermore, the girls who are interested in developing a technical career are supported in a special way. **In the definition and development of activities the voice of the girls is accounted for**

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<sup>17</sup> See [http://portal.wko.at/wk/format\\_detail.wk?angid=1&stid=595207&dstid=694](http://portal.wko.at/wk/format_detail.wk?angid=1&stid=595207&dstid=694)

**and responds to their interests, objectives, needs, and their living conditions.** In 2009, Sprungbrett für Mädchen has organised 142 group counselling workshops concerning technical vocational tracks, 44 group counselling workshops concerning sexuality and empowerment and had 865 single counselling contacts throughout the year. These are only some numbers backing up the amount of activities carried out (Sprungbrett für Mädchen, 2010).

### **Professional women working with all agents in the community and families, for the educational, personal and professional success of girls**

**About 30 experts work in this institution and all of them are female.** They have diverse backgrounds and are involved in different measures and projects as well as in counselling. These professionals **promote a joint work with the whole community.** Among the agents they work with there are parents and caretakers (also in residential communities and crisis centres), schools (different Austrian schools of lower secondary cycle and medium and higher vocational schools), teachers and people working within teacher-training, multipliers in youth welfare services, other counselling services and initiatives for youths, educators working in pre-primary schools, companies, especially those where apprentices can receive training in technical vocational fields, instructors in companies, NPOs and institutions specialised on labour market affairs (Public Employment Agency, different agencies in the sector of public funding of further and vocational education and training, social partners), and media (print, websites, radiobroadcasters, television, specialised journals) (Sprungbrett für Mädchen 2010)

Among these professionals, there are some experts in **advising companies to hire apprentices.** Counsellors are working with companies throughout the training process of these girls. One measure that improves both chances of girls to take part in technical and craft related job training and labour-market can be seen in the yearly awarded "Amazone"-prize. This prize is awarded to companies and employers where girls are supported to become apprentices. **It aims at raising awareness among companies in technical and crafts-related fields to support the inclusion of girls and women within their workforce.** It is combined with a PR-campaign organised by Sprungbrett für Mädchen which is offered also as a benefit for companies competing for the prize: both bigger companies and SMEs. Since 2000, the prize has been awarded in different categories. It emphasizes the great importance of raising public awareness for increasing girls' opportunities concerning vocational education (especially within the

apprenticeship-sector) and job-opportunities in technical and mechanical sectors. **Sprungbrett für Mädchen also recognises the importance of influencing public opinion and media in favour of empowering girls in their vocational career perspectives.**

### 3.2.2. Education & Social and Political Participation

#### 1) Roma students meetings. Roma Association of Women Drom Kotar Mestipen (Spain)

**Roma girls, young women, mothers and grandmothers traditionally excluded from opportunities for participation deciding on their education and future**

Another action being developed in the context of the Integrated Plan of the Roma People of Catalonia, are **Roma students meetings** organised by the Roma Association of Women Drom Kotar Mestipen. The goal is to increase the presence of Roma girls and women in training activities both **encouraging young girls to stay in education through high school and university but also to promote training for adult Roma women**. Considering that education is a key element to increase their social participation, contributing to overcome the situation of social exclusion of the Roma community.

**The Roma students meetings are addressing Roma women, particularly those with no academic degrees**, although the activity is open to all Roma women concerned with the education of their community. These events are organized in different neighbourhoods with a significant presence of Roma population. **The women from the communities where the meeting is being held are directly involved in the preparation of the contents** of the meeting as well as in the dissemination but together with the support of the Drom Kotar Mestipen Association. Usually a similar agenda is followed in these meetings, seeking a twofold goal: on the one hand, **the presentation of experiences made by Roma girls and women who are studying at different educational levels and who are regarded positive role models for the rest of the participants** and, on the other hand, **to share experiences and concerns, and discuss different alternatives and proposals with all participants.**

Different critical issues for the Roma community are tackled in the context of these meetings: overcoming school drop-outs among Roma, increasing role models in schools and universities, (Drom Kotar Mestipen, 2007; 2008; 2009). Thirteen meetings have already been organised in different provinces in Catalonia witnessing an impressive increase in the numbers of participants, so the last meeting gathered over 200 participants from different regions in Catalonia (Drom Kotar Mestipen, 2009). This activity has proven to be very successful in involving Roma women without academic qualifications who are usually excluded from social participation.

One of the positive effects identified is the fact that these women become actively engaged in the organisation and development of this activity which has become an empowering tool that leads to their **further social engagement** in the Roma community, in their neighbourhood and schools (Drom Kotar Mestipen, Personal communication, February 22<sup>nd</sup> 2011). Through these meetings Roma women, girls, adolescents, mothers and grandmothers **share a special discussion forum to dialogue about the education of Roma women**. In these spaces of dialogue -created by the same people who have traditionally been at the margins of public debate and decision making- they can exchange and decide on common requests, interests, and needs. This promotes that they become the protagonists of the actions of the initiated processes of personal and collective transformation to improve their social situation.

As for the results, these meetings are contributing to foster educational inclusion of Roma people in many different ways. To start with, they constitute a forum where Roma women exchange their experiences in the different levels of educational institutions and together they look for possibilities on how to increase the educational success of Roma students, for example, by providing additional support and **incorporating Roma people in the schools in order to introduce role models for Roma girls and boys**. Furthermore, these meetings have a strong impact on setting **high educational expectations** for Roma students, on motivating Roma families, and increasing their expectations. This is achieved -among other elements- by organizing round tables of Roma women in higher education or with university degrees. By sharing their experiences, they act as **role models in the Roma communities** proving that it is possible to access higher education and work in professions like lawyers, doctors, teachers and others (Drom Kotar Mestipen, 2007; 2008; 2009).

Another evidence of their success is its high impact in terms of networking as they **provide a forum to discuss a wide range of issues and express the concerns of the Roma women. After these encounters some of these women became involved in associations or created their own new associations, increasing their participation in the community** as a result of their experience of active participation in these events. The meetings helped to express and formulate the needs and ideas for many further activities to continue working together for the inclusion of the Roma.

### **Roma women are becoming direct interlocutors with public administration in the local, national and European domains**

One of the most crucial impacts of the **Roma students meetings** is the **1<sup>st</sup> International Congress of Roma Women: The Other Women**. To highlight one of the key elements of this initiative: **the idea of the congress arose from the proposals of the Roma women taking part in the Roma Students' meetings**. The possibility to have a context of dialogue and discussion enabled them to think of such an event. The congress is, thus, the result of the work of different associations of Roma women throughout Europe, promoted and facilitated by the Drom Kotar Mestipen Association. It took place in Barcelona from the 8<sup>th</sup>-10<sup>th</sup> of October in 2010 and **gathered 300 Roma women from 14 European countries. Most of the participants represented most excluded Roma groups as many of them have low educational levels**. For most of the women, this was the very first time that they were given voice to express their concerns and dreams as Roma women. Unlike other public spaces for debate of vulnerable groups, the very Roma women were the ones who spoke out, exchanged their experiences, and discussed ways to overcome discrimination of Roma in different areas, and especially how to foster educational success of Roma pupils and university students (Catalan Television, 9th of November de 2010). As a result of the direct dialogue among the Roma women from different European countries, **relevant conclusions were gathered with concrete proposals for the inclusion of the Roma women in all spheres of society. Education stood out among them as a fundamental element therefore**. One of the most relevant impacts of this congress is that for the first time, the very Roma women -without intermediaries-, defined their priorities in the Final Conclusions. These key messages were directly sent to the European Commissioner of Education, Culture and Multilingualism and Youth, who did also take part in the congress through video-conferencing. From this exchange, plans for future actions, stemming from these

women's ideas are set out (Responsible of the Drom Kotar Mestipen, personal communication).

## **2) The Integration and Diversity in Education in Europe (IDEE). Citizens Panels. Slovakia Nadácia dokoro Skol (Wide Open School Foundation). (Slovakia)**

### **Roma youth participating with other agents in the community forums for debate on education, identity and social inclusion**

Contexts of dialogue are thus being created throughout Europe in order to give voice to those groups traditionally excluded. Another initiative in this line is the Integration and Diversity in Education in Europe (**IDEE**) initiative, one of the integrative actions analysed. It aims at **raising active citizens and increasing young people's participation in democracy by making room for students' participation and engaging and empowering youth**. The initiative is funded by the European Commission and the Open Society Foundations and is implemented by different organizations. The IDEE initiative, in collaboration with five institutions (Integrated Education Fund, Interkulturelles Zentrum, Life e.V., Nadacia Skola dokoran and Reading and Writing for Critical Thinking Association) in different European countries (UK, Austria, Germany, Romania and Slovakia) developed a set of activities aimed at establishing citizens panels (CP). These were particularly directed at dealing with the inclusion of disenfranchised groups, as well as their empowerment.

In the context of the IDEE initiative we have focused on the **Citizens Panels** conducted through the Slovakia Nadácia dokoro Skol (Wide Open School Foundation) with a special focus on the impact they have among Roma youth. In these panels, **young Roma students from the poorest parts of the country and considered a group that is traditionally excluded from the spaces of participation and public debate participate**. These citizens panels are not only composed of young Roma but **also included Roma adults, teachers in different types of schools and with different positions, representatives of associations, local authorities and public institutions**. The purpose of the citizens panels is that **all the involved agents participate in the discussion, definition, and selection of three thematic priorities: improving academic attainment, quality education for Roma, and the importance of involving the Roma community in discussions on these issues**.

Improving the academic attainment and quality education for Roma is crucial in Slovakia, where the Roma is the second most populated minority, the poorest and most excluded from the society, concentrated in the poorest Slovak regions, many of them with 100% unemployment rate. Roma students have very high compulsory school absenteeism and are the group of students most frequently suffering from unequal treatment and exclusion, up to the point that they are overrepresented in special schools for children with mild mental impairment without justification, due to their difficulties to succeed in a standard primary school.

The topics discussed within the Citizens Panels include the position of Roma people in Slovakia, education and employment prospects, education of Roma and non-Roma communities, the position of disenfranchised Roma in society, and the possibilities for obtaining better education as well as a job. Another crucial aspect of the discussion addressed the Slovakian educational policy (the functioning and ways for improvement) and the fact that **the Roma youth needs to have a voice on their educational system and on the Slovakian educational policy to identify solutions** to their exclusion (Halbmayer, 2010). One element of success of the citizens panels is that **policymakers** when deciding about these issues **shared a space for dialogue and participatory democracy with a group like the Roma community which has traditionally been excluded from the processes of decision making** (Halbmayer, 2010).

### **Roma youth present their proposals in Europe**

As a result of this initiative participants were able to learn how to intervene at the political level. The group improved their **rhetorical capacity, along with the argumentative skills**, which can have an impact on their potential for advocacy of their own situation and that of their community. Furthermore, the prospect of having these conclusions **presented at European level provided an extra motivation for the youth involved**. As a consequence, the awareness of the target group of their rights and also of the possibility to enact them in democratic terms was promoted. The conference "Overcoming social exclusion and marginalization in education in Europe: Bringing local voices to policy making" took place on 16 November 2010 in Brussels. It was attended by more than 100 people including a wide range of EU policy-makers, members of the European Commission, the European Parliament, and civil society organisations.



