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**Social and educational exclusion and inclusion processes  
among vulnerable groups**

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## INTRODUCTION

This working paper includes the analysis of the educational exclusionary trajectories of the five vulnerable groups analyzed in the INCLUD-ED project (women, youth, cultural groups, migrants and people with disabilities) in Hungary.

In the report below we investigate how educational exclusion affects diverse sectors of society, particularly some vulnerable groups (women, youth, migrants, cultural groups and people with disabilities) and we will detail what kind of educational provision contributes to overcome their respective discrimination.

We will analyze the connection between social and educational exclusion within vulnerable groups. The aim is to know which educational actions and actions in other areas, are contributing to overcome the exclusionary situations of these groups in the different areas of society (health, housing, employment and political and social participation).

We will gather migrants, women, cultural groups, youth and people with disabilities' perspectives on their educational and social exclusion, identifying the processes and strategies that reproduce trajectories of exclusion and those that overcome them. The information provided by the paper is essential for the development of educational and social proposals to overcome educational exclusion among those groups.

## DESCRIPTION OF WORK

This WP was entitled "Analysis of social and educational exclusion from the social agents' perspective. Data collection & Analysis II". It continues the previous analysis of WP15 focusing attention, in this case, on the perspective of vulnerable groups from a qualitative point of view. For WP16 we carried out qualitative analysis based on a communicative perspective using two specific techniques: Communicative Daily Life Stories and Communicative Focus Groups.

The field work carried out was divided into four stages:

- a) Writing the guidelines for the CDLS and the CFG's and uploading them onto the project workspace.
- b) Selection of the study participants according to the criteria established by the KMC.
- c) Data collection.
- d) Data analysis.

## PROJECT ORGANISATION

In month 40, UNIFI (University of Florence), along with the monitoring of the KMC coordinator designed the guides for the CDLS and the CFGs and uploaded them onto the project workspace.

The field work was carried out in each country (among them in Hungary) along with the continuous monitoring of the KMC coordinator if there are any queries or questions which may arise in this process.

The transcription, codification and analysis of each of the techniques was completed. The Hungarian (like all the the other) partner analysed and recorded the conclusions related to the five vulnerable groups and wrote the following working paper.

The milestone of this WP is the working paper entitled "Social and educational exclusion and inclusion processes among vulnerable groups" which contains the perceptions that vulnerable groups have of the educational barriers and transformative experiences which have influenced their trajectory. In that sense, this type of information will be useful in order to identify the key educational experiences in the life of members of vulnerable groups which can lead to their social exclusion. On the other hand it should provide us with some practices which can overcome these difficult situations.

1.

## METHODOLOGY

In addition to traditional quantitative and qualitative techniques, we implemented communicative techniques of qualitative research. Some characteristics of these techniques are as follows:

In the communicative daily life stories, the researcher and the subject of the research engage in a dialogue to analyse together (a result of the interaction between both) the subject's reality and relationships in his or her current life, rather than discovering his or her biography. In the communicative observations, researchers and study participants share and argue meanings and interpretations of the observed actions, events and situations, contrasting the information obtained through the observation. Its implementation aims at making a joint evaluation (researchers with participants involved) of the usual behaviours of people, their attitudes, motivations, interpretations, communicative skills and elements that are characteristic of non-verbal language, etc. The communicative focus group, is composed of a group of people who share a given activity on a regular basis, and is conducted in their regular place of gathering (school, workplace, association, home, etc.). The researcher is one more person engaged in the dialogue, and adopts (like the participants) a listening attitude. Any interpretations arisen are argued from an attitude oriented towards understanding and consensus.

The techniques of standardized open-ended interviews, the inter-subjective dialogue between equals and the shared reflection was also created but focused on the professional experience of the person and not on their personal one. The communicative data analysis is based on the

double axis of exclusionary and transformative, which helps to disclose the complexity of reality and to avoid simplistic explanations that categorise a dimension as entirely exclusionary or transformative. One of the most important objectives of communicative research is to focus on describing and analysing inequalities and to contribute to solutions through dialogue among all agents involved. Codifying the data along the exclusionary and transformative axis can help achieve this goal, and will facilitate the analysis of the educational strategies that contribute to social cohesion and those that deter it.

