



Includ-ed

Working paper of Work package 15: Analysis of social and educational exclusion from the social agents' perspective. Data collection and Analysis. Latvia

Baltic Institute of Social Sciences

INDEX

Introduction & National context

1.Methodology

2.The Profile of the Survey Participants

2.1.NGOs surveyed

2.1.1. Level of NGO intervention

2.1.2.Type of programmes

2.1.3.Vulnerable groups aimed at

2.1.4.Subgroups of vulnerable groups aimed at

2.1.5.Number of people reached

2.1.6.Funding source

2.1.7.Quality awards received by the NGO

2.1.8.Members of the vulnerable group participating in the management of the NGO

2.2.Persons filling in the questionnaire

2.2.1. Position

2.2.2. Belonging to vulnerable group

3. Exclusion of people from vulnerable groups

3.1. Proportion of end-users with low levels of education

3.2. Groups with the most educational difficulties

4. Elements to overcome the exclusion of vulnerable groups

4.1. Educational elements increasing vulnerability during the crisis

4.2. Educational elements to overcome the exclusion

4.3. Successful practices in education, employment, health, housing, political and social participation

4.4. Other practices in NGOs to overcome exclusion

5. Gender dimension – women belonging to vulnerable groups

5.1. Women as a group with the most educational difficulties

5.2. Elements to overcome the exclusion of women

5.1. Educational elements increasing vulnerability during the crisis

5.2. Educational elements to overcome the exclusion

5.3. Successful practices in education, employment, health, housing, political and social participation

5.4. Other practices in NGOs to overcome exclusion

6. Conclusions and discussions

Annex

Introduction

According to Annex I, the **general objective** of Project 4 is to investigate how **educational exclusion** affects diverse sectors of society, particularly the most 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. To be able to achieve this objective, the research question of this project is how is educational inclusion/exclusion affecting most vulnerable social groups, particularly women, youth, migrants, cultural groups, and people with disabilities (Annex I, p.5). The objective of WP 15 according to Annex I (p.38) is to *identify and analyze the connection between processes of social exclusion and inclusion and education opportunities from the social agent's, particularly representatives of NGOs, perspective.*

In accordance with the draft for 18 months (months 37 to 54) each participant country participated in the survey aiming to identify the relationships between processes of social exclusion and inclusion and educational opportunities from the perspective of professionals from NGOs working with these groups. The questionnaire was similar for all countries and has two main sections: the first part of the questionnaire consisted of generic questions about the NGOs and the second one was divided up into five subsections, one for each vulnerable group. Importantly, the gender dimension was taken into consideration in the questionnaires. Also, special attention was paid to the impact the economic crisis is having on vulnerable groups. The questionnaire lead to the identification of some elements which help reduce or prevent social and educational exclusion from vulnerable groups from the perspective of the NGOs. In the data analysis special attention is paid to processes to overcome the social exclusion of the different vulnerable groups.

To contextualize data in the introduction brief description of the each vulnerable group with respect to education is revealed.

National context of Latvia

Migrants. According to the recent study done by the Baltic Institute of Social Sciences¹ from 2.2 million inhabitants of Latvia 82,26 % are citizens of Latvia, 15,54 % are Latvian non-citizens, 1,36 % are citizens of Russia and the remaining 0,85% are citizens of some other country. All together 2,2% of inhabitants of Latvia hold the citizenship of other country. Importantly, large part of this group are citizens of Russia who had arrived here already at the Soviet time. Among inhabitants who hold the citizenship of another country the most part reside in Latvia on the basis of permanent residence permit. As of January 1, 2009, there were 34,354 residents with permanent residence permit and most of them were Russian citizens (78%). 14,715 reside in Latvia with temporary residence permit. Among those with temporary residence permit, 42% came from EU/EEZ member states, 23% were citizens of Russia and 35% were citizens of other countries.² With respect to those who hold temporary residence permit and come from other countries the largest inflows besides Russia are from Ukrain (1653 persons), Belarus (852), USA (234), Armenia (137), Israel (251), Moldova (292), Uzbekistan (171), Turkey (106), Georgia (143), Azerbaijan (117), and India (121). There is no complete data available revealing the education level of the immigrant group in Latvia. Only State Employment agency provides data on the education level of new comers who had their work invitation approved by the State employment agency. However, this data reveal the situation just of the small part of the immigrant group.³

Likewise, there are no data or study available on how many immigrants and their children attend educational institutions in Latvia at the moment and what is their situation in the area of education, however, as of January 1, 2008, there were nearly 200 children from third countries residing in Latvia on the basis of temporary residence permit, where half of them came from Russia. Importantly, till the March of 2010 there have been legal barriers for third country nationals residing in Latvia on the basis of temporary residence permit to receive primary

¹ Zepa B., Šūpule I., Ķešāne I., Lulle A., Hazans M., Žabko O., Bebrīša I., Krastiņa L. (2009) *Immigrants in Latvia: Possibilities and Conditions of Inclusion*. Rīga: Baltic Institute of Social Sciences, pp. 1-215

² Ibid, p 19.

³ Ibid, p 19.

and secondary education for free. According to the Education Law they were not eligible to receive free education. Since the March, 26 of 2010 the amendments of the law are in force allowing to access free primary and secondary education for third country nationals.

Ethnic minorities. According to the data of 2009⁴ the share of ethnic groups are as follows: 59,3 Latvians, 27,8% Russians, 3,6% Belorussians, 2,5% Ukrainians, 2,4% Polish, 1,3% Lithuanians, 0,4% Jews, 0,2% Germans, and 0,1% Lithuanians. Ethnic minorities in Latvia have equal access to education to the majority population. At the moment state guaranteed pre-primary, primary and secondary education is provided in the state language and eight minority languages: Russian, Polish, Jewish, Ukrainian, Estonian, Lithuanian, Belorussian and Roma language. According to statistical data of Ministry of Education and Science in 2009/2010 among pupils in primary and secondary schools 73.47% of pupils study in Latvian language schools, 25.86% pupils study in minority schools with Russian language, and only 0.67% - in schools with other language of instruction⁵. However in the institutions where the language of instruction is other than Latvian, part of educational content is taught in Latvian, that is, the programme is implemented bilingually. The implementation of bilingual education reform in Russian schools started on September 1, 1999 aiming to transform Russian language schools into bilingual schools. The aim of bilingual education reform is to give to primary school graduates a good knowledge of both Latvian and their own native language. The education reform of 2004 provided that in minority schools at the secondary education level 60% of studies are taught in the Latvian language, while the rest 40% in a minority language. Initially, the support for the education reform from minorities was low, just 26% Russians and 35% other nationality representatives disclosed support to this education reform.⁶ The main reason of the low support to the reform among minorities is the view that this is an attempt to eliminate Russian schools in Latvia.

⁴ Central Statistical Bureau data.

⁵ Home page of Ministry of Education and Science. <http://izm.izm.gov.lv/registri-statistika/statistika-vispareja/4948.html>

⁶ Baltic Institute of Social Sciences (2005) Ethno-political Tension in Latvia : Looking for the Conflict Solution. Riga: Baltic Institute of Social Sciences.

The ministry of Education and Science have established *common* primary and general secondary education standards and curriculum, and the methods to evaluate the results of pupils both for the general schools and minority schools. Everybody can choose the educational institutions of their own choice.

Importantly, educational achievements in minority and general schools does not differ and with respect to some study subjects, particularly with respect to exact sciences, pupils of minority schools show better achievements than pupils from majority or Latvian schools.⁷

Women. In general, the situation of women in the area of education does not differ from that of men. Both women and man in Latvia have equal chances in the area of education. Importantly, with respect to educational achievements in the schools girls show better results than boys⁸. Another research discloses that at the primary education level among dropout pupils there are more boys than girls.⁹ At the higher education level, according to the Eurostat data, the share of women in the tertiary education has been increasing from 58,9% in 1998 to 63,9% in 2007.¹⁰ However, among the science and technology (in mathematics, science and technology) graduates, according to the Eurostat data, there are more men than women – 12,2 men per 1000 of male population aged 20 - 29 have graduated since 1993, while just 6,1 women per 1000 of female population aged 20 - 29 have graduated since 1993.¹¹ Women tend to be overrepresented in the social and humanitarian sciences.

⁷ Baltic Institute of Social Sciences (2009) Analysis of the centralized exam results of the last three years and preparedness for the transition to common Latvian language exam in 2010. The research was done due to the request of the Ministry of Education and Sciences. The research is not published.

⁸ Statistical data of 2009 by the State Education Content Centre. However, this is not the case of the chemistry subject where boys show slightly better results than girls.

⁹ Balti Institute of Social Sciences (2007) Dropout of Pupils in Primary Schools. Problem Solutions. Riga: Silca Print. 38 page.

¹⁰

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&code=tps00063&plugin=1>

¹¹

<http://epp.eurostat.ec.europa.eu/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tsiir050&language=en>

A gender disproportion is evident with respect to how fast after the studies one can enter into labor market. At the moment, men find work faster than women.¹²

Youth. The situation of youth in the area of education in comparison with other EU member states is comparatively good. According to the Eurostat data, in 2007 85,3% of 18 years old population were in schools. As for comparison, the situation has significantly improved since 1998 when it was 61,1%.¹³ The data of the Central Statistical Bureau of Latvia disclose that from the pupils who finish primary school 68,4 % continue their studies in the secondary school, 28,1% continue their studies in vocational school and 3,5% do not continue their studies. In turn, from the pupils who finish secondary school 66,4% continue their studies in the higher education institutions, 2,3 % continue their studies in professional/vocational education institutions, while third part, it is, 31,3% do not continue their studies. At the primary and secondary education level all pupils have equal access to education, however, at the higher education level one's access to education depends on financial means as in the state run universities approximately 70% (73,4% in 2008/2009, 69,6% in 2009/2010) of students study by their own financial means.¹⁴

According to the research done in 2007, 55% of the graduates from higher education institutions after completing their studies enter in labor market without continuing their studies, 23% continue their studies and work at the same time, 9% continue their studies and do not work, while 13% after completing their studies do not work. In turn, the situation is different with respect to the graduates from professional/vocational schools: 43% after completing their studies enter in labor market and do not continue their studies, 16% enter in labor market and continue their studies, 17% continue to study but do not work,

¹² University of Latvia, Philosophy and Sociology Institute of the University of Latvia, and Ltd Baltkonsults (2007) Higher and Professional Education Institution Graduate's Career after Graduation. Riga.

¹³ The situation is better in such countries as Belgium (89,4%), Ireland (93,9%), Czech Republic (87,0%), Lithuania (91,4%), Poland (93,9%), Sweden (94,8%), Finland (93,8%) and Slovenia (89,4%)

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&plugin=1&language=en&pcode=tps00060>

¹⁴ Central Statistical Bureau.

while 24% do not enter labor market and do not continue with their studies.¹⁵ Importantly, 73% of graduates from higher education institutions work in the field of their studies, while 57% of graduates from professional/vocational schools find a job in the field of their studies.¹⁶

People with disabilities. In Latvia, the most of the pupils with disabilities study in special education institutions or special education classes where they have special education curriculum. This means that they are segregated from other pupils both in terms of space and study content. However, there also few inclusive practices observable where pupils with disabilities are included in the general classroom where they are subjects of the general study curriculum. In 2007, in special schools 3868 pupils studied with mental disabilities (not including professional/vocational classes). In the special cases at the general schools studied 1045 pupils, while 652 pupils were included in the general classes where they study general curriculum.¹⁷

In order to facilitate the integration of people with disabilities in the various domains of society, particularly education and labor market, Social Integration State Agency¹⁸ was established in 2004. The institution, co-financed by the EU funding, provides vocational primary and secondary education, as well as college level education for people with disabilities, in order to facilitate their inclusion in labor market. Likewise, there are various projects implemented by NGOs aimed to increase the skills of people with disabilities, in order to facilitate their entrance in the labor market.

¹⁵ University of Latvia, Philosophy and Sociology Institute of the University of Latvia, and Ltd Baltkonsults (2007) Higher and Professional Education Institution Graduate's Career after Graduation. Riga. 5,6 page. 50 page.

¹⁶ University of Latvia, Philosophy and Sociology Institute of the University of Latvia, and Ltd Baltkonsults (2007) Higher and Professional Education Institution Graduate's Career after Graduation. Riga. 5,6 page.

¹⁷ Ministry of Education and Science (2009) Sociālās atstumtības riskam pakļauto jauniešu un iekļaujošas izglītības atbalsta sistēmas izveides nostādnes . [Development framework for the youth who are subject of social exclusion and inclusive education support system] 6 page.

¹⁸ State Social Integration Agency. www.siva.gov.lv

1.Methodology

The population of the research study are NGOs who work with the five vulnerable groups – migrants, women, ethnic minorities, and youth and people with disabilities. In total, we identified 217 NGOs who work with the vulnerable groups in Latvia. However, the email was sent to the 212 NGOs who work with the vulnerable groups in Latvia (45 NGOs working with people with disabilities, 53 NGOs working with youth, 34 NGOs working with women, 11 NGOs working with immigrants and 69 NGOs working with ethnic minorities) due to the reason that we lack initial contact information for other 4 NGOs. Considering the small population of the NGOs in Latvia, as well as a lack of information on their current status – the level of activity and possibility to contact, the questionnaire was sent to the all 212 NGOs. However, not all of these NGOs participated. The reasons why not all NGOs participated are as follows: (i) some of them do not work in the field anymore; in Latvia many NGOs are established on the project basis and do not continue their work after funding is over; (ii) few NGOs wrote that for some time they do not work anymore with the research target group.

