



CITIZENS AND GOVERNANCE
IN THE KNOWLEDGE-BASED SOCIETY

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REPORT 8: Structural elements, actions of social agents and policies that connect social exclusion/inclusion with educational exclusion/inclusion

Synthesis Report from Cluster 2

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CITIZENS AND GOVERNANCE IN A
KNOWLEDGE-BASED SOCIETY

*Project 5 & Integrated Project
REPORT 8. Structural elements, actions of social agents and policies that connect social exclusion/inclusion
with educational exclusion/inclusion
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1. INTRODUCTION

This report summarises the findings from Cluster 2 *Structural elements, actions of social agents and policies that connect social exclusion/inclusion with educational exclusion/inclusion*, comprising Projects 3, 4 and 5. A brief description of each of them is provided in the following.

Project 3 aimed to study how educational exclusion affects diverse areas of society (i.e. employment, housing, health, political participation) and what kind of educational provisions contribute to overcome it. It consisted in a review of previous research findings advanced by the international scientific community on the relationship between being excluded from/included into education and being excluded from/included into different areas of society. The main conclusions were contrasted with specific actions and programmes at local, regional, national and European levels and with the strategies developed by civil society organizations and other institutions. The aim has been to move beyond what is known by highlighting the most innovative elements, in order to contribute to inform Integrative Successful Actions.

Throughout the 174 in-depth interviews a contrasting dialogue emerged between the INCLUD-ED researchers and the professionals and policy makers. Particularly, interviews revolved around the question whether the main findings were taken into account or considered to be relevant or not in order to develop policies or measures aimed at promoting social cohesion.

The aim of Project 4 was to analyse how educational exclusion affects the opportunities of vulnerable groups (i.e. women, youth, migrants, cultural groups and people with disabilities), and what kind of educational provision contributes to overcome their respective discrimination (Annex I, p.38). In order to achieve this objective all partners have given priority to reinforce the inclusion of the voices of vulnerable groups during the research process in order to encourage an open debate among end-users, policy makers and researchers. In Project 4 results have been obtained through different scientific activities, from the literature review, the survey of the NGOs, the voice of the vulnerable groups from the fieldwork, and the conclusions from the country workshops

organised at the final stage of the project. The results of this project complemented previous analysis carried out in Project 3 about how structures, policies and social agents are interconnected in the social inclusion processes.

Finally, the aim of Project 5 has been *to analyse the mixed interventions 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). In order to address this general objective, a twofold analysis has been conducted: effective mixed interventions have been analysed¹ and a review of policies was realized to explore the connection between education and other areas of social policy, as well as their contribution to social cohesion. As a consequence of the development of the research project, the research team identifies that the term integrative action and successful integrative action better addressed the reality being analysed. From now, we are going to use these terms.

A synthesis of the main results of Cluster 2 will now be presented. The following section presents the main contributions addressing the connections between education and the four social areas (employment, health, housing, social and political participation) as stemming from structure, the social agents and policies. Afterwards transformative elements from the analysis of the integrative actions that can be transferred to different settings will be presented. In order to conclude the synthesis report some short conclusions are presented.

¹ In the analysis of mixed interventions, one difficulty encountered was that for some mixed interventions it was difficult to find objective evidence on the success they achieved. It was necessary in some cases to look for additional information to confirm their successful results.

2. CONNECTIONS BETWEEN EDUCATION AND THE FOUR SOCIAL AREAS: EMPLOYMENT, HOUSING, HEALTH, SOCIAL AND POLITICAL PARTICIPATION

The analysis conducted has shed light to the processes of exclusion, and more important, to the transformative elements which contribute to overcome them from education. One main conclusion can be highlighted: there is a need to progress towards the implementation of integrative successful actions (policies which connect education to other areas of social policies) in order to tackle the connection of educational exclusion with the one suffered in other areas and to adopt an integrated approach.

Specific educational provision emerges as a turning point to overcome situations of social exclusion: it provides the possibility to improve job conditions, to better attend health issues, to empower people to participate and to claim for rights at different levels, etc. This educational provision has been described by people who were living a trajectory of overcoming exclusion. Some strategies that improve their access to these areas of society or draw back on education have been identified: **dialogic learning, democratic organisation and participation in decision-making and management, inclusion of their voices, needs and interests, high expectations** and **heterogeneous grouping**.

In this line, the analysis conducted shows that **education** is present in most of the European Directives that have been reviewed, 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). Furthermore, the analysis sheds light upon some of the **particular educational components** that are stressed in the policies as well as **other components which have an impact on the success of the policy**. The role of education is particularly relevant when addressing the situation of vulnerable groups, such as migrant groups, ethnic minorities and women, as well as for countering discriminatory behaviours. In the policy analysis conducted under Project 5,

special attention has been granted to the success of the integrative actions analysed in order to present a twofold result: on the one hand to present the main actions in the different social areas which contribute to social cohesion and their connection to education and social policy and on the other hand, special attention is given to the integrative successful actions.

It is important to highlight that although the policy analysis has clearly demonstrated the relevance of education, and the components that can contribute to **enhance citizenship and social inclusion**, there is a need to define the concrete **educational provisions that** best guarantee this goal. In this line, the analysis of the integrative actions conducted in the second phase of Project 5 has contributed to identify these and other components that do enhance **the success of certain significant social policies**.

EMPLOYMENT

The development of the management tasks of different organisations by different people with a diverse background has been identified as a critical element in order to promote efficiency and equity. Particularly, there is evidence that the benefits of promoting cultural and gender diversity in business increase competitiveness and productivity (Thomas, 2004). Therefore, the incorporation on equal terms of the vulnerable groups into the labour market becomes a priority in social policy. Beyond particular actions such as affirmative action for minorities to overcome the situation of exclusion faced in the labour market, education plays a key role and certain educational provisions are encouraged.