## THE PROFILE OF THE INTERVIEWEES

SIF1 Roma woman, 30 years old, attending adult education classes  
 SIM2 Roma man, 35 years old, primary school, currently working  
 SIF3 Hungarian immigrant woman from Romania, 43 years old, secondary school  
 SIF4 Roma woman, 17 years old, currently doing vocational training  
 SIF5 Roma woman, 17 years old, currently doing vocational education  
 SMF1 Roma woman, 32 years old, university student  
 SMM2 Roma man, 43 years old, visual impairment, primary school  
 SMF3 Roma woman, 18 years old, learning in vocational education  
 SMM4 Roma man, 28 years old, secondary education for adults  
 SMM5 Roma man, 31 years old, works as a social educator  
 SWF1 Woman, 61 years old, secondary vocational school  
 SWF2 Woman, 52 years old, secondary education  
 SWF3 Woman, 53 years old, secondary grammar school  
 SWF4 Woman, 54 years old, secondary grammar school  
 SWF5 Woman, 63 years old, secondary vocational school  
 SYM1 Man, 49 years old, secondary education in an adult school  
 SYM2 Man, 48 years old, secondary education  
 SYM3 Man, 30 years old, secondary education  
 SYF4 Woman, 17 years old, secondary education in an adult school  
 SYF5 Woman, 21 years old, secondary vocational qualification  
 SDF1 Woman, 56 years old, visual impairment, secondary education in an adult school  
 SDF2 Woman, 49 years old, visual impairment, secondary education  
 SDM3 Man, 44 years old, visual impairment, secondary education  
 SDM4 Man, 34 years old, visual impairment, higher education

## MAIN FINDINGS

We will try to give explanation about the exclusionary and transformative dimensions of the vulnerable groups' trajectories and their development in the five areas of the society (Health, employment, housing, political and social participation and education). The presentation of evidence in each section was done per vulnerable group, so that reporting information from each of the five different vulnerable groups.

We will highlight the relationship between educational exclusion and social exclusion on the one hand, and the strategies that contribute to overcome their situation of exclusion, from education.

We will also consider the distinction between educational actions in the four areas of the society (health, housing, employment and political and social participation) and actions in other areas that are directly related to education. In educational actions we focus on the role of education in the process of overcoming exclusion. Furthermore, we also take into account other actions, outside of the educational field, which are helping vulnerable groups to improve their situation of exclusion.

First we go by the main aspects of investigation and later we detail the findings by vulnerable groups.

### Main findings by the main aspects of investigation

#### Housing

An inadequate housing situation might cause a sequence of intertwined difficulties, both at public and personal level, starting from a narrowed range of employment choice, the exposure to deteriorated environments and relationships in suburban areas, time consuming travel to reach workplace etc. For disabled people, living in a house that does not meet the basic standards for their independence – for example, with structural barriers to access the flat or to move freely indoors, or too far from social services, schools etc. – might determine segregation and social exclusion.

In general, we think that any policy aimed to social inclusion and cohesion must take into account the special needs of vulnerable groups in terms of access to adequate housing. This is however very difficult to solve, given the importance of the housing market and the trend to reduce state interventions (even if state housing can produce concentration of low-income people in some areas). Regarding the urban areas, the effort must be to promote a mixed housing policy to prevent phenomenon of concentration/segregation of poorest population's strata in the same neighbourhood. According to scholars, for people living in rural areas policies must combat the worst effects of industrialization's processes.

Stable housing situation might positively influence the outcomes for

multi problematical youths (for example, victims of abuse or violence, drugs or alcohol addicted, ex incarcerated, etc.) and for disabled people. Adequate house could also influence the rate of fertility between women.

At the same time, research shows that vulnerable groups meet several difficulties to access the housing market, especially because of the high prices for renting/buying a house. In this framework, we suggest to adopt local policies aimed to enable poor and moderate-income people to access bank loan and mortgage. When local or national authorities plan/implement policies of social housing, they have to avoid possible concentration/segregation areas.

### Health

Different social groups have diverse chances to reach a high level of education. The vulnerable groups we are studying have less chance than others. Our analysis, however, suggests that lack of education can be seriously detrimental to health. Namely, people with lower levels of education die younger and live more years with in bad health state than people with higher levels of education. Adequate social and cognitive development in childhood is a necessary foundation for success in education, which has a strong influence on health. In order to postpone mortality and disability we must prevent health problems and disabilities from an early age.

Gender is important factor in terms of health. Low educated single mothers, teenage pregnant women, unemployed and migrant women are at particular risk. Education is an important mechanism for improving women's social and economic status, which cause health problems. Socioeconomic status influences health as well, education being its main indicator, because it affects all other indicators like occupation and income. People with low economic status have shorter life expectancy than people with higher economic status. Thus poverty affects mortality and disability as well.