During the field work two emails to remind about the deadline were sent to the respondents. In total 60 respondents participated in the survey.

The length of the questionnaire was the main difficulty faced during the field work as it has influenced the result of responses. Due to the long questionnaire in this case when respondents are asked to fill the questionnaire by themselves, only 27 respondents completed the last part of the survey, called "Concluding questions."

2. THE PROFILE OF THE SURVEY PARTICIPANTS

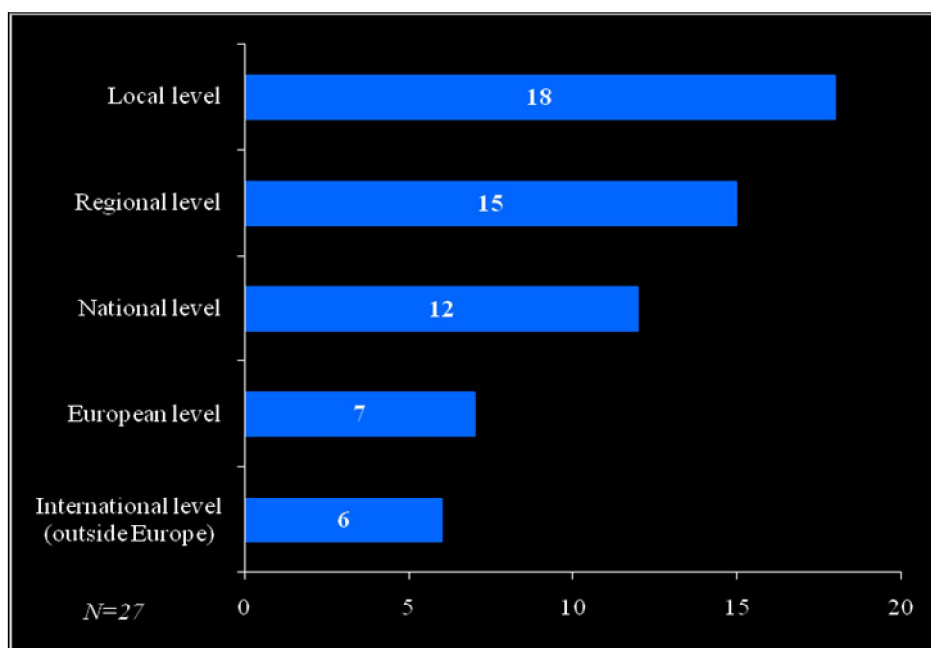
2.1. NGOs surveyed

2.1.1. Level of NGO intervention

As mentioned earlier one of the methodological problems of NGO survey was too long questionnaire. Therefore those questions asked at the end of the questionnaire, the section called "Concluding questions" have answered only 27 NGOs out of 60. Thus the profile information is only partly characteristic to NGOs participating in the survey in Latvia.

Regarding the level of NGO intervention the answers of 27 NGOs shows that two thirds of all NGOs (or 18 NGOs) work at local level, more than half (or 15 NGOs) work at regional level within Latvia, only 12 NGOs work in national level, but only 6 NGOs works internationally.

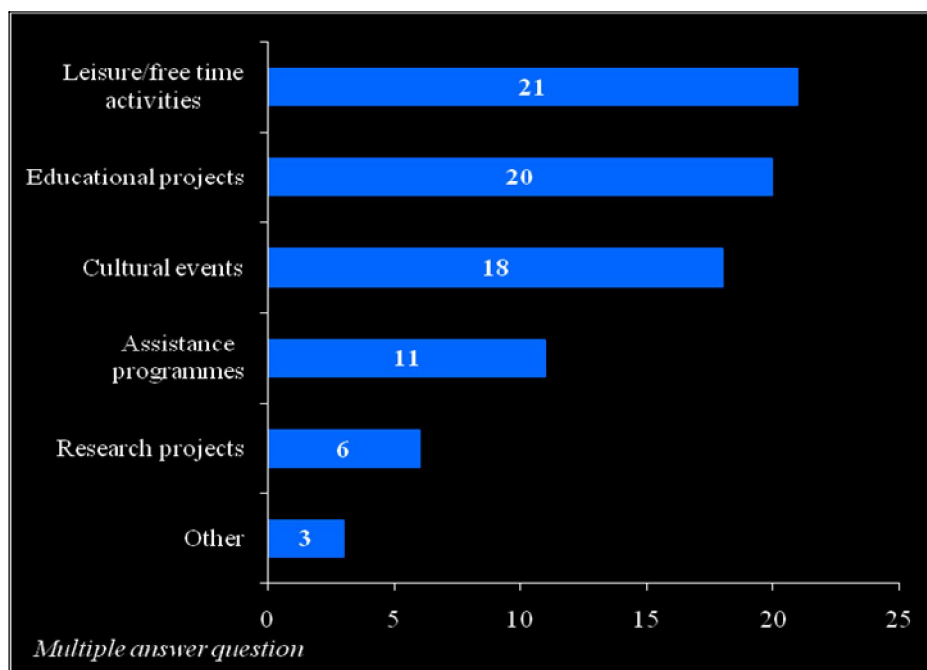
The level of NGO intervention



2.1.2. Type of programmes

Most often surveyed NGOs implement different education projects (20 NGOs) and organize leisure or free time activities (21 NGO) for the target groups. In the third place are programmes of organizing cultural events (18 NGOs), and only 11 NGOs implement assistance programmes.

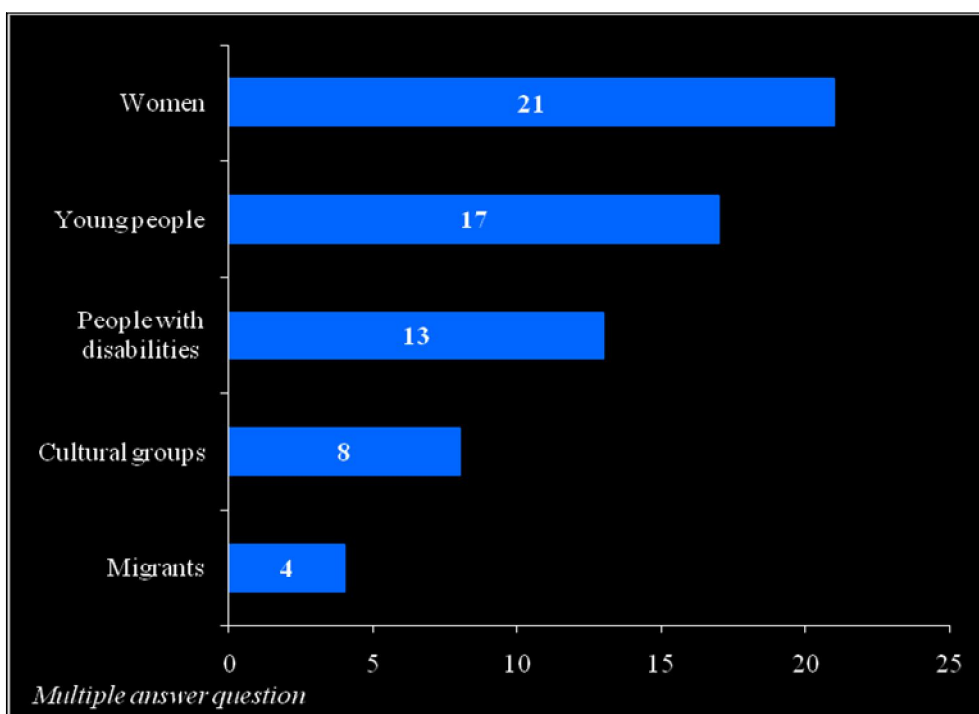
The type of programmes NGO implements



2.1.3. Vulnerable groups aimed at

Most often surveyed NGOs (in total 60) work with vulnerable groups like women (21 NGOs), young people (17 NGOs) and people with disabilities (13 NGOs). Only 8 surveyed NGOs work with representatives of cultural groups and 4 NGOs – with immigrants.

Vulnerable groups NGO work is aimed at



2.1.4. Subgroups of vulnerable groups aimed at

From NGOs working with women 13 out of 21 work with women in general, but 8 NGOs are aimed at young woman in particular. Other subgroups of women are aimed less often (not more than 4 NGOs in every subgroup).

Most NGOs working with young people or 14 out of 17 NGOs work with young people in general. The largest subgroups of young people NGOs are working with are young people with low levels of education (6 NGOs) and young women and girls (6 NGOs). 7 NGOs have mentioned answer "other", and among the open answers several times has been mentioned such a subgroup as young people from low income families.

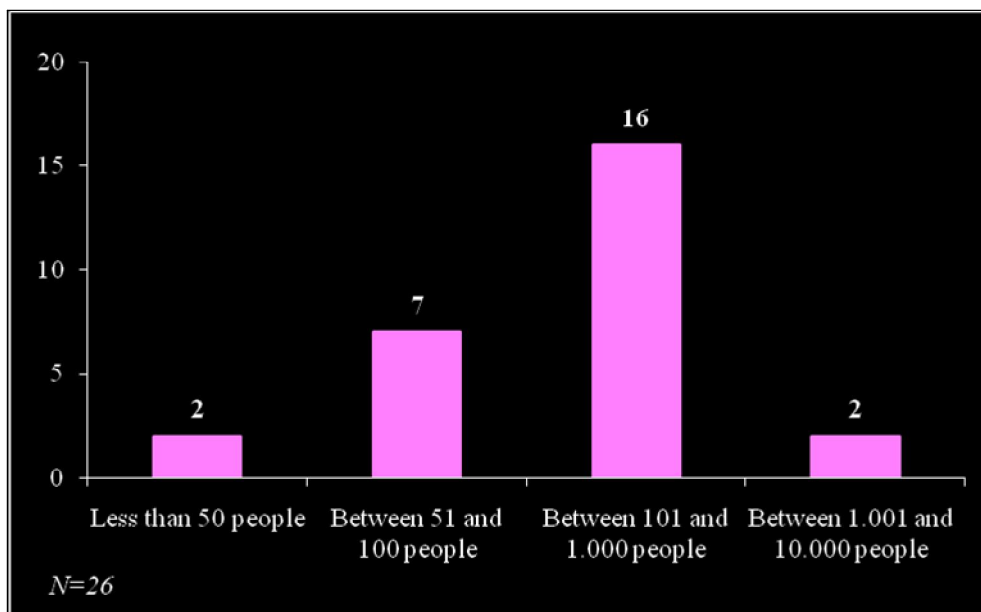
From NGOs aimed at people with disabilities, 7 NGOs work with people with motor disabilities, 4 NGOs work with people with intellectual disabilities, 2 NGOs work with people with sensory disabilities, but 5 NGOs work people with disabilities in general. Correspondingly 5 and 4 NGOs work with young people and children with disabilities, but 4 NGOs work with women with disabilities.

Those NGOs working with immigrants mostly work with immigrants from the former Soviet Republics, and those NGOs working with cultural groups mostly work with Russians, Belarusians and Ukrainians.

2.1.5. Number of people reached

The scope of the work in terms of the people reached every year most often varies between 101 and 1.000 people. 16 out of 27 NGOs which answered the profile questions at the end of the questionnaire have mentioned this answer. Only 2 NGOs reach a number of people between 1.001 and 10.000. Other NGOs surveyed reach less than 100 people every year.

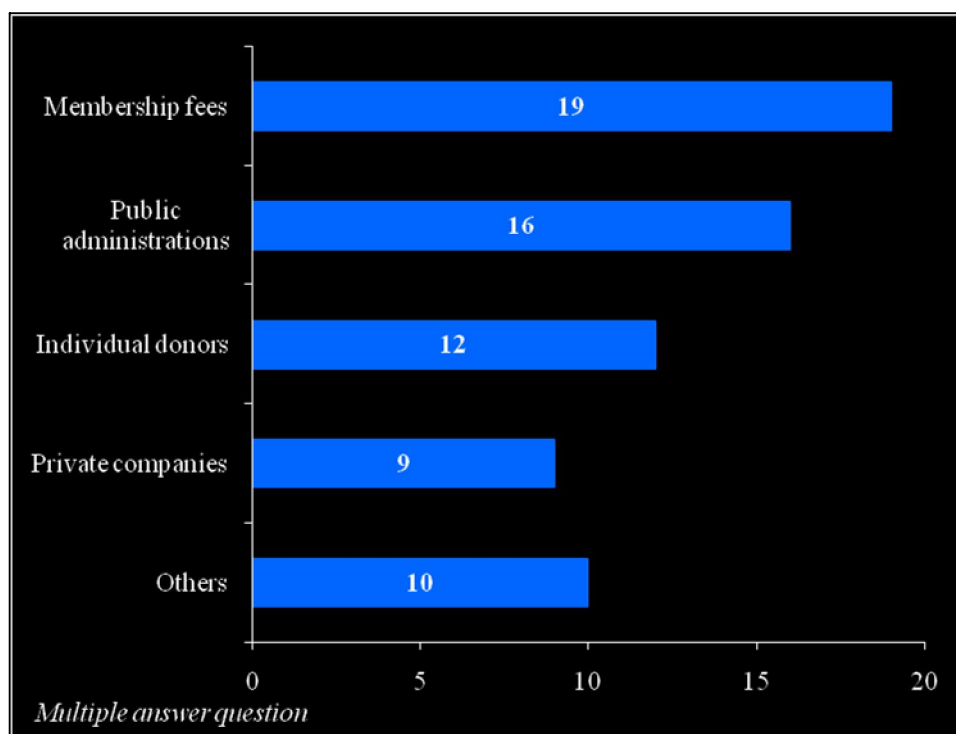
The number of people the NGO reaches every year



2.1.6. Funding source

The main sources of NGOs' funding are membership fees (19 NGOs), public administrations (16 NGOs) and individual donors (12 NGOs). 10 NGOs have mentioned answer "other", and among the open answers nine times has been mentioned such a source of financing as projects, implemented by financial assistance of EU and other international foundations.