Citizens Panels can be considered a method of *direct participatory democracy* (Halbmayer, 2010). The involvement of the vulnerable groups and the interaction with local political leaders, as well as experts, teachers, and similar stakeholders gives the target group the chance to enrol in participative processes and to add their perspective. What is most relevant in these events refers not only to the identification and discussion of the main issues **that are highlighted by the very participants, but mostly by the fact that they are the ones to present these topics and conclusions to decision-makers.** In the case of Roma youth in Slovakia, *for many of the participants, it was the first time talking about their concerns regarding educational affairs* (Halbmayer, 2010).

The main outcomes and recommendations brought forward emphasized the role of the wider community and stressed the **importance of contacts and cooperation between the Roma minority and the rest of the population**, the importance and relevance of Roma identity, the key role of schooling, changes and improvements to the school system, and the provision of assistance for Roma pupils inside and outside school. Furthermore, the recommendations also highlight the role of the media and the importance of stronger Roma role models particularly in the media, **so that Roma youths could have them as examples of Roma people who have managed to study a university degree**, for example.

### **3) Urban Plan in Albacete PEBEM -the Educational Project of the Neighbourhoods of La Estrella and La Milagrosa- and Weekend Centre**

#### **Family participation in decision-making and management. Extension of successful educational actions in the schools of the two neighbourhoods**

The relevance of these **spaces of dialogue** which are enabling the Roma people to speak directly with the administration in order to define successful actions is also identified in the case of the **Urban Plan in Albacete (Spain)**, through the educational project of the community. The PEBEM -the Educational Project of the Neighbourhoods of La Estrella and La Milagrosa in Albacete, aims to implement in three educational centres the successful actions being developed in La Paz school. These educational actions are based on the participation of the families and the community, which generates many benefits, such as increasing the academic results, improving coexistence, coordinating family and school, as well as having an impact on life and coexistence in the

neighbourhood. The actions implemented are family assemblies, mixed committees, meetings with entities, management meetings with the administration, family training, etc. Among these successful actions, we need to highlight **family participation** in the three schools in the neighbourhoods of La Estrella and La Milagrosa introduced **through mixed committees in each of these schools - committee of voluntary work and family training- with a twofold goal**. The aim is to involve families in participating in school and at the same time promote their continuous education in order to improve the possibilities for their own future as well as for the transformation of the entire neighbourhood. The committees consist of family members, teachers, and other members of the community.

### **Mixed committees with families, teachers and other community members as direct dialogue with the public administration**

Through these **committees**, the residents of the neighbourhood act as **interlocutors between the demands and educational needs of the community and the public administration**. The close relationships of the committees with the representative of the administration who gathers the demands and developments in the neighbourhood, **allows for a more efficient collaboration**. For instance, one of the decisions of the mixed committee of the La Paz school was to address the need to provide training for adults who wanted to attain the degree on compulsory secondary education. **The dialogic organisation of the Urbanitas Plan was essential because it takes into account the committee members' reflections and demands as a means to provide efficient solutions** for the community's needs. It facilitated to establish the contact with the public administration at a regional level, to voice and argument this demand in order to make the secondary education training a reality which was implemented in the La Paz school two years later, in 2009-2010.

### **Successful educational activities for the whole community from Friday at 5 pm until 8.30 pm on Sunday**

Within the same successful educative action, and included in the Dialogic Inclusion Contract, one of the requests of the community focused on developing a centre that would be **open during the hours that the school is closed, including the weekends**. The neighbourhood's representatives together with the public administration and following the successful actions proposed by the international scientific community

decided to carry out an educational initiative, the **Weekend Centre [Centro FINDE]**. Through the Weekend Centre young people and the whole community are provided with leisure activities as an alternative to being in the streets, therewith **helping to reduce the risk of the existing problems in the neighbourhood related to the consumption and trafficking of drugs**. The centre provides the young people and the community with resources that they lack at home. As a consequence, the centre has become a place where people from all ages and with different interests find a context for training and leisure and where participation of community members is key in decision-making as well. Furthermore, intergenerational relationships arising in this educational context promote social cohesion in the neighbourhood and is one of the assets of this successful action.

**As a result of this demand, from Friday at 5 pm until Sunday at 8.30 pm, the facilities of the La Paz school are open to serve a wide variety of activities**, around three axes: learning and training, information and communication technologies (ICT) and leisure. The first axis – learning and training-promotes activities that help to foster the learning of children and young people according to successful actions, such as a **tutored library** and **additional educational support**. The second group of activities revolve around increasing the learning motivation and facilitating the access and use of ICT. Within this axis the creation of a WiFi network for the two neighbourhoods will be promoted so that the residents can have access to Internet and its resources, such as finding a job through the Internet or taking part in workshops for producing online content. The third axis focuses on overcoming the problems of coexistence and conflicts in the neighbourhood caused by the consumption and trafficking of drugs. So a range of cultural, environmental, and sports activities are being developed responding to the demands of the participants.

The Weekend centre provides children and young people (50% of the population is under 30 years of age) and other neighbours of the La Estrella and La Milagrosa districts with an **educational and social space that involves all groups of the neighbourhood in the transformation of the educational and social context** (Real, October 24th 2010). This implies that people who are traditionally excluded from participatory spaces are now participating in decision-making processes which contribute to the overcoming of their situation of exclusion. Now with the Weekend centre, the **children and young people do not have to spend time on the street after professionals finish their working week** (Padrós, García, de Mello & Molina, 2011).

The Weekend Centre is an initiative which is transforming the participation, the educational results and the social life of the neighbourhood. It arises from the **direct dialogue between the administration on local level and the community which evidences the relevance of the spaces and processes of dialogue for the inclusion of some of the most vulnerable groups.**

#### **4) Connect Network (Spain)**

##### **Participation of the community, government and NGO's: Overcoming the digital gap and promoting social cohesion**

Digital competence (European Commission, 2005) is one of the eight core competences defined by the European Commission that everyone should achieve in the current Information Society. In Spain, **the Connect Network project is contributing to overcome the digital gap especially for young people from 13 to 30 years, women with difficulties to access employment, long-term unemployed, and people with social integration problems.** As the analysis has identified, this project is increasing the social participation of these communities' members. Connect Network Centres are an initiative of Esplai Foundation and have the support of different national ministries that develop policies related to employment, social affairs, and immigration as well as private entities in the field of communication technologies and information as Microsoft and DELL.

The Spanish educational law in force regards the ICT learning as highly important and regulates that the educational administrations promote ICT use in educational contents as early as in pre-primary education. The regulation states that all the students must be guaranteed the possibility of acquiring a basic digital culture before finishing primary education (CREA, 2007).

##### **A methodology based on the orientations of the scientific community: involvement of end-users and community in decision making and management activities. Networking among government, NGOs' and the private sector**

The **CONNECT NOW project** is developed by the Connect Network, a network of non-governmental organizations (NGOs) in Spain. The purpose of this network is to

overcome the digital gap by improving digital literacy and to promote social inclusion through the Information Technology and Communication (ICT) by means of the e-Inclusion programs. Connect Network Centres are an initiative of the Esplai Foundation and count on the support of various national ministries that develop policies related to employment, social affairs and immigration. **The methodology used to implement this project is in line with the theoretical contributions of key authors in social sciences.** The Connect Network project counts currently on 64 telecenters in 16 of the 17 autonomous regions of Spain. Since 2005, 353.000 persons have been trained and 82 associations have used the telecentres.

The characteristics that define the Connect Network interventions - unlike other projects of access and learning of ICT-, are related to **being grounded in the work of associations, the community approach, and the networking and partnership between economic sectors.** The **involvement of the private sector, government, NGOs** and the combination of their efforts to promote social inclusion in the information society makes the development of this project possible. Other entities involved in this initiative are associations related to programs for drug abuse prevention, job placement centres, resource centres for associations, rural development centres and federations.

There are many network projects in the international arena that have come up to address the inequalities created by the digital gap, seeking to promote social cohesion. **To be successful in achieving this aim, the participating people and entities in these networks need to create a sense of belonging by directly participating in the decision-making processes and in management tasks** (UNESCO, 2003). In this line, the exchange of experiences and resources and the mutual support are central features in this type of networks being highly valued by people involved and identified to back up the success of the Connect Network.

Regarding the assessment of the project, in an initial evaluation of the programme conducted in 2002, the conclusions were highly positive concerning the benefits for the participants, as it made possible to increase self-esteem, autonomy in the use of the computer, trust in the own learning capacity, and the acquisition of knowledge (Castro, 2004). The elements identified to this success refer **to the role of the facilitator, the methodology and resources, the heterogeneity of participants, or the adaptation of the proposal to each territorial reality.**

Furthermore, **participation of end-users in the design and implementation of the digital literacy programmes is crucial for success.** The participation of the users in the project is highly significant: 91% of the facilitators declare to incorporate into the courses the suggestions made by the participants and which are gathered through a survey. According to the data collected (Castro, 2004; Fundación Esplai, 2006) the project CONNECT NOW had benefited 20.513 users by 2004 and up to 33.644 users in 2006. Both the networks' facilitators and its end-users highly appreciate the initiatives of CONNECT NOW: 95% of facilitators consider that the community is taking advantage of the resources provided from the centre, proving the consolidation of the project in the suburbs or villages where they operate.

**Different aspects of the implementation methodology stand out as being essential in this programme's success.** The analysis shows that the 67% of the facilitators of the Connect Network centres agree that the **starting point in the training of adults is their previous knowledge and their interests**, in order to connect it with the new knowledge, just as recommended in the pedagogy for adults. Besides, 86% said that the **dialogue between the participants and the facilitator is key to promote individual and group learning.** They also play a fundamental social and educational role: according to the perspective of these centres, facilitating does not just mean giving the courses, but it is also essential to guarantee the smooth implementation of the methodology underlying the project. This means that the facilitator accompanies participants in the learning process, **promotes an egalitarian dialogue and respectful relationships, motivates them to participate, and works on their self-esteem;** they also establish contact with the entities of the area and channel their requests.

One of the consequences of these initiatives is the increased participation that is achieved. **Most of the centres belonging to the Connect Network count on the work and support of volunteers:** 67% of facilitators who participated in the project evaluation stated that there were volunteers working in their centre. The participation of **volunteers helps to respond to the needs that facilitators alone cannot cover -as for example to extend the opening hours of the centre or providing a variety of social profiles** that promotes the learning process of individuals and groups which are themselves very diverse. In some cases, for instance, volunteers of Arab origin have promoted the communication with people belonging to their culture fostering their learning process and providing support in using the resources in open access areas to

find a job or housing. The analysis reports how after **participating in these spaces, many people end up involved in the project as volunteers or in other social projects in the neighbourhood** which they heard from through the Connect Network, extending their activities and contexts of social participation.