In that sense, particular educational measures that guarantee the access for vulnerable groups to the labour market on equal terms need to be developed and promoted. The review of literature shows that **vocational training** needs to be defined in a way that not only leads to an effective labour insertion but also promotes the eventual return to the educational system (Kettunen, 1997; Cruikshank, 2007; Wolbers, 2000). When vocational training programmes **offer the opportunity to**

pupils to enter higher education or improve their labour market certificates, they can have the effect of reducing the unemployment risk for young people in a long term basis. Taking this into account, vocational training has an inclusionary function when it provides education to people with low educational levels, facilitating their labour and social inclusion and they return to qualified educational paths if they wish to. However, vocational training has exclusionary consequences when choosing a vocational path rather than an academic one reduces their educational and social opportunities of pupils.

The case studies and the analysis of the integrative actions revealed that those vocational training programmes that foster interaction among the students with different skill levels contribute to achieving the same knowledge and skills for all. Another transformative element of the vocational training programmes analysed is the monitoring by the teachers and other professionals of each of the students on a professional and personal basis, once they enter the labour market with internships. This is carried out, for example, by the Association Stepping Stones for Girls in Austria. The association focuses on training immigrant women in technical jobs that used to be carried out by men. They further inform the companies about the added value that implies the incorporation of diversity in their staff, and conduct training on how combating sexual harassment in employment. This would be an example of a vocational training programme that promotes the social and labour inclusion for a specific vulnerable group – young immigrant women.

Lifelong learning education at the workplace is also identified as an action for technical training of the employees but, more importantly, as a means to promote their access to higher education. Nevertheless, **lifelong learning education in the community** contributes to social and labour inclusion. Another example coming from Austria (Vienna) is a project that organises training in primary schools in Science, German language, Maths, Art, Culture, and Computing and Technologies for migrant mothers without basic education. These women’s participation in these courses learning the language and improving in basic education **is promoting their involvement in the school and in the learning process of their children and also contributing to improving their learning careers. It also allows them to**

start working in rewarded employment or start their own business. In addition, many of them participate in other training activities promoted by the Public Employment agency, for which they need language and basic education. **Without the training received in these schools, these immigrant mothers encounter many difficulties to find work and to participate in vocational training which requires minimum basic skills** (Territoriale Zwischenbilanz Beschäftigungspakte in Österreich 2011)

In the case of cultural minorities and other vulnerable groups such as women, the end-users report the usefulness of **lifelong learning programmes developed in order to respond to their needs.** That's means specific training to cover for market niches or those training provisions which are aimed at providing accreditation and specific qualifications needed in the labour market. We have seen this in the participants' narratives of how certain educational provisions played a key role in their process of social inclusion. One example of the integrative actions analysed is the training course for **school canteen monitors for Roma women** in the Integrated Plan for the Roma people of Catalonia. This course provides the Roma women with low educational levels with an official certificate as school canteen monitors and with education in their free time. The majority of these participating women get a job as canteen monitors in schools, mainly with high rates of Roma students. These actions go beyond labour inclusion for Roma women as they further include Roma role models in schools.

This allows recognising the importance of ensuring the **inclusion of the vulnerable groups' voice** in different formal and non formal educational contexts. Some of the integrative actions such as "Into Work Personal Development" in the UK or initiatives of the Romani association of women Drom Kotar Mestipen in Spain have helped to identify particular ways to create spaces of dialogue among end-users which contribute to their inclusion in the labour market by responding to their needs.

European employment policies have identified the need for the creation of advocacy networks and the coordination of different public administrations together with other social agents and the community. The need for administrations to create channels of

dialogue with end-users is also identified as a way to grant usefulness in the implementation of the policies. Although education is identified as playing a key role in the improvement of the employment conditions, there is a lack of concretion on which particular educational measures need to be defined in order to improve the situation of the most vulnerable groups.

HEALTH

Education has been identified as an important tool to promote access to health information and health care, particularly in the case of vulnerable groups. **Health literacy** is identified as successful in **improving the situation of people with low levels of education within the health system as it strengthens the capacity of understanding available information and services, using them and taking the proper decisions in health issues**. Thus, health literacy includes a series of skills, especially related to the prevention of diseases and promoting health, such as: reading, understanding and analysing the given information, understanding the instructions and symbols, evaluating the risks and benefits, and decision making (Rudd, 2010).

People with higher educational levels have developed and acquired these skills and therewith have easier access to information about health that is provided through written material and that require specific skills (Rudd, Kaphingst, Colton, Gregoire, & Hyde, 2004). Some studies revealed that people with restricted health literacy skills only have basic educational levels and some of them belong to cultural minorities or immigrant groups (Rudd, 2007). Further studies focus on **the relationship between the family and the school to promote health** (Blom-Hoffman, Wilcox, Dunn, Leff, & Power, 2008). Many families of low educational levels have difficulties in clearly understanding the messages given on care and prevention of the children's health (Sanders, Shaw, Guez, Baur, & Rudd, 2009). This research also shows that children living in families of low literacy levels encounter difficulties to access preventive care.

In addition, health literacy programmes at different levels and for the whole population have also proven to be an effective means to improve health conditions in all social

groups. The comprehensive approach that engages schools as well as communities has proven to be successful through the development of the *Health Promoting Schools Network* that works in **cooperation with parents, health and other specialised services and with the community**. One of the actions that this programme promotes is a healthier life style by introducing it as a cross curricular topic at schools and communities through the debate and reflection about different subjects (eating habits, sports, hygiene, etc.).