Disabilities often limit access to education and employment, people with disabilities are least likely to be employed, they are often excluded from education, thus they are often socially excluded as well and their life expectancy is lower than that of people without disabilities who find employment more easily and have more access to education. Education is the only way out of vicious circle of poverty and disability, which cause social exclusion.<sup>1</sup>

Inclusionary practices related to health are reported in some interviews:

*"There is a nurse in school and pupils can get health and sexual education and they can get other medical support."*

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<sup>1</sup>Az iskolában van védőnő, kaphatnak a gyerekek szexuális felvilágosítást is, itt a hátrányos gyerekek is ugyanolyan eséllyel indulhatnak, kaphatják meg az oltásokat, felvilágosítást.

## Employment

Education influences the employment opportunities. There is a clear connection between being excluded from education and being unemployed or experiencing more difficulties in the labour market. In this context, significant issues arise, such as the relationship between early exclusion from educational systems and unemployment or a lack of stable and secure employment conditions.

Young people with low levels of schooling are especially vulnerable to these circumstances, as they can obtain a job on a short term basis, although, in many cases, their relationship with the labour market goes through important changes during their adult life, mainly if they do not undertake quality educational or training programmes. Thus, there is a focus on analysing the impact that educational exclusion has on employment on a long term basis and on the need to further study those quality educational or training programmes which are successful with regards to overcoming the exclusion of vulnerable groups, especially those which have traditionally been excluded from education and from the labour market.

Low levels of education have an impact not only on employees but also on employers and on wider society. Young people, women, the disabled and people from minority and cultural groups are the ones who are most affected by exclusionary conditions in employment as a consequence of educational exclusion. The lack of recognition of the knowledge acquired by these people in non formal settings is identified as being one of the factors which increases the situation of vulnerability these groups are in.

Education has a direct impact on employment when quality and continual education is provided. Indeed, further education increases employment duration and the chances of being re-included into the labour market. Thus, long term opportunities and access to quality employment are elements which are stressed when analysing the impact of education on the labour market. Some successful practices in companies, for example, show the way in which diversity is seen to be enriching through the way in which these companies are run and through the fact that successful high quality training programmes are provided to employees.<sup>2</sup>

*“We have agreed on everything but when it turned out that the person is visually impaired she was rejected by the employer.”*

## Political and social participation

Our research reveals that there is a tendency that formal education, in particular tertiary education, has a positive impact on active political and social participation.

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<sup>2</sup> Mindenben megállapodtak, amikor kiderült, hogy látássérült, nem foglalkoztatták.

Among the four vulnerable groups – women, youth, immigrants and ethnic minorities – studied the most active in various political activities are respondents with higher educational level, while vulnerable group members with very low educational attainment are less active, thus excluded from democratic political decision making.

Education is necessary for an individual or a group of people to ensure inclusion in democratic processes. At the same time, the analysis does show a direct causal relationship between education and political and social participation since other socioeconomic variables (like legal barriers, state of health, way of life, financial conditions etc.) can influence political and social participation too.<sup>3</sup>

*“Kids who live in families without their own flat or hoses and they are permanently moving from one place to the other have disadvantages.”*

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<sup>3</sup> *Az olyan gyerekek, akiknek nincsen saját házuk, lakásuk és állandóan költöznek, azok már hátránnyal indulnak, ez megterhelő a gyerek számára.*



## **Main findings by vulnerable groups**

### **Ethnic minorities and cultural groups**

In Hungary law recognises the existence of national and ethnic minorities and cultural groups and protects their minority rights. The only ethnic minority, however, is the Roma minority that makes up around 5 % of the population. Roma minority is very stratified (poor and rich, educated and low educated, city and county people etc.). Most of them speak Hungarian and follow the habits of other Hungarians. From the social integration point of view the poor, uneducated village dwellers are the sensible group.

#### **Housing**

The Roma population is heterogeneous in this respect. For the low educated village dwellers housing is a real problem. The terrible living conditions are one of the reasons of low education, instable employment, low income and high mortality.

Their inadequate housing situation causes a sequence of intertwined difficulties, both at public and personal level, starting from a narrowed range of employment choice, the exposure to deteriorated environments and relationships in suburban areas, time consuming travel to reach workplace etc.

This problem, however, is very difficult to solve, given the characteristics of the housing market and the trend to reduce state interventions. Regarding the urban areas, the effort must be to promote a mixed housing policy to prevent phenomenon of concentration/segregation of poorest population's strata in the same neighbourhood.

Stable housing situation might positively influence the outcomes for multi problematical youths (for example, victims of abuse or violence, drugs or alcohol addicted, ex incarcerated, etc.).