In this line, the Connect Network project is encouraging the participation of groups of people that have generally been excluded from decision-making and participation processes. As a consequence of their **increased participation, social cohesion in their territories has been enhanced**. Available data shows that, according to **95% of the facilitators, the centres where they are working have a relationship with other entities and organizations, and prepare joint activities, and provide resources and technologies available to the community**. This relationship has allowed other entities to have access to their resources such as neighbourhood associations, women's associations, immigrant associations or old people's homes, institutes and vocational training centres, to have access to their resources; amplifying the effect it has upon the social cohesion in the community.

**Education** and training in the Connect Network activities increase **participation** of the end-users to different extents. On the one hand, **a great number of participants become encouraged to get involved in other social projects or associations**. On the other hand, many participants end up being volunteers within the same centre where they have been trained. Evidence in this regards reports how i.e. in Young Conecta, the 88% of adults state that they will **continue being trained** after their first course, and the 44% of young people participating in the Youth Conecta project **continue collaborating in social initiatives of the suburbs**. Furthermore, through these ICT related activities young people and immigrants have been two of the vulnerable groups which have seen the positive impact. On the one hand, **young volunteers from 16 to 18 teach socially excluded adults and older people or people at risk of being socially excluded** in the use of ICT. Young people are given the opportunity to participate in transforming their environment, reducing the digital gap among adults and older population, creating citizens ties. On the other hand, the data analysed reports the **remarkable increase of the participation of persons from migrant origin** throughout the years of implementation of the project (Fundación Esplai, 2006; Red Conecta, 2011). Evidence shows that the fact that the same courses were offered for all the neighbours together following an inclusive approach –regardless the origin–, instead

of offering different courses for each social group, has been an element that contributed to improve coexistence and social cohesion in the involved communities.

In this programme **education and participation** stand out as two intimately related variables that are contributing to improve the lives of participants but also the conditions of the areas where they live and learn.

## **5) The UNITE programme (UK)**

### **Integrated approach to social inclusion of third country national women**

The UNITE programme is part of a major project funded under the European Commission within the framework of the European Integration Fund (EIF) Community Actions Programme and the Directorate General of Home Affairs for the Integration of third-country nationals<sup>18</sup>. The objective of the EIF is to provide financial support to promote the integration of third country nationals in the Member States of the European Union. The main objective of the UNITE project is to support the integration of 600 newly arrived women (spouses) in West Yorkshire who are Third Country Nationals (mainly from Pakistan and Bangladesh) into British society. The project started in 2010 and is still on-going.

The United Kingdom is currently experiencing an unprecedented period of inward migration. In the final quarter of 2006, the latest period for which data is available, people born overseas accounted for 12.5% of the UK working age population, whereas one decade earlier this group constituted only 7.4%. The UK is therefore facing a considerable challenge to ensure that society remains integrated and unified (Home Office, Communications and Development Unit, 2001). According to the Office for National Statistics (2001), the largest part of the UK British population were White (92%) while 7,9% belong to other ethnic groups. Among them, 50.3% were Asian or Asian British while the majority of that group composed of Indians followed by Pakistanis. During the 2000s many third country nationals, mainly from the Indian sub-continent started arriving in the UK as Highly Skilled Migrants. The people who migrate as Highly Skilled employees and their spouses need to improve their English language skills so that they can be successful and active citizens in the UK. Considering these

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<sup>18</sup> <http://ec.europa.eu/dgs/home-affairs>



factors, the home office through the UK Border Agency administers the number of integration projects in different parts of the country.

The UNITE project implements its intervention programmes under the direction of the UK Border Agency who administers all the EIF projects conducted within the UK. However, the project management and day-to-day activities are planned and managed by the QED UK with the help of the participants, and the staff members of the organisation. The UNITE project aims to achieve its main targets through courses running at five different centres at West Yorkshire. The different types of activities attempt to contribute to social inclusion of Third Country Nationals, especially focusing on women. Therefore, **English language courses are developed, as well as activities designed to understand and use all services and institutions of the community. The impact of these activities consists in improving social participation of these women, their inclusion in the educational system, and improving their employability.**

The project offers 12-week part-time English courses for Speakers of Other Languages (ESOL) and a citizenship and integration programme at five community locations where many Third Country Nationals live. The ESOL course provides the participants with the opportunity to improve their basic English language skills and prepare them to attain an official English language qualification. The integration course helps the women to learn about the British society and how to be part of it in an active and inclusive manner.

One of the activities that has had the greatest impact is the **visits to different spaces, facilities and institutions of the community and the use of these services** such as: health and housing services, banks, the use of public transport, police, leisure and cultural facilities, and legal services, trips to shops, supermarkets, and other retail outlets, and getting familiar with different faith settings.

The staff working in this project perceived the significant results achieved in the first year of the project. Similarly, women participating in the project confirm the **positive impact the project had on them and how much it has improved their chances of employability and inclusion in the educational system and the new community.** In terms of learning the English language, 400 Third Country Nationals have achieved an accredited and recognised English qualification (ESB/OCN accredited). The women participating explain how much **they have improved their English skills and how this has enabled them to access the labour market as well as it led them to**

**consider continuing in higher education or participating in other training activities that improve their chances of employability.**

**Egalitarian relations: ongoing staff monitoring, equal relationships between members of different cultures living in the territory**

The visits (trips) are considered by participants as a "real treat" to improve their knowledge, to understand education, law, employment opportunities, cultural heritage of the British society, and the history of immigration in places like Yorkshire in order to work in the textile industry. Participants say that the **information, advice, and the opportunity to ask questions provided with the visits, make them feel included and that they are no strangers in the new society.** Participating women say that this helps team members to encourage asking.

Another element that female participants identify as contributing to the success of these visits, is the language used by the professionals of those services and institutions that see them. The language employed by these professionals corresponds to the language used by the participants and furthermore they focus on using inclusive phrases to emphasize the participants' position in society and not as a community for themselves. When referring to the service or the institution they represent they use phrases like: "you have three councillors", "it is your right... no matter if you are...", "you are free to..." or "your community". **The women claim that this helps them to feel part of the community.** In UK DVD life produced by QED-UK within the UNITE project summarises these testimonies.

Under the UNITE there are also meetings being organised with **both British-born people as well as people from other European countries and other cultural minorities.** The purpose of such meetings is **promoting better understanding of each others' culture, and helps easing off the tensions in local communities.** These meetings have facilitated, as explained by the women participating, that some participants who have only been two or three months in the UK have made friends who belong to a different community than their own.

One of the elements of success of the UNITE Programme is, according to the staff, **the ongoing coordination with the agents of the community** as well as the provision of these feed-back to contribute to the program. **Other elements of success identified**

**by the staff and the participants are the systematic processes conducted by the staff for the monitoring of each of the participants.**

## **6) Your Voice Matters. New Citizens Voice (UK)**

### **Increase of political participation from vulnerable groups**

Another integrative action which has been identified to have an impact on the participation of vulnerable groups is the **Your Voice Matters (YVM)** programme developed by **New Citizens Voice (NCV)**, a UK-based non-profit organization founded in 2003. The origin of this organisation responds to the **need identified by a small team of professionals who had recently acquired British citizenship to elevating the status and visibility of Britain's new communities** (New Citizens Voice, 2007). NCV works to promote the active involvement of "new citizens" in the country's social, political and economic life via the implementation of civic education activities among citizens which have recently acquired British nationality. As we have seen in other integrative actions analysed, another of the successful factors is the **involvement of different types of entities**. NCV's funding and sponsoring is provided by different entities, namely the Lottery Fund, the Royal Borough of Kensington and Chelsea, the City of London, the UK Parliament, the Trust for London, the Home Office, the Electoral Commission (through the New Initiatives Fund, created to support and promote "new ways of raising awareness about voting and democracy"), Southwark Council, Western Union, Westway – Development trust, and by the Community Development Foundation (New Citizens Voice official website).

The need to express their concern and objectives through dialogue and interaction with each other as well as with political figures, led its founders to create a practical and interactive platform. **The activity YVM provides civic education and supports political engagement of cultural groups who recently acquired British nationality**. This was done through **YVM workshops which stemmed from the needs and interests of the people whom they were addressing** through different actions: a focus group meeting is held within NCV to discuss and evaluate the main concerns and necessities of the target group; the activity is thus tailored to meet these needs and concerns. Secondly, during the activity, the target group is given the possibility to decide, during the activity who will be the person for whom they vote, based on the appreciation of the speeches delivered and on the training provided; finally

participants evaluate the success of the activity. **The emphasis placed on the participants' role in the process of political participation and the fact that participants can influence decision-making is a success-leading element.** Another barrier that is accounted for is the language. Therefore ESOL teachers are involved in the participants training, helping them to be more politically and socially involved.

The YVM workshops had the aim to help participants understand the nature and implications of civic engagement. For instance, a booklet was distributed which details the importance of politics, including a glossary of terms, explanations concerning who can vote, how to register, what are local government elections, what is the European Union, the European Parliament, the Houses of Parliament, as well as the importance of local government elections. One of the workshops developed within the Your Voice Matters activity was called "Mock Local Election in the Council Chamber". As the name points out, it consisted in developing a didactic election for participants to precisely understand what their political rights consisted in and how to use them. The objective was to explain to participants the procedure for voting, and to have them filling in the same documents in order to avoid mistakes during the real elections. In this process, the target group was able to better understand the British political procedures. Such **an activity also contributed to reinforcing their capacity to influence local and national decisions that affected their daily lives and to provide them with the tools to participate.**

Participants assessed that the Your Voice Matters workshops allowed to better understand the British political system and the relevance of voting in this process. The participants' increased **political awareness was demonstrated by their enhanced knowledge of the political structures of their community and of the ways for intervening. The understanding of which services are provided by the Council was increased as 47% of the participants said they now understood it very well and 43% quite well.**

These elements help new citizens understand the importance of participating politically in procedures which directly affect them. **50% of the inquired people said that their degree of understanding concerning how politics can affect them every day after the workshop is "very good", with 44% answering "good".** Adding to that, 33 out of 35 participants said that they would be more likely to vote after the workshop

and 30 participants (out of 45) to attend a Council meeting. These results should be contrasted with the **64% of participants who stated not knowing, before the workshop, that they could attend Council meetings** (New Citizens Voice, *Your Voice Matters – Final Evaluation Report*, May 2007, p. 15).

The main factors leading to the success of this intervention include the implementation of an activity with both clear **education and political component, the tailoring of the activities according to the participant's needs and the involvement of a wide range of actors.**

### 3.2.3. Education & Health

#### 1) Health Promoting Schools Network (Slovenia)

##### **Integrated approach for a healthier life-style for families and the community.**

One of the integrative actions which has proven to increase health conditions on the grounds of education and training are the **Health Promoting Schools Network** in Slovenia to promote health in the community. This network of schools is part of the Schools for Health in Europe network. The network is coordinated by NIGZ (the Netherlands Institute for Health Promotion), a **World Health Organisation (WHO) Collaborating Centre for School Health Promotion**. Until 2007 the project was named the **European Network of Health Promoting Schools**, which was a project initiated by the **WHO, Council of Europe and European Commission**. 43 countries cooperated in this European network with approximately 500 schools, thousands of teachers and more than 400.000 students. In many countries national or regional networks exist, which connect further 5000 schools<sup>19</sup>.