Additionally, health education and literacy aimed specifically at women help improving their health status and that of their children and family (Sen, 1999; Stein, 1997). The case studies analysed identified programmes of family education that promote family participation in the learning process and literacy in their childrens' school, mainly engaging immigrant women and many of them being illiterate. Health literacy has been introduced into the classes, on the grounds of the demands and needs expressed by the participating women. One example would be the health literacy activities promoted by a group of Moroccan mothers participating in literacy classes in the *Learning Community* Montserrat, in one of the most disadvantaged neighbourhoods of the city of Terrassa in the region of Barcelona. **The activities have been organised together with the mothers, nurses of the health centre, and the school**. These health literacy actions stem from the mothers concerns and led to the improvements in health issues of these women and their children in different aspects such as being informed about which vaccination to have for their children, to promote healthy nutrition, as well as dealing with issues related to sexuality (Flecha, García, Rudd, 2011).

Another action that has been identified is that the promotion of multicultural professional teams, **achieving higher educational levels for migrants, cultural minorities and other vulnerable groups**, becomes one of the most important means to increase their presence among the medical and other health care staff in hospitals and health care centres. By having **multicultural professional teams**, successful role models for children to continue their studies are created. In the case of cultural groups and migrants, role models are a key element also in school to foster

further education of minorities and to break stereotypes among mainstream society.

Furthermore, teams composed by people from diverse social and cultural groups **are also a key element for improving conditions to access health services** for people belonging to these groups. Diversity among these teams has also been identified as a means to promote the access to health care for vulnerable groups and to overcome ethnic discrimination (Xu, Fields, Laine et al., 1997; Touraine, Wieviorka, Flecha, 2004).

The use of technical language which generates exclusionary, situations particularly for people belonging to vulnerable groups, needs to be avoided. **It is suggested that multicultural teams** can serve to break the distance between health professionals and the vulnerable groups. In that sense, the **inclusion of everyone's voice into health services and decision making in hospitals which promotes dialogue between experts and end-users of health services is recommended.** As a consequence, needs of specific vulnerable groups are taken into consideration, making health services more efficient and equitable (Ottawa Charter for Health Promotion, 1986).

One of the strategies for the inclusion of the voices is through ICT. It is possible to find out what the requests of patients are, as well as their needs, demands, and even proposals for improvement via online. Another strategy is a permanent training for teachers and health workers in order to learn how to collect community needs.

The analysis carried out on the integrative actions has informed about the importance of education in the core of the successful programmes. The MURA Programme in Slovenia is an integrated approach which, stemming from **training into health issues, is achieving social and economic development as well as promoting a healthier lifestyle.** This is possible as a result of engaging the community in the creation of businesses or cooperatives, where partnerships from different sectors are key in enhancing this health way of living.

HOUSING

Education and training activities are found to improve significantly the housing conditions especially for vulnerable groups. One of the effective measures in the area of housing is therefore increasing financial literacy aimed **at improving the financial skills** that allow individuals, especially those with lower levels of education, to understand and manage their domestic finances more efficiently or to make better financial decisions. There are many evidences found in the scientific literature for instance, that people who are financially literate make better decisions about their mortgages and how to avoid potential fraud².

In this regards, the analysis suggests that housing is one of the key areas to be found among successful integrative actions that aim at eradicating ghettos (low socio-economic and segregated areas) combined with policies in other areas. Plans for urban and housing reform should include educational, economic and social policies in order to induce changes at multiple levels (Aubert, Elboj, García et al, 2010, Vale, 1996). In addition, it is highlighted that urban plans which incorporate the voice of the most excluded people are more likely to be successful as gathered in the analysis of the URBAN plan (see URBAN II³). This European regulation addresses the integration of the most vulnerable groups through the development of comprehensive measures. It is one of the examples that stress the importance of integrative actions tackling different sides of a social phenomenon, through 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. **More open methods of policy making also foresee the participation of more diverse actors** which is an element pointed out as a relevant dimension by authors like Wong and colleagues (2001) or Pitts & Porteous (2005).

² See: Joint Center for Housing Studies at Harvard University
<http://www.jchs.harvard.edu/research/finance.html>

³ URBAN II [C(2000) 1100 - Official Journal C 141 of 19.05.2000].

Dialogue and participation of the community have been key elements in the success of the definition and development of projects under the Urban Programme of the European Commission. One example would be the Dialogic Inclusion Contract (DIC) carried out in two of the most deprived ghettos in Spain. These are La Estrella and La Milagrosa neighbourhoods in the city Albacete. The DIC was created with the aim to get families, community members, teachers and representatives from the administration, politicians, and university researchers together to discuss and agree upon the most appropriate actions to implement in school and in the neighbourhood in order to overcome social and educational exclusion. This successful integrative action is explained in more detail in this report.

Going back to the relevance of education in the processes of reversing the situation of social exclusion of certain social groups, it is essential to highlight the actions of **financial literacy and other related training**. This element, which was stressed by the vulnerable groups' life stories as an important factor for improving their life conditions, has also been present in some of the integrative actions analysed. One of these cases is offered by *Fondazione La Casa Onlus (Padua)*, which aims to provide users with the necessary skills to find and manage proper housing, to fight social exclusion and marginalization. **The social housing services are mainly institutional activities that aim to face any kind of social, personal and family difficulty caused by housing deprivation.** They try to facilitate the integration of vulnerable groups into the economic and productive environment of the region of Veneto (Italy). **The end users are unemployed, people living in poor conditions, migrant workers and families, trainees and students.** The training activities provided by this organisation refer particularly to the management of property and to the companies' service providers and contribute to teach people the right way to conduct home management. It also offers house hunt, house finding consultancy, support and social housing intermediation and short term accommodation.