The source of the NGO funding



2.1.7. Quality awards received by the NGO

Seven NGOs out of 26 have received some kind of quality awards. All these awards have been given for the good praxis in implementing different activities. One of the NGOs have received even the acknowledgement from the Latvian Society Integration Foundation for the fostering the solidarity and inclusion in Latvia.

2.1.8. Members of the vulnerable group participating in the management of the NGO

14 out of 26 NGOs which answered the profile questions at the end of the questionnaire, have members of the vulnerable group who participate in the management of the NGO.

2.2. Persons filling in the questionnaire

2.2.1. Position

In 21 cases out of 25 NGOs which answered the profile questions at the end of the questionnaire, the questionnaire was filled by the member of the board of directors. One respondent is worker at the NGO, but three respondents – volunteers. Three respondents among those who have chosen the answer “other” are the directors of the board.

2.2.2. Belonging to vulnerable groups

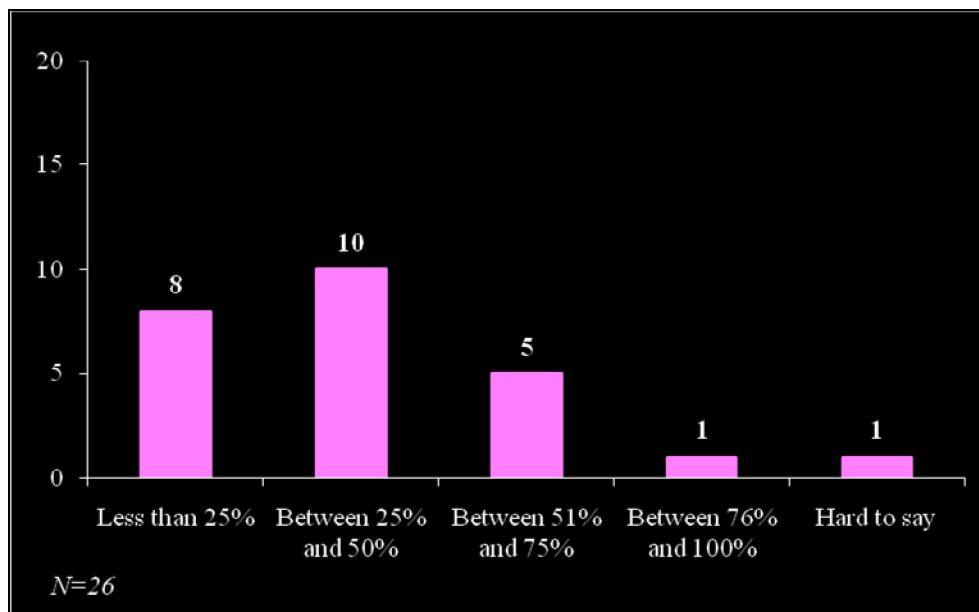
Only 5 respondents out of 25 who filled the questionnaire till the end are the representatives of the vulnerable group themselves.

3.EXCLUSION OF PEOPLE FROM VULNERABLE GROUPS

3.1. Proportion of end-users with low levels of education

The question “What percentage of the people from vulnerable groups you work with have low levels of education (Primary education or lower)” have answered 25 NGO’s representatives. 10 NGOs of them have answered that there are in between 25 and 50% percentages with low levels of education among people from vulnerable groups they work with. 8 respondents have chosen the answer: less than 25 percentages. Only 5 NGOs have 51-75 percentages of people with low levels of education among people they work with.

The percentage of the people from vulnerable groups having low levels of education NGO work with



If crossing given answers by vulnerable groups NGOs work with, we can found that most often those NGOs working with people with disabilities have a big proportion of low educated people among their target group. The most often given answer in all groups is: between 25 and 50% (Table 1).

Table 1. Proportion of end-users with low levels of education by vulnerable group.

Number

	NGOs working	NGOs working	NGOs working	NGOs working	NGOs working

	with immigrants (4)	with ethnic minorities (5)	with women (19)	with youth (14)	with people with disabilities (11)
Less than 25%	1	1	6	5	3
Between 25 and 50%	3	4	10	6	4
Between 51 and 75%			2	2	3
Between 76 and 100%					1
Hard to say			1	1	

3.2.Groups with the most educational difficulties

a. Analysis by vulnerable group.

In the survey NGOs were asked which groups of immigrants, ethnic minorities, women, youth, people with disabilities find it more difficult to become incorporated in the educational system, to remain in it and to obtain academic certificates. In Latvia, 3 NGOs working with migrants, 7 NGOs working with ethnic minorities, 21 NGOs working with women, 17 NGOs working with youth and 13 NGOs working with people with disabilities answered to this question.

NGOs working with migrants

Immigrants from Africa (2 responses), immigrants from the North Africa (2 responses), women who are immigrants (2 responses), immigrants from Latin America, Asia, the Middle East, as well as children and youth (1 response each), are mentioned to have the most difficulties to become incorporated in the educational system, to remain in it and to obtain academic certificate. One respondent mentions that he/she has not dealt with this issue in order to answer.

NGOs working with ethnic minorities

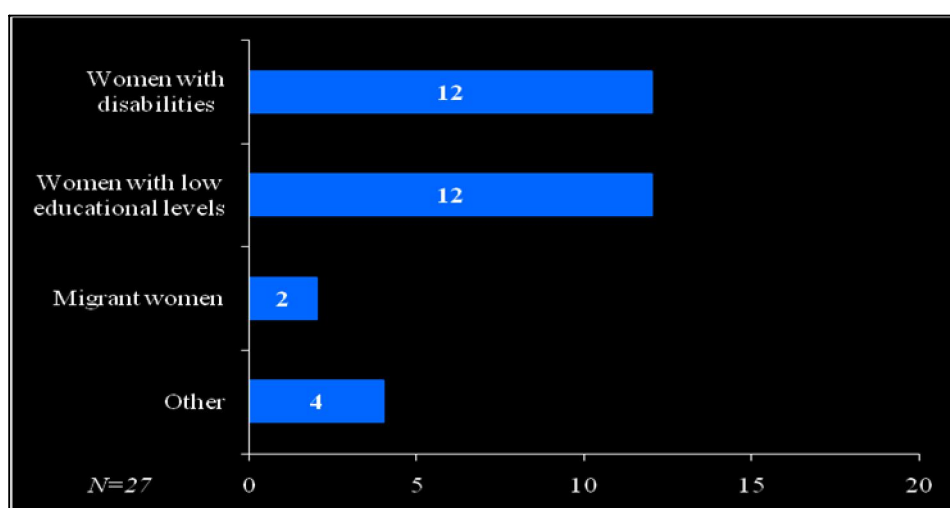
6 out of 7 respondents from the NGOs which work with ethnic minorities show Roma people to have more difficulties to become incorporated in the educational system, to remain in it and to obtain academic certificate than other ethnic minority groups. This finding supports the previous studies done on the inclusion of Roma people in the education system revealing that Roma people and Travelers find it difficult to be included in the schools due to such reasons as

their disadvantaged background and poverty, low levels of parental education, discrimination, segregation in schools (Working paper WP 14, Includ-ed). In the survey, also Russian (1 response), Romanian and Bulgarian (1 response) as well as youth (1 response) are mentioned as other ethnic minority groups which have educational difficulties. One respondent mentions that he/she lacks experience in education field in order to provide the answer.

NGOs working with women

According to the responses given by respondents, the groups of women which face educational difficulties the most are women with low educational level (12 responses), women with disabilities (12 responses), while two respondents also mention immigrant women to face educational difficulties. Five respondents choose to emphasize other groups of women which have difficulties to become incorporated in the educational system, to remain in it and to obtain academic certificate, and these are as follows: (i) new mothers from the rural areas of the country, (ii) women with low self-esteem, (iii) women from the problematic/disadvantaged families, (iv) women who take care of relatives who have functional disabilities, (v) persons who have mental disabilities.

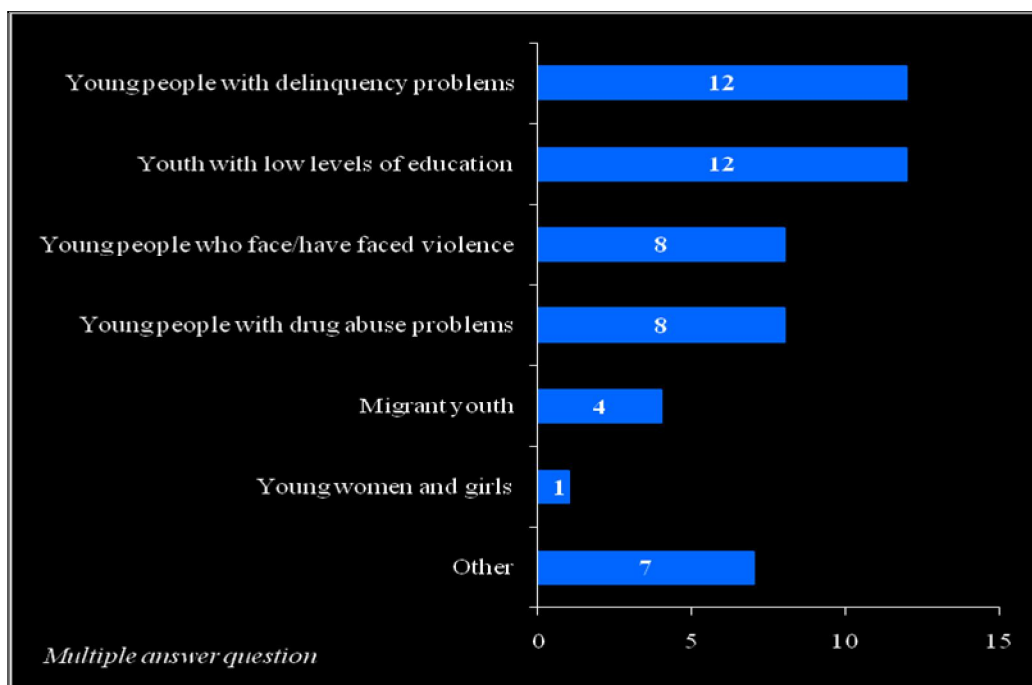
Groups of women who find it most difficult to become incorporated into the educational system, remain in it and obtain an academic certificate, based on the experience of NGO



NGOs working with youth

The groups of youth which face educational difficulties the most, according to the survey data, are youth with low educational levels (12 responses), youth with delinquency problems (12 responses), youth with drug abuse problems (8 responses), young people who face/have faced violence (8 respondents). Just one respondent mentions young women and girls to have educational difficulties. Seven respondents choose to mention also other groups of youth to have educational difficulties, and these are as follows: (i) youth with low income, (ii) youth with disabilities, both mental and physical (3 respondents mention this), (iii) I and II multiple sclerosis, (iv) youth who does not receive support from the family, (v) one respondent mentions that people are afraid of or feel anxiety towards the youth which have delinquency problems, as well as youth representing various subcultures – punk, Goths, etc. and it might be that these biases have an influence over their educational results.

The groups of young people which find it most difficult to become incorporated into the educational system, remain in it and obtain an academic certificate, based on NGO experience



NGOs working with people with disabilities

Youth (8 responses), women (4 responses) and children (4 responses) with disabilities are mentioned to have the most educational difficulties. One respondent mentions that the most educational difficulties, particularly integration in professional and higher education institutions, face people with eyesight disabilities due to the fact that, in Latvia, educational materials are not available in necessary formats – Braille, enlarged script for weak-eyed, audial or digital format; for the same reason these persons cannot participate in tests and exams.

Two respondents emphasize that physical and mental disabilities are two separate problem fields. Persons with physical disabilities might have problems to access physically educational institutions (as it is many case in Latvia), while many times people with mental, intellectual disabilities cannot study in higher education institutions at all because the cause for disability is lower intellect. According to these respondents, for the latter group of persons ***the life-long learning can be of issue but not higher education.***

4.ELEMENTS TO OVERCOME THE EXCLUSION OF VULNERABLE GROUPS

4.1.Educational elements increasing vulnerability during the crisis

Representatives of NGOs working with immigrants, women, youth, ethnic minorities and people with disabilities were asked to point out which factors characterizing a particular vulnerable group out if given are most strongly linked to a greater vulnerability during the economic downturn. Respondents were asked to rate these factors in the scale from 1 to 5 where, 1 means that the factor does not have an influence over a vulnerability of a group, but 5 means that it has a strong impact on the vulnerability of a particular group. 4 NGOs working with immigrants, 8 NGOs working with ethnic minorities, 21 NGO working with women, 16 NGOs working with youth and 12 NGOs working with people with disabilities answered to this question.