In Slovenia the health promotion programmes developed within this network are framed within the objective set in the legislative reforms of the 1990s prompted by the 1995 White Paper of providing for greater educational opportunities for the socially disadvantaged and facilitating transfers across different categories of education. Additionally, Slovenia's educational reform takes into account the importance of **organisations offering education simultaneously with their main activity, such**

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<sup>19</sup>For more information check: [www.schoolsforhealth.eu](http://www.schoolsforhealth.eu)

**as organisations in the field of culture, leisure activities, clubs and associations, as well as non-formal education programmes designed for special target groups, such as young adults and the elderly.** According to the educational reforms, these principles should be realised through a broad range of organizational forms and activities within programmes, of which The European Network of Health Promoting Schools is an example.

In 2010, 268 schools cooperated in the network, which comprised 43% of all Slovene schools (212 primary schools, 49 secondary schools and 7 secondary school children halls of residence). The characteristics of the Slovene network of Health Promoting Schools are the following: **Learning about health**, which is integrated into other subjects (**health is a crosscurricular topic**); **hidden curriculum** (life at school should enhance health – regulations, climate, interpersonal relations, the organisation of school meals, extracurricular activities, and projects etc.); the **cooperation with parents, health and other specialised services and with the community**.

Each year the activities of Slovenia's **Health Promoting Schools Programme** are evaluated. The results of the evaluation of the school year 2006/2007, conducted by the teachers, showed that the average grade of the success of the project was 3.97% (1-not successful, 5-very successful). The main element identified as contributing to the success of the project is **working on interpersonal relations between all the agents involved in the educational process**: teachers, pupils and parents. In the school year 2009/2010 most of the activities (91.3%) were successfully implemented (assessed with 4 or 5 with 5 being the highest score), and 6.2% of the activities were assessed as successful (assessed with 3)<sup>20</sup>.

In the same year 2006/2007, in order to implement the evaluation with the pupils, 49 workshops were organised in 20 schools, where the pupils answered the question *Why is my school a healthy school?* The answers of pupils can be divided into the following topics: **nutrition** ("we eat more fruit and vegetables...we can always eat fruit... "); **physical activity** ("we do a lot of exercise... "); **interpersonal relations** ("friendship, good relations with teachers, teachers are kind, we have a nice time"...); **physical environment** (fresh air, ecological attitude...); **hygiene** (regular washing of hands, clean school and its environment) and others (Pucelj, 2010).

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<sup>20</sup> www.ivz.si (3. 2. 2011)

One of the **successful elements** of the integrative actions where we find an intersection between education and health is the **permanent training** in health issues that teachers and health workers receive. More than 145 seminars for more than 4000 teachers were organized<sup>21</sup>.

**The results of the evaluation of the project Health Promoting Schools showed that it is an efficient method of health promotion at schools** (Pucelj 2010). In 1998 the project was **awarded by the World Health Organisation (the Regional Office for Europe)** as the best project for the health promotion for children and women.

## 2) Programme Mura (Slovenia)

### **Socioeconomic and environmental development for achieving better health and quality of life**

In the same line, another of the integrative action analysed is the **Programme Mura also in Slovenia** which promotes **increased knowledge, skills and awareness of healthy lifestyles and increased physical activity levels**.

The **Programme Mura**<sup>22</sup> in Slovenia has developed an integrated approach that involves various sectors (**Ministry of Health, Education, Agriculture and Labour**) to endeavour **the health of the inhabitants of the Pomurje region, one of the most deprived regions in the country**. It is relevant to point out that this region has the highest unemployment rates in Slovenia with nearly 20% in some towns<sup>23</sup>, with the highest percentage of long-term unemployed in Slovenia and with the lowest GDP. *As income, employment and education are determinants of health, with more disadvantaged populations often having higher rates of morbidity and mortality, it is no surprise that the population has relatively poor health. Life expectancy is the lowest of any region, and the number of years of lives lost per 1000 people under 65 is the highest* (Buzeti, Maučec Zakotnik 2008: 11).

<sup>21</sup> For more information see [www.ivz.si](http://www.ivz.si) (3. 2. 2011)

<sup>22</sup> The Programme Mura is named after a river Mura which is the main river of the Prekmurje region of North-Eastern Slovenia. The river Mura is also the border river between Croatia and Slovenia.

<sup>23</sup> [www.stat.si](http://www.stat.si) (30. 3. 2011)

The aim of the programme Mura was to identify, develop, implement and strengthen best practices in the field of **socioeconomic and environmental development for achieving better health and quality of life of people in the Pomurje region**. *The greatest challenge was identifying **common interests between the sectors** and jointly establishing goals in a way that all **partners saw a win-win or win-neutral situation*** (Buzeti, Maučec Zakotnik 2008: 57). The programme has been organised to promote the **co-ordination mechanisms at the national and regional levels** between the governmental project group for health and sustainable development in Pomurje, the Institute of Public Health Murska Sobota, the Centre for Health and Development which was established within the Institute of Public Health Murska Sobota and the Regional Programme Council (in 2008, 25 organisations were actively involved in the project). **This multilayered and interinstitutional collaboration** which has been identified as successful in other integrative actions included the WHO Regional Office for Europe, which provided technical support; the Ministry of Health which financed the project, as well as EU funds, such as Phare and Interreg.

Some of the actions of this comprehensive approach have included for instance the creation in 2004, of a consortium of fruit and vegetable producers, as well as ecological centres supporting organic farming to strengthen the supply of the Pomurje region. **These activities were supported by awareness-raising programmes in the field of healthy nutrition**. Education has played a key role also through the development of new programmes in the field of higher education, **as for example Agricultural Management and Biotechnics and Management of Tourism**. A new regional Research and Education Centre in the field was also developed, which can contribute to the sustainability of the programme.

Other social areas have also been addressed through this programme, as it is the case of the development of **tourism; initiatives were developed to increase the infrastructure of ecotourism, to develop health-promoting and culinary products**. In this line, the region has developed health spa tourism and at the same time it is developing as a cycling and walking tourist destination. In the field of ecology the efforts focused on supporting and advocating for the construction of a regional drinking water supply system and the education of people on nature preservation and environmental protection.



In 2001 the “Let’s Live Healthily” health promotion programme was piloted **in eight communities of the Beltinci municipality. By 2008 it already operated in 50 communities.** The “Let’s Live Healthily” health promotion programme focuses on specific risk factors and a reduction in heart disease, cancer, diabetes and hypertension. *The goal of the programme is to improve health and to enable the inhabitants of rural communities to take active role in health promotion and protection* (Buzeti, Maučec Zakotnik 2008: 13). Education for a healthy lifestyle has had an important role in the development of the Mura Programme. Different discussions are organised on the topic of healthy food in which many people participated. The activities of the Programme Mura were evaluated with a particular focus on assessing changes in risk factors: unhealthy eating habits and a lack of physical activity. The results of the study showed **significant favourable changes both in lifestyle and biological factors. The evaluations of “Let’s live healthily” showed increased knowledge, skills and awareness of healthy lifestyles and increased physical activity levels.** It was emphasised in the interview that in the years following the introduction of the programme, the **people of Pomurje started to eat more vegetables and to drink less alcohol, besides they started to smoke less.** In 2001 and one year later they made a follow up study of a random sample of 303 inhabitants aged 25-64. While 42.4% of the inhabitants of the Municipality Beltinci used lard for food preparation before intervention, only 27.2% of the inhabitants used lard after the intervention. That means that 39,1% of those who were using lard for food preparation before the intervention, changed it for vegetable oils (Buzeti, Maučec Zakotnik, 2008). According to the results gathered by the National CINDI Health Monitor Survey conducted in 2001 and 2004, **people increased their consumption of fresh vegetables, used less animal fats and more olive oil in cooking, and consumed fewer fried foods, sweet beverages, and added less salt** (Buzeti, Maučec Zakotnik 2008: 15).

As for the results of the evaluations, they show **sustained nutritional changes** among the majority of participants as it is shown in the table below:

| Perceived change of lifestyle (self-reported) | % Participants |
|---|----------------|
| Nutrition (any change)                        | 95%            |
| Consumption of more vegetables                | 67%            |
| Consumption of more fruit                     | 53%            |
| Consumption of less fat                       | 64%            |
| Consumption of less salt                      | 36%            |
| Increased physical activity                   | 36%            |

|   |     |
|---|-----|
| Self-rated increased knowledge about healthy lifestyles | 65% |
|---|-----|

Source: Institute of Public Health Murska Sobota (in Buzeti, Maučec Zakotnik 2008: 44).

Beside sustained nutritional changes, the participants reported on **sharing the information about the programme with their friends, family members and neighbours, contributing to changes in their lifestyle as well favouring healthier lifestyles.** Participation of the community in this programme has improved progressively. In this regards, self-support groups for physical activity (exercise, walking, biking) were established in all 50 communities where the programme was running and local communities organised other activities as well.

The results of the evaluations of the Programme Mura showed that it contributed to a healthier lifestyle in the Pomurje region. This is especially relevant due to the fact that this is one of the most deprived areas in Slovenia and through this programme **particularly vulnerable groups are enjoying better life conditions like favourable changes in biological risk factors such as systolic blood pressure, diastolic blood pressure, the cholesterol level, Body Mass Index.**

### 3) Programme of Primary Prevention of Cardiovascular Diseases (Slovakia)

The Programme of Primary Prevention of Cardiovascular Diseases started to be implemented in 2002. In this programme men between 35 and 65 years of age are included, as well as women between 45 and 70 years. Until the end of 2008 nearly 600,000 preventive screenings were made (Fras, Maučec Zakotnik 2009). Frás and colleagues (2009), based on the data provided in this programme, highlight that some of the major independent risk factors for cardiovascular diseases are widely spread in adult population in Slovenia. Especially those risk factors which are connected to unhealthy life-style (obesity, the lack of physical activity) are extensively spread in the regions of South-eastern Slovenia. The program is conducted in **61 health community centres** established in each region, by the Ministry of Health. Since 2008, 200.000 people participated in these educational health programmes (Fras, Maučec Zakotnik 2009).