As identified in the literature, education contributes to the **development of interpersonal and negotiation skills, allowing people to be more critical with decisions related to housing.** These educational actions promote a persons' autonomy favouring his or her participation and reducing social distance in the access

to social rights. Training and education aids to **overcome barriers by helping to manage the own house and administrative and financial issues.**

Education is also one of the key elements present in another integrative action of social housing. The development of the "Progetto Triennale HELP: Tutela dei figli minori di famiglie monoparentali fragili e di famiglie multiproblematiche e accompagnamento dei genitori"⁴, developed by the *Fondazione Casa Amica*⁵ in the city of Bergamo (Italy), aims to protect children living in troubled families. The organisation provides **specific actions for children and educational support and training** for families to enable them to ensure **adequate protection to their children and their integration into school education and in social and cultural areas.** The project is aimed particularly to minors and immigrant families, but also to 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 Center 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 people from the "Casa Amica" and the community. In these spaces of dialogue, common solutions to the barriers they encounter are being sought.** This results in the emergence of an atmosphere of trust, in which families can talk together and in which prosperity and welfare for the children are promoted. The apartments are bound for temporary reception of women alone or with children that, for particular economic reasons, need a bed and a socio-educational support.

The organisations identified as undertaking successful integrative actions through the analysis are working in the framework of particular **local networks.** These networks include different sorts of agents and analyse the origins of housing deprivation problems, looking for real answers: associations, universities, municipalities, trade

⁴ Triennial Project HELP: protection of children of single parent, fragile families and support of parents.

⁵ <http://www.casaamica.org/>; http://www.casaamica.org/vecchio_sito/, accessed on February 16th.

unions, foundations and charities which derive in actions to raise awareness among the public administrations on the issues of housing problems and policies. As a consequence, these networks promote a housing policy consultancy, research, and development of **“solidarity cohabitation”**. The knowledge of the comprehensive nature of these problems allows for developing certain alternatives to overcome the barriers identified.

This is the case, among others, of the project *Coabitazione Solidale* [Solidarity cohabitation] lead by the *Cooperativa Sociale Biloba*⁶, sponsored by the Municipality of Turin, in a marginalized quarter in this city. Affordable housing is offered to students who, in turn, sign a contract about 10 hours of voluntary work in social and educational projects in the neighbourhood.

This process of empowerment by education facilitates the possibilities of people to participate in the plans of urban reform. Stakeholders participation in the definition of policies is considered a key element *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 collected by different European regulations. As has been pointed out, **these measures and urban reform plans that, in their very design, include especially the voices of the most excluded part of the population, are more likely to be successful.** Subsequently, plans for urban and housing reform are more accepted and effective if they are agreed and decided on by the community. One of the cases that exemplify these urban improvements in disadvantaged zones as a consequence of direct participation of the neighbourhood is the *Resident Housing Workshops (RHW)* lead by *FORUM - Institute for Multicultural Development* in the Netherlands. In these public spaces the neighbours **dream the quarter they wish and architects transform these dreams into projects** that are jointly presented to public administrations and construction companies.

⁶ <http://www.biloba.it/coabitazione-solidale>, accessed on February 16th.

Nevertheless, there are some social groups that are **especially vulnerable to suffer housing deprivation problems due to different reasons**. Racism is behind many situations when migrant or Roma people are trying to rent a flat and they do not have enough information about the local housing market which leads to impoverished housing conditions. These inadequate housing conditions cause a sequence of intertwined difficulties starting from limited employment possibilities and leading to the exposure to deteriorated environments and relationships in suburban areas, time consuming travelling to reach the workplace, etc.

One of the actions to tackle particular vulnerable groups' situations, like the one of Roma, has been identified in the *Housing Management Training*, an action included among the activities of the aforementioned *Fondazione Casa Amica*. This organisation is **offering and promoting services and projects to accompany vulnerable groups living at risk of marginalization**. These services offer a different type of help: providing housing training, 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. Among the vulnerable groups which are addressed, we have found migrant people with whom the association **manages temporary housing for accommodation of medium-term immigrant groups**. Its activities include training on the proper use and maintenance of accommodation and facilities, rules of communal living and self management.

SOCIAL AND POLITICAL PARTICIPATION

Engagement in educational activities in formal but also non-formal and informal contexts has been identified to be linked to active citizenship and participation in democratic life, in the analysis of the literature and among some of the policies analysed. **Education** is present in most of the European Directives that have been analysed, and 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. The contributions of vulnerable groups' participation in the analysis of the integrative actions have also

confirmed the relevance of education for increasing social participation, particularly for the case of vulnerable groups. The same line is to be found through the literature about how social participation at an early age fosters social engagement later in life (Schutz, 2006; Mathews & Limb, 1998).

In order to promote participation, the analysis conducted also reveals that **spaces for dialogue among citizens without intermediaries need to be created to allow end-users to directly express their priorities and achieve a more efficient allocation of resources for these communities.** The research carried out in the INCLUD-ED project has shown that, given the success of the experiences of the engagement of end-users in decision-making processes and in the design of policies, it is necessary to generate spaces for dialogue with the affected end-users, avoiding intermediaries. In order to promote participation both in terms of numbers and in terms of the diversity of those involved (as far as age, social level, ethnic origin and gender etc are concerned) it is fundamental to create **democratic spaces, promoting a direct relationship between institutions and end-users** which allows the needs of the different groups to be taken into account in decision-making processes (Flecha, 2000; Ganz, 2010).