NGOs working with immigrants

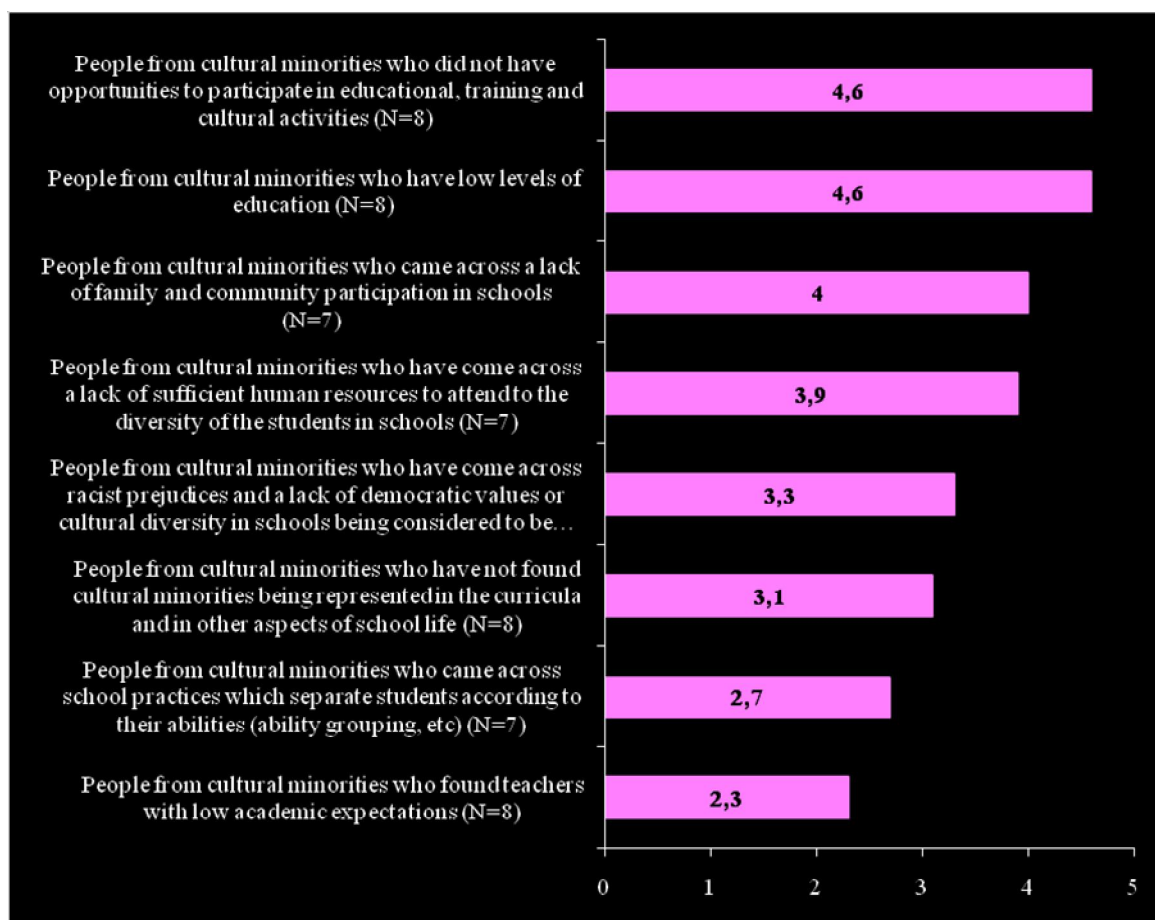
Immigrant NGOs point out low education levels as the factors which is most strongly linked to a greater vulnerability of immigrant group during the economic crisis (4 responses and the mean value 4,5). The factor which is the least related to vulnerability of the immigrant group during the economic crisis is low involvement of the family and community in the school learning process (4 responses and the mean value, 2,75). Other factors provided, according to the respondent answers, have a medium influence over immigrant's group vulnerability during the financial crisis.

NGOs working with ethnic minorities

NGOs working with ethnic minorities rate low levels of education (8 responses, the mean value 4,6), the situation when ethnic minorities do not have a chance to study, attend professional education courses and cultural activities (8 responses, the mean value 4,6) and the situation when there is low involvement of family and community in the learning process of ethnic minorities (7 responses, the mean value 4) as the factors which are most strongly linked to a greater vulnerability of this group during the economic downturn. The factor which is the least related to the vulnerability of the ethnic minority groups during the economic crisis is low expectations about ethnic minority study achievements in the learning process (7 responses, the mean value 2,3). Other factors,

according to respondent ranking, have a medium influence over the vulnerability of ethnic minority group during the financial crisis.

Groups among cultural minorities which has/have been most vulnerable over these two years of financial crisis (mark 1 to 5 for each of the options. 1 means that they have not been vulnerable at all, 5 means that they have been very vulnerable)



NGOs working with women

Representatives of NGOs working with women rate low levels of education (21 response, mean value 4,4), the situation when women do not have a chance to study, attend professional education courses and cultural activities (20 responses, mean value 4,1) and the situation when women have low levels of education which influence their life quality and family circumstances (20 responses, mean value 4,1) as the factors which are most strongly linked to a greater vulnerability of this group during the economic crisis. Importantly, respondents do not consider any factor as having little influence over women's

vulnerability during the economic crisis. Other factors given for respondents to be ranked – for example, low expectation about women’s study achievements in comparison with men, low socioeconomic conditions of women which influence their own expectations about their study achievements, the situation when women have found in their educational experience unequal gender roles and have not found the promotion of egalitarian masculinity, the situation when women have faced violence during the school context, as well as the situation when there have been low family and community involvement in the study process - have a medium influence over women’s group vulnerability during the crisis (the mean value between 3 and 4).

NGOs working with youth

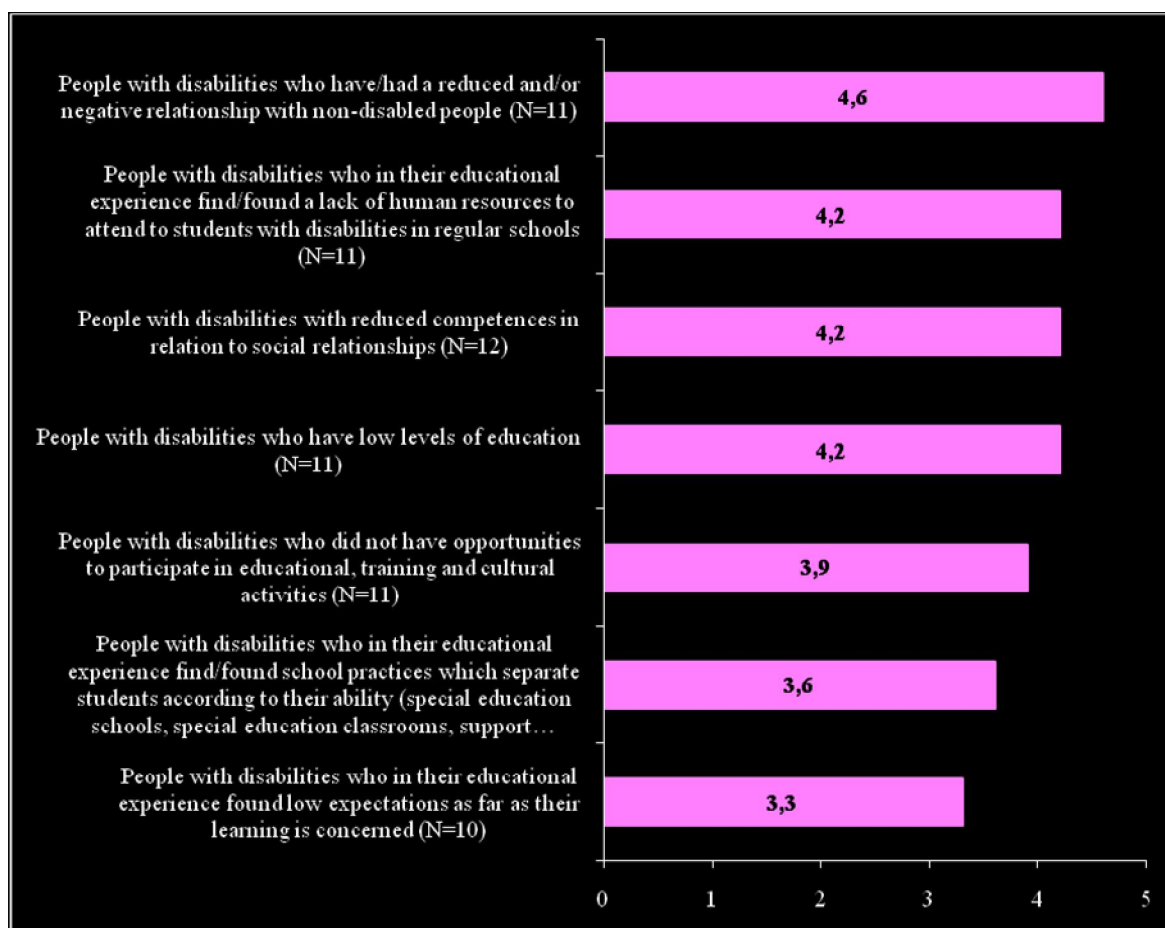
In comparison with other vulnerable groups there are more factors emphasized to be strongly linked with a greater vulnerability of the youth during the economic crisis. Representatives of NGOs working with youth rate low levels of education (16 responses, the mean value 4,6), early school leaving and a lack of opportunities to return to school and access higher education (16 responses, the mean value 4,4), lack of higher education and problems to access labor market (15 responses, the mean value 4,5), as well as difficulties in studies or thinking about leaving school and a lack of support from teachers (15 responses, the mean value 4,3) and the situation when a young person does not have a paid work and financial support (15 responses, the mean value 4,8) as factors which are most strongly linked to a greater vulnerability of this group during the economic crisis. Other factors given for respondents to be ranked have a medium influence over youth vulnerability during the financial crisis.

NGOs working with people with disabilities

NGO representatives, who work with people with disabilities rate low levels of education (11 responses, the mean value 4,2), reduced competences in relation to social relationships (12 responses, the mean value 4,2), condition when a person have/had a reduced and/or negative relationship with people who do not have disabilities (12 responses, the mean value 4,6) and the situation when a person’s in his educational experience find/found a lack of human resources to attend to students with disabilities in regular schools (11 responses, the mean value 4,2) as conditions which are most strongly linked to a greater vulnerability

of this group during the economic crisis. Other factors given for respondents to be ranked have a medium influence over people with disabilities vulnerability during the financial crisis. Yet, there are no factors which are ranked as having little influence over the vulnerability of persons with disabilities.

Groups of people with disabilities which has/have been most vulnerable over two years of financial crisis (mark 1 to 5 for each of the options. 1 means that they have not been vulnerable at all, 5 means that they have been very vulnerable)



c. Between vulnerable groups.

NGO representatives from all vulnerable groups rank low levels of education as a condition which is most strongly linked to a greater vulnerability of the studied groups under the time of economic crisis. Representatives of NGOs which work with women and ethnic minorities also point out lack of chance to study, attend professional education courses and cultural activities as a factor increasing vulnerability of these groups during the economic downturn. Other important factors influencing vulnerability vary among vulnerable groups, therefore are not comparable. Among all the groups, just two factors are mentioned as having the least influence over the vulnerability of the groups of the study. NGOs which represent immigrant organizations rank low involvement of the family and community in the school learning process and NGOs which represent ethnic minorities emphasize low expectations about ethnic minority study achievements in the learning process as the factors which have least influence over the group's vulnerability.

4.2.Educational elements to overcome the exclusion

a. Analysis by vulnerable group.

Representatives of NGOs working with immigrants, women, youth, ethnic minorities and people with disabilities where asked to point out which elements out of provided elements contribute the most to overcome the situation of exclusion/vulnerability of these groups. Respondents where asked to rate these elements in the scale from 1 to 5 where, 1 means that the factor does not contribute to overcome vulnerability/exclusion of a person, but 5 means that the element strongly contributes to overcome vulnerability/exclusion of a person. 4 NGOs working with immigrants, 8 NGOs working with ethnic minorities, 21 NGO working with women, 17 NGOs working with youth and 12 NGOs working with people with disabilities answered to this question.

NGOs working with immigrants

Representatives of NGOs which work with immigrants emphasize following elements contributing to overcome the situation of exclusion/vulnerability of immigrant groups: increasing the opportunities for migrant people to participate

in educational, training and cultural activities (4 respondents, the mean value 5), support activities/classes outside school hours (4 respondents, the mean value 4,3) and family and community participation in schools (4 respondents, the mean value 4,3). The elements which contribute the least to overcome the situation of exclusion/vulnerability of immigrants are inclusion of more teachers or other people into schools to attend to the diversity of the students (4 respondents, the mean value 2,0), high expectations of teachers as far as migrant students learning are concerned (4 respondents, the mean value 2,3).