**Holistic approach of the programme for the promotion of a healthy lifestyle: personal and social counselling and working with the community agents.**

**An important element in the development of this program is the holistic approach.** The health professionals have additional training that enables them to develop health education activities such as promoting a healthy lifestyle for the prevention of cardiovascular diseases. **From the holistic approach different aspects of the programme work through workshops on healthy life style, risk factors, healthy food, healthy slimming, quitting smoking and physical activities for better health (Fras et al. 2009).** The changes are gradual and the health professionals perform monitoring during the entire process (Lužná 2009). The health professionals get in contact with people involved in the different services and agents in the healthcare system: *The functioning of health educational centre and the implementation of the **programme counselling for health is directed to an individual and a community**, which occurs in the partner spirit of respect, cooperation and finding of common solutions on the basis of taking into consideration all moral dilemmas (Luznar 2009: 45).*

From the programme and the health educational centres a **joint effort is done with all these actors in the community.** For instance, the health professionals coordinate their action with the hospital staff, directing the patients to the specialists with whom they had previously come in contact to introduce the case. They also **work with the media**, have a space in the press responding to health questions made by readers and they publish news on health issues. They also **collaborate with schools in activities such as Eco day and parents' day, in order to work together with families and children, promoting a healthy lifestyle.** In addition they work together with different **non-governmental health organisations and the local community.** The people in charge of the programme indicate that working together with agents of the community, is one of the reasons for the programme's success (personal communication with a person responsible of the programme).

The network of intervention of the health education centres represents an important potential in the rational and efficient reorganisation of basic level of health treatment, which will enable more qualitative prevention and management of cardiovascular diseases (Fras et al. 2009: 25). **The same authors stated that the larger benefits of such preventive health education programmes are for people from lower socio-economic strata.** These authors think that schools and health education centres are efficient places for such prevention programmes (more in Fras, Maučec Zakotnik 2009a).

The cooperation of the general physician and his or her team and the professionals of the health education centres in the preventive treatment of persons at risk due to the risk factors and chronic diseases, enables us to achieve effective changes in lifestyle and the improvement of health of the population at risk (Fras et al. 2009:13).

According to these authors the improvement of prevention means that **there are less new cases of diseases and consequently less deaths**. This is important especially for Slovenia, because cardiovascular diseases still represent approximately 38% of deaths (Fras et al. 2009). Besides, the treatment of the patients with acute cardiovascular events has improved, especially the complications with diseases of coronary arteries. In the field of treatment of acute cardiac arrest, Slovenia is on the second to third place in Europe concerning the number of immediate coronary artery dilatations. The positive results of the programme are also revealed by the study of Euro Consumer Powerhouse which was published in 2008. They researched various aspects of the treatment of cardiovascular diseases: the informing of patients and public, preventive activities, the use of drugs, self-treatment, the level of mortality etc. Among 28 EU countries, Slovenia is on rank 8. Fras and Maučec Zakotnik (2008) compare this result to the study on the general conditions of national health systems where Slovenia was on rank 20.

Fras and Maučec Zakotnik (2009, 2009a) mention that the research in many studies<sup>24</sup> confirms that the contribution of preventive activities and different forms of treatment is 50% - there are less diseases and deaths due to the prevention programmes.

According to the data provided on the Health For All Database (HFA – DB) maintained by the WHO and the statistics of the National Institute of Public Health (Slovenia) the mortality in Slovenia due to cardiovascular diseases was reduced from 530.8 to 259.2 deaths per 100,000 inhabitants (-51.2%) in the period from 1985 to 2007. This is a similar reduction of mortality as the one experienced in developed countries with similar prevention programmes. In the same period the standardized mortality due to *ischaemic* or *ischemic heart disease* (IHD) was reduced from 128.7 to 67.2 (-47.8%) (Fras, Maučec Zakotnik, 2009). According to the aforementioned authors the research results in Slovenia show that the impact of preventive activities is the same as in other countries. For those who received health education in the workshops the prevalence of smoking

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<sup>24</sup> One of the research teams was led by prof. Simon Capwell from Liverpool in Great Britain, the project was entitled Heart of Mersey (Fras and Maučec Zakotnik 2009a).

was reduced for males from 27.4% to 25.3% and for females from 17.8% to 16.2%. Also, the prevalence of high blood pressure (for males from 38.1% to 36.2%, for females from 36.8% to 35.0%), and the prevalence of hypercholesterolemia (for males 70.5% to 58.8%, for females 76.1% to 68.5%) had decreased after the workshops (Fras, Maučec Zakotnik, 2009).

### 3.2.4. Education & Housing

#### 1) FORUM's Resident Housing Workshops (Netherlands)

The "Resident Housing Workshops" (RHW) is a local project within the **areas of participation, education and housing**. RHW have been developed since 2002 by FORUM - Institute for Multicultural Development, a Dutch non-governmental organization working in the field of integration policy in the Netherlands. The RHW are part of the social cohesion programme and have been implemented in 17 different cities throughout the Netherlands. 15 to 20 residents from a specific neighbourhood take part in each workshop and attend 10 two-hour meetings over a period of 3 months. The project was initially funded by the Ministry of Public Housing, Spatial Planning and the Environment for a period of three years, after which the subsidies were provided by both public and private entities.

#### **The residents from different cultures decide on the urban improvements in their neighbourhoods**

The RHW aims at facilitating and promoting the involvement of all residents in housing and residential development activities.<sup>25</sup> **The participants to the RHW are identified within multicultural neighbourhoods that are about to be restructured and / or renewed.** This project has been designed on the basis of the assumption that *specific groups such as young people, the elderly, and non-native Dutch population are poorly involved in processes of this kind, and that very little knowledge has been accrued about the specific residential wishes and needs of these groups* (FORUM, 2005:15). Through the RHW, FORUM intends to address this by promoting a multicultural residential renewal process, promoting the participation of all in the development of their communities and neighbourhoods.<sup>26</sup> On a longer term, this intervention aims at encouraging the

<sup>25</sup> Information provided by FORUM on their website: <http://archiefforum.nl/woonateliers/index-engels.html>

<sup>26</sup> "The Resident Housing Workshops are orientated towards resident participation in general and not specific migrant groups or refugees.", OIRS

involvement of all the residents in future plans of development by authorities and housing corporations (FORUM, 2005:30).

The workshops follow five stages<sup>27</sup>: in the first phase (stage zero), all the local parties involved, including the inhabitants come together to discuss the RHW program and explain the tasks and role expected from each. The residents then interact with each other (stage 1) and discuss their respective backgrounds, lifestyles, housing and neighbourhoods. Residents agree to several aspects concerning the remaining sessions, notably the applicable methodology and timeframe. The second stage consists of a discussion on the positive and negative aspects which characterize the neighbourhood. An exercise is also implemented which allows participants to put forward their preferences in terms of housing. Specific tasks such as taking pictures and analysing their districts are attributed to each. Residents who are not directly affected by the regeneration of a specific area are invited to provide their contributions. Positive and negative experiences are discussed and potential improvements to the neighbourhood are identified. During the third stage, municipal authorities and housing corporations explain what the urban renewal program consists of and what the development plans are. In this process, **participants are encouraged to raise questions, seek explanations and voice their concerns and preferences**. The participants are then shown how to create a blueprint of the renovation plans based on their experiences and knowledge. Finally, **an architect supports the participants to translate their thoughts into projects**. Participants then practice the presentation of the blueprints. They will then present these before an alderman, a housing corporation and resident organizations. This presentation, which occurs during the fourth stage, allows **the residents' to express and present their most pressing residential needs directly before the main stakeholders (municipality and housing corporation) (FORUM, 2005: 34-39)**. After the presentation, the proposed design is integrated into the regular plan drawn by the Housing Corporations and by the Municipal authorities.

The participants selected stem from the neighbourhood that is identified as an area in need of restructuring in order to achieve residential improvement. **These neighbourhoods tend to be composed of a multicultural and demographically diverse population**. Participants must be willing to take part on a voluntary basis. So far, this workshop has been implemented mainly **with groups including migrants and minorities** but it is considered to be equally applicable to different specific target groups

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<sup>27</sup> FORUM official website, available at <http://archiefforum.nl/woonateliers/index-engels.html>

including the elderly, the youth and people with disabilities on various topics such as housing and care, housing and recreation, housing and meeting facilities (FORUM, 2005:29).

By **stimulating and facilitating the participation of migrants and ethnic minorities in the development and improvement of residential spaces**, the RHW intends to promote their involvement in the renewal process of their neighbourhood. The educational dimension inherent to this integrative action consists in the **pedagogical process which leads to the formulation of the residents' wishes regarding the residential renovations and in guiding participants in taking part in decision making processes**. Participants, who tend not to be familiar with the overall decision-making process leading to restructuration of a neighbourhood, are **here given the opportunity to participate and influence the implementation of renovations**.

The first evidence of the positive evaluation of this intervention is reflected by its geographical expansion throughout the Dutch territory. Having started in one neighbourhood (Malburgen) in one city (Arnhem), it was then expanded to eleven cities. The sustainability of this initiative indicates that it is considered as successful by the various actors involved in these urban renovation projects. The project was first launched as experimentation by the Ministry of Housing, Spatial Planning and Environment in 2001 for a period of three years. However, the subsequent high demand for RHW has led various other municipalities and private actors to contact FORUM for continuing to develop the RHW.<sup>28</sup> Furthermore, since its inception, the implementation of this integrative action has resulted in the design of several original designs including a drawing room hall, a community centre with shop facilities (bazaar) and a Mediterranean salon hall.

This intervention has allowed both **gathering different cultures in a common activity and contributing to social interactions on a common issue of concern**. Among its objectives, it intended to involve **Dutch native as well as non-native residents in the neighbourhood, in order to promote the intercultural exchanges** within and outside of the workshops. This element is especially present during the first stage of the intervention, which is designed in a way which allows all residents, irrespective of their background, to get together and express their respective preferences and ideas.

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<sup>28</sup> CIEN, 6.3; OIRS document

These meetings and discussions contribute to bringing together **the different cultures and perspectives present at the local level and through this process, participants come to understand that their preferences are many times more similar than different.** *It was particularly notable that native Dutch residents were repeatedly surprised that they shared the same way of thinking, the same attitudes and the same experiences as the non-native Dutch participants*<sup>29</sup>. By way of example, as regards the use of public space, all participants, irrespective of origin, manifested their desire to have a place where they could meet and talk and where their children could play.<sup>30</sup> These interactions with other residents of a local community contribute to a better understanding of individual experiences and in this way promote mutual understanding. The learning is extended to the architect and to the trainer who are then able to better understand and make use of the preferences expressed by the participants.<sup>31</sup>

**This action is also considered to contribute to the empowerment of the participants in these activities.** This largely relies on the approach which is chosen, whereby the **local context**, namely the living and residential environment of the participants provide the framing of the intervention. This affects and *influences the sense of responsibility of the residents*<sup>32</sup>. This also contributes to “social learning” understood as the learning of four key competences: action, cooperation, reflection and communication. It allows taking part and intervening within groups, organizations or communities, in new, unexpected, unpredictable circumstances, focusing on unforeseen problems in the context, making use of the problem-solving potential of the group or community<sup>33</sup>. This approach is referred to by Jansen as *learning to participate and learning through participation*<sup>34</sup>. Participants learn how to engage in social, cultural, economic and political processes and contexts, feeling *responsibility for the state of affairs within their group*<sup>35</sup>.