This is of particular importance when referring to the vulnerable groups. For instance, research has already highlighted the importance of the **involvement of migrants, women and cultural minorities in decision-making processes in nongovernmental organisations as a critical element for engagement and participation** (De Botton, Puigvert & Sánchez, 2005). The fact that it is the end-users who decide on what to do, helps to better meet their needs. This direct participation of the end-users is also a transformative strategy in the case of other vulnerable groups, such as youth or people with disabilities. In the case of youth, NGO's working with youth representatives confirm that their involvement in decision-making processes boosts participation in other areas. People with a disability have also corroborated the fact that **participation in decision making spaces and processes at different levels** increases involvement in cultural and educational spaces for this population. In the same line, the literature identifies that spaces in which end-users can express their needs and participate in decision-making **contribute to social inclusion by**

favouring their social and political participation in other spaces in the community and beyond (Puigvert & Elboj, 2004).

Increasing participation does also promote the presence of cultural role models in different areas. Different strategies contribute to this. For instance, the participation of Roma youths in Citizens' Panels, as part of the Integration and Diversity in Education in Europe (**IDEE**) initiative, **provided a space for building active citizens and increasing young people's participation in democracy**, engaging and empowering youth. The participation in this initiative of Roma and non Roma people, enables critical **contacts and cooperation between the Roma minority and the rest of the population**, breaking with stereotypes and creating positive role models. Another example are the **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 throughout high school and university but also to promote training for adult Roma women**. As it is presented here, education is being a key element to increase their social participation, contributing to overcome the situation of social exclusion of the Roma community.

As one of the most relevant impacts of the **Roma students meetings** it is necessary to highlight the **1st International Congress of Roma Women: The Other Women**. One of the key elements to stress is the fact **that 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 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 in 2010 from 8th-10th October 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 and exchanged their experiences, 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.**

Similarly, other vulnerable groups admit the importance and impact of role models in their process of engagement in participatory actions as is the case of migrant mothers participating as volunteers in schools and adult centres. Also **joining together migrant associations has emerged as a starting point for greater social and political engagement.** This kind of social networking has also been identified in the case of other vulnerable groups such as the case of Roma associations as well as people with disabilities. The role of these movements was key for people with disabilities, for instance, who not only were engaged in social participation to promote their rights but also to help adults get back into education, overcoming a twofold situation of exclusion.

3. INTEGRATIVE ACTIONS THAT CONTRIBUTE TO EDUCATIONAL INCLUSION AND SOCIAL COHESION

We have seen the importance of a comprehensive integrated approach in the actions and policies that are endeavoured, establishing synergies between education and other social areas to elaborate successful actions that overcome social exclusion. The analysis on the integrative actions conducted indicates that some social policies are contributing to improve the situation of particular vulnerable groups in the different areas of society, combining efforts to break the circle of inequality. **The integrative actions that contribute to educational inclusion and social cohesion are based on 3 criteria:**

- 1) Include successful educational actions already identified in the project INCLUD-ED.
- 2) These successful educational actions are accompanied by actions in different social

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areas that have provided evidence of improved conditions for vulnerable groups in employment, health, housing, social and political participation.

3) Take into account all the agents involved, also the end-users from the vulnerable groups, in the decision-making process (in the design, development and evaluation).

Specific actions that accomplish these criteria have been identified in different social areas: employment, health, housing, and social and political participation, emphasizing the relationship with education. In the following tables a summary of the integrative actions analysed is presented.

Social areas	Integrative actions that contribute to educational inclusion and social cohesion	Examples
Employment & Education	Effective networking to optimise the resources and information: public administration at the local, national and European level, social organisations, educational centres, other agents of the community, media and private sector.	Territorial Employment Pacts, Austria Cooperative Miguel Fenollera, Spain Dynamo Network, Austria
	Integrated approach to the labour insertion projects: combination of labour advising and guidance actions with educational and training actions such as: a) Basic education, literacy, language and numeracy skills and learning ICT, b) training and assessment in social aspects impacting labour decisions, for example, training in gender violence and harassment prevention in the job place, especially to groups of women who are more vulnerable in areas dominated by men.	Territorial Employment Pacts, Austria Association Stepping Stones for girls, Austria Dynamo Network, Austria The young people at risk of offending programme, UK
	Vocational training starting from the assessment and recognition of the skills that end-users already have such as, for example, the multilingualism, or the skills derived from the labour experiences that have been developed through activities of informal economy.	Dynamo Network, Austria Cooperative Miguel Fenollera, España
	Vocational training that creates dialogic spaces between the same end-users in which they share their experiences and look for common solutions to overcome the barriers that they face in their labour insertion.	Territorial Employment Pacts, Austria Dynamo Network, Austria Into Work Personal Development, UK Integrated Plan for the Roma people-Training course for school canteen monitors project (Roma Association of Women Drom Kotar Mestipen) Spain
	Informing, advising and supporting the companies on the benefits of having a diversified workforce which includes individuals of vulnerable groups.	Association Stepping Stones for Girls, Austria
	Promotion of self-employment by means of worker owned cooperatives based on successful cooperative models.	Cooperative Miguel Fenollera, Spain
	Work with the media to break down prejudices that limits the type of jobs that certain vulnerable groups can conduct, such as, women from cultural minorities or immigrant women.	Association Stepping Stones for Girls, Austria
	Projects promoting employment that involve the community, voluntary work and that take part in the social movements that claim the a	Dynamo Network, Austria.