NGOs working with ethnic minorities

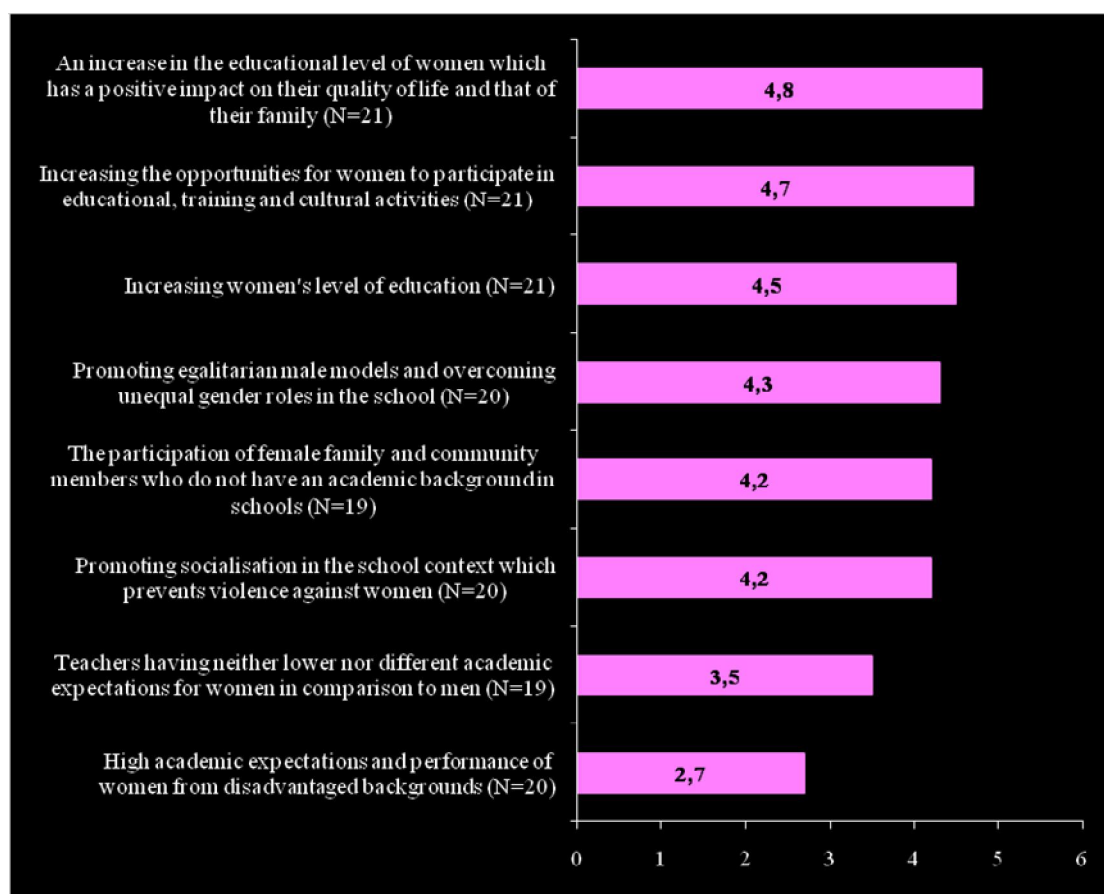
Representatives of NGOs which work with ethnic minorities emphasize following elements contributing to overcome the situation of exclusion/vulnerability of this group: increasing the opportunities for migrant people to participate in educational, training and cultural activities (8 responses, the mean value 4,1), family and community participation in schools (8 responses, the mean value 4,5). In turn, the elements which contribute the least to overcome the situation of exclusion/vulnerability of immigrants are high expectations of teachers as far as ethnic minority students learning are concerned (8 responses, the mean value 2,1) and the use of educational practices which do not separate students according to their abilities (grouping by level) but rather create heterogeneous groups of students as far as their level of learning is concerned (8 responses, the mean value 2, 8).

NGOs working with women

Importantly, respondents from the NGOs working with women consider most of the elements provided to contribute to overcome the situation of exclusion/vulnerability of women's group: increasing the level of education (21 respondent, the mean value 4,5), increasing the opportunities for women to participate in educational, training and cultural activities (21 respondent, the mean value, 4,7), an increase in the educational level of women which has a positive impact on their quality of life and that of their family (21 respondent, the mean value 4,8), promoting egalitarian male models and overcoming unequal gender roles in the school (20 respondents, the mean value 4,3), promoting socialization in the school context which prevents violence against women (20 respondents, the mean value 4,2), the participation of female family and

community members who do not have an academic background in schools (19 respondents, the mean value 4,2). Just one element is considered to be least important to contribute for overcoming the situation of exclusion/vulnerability of women's group. It is high academic expectations and performance of women from disadvantaged backgrounds (20 respondents, the mean value 2,7).

At what extent following elements related to education contribute to overcome the situation of exclusion/vulnerability of women, according to NGO experience (score 1 to 5 each of the options. 1 means does not help at all to overcome the situation of exclusion/vulnerability, 5 means helps a lot to overcome the situation of exclusion/vulnerability)



NGOs working with youth

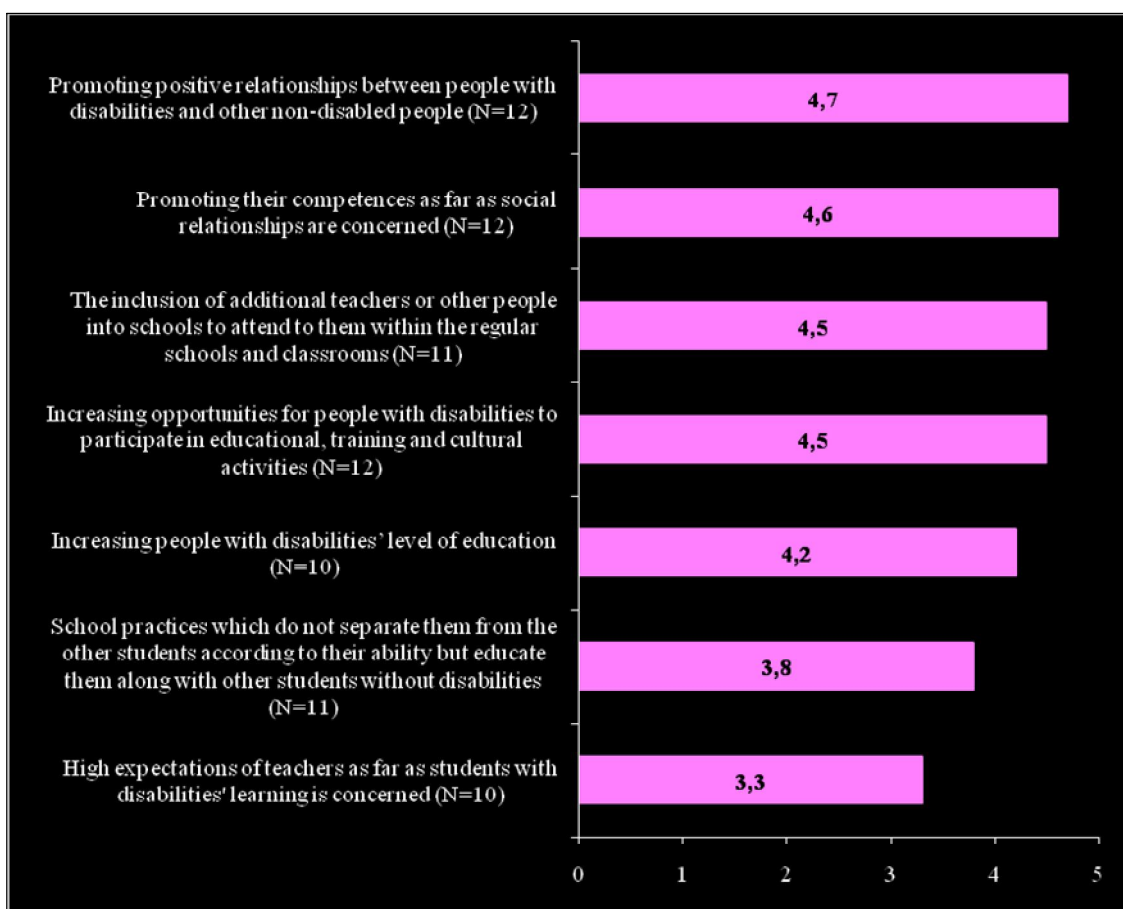
Representatives from the NGOs working with youth also consider that most of the elements provided contribute to overcome the situation of exclusion/vulnerability of youth: increasing the level of education (16 respondents, the mean value 4,3), the existence of teachers' support for the young people who have found their studies more difficult or who are thinking about leaving school (16 respondents, the mean value 4,6), increasing family and community involvement in the school (16 respondents, the mean value 4,1), providing information to young people's families regarding the possibilities young people have to continue their studies (17 respondents, the mean value 4), high possibilities for young people from disadvantaged social backgrounds to have high academic achievement and access the labor market (17 respondents, the mean value 4,5), high opportunities for early school leavers to return to school and to access higher education (16 respondents, the mean value 4,3), available benefit provision (income support) for young students who are not in paid employment (16 respondents, the mean value 4,4). Two elements are considered less important to contribute for overcoming the situation of exclusion/vulnerability of youth, and these are as follows: high academic expectations of teachers as far as young people are concerned (16 respondents, the mean value 2,4). The rest of the elements are considered to be of medium importance.

NGOs working with people with disabilities

Similarly to the respondents representing NGOs working with women and youth, also respondents representing NGOs working with people with disabilities consider most of the elements as such which contribute to overcome the situation of exclusion/vulnerability of this group: increasing the level of education (10 respondents, the mean value 4,2), increasing the opportunities to participate in educational, training and cultural activities (12 respondents, the mean value 4,5), promoting their competences in relation to social relationships (12 respondent, the mean value 4,6), promoting positive relationships between people with disabilities and other people who do not have disabilities (12 respondents, the mean value 4,7), the inclusion of additional teachers or other people into schools to attend to them within the regular schools and classrooms

(11 respondents, the mean value 4,5). Two elements are considered as less important, though also their rate is comparatively high, to contribute for overcoming the situation of exclusion/vulnerability of people with disabilities. These are as follow: high expectations of teachers as far as students with disabilities' learning is concerned (10 responses, the mean value 3,3), use of school practices which do not separate them from the other students according to their ability but educate them along with other students without disabilities (11 respondents, the mean value 3,8).

At what extent the following elements related to education contribute to overcome the situation of exclusion/vulnerability of people with disabilities, according to the experience of NGO (score 1 to 5 each of the options. 1 means does not help at all to overcome the situation of exclusion/vulnerability, 5 means helps a lot to overcome the situation of exclusion/vulnerability)



c. Among vulnerable groups

Comparison among five vulnerable groups reveal that the elements which contribute the most to overcome the situation of exclusion/vulnerability are as follow:

- (i) increasing the opportunities to participate in educational, training and cultural activities; respondents from NGOs working with immigrants, ethnic minorities, women and people with disabilities mention it.
- (ii) family and community participation in the school; respondents from NGOs working with immigrants, ethnic minorities and women emphasize it.
- (iii) increasing the level of education; representatives from NGOs working with women, youth and people with disabilities reveal it.

Respondents from the NGOs working with immigrants also consider support outside the schools hours as important factor to overcome the situation of exclusion/vulnerability of migrant people. Importantly there are different views between respondents representing migrant organizations and organizations working with people with disabilities. The former consider inclusion of more teachers to attend to students with disabilities or from different cultural backgrounds as the least important element to overcome the situation of exclusion/vulnerability of this group, while the latter consider it as the most important.

In turn, the elements which contribute the least to the situation of exclusion/vulnerability of the groups under study when we compare the answers among vulnerable groups are:

- (i) high expectations of teachers; respondents from NGOs working with immigrants, ethnic minorities, women and youth reveal it.
- (ii) equal expectations for boys and girls; respondents from NGOs working with women and youth reveal it. Partial explanation for this answer could be the situation of Latvia where girls in schools use to have similar or sometimes even better results than boys, therefore this factor is not considered important for the vulnerability of these two groups.

Respondents from the NGOs working with ethnic minorities consider ability grouping as the least important element to overcome the situation of exclusion/vulnerability of this group.

Other important factors influencing vulnerability vary among vulnerable groups, therefore are not comparable.

4.3. Successful practices in education, employment, health, housing, political and social participation

In the survey, NGO representatives were asked to reveal successful practices in education, employment, health, housing, political and social participation to overcome exclusion/vulnerability of the study's target groups.

Successful practices in education

Respondents who represent NGOs working with immigrants mention learning of a host country language as successful practice in education which helps to overcome exclusion and vulnerability of the immigrant group. This point of view might be explained with the fact that there are not much education institutions in Latvia which provide education in foreign languages; therefore the Latvian language knowledge is the means to access various educational opportunities.

Respondents representing women NGOs mention several practices which help to overcome exclusion/vulnerability of women in the field of education, as well as the impact of these practices:

- (1) The activities which increase the motivation of women through informal education methods and self improvement courses; the impact of these activities is the development of women's personality. A respondent gives precise information about the project. The project was called "The motivation school" where more than 50 women participated to develop their personality.
- (2) The activities which increase the education level of women as well as self-esteem. There is a case of one local women's organization which unites 18 women provided. Since 1998 all the women have received 2nd level highest education or highest education.

- (3) Lifelong learning. In the case of this practice there is regular distribution of educational materials and interactive lessons to the members of an organization.
- (4) Free educations which ensures that more women, also those with low income, have an opportunity to study.
- (5) The psychology lecture courses which give motivation for women and encourage them to socialize and be active.

In turn, respondents representing youth NGOs mostly point out various types of studies – courses, formal and informal education, higher education - as practices which help to overcome exclusion and vulnerability of youth in the field of education. Likewise, 'career days in rural areas' is mentioned as a successful practice where youth, living out of urban spaces, are informed about study and work opportunities. Representatives from youth organizations consider studies and learning as important factor which provides knowledge, qualification, skills and as a result also self-esteem.