Roma people meet several difficulties to access the housing market, especially because of the high prices for renting/buying a house. In this framework, we suggest to adopt local policies aimed to enable poor and moderate-income people to access bank loan and mortgage. When local or national authorities plan/implement policies of social housing, they have to avoid possible concentration/segregation areas.

#### **Health**

Roma groups have diverse chances to reach a high level of education. In general, they have less chance than others. Our analysis, however, suggests that lack of education can be seriously detrimental to health. Namely, people with lower levels of education die younger and live more years with in bad health state than people with higher levels of education. Adequate social and cognitive development in childhood is a necessary foundation for success in education, which has a strong influence on

health. In order to postpone mortality and disability we must prevent health problems and disabilities from an early age.

Gender is important factor in terms of health among the Roma too. Low educated single mothers, teenage pregnant women, unemployed and migrant women are at particular risk. Education is an important mechanism for improving women's social and economic status, which cause health problems. Socioeconomic status influences health as well, education being its main indicator, because it affects all other indicators like occupation and income. People with low economic status have shorter life expectancy than people with higher economic status. Thus poverty affects mortality and disability among the Roma as well.<sup>4</sup>

*"They can not pay for new glasses; it is too expensive for them."*

An important inclusionary element is mentioned in one of the conversations:<sup>5</sup>

*"Mentoring helps a lot, especially when Roma kids are helped by Roma university students. They show them a good example on the basis of trust."*

#### Employment

Education influences the employment opportunities. There is a clear connection between being excluded from education and being unemployed or experiencing more difficulties in the labour market. There is a relationship between early exclusion from educational systems and unemployment or a lack of stable and secure employment conditions among the Roma too.

In political decision making there must be a focus on the impact that educational exclusion has on employment on a long term basis and on the need to further study those quality educational or training programmes which are successful with regards to overcoming the exclusion of vulnerable groups, especially those which have traditionally been excluded from education and from the labour market.

Low levels of education have an impact not only on employees but also on employers and on wider society. Roma groups are the most affected by exclusionary conditions in employment as a consequence of educational exclusion. The lack of recognition of the knowledge acquired by these people in non formal settings is identified as being one of the factors which increases the situation of vulnerability these groups are in.

Education has a direct impact on employment when quality and continual education is provided. Indeed, further education increases

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<sup>4</sup>*Nem tudják megfizetni a szemüveget, mert nagyon drága.*

<sup>5</sup>*Sokat segíthetnek a mentor programok, főleg olyan esetben, amikor odamegy a cigánygyerekekhez a cigány egyetemista, akiben megbízik, és leül vele tanulni, és megmondja neki.*

employment duration and the chances of being re-included into the labour market. Thus, long term opportunities and access to quality employment are elements which are stressed when analysing the impact of education on the labour market. Some successful practices in companies, for example, show the way in which diversity is seen to be enriching through the way in which these companies are run and through the fact that successful high quality training programmes are provided to employees.

#### Political and social participation

There is a tendency that formal education, in particular tertiary education, has a positive impact on active political and social participation among Roma people as well.

The most active in various political activities are those with higher educational level, Roma people with very low educational attainment are less active, thus excluded from democratic political decision making.

Education is necessary for an individual or a group of people to ensure inclusion in democratic processes. At the same time, there is not a direct causal relationship between education and political and social participation since other socioeconomic variables (like legal barriers, state of health etc.) can influence political and social participation too.<sup>6</sup>

An example for exclusionary practice:

*„There are two types of classes, one for Roma kids, because many parents (even Roma ones) do not want their children to learn together with the other Roma kids.”*

#### Women

In Hungary, women legally have the same social rights as men. At present more young women, rather than men (in absolute values), have access to jobs when they complete their studies. Furthermore, young women who decide to remain single achieve management positions in an equal percentage to men in the same situation. In the Hungarian public administration, women hold more positions compared to their male colleagues. In this sector, over the whole of workers, they are employed in lower positions compared to their male colleagues. Even having the same position, however, does not mean that the salary of women is at the level of men. Women are systematically under-paid compared to their male workmates.