	discrimination free labour market , for example the employment rights of immigrants and refugees.	
	Integrative Actions that contribute to educational inclusion and social cohesion	Examples
Social and Political Participation & Education	Promotion of dialogic spaces among the individuals that traditionally have been excluded from the debate and decision-making spaces on topics of their interest related to the improvement of their social and educational conditions.	<p>Integrated Plan for the Roma people. Roma students meetings. Roma Association of Women Drom Kotar Mestipen. Spain</p> <p>Citizens Panels in which Roma youth participate. Slovakia Nadácia dokoro skol (Wide Open School Foundation), Slovakia</p>
	Promotion of ways through which the end-users are the direct speakers with the public administrations at the local, regional, national and European level in the topics regarding education and other social areas.	<p>Integrated Plan for the Roma people. 1st International Congress of Roma Women: the Other Women en Barcelona. Roma Association of Women Drom Kotar Mestipen. Spain</p> <p>Citizens Panels in which Roma youth participate. Project: Conference "Overcoming social exclusion and marginalization in education in Europe: Bringing local voices to policy making" in Brussels. Slovakia Nadácia dokoro skol (Wide Open School Foundation). Slovakia</p> <p>Urbanitas Plan. Mixed commissions of the Project PEBEM (Educational Project of the neighbourhoods La Estrella and la Milagrosa) Albacete. Spain.</p>
	Promotion and awareness raising of the professionals who work in different administrations, institutions and services of the community for the use of a language and egalitarian treatment, respectful and	UNITE programme for the social inclusion of women third country nationals. West Yorkshire. UK

	inclusive , toward all the community, especially towards individuals of vulnerable groups.	Connect Network. Spain
	Promotion of multicultural dialogue spaces among individuals of different cultures that share territory debate on topics of common interest in education and other social areas for the improvement of their communities.	UNITE programme for the social inclusion of women third country nationals. West Yorkshire. UK FORUM's Resident Housing Workshops (Netherlands)
	Integrative Actions that contribute to educational inclusion and social cohesion	Examples
Health & Education	Training for a healthier life style (health literacy) as a cross curricular topic in schools and the community ; through collective debates and reflection on topics such as eating habits, organisation of meals at home and at school, interpersonal relationships for a well-being atmosphere and favourable to health, physical exercise, hygiene; involving the families, students and the community –community health services, hospitals, associations, media, etc.- in a coordinated task.	Health Promoting Schools Network. Slovenia Programme MURA. Slovenia.
	Healthier life style and social economic development: Educational project for all the community. Healthier life style combined with activities that promote the social and economic development in the area, such as the support to create businesses or cooperatives of rural tourism, ecologic and caring for the environment, taking into account the advising of researchers and the private sector.	Programme MURA. Slovenia.
	Continuing education for teacher and health workers for a coordinated work with the community.	Programme MURA. Slovenia. Health Promoting Schools Network. Slovenia
	Integrative Actions that contribute to educational inclusion and social cohesion	Examples
	Projects of social housing that combine different actions that facilitate the access to housing and the empowerment of the	Project "Casa a colori" managed by the Associazione Casa amica onlus de

Housing & Education	vulnerable groups , such as initiatives that offer affordable rents, education and advising in the management and search of housing, agreements with local banks, educational actions that answer to the needs of the families of vulnerable groups as well as to immigrant families, cultural minority families, families in a vulnerable situation and one-parent families.	Bergamo. Italy.
	Network of local institutions that analyses the origins of housing deprivation problems and looking for real answers: associations, universities, municipalities, trade unions, foundations and charities that conduct actions for raising awareness to the public sector on the issues of housing problems.	Associazione Casa amica onlus de Bergamo. Italy. Fondazione La Casa onlus: social housing, Padua. Italy Cooperative Sociale Biloba. Solidarity cohabitation Project. Turin. Italy FORUM's Resident Housing Workshops (Netherlands)
	Projects of solidarity cohabitation offering affordable renting apartments to students, in marginalized neighbourhoods. In return, students agree on doing voluntary work in social and educational projects.	Solidarity cohabitation Project. Cooperative Sociale Biloba. Turin. Italy
	Spaces of direct participation of community neighbours in decision-making processes of improvement and restructuring of the town-planning of disadvantaged areas , promoting the involvement of individuals of different cultures that share the territory; in cooperation with the architects that will transform the decisions of the community into projects that are presented to the public administrations and construction companies.	FORUM's Resident Housing Workshops (Netherlands)

An example of Integrative Successful Action. Dialogic Inclusion Contract. Policy makers, researchers, associations and neighbours with a common objective: overcoming the ghetto.

The Dialogic Inclusion Contract has been developed in two of the most marginalized neighbourhoods in Spain, *La Estrella* and *La Milagrosa* in the city Albacete. The DIC is an agreement between the research community and social agents for transforming exclusionary situations. The DIC has already been used to transform a very poor and marginalized neighbourhoods, where other projects using a top down model to overcome exclusion have failed consistently (Aubert & Flecha, 2009; Aubert, 2011) and for this reason is explained in detail as follows.

The origin, definition and development of this integrative action are fundamental to contextualise its success and impact in different areas. These neighbourhoods are made up of a group of blocks built to accommodate the inhabitants of a shanty town that was torn down in the late 1970s. The area had become increasingly marginalized and the housing had been deteriorating in the last decades. In 2007, the City Council carried out 664 repairs because the buildings were in dangerous conditions. The majority of houses did not meet minimum living standards. The administration had invested a great deal of money and effort to integrate these neighbourhoods, without success. In 2009, when the DIC was initiated, this area presented high levels of poverty and low-incomes based on temporary and informal jobs such as selling scrap iron; more than 35% of the working-age population were social welfare recipients. They were mostly Roma and immigrants; 7% were illiterate and 79% had not completed elementary education (Ministerio de Educación, Políticas Sociales y Deporte, 2008; Padrós, García, de Mello & Molina, 2011).

In fact, this same area had already been awarded a project under the Urban Programme of the European Commission in 1999, and ten years later the situation of the neighbours 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 aimed at improving the living conditions failed to meet its objectives. The community did not take part in the decision-making processes about how to manage the financial funding and on what actions to invest it. Professionals and other external staff were the ones deciding everything from a top-down model. This process -often followed in the design and implementation of plans and projects

addressed to overcome similar realities- cannot be separated from the analysis of the whole programme's failure to overcome social inequalities (Padrós, García, de Mello & Molina, 2011).