With respect to the NGOs working with people with disabilities the successful practices which help to increase their exclusion in the field of education is higher education and inclusive classes in schools. With respect to the impact reached respondents mention cases when persons with vision disabilities have managed to achieve 1st and 2nd level education in the area of social rehabilitation.

Successful practices in employment

Respondents representing women NGOs mention various practices which help to overcome exclusion/vulnerability of women in the field of employment, as well as their impact:

- (1) Subsidized working places, including subsidized working places for special women's groups, for example, women with disabilities. As an impact example is mentioned a case where 5 blind people are employed in the Blind peoples association. There is also a project where a city Social department employs blind people.
- (2) NGO practices which seek to involve unemployed members of the organizations in NGO projects and management activities, because it provides for these women work and communication skills. As a result of

this initiative in one organization all 18 members of the organization are currently employed.

- (3) Learning of additional skills through formal and informal education as it provides more opportunities to find a job at labour market.

With respect to the respondents from the NGOs which work with youth 3 practices are mentioned to be important to overcome exclusion/vulnerability in employment:

- (1) Creation of new working places which might increase individuals' financial situation.
- (2) Volunteering as it provides skills for event organization/management.
- (3) Possibilities for students to work during the time of their studies because it gives students financial resources to pay for their studies and avoid loan liability.

Respondents who represent NGOs working with people with disabilities mention following practices as important to overcome exclusion in the field of employment:

- (1) Supported work programs where people with intellectual disabilities are able to find a work in labour market and remain in it. So far NGOs observations reveal that employers and their colleagues appreciate the skills and diligence of people with disabilities. According to a respondent, even despite economic crisis most of the employees have managed to keep their job places.
- (2) Local government and the State Employment Agency co-project where persons with vision, hearing and movement disabilities are included in labour market.

Successful practices in health

Respondents from the women NGOs as successful practice to decrease exclusion and vulnerability in health mentions attending of seminars about health issues as it encourage women to think of their health. According to respondents, being healthy allows more women to be involved in the labour market.

Respondents from the NGOs working with youth as an important successful practice in terms of health mention the information which has been provided for youth from the organizations working in the field of family planning and sexual health. This kind of information allows for youth to be aware of potential diseases and risks.

Successful practices in housing

Just one representative of NGO working with people with disabilities mention a practice which help to overcome exclusion/vulnerability in the field of housing. The successful practice is organized by the Latvian foundation for the people with vision disabilities in the area of housing. The organization provides social housing for persons with vision disabilities. At the moment there are three five store buildings for persons with vision disabilities available. Yet, there are housing for persons from other risk groups available as well.

Successful practices in political and social participation

Respondents from the immigrant NGOs among successful practices in political and social participation which help to overcome exclusion/vulnerability of the immigrant group mention involvement of immigrants in common projects organized by a NGO, involvement of immigrants in development of informative materials for immigrants and reports about immigrant situation in Latvia for policy makers; the latter activities are important, according to respondent view, as it makes immigrants to feel important in the policy making process. Also support groups for women are mentioned as important practice to overcome exclusion in the area of political and social participation of this group.

In turn, respondents from the NGOs which work with ethnic minorities mention that important practice to overcome exclusion/vulnerability of ethnic groups in the field of political and social participation is involvement of this group in various social activities and popularization of best practices of integration.

Respondents from NGOs which work with women mention several practices important to overcome exclusion/vulnerability of women in political and social participation:

- (1) Cooperation network between women's NGOs as it ensures information for women's organizations about various opportunities. Participation in

this network also gives opportunities to participate in the decision making and thus influence policy making process.

- (2) Fostering of self-esteem and self-development of women.
- (3) Active participation in the non-governmental sector as it might provides new skills for women. When providing an impact example, a respondent mentions that a member of a NGO has even been elected as a local government deputy.
- (4) Voluntary work because it proved meaningful time consumption and experience which might be useful when developing career.

Respondents representing NGOs working with youth mention an opportunity to participate in decision making and voluntary work as the main factors which help to decrease their exclusion and vulnerability.

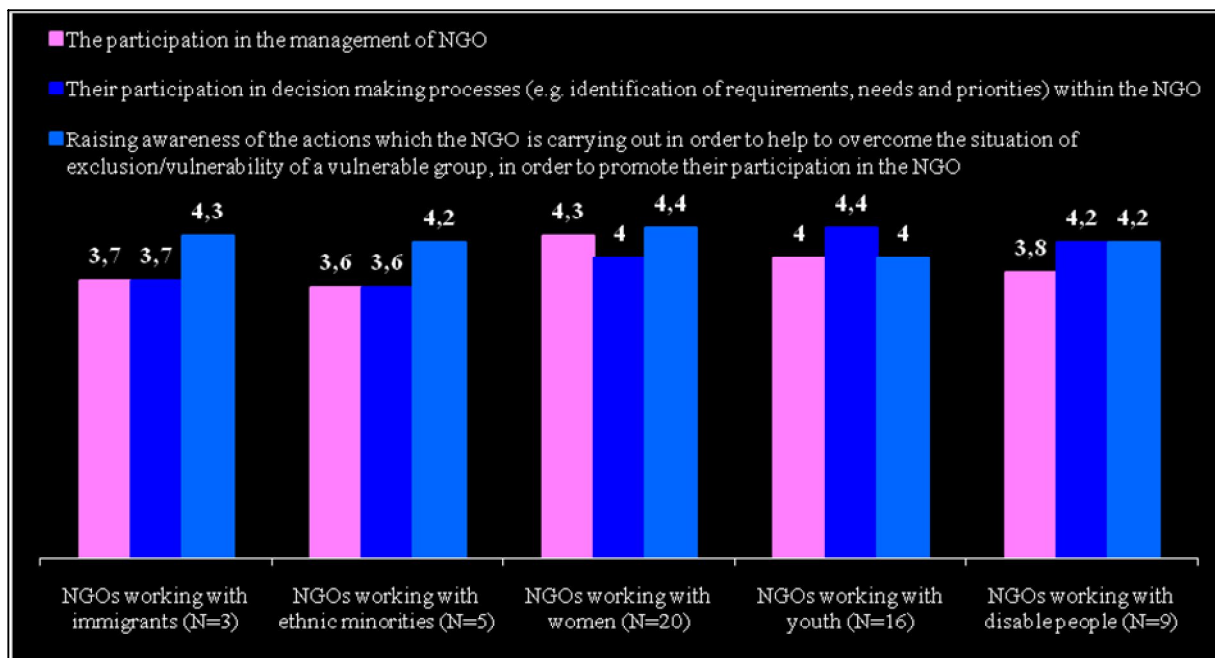
In the field of political participation respondents representing NGOs which work with people with disabilities mention self-advocacy movement as a good practice to overcome exclusion. Likewise, a good practice to overcome exclusion and vulnerability in the field of social and political participation is mentioned dialogue between youth who have disability problems and politicians/local government representatives where they express their needs to these authorities.

4.4. Other practices in NGOs to overcome exclusion

In the survey, respondents were asked which practices out of given they consider important for the vulnerable groups in order to overcome their exclusion in the society. The given practices were (i) the participation in the management of NGO, (ii) their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO, (iii) raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of a vulnerable group, in order to promote their participation in the NGO. In total, 3 NGOs working with immigrants answered to this question, 5 NGOs working with ethnic minorities answered to this question, 20 NGOs working with women, 16 NGOs working with youth and 9 NGOs working with people with disabilities answered to this question.

All three practices are rated as very important to overcome exclusion/vulnerability of the vulnerable groups among surveyed NGOs. The rates are high for all activities and the mean value varies from 3,6 to 4,4. With respect to NGOs working with immigrants and ethnic minorities the highest rate (respectively, the mean value is 4,3 and 4,2) is for third practice – e.g. raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of migrant people, in order to promote their participation in the NGO. In the case of NGOs working with women, the participation in the management of NGO (the mean value – 4,3) and raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of migrant people (the mean value – 4,4) are ranked the highest. Respondents from NGOs working with youth show second practice, it is, participation in the decision making process as the most successful to help to overcome exclusion of vulnerable groups (the mean value – 4,4). In turn, NGOs working with people with disabilities consider participation in the decision making processes (the mean value 4,2) and raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of a vulnerable group (the mean value – 4,2) as most successful practices to overcome exclusion.

Other practices (carried out by an organisation or by others) which contribute to overcome the situation of exclusion/vulnerability of five vulnerable groups and promote their empowerment (score 1 to 5 each of the options. 1 means does not help at all to overcome the situation of exclusion/vulnerability, 5 means helps a lot to overcome the situation of exclusion/vulnerability)



5.GENDER DIMENSION – WOMEN BELONGING TO VULNERABLE GROUPS

5.1. Women as a group with the most educational difficulties

When analysing which vulnerable groups find it more difficult to become incorporated into the educational system, to remain in it and to obtain an academic certificate, particular attention was paid to the difficulties of women coming from the four vulnerable groups of migrants, ethnic minorities, youth and people with disabilities.

Respondents representing NGOs working with migrants (2 out of 3 responses) and people (4 out of 13 responses) with disabilities mention that women from these groups find it more difficult to become incorporated into the educational system and to remain in it. Respondents representing other NGOs do not tend to emphasize difficulties of women in the field of higher education. (see the section 3.2.)

5.2. Elements to overcome the exclusion of women

5.2.1.Educational elements increasing vulnerability during the crisis

Representatives of NGOs working with immigrants, youth, ethnic minorities and people with disabilities were asked to point out which factors characterizing women from the four vulnerable group out if given are most strongly linked to a greater vulnerability of these women during the time of economic downturn. Respondents were asked to rate these factors in the scale from 1 to 5 where, 1 means that the factor does not have an influence over a vulnerable group, but 5 means that it has a strong influence over the vulnerability of a particular group. Representatives from 4 NGOs working with immigrants, 6 NGOs working with ethnic minorities, 15 NGOs working with youth and 10 NGOs working with people with disabilities answered to this question.

NGOs working with migrants

Representatives of NGOs which work with immigrants point out that the most important factor which increase the vulnerability of immigrant women during the time of financial crisis is low levels of education (the medium value is 4,3). At the same time, also other factors are considered to influence the vulnerability of

immigrant women during the time of economic crisis. Other factors¹⁹, according to the answers of respondents, also have influence over immigrant women vulnerability during the time of economic crisis; the mean value for other factors varies from 2,8 to 3,25. None of the factors are considered to be the least important with respect to the vulnerability of immigrant women during the time of economic crisis. Importantly, that the answers do not differ significantly from the answers revealing the situation of migrants' group in general (see the section 4.1.)

NGOs working with ethnic minorities

Respondents from the NGOs working with ethnic minorities consider that the most important factors increasing vulnerability of women from ethnic minorities during economic crisis are (i) low levels of education (the mean value 4,3), (ii) lack of opportunities to participate in educational, training and cultural activities (the mean value 4) and (iii) a lack of participation of female family and community members in the school (the mean value 4). Same factors are considered important to increase the vulnerability of ethnic minorities in general (see the section 4.1.) Similarly as in the case of respondents from the NGOs working with immigrants also for other factors the mean value is pretty high, varying from 2,8 to 3,8. Yet, when asking about the ethnic minority group in general respondents mention that the least important factor which contribute to the vulnerability of the ethnic minority group during the economic crisis is low expectations about ethnic minority study achievements in the learning process (the mean value 2,2) (see the section 4.1.)

¹⁹ Such as (i) absence of opportunities to participate in educational, training and cultural activities; (ii) experience of racist prejudices and a lack of democratic values or cultural diversity in schools is being considered to be a difficulty; (iii) migrant women not being represented in the curricula or in other aspects of their educational context; (iv) low expectations of their learning possibilities; (v) experienced a lack of sufficient human resources to attend to the diversity of the students in schools; (vi) experience of across school practices which separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.); (vii) experience of a lack of participation of female family and community members.

NGOs working with youth

Representatives of the NGOs working with youth as the most important factors increasing vulnerability of young women during economic crisis emphasize (i) low levels of education (the mean value 4,8), (ii) difficulties in studies or thinking about leaving school and no support by their teachers (the mean value 4,4), (iii) early school leaving and a lack of opportunities to return to school and access higher education (the mean value 4,5), (iv) girls without higher education who find it difficult to access the labour market (the mean value 4,7), (v) young female students who are not in paid employment and who have low benefit provision available to them (the mean value 4,9). Yet, also other factors are considered important in the increase of vulnerability of young women during economic crisis. The mean value for other factors varies from 3,1 to 3,9. Except for the element 'a lack of family and community involvement in the school', where it is considered to be slightly more important to influence the situation of young women at the time of economic crisis than youth in general, the answers do not differ significantly from the answers revealing the situation of youth' group in general (see the section 4.1.)