So, there are still wage differences for equal jobs, to the disadvantage of women on the overall employment situation.<sup>7</sup>

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<sup>6</sup> *Van kettőtípusú osztály általánosban, mert szülők (köztük romák is) nem akarták, hogy az ő gyerekeik a többi roma gyerekekkel együtt járjanak iskolába.*

<sup>7</sup> *Volt olyan tanár, akinél hátrány volt, hogy ő lány. 15-20 fiú volt egy csoportban és 3-4 lány. A tanár azt gondolta, hogy ők, a lányok butábbak lehetnek.*

Some example for exclusionary practice:

*“There have been some teachers who dealt with girls differently from boys. It was a disadvantage that I was a girl. Teachers thought that girls are less clever.”*

### Housing

80 % of women live in families. The situation of those can not be understood without taking into account the situation of the family as a whole.

But the female population is heterogeneous in this respect. For the low educated, single village dwellers housing is a real problem. The terrible living conditions are one of the reasons of low education, instable employment, low income and high mortality.

This problem, however, is very difficult to solve, given the importance of the housing market and the trend to reduce state interventions (even if state housing can produce concentration of low-income people in some areas). Regarding the urban areas, the effort must be to promote a mixed housing policy to prevent phenomenon of concentration/segregation of poorest population's strata in the same neighbourhood.

Research demonstrates that a stable housing situation might positively influence the outcomes for multi problematical youths (for example, victims of abuse or violence, drugs or alcohol addicted, ex incarcerated, etc.).

At the same time, women meet similar difficulties as men to access the housing market, especially because of the high prices for renting/buying a house.

### Health

The Health situation does not depend on gender as much as on other socio-demographic characteristics such as age, income, employment etc.. E. g. women with lower levels of education and income die younger and live more years with in bad health state than people with higher levels of education and income.

Gender is important factor in terms of health especially in the case of low educated single mothers, teenage pregnant women. Education is an important mechanism for improving women's social and economic status, which cause health problems. Socioeconomic status influences health as well, education being its main indicator, because it affects all other indicators like occupation and income. Women with low economic status have shorter life expectancy than people with higher economic status. Thus poverty affects mortality and disability among the Roma as well.

### Employment

Education influences the employment opportunities There is a clear connection between being excluded from education and being unemployed or experiencing more difficulties in the labour market. There is a

relationship between early exclusion from educational systems and unemployment or a lack of stable and secure employment conditions among women Roma too.

In political decision making there must be a focus on the impact that educational exclusion has on employment on a long term basis and on the need to further study those quality educational or training programmes which are successful with regards to overcoming the exclusion of vulnerable groups, especially those that, like women, have traditionally been excluded from education and from the labour market.

Education has a direct impact on employment when quality and continual education is provided. Indeed, further education increases employment duration and the chances of being re-included into the labour market. Thus, long term opportunities and access to quality employment are elements which are stressed when analysing the impact of education on the labour market. Some successful practices in companies, for example, flexible working hours can contribute to create better chances for women on the labour market.

#### Political and social participation

There is a tendency that formal education, in particular tertiary education, has a positive impact on active political and social participation among women as well.

The most active in various political activities are those with higher educational level, women with low educational attainment are less active, thus excluded from democratic political decision making.

The growing number of women in education can promote their political and social participation because education is necessary for an individual or a group of people to ensure inclusion in democratic processes. At the same time, there is not a direct causal relationship between education and political and social participation since other socioeconomic variables (like legal barriers, state of health, prejudice etc.) can influence political and social participation too.

#### Youth

Hungary has an aging society. The percentage of people under the age of 18 is declining. There are however ups and downs in the population by different periods. Recently those under the age of 18 are relatively few, but in the coming some years the birth rate will grow because a populous generation of adult women reaches the child bearing age (the children of the "Baby boom" generation).

Young people are affected by several problems that put them in a vulnerable situation. The situation of youth living in poverty, as well as the special difficulties experienced by different groups of young women and young men such as those involved in or affected by unemployment, drug and substance abuse, violence, including gender-based violence, neglect,

sexual abuse, sexual exploitation; youth involved in armed conflicts; refugees and other migrant young people; displaced and parentless youth; young women and young men living with disabilities; indigenous youth; ethnic and cultural youth minorities; young offenders; pregnant adolescents; and other disadvantaged and marginalized young women and young men.

Youth most in risk of exclusion are those who are having disabilities, being from an ethnic minority or youth women. They are more directly affected, considering their age, by process of school failure, school segregation and educational exclusion, and because they was a central social group in the process of making reality the objectives established in Lisbon 2000.

### Housing

Youth is heterogeneous in this respect. Some live in their parent family till the end of their years of education or even longer and their housing situation is that of their parents. Many of them though live separately from their parent families. Among those living separately the low educated village dwellers housing is a real problem. Their bad living conditions are one of the reasons of low education, instable employment, low income and high mortality.