Ten years later, in 2009, the government was still struggling to find an effective solution to the marginalization of the neighbourhood. Then, a new project was defined with a different orientation this time. The neighbourhood had a successful model in the school's transformation⁷ which was the result of joint discussions and reflections among the main interested parties: representatives of Roma associations, other NGOs working in the neighbourhood, families, teachers, social workers and social educators, representatives of the Albacete City Council and the Government of the Autonomous Community of Castilla-La Mancha. They all participate in the recreation of the Successful Educational Actions identified in INCLUD-ED in order to implement them at La Paz school.

As a result of the school success, people from the administration and members of the community saw an opportunity and hope for a new URBAN plan. They started the same process of deciding on the specific actions to be carried out, which were gathered from the international scientific community, for the transformation of other social areas of the neighbourhood. These agreements were reached through the process of argumentation in which all the views of different stakeholders were considered from the point of view of the validity of the arguments. That is, they were valued according to the contribution to the ultimate goal of the plan: to get people out of the ghetto. 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 actions through egalitarian dialogue. The actions need to have been proven successful elsewhere and be based on the evidences gathered by the scientific community on reversing social exclusion. These actions are recreated in the new context through the dialogue with the end-users guaranteeing that the decisions will be taken by them. This is the process which was followed here to decide on the specific actions -gathered from the international scientific

⁷ 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, Ojala & Soler, 2011)

community- for the transformation of different social areas. Among all the actions taking place within the framework of the Urbanitas Plan, the focus here is placed on the evidence of success stemming from the educational actions of PEBEM (Educational Project in the Neighbourhoods of *La Estrella* and *La Milagrosa*) and the achievements of the Miguel Fenollera Association and the Weekend centre (Centro Finde), to analyse how these are contributing to the social and political participation and to improve the conditions of people from the neighbourhood in employment, health and housing.

Cooperatives: generating self-employment from the experience of community and collaboration with experts in labour market analysis

The Cooperative Miguel Fenollera is one of the actions that are conducted under the DIC. It is the result of implementing successful actions on creating employment that leads to equity and efficiency. Community assemblies are being organized to decide on the setting-up and the action plan of the cooperative (Miguel Fenollera Association, 2011). This association is identifying market needs and jobs in the neighbourhood and beyond. In these meetings, families from the neighbourhood and others involved in the association participate, some with extensive knowledge on business, economy and the labour market (Miguel Fenollera Cooperative Project, 2010).

It **started with people of the neighbourhood reflecting on the fact that some of the common activities in the informal economy could be more efficient and could provide alternatives to self-employment.** In the framework of a cooperative, this became one of the main goals to improve employability. A cooperative would give the opportunity to exploit the strengths of the community, identifying possible sources of employment and establishing the conditions for it. Many families are already working within the informal economy in different areas like street vendors, construction, cleaning services, carers for older people, or even some of them as potential social educators.

The goal of the cooperative which is being created (Cooperative Miguel Fenollera Project, 2010) in the context of this Urbanitas Plan is to ensure the employability of a group of people that is at risk of social exclusion resulting from different personal situations: long-term unemployment, lack of education, recovering alcohol or drug

abuse and violent family situations; with the aim to create a long term sustainable employment. Contacts are being established with different companies in the region, the chamber of commerce, the university, neighbourhood associations and the public administrations. Currently, some agreements have been signed with relevant banks of the area like Caja Castilla-La Mancha and Caja Rural, as well as 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 Enterprise Park]. The University of Castilla-la Mancha has also finally signed an agreement (García Ortiz, 2011) where one of the priorities is also 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). For the creation of the cooperative, the Miguel Fenollera Association relies also on the support and counselling of the professors from the University of Castilla-La Mancha (Miguel Fenollera Association web site, 3 February 2011).

The knowledge, experience and resources of these organisations are at the service to the people of the community to create a cooperative that promotes a decent, stable and sustainable self-employment, offering effective and useful services to the community and surrounding areas. In this way, by gathering the professional experience of the community, formal as well as informal, different sectors have been identified in which the cooperative will offer services such as: leisure and free time, cleaning, gardening, assistants in schools and old people's homes, industrial mounting and assembly, assistants in construction and telemarketing (Miguel Fenollera Association web site, 3 February 2011).

Jobs for the neighbourhood families in projects implementing 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. This includes people being hired in different activities and organisations. 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 *La Estrella* and *La Milagrosa* (Miguel Fenollera Association web site, 3 February 2011). People have been hired in the

context of the successful educational actions: seven fathers have obtained a training certificate (officially recognised) as basketball coach; one is working as an assistant on social and educational tasks; five mothers are 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).

On February 18, the Miguel Fenollera Association signed an agreement with the Foundation Caja Rural de Albacete that will finance the training of youth monitors for leisure time in the neighbourhoods La Estrella and La Milgarosa. In addition to employing these young people the objective is also the prevention of drug use and crime through sports, particularly basketball. The number of adolescents participating in the leisure activities realized by this association in order to prevent crime and drug use has increased in recent years from 40 to 400 children aged 4 to 16 years (L.V. 2 March, 2011).

Family participation in decision-making and management. Extending the successful educational actions into the schools of the two neighbourhoods. PEBEM-the Educational Project of the Neighbourhoods of La Estrella and La Milagrosa-and Weekend Centre

The relevance of **spaces of dialogue** which are enabling the Roma people to speak directly with the administration in order to define successful actions is identified in the case of the **Urban Plan in Albacete (Spain)** through the educational project of the community. Thus, 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 implemented in the school are based, among other elements, on the participation of the community, which generates many benefits: increasing the academic results, improving coexistence, coordinating family and school, as well as having an impact on the life of the neighbourhood. The community participation finds place in different actions (family assemblies, mixed committees, meetings with entities, management meetings with the administration, family training, etc).