The groups of young women, which have been most vulnerable in these two years of crisis(mark 1 to 5 for each of the options. 1 means that they have not been vulnerable at all, 5 means that they have been very vulnerable)



NGOs working with people with disabilities

Respondents from the NGOs working with people with disabilities consider that the most difficulties during the times of economic crisis face women with disabilities who have (i) low levels of education (the medium value 4,1), (ii) no opportunities to participate in educational, training and cultural activities (the medium value 4,1), (iii) reduced competences as far as social relationships are concerned (the medium value 4), (iv) a reduced and/or negative relationships with people who do not have disabilities (the medium value 4,4). At the same time, also other three factors are of importance in increase of vulnerability of women with disabilities; the mean value for these factors vary from 3,7 to 3,9. Though the answers do not differ significantly from the answers disclosing the situation of people with disabilities group in general there are two little differences. In the case of women with disabilities as a very important factor which increase the vulnerability of women during the economic crisis is also mentioned opportunity to participate in educational, training and cultural activities. In turn, in the case of people with disabilities in general this factor was considered to be of medium importance. However, while for the people with disabilities in general the situation when a person in his educational experience find/have found a lack of human resources to attend to students with disabilities in regular schools are considered a very important factor to increase vulnerability, in the case of women with disabilities it is considered to be of medium importance.

5.2.2.Educational elements to overcome the exclusion

Representatives of NGOs working with immigrants, youth, ethnic minorities and people with disabilities where asked to point out which elements out of provided elements contribute the most to overcome the situation of exclusion/vulnerability particularly of women from these groups. Respondents where asked to rate these factors in the scale from 1 to 5 where, 1 means that the factor does not contribute to overcome vulnerability/exclusion of a person, but 5 means that the element strongly contributes to overcome vulnerability/exclusion of a person. 4 NGOs working with immigrants, 8 NGOs working with ethnic minorities, 15 NGOs

working with youth and 10 NGOs working with people with disabilities answered to this question.

NGOs working with immigrants

Respondents from NGOs which work with immigrants consider following educational elements important to contribute the most to overcome the situation of exclusion/vulnerability of immigrant women: (1) increasing the opportunities for migrant women to participate in educational, training and cultural activities (the medium value is 5); (ii) the creation of support activities/classes outside school hours (the medium value is 4,25); (iii) family and community participation in schools (the medium value is 4,25). In turn, the educational elements which contribute the least to overcome the situation of exclusion of immigrant women according to the respondents are as follows: (a) high expectations of teachers as far as migrant women's learning are concerned (the mean value is 2,25); (b) the inclusion of more teachers or other people into schools to attend to the diversity of the students (the mean value is 2,25). Importantly, that the answers do not differ from the answers revealing the situation of migrants' group in general with respect to this question (see the section 4.2.)

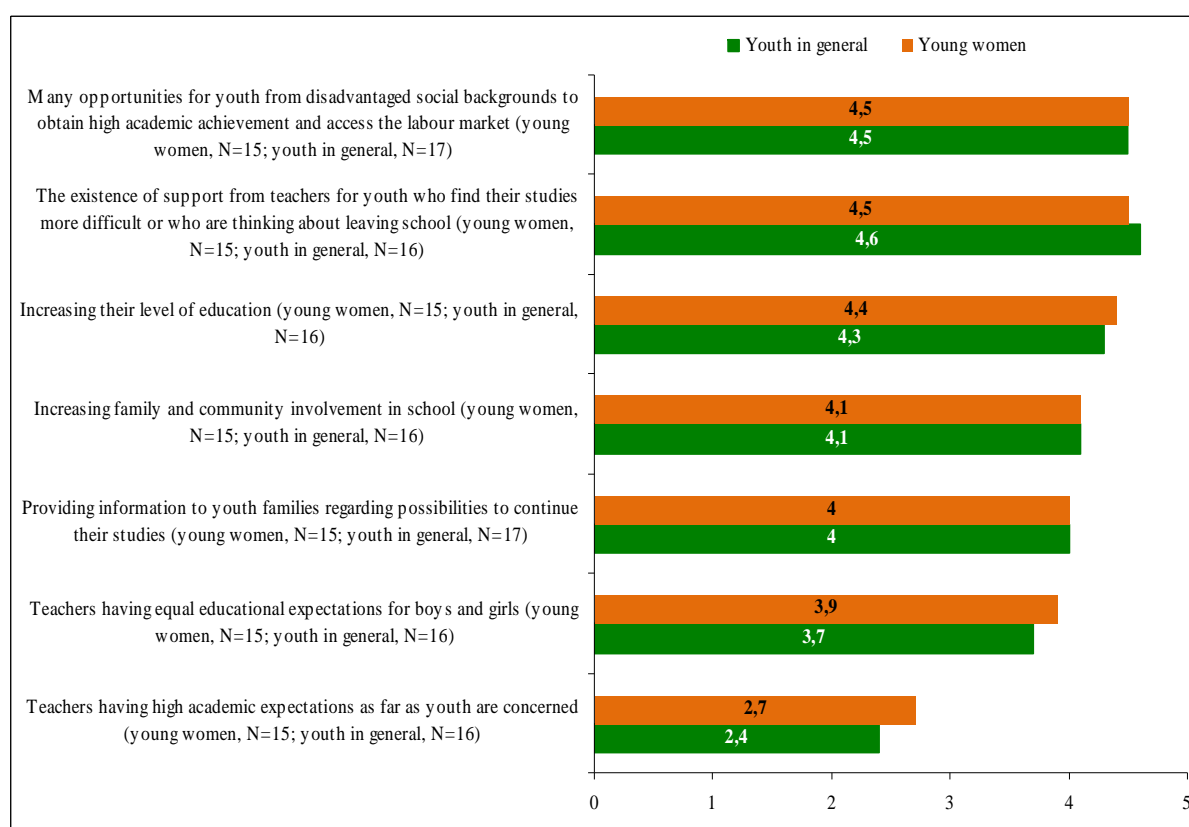
NGOs working with ethnic minorities

Respondents from NGOs which work with ethnic minorities consider two educational elements important to contribute the most to overcome the situation of exclusion/vulnerability of women representing ethnic minorities: (1) increasing the opportunities for migrant women to participate in educational, training and cultural activities (the medium value is 4,1); (2) family and community participation in schools (the medium value is 4,1). In turn, educational elements which contribute the least to overcome the situation of exclusion of women from ethnic minorities, according to the respondent answers are high expectations of teachers as far as ethnic minority women's learning are concerned (the mean value 2,25) and the use of educational practices which do not separate students according to their abilities (grouping by level) but rather create heterogeneous groups of students as far as their level of learning is concerned (the mean value 2,6). The answers do not differ from the answers disclosing the situation of ethnic minority group in general with respect to this question (see the section 4.2.).

NGOs working with youth

Importantly, NGOs representing youth almost all given educational elements consider important to overcome the situation of exclusion/vulnerability of young women. The following educational elements are pointed out to be important: (i) increasing girls level of education (the mean value 4,4); (ii) the existence of support from teachers for young women who find their studies more difficult or who are thinking about leaving school (the mean value the mean value 4,5); (iii) increasing family and community involvement in the schools (the mean value 4,1); (iv) providing information to young women's families regarding the possibilities girls have to continue their studies (the mean value 4,5); (v) many opportunities for young women from disadvantaged social backgrounds to obtain high academic achievement and access the labour market (the mean value 4,5); (vi) many opportunities for girls who are early school leavers (aged 15 to 24) to return to school and to access higher education (the mean value 4,5); (vii) benefit provision (income support) for female students who are not in paid employment (the mean value 4,5). The educational element which contributes the least to the vulnerability/exclusion of young women is high academic expectations by teachers as far as young women are concerned (the mean value 2,7). The answers do not differ significantly from the answers disclosing the situation of youth group in general with respect to this question (see the section 4.2.)

At what extent the following elements related to education contribute to overcome the situation of exclusion/vulnerability of young women (mark 1 to 5 for each of the options. 1 means that it does not help at all to overcome the situation of exclusion/vulnerability, 5 means that it helps a lot to overcome the situation of exclusion/vulnerability)

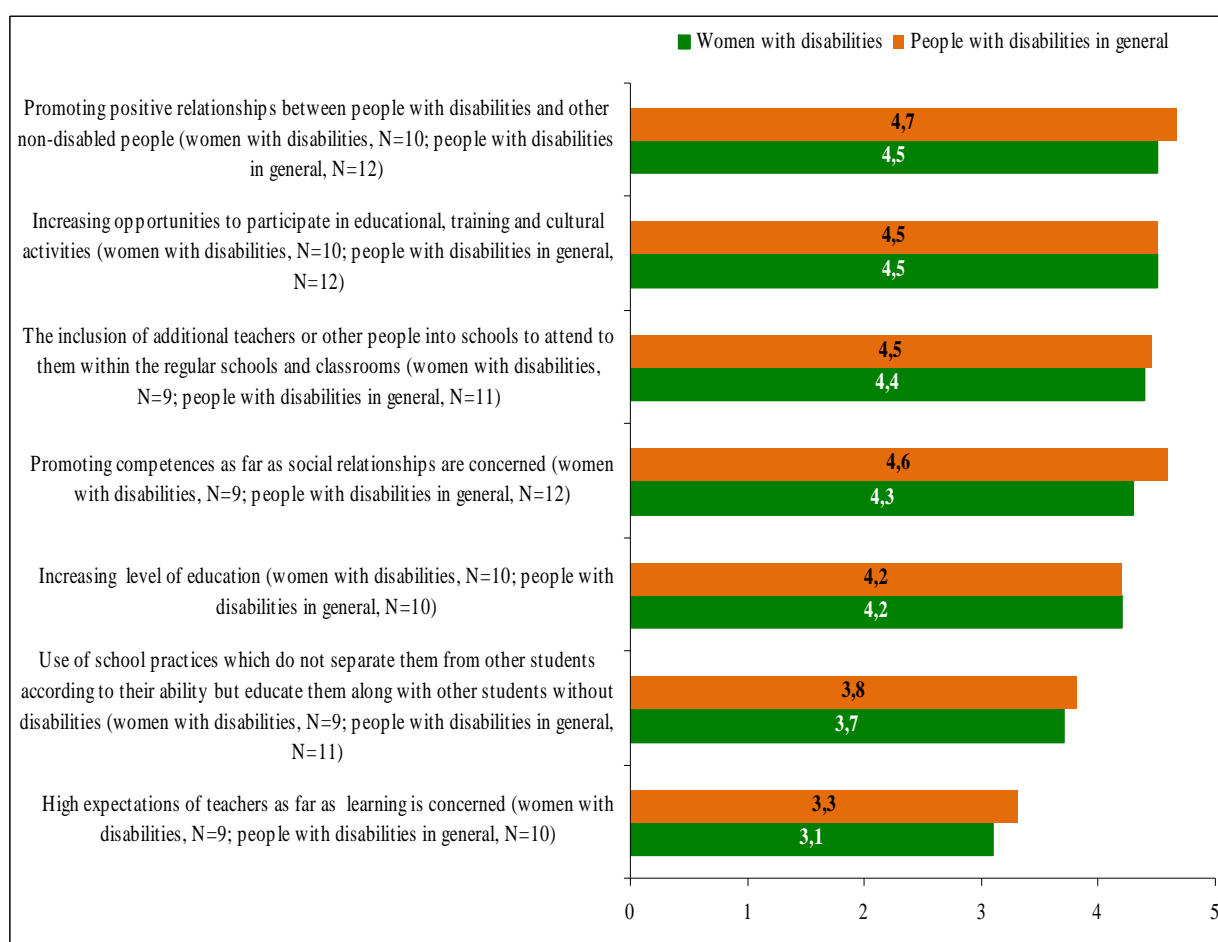


NGOs working with people with disabilities

Respondents from NGOs which work with people with disabilities consider following educational elements important to overcome the situation of exclusion/vulnerability of women with disabilities: (i) increasing level of education (the mean value 4,2); (ii) increasing the opportunities to participate in educational, training and cultural activities (the mean value 4,5); (iii) promoting competences of social relationships (the mean value 4,3); (iv) promoting positive relationships with other people who do not have disabilities (the mean value 4,5); (v) including additional teacher or other people into schools to attend to them within regular schools and classrooms (the mean value 4,4). None of the educational elements provided are considered the least important to overcome

the situation of exclusion/vulnerability of women with disabilities but are considered of medium importance. There is no significant difference in comparison with answers disclosing the situation of the people with disabilities in general (see the section 4.2.)

At what extent the following elements related to education contribute to overcome the situation of exclusion/vulnerability of women with disabilities (mark 1 to 5 for each of the options. 1 means that it does not help at all to overcome the situation of exclusion/vulnerability, 5 means that it helps a lot to overcome the situation of exclusion/vulnerability)



5.2.3. Successful practices in education, employment, health, housing, political and social participation

In the survey, NGO representatives were asked to reveal successful practices in education, employment, health, housing, political and social participation to overcome exclusion/vulnerability particularly of the women from vulnerable groups. Yet, the observation is that respondents tend to emphasize the same practices as for the four vulnerable groups (migrants, ethnic minorities, youth, and people with disabilities) in general. This implicitly shows that the most successful inclusive practices for vulnerable groups and women from these vulnerable groups tend to be common.

Successful practices in education

There is just one successful practice mentioned among migrant NGOs in the field of education. It is considered that the services providing to look after babies are crucial for migrant women in order to facilitate their inclusion in the education system.

In turn, respondents from the organizations which work with youth mention that, in the area of education, successful practice to improve the situation of vulnerability/exclusion of young women is access to higher education and various training courses which can provide new qualification, gives new skills and knowledge. Similarly to the successful practices mentioned with respect to women in general, also with respect to young women as a good example of successful practice in terms of educations is mentioned project "Motivation school" where more than 50 young women from 4 cities of Latvia (Jelgava, Riga, Liepaja, Livani) for nine months had a chance to develop their personalities by applying informal education methods.