This problem, however, is very difficult to solve, given the importance of the housing market and the trend to reduce state interventions (even if state housing can produce concentration of low-income people in some areas).

A stable housing situation might have a positive influence on the outcomes for multi problematical youths (for example, victims of abuse or violence, drugs or alcohol addicted, ex incarcerated, etc.).

At the same time, research shows that young people meet several difficulties to access the housing market, especially because of the high prices for renting/buying a house. In this framework, we suggest to adopt local policies aimed to enable poor and moderate-income young people to access bank loan and mortgage. When local or national authorities plan/implement policies of social housing, they have to avoid possible concentration/segregation areas.

### Health

Lack of education can be seriously detrimental to health. Namely, people with lower levels of education die younger and live more years with in bad health state than people with higher levels of education. Adequate social and cognitive development in childhood is a necessary foundation for success in education, which has a strong influence on health. In order to postpone mortality and disability we must prevent health problems and disabilities from an early age.

Gender is important factor in terms of health among youngsters. Low educated single mothers, teenage pregnant women, unemployed and Roma women are at particular risk. Education is an important mechanism for improving women's social and economic status, which cause health

problems. Socioeconomic status influences health as well, education being its main indicator, because it affects all other indicators like occupation and income. People with low economic status have shorter life expectancy than people with higher economic status. Thus poverty affects mortality and disability among young people too.

### Employment

Education influences the employment opportunities. There is a clear connection between being excluded from education and being unemployed or experiencing more difficulties in the labour market. There is a relationship between early exclusion from educational systems and unemployment or a lack of stable and secure employment conditions among youth too.

In political decision making there must be a focus on the impact that educational exclusion has on employment on a long term basis and on the need to further study those quality educational or training programmes which are successful with regards to overcoming the exclusion of vulnerable groups, especially those which have traditionally been excluded from education and from the labour market.

Low levels of education have an impact not only on employees but also on employers and on wider society. Roma youth groups are the most affected by exclusionary conditions in employment as a consequence of educational exclusion. The lack of recognition of the knowledge acquired by these people in non formal settings is identified as being one of the factors which increases the situation of vulnerability these groups are in.

Education has a direct impact on employment when quality and continual education is provided. Indeed, further education increases employment duration and the chances of being re-included into the labour market. Thus, long term opportunities and access to quality employment are elements which are stressed when analysing the impact of education on the labour market.

### Political and social participation

There is a tendency that formal education, in particular tertiary education, has a positive impact on active political and social participation among young people as well.

The most active in various political activities are those with higher educational level, Young people with very low educational attainment are less active, thus excluded from democratic political decision making.

Education is necessary for an individual or a group of people to ensure inclusion in democratic processes. At the same time, there is not a direct causal relationship between education and political and social participation since other socioeconomic variables (like legal barriers, state of health etc.) can influence political and social participation too.

## **Disabled people**

Disabled people (with organic background) make about 3 % of the population. Until now they have been taught in separate schools but recently about two third of them learn in integrated educational settings. The number of disabled and those in SEN B and C categories make up about 5 % of the school age population.

Disabled people can be characterised as having barriers in all areas of life, e.g. in employment, education and access to physical surroundings, as well as to technologies which could help overcome them". There is a necessity to improve training addressed to people with disabilities, since they are not meeting the educational requirements to access to jobs with better conditions for life and participation.

### Housing

The Disabled population is heterogeneous in this respect. For the low educated village dwellers housing is a real problem. Bad living conditions are one of the reasons of low education, instable employment, low income and high mortality.

Their inadequate housing situation causes a sequence of intertwined difficulties, both at public and personal level, starting from a narrowed range of employment choice, the exposure to deteriorated environments and relationships in suburban areas, time consuming travel to reach workplace etc.

This problem, however, is very difficult to solve, given the importance of the housing market and the trend to reduce state interventions (even if state housing can produce concentration of low-income people in some areas). Regarding the urban areas, the effort must be to promote a mixed housing policy to prevent phenomenon of concentration/segregation of poorest population's strata in the same neighbourhood.

Stable housing situation might positively influence the outcomes for multi problematical youths (for example, victims of abuse or violence, drugs or alcohol addicted, ex incarcerated, etc.).

At the same time, disabled groups meet several difficulties to access the housing market, especially because of the high prices for renting/buying a house. In this framework, we suggest to adopt local policies aimed to enable poor and moderate-income people to access bank loan and mortgage. When local or national authorities plan/implement policies of social housing, they have to avoid possible concentration/segregation areas.