<sup>29</sup> R., Sohilaït and C. Veldhuysen, *Housing workshops: between dream and reality – active participation by non-native Dutch residents in urban renewal*, FORUM, Institute for Multicultural Development, Utrecht conclusion

<sup>30</sup> CIEN report, 3.1.6

<sup>31</sup> Sohilaït, Rein and Veldhuysen, Chris, op.cit., p. 8

<sup>32</sup> Sohilaït, Rein and Veldhuysen, Chris, op.cit., p. 8

<sup>33</sup> The theory of social learning is associated, in this article, to two authors: T. Jansen, *Social learning towards an active societal participation of participants in social-cultural activities*, NIZW, Utrecht, 1999; and D. Wildemeersch, *Social learning for sustainability in the risk society*, 4<sup>th</sup> Stoutenberg lecture, Katholieke Universiteit Leuven, Katholieke Universiteit Nijmegen, 2001 (the titles were originally referenced in Dutch). This is referred to in FORUM, *Housing Workshops: knowing what people really want*, vol. 2, Housing Workshops Booklets, 2005, p. 22

<sup>34</sup> Idem, p. 25

<sup>35</sup> Sohilaït, Rein and Veldhuysen, Chris, op.cit., p. 8



## 2) Fondazione La Casa onlus: social housing, Padua (Italy).

**The analysis conducted further points out that education and training also back up integrative actions which are contributing to improve the housing conditions of vulnerable groups.** One of these cases refers to the services offered by *Fondazione La Casa Onlus* (Padua) which is the first private entity in Veneto to deal with social housing. This institution is addressed toward promoting the **acquisition of skills and methodologies that are useful to find a welcoming home, fighting social exclusion and marginalisation.**

Fondazione La Casa was founded on March 26th 2001 by the Chamber of Commerce of Padova, ACLI Padova, Nuovo Villaggio Cooperative, and Banca Popolare Etica with the support of Fondazione CARIPARO and the Diocese of Padova. Later the Padova Province, Venice, Rovigo, the municipalities of Camposampiero and the Vigonza Region joined membership, too. Meanwhile many private bodies and enterprises started supporting it.

The Foundation identifies and manages the public housing assets. It collaborates, through a specific agreement, with social enterprises for the management of social support to housing, work and care of the relationship with users. To ensure sustainability and a multiplier effect of its initiatives, the Foundation is also concerned to encourage research and development, communication and awareness about the territory, through the promotion of networking structures and operational coordination between the actors involved in the social and housing policies. **The end users are unemployed, people living in poor conditions, migrant workers and families, trainees and students.** The social housing services are mainly institutional activities whose aim is to face any kind of social, personal and family difficulty caused by housing loss. It tries to **facilitate the integration of families into the economic and productive environment** of the region of Veneto (Italy), and helps them find their way into the social structure.

The training activities provided by this organisation refer particularly to **property management, facility management, services provided by companies** which contribute **to teach people how to handle their home management.** It offers house hunt, house finding consultancy, support and social housing intermediation and short term accommodation. The consultancy consists in providing guidance and promoting the awareness of their rights and duties, opportunities available and how to use them

effectively. On another level, the initiatives put forward by this organisation involve undertaking planning and consulting services for participation in regional tenders on construction of public housing and promotes initiatives and **training courses on social housing to support their development at local and national level.**

All this work is contributing to create **a network of local institutions that analyses the origins of housing deprivation problems and looks for real answers.** The final aim is **to inform people about housing rights and to educate them to a more welcoming society.** This is done through **networking and communication,** housing policy consultancy and research and development of “urban cohabitation”.

### **3) Fondazione Casa Amica: *agenzia di housing sociale* [Social housing Agency], Bergamo (Italy)**

Another intervention which addresses housing issues through educational components is the **Fondazione Casa Amica**<sup>36</sup>, a volunteer non-profit organization founded in 1993 and promoted by the Provincial Immigration Council to facilitate access to housing for migrants and Italians living in poor condition or in situations of exclusion. The association operates throughout the province and works with public agencies, municipalities, associations, trade unions, foundations and charities. The founding partners are: the Province of Bergamo, the Municipalities of Bergamo, Albino, Albano S. Alessandro, Costa Volpino, Dalmine, Lovere and Osio Sotto, the Builders Association, Caritas, CGIL, CISL and UIL, Misericordia, immigrant associations from Senegal, Burkina Faso and Ivory Coast.

**Housing Management training** is a successful action which is carried out by the Fondazione Casa Amica. This organisation offers and promotes services and projects to accompany vulnerable groups living in risk of marginalisation. These services offer different kinds of help: **advice for first home purchase; research on the market, ensuring the support and facilitate access to forms of concessional loan through agreements with local banks.**

This organisation provides **housing training and support for different vulnerable groups.** For instance, with migrant people, the association manages temporary housing for the accommodation of medium-term immigrant groups. Its activities include training

<sup>36</sup> <http://www.casaamica.org/>; [http://www.casaamica.org/vecchio\\_sito/](http://www.casaamica.org/vecchio_sito/), accessed on February 16th.

on the proper use and maintenance of accommodation and facilities, rules of communal living and self-management. Furthermore, the association builds and manages housing for single mothers with children in poor housing conditions and social situation. It plans and implements, in agreement with the local authority, residential placement locations within housing for disadvantaged people. The main objective is to promote paths aimed at acquiring the individual independency.

Among its activities, training courses for immigrants, volunteers, directors, officers and technicians on issues of housing, management and construction of housing policies and social interventions are implemented promoting systematic knowledge about legal instruments and financing instruments.

Through the development of the "*Progetto Triennale HELP: Tutela dei figli minori di famiglie monoparentali fragili e di famiglie multiproblematiche e accompagnamento dei genitori*"<sup>37</sup> which aims to protect children living in troubled families, the organisation provides **specific action for children and educative support and training** for families to make them able to ensure **adequate protection to their children and their integration into scholastic education and in social and cultural areas**. The project is aimed particularly at minors and immigrant families, but also to cases of Italian families.

This project aims to develop in two directions: **protection of children and support to single mothers**, living in the "*Casa a colori*" reception centre and protection of minors and support to vulnerable families – including Roma families- living in apartments managed by the Association. The "*Casa a Colori*" includes a three-year educational project through which joint **work with families is conducted in spaces where their experiences and ideas are exchanged around topics such as the structure and management of the family and the cohabitation with the people involved with "Casa Amica" and the community. In these spaces of dialogue, common solutions to the barriers that they are suffering are being sought**. This resulted in the creation of an atmosphere of trust, in which families can talk and in which there is an atmosphere that promotes greater prosperity and welfare for their children. The apartments are bound for temporary reception of women alone or with children who, for particular economic conditions, need a bed and a socio-educational support aimed at

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<sup>37</sup> Triennial Project HELP: protection of children of single parent, fragile families and support of parents.

improving their conditions to become autonomous, through an accompanying process leading to stable housing solutions.

Another activity developed by Casa Amica, are the actions addressed to **raise awareness in the public sector on the issues of housing problems and policies**. Therefore, they offer administrative, planning and management advices in the field of social housing policies to local entities. Furthermore, the **association conducts research on ways of living, on housing needs, opportunities for intervention in the area through the direct involvement and interaction of public and private sectors**. The investigations are designed to intercept and promote new opportunities for action.

The aforementioned projects promoted by the *Fondazione Casa Amica* follow a socio-educational perspective which are achieving a relevant impact in end-users' housing conditions. For instance, concerning the accommodation of vulnerable groups, the data on period of 1993 to 2003 shows how the Fondazione has assigned **132 houses which imply around 565 people who are currently living under cover**. In the future it is expected to construct around 46 new buildings which will be funded by local and regional governments<sup>38</sup>.

The combination of actions and policies both to offer affordable housing facilities and provide guidance and training for housing management, is becoming an effective response. As a conclusion to be truly effective, this type of intervention must include **a combination of affordable housing to rent and personal services. The ongoing support of guidance and training becomes a prerequisite in the integration process of the individual and the family in the network of relationships in the neighbourhood** and the local community.

At the same time in order to develop a genuine **process of individuals' empowerment** it is essential to build an **active participation in the social life of the local community**, interacting and sharing interests and opportunities. Experience of **social housing could promote social cohesion in the territory**, integrating housing and social policies.

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<sup>38</sup>[http://www.casaamica.org/vecchio\\_sito/cifre.htm](http://www.casaamica.org/vecchio_sito/cifre.htm) ; [http://www.casaamica.org/vecchio\\_sito/attivita.htm](http://www.casaamica.org/vecchio_sito/attivita.htm)

#### 4) **Cooperativa Sociale Biloba: "Coabitazione solidale" [Living together in solidarity] (Italy).**

The *Cooperativa Sociale Biloba* (Social Cooperative Biloba, Turin) consists of a group of graduates in science and humanities matters, educators and youth leaders with experience in environmental education and community development<sup>39</sup>.

***Biloba* establishes strategies for integrated planning of urban ecosystems, for the development of community and active citizenship, as well as for the prevention of discomfort and the promotion of well-being.**

The pilot project of "*Coabitazione solidale*"<sup>40</sup>, sponsored by the Municipality of Turin has the main objective of promoting development of community and social networks in the district and building through solidarity cohabitation of young volunteers (18-30 years old). The project is coordinated by the Cooperative *Biloba*, which accompanies the volunteers during the duration of the project.

This project is part of the social housing initiatives promoted by the Housing Plan 2009-2010, approved by the municipal council, which defines the transition from housing policies to living policies through a range of actions that promote synergies and collaborations between public and private areas and encourage solidarity and development of local networks.

*Biloba* offers 5 furnished apartments of 45 square meters; each one is composed by two single rooms. **The project of living together in solidarity is composed of young volunteers who accept an agreement of cooperation with the municipality and the cooperative for the development of relationships, conflict mediation between tenants, and ongoing support to social and health services of vulnerable people.** The agreement provides a **steep discount on rent for accommodation in exchange of ten hours of volunteer work per week to implement the project in collaboration with local institutions.** 10 hours a week volunteering involves the following activities:

<sup>39</sup> <http://www.biloba.it/>, accessed on February 16th.

<sup>40</sup> <http://www.biloba.it/coabitazione-solidale>, accessed on February 16th.

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- Preliminary and ongoing training aimed at territory knowledge, experience of social housing, and acquisition of basic skills for carrying out the various activities;
- Participation in the mixed group;
- Participation in a European research (Cat-med), a pilot experience of sustainable neighbourhood;
- The development of community and social networks in the neighbourhood;
- Support for people in need and mediation with local services;
- Support for the development and strengthening of good environmental practices;
- Time Bank<sup>41</sup>

A **joint working group** composed by sectors of the Municipality, the District, the Territorial Agency for Housing and young people, **plans and assesses the development of the pilot experience**. The project includes training to territory knowledge and for basic skills for carrying out the various activities of Biloba. The experience of **living together in solidarity promotes the development of community and social networks in the district and the training of young volunteers** (18-30 years old).