Representatives from the NGOs which work with people with disabilities as the most successful practices to overcome the situation of vulnerability/exclusion with respect to women with disabilities in the area of education mention inclusive classroom where children with disabilities study together with other pupils who do not have disabilities.

Successful practices in employment

Respondents from the NGOs which work with youth point out that for young women successful practice to overcome the situation of exclusion/vulnerability in employment is possibility to work at the time of studies because it allows for a young student to pay for her studies without taking a loan in a bank and to gain skills necessary for labour market.

In turn, respondents from the NGOs working with people with disabilities point out that for women with disabilities most successful practice to overcome the situation of exclusion/vulnerability in the area of employment is supported work programs. It means that various agents/organizations help for these women to find a job. The experience of organization shows that after being included in labour market these women stay in it, while their colleagues appreciate their skills and trust. According to a respondent, even under the time of financial crisis these women have managed to stay in the labour market.

Successful practices in health

Representatives from the NGOs which work with youth emphasize that for young women successful practice to overcome the situation of exclusion/vulnerability in health is possibility to acquire information from the organizations working in the field of family planning and sexual health. This kind of information allows for youth to be aware of potential diseases and risks.

Successful practices in political and social participation

There is just one successful practice mentioned among ethnic minority organizations in the field of political and social participation. A respondent considers that it is important that women from ethnic minorities are involved in social activities and promotion of positive cases of integration.

Representatives from the NGOs which work with youth point out that for young women to overcome the situation of exclusion/vulnerability in the area of political and social participation important practice is voluntary work as it provides important skills for political and social participation of young women in the future.

Respondents from the NGOs working with people with disabilities point out that the most successful practice to overcome the situation of exclusion/vulnerability

of women with disabilities is self-advocacy movement. According to a respondent at the moment in Latvia there are 16 regional groups of self-advocacy movement. As a result of the self-advocacy movement youth with mental disabilities involve in dialogue with politicians and local government representatives to inform them about their needs.

5.2.4. Other practices in NGOs to overcome exclusion

In the survey, respondents were asked which practices out of given they consider important with respect to the women of vulnerable groups in order to overcome their exclusion in the society. The given practices were (i) the participation in the management of NGO, (ii) their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO, (iii) raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of a vulnerable group, in order to promote their participation in the NGO. In total, 4 NGOs working with immigrants answered to this question, 5 NGOs working with ethnic minorities answered to this question, 14 NGOs working with youth and 9 NGOs working with people with disabilities answered to this question.

In total, all three practices are rated as important to overcome exclusion/vulnerability of the women from vulnerable groups among surveyed NGOs. However, there are slight differences among the vulnerable groups. Respondents from NGOs working with migrants as the most important practice to overcome the situation of exclusion/vulnerability of migrant women consider raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of migrant women and promote their participation in the NGO (the mean value is 4,5). Respondents from NGOs working with ethnic minorities, in turn, consider (i) women's participation in NGOs management (the mean value 4) and (ii) raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of women from ethnic minorities, in order to promote their participation in the NGO (the mean value 4). Respondents from youth organizations consider all three practices as very important to overcome the situation of exclusion/vulnerability of young women (for all three practices the

mean value varies from 4,2 to 4,6). Respondents from the NGO which work with people with disabilities considers two out of three given practices as the most important to overcome the situation of exclusion/vulnerability of women with disabilities, and these are as follows: (i) women's participation in the decision making processes within the NGO (the mean value is 4,1); (ii) raising awareness of the actions which the NGO is carrying out in order to promote their participation in the NGO (the mean value is 4,4).

6. CONCLUSIONS AND DISCUSSION

Among the factors which increase the vulnerability of the study's target groups during the time of economic crisis the most emphasized factor with respect to all the vulnerable groups is low levels of education. Respondents from the NGOs working with ethnic minorities and women also mention lack of chances to study, attend education courses and cultural activities as the factors which strongly increase vulnerability of these groups. Respondents from the NGOs working with ethnic minorities also mention low involvement of the family in the learning process as the factor which strongly influence the vulnerability of this group during the crisis. Respondents from the NGOs which work with youth emphasize also early school leaving, lack of higher education and access to labor market, difficulties in studies and lack of support from teachers, as well as lack of financial support as important factors which increase the vulnerability of this group. In turn, respondents from the NGOs which work with people with disabilities mention reduced competences in relation to social relations, negative relationship with people who do not have disabilities and lack of human resources in school to attend the needs of pupils with disabilities as important factors which increase vulnerability of this group during economic crisis. These data could be explained with the theoretical assumptions disclosing that when people with disabilities develop better social skills and relationships they are also better prepared for being more independent in future (Hess, Molin, & Kozleski, 2006 in Report 2, Includ-ed project)²⁰.

In turn, there are *just two factors considered as least important with respect to the vulnerability of the study's target groups at the time of economic crisis, and they refer particularly to migrants and cultural minorities.* Representatives from NGOs which work with immigrants consider family involvement in the schools as least important factor which increases the vulnerability of this group during the time of economic crisis. In turn, representatives from NGOs which work with

²⁰ Hess, R. S., Molina, A. M., & Kozleski, E. B. (2006). Until Somebody Hears Me: Parent Voice and Advocacy in Special Educational Decision Making. *British Journal of Special Education*, v33(n3), p148-157. In Includ-ed.(2007) Project 2: Theories, Reforms and Outcomes in European Educational System. 6th FP. European Commission. Priority 7. Citizens and Governance in a Knowledge-based Society. Integrated.

ethnic minorities consider low expectation about ethnic minorities achievements in their studies as the least important factor which influences vulnerability of this group during economic crisis.

Respondents were asked to rate the elements which help to overcome the situation of exclusion of vulnerable groups. Respondents who represent NGOs working with migrants, ethnic minorities and women emphasize increase of the opportunities to participate in educational, training and cultural activities as well as family/community participation in schools as very important factors which help to overcome the situation of exclusion of these groups. Respondents from immigrant NGOs also highlight support activities outside school hours as important to help to overcome exclusion of this group. In turn, respondents from NGOs working with women emphasize such practices as promotion of egalitarian male models and socialization which prevents violence to be important in order to overcome vulnerability of this group. Similarly, respondents from the NGOs working with women, youth, and disable people all mention increase of education levels as very important factor to help to overcome exclusion of these groups. Importantly, in the case of youth and people with disabilities most of the elements given in the questionnaire are considered to be very important in order to overcome the situation of vulnerability of youth and people with disabilities. Significantly, with respect to the elements which are less important to overcome the situation of exclusion/vulnerability by all vulnerable group representatives low expectations about vulnerable group members' study achievements are highlighted; this is also in the case of women from the vulnerable groups. At the same time, theoretical findings highlights that, particularly, in the case of women, low expectation about their study achievements results in lost talent and educational exclusion (Sandra L. Hanson, 1994 in the Work package 14, Included project)²¹. Importantly, the data in general reveal that there are no significant differences when comparing elements which particularly have influence over vulnerability of women from the vulnerable groups and vulnerable groups in general. This can be explained with the situation in Latvia where since the

²¹ Hanson, S. L. (1994). Lost Talent: Unrealized Educational Aspirations and Expectations among U.S. Youths. *Sociology of Education, American Sociological Association*, Vol. 67, No. 3, pp. 159-183. In Include-ed. Work package 14. (2009) Literature Review on processes of educational and social exclusion among women.

Soviet times egalitarian models with respect to men and women are in place. Likewise, in the school system women in many cases have better performance than men and dropout is higher among boys than girls (see the Introduction).

When mentioning the successful practices which decrease vulnerability of vulnerable groups respondents mainly provide practices which deal with education, whether it is higher education, informal education and training. This is due to the assumption that education provides new skills and knowledge necessary to integrate in the labor market. Importantly, with respect to women besides practices dealing with education practices increasing self-esteem of women are highlighted, disclosing that this is an important factor to encourage women to study and seek employment opportunities.

Respondents also give their own observations and contribution with respect to the subgroups of vulnerable groups they consider particularly vulnerable. For example, NGOs which work with women consider also following groups of women to be in vulnerable situation which influence their inclusion in the society: (i) new mothers from the rural areas of the country, (ii) women with low self-esteem, (iii) women from the problematic/disadvantaged families, (iv) women who take care of relatives who have functional disabilities, (v) women who have mental disabilities. In turn, respondents representing NGOs which work with youth emphasize following subgroups of youth to be particularly vulnerable: (i) youth with low income, (ii) youth with disabilities, both mental and physical (3 respondents mention this), (iii) I and II multiple sclerosis, (iv) youth who does not receive support from the family, (v) one respondent mentions that people are afraid of or feel anxiety towards the youth which have delinquency problems, as well as youth representing various subcultures – punk, Goths, etc. and it might be that these biases have an influence over their educational results.

REFERENCES

Baltic Institute of Social Sciences (2009) Analysis of the centralized exam results of the last three years and preparedness for the transition to common Latvian language exam in 2010. The research was done due to the request of the Ministry of Education and Sciences. The research is not published.

Baltic Institute of Social Sciences (2007) Dropout of Pupils in Primary Schools. Problem Solutions. Riga: Silca Print. 38 page.

Baltic Institute of Social Sciences (2005) Ethno-political Tension in Latvia: Looking for the Conflict Solution. Riga: Baltic Institute of Social Sciences.

Hanson, S. L. (1994). Lost Talent: Unrealized Educational Aspirations and Expectations among U.S. Youths. *Sociology of Education, American Sociological Association*, Vol. 67, No. 3, pp. 159-183.

Hess, R. S., Molina, A. M., & Kozleski, E. B. (2006). Until Somebody Hears Me: Parent Voice and Advocacy in Special Educational Decision Making. *British Journal of Special Education*, v33(n3), p148-157.

Include-ed. Work package 14. (2009) Literature Review on processes of educational and social exclusion among women.

Includ-ed.(2007) Project 2: Theories, Reforms and Outcomes in European Educational System. 6th FP. European Commission. Priority 7. Citizens and Governance in a Knowledge-based Society. Integrated.

Ministry of Education and Science (2009) Sociālās atstumtības riskam pakļauto jauniešu un iekļaujošas izglītības atbalsta sistēmas izveides nostādnes . [Development framework for the youth who are subject of social exclusion and inclusive education support system]

University of Latvia, Philosophy and Sociology Institute of the University of Latvia, and Ltd Baltkonsults (2007) Higher and Professional Education Institution Graduate's Career after Graduation. Riga.

Zepa B., Šūpule I., Ķešāne I., Lulle A., Hazans M., Žabko O., Bebrīša I., Krastiņa L. (2009) *Immigrants in Latvia: Possibilities and Conditions of Inclusion*. Rīga: Baltic Institute of Social Sciences, pp. 1-215

Other sources:

Statistical data of 2009 by the State Education Content Centre of Latvia.
<http://www.isec.gov.lv/>

Statistical data by Eurostat data .
<http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/themes>

Statistical data by Central Statistical Bureau of Latvia.
<http://www.csb.gov.lv/>

Home page of Ministry of Education and Science. <http://izm.izm.gov.lv/registri-statistika/statistika-vispareja/4948.html>

State Social Integration Agency.
www.siva.gov.lv

ANNEX
List of Survey Participants

NGOs and respondents who wanted to make their participation in this survey public:

Latvijas krievu kultūras biedrība [Latvia's Russian Cultural Society]	
Latvijas ukraiņu biedrība [Ukrainian Society of Latvia]	
Jaunatnes organizāciju apvienība "IMKA Latvija" [Youth organization society "IMKA Latvija"]	Linda Ūzuliņa
Biedrība "Velku biedrība" [Society "Velku biedrība"]	
Jaunatnes attīstības un sadarbības multikulturālā apvienība (JASMA) [Youth development and cooperation multicultural society]	
Latvijas Multiplās sklerozes Asociācija (LMSA) [Multiple Sclerosis Association of Latvia]	Ineta Januško
Biedrība "Jaunatne pret AIDS" [Society "Youth against HIV"]	
Biedrība "Iecavas sieviešu klubs "Liepas"" [Society "Iecava women's club "Liepas""]	
Latvijas lauku sieviešu apvienība [Society of Latvian women living in rural areas]	
Balvu rajona sieviešu biedrība "Rudzupuķe" [Balvu district women society "Rudzupuķe"]	
Biedrībā "Dricānu jauniešu klubs Stars	

- 7" [Society "Youth club of Dricani Stars - 7"]	
Attīstības aģentūra "Pieci" [Development agency "Five"]	
Risinājumu darbnīca [Solution workshop]	Zinta Miezaine
Biedrība "Lauku sieviešu klubs DORE" [Society "Women living in rural areas club DORE"]	Benita
Invalīdu biedrība „Labas pārmaiņas" [People with disabilities society "Good changes"]	
Latvijas katoļu sieviešu apvienība [Catholic women of Latvia society]	
Biedrība "Jaunatne smaidam" [Society "Youth for smile"]	Renārs Manuilovs
Biedrība "Latvijas bērniem ar kustību traucējumiem" [Society "For Latvian children with physical disabilities"]	
Biedrība "Baltā māja" [Society "White House"]	Ingūna Badune
Liepājas Neredzīgo biedrība [Blind people association of Liepaja city]	
Biedrība "Saule", organizācija cilvēkiem ar intelektuālo invaliditāti [Society "Sun", organization for people with intellectual disabilities]	Irina Rulle
Vecumnieku lauku sieviešu klubs "Maijas" [Women living in rural area of Vecumnieki club "Maijas"]	