### Health

Disabled people have diverse chances to reach a high level of education. They have less chance than others. The lack of education can be seriously detrimental to health. Namely, disabled people with lower levels of education die younger and live more years with in bad health state than people with higher levels of education. Adequate social and cognitive development in childhood is a necessary foundation for success in education, which has a strong influence on health. In order to postpone



mortality and disability we must prevent health problems and disabilities from an early age.

Gender is important factor in terms of health among the disabled too. Low educated single mothers, teenage pregnant women, unemployed women are at particular risk. Education is an important mechanism for improving disabled women's social and economic status, which cause health problems. Socioeconomic status influences health as well, education being its main indicator, because it affects all other indicators like occupation and income. People with low economic status have shorter life expectancy than people with higher economic status. Thus poverty affects mortality and disability among the disabled as well.

### Employment

Education influences the employment opportunities There is a clear connection between being excluded from education and being unemployed or experiencing more difficulties in the labour market. There is a relationship between early exclusion from educational systems and unemployment or a lack of stable and secure employment conditions among the disabled too.

In political decision making there must be a focus on the impact that educational exclusion has on employment on a long term basis and on the need to further study those quality educational or training programmes which are successful with regards to overcoming the exclusion of vulnerable groups, especially those which have traditionally been excluded from education and from the labour market.

Low levels of education have an impact not only on employees but also on employers and on wider society. Disabled groups are the most affected by exclusionary conditions in employment as a consequence of educational exclusion. The lack of recognition of the knowledge acquired by these people in non formal settings is identified as being one of the factors which increases the situation of vulnerability these groups are in.

Education has a direct impact on employment when quality and continual education is provided. Indeed, further education increases employment duration and the chances of being re-included into the labour market. Thus, long term opportunities and access to quality employment are elements which are stressed when analysing the impact of education on the labour market. Some successful practices in companies, for example, show the way in which diversity is seen to be enriching through the way in which these companies are run and through the fact that successful high quality training programmes are provided to employees.

### Political and social participation

There is a tendency that formal education, in particular tertiary education, has a positive impact on active political and social participation among disabled people as well.

The most active in various political activities are those with higher educational level. Disabled people with low educational attainment are less active, thus excluded from democratic political decision making.

Education is necessary for an individual or a group of people to ensure inclusion in democratic processes. At the same time, there is not a direct causal relationship between education and political and social participation since other socioeconomic variables (like legal barriers, state of health etc.) can influence political and social participation too.

## **Gender dimension**

Though indirectly we have mentioned the specific gender dimensions in context of describing the situation of vulnerable groups analysed above here we return to this dimension again.

Special attention is paid to the actions which are taking the gender dimension into account in the different areas.

### **Housing**

80 % of women live in families. The situation of those can not be understood without taking into account the situation of the family as a whole.

But the female population is heterogeneous in this respect. For the low educated, single village dwellers housing is a real problem. The terrible living conditions are one of the reasons of low education, instable employment, low income and high mortality.

This problem, however, is very difficult to solve, given the importance of the housing market and the trend to reduce state interventions (even if state housing can produce concentration of low-income people in some areas). Regarding the urban areas, the effort must be to promote a mixed housing policy to prevent phenomenon of concentration/segregation of poorest population's strata in the same neighbourhood.

Research demonstrates that a stable housing situation might positively influence the outcomes for multi problematical youths (for example, victims of abuse or violence, drugs or alcohol addicted, ex incarcerated, etc.).

At the same time, women meet similar difficulties as men to access the housing market, especially because of the high prices for renting/buying a house.

### **Health**

The health situation does not depend on gender as much as on other socio-demographic characteristics such as age, income, employment etc.. E. g. women with lower levels of education and income die younger and live more years with in bad health state than people with higher levels of education and income.

Gender is important factor in terms of health especially in the case of low educated single mothers, teenage pregnant women. Education is an

important mechanism for improving women's social and economic status, which cause health problems. Socioeconomic status influences health as well, education being its main indicator, because it affects all other indicators like occupation and income. Women with low economic status have shorter life expectancy than people with higher economic status. Thus poverty affects mortality and disability among the Roma as well.

### Employment

This is an important challenge for Hungary, since women continue to be more vulnerable to unemployment and economic inactivity than men, in particular women with a low level of education and older women. Women's career is also affected by the perpetuation of vertical segregation of the labour market and by pay gap between women and men. Due to this situation, the risk of social exclusion appears somewhat greater for women than for men at all stages of life, echoing their average lower participation in the labour market. The risk of poverty, in particular, is higher amongst older women and amongst lone parents with dependant children, a group predominantly composed of women.