Among other successful educational actions, **family participation is carried out through mixed committees in each of these schools -the committee of voluntary work and family training- with a twofold goal.** Their aim is to involve families into participation in the 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 in family members, teachers and other members of the community.

Mixed committees of family members, teachers and other members of the community in direct communication with the public administration

Through these **committees**, the residents of the neighbourhood act as **interlocutors between their demands and the 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 La Paz school was to address the need to provide training in order to obtain the degree on compulsory secondary education. The dialogic organisation of the Urbanitas Plan, which takes into account the committee's members' reflections and demands as a means to provide efficient solutions to the community's needs, was key in this. It facilitated establishing 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 actions for the whole community from Friday at 5pm in the afternoon till Sunday 8.30pm

Within the same integrative 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 would thus have leisure activities as an alternative to being on the streets, helping

to reduce the risk of the problems that exist in the neighbourhood around the consumption and trafficking of drugs. This leisure activity also provides the young people with access to resources that are not available to them at home. **As a result of this demand, from Friday at five o'clock in the afternoon until Sunday at 20.30 hours, the facilities of the La Paz school are open to serve for 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 revolves 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 and 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* 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 participation 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 at 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**.

Community Dialogues about Health Education

The schools of the neighbourhood are implementing health education for the whole community; especially mothers from poor families are participating in it. These activities are opportunities for dialogue promoted by teachers and health workers of the community about healthy food, health-related habits, eye checks, dental health and vaccinations with the aim of contributing to improve children's and families health. So people from poor Roma families started to talk about, think of, and discuss health issues that were new to them in the school and beyond. An increased participation in the healthy food programme which included more fruit in children's diet was observed (Flecha, García & Rudd, 2011).

Some family members were involved in the programme's activities during the school day, taking part in conversations with teachers, professionals and children and reflecting on the benefits of healthy food. These had an impact on families' decisions about their children's nutrition, which have started to change. Interviews and observations also showed how these knowledge and skills were transferred to places beyond the school, to their homes, relatives and neighbours in the area (Flecha, García & Rudd, 2011)

4. CONCLUSIONS

The analysis of the intersections between educational and social policies in different areas and their impact on vulnerable groups as carried out in the Cluster 2 allows identifying actions in different areas that contribute to overcoming social exclusion. Importantly, **successful integrative actions** have been identified which share certain **educational and other elements leading to success**. The importance of most of these elements is highlighted by the different actors and sources tapped for the analysis: from administrators and policy-makers, to NGO's representatives and most importantly by the very end-users, the vulnerable groups on whom the INCLUD-ED is focusing.

The analysis conducted from Cluster 2 reports has allowed us to identify **particular elements that need to be met by social policies in order to be successful**. On the one hand, it has been visible that education is behind successful integrative

actions to a great extent. **Social policies aiming to improve employment, housing, health or participation conditions have been identified to be fed by a relevant training component.** The threefold analysis developed with Cluster 2 Projects has contributed to the contrasting of the information from three different spheres. In the first place, the contributions from the literature and the professionals in the different areas were explained in Project 3 to establish the link between exclusion/inclusion in education and its effects in other areas. This allowed for the definition of the **relevance of education and most importantly the awareness of this relevance existing both in the literature as well as among the professionals.** This knowledge was then contrasted with the insights from the vulnerable groups which confirmed how relevant education has been for their process of exclusion and most importantly **for the way they have been able to overcome exclusion in different areas through particular educational provisions.**

Finally, the analysis of the integrative actions has meant a more in depth analysis of this links from particular successful cases. This analysis delivered concrete recommendations as to the **educational provisions as well as other elements that contribute to the success of these policies.**

Educational elements are present in many policies aimed at social inclusion and it is also one of the factors ensuring their success because these interventions are based on an **integrated perspective.** This fact is enabling to see the situation of the excluded groups as a combination of interrelated factors and suggest policies aiming at different areas at the same time. Tackling these different factors is one of the key contributions to the design and implementation of successful integrative actions. Furthermore, **participation of the stakeholders** is also being increasingly present in the definition of European policies. This is in line with the contributions of the literature review which stress the relevance of education and participation of social agents through social policies in Europe, to promote citizenship and social cohesion. However, a gap has been identified in this analysis referring to the fact that many 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 carried out, indicates that some social policies are contributing to improve the situation of particular vulnerable groups in the different areas of society and that these policies included certain key elements for this success.

The involvement of stakeholders in all phases of the policy process has been identified as a key factor for successful integrative actions as it increases their efficiency by gathering the knowledge and other resources available in the community. It is especially important to establish those contexts of **egalitarian dialogue with the vulnerable groups** as the end-users of these policies. The results suggest that this contributes to ensuring the effectiveness of the interventions by responding better to their needs and formulating accordingly the policy objectives. In this regards we have seen how through this dialogue and direct involvement: Roma women improve their labour conditions, people in deprived areas decide on the neighbourhood they live in, health conditions of populations at risk such as migrant women improve, and migrant and other minorities become role models to improve their educational performance, increase their social participation as well as break stereotypes about them in the wider society.

In order to maximise the impact of these integrative actions, the involvement of stakeholders should be ensured in all stages of the policy interventions: starting from identifying the problem, over setting objectives, designing and implementing the activities, to the evaluation.

Some strategies that facilitated their access or going back to education have been identified: **dialogic learning, democratic organisation and participation in decision-making and management, inclusion of their voices, needs and interests, high expectations and heterogeneous grouping.**

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