#### 4. Discussion and conclusions

**Education** has been identified in the literature and the **European social policies** as a key element to be accounted for in order to **foster access to citizenship** (Wong et al., 2001; Kahne & Sporte, 2008). We have seen how policies in Urban development, health prevention or labour insertion to mention only some of them, stress the role education plays for the success of social policies in these and other areas. In addition, **direct participation of stakeholders and end-users** is also being increasingly present in the definition of European policies as seen in Article 11 of the Council Directive *Implementing the principle of equal treatment between women and men in the access to and supply of goods and services* (2004/113/EC of 13 December 2004). In line with the findings in the literature, European policies point out the need to design **more open methods of policy making and incorporate a wider range of interested agents in decision making processes** in order to promote citizenship and social cohesion.

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<sup>41</sup> The Time Bank is a type of association that is based on the free exchange of "time". Each member, therefore, provides a few hours to give another member a certain competence. The times given are calculated and credited or debited in the bank. All exchanges are free.

A gap has however been identified in the analysis, which refers to the fact that the European directives and regulations do not specify **which particular sort of educational provision** will contribute to the success of the policy, nor which are the **participatory processes that need to be implemented**.

The analysis on the integrative actions conducted has shed light on this matter, indicating **particular elements in the social policies which are contributing to improve the situation of vulnerable groups in the different areas of society**. The **integrative successful actions are based on 3 criteria**:

- 1) Include **successful educational actions** already identified in the INCLUD-ED project.
- 2) Include **successful actions in different social areas** that have provided evidence of improved conditions for vulnerable groups in employment, health, housing, social and political participation.
- 3) **Include all involved agents**, also the end users from the vulnerable groups, in the decision-making process (in the design, development and evaluation).

Next, we present the main **successful elements identified in the integrative actions** in regards to their impact on different areas: employment, health, housing and social and political participation, **emphasising the relationship with education**.

### **Employment**

**Effective Networking for the optimisation of resources** has been found to be a key element for the success of different integrative actions analysed. This has allowed for the joint coordinated work between all actors involved in the community such as local, national, and European public administrations, social organizations as well as the private sector. This functioning is identified within the Non-Discrimination and Equal Opportunities for All - A Framework Strategy [COM(2005)224 – Official Journal C 236 of 24.9.2005]. Also, the literature had already shown the power of **networking and advocacy** as a potential **tool for participating in decision-making processes at a European level** (Geddes, 2000; De Stefano, 2010; Zippel, 2004).

For instance, the coordination between the different public administrations allows for the resources destined to employment policies in Europe to be granted in a national, regional and local level in different countries. **These resources are translated into educational projects and vocational training. Some of them are directly decided by the vulnerable groups themselves achieving very successful results.** These actions overcome the barrier to decision-making that has traditionally existed for vulnerable groups. In addition, **the right to speak up and decide on their own contributes to the utility of the actions and policies addressed to them, which are thus responding to their actual needs. This occurs in the context of certain local entities such as associations, educational centres and vocational training centres, and NGO's, all following a particular approach that involves the vulnerable groups in the processes of decision making.** The vulnerable groups are **directly taking part, through an egalitarian dialogue, in decision-making processes which are based on the argumentations presented by participants.**

**An integrated approach promotes better results of labour insertion.** This refers for instance to **the combination of advising and career guidance with educational and training activities** as developed in the *Young People at risk of offending programme* for labour inclusion in the UK; or, the projects for women and young immigrants from the *Territorial Employment Pacts* in Austria, which include mothers' training in schools and training and consulting on other social issues that affect employment decisions as developed by the *Association Stepping Stones* for girls in Austria in its intensive vocational training. This sort of projects **by taking into account the goal of labour insertion for the target groups** promote an **integrated education programme that also seeks to guarantee the possibility for users to go back to education or continue to be trained,** as well as providing training in other social aspects which will be influencing professional decisions.

In the same line, particular provisions of vocational training are necessary to guarantee the effectiveness of these measures. **Training programmes that start with the evaluation and acknowledgment of those skills** that the end users already have such **as multilingualism,** or skills **arising from experience they have developed in informal economic activities,** are proving to be successful, as in the Dynamo Network in Austria and the course for Roma women of the Drom Kotar Mestipen Roma Association of Women in Spain. Vocational training that **creates spaces of dialogue and decision-making among the end-users combined with the professionals that are**



**providing advice** has a positive impact for overcoming barriers to labour insertion, as developed in the workshops of the Into Work Personal Development programme in UK and in the Drom Kotar Mestipen Roma Association of Women where the egalitarian process engaged has facilitated the introduction of positive Roma role models in schools as the Roma women are **deciding on the development of the courses** for school canteen monitors. On the other hand, the fact that for instance, people with a disability have **spaces for dialogue** –as provided in the Into Work Development Programme-, has enabled them to share experiences and **jointly seek for solutions for the overcoming of the barriers they encounter to access the labour market.**

**Advice to companies that hire young apprentices of vulnerable groups is carried out with successful outcomes,** as is the **monitoring and individual counselling** to the persons hired, as conducted in the Stepping Stones Association for Girls in Austria. Through the **counselling provided to the companies and to the young women, their access to the labour market in traditionally masculine jobs has successfully been achieved.** This is particularly important due to the fact that most of these women have immigrant origin and this initiative has thus opened up a new scope of possibilities for them to work in improved conditions.

**Promotion of self-employment through cooperatives based on successful actions** as the ones suggested by the Cooperative Miguel Fenollera, in Spain, **allows for the identification of market niches which can be covered by the existing knowledge and experience that vulnerable groups in the community hold.** This is done by bringing together community end-users with market experts in the assemblies that are being held. **As a consequence of the egalitarian dialogue among the participants, the experience and skills of the neighbourhood's families is accounted for contributing to the cooperative creating new occupational forms for Roma people beyond those traditionally developed by them.**

### **Social and Political Participation**

Some integrative actions are contributing to increasing social and political participation of the vulnerable groups. One of these actions is the **promotion of dialogue spaces and decision-making among people who have traditionally been excluded from spaces of debate and decision making** on issues that affect them. Giving voice to these groups is creating decision-making spaces and networks that succeed in increasing

participation for Roma girls and women. This is the case of the meetings with Roma girls and young women (organised by the Drom Kotar Mestipen Roma Association of Women), and for young Roma taking part in the Citizens' Panels promoted by Slovakia Nadácia dokoro skol (Wide Open School Foundation) in Slovakia. By doing so, they reflect and make proposals on education, employment and other issues that contribute to overcome their situation of inequality. Some relevant European policies such as the Stockholm Programme<sup>42</sup> or the Communication on the social and economic integration of the Roma in Europe **encourage consultation for and the involvement of the civil society.** Therewith **social actors can be included in decision-making which in turn contributes to empower the Roma** (Waddington, 2003; Niessen & Schiibel, 2004; De Stefano, 2010).

From the integrative actions that are promoting the social and political participation of the vulnerable groups we can also find actions that promote ways through which the **end users of vulnerable groups become direct interlocutors with public administrations** at local, regional, national and European level. This has become possible in the context of the *1st International Congress of Roma Women: the Other Women* in Barcelona (Spain) and the Conference "Overcoming social exclusion and marginalization in education in Europe: Bringing local voices to policy making" in Brussels. In these events representatives of particularly **vulnerable groups discuss and reflect on issues related to their social inclusion in areas like employment, health, education or housing, which are at the same time directly collected by policy-makers.** This has also been the case with the mixed committees developed in the context of the Dialogic Inclusion Contract which became a successful coordinating tool for the transformation of the neighbourhoods La Estrella and La Milagrosa in Spain.

Participation is also successfully increased through the FORUM's Resident Housing Workshops in the Netherlands. These are multicultural spaces where participants are given the opportunity to **enter into dialogue and be part of decision-making processes in topics of their interest, improving their life conditions as they become more involved in community issues.**

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<sup>42</sup> This regulation was adopted by the European Council in December 2009 and provides a framework for EU action on the questions of citizenship justice, security, asylum and immigration for a period of five years.

Social cohesion is also being improved in the development of projects to overcome the digital divide. One example of this is the Connect Network in Spain. Direct participation of the vulnerable groups shapes **the constant transformation of the activities carried out, according** to the arising needs that are **demanded of the most vulnerable groups, such as immigrant people and people with a disability**. As a consequence, **community participation rates increase** due to a high percentage of **the trainees from the Connect Network that end up working as volunteers** in the same project or in other projects of the community, or **keep on following further training, increasing in either way the community cohesion**. **The importance of voluntary work related to non-formal learning experiences** is also highlighted in the Parliament legislative resolution of 26 November 2009 on the proposal for a Council decision on the European Year of Volunteering (2011) (COM (2009) 0254 – C7.0054ç72009-2009/0072(CNS)) improving civic participation.

## Health

**Integrative actions that are contributing to improve health conditions for the vulnerable groups comprise actions of health literacy based on an integrated approach**, promoting healthier lifestyles. This is especially relevant in the case of vulnerable groups such as cultural minorities or people from deprived areas, which are much more at risk of unhealthy lifestyles. Policies have also identified the need to include training and educational actions in the development of health promotion programmes (Council Conclusions on Safe and efficient healthcare through eHealth 2980<sup>th</sup> EMPLOYMENT, SOCIAL POLICY, HEALTH AND CONSUMER AFFAIRS).

**Education and training** are at the core of the actions which have proven to be successful in improving health conditions of the vulnerable groups. Among these, we can find **training for healthier lifestyles through the cooperation of different agents in a coordinated effort**, as carried out in the Health Promoting Schools Network and the MURA Programme in Slovenia, and the shift to **healthier lifestyles becoming a cross curricular topic in schools and the community**.

The key element is suggested to be the **integrated approach** of some of these actions which go beyond training and thus also **promote social and economic development that encourage healthier lifestyles**, as in the case of the Mura Programme in

Slovenia. This approach is fostering school health promotion as a more integral part of both education and health domains in Europe.

## **Housing**

The integrative actions that are improving the housing conditions of vulnerable groups are based on different types of actions. Training in different fields is a key element of these actions that try to promote the **access to housing for vulnerable groups**. In this regard, relevant educational provisions range from **promoting financial literacy and seeking agreements with local banks, to educational activities that promote empowerment**, such as those taking place in the "Casa a Colori" managed by Fondazione Casa Amica of Bergamo, in Italy. In this project families take part in different educational activities to improve their life conditions in other social areas than housing as well.

**Living together in solidarity is being pointed out as an effective alternative** that promotes participation in community actions as well as improving youth access to housing. These youths receive **low-rent apartments in neighbourhoods that are facing social exclusion**. In exchange they sign a 10 hours agreement of volunteer work in social and educational projects in the neighbourhood which promotes community participation and improves social relationships.

**Participation in housing activities and empowerment of vulnerable groups is being promoted also by providing a space for dialogue and discussion among end-users and construction professionals**. Resident Housing Workshops managed by FORUM in the Netherlands is promoting **spaces in which community neighbours participate directly in processes of decision making for the improvement and restructuring of urban deprived areas**.