Education influences the employment opportunities. There is a clear connection between being excluded from education and being unemployed or experiencing more difficulties in the labour market. There is a relationship between early exclusion from educational systems and unemployment or a lack of stable and secure employment conditions among women Roma too.

In political decision making there must be a focus on the impact that educational exclusion has on employment on a long term basis and on the need to further study those quality educational or training programmes which are successful with regards to overcoming the exclusion of vulnerable groups, especially those that, like women, have traditionally been excluded from education and from the labour market.

Education has a direct impact on employment when quality and continual education is provided. Indeed, further education increases employment duration and the chances of being re-included into the labour market. Thus, long term opportunities and access to quality employment are elements which are stressed when analysing the impact of education on the labour market. Some successful practices in companies, for example, flexible working hours can contribute to create better chances for women on the labour market.

### Political and social participation

There is a tendency that formal education, in particular tertiary education, has a positive impact on active political and social participation among women as well.

The most active in various political activities are those with higher educational level, women with low educational attainment are less active, thus excluded from democratic political decision making.

The growing number of women in education can promote their political and social participation because education is necessary for an individual or

a group of people to ensure inclusion in democratic processes. At the same time, there is not a direct causal relationship between education and political and social participation since other socioeconomic variables (like legal barriers, state of health, prejudice etc.) can influence political and social participation too.

A general feeling of being mistreated is expressed by some of the respondents:<sup>8</sup>

*“Though women are the majority by numbers they are treated as second class citizens as some minority group people are.”*

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<sup>8</sup> Bár számszerűen a lányok vannak többen, mégis olyan másodrendűnek tekintik őket mint egyes kisebbségeket.

## CONCLUSIONS AND DISCUSSION

Exclusionary elements and successful transformative actions for inclusion:

As our findings suggest the greatest risks of social **exclusion** appear in the groups below:

- those who have (or whose family has) low levels of education,
- those who have come across racist prejudices (Gypsies)
- those who do not have opportunities to participate in education due to the poor economic situation of their family.
- and those who do not have opportunities to participate in education due to the place of residence that is a small village at a remote part of the country.

Educational inclusion is a key element in social **inclusion** for all vulnerable groups analyses above.

When comparing the groups in question the overall patterns are very similar – as the most efficient strategies in overcoming the exclusion of the vulnerable groups are those that promote the opportunities to participate in educational, training and cultural activities.

Regarding the successful practices in education, employment, health, housing, and political and social participation in many cases respondents have given the same answers concerning the situation of women and the other vulnerable groups.

In the education of all kinds of students from vulnerable groups (immigrants, young people, ethnic and cultural minorities and women included) educational inclusion can create a tendency towards equality. Effective practices aim towards academic success for all of the students in order to reach equality in the results and consequently, to achieve educational and social inclusion for all of them.

Effective practices demonstrate that in primary education educational success can be achieved by distributing the students in each of the classrooms and organising the children within each classroom based on the criterion of heterogeneity in the learning levels.

The strategies used in effective practices coincide as far as the inclusion of all of the support and resources into the regular classroom is concerned, as this goes along the lines of inclusive education.

The democratisation of decision-making processes grants a voice to and leads to the participation of families and the community in decisions related to learning, coexistence and other significant subjects in the lives of children. This participation can promote the involvement of families in other spaces in the school, such as classrooms and other learning spaces.

Academic success requires the involvement of the families in the classrooms and in the school's learning spaces, amongst other elements.

This participation is more effective in order to improve academic results and coexistence in schools.

**Effective practices** in the education of vulnerable group students in Europe can increase equity and efficiency in schools. They overcome the false dichotomy which has erroneously presented efficiency as the opposite of equity and they develop practices which have objectives that aim to achieve both.

In the interest of successful educational integration and **social inclusion** it is important to have:

- Heterogeneous grouping
- Individual support
- Co-operation between special education and normal school
- Access to ICT
- High expectations
- Teachers favourable attitude
- Multicultural learning environment
- Family involvement
- Other human resources (apart from teachers) used for inclusionary practices.
- Active community participation in decision-making processes.
- Community participation in learning activities
- Democratization of the curriculum
- Instrumental learning (maths, language and ITC)
- Focus on equality of gender when organizing inclusionary practices and foster participation of parents and other community members

It is important to highlight, though, that in all the above dimensions **women** in many cases are more at risk than men so their problems require a special attention. Their situation – in qualitative terms – is different from men's too.

So gender dimension should be taken into account in policy making as well.

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