In the current situation of economic crisis that is having severe consequences in some European territories, the development of social policies that are based on integrative actions becomes even more essential in order to ensure that the resources invested by the public administrations have a positive impact for the overcoming of social exclusion and for improving social cohesion in Europe. The integrated approach of the project has accounted for the contributions in the literature, the policy analysis as well as the study of the integrative actions. This has allowed us to identify educational elements together

with other elements that contribute to the efficiency of social policies which are improving the life conditions of the most vulnerable groups in Europe. **The findings presented intend to serve for the elaboration of evidence-based social policies that are grounded on successful educational actions in order to guarantee their social utility.**

### **The gender dimension in the integrative actions**

Among the policies, the need to improve specifically the social inclusion of women through education has been highlighted (e.g. the promotion of gender-sensitive training by the Roadmap for equality between women and men 2006-2010, the Council Directive 2004/113/EC *Implementing the principle of equal treatment between women and men in the access to and supply of goods and services*, or the Directive 2006/54/EC on the *Implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation*). Also, the **gender dimension** is present in many of the integrative actions and appears as an **important element to take into account when promoting social inclusion of diverse groups of women** and overall promote social cohesion.

Being women intersects with belonging to other vulnerable groups, increasing the situation of vulnerability of these persons. As a consequence different organisations and institutions have identified the need to **design and implement actions that tackle the needs of women belonging also to other vulnerable groups.**

Women belonging to a cultural minority or having a migratory background is acknowledged as entailing higher risk of exclusion. In this regard, we found integrative actions that tackle this particular reality: the West Yorkshire Programme for the integration of Pakistani and Bangladeshi women (UNITE) (UK), the training course for school canteen monitors for Roma women (Spain), the TEP – Territorial Employment Pacts (Austria), and the Roma students meetings of the Drom Kotar Mestipen Roma Association of Women (Spain). These programmes draw on the more disadvantaged educational situation of these women and its effects on their inclusion in social spheres such as employment and social participation. These programmes provide learning and training opportunities for women starting from their particularly disadvantaged situation as women or migrant. In this regard, **designing the activities taking into account**

**the training and educational needs as expressed by the migrant or minority women themselves has been identified to be a key element for success.**

Other programmes which tackled particularly the needs of young women were analysed: the Verein Sprungbrett für Mädchen – Association Stepping Stones for Girls (Austria) and the Roma students meetings of the Drom Kotar Mestipen Roma Association of Women (Spain), which make possible to **broaden the educational opportunities and prevent dropout of young women.**

Finally, there are interventions that stem from the importance that women have for the wellbeing of children, as is the case of the Fondazione Casa Amica: *agenzia di housing sociale* [Social housing Agency] (Italy). This intervention is based on the idea that providing housing for mothers in poor housing and social situations **improves not only their wellbeing and opportunities for social inclusion but also the opportunities of the other people that depend on them**, thus preventing them living in deprived situations leading to exclusion from early ages on.

In these programmes, the urgency to address the needs of women is clear, as well as paying special attention to them not only as women, as migrant, as minorities, or as young, but **based on the intersection of different vulnerable groups and the role of women in society.**

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## **Annex 1: European Official Documents List**

Although some documents are not published in the Official Journal, they are available at the European Commission's web site or in the EUR-Lex data base.

### **CEPS**

#### **Regulations**

- Regulation (EC) No 1889/2006 of the European Parliament and of the Council of 20 December 2006 on establishing a financing instrument for the promotion of democracy and human rights worldwide. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:386:0001:0011:EN:PDF>

#### **Directives**

- Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2000:180:0022:0026:EN:PDF>

#### **Decisions**

- Commission Decision 2006/33/EC of 20 January 2006 establishing a high-level advisory group on social integration of ethnic minorities and their full participation in the labour market [Official Journal L 21 of 25.1.2006]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:021:0020:0021:EN:PDF>
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- Commission Decision 2011/C69/01 . Commission Decision of 22 February 2011 concerning the adoption of a financing decision for 2011 in the framework of the second programme of Community action in the field of health (2008-2013) and on the selection, award and other criteria for financial contributions to the actions to this programme. [http://ec.europa.eu/health/programme/docs/wp2011\\_en.pdf](http://ec.europa.eu/health/programme/docs/wp2011_en.pdf)

#### **Recommendations and opinions**

- Resolution of the Council and the representatives of the governments of the Member States, meeting within the Council, of 5 October 1995, on the fight against racism and xenophobia in the fields of employment and social affairs. Official Journal C 296, 10.11.1995.

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- Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions of 7 April 2010 – The social and economic integration of the Roma in Europe [COM(2010) 133 final – Not published in the Official Journal]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0133:FIN:EN:PDF>

## **DUK**

### **Directives**

- Directive 2000/78/EC of November 2000 establishing a general framework for equal treatment in employment and occupation", *Official Journal of the European Communities* (December 2, 2000), No L. 303/16. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2000:303:0016:0022:EN:PDF>

### **Recommendations and opinions**

- Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions, of 14 January 2003, on the future of the European Employment Strategy (EES) "A strategy for full employment and better jobs for all" [COM (2003) 6 final - not published in the Official Journal]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0006:FIN:EN:PDF>
- Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions - e-Health - making healthcare better for European citizens: an action plan for a European e-Health Area {SEC(2004)539} /\* COM/2004/0356 final \*/ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2004:0356:FIN:EN:PDF>
- Green Paper on equality and non-discrimination in an enlarged EU [COM(2004) 379 final - Not published in the Official Journal]
- Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions - "i2010 – A European Information Society for growth and employment" {SEC(2005) 717} /\* COM/2005/0229 final \*/ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0229:FIN:EN:PDF>
- Commission Recommendation of 3 October 2008 on the active inclusion of people excluded from the labour market (notified under document number C(2008) 5737) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2008:307:0011:0014:EN:PDF>
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions



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## **SIAE**

### **Decisions**

- Decision no 1719/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing the 'Youth in Action' programme for the period 2007 to 2013. [http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l\\_327/l\\_32720061124en00300044.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_327/l_32720061124en00300044.pdf)
- Parliament legislative resolution of 26 November 2009 on the proposal for a Council decision on the European Year of Volunteering (2011) (COM(2009)0254 – C7-0054/2009 – 2009/0072(CNS)) <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:285E:0156:0169:EN:PDF>

### **Recommendations and opinions**

- Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council, of 14 December 2000 on the social inclusion of young people [Official Journal C 374 of 28.12.2000].
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- Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 25 May 2007 on creating equal opportunities for all young people – full participation in society [Official Journal – 2007/C 314/01].
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- White Paper Together for Health: A Strategic Approach for the EU 2008-2013 [http://ec.europa.eu/health-eu/doc/whitepaper\\_en.pdf](http://ec.europa.eu/health-eu/doc/whitepaper_en.pdf)
- Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council of 22 May 2008 on the participation of young people with fewer opportunities [Official Journal, C 141, 7.6.2008].

- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (COM/2008/0689 final) on telemedicine for the benefit of patients, healthcare systems and society. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0689:FIN:EN:PDF>
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## **CREA-UB**

### **Decisions**

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### **Directives**

- Council Directive 2001/55/EC of 20 July 2001 on minimum standards for giving temporary protection in the event of a mass influx of displaced persons and on measures promoting a balance of efforts between Member States in receiving such persons and bearing the consequences thereof [Official Journal L 212 of 7.8.2001].

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<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0420:FIN:EN:PDF>
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[http://ec.europa.eu/justice/news/intro/doc/stockholm\\_program\\_en.pdf](http://ec.europa.eu/justice/news/intro/doc/stockholm_program_en.pdf)
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<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0171:FIN:EN:PDF>

- European Parliament resolution of 8 March 2011 on reducing health inequalities in the EU (2010/2089(INI))  
<http://www.europarl.europa.eu/sides/getDoc.do?type=REPORT&reference=A7-2011-0032&language=EN>

## **UNIFI**

### **Directives**

- Council Directive [2004/113/EC](#) of 13 December 2004 implementing the principle of equal treatment between women and men in the access to and supply of goods and services. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2004:373:0037:0043:EN:PDF>
- Directive [2006/54/EC](#) of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast) [Official Journal L 204 of 26.07.2006]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:204:0023:0036:EN:PDF>
- Directive [2010/41/EU](#) of the European Parliament and of the Council of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity and repealing Council Directive [86/613/EEC](#). <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:180:0001:0006:EN:PDF>

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- Resolution of the Council and of the Ministers for Employment and Social Policy, meeting within the Council of 29 June 2000, on the balanced participation of women and men in family and working life [Official Journal C 218 of 31.7.2000].
- Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions - A Roadmap for equality between women and men 2006-2010 [COM(2006) 92 final - Not published in the Official Journal]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2006:0092:FIN:EN:PDF>
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- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 2 July 2008 – Non-discrimination and equal opportunities: A renewed commitment [COM(2008) 420 final – Not published in the Official Journal]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0420:FIN:EN:PDF>
- The Social Protection Committee. SPC Opinion "Solidarity in Health: Reducing health inequalities in the EU" SPC/2010/5/4 final [PDF]
- Communication from the Commission of 5 March 2010 – A Strengthened Commitment to Equality between Women and Men – A Women’s Charter: Declaration by the European Commission on the occasion of the 2010 International Women’s Day in commemoration of the 15<sup>th</sup> anniversary of the adoption of a Declaration and Platform for Action at the Beijing UN World Conference on Women and of the 30<sup>th</sup> anniversary of the UN Convention on the Elimination of All Forms of Discrimination against Women [COM(2010) 78 final - Not published in the Official Journal]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0078:FIN:EN:PDF>

## **UNOTT**

### **Regulations**

- Commission Regulation (EC) No 2204/2002 of 12 December 2002 on the application of Articles 87 and 88 of the EC Treaty to State aid for employment

### **Decisions**

- Decision No [771/2006/EC](#) of the European Parliament and of the Council of 17 May 2006 establishing the European Year of Equal Opportunities for All (2007) – towards a just society [Official Journal L 146 of 31.5.2006]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:146:0001:0007:EN:PDF>
- Decision No 1672/2006/EC of the European Parliament and of the Council of 24 October 2006 establishing a Community Programme for Employment and Social Solidarity — PROGRESS [Official Journal L 315 of 15.11.2006]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006D1672:EN:NOT>
- Decision No 1098/2008/EC of the European Parliament and of the Council of 22 October 2008 on the European Year for Combating Poverty and Social Exclusion (2010) (Text with EEA relevance). <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32008D1098:EN:NOT>
- Council Decision [2010/48/EC](#) of 26 November 2009 concerning the conclusion, by the European Community, of the United Nations Convention on the Rights of Persons with Disabilities. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2010:023:0035:0061:EN:PDF>

## **Recommendations and opinions**

- Communication from the Commission of 1 March 2000, Building an inclusive Europe [COM(2000) 79 final - Not published in the Official Journal].
- Communication from the Commission to the Council and the European Parliament of 24 January 2003 "Towards a United Nations legally binding instrument to promote and protect the rights and dignity of persons with disabilities" [COM(2003) 16 final - Not published in the Official Journal]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0016:FIN:EN:PDF>
- Commission Communication of 30 October 2003, Equal opportunities for people with disabilities: a European action plan [COM(2003) 650 final - Not published in the Official Journal]. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0650:FIN:EN:PDF>